

The Effect of Using Metacognitive Strategies on Writing Performance of EFL Students in Jordanian Private and Public Schools: A Comparative Study

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Abstract: Strong writers actively and metacognitively involve themselves in the writing process by spending more time recursively planning and refining their writing by actively monitoring and adjusting the text they are generating and by maintaining an awareness of their audience. Research shows that training in Meta-cognition Strategies that are used to Improve Writing Disabilities and performances have been successful. The purpose of the present study was to study Comparison of Using Metacognitive Strategies on Writing Performance in Private and Government Schools in Jordan. We have investigated the effect of Meta-cognitive strategy training through the use of explicit and teaching intervention strategy instruction on Improve Writing Disabilities among 12th Standard students. To reach the goal of the study two groups of Writing Disabilities in 12th Standard students were randomly assigned to a control and an experimental group. The experimental groups received instruction on Meta-cognitive strategy training through a 12-week period of instruction while the control groups received traditional way. The result of the study showed that explicit Meta-cognitive strategy training has a significant positive effect on Improve Writing performance and Disabilities in 12th Standard students. The collected data were analyzed by using SPSS software version 23.

Keywords: metacognitive, writing performance, jordanian school, jordanian education

INTRODUCTION

Writing is the most difficult shape of language improvement. It requires generating thoughts and ideas and converting them into written phrases that can be formulated into coherent sentences that encompass proper mechanics (spelling, punctuation, and capitalization). The sentences must be interrelated and related if you want to convey meaning [1]. The final goal of writing is for students to specific their ideas and thoughts in a coherent, meaningful, and comprehensible manner for students with writing disabilities, this aim may additionally gift a large task because of problems with decrease level handwriting and spelling abilities at the same time as it's miles critical to expanding these decrease stage transcription skills, education and intervention that integrates each transcription and composition skills are important for the improvement of written expression talents [2]. In many cases the student disability in writing is not due to the mentality

or the brain or neural or environmental lesion, it is due to the unawareness of the cognitive and Meta-cognitive techniques. The studying condition is uncontrollable and it would be feasible to teach the student a way to change or control their learning tactics. To cope with the shortage, this paper ambitions to research the position of metacognitive information within the English writing of Jordanian EFL learners, in the wish of dropping some light on the teaching and getting to know of EFL writing ability in Jordan.

Proving this, studies from [3, 4] confirm that the lacking of desirable techniques and techniques in teaching and getting to know some of the EFL college students have been the causes of negative overall performance in writing competencies. None the less, there are several techniques which have been propounded for powerful mastering and writing abilities which consist of collaborative, cognitive, affective, and

social strategies [5, 6]. Among all the studying strategies, a metacognitive method is a higher-order executive talent which includes making plans, monitoring and evaluating. Once novices have an amazing command of metacognitive approach, they will grow to be more unbiased and self-reliant and maybe extra able to planning, tracking and evaluating their gaining knowledge of the system and accordingly become efficient experienced persons.

Individuals with a written expression disorder have great difficulties in using writing to communicate that means. They will have hassle formulating sentences, organizing paragraphs, the usage of correct grammar and punctuation. They may have problem generating thoughts to put in writing about and may be gradual to get their thoughts on paper. Their writing may be disorganized and incoherent and they may display excessively poor handwriting. Their capacity to spell is frequently poorly advanced. The difficulties in written expression significantly interfere with academic achievement or with daily living activities that require writing skills [7, 8].

Appropriate use of Meta-cognitive learning strategies can make a contribution to the improvement of autonomy in distance learners, which is of paramount importance to their educational success [9]. Marzano[10] found a fantastic and substantial correlation between using getting to know techniques and the level of instructional overall performance of their research. Gedo [11] record that the examine of meta-psychological variables used on college students with getting to know disabilities sickness would lead as much as a better cognizance of ways the variables work and this reasons an effective inference with training.

Related research has proven that Meta-cognition has vital roles in students' learning [12]. Researchers see meta-cognition as a device that not best makes students contain in the getting to know method however additionally gives them duty for personal their studying. Learning is influenced with the aid of several elements consisting of inadequate prior knowledge, terrible take a look at skills, and problems with maintaining sustained attention, cultural or language differences or the presence of a getting to know disability.

LITERATURE REVIEW

Education system in Jordan According to the statistics department in the Ministry of Education in Jordan [13], the number of schools has reached 6,614 in 2014, with 1,846,963 students. The Ministry of Education in Jordan takes an increasingly vigorous role in delivering education to students from Kindergarten to 12th Grade. The Basic Education stage, which is a compulsory one, comprises grades 1–10 where all

students are entitled to free education. In later stages after the Basic Education, the scores of the 8th, 9th and 10th grades are calculated to determine which track the students are eligible to apply for. Examples of these tracks are academic elementary and vocational elementary education. Prior to students' grades calculations process, students are asked to submit an application of which track they would like to take. However, the Ministry of Education has the final decision upon determining students' tracks according to their final year marks in all the three years. The academic and vocational streams end with General Secondary Education Examination (Tawjihi). The vocational stream is comprised of professional courses, which aim to prepare skilled and qualified students (manpower) to the local and regional markets. This stream is administrated and operated by Vocational Training Corporation and the Ministry of Education.

Public Education in Jordan

Generally, English was the first foreign language to be taught in Jordan before and after the independence in 1946. Jordan was under the occupation of Great Britain from 1916 – 1946. After the independence, English is getting to be taught in all Jordanian schools at the early age of eleven, for just one hour and lecture a week. But, after the 1990s, English is getting to be taught alongside with Arabic language in all Jordanian schools at the early age of six. This has given the English language a unique position in Jordan. Under public education, I shall begin with secondary schools and Universities in Jordan. Secondary schools: After the independence in 1946 – 1989, Jordan chooses English language as their first foreign language. English remained one of the most significant foreign languages that a student compulsory has to be chosen, to learn during the last three grades of high schools education. The number of a week hours allocated to English varied from one discipline to another: one hour in sciences, and two hours in humanities. But, after in 1990s the number of hours allocated to English is also varied from one discipline to another: 7hours in sciences and 9th hours in humanities. This means English is getting to be used extensively in all Jordanian schools compared to the previous years [14].

Private Education in Jordan

Privately sponsored education is another domain where English is spreading. Two foreign institutions can be cited here: the British Council and the American language centre. Over the years, the British Council has reinforced its position as a promulgator of English in this country. Courses are continuously supplied by this institution for learners of all ages. Similarly, the American language center and its branches throughout of Jordan register an increasing number of students every year. Here also English courses are offered to learners of various ages and

levels. Private education is also available in American schools: Two such schools are worthy of note: in the capital of Amman, these schools have both primary and secondary level. Apart from these foreign bodies, several institutions and institutions of higher education after courses in English to their students with the goal of raising their level comprehension to that required to cope with the increasing use of English textbooks, reference books and documentation. Among these, we can cite, school of science and technology and business in the city of Amman. There are also many private business schools which teach English to serve the needs of secretarial training, commerce and computer science. This has increased the spread of the English language in Jordan [15].

Metacognitive Strategies for EFL Learners

Learners who can effectively use metacognitive strategies are in charge of their own behaviours. they may be aware of their personal questioning as they carry out a particular challenge and may use this awareness to control what they're doing Brandl [16], knowledge and controlling cognitive processes is one of the critical skills that lecture room instructors can help beginners expand. In an EFL classroom, therefore, in preference to focusing students' attention completely on studying the language, teachers ought to educate metacognitive strategies to help students plan, manage, and compare their studying. The basic metacognitive techniques that could result in greater powerful learning and stepped forward in overall performance, mainly most of the much less talented college students encompass the following:

Preparing and planning for learning

It's far hard for students to end up self-directed when mastering is planned and monitored by someone else. Consequently, students must assume increasing responsibility for planning and regulate their own learning. Instructors can teach students to set up their mastering goals and make plans for getting to know obligations. Via accomplishing coaching and making plans in relation to a getting to know goal, college students can reflect on consideration on what they want or want to perform and the way they intend to go approximately acting it. However, it is important that teachers should have students be explicit about the particular learning goals. The clearer the goal is, the easier it will be for students to measure their own progress. For example, in an EFL writing class, students might set a goal for themselves of being able to write a process essay at the end of a lesson. They may then make such plans as organizing ideas, preparing an outline, and deciding on the techniques to make a paper unified and coherent.

Selecting and Using Learning Strategies

Students must be able to think and make conscious decisions about the appropriate learning strategies to be used when solving learning tasks. For instance, in an EFL reading class, readers may have several learning strategies to choose in dealing with unfamiliar vocabulary in a text. One possible strategy is the use of context clues to help predict the meaning of a word. Another is the use of word analysis (prefix/suffix). Teachers should give a clear explanation about these strategies and when to use them. However, teachers should make it clear to students that no single strategy will work in every instance; hence, students must know how to choose the strategy that has the best chance of success in a given situation.

Monitoring Strategy Use

Once students have begun using the selected strategies, they need to ask themselves whether or not they are really using the strategies. For example, in a writing lesson, students learn several strategies to create a good essay; among other things to consider are the "audience" and "purpose" in writing. Students should be taught to monitor their use of these strategies by pausing occasionally while writing and asking themselves questions about what they are doing. In this case, students may ask whether or not they have provided the right amount of background information for their audience and whether the details being used are effective in achieving their purpose.

Evaluating One's Own Learning

By encouraging students to evaluate whether or not what they are doing is really effective, teachers can help students be actively engaged in metacognition. To evaluate the outcome of their learning, Anderson [17] suggested that teachers have students respond thoughtfully to the following questions: "(1) what am I trying to accomplish? (2) What strategies am I using? (3) How well am I using them? (4) What is the outcome? (5) What else could I do?" In answering these questions, students can reflect on the processes of their learning. That is, preparing and planning relates to identifying what is to be accomplished while selecting and using specific strategies relates to the question of which strategies are being used. The third question corresponds to monitoring strategy use, while the fourth and fifth related to the evaluation of one's own learning.

METHODOLOGY

The study was carried out in Mazar secondary schools in Jordan. The target population of this research is private and government students with learning difficulties in writing who study in 12th standard of secondary school in Mazar Jordan. The samples of the study are the 12th-grade students of the Irbid city that consist of 80 students. 40 participants in the

experimental group (20 governments and 20 private) and 40 participants into the control group (20 governments and 20 private).

Design of the Study

This study was based on the quasi-experimental design in which two groups (an experimental group of private and government students) are involved with one group receiving treatment. After the treatment, the test scores of the two groups are compared to see the effectiveness of the treatment in the

experiment group. The independent variable in this study is the meta-cognitive strategy training and the dependent variable is the Writing performance of the experimental and the control group students.

Participants

The participants of the study were grade's twelve of government and private schools, 40 in the experimental group and 40 in the control group, of Mazar secondary school in Jordan.

80 students	(exp. group)40	(government) 20 (private)20
	(cont. group)40	(government) 20 (private)20

Instrument for Data Collection

The writing tasks were given to all participants from both groups: control and experimental group. All students from the control group and experimental group are required to take a test at to confirm that the writing abilities of these two classes really have different students level by using metacognitive strategies for experimental group and traditional way of teaching for the control group. The test is an in-class writing test in which students were given 60 minutes to plan, write and revise their writing task.

The procedure of the study In order to get data from the samples through the above instruments, the researcher administered the metacognitive strategy training on the experimental group private and government students. The collected data were analyzed by using SPSS software version 23. Pre-test, post-test Experimental - control groups Writing mean errors when compared to Jordanian government and private schools, will show a significant difference after meta-cognition training.

Table-1: Results of Writing mean of errors Test in Sample

	Number of participants	Writing performance among private and government school							
		Private school				government school			
		Experimental group		control group		Experimental group		control group	
		Pre-test	post-test	Pre-test	post-test	Pre-test	post-test	Pre-test	post-test
Mean	20	65.20	87.05	63.15	72.50	54.7	85.80	57.5	67.10
Std. deviation	20	5.27	7.44	5.24	5.27	6.81	6.93	8.46	5.71
Std. Error Mean	20	1.18	1.67	1.17	1.18	1.52	1.55	1.89	1.28
T	20	-9.94		-5.44		-12.00		-3.46	
Df	20	19		19		19		19	
Sig. (2-tailed)	20	0.000		0.000		0.000		0.003	

As seen in Tables 1, mean errors decreased from pretest to posttest in experimental groups, both private and government schools, This means is, there is a significant difference between Pre-test and post-test mean errors in Writing skills. This indicates that teaching of the Meta-cognitive strategies increased the writing's skills in the Experimental group. Both related to control groups (who have not received Meta-cognitive strategies) private and government, there is

not a significant difference between Pre-test and post-test scours students in writing skills. Hence hypothesis has been proved.

Second Hypothesis

The post-test mean of errors for writing skills will show a significant difference when experimental groups of government and private schools are compared.

Table-2: Results of Writing mean of errors Test in Sample

Group name	N	Mean	Std. deviation	Std. Error Mean	T	DF	Sig. (2-tailed)
Experimental Group private school Post- Test	20	24.26	1.24	.36	6.33	44	.000
Experimental Group government India Post- Test	20	23.78	1.18	.28			

As seen in Tables 2, Comparison between Experimental groups of private and government students, Post-test, in writing, was found to be $t = 6.33$, which is greater than the table value Jordanian students private and government, in writing skills.

Third Hypothesis

Post-test mean of errors when compared the Experimental and control groups private and government students, will not show a significant difference in writing skills.

Table-3: Results of Writing mean of errors Test in Sample

Group name	N	Mean	Std. deviation	Std. Error Mean	T	DF	Sig. (2-tailed)
Experimental Group government school Post- Test	20	30.13	1.89	.43	6.436	44	.000
Control Group government school Post- Test	20	26.70	1.17	.66			
Experimental Group private India Post- Test	20	23.41	2.6	.44	10.233	44	.000
Control Group Girls private Post- Test	20	26.34	4.6	.46			

As seen in Tables 3, according to Comparison between Experimental and control groups private and government, Post-test, there show a significant difference between both private and government students Experimental and control groups when compared in writing skills.

The main question of this study is

The effect of metacognitive strategy training and its effect on Writing performance of the 12th Standard private and government Students of Jordan

The main hypothesis is

- There is a significant difference between Pre-test and post-test scores in experimental groups, both private and government students, in Writing skills
- Comparison between Experimental groups of Jordanian private and government, Post-test, there is a significant difference between both Jordanian students' private and government, in Writing skills.
- According to Comparison between Experimental and control groups private and government, Post-test, there show a significant difference between Experimental and control groups in writing skills

DISCUSSION

This study explored the effect of metacognitive strategy training on writing performance of the 12th secondary private and government Students with learning disabilities in writing, at Irbid city in Jordan. The Result of this study will help to better prepare learners to take up occupations in the community in future. The result of this study will help

to better prepare learners with sufficient confidence and with the alertness to continue to improve through new information and knowledge. Researchers must consider the difference in the use of reading strategies among students with learning disabilities. Training of meta-cognition strategies helped the students to know why, when, and how to use the strategies. Gradually, they started to think meta-cognitively about the strategies they could use to improve their writing to become not only better listeners and readers but also autonomous and strategic learners. Teachers can help learners use different metacognitive strategies to improve writing skills. Attempts to teach students to use metacognitive strategies have produced good results. However, before teaching students how to use metacognitive strategies, they should be trained in how to implement metacognitive strategies inside their classrooms. Metacognitive strategy teaching should be a long-term educational process, with constant attention and support over longer periods of time. Researchers must consider the difference in the use of meta-cognition strategies among students with and without disabilities.

CONCLUSION

This paper explored the role of metacognitive knowledge in the English writing of Jordanian EFL learners. By analyzing the data collected from an English writing task and self-designed questionnaires on metacognitive knowledge, this study has obtained the following major findings:

- Jordanian EFL learners' metacognitive knowledge of English writing, on average, is not satisfactory.

- There is a positive and significant correlation between metacognitive knowledge and English writing.
- Metacognitive knowledge influences students' English writing; developing students' metacognitive knowledge helps increase their writing proficiency.

The present study has several important pedagogical implications. As Jordanian EFL learners, on the whole, don't have a high metacognitive knowledge status, there is an urgent need to raise the learners' metacognitive awareness to facilitate their English writing skill. Since metacognitive knowledge correlates significantly and positively with English writing, it is necessary for teachers to provide instructions to cultivate learners' metacognitive knowledge in English class. Metacognitive knowledge has been found to exert positive influences not only on English writing but also on English proficiency. Therefore, offering metacognitive knowledge instruction, especially strategic knowledge, can also help to increase EFL learners' overall English proficiency.

This study suffers from several drawbacks. First, metacognitive knowledge may increase with appropriate instruction; therefore, longitudinal as well as cross-sectional studies need to be carried out to investigate the metacognitive growth of EFL learners. Second, the major instrument for collecting metacognitive knowledge data was a questionnaire in this research. Other methods, such as "Think-aloud", can be adopted to gather learners' introspective as well as retrospective data. Third, the participants of the present study are exclusively Jordanian learners of English. EFL learners from other first language backgrounds should also be examined to test the generalizability of the positive correlation between metacognitive knowledge and English writing found in this study.

In conclusion, a better command of metacognitive knowledge can empower learners in English writing and cultivate their autonomous English learning. The limitations of the present study suggest the direction for further research in future.

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