

Tamer-Aien-Ib Intervention Model of Writing Instruction Based On Metacognitive Strategies

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Article History

Received: 14.08.2018

Accepted: 24.08.2018

Published: 30.08.2018



Abstract: This research aimed to improve written expression (composition) skills of twelve grade students of the Al-Mazar secondary school by using the Tamer-Aien intervention model. The intervention model was designed by using metacognitive strategic concept, techniques, symbols and diagrams. This study was conducted at Al-Mazar secondary school in Jordan. A total sample of 22 students' from the same grade was chosen for the study. The baseline assessment was carried out to explore the pre-intervention writing skill score of the students prior to the intervention cycle one. Later, intervention and writing skill support strategies were carried out for twelve weeks. In the end, post-test was carried out to explore the differences occurred in the writing score of the students as a post-intervention effect. The findings obtained from the quantitative data showed the improvement in the written expression skills of the students. It was observed that through taking the above-mentioned measures, the teachers can help students improve their writing skills. Data were analyzed using the independent Mann-Whitney U test followed by Wilcoxon Signed-Rank test. The results showed that there was a positive effect on the students writing performance from the pretest at the beginning of intervention program up to the posttest at the end of the intervention program. The findings have implications for pedagogy as well as for research.

Keywords: intervention model, metacognitive, efl, writing performance.

INTRODUCTION

Language is considered is one of the most substantial elements of education and literacy [1]. Its efficiency and commands come with the mastery in receive and productive skills. Conventionally and even today in the eastern world productive skills of language are given significance of which writing is the most preferred outcome expected of students [2]. This standing is justified in the school where the students are required to master good writing compositions.

Writing in English as a foreign language (EFL) appears to be an excruciating experience for many students not only in Jordanian or Arabian students, but also in Malaysia, Thailand, Japan and other countries [3-5]. and teaching writing is a difficult task for many teachers. Some obstacles in EFL writing such as the learners' lack of skill of the English structure, the

limited choice of words, and the influence of culture have been reported by many researchers in the field [6, 7]. Apart from that, the teacher factor may also influence the teaching of EFL writing. Teacher beliefs about writing approaches will somehow determine how the writing skill is taught in the classroom. If a teacher believes in producing the final product with an error-free writing, he or she will spend a lot of time teaching the grammatical structures or editing the errors made by the students, rather than on the process itself. Furthermore, the lack of knowledge, skills and appropriate training in teaching EFL writing makes the teachers teach using the traditional product approach model with a heavy reliance on the textbook [8, 9].

Earlier studies indicated that there were many approaches used in teaching ESL/EFL writing. Kim, & Kim, [10] claimed that for over 20 years product and

process approaches have dominated much of the teaching of writing that happens in EFL classrooms. Similarly, Suriyanti, & Yaacob [11], stated that a half century ago, writing teachers were mostly concerned with the final product of writing or the product approach, focusing on the “finished product”, i.e., the coherent and error-free text produced by the students.

Product and process approaches are the two most common approaches in teaching writing. In the product approach the teachers teach writing by focusing on the grammatical correctness, and the lexical patterns. Accuracy in writing is given greater emphasis than the content itself. Harmer [12] stated that the aim of the writing task and its final product were the point of importance of this approach. Besides, the teacher is often too demanding about grammatical correctness and focuses primarily on the language structure [13] and sentence level grammar [14]. The writing tasks of product-oriented approach were typically imitating, copying, and transforming models provided by the teachers or text books. The Product approach has been applied in countries where English is considered as a second or a foreign language, such as Jordan [15], Singapore [16], China [17, 18], Malaysia [14], Northern Africa [19], Thailand [20] and many others. These studies revealed that the writing teachers were mostly concerned with the final product of writing, which focused on the coherent and error-free text produced by the students. As a result, students became passive and dependent on the teachers. It was also argued that this approach neglected the processes involved during writing, i.e., how the students wrote, how they generated ideas, and how they produced their piece of writing [21, 22]. The Process approach on the other hand, gives priority to how the writing process evolved, whereby it guides the students on how to write, generate ideas, proof write and edit their work. Tribble [22], one of the founders of the process approach, emphasized that it was, ‘an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models.

Bae [19] has explained the ‘recursive nature’ of writing which involved “getting ideas together, planning and outlining, making notes, making the first draft, revising, planning, drafting, and finally editing, and getting ready for publication”. In process writing, students are free to choose the topics that they want to write about with some guidance from the teachers and they do not fear writing, because the main focus in writing is not on achieving grammatical correctness, but on the way and the final performance of students write. Studies have shown that the writing produced by EFL students using the process approach was much better [23] because creativity in writing was emphasized [22].

Strategy Training and Process of Writing Instruction

Numerous studies have concentrated on the positive effect of explicit strategy training on writing performance. As it was mentioned when strategy training is incorporated in language curriculum, teachers have to teach students how to learn in addition to teach them what to learn. It can help students get familiar with their own learning styles and learning process and continue to learn after they have completed formal study of the language. It encourages students to adopt strategies that are good for efficient learning and becoming autonomous.

Various writing instruction models have been developed by researchers which most of them are strategy oriented to provide students with different strategies that they need and implied to strategy training as an important component of writing instruction. According to Leavitt-Noble [24] as cited in [25], integrated model for teaching writing that integrate explicit teaching, modeling, strategy instruction and external dialogue and using rubrics is more effective and successful way for teaching writing. Recent researches by Graham *et al.* [26], McMullen [17], and Akincilar [27], proved and pointed out the effect of strategy training on writing improvement. Graham & Perin [26] in a study thought the strategies for planning, revising, and editing in writing composition to adolescents in order to teach the students to use these strategies independently. Their results supported strategy instruction effects especially for lower level students. They also proposed SRSD as a particular and effective approach for teaching writing strategies. Akincilar [27] in another study, investigated the effect of PLEASE strategy training through SRSD on overall length and quality of writing which according to the results gained, there was improvement in length and overall quality of writing in addition to an increase in students’ self-confidence.

Literature provides report on the effect of summarization instruction on writing ability. This instruction as stated by Graham & Perin [26] “involves explicitly and systematically teaching students how to summarize texts. This can include teaching strategies for summarizing text or instructional activities designed to improve students’ text summarization skills”. In the view of Graham & Perin [26], as a teacher guides students through various writing strategies; like summarizing strategies, he/she assists them in preparing academic writing assignments by using readings as a basis to practice such skills like summarizing, paraphrasing, interpreting, and synthesizing concepts.

Numerous studies were conducted to investigate the effectiveness of summarization instruction in writing. Lee [8] used of coping and summarizing instruction to develop the writing and reading of 60 EFL Korean students. He compared the

mean score of four groups of students on reading and writing as a whole. As the results showed students of summarizing group showed much enhancement in organization, structure and grammar area of writing than reading, although their reading inference was also increased. Møller, Knudsen, & Wallin [28], also reached to a positive effect of summary writing and summarizing techniques on writing ability of college-bound students. As he reports instruction in summarization was more effective for improvement to position, support, macro level skills and micro-level skills in writing than other instruction like synthesis instruction.

Thus, students often complain that they seem to make no progress even if they take the writing assignments seriously and do their best to compose. The English writing course is, as a result, regarded as a nightmare by both instructors and students. Teachers prefer to teach courses other than English writing, and students often learn nothing from English writing courses even though the course is part of the curriculum and both teachers and students believe it is as important as the other three language skills. Therefore, this paper intends to introduce metacognitive instruction in order to raise EFL writing instructors' self-awareness in teaching and to train students to become self-regulated learners. There are two main approaches in writing research and instruction, i.e., the process approach and the product approach [29]. The former emphasizes the writing process one undergoes during writing, while the latter focuses more on rhetorical structure and writer's written product. This paper thus intends to promote the integration of metacognition into EFL writing instruction to benefit writing instruction by laying emphasis on both approaches to writing instruction (i.e. process and product approaches), and to train teachers as well as students to teach and learn with metacognition.

LITERATURE REVIEW

In the language learning field, the researchers have shown interest in the area pertaining to writing composition. Kellogg [30] found that the students' interaction helps in developing the cognitive skills that involves generating ideas. Results from various language studies have shown that the teacher who emphasizes and focuses on the writing skills on the study can bring about a change. The students become efficient at generating and organizing creative ideas as a result. The most adopted teaching model that helps in developing writing skills in the balanced literacy approach is the method of writing process [31]. Being an ability, writing can be improved by learning through repetition. If the teachers would be aware of the writing process, this would help in teaching appropriate strategies and that would also improve the writing abilities of students in education environment [32]. Accordingly, studies conducted in Karachi at primary level shared the view that young students are lack

writing skills and the teachers don't seem to using a proper writing process too. Therefore, this study aimed at describing the difficulties pertaining to composition writing and strategies to develop writing abilities of the students to write creatively.

Mainly, there are five stages of writing process, any stage can be skipped and returned to later. These are: Prewriting, Drafting, Revising, Editing and Publishing. Learning the writing process is important for the students as it enables students to express their thoughts, knowledge and feelings efficiently. The more the students learn the writing process, the more they will be able to express themselves efficiently [33, 34]. According to Nasir, Naqvi, & Bhamani [35] imagination and originality are valued more than the standardization of thought and truthfulness while characterising creative writing. While assessing the student for creative writing, they are given space to fabricate the content. The main purpose is always to evaluate their creative writing and cognitive skills. In order for the students to write creatively, it is essential that their thoughts should not be restricted in any way [36]. Planning, organization and discovery of thought are prerequisites for creative writing. If the students are restrained they will not be able to maintain the originality of their work and the creativity might be compromised as well [37].

The most appropriate variety on study is narration, speaking in terms of creative writing [38]. He further elaborates that this genre encompasses the factual and fictional text created by the students. In order to motivate the students to engage in creative writing exercises the facilitator should provide sufficient opportunities to the students to involve themselves in high order thinking and a regular habit of reading [39]. Recently, it has been observed that researchers in language learning area are intensely interested in the area of learning strategies. According to Oakley, Felder, Brent, & Elhadj [40], small group helps the students to device their own learning strategies. Even after this point had been established, a small number of researchers looked into the effectiveness of these learning strategies- one of which was brain storming in the field of teaching creative skills such as writing.

Supovitz, & Klein [23] say that writing process resembles a road map, through this the students, actions and thoughts can be monitored right from the beginning till the end. He further says that a stage from this process can be skipped and reached to later on but cannot be skipped altogether. In order to make the students think creatively, they should be given opportunity to see world through windows and observe it and they can write creatively without any fear. All the educational schools place great importance on writing. Whilst teaching, the teachers often find that some students are able to articulate their thoughts quite well

while the others are not. This is mainly because writing is a skill that some students are more proficient in than others. As we all know, writing is an important skill especially in settings where English is taught as a foreign language. In classes where students are required to master certain genres of writing, the importance of writing as a skill is highlighted [35].

It becomes vital for the teachers in the educational settings to pay concentration on the growing needs of the students, their parents' expectations from their children to write in English and the requirement of the schools. Hence, this study was established with an aim of enhancing the creative writing skills by using the intervention model designed by the researcher.

Teaching EFL Writing Metacognitive Strategies

Even though external guidance and support can assist learners in performing literacy skills, self-questioning and self-monitoring are believed to better assist language learners to plan, monitor, and evaluate their writing processes [41, 42]. When EFL writing instructors have a big class as the instructors in Jordan do, training students to become independent learners who possess metacognitive strategic knowledge for writing and for regulating their own writing should be helpful to solve some of the problems caused by the large class size and to improve students' writing proficiency. This research, therefore, encourages EFL writing instructors to teach for meta-cognition so as to develop and enhance students' metacognitive models and awareness. With Jordanian students, McKay[43]. Conducted an empirical study to propose teaching principles of EFL writing. The study confirmed Flavell's theoretical framework of metacognition which consisted of metacognitive knowledge and metacognitive experiences and yielded important pedagogical implications for researchers.

In this research, instead of proposing a list of teaching strategies and activities, I would like to suggest three guidelines for EFL writing instructors who plan to teach for metacognition in their writing classrooms on the basis of the abundant literature that explicates the approaches promoting readers' metacognitive awareness. There are mainly two reasons for providing only the guidelines. First, one general guideline may sometimes involve more than one activity or strategy. In addition, the present study will include scaffolding instruction to teach study. For instance, when practicing scaffolding instruction in the classroom, EFL writing teachers can adopt teacher modeling, thinking-aloud, self-questioning, and cooperative learning at the same time. Second, a creative teacher can design and develop more and new activities by following the guideline without being restricted by a limited set of activities.

METHODOLOGY

The desired and suitable research design for this research was Action Research as the subject for this research was the creative writing skills of grade twelve students after observing that the students' performance and result were not as expected. This study involved the intervention model to train the students to write metacognitively.

Design

The researchers determined action research for this study. During the research, interventions were made consistently. These interventions included the use of intervention writing model which consist of writing steps based on metacognitive strategies (planning, monitoring, and evaluation). Also, this intervention model was designed based on CALLA model to involve in the classroom.

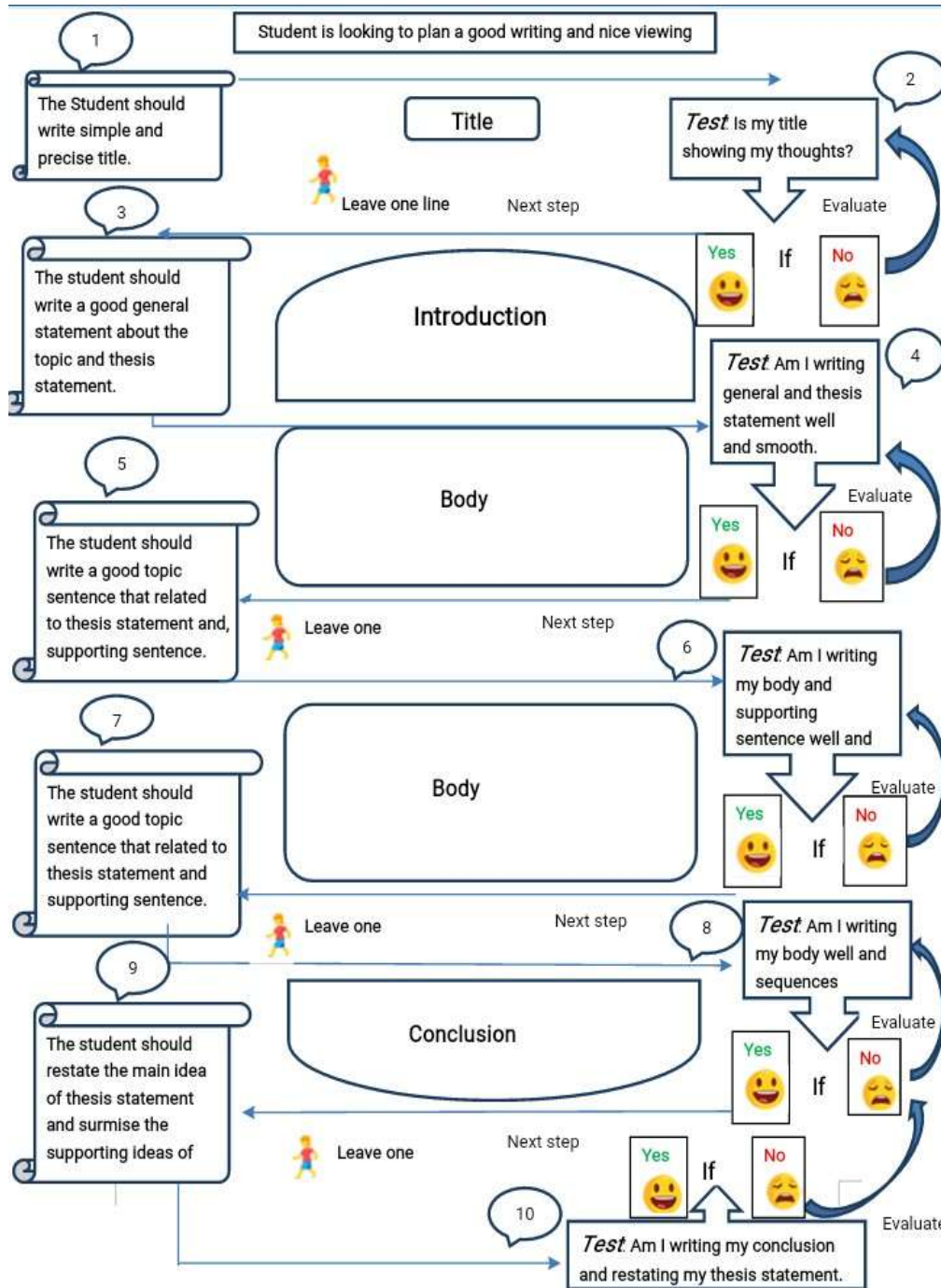


Fig-1: Tamer-ain-ib intervention model

Figure 1 describes the metacognitive proposed model used in present study. It was developed based on the CALLA model. This model can be used by the students as is a map directing them on which writing task to utilize and step to be taken. The model guide students how to use metacognitive strategies starting from the writing tasks to the conclusion. As explained in a diagram above, the students have to use a brainstorming technique to extract the main points that related to the topic.

At the beginning of writing task, the students need to think and plan well to write a suitable, simple and clear title which elucidates the content or the main ideas of the task. So, the students will monitor the writing task to keep on the same track. The student will evaluate their performance if suitable or not as explained in the diagram. if the performance is positive, the students will forge ahead and if it is negative the students will redo it again as well in the other parts of writing; body and conclusion., In addition, the researcher put an empty line in the

diagram to send a message for the students to leave one line between each paragraph to make the task in a good view. The angry face has the red color sign while smiling faces has the green color sign. These faces indicate to motivate the students to write in a good performance of their task to avoid red color sign that's mean redo the task again. Likewise, the students a bid to avoid the angry faces that will make them redo the task again and waste students time to rearrange and write. The students are motivated and see it as a challenge for them to write well to choose smiling face during the evaluation.

The researcher used the sandwich technique to motivate the students to fill up the diagram in an outstanding way and also explain to them the introductory part. The conclusion is the mostly same length and ideas, on the contrary of the body paragraphs that have the main ideas and of the task. In the diagram, the researcher wrote notes beside each diagram to allow the students ponder before attempting the following step. Also, the researcher numbering each step to clarify

student's way during writing task. in the end of writing task based on Tamer-Ain intervention model, the student will be used metacognitive strategy to help them to be self-learner and motivate them to write in a neatly way.

Sampling

Practical Procedures and analysis

The principle of voluntarism was the pre-condition of participating in intervention model. For the training program, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated for twelve weeks. During the intervention program, the intervention model which designed by the researchers were used to help the students to be self-writer. writing tests took place three times (pre-test, immediate post-test, delayed post-test), and the researcher used Mann-Whitney U test followed by Wilcoxon Signed-Rank test analysis to answering the research question.

RESULTS AND DISCUSSION

Table-1: Descriptive statistics: General writing proficiency

	Group	N	Mean	Std. Deviation	Std. Error
Pre-test	MST	22	12.50	1.045	.158
Immediate Post-test	MST	22	17.75	2.441	.368
Delayed Post-test	MST	22	20.36	2.373	.358

Note. MST: Metacognitive signified experimental groups

Table.1 above presents the descriptive statistics on the overall scores of general writing proficiency of the participants. The result showed the mean value of the overall scores of the participants MST in the pre-test, immediate post-test and delayed post-test. The overall scores of the participants are reported based on the means, standard deviation, and standard errors. In the pre-test the results showed that (M=12.50, SD=1.045, SDE=.158) for (MST). Simply, the results showed that the mean scores students' performance in writing composition at the beginning of the study.

Moreover, at the intermediate stage where another test was given to the participants (intermediate post-test), the results obtained from MTS are illustrated as (M=17.75, SD=2.441, SDE=.368). Meanwhile, the results obtained from the delayed post-test which was conducted at the end of the intervention program are reported as (M= 20.36 SD=2.373, SDE=.358) for MST. Consequently, the results obtained through immediate post-test and delayed post-test as presented above showed that there is difference in the mean scores between the participants. Moreover, the descriptive statics using means and standard deviation in the table1 above was used here only to visualize the results statistically without showing the effect size of the changes within the group.

DISCUSSION

This section discusses the results of the research by direct reference to the questions raised in the study. How can the metacognitive intervention model enhance writing performance?

To answer this question, the Mann-Whitney U test was conducted to determine the effects of metacognitive strategies employed in this study on the overall performances of the participants. Because the scores were non-normally distributed, the Mann-Whitney U test the nonparametric counterpart of one-way independent ANOVA was used in order to specify whether there is any possible difference between the performances of both experimental and control groups at the beginning and the end of the program. And Wilcoxon Signed-Rank test was used to examine the differences in the performances from within the group participants.

As illustrated on Table 2, the Mann-Whitney U test has indicated the overall score of the pre-test MST groups (U = 154.500, z = -2.185, p =.001, r = -0.333). Meanwhile, the effect size of r = -0.333 which indicates a small effect. Therefore the r value was an indicator that effect between the performances of MST group is not a considerable one considering the threshold of Cohen's benchmark of large effect size.

Table-2: scores of Pre-Test

Group	N	Mean Rank	U value	z value	p value	r value
+MST (Exp.)	22	26.48	154.500	-2.185	.001	-0.333
*P< 0.01						

Table-3: scores of Immediate Post-Test

Group	N	Mean Rank	U value	z value	p value	r value
+MST (Exp.)	22	30.30	70.500	-4.121	.000	-0.6285
*P< 0.01						

Table 3 presents the results obtained from the immediate post-test. This test was conducted to examine if there is a significance difference between the MST group that received metacognitive instructions. Also, the Mann-Whitney U test was utilized 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 group performance (U =70.500, z = -4.121, p = 0.000, r = -0.6285). The difference observed in the mean rank value though comparing the MST groups' performance revealed that the difference was significant. Meanwhile, the r value (r = -0.6285) showed that the effect was a medium to a large.

Table-4: scores of Delayed Post-Test

Group	N	Mean Rank	U value	z value	p value	r value
+MST (Exp.)	22	30.45	67.000	-4.167	.000	-0.6355
*P< 0.01						

The delayed post-test was the final test administered to MST. 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 4 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 of MST

group (U =67.000, z = -4.167, p = 0.000, r = -0.6355). Henceforth, by comparing the mean rank value between the performance immediate and delayed test it was found that the difference was significant (immediate MST group m=30.30, while delayed group m=30.45). Meanwhile, the r -value (r = -0.6355) showed that the effect was a medium.

Table-5: 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	-5.323	0.000	-0.8118
After	22				
Total	44				

*P< 0.01

The results of Wilcoxon Signed-Rank test presented in Table 5. The results showed that there was a significant difference in the gain score of the experimental groups 'performance in the pre-test (T = 0.00, z = -5.323, p= 0.000, r = -0.8118) 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 = -0.8118 represented a large effect on the students use of metacognitive strategies in writing within this group.

Table-6: 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	-5.375	0.000	-0.8197
After	22				
Total	44				

*P< 0.01

Table 6 demonstrate 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 6 showed that ($T = 0.000$, $z = -5.375$, $p = 0.000$, $r = 0.8197$) 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 $r = -0.8197$ represents a large effect on the students use of metacognitive in writing.

However, the results presented in table 5 and table 6 above clearly revealed that there were statistically significant differences in performance of MST group before the intervention treatment (pre-test) and after the intervention post-tests (immediate and delayed) ($p = .000 > .001$, $p = .0000 > .001$ (p is significant at 1% $p = 0.001$). the effects of r value are ($r = -0.8118$, $r = -0.8197$) which indicated a large effect. The also showed that experiment group participants had improved tremendously in the end of course. And that metacognitive instruction had a great impact on the writing performance of EFL learners at Jordanian secondary schools.

Various studies have tried to specify the characteristics of good language learners and the type of strategies they use in a specific language task [44]. Some studies postulate that the effectiveness language learning can be determined by explicit use of different language tasks such as metacognitive knowledge about task characteristics and applying appropriate strategies for task solution [45]. Chari, Samavi, and Kordestani [46] pinpoint the fact about the reasons why second language instructors recommend to use metacognitive strategies in EFL/ESL classroom, one of such reasons is the claim that metacognitive strategies enable learners to play active role in the process of learning, to manage and direct their own learning and eventually to find the best ways to practice and reinforce what they have learned [45].

Furthermore, the findings of this study agreed with the results obtained by Panahandeh, and Asl [25] 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 of T-Test indicated that there was a positive effect in the experimental group's writing performance. However, this subjects of this study were university students, but this also supported the findings of the study by Lee, Liu, and Wang [8] where junior secondary school students were the subjects. Another thing to consider in their results is that they employed Web Quest theory to gather with metacognitive strategies. In the similar vein Sindhvani and Sharma [47] 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.

CONCLUSION

As can be seen from the findings, there has been a difference noted in the participants of the intervention model from the result of pretest and post-tests. The intervention has been proved to be fruitful whereas reflection is required for those who did not progress. The intervention proved to bring out significant improvement in enhancing the composition writing skills of the students and to motivate the students to be self-writer. The research findings can be beneficial for the other researchers as well, especially those who face issues pertaining to EFL. This research also provides guidelines to the teachers as to which pedagogies should they adopt to improve their students' creative writing skills. It would be enjoyable and beneficial for those teachers who have direct contact with the students and they would be excited to witness a change. According to the empirical observations of the intervention model, the following might be suggested: every stage of the writing process should be studied and demonstrated by both, teachers and the students in order to develop the writing abilities [48-50].

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