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## The Impact of Using Metacognitive Strategies on Improving Eleventh Graders' Writing Skills and Attitudes towards English

أثر استخدام استراتيجيات ما وراء المعرفة في تحسين مهارات الكتابة  
والاتجاهات نحو اللغة الإنجليزية لدى طلبة الصف الحادي عشر

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## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

### **The Impact of Using Metacognitive Strategies on Improving Eleventh Graders' Writing Skills and Attitudes Towards English**

**أثر استخدام استراتيجيات ما وراء المعرفة في تحسين مهارات الكتابة والاتجاهات نحو اللغة الانجليزية لدى طلبة الصف الحادي عشر**

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ سهام بشير مصطفى كلوسة لنيل درجة الماجستير في كلية التربية/ قسم مناهج وطرق تدريس وموضوعها:

**أثر استخدام استراتيجيات ما وراء المعرفة في تحسين مهارات الكتابة والاتجاهات نحو اللغة الإنجليزية لدى طلبة الصف الحادي عشر**

**The Impact of Using Metacognitive Strategies on Improving Eleventh Graders' Writing Skills and Attitudes Toward English**

وبعد المناقشة التي تمت اليوم الأحد 24 محرم 1439هـ، الموافق 2017/10/15م الساعة الحادية عشرة صباحاً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله تعالى ولزوم طاعته وأن يسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق،،،

عميد البحث العلمي والدراسات العليا  
م.د. مكارن اسماعيل هنية

## Abstract

***Study Title: The Impact of Using Metacognitive Strategies on Improving Eleventh Graders' Writing Skills and Attitudes Towards English.***

The study aimed to identify the effectiveness of using metacognitive strategies on improving eleventh graders' writing skills and attitudes towards English. To achieve the study aims, the researcher adopted the experimental approach. The researcher designed the following study instruments and tools: English writing skills achievement test, and attitude scale, the study sample consisted of (80) female students from (Farouk El-Farra School). It is worth mentioning that (Farouk El-Farra School) contains (11) eleventh grade classrooms, including (418) eleventh graders. The sample was divided randomly into two groups: the experimental group consisting of (40) students and the control one consisting of (40) other students.

The study results showed that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score at English writing skills achievement test between the students who learn through using metacognitive strategies (experimental group) and those who learn through the traditional method (control group) in the post test. These differences were in favor of the experimental group. Also the finding indicated that there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the total mean score in the attitudes towards English between the students who learn through using metacognitive strategies (experimental group) and those who learn through the traditional method (control group) in the post test. These differences were in favor of the experimental group. Moreover the results showed that using metacognitive strategies effect on improving eleventh graders' writing skills and attitudes towards English where eta square was very large.

In the light of the study results the researcher recommend using from the traditional teaching methods to interactive approach based on the students' real involvement in the teaching learning process. And using metacognitive learning to create effective learning environment.

## المخلص

عنوان الدراسة: أثر استخدام استراتيجيات ما وراء المعرفة في تحسين مهارات الكتابة والاتجاهات نحو اللغة الانجليزية لدى طلبة الصف الحادي عشر.

هدفت الدراسة التعرف إلى أثر استخدام استراتيجيات ما وراء المعرفة في تحسين مهارات الكتابة والاتجاهات نحو اللغة الإنجليزية لدى طلبة الصف الحادي عشر، ولتحقيق أهداف الدراسة تبنت الباحثة المنهج التجريبي، وصممت الباحثة أدوات الدراسة التالية: اختبار التحصيل في مهارات الكتابة باللغة الانجليزية، ومقياس الاتجاه نحو اللغة الانجليزية، وتكونت عينة الدراسة من (80) طالبة من طالبات الصف الحادي عشر بمدرسة فاروق الفراء، حيث تحتوي المدرسة على (11) شعبة من طلبة الصف الحادي عشر و(418) طالبة، تم تقسيم عينة الدراسة إلى مجموعتين بطريقة عشوائية، حيث تكونت المجموعة التجريبية من (40) طالبة، والمجموعة الضابطة (40) طالبة.

وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية عند مستوى دلالة ( $\alpha \leq 0.05$ ) في متوسط درجات طالبات المجموعة التجريبية التي درست من خلال استخدام استراتيجيات ما وراء المعرفة ومتوسط درجات طالبات المجموعة الضابطة التي درست من خلال الطريقة العادية في اختبار مهارات الكتابة التطبيق البعدي لصالح طالبات المجموعة التجريبية، كما أظهرت النتائج وجود فروق ذات دلالة إحصائية عند مستوى دلالة ( $\alpha \leq 0.05$ ) في متوسط درجات طالبات المجموعة التجريبية التي درست من خلال استخدام استراتيجيات ما وراء المعرفة ومتوسط درجات طالبات المجموعة الضابطة التي درست من خلال الطرق العادية في مقياس الاتجاه نحو اللغة الانجليزية في التطبيق البعدي لصالح طالبات المجموعة التجريبية، وأظهرت النتائج أن استخدام استراتيجيات ما وراء المعرفة يتمتع بأثر كبير في تحسين مهارات الكتابة والاتجاهات نحو اللغة الانجليزية لدى طالبات الصف الحادي عشر.

وفي ضوء نتائج الدراسة أوصت الباحثة بالانتقال باستخدام التدريس التفاعلي القائم على مشاركة الطلبة الحقيقية في عملية التعلم، واستخدام التعلم القائم على استراتيجيات ما وراء المعرفة لابتنكار بيئة تعليمية فعالة.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

قال تعالى: "يرفع الله الذين آمنوا منكم والذين أتوا  
العلم درجات والله بما تعملون خبير"

صدق الله العظيم

[المجادلة: 11]

## Dedication

From my deep heart and great love, I would like to dedicate my work:

- To Allah, who is the source of wisdom, patience, and infinite love.
- To our prophet Mohammed, peace be upon him.
- To my beloved country, Palestine.
- To the soul of my parents, who were the source of love and support.
- To my beloved brothers and sisters, who waited for my success
- To my dear husband, who has always encouraged me, without his support, this work would be very difficult to accomplish.
- To my sweet daughter
- To my sincere friends, and relatives.....
- To those who imprisoned and martyred for the sake of our freedom....
- To those who were prisoned for the sake of our liberty

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## List Of Contents

<b>Abstract</b> .....	<b>II</b>
<b>Dedication</b> .....	<b>VI</b>
<b>Acknowledgement</b> .....	<b>VII</b>
<b>List Of Contents</b> .....	<b>VIII</b>
<b>List of Tables</b> .....	<b>X</b>
<b>List of Appendices</b> .....	<b>XI</b>
<b>Chapter I: Background Of The Study</b> .....	<b>2</b>
Introduction .....	2
The Need For The Study .....	5
The Statement Of The Study .....	5
The Questions Of The Study .....	6
The Hypotheses Of The Study .....	7
The Purpose Of The Study .....	7
Significance of the study .....	8
Limitations of the study .....	8
Operational Definition of Terms .....	9
<b>Chapter II: Literature Review</b> .....	<b>12</b>
The First Section: Theoretical Framework .....	12
The First Domain: Metacognitive Strategies .....	12
The second Domain: Writing Skills .....	22
The Third Domain: Attitudes Towards English .....	28
The Second Section: Related Studies .....	34
The First Domain: Studies Related to Metacognitive Strategies .....	34
The second Domain: Studies Related to Writing Skills .....	41
General Commentary On Previous Studies .....	48
<b>Chapter III: Methodology</b> .....	<b>51</b>
Research Design .....	51
The population of the study .....	52
The sample of the study .....	52
Instrumentation .....	52
Pilot study .....	60
Controlling the Variables .....	62
Procedures of the study .....	64

Statistical Methods Analysis .....	65
<b>Chapter IV: Results: Data Analysis .....</b>	<b>67</b>
Answer of the first question. ....	67
Answer of the second question.....	69
Answer of the third question. ....	70
Answer of the fourth question. ....	71
<b>Chapter V: Findings, Discussion, Conclusions &amp; Recommendations .....</b>	<b>74</b>
<b>Findings</b> .....	74
<b>Discussion</b> .....	75
Interpretation of first hypothesis findings .....	75
Interpretation of second hypothesis findings.....	76
Interpretation of third hypothesis findings .....	77
Interpretation of forth hypothesis findings .....	77
Conclusions .....	78
Pedagogical Implications.....	79
Recommendations .....	80
<b>References</b> .....	<b>83</b>
<b>Appendices</b> .....	<b>95</b>

## List of Tables

Table (1.3): Correlation coefficients between questions and all degree .....	54
Table (2.3): Correlation coefficients between test items and all degree .....	55
Table (3.3): Reliability for the writing skills achievement test by spilt half method ..	56
Table (4.3) Reliability for the writing skills achievement test by Kuder -Richardson (K-21) method.....	57
Table (5.3): Difficulty coefficients for each items and all degree .....	57
Table (6.3): Discrimination coefficients for each items and all degree .....	58
Table (7.3): Correlation coefficients between scale domains and all degree .....	60
Table (8.3): Correlation coefficients between test items and all degree .....	61
Table (9.3): Reliability for the scale domains and all degree by spilt half method .....	61
Table (10.3): Reliability for the scale domains by Alpha Cronbach Method .....	62
Table (11.3): t test for differences between control and experimental groups due to age .....	63
Table (12.3): t test for differences between control and experimental groups in English language achievement.....	63
Table (13.3): t test for differences between control and experimental groups in a pre-writing test .....	64
Table (14.3): t test for differences between control and experimental groups in a pre-attitudes towards English scale .....	64
Table (1.4): t test differences between experimental and control groups at post writing skills achievement test .....	68
Table (2.4): Level of size effect by Eta square .....	68
Table (3.4): t test differences between a pre and post writing skills achievement test among experimental group .....	69
Table (4.4): t test for differences between control and experimental groups in a post-attitudes towards English application .....	70
Table (5.4): t test differences between a pre and post application the attitudes towards English language among experimental group.....	71

## List of Appendices

Appendix (1): List Of Refreeze .....	95
Appendix (2): Writing Skills Test .....	96
Appendix (3): Attitudes Towards English – Arabic Copy .....	102
Appendix (4): Attitudes Towards English – English Copy .....	105
Appendix (5): Teacher Guide .....	108

# **Chapter I**

## **Background of the Study**

## Chapter I: Background Of The Study

### Introduction

English is an international language that is spoken in many countries all over the world. It is the language of technology, science, computer, medicine, literature and commerce.

Writing is one of the four skills that should be mastered to communicate with others, so writing skills require special attention. It is an active means of communication. It is also an important language activity and a major classroom procedure. The success of our students is largely based on their ability to communicate in written words. Moreover, writing is necessary in everyday life, in business, in creativity, and in scholarly pursuits. In short, it is a tool of survival. The more clearly one can write, the more easily one can survive and navigate the world. Writing proficiency plays a great role in conveying a written message accurately and effectively. Also writing has an Islamic concept where it receives special emphasizes in the Holly Quran and Sunnah.

Based on the above, it is vital for teachers to know the effective means of teaching writing. They have to search for the methods of teaching that enhance their ability.

Learning a foreign language can be more enjoyable, more effective ,faster and easier by using learning strategies. Learning strategies are considered as definite actions done by learners to facilitate the process of learning (Yang, 2009).

Metacognitive strategies are limited directly to general learning strategies. Metacognition has been proved its effectiveness in the developing of second language learning and teaching. In general, metacognitive strategy is beneficial not only in learning but also in daily life because it develops metacognitive awareness and improved stronger skills and deeper processing.(Wang, 2014).

Until the mid-1970s, a major focus in applied linguistics research centered on English language teaching methodology and theories of language teaching. The possible significant of learner characteristics such as motivation, learning style, and the use of language learning strategies

was largely overlooked. Then the emphasis moved from a concern with the methods and products of language teaching to a focus on the learner and actual process of second of foreign language learning. There was a growing inquiry into how language learners process, store, retrieve and use target language material (White, 1993, p. 1).

According to Swicegood (1994, pp. 92 - 93) using metacognitive strategies in teaching English language improved students' knowledge of vocabulary and words, language acquisition, and reinforces student confidence. That helps students to express what is going on inside him as ideas and opinions, which reflected in their writing skills. Moreover Danuwong (2006, p.77) pointed that teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more of an independent thinker.

Anderson (2002b) based on previous research, has proposed five main components for metacognition. They include: 1) preparing and planning for learning, 2) selecting and using learning strategies, 3) monitoring strategy use, 4) orchestrating various strategies, and 5) evaluating strategy use and learning.

By preparation and planning in relation to their learning goal, students think about what their goals are and how they will go about accomplishing them. Students, with the help of the teacher, can set a realistic goal within a set time for accomplishing that goal. Setting clear, challenging, and realistic goals can help students see their own progress and hopefully, by becoming consciously aware of their progress, the students' motivation for learning would be increased.

The metacognitive ability to select and use particular strategies in a given context for a specific purpose means that the learner can think and make conscious decisions about the learning process. Learners should be taught not only about learning strategies but also about when to use them and how to use them. Students should be instructed on how to choose the best and most appropriate strategy in a given situation.

The next main component of metacognition is monitoring strategy use. By examining and monitoring their use of learning strategies, students have more chances of success in meeting their learning goals (Anderson, 2002a). Students should be explicitly taught that once they have selected and begun to use the specific strategies, they need to check periodically whether or not those strategies are effective and being used as intended. For example, when reading, they can use context to guess the meaning of some unknown vocabulary items. To monitor their use of this strategy, they should pause and check to see if the meaning they guessed makes sense in the text and if not, go back and modify or change their strategy.

Knowing how to use a combination of strategies in an orchestrated fashion is an important metacognitive skill. Research has shown that successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot & Kupper, 1989; Wenden, 1998). These learners can easily explain the strategies they use and why they employ them (O'Malley & Chamot, 1990).

Based on Chamot and Kupper (1989), certain strategies or clusters of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring. Reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing. Research shows that use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford, Park-Oh, Ito, & Sumrall, 1993).

One of the most important metacognitive strategies is to evaluate effectiveness of strategy use. Self-questioning, debriefing discussions after strategies practice, learning logs in which students record the results of their learning strategies applications, and checklists of strategies used can be used to allow the student to reflect through the cycle of learning.



At this stage of metacognition the whole cycle of planning, selecting, using, monitoring and orchestration of strategies is evaluated.

It should be noted that different metacognitive skills interact with each other. The components are not used in a linear fashion. More than one metacognitive process along with cognitive ones may be working during a learning task (Anderson, 2002a). Therefore the orchestration of various strategies is a vital component of second language learning in general and vocabulary learning in particular. Allowing learners opportunities to think about and talk about how they combine various strategies facilitates strategy use.

### **The Need For The Study**

Most of the Palestinian students who are learning how to write correctly face double difficulties. They are learning writing skills and learning the foreign language simultaneously. In many instances, English language writers face problems of different kinds: lexical, grammatical, phonological, or cultural. Such problems can be partly attributed to the ineffective teaching strategies used by their teachers as well as to their limited linguistic resources in the target language. Consequently, in this study the researcher is concerned with teaching writing skills by using more effective and interactive writing strategy such as metacognitive strategies, which may contribute to alleviating the problems encountered by our students and help them master this extremely important language skill in order to be able to tackle these problems.

### **The Statement Of The Study**

Through the researcher's work and experience as a teacher of English language at a secondary school in Gaza Strip for three years, she noticed that students in the eleventh grade perform feebly and receive low scores in writing tests due to the lack of incentive, weak participation in English class, the shortage of the strategies/ skills to cope with writing as well as in appropriate techniques of teaching writing tasks. Consequently, it is so significant to implement such a study in order to improve students' performance in writing paragraph, increase their achievement in writing tests, increases their use of the writing processes and develop their attitudes towards writing in English.

Where metacognitive strategies involves thinking about one's own thinking process such as study skills, memory capabilities, and the ability to monitor learning. This concept needs to be explicitly taught along with content instruction. Metacognitive knowledge is about one's own cognitive processes and the understanding of how to regulate those processes to maximize learning (Zhang & Seepho, 2013, p. 56).

Also metacognition is a general term encompassing the study of memory-monitoring and self-regulation, meta-reasoning, consciousness/ awareness and auto-consciousness/ self-awareness. In practice these capacities are used to regulate one's own cognition, to maximize one's potential to think, learn and to the evaluation of proper ethical/moral rules. It can also lead to the reduction in response time for a given situation due to heightened awareness and potentially reduce cycle times to complete problems or tasks. So metacognitive strategies may be motivate students and develop there writing skills.

The problem can be stated in the following major question:

**What is the impact of using metacognitive strategies on improving eleventh graders' writing skills and attitudes towards English?**

### **The Questions Of The Study**

To answer the major question, the researcher addresses the following sub questions:-

1. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group?
2. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills?
3. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group?
4. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pre-

application and their total mean scores on post application of the attitudes towards English language?

### **The Hypotheses Of The Study.**

1. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group.
2. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills.
3. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group.
4. There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pre-application and their total mean scores on post application of the attitudes towards English.

### **The Purpose Of The Study**

- 1- Identify the effectiveness of using metacognitive strategies on improving eleventh graders writing skills and attitudes towards English.
- 2- Check the differences at significant ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group.
- 3- Identify if there are any statistical significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills.
- 4- Investigating the significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group.
- 5- Identify if there are any statistical significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a

pre-application and their total mean scores on post application of the attitudes towards English language.

### **Significance of the study**

The significance of this study emerges from the fact that metacognitive strategies has been newly introduced to the field of education. Moreover, it is the first study, to the best knowledge of the researcher, conducted in the field of English writing skills in Gaza governorates. For this reason, the study may be highly significant for:

1. Teachers: The study may attract the attention of English language teachers to the importance of implementing metacognitive strategies as a means of developing writing skills, which may result in improving learners' writing skills in general, and getting rid of traditional methods, and encouraging the use of new nontraditional ways.
2. Decision makers: The study may help concerned decision makers to employ metacognitive strategies in teaching English language and other teaching fields.
3. School principals: They may be convinced of the necessity of providing school with tools to help recruit metacognitive strategies, and providing an effective school environment.
4. Supervisors: This study stimulates specialists' and supervisors' interest to conduct training courses for teachers to enhance their skills in using metacognitive strategies in teaching English writing Skills.
5. Students: It may encourage and motivate students, and improving their writing skills, in addition to adjust their attitudes toward English.

### **Limitations of the study**

The current study was applied in accordance with these limitations:

- 1- **Locative limitation:** This study was implemented in Khan Younis governorate.
- 2- **Temporal limitation:** The researcher carried out this study for 8 weeks in the first semester of the scholastic year (2016-2017).
- 3- **Human limitation:** The sample of the study consisted of (80) female eleventh students from (Farouk El-Farra School).

4- **Topical limitation:** The use of the strategy was implemented on (1, 2, 3, 4, & 5) units in English language student book "English for Palestine 11". It was limited to writing skills and attitudes towards English.

### **Operational Definition of Terms.**

#### **The Effectiveness:-**

It is the degree of improvement in the students' achievement in writing skills in English language, and attitudes towards English as a result of using metacognitive strategies. It is statistically measured by using Eta square to measure the effect size.

#### **Metacognitive strategies:-**

Metacognitive strategies are regarded as high order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate ones' own learning by means of planning, monitoring, and Setting goals (Zhang & Seepho, 2013, p. 55).

#### **Writing skills:-**

Writing means the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences.

The writing skills in "English for Palestine" eleventh grade book which will be tackled in the study.

#### **Writing skills in "English for Palestine 11":-**

- 1- Write your own CV.
- 2- Write a short paragraph to express about chart.
- 3- Use information to write sentences
- 4- Write a short paragraph saying what it shows by use the notes.

#### **The eleventh graders:-**

They are students aged between (16-17) and study English for Palestine 11 textbook at Gaza Strip public schools.

### **Attitudes towards English:-**

Eagley and Chaiken (1993) defined attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.

# **Chapter II**

## **Literature Review**

## Chapter II: Literature Review

This chapter contains of two section; the first section aims to view theoretical framework which includes three domains: metacognitive strategies, writing skills, and attitudes towards English, and the second section is interested in the related studies.

### **The First Section: Theoretical Framework.**

This section contains three domains; metacognitive strategies, writing skills, and attitudes towards English.

### **The First Domain: Metacognitive Strategies.**

#### **Definitions of metacognitive strategies.**

The American psychologist Flavell was the first who proposed the metacognition in the 1970s. The title has become one of the most discussed concepts in the themes of educational psychology. The title of metacognition can be simply referred to as thinking about thinking (Zhang, 2013).

The literary meaning of metacognition is cognition about cognition , or what is called thinking about thinking. Metacognition has been discussed and defined by many researchers such as Flavell, Messi, Baker, Brown and others. According to Flavell (1979, p.252) the aim of metacognition is to achieve cognitive goals through the continuous regulation and active monitoring of cognitive processes. Anderson (2005) focused in his definition on the important role of metacognitive strategies on the developing of person's thinking and the improvement of performance and learning in general .This idea accommodates of that of Ams (2003) who also describes metacognition as "thinking about thinking". Moreover, Allal (2010) goes further to describe metacognitive procedural and application as well as regulating the activities to solve problems .These procedures of monitoring ,selection and application were also focused by Hacket (1988). The term 'Metacognition was described also as "higher order thinking that involves active control over the thinking processes involved in learning" (Livingston, 1997, p.1).

Anderson (2002, p.1) defined metacognition as "thinking about thinking." As Anderson states, the use of metacognitive strategies ignites



one's thinking and can lead to higher learning and better performance. Furthermore, understanding and controlling cognitive process may be one of the most essential skills that teachers can help second language learners develop.

Moreover many definitions of metacognitive strategies focused on the effect of metacognition on improving the process of learning in general and student's level in particular. For example, Oxford (1990) goes further to focus on the importance of metacognition as cited in (Carter & Nunan, 2001, p.197) by stating three main benefits of Metacognitive strategies : helping students to manage themselves as learners, controlling the general learning process, and managing specific learning tasks . whereas Schraw and Dennison (1994) as cited in Shia, Howard, & McGee (2005, p.2) extended their definition to involve individuals with high level of metacognitive strategies and excelling learners in new classroom activities such as planning, managing information, monitoring, debugging, and evaluating. Other research findings such as Dunlosky and Thiede, 1998; Theide, Anderson, & Therriault (2003) as cited in Coutinho (2006, p.162) also focused on the academic success and problem solving as indicators of metacognition learner's progress. Moreover, a positive strong correlation between English Foreign Language learners' metacognitive strategy use and their language proficiency level was touched by Ahmadizadeh (2001).

Hamdan, Ghafar, Sihes, & Atan (2010, pp. 136-137) stated that metacognitive strategies are self-monitoring and self-regulating activities, focusing on both the process and the product of writing. They include the writers awareness of whether or not they can comprehend what they write; their ability to judge the cognitive demands of writing; and their knowledge of **when and how** to employ a specific cognitive reading strategy according to writing text difficulty, situational constraints, and the reader's own cognitive abilities (Gourgey, 2001, p. 47).

According to Zhang & Seepho (2013, p. 55) metacognitive strategies are those strategies designed to increase knowledge of awareness and control, to improve their skills, and to evaluate whether their attempt at comprehension has been achieved.

Kelsey (2015, p. 4) stated that metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

In conclusion, based on Gagen (201 5) the researcher adopted that the definition of metacognition should include at least three concepts:-

1. Knowledge of individual's knowledge.
2. Processes such as monitoring and regulating one's knowledge.
3. Processes such as cognitive and affective states.

In general, the components of metacognition include knowledge and the ability to regulate that knowledge .The knowledge that is necessary involve according to Danwong (2006) the following knowledge:-

1. Knowledge about the world.
2. Special knowledge of the person that includes individual's affective and cognitive process and states.
3. Knowledge about strategies Knowledge about strategies or strategic knowledge.

### **The Main Categories of Metacognitive Strategies.**

According to Dembo (1994) teaching students various cognitive strategies will not be effective or necessary and will not produce skillful learners without teaching students when to use these cognitive strategies or how to change them. This knowledge about what ,when where and how to use the cognitive strategies appropriately in order to achieve the target goals Led Dembo to divide these strategies into three groups:

- 1) Planning strategies which include three aspects: superficial review, purposes assignment, and making questions
- 2) Control or what is called management strategies which include: testing himself/ herself, concentrating and controlling comprehension.
- 3) Regulating strategies which contain reading speed.

Other researchers developed several classification scheme to group , analyze and evaluate the metacognitive strategies. According to Anderson (1991) there are three main categories :

1. The cognitive monitoring.
2. The Cognitive regulation.
3. The combination of both.

Although there are important differences among them, they include some general features, the following are some of these features:

### **1): Planning for learning.**

This step concerns with the goals of learning. Thinking about individual's objectives and goals are demanded deeply to achieve the effective learning .These goals can be stated effectively by the help of the skilled training teacher. The students motivation for learning would be increased by becoming consciously aware of their ability to achieve their setting clear ,challenging and realistic objectives.

### **3): The utilizing of learning strategies**

The one's ability to select and use certain strategies .Students can make conscious decisions about their learning through the accurate selection and utilizing of strategies. This reflects the necessity of civilizing students with appropriate situation.

### **4): Monitoring strategy use.**

According to Anderson (2002b) students need to check the effectiveness of the chosen strategies in achieving the intended goals .The role of students do not stop in choosing the strategy . the students should be explicitly instructed that the important role is to check continuously whether or not the chosen strategies are effective. This is a continuous process over the process Of learning .Veenman (2006)focused on both the ability of learners to grasp the effectiveness of implementing a certain strategy and the ability to select the strategy .Monitoring also means stopping to check and see if the guessed meaning makes sense in the situation or it needs modifying and changing the selected strategy.

### **5): Regulating different strategies.**

This process occurs after the selecting of more than one strategy. Learners have to regulate the use of the selected strategies in order to use them freely and smoothly in a specific context and in new situations in life .Students should be instructed and prepared well to select, use and regulate the proper strategies in the given situation. According to Gama (2000) learners can easily discuss the need from implementing and regulating different strategies. Moreover Desoete and Veenman (2006) focused on the necessity of selecting strategies that are working well together in a highly orchestrated way and also enhancing achieving the requirements of the language task.

### **6): Evaluating the benefits from using strategies.**

This state can be achieved by different techniques such as self-questioning , discussion, checklists and questionnaires .At this state ,all the process of learning is evaluated .The whole cycle of metacognition should be taken into consideration such as planning ,selecting ,using , pointing and orchestration.

In conclusion ,the researcher states that the process of metacognition is not a linear process since different metacognitive skills are interacted with one's cognitive during the learning process .Accordingly, second language learning in general and learning skills in particular can be occurred as a result of the coordination of various strategies .This leads the researcher to focus on the effectiveness of metacognitive strategies in improving learner's writing skills and attitudes towards learning English.

### **Vital Elements of Teaching Metacognitive Strategies :**

Based on the research of Anderson (2002), Zhang (2013), and Wang (2014) the researcher concludes some of the most vital elements that proved its effectiveness in teaching metacognitive strategies in the following:

1. Explicit teaching methods are vital for teaching metacognitive strategies.

2. Problem solving situations or any other learning situations can be achieved easily by the accurate and efficient procedures of metacognitive strategies .
3. Being memorable is an accurate characteristics of metacognitive strategy
4. Sufficient opportunities for practice are demanded in the metacognitive strategies.
5. Both students thinking and students actions are necessary for performing English skills.
6. Materials such as sheets, posters, realism and other aids are demanded to reinforce students learning.

### **Metacognition and Academic Performance.**

According to Paris & Winograd (1990, p. 15) Cognitive monitoring improved its effectiveness in enhancing learning. Self-regulation was asserted by theoreticians to be one of the famous characteristics of the effective learners( Butler and Butler and Winne, 1995, p. 245). Boekaerts & Simons (1995, p. 85) viewed Self-regulation as synonymous to metacognitive strategies. The results of Camahalan (2006, p. 194) reflected the actual improvement of students' academic achievement as a result of utilizing self-regulating and applying metacognitive learning strategies in teaching . Yusnaeni and Corebima (2015) asserted the same idea adding that utilizing resources and existing strategies can help improving learner better.

In conclusion , the researcher agrees the concept of metacognition has become a high sounding in Education because of the different values of it .Based on the results of the research of Ibrahim, Sarudin, Muhamad and Esa (2013) the importance of metacognition can be stated as:

1. Enhancing metacognitive awareness of what one believes .
2. Developing processing new information by applying the strategic control.
3. Improving planning for lessons through thinking about what is necessary for learning.
4. Developing certain process of learning such as stating goals, objectives, materials and evaluation.

5. Improving all the skills of language as they are conceived of as a higher order executive processing that manage the functional use of language.
6. Extending one's knowledge by the application of how knowledge or practical knowledge.
7. Enriching activities such as self-questioning, summarizing, clarifying, predicting, solving problems, correcting errors and learning through reflections in future occasions.

### **The role of Teacher in Teaching Metacognition**

According to Torkamani, (2010) teachers play a significant role in assisting the student to be more cognitive learners. This role can be reflected on the following procedures:

1. Convincing students that their ability to learning is mutable because they believe that one's ability is not a fixed characteristic but it is a skill that developed by practice.
2. Enhancing students to plan their lesson by setting reasonable learning goals.
3. Helping students to build the self-efficacy to select and implement the productive learning.
4. Motivating all levels of students to achieve their learning gains.
5. Developing learners skills such as self-questioning, self-regulating, selecting and monitoring activities.

### **Critical Ideas for Developing Metacognitive Skills In Students.**

Jane Sutton (2011) mentioned some decisive procedures in his attempt to help teachers developing their students' abilities during using the metacognitive strategies.

1. Focusing on the thought process by modeling it while teaching the subject matter .This will verbalize what the teacher is in thinking while explaining the ideas to the students and reflect the process that teacher is using when thinking. Modeling the target subject can be achieved by saying it out loud to reflect what the students should think about it.
2. Connecting the new information to what the students already know in their storage. This is done by identifying what students

will be learning in the beginning of a lesson and Linking what is being taught to what students already know. Giving relative examples can explain the importance and effectiveness of learning.

3. Describing the intended plan will give the students ideas about what to expect in the lesson . Writing down some ideas of what the students actually learned from the lesson will show to what extent the students grasped the lesson or their need to do more on their own to seek additional instruction.
4. Explaining homework before doing it and deciding what should be learned from the homework .This gives significance of the of the goal for doing homework as it is not just busy work . Discussing the homework after it is completed by asking students how they would do on an assessment dealing with the homework will help students here to assess their knowledge on their own by either practicing more of the same or reviewing what they did to better understand the subject.
5. Providing students with tricks for Learning or tools to help them learn when teaching lessons as cognitive strategies are considered as learning tools (Seif, 2000). Encouraging students to use these techniques when learning new material will help them remember the fact longer when information is relative to something else. These techniques are differed according to the teaching subject matter such as letter association technique, acronyms, order of operations and rhyme Techniques.
6. Adopting Self-regulation For teachers will also help students become self-regulated learners by modeling their teachers. This can be achieved by raising students awareness of What they know about the subject by using different strategies such as KWL, mentioning the goal of the lesson or project, determining the available resources, and understanding student's anxiety level and their feeling about learning in general or learning a certain task in particular.
7. Facilitating some key issues to encourage the student to be self-regulated such as the required time to complete the task, the frame Plan study time to assist the students in this area ,the materials

make software available for the students , the flowcharting and the used strategies.

8. Applying technology to enhance metacognition skills and organizing graphic while learners are performing a task will help them to understand what they have learned, what they want to learn and what they actually know.

### **Metacognition and Students' thinking skills**

Metacognition as defined before is the process of thinking. It is connected deeply of the way of thinking using a particular strategy with the ultimate aim of resolving problems. Both awareness and thinking are needed to improve learning as they develop one's ability to solve problems and to make decisions. metacognition is well defined by O'Neil and Brown (1997) as the process of thinking about their own thinking in an attempt to develop strategies to solve problems.

Additionally, according to Efklides (2006) empowering students' thinking skills can be achieved by empowering metacognitive thinking skills in learning .To emphasize the important part of metacognition in learning develop the ability to meditate.

Sperling et al. (2004) declared the critical role of the metacognition skills in helping students to give information about their learning activities in particular and learning progress in general. Creating a strategy explicitly by thinking about and assessing understanding is required by learners as this will develop their abilities in solving problems. Moreover, self-awareness of progressive cognitive activity Which is the result of using metacognitive skills can improve the learner's direction ,planning and monitoring (Brown, 1980). The students' ability to reflect on their own learning is considered as an important component of metacognitive skills.

In addition, solving problems and self-regulation are the result of empowering metacognitive skills in learning. Creating Self-regulated learners can be trained (Corebima, 2009). Furthermore, Livingston (1997) declared that creating independent learners is a result of having students a good metacognition in their learning process. And conversely the more skillful the students learn independently, the easier their metacognition to develop. More addition was discussed by Weiner and Kluwe, (1987) who



referred to special mental operations in order to examine, plan, organize, monitor and predict.

According to (Aleven & Koedinger, 2002), metacognition is a key component of a student's academic success as it makes students learn with greater understanding and this is reflected on their academic success and achievement. On the other hand, the critical thinking skills can be developed using the metacognitive strategies (Ruban, 2000; Tranin & Swanson, 2005). As stimulating creative thinking and problem solving also are key factors in the process of learning.

In conclusion, the researcher emphasized the role of metacognitive skills through the implementation of some learning strategies . Students' metacognitive skills can be improved by using appropriate learning strategies, as The results of those researches have open a big opportunity to conduct the current study which aims at investigating the effectiveness of using metacognitive strategies in writing skills .

## **The second Domain: Writing Skills.**

### **Definitions of Writing.**

Orwig (1999, p. 2) gave a definition of writing as a skill saying that: It is a productive skill that is more complicated than it seems at first, and often seems to be the most difficult of the skills since it has a number of micro skills such as: using orthography correctly, spelling and punctuation conventions, using vocabulary in a correct way and using the appropriate style. Archibald (2001, p. 155) said that writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task.

Harmer (2004, p.15) defines writing as "a process of discovery as well as a process of productivity. In contrast to oral aural skills, writing can provide students with chance to work at their own pace, especially if it is done at home or without any limited time assigned by teachers and allows them to think the task over before producing language.

Also Zen (2005, p. 2) defined writing as one of the four skills, commonly accepted goals of learning a foreign language, but often a skill that "falls through".

According to Al-Mansour and Al- Shorman (2014, p.259) Writing is a powerful means of communication by which students learn better to express themselves. Moreover, learning to write in English as a foreign language has been an essential professional educational issue that serves various educational purposes and meets certain learning needs upon which the foreign language learners' progress depends.

De Larios and Murphy (2001, pp. 25-26) believed that writing is not a natural activity. It requires thought, discipline, and concentration. So writing is a social act that happens within a specific context and for a specific audience.

The researcher conclude that writing is as the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration.

## Teaching Writing for 11<sup>th</sup> graders.

Min (2007, p. 42) believed that the basic premise of process writing is that all learners can write and the focus here is on creating quality content and learning the genres of writing. Harmer (2001, pp. 79-84) explained four reasons for teaching writing to students of English as a foreign language. They are reinforcement, language development, learning style and writing as a skill.

- 1- **Reinforcement:** some students acquire languages in an oral /aural way, others get benefit from seeing the language written down. The visual demonstration of language construction is invaluable for both understanding and memory". It is useful for students to write the new language shortly after studying it.
- 2- **Language development:** the process of writing is different from the process of speaking; the former helps us to learn as we go along. "The mental activity of constructing proper written texts is part of the ongoing learning experiences.
- 3- **Learning style:** some students are quick at acquiring language just by looking and listening. Others may take longer time to spend in producing language in a slower way, thus making writing appropriate for those learners.
- 4- **Writing as a skill:** the most essential reason for teaching writing is that it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays, reports, and how to use writing's conventions.

These reasons indicated that teaching writing is reflected in other language skills. So writing subjects must developed to meets student's needs.

## The Importance of Writing.

Most people never consider the complexity and difficulty of the writing products. In fact, relative to all other academic activities, writing requires more basic skills than perhaps any other skill. The writing product is certainly no secret and many of us learned it in secondary school. However, as we get older, we concentrate so much on using the right words, that we forget the important part of the process.

- 1- Writing is the secondary stage upon which your work, you're learning, and your intellect will be judged in college, in the workplace, and in the community.
- 2- Writing expresses who you are as a person.
- 3- Writing is portable and permanent. It makes your thinking visible.
- 4- Writing helps you move easily among facts, inferences, and opinions without getting confused and without confusing your reader.
- 5- Writing promotes your ability to pose worthwhile questions.
- 6- Writing fosters your ability to explain a complex position to readers, and to yourself (Harmer, 2004, p.20).
- 7- Writing helps others give you feedback.
- 8- Writing helps you refine your ideas when you give others feedback (Harmer, 2001, pp. 88 - 89).
- 9- Writing ideas down preserves them so that you can reflect upon them later.
- 10- Writing out your ideas permits you to evaluate the adequacy of your argument.
- 11- Writing stimulates you to extend a line of thought beyond your first impressions or responses (De Larios and Murphy, 2001, pp. 28 - 33).

Also Writing helps students understand how truth is established in a given discipline. Writing equips students with the communication and thinking skills to participate effectively.

### **Effective Writing.**

According to Guidance on the teaching of writing skills INSET opportunities for teachers of all subjects across the curriculum at eleventh grade (2010) as learners develop as writers, they should demonstrate that they can:

- engage their readers,
- adapt their writing to suit the audience and purpose of the piece,
- use grammatical and stylistic features to ensure clarity, achieve the right tone and create particular effects,
- use a range of sentence structures,

- organize their writing, linking ideas coherently and using paragraphs effectively,
- choose and use appropriate vocabulary,
- use punctuation to clarify meaning,
- use a range of strategies to enable them to spell correctly, and
- present their writing appropriately, either by hand or by using information and communication technology (ICT).

### **The Process of Writing.**

Writing is a process in which students begins to write down their ideas on paper which is a valuable aid to the whole learning process. Siragusa (2011, pp. 1138 - 1142) showed that there are 4 steps in the writing process which anyone can follow they are as follows:-

- 1- Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content.
- 2- Drafting: Making a case and structuring your evidence for that case.
- 3- Revising: Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case.
- 4- Publishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.

### **Teacher's role in Writing Lessons.**

Harmer (2001, pp. 261-262) states that teacher has many roles to carry out in the classroom. However, these roles limited to the following:-

- 1- Motivator: Teachers should encourage students; create the proper environment for generating ideas, persuading them of the efficacy of the task, motivating them to exert as much effort as possible for the greatest advantages. This may need unique and extended exertion for longer process-writing sequences.
- 2- Resource: Especially during more extended writing tasks, teachers should be ready to provide students with information, vocabulary and language when necessary. Teachers need to inform students that they are available and ready to look at their work as it advances offering pieces of advice and suggestions in a productive and thoughtful way. For instance, time should be allocated for

discussion with individual students, or students working in pairs or groups.

- 3- Feedback provider: Offering feedback on writing tasks needs exceptional attention. Teachers should respond positively and encouragingly to the content of what the students have written.

When offering correction, teachers should select what and how much to focus on based on what students request at their specific stage of their studies, and on the tasks they have performed.

### **Writing Stages.**

writing is an activity that takes time and cannot be treated as a one-step affair. also readers expect much more than just correct grammar; they expect interesting, clearly written, and well organized content. Wall (2008, p. 151) showed that the basic rule of writing says that you need to think about what you are going to write before you write and go over your writing a few times before sending it out or publishing it. This is because the act of writing is a complicated task, which involves many thought processes all going on at once. In order to produce written material more efficiently, these processes can be broken down into stages.

Hale (2006, p.7) advocated that when learners are asked to write an essay or a composition they go through difficult stages. These stages are divided by most researchers into three: (prewriting, writing and revision). In prewriting, a learner thinks about the topic and organizes his/her ideas on paper. It is the stage of generating ideas for writing the subject. In the writing stage, a learner writes down his/her thoughts. He /she writes down a brief introduction, the body and the conclusion. After finishing writing, a learner should revise what has been written. Revising is the most important and (difficult) part of the writing process. To revise means to evaluate and make changes in order to improve writing. In revising, a learner checks these points: (the main idea, organizing the paragraphs, transitions, introduction, conclusion and sentences).

The researcher believed that mechanical and grammatical errors should be avoided in this stage. The researcher looked at many related studies to described these stages. And these stage as a following (Millrood, 2001, pp. 147 - 148):-

- 1- Pre-writing: schemata-the previous knowledge a person already has – activation motivation for writing, preparation for the writing, familiarization with the format of the text.
- 2- While-writing: thesis development, writing from notes, proceeding from a given beginning phrase and following a plan.
- 3- Post-writing: reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

Lindsay & Knight (2006, p. 94 - 95) described these stages as a followings:-

- 1- **Pre-writing stage:** the teacher sets the task, learners prepare for what they will write.
  - Think about the audience or reader,
  - Brainstorm to gain pertinent ideas and words,
  - Collect data- for example, by doing a questionnaire or reading research,
  - Apply specific language forms, for example, the past tense if they are going to write a short story,
  - Make a decision on the content- what to contain and not contain.
  - Take a look at a model text- for example, the punctuation,
  - use of paragraphs, cohesive devices, and layout, &
  - Write down an outline or plan.
- 2- **The writing stage:** the learners do the task, for example writing a report, a story, a letter.
  - Learners write a draft, edit, and rewrite until they finish the final version.
  - They should investigate the use of any language they follow and make sure that their texts are both consistent and solid.
  - They can work in groups and give advice and feedback to each other.
  - The teacher has to supervise and offer advice and feedback.
  - The teacher should allow the learners to work as autonomously as possible.
- 3- **Post- writing-** feedback and follow-up work.
  - The learners can share or display their complete work and offer general comments on how flourishing their work has been.
  - The teacher can do follow-up on any area of language that still requires work.

## **The Third Domain: Attitudes Towards English.**

### **Attitudes**

Attitude has been a difficult concept to define adequately primarily because it has been defined by so many, but also because of the word differing lay uses and connotations. One of the earliest definitions of attitude was proposed by Thomas and Znaniecki (1918) They defined attitude (as cited in Bohner & Schwartz, 2001, p. 2), as "A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Ibrahim, 2006, p. 78).

Victori and Lockhart (1995) claim that the attitudes of learners towards language learning consist of general assumptions about factors influencing language learning and the nature of language learning and teaching. In a similar vein. Hedge, (2001) suggested that attitudes consist of three components: the cognitive, affective and conative components. The cognitive component refers to an individual's belief structure, the affective refers to emotional reactions and the conative component comprehends the tendency to behave in a certain way towards the attitude object.

### **Language Attitude**

From the definitions above the researcher see that learners hold different types of attitudes. For instance, learners manifest different attitudes towards the target language, the target language speakers, the target language culture, the social value of learning the foreign language, and the particular uses of the target language (Demir, 2003).

In addition to the intellectual perspective, the nature of language learning has psychological and social aspects and depends primarily on the learners' motivation and attitude towards learning the target language (Padwick, 2010).

Tahaineh and Danna (2013) mentioned that attitudes play an eminent role in determining ones' behavior, as the attitude has an impetus which stimulates the behavior and directs it in a particular direction. We can say that improving the positive attitude of the students towards a particular academic subject may increase their desire to learn the subject



and to develop the ability to apply what they have been taught, as well as leading to an improvement in remembrance. However, Baker (1988) stressed the importance of attitudes in the discussion of bilingualism. He claims that attitudes are learned predispositions, not inherited, and are likely to be relatively stable; they have a tendency to persist. He adds that attitudes are complex constructs; e.g. there may be both positive and negative feelings attached to a language situation. Gardner (1985) also comments that attitudes towards the second language may affect the learners' motivation to learn.

In this field, there are many studies conducted on language attitudes from a variety of perspectives. Some researchers investigated the effect of attitudes on success, some others conducted studies on how students' attitudes changed due to direct contact with the native speakers of the target language, and some worked on identifying whether attitudes could change thanks to instruction. One can conclude that attitudes are crucial in language growth or decay and restoration or destruction. The researcher believed that Language attitude is an important concept because it plays a key role in language learning and teaching.

Gardner (1985) concluded that the ability of students to master a second language is not only influenced by their mental competence or language skills but also by the students' attitudes and perception towards the target language. They also advocate that attitude concepts could enhance the process of language learning, influencing the nature of student's behaviors and beliefs towards the other language and its culture and community and that this will identify their tendency to acquire that language.

According to Dornyei and Csizer (2002), a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. Thus, attitudes, ranging through negative ,natural ,and positive states determine a student's success or failure in his or her learning .This highlights the important role that a positive attitude towards the language being learned plays in learning a second language. Also Tahaineh and Danna (2013) showed that maintaining positive or negative feelings towards a language may increase the ease or difficulty of learning, respectively.

## **Attitudes and Achievement**

Attitudes play an eminent role in determining one's behavior, as the attitude has an impetus which stimulates the behavior and directs it in a particular direction. Attitudes are thus indirectly related to second language achievement. Also a positive attitude leads to an enthusiasm to study and learn English. Attitudes can possibly affect learners' achievement and the desire to continue studying in the target language (Reid, 2006, p. 12).

A positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning (Victori & Lockhart, 1995, p. 230). Thus, attitudes, ranging through negative, neutral, and positive states, determine a student's success or failure in his or her learning.

## **Importance of Studying Attitudes**

There are a number of reasons that show the importance of studying attitudes.

Reid (2003, p. 33) pointed that attitudes are important to us because they cannot be neatly separated from study. Visser (2008) added, attitude is considered as an essential factor influencing language performance. These reasons are summarized in the following points:

- 1- Students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and that imposition of change upon these factors can lead to negative reactions.
- 2- An investigation into learner's attitudes is a means by which language teachers, education planners, syllabus designers and researchers can gain greater insight into the language learning/teaching process.
- 3- Learners have views on the learning process and can articulate them.

## Attitudes towards Writing

Attitudes were defined in psychological books to refer to feelings that people form towards something or someone.

In teaching writing, three areas have to be considered: writing as rules, writing as form, and writing as resource. For many L2 learners, learning writing often means learning the rules of writing and having an intellectual knowledge of writing. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security (Al-Mekhlafi & Nagaratnam, 2011, p. 70).

A better approach is perhaps to see writing as one of many resources that we have in language which helps us to communicate. We should see how writing relates to what we want to say or write, and how we expect others to interpret what our language use and its focus.

According to Widdowson (1990, p. 86), writing is not a constraining imposition but a liberating force: it frees us from a dependency on context and a purely lexical categorization of reality. Given that many learners – and teachers – tend to view writing as a set of restrictions on what is allowed and disallowed in language use a linguistic straitjacket' in Larsen-Freeman's words (2002, p. 103) the conception of writing as something that liberates rather than represses is one that is worth investigating.

According to Morelli (2003), students perceived themselves as having a better attitude towards writing instruction in context, while performing slightly better after having experienced the traditional writing instruction. Elkilic and Akca (2008) reported generally positive attitudes of students studying English writing at a private primary EFL classroom towards studying writing. In particular, however, a little over 50% of their subjects claimed to enjoy writing very much and only about 10% reported finding some difficulty in learning and remembering writing.

Attitude implies a favorable or unfavorable evaluation which is likely to affect ones ' responses towards the person or object concerned. Lewis (1997, p. 325) showed that attitudes are like and dislike, favorable

or unfavorable evaluations which make a reactions to objects, people or different aspects of the world including ideas and social policies.

Lewis (1986, p. 12) stated that children in the first classes in schools find the foreign language something fun , and teachers can notice that learners have positive attitudes towards learning the language , but later after learning the language they find that learners' attractive will decrease , and the negative attitudes will increase from the difficulties that learners may face during learning .

Teachers sometimes make division during teaching and these divisions in writing would be helpless for learner s to build a picture for the important points that they should concentrate on.

Cakir (1999, pp. 105-109 ) stated that most students come to school ready and willing to learn and the majority of their learning time is spent in school and as such the climate of the school is important for the creation of effective learning environments. If a student feels alienated and disengaged from the learning contexts in school, their potential to master fundamental skills and concepts and develop effective learning skills is likely to be reduced . Creating a suitable atmosphere would help learners to learn the target language, no matter how difficult it is.

The relationship between attitude and writing achievement has received rather little attention in TEFL literature (Graham, Berninger and Fan, 2007).

It is a psychological secure setting in the classroom that would enhance learning through enjoyment and pleasure.

Writing attitude is defined by Graham et al. (2007, p.518) as "an affective disposition involving how the act of writing makes the author feel. In other words, the more positive attitude students have towards writing, the more energy they spend on the task.

Examining their roots of negative attitudes students have towards writing lessons (Sever 1998, cited in Gholaminejad, 2013) notes that in primary years of education ,the way teachers conduct classes and teach writing lessons is important in forming negative or positive impressions regarding writing among students .That is, boring writing classes negatively influence attitudes (Akkaya and Kirmiz, 2010, 4744).

## **Attitudes towards Writing and student expectations**

Student expectations of traditional, explicit writing teaching have been confirmed by many teachers. Burgess and Etherington (2002, p. 440-441) also conclude that teachers believe that explicit teaching of writing is favored by their students because of expectations and feelings of insecurity.

Since the 1970s, attention has shifted from ways of teaching writing to ways of getting learners to communicate, but writing has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learner success with languages, writing has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of writing taught in the classroom. They may know the rules perfectly, but are incapable of applying them in their own use of the language (Al-Mekhlafi & Nagaratnam, 2011, p. 71).

Teachers' recognition of this process (transferring declarative knowledge about writing into procedural knowledge) as a problem for many of their students has been reported by Burgess and Etherington (2002, p. 442). Haudeck has reported that many learners have difficulty in internalizing writing rules, although these have been taught intensively.

## **The Second Section: Related Studies.**

This section deals with related studies. The researcher divided it into two domains; studies related to metacognitive strategies, and studies related to writing skills.

### **The First Domain: Studies Related to Metacognitive Strategies**

**Kodituwaku (2017)** conducted a study to identify metacognitive strategies used by secondary school students in the three stages of writing process in the Sinhala language, (408) observation notes, written exercises from 278 Mother Tongue lessons, (289) interviews and responses to a questionnaire were collected from (678) Grade (6-10) students. Analyzed qualitative and quantitative data shows the dominance of writing stage in the writing Process of Grades (6 -10) students of both sexes and in rural / urban schools. Students do not show an awareness or regulation of metacognitive strategies on planning writing. Revising stage is dominated by mechanical and surface level changes. The Sculpture Style of Grade 6 students changed to an Engineering Style in Grade 10. There is a tendency towards a boy-girl dichotomy.

**Entesari & Zohrabi (2016)** conducted a study to investigated the use of metacognitive strategies in vocabulary learning by Iranian EFL learners. Precisely, it tried to examine intermediate and advanced learners' use of metacognitive and cognitive strategies in vocabulary learning. To achieve this aim 120 (60 intermediate and 60 advanced) Iranian EFL learners were randomly selected after administering the Nelson English Language Test. Then, Schmitt's Vocabulary Learning Strategies (VLS) test was administered to the students. The findings showed that cognitive strategies were preferred by intermediate learners and metacognitive strategies were favored by advanced learners.

**Henter (2015)** examined the effectiveness of specific methods of increasing metacognitive awareness in learning a foreign language and to assess the impact of these strategies on the performance in English. In the research, there were involved (94) students of Transilvania University of Brasov, who attend mandatory courses in English, divided into three groups according to their university groups (two groups of 61 students together were distributed in the experimental group and the third group, consisting of (33) students was the control group). There were only

female subjects in this study, due to the natural composition of these groups. The results founded differences between the metacognitive awareness and English language test results between the two phases of the experiment in the experimental group, whereas there were not registered any statistically significant differences the control group, which demonstrates the effectiveness of the proposed training program. Also, the results showed that the size of the effect was high.

**Mahdavi (2014)** investigated the possible effects of metacognitive strategy training on vocabulary strategies awareness and vocabulary knowledge among Iranian EFL learners. The experimental group received metacognitive strategy training for vocabulary learning while the control group was taught through usual teaching practice for vocabulary in this context. The data demonstrated that metacognitive strategy instruction influenced positively the learner's awareness of vocabulary strategies in the experimental group. Results from the descriptive statistics and one way ANOVA also indicated that the experimental group outperformed the control group on the researcher-made vocabulary tests. To conclude, the metacognitive strategy training proved to be highly effective in enhancing EFL learners' vocabulary knowledge in an input-poor environment where focusing consciously on learner strategies undoubtedly warrant closer consideration and is more critical than unconscious acquisition occurred through exposure to ample foreign language input outside the classroom.

**Abdul Malik, Sarudin, Muhamad, & Ibrahim (2013)** conducted a study to check the effect of metacognitive listening strategy training on ESL learners' listening comprehension and the metacognitive listening strategy used. The subjects of the study were (54) students enrolled in a (14-week) pre-university English programme. During the training, (29) students in the experimental group were provided with a list of metacognitive strategies and their descriptions and were taught how to use them, while (25) students in the control group took the normal listening course as prescribed by the host institution. The findings of the study based on ANCOVA showed that students who underwent metacognitive listening strategy training performed slightly better than students in the control group. The difference, however, was not statistically significant. Nevertheless, they had widened their strategy

repertoire and used these strategies more frequently, reflecting characteristics of good listeners.

**Paul (2012)** explored the use of metacognitive strategies by Bangladeshi English language learners. The number of total participants in this study was 100 students, 50 at the high proficiency and 50 at the low proficiency level, who were studying English for Academic Purpose courses at the Centre for Languages (CfL), BRAC University. The metacognitive section of Oxford's Strategy Inventory of Language Learning (SILL) (1990) was administered to investigate the pattern of the use of metacognitive strategies by the participants. The study discovered that students with low proficiency English language skills use metacognitive strategies more frequently than students with high proficiency skills, and students of both low and high proficiency are frequent users of metacognitive strategies. The findings of this study will help both researchers and language teachers to understand the pattern of metacognitive language learning strategy use by Bangladeshi learners with different proficiency levels.

**Takallou (2011)** examined the effect of metacognitive (planning & self-monitoring) strategy instruction on EFL learners' reading comprehension performance (on authentic and inauthentic texts) and their metacognitive awareness. To this end, two tests (TOEFL and a reading comprehension test) and Strategy Inventory for Language Learning (SILL) were administered to 93 male and female EFL learners in four phases of this study. At the first phase, TOEFL was administered to all the students both to homogenize students regarding language proficiency and to validate the reading comprehension test. At the second phase, SILL was administered to two experimental and one control groups before strategy instruction. SILL assesses the frequency with which the subjects use a variety of techniques for foreign language learning. At the third phase, two experimental groups received five sessions of instruction on metacognitive strategies, one on planning and the other on self-monitoring strategy based on the Cognitive Academic Language Learning Approach (CALLA). Both experimental and control groups worked on authentic and inauthentic texts (some articles from Readers' Digest and Reading Skillfully III). At the fourth phase, after completion of instruction, the reading comprehension test and SILL questionnaire were



administered to all groups. Data analysis revealed that two experimental groups which received instruction on 'planning' and 'self-monitoring' outperformed the control group on the reading comprehension test. Moreover, text type played an important role in the subjects' reading comprehension. The subjects performed better on authentic texts. In addition, the results showed that experimental groups' awareness to metacognitive strategies significantly increased after instruction.

**Fard's (2010)** examined the effect of cognitive and metacognitive strategy-based grammar instruction on intermediate Iranian EFL learners' development of structural knowledge. Also the research focused on explicit instruction of cognitive and metacognitive strategies while teaching grammar to reveal how effective strategy instruction is in the development of structural knowledge. (90) learners were randomly chosen from among the freshmen of Islamic Azad University of South Tehran Branch, who were studying English Translation Studies. The participants were either male or female learners who had registered for the "grammar" course at university and they were between the ages of (18) and 34. The cluster sampling was used to select and specify the number of students required to carry out the experiment, that is, the procedure of selection of participants started with randomizing the larger groups and moved toward smaller ones. Sixty six participants, who met the expected score in both TOEFL (2003) and the grammar sub-test of the same TOEFL, took part in this study. They were divided into three groups. Each group consisted of twenty two learners. Before and after receiving instruction lasting (10) sessions each with the duration of (1.30) hours, the two cognitive and metacognitive groups received Purpuras (1999) cognitive and metacognitive questionnaires respectively. The results of data analysis indicated that cognitive instruction does not affect the learners development of structural knowledge while metacognitive one makes a significantly progress in the development of structural knowledge. The analysis of the questionnaires revealed that both cognitive and metacognitive instruction is effective in the learners strategy use.

**Rasekh & Ranjbar (2010)** conducted a study to investigated the effect of metacognitive strategy training through the use of explicit strategy instruction on the development of lexical knowledge of EFL

students. To reach the goal of the study two groups of EFL language learners at intermediate language proficiency level were randomly assigned to a control and an experimental group. Both groups received instruction on vocabulary learning strategies through a 10-week period of instruction. However, only the experimental group received metacognitive strategy training during the course of the semester. The training model used was based on the framework for direct language learning strategies instruction proposed by Chamot and O'Malley (1994). The result of the study showed that explicit metacognitive strategy training has a significant positive effect on the vocabulary learning of EFL students.

**Yanyan (2010):** investigated the role of metacognitive knowledge in the English writing of Chinese EFL learners. The present study involves 120 non-English major freshmen in China as participants to complete an English writing task and a self-designed questionnaire on metacognitive knowledge. It is found that the learners' metacognitive knowledge base is not strong, metacognitive knowledge and its three components, i.e., person knowledge, task knowledge and strategic knowledge, are all positively correlated with English writing performance, and successful employment of metacognitive knowledge helps facilitate EFL learners' writing proficiency. The results demonstrate that a good command of metacognitive knowledge can empower EFL learners in their English writing and cultivate their learning autonomy in English learning.

### **Commentary**

Based on the abovementioned studies, the researcher stated that learning English as foreign language needs special attention from teachers in choosing the suitable strategy. Learning English skills in general and learning writing in specific is not a random matter. It is an ordered process which depends on selecting the appropriate strategies to facilitate students' learning. Dull strategies ,poor techniques ,old fashioned teachers and boring materials are some of the main obstacles and difficulties that face most English students in the process of teaching English language. These deceive difficulties motivated the researcher to create more active and exciting environment inside the class room to enhance students' attitudes towards writing. Therefore, The current study

investigates the effectiveness of using Metacognitive strategies on improving eleventh graders writing Skills and attitudes towards English.

According to the aim of the aforementioned studies, the controlling concentrate and aim was on investigating and examining the effectiveness of metacognitive strategies on enhancing different skills of English as a foreign language. Some of the studies focused on developing writing skill by investigating the role of metacognitive knowledge in English writing of EFL learners such as Kodituwakku (2017) and Yanyan (2010). Whereas, other studies such as Entesari & Zohrabi (2016), Rasekh & Ranjbary (2010) and Mahdavi (2014) investigated the possible effects of metacognitive strategy training on developing vocabulary learning. Other studies such as Fard's (2010) examined the effect of cognitive and metacognitive strategy on the development of structural knowledge and grammar. On the other hands, listening skill was investigated by Abdul Malik, Sarudin, Muhamad, & Ibrahim (2013).

Based on the previous studies, most of the results demonstrated that a good command of metacognitive knowledge can empower EFL learners in their English learning and cultivate their learning autonomy in English learning. The results also revealed the effectiveness of metacognitive strategies in improving different areas and skills. For example Kodituwakku (2017), Entesari & Zohrabi (2016), Yanyan (2010), Rasekh & Ranjbary (2010), Fard's (2010), Takallou (2011), Paul (2012) and Abdul Malik, Sarudin, Muhamad, & Ibrahim (2013).

Related to place of the studies, the studies were conducted in different countries with different learning environments such as the Sinhala, Iran, Brasov, Bangladesh and China. This revealed the appropriateness and effectiveness of applying metacognitive strategies in different learning environments.

Concerning the methodology, different approaches were conducted in the previous studies to meet their individual aims. The experimental approach, action approach, quasi approach, and the descriptive approach were adopted. This indicated that metacognitive strategies can be applied in different ways and revealed its appropriateness also.

Related to the chosen samples, they were different in number, gender, and age. Moreover, some of the samples were teachers and others

were students. It is worth mentioning that the variety in the characteristics of the samples indicated the effectiveness of using metacognitive strategies to all samples large or small and to all participants. This variety in samples enhanced the researcher to investigate his current study on the Eleventh graders.

Finally, concerning the instrumentations, the different purposes of the previous studies reflected the ability to apply different and possible tools to conduct the present study efficiently. A self-designed cognitive and metacognitive questionnaires, interviews, observations and sometimes tests( vocabulary ,reading, listening and grammar ) tests were the most commonly used tools to conduct these studies. The variety of the tools helped the researcher to design the suitable tools for his study.

## **The second Domain: Studies Related to Writing Skills**

**Qalaja (2015)** investigated the effectiveness of using Edmodo as a teaching and learning virtual class to the product writing approach on enhancing Palestinian seventh graders English writing skills and their attitudes towards writing. To achieve this aim, the researcher followed the experimental approach so she chose a random sample of (50) EFL female students studying at Al Majda Wasella prep "B" Girls' School in the Directorate of Education-west Gaza. The participants were divided into two equivalent groups. The researcher used two tools. The first tool was a writing skills test to measure students' writing performance in general and their writing product skills in particular before and after the intervention. The second tool was writing attitudes scale to explore students' attitudes towards writing in English before and after the intervention. In addition, the Edmodo was used as a teaching and learning virtual class to the product writing approach for explaining the writing lessons included in the first-term of English for Palestine 7. The findings of the study revealed that there were statistically significant differences between the mean scores attained by the experimental group and that attained by the control group in the post writing skills test in favor of the experimental group. Likewise, the findings indicated that there were statistically significant differences between the mean scores of the experimental group on the writing attitudes scale before and after the experiment in favor of the after administration of the experiment.

**El-Salahat (2014)** conducted a study to investigating the effectiveness of using interactive writing strategy on developing writing skills among seventh graders and their attitudes towards writing. It attempted to find out to what extent the using of interactive writing strategy which is based on group and pair activities and other tasks on developing Palestinian seventh graders' writing skills and their attitudes towards writing. To fulfill the aims of the study, the researcher followed the experimental approach. He used two tools to collect the needed data: a pre-posttest and a questionnaire. A sample consisting of (76) seventh grade female students was purposively chosen from Ian Goliath (B) in the East Directorate of Gaza, and equally distributed into an experimental and a control group. The experimental group was taught writing using interactive writing strategy, while the control group was taught using the

traditional methods of teaching writing throughout the intervention which lasted for one month. An achievement pre-posttest and a questionnaire were administered and a statistical analysis was conducted to collect data. The study results revealed that using interactive writing strategy developing writing skills among seventh graders.

**Al-Mudallal (2013)** conducted a study to check the effect of using the weblog as a teaching and learning tool supportive to the process writing approach on enhancing Palestinian eleventh graders' English writing performance in general and writing product skills and writing processes in particular and improving their attitudes towards writing in English. To achieve this aim, the researcher followed a quasi-experimental approach, also she chose a purposive sample of (40) EFL female students studying at Dallah Al Mughrabi Secondary "A" Girls' School in the Directorate of Education-East Gaza. The participants were divided into two equivalent groups: a control group of (20) students. The researcher used three tools. The study results showed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the post writing achievement test in favor of the experimental group. Also the findings indicated that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the process writing questionnaire in favor of the experimental group.

**Harb (2013)** examined the effectiveness of using a blended learning program on developing and retention Palestinian tenth graders' English writing skills. To achieve the study aims, the researcher adopted the experimental approach with two groups' pre-post design (experimental and control). The researcher designed the following study instruments and tools: content analysis, achievement test consisting of (40) items, the study sample represented in (40) students from Shohadaa' Rafah Basic School. The sample was divided into two groups: the experimental group consisting of (20) students and the control one consisting of (20) other students. The study results showed that there were significant differences in the scores of the control and the experimental groups in favor of the experimental group and which is attributed to the blended learning program. The findings also pointed out

that there were statistically significant differences in the participants' achievement level before and after implementing the blended program in favor of the post-application. Additionally, there were statistically significant differences in the participants' achievement level of the control and the experimental groups (high and low achievers) in favor of the experimental group. There were also statistically significant differences in the participants' achievement level of the control and the experimental groups (in the retention test) in favor of the experimental group. Also the study showed that the effect size equation revealed that blended learning program had a large effect size.

**ELModalal (2012)** investigated the effectiveness of a suggested programme based on Multiple Intelligences (MI) theory for enhancing ninth graders' English writing ability. The targeted skills were six traits writing approach (ideas, organization, voice, word choice, word fluency and conventions). To achieve this aim, the researcher employed a representative sample of (72) EFL female students studying at Rafah Prep 'B' girls' School which is run by UNRWA in the Gaza Strip. The participants were divided into two equivalent groups: a control group, 37 students, and an experimental one, 35 students. The achievement test was used as a pretest to prove groups equivalence. In addition, it was used as a post test to measure any possible differences between the target groups. The study results indicated that there were statistically significant differences between both groups, in favor the experimental one, in ideas, organization, voice, word choice, word fluency and conventions due to the programme implemented.

**Isa (2012)** examined the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. To achieve this aim, the researcher employed a representative sample of (39) EFL students studying at Bureij Prep. Girls School 'A' which is run by UNRWA in the Gaza Strip. It was divided into two groups: experimental group consisted of (20) students and control one consisted of (19) students. The researcher used three tools: an observation card to explore students' performance in utilizing Wikis and practicing writing skills and activities, a questionnaire to reveal students' attitude towards

using Wikis in teaching and learning writing skills and pre/ post writing test. The findings of the study revealed that there were significant differences in participants' performance before and after implementing wiki project in the favor of the post-performance. The findings also pointed toward the presence of significant differences between the attitudes of the experimental group before and after the experiment of utilizing wikis to develop their writing skills in the favor of after experiment. Moreover, the study findings revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group.

**Yousef (2012)** investigated the impact of a suggested programme based on process writing approach on developing paragraph writing skills and students' attitudes towards writing in general and writing as a process in particular. The researcher purposively chose a sample of (87) eleventh graders from Al-Faloja Secondary Girls School in the Northern Governorate. The two groups were equivalent since the experimental consisted of (43) students and the control consisted of (44) students. To achieve the study goals the researcher used three tools. The first was an attitude scale for students to determine their attitudes towards writing before and after the intervention. The second tool was an achievement test to measure the participants' paragraph writing skills before and after implementing the programme to see the difference. The third tool was the writing process based suggested programme. The findings of this study revealed that there were significant differences between the score achieved by the control group and the experimental group after applying the suggested programme and in the participants' attitudes towards academic writing after the programme positively changed in favor of the experimental group.

**Abu Armana (2011)** examined the impact of a remedial program on English writing skills of the seventh grade low achievers at UNRWA Schools in Rafah. To achieve the study goals the researcher adopted the experimental approach. The sample of the study consisted of (127) seventh grade low achiever students distributed into four groups. Two experimental groups i.e. a male group consisting of (31) students and a female group consisting of (37) students. The others are two control



groups i.e. a male group consisting of (25) students and a female group consisting of (34) students. The remedial program was used in teaching the experimental group, while the ordinary teaching periods and the textbook was used with the control one. A writing test of three scopes with (30) items was designed and validated to be used as a pre and posttest. The study indicated that there are statistically significant differences on English writing skills of the seventh grade low achievers in favor of the experimental groups. It means that the use of the program in the remedy of the weaknesses of the writing skills of the low achievers had a significant impact on the students.

**El-Shami (2011)** investigated the effect of using interactive writing on developing the mechanics of writing of eighth graders in Gaza private schools. The researcher chose Ibad Ur Rahaman Private School to applied the experiment. The Sample consisted of (36) students of eighth graders which chosen purposively. Then the researcher divided the sample into two groups, (18 students experimental and (18) students a control group, an experimental group. The researcher used two tools, pre-post achievement test and a portfolio. The study results showed that there were statistically significant differences between the mean scores attained by the experimental group and those by the control one in favor of the experimental group. This dues to the interactive writing method used.

**Sdoudi's (2011)** study aimed to investigate the effectiveness of a suggested program for tackling letter writing deficiencies among the 11th graders in the Middle Governorate. The sample of the study consisted of (68) 11th graders, (34) each group. The experimental group contained (17) male students and (17) female students; and the same for the control group. The researcher used a pre-test and a post-test, the pre-test showed the equitation of the experimental group and the control group. Moreover, it located the deficiencies that the students counterpart. The suggested program was based on the "writing process approach" and was applied on the experimental groups in (12) lesson sessions along (6) weeks. The results of the post-test showed the statistically significant differences between the control group (male and female 11th graders) and the experimental group (male and female 11<sup>th</sup> graders) in letter writing performance after applying the suggested program. The results of the post

test showed that there were a statistical differences between control and experimental group in favor of experimental group.

**Abu Ghazalah (2010)** investigated the effect of using a comprehensive approach for teaching high frequency words on developing the writing skills of seventh graders in Gaza. The sample of the study consisted of (59) male students. It was divided into two groups, experimental consisted of (29) and control group consisted of (30) students. The two groups were equivalent in their previous learning , achievement in English language in general and achievement in writing and spelling in particular. To collect data, the researcher used three tools, card analysis to determine the most frequent words in English for Palestine grades (5,6 and 7), pre/ post achievement tests( spelling and writing) and a portfolio to measure the progress in writing skills. The study results revealed that there were significant differences between the mean scores attained by the experimental group and those by the control group in favor of the experimental group.

**Sobeh's (2007)** study sought to determine the existence of the contemporary trends in assessing the 10th grade students' writing in Gaza schools. The researcher designed a questionnaire to investigate the extent to which the contemporary methods of assessment are used by the 10th grade teachers. The questionnaire involved (10) assessment methods as follows: Testing, observation, portfolios, self-assessment, peer-assessment, journals, interviews and conferences, rubrics, anecdotal records and checklists. Validity and reliability were achieved through refereeing the questionnaire by a panel of experts and the statistical procedures. The traditional methods of assessment, testing and observation got the highest score in a percentage of (63.8%) for testing followed by observation in a percentage of (62.8%). The rest of the eight methods which were classified as the contemporary methods got low percentages. Their percentage ranged between 28.7% " to 22.4%. The results indicated that most teachers still rely on traditional methods in assessing their students' writing.

**Kowalewski et al (2002)** developed a program to instructing students in the writing process in order to improve their writing skills. The sample of the study consisted of (76) students distributed into three sites. Site A) (24) students, site B) (26) students, site C) (26) students.

The collected data showed lack of use of progress writing skills because there was a lack of skills related to organization and revision in the writing process. And also a lack of teacher modeling, reflection and the time given for student writing. The study suggested some solution strategies for the problem such as: increasing the time allowed for writing, more teacher modeled demonstrations of writing techniques like (organization, ideas, word choice, sentence fluency, voice and conventions). The results of the study showed a marked improving in students writing. The students showed greater ability to communicate more effectively through their writing at the end of the program.

### **Commentary**

In light of the previous studies, the researcher summarized that writing skills have taken specific interests and supported the importance of using writing strategies in teaching writing skills, such as Qalaja (2015), El-Salahat (2014), Isa (2012), El-Shami (2011) and Sobeh (2007).

Few of the previous studies concentrated on developing special programs to widening and enriching writing skills such as Harb (2013), ELModalal (2012), Yousef (2012), Abu Armana (2011), Sdoudi (2011) and Kowalewski et al (2002). This focus on programs and writing strategies can be regarded as an indicator that the teachers need to enhance their students' performance in writing skills. This is simply because being more competent in writing can improve production skills and producing language fluently.

Regarding the two variables of writing skills and attitudes, some previous studies explored the effectiveness of different factors on developing writing skills and attitudes. These factors can be the effect of different strategies such as El-Salahat (2014): , techniques such as Isa (2012):, programs such as Kowalewski et al (2002) and approaches such as Abu Ghazalah (2010). None of the previous studies investigated how metacognitive strategies affect the developing of writing skills and attitudes. Therefore, as far as the current researcher is concerned, this study is the first study to tackle metacognitive strategies as a factor to improve learning writing and attitudes towards English .

The samples of the previous studies were different from one study to another in number, gender and age. Qalaja (2015) chose a sample of

50 seventh graders EFL female students. El-S applied his study with a sample consisting of (76) seventh grade female students. Sobeh (2007) chose a sample from 10th graders. Therefore, the current study takes its importance in choosing a different sample, as its sample involved eleventh graders who are high level classes.

### **General Commentary On Previous Studies**

Based on the aforementioned studies, the researcher declares that aims, methods, samples, tools, and results had some similarities and differences. Clearly, the previous studies have several points in common such as difficulties, perceptions, models, methods, and attitudes of lesson planning. Surveying all the previous studies in the two domains, the researcher came to that they have the following features:

1. Emphasizing the impact and effect of using different writing strategies, techniques,
2. approaches and programs in improving writing skills and attitudes towards English.
3. Pointing out the importance of teaching writing skills in developing acquiring and producing the language.
4. Combining different techniques, strategies and methods to enhance writing learning and attitudes towards English in general.
5. Enriching writing lessons with activities that support learning English.
6. Civilizing teachers' awareness and knowledge with modern ways to plan and y Writing lessons.
7. Focusing on weaknesses in the achievement of English as a foreign language, especially in the writing lessons is necessary and that supports the need for this study.
8. Creating a positive and effective atmosphere in writing lessons stimulates learning and producing the language and this can be achieved through applying techniques, strategies, and methods.
9. Enhancing the collaborative work and developing attitudes towards English can be developed through practicing activities.

On the other hand, the present study differs from the previous studies in the following points:

1. The current study aims at investigating the effectiveness of metacognitive strategies in improving writing skills and attitudes towards English.
2. The sample of the study was selected from the Fifth level EFL students in order to find an effective way for teaching writing skills for Eleventh graders.

Significantly, the current researcher benefited from the previous studies in supporting the current study in various ways:

1. Collecting questions, and hypotheses
2. Enhancing the theoretical framework.
3. Planning the tools of the study
4. Designing the suitable statistical methods.
5. Explaining the results and eliciting recommendations and suggestions.

#### **Summary:-**

This chapter was include two section: the first one based on theoretical framework, and second aimed to view many related studies. Then the researcher comment on these related studies. The next chapter deals with study methodology.

# **Chapter III**

## **Methodology**

## Chapter III: Methodology

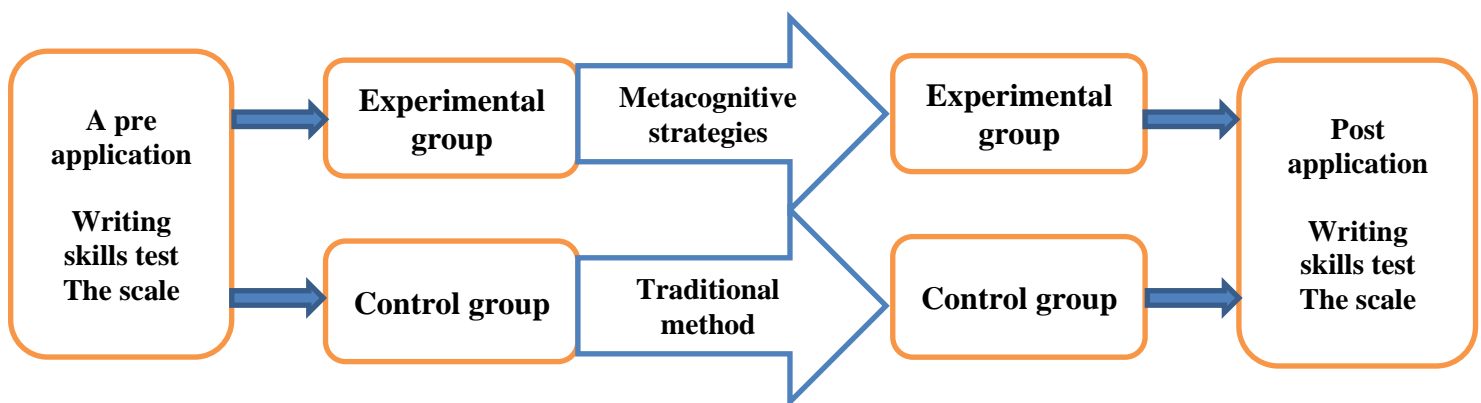
This chapter discusses the procedures followed throughout the study. It introduces a complete description of the methodology of the study, the population, the sample, instrumentation, the pilot study, the research design and the statistical treatment of the study findings.

### Research Design.

To achieve the aim of this study, the researcher adopted the experimental approach. Such an adoption was due to the nature of the current research, which aimed at finding the effectiveness of using metacognitive strategies on improving eleventh graders writing skills and attitudes towards English. For this purpose, two groups were chosen, an experimental group and a control one. Both groups were pre-tested. Then the experimental group was taught writing skills by using metacognitive strategies (planning, mentoring, and goal setting). The control group was taught writing skills through the traditional method.

The research included three variables; the first variable was using metacognitive strategies (planning, mentoring, and goal setting). The second variable was writing skills contained in English language curriculum scheduled at eleventh grades students in Khan Younis schools. The third variable was students' attitudes towards English. The experiment lasted for ten weeks.

The researcher chose (Units 1, 2, 3, 4, and 5) to apply the study experiment.



### **The population of the study.**

The population of the study consisted of all eleventh graders enrolled in the governmental schools in Khan Younis directorate the first semester of the school year (2016-2017). The population of the study was (4507) students in the Khan Younis directorate.

### **The sample of the study.**

The sample of the study was a purposive one consisting of (80) eleventh grade from (Farouk El-Farra School), as the researcher chose this school, due to school administration attention to apply the experiment, and assistance provided to the researcher. It is worth mentioning that (Farouk El-Farra School) contains (11) eleventh grade classrooms, including (418) eleventh students.

### **Instrumentation.**

In order to collect the data that help achieve the aim of the research, the researcher employed the following tools:

#### **(1): English writing skills achievement test:**

The English writing skills achievement test was prepared by the researcher to measure the students' performance level. See appendix (3).

#### **The Aim of the English writing skills Achievement Test:**

Writing skills among eleventh graders are: Analyzing texts, discussing future ambitions, writing CV, Using information from charts and graphs to write a paragraph, using information to write sentences, and write a short paragraph to summary literacy.

#### **Source of Designing the English writing skills Achievement Test:**

Depending on the eleventh grade textbooks, teachers' guide and Palestinian Ministry of Education document, the researcher designed the English writing skills test. The researcher also referred to many sources in designing the test. She reviewed the related literature, checked the opinions of juries, supervisors, and experienced teachers.



## **Description of the English writing skills Achievement Test:**

The English writing skills achievement test administered as pre-test and post-test were designed to test students' performance. Presumably the questions were direct from their textbook. Therefore, they are to some extent normal to be answered by most students. The questions were given suitable time before the test began in order to give students some time to think or talk about the answers.

Each question aimed at evaluating the students' performance according to one writing skills. The questions are suitable to the their levels and interests.

The test consists of items divided into five major questions as follows:

**Question (1):** Look at the underlined examples, match them with their meaning from the box: consists of (7) items.

**Question (2):** Now write your own CV, using Ahmad Fakhouri's as a model. If necessary, invent some information: consists of (5) items.

**Question (3):** Look at the chart below. Then write a short paragraph (80 - 120) words explaining what the chart shows. You may find the words and phrases in the box useful.

**Question (4):** Study the tables below. Then use the information to write five sentences: consists of (5) items.

**Question (5):** In pairs or small groups, look at the graph below. Then write a short paragraph saying what it shows. Use the notes on page 33 to help you: consists of (9) items.

And the total mark of the English writing skills achievement test equal (40) marks.

### **Validity of the test:**

The researcher checked the validity of the writing skills achievement test according to the trial applications. The following steps were adopted:

### **The pilot study:**

The test was applied on a random sample of (40) students from (Farouk El-Farra) School. The results were recorded and statistically analyzed to measure its reliability. The items of the test were modified in the light of the statistical results.

### **Referee validity:**

The writing skills achievement test was refereed by a panel of specialists in English language and methodology, in Gaza universities and colleges, supervisors and experienced teacher (see Appendix 1). Based on their recommendations, some modifications were made such as giving helping ideas during the writing skills achievement test.

### **Internal consistency validity:**

The researcher used Pearson correlation coefficient to compute the internal consistency of the writing skills achievement test items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole.

Table (1.3) describes the internal consistency of the writing skills achievement test questions.

**Table (1.3): Correlation coefficients between questions and all degree**

<b>Writing skills questions</b>	<b>Correlation coefficients</b>	<b>Sign value</b>
Question (1)	**0.733	Sign at (0.01)
Question (2)	**0.587	Sign at (0.01)
Question (3)	**0.535	Sign at (0.01)
Question (4)	**0.513	Sign at (0.01)
Question (5)	**0.659	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

Table (1.3) showed that all correlation coefficients are significant at (0.05), so the test questions are valid.

Then the researcher calculated correlation coefficient between all items and all degree, table (2.3) show the results:

**Table (2.3): Correlation coefficients between test items and all degree**

Q	Items	Correlation coefficients	Sign value
Question (1)	1	**0.710	Sign at (0.01)
	2	**0.626	Sign at (0.01)
	3	**0.746	Sign at (0.01)
	4	**0.477	Sign at (0.01)
	5	**0.590	Sign at (0.01)
	6	**0.699	Sign at (0.01)
	7	**0.620	Sign at (0.01)
Question (2)	1	**0.575	Sign at (0.01)
	2	*0.375	Sign at (0.05)
	3	**0.502	Sign at (0.01)
	4	**0.648	Sign at (0.01)
	5	**0.630	Sign at (0.01)
	6	**0.666	Sign at (0.01)
	7	**0.651	Sign at (0.01)
	8	**0.770	Sign at (0.01)
	9	**0.561	Sign at (0.01)
Question (3)	1	**0.580	Sign at (0.01)
	2	**0.519	Sign at (0.01)
	3	**0.475	Sign at (0.01)
	4	**0.452	Sign at (0.01)
	5	**0.495	Sign at (0.01)
	6	**0.393	Sign at (0.01)
	7	**0.683	Sign at (0.01)
	8	**0.507	Sign at (0.01)
Question (4)	1	**0.723	Sign at (0.01)
	2	*0.341	Sign at (0.05)
	3	**0.542	Sign at (0.01)
	4	*0.335	Sign at (0.05)
	5	**0.628	Sign at (0.01)
Question (5)	1	**0.397	Sign at (0.01)
	2	*0.397	Sign at (0.05)
	3	**0.593	Sign at (0.01)
	4	**0.406	Sign at (0.01)
	5	**0.676	Sign at (0.01)
	6	**0.494	Sign at (0.01)
	7	**0.470	Sign at (0.01)
	8	**0.575	Sign at (0.01)
	9	**0.515	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

\* r table at (df.= 38), sign level (0.05) = (0.31)

Table (2.3) showed that all correlation coefficients are significant at (0.05), so the test items are valid.

### Reliability of the test:

The test is regarded reliable when it gives similar results if it is administered twice within similar conditions (Mackey & Gass, 2005, p. 128). The researcher computed the reliability coefficients through the following methods:

### Split Half Method:

This method depends on splitting the writing skills achievement test, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman- Brown coefficient formula.

$$\text{Spearman- Brown Coefficient} = \frac{2R}{1+R}$$

Table (3.3) shows split-half coefficients for the writing skills achievement test:

**Table (3.3): Reliability for the writing skills achievement test by split half method**

Model	Items	Correlation	Correction Correlation	Sig. Value
Spilt half method	38	**0.774	0.873	0.000

Table (3.3) results show that the reliability coefficient is acceptable because it is above 0.7 (O'dah, 2002, p. 176), which means that the test is reliable and valid to apply.

### Kuder -Richardson (K-21) method:

K-R21 test depends on calculating the percentages of correct answers to the test items and also on the variance of every item.

$$\text{K-R21 formula} = \frac{N}{N-1} \left[ 1 - \frac{m(N-m)}{\sigma^2 X N} \right]$$

N: Number of test items.

m : Marks means.

$\sigma^2$ : Marks contrast.

Table (4.3) describes (K-R21) for the writing skills achievement test.

**Table (4.3) Reliability for the writing skills achievement test by Kuder - Richardson (K-21) method**

Model	N	<i>m</i>	$\sigma^2$	K-R <sub>21</sub>
Kud-Richardson (K-21) coefficient	40	30.50	63.80	0.872

Table (4.3) results showed that the reliability coefficient by Kuder- Richardson coefficient equal (87.20%), which means that the test is reliable and valid to be applied.

### Difficulty Coefficient:

Difficulty Coefficient means the percentage of the failing students to the total of students who took the test. It can be calculated by using the following equation:

$$\text{Co. of difficulty} = \frac{\text{Number of pupils who gave wrong answers}}{\text{Total number of pupils}}$$

Table (5.3) shows the difficulty coefficient for each item of the writing skills achievement test.

**Table (5.3): Difficulty coefficients for each items and all degree**

Items	Difficulty coefficients	Items	Difficulty coefficients
1	0.350	20	0.475
2	0.525	21	0.400
3	0.350	22	0.525
4	0.600	23	0.450
5	0.500	24	0.650
6	0.475	25	0.475
7	0.425	26	0.350
8	0.550	27	0.425
9	0.475	28	0.475
10	0.650	29	0.525
11	0.550	30	0.400
12	0.300	31	0.550
13	0.600	32	0.600
14	0.525	33	0.325
15	0.475	34	0.525
16	0.475	35	0.450
17	0.475	36	0.550
18	0.575	37	0.375
19	0.350	38	0.550
All degree		0.482	

Table (5.3) results showed that the difficulty coefficient ranges (30% - 70%), and the average of all difficulty coefficient (48.20%).

This shows that each item was acceptable or in the normal limit of difficulties according to the viewpoint of assessment and evaluation specialists.

### Discrimination coefficient:

Discrimination coefficient: refers to the test ability to differentiate between the high achieving students and the low achieving counterparts.

$$\text{Co. of discrimination} = \frac{\text{No. of correct items of high achiever} - \text{No. of correct items of low achievers}}{\text{No. of on group (lower or higher achievers)}}$$

Table (6.3) shows the discrimination coefficient for each item of the writing skills achievement test.

**Table (6.3): Discrimination coefficients for each items and all degree**

Items	Discrimination coefficients	Items	Discrimination coefficients
1	0.45	20	0.37
2	0.52	21	0.50
3	0.50	22	0.60
4	0.68	23	0.67
5	0.54	24	0.62
6	0.70	25	0.54
7	0.56	26	0.43
8	0.39	27	0.57
9	0.65	28	0.35
10	0.68	29	0.54
11	0.70	30	0.60
12	0.69	31	0.57
13	0.42	32	0.60
14	0.62	33	0.42
15	0.42	34	0.37
16	0.40	35	0.61
17	0.43	36	0.60
18	0.37	37	0.37
19	0.48	38	0.55
All degree		0.528	

Table (6.3) results showed that the discrimination coefficients range (30 - 70%), where the average of all discrimination coefficients (52.80%). The discrimination coefficients of all test items are also acceptable since they are over (30%). This means that the test items are suitable according to the difficulty and discrimination coefficients.

### **Time Estimation:**

The pilot application helped in estimating the time needed for answering the questions according to the following equation:

$$\text{Time Estimation} = \frac{\text{Time of first five pupils} + \text{Time of the last five pupils}}{10}$$

$$\text{Time Estimation} = \frac{(174) + (260)}{10}$$

From the above equation the researcher determined the test time, which was approximately (45) minutes.

### **Attitude Scale:**

An attitude scale was prepared by the researcher to measure the effectiveness of using metacognitive strategies on improving eleventh graders' attitudes towards English. The scale was applied before and after the experiment on both the control and the experimental groups.

### **Scale Description:**

The scale consisted of three domains. The first one tackled attitudes towards learning English; the second one tackled attitudes towards English teachers and methodology and the last domain was about attitudes towards learning English writing skills. The researcher took into consideration the following points:

- 1- The scale items were specific and included one idea in order to express a specific attitude.
- 2- The items were related to the scale domains and attitude subject.
- 3- The items were short as much as possible.
- 4- The items were simple, easy and suitable to the students' level. The researcher translated the items into Arabic language.

The final version of the scale after modification consisted of (30) items distributed into three domains as follows:

- 1- Attitudes towards learning English (10 items),

- 2- attitudes towards English teachers and methodology (10 items), and
- 3- attitudes towards learning English writing skills (10 items).

### **Pilot study:**

The scale was applied on a random pilot sample of (40) eleventh graders' from (Farouk El-Farra) to examine the clarity of the scale items and instructions. It was also applied to identify the scale validity and reliability.

### **Validity of the Scale:**

The researcher checked both the validity of the scale according to the trial application. The following steps were adopted:

#### **Referee validity:**

The scale was introduced to a jury of specialists in English language, methodology and psychology university professors in Gaza universities, Ministry of Education and experienced supervisors. The items of the attitude scale were modified according to their recommendations. The researcher reformulating (6) items, and deleted (3) items.

#### **Internal consistency validity:**

The internal consistency validity indicates the correlation of the degree of each item with the total average of the scale. It also indicates the correlation of the domain of each item with the total score of the domains on the sample which was (40) students, by using Pearson Formula. Table (7.3) show correlation coefficients between domains and all degree:

**Table (7.3): Correlation coefficients between scale domains and all degree**

No.	Domains	Correlation coefficients	Sign value
1	Attitudes towards learning English	**0.767	Sign at (0.01)
2	Attitudes towards English teachers and methodology	**0.715	Sign at (0.01)
3	Attitudes towards learning English writing skills	**0.748	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)



Table (7.3) showed that all correlation coefficients are sign at (0.01), that's mean scale domains are valid.

**Table (8.3): Correlation coefficients between test items and all degree**

No.	Correlation coefficients	Sign value	No.	Correlation coefficients	Sign value	No.	Correlation coefficients	Sign value
1	**0.528	Sign at (0.01)	11	**0.749	Sign at (0.01)	21	**0.729	Sign at (0.01)
2	**0.576	Sign at (0.01)	12	**0.754	Sign at (0.01)	22	**0.490	Sign at (0.01)
3	**0.810	Sign at (0.01)	13	**0.718	Sign at (0.01)	23	**0.728	Sign at (0.01)
4	**0.718	Sign at (0.01)	14	**0.655	Sign at (0.01)	24	**0.415	Sign at (0.01)
5	*0.368	Sign at (0.05)	15	**0.563	Sign at (0.01)	25	**0.719	Sign at (0.01)
6	*0.353	Sign at (0.05)	16	**0.666	Sign at (0.01)	26	**0.593	Sign at (0.01)
7	**0.560	Sign at (0.01)	17	**0.642	Sign at (0.01)	27	**0.700	Sign at (0.01)
8	**0.513	Sign at (0.01)	18	**0.671	Sign at (0.01)	28	**0.674	Sign at (0.01)
9	**0.606	Sign at (0.01)	19	**0.553	Sign at (0.01)	29	**0.531	Sign at (0.01)
10	**0.633	Sign at (0.01)	20	**0.687	Sign at (0.01)	30	**0.694	Sign at (0.01)

\*\* r table at (df.= 38), sign level (0.01) = (0.38)

\* r table at (df.= 38), sign level (0.05) = (0.31)

Table (8.3) showed that all correlation coefficients are sign at (0.05), this mean scale items are valid.

### Reliability of the Scale:

The scale is reliable when it gives the same results when re-applied in the same conditions. The researcher used the pilot study to calculate the reliability of the scale which was measured by Alpha Cronbach and split-half methods.

### Split- Half Method:

This method depends on splitting the scale, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman- Brown coefficient formula.

$$\text{Spearman- Brown Coefficient} = \frac{2R}{1+R}$$

Table (9.3) shows split-half coefficients for the attitudes scale:

**Table (9.3): Reliability for the scale domains and all degree by spilt half method**

Domains	Items	Correlation	Reliability
The first domain	10	0.749	0.856
The second domain	10	0.731	0.845
The third domain	10	0.765	0.867
all degree	30	0.846	0.917

Table (9.3) showed that all correlation coefficients are sign at (0.01), where the reliability coefficient by using Split- Half after modification is (0.917) for all items.

### **Alpha Cronbach Method:**

The researcher calculates the cronbach's Alpha coefficients for domains and all degree. Table (10.3) shows the results:

**Table (10.3): Reliability for the scale domains by Alpha Cronbach Method**

<b>Domains</b>	<b>Items</b>	<b>Alpha Cronbach Coefficient</b>
The first domain	10	0.869
The second domain	10	0.854
The third domain	10	0.889
All degree	30	0.942

Table (10.3) showed that Alpha Cronbach coefficients are more than (0.6), and Alpha Cronbach coefficient for all degree equal (0.942). This result indicates that the attitudes scale is suitable for conducting the study.

### **Controlling the Variables:**

To ensure the accuracy of the results and avoid the effect of any extraneous variables, the researcher tried to control the following variables before the study.

#### **The Teacher Variable:**

Both groups were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the results.

#### **Time Variable:**

Both groups received a six-week instruction. The control group was taught traditionally while the experimental group was taught through using metacognitive strategies (planning, mentoring, and goal setting).

#### **Age Variable:**

T-test was used to measure the statistical differences between the groups concerning their ages. Table (11.3) shows the results:

**Table (11.3): t test for differences between control and experimental groups due to age**

Variable	Group	No.	Mean	Std.	t	Sig.
Age	Control	40	16.22	0.890	1.394	0.168
	Experimental	40	15.96	0.632		

\* T table at (df = 78), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (11.3) results showed that sig. value was more than (0.05), and t calculated less than t table. So there were no statistical significant differences at (0.05) between experimental and control groups concerning the age variable.

### **English language Achievement Variable:**

T-test was used to measure the statistical differences between the groups concerning their English language achievement. The results in the second term test of the school year (2015-2016) were recorded and analyzed. Table (12.3) shows the results:

**Table (12.3): t test for differences between control and experimental groups in English language achievement**

Variable	Group	No.	Mean	Std.	t	Sig.
English language achievement	Control	40	71.131	13.75	0.941	0.350
	Experimental	40	68.00	14.07		

\* T table at (df = 78), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (12.3) results showed that sig. value was more than (0.05), and t calculated value is less than t table. So there were no statistically significant differences at (0.05) between the experimental and the control groups concerning the English language achievement variable.

### **Previous performance in writing achievement test:**

To ensure that the two groups were similar in their previous mastery of the achievement in study tools, the researcher examined two groups' performance on the pre achievement test. Table (13.3) outlines the results of the test.

**Table (13.3): t test for differences between control and experimental groups in a pre-writing test**

Tool	Group	No.	Mean	Std.	t	Sig.
Writing skills test	Control	40	13.275	5.531	0.697	0.488
	Experimental	40	12.300	6.912		

\* T table at (df = 78), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (13.3) results showed that sig. value was more than (0.05), and t calculated value is less than t table. So there were no statistically significant differences at (0.05) between the experimental and the control groups concerning the a pre-writing skills test.

**Table (14.3): t test for differences between control and experimental groups in a pre-attitudes towards English scale**

Tools	Group	No.	Mean	Std.	t	Sig.
Learning English	Control	40	33.725	5.849	0.514	0.609
	Experimental	40	34.35	4.995		
English teachers and methodology	Control	40	37.575	6.699	1.134	0.260
	Experimental	40	36.025	5.465		
English writing skills	Control	40	36.975	4.999	1.947	0.055
	Experimental	40	34.750	5.218		
All degree	Control	40	108.275	12.902	1.118	0.267
	Experimental	40	105.125	12.302		

\* T table at (df = 78), ( $\alpha \leq 0.05$ ) equal (1.99)

Table (14.3) results showed that sig. value was more than (0.05), and t calculated value is less than t table. So there were no statistically significant differences at (0.05) between the experimental and the control groups concerning the a pre-attitudes towards English scale.

### Procedures of the study:

1. Studying and revising the researches and previous studies about metacognitive strategies and teaching writing skills.
2. Preparing a teacher guide to teaching the content by using metacognitive strategies (planning, monitoring, and getting goals)
3. Designing writing skills achievement test.
4. Designing attitudes towards English scale in the light of related studies.
5. Consulting experts in English language and methodology for modifying both the material and tool according to the referees' comments.
6. Applying the pre-test, recording and interpreting the results.

7. Teaching the content using metacognitive strategies with the experimental group and the traditional method with control group.
8. Applying the post-test, recording and interpreting the results.
9. Presenting recommendations and suggestions in the light of the study findings.

### **Statistical Methods Analysis:**

The researcher used a number of the statistical techniques that were in tandem with the study nature; the data were collected and computed by using the Statistical Package for Social Sciences (SPSS IBM 22.0 version) as follows:

- 1- T-test Paired Sample was used to measure the differences in writing skills test between a pre and post applied.
- 2- Correlation coefficients.
- 3- Split-Half Coefficient.
- 4- Difficulty equation to identify the difficulty of the test items
- 5- Independent Samples T – Test was used to measure the differences between control and experimental groups.
- 6- Effect size (Eta Square).

### **Summary:-**

This chapter presented the procedures followed throughout the study. It also introduced a description of the methodology of the study, the sample, the instrumentation, the pilot study. Moreover, it introduced the procedures of the study, and statistical treatment of the study findings.

# **Chapter IV**

## **Results: Data Analysis**

## Chapter IV: Results: Data Analysis

The study aimed at examining the effectiveness of using metacognitive strategies on improving eleventh graders' writing skills and attitudes towards English.

This chapter presents the research findings outlined in accordance with the research questions and hypotheses after the analysis of the findings by using Statistical Package for Social Sciences (SPSS). In her attempt to analyze the data, the researcher employed different statistical formulae such as frequencies, means, Std. Deviations and t-test. Furthermore, the researcher used effect size through ( $\eta^2$ ), in addition to Plak coefficient to measure the extent to which the independent variable, metacognitive strategies, had an effect on the dependent variable, the experimental group's achievement level in English language writing skills and attitudes towards English.

### **Answer of the first question.**

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group?**

To answer the first question the researcher tests the first hypothesis by used (Independent Samples T test). Table (1.4) shows the results:

**The first hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group.**

**Table (1.4): t test differences between experimental and control groups at post writing skills achievement test**

Model	Group	No.	Mean	Std.	t	Sig.	$\eta^2$
Question (1)	Control	40	2.875	1.84	4.51	0.000	0.206
	Experimental	40	4.725	1.53			
Question (2)	Control	40	6.40	2.42	7.65	0.000	0.428
	Experimental	40	9.788	1.42			
Question (3)	Control	40	3.650	1.95	6.07	0.000	0.321
	Experimental	40	6.125	1.70			
Question (4)	Control	40	2.113	1.74	5.26	0.000	0.262
	Experimental	40	3.788	1.01			
Question (5)	Control	40	4.225	2.62	3.63	0.001	0.150
	Experimental	40	6.100	1.96			
Writing skills	<b>Control</b>	<b>40</b>	<b>19.263</b>	<b>5.50</b>	<b>9.96</b>	<b>0.000</b>	<b>0.559</b>
	<b>Experimental</b>	<b>40</b>	<b>30.530</b>	<b>4.58</b>			

\* T table at (df = 78), ( $\alpha \leq 0.05$ ) equal (1.99)

\*\* T table at (df = 78), ( $\alpha \leq 0.01$ ) equal (2.64)

Table (1.4) showed that significant value was less than (0.01), and (t) calculated was more than (t) tabulated. So there are a statistically significant differences between control and experimental groups.

From table (1.4) the researcher concluded that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group.

These differences were in favor of the experimental students. This means that using metacognitive strategies can be very effective in the eleventh graders' writing skills achievement in English language. Where Eta Square equal (0.559). Where the researcher used the following formula to calculated Eta Square:

$$\eta^2 = \frac{t^2}{t^2 + d.f}$$

Also to determine the size of the effect the researcher compared the value with the following table:

**Table (2.4): Level of size effect by Eta square**

Level	Small	Medium	Large
$\eta^2$	<b>0.01</b>	<b>0.06</b>	<b>0.14</b>



## Answer of the second question.

Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills?

To answer the second question the researcher tests the second hypothesis by using paired Samples test. Table (3.4) shows the results:

**The second hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills.**

**Table (3.4): t test differences between a pre and post writing skills achievement test among experimental group**

Model	Application	No.	Mean	Std.	t	Sig.	$\eta^2$
Question (1)	A pre	40	2.675	2.62	5.85	0.000	0.459
	Post	40	4.725	1.53			
Question (2)	A pre	40	4.6375	2.63	11.9	0.000	0.786
	Post	40	9.788	1.42			
Question (3)	A pre	40	1.700	1.59	11.7	0.000	0.778
	Post	40	6.125	1.70			
Question (4)	A pre	40	1.463	1.40	9.48	0.000	0.513
	Post	40	3.788	1.01			
Question (5)	A pre	40	1.825	1.96	11.5	0.000	0.772
	Post	40	6.100	1.96			
Writing skills	A pre	<b>40</b>	<b>12.30</b>	<b>6.9</b>	<b>16.4</b>	<b>0.000</b>	<b>0.872</b>
	Post	<b>40</b>	<b>30.530</b>	<b>4.58</b>			

\* T table at (df = 39), ( $\alpha \leq 0.05$ ) equal (2.021)

\*\* T table at (df = 39), ( $\alpha \leq 0.01$ ) equal (2.704)

Table (3.4) showed that Sig. value was less than (0.01), and t calculated value was more than t table.

This means' there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills.

These differences are in favor of post application. The researcher attributes these results to use of metacognitive strategies in teaching English language writing skills. Where Eta Square equal (0.872).

**Answer of the third question.**

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group?**

To answer the third question the researcher test the third hypothesis by used (Independent Samples T test). Table (4.4) show the results:

**The third hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group.**

**Table (4.4): t test for differences between control and experimental groups in a post-attitudes towards English application**

Tools	Group	No.	Mean	Std.	t	Sig.	$\eta^2$
Learning English	Control	40	37.950	5.51	5.658	0.000	0.290
	Experimental	40	44.375	4.61			
English teachers and methodology	Control	40	38.800	3.83	7.564	0.000	0.426
	Experimental	40	45.125	3.66			
English writing skills	Control	40	39.750	3.23	8.729	0.000	0.493
	Experimental	40	45.750	2.91			
All degree	<b>Control</b>	<b>40</b>	<b>116.500</b>	<b>8.01</b>	<b>9.503</b>	<b>0.000</b>	<b>0.535</b>
	<b>Experimental</b>	<b>40</b>	<b>135.250</b>	<b>9.57</b>			

\* T table at (df = 78), ( $\alpha \leq 0.05$ ) equal (1.99)

\*\* T table at (df = 78), ( $\alpha \leq 0.01$ ) equal (2.64)

Table (4.4) showed that Sig. value was less than (0.01), and t calculated value was more than t table.

Also from table (4.4) the researcher concluded that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group.

These differences were in favor of experimental group. The researcher attributed these results to use of metacognitive strategies in teaching English language writing skills.

Also the results showed that Eta Square was equal (0.535), that's mean using metacognitive strategies interested in high effect in

improvement students attitudes towards English: (learning English, English teachers and methodology, and English writing skills).

#### **Answer of the fourth question.**

**Are there statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pre-application and their total mean scores on post application of the attitudes towards English language?**

To answer the fourth question the researcher tests the fourth hypothesis by using paired Samples test. Table (5.4) shows the results:

**The fourth hypothesis: There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pre-application and their total mean scores on post application of the attitudes towards English language.**

**Table (5.4): t test differences between a pre and post application the attitudes towards English language among experimental group**

Model	Application	No.	Mean	Std.	t	Sig.	$\eta^2$
Learning English	A pre	40	34.35	5.00	9.52	0.000	0.69
	Post	40	44.375	4.61			
English teachers and methodology	A pre	40	36.025	5.50	8.70	0.000	0.652
	Post	40	45.125	3.66			
English writing skills	A pre	40	34.75	5.22	12.2	0.000	0.822
	Post	40	45.750	2.91			
<b>All degree</b>	A pre	<b>40</b>	<b>105.13</b>	<b>12.3</b>	<b>12.9</b>	<b>0.000</b>	<b>0.809</b>
	Post	<b>40</b>	<b>135.25</b>	<b>9.57</b>			

\* T table at (df = 39), ( $\alpha \leq 0.05$ ) equal (2.021)

\*\* T table at (df = 39), ( $\alpha \leq 0.01$ ) equal (2.704)

Table (5.4) showed that Sig. value was less than (0.01), and t calculated was more than t table. So there were statistically significant differences.

From table above the researcher concluded that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application and their total mean scores on post application of the attitudes towards English language. and Eta square was equal (0.809).

Chapter Four dealt with data analysis and its results. The results of each question using different statistical techniques. According to data analysis, the researcher conclude that using metacognitive strategies improving eleventh graders writing skills, and attitudes towards English.

# **Chapter V**

## **Findings, Discussion, Conclusions & Recommendations**

## Chapter V: Findings, Discussion, Conclusions & Recommendations

Chapter five discusses the results of the study. It summarizes the conclusions which will be deduced in the light of the study results and the pedagogical implications that the researcher has suggested. It also involves suggestions and recommendations for further studies.

### Findings.

The findings of this study outlined in the previous chapter were as follows:

- 1- There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group. And these differences were in favor of the experimental students. Where Eta Square equal (0.559).
- 2- There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills. And these differences were in favor of post application. Where Eta Square equal (0.872).
- 3- There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group. And these differences were in favor of experimental group. And Eta Square equal (0.535).
- 4- There were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pre-application and their total mean scores on post application of the attitudes towards English language. The results showed that these differences in favor posttest application. Where Eta square equal (0.809).
- 5- The study results showed that metacognitive strategies interested in high impact in improvement writing skills.

## **Discussion.**

### **Interpretation of first hypothesis findings:-**

**The study first hypothesis was as follows:** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on the post test of writing skills and that of their counter parts in the control group.

According to the results obtained from chapter four, it was found that the effect size ( $\eta^2$ ) was (0.559), which is a large effect. This large effect could be attributed to the application of the metacognitive strategies, which aimed at developing writing skills.

The researcher believed that the differences between control and experimental students' performance in writing skills due to using metacognitive strategies.

Metacognitive strategies is often referred to as “thinking about thinking. Metacognition is a regulatory system that helps students understand and control his or her own cognitive performance in writing.

In addition metacognitive strategies allows students to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. These strategies help students in writing. Learners often show an increase in self-confidence when they build metacognitive skills.

The results of the first hypothesis agree with (Kodituwakku, 2017), (Entesari & Zohrabi, 2016), (Henter, 2015), (Takallou, 2011), (Yanyan, 2010), (El-Salahat, 2014), (Harb, 2013), (ElModalal, 2012), (Isa, 2012), (Yousef, 2012), (Abu Armana, 2011), (El-Shami, 2011), and (Abu Ghazalah, 2010).

### **Interpretation of second hypothesis findings:-**

**The study second hypothesis was as follows:** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pretest and their total mean scores on posttest of writing skills.

According to the results obtained from chapter four, it was found that the effect size ( $\eta^2$ ) was (0.872), which is a large effect. This large effect could be attributed to the application of the metacognitive strategies, which aimed at developing writing skills.

The researcher believed that the differences between a pre and post application in writing skills due to using metacognitive strategies.

The capacity to understand and regulate their own thinking benefits students of all ages and abilities. The use of metacognitive thinking and strategies enables students to become flexible, and creative learners. Metacognition particularly assists students with additional educational needs in understanding learning tasks, in self-organizing and in regulating their own learning. The teaching and support of metacognitive skills in the classroom not only allows learners to learn more effectively, but it also improves cognition in all students at all levels of ability. It allows them to become aware of their own thinking and to become proficient in choosing appropriate thinking strategies for different learning tasks. Metacognitive knowledge also lays the foundation for the development of self-regulation, which is an essential pre-requisite for independent, self-directed learning. This is particularly relevant to some aspects of special educational needs.

Observation, planning, monitoring and evaluation strategies helps students understand the way of writing and brainstorm, then use these ideas in writing.

The results of the second hypothesis agree with (Entesari & Zohrabi, 2016), (Henter, 2015), (Takallou, 2011), (El-Salahat, 2014), (Isa, 2012), and (Yousef, 2012).



### **Interpretation of third hypothesis findings:-**

**The study third hypothesis was as follows:** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on post-application of the attitudes towards English language that of their counter parts in the control group.

According to the results obtained from chapter four, it was found that the effect size ( $\eta^2$ ) was (0.535), which is a large effect. This large effect could be attributed to the application of the metacognitive strategies.

The researcher attributed this result to the fact that using the metacognitive strategies with the experimental group raised their interactivity and participation as well as their motivation to learn, which, in its turn, raised their enjoyment and love for using the model in learning writing.

And the researcher explain these results due to observation, planning, monitoring and evaluation characteristics strategies. Which are an interactive strategies. And helped students enjoy writing in English.

The results of the third hypothesis agree with (Kodituwakku, 2017), (Entesari & Zohrabi, 2016), (Henter, 2015), (Takallou, 2011), (Yanyan, 2010), (El-Salahat, 2014), (Harb, 2013), (ElModalal, 2012), (Isa, 2012), (Yousef, 2012), (Abu Armana, 2011), (El-Shami, 2011), (Abu Ghazalah, 2010).

### **Interpretation of forth hypothesis findings:-**

**The study forth hypothesis was as follows:** There are no statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores of the experimental group students on a pre-application and their total mean scores on post application of the attitudes towards English language.

The results of hypothesis four showed that there were statistically significant differences at ( $\alpha \leq 0.05$ ) between the total mean scores the experimental group students on a pre-application and their total mean scores on post application of the attitudes towards English scale. and these differences in favor posttest application. Where Eta square equal (0.809).

The researcher believed that the students in the experimental group found the metacognitive strategies as a ways to express their opinions, and this may be effect of students attitudes towards English language and writing in English language.

Where metacognitive strategies boosted students self-confidence, self-access learning, trial, and discovered the errors and correction its.

These results agree with (Entesari & Zohrabi, 2016), (Henter, 2015), (Takallou, 2011), (El-Salahat, 2014), (Isa, 2012), and (Yousef, 2012).

## **Conclusions**

Drawing upon the results of this study, many insightful implications an substantial gains can be briefly concluded as outlined below:

- 1- Metacognitive strategies encourage students to express their opinions through writing..
- 2- Metacognitive strategies motivated students towards an independent practice of English language instead of direct directions. This was clear through group work activities.
- 3- Metacognitive strategies developed collaborative writing among participants. This was clear because students learned through idea exchange and learned from their own mistakes as well as the mistakes of their partners.
- 4- Metacognitive strategies provided great opportunities for low and intermediate achievers to get involved with high achievers and learn from them.
- 5- Metacognitive strategies is a very beneficial tool for teaching English writing where participants in the experiment showed remarkable improvement in the post writing test.
- 6- Metacognitive strategies reinforced participants with a sense of ownership and authority which promoted participants' responsibility for their writing.
- 7- Metacognitive strategies helped the beginning students build their confidence in English foreign language writing. This was obvious because interactive writing enabled participants to remind their

partners as well as encourage them to complete activities and fulfill their requirements.

- 8- Metacognitive strategies had superiority over the traditional method in teaching the mechanics of writing.
- 9- Metacognitive strategies provided students with a better learning environment that was positively reflected in their writing achievement.
- 10- Metacognitive strategies stimulated students towards an independent practice of English language instead of direct instruction. This was clear through the group work activities and the homework writing tasks.
- 11- Metacognitive strategies provided students with a great amount of fun, enjoyment, enthusiasm and variation to learn effectively.

### **Pedagogical Implications.**

The following pedagogical implications are offered for the teachers regarding metacognitive strategies method:

1. Teachers should be aware of their students' needs and abilities and choose the suitable blend for them.
2. Teachers should train their students on self-learning strategies to enhance blended learning potentials.
3. Teachers have to identify the students' initial behavior as well as competencies to start teaching.
4. Varied techniques of instruction in writing lessons encourage students to write.
5. Teachers should avoid teacher-centered class and move towards student centered classes.
6. Classroom motivating environment could be created through utilizing all the available resources inside and outside the walls.
7. Students like to write and talk about things related to their real life and experiences. So teachers should always create reasons for learning.
8. Training teachers on strategies, types and implementation of metacognitive learning is a pre-requisite for establishing metacognitive strategies inside schools.
9. Teachers should choose metacognitive strategies carefully, then applied every strategy accordance with the organization steps.

## **Recommendations.**

In the light of the study findings some practical suggestions are presented to meet the concerns of English teachers, supervisors, education policy makers, educators and parents. Relevant recommendations are also introduced for further studies.

### **Curriculum designers and decision makers:**

1. Enriching the Palestinian English Language curriculum with different activities which depends at thinking skills and practicing English inside and outside the classroom.
2. Supplying schools with the necessary equipment for employing metacognitive strategies such as enough computer labs, interactive smart boards, multimedia resources and Internet access.
3. Good attention in evaluation ways, that measure thinking skills in all English language skills, private writing skills.
4. Enhance writing lessons new vocabulary and skills, and keep pace with new developments in the light of educational and contemporary trends.

### **Supervisors:**

1. Activating the role of metacognitive learning in changing teachers' role from instructors who dominate the class into educators whose role is to facilitate, guide, support and direct students towards self-learning and student-centered class.
2. Preparing and publishing instructional materials that increase teachers' awareness of metacognitive learning and its strategies (observation, planning, monitoring and evaluation) as a new method that suits modern trends in teaching and learning.
3. Conducting training courses that help teachers enhance their competencies of implementing metacognitive learning in their classes.
4. Conducting workshops that aim at familiarizing teachers with different techniques and strategies of metacognitive learning.

### **English language teachers:**

1. Shifting from the traditional teaching methods to interactive approach based on the students' real involvement in the teaching learning process.
2. Using metacognitive learning to create effective learning environment.
3. Enriching the curriculum with relevant and thinking activities that enhance students' use of English inside and outside school either face-to-face or online.
4. Taking into consideration students' individual differences and learning styles in selecting the thinking.
5. Helping students use English language and writing in English language in "life-like" situations such as emails, chatting, forums, text messaging and blogs.
6. Adopting modern techniques that enhance students' participation and interaction.
7. Interest in the students opinions and their ideas and work on developed its.

### **Recommendations for Further Studies:**

1. A further study should be conducted the effectiveness of using metacognitive strategies on improving writing skills and attitudes towards English among other graders.
2. A further study should be conducted the effectiveness of using metacognitive strategies on improving higher order thinking in reading skills.
3. A further study should be conducted the effectiveness of using metacognitive strategies on improving vocabulary.

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# Appendices

## Appendices

### Appendix (1): List Of Refreeze

No.	Name	Place of work
1	Adham Abu- Hatab	Al-Aqsa University
2	Haidar Abu Shawish	The Ministry of Education
3	Majed A. Salah	The Ministry of Education
4	Najah Al-Smery	Al-Aqsa University
5	Rana Al- Najar	The Ministry of Education
6	Sadek Firwana	The Islamic University
7	Samir Mukhaimar	Al-Aqsa University

## Appendix (2): Writing Skills Test

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كلية التربية  
قسم المناهج وطرق التدريس

The researcher is conducting a study to obtain a Master's Degree in Curriculum & English Teaching Methods. The study is entitled:

**" The Effectiveness of Using Metacognitive Strategies on Improving Eleventh Graders' Writing Skills and Attitudes Towards English"**

One of the requirements of this study is to apply writing skills achievement test as an instrument to gather data. The researcher appreciates your efforts if you fill in the test.

## English writing skills Achievement Test

### Eleventh Grade

40

Name : ..... Class:..... Time: 45 minutes

**Question (1):** Look at the underlined examples, match them with their meaning from the box. (7 marks)

As an answer especially - overall really – actually - I think expressing the idea differently - summarizing the point

1. The government acted in response to economic pressure.
2. In general, standards of hygiene are good.
3. In my opinion, you're making a terrible mistake.
4. It's interesting, well-written and clever: in short , a great book.
5. I don't think that idea is very practical. In other words, I don't think it'll work.
6. I though the lecture would be boring but in fact it was interesting.
7. Is there anything in particular you'd like to do this week-end?

**Question (2):** Now write your own CV, using Ahmad Fakhouri's as a model. If necessary, invent some information. (11 marks)

Name:  
Date and place of birth:  
Address:  
Telephone:  
Email:

### Personal statement

Write something about what you are interested in and what you hope to do in future

**Education:**

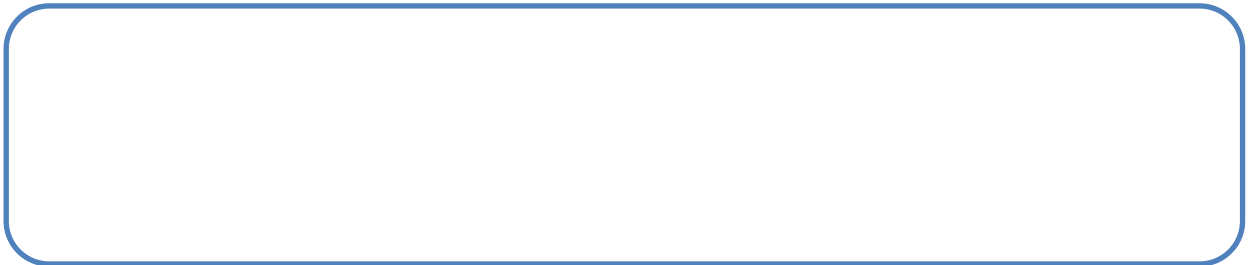


Remember to write this in  
reverse order

**Employment:**

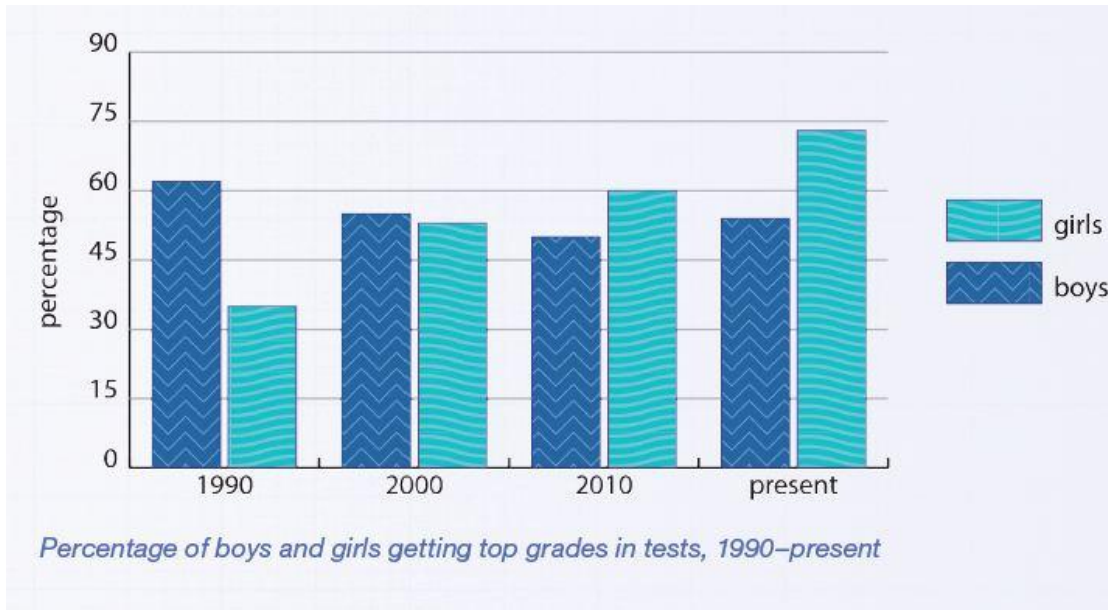


**Other Skills and Qualifications:**



**Question (3):** Look at the chart below. Then write a short paragraph (80 - 120) words explaining what the chart shows. You may find the words and phrases in the box useful. (8 marks)

fall / rise / improve (slightly)  
 a slight fall / rise  
 compared with  
 ... while ...



The chart shows .....

.....

.....

.....

.....

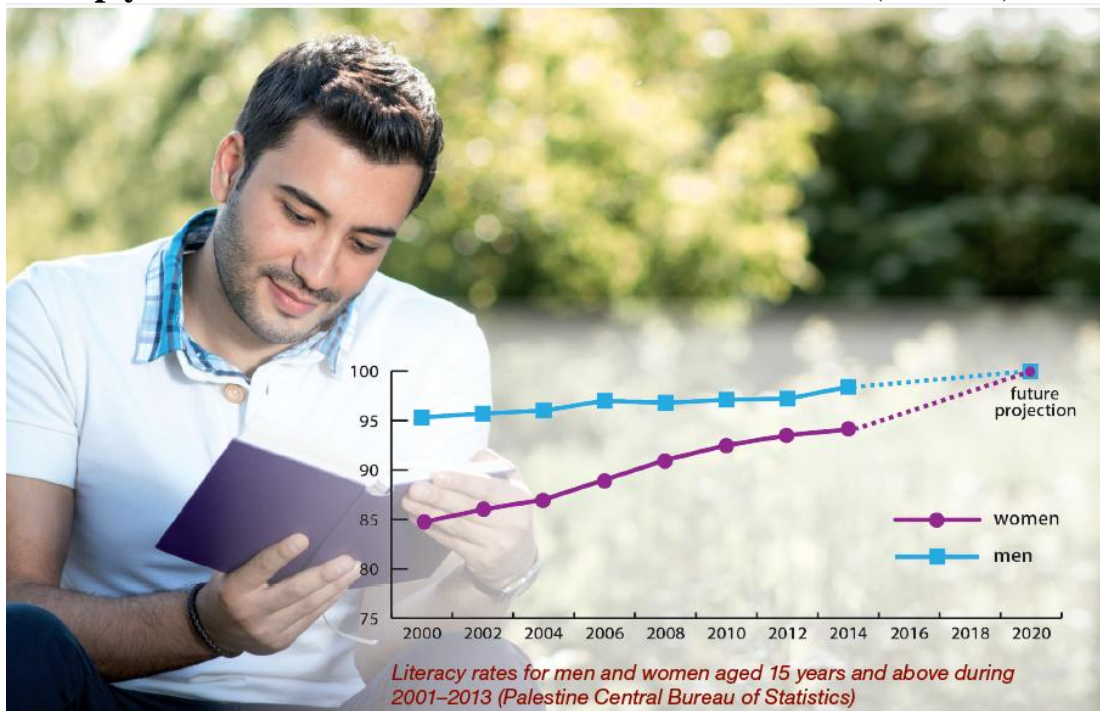
**Question (4): Study the tables below. Then use the data to write five sentences. (5 marks).**

Since 2009, Since the low passed	There has been a	45% gradual	Fall	In	Serious accidents. The number of people attending hospital.
Last year, when the low was passed,	There was a	sudden steady	rise		

Since 2009, Since the low passed	Serious accidents. The number of people attending hospital.	Have/ Has fallen	By 25% gradually. suddenly
Last year, when the low was passed,			

1. ....
2. ....
3. ....
4. ....
5. ....

**Question (5): In pairs or small groups, look at the graph below. Then write a short paragraph saying what it shows. Use the notes on page to help you. (9 marks)**





### Summary of literacy rates in Palestine (2001–2013)

In 2001, the gap between ..... Men's literacy was ..... , while women's was..... . After that, the literacy rate for men ..... every year. Over the same period, ..... more quickly. By 2013, the rate for men was....., compared with ..... for women. This means that, despite the progress in women's literacy rates, there is still a ..... just over 4% in favour of men. However, if literacy continues to rise, it is expected that all men and women .....before 2020.

### Appendix (3): Attitudes Towards English – Arabic Copy

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#### الطالبات الأعزاء.

تقوم الباحثة بدراسة للكشف عن أثر استخدام استراتيجيات ما وراء المعرفة في تنمية مهارات الكتابة والاتجاه نحو اللغة الانجليزية، ولتحقيق أهداف الدراسة تم إعداد مقياس يتكون من مجموعة عبارات تقيس اتجاهك وميولك نحو اللغة الانجليزية، فأرجو من حضراتكن قراءة كل عبارة بتمعن، ووضع علامة (✓) أمام الخيار المناسب، كما هو موضح بالتالي:

م.	العبارة	أوافق بشدة	أوافق	محايد	لا أوافق بشدة	لا أوافق بشدة
1	أهتم بدرس اللغة الانجليزية.		✓			

علماً بأن ما استدلين به من بيانات ومعلومات هو فقط لأغراض البحث العلمي، وستعامل بسرية تامة، ولا توجد خيارات صحيحة وأخرى خاطئة؛ إنما هي ميولك تجاه مواقف محددة.

## مقياس الاتجاه نحو اللغة الانجليزية.

م.	المحور الأول: الاتجاه نحو تعلم مساق اللغة الانجليزية	أوفى بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
1	أشعر بالمتعة أثناء درس اللغة الانجليزية.					
2	أحب دراسة موضوعات اللغة الانجليزية.					
3	أحرص على تحضير دروس اللغة الانجليزية.					
4	أحرص على المشاركة أثناء شرح دروس اللغة الانجليزية.					
5	أشعر بالاستياء عند غياب معلمة اللغة الانجليزية.					
6	أنتظر حصة اللغة الانجليزية بشوق وشغف.					
7	أفضل زيادة عدد حصص اللغة الانجليزية.					
8	أرى بأن اللغة الانجليزية أصبحت عالمية ويجب تعلمها.					
9	أقضي أوقات فراغي بتعلم بعض مفردات اللغة الانجليزية.					
10	أحب مشاهدة الأفلام باللغة الانجليزية على شاشة التلفاز لإثراء لغتي.					
م.	المحور الثاني: الاتجاه نحو معلمة اللغة الانجليزية	أوفى بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
11	أعتقد أن أسلوب معلمة اللغة الانجليزية يطور مهاراتي اللغوية.					
12	أرى بأن معلمة اللغة الانجليزية تحترم آرائني.					
13	تلمي معلمة اللغة الانجليزية رغبات الطالبات أثناء شرح الدروس.					
14	أشعر بالارتياح من أساليب التشويق التي تستخدمها المعلمة.					
15	أشعر بالراحة نحو شخصية وثقافة معلمة اللغة الانجليزية.					
16	أرى أن معلمة اللغة الانجليزية تثري المنهاج بأنشطة فعالة.					
17	تحرص معلمة اللغة الانجليزية على استغلال وقت الحصة الدراسية بتزويدي بمفردات جديدة.					
18	أعتقد أن معلمة اللغة الانجليزية تختار طرق تدريس تتناسب مع رغبة الطالبات.					
19	أعتقد أن معلمة اللغة الانجليزية تمتلك مهارات تواصل فعالة أثناء درس اللغة الانجليزية.					
20	أرى بأن معلمة اللغة الانجليزية قدوة لطالباتها.					

م.	المحور الثالث: الاتجاه نحو الكتابة باللغة الانجليزية	أوفق بشدة	أوافق	محايد	لا أوافق بشدة	لا أوافق بشدة
21	أرى بأن تعلم مهارات الكتابة باللغة الانجليزية سهلة وسلسة.					
22	أشعر بالسعادة عند كتابة موضوعات كاملة باللغة الانجليزية.					
23	أحب تعلم مفردات جديدة لاستخدامها في كتابة اللغة الانجليزية.					
24	أستطيع استخدام أدوات الربط أثناء الكتابة باللغة الانجليزية.					
25	أعتقد بأنني أمتلك مهارات استخدام أفكار رئيسة في تكوين جمل مفيدة باللغة الانجليزية.					
26	أشعر بالمتعة عند كتابة بعض المذكرات باللغة الانجليزية.					
27	أستطيع حل تمارين الكتابة باللغة الانجليزية.					
28	أشعر بالمتعة عند كتابة موضوعات باللغة الانجليزية.					
29	أحب ارسال خطابات ومسجات باللغة الانجليزية لزميلاتي.					
30	أشعر بالمتعة عند التواصل بالكتابة باللغة الانجليزية.					

## Appendix (4): Attitudes Towards English – English Copy

### Dear students:

The researcher is conducting a study to obtain the effect of using beyond knowledge strategies on developing students writing skill and their attitude towards English language.

To achieve the aims of the study, the researcher prepared a questionnaire for measuring your attitudes towards English language. So you are kindly requested to read carefully each paragraph and tick ✓ for the correct choice as shown below.

لا أوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة	العبارة	م.
			✓		أهتم بدرس اللغة الانجليزية.	1

It should be kept in your mind that all the given information will be for research goals and you are going to decide your attitudes carefully.

## Attitudes scale:-

No.	First dimension Attitudes towards learning English	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	Feel excited in English lessons.					
2.	Love English topics.					
3.	Prepare English lessons.					
4.	Participate in demonstrating English lessons.					
5.	Feel annoyed when English teacher is absent.					
6.	Wait English lessons eagerly.					
7.	Prefer increasing English periods.					
8.	Believe in English universality and obligatory					
9.	Spend free time in learning new words.					
10.	Love watching English movies to consolidate my vocab.					
No.	Second dimension Attitudes towards teacher of English	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11.	Teacher`s style develops my language.					
12.	Teacher respects my perspectives.					
13.	Teacher responses effectively during the lesson.					
14.	feel satisfied with teacher`s exciting techniques.					
15.	feel relax towards teacher`s cultured personality.					
16.	teacher enriches curriculum with effective activities.					

17.	teacher exploits lessons to expands' new vocab.					
18.	teacher chooses methods that suits' need					
19.	teacher has effective communicative skills while teaching.					
20.	I see that the English language teacher as an example for her students.					
<b>No.</b>	<b>Third dimension Attitudes towards English writing skill</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
21.	English writing skills are easy and learnable.					
22.	feel happy when writing English topics.					
23.	love learning new vocab for writing purposes.					
24.	Use linking devices in writing.					
25.	able to use main and supporting ideas.					
26.	.feel happy when writing memos.					
27.	Able to do writing activities.					
28.	Feel excited when writing English essays.					
29.	Love sending messages to my friends.					
30.	Feel happy when communicating using English.					

## Appendix (5): Teacher Guide

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# Teacher Guide For Using Metacognitive Strategies in Writing Lessons For 11<sup>th</sup> Graders'



## Dear teachers:

It well-known that English for Palestinian textbook deals with the four major skills: listening, speaking, reading and writing.

Lessons(1&2) are followed by reading and development in lesson (3 ), language 1 grammar is in lesson (4), while listening and speaking are in lesson (6), whereas lesson (7) is language 2 and deals with grammar and integrated skills in lesson (8).

Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to ‘think’ about their ‘thinking’.

Metacognitive strategies facilitate learning how to learn. You can incorporate these, as appropriate, into eLearning courses, social learning experiences, pre- and post-training activities and other formal or informal learning experiences.

- Ask Questions: during writing lessons and in post- activities, ask questions that allow learners to reflect on their own learning processes and strategies. In collaborative learning, ask them to reflect on the role they play when problem solving in teams.
- Self-reflection: emphasize the importance of personal reflection during and after learning experiences. Encourage learners to critically analyze their own assumptions and how this may have influenced their learning.
- Encourage Self-questioning: foster independent learning by asking learners to generate their own questions and answer them to enhance comprehension. The questions can be related to meeting their personal goals.
- Promote Autonomous Learning: when learners have some domain knowledge, encourage participation in challenging learning experiences. They will then be forced to construct their own metacognitive strategies.
- Solve Problems with a Team: cooperative problem solving can enhance metacognitive strategies by discussing possible approaches with team members and learning from each other.

- Think Aloud: teach learners how to think aloud and report their thoughts while performing a difficult task. A knowledgeable partner can then point out errors in thinking or the individual can use this approach for increased self-awareness during learning.
- Self-explanation: self-explanation in writing or speaking can help learners improve their comprehension of a difficult subject.
- Provide opportunities for reflection on the causes of their errors.

Successful students use metacognitive strategies throughout a task and actually start thinking before they start the task itself.

## Unit 1

Objectives	stage	Strategy	Activates/ procedures	Time	organization	sources	Assessment Procedure	Evaluation
To get students used to English language.	1	Warning up	Students play letters puzzle .	3	T. SS SS.SS		Observation	Done
To review the previous materials	2	Revision	- Teacher revises the main idea of the lesson -Teacher checks the previous homework	3	SS.T T.SS SS.SS	Netbooks Students book	Student's answers	Scored
SS are expected to:								
1. plan how to write sentences about studying techniques. 2.plan how to re write sentences using personal information.. 3.plan how to use the notes in the advert to write questions. 4.plan to complete a form using	3	Planning	1.T.presents sentences using about studying on a distance learning course. 2.SS.think about subjects and skills. 3.T guides students to write new sentences about skills and subjects. 4. SS write sentences on the board . 5.In groups pupils	10	SS.T T.SS SS.SS Groups Pairs	Worksheets Notebooks Students book	Student's participation	Done

information.. 5.plan to write and complete an inquiry with personal information.			correct . 6.In pairs students write sentences.					
1.determine the main goal of using personal information. 2.chose the micro goals of wring an inquiry form. 3.check progress in achieving the goals of writing . 4.fix the needed information to complete the inquiry. 5.recall information about skills and subjects . 6.make connections to back ground knowledge and personal information about studying .	5	Setting goals	1.Ss evaluate their writing. 2.T.uses a timer to tell students how long they to write sentences. 3.T demonstrates by pointing to the diagram . 4.Ss hear a personal information to complete a form. 5.T.uses worksheets to write detailed information. 6.Ss discuss their progress in writing detailed information. 7.Ss evaluate their writing in completing the inquiry.	10	SS.T T.SS SS.SS	Notebooks Students book Worksheets	Student's participation	Done
1.samarize the lesson.	6	Rounding Up	Ss .summarize the main information.	8	SS.SS	notebooks	Student's participation	Scored

							and answers	
1.do homework	7	Home work	Write a personal form		SS.SS	Notebooks Students book	Student's writings	Scored

## Unit 2

Objectives	stage	Strategy	Activates/ procedures	Time	organization	sources	Assessment Procedure	Evaluation
To get students used to English language.	1	Warning up	Students play a game.	3	T. SS SS.SS		Observation	Done
To review the previous materials	2	Revision	- Teacher revises some personal information . - Teacher discusses personal skills and qualifications. -Teacher checks the previous homework	3	SS.T T.SS SS.SS	Netbooks Students book	Student's answers	Scored
SS are expected to:								
1. plan how to write a CV using information from a text. 2.plan how to re write sentences about yourself. 3.plan how to	3	Planning	1.T.presents sentences using Ahmad Fakhouri's CV . 2.T guides students to write new sentences about themselves. 3. SS write sentences on the board . 4.In groups pupils correct .	10	SS.T T.SS SS.SS Groups Pairs	Worksheets Notebooks Students book	Student's participation	Done

use the notes in the text to write a CV. 4.plan to complete a CV . 5.plan to use personal information to write a CV..			5.In pairs students write sentences.  6.SS.use the information from activity 1 to complete Ahmad Fakhouri's CV.					
1.determine the main goal of using either ...or Neither...nor. 2.chose the micro goals of wring sentences. 3.check progress in achieving the goals of writing . 4.fix the needed information 5.recall information .	5	Setting goals	1.Ss evaluate their writing. 2.T.uses a timer to tell students how long they to write sentences. 3.T demonstrates by pointing to the paragraphs . 4.Ss paraphrase the paragraph and use notes to fill the CV. 5.T.uses worksheets to write detailed information about one's cv. 6.Ss discuss their progress in writing detailed information and CV.	10	SS.T T.SS SS.SS	Notebooks Students book Worksheets	Student's participation	Done

6.make connections to back ground knowlrdge.			7.Ss evaluate their writing.					
1.samarize the lesson.	6	Rounding Up	Ss .summarize the main information.	8	SS.SS	notebooks	Student's participation and answers	Scored
1.do homework	7	Home work	Write a personal CV		SS.SS	Notebooks Students book	Student's writings	Scored



### Unit 3

Objectives	stage	Strategy	Activates/ procedures	Time	organization	sources	Assessment Procedure	Evaluation
To get students used to English language.	1	Warning up	Students collect photos about accidents at home.	3	T. SS SS.SS		Observation	Done
To review the previous materials	2	Revision	- Teacher revises the main idea about safety regulation . -Teacher checks the previous homework	3	SS.T T.SS SS.SS	Netbooks Students book	Student's answers	Scored
SS are expected to:								
1. plan how to write a paragraph using charts and graphs. 2.plan how to re write sentences using information from charts. 3.plan how to use the notes in the graph as to write	3	Planning	1.T.presents the chart using a cd . 2.T guides students to think what the chart shows. 3 T. helps students to write new sentences about the charts.. 3. SS write sentences on the board . 4.In groups pupils	10	SS.T T.SS SS.SS Groups Pairs	Worksheets Notebooks Students book	Student's participation	Done

sentences. 4. plan to write a paragraph using words and phrases in the box.			correct . 5.In pairs students write sentences.					
1.identify writing sentences from a chart . 2.practice writing sentences about percentage of students and their marks. 3.evaluate how successful students are at writing sentences using information from the chart . 4.give students a chance to monitor writing.	4	Monitoring	1.T. explains task page 37 that the chart has information about students and their marks. 1.Ss generate different kinds of answers to write information . 2.Ss think about what they know . 3.Ss discuss their writing in groups. 4.Ss identify the answers they think are best. 5.T.helps and encourages students to write sentences. 6.T. asks students what they write. 7.T.moves his eyes over student's writing . 7.T.monitors student's writing. .	10	SS.T T.SS SS.SS Groups pairs	Worksheets Notebooks Students book	Student's <i>participation</i>	

<p>1.determine the main goal of using a chart.</p> <p>2.chose the micro goals of wring sentences from a chart.</p> <p>3.check progress in achieving the goals of writing phrases in the box useful .</p> <p>4.fix the needed information from the chart</p> <p>5.recall information from diagrams .</p> <p>6.make connections with the diagram and back ground knowledge about tests..</p>	5	Setting goals	<p>1.Ss evaluate their writing.</p> <p>2.T.uses a timer to tell students how long they to write sentences.</p> <p>3.T demonstrates by pointing to the paragraphs .</p> <p>4.Ss prophesizes the paragraph and write it.</p> <p>5.T.uses worksheets using diagrams to write detailed information.</p> <p>6.Ss discuss their progress in writing detailed information from charts and diagrams.</p> <p>7.Ss evaluate their writing.</p>	10	SS.T T.SS SS.SS	Notebooks Students book Worksheets	Student's <i>participation</i>	Done
1.samarize the lesson.	6	Rounding Up	Ss .summarizes the main information from the chart.	8	SS.SS	notebooks	Student's <i>participation</i> and answers	Scored

1.do homework	7	Home work	Design a chart or a diagram about personal information .		SS.SS	Notebooks Students book	Student's writings	Scored
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## Unit 4

Objectives	stage	Strategy	Activates/ procedures	Time	organization	sources	Assessment Procedure	Evaluation
To get students used to English language.	1	Warning up	Students presents photos about famous places in their country.	3	T. SS SS.SS	Photos Pictures	Observation	Done
To review the previous materials	2	Revision	- Students describe their favorite places . -Teacher checks the previous homework	3	SS.T T.SS SS.SS	Netbooks Students book	Student's answers	Scored
SS are expected to:								
1. plan how to write an application form. 2.plan how to re write sentences using notes.. 3.plan how to use the notes in the advert to complete sentences. 4.plan to complete a visa application form.	3	Planning	1.T.presents the advertisement and discusses the information. 2.T guides students to write new sentences about the application form. 3. SS write sentences on the board . 4.In groups pupils correct 5.In pairs students write sentences.	10	SS.T T.SS SS.SS Groups Pairs	Worksheets Notebooks Students book	Student's participation	Done

<p>1.identify writing sentences using information from an advert.  2.practice writing sentences about an application form.  3.evaluate how successful students are at writing an application form.  4.give students a chance to monitor their writing the application form.</p>	4	Monitoring	<p>1.T. explains task at page 47 that the application form has missing information.  1.Ss generate different kinds of answers to write information .  2.Ss think about what they know .  3.Ss discuss their writing in groups.  4.Ss identify the answers they think are best.  5.T.helps and encourages students to create sentences.  6.T. asks students what they write about a good person for the job.  7.T.moves his eyes over student's writing .  7.T.monitors student's writing. .</p>	10	<p>SS.T  T.SS  SS.SS  Groups  pairs</p>	<p>Worksheets  Notebooks  Students  book</p>	<p>Student's  <i>participation</i></p>	
<p>1.determine the main goal of using an application form.  2.chose the micro</p>	5	Setting goals	<p>1.Ss evaluate their writing to complete a form .  2.T.uses a timer to tell students how long they to write a complete</p>	10	<p>SS.T  T.SS  SS.SS</p>	<p>Notebooks  Students  book  Worksheets</p>	<p>Student's  <i>participation</i></p>	Done

goals of writing sentences about an application form. 3.check progress in achieving the goals of writing an application form . 4.fix the needed information from the advert 5.recall information from other advertisements . 6.make connections to back ground knowlrdge advertisements from other magazines .			application form . 3.T demonstrates by pointing to the paragraphs . 4.Ss summarize the advert and write other adverts . 5.T.uses worksheets to write detailed information about an application form . 6.Ss discuss their progress in writing paragraphs about themselves to get a job. 7.Ss evaluate their writing.					
1.samarize the lesson.	6	Rounding Up	Ss .summarize the main points in writing the application form.	8	SS.SS	Notebooks	Student's participation and answers	Scored

1.do homework	7	Home work	Write a personal application form Design an advertisement for a job .		SS.SS	Notebooks Students book	Student's writings	Scored
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## Unit 5:

Objectives	stage	Strategy	Activates/ procedures	Time	organization	Sources	Assessment Procedure	Evaluation
To get students used to English language.	1	Warning up	Students ask questions about famous books .	3	T. SS SS.SS		Observation	Done
To review the previous materials	2	Revision	- Teacher collects some famous books . -	3	SS.T T.SS SS.SS	Netbooks Students book	Student's answers	Scored
SS are expected to:								
1. plan how to write an online review using information from a recording. 2.plan how to re write sentences using suggestions and advice . 3.plan how to use the notes in the recording to write an online . 4.plan to	3	Planning	1.T.presents sentences about a book or a film. 2.T guides students to write the main notes about the film or the book. 3. SS write their sentences about the book on the board . 4.In groups pupils correct . 5.In pairs students write sentences.	10	SS.T T.SS SS.SS Groups Pairs	Worksheets Notebooks Students book	Student's participation	Done

complete an on line review book								
1.identify writing sentences using information from a recording.. 2.practice writing an online review . 3.evaluate how successful students are at writing an online review using recording . 4.give students a chance to monitor writing the online review.	4	Monitoring	1.T. explains task page 57 that the paragraph has missing information. 1.Ss generate different kinds of answers to write the online information . 2.Ss think about what they know . 3.Ss discuss their writing in groups. 4.Ss identify the answers they think are best. 5.T.helps and encourages students to write new sentences. 6.T. asks students what they write about the chosen books . 7.T.moves his eyes over student's writing . 7.T.monitors student's writing.	10	SS.T T.SS SS.SS Groups pairs	Worksheets Notebooks Students book	Student's participation	
1.determine the main goal of	5	Setting goals	1.Ss evaluate their writing.	10	SS.T T.SS	Notebooks Students book	Student's participation	Done

using information from a recording . 2.chose the micro goals of wring an online review. 3.check progress in achieving the goals of writing an online review book . 4.fix the needed information to complete the online review 5.recall information to finish the review book . 6.make connections to back ground books and films..			2.T.uses a timer to tell students how long they to write sentences about the online book review . 3.T demonstrates by pointing to the paragraphs and the box below . 4.Ss use the box to complete the review book and write it. 5.T.uses worksheets to write new online review about films. 6.Ss discuss their progress in writing detailed information. 7.Ss evaluate their on line review book or films .		SS.SS	Worksheets		
1.samarize the lesson.	6	Rounding Up	Ss .summarize the main points of the review book or film.	8	SS.SS	notebooks	Student's participation and answers	Scored
1.do homework	7	Home work	Write an online review book		SS.SS	Notebooks Students book	Student's writings	Scored