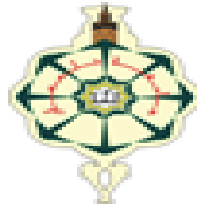


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DEPARTEMENT OF ENGLISH

***A Suggested Metacognitive-Based Approach to Developing Master
Students' Cohesion and Coherence in EFL Argumentative Essay
Writing***

Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master in Language Studies

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Dedications

To my parents

for their devotion to my education,

and

to my sisters and brother

for their patience and support,

I dedicate

my work.

Acknowledgments

With a deep sense of gratitude, I thank Almighty Allah Who Gave me such strength and Enabled me to accomplish this work successfully.

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Abstract

Writing is considered as an essential skill that English as a foreign language (hereafter, EFL) learners should master in order to produce accurate, or at least readable, pieces of work. Yet, many EFL learners claim that writing is difficult to learn as they face many hindrances mainly with cohesion and coherence. The aim of this study is to investigate the effect of metacognitive-based strategy writing instruction in developing EFL essay cohesion and coherence. To this end, a pre-experimental research was conducted with first-year EFL Master students at the English Department in the University of Tlemcen. Different research instruments were used to gather data: pre-test, post-test and stimulated recall protocol. The collected data were analysed using a mixed methods approach, that is, both quantitatively and qualitatively. After analysing data, the main findings indicated writing obstacles with cohesion and coherence that most first-year EFL Master students encounter. The other finding which may be worth mentioning is that longer strategy training length would make it evident that explicit metacognitive-strategy instruction can develop EFL essay writing cohesion and coherence.

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List of Abbreviations

CALLA: Cognitive Academic Language Learning Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

GTM: Grammar Translation Method

TSA: Topical Structure Analysis

General Introduction

Among the most important and difficult skills students of English as a Foreign Language (EFL) are expected to develop is writing. Writing skill has, for a long time, been underestimated by learners; speaking, albeit along with writing is a productive skill, was attributed more emphasis in language learning process. In other words, learning to speak has been deemed a primary concern; learning to write has always been a secondary matter, a means of practicing, sustaining and reinforcing other skills. However, foreign language proficiency demands a balance in mastery between different language skills. Thus, EFL students have come to realize the importance of writing as an independent medium of communication they are in dire need of for a wide range of purposes in different contexts be it in or outside the classroom.

In order for EFL argumentative essay writing to be effective, the writer should take into consideration the three variables: purpose, content and audience. These three parameters match the content of the text with the form under the control of the purpose of writing. Learners should exhibit such awareness through producing acceptable, or at least readable, essays to the intended readers, and where they connect their ideas and arguments into cohesive and coherent sentences and paragraphs, and thus, create discourse unity.

Yet, writing is claimed by many educationalists and writing researchers to be a de facto difficult skill to learn; it requires a great deal of efforts on the part of the writer. In effect, the writer has to handle many components simultaneously, mainly at both the rhetorical and syntactic level. Accordingly, EFL learners encounter many difficulties with coherence and cohesion aspects while performing an essay writing task.

Composing argumentative essays cohesively and coherently is a major challenge especially for first-year EFL Master learners at the University of Tlemcen;

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this is an issue worth giving attention. This research framework attempts to determine the effect of metacognitive strategies in developing Master students' cohesion and coherence in EFL argumentative essay writing. Notwithstanding, the present investigation does not cover certain aspects which may hinder texts' coherence such as: *punctuation, spelling and grammar*.

For this purpose, the general research question guiding this investigation is: Could explicit metacognitive-based approach to teaching yield to limiting EFL cohesion and coherence difficulties encountered by first-year Master students in their argumentative essay composition? In order to answer this question, two secondary research questions are raised:

- 1- To which extent do our first-year EFL Master students still exhibit difficulties with cohesion and coherence in their argumentative essay writing?
- 2- Could explicit teaching of metacognitive strategies to students enhance EFL cohesion and coherence in argumentative essay composition?

Based on the prior studies and researcher's personal experiences the following hypotheses were established to answer the aforementioned research questions:

- 1- The major part of our first-year EFL Master students still confront significant difficulties with cohesion and coherence in their argumentative essay writing.
- 2- Explicit metacognitive-based approach to teaching can develop EFL cohesion and coherence in argumentative essay composition.

This dissertation is divided into three chapters. The first chapter reports the relevant literature concerning writing with respect to two aspects: cohesion and coherence difficulties and writing strategies. The chapter also sheds light on the significance of teaching this skill to EFL learners, and enumerates the major writing difficulties learners face. Furthermore, it exposes some of the writing teaching principles as well as the main approaches to teaching writing.

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The bulk of the second chapter is devoted to a description of data collection procedures. This chapter, in fact, elucidates the research design and methodology opted for in the present work, and provides a description of the situation under investigation, the sample population as well as the instruments used to gather data including: pre-test, post-test, strategy training and stimulated recall protocol.

The main purpose of the third chapter is to analyse the data gathered quantitatively and qualitatively. An attempt is also made to find the correlation between the variables of this study, which are: EFL essay cohesion and coherence and metacognitive-based strategy writing instruction. Moreover, the chapter deals with a discussion of the results in the light of the study's secondary research questions and hypotheses. Lastly, based on the findings of this study some pedagogical suggestions are proposed to assist learners in developing their EFL essay cohesion and coherence.

CHAPTER ONE: METACOGNITIVE–BASED STRATEGY INSTRUCTION IN EFL WRITING

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1.1. Introduction

This chapter is devoted to reviewing the literature which aims at provide information on the aforementioned research questions. It tries to reveal the nature of writing skill as a cognitive and recursive process which requires the mastery of many writing sub-skills. In addition, it sheds light on the importance of teaching this skill to EFL learners. Later, it lists some of the writing instruction principles, as well as the difficulties learners encounter as they write. It also exposes the major approaches to teaching writing. Lastly, it speaks about writing strategies portrayed as metacognitive-based strategy activities.

1.2. Nature of Writing

Defining writing or just providing references to at least some of the major literature dealing with it goes far beyond the aim of this research framework. For the researcher's purpose it will suffice to quote a few definitions and point to the main elements of the relevant senses of the word.

As a first step towards a mere definition of writing, it can be said that writing is seen as a graphic system used for communication (Crystal, 1995). Put another way, writers translate their thoughts, opinions and notions into written language or words (Byrne, 1988). Yet, such descriptions of writing as a mechanical activity neglect the mental processes in which the writer is engaged. Contemporary educational research on writing focuses on its intricate cognitive processes that usually consist of distinct stages such as: generating ideas, *planning*, *writing*, *evaluating* and *re-writing*, as advocated by Flower and Hayes (1981: 366) "*Writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing*". In this context, the term '*writing*' is used synonymously with '*composing*'.

The ability to write is not naturally acquired; it is usually a skill learned as a set of educational practices in formal instructional settings under the guidance of an instructor. Meanwhile, writing skill is claimed by many writing researchers and educationalists to be complex and difficult to learn because it requires the writer to handle many components at the same time: *content organisation, grammar, word choice, purpose, audience, writing mechanics*, etc. In the same vein, Heaton (1975 qtd. in Pestaria *et al.* 2014) identifies four skills that are recognized to be necessary for writing:

- a- *Grammatical skill*: The ability to write correct sentences.
- b- *Stylistic skill*: The ability to manipulate sentence and use language effectively.
- c- *Mechanical skill*: The ability to use correctly those conventions peculiar to the written language, e.g. punctuation and spelling.
- d- *Judgment skill*: The ability to write in an appropriate manner for a particular purpose with an ability to select and organise relevant information.

These distinct abilities sustain the writer to generate, integrate and structure information into cohesive and coherent compositions. Notwithstanding, not only sufficient language proficiency, but also a prior knowledge about the topic are compulsory in any piece of writing. Writing is considered not simply as a matter of translating preconceived ideas into text, but also creating content and shaping it according to the needs of the reader. Thus, writing calls for an awareness of subject, purpose and audience.

It should be noted that writing along with speaking is a productive language skill, however, what makes writing different from speaking is the possibility to return back for the revision and restatement of thoughts appearing on a piece of paper. Harris (1993: 12) explains this as:

It is almost as if the act of writing makes thought visible and tangible; this in turn, provides the opportunity for revision and refinement because the thoughts are there on the page to be worked on.

Finally, writing is considered as an essential skill through which success can be achieved in any academic context in general, and at university level in particular, where it is an exit criterion for graduation. Thus, one may denote that writing is a very important skill that EFL learners should master in order to produce accurate, or at least readable, pieces of work. Consequently, great deal of concern should be given to how to develop this skill within these students.

1.3. Teaching Writing to EFL Learners

It is often argued that writing has long been neglected by applied linguists who tended to focus on the acquisition of communicative competence without extending to writing (Harklau, 2002). This was partially due to the influence of many linguists from De Saussure to Chomsky who considered that the spoken language is more important than the written one (Brookes & Grundy, 1998). In reality, nevertheless, EFL learners' academic success is usually judged by means of written assignments and examinations. As a consequence, there has been an urgent call for more concern with regard to appropriate writing pedagogy. In sum, the instructors have the duty to explain and impart the students the appropriate methods and strategies to write effectively.

1.4. Writing Instruction Principles

It is commonly agreed among writing researchers that learning to write is not a natural process. That is, it does not result from a mere exposure to written language; it has to be practised and taught through formal instruction (Rivers, 1986). First, some feature of academic writing can be derived on the basis of previous research (Brookes & Grundy, 1990; Harmer, 2001; Ur, 1991):

- There are three recursive in teaching writing in the classroom: pre-writing, writing and post-writing.

- Academic writing is marked by meaningfulness, organisation, and a command of standard written English including grammar and vocabulary.
- Learners should consider the audience and determine the purpose of writing.
- Learners learn to write through writing.
- Learners need regular feedback from peers and tutors, and need to write collaboratively.

Accordingly, in order for writing to be effective, the writer should take into consideration the three variables: *purpose*, *content* and *audience*. These three parameters match the content of the text with the form under the control of the purpose of writing. Behind each type of composition, there is a certain purpose through which a predetermined meaning is conveyed to an intended reader.

In this respect, Hedge (1991) claims that less skilled writers tend to compose ‘*writer-based*’, rather than ‘*reader-based*’ writing, i.e., they do not focus on the reader’s comprehension of ideas and arguments presented as much as they do on the text itself. Hence, to be skilled writers, students should express themselves in a coherent written product to communicate meaningful and well organised ideas to their readers. Yet, this seems to be difficult to achieve as long as students encounter many obstacles as they write.

1.5. Learners’ Writing Difficulties

Writing is a difficult skill because it appeals for several competences simultaneously, and it is more challenging for FL learners since they face a two-fold complexity: the difficult nature of writing skill itself, and the difficulties inherent to the target language (Hamzaoui, 2005). Moreover, students’ unwillingness to write can be derived from anxieties they get about organisation including cohesion, coherence, lexical difficulties, as well as technical hindrances such as: grammar, punctuation, spelling and handwriting (Harmer, 2004).

1.5.1. Difficulties at the Form Level: Cohesion

At the form level, cohesion is usually emphasised. The term ‘*cohesion*’ refers to “*the use of explicit linguistic devices to signal relations between sentences and parts of texts*” (Connor, 1996: 83). Cohesiveness of writing is attributed to the use of cohesive ties, which are mainly grammatical or lexical words or phrases, that guide the reader through the text, to make connections between what has already been expressed with what will be soon stated, and thus, create connection between part of the text.

Halliday and Hasan (1976) identify five lexico-grammatical categories of cohesive devices that signal coherence in texts: *referential, substitution, ellipsis, lexical, and conjunctive cohesion*. Referential cohesion is to avoid repetition of nouns by using nouns or pronouns to refer to previously mentioned words. Substitution occurs when a word or group of words are replaced by another short one that follows, such as “*one(s)*” or “*the same*”. Ellipsis, however, denotes the omission of an item without affecting the meaning, example “*which shirt will you wear? ~ This one is the best*”. Yet, the students should know which words or phrases to be deleted to make the sentence cohesive without affecting the general meaning.

Lexical cohesion is the case when two words are related in meaning; this involves *collocation, repetition, synonyms*, etc. Conjunctions are words whereby two ideas, sentences and paragraphs are linked together. These linkers express a number of text relationships of addition (*and, in addition, also...*), of contrast (*however, yet, but...*), of time (*first, then, next, at last ...*), and of result (*consequently, thus, for this result...*).

On the other hand, *metadiscourse* is widely used by writers to interact with readers, especially in argumentative essays (Crismore, 1989). According to Hyland (1998), the term *metadiscourse* refers to the linguistic devices employed by authors allowing them to explicitly mark the structure of the text, which increases the cohesion of a text as it makes the relationships between sentences, paragraphs and other textual units explicit.

Hyland's *interpersonal model* distinguishes those features that guide the readers from those that address the reader or indicate the reader's stance. The organizational choices are referred to as *interactive* resources while the evaluative or engagement features are referred to as *interactional* resources. Nevertheless, since the researcher aims at investigating aspects of texts connectedness, only the interactive dimension will be used. Below is an illustration of Hyland's (2005) interactive category of metadiscourse taxonomy.

Table1. Hyland's Interactive Metadiscourse (2005:49)

Category	Function	Examples
Interactive Metadiscourse	Help to guide reader through the text	
Transitions	Express semantic relation between main clauses	<i>In addition/ but/ thus/ and</i>
Frame markers	Refer to discourse acts, sequences, or text stages	<i>Finally/ to conclude</i>
Endophoric markers	Refer to information in other parts of the text	<i>Aforementioned/ noted above</i>
Evidentials	Refer to source of information from other texts	<i>According to X/ (Y, 1990)/ Z states</i>
Code glosses	Help readers grasp functions of ideational material	<i>Namely/ e.g./ such as/ in other words</i>

Based on the table above, Hyland (2005) views the importance of the interactive metadiscourse as linguistic resources that assist readers in processing a text, and allow the writer to manage the information flow to explicitly establish his/her preferred interpretations. Admittedly, the interactive metadiscourse allows writers to write a more cohesive and coherent text. Under the interactive dimension, there are

several subcategories such as *transitions*, *frame markers*, *endophoric markers*, *evidentials* and *code glosses*.

Transitions comprise an array of devices, mainly conjunctions, used to mark additive, contrastive, and consequential steps in the discourse, as opposed to the external world. Frame markers are references to text boundaries or elements of schematic text structure, including items used to sequence, to label text stages, to announce discourse goals and to indicate topic shifts. Endophoric markers make additional material salient and available to the reader in recovering the writer's intentions by referring to other parts of the text. Evidentials indicate the source of textual information which originates outside the current text. Code glosses signal the restatement of ideational information.

It has been noted that cohesive texts are not necessarily also coherent texts (Connor, 1996), i.e., cohesive ties *per se* do not constitute coherence. As pointed out by Connor (1996: 83) "*cohesion is determined by lexically and grammatically overt intersentential relationships, whereas coherence is based on semantic relationships*". These aspects of writing are closely related, and yet the relationship is not a causal one; a text need not be coherent to be cohesive. In sum, cohesion does not create coherence, and to be coherent, a text needs to represent a meaningful discourse.

1.5.2. Difficulties at the Content Level: Coherence

Coherence has long been confused with cohesion because of the traditional overemphasis on the linguistic description of texts. Consequently, the linguistic devices which signal underlying coherence relations were considered almost the only source of continuity in texts, and they were inseparable from the semantic relations they signal. Later, however, the distinction between the concepts of cohesion and coherence was made clear, and the contribution of a certain number of other features was recognised.

Coherence, according to Halliday and Hasan (1976), is recognised by the overt presentation of cohesive devices to connect sentences or paragraphs in the text. In plain

English, if there is cohesion in a text, there is certainly coherence. Such a definition, in the contrary, narrowly focuses on the concept of coherence in terms of sentence level connectedness and paragraph unity rather than the whole discourse unity. As a result, another definition with respect to the term coherence was emanated.

Attempts to understand what type of links connect coherent sequences which are not cohesive led many Discourse analysts to distinguish two types of connectivity: ‘*conceptual connectivity*’ and ‘*sequential connectivity*’ (DeBeaugrande, 1980 qtd. in Achili, 2007). He explains that the former concerns the way underlying concepts and relations are put together, while the latter is related to how text’s elements are arranged in the surface structure. This distinction, hence, is between coherence, i.e., the underlying semantic relations that build a discourse, and cohesion, i.e., the overt signaling of those relations (Widdowson 1978: 31). The underlying connectivity of any coherent discourse is studied under two categories of relations: *local coherence* relations and *global coherence* relations. Local coherence involves relations between pairs of sentences or propositions, whereas global coherence involves relations between larger segments of discourse. Both types of connections are indispensable in an acceptable discourse.

Coherence in a *text-based* approach is created by the writer who understands and makes appropriate use of the resources the language provides to express, organise and connect ideas. In this respect, Lee (2002) proposes five features to develop coherence in essay writing only if the students comprehend the role of these features:

1. An outline should be put by the writer to achieve the aim of expressing the main ideas.
2. The ideas of a coherent text must have a specific organisation by setting the new information after the old ones.
3. Examples are used to expand and explain, or justify information. If the writer does not use examples, his/ her information are too general.

4. Cohesive devices such as: *reference, substitution, conjunctions...*, etc. have to be present in a coherent text for the purpose of providing connectivity and unity of the piece of writing.
5. The writer should help the reader to understand and assess his /her text, this can be achieved through the use of markers which are called '*metadiscourse markers*' like: *therefore, but, certainly, firstly, secondly...*, etc.

1.5.3. Difficulties at the Level of Language and Mechanics

Other difficulties students face when writing concern its mechanical components including: *punctuation, spelling and handwriting*; these are very important for learning how to write in English (Harmer, 2004). It should be mentioned that punctuation influences the meaning, as *incorrectly-punctuated* writing impedes comprehension and makes the text very difficult to understand. Spelling, too, plays a significant role in enabling the reader to understand what is written; misspelled words can affect completely the meaning leading to problems in comprehension. Finally, handwriting is an important skill that deserves much attention because it affects the reader in a negative way.

Ultimately, in order to write effectively, students need to have a certain *grammatical and lexical knowledge*. The knowledge of grammar rules helps the learner to know how to link words into coherent sentences and those sentences into paragraphs. Building correct grammatical structures contributes in producing meaningful prose, whereas grammar misuses lead to misunderstanding. Lexical knowledge is another important element in conveying meaning; without vocabulary nothing can be conveyed. In this respect, students should be aware of the linguistic relations such as: synonymy, antonymy, and hyponymy, etc. Lexical knowledge constitutes a kind of cohesive devices.

1.6. A Survey of the Teaching Approaches to Writing

Research in writing shows that this latter has witnessed different foci with the advent of many language teaching approaches. In the Grammar Translation Method (GTM), writing was regarded as a valuable learning tool as it was a requirement for translating literary texts. Within the Audio-lingual Method, however, writing was marginalized and delayed for later stages; emphasis was rather on oral proficiency. From the early 1980s, writing researchers focused primarily on writing process rather than written product. Apparently, within the Communicative Language Teaching (CLT) approach, in which language is not considered in terms of structures- grammar and vocabulary-, but in terms of the communicative functions it performs, writing instructors emphasised fluency rather than accuracy. In sum, three ways of approaching the teaching of writing are identified: focus on form, focus on the writer, and focus on the reader (Arrar, 2015).

1.6.1. Writing as Product

Teaching writing as a product focuses on the final product, coherent and error-free text (Nunan, 1999). This method views composing as a linear process that proceeds systematically from planning or pre-writing stage, to composing stage, to revising stage (usually nothing more than copy-editing), and final draft stage, with writer processing from one stage to the next without backtracking (ibid.). Moreover, Hyland (2003) maintains that learning to write in a foreign language entails lexical and structural knowledge, and is based on imitating and manipulating models provided by the teacher. The teacher gives feedback only on the final product without realizing how it was developed. Thus, the product oriented approach does not appeal to fulfill the nature of writing; as it assume that learners know exactly what to write about in their writing, it fails to consider how learners develop their ideas and meaning.

1.6.2. Writing as Process

Within the process approach to teaching writing, there is focus on the writer rather than the text. It views the writing act as a set of cognitive processes in which the writer is engaged, rather than a '*product*', where the student's abilities to plan need to be developed. Planning includes: defining a rhetorical problem, generating and evaluating alternative solutions (Hyland, 2003). Once the problem has been identified and the written work has been planned, students continue in the writing process by translating their plans and thoughts into words, and by reviewing their work through revising and editing (Hayes & Flower, 1983). Along these lines, it is revealed that complex writing processes are not linear or formulaic, but rather individual and recursive (Hyland, 2003), whereby writers think, create and discover meaning, and explore new thoughts and ideas (Hedge, 2000). That is, writers can at any time go forwards or backwards along the writing activity in order to make necessary changes.

A typical model of process-oriented approach identifies five stages: pre-writing, drafting or composing, revising, editing to arrive at publishing it (Tribble, 1996).

- **Pre-writing:** In this phase writers generate ideas for writing on a given topic and explore ways for developing it. Learners make a sort of brainstorming whereby they induce thoughts collectively or individually, fix the adequate objective and style, and improve the outline (Bouyakoub, 2012).
- **Drafting/ Composing:** It entails translating plans into a provisional or a tentative product that will require revision and editing later. This draft is realised by linking the previously planned ideas into sentences and paragraphs.
- **Revising:** This phase and the previous one take place nearly simultaneously because as they start to write, students revise and evaluate to make necessary changes of both content and form (Hamzaoui, 2006). By rereading, analysing and reconsidering the first draft, learners can make some

modifications: delete or substitute words, sentences or shift paragraphs (Arrar, 2015).

- **Editing:** Once the students have realized the draft, they review it in the light of the predetermined plan during the pre-writing stage. At this level form and structure are given more importance than content, i.e., it involves an editing at the level language and lexis: vocabulary, sentence structure, grammar and mechanics. This step could be done in groups or under the teacher supervision (Hamzaoui, 2006).
- **Publishing/ Presentation:** The last version of the learners' written product is edited and fully designed to the readers (Bouyakoub, 2012). In addition, by evaluating their compositions, students are aware of their strengths and weaknesses.

The process approach promotes interaction between teachers and learners through continuous feedback, and between learners themselves in the form of collaborative brainstorming or free-writing and peer-group editing, along the different phases of the writing activity. Nevertheless, this approach ignores the influence of the sociocultural context (Arrar, 2015). In fact, learners need to understand how to proceed in their writing according to a given topic, audience, purpose and cultural norms (Hyland, 2013).

1.6.3. Writing as Genre

It commonly agreed among writing researchers (Hyland, 2003; Kern, 2000) that the genre-based approach, or teaching writing for a particular purpose, is based on the communicative functions texts have in particular social contexts. It describes several writing activities such as seminars, reports, summaries, argumentative essays, novels, applications letters, advertisements, and so on. According to Harmer (2001:258), students writing within a genre are required “... *to have a knowledge of the topic, the conventions and style of the genre, and the context in which their writing will be read, and by whom*”. In other words, learners, before starting to write, should be

provided by the conventions and style of the genre they are going to write in, as well as the appropriate linguistic choices that reach the text's purpose and audience. Genre pedagogy, in the contrary, is criticised for its perspective and static nature, limiting the students' originality (Arrar, 2015: 29).

1.6.4. Writing as an Integrated Approach

Many educationalists nowadays believe that the three approaches are largely complementary; instructors may integrate insights from product, process and genre approaches into an effective writing methodology (Kern, 2000). The basic premise behind such an eclectic approach is that writing involves: knowledge about language (as in product and genre approach), knowledge about the context and purpose of writing (as in genre approach), and skills in using language (as in process approach).

On the other hand, the focus has been shifted towards valuing learners' writing strategies, and thus, calling for a Strategy-Based Instruction in EFL classroom settings. As stated by Chamot *et al.* (1999), strategy-based writing instruction is believed to help improve the writing abilities of EFL learners: they produce more elaborated and organised paragraphs, achieve a better quality and more reader-focused writing, and are likely to exhibit an awareness of the importance of text structure. The following section will shed light on metacognitive-based approach to teaching writing as an instance of strategy-based writing instruction in EFL context.

1.7. Application of Metacognitive Strategies to Writing Instruction

One cannot refer to writing strategies without referring to language learning strategies in their broader sense. These latter have been defined as “*special ways of processing information that enhance comprehension, learning or retention of the information*” (O'Malley & Chamot, 1990: 1). Such definition reveals that language learning strategies are characterised within the framework of cognitive theory, i.e., they are viewed as cognitive skills with the main premise that human beings process information in order to learn. A more detailed definition would include the language

behaviours learners employ to regulate their learning, their strategic knowledge, i.e., what they know about the strategies they utilise, and the aspects of the language they are learning other than the strategies they use (Wenden, 1987).

Language learning strategies can be used in writing, as it can be used in speaking, reading, and listening. Within each skill, the learners make use of a set of strategies to solve their problems and carry on the learning task successfully. In fact, educationalists interested in language learning strategies maintain that using these strategies draw more proficient target language learners (O'Malley & Chamot, 1990). Besides, researchers (Cook, 2001; Griffith, 2003; Wenden, 1991 qtd. in Arrar, 2015) share the view that these strategies can be taught and learned, and that it is up to the teacher to make learners aware of effective language learning strategies. Accordingly, language teachers were required to adopt a learning strategies instruction in their FL classrooms.

Similarly, in her doctoral research about writing strategies which Algerian students used in the three languages (Arabic, French and English) Hamzaoui (2006) notes that there is a correlation between learners' use of learning strategies and their writing achievement. Hamzaoui, then, acknowledges per se the necessity of a strategy-based instruction to writing in order to develop students' EFL writing proficiency.

1.7.1. Cognitive Academic Language Learning Approach (CALLA)

Many attempts were made by educators to seek for how to train learners in using effective learning strategies through classroom instruction. Hence, an approach based on cognitive-social theory, which merges *academic language development*, *content area instruction* and *learning strategies*, was upheld with the aim of easing the acquisition of both content and language; this is referred to as *cognitive academic language learning approach* (hereafter, CALLA) (O'Malley & Chamot, 1990). CALLA is expected to meet the academic requirements of limited English proficient students, such as those “*who have acquired academic language skills in their native language and initial proficiency in English, but who need assistance in transferring*

concepts and skills learned in the first language to English” (O’Malley & Chamot, 1990: 191); this conforms to the EFL learners participating in the present study.

The most crucial trait in cognitive theory incorporated in the CALLA model is the identification and training of learning strategies. Since learning strategies, like language, are cognitive skills, they require extensive practice to become proceduralised. Therefore, learning strategy instruction and practice are of significant importance in every CALLA lesson. In presenting a new strategy to learners, teachers first explain the purpose behind using learning strategies in general, name and describe the strategy to be taught, and illustrate the benefits derived from using that strategy. In a later stage, the instructor models the strategy by actually performing a task. At last, teachers provide students with repeated opportunities to practice the newly taught strategies on a variety of tasks; thus and so, the strategy itself becomes part of students’ procedural knowledge.

From what precedes, one may ask the question “*how does declarative knowledge about learning strategies become proceduralised?*”. In an attempt to answer this question, one may refer to Anderson’s (1980 qtd. in O’Malley & Chamot, 1990) three stages of skill acquisition: *cognitive* stage, in which learners develop a declarative understanding of the phases required in skill performance; *associative* stage, in which errors in understanding or performance are reduced and execution of the skill becomes more fluent; and *autonomous* stage, where the skill production becomes automatic to a greater extent.

The instructional design of CALLA includes three components: topics from the major content subjects, development of academic skills, and direct and embedded learning strategy instruction (O’Malley & Chamot, 1990). In addition, CALLA lesson plan model comprises five phases whereby the instructor combines the three aforestated components (O’Malley & Chamot, 1990: 201-3): *preparation*, *presentation*, *practice*, *evaluation*, and *expansion* (Appendix A). More than that,

CALLA is identified within the Metacognitive Model of Strategic Learning (Chamot *et al.*, 1999: 43).

1.7.2. Understanding Metacognition

According to Chamot *et al.* (1999), the goal of learning strategies instruction is to assist learners in developing awareness of their own *metacognition*, and thus, control of their own learning. They consider that metacognition includes knowledge about how a task is performed, and it has two major aspects: *metacognitive knowledge* and *metacognitive regulation*.

Also referred to as *metacognitive awareness*, according to Flavell (1979), metacognitive knowledge embraces: ‘*person*’ *knowledge* (cognitive and affective variables among which are age, language aptitude, motivation and self-efficacy beliefs), ‘*task*’ *knowledge* (degree of task difficulty, the skills needed for its completion, the possible outcomes and related goals of its accomplishment), and ‘*strategy*’ *knowledge* (the usefulness of strategies for learning).

Later, other concepts: *declarative*, *procedural*, and *conditional knowledge* have been used to distinguish cognitive knowledge types and explain strategic knowledge Chamot *et al.* (1999). Declarative knowledge refers to what a learner knows about the types of cognitive strategies available in one’s repertoire. Procedural knowledge involves knowing how to use the strategies to perform tasks such as writing. Conditional knowledge concerns *why* and *when* to use a given strategy.

Metacognitive regulation is monitoring cognition through a set of activities that assist students control their learning; it comprises the use of planning, monitoring or regulating, and evaluating. Planning requires identification of appropriate strategies and selection of resources, and can include goal setting, activating background knowledge, and time management. Monitoring involves awareness of comprehension and task performance through self-testing. Evaluation includes revisiting and revising one’s goals and appraising his/her outcomes of learning (Cross & Paris, 1988).

With respect to EFL writing, Zhang (2010) explains that, ‘person knowledge’ may appeal to what learners have acquired about themselves as writers; this may include their attitudes towards and motivation in EFL writing, their expectations about their writing proficiency, as well as, about their ability to achieve specific writing goals. ‘Task knowledge’ may refer to learners’ knowledge about objectives of a given writing activity, and the required skills to accomplish the task: a good command of English vocabulary and grammar, and skillfulness in arranging ideas. ‘Strategic knowledge’ may denote learners’ knowledge about writing strategies: pre-writing, planning, on-writing monitoring of errors, post-writing checking and reflection.

1.7.3. Metacognitive Strategies Characterising writing strategies

It is necessary to clarify what are metacognitive strategies before seeking to relate them to writing strategies. O’Malley and Chamot (1990: 44) define metacognitive strategies as “*higher order executive skills that may entail planning for, monitoring or evaluating the success of learning activity*”. They are designed to monitor cognitive progress through the use of the above mentioned processes: planning, monitoring and evaluating.

Researchers interested in ‘writing as a process theory’ have suggested three main writing strategies, which can be roughly grouped into: prewriting, writing and rewriting. Under each category, different sub-categories, mainly of metacognitive nature, could further be classified:

❖ **Prewriting:** this stage aims at preparing the ground for the writer to organise his composition. This elicits finding a focus through organisational planning strategies, such as planning particular sentences and specific known language items, planning the total product at the discourse level based on the topic, audience, and purpose of writing.

❖ **Writing:** this stage mainly concerns composing or drafting in which the writer concretises the goals outlined in the organisation phase in the form of coherent sentences, paragraphs, and thus, discourse. It may involve strategies as

monitoring and many other strategies of different nature other than metacognitive one. Along the execution of the written product, learners can go back and make necessary change or even make new plans.

- ❖ **Rewriting:** this stage involves revising and editing. The writer goes through a process of evaluating language production; he/she reviews the written draft, previous goals, planned thoughts and changes that occurred while writing. Revision entails making changes, adding, or deleting unnecessary written segments; it is concerned with elements of cohesion and coherence. Editing ensures improvement at the lexical and mechanical level, such as accuracy in grammar, word-choice, spelling and punctuation.

1.8. Conclusion

This review of literature has brought to light the complex nature of writing as a cognitive skill that requires several and recursive mental processes in which the writer is engaged. This chapter has also tried to explain that effective writing is difficult to achieve as it necessitates the mastery of many sub-skills at the same time, taking into consideration the topic, audience and purpose of the text produced. Then, it has highlighted the importance of teaching this skill to EFL learners; and thus, the need to elaborate writing instruction principles. Furthermore, it has tackled EFL writing difficulties students encounter while learning to write. The present chapter has further dealt with the different foci that writing witnessed along the language teaching approaches. Finally, it has stressed on the correlation existing between metacognitive strategies and writing strategies.

CHAPTER TWO: DATA COLLECION PROCEDURES

2.1. Introduction

2.2. The Status of the Writing Skill at the English Department

2.3. Research Methods and Design

2.3.1. Participants Profile

2.3.2. Research Instruments

2.3.2.1. Pretest and Post-test Design

2.3.2.2. Strategy Training

2.3.2.3. Stimulated Recall Methodology

2.4. Conclusion

2.1. Introduction

The empirical phase of this pre-experimental research work is exposed through this chapter. In fact, the present chapter is devoted to the description of the situation under investigation with close reference to the writing skill in university education, and more specifically for first-year EFL Master students at the English Department. It also strives to present the design and methodology of this research. Then the profile of students who participated in this work is drawn, i.e., their number, age and educational background. Finally, research instruments and data collection procedures are described, i.e., the type of data used, what participants were asked to do, and what types of analyses were undertaken for data treatment. Furthermore, justification for the choice of methods for data collection and analysis is also provided.

2.2. The Status of the Writing Skill at the English Department

It is believed that teaching a foreign language should help learners to master the target language so that to be able to express themselves both orally and in writing. This latter is an essential skill for university students, mainly for EFL learners because their academic success is usually judged by means of written assignments and examinations. Doubtlessly, the overall aim of the written expression course is to prepare students for written assignments in the different subject-matters, in the form of homework, mid-term tests, end-of-semester exams and project work.

Writing as a subject-matter is part of the EFL syllabus at the English Department for undergraduate students at the University of Tlemcen, with a time load of three hours per week, along the three years while preparing a BA degree. The module, within which this skill is taught, is given different appellations: '*Techniques of Written Production*' for first and second-year classes and '*Academic Writing*' for third-year level. All over the three academic years, this module is given different coefficients and credit-values: (5) in the first year and (4) in the second and third year.

By the end of the first year, the students are supposed to acquire the basic skills to express themselves in the written mode, moving from different types of phrases, clauses to different types of paragraphs; while, in the second year, learners expand their writing competence to the essay level. First-year students are guided to produce short text types according to the rules and conventions of English academic writing: correct use of grammatical rules and sentence patterns, meaningful use of vocabulary, unity, coherence, and acceptable layout and mechanics. Activities involved supply using punctuation, identifying types of subordinate clauses and sentences, writing sentences and writing paragraphs.

Second-year students, howbeit, are assumed to be taught how to write different types of essays through distinct writing strategies (brainstorming, free writing, listing ideas, etc.). Various kinds of essays students learn to write in include: narrative, descriptive, expository, argumentative or persuasive essays. In their third year, students move to a more advanced level; they learn about stylistic conventions of Academic writing and types of errors to be avoided among which are: faulty-agreement, sentence fragments, run-on sentences, vague pronouns, dangling modifiers, padded verbs, wordiness, incorrect comparison and double construction. In addition, teachers usually make their learners aware of the significant importance elements of cohesion and coherence in making their writing compositions clear to the reader.

At the Master level, students at the English department are no more having *skill-based* course modular, rather they learn more about the English language through *content-based* course modular according to a certain programme designed by the teachers.

2.3. Research Methods and Design

This section will provide an account of what decisions are made with respect to research design and methodology in the present investigation. Such an account is directed to meet another standard of research, which is *replicability*. In the same vain,

Brown (2004 qtd. in Khaldi 2013:66) explains that the researcher must provide a full description of his study work to pave the way for other researchers to:

replicate or repeat the study exactly as it was originally conducted ... [through] thorough and complete descriptions of: (1) the participants in the study and how they were selected, (2) the instruments used ... (3) the procedures followed in collecting the data ..., and analyzing the results.

Hence, filled systematic information about this study is needed to allow other researchers, who might be interested, to repeat this investigation following the same method under similar conditions.

The methodology that the researcher has opted for in this research work is *pre-experimental* research: the *one group pretest-post-test* (Cohen *et al.*, 2005). Actually, the researcher is attempting to determine a causal relationship between two variables which are metacognitive strategies and EFL essay cohesion and coherence. More precisely, she deliberately manipulates an *independent* variable (explicit metacognitive strategies) to determine the effect on another *dependent* variable (EFL essay cohesion and coherence). This manipulation can be represented as a treatment aiming at infer whether there exists a causal relationship between the two variables, and this usually involves a comparison of pretreatment and post-treatment performance (Mackey & Gass, 2005).

A variable can be considered as a quality or feature that varies. An independent variable is the one which is believed to cause a particular outcome. A dependent variable is the one which is measured to identify the effects the independent variables has on it. A third type of variables is known as *moderator* variable, which is a type of independent variable that may not be the main focus of the study but may influence the relationship between the independent and dependent variable. However, if such moderator variables are controlled or kept constant, they become *control* variables, that is, only the effects of the independent variable on the dependent variable are examined.

Furthermore, unlike moderator variables, there may be variables that interfere with the actual research findings without being included in an original study; these are known as *intervening* variables (Mackey & Gass, 2005).

The research questions of this investigation turn around the effects of explicit metacognitive-based approach to teaching on EFL essay writing cohesion and coherence. In fact, the researcher has measured the group on a dependent variable (i.e., EFL essay cohesion and coherence), and then introduced an experimental manipulation (i.e., explicit metacognitive strategies instruction). Following the experimental treatment, the researcher has again measured the group writing performance and proceeded to account for differences between pretest and post-test results by reference to the effect of the strategy instruction.

The relationship between these variables was treated using a mixed methods approach which “... *involves the collection and analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process*” (Dorneiy, 2007: 163). The central premise behind it is that some sort of integrating the two research methodologies can be beneficial to “*corroborate (provide convergence in findings), elaborate (provide details and richness), or initiate (offer new interpretations) findings from the other method*” (Rossman & Wilson, 1985 qtd. in Dorneiy, 2007: 30). The combination of *quantitative* and *qualitative* methods provides a better understanding of research problems than either method alone. In other words, narratives and variable-driven analyses can support and inform each other (Dorneiy, 2007); words can add meaning to numbers and measurements will enhance the descriptive understanding of the phenomenon.

Furthermore, methodological triangulation can help to reduce the inherent weaknesses of one methodology by offsetting them by the strengths of another, thereby maximizing the internal and external validity of the research work (ibid.). This approach draws from the strengths and minimizes the weaknesses of both methods in

single research studies, i.e., the mixture of methodologies results in complementary strengths and non-overlapping weaknesses. In sum, mixing quantitative and qualitative research paradigms can give a fuller account of the phenomenon under investigation.

2.3.1. Participants Profile

The present work is a pre-experimental research: one-group pretest posttest involving 17 students (5 males and 12 female) selected using a *convenience sampling* out of more than sixty-one. Although randomization is seen as one the hallmarks of experimental research (Mackey & Gass, 2005), in educational contexts true experimental designs with random assignments are rarely feasible; thusly, the researcher opted for convenience sampling. This latter is based on the selection of learners who happen to be available for the study (Mackey & Gass 2005). That is, only learners who undertook the pre-test and post-test and were subjected to the strategy training sessions were selected as a sample population for this investigation. Also, in a non-probability sample, such as convenience sample which does not ensure representativeness, the extent of generalisibility is often negligible (Dorneiy, 2007); therefore, the researcher seeks to the transferability of data. The sample began with 19 learners attending lectures of TEFL; however, the group of analysis comprised 17. The reason is that two participants were eliminated because they did not attend one of the strategy training sessions, and this is necessary to meet the *mortality* feature, as part of the *internal validity*, of the group under investigation (Mackey & Gass 2005).

The informants taking part in this study are first-year EFL Master students at the University of Tlemcen enrolled during the academic year 2015/2016. These students are in the 23 to 33 years old age group. Their mother tongue is the western variety of Algerian Arabic while their first language is Standard Arabic. French and English, however, are respectively the students' first and second foreign languages. They accumulated an EFL learning experience that ranged from 10 to 11 years. Furthermore, these EFL undergraduate students are in their fourth university academic

year; they were having writing within a skill-based module during the three previous academic years, i.e., along the cycle of Licence.

2.3.2. Research Instrument

Generally speaking, experimental designs necessitate the use of the following research tools: a *pre-test* to measure the sample on the dependent variable, a *treatment*, and a *post-test* to measure the effects of the independent variable. On the other hand, among the common research instruments utilised in the field of language learning strategies are *introspective verbal reports*. These research instruments are detailed in the present section.

2.3.2.1. Pre-test and Post-test Design

Among the characteristics of conducting a pre-experimental research project are: pre-test and post-test designs. These methods are preferred to compare participants' performance and measure the degree of change occurring as a result of a treatment.

A pre-test can be delineated as a test whose purpose is to establish a baseline data, that is, what the situation is before the treatment is administered. A post-test, however, is very similar to the pre-test but is conducted after the experiment takes place (Griffee, 2012). Once the researcher has determined that the measures are appropriate for her research question, she has had to look for the comparability of difficulty between pre-test and post-test. This is necessary to avoid the possibility of demonstrating participants' artificially greater or less improvement (Mackey & Gass, 2005).

During the pre-test, students were given a topic to write a 200-word argumentative essay in 45 minutes; they had to answer the following question: "Explain in what ways the understanding of the notion of language and language as means of instruction can better help to understand the act of language teaching and learning!". Besides, they were not allowed to use mobiles or any document; they were

provided only by pieces of paper and blue pens. Concerning the test question, it was designed based on what participants dealt with in class during the previous lectures with their teacher. Another point is that they were instructed to work individually not in pairs or groups. Besides, the purpose of the test, being a classroom activity, was clearly stated by the teacher as to identify the hindrances the students encounter in their essay writing. In this manner, they could work at ease without generating any anxiety of being graded.

After the treatment (i.e., the strategy-training instruction) took place, a post-test was administered to learners, under more or less the same conditions as for the pre-test, to answer the following question: “*where does a teacher begin the quest for an understanding of the principles of language learning and teaching ?*”.

❖ **Assessment Tools**

The pre-treatment performance of participants was examined to identify to which extent students meet cohesion and coherence difficulties in their EFL essay writing. The post-treatment performance, however, was examined to measure the effects of the strategy-training. This requires the use of cohesion models and coherence scales to examine their argumentative essays. As a matter of fact, the participants’ essays were analysed in the light of five cohesive devices identified by Halliday and Hasan (1976), as well as three types of interaction metadiscourse features of Hyland’s (2005) taxonomy to measure the texts’ cohesion, and Bailey’s (1988) six holistic scale which is called *Test of Written English Scoring Guide* (see Appendix B) was used to examine the texts’ coherence.

The guide examines the organisation of content, and clarifies essays of different scales as the followings: 6 = clearly demonstrates competence in writing on both the rhetorical and syntactic levels, though it may have some occasional errors; 5 = is generally well organized but have fewer details than does a 6 essay; 4 = demonstrates minimal competence in writing on both the rhetorical and syntactic levels; 3 = demonstrates some developing competence in writing, but it remains flawed

on either the rhetorical or syntactic level, or both; 2 = suggests incompetence in writing; and 1 = demonstrates incompetence in writing.

The outstanding aim behind this pre-experimental project is to validate metacognitive-based strategy effectiveness through the application of the experimental strategy training, and this will be discussed through the following section.

2.3.2.2. Strategy-Training

In this pre-experimental research, the metacognitive-based strategy instruction was integrated with classroom instruction in the content-based module TEFL (O'Malley & Chamot, 1990). In other words, learners were explicitly exposed to metacognitive-based strategy instruction and learning content at the same time. Actually, integrated strategy instruction enhances learning in context and practicing strategies on authentic academic and language tasks which facilitates the transfer of strategies to similar tasks encountered in other classes (ibid.). Moreover, the actual integrated strategy was directly instructed, that is to say, students were informed of the value and purpose of the strategy training.

❖ Aims of the Strategy-Training

The paramount goal underlying the actual direct and integrated strategy training is to experiment the effects of metacognitive-based strategies on EFL essay cohesion and coherence. The researcher seeks to identify whether there is a causal relationship between these two variables, and whether such training can be implemented to remedy the problems of EFL cohesion and coherence students face in their essay writing.

❖ Content of the Strategy-Training

As was pointed out previously, the strategy training of this pre-experimental investigation occurred within a content-based module. To put it differently, the content of TEFL courses was delivered using a metacognitive-based instruction. The training lasted for four teaching sessions, the two first ones occurred on December and the two

others on January. That is, the training sessions were not successive in that there was an interval of two weeks of holidays in the mid of December. These sessions were taking place each Thursday from 10 to 11.30.

- **First Teaching Session**

The trainer has started the session by informing the students that they will take part of her research work concerning difficulties in EFL essay cohesion and coherence. She has presented the importance of language learning strategies, in general, and then, metacognitive strategies in particular. More than that, she has emphasised the usefulness of metacognitive strategies in facilitating the task of writing which requires the writer to handle many components at the same time: content organization, grammar, word choice, purpose, audience and writing mechanisms. Then, she introduced the three components of metacognitive strategies applied in writing: *planning* what to write and how to proceed in writing, *monitoring* the language produced, and *evaluating* how well one has realised the writing task.

It has further been demonstrated that these metacognitive strategies characterise the four stages of writing process: *pre-writing*, *drafting*, *revision* and *editing*. More than that, she pointed out that in the pre-writing phase, the writer goes through: *topic reading*, *finding key words*, *brainstorming*, *planning*, and making an *oral construction* of the text. Brainstorming entails compiling a list of potential ideas and examples for a given topic. With regard to planning, the writer must generate an outline for different parts of the essay: an *introduction* following a funnel shape, i.e., narrow down from general ideas to the thesis statement; a *body* containing details and illustrations; and a *conclusion* restating the main ideas or giving one's position concerning a certain topic.

Another key-point is that in the pre-writing stage, the writer should make initial organisational decisions about: the topic (*the "what" of writing*), the audience (*to "whom" he is writing*), the purpose (*the "why" of writing*), and the form (the shape or structure of the written text).

In the second writing stage, the trainee writes drafts by linking the afore-brainstormed ideas in logically connected sentences and paragraphs that contain enough supporting details and concluding with strong endings. Each concluding sentence can either be a paraphrase of the main ideas of the current paragraph or an onset of the next paragraph. In effect, the aim behind this phase is to create well organised ideas using suitable connectors to make the text more cohesive and coherent (cohesive ties and coherence elements are discussed earlier in the first chapter). Thus, little attention is given to mechanics; it will be treated in later stage.

As the product of the previous stage needs evidence, *revision* stage is required. The trainee goes through *topic* and *plan consultation*. He checks what is written whether it corresponds with what the topic requires him to write. More, he verifies if the order of ideas in the course of writing follows the formerly organised plan. If needed, he adds, substitutes, deletes or modifies the content to clarify the meaning, that is, check the coherence of the text. Revising makes writers aware not only of the content of their final written products, but also of style, structure of their writings and audience. The writer may need a second draft permitting more revision to ameliorate his written text.

In the *editing* stage, however, the focus is on mechanics. The writer should insure the avoidance, as possible as he can, of grammar and spelling mistakes and misuses of vocabulary and punctuation, in order to enhance clarity and effectiveness of the essay. After monitoring and evaluating his overall text taking into consideration both the form and content, it can be assumed that the writer has reached his final work to be published.

After providing the students with an explanation of what these strategies are and how they can be applied in writing, the trainer delivered her lecture of TEFL entitled ‘*The importance of Teaching a Foreign Language*’ in a metacognitive-based instruction. Yet, due to lack of time, she was able only to put into operation the pre-

writing stage: topic reading, finding key words, performing a guided brainstorming about the key words, and planning what to include in the essay.

- **Second Teaching Session**

The trainer commenced her second teaching session by making a warming-up about the main characteristics of metacognitive strategies applied in writing. Then, she carried on the session by lecturing a lesson about ‘*Language Teaching and Learning Process*’. The starting point was a quotation given by Douglas Brown (2000: 6): “*Language teachers need not to be master linguists but they cannot hope to teach a part (the particular language) of the reality without knowing how that part fits into the whole (language in general).*”. The topic tackled the knowledge of the language teacher about language as a system (how it works), and language as a communicative system (the functions of language).

First, the trainer asked the students to read the quotation many times and argued that it is important to do so for grasping the main ideas of the topic assigned. Later, they were asked to find the key words, on which brainstorming is based. Afterwards, the trainer guided the trainees to do a group brainstorming and planning the main elements of the essay under the form of what is known as ‘*a map-ideas*’. Finally, they orally constructed the outline of the essay to see if the components of the essay are well organized. Here again, due to lack of time, the trainer was not able to proceed through the other 3 remaining stages: drafting, revision and editing.

- **Third Teaching Session**

The trainer initiated the third teaching course by recalling concisely the ideas of the brainstorming phase of the last session. Based on this warming-up, the students were invited to work altogether to link the ideas and start a draft under the guidance of the teacher. In this phase, more emphasis was directed towards how to create coherence between the sentences that constitute a paragraph. In this respect, the trainer exemplified this by verifying the content of each topic sentence with the developing sentences and the concluding sentence. Moreover, the elements of the thesis statement

were checked if they were present in the body. Moreover, the plan was consulted to follow the order of ideas to be included in the different parts of the essay. Yet, there was not enough time to continue on editing stage.

- **Fourth Teaching Session**

The last session's topic was also turning around the language teaching and learning process. More precisely, it considered the intricate web of variables that affect how and why one learns or fails to learn a second language. The following quotation served as a starting point to deliver the *lecture* “*where does a language teacher begin the quest for an understanding of the principles of foreign language teaching and learning*” (Brown, 2000: 1). Actually, some questions that can be asked about language teaching and learning process were considered with regard to learners' characteristics, linguistic factors and learning processes. The students went through pre-writing, drafting, revision and editing stages, but, with much emphasis on revision and editing phases. Here again, the trainer used a map-ideas when brainstorming and planning.

2.3.2.3. Stimulated Recall Protocol

It has been admitted that the various ways of eliciting information about unobservable mental processes, or self-reflections from the participants are usually known as ‘*introspective methods*’. The data gathered through this methodology is called ‘*verbal report*’ or ‘*verbal protocol*’; therefore, introspective methods are also referred to as ‘*verbal reporting*’ or ‘*protocol analysis*’ (Dorneiy, 2007).

Generally, introspective methods imply two specific techniques: ‘*think aloud*’ and ‘*retrospective reports/interviews*’, the latter also called ‘*stimulated recall*’ (ibid.). These two types of introspection are distinct in the timing: the think-aloud technique occurs simultaneously as the respondent is performing a task, whereas, the retrospective report, as the name suggests, takes place after the task is completed (ibid.). Besides, stimulated recall has an advantage over thinking-aloud protocol in that the participants do not need to go through a process of training to be able to perform a

task and talk about it simultaneously (Mackey & Gass, 2005). Furthermore, though quality recall suffers from the time lapse, it is the least reactive of all introspective methods, because the thought processes are not affected by the procedure, particularly if the respondents are not informed during the task that they will be asked to give post hoc comments (Ericsson, 2002 qtd. in Dorneiy, 2007: 149).

Stimulated recall is usually used to prompt learners to recall and verbalise thoughts they entertained while carrying out certain tasks (Mackey & Gass, 2005). Unlike within any simple post hoc interview, participants do not need to heavily rely on memory without any prompts. As a matter of fact, respondents are prompted via some sort of stimulus, such as showing them a written work they produced, in order to retrieve relevant thoughts (Dorneiy, 2007; Mackey & Gass, 2005). Such tangible reminders can help learners to follow changes they made and comment on their thought processes along the writing course.

For improving the quality of the retrospective data, the researcher followed some recommendations set out by Dorneiy (2007). First, the interval between the task and the retrospective interview was kept as short as possible. Also, directly retrievable information was more encouraged than explanations or interpretations. The respondents should not be informed, before the task completion, of the exact details of what the retrospective interview will entail to avoid affecting their writing performance. As pointed out by Gass and Mackey (2000 qtd. in Dorneiy, 2007), because simple instructions and a direct model are often enough, stimulated recall does not require extensive participant training. During the retrospective interview the respondents were involved in volunteering data by asking them to make use of their written products whenever they stop verbalising their thoughts. Besides, the researcher sought as possible as she could to avoid misleading questions. Finally, the respondents were free to choose any language they prefer to carry on the retrospective interview, this facilitated the task of their thoughts translation into verbal utterances.

2.4. Conclusion

The second chapter has tried to give a glance on university educational context with special reference to EFL writing teaching. This chapter has also provided a full account of research design and methodology used to examine the relationship among the variables of this investigation. Then, it has described the participants' profile and explained the sampling method used. Finally, the different research tools undertaken for this study have been clarified: pre-test and post-test design, strategy training, and stimulated recall methodology.

CHAPTER THREE: RESULTS INTERPRETATION & PEDAGOGICAL IMPLICATIONS

3.1. Introduction

3.2. Results Analysis

3.2.1. Learners' Pre-test Analysis

3.2.2. Learners' Post-test Analysis

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3.3. Results Interpretation and Discussion

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3.5. Recommendations and Suggestions

3.6. Conclusion

3.1. Introduction

After gathering research data by means of different data collection instruments, an analysis of those results was set about. In point of fact, the methodological process of data analysis was approached in the preceding chapter, whereas results and analysis will eventually be reported in this chapter, where the researcher tries to analyse and interpret findings obtained from learners' both proficiency and diagnostic tests as well as their stimulated recall verbal reports. This chapter, thus, not only summarises the main results, but also discusses the previously established research questions at the beginning of this investigation, and tries to make a correlation between the presented hypotheses and the real state of art that is pictured in the obtained results. More importantly, some recommendations and suggestions will be proposed to assist EFL students to improve their essay cohesion and coherence.

3.2. Results Analysis

This section is concerned with the analysis of the students' test productions (pre-test and post-test compositions), as well as their stimulated recall verbal reports. Results are described both quantitatively and qualitatively.

3.2.1. Learners' Pre-test Analysis

The present sub-section deals with the examination of both cohesion and coherence of learners' pre-test written production. As has been mentioned previously in chapter 2, cohesion analysis of essays covered the examination of five types of Halliday and Hasan's (1976) cohesive ties and three kinds of Hyland's (2005) interactive metadiscourse features. Coherence analysis of compositions was realised by identifying the organisation of content using Bailey's (1988) six holistic scale which is called Test of Written English Scoring Guide (see Appendix B).

Table3.1. Absolute Frequency of Cohesive ties Across Pre-test Argumentative Essays

Cohesive Devices	Reference	Substitution	Ellipsis	Conjunction	Lexical	Average Ties
A.F	17	3	3	17	17	
Times Present	293	3	3	106	174	579
Misuses	8	0	1	10	0	19

The previous table shows that all the participants made use of reference, conjunction and lexical cohesion as cohesive devices to connect their sentences into paragraphs. They used reference to avoid repetition and refer to entities already mentioned or about to be mentioned, such as: personal pronouns, possessive pronouns, and possessive determiners, demonstratives (*the, this, that, these*), and comparatives (*the same, more, better, such*). With regard to conjunctions, learners used different types of linkers to express various text relations, namely: additive (*and, furthermore, moreover, in addition*), adversative (*but, yet, in fact, however*), causative (*so, hence, thus, therefore*), temporal (*first, second, finally, to sum up, in conclusion*), and continuatives (*of course*). Concerning lexical cohesion, for several times, students substituted the same word with its synonym, used other lexical items whose meanings are related to each other (collocation), or simply repeated words when necessary. In contrast to the aforementioned cohesive ties, only 03 respondents employed substitution (the one, do so) and ellipsis in their written production.

Another point to be mentioned is that there were 19 misuses of cohesive devices by learners, for instance: “*dispate, language as a means of instruction is very important in the act of language teaching. Thus, teachers should be aware to the system of language...*”. Another case was found is using *thus* and *therefore* to restate

the discourse topic, i.e., in the conclusion, instead of using temporal devices such as: *in sum, to conclude, in a nutshell*, etc. Many times, students exhibited errors in using reference, like in: “...*fluency in a language doesn't mean you can teach it. This linguistic knowledge will help him to better cope with students...*”, here ‘*him*’ is not clear to whom it refers.

Table3.2. Absolute Frequency of Metadiscourse Features Across Pre-test Argumentative Essays

Metadiscourse features	Endophoric Markers	Evidentials	Code Glosses	Average Features
A.F	0	7	14	
Times Present	0	8	22	30

This table reveals that only 07 learners referred to sources of information from other texts to support their ideas, to illustrate: “*according to David Crystal, as David Crystal claims, according to Douglas Brown*”. Whereas, 14 participants used code glosses to signal restatement of ideational information such as: *for example, i.e., that is, for instance, such as, in other words*. Yet, it can be noticed from these results that no endophoric marker was identified in the students’ compositions.

Table3.3. Absolute Frequency of Coherence Scales in Pre-test Argumentative Essays

Scales	A 6 Essay	A 5 Essay	A 4 Essay	A 3 Essay	A 2 Essay	A 1 Essay
A.F.	3	3	2	1	7	1

The above table indicates that only 01 paper demonstrated incompetence in writing, i.e., it was seriously undeveloped and contained serious and persistent writing errors, and might reveal the writer’s inability to comprehend the question. In addition, 07 essays suggested incompetence in writing; a paper categorised as a 2essay is seriously flawed by one or more of the following weaknesses: failure to organise, little

or no detail or irrelevant specifics, serious and frequent errors in usage or sentence structure, and serious problems with focus. Again, only 01 paper demonstrated some developing competence in writing; it might reveal: inadequate organisation, failure to support with appropriate or sufficient detail, an accumulation of errors in sentence structure and/or usage, and a noticeably inappropriate choice of words.

Furthermore, 02 papers demonstrated minimal competence in writing on both rhetorical and syntactic levels; they were adequately organised, addressed the writing topic adequately but might slight parts of the task, used some details to support the thesis or illustrate ideas, showed adequate but inconsistent facility with syntax and usage, and might contain serious errors that occasionally obscured meaning. What is more, 03 compositions exhibited competence in writing on both the rhetorical and syntactic levels, though they might have occasional errors; they were generally well developed, might address some parts of the task more effectively than others, showed unity and coherence, demonstrated some syntactic variety and range of vocabulary, and displayed facility in language though they might have more errors than did a 6paper.

Finally, 03 essays clearly demonstrated competence in writing on both the rhetorical and syntactic levels, though they might have occasional errors. A paper in this category is well developed, and effectively addresses the writing task. Another point is that it uses appropriate details to support a thesis or illustrate ideas. It also shows unity (ideas relevant to the topic), coherence (semantic relationship between the topic sentences and the discourse topic), and progression. Besides, it displays consistent facility in the use of language, and exhibits a syntactic variety and appropriate word choice.

3.2.2. Learners' Post-test Analysis

The focal point of this sub-section is to analyse learner's post-test writing performance in terms of their cohesion and coherence. The same assessment tools as that for the pre-test were used in the post-test analysis.

Table3.4. Absolute Frequency of Cohesive ties Across Post-test Argumentative Essays

Cohesive Devices	Reference	Substitution	Ellipsis	Conjunction	Lexical	Average Ties
A.F	17	8	0	17	17	
Times Present	521	14	0	136	243	914
Misuse	11	0	11	2	0	24

From this table it can be deduced that the whole group of respondents inserted the following cohesive ties in their written products: reference, conjunction and lexical cohesion. These latter were present in the learners writing in order to connect their ideas and make more cohesive essays. As far as substitution is concerned, it can be noted that 08 learners succeeded in involving this cohesive aspect, mainly the substitution of nouns as in: *“Yet, the teaching learning situation is a living one....”*. On the other hand, it appears that none of the students did employ ellipsis in their writing.

Finally, it may be noted that 24 cohesive ties were misused in the participants’ post-test written production, an example of misusing the *comparative* would be as follows: *“The more the teacher knows his students, the better.”* Another misuse concerning conjunctions could be illustrated in: *“As a conclusion, either the teacher or the student should understand the principles of language teaching and learning...”*, also in: *“More than, they might be also know to whom...”*, and in: *“An effective teacher should know about the language its system. So, teaching is guiding and facilitating learning...”*. In addition, some causative conjunctions, like *as a result*, were used to restate the discourse topic instead of using temporal ones. Demonstratives were also sometimes misused in learners’ essays, for instance: *“I think the teacher should quest these principles (the principles of language teaching and learning)...”*.

Table3.5. Absolute Frequency of Metadiscourse Features Across Post-test Argumentative Essays

Metadiscourse features	Endophoric Markers	Evidentials	Code Glosses	Average Features
A.F	3	6	13	
Times Present	3	9	40	52

With reference to metadiscourse elements, the former table reveals that 03 participants utilised endophoric markers to refer to information in other parts of the text, especially in the conclusion, like in: “*Questions cited above are not major...*”. Evidentials, whereas, were reported to be inserted in 06 essays, for instance: “*As Douglas Brown said... (2002:02)*”, another instance: “*Douglas Brown summarises the principles of language teaching and learning in a set of question...*”. Regarding the use of code glosses, 13 students succeeded in helping the readers grasp functions of ideational material, such as: *like, i.e., that is to say, that is, etc.*

Table3.6. Absolute Frequency of Coherence Scales in Post-test Argumentative Essays

Scales	A 6 Essay	A 5 Essay	A 4 Essay	A 3 Essay	A 2 Essay	A 1 Essay
A.F.	4	0	3	2	7	1

This table demonstrates that only 01 paper exhibited incompetence in writing. However, 07 compositions suggested incompetence in writing. Also, 02 essays showed some developing competence in writing, but remained flawed on either the rhetorical or syntactic level, or both. Moreover, 03 essays demonstrated minimal competence in writing on both the rhetorical and syntactic levels. None of the compositions was categorised as a 5 paper. At last, 04 papers clearly demonstrated competence in writing on both the rhetorical and syntactic levels, though they might have occasional errors.

The characteristics of each category were elucidated within the coherence analysis of the pre-test papers.

3.2.3. Learners' Stimulated Recall Report Analysis

Right after the completion of the post-test task production, the participants were interviewed and asked to verbalise the thoughts they had while writing their compositions. During the interview, respondents' pieces of writing were used as a stimulus to prompt recall of the cognitive processes.

Data obtained from interviewees' retrospective verbal reports suggests that the informants went through various cognitive processes in writing their argumentative compositions. For instance, some students reported that they read the question once or many times to grasp the main ideas which the question turns around, then, pointed up the key-words, and accordingly, began to make some brainstorming about the selected key-terms, like in "*... I read the question once and twice and even more. I tried to underline the key-words; I tried to find links between these key-words... I tried to retrieve ideas... I write whatever idea which comes to my mind even if it is not well-structured...*".

Most of the participants asserted that they did not put a written outline to plan for the structure of their essays; rather, they directly started relating the previously brainstormed ideas into paragraphs, for instance "*... I did not do at all a plan, I started to write directly*", and also in "*... For this essay, I wrote directly without putting an outline*". Meanwhile, few students reported that they performed an oral construction of the text instead of writing down a plan of the essay, for example "*لا ما كتبتش des idées رفتهم ها واسم خصني نخدم ها واسم خصني key-words just processing in my mind... يقولك رفتهم ها واسم خصني نخدم ها واسم خصني*", that is, he made an oral construction of his work based on the selected key-words and started writing in the final copy, another example "*... Concerning the organisation of ideas ... Well I try to repeat it in myself, utter it silently and see if it sounds good or not*". Only two informants stated that they planned for their composition, as in: "*I read the question very well to understand it, then, I record*

key-words to understand the steps I should write my essay or paragraph... ”, likewise in “I organised these principles into 3 questions... right after writing these variables, I started organising my ideas... ”.

Furthermore, few respondents claimed that they used a draft before writing their final product, like in *“I used a rough paper although the time was limited ... I can't! I make lot of mistakes”*. Notwithstanding, half of the participants said that they started to write directly their final product without doing any draft, for instance *“I did not make any rough paper... ”*, another example *“... I make a brainstorming of ideas or information about the topic or subject and I begin to write these ideas in, for example, an introduction, development... ”*.

One reason was reported by learners for not putting a written plan and brainstorming, as well as, not making some drafts is the insufficient load time given to them in order to write an essay, like in *“When I use brainstorming and drafting it takes me lot of time.”*, also in *“... I wrote directly without putting an outline... because I find myself wasting time... ”*. Few other learners claimed that they did not write an essay because they were not motivated to write an essay, like in *“اليوم مكانش قاع في خاطري نكتب ”*, i.e., *“غي زعما كتبت هكا”*, i.e., the student did not have motivation to carry on the writing task. Others did not fully understand the question, as in *“Honestly, I haven't understood the question properly”*.

The majority of informants stated that after finishing writing their essays, they did not revise their written products, but they did some editing to check spelling or grammar mistakes, punctuation and forgotten words, for example *“ When you finished writing the paragraphs, what did you do? ~ I read it once and twice, sometimes I find that I forgot some words because I was writing in hurry, and sometimes spelling mistakes. ~ So you checked the spelling or the organisation of ideas? ~ No, normally the organisation of ideas it's ok, whenever I write them on paper it means that they are organised; but I check only the spelling mistakes and if I forgot something to write.”*, another instance: *“Generally, when I finish my work I re-read my essay. ~ To check*

what? ~ Grammar mistakes, especially spelling mistakes...” . Learners said that they were careful about the organisation of ideas while they were forming paragraphs and relating ideas through punctuation, linking words, and even the meaning of individual sentences, to exemplify “... نبقي نتنقل من حاجة لحاجة و حاجة تبع حاجة ... مانبقاش نكتب عشوائي” ... *punctuation و ندير المجهود نحافظ على ... ممكن المعنى links, ممكن ندير ... الافكار يكونو مترابطين. ... هدي عندها دور ثاني*, i.e., the learners was trying to keep sentences related through linkers, punctuation, and the semantic relationship of words.

Finally, few participants did not talk about any of the metacognitive strategies, rather, they talked about the techniques they followed when writing their essays, i.e., moving from the introduction, to the development and ending with the conclusion. They explained that they had to write an introduction following a funnel shape, that is, going from general ideas to specific one or the thesis statement. They mentioned, further, that they elaborated the elements of the thesis statement in development paragraphs. At last, they indicated that they had to restate and summarise the main ideas previously discussed in the introduction and the body, or to give their opinion about the topic. As an illustration: “*How did you proceed in you writing? ~ Well, I followed the techniques of writing an essay, starting by the introduction ... I started talking about the topic in general, then, I moved to the thesis statement... In which I mentioned the ideas that I’m going to develop in the development. And, in the development, I developed the thesis statement in 3 paragraphs... The last part is the conclusion in which normally I restated the introduction, and I summarised the major points that I mentioned in the development.*”

3.3. Results Interpretation and Discussion

Considering the achieved results, the following section attempts to summarise and draw conclusions to this investigation. The present study was set out to determine the effects of metacognitive strategy instruction in EFL cohesion and coherence. The first research question was intended to explore to which extent do first-year EFL Master students still exhibit difficulties with cohesion and coherence in their

argumentative essays. The second research question was designed to probe the effects of explicit teaching of metacognitive strategies to students in developing EFL cohesion and coherence in argumentative essays. To answer these questions, two research hypotheses were put forward respectively. The majority of our first-year EFL Master students still confront difficulties with cohesion and coherence in their argumentative essay writing. Explicit metacognitive-based approach to teaching can develop EFL cohesion and coherence in argumentative compositions. In the light of the results, the hypothesis of each research question will be either confirmed or rejected.

The findings achieved from the pre-test analysis suggest that, even though participants' papers demonstrated the use of multiple cohesive devices and metadiscourse features to create cohesion within essays, they showed noticeable poor quality writing. In other words, cohesive ties by themselves did not constitute coherence (see section 1.5.1). Furthermore, many cohesion misuses were identified in the learners' pre-test compositions. The relevance of the first hypothesis is clearly supported by the current results.

On the other hand, the post-test analysis reveals a higher use of frequency of cohesive devices and metadiscourse markers than that found in the pre-test papers. Yet, the examined post-test essays, albeit the presence of some cohesive aspects, did not demonstrate a significant improvement in their overall quality writing. Such quality writing was characterised as having coherence problems, i.e., hindrances at the rhetorical or syntactic level, or both. Again, some misuses of cohesive devices were identified.

Problems with coherence were mainly due to the ignorance of the writing strategies. Considering the analysis of informants' retrospective interview, one of the paramount reasons behind not using some of the metacognitive strategies was identified: the insufficient load time given for students to write essays. Put differently, through explicit strategy-based writing instruction, learners became aware of the different writing strategies, namely: brainstorming, planning, drafting and revision;

however, they did not use some of these strategies in their writing because of time constraints. This indicates that learners' declarative knowledge about metacognitive strategies did not yet become proceduralised. In point of fact, metacognitive strategies, like cognitive skills, require extensive practice to become part of the students' procedural knowledge (see section 1.7.1). Accordingly, the length of training not sufficient to provide students with repeated opportunities to practice the newly taught writing strategy in order to become proceduralised.

Another reason reported by two students was the lack of motivation to perform the writing task; and one respondent claimed about the difficulty of the test question. Some students, contrarily, did not talk about any writing strategy; this can be explained as follows: either they did not understand the question of the interviewer (*how did you organise or proceed in writing your essay?*), or they did not opt for any strategy while composing their papers.

From what has been said previously, it can be noted that the period of the strategy training can be viewed as a moderator variable influencing the relationship between explicit metacognitive-based strategy instruction and EFL cohesion and coherence. Likewise, motivation can be considered as an intervening variable interfering with the actual research findings (see section 2.3).

Returning to the second hypothesis put forward at the beginning of this study, it is now possible to state that longer strategy training periods would make it evident that explicit metacognitive-based approach to teaching can develop EFL cohesion and coherence in argumentative essay compositions.

3.4. Limitations of the Study

As with any pre-experimental research study, this investigation has some limitations since there were some problems that the researcher encountered. One of the limitations is that non-random sampling was used in selecting the students, mainly because of time constraints related to the students' hectic schedule which could not

allow her to use a random sampling technique and meet a large number of students. Consequently, the researcher had to choose another type of sample: convenience sampling, which does not ensure representativeness and, thus, generalisability.

Time limitation was also the main reason why the length training was short. Thus and so, the lack of such a ready-made framework of strategy training did not allow trainees to experience the five stages of CALLA mode of teaching strategy. Put differently, learners were not offered enough occasions to practise metacognitive strategies with authentic writing activities. Trainees, then, could not check the level of their writings so that they could well understand what they had learned about new strategies, skills and what needed to be reviewed. Additionally, the subjects were not provided with the opportunity to expand the newly taught strategy to other learning tasks. In a nutshell, the short time span of the strategy training made it difficult to measure improvements in overall writing performance.

Other limitations that may influence the effectiveness of learner training are: the degree of integration of the training into the regular curriculum and ongoing classroom activities, and the development of expertise among teachers in how to conduct learning strategies instruction.

Finally, it is hoped that acknowledgment of the above limitations will contribute to improvement of future research in this field.

3.5. Recommendations and Suggestions

Based on the findings reached in the previous sections, some practical recommendations and activities spring into mind. This is, in reality, an attempt to suggest some tasks associated with metacognitive-based strategies, in order to remedy EFL students' difficulties mainly related to coherence and cohesion aspects.

3.5.1. Constructive Planning

The structured representation of prewriting notes is known as the outline. In effect, an outline *“is a working plan for a piece of writing. It’s a list of all ideas that*

are going to be in the piece in the order they should go” (Grenville, 2001: 69). This definition implies that outlining is a strategy that is employed just after generating ideas and before drafting. Yet, The sort of outlines that are created from the drafts are not used to help writers getting started but to check the progress writers have made so far in the writing process just like “*a strategy for revising*” (Smith, 2003: 18).

Working or informal outline is a rough plan that provides a brief overview of the main points to be covered in the text. It uses words and phrases to represent ideas without giving details. They outline to delimit the range of their generated ideas and put them in shape and then feel free to cross out, add, and reconstruct whatever is needed. Informal outlines do not always take the form of lists but they can also take the form of graphic organizers under the shape of rectangles or circles where every shape can represent an idea.

Constructive planning, if properly used, may provide for student writers a useful organizational and time management writing tool. Planning constructively will give texts a semantic and linguistic orientation by guaranteeing knowledge of purpose before writing and knowledge of content which hopefully would be satisfying for both the reader (supposedly the teacher) and the writing intention.

Equally important, an “*outline gives you a wonderful sense of security*” (Board, 2003: 4). Student writers who outline for their texts get less frustrated and know for sure that they are going to finish their texts. Outlining can be also beneficial for writing long texts in the sense that it allows writers to get distant from the text without losing track of their ideas and have always something to get back to, especially if it is a detailed outline.

3.5.2. An Activity for Constructive Planning

write different terms and phrases related to the following topic “*factors affecting second language acquisition*” onto a sheet of paper in a random fashion, and

later go back to link the words together into a sort of "map" or "web" that forms groups from the separate parts.

There are, in fact, two stages in this process: a *free thinking stage* and an *organising stage* – these should not be done together.

Stage 1: brainstorming = free thinking → producing ideas

1. Write the topic or area of study in the centre of a blank page.
2. Use colours, pictures, words and symbols to record any other ideas, topics, authors, theories or anything else associated with the topic. Put these anywhere on the page. Associate freely and do not filter out ideas; at this point anything and everything is potentially useful.

Stage 2: mind mapping = identifying relationships → organising ideas

1. Circle the key points or ideas already identified.
2. Identify gaps in your knowledge, and any questions you have.
3. Look at each item and consider, “How does this point relate to the others, and to the topic as a whole?”
4. Map the relationships between the ideas or key points using lines, arrows, colours and words to link them.
5. Identify the type of relationship between points: contrast / similarity / cause / effect (see over for thought relationships). Write these along the linking lines.
6. Use this map to plan/guide your essay writing: arrange items in a logical order to create the structure of your writing assignment, i.e., organise the ideas into an introduction, body and conclusion.

Writers organise their ideas to allow them to be communicated clearly to their audience. This organisation generally involves one or more types of major thought relationships. The ability to identify these thought relationships will assist writing textual coherence. These thought relationships may be conveyed either explicitly, with the use of clear relationship signals, or implicitly, without the use of such signals.

Major thought relationships

1. **Exemplification:** using examples to clarify ideas
2. **Contrast:** identifying differences and the basis of those differences between things
3. **Comparison:** identifying the similarities or commonalities among things
4. **Enumeration:** listing and classifying items
5. **Chronology:** ordering content around events or time periods
6. **Causality:** indicating a time relationship, incorporating the idea that one thing might cause or be caused by another
7. **Process:** outlining a sequence of events, or ordered steps
8. **Spatial order:** organising information according to physical location or spatial sequence.

Adapted from (Arnaudet & Barrett, 1984)

3.5.3. Topical Structure Analysis (TSA)

Coherence has long been considered as an important quality of effective writing as it involves attaining the overall unity of the text by orderly presenting ideas and arguments. Topical Structure Analysis (TSA), proposed by Lautamatti (1978), has been proved to be one of the effective methods, particularly as a revision strategy, to raise students' awareness of textual coherence and helps them detect their own coherence problems in writing (Connor & Farmer, 1990). TSA analyses a sentence into two segments - a topic and a comment. The topic is defined as a part telling what the sentence is about or the main idea of a sentence; the comment refers to what is said about the topic. The topic of each sentence is a subtopic of the discourse topic of a text. By analysing sentences into topics and comments, TSA, then, inspects the semantic relationships between sentence topics and the overall discourse topic by investigating repetitions, shifts, and reoccurrences of topic (Connor, 1996).

Lautamatti (1978) coined the term '*topical progression*' to refer to the sequences of sentences, which help describe how individual sentences cohere locally and how all sentences within a text cohere globally. More importantly, he suggested that that coherence can be charted using a system of three distinct progressions: *parallel progression* (topics of successive sentences are the same), *sequential progression* (topics of successive sentences are always different, as the comment of one sentence becomes the topic of the next), and *extended parallel progression* (the first and the last topics of a text are the same but are interrupted with some sequential progression).

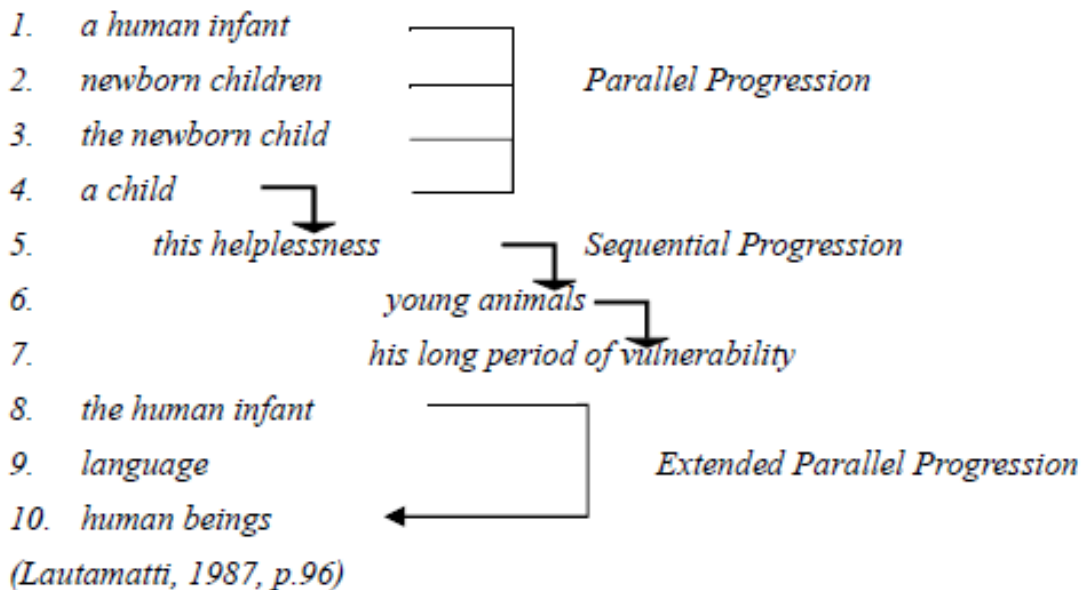
By using parallel progression, the discourse topic of an essay is strengthened by means of repetition, pronominal forms, and synonyms of the topic used in the immediately preceding sentence (Schneider & Connor, 1990). The sequential progression helps to develop ideas of subtopics by adding details or giving examples. When the extended parallel progression is used, it means that the writer provides a closure for readers and reminds them of main topic (ibid.). The example of sentences topics in an essay and the three types of topical progression is illustrated below.

Language and Community

(1) When a human infant is born into any community in any part of the world, it has two things in common with any other infant, provided neither of them has been damaged in any way either before or during birth. (2) Firstly, and most obviously, new born children are completely helpless. (3) Apart from a powerful capacity to draw attention to their helplessness by using sound, there is nothing the new born child can do to ensure his own survival. (4) Without care from some other human being or beings, be it a mother, grandmother, sister, nurse, or human group, a child is very unlikely to survive. (5) This helplessness of human infants is in marked contrast with the capacity of many newborn animals to get to their feet within minutes of birth and run with the herd within a few hours. (6) Although young animals are certainly at risk, sometimes for weeks or even months after birth, compared with the human infant they

very quickly develop the capacity to fend for themselves. (7) It would seem that this long period of vulnerability is the price that the human species has to pay for the very long period which fits man for survival as a species.

(8) It is during this very long period in which the human infant is totally dependent on others that it reveals the second feature which it shares with all other undamaged human infants, a capacity to learn language. (9) For this reason, biologists now suggest that language is “species specific” to the human race, that is to say, they consider the human infant to be genetically programmed in such a way that it can acquire language. (10) This suggestion implies that just as human beings are designed to see three-dimensionally and in colour, and just as they are designed to stand upright rather than to move on all fours, so they are designed to learn and use language as part of their normal development as well-formed human beings. (Lautamatti, 1987, p. 92)



Note: Underlining indicates sentence topic.

Students learn to draw diagrams of how topics progress in their compositions and to assess their propositional development accordingly. Too many Sequential

Progressions, for example, shows deviation from the focus of the writing unit. This can be improved by adding an Extended Parallel Progression to achieve a clearer focus. In the first stages, the diagrams are necessary, but through practice, students learn to carry out the analysis more or less intuitively.

3.5.4. Consolidating Students' Linguistic Knowledge

Besides developing students' strategic competence in writing, it is important to build up students' linguistic competence. Then, besides strategy training, the teachers should activate and reinforce students' lexical, grammatical and orthographic knowledge and language structure so that students learn to edit their compositions. Language accuracy and appropriateness are also given due attention for clarity of content and accuracy of language (e.g. revision and self-monitoring). Moreover, it is important to teach students to write for an audience and to take into consideration the reader's expectation and use the appropriate mode of discourse such as narration, description, exposition and argumentation, i.e., to be aware of the appropriate mode of discourse relevant to the topic type and text type (Belmekki, 2007; Hamzaoui, 2010).

3.5.5. Activities for Teaching Cohesion

Before administering manipulation exercises to learners, the teacher can point to pronouns, repetitions, substitutions and other cohesive devices and asks them about the roles they play in the text (*preparation stage*). Then, he introduces the different cohesive devices, explains the role of each, and demonstrates through examples how these devices work (*presentation stage*). After that, he asks students to perform the following task (*practice stage*).

Exercise: *Read the following texts and try to identify the linguistic devices that join its elements.*

The human nose is a wonderful thing. A whiff of a special smell can bring back fond memories of a great holiday or a budding romance. The pleasing odor of a favourite meal cooking, or cookies in the oven, can have us salivating with hunger. But

its ability to smell foul odors it what makes the nose truly valuable. Our capability to detect foods that have gone off simply by giving them a sniff can prevent us from eating things that could make us sick. The smell of smoke has saved many people from fires.

Adapted from (Achili, 2007)

❖ **Cohesion exercises**

Revise the following passages using appropriately the cohesive device referred to in the title of each selection:

✓ **Reference**

- 1- Two things summarize all the characteristics I would like to find in my future husband, which are...
- 2- ...especially for women who play the role of a good and sensitive woman by crying in front of men in order to get what she wants.
- 3- ...names of animals are used to praise someone or insult someone else.
- 4- The fourth problem which is increasing in the modern society is street accidents. Which directly lead to death of handicaps.
- 5- There is also another problem which is known as the disease of the century; AIDS which is the acronym of Acquired Immuno-Deficiency Syndrome...
- 6- A fourth problem that is much spread is headache caused by...
- 7- Still another top killer is AIDS which is caused by illegal sexual relations...
- 8- Almost all countries face a great number of social problems and diseases which are top killers such as smoking, drug addiction, alcoholism and heart disease which are the problems that damage most the human being and that are increasing in modern societies because of their progress in different fields like industry and culture.

9- For these reasons, everyone should choose the suitable person to be his friend, and he must have good manners because he is the closest person to him and may affect him.

10- Everyone likes money and does its best to get it.

✓ **Substitution**

1- We use names of animals to describe personality traits, either for referring to good aspects or bad aspects.

2- The three points discussed here are just some instances of the advantages that are absent in the classical one.

3- Another characteristic I insist on is the educated man.

✓ **Ellipsis**

1- Using the names of animals to describe personality traits can be good or can be bad.

2- Diabetes is considered as a big health problem.

3- We see that people in modern societies enjoy their lives with all the luxuries which are available to them.

4- When some people want to achieve a purpose or they want to change anything in their lives...

5- It helps us to improve. /It helps us to do...

✓ **Conjunction**

1- Still another top killer is drugs; this is the most dangerous problem. Because with time it causes addiction, so we cannot stop it. Drugs affect directly our health, so, it makes the person so lazy, careless and nervous, and it causes many social problems, in addition to this it damages the brain and the resistance system. Drugs spread faster in poor countries, because of social problems. But drugs spread also in the rich countries but with a less degree. So, drugs are very dangerous and affect all aspects of life.

2- Although the development of science and the invention of different kinds of medicines, but there's no solution to treat those dangerous diseases.

3- It (difference in age between husband and wife) permits couples to have an agreement in ideas which leads them to live in peace, happiness and love and generally they do not suffer a lot from family problems and the percentage of divorces really little and we can see many examples from our relatives and neighbors.

4- He should be tolerant in order to protect his family life, so he does not give importance to small problems or details.

5- I do not oppose to this attitude, but I just see the idea of living with a person who is different from me in many ways more fruitful.

6- But these parts or elements are more important than the marriage itself. Because if these elements are good, the marriage will be successful and among these elements there are first of all the husband and the wife, and they must love and like each other, and the comprehension between them and in my thought is also an element that should be respected, because there are some people who...

Adapted from (Achili, 2007)

Zamel (1983: 28) recommends that students can be helped to observe that conjunctions are not always necessary, and that other linking devices, for example, lexical cohesion, pronouns, ellipsis and substitution, are equally or more important. This is best done, she suggests, during reading.

3.6. Conclusion

Throughout this chapter, research findings were reported and interpreted. The relationship between the variables of this study was analysed both quantitatively and qualitatively. This chapter has further attempted to devise some remedial techniques to EFL cohesion and coherence difficulties encountered by students while writing.

General Conclusion

The ultimate purpose of the current pre-experimental research work was to determine the effect of metacognitive-based strategy writing instruction on improving EFL argumentative essay cohesion and coherence. Yet, not all aspects related to coherence were involved in this investigation.

This dissertation was divided into three chapters. The first chapter presented an overview about literature with regard to writing difficulties at the form, content and language levels, and also metacognitive strategies applied in writing activities. The second chapter provided an account of what decisions were made with respect to data collection procedures. The third chapter dealt with results analysis and interpretation; it also suggested a set of pedagogical recommendations and remedial activities to EFL cohesion and coherence difficulties encountered by students while writing.

The main findings denoted that most of first-year EFL Master students face difficulties while writing argumentative essays, mainly with coherence and cohesion. At the level of cohesion, there are some cohesive ties that the participants failed to insert in their essays, particularly those of conjunction, reference, substitution and ellipsis. Concerning coherence, most of respondents did not succeed in providing text unity, even though many cohesive devices were present in the written products.

The second major finding was that learners' declarative knowledge about metacognitive strategies did not yet become proceduralised. This was primarily due to the short strategy training length. Thus and so, no improvement in EFL essay cohesion and coherence across post-treatment papers was identified. Accordingly, the first hypothesis set at the beginning of this investigation has been confirmed, while the second one has been rejected.

GENERAL CONCLUSION

The findings in the current investigation are subject to at least two limitations. First, this pre-experimental used a convenience sample, mainly because of time constraints related to the students' hectic schedule, which could not meet the representativeness of the larger sample population of first-year EFL Master students. Second, time limitation was also the main reason why the length training was short; thus, no noticeable improvement in EFL cohesion and coherence was recognised in the participants' post-test compositions.

Finally, it is hoped that some experimental studies emerge from the present investigation and take it into a larger scale research. Future experimental research may tackle other aspects of coherence, namely: punctuation, layout, spelling and grammar features, this way, the overall quality writing can be measured. It is hoped also that acknowledgment of the aforementioned obstacles would contribute to improve future investigations, that is, time limitations in sampling method and size, strategy-training length, degree of strategy integration and the development of expertise among strategy-trainers.

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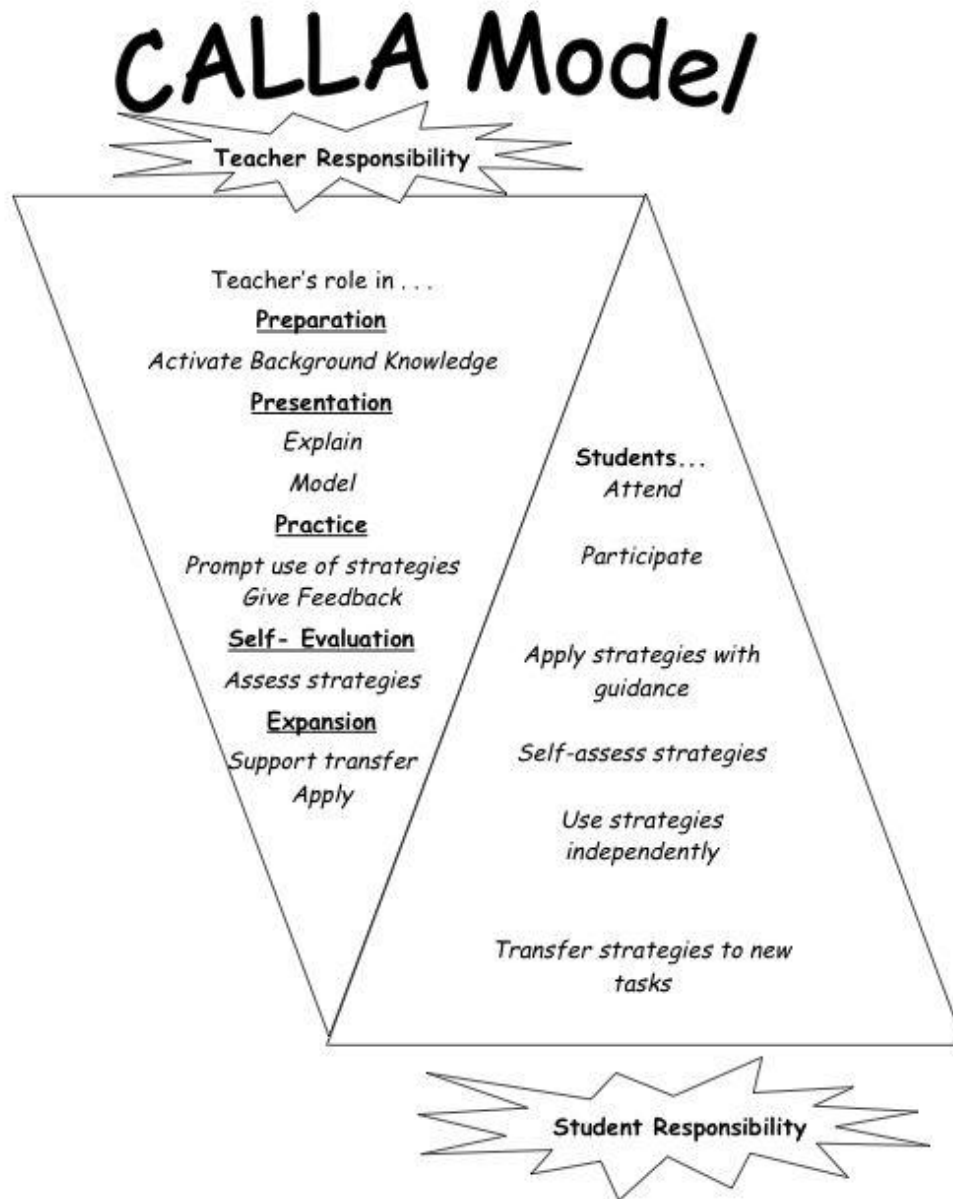
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APPENDICES

Appendix A: CALLA Model



Adapted from Chamot, A. U., Barnhardt, S., El-Dinary, P. B., & Robbins, J. (1999). *The Learning Strategies Handbook*. White Plains, NY: Addison Wesley Longman.

Appendix B: Test of Written English Scoring Guide (Bailey, 1998)

6. *Clearly demonstrates competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.* A paper in this category:

- is well organized and well developed
- effectively addresses the writing task
- uses appropriate details to support a thesis or illustrate ideas
- shows unity, coherence and progression
- displays consistent facility in the use of language
- demonstrates a syntactic variety and appropriate word choice

5. *Demonstrates competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.* A paper in this category:

- is generally well organized and well developed, though it may have fewer details than does a 6 paper
- may address some parts of the tasks more effectively than others
- show unity, coherence, and progression
- demonstrates some syntactic variety and range of vocabulary
- displays facility in language, though it may have more errors than does a 6 paper

4. *Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.* A paper in this category:

- is adequately organized
- addresses the writing topic adequately but may slight parts of the task
- uses some details to support a thesis or illustrate ideas
- demonstrates adequate but undistinguished or inconsistent facility with syntax and usage
- may contain some serious errors that occasionally obscure meaning

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3. *Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both.* A paper in this category may reveal one or more of the following weaknesses:

- inadequate organization or development
- failure to support or illustrate generalizations with appropriate or sufficient detail
- an accumulation of errors in sentence structure and /or usage
- a noticeably inappropriate choice of words or word forms

2. *Suggests incompetence in writing.* A paper in this category is seriously flawed by one or more of the following weaknesses:

- failure to organize or develop
- little or no detail, or irrelevant specifics
- serious and frequent errors in usage or sentence structure
- serious problems with focus

1. *Demonstrates incompetence in writing.* A paper in this category will contain serious and persistent writing errors, may be illogical or incoherent, or may reveal the writer's inability to comprehend the question. A paper that is seriously underdeveloped also falls into this category.

Appendix C: Students' Stimulated Recall Verbal Reports

Student B:

R: how did you proceed in writing your essay?

P: *how did I proceed? Brainstorming?*

R: ? لا ملي قريت السؤال حتى لي حطيت الورقة واسم عملت

P: .خمنت وكتبت

R: .ايه بصح عطيني steps لي خدمت بيهم

P: *brainstorming*, *à peu près* شفت , *خدمة تاعي اسم خاصها* , *وبديت نكتب* , *اه استعملت* , *à peu près brouillon*, *بصح la majorité du temps* *كنت نكتب على الورقة*

R: *la question* عملت واسم *la première des choses?* كي قريت

P: *key words* رفدت

R: you can look at paper and tell me!

P: *key words* بديت نكتب من

R: *des idées ?* واسم كتبت ?

P: *des idées*, لا ما كتبتش *just processing in my mind*, *ايه كيما يقولك*

R: *brainstorming?* عملت

P: *brainstorming*, *key words* ولا , *رفدتهم ها واسم خصني نخدم ها واسم خصني نكتب ايا و بديت نكتب*

directement au propre.

R: *key words*, *brainstorming*, *سما*, *؟ هذا ماكان ! C'est ça ?* عاود بديت نكتب

P: *oui* هذا ماكان

R: ok , thank you!

Student A:

R: so what did you do from the beginning to the end? *la question* سما ملي شفت *حتى لي رديت الورقة واسم هما* *the processes* لي عملتهم ?

P: *bon* لي خُصه يفوت عليهم *les principes* , *teaching* في الاول هدرت على

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R: ... est ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ? est-ce que les idées sont-elles les idées ?

P: *bizard*, *parce que déjà la question* est-ce que les idées sont-elles les idées ? *difficile la question* est-ce que les idées sont-elles les idées ? *flexible* est-ce que les idées sont-elles les idées ?

R: est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *bon* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *learning and teaching* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *la question* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: *un plan* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *deja les idées* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

les idées est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: *45 minutes* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *1 heure et demi* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: *un plan* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *un plan, direct* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: *writing* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

P: *manrévisich* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

R: *la question* est-ce que la question est une question qui est à dire, est-ce que les idées sont-elles les idées ?

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P : *bon* keys هماجاوني *teaching and learning* في الضربة الاولى جاتني شوي صعبية بصرح من بعد كي شفت هديك لاخر و بديت نجابو على خاطرهم

R : ok, thank you !

Student L:

R: Mrs, steps that you went through when writing your essay! حتى لي *la question* ملي شفت *ç'est à dire* و حطيت الورقة *la conclusion* كملت

P: *so first of all, I wrote, euh, I read the question once and twice and even more. I tried to underline the key-words, I tried to find links between these key-words. First of all, I tried to retrieve ideas that ... so I analysed the question in relation to the lectures we have dealt with, and of course, I don't ignore my background knowledge. I start from the introduction not from the body, I look what is the essential and central idea of this question, what is it? So I tried to euh euh euh write a rough, euh a rough introduction. Concerning ideas, I write whatever idea which comes to my mind, even if it is not well-structured, I write because when I go deeper, I forget things. Concerning euh I have wrote those linking words.*

R: you wrote linking words in isolation or ?

P: *in isolation , 'therefore, this is used to' because I confuse the, so normally that's it!*

R: you can look at your paper, if you want!

P: *for example, in this essay I recognised that there are 3 principle ideas, first of all, the linguistic variable, 3 variables: the linguistic variabes, pedagogical and cultural. I write them then I start to write rough ideas about them.*

R: did you do a plan or you just started writing?

P: *I don't start writing euh directly*

R: so you did a brainstorming, and then

P: *I started to write on paper*

R: paragraphs?

P: *yes, paragraphs, paragraph by paragraph, normally we start from the body, but usually I don't start from the body, I start from the introduction, then the body, then the conclusion, that's the structure. Quotations are so important, within my revision I memorise them by heart so whenever I see the question, I write these quotations so that I don't forget them, and I look to the suitable occasion I use them, because I use them in relation to the idea in front of me.*

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R: ok! And when you finished writing the paragraphs, what did you do later? Did you go back and see if there is ...

P: *yes, of course, I read it once and twice, sometimes I find that I forgot some words because I was writing in hurry, and sometimes some spelling mistakes.*

R: so you checked the spelling or the organisation of ideas?

P: *no, normally, the organization of ideas it's ok, whenever I write them on the paper it means that they are organised; but I check only the spelling mistakes and if I forgot something to write. That's all!*

R: ok, thank you!

Student C:

R: could you tell me the processes that you went through when writing your essay?

P: *ok! First of all, I read the question more than 3 times, and I select the key-words in order understand what the question talks about, then, bon introduction في فهمت واسم كاين واسم راه يهدر دخلت فل directe في development I used 'first', ehm,*

linking words 'second', 'therefore', 'moreover', و من بعد كي بديت نربط بين الافكار بل

conclusion , I restate the main idea of the topic sentence. Ehm, thats all ! و كي وصلت ل

R : So you read the question, then did you write down sentences that come to your mind or you started writing directly ?

P: *No I started to write directly.*

R: Ok, when you started writing directly, were you conscious about the organization of ideas, or spelling, or grammar, or just you were writing your ideas and forming paragraphs?

P: *Bon, و اسم كنت نكتب ncorrigé كنت نكتب و نسبي زعما الا راني نيشان و كنت*

غي لي نكتبها نعاود نقرأها زعما نعرف الا رها نيشان ولا لا باش نعاود نسقها

R : les paragraphes تو لي نعاود to check something ? من بعد كي تكمل :

P : *بيه نعاود نقرأ كامل و نشوف الا نسيت ديك 's' ولا هكدا*

R : *ما نعاودش نشوفها les fautes de grammaire, و l'organisation سما تشوف :*

P : *نشوف الا راني كاتبه نيشان ولا لا باش نعاود punctuation, نعاود نشوف si هي*

R : La question مفهومه ؟ جاتك

P : *Oui, جاتني مليحة*

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R : Ok, thank you so much !

Student D:

R: What did you do in writing your essay ? From the first point of reading the question till the end, you can look at your paper so you can remember.

P: *Ok, thank you! First, I read and re-read the question, I start to understand the key-words, and then, I start brainstorming since we've already saw these principles, well I know all of them, and I start writing. Well, I organise these principles into 3 questions: the first one is the 'what' question, it is so important question for me, so what are learners, language description, language skills, what is to be taught and what is to be learnt. The second question is the 'how'. It means any teacher seeking to find the answers to this question, he will encounter, finding himself understanding learning theories, ehm, and how does learning take place. The third question is the 'who', who are learners, what are their levels, how they learn. So theses 3 questions involve other sub-questions, which unfortunately because of time, I couldn't mention all of them. And, right after writing these variables, I start organising my ideas, and then, this is the final product.*

R: So you organised your ideas, and then, you wrote paragraphs?

P: *Yes, of course! First, brainstorming and then, writing the ideas and then organising them into paragraphs, and then this is the final product.*

R: Ok, when you finished the paragraphs, what did you do?

P: *Well, I tried to correct my spelling mistakes, punctuation, grammar mistakes, changing some ideas if they are necessary or not, add some other information, omit other information which seem not really important for this subject.*

R: Was the time sufficient for you to organise your ideas or not really?

P: *It was not really sufficient because I had many ideas , and the problem that I have even in exams is timing because rough paper, or writing on rough paper takes the majority of my time. This is a big problem for me.*

R: So you did not use a rough paper!

P: *No, I used a rough paper, although the time was limited, I can't, I make a lot of mistakes.*

R: Later, when you finish your paragraphs, you go back to your writing and check the mistakes that you made?

P: *Yes, grammar, spelling.*

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R: In the conclusion? What did you do in it?

P: *Ok, the conclusion is the last, normally the introduction and conclusion should be written at first because, maybe ehm, in the conclusion you mention your opinion and your own understanding of such topic.*

R: you started by the body or the introduction?

P: *no introduction, then body, and then conclusion.*

R: Anything to add?

P: *No, that's all!*

R: Well, thank you so much!

Student R:

R: ؟ و بديت نكتب حتى لي كملت la question لي فت بيهم كي قريت steps واسم هما

P: ؟ نقولك واش تبعت

R: You can look at your paper and tell me the processes you went through.

P: ؟معليش نهدر بالعربية

R: . بييه معليش اهدر بالعربية:

P: *ايا و introduction ايا حاولت نترجمها لحاجة صغيرة درتها في l'idée générale زعما رفدت la question انا كي شفت: ايا و la question citithoum لي راهم في principes من بعد بقيت نشوف واش هم هدو*

P: *لي les questions غي على حساب معرفتي ماشي حاجة كبيرة غي حاجة قليلة لي كنت عارفتها ايا دكرتهم قع هنايا ايا و ركزت على . على نفسه باش يكون ناجح في المهنة تاعه teacher يفدر يحطهم*

R: paragraphs directement. و بديت نكتب key-words عاود شفت la question سما قريت:

P: لا خلبيت وقت خلبيت فرصة لنفسي باش نسترجع المعلومات

R: ؟كتبتهم

P: *directly. عاود كي شفت الوقت بدا يفوت بديت نكتب brouillon واه كتبتهم فل:*

R: ؟ ولا لا un plan عملت

P: *la question نشوف l'introduction, عندي le plan ايو انا معتادة نخدم غي كيما هانك مانديرش:*

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introduction واه هي ايا نكتب حاجة تخصصها كيش نقولو المعنى الاجمالي نكتبه فل

ايا من بعد نبدا تطور و نبلور في الافكار

R: ناع الافكار l'organisation كي تكون نكتب تعطي اهمية:

P: اكيد واكيد واه مانقاش نكتب عشوائي نشوف حاجة لي قليلة في الاهمية حتى للاهم... زعما نبقى نتنقل من حاجة لحاجة و حاجة تبع حاجة... الافكار يكونو مترابطين. مانقاش نكتب عشوائي يعني كل فكرة ماشية على جهة. انا نحاول قدر الامكان نربط الافكار حاجة تبع حاجة

R: باش تربطهم?

P: ممكن المعنى... حتى المعنى عنده نور... المهم المعنى يبقى يتبع بعضه هكدا *links* ممكن ندير

هدي عندها دور ثاني *punctuation* و ندير المجهود نحافظ على

R: *punctuation* كي تكون نكتب و لا حتى كي تكمل تقوت لل:

P: *en même temps*.

R: et en même temps تعمل على l'organisation des idées ?

P: *oui, en même temps*. ولا خاصة *mistakes* كلشي مع بعض مانعاودش نولي... في الاخير كي نكمل نبقى نولي نشوف غي. نسقم ما كلشي نخدمه مرة وحدة *virgule* نقطة ولا

R: ? و من بعد تعاود نولي *punctuation* و l'organisation des idées سما ملي تبدا نكتب تعمل على

P: *conclusion* واه الاقني الوقت نولي نراجع و مرات ما يفنديش الوقت ما نراجع حتى حاجة و في:

development زعما الشيء اللي قلته في *development* نشوف المعنى الاجمالي ثاني حاجة لي تكون كيما نقولو نقدر نلخص ولا حاجة توفي، *conclusion* بصح نكون مثلا نقول رايب في هاد *ncopiyih* نديره في فكرة تكون و لو مختلفة نوعا ما ماشي كلشي *development* بالغرض على شي لي قلته في

R: *introduction* ! و تعمل عليهم *key-words* سما تقرا السؤال و تشوف !

P: واه

R: *development* you write directly paragraphs ?

P: *yes directly*, نحاول نربط الافكار

R: ? في راسك *les idées* يكونو عندك?

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P: كي بيداو يجيوني الافكار عاد نبدا نكتب و نحاول قدر الامكان باش نربط *les idées* مرات نتعب باش نلقى

الافكار.

حاجة ضرورية باش المعنى ما يختلش, *punctuation*, انا الحاجة الاساسية الي عندي هي ان الافكار تكون مترابطة و نحافظ على

R: عندك تزيد كاش حاجة ?

P: لا والوابدأ توالفت *plan* ابوا هدا هو الي خدمته في هاد الساعة و حاجة اخرى مانيش عارفة. عادة انا نخدم كيما هاك ماندير لا هكدا

R: صح شكرا

Student G:

R: you can look at your paper and tell me what did you do while you were writing your essay, I mean from, Ok I will speak in Arabic it's better, *la question* ملي قريت و بديت تكتب واسم هم *processes* ولا بيهم ولا الي فت بيهم ولا *directement* جاوك الافكار ولا بديت تكتب, *est-ce que la question*, قريت واسم هم صوالح الي عملتهم كي كنت تكتب كيفاش?

P: *First of all, I tried to understand very well the question, then, I tried to remember what we've done within the classroom.*

R: Did you write ideas?

P: *Frankly, for this essay I wrote directly without putting an outline.*

R: Why, because you already have a knowledge about it?

P: *Maybe because of time, because I find myself wasting time, especially in the exam of the first semester I waste time in outlining.*

R: So you read the question and then?

P: *I started writing.*

R: According to what you started writing?

P: *According to my background about the topic.*

R: According to your background knowledge, you started writing directly paragraphs?

P: *yes, yes!*

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R: you started by introduction or development?

P: *Introduction, of course!*

R: And then?

P: *I started by the general statement, then, the thesis statement, then, I moved to the body: first paragraph, second paragraph, third paragraph, and I put each general idea in one body paragraph.*

R: While you were writing, were you conscious or aware of the organisation of ideas?

P: *Yes, of course!*

R: How did you do it?

P: *For instance, whenever I write a sentence I re-read it again before moving to the next one.*

R: you check it according to another idea or with topic sentence or the introduction or key-terms or what?

P: *I did not get it!*

R: Ok! When you write the sentence, do you check the previous sentence?

P: *Yes, in order to make coherence between different ideas.*

R: So you based yourself on organising ideas about meaning or you used words?

P: *Huh! (did not get it)*

R: You wrote without any plan, any brainstorming?

P: *yes.*

R: You started directly with introduction according to key-words, then, you wrote paragraphs, and then?

P: *I just tried to remember, ehm, I'm lost!*

R: It's ok, when you write, you said, you pay attention to the organization of ideas .

P: *Yes!*

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R: You don't pay attention to punctuation, grammar mistakes?

P: *of course, I do!*

R: You write for once, freely *ولا عندك l'organisation des idées على حساب background knowledge* تاغك
عامل ? في راسك باش تتمشى un plan تتمشى و لا تكون عامل

P: *Well I try to repeat it in myself, utter it silently and see if it sounds good or not.*

R: As if you do a plan in your mind! *على grammar, spelling mistakes,*
و لا ما توليش les erreurs من بعد تولي باش تشوف c'est a dire punctuation,

P: *Généralement* *انا كي نكمل خدمة تاعى نعاود نقرا I re-read my essay.*

R: From the beginning till the end?

P: *Yes, of course!*

R: To check what?

P: *Grammar mistakes, especially spelling mistakes because it happens to me many times when I re-read I find that I missed something, forgot something.*

R: You check grammar, spelling, punctuation, you don't check organisation of ideas? For you, it's well done? That's it!

P: *Generally, I used to follow an outline, for instance, I write introductory sentence then I put it, I write topic sentence, main idea I put it, then, I move to the supporting sentences.*

R: The ideas, you don't check them later. *les idées et les paragraphes* و من بعد تولي تقرا من الاول كي نكتب.
spelling, etc? تشوف غي

P: *Yes, that's it.*

R: *خاطر الوقت ضيق plan* ما عملتتش

P: *Yes, exactly. because I used to do a plan especially in my second year when we were taught that academic writing , because I found it very helpful; but, this year when I used brainstorming and drafting it takes me a lot of time.*

R: in other times, you do a plan, or you write directly on paper? *ما عملتتش* غي اليوم لي مكانش عندك الوقت ما عملتتش
outline?

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P: *Yes, exactly!*

R: Ok, thank you so much!

Student Q:

R: I would to know how did you proceed in your writing, or what are the steps that you followed in writing such an essay?

P: *well first I started with an introduction that talks about teacher idea about the topic, then I put this, how to call it, the thesis that talks about what I'm going to talk in the development, then, I started to expand each idea in one paragraph in the development, , and then, I finished with the conclusion that shows the relationship between what I have talked in the development.*

R: You can use your paper to check if you've forgotten something to talk about.

P: *Yes. I think this is it!*

R: Are you sure?

P: *Yes sure... I think that in my essay, I expanded an idea a lot rather than the other, it was very narrow, I think it's because of my lack of the information that I have. Also, like in this essay things are going synchronically (first, second, and so on), as I said interrelated.*

R: Ok , thank you !

Student M:

R: How did you proceed in your writing?

P: *Well, I followed the techniques of writing an essay, starting by the introduction. In the introduction, I first started talking about the topic in general, then, I moved to the thesis statement which is normally the last sentence in the paragraph in which I mentioned the idea that I'm going to develop in the development. And, in the development, I developed the thesis statement in 3 paragraphs. I devoted for each variable, or each question in one paragraph; that is, for the 'what' question one paragraph, for the 'who' one paragraph, and the 'how' one paragraph. The last part is the conclusion in which, normally I restated the introduction, and I summarised the major points that I mentioned in the development.*

R: Anything to add? You can check if you missed something.

P: *No, I mentioned only 4 variables, but in fact, there are 6 variables.*

R: No it's ok for the content.

P: *because the teacher asked us to write only 25 lines, so I mentioned only 4 variables which are the most important.*

R: That's all?

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P: Yes, that's all!

R: Ok, thank you!

Student E:

R: How did you proceed in your writing?

P: This essay?

R: Yes.

P: *First, I did not make any rough paper, this is the rough essay. First, I started talking in general, it is a funnel introduction, I started talking about learning and teaching in general, and then I said that, in order to the teacher be successful, he should understand a set of variables which are unlimited, so the more he understands these variables, the more he answers questions, the easiest his teaching will be. Then, in the development I talked about these questions, it means these variables, starting with the most important question which is the 'who' questions, which means that he should understand his learners who is going to teach, plus the 'what' questions which is concerned with the subject-matter, in the case of a language teacher, it is the language which is the subject-matter. And the third question is the 'how', once understanding the subject-matter, he should know how to transmit the subject-matter to his learners, it means the techniques the principles. The, there are other questions I didn't mention which are the 'why', 'where' and 'when'. And, in the conclusion I restate all what I said before, and I gave an example, which means these variables seem like a disco puzzle, the more the teacher fits these parts of puzzle together, the easiest his teaching will be.*

R: Ok apart from this, did you consider anything else, apart from what you did say? You can check your paper!

P: *I did not understand the question exactly.*

R: You can say whatever you want. Apart from what you said before.

P: *It means my appreciation or?*

R: No, how did you organise your writing?

P: *First, I brainstormed ideas, many ideas came to my mind so I wrote them, then I have chosen from these ideas those which have relationship with the topic, and those which seem useless for me I left them. I was more careful about the form, the punctuation marks, how to put them in the correct way*

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and the linking words, as well, and I tried to avoid complex sentences as much as I can in order to not lose the meaning, I think this I all!

R: Ok, thank you!

Student J:

R: How did you proceed in your writing? Or what are the steps that you did follow?

P: I introduced my work by talking about linguistics in general as a scientific study of language, and I mentioned the theories that are proposed to the crucial study of any language teaching, and after that, I mentioned the thesis statement talking about language teacher that he must be aware and knowledgeable about language learning process. After that I have mentioned 5 paragraphs talking about different scholars: Crystal and Douglas Brown. And, I have mentioned other examples about Douglas Brown book that summarises the principles of language teaching in some of questions, the 'how', 'what' questions and the 'when', that's all!

R: what about the organization of your essay?

P: first of all, I have read the question several times and I had mentioned the key-words and after that I have a brainstorm some ideas, and after that I just write.

R: Ok, thank you!

Student K:

R: How did you proceed or organise your essay?

P: First, I start with the introduction. In the introduction, we start from general to specific, for example, the question of today, "where does a teacher begin the quest for understanding the principles of language teaching and learning?". I start with teaching and learning process, then, in the thesis statement I mentioned the answer, well not all the answer, for example, what I'm going to mention in the body. Then, in the body I start with the variable because the answer of today is about the variables: the 'who', the 'what', and the 'how' questions. I start with the 'what' question: what to teach, which language. Then, the 'how' question, for example, the theories teachers must apply in order to teach the foreign language. I illustrate with a quotation for make the essay more effective. Then, I finish with the 'who' question, it concerns who is the learner, personality of the learner, the age of the learner, their level, etc. And at the end, I did not finish the essay, normally when we finish the essay, we conclude, we sum up all what we have said before.

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R: Anything to add? You can check your paper if you missed some points? Any consideration you take when you wrote today.

P: *for today, 45 minutes is not enough, for example in exams ...*

R: No, I want for this essay of today

P: *I just write*

R: Ok, thank you for your time.

Student P:

R: how did you proceed or organised your essay today?

P: *Well, I started with the introduction, then the development, then the conclusion. First of all, I begin my essay with quotation from Douglas book, and in the development I discussed the different variables that the teacher needs to understand and know about the learners, and at the end I sum up everything that I have discussed in the development.*

R: what are the other considerations that you did focus on, if there are?

P: *About what?*

R: about the essay of course.

P: *well, I focused more on the teacher's task in the classroom, what should he do, understand and ask about his students.*

R: Ok you tell me what did you do when you got the question and how did you proceed?

P: *Ah ok! Well, I started my essay with a quotation about learning a second language and I discuss all the variables that Douglas Brown discussed in his book, then I summed up everything with a conclusion of all what I have discussed here. Yes, such as the teacher begin to understand the principles of language teaching and learning by considering some of the questions that he could ask, such as what are the learners' characteristics, how to use a language, how learning takes place.*

R: essay, واسم هم الصوالح لي عملتهم و لا كيش خمنت كيش حتى كتبت هاد la question كي شفت

? واسم هم صوالح لي جاو فراسك باش كتبت هاد الكلمات كامل

P: *The different ideas that I have, well I made my brainstorm and I mentioned everything about how the teacher should teach, understand his learners. Well the question was so clear about the variables.*

R: Ok, thank you so much!

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Student I :

R: how did you organise your writing or essay?

P: *I started with an introduction, and in the development I started with a sentence which generates all what I want to speak about in after this. We analyse the ideas which I want to develop it in the first paragraph, then in the second paragraph just a small idea about what is the in the first paragraph, just to relate the first one with the second and ...*

R: You can add anything else?

P: *when we want to write an essay, we find some difficulties, problem of vocabulary, we need some words to make the essay more effective. And, we need more time to develop our essay.*

R: anything to add about your essay?

P: *punctuation. When I write the essay I think I don't use more punctuation, sometimes I forget comma and semi comma, sometimes the capitalization, and also some conjunctions.*

R: You had problems with conjunction and punctuation today?

P: *Punctuation, yes and conjunctions there is some, yes.*

R: Thank you for your time!

Student H:

R: How did you proceed in your writing? Or how did you organise your essay?

P: *here? Or in general?*

R: No this essay.

P: *today I did not write an essay.*

R: ok any piece of writing.

P: *In general, first, I read the question very well to understand it, then I record key-words to understand the steps I should write my essay or paragraph. Then, I make a brainstorming of ideas or information about the topic or subject, and I begin to write these ideas in, for example, an introduction, development...*

R: No, you told me that you did not write an essay, I'm speaking about today, how did you write today?

P: *Today, introduce sentence about the paragraph!*

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R: topic sentence.

P: Yes, topic sentence, then developing sentences, les idées على هاد topic, par exemple, كايين variables 'what', 'who' and 'how' questions, what the teacher should understand or know about the teaching learning, how to teach, how to be successful in his classroom, and then I should at the end tell that these variables are very helpful to the teacher and learner in the classroom and for the teacher/learner process in general.

R: كيش بديت تخمم و كيش بديت تتمشى la question, كايين صوالح واحدخرين دخلتهم كي جيت تكتب ولا كيفاش كي شفت

P: the teacher what should know, euh, the what, how and who questions عطيت example على هاد les questions, then, i conclude by saying that I am very helpful for him in teaching/ learning.

R: ça-y-est ! كي كملت

P: essay ماشي paragraph خاطر هدا, ç'est bon.

R: ما كان حتى حاجة تزيدها. شوف بلاك خمنت كاش حاجة واحدخرا كي كنت قاعدة تكتب.

P: اليوم مكانش قاع في خاطري نكتب غي زعما كتبت هكدا

R: Ah ok, thank you though for your time !

Student M:

R: where is your essay?

P: I couldn't write ...

R: just an introduction?

P: I couldn't to write!

R: ? و اسم هم صوالح جاوك فراسك كيش سييت تبدا la question صح كي جاتك! Okay? But why?

P: Euh, the role of the language teacher, the process of teaching and learning...

R: بصح ماقدكش الوقت ولا واسم?

P: بلوكيت ماقديتش نكتب. I don't know why.

R: But, it's not a test, ok thank you!

Student N:

R: How did you proceed in your writing for this essay?

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P: *Honestly, I haven't understood the question properly.*

R: But the question was explained about the variables.

P: *Yes, I know, but I did not get the question properly.*

R: It's okay, apart from the content, how did you organise your ideas?

P: *I thought that language teaching has some principles, language teaching and learning, I thought that they are two processes going at the same time: teaching and learning.*

R: No, apart from the content, *هناك* essay? *كيفاش* كنت *ناجم* نكتب *هاد* from the start till the end?

P: *I have focused on the two teaching and learning because I have not understood the rest of the question.*

R: is there anything to add?

P: *I have nothing to add.*

R: ok, thank you.