



**Making Metacognitive Strategies Visible:
The Effectiveness of the Explicit Metacognitive Strategy
Training on Thai EFL Students' Narrative and
Argumentative Essay Writing**

ประสิทธิผลของการฝึกกลวิธีอภิปัญญาแบบตรงที่มีต่อการเขียนเรียงความเชิง
บรรยายและเชิงโต้แย้งของนักศึกษาไทยที่เรียนภาษาอังกฤษเป็น
ภาษาต่างประเทศ

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คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ

Abstract

Walaiporn Chaya. (2011). Making Metacognitive Strategies Visible : The Effectiveness of the Explicit Metacognitive Strategy Training on Thai EFL Students' Narrative and Argumentative Essay Writing. Western Languages Department, Faculty of Humanities, Srinakharinwirot University, Bangkok.

This study investigated the effectiveness of the explicit metacognitive strategy training on Thai EFL students' narrative and argumentative essay writing. In particular, it examined whether the explicit metacognitive strategy training improves the quality of writing a narrative and an argumentative essay of third-year English major students. The study also explored whether the students increased in the use of metacognitive strategies in writing after receiving the explicit training metacognitive strategy training. The participants of the study consisted of 40 Thai third-year students majoring in English enrolled in EN 431- Composition 2 course at Srinakharinwirot University (SWU) in Bangkok, Thailand. The participants were randomly assigned into two groups: the experimental group, receiving the explicit metacognitive strategy training, and the control group, receiving the embedded metacognitive strategy training. The participants in both groups were trained to write two types of essays: a narrative essay and an argumentative essay using metacognitive strategies in planning, monitoring and evaluating for ten weeks (five weeks for each type of an essay). Before and after the metacognitive strategy training, the pre- and post- Metacognitive Strategies Questionnaires were administered to the students in both groups. The results revealed that the mean scores for pre and post writing exam of narrative and argumentative essays of the students in the explicit metacognitive strategy training group were significantly

different at the 0.01 level. The result indicated that the explicit metacognitive strategy training was effective. In addition, the results of the students' first and second drafts of both types of essays were significantly different at the 0.01 level. The results showed that the students' made a greater writing improvement on their narrative their argumentative essay. The findings also revealed the statistically difference between the students' metacognitive strategies use before and after the explicit metacognitive strategy training at the 0.01 level. After training, the students in the experimental group used more metacognitive strategies to plan, monitor and evaluate their narrative and argumentative essays than before training, and the use of metacognitive strategies was at the high level. The findings from the qualitative data were consistent with the self-reported data from the questionnaire in the significant differences in the use of metacognitive strategies by the students in the experimental group. The findings suggested that the explicit metacognitive strategy training might have a potential effect on the students' writing ability leading to the improvements in the quality of writing as well as increased in the use of metacognitive strategies. Therefore, the students should be trained to automatically use metacognitive strategies to monitor their cognitive processes, particularly writing. In addition, EFL college students should be enhanced to explicitly engage in metacognitive strategies in planning, monitoring, and evaluating when writing an essay focusing on the multi-stage of the writing processes, particularly in the pre-writing, drafting, and revising.

วไลพร ฉายา : ประสิทธิผลของการฝึกกลวิธีอภิปัญญาแบบตรงที่มีต่อการเขียนเรียงความเชิง
บรรยายและเชิงโต้แย้งของนักศึกษาไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ
ภาควิชาภาษาตะวันตก คณะมนุษยศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ กรุงเทพมหานคร

งานวิจัย เรื่อง ประสิทธิผลของการฝึกกลวิธีอภิปัญญาที่มีต่อการเขียนเรียงความเชิงบรรยาย
และเชิงโต้แย้งของนักศึกษาไทยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ มีวัตถุประสงค์เพื่อศึกษา
ประสิทธิผลของการฝึกให้นักศึกษาเขียนเรียงความเชิงบรรยายและเชิงโต้แย้งโดยใช้กลวิธีอภิปัญญา
นอกจากนี้ผู้วิจัยได้ศึกษาผลของการฝึกใช้กลวิธีในการวางแผน ตรวจสอบ และประเมินการเขียน
เรียงความที่มีต่อความสามารถในการเขียนของนักศึกษา และเปรียบเทียบการใช้กลวิธีอภิปัญญาของ
นักศึกษา ก่อนและหลังการฝึกด้วย กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ นิสิตชั้นปีที่ 3 วิชาเอกภาษาอังกฤษ
ของมหาวิทยาลัยศรีนครินทรวิโรฒ กรุงเทพมหานคร ที่เรียนรายวิชา อก 431 (การเขียน 2) จำนวน 40
คน โดยแบ่งเป็น 2 กลุ่ม ๆ ละ 20 คน คือ กลุ่มทดลองได้รับการฝึกให้ใช้กลวิธีอภิปัญญาแบบตรง และ
กลุ่มควบคุมที่ได้รับการฝึกใช้กลวิธีอภิปัญญาแบบอ้อม นักศึกษาทั้งสองกลุ่มได้รับการสอนเขียน
เรียงความเชิงบรรยายและเชิงโต้แย้งและฝึกการใช้กลวิธีอภิปัญญาในการเขียน เป็นเวลา 10 สัปดาห์
(แต่ละประเภทของการเขียนใช้เวลา 5 สัปดาห์) นักศึกษาทั้งสองกลุ่มได้ตอบแบบสอบถามเกี่ยวกับการ
การใช้กลวิธีอภิปัญญา ก่อนและหลังการทดลอง ผลการวิจัยพบว่า คะแนนการเขียนก่อนการทดลอง
ของนิสิตกลุ่มทดลองมีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 โดยที่คะแนนสอบ
หลังการทดลองสูงขึ้น กล่าวคือความสามารถในการเขียนเรียงความเชิงบรรยายและเชิงโต้แย้ง ของ
นักศึกษาสูงขึ้น แสดงว่าการฝึกกลวิธีอภิปัญญาแบบตรงมีประสิทธิภาพ ทำให้นักศึกษาเขียนเรียงความ
ทั้งสองแบบได้อย่างมีประสิทธิภาพ นอกจากนี้ผลการวิจัยยังพบว่าคะแนนงานเขียนฉบับร่างที่ 1 และ
ฉบับร่างที่ 2 ทั้งงานเขียนเรียงความเชิงบรรยายและเชิงโต้แย้ง มีความแตกต่างกัน อย่างมีนัยสำคัญทาง
สถิติ ที่ระดับ 0.01 แสดงว่าคุณภาพงานเขียนเรียงความของนักศึกษาสูงขึ้น และผู้วิจัยพบว่านักศึกษา
ใช้กลวิธี อภิปัญญาในการเขียนมากขึ้น มีปริมาณมากขึ้นและการให้อยู่ในระดับสูง อย่างมีนัยสำคัญ
ทางสถิติที่ระดับ .05 ผลจากการวิเคราะห์ข้อมูลเชิงคุณภาพเกี่ยวกับการใช้กลวิธีอภิปัญญาในการเขียน
สอดคล้องกับผลจากข้อมูลเชิงปริมาณจากแบบสอบถาม แสดงว่าการฝึกกลวิธีอภิปัญญาส่งผลให้
นักศึกษาใช้กลวิธีอภิปัญญามากขึ้น สรุปว่า การฝึกใช้กลวิธีอภิปัญญาในงานเขียนเชิงบรรยายและเชิง
โต้แย้ง สามารถทำให้นักศึกษาเขียนเรียงความได้อย่างมีประสิทธิภาพ ข้อเสนอแนะจากการวิจัยนี้คือ
ครูผู้สอนควรฝึกฝนให้ผู้เรียนใช้กลวิธีอภิปัญญาได้อย่างอัตโนมัติ และฝึกการใช้กลวิธีอภิปัญญาแบบ
ตรงในการวางแผน ตรวจสอบและการประเมินงานเขียน โดยบูรณาการกับการสอนเขียนที่เน้น
กระบวนการตั้งแต่ขั้นก่อนการเขียน การเขียนฉบับร่างที่ 1 และฉบับปรับปรุง

ACKNOWLEDGEMENTS

I would first like to express my most appreciation to many people who made the completion of this research project possible. I would also like to express my sincere thanks for their encouragement and contributions.

First of all, my deepest sincere thanks go to the research committee of the Faculty of Humanities, particularly Khun Tippayawan Na Nakorn for her support. Without the research fund and her patient and continual reminders, this research would not have been successful. I realized that to conduct a research project, whether it is a small or big one, the researchers need to manage their time and they also have to stay in good health. More importantly, you need to put efforts and patience to achieve your research goal.

Also, I would like to thank all English major students who enrolled in my composition class in the first semester of academic year 2008 for their cooperation and rich data. They were good students as well as the cooperative respondents and informants; they gave me opportunities for fulfilling the research. Without their participation and assistance, this research could not come to an end.

I would also like to acknowledge my colleagues in the Western Languages Department, Srinakharinwirot University for their encouragement hoping that I could use this research as part of my academic promotion. My gratefulness specifically goes to Dr. Prapaiphan Aimchoo, Chair of the Western Languages Department, for her strong support, particularly for time allocation.

I also want to express my appreciation to my Ph.D classmates, Asst. Prof. Dr. Patumrat Pichitpan, Dr. Sudsuang Yutdhana, Dr. Suksan Suppasetseree, Dr. Jirayu

Thappum, Dr. Amporn Wibunsangiam and and Somchai Saranborirak for the knowledge that we shared even after graduation.

Most of all, I thank my family: mother, sisters, husband and daughter who stood behind me at anytime of the day or night, and waited patiently and hopefully to see my success. All of them gave me the strengths and inspiration to continue.

Walaiporn Chaya



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CHAPTER I

INTRODUCTION

Rationale of the Study

Writing in English is a vital skill to academic success of Thai students at any level, particularly undergraduate and graduate students. Those students are required to perform the writing tasks in a variety of academic contexts such as writing in a composition course, writing a summary, the term papers, a journal or diary, a reflection paper, research articles and proposals, and so on. Therefore, Thai students need to develop the competence in writing skills to cope with the demand of academic writing tasks and meet the academic requirements (Chinnawong, 2002). However, writing in English for ESL and EFL students has been regarded as a demanding task and the most difficult skill since the students need to engage in holistic writing tasks-tasks with a genuine purpose and expected audience (Kroll, 1984). Also, writing is a complex process that involves both cognitive knowledge and strategies for writing, and metacognitive knowledge and strategies that regulate one's cognitive writing process and action (Flower & Hayes, 1980, 1981; Bereiter & Scardamalia, 1987).

To be specific, according to the cognitive approach of writing, the writer requires conscious effort and much practice in composing, developing, and analyzing the ideas to put down preconceived and well-formed meaning into written words. Writing is then a complex cognitive process even in the first language of native English speakers (Chen, 2006). Within the complexity of writing, the cognitive process activities during major processes: planning, translating and reviewing are interactive by nature, and recursive

rather than linear (Hayes & Flower, 1980, Applebee, 1986). More specifically, during planning, subprocesses including goal setting, generating ideas and organizing are involved. During translating, writers consider evaluating plans while transforming the ideas into the written form of the text. In the reviewing process, the writers revise and edit the generated text by monitoring the success or evaluating the quality of the written text whether it meets goals. They also need to modify the draft to reflect their goal and audience need. Therefore, the composing processes appear to be complicated and frustrating for the writers.

For non-native English speakers (NNES), the cognitive activity of writing can be even more complicated because many factors are involved (Nazar, 1996, Chinnawong, 2002). Research also indicates that for NNES, each one of these factors intervenes at a certain of the writing process in English (Chen, 2006; Yu, 1996; Wang & Wen, 2002) and therefore affects the desired quality of the writing performance (Nazar, 1996). The difficulties the ESL and EFL student writers have confronted and may affect their writing include the difference in the linguistic features, the distinction of rhetorical pattern, lexical deficiencies, and a lack of prior experiences and writing strategies. These students then produce less effective written work due to the fact that they do not possess a rich repertoire from which they can construct their sentences and express their ideas in second language (Nazar, 1996; Pholsaward, 1998; Silva, 1993; Thongrin, 2000). Thus, the writing teachers have to develop the ESL/EFL student writers' proficiency by helping them to overcome those deficiencies. One effective way to consider is that the writing teachers should encourage the students to study how successful writers and native speakers of English acquire skills in writing.

Within the area of the cognitive approach, a number of seminal writing researchers (Flower & Hayes, 1980; Hayes, 1990; Murray, 1984; Kroll, 1984 in Grabe 1984) have described the successful composing as a complex process and a recursive activity, not linear in which the writer plans to write, then writes and revises, and rewrites it. According to these writing experts, the successful composing also involves the writer's ability to monitor this complex process and to manage it in interactive recursive stages.

To elaborate the complexities of the cognitive writing process, Bereiter and Scardamalia (1987) point to the difference in the writing process between novice and skilled writers. They indicate that novice writers employ an easy acquired writing strategy called, "knowledge-telling." The novice writers write what they know about a topic without much prior planning and without much metacognitive self-guidance. Such writing is writer-based in the sense that they do not take into consideration the knowledge, attitude, or the intended readers (Flower & Hayes, 1984). The skilled writers, on the other hand, use "knowledge-transforming" which is a strategy demanding sustained mental effort to engage the writer in metacognitively guided planning, audience consideration, problem-solving, and diagnosing. Thus, the writing is reader-based (Flower & Hayes, 1984).

It is clear that the writing instruction according to Bereiter and Scardamalia (1987) is that in addition to encouraging the development of knowledge about texts and linguistic knowledge, the teachers need to help student writers to become aware of their own thinking process as writers. That is, an important goal in writing instruction is to develop students' metacognitive mechanisms and equip the students with the ability to be reflective and strategic when performing the writing tasks instead of those that use or

apply the rules for the certain types of written text (Glasswell & Hastings, 2003, p.535). Sitko (1998) also proposes the notion of the metacognitive instruction in writing that provides the students in the process of composition by planning, drafting, revising and editing; the regular metacognitive instruction in how to monitor and control their learning and evaluate the strategies into their own repertoire so that they can control the complex and social processes involved in performing the writing task (p.113).

In L 2 writing context, Anderson and Wolfersberger (2002) propose the interactive model of metacognition in which five components of metacognitive processes: preparing and planning for effective writing, using the particular writing strategies, monitoring the writing strategy use, orchestrating writing strategies and evaluating writing, can be integrated in writing. Incorporating metacognitive activities allows the L2 writers to think about how they can combine various writing strategies and reflect on the writing strategies they are using to accomplish their goals and purposes leading to the development of stronger cognitive skills and the substantial improvement of writing.

The previous studies mentioned above have revealed the positive role of engaging metacognitive ability on students' writing performance. The proposed model of teaching writhing suggests that the effective writing instruction should be designed to develop students' cognitive strategies and metacognitive awareness so that the students gain conscious control of their own writing process and become the reflective writers or independent writers. The review also provides the evidence that metacognitive awareness leads to more profound learning in a way that directly improve writing performances.

However, in Thailand, there has been limited research that integrates metacognitive strategies into EFL writing instruction at the university level. Most studies investigated metacognitive strategies the students employed in reading (Wongbiasaj & Chaimongkolkiti, 1995; Saranastaporn & Chueduand, 1998; Sittikul, 1998; Chumpawan, 2000; Chankong, 2008). Therefore, the researcher decided to find out how the integration of metacognitive strategies based on process and product approaches of writing into a narrative and an argumentative essay benefit writing instruction and whether the explicit teaching metacognitive strategies by engaging students to plan, monitor and evaluate their writing process helps EFL Thai students majoring in English to control their own writing leading to successful writing and becoming writer.

The present study was based on the earlier work of Chaya (2005) in which EFL students were trained to revise the first draft of an argumentative essay by employing metacognitive strategies. However, this study focused on writing a narrative and an argumentative essay. The findings might benefit EFL writing instruction and to raise EFL writing instructors' metacognitive awareness in a way that they can reflect upon whether their teaching is effective. In addition, the results might improve students' writing performance for the existing writing courses and provide a partial picture of Thai student writers.

Purpose of the Study

The purposes of this study were as follows:

1. to investigate the effectiveness of the explicit metacognitive strategy training model that integrates metacognitive strategies: planning, monitoring, and

evaluating in writing a narrative and an argumentative essay of Thai EFL students writers.

2. to investigate whether the explicit metacognitive strategy training improve Thai EFL student writers' writing ability of their narrative and argumentative essay.
3. to investigate how metacognitive strategies: planning, monitoring, and evaluating facilitate EFL students' writing of their narrative and argumentative essay.
4. to examine whether the explicit metacognitive strategy training increase the use of metacognitive strategies in writing of EFL Thai students.
5. to examine EFL students' attitude towards the explicit metacognitive strategy training model of narrative and argumentative essay writing.

Research Questions

This present study addressed five research questions:

1. Is the explicit metacognitive strategy training model in writing a narrative and an argumentative essay effective?
2. Does the explicit metacognitive strategy training improve Thai EFL student writers' writing of their narrative and argumentative essay?
3. How do metacognitive strategies: planning, monitoring, and evaluating strategies facilitate EFL students' writing of their narrative and argumentative essay?

4. Does the explicit metacognitive strategy training of writing a narrative and an argumentative essay increase the use of metacognitive strategies in writing of Thai EFL student writers?
5. What is Thai EFL student writers' attitude toward the explicit metacognitive strategy training model of writing a narrative and an argumentative essay?

Significance of the Study

This study intended to evaluate the effectiveness of the explicit integration of metacognitive strategies into a narrative and an argumentative essay writing instruction. It also examined whether learning to write a narrative and an argumentative essay by incorporating metacognitive strategies in planning, monitoring and evaluating before, during and after writing the first draft of a narrative and an argumentative essay helps the student writers majoring in English to improve their writing ability. In addition, the present study explored metacognitive strategies in writing the students use before and after metacognitive strategy training, and the students' attitude towards the explicit metacognitive strategy training model of writing a narrative and an argumentative essay.

Recent review of the literature mentioned above have concluded that metacognitive awareness to self-regulate and control the cognitive process, particularly the writing process are of great importance because writers will be able to reflect upon and monitor their cognitive activities and regulate writing task if they are aware of their metacognitive process. Integrating metacognitive strategies into writing is required for effective writing. All Thai students should be trained to use key strategies: planning strategies, monitoring strategies, and evaluating strategies successfully. The findings of

this study might have academic benefits and provide a clear understanding of metacognitive strategies in relation to writing performance of the participants.

Firstly, the results of the study will answer the research questions in the application of metacognitive strategies in teaching EFL writing.

Secondly, the results may shed light into the effect of the explicit metacognitive strategy training on writing a narrative and an argumentative essay of third-year English major students in Srinakharinwirot University. EFL writing instructors at tertiary level might be able to use the model of explicit metacognitive strategy training as a framework for EFL writing instruction.

Thirdly, the revelation of effective metacognitive strategies employed by the successful student writers majoring in English could be beneficial to the writing instructors in enhancing the unskilled student writers to monitor those strategies in their writing to improve the quality of a narrative and an argumentative essay.

Fourthly, examining third-year English major students' attitudes related to writing instruction that integrates metacognitive strategies could help writing instructors facilitate more effective writing condition. The model of metacognitive strategy training that improves students' writing ability can be adapted to increase positive attitude toward writing.

Finally, the training model may offer insights into the design of metacognitive strategy training in writing applicable for other types of writing.

Delimitation and Limitation of the Study

Delimitations

1. This study focused on metacognitive strategies integrated in writing the first

draft of a narrative and an argumentative essay.

2. This study confined itself to third-year English majors of Srinakharinwirot University enrolling in EN 431 – Composition 2 course which is a compulsory course for undergraduate students majoring in English.

Limitation

1. This study used the purposive sampling procedure which decreases the generalizability of the findings. The results of the study then were not generalized to all areas of EFL learning, writing instruction and all EFL learners.

The Definition of Terms

The group of the following terms were defined because they were most frequently used and discussed in a variety of senses in the study.

Metacognitive strategies

Metacognitive strategies are defined as actions or behaviors one takes to plan for learning, to monitor one's own comprehension/production, or to evaluate the extent to which a learning goal has been reached (O'Malley & Chamot, 1990; O'Malley & Chamot, 1994). In this present study, metacognitive strategies then include the skills through which ones use explicitly in planning to write a narrative and an argumentative essay, monitoring their own writing while writing those two types of an essay, and evaluating their writing outcome and strategies used in an attempt to complete their writing tasks..

Narrative essay writing

Narrative essay writing refers to writing that describes a series of events or

personal experience developed in the order in which they occur (chronological order). The purpose of a narrative is to persuade, inform or entertain by providing the sensory details and the sequences of the events to get the reader involved in the feelings as well as the events.

An argumentative essay

Argumentative essay refers to a kind of essay writing that attempts to convince the reader to agree with the writer's point of view, adopt the certain point of view or to take a particular action. The purpose of argumentative writing is generally to bring about attitudinal and/or behavioral change in the readers. Therefore, in writing an argumentative essay, the writer uses logic and reasons to show that one idea is more valid than another idea, an argument is usually a main idea, often called a "claim" or "thesis" backed up with evidence that supports the idea and the focus is placed on a position about which the writer can argue. It must have two sides, one *for* and one *against* something. The thesis statement or the main idea is considered a proposition of a position. The position is the idea the writer wants the readers to agree with. It is usually stated and then supported by verifiable evidence (facts, examples, statistics and details).

The Explicit Metacognitive Strategy Training

The Explicit Metacognitive Strategy Training is the model for teaching student writers in the experimental group to write an essay by integrating metacongitive strategies with three main categories: planning strategies, monitoring strategies, and evaluating strategies before, during, and after completing the first draft of an essay. During the training, the students were encouraged to describe their thoughts and ideas about their own writing process through Plan Think Sheet, Organization Think Sheet and Evaluation Checklist for both narrative and argumentative essays; whereas, the

instructor informed students the purposes and the name of strategies and their purposes. The Think Sheets were constructed to make the use of metacognitive strategies visible. The model used in the present study was adapted from Chaya's (2005) Metacognitive Strategy Training Model of Revision.

The Embedded Metacognitive Strategies Training

Embedded Metacognitive Strategies Training refers to the technique of teaching writing a narrative and an argumentative essay in which the instructor teaches students to apply metacognitive strategies to plan, monitor, and evaluate the first drafts of their essays in each stage of the writing processes: pre-writing, writing/drafting and revising indirectly. That is, the students in the control group were taught to use metacognitive strategies without the Think Sheets and the instructor did not tell them the names and the purposes of each strategy.

Summary of the Chapter

This chapter presented the rationale of the study, the context and the direction for this study. The chapter first discussed the complex process of writing which is problematic for student writers, particularly non-native speakers of English. It then discussed why those students have problems writing in English. It also described how metacognitive strategies are important to the writing ability of ESL/ESL student writers supported by reviewing studies conducted on metacognitive strategies and writing. The chapter concluded with the significance of the study that-it is intended to evaluate the effectiveness of the explicit integration of metacognitive strategies into a narrative and an argumentative essay writing instruction, the delimitations and limitation as well as definition of the key terms used in the present study.

Organization of the Research

The rest of this research is organized as follows:

Chapter 2 discusses the literature related to the study as the ground theory for the concepts described in this present study. First, the chapter discusses metacognitive theory including definition of metacognition, metacognition and its contributions, metacognitive knowledge and metacognitive strategies, metacognitive strategies and writing, types of writing, and incorporating metacognitive strategies into writing. Then, the chapter describes the writing process and the types of writing focusing on the narrative and argumentative writing. The chapter finally, describes the previous studies conducted on the effects of metacognitive strategies on ESL and EFL student writers.

Chapter 3 explains the research design and method strategies employed in the study. It also highlights the research instruments as well as the method of establishing the validity and reliability and materials employed in collecting both quantitative and qualitative data. Data analysis of both quantitative and qualitative data is also discussed in the last section of the chapter.

Chapter 4 first presents the findings of quantitative data from the participants pre- and post writing exam, and then the results on the scores of the first drafts and second drafts of students' narrative and argumentative essay and the findings in the improvement of the second drafts affected by the Metacognitive Strategy Training are discussed. The second part of this chapter describes the findings from responses (self-ratings) from the Pre and Post Metacognitive Strategies Questionnaire. The last section of this chapter discusses the qualitative data from the interview.

Chapter 5 summarizes the findings of the study, discusses the study based on the quantitative and qualitative data analysis and provides the discussions and plausible

explanations for teaching writing and metacognitive strategies use which is beneficial to Thai EFL students. Also, the recommendations and implications for further studies are presented.



CHAPTER II

REVIEW OF RELATED LITERATURE

This study was aimed at findings the effectiveness of the explicit metacongitive strategy training on students' writing of a narrative and an argumentative essay. More specifically, it investigated whether the explicit metacongitive strategy training in planning, monitoring, and evaluating improves students' writing ability of their narrative and argumentative essay. The study also examined how metacognitive strategies help to facilitate students' writing of their narrative and argumentative essay. Finally, the researcher examined whether explicit metacongitive strategy training increase the use of metacognitive strategies in writing of Thai students. Therefore this chapter reviews literature related to metacognitve theory and writing as a fundamental concept for the study. This review of related literature then will discuss the following topics: theoretical background of metacognition, research on metacognition and its applications, metacognitive strategies and writing, research on metacognitive strategies and writing and incorporating metacognitive strategies into writing process.

Metacognitive Theory

Definition of Metacognition

Metacogntion is literally defined by many researchers differently as “knowing about knowing, the process of thinking about thinking or cognition about cognition” (Flavell, 1979; Brown, 1980, 1987; Baker & Brown, 1984; Wenden , 1987; Nisbet & Shucksmith, 1986, 1988; Paris & Winograde, 1990; abd Drisscoll, 1994). However,

the concept of metcognition was originated by Flavell (1979) and later developed as a bridge between cognitive development and other areas, particularly in information-processing theory, and learning and instruction. Flavell (1979) describes metacognition as one's knowledge concerning one's own cognitive processes and knowledge that can be applied to regulate cognitive processes or anything related to them. In Flavell's conceptualization (1979), the active and conscious control of metacognitive process can be repeatedly used and has become automatized. In Brown's definition (1980) metacognition refers to knowledge about one's own cognitive system, thinking about one's own thinking, and essential skills for learning to learn. It also includes thought about (1) what one knows or doesn't know and (2) regulating how he or she goes about learning. Later, definitions of metacognition are viewed into two dimensions: metacognitive knowledge (knowledge about cognition), and regulation of cognition or metacognitive control process (how one uses that knowledge to regulate cognition).

The first aspect of metacognition, "knowledge about cognition" is linked to declarative knowledge referring to the knowledge about one has of one's cognition and that of other person. The second aspect of metacognition, metacongitive control process or procedural knowledge relates to the executive control or regulatory functions (Flavell, 1979; Kluwe, 1987; Campione, 1987) or the so-called metacognitive strategies in Brown's (1987). In summary, the consensus regarding the metacognitive control process has incorporated three aspects of subprocesses: planning, monitoring and evaluating. To summarize, metacognition appears to be a set of behavior, and it has been considered as a large part of intelligent behavior. It is also implied that metacognitive behaviour can be acquired and once it acquired, it improves academic and intelligent performance.

Metacognitive Knowledge and Metacognitive Strategies

Although some researchers (Brown et.al., 1983 cited in Wenden, 1999) indicate that metacognitive knowledge and metacognitive strategies are two separate and distinct components of the broader notion of metacognition, a number of researchers suggest that there is a close relationship between metacognitive knowledge and metacognitive strategies. For example, Cavanaugh and Perlmutter (1982 as cited in Wenden, 1987) theorize that it is through metacognitive strategies that metacognitive knowledge is utilized or applied to learning task. Others maintain that insights gained through the exercise of these metacognitive strategies can be assimilated into one's existent metacognitive knowledge base to develop, revise and refine it. In fact, these two dimensions can be conceived as existing in a reciprocal relationship (Wenden, 1987, p.582). That is, knowledge is constructed from what is done and approaches to problems being constructed, by past experience.

Another aspect of the relationship between metacognitive knowledge and metacognitive strategies that is of special interest has to do with when metacognitive knowledge may be brought to bear on a learning task. Flavell (1981a) lists the behaviours which benefit from conscious regulation as in the following: (1) when the nature of the task requires intentional conscious thinking (as opposed to tasks that require only automatic processing); (2) when one is behaving in novel and unconscious ways; (3) when it is important that the outcome be achieved and or accurate and when the knowledge is seen as relevant to the success; (4) when expectations are not confirmed or there is any slow down or block in processing. It is clear that there is a link between the concept of metacognitive knowledge and metacognitive strategies as Wenden (1999) states that metacognitive knowledge and metacognitive strategies should

be required as complementary components of the broader notion of metacognition.

Metacognitive knowledge refers to information learners acquire about their learning while metacognitive strategies: planning, monitoring and evaluating are general skills through which learners manage, direct, regulate, and guide their learning.

Metacognition and Its Contributions

Many researchers believe that metacognition holds a considerable promise for helping students to learn more effectively (Flavell, 1979; Sternberg, 1984 cited in Anderson, 2002; Garner & Alexander, 1989; Pressley & Ghatala, 1990; Swanson, 1990; Graham, 1997; Anderson, 2002b). These researchers have asserted that metacognitive ability is important to learning performance and the success in learning across the disciplines. To be more specific, extensive literature shows the link between the use of metacognitive skills and practices with a positive impact on student achievement. Those researchers state that proficient learners, compared to less proficient learners possessing a large repertoire of strategies, are more capable in their approaches to solving problem, and do more self-monitoring, and regulate the strategy use to check whether the learning activities are performed in an appropriate sequence. In addition, metacognitive aware learners know and employ a wide repertoire of metacognitive strategies to manage themselves and their learning tasks (Zimmerman, 1994). Graham (1997) argue that the metacognitive strategies that allow the students to plan, regulate and evaluate their own learning, play the most important role in improvement of learning. Similarly, Anderson (2002b) states that “developing metacognitive awareness may also lead to the development of stronger cognitive skill” (p.1). There is also evidence supporting the link between metacognitive strategy training and academic outcome. The findings reveal improvements occurred as a result of instruction in the use of metacognitive strategies or

regulatory skills (Graham & Harris, 1994; Schraw & Dennison, 1994; 2000; Chieng, 2002).

With regard to the discussion by many scholars and researchers above, metacognitive aware learners, who can apply metacognitive strategies in their learning, can become successful, and metacognitive strategies are teachable. For a better understanding of metacognitive strategies, especially their relation to writing, it is essential to conceptualize and categorize metecognitive strategies and their link to the writing process.

Metacognitive Strategies and Writing

Metacognitive strategies are referred to as executive control in Kluwe's definition (1986). They have been also recognized as a feature of expert response to problem-solving in general (Sternberg, 1984) as well as of expert writing (Flower, 1989; Flavell, 1979; Scardamalia & Berreiter, 1986; Brown, 1980). According to Kluwe's proficient writers are more consciously aware of what they write; they make more decisions about planning and regulating as they write; and they are more likely to self-evaluate their writing as they write than inefficient writers. Therefore, teachers should encourage students to use metacognitive strategies so that they could become efficient writers. Given the importance of metacognitive dimensions into writing, researchers have discussed the applications of metacognitive strategies as follows:

First, O'Malley et al. (1990) discuss metacognitive strategies in terms of learning strategies referring to higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity; metacognitive strategies are applicable to a variety of learning tasks. According to O'Malley et al., "students without metacognitive approaches are essential learners without direction, or opportunity to

review their progress, accomplishment, and future directions.” (p.561). In O’Malley et al.’s, the processes that would be included as metacognitive strategies for receptive (listening, reading) or productive (speaking, writing) language skills are: selective attention for special aspects of a learning task such as when planning to listen for key words or phrases (receptive), planning the organization of written discourse, monitoring or reviewing attention to a task, monitoring production while it is occurring; and evaluating language production after it has taken place (p.44).

In writing, as a productive skill, three basic elements of metacognitive Strategies (planning, monitoring, evaluating) involve before, during and after the writing task. In planning (before the writing task), as the writer develops the plan to do the writing task, the metacognitive aware language learners can perform the following activities: know the nature of the particular writing task, set the purpose, select the appropriate writing strategies, allocate time to complete the task, determine what information (and source) to include in the writing task, and refer back to the prior knowledge related to the task.

To maintain /monitor plan (during the writing task), the metacognitive strategic writers know how to develop their ideas for the particular rhetorical mode of writing, and use the appropriate writing strategies for each stage in the writing process, (pre-writing, drafting, revising). After they complete the writing task, the writers evaluate how well they do the writing task, (whether they meet the criteria), consider if they need to go back (review) through the writing task, and reflect their own writing problems.

According to Brown’s (1987), metacognitive strategies are sequential processes that are used to control cognitive activities, and to ensure that a cognitive goal

(e.g. understanding a text) has been met. These processes help to regulate and oversee learning, and consist of planning and monitoring cognitive activities, as well as checking the outcomes of those activities. While metacognitive strategies are used to ensure that the goal has been reached (e.g., quizzing oneself to evaluate one's understanding of that text).

Brown et al. (1982 in Wenden, 1987) categorize metacognitive strategies into two categories – pre-planning and planning-in-action. Pre-planning involves the formulation of general methods of procedure prior to the actual onset of action, predicting and planning. Planning-in-action involves monitoring, evaluating and revising. In Brown et al's concept, in predicting learners must make a decision about future performance. These include determining whether they can perform the task, how much of the given task they can expect to complete, which parts of the task will be the easiest and why, which will be the most difficult and why. In planning for a decision, the learners must plan ahead regarding the resources or strategies they will use. The decisions include determining whether or not it is necessary to engage in deliberate learning, which will be the most efficient strategies for completing the task. Table 1 illustrates three dimensional taxonomies of metacognitive strategies with descriptions and examples when being applied to writing.

Table 1*Taxonomies of Metacognitive Strategies*

Metacognitive strategies	Sub-processes/ categories	Definition	Descriptions
Planning	Advance organizer	Focus on special aspects of the learning task	Preview the main ideas and concepts of a text, identifying the organizing principle.
	Organizational planning	Planning the organization of the written discourse.	Planning how to accomplish the learning task (writing task), planning the parts and sequence of ideas to express.
	Selective attention	Scanning for key words, concepts or linguistic markers	Decide in advance to attend to specific input, key words, phrases, ideas, linguistic markers, types of information.
	Self-management	Plan when, where and how to study.	Understanding the conditions that help one write and arranging for the process of those conditions.
Monitoring	Monitoring Comprehension Monitoring Production	Monitor or reviewing attention to a task	Checking one's comprehension or checking the accuracy and appropriateness of one's written production while it is taking place.
Evaluation	Self-assessment	Check back	Checking the outcomes of one own writing against a standard after it has been completed.
	Self-evaluation	Reflect on what have learned	Judging how well they accomplish a writing task. Consider if they need to go back through their own learning process.

(O'Malley & Chamot, 1990, p.119)

Incorporating Metacognitive Strategies into Writing

When applied into the writing classroom, metacognitive strategies: planning, monitoring, and evaluating are employed in three stages: before, during and after completing the writing task. However, the three strategies are not strictly sequential. They may be called upon depending on the demand of the writing task (task demand)

and the interaction between the task and the writer's knowledge (task knowledge).

Planning.

First, in preparing and planning, the writers set their writing goals the setting of the goals includes having some indication of how the writers will know when they have accomplished the goal. The more clearly articulated the goal the easier it will be for the writer to judge whether progress is being made. Anderson (2000) notes that writers who are aware of what the writing task entails and what information must be used to accomplish the task are more successful in completing the task. That is, they have knowledge and beliefs about the task purpose-task knowledge (Wenden, 1987, 1998). In contrast, poor writers often state that they do not know how to begin the writing process. Therefore, the writing teachers can teach students how to prepare and plan, how to set appropriate writing goals, and how to begin a writing task.

Monitoring.

The ability to monitor current levels of understanding is one of the important metacognitive skills. Skilled writers are able to recognize when they do not understand and stop in order to do something about it. Poor writers do not stop to monitor. Devine (1993), focusing on L 2 writers, points out that L2 writers, like other writers in a classroom setting, may also have monitoring difficulties associated with a general failure to recognize the importance of this activity. Therefore, instruction that functions to help second language writers remediate deficiencies in their knowledge of task variables suggests that with enhanced understanding of the task demands as well as explicit instruction in how that knowledge might be applied, L2 writers are able to monitor their writing (Connor & Farmer, 1990, Weissberg, 1984 in Devine, 1993). Monitoring also involves the actual setting of cognitive goals by writers, thus it is the cognitive or

purpose that is monitored. Devine also suggests that the nature of monitoring is far more complex. That is, in order to monitor the progress towards the cognitive goals, a writer must have a clear sense of what the cognitive goal is. The goals may not be entirely clear, the writer may not have specific goals in mind or there may be multiple goals, all of which the writer must attempt to monitor. In the case of L2 writers, they themselves do not see the goals for their writing, because they are writing in response to a teacher-determined task and to a teacher-specific audience. Therefore, the teacher must provide extensive situations in which the writers can monitor progress towards their own cognitive goal for writing.

Evaluating

Learner must be able to evaluate whether what they are doing is effective. Poor learners often do not evaluate the success or failure of strategy use. Evaluating, part of metacognitive skill is tied to writer's ability to recognize weakness in their work. However, knowing how and when to revise and edit one's writing is not an easy task but clearly demonstrates the metacognitive activity of evaluation. A number of studies indicate that more skillful writers approach the task revision differently than do less skillful writers. The findings also reveal that inexperienced writers typically revise their task as a local task, in other words, they change words and sentences rather than modify the goals or organization of the text to meet criteria of rhetorical situation (Wallace & Hayes, 1991).

Scardamalia and Bereiter (1983) applied the method called "procedural facilitation" to help students coordinate revision skills and it appeared that procedural facilitation did help them to coordinate their revision skills. However, the difficulty in revision is inappropriate task definition. They indicate that when teachers assign revision

tasks, they typically hope that the students will define revision in the same way, that is, that the students will set the same goals, make use of the same procedures, and apply the same criteria for success. Therefore, the writer's task definition for revision must be self-created by the writer himself and socially constructed – between the writer and the audience. Figure 1 illustrates the metacognitive strategies model of writing.

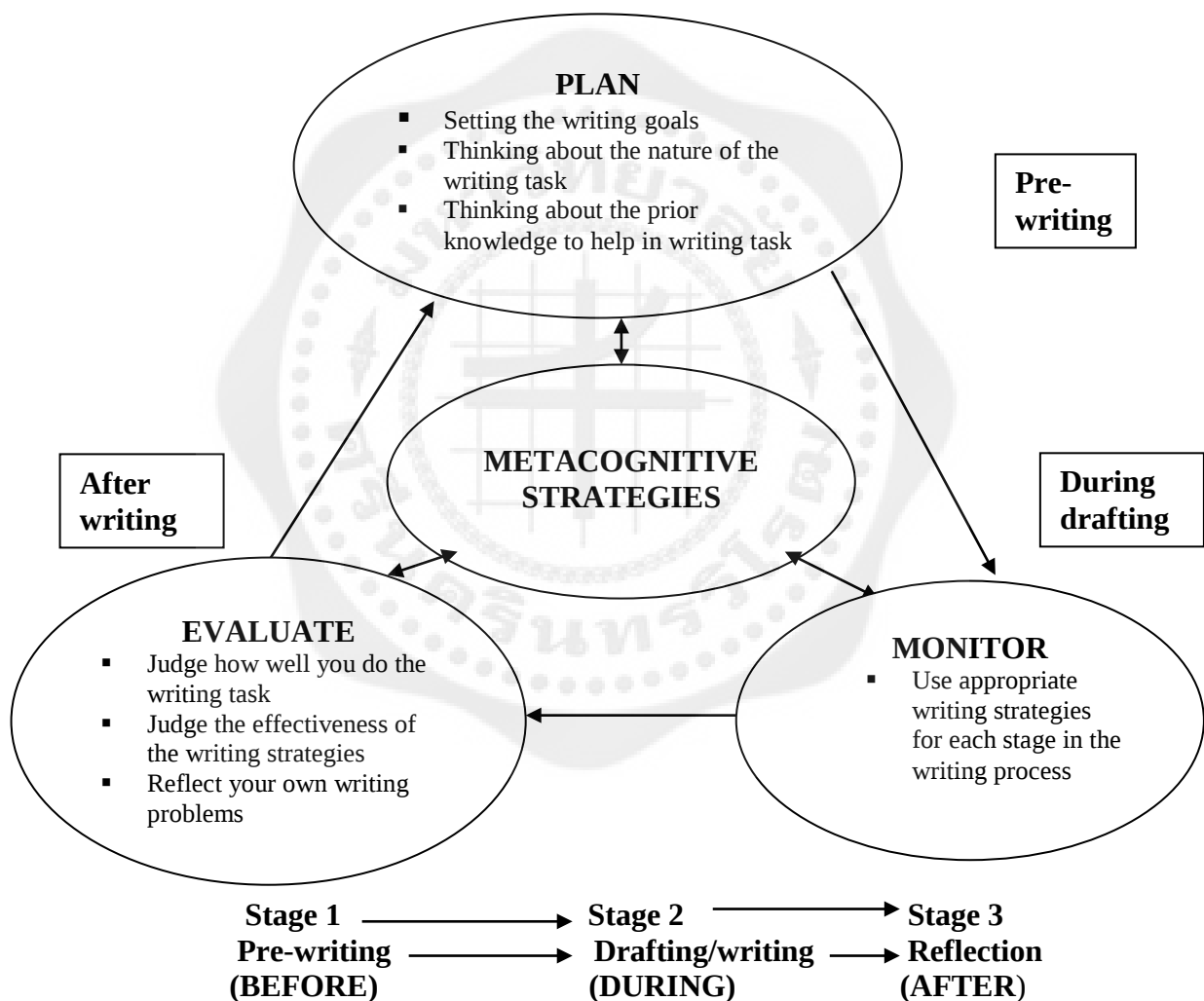


Figure 1. Metacognitive Strategies Model of Writing

Source: Chaya (2005, p.33)

In brief, literature review in the previous sections discussed the concept of metacognition given by many theorists and researchers. However, the most accredited

one is Flavell's conceptualization, which conceptualized metacognition as knowledge and cognition about cognitive objects, that is, knowledge about one's own thinking, and cognitive activity having as its object own thinking processes. Furthermore, the metacognition and its benefits to language learning, specifically writing were related as well as the relationship between metacognitive strategies and writing. Lastly, this section described how the writing teachers and the student writers can benefit from metacognitive strategies. The graphic organizer that illustrated how the writing teachers can successfully incorporate metacognitive strategies into writing was also provided.

Writing Process

The Model of the Writing Process

Researchers and writing theorists (e.g. Emig, 1971; Hayes & Flower, 1980, 1981; Murray, 1984) have been attempted to investigate what writers do when they compose. In the first attempt, Emig (1971 as cited in Zamel, 1982) indicated that writing is a messy process. It is not linear, it is recursive, "a loop rather than a straight line," where the writer writes, then plans or revise and then write again. Flower and Hayes (1981) propose the model of composing process focusing on the interactive nature of cognitive processes involving in writing consisting of three elements; the task environment, the writer's long-term memory, and the writing processes. The task environment includes all of those things ranging from the rhetorical problem or assignment and eventually including the growing text itself. The second element is the writer's long-term memory in which the writer has stored-knowledge, not only of the topic, but of the audience and the various writing plans. The third element of the model

consists of the writing processes, specifically, the three major cognitive processes of planning, translating and reviewing. These three processes are under the control of a monitor (p. 369).

According to Flower and Hayes' model of the writing process, the composing process begins with the rhetorical problem in which the student as writer describes the writer's topic, audience, and his/her role as student to teacher. In doing so, the writer solves or responds to the rhetorical problem by writing. As composing proceeds, a new element enters the task environments. Task environments involve the title, the topic sentence, the whole body of the paragraph and each word in the text. These components of the task environments are related. Just as title determined the content of a paper and a topic sentence shapes the options of a paragraph, each in the growing text and limits the choices of what can come next. During the composing, the writer faces two forces: the writer's knowledge stored in the long-term memory and the writer's plan for dealing with rhetorical problem. The writer's knowledge about the topic and his plan to write to the audience may appear to be in conflict with each other. Therefore, the skilled writers are the ones who can organize and integrate the multiple constraints of their knowledge, their plans and their text into the production of new text efficiently.

The third element in the act of writing, the writer's long-term memory is acquired knowledge about the topic and audience, as well as knowledge of writing plans and problem representations. The long-term memory is a relatively stable entity and has its own internal organization of information. However, the problem with long-term memory is when the writer lacks of information to be retrieved. The second problem for a writer is in an attempt to reorganize and adapt the information to meet the demands of the related topic. The writer depends on the writer-based knowledge resulting in the

writing-strategy based which reflects the writer's own discovery process and the remembered information, but it fails to transform or reorganize that knowledge to meet the different needs of the writers (p. 372).

In the cognitive processes of writing, Flower and Hayes (1981) distinguish three major processes which are viewed as interactive including planning, translating and reviewing. In the Flower and Hayes model, the first major process of planning consists of three sub-processes: generating ideas, organizing and goal setting. In general, planning requires setting writing goals synthesized from the task environment and long-term memory input. A sub-process of generating ideas includes retrieving relevant information from long-term memory and the task environment. The sub-process of organizing helps the writer make meaningful structure to his or her ideas when the structure of ideas in the writer's memory is not adequately adapted to the content rhetorical task.

In the process of organizing, the writer also creates, discovers, groups ideas and forms new concepts. More importantly, in the organizing process, the writer identifies categories to search for subordinate ideas which develop a current topic, and to search for subordinate ideas which include or subsume the current topic. Organizing process is affected by rhetorical decisions and plans for reaching audience and it is also guided by major goals during the process of goal setting. In the goal-setting process, the writer creates the writing goals himself from the long-term memory, and then generates, develop and revise them by the same processes that generate and organize new ideas. The goal-setting process goes on throughout the composing as the goals lead the writer to generate ideas; the ideas lead to new more complex goals which can then integrate content and purpose. That is, goal-setting is not limited to a pre-writing stage, but it is an

on-going process, moment-to-moment process of composing (Hayes & Flower, 1981, p. 373).

The second major process in Flower and Hayes model is translating (transcribing or writing), described as transforming the meanings into the complex written forms of the text. The third major process, reviewing, the writers enhance the quality of the generated text through the sub-processes of evaluating and revising. This planned reviewing can lead to new cycles of planning and translating. The reviewing process can also occur as an unplanned process as the writer evaluates the text and his own planning then revises the written text as well as unwritten thoughts or statements. Figure 2 presents the most complete Flower and Hayes model.

As we can see that composing process requires detailed analyzed knowledge. Also, just as the writers compose, it requires attention to monitoring (Bialystok & Ryan, 1985 as cited in Devine, 1993). The writers monitor their current process and progress. In this case, the monitor functions as a writing strategist which determines when the moves from one process to the next. For example it determines how long a writer will continue generating ideas before attempting to write.

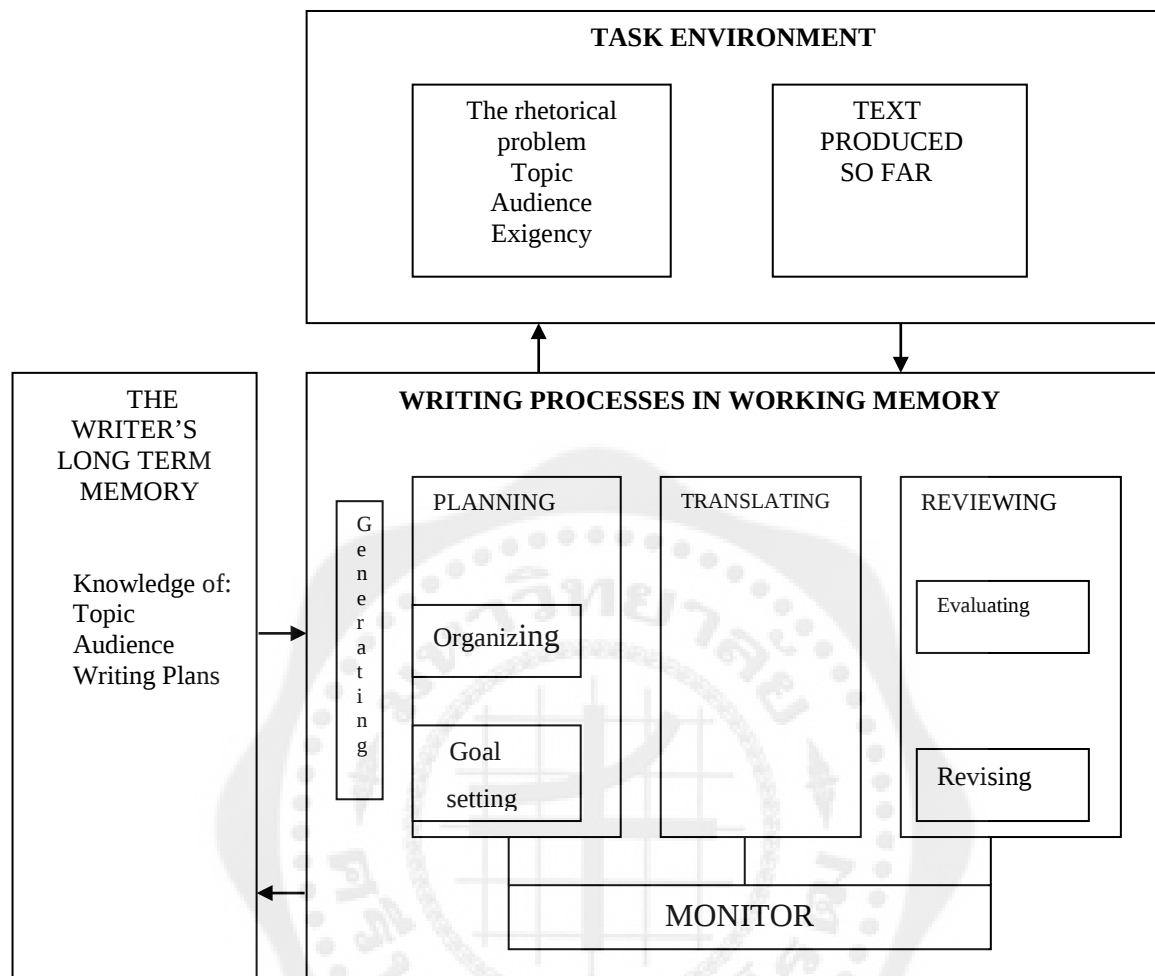


Figure 2. The Flower and Hayes Model of Writing Process

The Different Stages of Writing Instruction

Based on the model of the writing proposed by Flower and Hayes (1981), Hedge (2000) concluded that writing is the results of using strategies to manage the composing process in which the writers produce a text; writing therefore involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing, and revising and editing. These writing activities characterize the writing process. That is, writing instruction based on the process approach focuses on the stages that the writers goes through to produce a text

from the planning, drafting and revising. However, in writing instruction the three stages are modified into five stages: pre-writing, drafting, revising (editing and proofreading), and presenting or publishing, in which the writing teachers can help the students to develop the writing more effectively.

In planning to write or the pre-writing stage, the students need to think about three main things: purpose, audience and content structure. First, the purpose of writing will influence the text type, language use and ideas. The good writers also need to consider the audience since it will shape up their writing like how paragraphs are organized, and whether to choose to write in formal or in formal language. The third issue is the content structure which determines how to sequence the facts, ideas, arguments which the writers have to include in their written text (Harmer, 2004).

In drafting, the draft refers to the first version of a piece of writing that they writers assume that they need to fix it later. They focus their attention to the development of ideas related to the topic and the follow of thought.

In revising, once the writers have produced the draft, they usually read the whole paper to see whether it is a good one; whether they need to change, delete or add or retain any ideas. Hedge (2000) points out that for good writers, they may re-read the draft or looks back and forth at their original plan and think about how to express the next arrays of ideas. The good writers revise all through their draft; they may even review *only the part of the draft or the whole text by asking themselves questions like: “Do I need to delete some details? Do I need to rearrange my sentences? Is my arguments expressed through a clear set of points of view?* (p. 306). Harmer (2004) uses the term “editing” to describe the process of revising. He discussed that two processes

are involved in editing: reflecting and revising which can be done by the others readers who help to make comment suggestions on the draft.

The writing teacher can help student writers to write more effectively by having them to examine their creative processes and focusing on five stages from the pre-writing to the final draft that is ready for publishing. The writing activities appropriate for the five stages of writing processes are as follows:

Pre-writing stage: In this stage, students need the topic of their paper or something to discuss in writing, so the students need their own background and experience or those of others as sources for selecting the topic. This can be done through pre-drafting experiences such as free writing, brainstorming, mapping and webbing, interviewing, and so forth. The students also need to realize the purpose and audiences since the purposes and audience help to determine form. As teachers teach the students to plan for their writing, they should also state the clear objectives, and the criteria to evaluate the outcome.

In the pre-writing stage, writers also need to think about what they are going to discuss in the writing, the teacher can also teach students how to organizing and developing ideas using the pre-composing plans. According to Olson (1992), these plans are useful ways to help students organize and develop their thoughts. In addition, student writers need to organize their ideas in logical sequences using various patterns of developing and organizing ideas, and this depends on purpose and forms. Some of patterns or organizations are such as: chronological order or step-by-step arrangement of ideas by time or order of occurrence, spatial order arranges ideas according to their

position in space: left to right, top to bottom, or circular, or order of importance in which the ideas are arranged in the most to the least important or reverse or its priority.

This study aimed to train metacognitive strategies in planning, monitoring and evaluating strategies for writing. Therefore, the Planning Strategies have an important role for writing at this stage when the students had to plan to write an essay using the Plan Think Sheet. In the Plan Think Sheet, they set the writing goal, objectives, the main point they wanted to write about and some ideas. The Organization Think Sheet constructed by the researcher was also used in this stage for organizing ideas based on the type of an essay they were to write in the training.

In drafting, during this stage, the writers produce the first draft in which they need to focus only on the content and ideas and the meaning in relation to the topic of their subject. During drafting teachers can encourage students to write what they want to tell the reader about the topic, say what they mean as directly as they can, and write from their own point of view. According to the study, the researcher trained the students to use Monitor Strategies to apply what they have planned in the Plan Think Sheet and the Organization Think Sheet to put down in their paper.

Revising stage is a complex process which involves making changes, deletion, addition or retention and it is the post –writing procedure which involves editing and proofreading. During the editing process the writers look at ideas and organization; whereas, proofreading involves the process of checking a draft to consider mechanics including paragraph structure, sentence structure, word choice, usage, spelling, punctuation, and capitalization. Teachers can help the students to use revising strategies such as revising guideline, or checklist. In this study the researcher combined the

Monitoring Strategies and Evaluating Strategies in the Metacognitive Strategy Training and provided the students the Evaluation Checklist as well as the criteria for each type of an essay, so the students can self-evaluate their work whether it met the criteria of a good narrative and argumentative essay. The final stage of the writing process is publishing which involves sharing and presenting. In the writing class, the teachers should give students' opportunity to choose their own pieces of writing they want to share, or present. Figure 3 illustrates the stages of teaching writing based on the writing process discussed above.

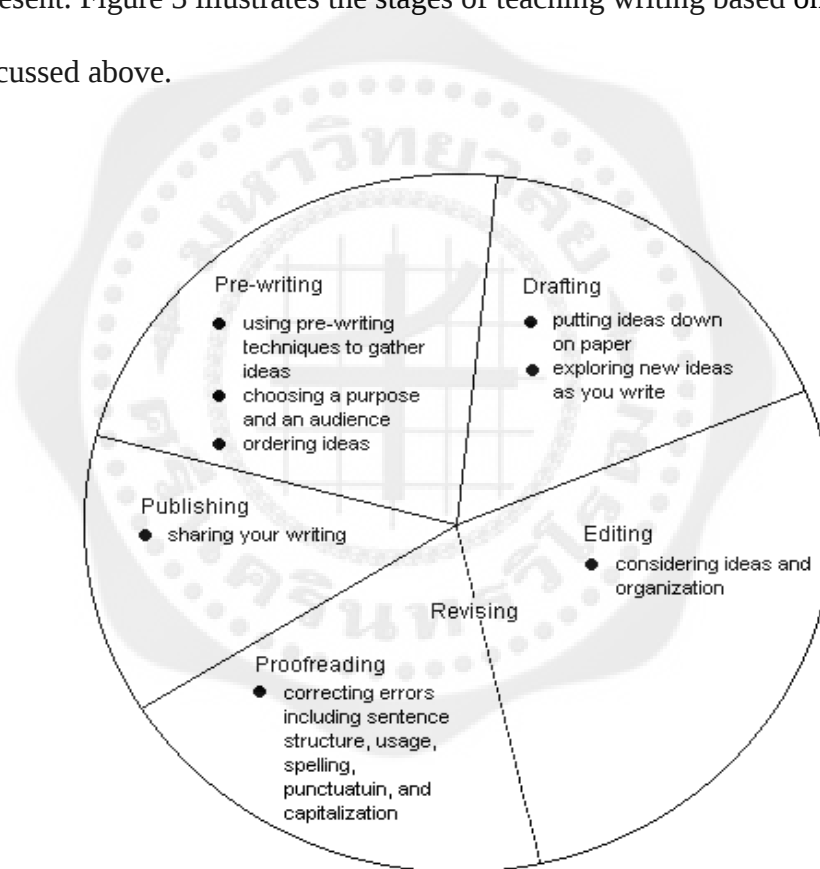


Figure3. The Stages of Writing Instruction Based on the Writing Process

Source: <http://www.sasked.gov.sk.ca/docs/xla/ela15c1.html>

Modes of Written Discourse

Generally, traditional modes of written discourse consist of narration, description, exposition and argumentation. Each mode of writing serves different purposes and functions. In addition, each mode or type has its own characteristic and structure. This study emphasized on writing a narrative, and an argumentative essay. These two types of essay writing can be characterized as follows:

Narrative Writing

Usually, narration refers to the telling of a story, in which the ideas are developed chronological order (Nazar, 1996). Brandon (1994) discusses that a narrative is a story telling, and it involves an account of an incident or a series of incidents that make up a complete and significant action (p.60). A narrative can be fictional (a made up story) or non-fictional or factual (the events really occurred). Some stories, like fairy tales, short stories, novels, fantasy, historical fiction, mystery, adventures, realistic fiction, science fiction, and movies are **fictional**. Thus, a fictional narrative can begin with “Once upon the time....” and end with “...they lived happily ever after.” Non-fictional or factual narrative can be based on the events that really happened like biography, autobiography, history, or newspaper report. Some of them like “What happened to you at school?” “What happened to your parents at work?” “What did you read from the newspaper?” “What did you hear or watch on the evening news?” are **factual**, and this type of a narrative is based on personal experience (the focus of this study). All of them are narrative because they tell a story.

Primarily, the narratives aim to inform, persuade or entertain. They may also use many of the examples to explain ideas, and engage a reader’s feelings and persuade readers to accept the writer’s view.

Rhetorical pattern of narrative writing.

Narrative text is organized using *story grammar* or *story structure*. The story grammar is the knowledge of how the story is organized. Each narrative has three parts: Beginning, Middle and Ending. The beginning of the story contains: the setting or situation for the action, characters, (and) the characters' problems. The middle of a narrative is organized around the plot. The plot is the conflict and struggle the main character goes through often involves a conflict (problem) with another person or situation. The plot contains the initiating events, the event that starts the main character off on a series of events to solve the problems. subsequent events. The ending of the story contains the resolution (the solving of the problem) and the ending of the story (Brandon, 1994; Kirsznner & Mandell, 1988).

Brandon discusses that a narrative essay is a story written about a personal experience, -imaginary, or real. It can also tell a story of someone's life, or a story focusing on an event or on a series of events. Writing a narrative essay provides an opportunity to get to know and understand yourself better. A narrative essay is told from a defined point of view, often the writer's, so there is a feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. Usually the events are developed based on the author's experiences, either past of present through time or in the order in which they occurred (***Chronological order***). It can be based on the experiences of someone else. In addition to telling a story, a narrative essay also communicates a main idea or a lesson learned. Figure 4 demonstrates the graphic organizer for a narrative structure adapted from Kirsznner and Mandell (1988) and Brandon (1994).

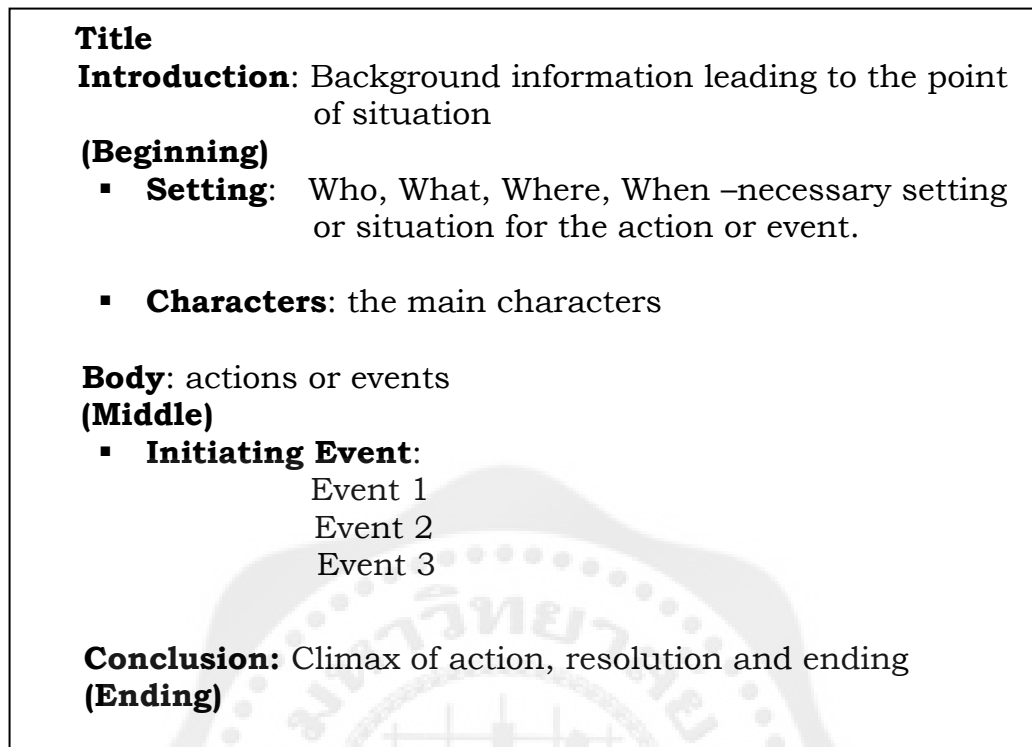


Figure 4. Graphic Organizer for Writing a Narrative

The model of a narrative, titled ‘Love Happened’ shown in Table 2 below is based on the Graphic Organizer illustrated above. In this story, the author narrated how loved between Uncle George and Aunt Hue happened. In the story, the author wrote based on her personal experience, so she used the third person, point of view. She gave some background information about the story telling about her life and how she happened to know both main characters and what was the relationship among the characters in the story.

“Sandra Pei was born in Singapore, and though she lives contentedly in America, she fondly remembers her relatives “back home.” There, in the traditional Chinese culture, the family had tremendous influence in all matters, even marriage. The prospects for a loveless marriage were there, but beautifully, “love happened,” even following great disappointment.”

Table 2

The Model of a Narrative Essay

Content	Elements of a Narrative Essay
Love in our dreams may be something that takes place in a moment, at first sight. We meet the gaze of someone across a crowded room and that's it-for life. For most people falling in love for life is much less spectacular. It may even follow disappointments. <i>My uncle George and Aunt Hua had that experience, and they are the leading characters in my favourite love story of all time.</i>	Beginning Background information Setting Characters
<i>Uncle George lived in Singapore when he fell deeply in love.</i> At least he thought so. As a member of a traditional Chinese family, he worked hard and established himself in business before he would permit himself to think about marriage. When he was thirty, he was finally secure, and ready; so he started looking around and discovered that just next door was a beautiful young single woman. They exchanged glances, and being sure that he was in love. He asked his parents to talk to her parents about a wedding.	Middle Initiating event
<i>In about two months,</i> the appointments had been made and Uncle George was content. He would have his beautiful bride, and life would be perfect. He worked with his family and made all the plans for a new house. He never talked directly to the girl, but he continued to look at her as she worked about her house, often accompanied by her older, plain sister.	Event 1
<i>On the day of the wedding,</i> Uncle George was very happy, and when the music played, he entered the temple to accept his bride. As he joined her at the altar, he shyly turned to look at her lovely face. But to his consternation, he saw instead the plain sister. Someone had switched brides, and he was furious in his protest.	Event 2
<i>The family quickly called a conference to solve the problem,</i> and tea was served amid much talking and even yelling. The other family had switched brides with the permission of Uncle George's family. They all wanted the older daughter to get married first. They argued and argued and argued with Uncle George. The prospective bride was tearful and embarrassed. Uncle George gave in and married the plain daughter, <i>Hua</i>.	Event 3 Conflict and climax
<i>The word Hua means flower in Chinese, and that's what she was, a flower that as Uncle George's wife, blossomed and, to him, became very beautiful.</i> They have had a loving marriage for more than thirty years now. To Uncle George love was not something that he saw; it was something that happened-with a little help.	Resolution and ending

Source: Brandon (1994, p.78)

Argumentative Writing

Overall, argumentative writing is also recognized as persuasive writing in much of the writing research although the term “persuasion” is generally a much broader term than “argumentation.” Intraprawat (2002) defines “argument” as an attempt to persuade someone of something. She further discusses that when the writers make an argument, they express their point of view on a controversial issue (claim) and support it with evidence including facts and their opinions. For Intraprawat, the main purpose of argumentative writing is to convince the reader to agree with the writers.

In Intraprawat’s concept, the three main aspects of argumentative writing are: a controversial issue, a claim, and evidence. She further explains that a controversial issue refers to a specific topic on which people disagree, so this becomes an issue for argument. The agreement of the issue may lead to better decisions on national laws, educational policies, health care improvement, the state of natural resources, and so forth. For a claim, assertion or thesis is the writer’s beliefs or opinion towards an issue. The thesis used in arguments needs evidence to support. In an argumentative essay, the thesis is called the thesis statement. The third aspect of argument is evidence of support is referred to as the material that the writers use to support the claims that they make, and it may take many forms: examples, statistical data, illustration, and expert’s quote and citation (p. 2).

Similarly, Anker (2004) states that argumentative writing is writing that takes position on an issue and offers reasons and supporting evidence to persuade someone else to accept, or at least consider, the position. According to Anker, the purpose of argumentative writing is to convince someone to take an action. It also helps the audience to see things in the same way as the writer or at least to understand

the writer's position. Anker proposes four basic elements of good argument. Firstly, it requires a strong and definite position on an issue or advises a particular action. Secondly, it gives good reasons and supporting evidence to defend the position or recommended action. Thirdly, it considers opposing views. Lastly, it has enthusiasm and energy from start to finish.

It appeared that argumentative writing requires the writers to argue on an issue with strong arguments or reasons to support their position/claim. The writers also need to have a clear purpose of arguing with clear supporting evidence as well as presenting opposing view points.

Rhetorical pattern of argumentative writing.

In order to achieve in argumentative writing, it is important to follow the rhetorical patterns of argumentative text that contribute to the whole argumentative writing. This study was based on the basic structural plans for an argumentative essay proposed by Reid (1988) and Crowhurst (1994)

Reid (1988) indicates that the goals of argument include presenting an opinion to the reader, explaining, clarifying and illustrating that opinion, and persuading the reader that the opinion is valid to move the reader to action, convince the reader that the opinion is correct or, for a hostile audience, persuade the reader that the opinion is at least worth considering. Reid also suggests the process of achieving the goals of argumentative writing in which the writer needs to decide upon the controversial topic or issue including making a list of arguments for two sides (usually a controversy has two sides, that the argument must be able to be answered "yes" and "no" by different audience), writing a thesis, developing reasons or arguments and organizing them in order of importance and strengths using supporting evidence such as facts, examples,

physical description, statistics, and personal experiences, and anticipating the counterarguments, then denying those counterarguments along with the main point of the essay. Figure 5 illustrates Reid's (1988) three structural plans for an argumentative essay commonly used in the textbooks.

Plan A

- I. Introduction (+ thesis statement of intent)
- II. Background paragraph about the topic (OPTIONAL depending on assignment, audience, and available materials)
- III. Pro paragraph# 1 (weakest argument that supports the writer's opinion.)
- IV. Pro paragraph# 2 (stronger argument that supports the writer's opinion.)
- V. Pro paragraph# 3 (strongest argument that supports the writer's opinion.)
- VI. Con (Counterarguments and the writer's refutation/rebuttal)
- VII. Solution to the problem (OPTIONAL depending on assignment, audience, and available materials).
- VIII. Conclusion (summary +solution, prediction, or recommendation)

Plan B

- I. Introduction (+ thesis statement of intent)
- II. Background paragraph about the topic (OPTIONAL depending on assignment, audience, and available materials)
- III. Con (Counterarguments and the writer's refutation/rebuttal)
- IV. Pro paragraph# 1 (weakest argument that supports the writer's opinion.)
- V. Pro paragraph# 2 (stronger argument that supports the writer's opinion.)
- VI. Pro paragraph# 3 (strongest argument that supports the writer's opinion.)
- VII. Solution to the problem (OPTIONAL depending on assignment, audience, and available materials).
- VIII. Conclusion (summary +solution, prediction, or recommendation)

Plan C

- I. Introduction (+ thesis statement of intent)
- II. Background paragraph about the topic (OPTIONAL depending on assignment, audience, and available materials)
- III. Counterargument # 1 + Pro argument to refute it
- IV. Counterargument # 2 + Pro argument to refute it
- V. Counterargument # 3+ Pro argument to refute it
- VI. Counterargument # 4+ Pro argument to refute it (OPTIONAL depends on available material)
- VII. Solution to the problem (OPTIONAL depending on assignment, audience, and available materials)
- VIII. Conclusion (summary + solution, prediction, or recommendation)

Figure5. Three Basic Structural Plans for an Argumentative Essay

Source: Reid, (1988, p.94)

Crowhurst (1994) highlights the structural elements of an argumentative text including:

- | | |
|----------------------------|---|
| 1. Introductory paragraph: | a statement of belief and list argument for it. |
| 2. Persuasive argument 1: | support statement of belief (the first argument and more supporting ideas) |
| 3. Persuasive argument 2 | support statement of belief (develop the second argument and more supporting ideas) |
| 4. Counterarguments: | counter objections |
| 5. Concluding paragraph: | make the summation of your argument comes at end. |

Figure 6 also presents the structural elements of an argumentative essay by Crowhurst (1994) mostly used in the previous studies.

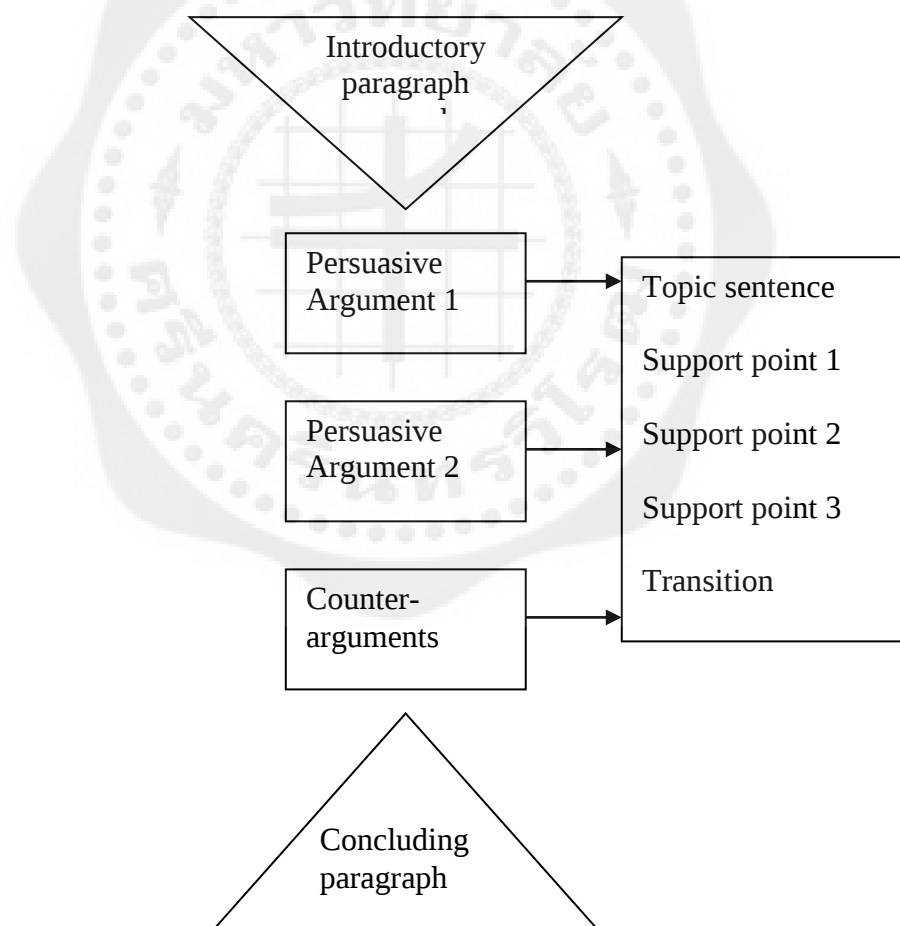


Figure6. The Structural Elements of an Argumentative Essay

The Toulmin model of argumentative writing.

To assess the effectiveness of argumentative essay writing, the previous studies on argumentative writing have developed a set of measures to describe and evaluate student argumentative writing using different analysis of text including the Toulmin system (1958), which analyzes linguistic features, coherence (discourse-structure level) and topical structure analysis (Cornor, 1990, Cornor & Kaplan, 1987, Wood, 1995). Among those various measurements, the widely accredited one is the Toulmin model since it is as an effective way of doing very detailed analysis to discover the how and why level of the argument, and it was also used to decide how effectively those parts of written arguments participated in the overall text.

In the Toulmin model, good argumentative essay writing consists of six components. The first three parts are essential to all argumentative writing including 1) the claim, 2) reason (support), and 3) the warrant. Arguments may also contain the additional elements: 4) the backing, 5) rebuttal, and the qualifier. The detailed components of argumentative structure proposed by Toulmin (1958) are described by Woods (1995) in the following section.

First, claim is the main point of the argument. It is like a thesis; it can be stated explicitly or implicitly. Nevertheless, in a good argumentative essay, the claim or thesis is always clearly and explicitly stated. The claim also organizes the whole argument, and all the ideas related to it.

Second, reason or support supports the claim that proves the paper's thesis. Synonyms for support are data and grounds. The support provides the evidence, opinions, reasoning, examples, and factual information about the claim that make it possible for the audience to accept it. Good argumentative writing has main ideas and

ideas that support them. The claim is the main point of the whole piece of writing, and the sub claims are reasons for the claim. In addition, to support the claim effectively, the writers need to all explicitly stated explanations, information, facts, statistics, personal narratives, and examples (in the form of anecdotes, scenarios and cases), opinions (authorities and personal). For personal opinion, it should be persuasive, original, impressive and interesting and backed by factual knowledge, experience, good reasoning and judgment. For factual evidence, it needs to be true and verifiable. Also, it needs to be clear, relevant and understandable, and it should represent all of the significant information available.

One of additional parts of arguments, warrants are described as the assumptions, general principles, the conventions of specific disciplines, widely held values, commonly accepted beliefs, and appeals to human motives that are an important part of any argument. Warrants also reveal the unspoken beliefs and values of the author and invite the reader to examine his /her own beliefs and make comparisons.

Backing is additional evidence provided to support or "back up" a warrant whenever there is a strong possibility that the writer tries to persuade the audience to accept the beliefs and values that inform the claim.

A rebuttal establishes what is wrong, invalid, or unacceptable about an argument and may also present counterarguments, or new arguments that represent entirely different perspectives or points of view on the issue. The writer can plan for a rebuttal by asking, "What are the other possible views on this issue?" and "How can I answer them?" Phrases that introduce refutation include, "some may disagree," "others may think," or "other commonly held opinions are," followed by the opposing ideas.

When using the Toulmin system for rating students' quality of argumentative essay, the scoring guide can have six or three argumentative traits. This depends on the rater's need. For example, the rater can rate for the clarity of claims, data, warrants, proposition qualifiers (recognition of opposition), and response to opposition (rebuttal), or the rater can select three argumentative traits including claim, reasoning and rebuttal. This study used three traits of argumentative writing including claim, reason, and rebuttal adapted from the Toulmin model (1958). Figure 7 demonstrates the diagram of the six elements in the Toulmin model.

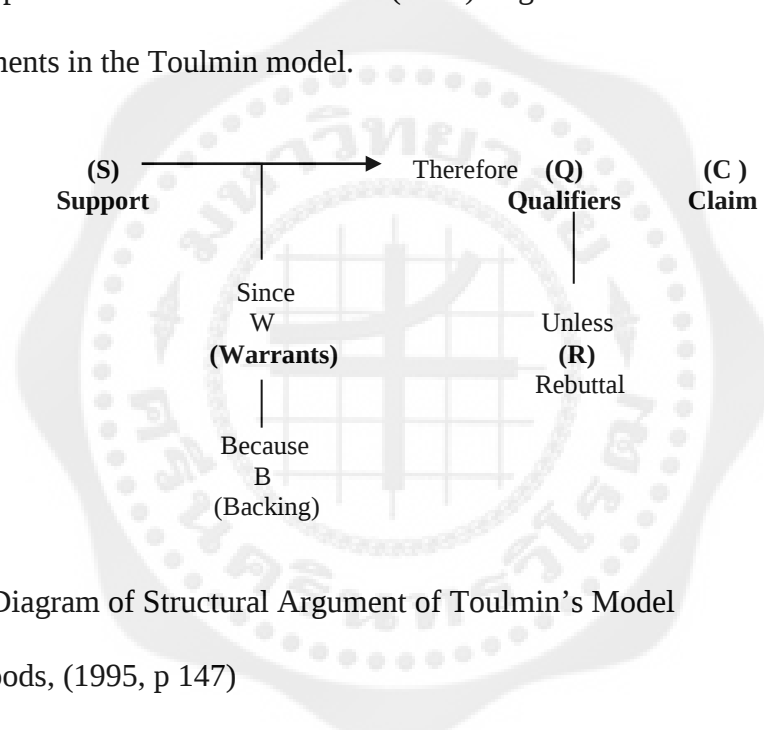


Figure7 . Diagram of Structural Argument of Toulmin's Model

Source: Woods, (1995, p 147)

In the following part the model argumentative essay analyzed based on the essential components of good argumentative writing discussed above is illustrated.

In the model paper shown in Table 3, titled "Why Educate the Children of Illegal Immigrants" student Andrew Knutson argues that American should continue to educate the children of illegal immigrants. Notice that Knutson is careful to establish common grounds (reason) with reader who may hold a different view. Also, notice too that he attempts to refute the arguments of the oppositions before laying out his own arguments.

Table 3**The Model of an Argumentative Essay**

Content	Elements of an Argumentative essay
Immigrant laws have been a subject of debate throughout American history, especially in states such as California and Texas, where immigrants populations are high. Recently, some citizens have been questioning whether we should continue to educate the children of illegal immigrants. While this issue is steeped in emotional controversy, we must not allow divisive “us against them” rhetoric to cloud our thinking. Yes, educating undocumented immigrants costs us, but not educating them would cost us much more.	Thesis at end of introductory paragraph, doesn't alienate readers
Those who propose barring the children of illegal immigrants from our schools have understandable worries. They worry that state taxes will rise as undocumented children crowd their school systems. They worry about the crowding itself, given the loss of quality education that come with large class sizes. They worry that school resources will be deflected from their children because of the linguistic and social problems that many of the newcomers face. And finally, they worry that even more illegal immigrants will cross our borders because of the lure of free education.	Writer addresses concerns of those who hold opposing views.
This last worry is probably unfounded. It is unlikely that many parents are crossing the borders solely to educate their children. More likely, they are in desperate need of work, economic opportunity, and possibly political asylum. As Charles Wheeler of the National Immigrant Law Center asserts, “There is no evidence that access to federal program acts as a magnet to foreigners or that further restrictions would discourage illegal immigrants (qtd. in “Exploiting”).	Writer refutes opposing arguments Quotation is cited using MLA style
The other concerns are more legitimate, but they can be addressed by less drastic measures than barring children from schools. Currently the responsibility of educating about 75% of undocumented children is borne by just a few states- California, New York, Texas, and Florida (Edmondson 1). One way to help government pick up the cost of educating undocumented children, with enough funds to alleviate the overcrowded classrooms that cause parents such concern. Such cost shifting could have a significant benefit, for if the federal government had to pay, it might work harder to stem the tide of illegal immigrants.	Reasonable tone keeps argument from sounding biased Statistic is cited using MLA style
So far, attempt to bar undocumented children from public schools have failed. In 1982 case of <i>Plyler v. Doe</i>, the Supreme Court ruled on the issue. In a 5-4 decision, it overturned a Texas law that allowed schools to deny education to illegal immigrants. Marta McCarthy reports that Texas had justified its law as a means of “preserving financial resources, protecting the state from an influx of illegal immigrants, and maintaining high quality education for resident children” (128). The Court considered these issues but concluded that in the long run the costs of educating immigrant children would pale in comparison to the costs—both to the children and to society—of not educating them.	Writer uses evidence to support thesis Quotation is cited using MLA style

Table 3 (Cont')

Content	Elements of an Argumentative essay
It isn't hard to figure out what the costs of not educating these children would be. The costs to innocent children are obvious: loss of the opportunity to learn English, to understand American culture and history. The costs to society as a whole are fairly obvious as well. That is why we work so hard to promote literacy and prevent students from dropping out of school. An uneducated populace is dangerous to the fabric of society, contributing to social problems such as vandalism and crime, an underground economy, gang warfare, teenage pregnancy, substance abuse, and infectious and transmissible diseases. The health issue alone makes it worth our while to educate the children of undocumented immigrants, for when children are in school, we can make sure they are inoculated properly, and we can teach them the facts about health and disease.	Transitional topic sentence leads readers to next part of paper. Writer attempts to build common ground with readers.
Do we really want thousands of educated children growing up on the streets, where we have little control over them? The lure of the streets is powerful enough already. On by inviting all children into safe and nurturing and intellectually engaging schools can we combat that power. Our efforts will be well worth the cost.	Conclusion restates benefits of educating children of illegal immigrants

(Source: Hacker, 2002, pp. 361-363)

Related Research on Metacognition and Writing

A number of previous metacognitive research and their relations to writing and the writing process has been conducted in various contexts, mostly in L1, (Raphael, Englert & Kirschner, 1989; Englert, Raphael, Anderson, Anthony, & Stevens, 1989; Zimmerman & Bandura, 1994), and very few studies have been conducted in ESL and EFL contexts (Kasper, 1997, Pathak, 2007). In addition, research studied on the direct or explicit metacognitive strategy training is very scant, particularly in EFL writing (Chaya, 2005) However, the results of the studies had produced both similar and different findings in an attempt to investigate the effects, and effectiveness of metacognitive knowledge and metacognitive strategies. The findings from those studies

provide insights into the complexity of metacognition and the contributions to the EFL learning and especially writing. The following section presents a brief historical perspective on metacognitive research of metacognitive strategies use, as well as the metacognitive strategy training related to English language learning, particularly writing and the writing process. The salient findings, the implications and suggestions from the studies beneficial to EFL writing instruction are also discussed.

Metacognitive Research and Writing in L1 Setting

To begin with, Raphael, Englert and Kirschner, in their L1 context (1989), examined fifth and sixth grade students' metacognitive knowledge about the processes of writing narrative and expository texts. Three types of metacognitive knowledge: 1) declarative knowledge concerning audience, purpose, and metacognitive knowledge of text structure, 2) procedural knowledge concerning steps in the writing process, and 3) conditional knowledge concerning how procedures vary under different writing conditions and during revisions, were examined using group questionnaires, individual interviews, and writing packages. Students' metacognitive knowledge was examined prior to, during and following their participation in four writing programs: communicative context for writing, knowledge of text structure and its use during writing, a combination of text structure and communicative context, or neither a language arts textbook-driven control (The instruction was implemented over the course of an academic year. The results suggest that students did improve in their writing as well as showed enhanced metacognitive awareness. The changes generally were in areas focused upon the instructional programs. A communicative context enhances students' awareness of audience and purpose, as well as their understanding of different aspects of the writing process. Text structure instruction enhances students' understanding of

questions writers' answers and of conventions used in expository writing (such as key words and phrases). The combined program enhances students' understanding of how much conventions are used as signals to their readers about the purpose of the writing.

In another study in the L1 context, Englert, Raphael, Anderson, Anthony, and Stevens (1989) investigated the effects of an intervention that attempted to improve students' expository writing abilities through the instructional emphasis on teacher and student dialogues about expository writing strategies, text structure processes, and self-regulated learning. The students were taught through Cognitive Strategy Instruction in Writing (CSIW) using combination of strategies as a package to promote expository writing ability. The CSIW materials include the plan think-sheet, organization think-sheet designed to make strategies, self-talk, and text structures for performing the writing process visible to students. The total set of strategies was referred to by the acronym "POWER", which stands for the sub-processes in the writing process: Plan, Organize, Write, Edit, and Revise. The data were analyzed through instructional materials for CSIW, a test of students' metacognitive knowledge, writing assessment measures, and a transfer measure of reaching comprehension. The findings suggest that CSIW was an effective writing program that combined the best features of strategy instruction (e.g. the development of students' metacognitive knowledge, use of dialogue and so forth) within a curriculum that fostered the development of students' knowledge of the writing process and text structures. The results also suggest that the CSIW was effective in promoting students' expository writing abilities on two text structures taught during the intervention (explanation and comparison/contrast), and in leading to improved ability, in which students wrote using a text structure not taught during the intervention.

In their research, Zimmerman and Bandura (1994) investigated the impact of self-regulatory influences on writing course attainment with college freshmen. Freshmen student received instruction in English composition in either regular or an advanced course. The self-regulatory determinants were measured using the Writing Self-Regulatory Efficacy Scale at the beginning of the academic quarter and evaluated for their predictive contribution to writing course grades at the end of the quarter. The results revealed that perceived self-efficacy affected writing course grades both directly and indirectly through the effects on personal goal setting. These findings are in accord with those of other studies showing that aspirational goals bear a more direct relation to performance attainment than do self-evaluation reactions. The study also suggests that self-regulative strategies that sustain intention through self-enhanced concentration, task management, and completion are critical to academic success. The results have important pedagogical implications for collegiate writing instructors. Because students' self regulatory efficacy for writing beliefs are linked directly to their perceived efficacy to succeed in writing courses and indirectly to their final grades, teachers should consider making diagnostic assessments of students' self-regulatory efficacy for writing at the outset of courses.

In another study in the cognitive development area, Graham & Harris (1994) investigated the effectiveness of writing programs that support the development of metacognitive skills. In the writing program the researchers evaluated a writing intervention called Self-Regulated Strategy Development (SRSD). The students were explicitly instructed in the writing process, as well as in specific strategies for planning and revising and procedures for regulating strategies. This instruction employed a dialectical constructivist approach in which the students actively collaborated with

teachers and peers. Metacognitive information about strategies was emphasized, particularly self-regulation skills such as self-monitoring, goal setting, and self-instruction. At the end of the instruction, the students usually adopted the processes focusing in the program, and quality of writing improved in terms of length and structure. Moreover, the students exhibited the increase in their metacognition about writing and their self-efficacy for writing.

In brief, the studies that combined the metacognitive knowledge and metacognitive strategies in L1 have revealed the promising results on the students' learning achievements and the metacognitive abilities. The students who were engaged in metacognitive strategies have become self-regulators who can regulate their own learning process and improve in their writing performance as well as the attainments of their understanding.

Research in the Metacognitive Strategy Training

Rasekh & Ranjbary (2003) investigated the effect of metacognitive strategy training through the use of explicit strategy instruction on the development of lexical knowledge of EFL students. The participants were 53 male and female Iranian EFL students taking part in an intensive course of English in Tehran Institute of Technology. The students were studying English to enroll later in either English business classes or information technology classes, and their language proficient level was at the intermediate language proficiency level. The subjects were randomly allocated into 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 the explicit metacognitive strategy training has a significant positive effect on the vocabulary learning of EFL students. The findings of this study support the foreign language research literature on strategy training of other components and skills of the language such as reading comprehension (Kern, 1989; Carrell, 1998). Moreover, it can be asserted that the model used to teach metacognitive strategies was a practical and useful one. The findings of the present study have implications for learners, teachers, and teacher educators in the realm of TEFL in particular and education in general. They help teachers in accomplishing their challenging task of teaching English in EFL contexts where learners have less exposure to language compared to ESL contexts. Teachers can help learners use different metacognitive strategies to facilitate their vocabulary learning. Textbook writers, especially in the context of EFL, do not include a sufficient amount of information on learning strategies. A need for the inclusion of and emphasis on learning strategies is obvious.

Zhao (2009) attempted to examine the relationship between metacognitive strategy training and vocabulary learning of college students through a five-week training program. The study specifically aimed at investigating whether the metacognitive strategy training facilitate vocabulary learning of Chinese college students. The participants were 134 freshmen from two natural classes: randomly assigned in the experimental group receiving both cognitive vocabulary strategy training and metacognitive strategy training, the control group served as a control group and received only cognitive strategy training. The two groups were taught by the same teacher. The instruments: the questionnaire and pretest and posttest were used in the study. The results of the study revealed that metacognitive strategy training for

vocabulary learning of these students proved to be effective. The experimental group outperformed the control group in the post-training vocabulary test and the questionnaire displayed in what aspects the students improved on these metacognitive strategies. The quantitative data show that experimental group has made big and significant progress after they receive metacognitive training. The study suggest that metacognitive strategy training could facilitate students' the students enhance their metacognitive strategy use on the planning, monitoring, evaluating without exception. The students have made big and significant progress after they receive metacognitive training. Moreover, explicitly describing and discussing metacognitive strategies in the classroom can have a direct effect on students' performance.

Coskun (2010) investigated the effect of metacognitive listening strategy training on the listening performance of a group of beginner preparatory school students at a university in Turkey. The participants of the study were 40 assigned into two beginner groups: in a control group and an experimental group (20 students in each group). The experimental group received five weeks of metacognitive strategy training embedded into a listening course book, while the other group did not. At the end of the training, a listening test taken from the teacher's manual of the same course book was administered to both groups. The analysis of the test scores using t-test revealed that the experimental group did statistically better in the test. The result of the study suggests that metacognitive strategy training should be incorporated into the regular listening teaching program to help students become more effective listeners. Considering these facts within the Turkish context, the idea of strategy training separately should be replaced by the integration of strategies into the listening curriculum (Chamot et al., 1994).

Cubukcu's investigation (2008) examined how strategy instruction affects Turkish students' reading comprehension and vocabulary development in English. The purposes of the study were to determine the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist students in comprehending text, specifically, the reading comprehension and vocabulary achievement. The study also investigated whether instruction incorporating metacognitive strategies has led to an increase in the reading comprehension of expository texts. The participants were 130 third year teacher trainees in the English language department in Dokuz Eylul University. Sixty students voluntarily participated in the study, and they have been taught metacognitive strategies for reading in a five week program. The other 65 students did not take any training at all. The students have used reading logs to reflect on their own thinking processes as they have been engaged in reading tasks. The results showed that the metacognitive strategy training all the students in both control and treatment groups have gained some metacognitive awareness which can help them understand what they read. The experimental group achieved significantly better results than the control group. The implications of the study were important in developing vocabulary and bettering reading comprehension skills. Teachers can help learners use different metacognitive strategies to facilitate their vocabulary learning. This study provides further evidence of the benefits of metacognitive strategy training. The findings of the present study have confirmed that reading comprehension could be developed through systematic instruction in metacognitive strategies. Systematic explicit instruction about the concept of metacognitive strategies helped students of the experimental group to better

comprehend this new approach and how to apply it to different learning tasks on reading.

Takallou's study (2010) aimed at examining the effect of metacognitive (planning & self-monitoring) strategy instruction on EFL learners' reading comprehension performance (on authentic and inauthentic texts) and their metacognitive awareness. The metacognitive strategies involved in the study were planning, and self-monitoring. Two tests (TOEFL and a reading comprehension test) and Strategy Inventory for Language Learning (SILL) were administered to 93 EFL learners in four phases of this study. First, TOEFL was administered to all the students both to homogenize students regarding language proficiency and to validate the reading comprehension test. Second, 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. In 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*). Lastly, in the fourth phase, after completion of instruction, the reading comprehension test and SILL questionnaire were administered to all groups. The results revealed that two experimental groups which received instruction on 'planning' and 'self-monitoring' outperformed the control group on the reading comprehension test. In addition, text type played an important role in the participants' 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. Therefore, the explicit instruction and practice the experimental groups received about how to plan and how to monitor their reading, contributed to this improvement. In addition, the findings of this study indicate that metacognitive strategies instruction increases the experimental groups' metacognitive awareness. Meanwhile, it should be mentioned that both experimental and control groups outperformed in the authentic section of the reading comprehension test.

In short, the studies mentioned above conducted on the explicit metacognitive strategy training in different language skills including listening, reading, writing, and vocabulary. The results of those studies reached consensus on the effects of the metacognitive strategy training whether directly or indirectly. The findings from those previous studies revealed that the metacognitive strategy training has the potential effects on improving the learners' learning performances in listening skills, reading skills and vocabulary learning skills. The implications of the studies have shown that metacognitive strategies can be trained to enhance the students to become metacognitive aware learners who can employ the appropriate strategies as a learning tool as the high proficient students do.

Metacognitive Research and Writing in ESL/EFL Context

In an ESL learning context, Kasper's study (1997) focused on the relationship between metacognitive growth and ESL writing performance. The study particularly used both quantitative and qualitative data collection through the cognitive style questionnaire and pre- and post- autobiographies written by 120 ESL students from diverse ethnic, cultural, and linguistic background (Russian, Haitian, Hispanic and Asian). The participants were divided into two groups in terms of their linguistic proficiency; intermediate and advanced levels. The findings showed the significant

correlation between metacognition and writing performance across both levels of the linguistic proficiency. In addition, the ratings for each component of metacognitive knowledge, i.e. person, task and strategy correlate positively and significantly with scores on the writing assessment examinations. The implications emerged from this study were 1) the learning activities and instruction designed should develop students' knowledge of efficient writing strategies; 2) students' metacognitive knowledge of all three aspects should be recognized an essential part of writing instruction, integrated in the writing instruction and they should be introduced to the student writers earlier in the writing class.

Chaya (2005) investigated the effects of the explicit metacognitive strategy training on revising the first draft of an argumentative essay of Thai EFL students. The researcher also examined metacognitive strategies EFL successful and less successful student writers employed in revising the first draft of their argumentative essay. The participants were 20 Thai third-year students majoring in English enrolled in EN 431-Composition 2 course at Srinakharinwirot University in Bangkok, Thailand. The participants were allocated into two groups: 10 successful and 10 less successful students. The participants in both groups were trained to revise the first draft of their argumentative essay using metacognitive strategies in planning, monitoring, and evaluating with nine sub-strategies for five weeks. The results revealed statistically significant difference between metacognitive strategies use before and after metacognitive strategy training in revision for both successful and less successful student writers at the 0.05 level. Also, after training, both successful and less successful students reported the use of all nine metacognitive strategies at the high level. The results also indicated that the less successful students made a greater writing

improvement on the revised draft of their argumentative essay. The findings suggested that the explicit metacognitive strategy training might have a potential role in facilitating students' first draft revision leading to the improvements of the quality of writing.

Pathak (2007) analyzed ESL/EFL students' biographies written by first year engineering from Asian countries such as Vietnam, Thailand, Malaysia and Indonesia. These students failed the Qualifying English Test administered by the university in Singapore. The analysis of narratives explored the learners' metacognitive aspects of self, awareness of writing tasks and strategies employed and to be employed in those tasks. More specifically, the researcher investigated how the students portrayed their metacognitive knowledge including self-efficacy beliefs, ability to achieve specific learning goals and motivational beliefs in the writing tasks and how these factors facilitated and inhibited learning and the effectiveness as learners. This study also looked at how learners constructed and reconstructed success and failure in writing as well as the rhetoric used to position themselves as writers and learners in writing course classroom. The results revealed in students' narrative can be applied to the teaching-learning activities since the learners expressed their feelings, attitudes about the learning task. That is, the curriculum developer can use the metacognitive aspects of the learners to develop a learner profile in the writing curriculum. For the strategies found in the students' biographies, it is important for the learners themselves as writers to be aware of the writing process, the stages involved, and the importance of each stage in the writing task. It is also suggested that it is necessary for the writers to be aware of text types, targeted audience, and the purpose of writing. This knowledge of task are required in the writing curriculum.

Another study in EFL classroom in the tertiary level education by Fard (2010) attempted to investigate whether the explicit instruction of cognitive and metacognitive strategies grammar can affect the development of structural knowledge of intermediate EFL learners. The study also examined how effective cognitive and metacognitive strategy-based instruction was after the treatment was completed and whether or not the cognitive and metacognitive strategy-based instruction can lead the learners to strategy use. The participants were 90 learners, randomly chosen from among the freshmen of Islamic Azad University of South Tehran Branch who were studying English Translation Studies. 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 Purpura's (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.

In another EFL classroom setting, Tsai (2010) examined skilled and unskilled writers' metacognitive performance in an integrated EFL writing class. The participants

involved in the study were 33 Taiwanese students in the Institute of Technology in Northern Taiwan. The study spanned 18 weeks and the students were taught based on the integrative approach (product and process), and three modes of written discourse: narratives, expository and argumentative, were involved. The data were collected through students' self-monitoring annotations and write reflective journal entries and analyzed qualitatively in according to skilled and unskilled groups. The results revealed that the unskilled writers' main concern in their writing process was with low order aspects and their experiences in strategy use were less selective and less productive. Whereas, the skilled writers were able to focus most of their attention on high order concerns, more concerned about how to make their texts impressive to readers, and more flexible, self-conscious and effective in strategy use. This study further suggests that scaffolded instruction and activities be constantly provided to promote EFL writers' metacognitive awareness, especially the less proficient ones.

Zhang and Liu (2008) investigated the cognitive and metacognitive strategy use of the students at the tertiary level in a Chinese EFL context during the test and the relationship between these two strategies. The study also intended to examine the effect of cognitive and metacognitive strategy use on the students' test performance. The participants were 526 undergraduate non-English majors in different study years and majored in various areas such as business management, financing, criminal law, chemistry and Chinese literature. Data were collected through a 60-item Perception of the TEPT1 2005, a self-developed strategy survey based on interview results, which covered memory strategies, cognitive strategies, compensation strategies questionnaire, metacognitive strategies use questionnaire, affective strategies, and social strategies. The

results revealed that the students had a medium use of both cognitive and metacognitive strategies during the test; (2) cognitive and metacognitive strategy use was closely related to each other, but neither was a predictor for the other; and (3) though cognitive and metacognitive strategy use significantly correlated with the students' performance in certain parts of the proficiency test, only the metacognitive strategy of evaluating one's performance proved to be a positive predictor of the students' performance in listening and reading comprehension and the overall written test.

Very recently in EFL writing context, Lv & Chen (2010) conducted the experimental study aiming at investigating whether metacognitive strategies-based writing instruction effectively enhances students' positive writing experience whether they play a positive role in students' actual writing performance. The participants were randomly selected from the students of the year of 2008 consisting of 86 first-year non-English majors from two natural classes in Laiwu Vocational College. The samples were selected by cluster sampling procedure, which one class of 44 students comprised the experimental group; another class of 42 students served as a control group. The experimental groups received metacognitive strategies-based writing instruction; whereas, the control group received only the routine writing instruction, and the teacher taught the students in both groups. The researcher applied comparatively various instruments which included three writing tests, writing journals and interview. The implementation of metacognitive strategies-based writing instruction, lasted one semester, consists of three components: self-planning; self-monitoring and self-evaluation incorporated in five steps of teaching: Preparation, Presentation, Practice, Evaluation, and Expansion. The findings from the post test one and post test two revealed the similar results. The significant differences between the experimental group

and control group in their post-test one and two writing performances were found. The result indicated that the writing teaching approach training really has positive effects on students' writing performance and also students' language ability has main effect on their writing performances.

In summary, the studies reviewed above showed that the metacognitive strategies integrated in the process approach of writing instruction were effective in developing students' writing ability and encouraging the effective use of metacognitive strategies. The ESL/EFL students improved their writing quality of their essays when engaged in metacognitive strategies in planning, monitoring and evaluating their writing tasks. It was also revealed that metacognitive strategies can be trained in any stages of the writing process: planning to write (pre-writing), drafting, revising or rewriting. Seemingly, the implications to be considered for the metacognitive strategies training is that the training should be done systematically with sufficient time or over a long period to assure that the students' metacognitive strategies are heightened.

Summary of the Chapter

This chapter described the theoretical background used as foundations of this proposed research. In the first part, the review of metacognitive theory concerned the definitions of metacognition, specifically metacognitive strategies provided by many scholars in English language learning. Next it discussed metacognition and its contributions in ESL and EFL contexts, particularly writing skills followed by the writing process. The rhetorical characteristics of narrative and argumentative writing, the main types of essay writing in the study were elaborated with the sample model. The last section of the chapter described the previous studies mostly conducted on

metacognitive strategies training in English language learning, mostly in ESL and EFL writing classrooms together with the positive results corroborated with this study.

Next, in chapter three research methodology for answering research questions noted before are presented. The chapter explains research procedure including research design, participants, data collection with the research instruments and the methods used for gathering quantitative and qualitative data. It also described data analysis method.



CHAPTER III

RESEARCH METHODOLOGY

This study aimed to find the answer of five research questions in reference to metacognitive strategies in writing a narrative and an argumentative essay. The first research question investigated the effectiveness of writing instruction of two types of writing that incorporate metacognitive strategies. The second research question intended to examine whether the metacognitive strategy training improved the quality of narrative and argumentative writing of Thai EFL student writers and whether the training increased the use of metacognitive strategies among the students in both the experimental and control group. Finally, this study examined the students' attitude toward the Explicit Metacognitive Strategy Training (EMST). The research method used in the study was the quasi-experimental study which was designed to investigate the effectiveness of the Explicit Metacognitive Strategy Training model on a narrative and an argumentative essay of Thai EFL students majoring in English. This chapter discusses the research methodology beginning with the research design, the participants, research instruments data collection procedures and data analysis method.

Research Procedures

Research Design

This study was a quasi-experimental study that combined both quantitative and qualitative data collection and analysis. The research design was an intact group, pretest-posttest experimental design.

The Context of the Study

This study was a quasi-experimental research aiming at teaching the undergraduate EFL students majoring in English enrolling in the composition course to write two types of an essay through a process approach with the different stages: the pre-writing stage, drafting/writing, revising (proofreading/editing) and publishing. This study also encouraged the students to become aware of their own writing process by employing metacognitive strategies. To raise the students' awareness of metacognitive strategy use, they were trained to plan to write their essay through sub-strategies of the Planning Strategies before they started to write in the first stage of the writing process (Pre-writing). In the second stage of writing, writing the first draft, the students were taught to regulate/monitor their own writing through the Monitoring Strategies. In the final stage, when the students completed their first draft, they were trained to use the Evaluating Strategies to assess their writing task whether it met the goal, and they evaluated the strategies used in writing. The students in the experimental group were taught to write a narrative essay and an argumentative essay and use metacognitive strategies directly by describing their thoughts in the Narrative/Argumentative Plan Think Sheet, the Narrative/Argumentative Organization Think Sheet, and Evaluation Checklist for both types of essays while students in the control group were taught by the Embedded Metacognitive Strategies Training by integrating metacognitive strategies in each stage of writing indirectly and without the Think Sheets.

Population

The population of this study was English major students taking the EN 431-Composition 2 course in each semester of the academic year at Srinakharinwirot University (SWU).

Participants

The participants in this study consisted of two classes of undergraduate third-year English majors in Srinakharinwirot University (SWU), Bangkok, totally 40 students. Based on their enrollment system arranged by the university, there were 20 students in each section taking the EN 431 – Composition 2 course in the first semester of 2008 academic year. According to their personal background in the background questionnaire, the students ranged in age from 19 to 21 years, and both groups were of mixture English language ability. That is, both proficient and less proficient students. The academic level of students was considered to be average, and their English background is similar to that of most Thai university students. Since they were majoring in English, their English proficiency level is at the intermediate level: intermediate and upper intermediate; their grades range from 2.50 or less and 2.80 or better. The subjects were taking the EN 431-Composition 2 class, as a compulsory course in their first of the 2008 academic year. These students had taken EN 231- Basic Writing and EN 331 – Composition 1 as the prerequisite courses before studying the EN431. The researcher selected these groups of students because: a) they were taking the composition course in which students take into account a broader range of writing tasks; b) they were the actual standard of academic success in writing courses. The students in each class/section of the composition course were randomly assigned into two groups: one as an experimental and the other as the control group.

Sampling procedure.

Since SWU English majors are naturally formed class, the subjects were selected by non-random sampling procedure from third-year English majors taking the EN431-Composition 2 course in the first semester of 2008 academic year. According to the

registration and time table management, there were two sections of students enrolling in this course. Therefore, it was convenient for the researcher to assign the students into the experimental and control groups. That is, a purposive sampling procedure with an intact pretest-posttest experimental design was used, and this sampling procedure is possible in a quasi-experimental study.

The Data

The data of this study were of two kinds: quantitative and qualitative data.

Quantitative data for this study are as follows:

1. Scores from the pre-and post writing exam from a narrative and an argumentative essay of students in both experimental and control groups.
2. Metacognitive strategies the students reported their use in writing the first draft of a narrative and an argumentative essay.
3. Scores from the first draft and second drafts of a narrative and an argumentative essay of the students in the experimental and control groups.
4. Self-reports which the students rated the scales from the Attitude Questionnaire.

The qualitative data in this study were retrospective data from the interview.

Instruments for Data Collection

The research instruments used in collecting data are as follows:

Pre and post writing assessment.

The writing pretest and post test involved writing a narrative and an argumentative essay and were administered before the Metacognitive Strategy Training in writing each type of an essay and after the students complete writing both types of an essay. Each type of essay lasted 5 to 6 weeks. See Appendix F for the writing

prompt of Prewriting and Post exam for a narrative and an argumentative essay.

Pre and Post Metacognitive Strategies Questionnaire (MSQ)

The purpose of MSQ.

The Metacognitive Strategies Questionnaire's goal was to obtain metacognitive strategies students employed in writing the first draft of a narrative and an argumentative essay. The data obtained from the questionnaire were numerical ones. Since the most metacognitive strategies are invisible, the self-report questionnaire can draw the information directly from students themselves to identify their metacognitive strategy use in an introspective way. The questionnaire was designed to direct students' attention to metacognitive strategy components in planning, monitoring or regulating, and evaluating their first draft of two types of essay: narration and argumentation (Brown, 1984; O'Malley & Chamot, 1985, 1990; Wenden, 1987, 1999). The questionnaire items were constructed by the researcher, based on the empirical evidence used in the previous research (Zimmerman & Bandura, 1994; Wallace, 1994; Schraw & Dennison, 1994; O'neil & Abedi, 1996).

The format and description of the MSQ.

There were two versions of the MSQ for writing; the Pre-MSQ and the Post-MAQ. The Post-MSQ was paralleled form of the Pre-MSQ. The two versions of MSQ were slightly different according to the verb tense and wordings used and the process of writing since they were used in different period of time; at the beginning and at the end of the training. The Pre-MSQ was administered at the beginning of the course (before learning to write a narrative essay); whereas, the Post MSQ was administered at the end of the argumentative writing.

There are two parts of the questionnaire: Part 1 asked for students' personal

background including age, year of learning English, the previous grades for writing, GPA, and they were also asked to self-rate their own proficiency level. See Appendix A. Part 2 consisted of 45 items related to three main metacognitive strategies: Planning Strategies, Monitoring Strategies and Evaluating Strategies students used in writing a narrative and an argumentative essay. The MSQ were examined by the experts for the content validity, and it was also piloted and calculated for overall reliability.

The constructs of the MSQ.

The MSQ items were written statements which presented as assertion about three main categories of metacognitive strategies: Planning Strategies, Monitoring Strategies, and Evaluating Strategies. The format of the MSQ was five-point Likert scale ranging from 1 to 5 asking the participants to rate the level of their use of metacognitive strategies before and after the practice of writing a narrative and an argumentative essay in accordance with the content in each item. (1= never true of me, 2=usually true of me, 3=somewhat true of me, or neither agree nor disagree, 4=Usually true of me, and 5=Always true of me). The 45-item MSQ consisted was sequenced by following three main categories of metacognitive strategies and the writing process students used before, during and after writing. The Pre and Post MSQ were in English since the participants were all English majors who have potential to clearly understand the written statements used in the MSQ.

The content validity check for MSQ.

In this study, the validity check involved the content validity. The researcher asked two experts, one is Thai and the other is the native speaker of English in metacognitive field to examine the content of the MSQ using the description of the three main categories of metacognitive strategies: Planning Strategies, Monitoring Strategies, and

Evaluating Strategies as well as the sub-strategies for three main categories. The two experts also responded to the Expert Response Sheet and made some suggestions. The questions in the response sheet asked about the suitability of the overall content and the number of items, the relevance of content in the area of metacognitive strategies, the appropriateness language for level of students, and the level of difficulties in the MSQ.

The results from the expert' response sheet showed that there was suitability in the overall content. That is, each item was relevant to the purpose of the measure. In addition, according to the responses of the experts, the language used in each item, and the level of difficulties were suitable for the students' academic level and the proficiency level. The results from the experts' sheet revealed that there were no irrelevant ideas in the metacognitive theory and items with too many theoretical wordings. Yet, there were some unclear and ambiguous statements which might lead to the misunderstanding, the researcher therefore revised some of those items, and deleted some ambiguous ones. According to the expert's opinions, the MSQ was valid for using as an instrument to measure the students' metacognitive strategies. Also see Appendix B and C for the complete Pre and Post Metacognitive Strategies Questionnaire for Writing.

Reliability check for MSQ.

To establish internal reliability of the MSQ, the Cronbach alpha (α ,) reliability coefficient was calculated. The MSQ was also piloted with 39 students who were not the participants of the present study, and these students enrolled in EN 431-Composition 2 course in the second semester of 2007 academic year. The value of coefficient alpha was .93 for the of the Pre MSQ and .97 for the Post MSQ which indicated satisfactory reliability since the acceptable reliabilities for ESL/EFL SILL (Strategy Inventory for Language Learning) ranged from .87 to .96 which was very high (Oxford & Burry-

Stock, 1995) because SILL was employed with a large population. The results showed that the MSQ, as a whole were a reliable instrument of high internal consistency and respectable temporal stability.

The interview.

The interview was semi-structured. The purpose of the interview was to gain further insights into how students' metacognitive strategies: planning, monitoring, and evaluating strategies facilitate EFL students' writing of their narrative and argumentative essay. This instrument would prove effective in the qualitative part of this study. The interview questions were adapted from Chamot and Kupper (1980); Raphael, Englert and Kirchner (1989); Priorkowski and Schurer (2001); Porte (1997), and Victori (1997). Qualitative interviewing is likely to be meaningful conversation between the researcher and the participants. It helps the researcher retrieve information from the respondents' existing answers. In addition, it is more substantive and interactive, aiming to understand the meaning of respondents' experiences (Warren, 2001).

The interview questions were piloted and then revised based on the experts' suggestions. The interview also examined the metacognitive strategies students employed in composing their essays and writing strategies in the writing process including in the pre-writing stage and the stage of writing the first draft. The questions were similar to those asked on Metacognitive Strategies Questionnaire. See Appendix D for the Interview Questions

Teaching materials and the writing lesson in the Metacognitive Strategy Training.

The lesson plan for teaching a narrative and an argumentative essay was

constructed by the researcher and piloted with the other group of students who were not the participants of the main experiment. Two types of genres: narration and argumentation were the main focus for training metacognitive strategies use in the present study for two reasons:

First, the two types of writing were different in writing purposes, rhetorical structure and the nature of tasks, so they require different cognitive demand, and narrative writing, specifically personal narratives about one's experience would require less complex cognitive task than argumentative writing. (Hu & Chen, 2008, p.42). The researcher therefore hypothesized that different types of rhetorical structure of writing would require different use of metacognitive strategies.

Second, narrative writing was the first type of genre that the students were taught in EN431-Composition 2 course, and it is the type of writing that students are familiar with because it is mostly based on their personal experiences. Most students have a lot of background knowledge (schema). For example, they listened to the bed time stories since they were young, or they were often assigned by their teachers to write their own story. In addition, writing a narrative does not require the higher order cognitive skills because the purpose of writing is to narrate or to tell a story and past experience (Chen, 2006). However, if the students were trained to plan, monitor by using their background knowledge, and evaluate the writing outcome, they would dramatically improve their narrative writing. Then the comparison between two types of writing: narrative and argumentative writing would help the instructor in what situation, when and how to integrate metacognitive strategies in writing effectively.

Third, writing an argumentative essay requires writer's ability to generate the ideas for supporting their point of view (claim), argue against the opponents, and

evaluate their arguments whether they are logical. To do so, the writers need the higher order cognitive skills to write successfully. That is, metacognitive strategies instruction would come into play and help the student writers to write argumentatively (Chaya, 2005).

The teaching model of the Explicit Metacognitive Strategy Training included the following materials:

1. Plan Think-Sheet

Plan Think-Sheet were designed to help students consider metacognitive strategies related to each writing task before writing. This instrument therefore was used to make metacognitive strategies visible by asking the students to write their personal goal for the writing task, put down the ideas about the topic of an essay, audience and purpose, retrieving ideas from background knowledge (schema), and develops an organizational plan for writing tasks. Plan Think-Sheet was adapted from Englert and Raphael (1989). The researcher developed two think sheets: the Narrative Plan Think Sheet and the Argumentative Plan Think Sheet (See Appendix G). These two think sheets were slightly different in accordance with the genre pattern of these two texts. For example, the Narrative Plan Think Sheet asked the questions to guide the students to use Planning Strategies like:

- *What is/are my goal(s) for writing?* – Setting a personal goal
- *Why am I writing this topic?* – Plan the objectives for writing
- *What are all the ideas I already have about my topic?* – Plan before writing
- *What are some of the possible ways to group my ideas?*- Plan the strategies for writing
- *How will I organize my ideas?* - Sequence or prioritize writing strategies

- *What is my important point I want to make?*- Focus on a specific of the writing task

The Argumentative Plan Think Sheet asked the questions like:

- *What is the main issue you want to argue?*
- *What are the reasons to support your position/claim/side?*
- *What is your claim?*
- *What is the FOR's point of view?*
- *What is the AGAINST's point of view toward the animal testing?, etc.*

2. Organization Think Sheet

Organization Think Sheet was used as an outline for writing after students completed the Plan Think Sheet. To complete the Organization Think Sheet, students need ideas they have brainstormed for the ideas in the Plan Think Sheet and searched for more ideas to make each body paragraph develop logically. There were also two organization sheets; the Organization Think Sheet for a Narrative Essay and the Organization Think Sheet for an Argumentative Essay. See Appendix I. The organization think sheet for each type of essay was designed based on the elements of a good narrative and argumentative essay. The purpose of the organization think sheet was to make their thoughts and ideas they have planned for the first draft visible to the writers, so it was easy for them to use the ideas in their organization sheets for writing their first drafts. See Appendix H.

3. Self-Evaluation Checklist

Self-Evaluation Checklist was used after students had finished the first draft of an essay. Self-Evaluation Checklist consisted of the questions asking the students to self-evaluate their first draft based on the criteria, and about what students really did in

their first draft to make their first draft effective, whether they followed the plan for writing, the problems they faced when writing for each type of an essay, the extent to which they incorporated metacognitive strategies in writing the first draft, how they evaluated the completeness of their own essay. See Appendix J.

The Metacognitive Strategy Attitude Questionnaire.

The Metacognitive Strategy Attitude Questionnaire asked the students' opinion on the Metacognitive Strategy Training in writing. There were 15 items of the questionnaire asking the students in the experimental group about the appropriateness of the content of the lesson, the level of difficulty found in the training, the clarity of the materials used in the training and the steps of training and so on. The questionnaire was a five-point Likert scales which 1 = strongly disagree, 2 = disagree, 3 = neutral (neither disagree nor agree), 4 = agree, and 5 = strongly agree. The researcher asked the experts to examine the content of the questionnaire items whether they asked what the researcher aimed to assess, and then the researcher revised some parts that were unclear and not relevant to its purpose. The Metacognitive Strategy Attitude Questionnaire was conducted after the completeness of training both types of essays. See Appendix E.

Data Collection Procedure

The data were collected for each research question are as in the following procedures:

Research Question 1& 2

Is the Explicit Metacognitive Strategy Training in writing a narrative and an argumentative essay effective?

Does the Explicit Metacognitive Strategy Training improve Thai EFL student writers' writing of their narrative and argumentative essay?

The data to answer the first and second research questions posted above came from two sources. One was the pre and post writing exams. The second source was from the students' first draft of their narrative and argumentative essay.

The data were collected as in the following:

1. The pre-writing exam for a narrative essay was administered to the students in both groups in the first week of training while the pre-writing exam for an argumentative was administered to the students in both experimental and control groups in the first week of teaching students to write an argumentative essay.

2. To obtain the students' first drafts, the researcher conducted the quasi-experiment which the subjects had received the Explicit Metacognitive Strategy Training in order to write their first draft of two types of an essay: a narrative and an argumentative essay. This training for each type of an essay lasted five weeks. The Explicit Metacognitive Strategy Training then lasted 10 weeks. The students in both experimental and control group were asked to do the post-writing exam writing exam after the end of the experiment for each type of an essay, the week after they completed the first draft of a narrative essay, and the week after they completed the first draft of their argumentative essay.

3. During the training, the students in the experimental group were assigned to use The Plan Think Sheet, The Organization Think Sheet and Self-Evaluation Checklist *before, during* and *after* they were trained to write an essay. In this way, they would reveal their thoughts of what they want to write while the control group was also trained

to use metacognitive strategies when writing an essay by the Embedded Metacognitive Strategies. That is, the materials to explicitly reveal their thoughts while two types of an essay were not provided.

The teaching procedure for the Explicit Metacognitive Strategy Training.

The teaching procedure for the Explicit Metacognitive Strategy Training for the experimental group to write a narrative essay was as follows:

1. In pre-instructional session: the first week of training, all students in the experimental and control groups completed the Pre-MSQ which consisted of the Background Questionnaire and the MSQ for writing followed by the pre-writing exam for a narrative essay.

2. In the instructional session, in the pre-writing stage: students were taught to write a narrative essay following the writing process beginning with:

- a) Researching for the topic of a personal narrative
- b) Brainstorming for ideas - Planning to write a narrative (the students in the experimental group used the Narrative Plan Think Sheet while the students in the Embedded Metacognitive Strategies gathered the ideas on a piece of paper).

The instructor spelled out the name of strategies whenever they taught the students to complete the Narrative Plan Think Sheet such as *planning, setting the goal, thinking of activating your background knowledge, or what you have learned about the narrative essay* etc. However, the terms for telling strategies that the students in the control group used were not mentioned directly.

- c) Once the students had completed the Narrative Plan Think Sheet and submitted to the teacher, they learned to analyze the good narratives from the model essays provided in the handouts.
- d) Students got the Narrative Plan Think Sheet with the teacher's comment and feedback back, and then they developed their ideas in the Narrative Organization Think Sheet following the structural plan of a good narrative essay. (Graphic Organizer)

3. In the writing/draft stage: students wrote the first draft based on the structure outline or graphic organizer of a narrative essay and the information in the Narrative Organization Think Sheet. Then they submitted the first drafts of their narrative and argumentative essays.

4. Students in the experimental groups used Self-Evaluation Checklist to check their first draft and then revised first drafts and submitted their second drafts to the instructor.

5. In the post-session stage; the post-writing exam for a narrative essay and an argumentative were administered to the students.

6. The steps of training to write an argumentative essay were similar to those steps of teaching to write a narrative essay, except for the rhetorical structure of an argumentative writing, content and ideas, structural plan of an argumentative essay, therefore, the Argumentative Plan Think Sheet, the Argumentative Organization Think Sheet, and Self-Evaluation Checklist were also slightly different.

The teaching procedure for training students in the experimental group to write an argumentative essay using the EMST was as follows:

1. In the pre-instructional session: the students of both groups were provided the pre-writing exam for an argumentative essay.

2. In the instructional session, in pre-writing stage, students in the experimental group were taught the steps in writing a good argumentative essay beginning with

- a) brainstorming to research for the topic
- b) choosing the issue or topic

- c) narrowing the topic and analyzing the issue with a strong case of argumentation or a controversial issue.
- d) Developing a working thesis, analyzing the audience and writing a thesis statement (claim)
- e) Making list of arguments (For and Against)

The above steps were done through the Argumentative Plan Think Sheet, worksheet for developing the thesis, and worksheet for gathering the For and Against ideas) However, the students in the control group followed the steps without the Think Sheets

Next, students were taught to

- a) analyze the model of an argumentative essay
- b) plan the structure of their own essay or structure outline
- c) explore and generate ideas and put ideas in the structural plan (the elements of a good argumentative essay)

The students in the experimental group completed the Argumentative Organization Think Sheet, while the control group made their own outline using the same structural plan of a good argumentative essay.

3. Drafting/writing stage: In the drafting or writing stage, students wrote their first draft based on the structure outline and lists of arguments.

4. Students in the experimental groups used Self-Evaluation Checklist for an argumentative essay to check their first drafts and revised their first drafts. Then they submitted the second drafts of their argumentative essay to the instructor.

5. In the post-session stage; the researcher provided the post-writing exam for an argumentative essay followed by the Post MSQ.

Research Question 3

How do metacognitive strategies in: planning, monitoring, and evaluating facilitate EFL students' writing of their narrative and argumentative essay?

4. The data used to answer Research Question 3 were the retrospective interview data. The instrument used to collect data was the interview questions asking how the students combine the use of Planning Strategies, Monitor Strategies, and Evaluate Strategies. The interview was administered immediately after the students completed the first draft writing of their narrative and an argumentative essay. Only nine students from the experimental group were selected to participate in the interview session. In addition, nine students who participated in the interview session were selected based on three writing proficiency level using their pre-and post-writing scores: the proficient students, the average students and the less proficient students. Each student was interviewed by a researcher. The individual interview lasted between 15 and 45 minutes. The interview took place outside the class time, but immediately after the end of the training. Data from the interview protocols would allow the researcher to gain insights into how the integration of metacognitive strategies when writing facilitates their writing. The interview was conducted in Thai and also audio-taped and transcribed, shortly after the end of the interview session. The coding scheme was created by the researcher, based on the three main categories of metacognitive strategies: Planning Strategies (PS) Monitoring Strategies (MS) and Evaluating Strategies (ES) and the sub-strategies of each three main categories for qualitative analysis.

Research Question 4

Does the explicit metacognitive strategy training model of writing a narrative and an argumentative essay increase the use of metacognitive strategies in writing of Thai EFL student writers?

5. The instrument used to collect the data to answer the research question 4: was the Pre- Metacognitive Strategy Questionnaire (MSQ) and Post Metacognitive Strategy

Questionnaire. All of the samples in both the experimental and control groups completed the Pre-MSQ the week prior to the metacognitive training. The subjects were informed the purpose of the Pre-MSQ and then complete background information (Part 1 of the MSQ). Then after the experiment, the Post-MSQ was also conducted to both groups of the students. The time to complete the Pre and Post MSQ was about 20 to 30 minutes.

Research Question 5

What is Thai EFL student writers' attitude toward the explicit metacognitive strategy training model of writing a narrative and an argumentative essay?

6. The Metacognitive Strategy Attitude Questionnaire was used to collect data, and the data were self-ratings that the students were asked to rate the level of opinion and satisfaction toward the Explicit Metacognitive Strategy Training for writing. The questionnaire was conducted to the students in the experimental group at the end of the metacognitive strategy training, shortly after they completed the Post-MSQ.

Figure 8 illustrates the research procedure of this study as well as the steps of the Explicit Metacognitive Strategy Training for writing a narrative and an argumentative essay discussed above.

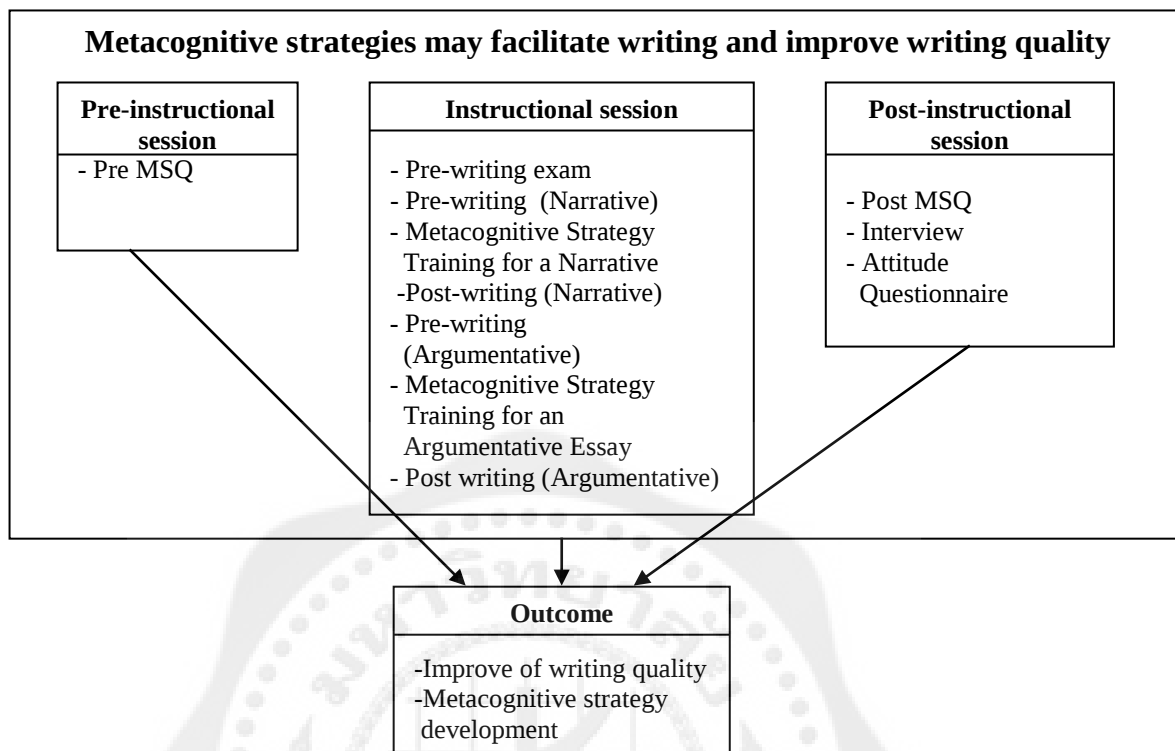


Figure 8. The Explicit Metacognitive Strategy Training for Writing

Data Analysis

The data analysis was both quantitative and qualitative, and the procedures for analyzing the data are as follows:

Quantitative Data Analysis

The data from the metacognitive strategy training were two sets of scores: the scores of the pre-writing and post-writing exam and scores of the first drafts of a narrative and an argumentative essay, based on the rubric that the researcher has created and adapted from the previous research. These two sets of scores from the students' writing tasks were analyzed as follows:

Data analysis procedure for the scores of the Pre-and Post writing and the first drafts and second drafts of a narrative and an argumentative essay.

1. Two raters rated the pre-writing and post writing and the first drafts and second drafts a narrative and an argumentative essay from both experimental and control groups using the rubric created by the researcher.

2. The researcher calculated the inter-rater reliabilities for all the two sets of scores: pre-and post writing of scores and the scores from the first and second drafts of both types of essay from both groups of students using Pearson Product moment correlation.

3. Used descriptive statistics to calculate the Mean and Standard Deviations of the pre- and post writing scores and the scores from the first and second drafts of a narrative and an argumentative essay using SPSS for WINDOW.

4. Determined the difference between mean scores from the scores of the pre and post writing and first drafts using of students within the same group using match paired t-test.

The results revealed the improvement of the quality writing of the students in the experimental group affected by the Explicit Metacognitive Strategy Training

5. Calculated the difference between the mean scores within the the students in the control groups before and after the experiment using paired t-test.

The results revealed the improvement in the writing quality of the students in the control group.

6. determined the difference between the mean scores of the post writing of students in the experimental and the control groups and the using independent t-Test.

7. determined the difference between the mean scores of the second

drafts of a narrative and an argumentative essay of students in the experimental and the control groups and the using independent t-test.

The results from the analysis of the independent t-test indicated the effectiveness of metacognitive strategy training in writing instruction of a narrative and an argumentative essay and whether the metacognitive strategy training improve the students' ability of writing.

Data analysis procedure for the Pre and Post MSQ.

The metacognitive strategies of the students obtained from the pre-and post-MSQ were analyzed as follows:

1. Counted the frequency of the metacognitive strategies belonging to the students in the experimental and control groups.
2. Used descriptive statistics to determine Mean and Standard Deviation using SPSS for WINDOWS of each group.
3. Determined the difference between the mean scores of self-ratings of Post-MSQ of both groups using independent t-test.
4. Determined the difference between the mean scores of ratings within the same group: Pre and Post MSQ of the experimental group and the Pre and Post MSQ of the control group using paired t-test.

The result indicated whether the metacognitive strategy training increase the use of metacognitive strategies, and revealed the difference of the types and the frequency of the metacognitive strategies that the students indicated in the Pre and Post MSQ.

Data analysis procedure for the Attitude Questionnaire for the EMST.

The data for self-reports obtained from the Attitude Questionnaire of the EMST group was analyzed as follows:

1. Counted the frequency of the self-reports belonging to the students experimental group.
2. Used descriptive statistics to determine Mean and Standard Deviation using SPSS for WINDOWS of each item.
3. Classified the frequency of the respondents' opinion for individual items adapted from the SILL (Oxford, 1990) according to the scale value and its interpretation as follow:

Scale value (Level of MK)	Mean ranges
High level	3.50-5.00 (H)
Moderate	2.50-3.49 (M)
Low level	1.00-2.49 (L)
(Oxford, 1990)	

The results indicated the students' satisfaction and opinion towards the Explicit Metacognitive Strategy Training in writing.

Qualitative Data Analysis

The interview data were analyzed as follows:

1. The researcher and her assistant transcribed and coded the interview data.
2. The researcher identified and counted the frequencies and types of metacognitive strategies students mentioned in the interviews based on metacognitive strategy classification scheme (O'Malley & Chamot, 1990), and the categories coding for metacognitive strategies use in writing a narrative and an argumentative essay created by the researcher. The researcher then categorized the data from the transcriptions and tabulated frequency counts, and types of metacognitive strategies revealed from the interview data.

3. The data were also analyzed descriptively to find out how metacognitive strategy training helped students to write a narrative and an argumentative essay effectively. The researcher also gave the plausible explanations of how the students incorporated the metacognitive strategies in planning, monitoring, and evaluating when writing a narrative and an argumentative, and discussed how they used the metacognitive strategies before, during, and after the completeness of their first drafts.

The result revealed how the Explicit Metacognitive Strategy Training facilitates students' writing of their narrative and argumentative essay.

Summary of the Chapter

Chapter 3 first discussed the research design, a quasi-experimental study that combined quantitative and qualitative data collection and analysis. The subjects of this study were 40 third-year English majors enrolled in EN 431 - Composition 2 course at Srinakharinwirot University in the first semester of 2008 academic year. In the quantitative part, the quantitative data collection from the Pre and Post MSQ was discussed as well as the procedure for establishing the content validity and reliability of the questionnaire. The model of the Explicit Metacognitive Strategy Training was also provided with the example of the steps of training. In addition, this study involved qualitative data collected from students' interview after the end of the training. Chapter 3 then discussed quantitative data analysis methods concerning descriptive statistics, statistical procedure of the inferential statistics to determine the differences in the mean scores of students' writing, pre- and post-writing, the first drafts and the second drafts of both narrative and argumentative essays. Finally, chapter 3 describes how qualitative data analysis was applied to find out the results.

Chapter 4 presents the quantitative results of the Pre and Post MSQ which revealed the use of metacognitive strategies in writing before and after training by students in both the experimental and control groups. It also discusses the results of qualitative analysis of the study descriptively.



CHAPTER IV

RESULTS OF THE STUDY

This study main purpose of the study was aimed at examining the effectiveness of the explicit metacognitive strategy training model in writing a narrative and an argumentative essay of Thai EFL student writers. The study also investigated whether the explicit metacognitive strategy training that integrates metacognitive strategies in planning, monitoring and evaluating improves Thai EFL student writers' writing ability of their narrative and argumentative essay. In addition, the researcher wanted to examine whether the explicit metacognitive strategy training increases the use of metacognitive strategies in writing of Thai EFL students. This chapter then presents the findings to each research questions from analysis of both quantitative and qualitative data. It first presents the results of the pretest and posttest writing scores showing the effectiveness of the explicit metacognitive strategy training on students' narrative and argumentative essays. The second part discusses the results of the scores of the first drafts and second drafts of the students' narrative and argumentative essays showing the improvement in their writing ability. The third section discusses the results from analyzing data of the Pre and Post Metacognitive Strategies Questionnaire followed by the findings from the interview data showing the use of the metacognitive strategies before and after the metacognitive strategy training. Finally, the descriptive statistics demonstrating the students' attitude toward the explicit metacognitive strategy training are presents in the last section of the chapter.

Quantitative Results for the Effectiveness of the Explicit Metacognitive Strategy Training

The following section is the quantitative data analysis from the students' pre- and post- writing exam of their narrative and argumentative essay to answer the first research question: 1) *Is the Explicit Metacognitive Strategy Training Model in writing a narrative and an argumentative essay effective?*

Differences between the Mean Scores of Students' Pre and Post Writing Exam of a Narrative and an Argumentative Essay of the Students in the EMST Group

To examine the effectiveness of the explicit metacognitive strategy training in writing a narrative and an argumentative essay of Thai EFL student writers in Srinakharinwirot University, an inferential statistical analysis was established.

First, the mean scores of the pre-writing and post writing exam of students' narrative essay who received the training were compared using paired t-test. The results determined the difference between the mean scores from holistic rating of the students in the experimental group before and after training. That is, the extent to which the students improve the quality of writing after the explicit metacognitive strategy training and the effectiveness of the training model.

Second, the mean scores of the pre and post-writing exam of students' argumentative essay were compared using paired t-test. The results showed the improvement in the quality writing of students' argumentative essay. That is, the effectiveness of the explicit metacognitive strategy training in writing an argumentative essay.

In this research, explicit metacognitive strategy training was treated as the independent variable; whereas, the scores from students' post writing of a narrative and

and an argumentative essay were dependent variables.

The paired t-test was applied to establish the writing quality of a narrative and an argumentative essay of students in the experimental group. The analysis of the paired t-test run on the mean scores of the pre-writing and post-writing revealed that the students trained to write a narrative and an argumentative essay by receiving the explicit metacognitive strategy training improved their writing of both types of an essay. Table 4 shows the differences between the mean scores of the pre and post writing exam of a narrative and argumentative essay of students in the Explicit Metacognitive Strategy Training group.

Table 4

Differences between the Mean Scores of the Students' Pre and Post Writing Exam of a Narrative and an Argumentative Essay of Students in the Experimental Group

Types of Writing	n	Pre Writing (EMST)		Post Writing (EMST)		t	P-value (sig.)
		M	SD	M	SD		
Narrative Essay	20	6.025	0.785	7.25	0.638	16.430	0.000**
Argumentative Essay	20	6.150	0.587	7.65	0.690	11.937	0.000**

** Significant difference at the 0.01 level

As displayed in Table 4, the difference between the mean scores of the essay ratings for the students' pre-writing and post-writing of their narrative essay were significantly different ($t = 16.430$, $p = 0.000$). The mean of the post-writing test of a narrative was higher than that of the pre-writing test with the smallest standard deviation (mean of the pre-writing test = 6.025, $SD = 0.785$; mean of the post-writing test = 7.25, $SD = 0.638$). Thus, the conclusion could be drawn that the students in the experimental

group who received the explicit metacognitive strategy training when writing a narrative essay improved the quality of writing their narrative essay. That is to say, the results suggested that the students could write their narrative essay more effectively after training, and their post-writing exams have made a significant improvement in the quality of their post writing as a whole.

In addition, as demonstrated in Table 4, the difference between the mean scores of the ratings for the students' pre-writing and post-writing of their argumentative essay were significantly different ($t = 11.937$, $p=0.000$), with the mean of the pre-writing test was 6.15, standard deviation = 0.587, and the mean of the post-writing test was 7.65 and standard deviation = 0.690. Thus, it showed that the students in the experimental group who received the explicit metacognitive strategy training when writing an argumentative essay improved the quality of writing their argumentative essay. In other words, the results of paired t-test suggested that the students could write their argumentative essay more effectively after training, and their post-writing exams have also made a significant improvement in the quality of their post writing as a whole.

The paired t-test was also applied to establish the writing quality of a narrative and an argumentative essay of students in the control group (EMS). The paired t-test run on the mean scores of the pre-writing and post-writing revealed that the students trained to write a narrative and an argumentative essay by receiving the embedded metacognitive strategies training also improved their writing of both types of an essay. The significant differences were found between the mean scores of the pre and post writing of both a narrative essay and an argumentative essay. Table 5 shows the differences between the mean scores of the pre and post writing exam of a narrative and argumentative essay of students in the embedded metacognitive strategies group.

Table 5

Differences between the Mean Scores of the Students' Pre and Post Writing Exam of a Narrative and an Argumentative Essay of Students in the Control Group(EMS)

Types of Writing	n	Pre Writing (EMS)		Post Writing (EMS)		t	P-value (sig.)
		M	SD	M	SD		
Narrative Essay	20	5.90	0.867	6.87	0.478	8.972	0.000**
Argumentative Essay	20	5.97	0.617	7.08	0.735	13.238	0.000**

** Significant difference at the 0.01 level

As shown in Table 5, the difference between the mean scores of the ratings for the students' pre-writing and post-writing of their narrative essay were significantly different ($t = 8.972$, $p = 0.000$). Therefore, it could be concluded that the students in the control group who received the embedded metacognitive strategies training when writing a narrative essay also improved the quality of writing their narrative essay. That is, the results of paired t-test suggested that the students could write their narrative essay more effectively after training, and their post-writing exams have made a significant improvement in the quality of their post writing as a whole.

In addition, as shown in Table 5, the difference between the mean scores of the ratings for the students' pre-writing and post-writing of their argumentative essay were significantly different ($t = 13.238$, $p = 0.000$). Thus, it showed that the students in the control group who received the embedded metacognitive strategies training when writing an argumentative essay improved the quality of writing their argumentative essay. In other words, the results of paired t-test suggested that the students could write

their argumentative essay more effectively after training, and their post-writing exams have also made a significant improvement in the quality of their post writing as a whole.

Differences between the Mean Scores of the Narrative Pre and Post Writing Exam of the Students in the EMST Group and EMS Group

The independent t-test was also used to compare the quality of narrative writing between the students who were trained to explicitly use metacognitive strategies in writing their narrative essay and the students who were taught to write by using the embedded metacognitive strategies. The independent t-test run on the scores of the narrative pre writing of both groups revealed that before training, the quality of writing a narrative essay of the students in the explicit metacognitive strategy training the students in the embedded metacognitive strategy were not different.

In addition, the post test scores of both groups were calculated to compare the differences in the quality of writing a narrative essay of both groups after training. The results revealed that although the mean scores of students in the EMST group were higher than those of the EMS group, no significant difference was found in the mean scores of the post-writing of students in the EMST and EMS groups.

This study also examined the improvement of writing an argumentative essay of students in the experimental and control groups, the mean scores of the post writing for the argumentative essays were compared using the independent t-test. The results revealed that the mean scores of the students in the explicit metacognitive strategy training were significantly higher than the mean scores of the ones in the embedded metacognitive strategies group. Table 6 shows the differences between the mean scores of the post writing of a narrative and argumentative essay of students in the experimental and control groups.

Table 6

The Differences between the Mean Scores of the Narrative and Argumentative Post-Writing of the Students in the Experimental Group (EMST) and Control Group (EMS)

Types of Writing	n	EMST Group		EMS Group		t	P-value (sig.)
		M	SD	M	SD		
Pre writing Narrative Essay	20	6.025	0.785.	5.90	0.867	0.478	0.636
Post writing Narrative Essay	20	7.25	0.683	6.87	0.636	1.796	0.080
Pre writing Argumentative Essay	20	6.15	0.587	5.97	0.617	0.919	0.364
Post writing Argumentative Essay	20	7.65	0.690	7.08	0.735	2.494	0.017*

* Significance at the 0.05 level ($0 < 0.05$)

As shown in Table 6, the results revealed that the mean scores of the narrative and argumentative pre-writing of students in the EMST and EMS groups were not significant different ($t = 0.478$, $p = 0.636$, and $t = 0.919$, $p = 0.364$ respectively). This showed that the quality of students' writing of both types of an essay were not different. After the training, the results showed that there was no significant different between the mean scores of post-narrative writing of the students in both groups ($t = 1.796$, $p = 0.080$). However, the overall mean of the students in the EMST group ($M = 7.25$, $SD = 0.683$) was higher than that of the EMS group ($M = 6.87$, $SD = 0.636$).

For the quality of an argumentative essay, the results showed the significant difference between the mean scores of the post-argumentative writing of the students in both group ($t = 2.494$, $p = 0.017$). The overall mean of students in the EMST group (7.65) was higher than those of the EMS group (7.08).

Quantitative Results for the Improvements in Writing Ability of Students'

Narrative and Argumentative Essay

The following section is the quantitative data analysis from the first and second drafts of a narrative and an argumentative essay of students in the explicit metacognitive strategy training group to answer the second research question: 2) *Does the explicit metacognitive strategy training model improve Thai EFL student writers' writing of their narrative and argumentative essay?*

To investigate the improvement of students who were trained to write a narrative and an argumentative essay by incorporating the explicit metacognitive strategy training, the scores from the first draft and second drafts of students' narrative and argumentative essays were compared using paired t-test. The results showed the improvement in the writing quality of students' essays after training. The researcher also compared the differences in the mean scores of students in the explicit metacognitive strategy training and the embedded metacognitive strategy training groups using independent t-test. The findings revealed the differences in the writing quality of students in the experimental and control groups.

The Improvement in the Writing Quality from the First Drafts to Second Drafts of Students in the Explicit Metacognitive Strategy Training Group

The paired t-test was employed to calculate the improvement in the writing quality of students in the EMST group, with two-tailed test. The paired t-test run on the holistic ratings of the students' first and second drafts and of both types of essays showed that students improved both their narrative and argumentative essay writing

from the first drafts to the second drafts. Table 7 illustrates the differences between the mean scores of the holistic ratings of the students' narrative and argumentative essays.

Table 7

Differences between the Mean Scores of the First and Second Drafts of a Narrative and an Argumentative Essay of Students in the EMST Group

Types of Writing	n	First Drafts		Second Drafts		t	p-value (sig.)
		M	SD	M	SD		
Narrative Essay	20	6.70	0.651	7.71	0.613	12.362	0.000**
Argumentative Essay	20	6.76	0.810	8.10	0.614	11.313	0.000**

** Significance at the 0.01 level ($0 < 0.01$)

As shown in Table 7, the mean scores of the ratings for the first drafts and second drafts of the students' narrative essay were significantly different ($t = 12.362$, $p = 0.000$). Therefore, the conclusion could be reached that the students in the explicit metacognitive strategy training group improve the quality of their first draft after training. That is to say, the results of the paired t-test suggested that the students in the experimental group were able to write their narrative essay effectively.

Similarly, according to Table 7, the results of the paired t-test of the mean scores of the first drafts and second drafts of students' argumentative essay were significantly different ($t = 11.313$, $p = 0.000$). Thus, it is shown that the students in the explicit metacognitive strategy training group improve the quality of their first draft of their after training. In other words, the results of the paired t-test suggested that the students in the experimental group were able to write their argumentative essay effectively.

The researcher further compared the quality of writing of a narrative and an argumentative essay of students in the EMS group using the paired t-test. The results showed the improvement in the quality of writing of both types of an essay. The results of the differences in the mean scores of the students in the EMS group are illustrated in Table 8.

Table 8

Differences between the Mean Scores of the First and Second Drafts of a Narrative and an Argumentative Essay of Students in the Embedded Metacognitive Startegy Group

Types of Writing	n	First Drafts		Second Drafts		t	p-value (sig.)
		M	SD	M	SD		
Narrative Essay	20	6.05	0.8.9	7.07	0.688	12.362	0.000**
Argumentative Essay	20	6.72	0.734	7.86	0.651	17.757	0.000**

** Significance at the 0.01 level ($0 < 0.01$)

As displayed in Table 8, the mean scores of the ratings for the first drafts and second drafts of the students' narrative essay in the EMS group were significantly different ($t = 12.362$, $p = 0.000$). Thus, the result showed that the students in the embedded metacognitive strategy training group improved the quality of their first draft after training. That is to say, the results of the paired t-test suggested that the students in the control group were able to write their narrative essay effectively after training.

Also, the results of the paired t-test shown in Table 8 above revealed that the mean scores of the first drafts and second drafts of an argumentative essay of students in the EMS group were significantly different ($t = 17.757$, $p = 0.000$). Thus, this indicated that the students in the embedded metacognitive strategy training improved the quality

of their first draft of their after training. That is, the result of the paired t-test suggested that the students in the control group were able to write their argumentative essay effectively.

Differences in the Improvement of the First Drafts and Second Drafts of a Narrative and an Argumentative Essay of Students in the EMST Group and the EMS Group

To examine the improvement resulting from both types of metacognitive strategy training, the explicit metacognitive strategy training, and the embedded metacognitive strategy training, the researcher also compared the mean scores of the first drafts and second drafts of a narrative and an argumentative essay of the students in both groups using independent t-test. The results revealed that there was significant different in the mean scores of the first drafts of a narrative essay of students in both groups. Similarly, the results showed the significant difference in the mean scores of second drafts of students in both EMST and EMS groups. This indicated students in both group made improvement in their narrative essays after both types of training.

The comparison of the first drafts and second drafts of an argumentative essay of students in both groups using independent t-test showed that there was no significant difference between the mean scores of the first drafts of both groups, and also no significant difference was found in the comparison between the mean scores of students' second drafts. This indicated that although the students who received both training made improvement in their argumentative essay writing, but the results did not show the significant performance of argumentative essay writing of students who received different training. Table 9 illustrates the results of the independent t-test comparing the

differences in the mean scores of students' first drafts and second drafts of their narrative and argumentative essay.

Table 9

Differences between the Mean Scores of the First Draft and Second Drafts of a Narrative and an Argumentative Essay of the Students in the EMST and EMS Groups

Types of Writing	n	EMST Group		EMS Group		t	P-value (sig.)
		M	SD	M	SD		
First Draft (Narrative)	20	6.70	0.651	6.05	0.809	2.797	0.0008**
Second Draft (Narrative)	20	7.71	0.613	7.07	0.688	3.090	0.0004**
First Draft (Argumentative)	20	6.75	0.810	6.72	0.734	0.133	0.895
Second Draft (Argumentative)	20	8.10	0.614	7.86	0.651	1.186	2.243

** Significance at the 0.05 level ($0 < 0.01$)

As demonstrated in Table 9, the overall means of the first drafts of a narrative essay of students in the EMST and the EMS groups were significant difference at the level of 0.05 ($t = 2.797$, $p = 0.000$), and the overall means of the second drafts of students in both groups were also significant different ($t = 3.090$, $p = 0.000$).

The results from an analysis of the students' second drafts of their argumentative essays found that there was no significant difference in the mean scores of students' first drafts ($t = 0.133$, $p = 0.895$). Similarly, the result of the independent t-test for the second drafts of their argumentative essays showed that there was not significant different in the overall means of the students' second drafts ($t = 1.186$, $p = 2.243$).

The Use of Metacognitive Strategies in Writing a Narrative and an Argumentative Essay

The following section presents the descriptive statistical analysis of the Pre and Post Metacognitive Strategies Questionnaire aiming at answering the fourth research question: 4) *Does the explicit metacognitive strategy training model of writing a narrative and an argumentative essay increase the use of metacognitive strategies in writing of Thai EFL student writers?*

Analysis of responses from the Pre and Post MSQ of students in the EMST groups and the EMS group administered before and after training were examined to determine the overall means and standard deviations. Specifically, the researcher examined the metacognitive strategies used by students in both group before and after training in terms of three main categories of metacognitive strategies: planning, monitoring, and evaluating. In addition, the individual strategies of metacognitive strategies use in writing a narrative and an argumentative before and after training were examined. Therefore, data reported by the students from the Pre MSQ showed the self-perceived use before training; whereas, the metacognitive strategies reported in the Post MSQ indicated the changes of metacognitive strategies use after the Explicit Metacognitive Strategy Training and the Embedded Metacognitive Strategy Training.

The MSQ is a 45-item five-point Likert scale which measures the frequency of metacognitive strategies use in writing a narrative and an argumentative essay. Each item is scored from 1 to 5, with a 5 being the most frequently used and 1 being the lowest frequently used of metacognitive strategies. The Pre and Post MSQ classify the frequency of use for individual items adapted from SILL (Oxford, 1990) according to the scale values and interpretation as follows:

Scale Value	Mean Ranges
High level	3.50-5.00 (H)
Moderate level	2.50-3.49 (M)
Low level	1.00-2.49 (L)

The Use of Metacognitive Strategies in Writing a Narrative and an Argumentative before and after Training

The level of metacognitive strategies use in writing a narrative and an argumentative essay before and after metacognitive strategy training of students in both EMST and EMS groups had been identified for the overall mean and standard deviation. Also, the scale values mentioned above were also applied to indicate the level of metacognitive strategies use. In addition, the mean scores of the metacognitive strategies use before and after training for each group were compared using paired t-test. Table 10 illustrates the overall means and standard deviations, and the comparison of the means before and after training of students in both experimental and control groups.

Table 10

The Overall Means, Standard Deviations, Mean Differences, and the Level of Use of Metacognitive Strategies of the Students in the Explicit Metacognitive Strategies Training and Embedded Metacognitive Strategies Groups

Groups of Students	n	Pre MSQ			Post MSQ			t	P-value (sig.)
		M	SD	Level	M	SD	Level		
The EMST	20	3.23	0.33	M	3.55	0.37	H	-4.18	0.00**
The EMS	20	3.25	0.39	M	3.46	0.43	M	-1.68	0.11

** Significance at the 0.01 level ($0 < 0.01$)

As shown in Table 10 above, the overall mean score of the self-reports from the Pre MSQ and Post MSQ demonstrates that metacognitive strategies use in writing of students in the experimental group after the explicit metacognitive strategy training (EMST) is significantly higher than the overall mean score of metacognitive strategies before training. The level of use after training is at the moderate level before the training, while it is at the high level (H). The observed difference in the overall means of metacognitive strategies reported by the students before and after taking the writing course is statistically different ($t = -4.18$; $p=0.00$).

Also, the overall means of metacognitive strategies of the self-reports from the Pre MSQ and Post MSQ shows that metacognitive strategies use in writing of students in the control group (EMS) after training is higher than the overall mean score of metacognitive strategies before training. However, there was not a significant difference between the use of metacognitive strategies of the EMS group before and after training. The level of metacognitive strategies use before and after training is at the moderate level. The observed difference in the overall means of metacognitive strategies reported by the students before and after taking the writing course is statistically different ($t = -1.68$, $p=0.11$).

The researcher further compared the differences in the metacognitive strategies use in writing between the students in the EMST and EMS groups to examine which method of training metacognitive strategies contributed to the increase in the use of metacognitive strategies most. The overall means of the Pre and Post MSQ of each group were compared using the independent t-test. The results revealed that there was no significant difference in the use of metacognitive strategies before and after training of students who received different methods of training although the mean scores of self-

reports from the Pre MSQ and Post MSQ of students in both groups were different.

Table 11 demonstrates the mean scores, standard deviations, and the comparison of the means before and after training of students in the EMST and EMS groups.

Table 11

Differences in the Metacognitive Strategies Use in Writing of Students in the Explicit Metacognitive Strategies Training and Embedded Metacognitive Strategies Groups

Metacognitive Strategies Use	n	The EMST Group			The EMS Group			t	P-value (sig.)
		M	SD	Level of use	M	SD	Level of Use		
Before Training	20	3.23	0.33	M	3.25	0.39	M	-0.180	0.858
After Training	20	3.55	0.37	H	3.46	0.43	M	0.715	0.479

As illustrated in Table 11 above, the overall means of self-reports from the Pre MSQ of students in both groups were not significant different ($t=-0.180$, $p=0.858$).

Similarly, the overall means of self-reports from the Pre-MSQ of students in the EMST and the EMS groups were not significant different ($t= 0.715$, $p=0.479$).

The Use of Metacognitive Strategies: Planning, Monitoring, and Evaluating in Writing a Narrative and an Argumentative before and after Training

Data from the Pre and Post MSQ were analyzed in accordance with three main categories of metacognitive strategies: planning, monitoring and evaluating strategies. These three main categories of metacognitive strategies were used before, during, and after the students wrote their first drafts. Table12 shows the means, standard deviation, the scale value and the mean differences of metacognitive strategies use before, during and after writing their narrative and argumentative essay of students in the EMST group.

Table 12

Means, standard Deviations, and the Mean Differences of Metacognitive Strategies Use in Writing by Students in the Explicit Metacognitive Strategy Training Group before and after Training

Sub-Categories of Metacognitive Strategies	n	Before Training (EMST)			After Training (EMST)			t	P-value (sig.)
		M	SD	Level of use	M	SD	Level of Use		
Planning	20	3.47	0.46	M	3.76	0.40	H	-2.69	0.01**
Monitoring	20	3.17	0.35	M	3.44	0.37	M	-3.40	0.00**
Evaluating	20	3.04	0.43	M	3.46	0.48	M	-3.70	0.00**

** Significance at the 0.01 level ($0 < 0.01$)

As shown in Table 12, the mean scores of three main metacognitive strategies: planning, monitoring, and evaluating attributed by the students before training are in the moderate level. To illustrate, before the EMST, the students exhibited the moderate levels of Planning, Monitoring and Evaluating Strategies (the mean scores were 3.47, 3.17, and 3.14 respectively); whereas, after the explicit metacognitive strategy training, Planning Strategies were used in the high level (the mean score was 3.76), the highest level of metacognitive strategies. The other two strategies; Monitoring and Evaluating were used at the moderate level (the mean scores were 3.44, 3.46 respectively) . Significant differences at the 0.05 level ($p < 0.05$) were found within all three main sub-categories of metacognitive strategies before and after the explicit metacognitive strategy training.

The data from the Pre and Post MSQ from the EMS groups were also analyzed to compare the use of three main sub-categories of metacognitive strategies: planning, monitoring, and evaluating the students used before, during and after writing their essay. Table 13 shows the means, standard deviation, the scale value and the mean differences

of metacognitive strategies use before, during and after writing their narrative and argumentative essay of students in the EMS group.

Table 13

Means, Standard Deviations, and the Mean Differences of Metacognitive Strategies Use in Writing a Narrative and an Argumentative Essay by Students in the Embedded Metacognitive Strategies Group before and after Training

Sub-Categories of Metacognitive Strategies	n	Before Training (EMS)			After Training (EMS)			t	P-value (sig.)
		M	SD	Level of use	M	SD	Level of Use		
Planning	20	3.15	0.52	M	3.59	0.47	H	-2.64	0.02*
Monitoring	20	3.24	0.42	M	3.36	0.51	M	-0.88	0.39
Evaluating	20	3.34	0.43	M	3.44	0.43	M	0.70	0.50

* Significance at the 0.05 level ($0 < 0.05$)

As shown in Table 13, the mean scores of three main metacognitive strategies: planning, monitoring, and evaluating attributed by the students in the EMS group before training are all in the moderate level. To elaborate, before the EMS, the students exhibited the moderate levels of Planning, Monitoring and Evaluating Strategies (the mean scores were 3.47, 3.17, and 3.14 respectively); whereas, after the embedded metacognitive strategy training, the students in the EMS group demonstrated the use of Planning Strategies in the high level (the mean score was 3.59), the highest level of all. The other two strategies; Monitoring and Evaluating were used at the moderate level (the mean scores were 3.36, and 3.44 respectively). Significant difference at the 0.05 level ($p < 0.05$) was found within the Planning Strategies before and after training, while there were not significant differences in the use of Monitoring and Evaluating Strategies before and after training of the students in the control group (EMS).

The research further examined the differences in the perception of metacognitive strategies before training and the increase in metacognitive strategies use in writing between two methods of training: the explicit metacognitive strategy training and the embedded metacognitive strategy training. The mean scores of the Pre MSQ and Post MSQ were then compared using the independent t-test in accordance with three main categories. The results of the comparison of the Pre MSQ between two groups revealed the students' possession of metacognitive strategies in writing before EMST and EMS. The results of self-ratings from Post MSQ of the two groups revealed the method of training which contributed to the increase in the use of metacognitive strategies of three main types after training. Table 14 demonstrates the comparisons of the mean scores of metacognitive strategies by students in the EMST and the EMS groups before training, and Table 15 illustrates the comparisons of the mean scores of metacognitive strategies by students in the EMST and the EMS groups after training.

Table 14

Differences in the Metacognitive Strategies Use in Planning, Monitoring, and Evaluating of Students in the Explicit Metacognitive Strategy and the Embedded Metacognitive Strategies Groups before Training

Sub-Categories of Metacognitive Strategies	n	Before Training			Before Training			t	P-value (sig.)
		The EMST Group			The EMS Group				
		M	SD	Level of use	M	SD	Level of Use		
Planning	20	3.47	0.46	M	3.15	0.52	M	2.071	0.045
Monitoring	20	3.17	0.35	M	3.24	0.42	M	-0.604	0.549
Evaluating	20	3.04	0.43	M	3.34	0.43	M	-2.252	0.030*

* Significance at the 0.05 level ($0 < 0.05$)

As shown in the Table 14, significant differences at the 0.05 level ($p < 0.05$) were not found within mean scores of the Planning Strategies and Monitoring Strategies before training of both groups ($t = 2.071$, $p = 0.045$ for Planning Strategies, and $t = -0.604$, $p = 0.549$ for Monitoring Strategies) while there was a significant difference ($t = -2.252$, $p = 0.030$) in the mean scores of the Evaluating Strategies (mean score of the EMS is higher than those of the EMST group) before training.

Table 15

Differences in the Metacognitive Strategies Use in Planning, Monitoring, and Evaluating of Students in the Explicit Metacognitive Strategy and the Embedded Metacognitive Strategies Groups after Training

Sub-Categories of Metacognitive Strategies	n	After Training			After Training			t	P- value (sig.)
		The EMST Group			The EMS Group				
		M	SD	Level of use	M	SD	Level of Use		
Planning	20	3.76	0.40	H	3.59	0.47	H	1.200	0.238
Monitoring	20	3.44	0.37	M	3.36	0.51	M	0.583	0.563
Evaluating	20	3.46	0.48	M	3.44	0.43	M	0.160	0.874

Significance at the 0.05 level ($0 < 0.05$)

As shown in the Table 15, significant differences at the 0.05 level ($p < 0.05$) were not found within the mean scores of the use of all three metacognitive strategies: the Planning strategies and Monitoring strategies, and Evaluating strategies of both groups after training ($t = 1.200$, $p = 0.238$; $t = 0.583$, $p = 0.563$, $t = 0.160$, $p = 0.874$ respectively). It appeared that the mean scores in the use of all three metacognitive strategies: planning, monitoring and evaluating strategies of the EMST group were higher than those of the EMS groups, but they were not statistical higher.

The Attitude towards the Explicit Metacognitive Strategy Training for Writing

The following section presents the results of data analysis from the self-reports of the students in the EMST group asking about their satisfaction and opinion towards the Explicit Metacognitive Strategy Training for writing a narrative and an argumentative essay to answer research question 5: *What is Thai EFL student writers' attitude toward the explicit metacognitive strategy training model of writing a narrative and an argumentative essay?*

Self-reports for the 15 items of the Attitude Questionnaires from the students in the experimental group was calculated for the mean scores and standard deviations of each individual item. The scale value was also used to indicate the level of students' satisfaction and opinion they possessed after the EMST. Table 16 demonstrates the means and standard deviations from the analysis of the students' self-report using the descriptive statistics.

Table 16

Means and Standard Deviations of Students' Attitude towards the Explicit Metacognitive Strategy Training for Writing

Item	Content	Mean	SD	Level
1	The overall content and ideas of the Explicit Metacognitive Strategy Training are suitable for teaching students to write.	4.10	0.64	High
2	The Explicit Metacognitive Strategy Training (EMST) is suitable for your level and background knowledge, it is not too difficult or too easy for you.	4.30	0.57	High
3	All of materials (handouts, worksheets, and practices) were well-organized and orderly.	4.10	0.79	High
4	The content of the lesson was interesting and challenging.	4.25	0.79	High
5	The level of difficulty of the lesson was suitable for and relevant to students' background knowledge.	3.90	0.91	High
6	The language use: the complexity, terms, and vocabulary are suitable for the students at this level.	4.15	0.75	High
7	In accordance with the EMST, you were trained to write an essay based on the processes of writing such as the pre-writing, drafting, and revision stage.	4.35	0.59	High
8	The assignments provided in the EMST were appropriate with your level and relevant to the training lesson.	4.40	0.60	High
9	There were no unclear and ambiguous parts of the EMST and its materials.	4.10	0.74	High
10	The EMST is appropriate for encouraging the use of metacognitive strategies and critical thinking.	4.05	0.76	High
11	The steps and sequences of training the students to use metacognitive strategies in planning, monitoring and evaluating were clear and logically-developed.	4.15	0.81	High
12	The EMST helped you to write your narrative and argumentative essay more effectively.	4.35	0.59	High
13	Following the Plan Think Sheet and the Organization Think Sheet, these materials facilitated your writing of both narrative and argumentative essay.	4.35	0.59	High
14	Writing tasks provided in the EMST and teaching materials promoted your writing ability.	4.30	0.57	High
15	You are more confident to write more successfully after receiving the EMST.	4.40	0.64	High
Total		4.20	0.64	High

As shown in Table 16, the results revealed that overall students in the experimental group were satisfied with the explicit metacognitive strategy training for

writing a narrative and an argumentative essay. The level of students' satisfaction was at the high level (the overall mean = 4.20, standard deviation = 0.64; the highest mean = 4.40, SD = 0.60). The highest mean was the one asking whether the assignments provided in the EMST were appropriate with the level and relevant to the training lesson. The lowest level satisfaction (mean = 3.90, SD = 0.91) was the item asking if the level of difficulty of the lesson was suitable for and relevant to students' background knowledge. However, of all the items asking about their satisfaction and opinion toward the explicit metacognitive strategy training, the findings revealed the high level of satisfaction for all 15 items. The discussion of the findings was discussed in Chapter 5 of the research.

Qualitative Results of the Study

The main purpose of this research was to investigate the effectiveness of the explicit metacognitive strategy training in writing a narrative and an argumentative essay. It also examined how the use of metacognitive strategies in planning, monitoring and evaluating facilitate students' writing of their narrative and argumentative essays. This section then presents qualitative results showing the students' use of metacognitive strategies as identified in their interview data. Specifically, it explains how metacognitive strategies help to facilitate students' essay writing. The researcher interviewed nine students from the Explicit Metacognitive Strategy Training: three proficient students (PS), three average students (AS), and three less proficient students (LPS) to participate in the interview. The results from the interviews answered the third research question: 3) *How do metacognitive strategies: planning, monitoring, and evaluating facilitate EFL students' writing of their narrative and argumentative essay?*

The Use of Metacognitive Strategies in Writing

Planning strategies.

Planning strategies refer to the techniques or strategies students employ before starting to write their first draft. During this stage, the strategies employed might include setting their personal writing goal, thinking about the characteristics of a good essay, planning the content and ideas appropriate for their selected topic, planning the writing strategies appropriate for the specific type of an essay, and reflecting on their prior knowledge. In this study, two types of essays, a narrative and an argumentative essay were the main focus.

Qualitative analysis of the students' retrospective interview after the Explicit Metacognitive Strategy Training of writing a narrative and an argumentative essay revealed the similarities and differences in those three different proficient levels of students. All three groups of students employed the Planning Strategies for writing a narrative essay including setting their specific goals before writing, planning the objective of writing an essay of both types, gathering the ideas for their own topic, thinking about the how to write a good essay, prioritizing the steps and sequences to complete the first draft of their essays as well as activating their background knowledge related to the approach of narrative and argumentative writing. Table 17 clearly demonstrated that each of students employed the Planning Strategies in the pre-writing stage.

Table 17

Planning Strategies Students in the Explicit Metacognitive Strategy Training Group Used in Writing

Planning Strategies for Writing	Number of Occurrences								
	Proficient Students (PS)			Average Students (AS)			Less Proficient Students (LPS)		
	PS1	PS2	PS3	AS1	AS2	AS3	LPS1	LPS2	LPS3
Setting a personal writing goal	√	√	√	√	√	√	√	√	√
Planning before writing the first draft	√	√	√	√	√	√	√	√	√
Planning objectives of the writing task	√	√	√	√	-	√	√	-	-
Planning the content and ideas	√	√	√	√	√	√	√	√	√
Plan the strategies for writing	√	√	√	-	√	-	-	√	√
Sequence or prioritize writing strategies to be used to complete the writing task	√	√	√	√	√	√	-	√	-
Thinking about the prior knowledge to help in writing	√	√	√	√	√	√	√	√	√
Total Number of Occurrences	7	7	7	6	6	6	5	6	5

The following are some of the excerpts of the interview transcriptions demonstrated and the explanations demonstrated what strategies they used and how these strategies helped them in writing.

Planning for the content and ideas.

When asked about what they always do before they start to write once they got the topic of their essay, nine students said that they started to gather the ideas based on the topic. After they got some ideas, they reported that they began to set the goal for that type of an essay. One of the proficient student said that she did not spend much time of her pre-writing gathering ideas for a narrative essay because the topic of her essay was about her experience working part time. This student further added that “*however, I spent a long time to search for more information I could write down for my*

argumentative essay. It's difficult to find the reasons to support my point." The extract below illustrates this.

PS1 *"Well, once I got the topic of my narrative essay, I wrote about experience in joining Work and Travel program in the US., I started to think about what I did when I worked in McDonald, LA. I could remember everything. It was in my mind."*

The above extract shows that PS 1 had a clear goal for writing a narrative, and she also planned for ideas which are her own experience, so she did not need to find more ideas to write for her topic.

PS1 *"...Oh, comparing to an argumentative essay, I argued on whether abortion should be allowed in Thai society, I need a lot of ideas to support my claim. I had to search more information from the websites and read the old newspapers. It took time to gather ideas for this topic because I had no idea about abortion..."*

In contrast to a narrative, PS1 knew that she had a problem with the ideas to write although she got the topic to argue and tried to activate her background knowledge. However, this student knew the strategies used for searching for the content and ideas about her own topic.

When asked if they set a personal goal of writing both types of essay, not surprisingly, all participants said that they had set a clear goal for a narrative essay. Some of their personal goals were to tell experience in: working part time, working in a foreign country during their vacation, traveling in a foreign country, joining a summer camp, taking an English course in an English-speaking country and so forth. Most of them also reported that their important goal for writing both a narrative and an argumentative essay was to write an effective essay using correct grammar and get good grades for each essay. However, the important goal for less proficient student was to use correct grammar in their essay; they did not emphasize on the type of an essay as a whole.

PS2 “...Yes, I had my goal for writing a narrative essay. I want to tell my experience when I visited my uncle’s farm in Korat during the summer vacation. It was a lot of fun. I stayed there for 3 weeks and helped my uncle in the far; I had a chance to ride a horse.”

PS3 “...I want to write a good narrative essay, an interesting one like “Love Happened,” (the model essay provided by the teacher), and I’d like to get a good grade for this course (Composition 2), I got B in Composition 1...”

LPS3 “...When I know that I had to write a narrative essay, I think I will try to use correct grammar in my essay. I think I had some problems with it...”

The above reports revealed that the proficient students (PS2, PS3) had clear goal of writing a narrative essay while the less proficient student (SPS3) concerned about using correct grammar in writing and worried about their problems of using grammar.

When asked whether they had thought about planning to write, three proficient students reported that they employed some kind of planning before writing. Since they referred to the Plan Think Sheet provided by the teacher, all these students followed the Plan Think Sheet for both a narrative and an argumentative essay although the different nature of these two types of essays.

PS1 “...It’s easy for me to plan because I had the Narrative Plan Think Sheet. I wrote the ideas in this sheet because the teacher told us to choose the topic and gather some ideas I wanted to write about.”

Similar to PS1, AS2 said that after everyone had their own topic for a narrative essay, they used the Plan Think Sheet to plan in the pre-writing stage.

AS2 “...The teacher gave us the Narrative Plan Think Sheet, so I complete the sheet following the topic of my essay, but I think I didn’t like to answer every question in the Plan Think Sheet.”

AS2 also referred to the Narrative Plan Think Sheet, but he wanted to write only the ideas in the sheet. The Narrative Plan Think Sheet asked students about the audience,

goal, reasons for writing, how to organize the ideas in each part of the story, and the main point or thesis.

Like AS2, LPS3 reported that she planned for her narrative essay, but she thought of generating ideas first. She did not want to spend the time for the pre-writing stage by completing the Narrative Plan Think Sheet. LPS 3 responded to the researcher's question saying that:

LPS3 *".....I got the topic of my essay, I remembered the time I stayed at the university dorm at Ongkarak. It's a waste of time to complete the sheet' I just want to tell a story about my life at Ongkarak when I was in the first year..."*

It appeared that LPS3 did not see the importance of planning to write in the pre-writing stage.

The following excerpt illustrates LPS2 unawareness of planning in the pre-writing stage.

LPS2 *"...I think I want to write the first draft of my narrative essay immediately after I got the topic. Planning is useful or not? I am not sure, but I admitted that I didn't want to complete the Narrative Plan Think Sheet. I got my own topic then I could write..."*

It is clear that this less proficient student preferred to write the first draft without any outline or plan of an essay. This could be characterized as "free writing" which is technique in the pre-writing stage when the writer needs to brainstorm for the content and ideas for their topic. It seemed that this LPS didn't see the usefulness and the importance of planning to write in the pre-writing stage. Both less proficient students (LPS3; LPS2) showed a lack of planning, the purpose of writing and the writing process. In contrast, for an argumentative essay, these two less proficient students had clear understanding of planning to write an argumentative essay.

LPS2 “...I got the topic to argue then I put the ideas in the FOR and AGAINST Sheet. It’s good the teacher told us to plan the ideas I didn’t know what to argue about on my topic “Should College Students Possess Their Own Lap Top Computer? I had to search search for more ideas from the website...”

This student (LPS2) thought that it is necessary to plan and gather ideas before he can argue on a selected topic.

Like LPS2, LPS3 thought of planning for the thesis before generating the ideas.

LPS3 “...My essay is about “Should High School Students Study in Tutor Institution before taking the Entrance Exam?...Before I started to write the first draft, I had to write the thesis or a claim then generate ideas for the FOR and AGAINST side, so I had clear and sufficient ideas to write and to support my claim.”

LPS3’s response shows that she knew what to plan and the reason for planning for each task before writing the first draft of an argumentative essay.

Planning for rhetorical structure of an essay.

Analysis of interview transcriptions also showed that students of different levels of English proficiency had used the Planning Strategies for writing their essay based on their background knowledge (what they have been taught in class). Proficient students reported that they planned for rhetorical structure of an essay. They became clear about what they should write to produce a good narrative essay and an argumentative essay. In contrast, less proficient students showed a lack of planning for rhetorical structure of both type of an essay. For average students, they reported that following the Narrative Organization Think Sheet helped them combine good structural elements of an essay.

PS1 responded to the question asking her about what she was going to accomplish in the first draft of her narrative and argumentative essay as she said:

PS1 “...In my introduction, I started by mentioning the place where I visited during my Work and Travel program in the US. I wrote about my about my boss, who owns the restaurant where I worked

and I wanted to tell my memorable experience working there and impression towards the workplace and my colleagues...”

PS1 seemed to know what to include in the introduction of her narrative essay, and she had the clear idea of the main point of her narrative.

LPS2 said that he had completed the Narrative Organization Think Sheet as his outline, but she had to add new ideas because he did not add enough ideas in each part of the Organization Think Sheet.

LPS2 “...*I was too lazy to finish the Narrative Organization Think Sheet. I think it’s like I had to write the first draft. I need more details in each part of an essay. I’m too lazy to get it done...*” *Why do I have to complete the Think Sheet and then write the first draft? That’s too much!...*”

The above data revealed that the less proficient students ignored to apply the ideas in the Narrative Organization Think Sheet.

AS2 used the Narrative Organization Think Sheet as a guide for the structural element of an essay while AS1 thought that the Argumentative Organization Think Sheet helped to organize her first drift of an argumentative essay. She did not forget to prepare the ideas for the refutation paragraph.

AS2 “...*I think that following the Narrative Organization Think Sheet helped me a lot. I looked at three parts of a narrative essay: the Beginning, Middle and the Ending.*”

AS1 “...*Yes, I have to accomplish three parts, to make it a good essay... I also have to write about the conflict or problems occurred in my story...*”

AS2 interview data revealed that she referred to the Narrative Organization Sheet before writing the first draft, and it helped her to create an essay focusing the overall narrative structure.

For an argumentative essay, which is different in nature from a narrative, LPS3 thought that he started by asking himself about the rhetorical pattern of an argumentative

essay and which plan she would refer to (The students had learned about four basic plans of argumentative essay writing, proposed by Reid, 1988). She also planned for each part of an essay using the ideas in the Argumentative Organization Think Sheet.

LPS2 “.....O.K. I know that to accomplish the first draft of my argumentative essay, I focused on the components of an essay. I had completed my Organization Think Sheet. I had to argue against the animal hunting because I think it is cruel and illegal. I got three reasons to support my thesis...”

LPS2 showed her clear understanding of how to compose her argumentative essay. She also used the structural element of an argumentative essay provided in the Organization Think Sheet and the ideas she had completed as an outline for the first draft.

On the other hand, one of less proficient students did not plan for organization of an argumentative essay. She just wanted to use the ideas in the FOR and AGAINST sheet she brainstormed. This student seemed to exhibit the free writing style as in writing a narrative. She did not have a clear sense and understanding of the rhetorical pattern of an argumentative essay and how to organize the ideas and support the claim.

LPS1 “...OK I know that I had to argue on the topic “Should Thai Teenagers have a Plastic Surgery? I used the ideas in the FOR and AGAINST sheet. I did not complete the Argumentative Organization Think Sheet. It’s too detailed and quite boring for although I had to submit this sheet to the teacher...”

Planning for writing strategies.

In terms of planning for a particular techniques or strategies that help to write the first drafts of both types, differences were revealed in retrospective data between these three groups of students. The proficient students planned to write their first drafts by going back to review materials and the model essays of a narrative and an argumentative essay while the less proficient students prepared for vocabulary and sentences. The

average students reported that they used the ideas in the Plan Think Sheet and Organization Think Sheet, looked up action words for a narrative essay and language being used for arguments (in the handouts such as it is argued that..., the first reason to support...)

PS2 reported the techniques and strategies she planned to use in writing her narrative essay as she says:

PS2 “...OK, I think I looked at the Organization Think Sheet and The teacher’s comment then I carefully reread the handout about narrative essay writing. I also looked at the model essay and the graphic organizer of the model essay and read the whole essay sentence by sentence....”

PS2 showed that she used a variety of techniques before writing the first draft: following the methods provided by the teacher. It appeared that PS2 tried to activate his prior knowledge relevant to the type planned for writing.

The following excerpt demonstrates that LPS1 planned for writing the first draft by preparing words and sentences being used in narrative writing.

LPS1 “...the teacher said that we often used action words in a narrative, I had to loop up some new words in a dictionary because I knew few action words...”

“...Yes, mostly the verb tense used in narrative writing is past tense, I have review about how to use the past tense correctly...”

LPS1 concerned about vocabulary and verb tense, so he planned for these.

AS2 responded to questions asking about techniques and strategies planned in advance by saying that

AS2 “...Yes, I went back to the Plan Think Sheet and the Organization Think Sheet before writing the first draft of an argumentative essay. I looked at some language used for arguments because it’s new for me. I have to learn new words like counter, oppose, refute, opponent etc...”

This student showed her concern about vocabulary and language use by

referring to the Plan Think Sheet and the Organization Think Sheet. Also, her report demonstrated that she tried to activate prior knowledge before starting to write the first draft of her argumentative essay.

Monitoring strategies.

Monitoring strategies refer to strategies students employ when checking their own understanding of the overall writing task, the abilities and difficulties in writing, and strategies undertaken to complete the writing task. Monitoring strategies might involve strategies for assessing how the writing progress, how well strategies selected work or if there is a need for adapting or changing a new strategy, and being aware of having difficulties writing as well as selecting and matching strategies with the writing task while composing the first draft of an essay. Table 18 illustrates the use of monitoring strategies by students in the explicit metacognitive strategy group.

Table 18

Monitoring Strategies Students in the Explicit Metacognitive Strategy Training Group Used in Writing

Monitoring Strategies for Writing	Number of Occurrences								
	Proficient Students (PS)			Average Students (AS)			Less Proficient Students (LPS)		
	PS1	PS2	PS3	AS1	AS2	AS3	LPS1	LPS2	LPS3
Check their own understanding of the overall writing task	√	√	√	√	√	√	√	√	√
Check their own abilities and difficulties in writing	√	√	√	√	√	-	-	√	-
Select writing strategies learned to complete the writing task	√	√	√	√	√	√	√	-	√
Use and match writing strategies with the writing task to complete the first draft	√	√	√	√	-	√	√	√	-
Total Number of Occurrences	4	4	4	4	3	3	3	3	2

In the following are students' responses to the interview questions demonstrating what strategies they used and how they used them in writing.

Checking understanding of the writing task.

When asked if they had any idea about what they were going to write when assigned to write a narrative and an argumentative essay, PS1 reported that she tried to recall what she had learned during the past 10 weeks of practicing writing a narrative and an argumentative essay while PS2 and PS3 said that they became aware of how to produce the first draft of a narrative effectively as in the model essay. AS1, one of the average students reported that an easy way to write a narrative was to follow the model essay and use the Narrative Organization Think Sheet. LPS2 said that she tried to check three parts of a narrative and used the ideas in the Narrative Organization Think Sheet to develop her first draft.

PS1 *"...Once the teacher returned my Narrative Organization Think Sheet with her comments and feedback, I started to write the whole Essay...Yes, I know that I had to give enough background...telling Where my story took place..."* "I think I had to revise the main point in the beginning (Introduction) because the teacher said that it was not clearly stated..."

PS1's remarks revealed that she had a clear idea and understanding about a narrative task, particularly, a well-written introduction. She knew that to make a good start for an introduction, she needed to state the main point clearly and orient the readers with the setting where, when, why, and how the story occurred. That is, to give sufficient background of how the story begins.

AS1 *"...I got the Narrative Organization Think Sheet back then I checked My mistakes...When I started to write the whole essay, I looked at the model essay again, and drafted the first paragraph (Introduction) by introducing my topic...Oh, I wrote about My Disappointing Driving Test..."*

The excerpt above showed that AS1 also self-monitored her understanding about the narrative task, but she started to write by following the model essay (in the model essay, important parts of a narrative: the Beginning, the Middle, and the Ending of a narrative essay were analyzed – also see the example of the model narrative essay, p.44-45).

LPS2 “...Yes, I checked three important parts: the Beginning, the Middle, and the Ending of my essay in the Narrative Organization Think Sheet then I used the ideas I wrote in each part to write the whole essay. I also added some ideas in the body paragraph, but I am not sure how many words I could write...”

LPS2’s response indicated that she made use of the ideas in the Narrative Organization Think Sheet, but she was worried about the numbers of words required (in this study, students had to write at least 500 words).

As for an argumentative essay, nine students who were interviewed also displayed a number of self-monitoring strategies when writing an argumentative essay as they reported the understanding of the task of argumentation. All of them showed the use of monitoring strategies by thinking about whether they really know the essential parts of an argumentative essay. PS3 is a good illustration for this.

PS3 “ Yes, I know that in my argumentative essay, I have to argue for and against the controversial issue. I remembered the topic of my essay is Should violence on TV be banned?. I disagreed with the violence on TV, so I tried to find reasons to support my position, the FOR side. That is, I think that the violence on TV should be banned.”

The above excerpt showed that PS3 had a clear idea about the nature of the argumentative task.

LPS1 reported that, for her, she thought that the main focus of writing an argumentative essay was how to persuade the reader to agree with her opinion.

LPS1 “ *I think that it is very important to convince the readers to believe in your reasons and what I did was using the examples to support my thesis. I argued about Should students work part-time while studying?*” *I used to work part-time, so I think it is a good thing to do and I used my experience to support my opinion.*”

Checking their own ability and difficulties in writing.

The retrospective interview data also revealed that students expressed their concerns about their abilities and difficulties writing an essay. For example, when PS2 said:

PS2 “...*Well, I think I could tell the events in chronological order, but my problem is I don’t know many action words, and I don’t know how to describe feelings and senses...*”

PS2 seemed to know how to tell her personal experience using time sequence, but she had the problem with using vocabulary specific for a narrative essay such as action words and words used to describe feelings and sensory details.

AS2 “...*I had the problem with choosing words to describe the clear picture of events that occurred in my story..., I just described events in order, but I could not portray real pictures of what happened clearly...*”

It appeared that AS2 had difficulty in portrayal of events. She did not know how to describe and explain the events in a way that the audience could see the pictures of what really happened in her story.

LPS3 “...*I don’t know how to put the ideas, the events in a logical order, and the sentences in the body paragraph seemed confusing. Sometimes, I wrote the events that did not support the main point, as I reread the body paragraph after I completed it...*”

LPS3 reported her difficulty in developing ideas in a logical order and she could not use supporting details to support the thesis or main point. However, her response revealed that she self-monitoring her own ability and difficulties during writing the first draft of a narrative essay.

LPS1 “...No, I don’t know if I wrote a good narrative essay. I just wanted to submit my paper before the due date or I won’t get good marks...”

LPS1’s report revealed that she did not try to assess her first draft of a narrative essay. She just wanted to finish her essay and did it for the grade, not for developing her writing ability. Also, she did not have a clear sense of her own ability.

As for an argumentative essay, nine students who were interviewed also displayed a number of self-monitoring strategies when writing an argumentative essay as they reported the understanding of the task of argumentation. All of them showed the use of monitoring strategies by thinking about whether they really know the essential parts of an argumentative essay. The following excerpts are students’ responses to the interview showing the use of monitoring strategies to check their own ability and difficulties when writing an argumentative essay.

PS1 “ I remembered the diagram in the handout showing the essential parts of an argumentative essay. The thesis statement is very important because the teacher taught us to write the thesis using *ALTHOUGH-BECAUSE* sentence. It is difficult for me, but it is easy to write the thesis statement following the format.”

PS2 answer is quite similar to PS1’s

PS2 “ I tried to write the thesis that showed my position. I had to revise my thesis again and again because I could not write the anti-thesis part ...I had this problem because three reasons that I used to support my position were not clear enough, and the teacher said that I did not have the opposing view.”

These two proficient students, PS1 and PS2 knew that the most important part of an argumentative essay is the thesis statement which includes reasons for both sides (For and Against).

Selecting strategies.

The results of all nine students’ interview data revealed that almost every

student demonstrated the selection of writing strategies to complete the first draft differently. For proficient students, techniques and strategies they used when writing is by focusing on the whole essay level, particularly the content and ideas. They reported that they tried to say what they intended to say and they relied on the Narrative Organization Think Sheet and the Argumentative Organization Think Sheet to guide them to write both types of an essay effectively. Average students mentioned that when writing the first draft, they had a problem with using details to support the main point of a narrative essay. However, in their argumentative essay, they could easily write the refutation paragraph using the details they had in the Argumentative Organization Think Sheet. Less proficient students (LPS) said that the FOR and AGAINST sheet and the Argumentative Organization Think Sheet helped them a lot when drafting the whole essay.

In the following are the illustrations of proficient students who report how they selected writing strategies or techniques to complete their narratives and argumentative essays and how those strategies helped them to write successfully.

When asked what they considered the focus of writing a narrative and an argumentative essay PS1 reported that:

PS1 *“...I focused on the whole essay level when I started writing my narrative, I looked at the main point of my story. I had the Think Sheet, so it’s easy to write the full essay.”*

“...Yes, I also paid attention to the introductory paragraph. I revised the thesis statement as the teacher suggested and then started to write an introduction using the ideas in the Argumentative Organization Think Sheet.”

PS1 expressed her opinion toward the focus of writing the first draft and explained how she monitored the strategies to write an introduction of her essay.

For average students, though they demonstrated the selection of strategies to write both types of an essay, they were still not clear about the nature of writing an argumentative essay.

AV2 “...Once I started to write the first draft of narrative, I used the Ideas from the think Sheet, but I didn’t tell where my story took place...I didn’t have the clear main point, telling the readers about my experience in America.I started the first sentence like this... I like America and I really want to go there for many reasons....”

It seemed that AV2 did not have a clear understanding of how to write an introductory of her narrative. What she wrote did not seem that she was going to write an introduction for a narrative.

LPS2 responded to the question asking about strategies and methods he selected for completing the first draft by saying:

LPS2 “...I followed the model essay, but the topic of my essay is different, so I had a problem about how to relate the series of events to the main point of my essay...”

LPS2’s report demonstrated that she looked at the model narrative essay. It seemed she was not clear about how to apply strategies for writing a narrative learned from class. She did not mention about how to make use of the Narrative Think Sheet.⁷

LPS1 seemed to have a better understanding about how to write an argumentative essay. She responded to the question that asked if she selected methods or strategies learned to write by reporting that:

LPS1 “...Yes, I was worried about writing an argumentative essay because it is quite difficult for m. I like the FOR and AGAINST Sheet. It helped me to gather ideas on the issue I want to argue... Once I completed the Argumentative Organization Think Sheet, I used the ideas in the FOR and AGAINST Sheet as the reasons to support my claim...”

It appeared that LPS1 could use the strategies they were trained in class when

they wrote their essay.

Using and matching writing strategies with the writing task.

When asked how they used and matched the selected strategies to complete the first draft, seven students reported the use of writing strategies clearly except for two students who were not confident about what strategies they would change or adapt if they could not use them successfully.

PS1 “ *When I started writing a narrative essay; I wrote about my trip during the summer vacation, first I focused on the main point. Oh, I had a lot of fun and did many things with my family, so I used the ideas I planned in the Narrative Organization Sheet to tell how I enjoyed the trip.*”

The above example showed that PS1 used the ideas she gathered and put in the Organization Sheet.

Like PS1, PS3 reported that she developed her essay by focusing on the events and used time signals in her essay.

PS3 “ *It is easy for me to write the full essay because I completed the Organization Think Sheet with a lot of details and examples for each event. I also reviewed the time signals for a narrative.*”

PS3 further explained how she completed the first draft of her argumentative essay, as she said:

PS3 “ *I did the same thing when I write the first draft of my argumentative essay. I like the think sheet because I could start writing the essay right away after the teacher returned the sheet and made comments gave...*”

Evaluating strategies.

Evaluating strategies refer to strategies employed when the writers review their first draft, goals, plans and changes. While writing their essay, the Evaluating Strategies

used might include reviewing strategies, self-evaluating, revising strategies and self-assessment.

The results revealed that all nine students showed evaluating strategies while writing the first draft of a narrative essay and an argumentative essay and after they completed their first drafts. These students had to employ the Self-Evaluation Checklist to check whether they met the requirements of both types of essays. Most students revealed that they revised and made changes on the first draft following the teacher's feedback and comments attached with the first drafts; mostly they revised for the content and ideas, organizational pattern, unity and coherence, development of ideas and some serious mistakes about grammar. Table 19 illustrates the use of Evaluating Strategies of students in the EMST group.

Table 19

Evaluating Strategies Students in the Explicit Metacognitive Strategy Training Group Used in Writing

Evaluating Strategies for Writing	Number of Occurrences								
	Proficient Students (PS)			Average Students (AS)			Less Proficient Students (LPS)		
	PS1	PS2	PS3	AS1	AS2	AS3	LPS1	LPS2	LPS3
Revising strategies	√	√	√	√	√	√	√	√	√
Self-evaluating their writing	√	√	√	√	√	√	√	√	√
Self-evaluating the strategies used to revise the first draft	√	√	√	√	-	√	-	-	-
Self-assessment by creating the criteria for a good essay	√	-	√	-	√	-	√	√	√
Self-assessment by checking the quality of writing	√	√	√	√	√	√	√	√	√
Total Number of Occurrences	5	4	4	3	4	3	3	4	4

Revising strategies

Based on Table 19, the revising strategies were found in all nine students' interview. However, the students in each group used different revising strategies. For proficient students, they reported that they revised for the content and ideas by checking whether the content and ideas supported the topic of an essay. They reread the whole essay, part by part, starting from the introduction, and then carefully identified the problematic elements commented by the teacher for revision. The average students also reread the whole essay, but they revised by adding ideas, as suggested by the teacher, changing and deleting words to make the sentences more meaningful or correct. The less proficient students revised local mistakes such as grammatical errors, spelling, and mechanisms. They edited inappropriate words and incorrect sentences by reviewing the guide for grammar correction. The following excerpts show the strategies the students used for revision their narrative and argumentative essay from the first draft to the second draft.

PS1 *"How to revise my narrative essay..., I read the whole essay and teacher's comments between the line and in the margins. Then I read the Evaluation Checklist to identify the type of problems I had and checked whether I had irrelevant idea. I revised on the computer, so I revised each part at a time. I started with the introduction by copying the original first draft and put it the table and rewriting the second draft on the right side of the table. It was easy then to revise on the computer."*

The above excerpt revealed that PS1 revised at the global level and paid attention to the development of ideas related to the types of an essay.

AV3 responded to the question asking if she reread the first draft for revision by saying that:

AV3 *"Yes, I reread the first draft and located the mistakes marked by the teacher and then revised each sentence. I added some ideas, as the teacher suggested and changed some words which are unclear"*

and incorrect. When I reread, I agreed with the teacher's suggestion, I mean ambiguous ideas or words..."

"For my argumentative essay, I compared my first draft with the model essay and revised the problematic elements identified by the teacher. I revised sentence by sentence, and changed some words to make them clear, particularly the topic sentence of the opposing viewpoint, like 'Some may argue that...'

It is clear that AV3 revised by focusing the teacher's comments and polished the sentences and refined some words for the clear meaning and suitability for the context.

For less proficient students, their responses revealed that most of the time they paid more attention to surface revision. Most of revising strategies were used to edit the minor mistakes such as incorrect verb tenses, or in correct word forms. Only one less proficient student reported adding the ideas.

LPS3 *"I made a lot of mistakes in grammar such as verb tenses, especially past continuous tense. I used past simple tense to tell my experience, but the teacher suggested using past continuous in some parts. She said that it clearly shown what was happening at that time."*

LPS3 paid attention to revising verb tense used in her narrative. Similarly, LPS1 reported that she changed some verb forms and words.

LPS3 *"I corrected verb forms; I often used the wrong forms of verbs such as 'It believes that...', so I changed this into 'It is believed that...' I also paid less attention to word choice; I didn't use strong words to make arguments convincing...I didn't usually add any ideas but I corrected all the points located by the teacher, mostly grammar, spelling and punctuations."*

Self-evaluating strategies

The use of self-evaluating strategies was revealed in all nine students. These students said that they self-evaluated their essays after completing the first draft before submission to the teacher. First they read through the whole essay to check whether they

met the requirements of the assignment including the topic, the number of words, and the format. After that they self-evaluated their first draft using the Self-Evaluation Checklist provided. Before submitting the first draft, they made a few changes, mostly minor mistakes. The students also reported that they revised the first draft to the second draft by focusing on the teacher comments and feedback. The findings from the interview also showed that five students use self-evaluating strategies to evaluate the effectiveness of the strategies used to revise the first draft to the second draft. Three less proficient students did not self-evaluate the use of revising strategies. The following excerpts illustrate how the students self-evaluated their writing and the effectiveness of the revising strategies.

PS1 “ *I think I revised my essay more than two times. I usually revised after I completed the first draft; I checked to see if I met my writing goal. In my narrative essay, I checked the main point (thesis) in the beginning of the story. Then I read the ending of the story to see if I had restated the main point using the same or different words.*”

PS1 response revealed that she self-evaluated whether her essay met the goal of narrative writing. Similarly, AV2 reported that she self-evaluated the first draft of her argumentative essay.

AV2 “*Yes, I self-evaluated the first draft of an argumentative essay. It was easy to follow the questions in the Self- Evaluation Checklist because I could see the problems in each part of an essay. I know that I didn’t state the opinion for two sides in the introduction...Well, I wrote about whether the government should have measures to control the media; it was quite difficult to argue...*”

The above report showed that AV2 used the criteria in the Evaluation Checklist to identify the problems in her first draft.

For less proficient students, they self-evaluated the first draft but didn’t evaluate the effectiveness of the strategies they used to revise. However, they said that they relied on the model essay when revising the first draft to the second draft.

LPS1 “ *I am not sure whether I met the goal, but I reread the first draft again before printing it out and submitting to the teacher... I also used the Self-Evaluation Checklist to see the weak points and strong points.*”

“...After I got the first draft with the teacher feedback, I fixed the problems identified by the teacher, mostly grammar and words. I also compared the second draft of my argumentative essay with the model essay, and an analysis of the model essay to see the comments of good elements.”

For LPS1, she revised the first draft of her essay twice, before submission the first draft to the teacher by rereading and using the guide in the Self-Evaluation Checklist. When revising the first draft of an argumentative essay, LPS1 used the model essay, particularly an analysis of the model essay as the criteria to evaluate the quality of her second draft.

Self-assessment

Self-assessment was revealed when the students assessed the quality of their essay. When asked if they created the criteria for writing a good essay, three proficient students and one average student reported that they used a description of criteria for a good narrative and an argumentative essay in the handout and the model essays to assess whether their essays are well-organized, well-developed, and coherent. One average student and three less proficient students reported that they did not use the description of criteria provided in the handout, but when revising the first draft to the second draft, they compared their first drafts with the second drafts and checked whether they corrected all the mistakes. The excerpts from their interview are illustrated for these performances.

PS1 responded to the question asking whether she created her own criteria to judge the quality of her essay by saying that:

PS1 *"Yes, I read the first draft repeatedly and looked at the description of each point of an essay, I mean introduction, body paragraphs, and conclusion, to see if my essay has these characteristics."*

AV3 said that she used the model essay for both a narrative and an argumentative essay as a criterion. Then she compared her first draft with the model essay of each type.

AV3 *"I remember that I used the model narrative essay and then read the introduction of my first draft. Next, I read body paragraphs, the events in the middle of an essay and checked whether I used time signals appropriately as in the model essay."*

LPS1 reported that after she finished her first draft, she read through the whole essay again and checked whether she missed any parts, thesis statement, transitions, body paragraphs and the conclusion.

LPS1 *"I think my paragraph has a clear main point, I revised it since I submitted the Organization Think Sheet. I am not sure if my paragraphs are coherent, so I checked transitional words. For a narrative essay, I checked for time signals..."*

LPS2 said that when she revised the first draft of her argumentative essay, she focused on the teacher's comments and feedback. She also used the model essay as a criterion to check if her second draft consisted of the features of a good argumentative essay as well as the words and language specifically used for argumentative writing.

LPS2 *"...I got C+ in the first draft of my argumentative essay. The teacher said I did not provide clear and enough evidence to support position. I agreed with her, so I read the model essay and add more ideas in the second draft."*

"...I think that I did not use appropriate words, as indicated by the teacher, so I had to use the dictionary to look up words, but it's quite boring and took time to look up many words."

In brief, the results from qualitative analysis from the interview transcriptions of nine students in the experimental group attempted to confirm the quantitative data

from the Metacognitive Strategies Questionnaire. The interview data were analyzed to investigate the use of metacognitive strategies in writing and how those strategies help to facilitate students' writing of their narrative and argumentative essays. The findings showed that the students, particularly revealed a wide range of strategies in their writing such as in planning to write they planned for the content and ideas, the rhetorical structure of an essay, and the writing strategies. In addition, when they focused on the writing stage, they could monitor their understanding of the narrative and argumentative writing tasks and checked their own ability and the difficulties in writing. For less proficient students, they usually confined themselves to the local concerns of the linguistic knowledge such as grammar and sentence structures, not the overall content and ideas and rhetorical structure of essays. For the writing strategies, the proficient students reported that they could change and adapt the strategies to match the specific writing tasks. Finally, in evaluating strategies, it appeared that the less proficient students revised following the teacher feedback and they did not pay much attention to the criteria provided. They revised at the surface level and edit the minor mistake such as the incorrect verb tenses and the incorrect use of word forms.

Summary of the Chapter

This chapter discussed the findings of the quantitative and qualitative data analysis of the third-year English majors at SWU, enrolled in the Composition 2 course. The results of the quantitative data, scores of the pre-and post-writing test of a narrative and an argumentative essay were analyzed to determine whether the Explicit Metacognitive Strategy Training in writing two types of essay effective and have the positive effects on the students' writing performances. The statistically significant

difference between two groups, the experimental and control groups was found which means that the explicit metacognitive strategy training was effective. The mean scores for the posttest of the experimental group were higher than those of the control group in both types of essays. The statistics, the scores of the students' first drafts and second drafts also showed that there were remarkable differences between the first drafts and second drafts of the students' narrative and argumentative essays in the experimental group. The comparison between the scores of the students in the experimental and control groups revealed that the experimental group achieved significantly than the control group in terms of the writing quality.

The chapter also presented the results of the quantitative data analysis from Pre- and Post-MSQ before and after training. The results of the paired t-test compared between the overall mean scores of the Pre- and Post-MSQ revealed the statistically significant difference at the 0.05 level. In addition, the comparison of the mean scores in terms of three main strategies: planning, monitoring and evaluating demonstrated the significant differences of all the means for the Pre- and Post- MSQ of both the experimental and control groups. This chapter also presented the descriptive statistics for the students' attitude toward the explicit metacognitive strategy training. The results revealed the high level of the students' satisfaction on the training. In the last section of the chapter, the results of the qualitative interview data analysis together with the examples of excerpts and the explanations were discussed.

Chapter 5 presents the summary of the research by providing the conclusion and significant findings of the study together with the discussions, implications and some recommendations for further studies.

CHAPTER V

DISCUSSIONS AND CONCLUSIONS

This study investigated the effectiveness of the Explicit Metacognitive Strategy Training (EMST) on SWU third-year English majors' narrative and argumentative essay writing. It also wanted to prove whether there is an improvement in Thai EFL student writers' writing of their narrative and argumentative essay after receiving the explicit metacognitive strategy training. In addition, the study examined how metacognitive strategies: planning, monitoring, and evaluating facilitate EFL students' writing. Finally, this study examined the use metacognitive strategies in writing of Thai EFL student writers before and after the explicit metacognitive strategy training as well as the student writers' attitude toward the explicit metacognitive strategy training of writing a narrative and an argumentative essay. This chapter presents the summary of the research and the findings regarding to the effectiveness of the Explicit Metacognitive Strategy Training and the use of metacognitive strategies in writing a narrative and an argumentative essay. Furthermore, based on the findings, the improvement in the quality of writing of Thai EFL student writers are then discussed to enhance the EFL less proficient English writers. In the last section, the conclusion of significant findings of the present study, the implications and recommendation for the future research are also described.

Summary of the Research

The main purpose of this present study was to examine the effectiveness of the Explicit Metacognitive Strategy Training on SWU third-year English majors' narrative and argumentative essay writing. The study was emphasized on four related issues:

a) whether the Explicit Metacognitive Strategy Training improves students' writing ability of their narrative and argumentative essay, b) how metacognitive strategies facilitate students' writing of their narrative and argumentative essay, c) whether the Explicit Metacognitive Strategy Training increase the use of metacognitive strategies in writing of SWU third –year English majors, and d) SWU third-year English majors' attitude towards the Explicit Metacognitive Strategy Training model of narrative and argumentative essay writing.

The subjects of this study were 40 undergraduate third-year English majors in Srinakharinwirot University. To find out the effectiveness of the Explicit Metacognitive Strategy Training model in writing a narrative and an argumentative essay, the mean scores of the Pre-writing and Post-writing exam of students' narrative and argumentative essays from the students who received the Explicit Metacognitive Strategy Training were compared.

Also, the mean scores from holistic ratings of the first drafts and second drafts of a narrative and an argumentative essay written by students in the experimental group were compared with the mean scores of the holistic ratings of both types of essays written by the students in the control group who were trained to employ metacognitive strategies to write by the Embedded Metacognitive Strategies. This procedure was used to prove whether the SWU third-year English majors improved their quality of writing. In addition, to investigate how metacognitive strategies helped to facilitate students' writing, the interview data were conducted qualitatively based on the coding scheme and the main categories with their description: planning, monitoring, and evaluating. Finally, responses from the Pre MSQ and Post MSQ completed by the students in the experimental and control groups were conducted to examine the use of metacognitive

strategies in writing before and the increase in the use after the training of the EMST and EMS. Finally, the retrospective data from the interview were analyzed qualitatively to examine how the EMST helped to facilitate students writing.

Summary and Discussion

Summary of the Main Finding: Quantitative Results

The effectiveness of the Explicit Metacognitive Strategy Training in writing.

This section summarizes the results revealed by comparing the mean scores from the students' Pre- and Post-writing exam and the mean scores of the essay ratings from the first drafts and second drafts of a narrative and an argumentative essay of the students in the Explicit Metacognitive Strategy Training (EMST) and the Embedded Metacognitive Strategies groups (EMS). In addition, the interview transcriptions were analyzed qualitatively while self-ratings from the Pre MSQ and the Post MSQ were analyzed quantitatively and then compared.

The first research question aimed to investigate the effectiveness of the explicit metacognitive strategy training in the students' narrative and argumentative essays.

The results from the two sets of scores, pre-writing and post-writing exam of a narrative and an argumentative essay, obtained from the students in the EMST and EMS groups, revealed the major findings as follows:

First, the scores of the posttest writing from a narrative and an argumentative essay of students in the EMST group were substantially higher than the scores of the pretest-writing. That is, the students in the EMST group improved the quality of writing of their narrative and argumentative essays after the explicit metacognitive strategy training. The results proved that the students have also made a great progress in

their writing performance of both narrative and argumentative essay writing.

Second, the paired t-test analysis between the mean scores from the pre-writing and post-writing of the students' narrative and argumentative essays in the EMST groups showed the statistical differences at the 0.01 level.

Third, the comparison of the independent t-test from the pre-writing and post writing of a narrative and an argumentative essay of the students' in the EMST and EST groups revealed that there was no significant difference in the mean scores of both the pretest of a narrative and an argumentative essay between the two groups. That is to say, the students in both groups were not different in their writing proficiency level before training. Moreover, after the training the results revealed that there was no statistical difference in the posttest means of a narrative in two groups. However, the significant difference was found in the mean scores of the posttest of an argumentative essay between the students receiving the explicit metacognitive strategy training and the embedded metacognitive strategy training. This means that the quality of writing a narrative essay was not different after the training. In contrast, the students in the experimental group outperformed the students in the control group in the quality of writing an argumentative essay after the training.

Fourth, taken the results from the comparisons of the pre-writing and post-writing exam of the students' narrative and argumentative essays in the EMST and the EST groups into considerations, it was evident that the better quality of writing among the students in both types of an essay indicated that the explicit metacognitive strategy training model is effective and have made contributions to the better quality of writing.

The improvement of third-year English major students' writing

The second research question aimed to study whether the explicit metacognitive

strategy training improves Thai EFL student writers' writing of their narrative and argumentative essays.

The results from the two sets of scores from the students' first and second drafts of their narrative and argumentative essay revealed the major findings as follows:

Firstly, the mean scores of the second drafts of a narrative and an argumentative essay of the students in the EMST group were substantially higher than those of their first drafts.

Secondly, the paired t-test of the mean scores of the first drafts and second drafts of the students in the EMST group revealed the significant difference at the 0.01 level.

Thirdly, the comparison of the mean scores from the first drafts and the second drafts of a narrative and an argumentative essay of the students' within the EMST group showed that there were significant differences at the 0.01 level in the mean scores of the first drafts and second drafts of both types of essays. For the EMS group, the significant differences were also found at the 0.01 level in the mean scores of the first drafts and second drafts of both types of essays.

Lastly, the analysis of results based on the data, scores of the students' first and second drafts discussed above, demonstrated the improvement in the quality of writing of the students in the experimental group who received the explicit metacognitive strategy training in writing two types of essays.

The increase in the use of metacognitive strategies in writing.

The present study also examines whether the explicit metacognitive strategy training increase the use of metacognitive strategies in writing a narrative essay and an argumentative essay.

The findings from the self-report of the pre- and post Metacognitive Strategies

questionnaires revealed the major findings as follows:

First, the overall mean from post MSQ of the students in the EMST group was higher than that of the pre-MSQ. The level of metacognitive strategies use was at the moderate level before metacognitive strategy training; whereas, after training the students' overall use of metacognitive strategies was at the high level.

Second, the comparison of the means of the pre-and post MSQ of the students within the EMST group showed the significant difference at the 0.01 level. This proved that the use of metacognitive strategies of the students increased after the explicit metacognitive strategy training.

Third, the comparison of the mean scores of the post MSQ between the students in the EMST and EST groups did not reveal the significant differences in the overall use of metacognitive strategies.

Fourth, the observed differences in the level of metacognitive strategies used before and after training were found in both groups. Before training and after training, the students in the EST group used the metacognitive strategies at the moderate level (M), while before training the students in the EMST groups use the metacognitive strategies at the moderate level, but after the explicit metacognitive strategy training, they used metacognitive strategies at the high level (H).

The increase in the use of three main metacognitive strategies: planning, monitoring, and evaluating strategies.

The analysis of data in terms of three main sub-categories of metacognitive strategies: planning, monitoring, and evaluating in the processes of writing a narrative and an argumentative essay used by the students revealed the following aspects.

Firstly, the levels of use of all three metacognitive strategies by the students in

the EMST group after training were higher than before training. The use of metacognitive strategies for planning, monitoring and evaluating in writing before training were at the moderate level (M), while after training the level of use for the planning strategies was at the high level (H), and monitoring and evaluating strategies were reported the use at the moderate level.

Secondly, the paired t-test analysis of the means before and after the explicit metacognitive strategy training revealed the significant differences in the use of all three main sub-strategies: planning, monitoring, and evaluating.

Third, regarding the comparison of metacognitive strategies use between the students in the EMST and EMS groups before and after training, the result indicated that before training, the students in EMST use the planning strategies at the higher level than those of the students in the EMS group. In addition, the significant difference was not found in the use of monitoring strategies between two groups of the students, but there is a significant difference in the use of evaluating strategies between the EMST and EMS groups when the students in the EMS group used the evaluating strategies at the higher level than those of the EMST group. After training, although the students in the EMST groups used three main strategies of metacognitive strategies at the higher level than the EMS group, significant differences were not found in the use of all three strategies.

The attitude toward the Explicit Metacognitive Strategy Training.

The results of the self-reported data from the Attitude Questionnaire revealed that the students in the experimental group were satisfied with the explicit metacognitive strategy training for writing a narrative and an argumentative essay. Also, the findings revealed the high level of satisfaction and opinion for all 15 statements asked toward the explicit metacognitive strategy training, particularly the appropriateness of the

assignments provided in classes with their English proficiency level. The students also reported that they were highly confident in their writing ability. They reported that they could have written their essay more successfully after the training.

Summary of the Main Finding: Qualitative Results

How metacognitive strategies facilitate students to write their narrative and argumentative essays.

First, nine students, divided into three English proficient levels in accordance with the pretest writing scores, participated in the interview session reported that they employed the Planning Strategies for writing including setting their specific goals before writing, planning the objective of writing an essay of both types, gathering the ideas for their own topic, thinking about how to write a good essay, prioritizing the steps and sequences to complete the first draft of their essays as well as activating their background knowledge related to the approach of narrative and argumentative writing.

In addition, for Monitoring Strategies, the results revealed that all nine students use Monitoring Strategies while writing the first draft of their narrative and argumentative essays. They also reported that they checked their own understanding of the overall narrative and argumentative writing tasks, and the difficulties in writing.

In addition, they checked whether the strategies they used in writing worked well and if the strategies selected matched the writing tasks.

Finally, Evaluating Strategies were also employed by all nine students, but differently in accordance with among the three proficiency levels of the participants. Nine students showed that they used evaluating strategies while writing the first draft of their narrative essay and argumentative essays and after they completed their first drafts. These students employed the Self-Evaluation Checklist to check whether they met the

requirements of both types of essays. Most students revealed that they revised and made changes on the first draft following the criteria and the guided statements in the checklist and the teacher's feedback and comments attached with the first drafts; mostly they revised for the content and ideas, organizational pattern, unity and coherence, development of ideas and some serious mistakes about grammar.

Discussion

The effectiveness of the Explicit Metacognitive Strategy Training in writing.

The major concern of the current study was to examine the effectiveness of the Explicit Metacognitive Strategy Training in writing. To be more specific, the study examined whether the explicit metacognitive strategy training is effective in improving the quality of writing of the students' narrative and argumentative essays. To begin with, the explicit metacognitive strategy training focused on three metacognitive strategies: planning, monitoring and evaluating. In addition, the processes of writing concerned were the pre-writing, while/during-writing and the post-writing, and the first draft of each type of an essay. Therefore, the sources of data used were the students; pre-writing and post-writing exam in which they were assigned to write two types of essays before and at the end of the training. The instruction for each type of an essay lasted five weeks, and the time for the administration the pre-test and the post-test and the Pre-MSQ and Post MSQ were excluded.

The results from the paired t-test analysis of the pretest and the posttest of a narrative essay revealed that there was a significant difference ($t=16.430$, $p=0.000$) between the mean scores of the pretest and the post test of the participants in the EMST group. In other words, the experimental group had performed better in writing a narrative essay after the explicit metacognitive strategy training. Similarly, the

significant difference was found in the mean scores of the pretest and posttest ($t=11.937$, $p=0.000$) of the students' argumentative essay. That is, the students who received the explicit metacognitive strategy training in writing argumentative essay could write their argumentative essay more effectively after training. The calculated p-values of both sets of the data were below the threshold value, (at the .01 level), which means that the students' pretest and posttest in terms of their writing performance of a narrative and an argumentative essay were statistically different. It is apparent that the findings were corroborated with the results of the previous studies indicating that metacognitive strategy training has positive effects on students writing performance (Kasper, 1997; Victori, 1999; Sitko, 1998; Angelova, 2001; Chien, 2006; Lv & Chen, 2010; Rogers, 2010). The findings of the present study lent support the works involving cognitive and metaconitive strategies in the reviewed studies aiming at incorporating metacognitive strategy training in other English language skills (Moktari & Richards, 2002; Fard, 2010; Coskun, 2010; Takallou, 2010). Those studies have revealed that the metacognitive strategy training facilitated the learning process and is beneficial for improving the students' learning performance.

Additionally, the independent t-test analysis of the pretest revealed that there were no significant differences between the mean scores of the students' narrative and argumentative essays in the experimental group and control group before training ($t=0.478$, $p < 0.05$; and $t=1.796$, $p < 0.05$ respectively). The p-values were below the threshold value, 0.05, which means that the experimental group was homogeneous in accordance with their writing performance. After training, the participants in the students in the experimental group were trained to explicitly use metacognitive strategies in writing a narrative and an argumentative for five weeks each. Then the

posttests of each type of an essay were administered. The students in the control group were also trained to write two types of essays using the embedded metacognitive strategy training, followed by the post after five weeks of practice of each type of an essay. To compare the effectiveness of metacognitive strategy training on the students' writing ability of the students in two groups, the independent t-test analysis of the posttest was conducted. It was shown that the experimental group outperformed the control group on the narrative writing performance. However, there was no significant difference between the mean scores of the posttest in two groups. Thus, it can be concluded that the two different methods of metacognitive strategy training have not made contributed to the significant improvement of students' narrative writing performance. In other words, both the explicit metacognitive strategy training and the embedded metacognitive strategy training the students received about how to plan, monitor and evaluate their narrative essay contributed to the improvement in the quality of writing a narrative essay.

In short, the findings of this study indicated that metacognitive strategies instruction either the explicit or embed one was effective in increasing the EFL writers' writing ability. The findings from the independent t-test were consistent with the findings from the paired t-test discussed earlier.

In argumentative essay writing, the statistical procedure was the same as in the narrative essay writing. The findings from the pretest of both groups revealed that there was no significant difference in the mean scores of the pretest in two groups ($t=.0.919$, $p<0.05$). This showed before training the students in two groups were also homogeneous in terms of argumentative writing performance. In contrast, the independent t-test

analysis of the posttest revealed the significant difference ($t= 2.494$, $p >0.05$) between the mean scores of the students argumentative essays in the experimental group and control group. In other words, the students in the explicit metacognitive strategy training outperformed the students in the embedded metacognitive strategy training on argumentative writing performance. The findings were consistent with the studies revealing that the explicit metacognitive strategy training has significant effects on EFL learner (Englert et.al., 1991; Chaya, 2005, Fard, 2010).

As discussed, the findings of the present study supported other empirical studies on the effect of the explicit metacognitive strategy training on writing performance, narrative and argumentative writing, in particular. Therefore, it can be asserted that the Explicit Metacognitive Strategy Training model in writing (EMST) used to teach Thai EFL student writers majoring in English was effective and practical. It helped the students to write their narrative and argumentative essays better. The students in the EMST group improved in the overall quality of writing both types of essays.

The feasible explanations for the positive effects of the explicit metacognitive strategy training in the students' writing performance may be due to the following factors.

First of all, in the explicit metacognitive strategy training, the researcher followed the Metacognitive Model of Writing devised by the researcher in which three main metacognitive strategies: the Planning strategies, Monitoring strategies, and Evaluating strategies were incorporated in three stages of writing instruction focusing on the process approach comprising pre-writing, during-writing, and rewriting/revising. The purpose of the explicit metacognitive strategy training was to provide the explanation on the notion and contribution of metacognitive strategies, so the students

who employed could become metacognitively aware of their own cognitive activities when performing the writing task (Xiao, 2007). To teach the planning strategies, the sub-categories taught were setting goal (s), directed attention and activating/thinking about the background knowledge. The students were taught to set the goal by deciding what they were going to do to write a narrative or an argumentative essay. Then they needed to try to understand the nature of a narrative essay and an argumentative essay. After that they activated the background knowledge that helped to write. To elaborate this point, after they learned how to write a narrative essay, they had to write a narrative on their own topic. The students then set their writing goal (personal goal); to write a narrative on a selected topic. The students then needed to identify a specific purpose for writing. For example one may want to tell a story of his/her childhood or he or she could write about the most memorable experience in high school. Identifying a specific purpose gives the directions and allows the students to plan to use appropriate and effective strategies for writing (Chamot et.al., 1999).

In addition to setting their personal writing goal, the students had to prioritize the tasks they had to do for the completion of the narrative essay, and then they thought about what they knew about the essay (i.e. rhetorical patterns, vocabulary verb tenses being employed etc.), what new information they needed (events or series of events-ideas related to the topic), and what strategies would be appropriate for narrative writing (use the chronological order of events). The next step, the instructor explained individual steps and potential benefits of the sub-strategies of the Planning strategies before the students had been assigned to do the prioritized tasks in the Narrative Plan Think Sheet (See Appendix G). By completing the information as responses to the questions and the guidelines in the Narrative Plan Think Sheet, the students were able to plan to write

systematically; the think sheet acted as a facilitator or guidance to enhance the students to gradually develop their own metacognitive strategies in planning to write before writing the first draft. The activities provided in the Narrative Plan Think Sheet gave them the opportunities to regulate their own thinking in order to proceed writing the first draft.

Secondly, for the monitoring strategies, the students were taught to monitor how they went about writing and how they were doing their writing task. In this stage, the Narrative Organization Think Sheet was provided. The sub-strategies taught at this step were monitoring comprehension and monitoring production. The students had to make adjustments to how they were going to write the first draft of a narrative essay based on the information and ideas in the Narrative Plan Think Sheet. While monitoring, they were trained to focus their attention on a specific aspect of the narrative task such as the conflict or problems of the events. They were also taught to think about whether they were making sense when writing and they had to relate the nature of the writing task with their background knowledge including linguistic knowledge used for narrative writing, and strategies used to complete the narrative task (Monitoring comprehension strategies). What they had done before completing the Narrative Organization Think Sheet helped them to regulate or control their own writing process. It was then easy for them to complete the first draft writing by applying the ideas they expanded from the Narrative Plan Think Sheet and added in the Narrative Organization Think Sheet (Monitoring production strategies). The Narrative Organization Think Sheet, also acted as an outline or a tool that helped to guide the students to reconsider what they were writing and how they were organizing the ideas, based on their knowledge of rhetorical pattern of a narrative, to make a good narrative essay. To delineate, the students

responded to the questions like “*How are these events related?* or *How are these characters related?*” (See the Narrative Organization Think Sheet in Appendix H). The completion of the Narrative Organization Think Sheet was effective in teaching writing since research suggested that

“ instead of leaving the students to compose their own essay topic and walking out of the class, EFL instructor should engage their students metacognitive ability by devoting more time to teaching explicitly what the students need to know in order to write in English.”

(Xiao, 2006, p. 26).

This notion was in line with Grabe and Kaplan’s and Brooks and Grundy (1998 as cited in Xiao, 2006). These researchers suggested teaching activities for beginning writers such as making list of words, phrases, or sentences; these activities would help the students to think about what to write. Brooks and Grundy further proposed teaching planning essay structure (outline) and grouped students in pairs to raise awareness. These scholars agreed that these strategies need to be taught directly and explicitly, specifically to less proficient writers. It is then clear that the writing activities in this stage was effective and facilitated the first draft writing.

Lastly, the evaluating strategies were taught after the students finished writing their full essay, the first draft of a narrative essay based on the information in the Narrative Organization Think Sheet. At this stage, the students checked the quality of their written product using the criteria in the Self- Evaluation Checklist. In self-evaluating their first draft, the students had the opportunities to judge on how well they did the writing task. This process allowed them to see whether they did the writing task based on their plans and to assess how well the selected strategies helped them. That is, they judged the effectiveness of writing strategies. Also, the students were taught to reflect on their own problems. By doing so, self-evaluating helped the students to

identify their own strengths and weaknesses so that they can perform their writing task better next time (O'Malley, et.al., 1999). Therefore, the sub-strategies the students applied at this stage were self-assessment, self-reflection and they self-evaluated both their written product and the appropriateness of strategies. Before the students self-evaluate their first draft, they were explicitly taught to self-assess whether they met their goals, how well they did the narrative task, and whether the selected strategies effective and appropriate for the narrative tasks. It seemed that after the students had self-evaluated their first draft, they could identify the problems in their essay and revise the first draft effectively resulting in improving their writing.

The discussion above can be also applied to the findings of argumentative essay writing. It was apparent that the explanations for the students' better quality of writing an argumentative essay could be more logical and obvious because an argumentative task is viewed as the type of writing that requires organization skills and higher order thinking abilities than a narrative one. Augmentative writing is also a complex cognitive process that the writers need to raise awareness of high level of rhetorical goal (Chadragegarun, 1993; Latif, 2008). When the students were taught to use metacognitive strategies to plan, monitor and evaluate their argumentative essay, it is then possible that the students could write well and produced a good argumentative essay. It can be concluded that the activities in the explicit metacognitive strategy training are effective in developing the stduents' metacognitive awareness because the writing activities require them to think about their own knowledge and strategies for writing (Planning), to reconsider what they have written (Monitoring). All in all, in addition to reviewing, asking the students to consistently reflect on their own writing helped them to evaluate the written products and leading them to the improvement in the future.

The improvement of the third-year English major students' writing.

The present study was also intended to investigate whether the explicit metacognitive strategy training improve the students' quality of writing their narrative and argumentative essays. The findings revealed that the training has a potential positive effect on students English writing performance improvement.

To begin with, one explanation for improvement in the students' English writing performance was that the training under the Explicit Metacognitive Strategy Model was effective. As mentioned earlier about the effectiveness and practicality of the explicit metacognitive strategy training, the findings from the present study were corroborated with the reviewed studies. In this study, the integration of metacognitive strategies into writing based on the process approach has positive effects on the students writing performance of narrative and an argumentative writing. After training for five weeks of practice writing a narrative essay and another five- week training for argumentative essay writing, the students in the EMST group performed better in their writing performance than before training. In addition, third-year EFL student writers majoring in English in the experimental group outperformed the control group on the writing performance of two types of essays.

The writing classes on the training of the explicit metacognitive strategy training in writing were divided into three stages, namely, pre-instructional stage, instructional stage, and the post instructional stage. The pre instructional stage of the training, the pre-test and the pre-Metacognitive Strategies Questionnaire were administered to the students. In the instructional stage, the attempt has been made to integrate the metacognitive strategies in the processes of writing: pre-writing, while-writing, and post-writing. In the post-instructional stage, the posttest and the post-Metacognitive

Strategies Questionnaire was administered, followed by the interview. In the pre-writing, first the instructor presented the metacognitive strategies to the students; the instructor made the students aware of the existing knowledge about writing, presented new metacognitive strategies and new knowledge about the nature of each type of an essay, language used in writing, and helped them to set a writing goal. In the while-writing stage, the students attempted to use newly-learned knowledge about writing and metacognitive strategy knowledge to monitor and regulate their own writing processes. Finally, in the post-writing stage, the students were taught to self-assess, and self-reflect on their own writing performance and the metacognitive strategies, and writing strategies used in writing the first draft. The three steps of writing practice were systematically arranged. The process of training helped the students to systemize and internalize metacognitive strategies in planning, monitoring and evaluating. Once the students completed their first draft of an essay, they were also assigned to revise the first draft to the second draft. It was therefore the revision of the first draft strengthen the metacognitive strategies use and could be transferred to similar situation in which the students could plan to revise the first draft, activate the background knowledge; monitor the knowledge about rhetorical pattern of an essay and so forth; and evaluate their own revision process and rewrite their essay. Thus, it was shown that the students' first drafts and second drafts were significantly different with the most overall gains in the writing quality of the second draft of both a narrative and an argumentative essay. The students in the EMST group made a gain exceeding +1.01 for a narrative essay demonstrating the big mean gain. Whereas they made an overall mean gains exceeding +1.34 for an argumentative essay which also indicated the big mean gain. The results suggested that the second drafts were substantially improved over the first draft. The findings from the

present study were also in line with the previous studies by Graham and Harris (2000), Sitko (1998), Chaya (2005), Lu (2006), Tsai, (2010), Lv and Chen,(2010) and Rogers (2010).

As for the students in the control group who received the Embedded Metacognitive Strategy training, the findings were similar to those of the experimental group. The results revealed the significant differences in the mean scores of the first draft and second draft of their narrative and argumentative essays with the big mean gains in the degree of improvement. Specifically, the mean gain difference = +1 more for a narrative essay and + 1 more for an argumentative essay. The bigger mean gains in the second drafts demonstrated the big gains of the students in the EMS group as well. Although the students in the control group were trained to employ the embedded metacognitive strategy training, they also had to learn to write with the same steps as the students in the experimental group. In the pre-writing, they had to plan to write without the Narrative Plan Think Sheet or the Argumentative Plan Think Sheet, but followed the activities like researching for the essay topic, brainstorming the ideas, making an outline etc. In the while-writing, they were also taught to monitor their existing knowledge and strategies, and the writing process while preparing for completing the first draft. The Organization Think Sheet for a narrative and an argumentative essay were not provided for the students in the EMS group. At the final stage, in the post-writing they were also taught to evaluate the complete first draft, but without the Self-Evaluation Checklist. The processes of writing and the types of metacognitive strategies learned were implicitly learned through the activities; the instructor did not spell out the names of the strategies as she presented the metacognitive strategies, but assigned them to do the

tasks related to the metacognitive strategies instead. Since metacognitive strategies grow with age and experience and they were teachable and trainable, (Flavell, 1979, 1987; Brown, 1987, Kluwe, 1987; O'Malley & Chamot, 1990) either in a direct or indirect way, it would be possible that the students in the EMS group internalized the components of metacognitive strategies and become metacognitively aware learners. When they rewrote their second drafts, it was convenient for them to plan, monitor and direct their own revising and composing process (Chaya, 2005) since they detected the problems and weaknesses of their first draft when self-evaluating their writing tasks. However, it is noticeable that the students in the EMST group made more gains than the students in the EMS group in the second drafts of an argumentative essay. This confirmed the reviewed literature on metacognitive theory in relation to writing claiming that argumentative essay writing requires metacognitive mechanism to help students move from knowledge-telling to knowledge-transforming which skilled writers do (Bereiter & Scardamalia, 1986; Zellamayer, Salomon, Globerson, Givon, 1991; and Ruan, 2003). Nevertheless, the control group who received the Embedded Metacognitive Strategy Training also showed improvement in the quality of the second drafts of their narrative and argumentative essays. The findings of the present study indicated that in order to develop EFL student writers' writing ability, the metacognitive strategies should be integrated in the writing instruction.

The increase in the use of metacognitive strategies in writing.

An investigation of the metacognitive strategies use in writing a narrative and argumentative essay before and after the Explicit Metacognitive Strategy Training and the Embedded Metacognitive Strategy Training revealed a wide range and the increase in the use of metacognitive strategies. Overall, the findings from the Pre-and Post-

Metacognitive Strategies Questionnaire demonstrated the statistical difference in the use of metacognitive strategies by the students within the experimental group and control group. The results revealed the growth in metacognitive strategies use of the students in both groups. The levels of use of the students in the EMST and the EMS groups after training were significantly higher than before training. However, the comparison of the overall use of metacognitive strategies of the students in the EMST and the EMS groups after training revealed that there was no significant difference between the two groups. This showed that although there was a substantial change in the metacognitive strategies use in two groups, the different methods of training, the Explicit Metacognitive Strategy Training and the Embedded Metacognitive Strategy Training did not have an impact in the increased use. Although a significant difference in the overall use of the metacognitive strategies of the students in the EMST and the EMS group after the training was not found, the overall mean in the use of the metacognitive strategies of the experimental group was higher than those of the control group. This showed that the metacognitive strategy training contributed to the higher use of the metacognitive strategies, but not high enough to see the statistical difference between the two techniques of metacognitive strategies training.

In terms of the three main metacognitive strategies: planning, monitoring, and evaluating strategies, the students in the EMST group, and the students in the EMS group exhibited a significantly greater use of all three main strategies after training. As for the students in the EMST group, the significant differences at the 0.01 level were found in the use of the Planning strategies, Monitoring strategies and Evaluating strategies before and after the explicit metacognitive strategy training. Whereas, for the students in the EMS group, the statistical difference was found in the use of Planning

strategies of the students in the EMS group, but there were no significant differences in the use of Monitoring and Evaluating strategies before and after training.

The explanations for the differences in metacognitive strategies use before and after training and the metacognitive growth of the students in two groups after training may be owing to the following factors.

Firstly, in the explicit metacognitive strategy training the students were taught with metacognitive strategies. That is, the instructor taught the students to know about and think about their own thinking concerning writing. Metacognitive strategies enabled the EFL student writers to become aware of their writing process and take control over how they thought about the writing task. Also, as discussed in the preceding section, the metacognitive strategies trained consisted of the Planning, Monitoring, and Evaluating strategies, so in the instructional stage these three strategies were integrated in three stages of writing: pre-writing, while-writing, and post-writing (revising/rewriting).

In the first stage of pre-writing, the researcher as an instructor helped the students to build background about the content, strategies and knowledge about narrative and argumentative essay writing. After that the instructor introduced the metacognitive strategies to the students and explained the importance of sub-strategies. Then the researcher demonstrated how, when and where to use the Planning strategies. In other words, the concept, usefulness and applications of the metacognitive strategies were presented through the examples and demonstration. After the instructor was certain that the students had learned new strategies, the Planning strategies with the sub-strategies were taught explicitly. The sub-strategies of the Planning strategies taught included setting a goal (goals), activating background knowledge and planning how to accomplish the writing task (i.e. by thinking about the nature of the writing task).

Therefore the students had the opportunities to practice the strategies by planning to write their narrative and argumentative essays through the Narrative Plan Think Sheet and the Argumentative Plan Think Sheet. This means the students were assigned to practice the use of the Planning strategies through the Think Sheet on their own.

Therefore the strategies could be internalized and new knowledge including the characteristics of a narrative and an argumentative essay, strategies for writing, vocabulary and language specifically used for writing were constructed. In other words, the effect of training the Planning strategies resulted in gaining new knowledge and applying strategies in real situations, and the students could transfer the strategy use in other contexts (O'Malley & Chamot, 1990).

The findings of the present study supported of the conclusions of many researchers stating that the explicit strategy instruction raises learners' consciousness both of their own strategy use and of the existence of other strategies (Oxford, 1994; Nykios, 1996; Oxford & Leaver, 1996; Cohen). It is therefore possible that the students could use the Planning strategies more frequently and effectively, and they were well-equipped and well-prepared with the Planning strategies for planning to write their first drafts.

In the second stage, the researcher provided the opportunity for practicing new strategies in the while-writing stage. The students were required to write the first drafts of their essays, so they had to try to retrieve writing strategies and metacognitive strategies learned. In this process of writing, the students were encouraged to use Monitoring strategies which helped them to apply the information in the Plan Think Sheet to develop more ideas for the first draft writing. They were also provided the Narrative Organization Think Sheet and the Argumentative Organization Think Sheet so

that they wrote down sketched ideas based on the structural pattern of a narrative and an argumentative essay. The questions and the guided statements in the Organization Think Sheets acted as a tool to raise the students' awareness to check their understanding about the essential parts of an essay. In this stage, the students were engaged in the activities in which they applied a variety of strategies and regulated their own writing process and assess ongoing writing as well as some difficulties. To do so, they could become aware of metacognitive strategies use in performing the writing tasks leading to the higher level of metacognitive strategies use, particularly Monitoring strategies.

In the stage of revising (the post-writing task), the students were taught to use Evaluating strategies by assessing their writing tasks (the complete first drafts), writing strategies and reflecting on their own problems. The students were also assigned to check the accomplishment of their first draft by using Self-Evaluation Checklist. This means that the students had to self-evaluate their first draft on their own with the criteria in the Checklist. After that, they self-evaluate the first drafts of their narrative and argumentative essays based on the criteria. Self-Evaluation Checklist for a narrative and an argumentative essay was slightly different depending on the characteristics of each type of an essay. While self-evaluating their first drafts, the students had to ask themselves questions, judged how well they did the writing tasks, judged whether the writing strategies were appropriate and helped them write effectively as well as reflected on the writing problems. Since metacognitive process is recursive and interactive (Anderson, 2001), the students employed the Evaluating strategies to self-check their written work back and forth. They may have identified the linguistic deficiencies in the first draft and planned ahead for revising. In this way, the metacognitive process may begin with the Planning Strategies followed by the Monitoring and Evaluating strategies. The

students not only had an opportunity to take control their writing task but also had a procedural experience to plan, monitor, revise, evaluate and regulate their own cognitive (Tsai, 2010) plausible that after the explicit metacognitive strategy training, the student employed metacognitive strategies in the higher level than before training.

Metacognitive strategies as a facilitator to help in writing.

The qualitative part of the study attempted to find out how metacognitive strategies in planning, monitoring, and evaluating help facilitate students writing of their narrative and argumentative essays. It appeared that nine students from the experimental group, divided into three English writing proficiency levels, three proficient students, three average students, and three less proficient students, employed both similar and different metacognitive strategies. They also employed a variety of strategies in writing. The findings from introspective interview data can be delineated as in the following aspects.

Planning strategies.

The results revealed that the participants used a variety of planning strategies to help in writing. All three groups of students employed the Planning strategies for writing including setting their specific goals before writing, planning the objective of writing an essay of both types, gathering the ideas for their own topic, thinking about the how to write a good essay, prioritizing the steps and sequences to complete the first draft of their essays as well as activating their background knowledge related to the approach of narrative and argumentative writing. However, as related research stated that skilled writer used more metacognitive strategies, and were able to use more convincing strategies that matched their writing task (Tsai, 2010). The results of the present study showed that the proficient students' use of metacognitive strategies and composing

strategies differed from the less proficient students in some aspects. For example, the less proficient students did not plan the objectives of the writing task and did not prioritize their writing strategies; one of them reported that

“ In my writing class, when I started to write the first draft of my narrative essay, teacher assigned us to do many practices; I have never done this before. In the Narrative Plan Think Sheet, I did not know what to tell about my experience. How can I arrange my ideas the sequence of events...”

“...I wrote some words, not the action words, I had to looked up words in the dictionary, and I did not know how to describe using the sensory details..”

Monitoring strategies.

Writing scholars stated that the skilled writers were more apparent to make more progress in metacognition such as taking strategies, performing critical thinking and self- monitoring writing problems (Tsai, 2010). Also, the good writers are able to undertake a writing approach that is more conducive to good writing than other writers (Victori, 1997, p. 177).

Evaluating strategies.

The results revealed that all nine students showed evaluating strategies while writing the first draft of a narrative essay and an argumentative essay and after they completed their first drafts. These students had to employ the Self-Evaluation Checklist to check whether they met the requirements of both types of essays. Most students revealed that they revised and made changes on the first draft following the teacher's feedback and comments attached with the first drafts; mostly they revised for the content and ideas, organizational pattern, unity and coherence, development of ideas and some serious mistakes about grammar. Table 20 summaries the metacognitive strategies the participants used in writing

Table 20

A Summary of Metacognitive Strategies Used in Writing

Planning Strategies	Monitoring Strategies	Evaluating Strategies
- Setting a personal writing goal - Planning before writing the first draft - Planning objectives of the writing task - Planning the content and ideas - Plan the strategies for writing - Sequence or prioritize writing strategies to be used to complete the writing task - Thinking about the prior knowledge to help in writing	- Check their own understanding of the overall writing task - Check their own abilities and difficulties in writing - Select writing strategies learned to complete the writing task - Use and match writing strategies with the writing task to complete the first draft	- Review strategies - Self-evaluate how well they write - Evaluate the strategies used to revise the first draft - Create the criteria for a good essay - Check to see if they meet the quality of writing

Limitations of the Study

The present study was a classroom research, so it was not the perfect one owing to the limitations that were worthy noted and might be addressed in the future research.

First, the explicit metacognitive strategy training has its own drawbacks. Only 20 third-year English major students were selected as a sample for the experimental study which was quite a small number and may not be reliable for the typical statistics. Therefore, selective nature of the participants could not represent the EFL students in other contexts and the results of the study may limit the generalizability.

Second, the training period for each types of an essay lasted five weeks. It was a reasonable for writing one type of genre for college level, but it was quite limited for metacognitive strategy training. The period of training was not long enough to elicit the

clear pictures and patterns of metacognitive strategies use that could emerge among the students as Flavell (1979) and Kluwe (1987) agreeably state that the independent use of metacognitive strategies develop gradually through experience.

Third, the present study focused on the effectiveness of the explicit metacognitive strategy training on students' first draft writing. The relationship between the level of metacognitive strategies use and English writing proficiency was not investigated. In addition, the scoring of composition was based on the holistic scoring for both types of essays and the raters looked at overall impressions on the content and ideas, organization, paragraph development, and language control. However, the researcher did not go in depth into the correctness of the students' linguistic competency. That is, the step of editing was not included.

Fourth, the revelation of metacognitive strategies used by the students before and after training from the Pre-Metacognitive Questionnaire and the Post- Metacognitive Questionnaire may not be consistent with those of the interview data. The Pre-Metacognitive Questionnaire and the Post- Metacognitive Questionnaire were self-reported questionnaires, so the responses to the questionnaires were quantitative data that depended on the respondents' willingness, feelings and attitudes as well as the real time environment and the appropriateness of the questionnaire administration. In addition, not all the participants in the experimental group were interviewed, but only nine students were selected.

Implications for Writing Instructions

In this part, the implications that can be learned from the study are provided for the benefits of the writing instruction in similar EFL contexts.

Theoretical Implications of the Study

Based on the metacognitive theory and metacongitive strategy training, the findings of the study have corroborated with the previous studies as in the following.

1. This study revealed positive effects of the explicit metacognitive strategy training in improving the students' quality of writing a narrative and an argumentative essay. In addition, the findings indicated the substantial increase in the use of metacognitive strategies in writing a narrative and an argumentative essay within both the explicit metacognitive strategy training and the embedded metacognitive strategy training and in all three main metacognitive strategies planning, monitoring, and evaluating and sub-strategies in each of them. The results also supported other metacognitive research and had an important implication for enhancing metacognitive strategies use and metacognitive development. Many researchers also pointed out that metacognitive strategy training has a greater effect on students' quality of their writing and the writing process, particularly the planning and revision processes and in writing an argumentative essay (Zellermayer, Salomon, Globerson and Givon (1991), and Raphael, Englert and Kirschner (1989); Chaya, 2005).

2. Additionally, many researchers agree that unskilled writers employ what they called "knowledge telling" approach to writing. In contrast, skilled writers use "knowledge transforming" model of intentional writing to achieve their goal through the composing process (Berreiter & Scardamalia, 1987). The findings of this study suggested that engaging students in metacognitive strategies contributed to the development of metacognitive awareness leading to the improvement of their narrative and argumentative essays. The important goal of metacognitive strategy training is to help students incorporate metacognitive strategies in planning, monitoring, and

evaluating into the executive control of the writing process. This study proposed the notion of the explicit metacognitive strategy training in as an instructional model of enhancing metacognitive processes in writing instruction at the college level.

Pedagogical Implications for EFL Writing Instruction

The most important pedagogical implication of the study is derived from the findings that the explicit metacognitive strategy training in writing is effective in increased the metacognitive strategies use resulting to improvement on the writing quality of a narrative and argumentative essay. These findings are important in many aspects.

1. Metacognitive strategy training may be an effective tool for EFL writing teachers. It had a positive effect on students' quality of writing and it could be presented as a supplementary teaching tool for the composition courses and academic writing at the tertiary level

2. More time is needed to develop metacognitive strategies and encourage students to use them by integrating with the process approach of teaching writing. Since many students were knowledgeable in writing their personal narratives, writing instructors should incorporate metacognitive strategies and encourage the students to write more on different types of genres expository writing, description and particularly and argumentative writing that requires the writers to apply metacognitive mechanism to manipulate and transform from knowledge-telling approach of writing to knowledge-transforming (Scardamalia & Beriter, 1992 as cited in Victori, 1997).

3. Many EFL writers have linguistic deficiencies such as vocabulary, grammar and sentence structures (Victori, 1997). Encouraging aiming at enriching students' language use would result in the better quality of writing because it allows students to

direct their attention to higher order cognitive skills when composing and emphasis should be made on good strategies at any stage of writing process.

Methodological Implications

This study was a combination of quantitative and qualitative data collection and analysis. In addition, multiple sources of data were applied to triangulate the findings. As McGroarty and Zhu (1997) pointed that triangulation through many sources of data enabled the researcher to verify the research findings. The suggested methodological implications for EFL research in writing are as follows.

1. To examine the effects of the metacognitive strategy training whether explicitly or implicitly, the multiple techniques of measures should be used so that the results from different data would provide the consistent findings for the research objectives and corroborate with the metacognitive research and theoretical foundations grounded the study. This study uses the data from the Pre- and Post- Metacognitive Strategies Questionnaires to investigate the increase in the use of metacognitive strategies before and after training and then the interview data were also applied to confirm the findings from the self-reported questionnaires. The results were corroborated with each other.

2. To investigate the improvement of the students' writing quality, the researcher used two sources of data; the pre and post test writing of the students in the experimental and control groups and the first drafts and second drafts of their narrative and argumentative essays. Therefore, the results obtained from different sources of data and methods corroborated each other.

Recommendations for Future Research

In the light of the implications and limitations discussed above, the present study leaves a number of directions for future research. Future studies could provide a clearer picture of the relative contribution of metacognitive strategies use when performing the writing task.

First of all, in the further studies, a long-term integrative metacognitive strategy training should be conducted since the training can effectively enhance learners' metacognitive awareness and the increase in the use of metacognitive strategies and improve their writing proficiency.

In addition, the comparative studies of other English skills and other types of writing discourses are necessary to ensure the findings of the study and to investigate the students changing in metacognitive strategies use in the writing process over time.

Another aspect of concern is the focus of the first draft writing. Although thesecond drafts of an essay were collected to see the improvement in the students' writing performances, the correctness of the language use in the second drafts was not carefully examined. Thus the further studies should emphasize the revision process that integrate metacognitive strategies in local revision such as words and sentence structure

The other suggestion is that a larger size of sample than the correct study with the experimental group and control group is required to provide more substantial and reliable findings. In addition, the emphasis should be placed on one area to find out more accurately and precisely about what will take place throughout metacognitive strategy training. It would be also challenging to investigate how the students plan, monitor and evaluate their writing with assistance of computer.

Lastly, it is interesting to study the three main strategies of metacognitive strategies: planning, monitoring, and evaluating separately or a combination of either one. For example, the researcher can examine the effect of self-monitoring alone on writing or in a combination with self-monitoring. Further research could be designed to see the effects of metacognitive strategies in writing the multiple drafts of one type of essay.

Conclusion

The main objective of the study was to examine the effectiveness of the explicit metacognitive strategy training. The research design was a quasi experimental study in which the research compared two methods of training metacognitive strategies in writing two types of essay writing, namely, narration and argumentation. The multiple sources of data collection were applied to triangulate the research findings. The results of the study showed that the students who received explicit metacognitive strategy training and the embedded metacognitive strategy training improved the quality of writing of their narrative and argumentative essay as a whole. This showed that the two methods of training are effective and have made improvements in the quality of essay writing. In addition, the students in the explicit metacognitive strategy training group have higher scores of writing (of both types) than those of the embedded metacognitive strategy training, particularly there is a significant difference between the quality of writing an argumentative essay. For the use of metacognitive strategies of students in both groups, the use of metacognitive strategies of the students has significantly increased after training. However, there is no significant difference between the use of metacognitive strategies of students in both groups. This showed that both trainings encouraged the higher use of metacognitive strategies in all three metacognitive

strategies: Planning, Monitoring, and Evaluating Strategies. Noticeably, the use of Planning Strategies of students in both groups fell into the highest level of use. The results from the interview data showed that students in the metacognitive strategy training used a variety of metacognitive strategies in their writing. They also revealed the observed strategies, not the trained ones. In brief, the results of the study showed that the integration of metacognitive strategies can effectively heighten Thai EFL students writers' metacognitive strategy use and awareness and improve their English writing proficiency. It is then very beneficial and practical to integrate the metacognitive strategy training in the writing classes. Although the study leaves room for improvement in this study since it is a classroom research with some limitations, it provides some good suggestions for teaching of college English writing. Moreover, the Explicit Metacognitive Strategy Training Model devised by the researcher can be used for reference.

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APPENDIX A

Background questionnaire

Participant's background questionnaire

Directions: Please fill in the following information or tick in the parenthesis ().

1. Name: _____ 2. Date _____

3. Age: _____ 4. Gender: () Male
() Female

5. Can you write any language (s) other than English and/or Thai? () Yes
() No

If yes, which language (s) _____.

6. Other than your assigned writing, do you regularly write outside the classroom? () Yes
() No

If yes, indicate your writing situation (outside the classroom) _____.

7. Number of years of study English: _____

8. How do you rate your overall proficiency in writing in English. () Excellent
() Good
() Fair
() Poor

9. How important is it for you to become proficient in writing in English? () Very important
() Important
() Not so important

10. Please indicate the letter grade you received in English composition (Past writing course): EN 231- Basic Writing _____
EN 331 - Composition 1 _____

Please indicate your GPAX: _____

APPENDIX B

Metacognitive Strategies Questionnaire for Writing

Pre-questionnaire

Directions: In this part, you will find the statements about writing the first draft of your essay. Imagine that you are going to write the first draft of your essay assigned by the teacher, think about what kind of things you will do **before**, **during**, and **after** writing the first draft of an essay. Take time to carefully examine each item and check the responses by ticking (X) in the box that best indicates how true of you the statement is.

- 1 = Never or almost never true of me
- 2 = Usually not true of me (less than half of the time)
- 3 = Somewhat true of me (about half of the time)
- 4 = Usually true of me (more than half of the time)
- 5 = Always or almost always true of me

Example: Consider the following item and choose the response by ticking (X) in the box.

Item	Content	Never true of me 1	Usually not true of me 2	Somewhat true of me 3	Usually true of me 4	Always true of me 5
	Before beginning to write the paper, I go to the library and search the websites to get as much information as possible concerning the topic					X

If you go to the library or search the websites to get as much information as possible concerning your topic before you begin to write the paper all the time or almost always, you **check 5**.

Part 1: The following statements tell you what you will do **before** writing the first draft of your essay.

Before I start writing the first draft of my essay,

Item	Content	1	2	3	4	5
1	Before starting to write the first draft of an essay, I usually plan to write.					
2	I always set my personal goal for writing, and set the purpose for each type of an essay.					
3	I know that planning to write helps me to write successfully.					
4	I always know ahead what I am going to write about.					
5	I think planning ahead is a useful strategy.					
6	Before writing the first draft, I usually brainstorm and gather ideas related to my essay topic.					
7	I always consider the framework and main idea for each paragraph before writing an essay.					
8	I always organize and arrange ideas before writing the first draft of an essay.					
9	Before writing, I read more to improve my writing.					
10	I usually write outlines before writing the first draft of an essay.					
11	I always plan for each paragraph and the entire essay.					
12	I always know what I am supposed to do when assigned to write an essay and what I will do first, second, third and so forth.					
13	I always think of my own strengths and weaknesses in writing the first draft of an essay.					
14	I usually focus on one thing at a time when I write an essay. For example, I will first focus on the thesis statement.					
15	I usually focus on the whole thing at a time when I write an essay. For example, I will look at the content and ideas, organization, paragraph development, and language use.					

Part 2: The following statements tell you what you will do *during* writing first draft of your essay.

While writing the first draft of my essay,

Item	Content	1	2	3	4	5
16	While writing the first draft of an essay, I usually follow my initial plan.					
17	I follow the plan for ideas, and I usually plan to use appropriate writing strategies while writing the first draft.					
18	I usually try to use new vocabulary and phrases that I have learned.					
19	I usually keep writing accurately following the writing lesson I have learned.					
20	I usually keep in mind that the one who is going to read my essay, that is, my reader.					
21	I usually revise the first draft when I come up with new ideas during the writing process.					
22	I always know the kind of my own problems and difficulties in writing.					
23	I adapt methods or strategies that I have learned to write whenever I write the first draft of my essay.					
24	I can describe appropriate methods and strategies used in writing an essay and give the reasons why I select them.					
25	I can describe the methods or strategies that help me write successfully and explain how to use them.					
26	When the selected strategies do not work, I often stop writing while composing.					
27	I usually ask my instructor or someone for help if I get stuck writing.					
28	I usually think in Thai first while writing an essay.					
29	I usually think in English while writing an essay.					
30	I reread my writing and check the meaning before I finish the first draft of an essay.					

Part 3: The following statements tell you what you will do to help improve the first draft of your essay *after* you finish it.

After finishing the first draft of my essay,

Item	Content	1	2	3	4	5
31	I always evaluate if I have written a successful essay after I finish the first draft.					
32	I usually revise the first draft for accurate expressions, and a well-developed, well-organized paragraph.					
33	I usually evaluate and adjust my writing strategies and methods used.					
34	I always check grammar errors I made in the first draft.					
35	I always know how a good essay should be organized, and what each paragraph: the introduction, body, and the conclusion should have.					
36	I always reread the first draft of my paper to see if it met the requirements-that is, if it was a good essay.					
37	I usually knew how to adjust the first draft to meet the requirements of a good essay.					
38	I usually go back through the whole essay after I finish the first draft.					
39	I think I will always refer to my plan or my personal goal of writing (If I have planned or set goals for my writing).					
40	I can ensure that my essay is successful.					
41	I always revise my first draft to make an improvement for the second draft.					
42	I usually revise my essay and I can tell what strategies will help me to revise successfully or unsuccessfully, and give examples of those strategies.					
43	I can describe how I will judge the quality of the first draft using the criteria that make a good essay.					
44	I can tell the strategies which help me revise successfully such as revising for the clear ideas of an essay.					
45	I think I will achieve my goal and succeed in my writing.					



Part 1: The following statements tell you what you did ***before*** revising the first draft of your argumentative essay.

Before I started revising the first draft of my argumentative essay,

Item	Content	1	2	3	4	5
1	I was aware of what I had already known about revision strategies.					
2	I had a good idea of what I was supposed to do to improve the first draft and I could explain in my own words.					
3	I had no idea of what were the important aspects of the first draft revision.					
4	I thought about how to revise globally at the whole essay and at the paragraph level.					
5	I came up with a list of revision tasks and set the purpose for each task in a short time.					
6	I realized that my planning consists of thinking about what I would revise, how I would revise and what revising strategies I need.					
7	I considered several points I would improve such as the audience expectations, the purpose, the organization, the unity and the coherence.					
8	I made a list of revision tasks to complete in a particular sequence quickly then determined revising strategies for each task.					
9	I checked my mistakes after I got back the first draft with feedback from the teacher and thought of revising strategies I already learned and connected them with my mistakes.					
10	I focused on the content and ideas and used my first attempt to refine my ideas on the topic rather than specifics.					

Item	Content	1	2	3	4	5
11	I focused my attention on reordering the main points , cutting irrelevant sections, adding or making argument stronger.					
12	I thought of revising for the clear ideas of the essay, getting focused on the thesis and considered whether I had a strong thesis					
13	I considered different alternatives to the first draft revision. For example, using the revision map, question and answer worksheet, the argumentative analysis form and a revision outline.					
14	I could find a way to concentrate on my revision task even when there are many distractions around me.					
15	I could not refocus my concentration on revision task when I find myself thinking about how difficult the task is.					
16	I focused on one thing at a time such as the content and ideas, then organization.					
17	I thought of revising the whole essay from the beginning in one sitting.					
18	I thought of revision sub-tasks separately at various times.					
19	I spent time to motivate myself to improve my essay even when I found my first draft holding little interest for the reader.					
20	I did not have time to think about my problems through and how to adapt my paper to meet the writing standards of an evaluators/writing teacher who is very demanding.					

Part 2: The flowing statements tell you what you did **during** revising the first draft of your argumentative essay.

While revising the first draft of my essay,.....

Item	Content	1	2	3	4	5
21	I thought about the effective revising strategies for completing the first draft revision. For example, I focus on the audience expectations.					
22	I first paid attention to revise for the clarity of the content and ideas.					
23	I consciously focused my attention on revising strategies learned to complete each revision task such as writing an effective topic sentences in the body paragraph referring to the thesis.					
24	I did not know how to communicate my ideas to the readers in the main thesis of my paper.					
25	I could not find ways to overcome the problems when I got stuck revising for the connected ideas in each paragraph.					
26	I selected or adapted methods, approaches or strategies learned before considering the specific revision task.					
27	I stopped to see if I stated the reasons that become the topics of each paragraph and relate ideas among different paragraphs.					
28	I found myself having difficulties in making changes for the better content and ideas to meet the needs of the audience.					
29	I considered whether I presented the information in a logical way to ensure that my paper is well-organized.					

Item	Content	1	2	3	4	5
30	I could use effective transitional sentences from one idea to another to ensure that I revise for coherence and unity.					
31	I thought about the structural elements of an argumentative essay to help me decide to revise globally for the better content and ideas.					
32	I thought about the rhetorical pattern of an argumentative essay to help me decide what I was going to revise.					
33	I focused my attention on the larger issue-global revision such as the overall focus, organization and development of ideas.					
34	I could find other people who would give me the feedback after I completed the first draft revision.					
35	I tried to answer the questions I asked myself as a guide to both local and global revisions. For example, "What should I add and cut and how?"					

Part 3: The following statements tell you what you did to help improve the first draft of your argumentative essay after you revise it.

After revising the first draft of my argumentative essay,.....

Item	Content	1	2	3	4	5
36	I checked to see if my second draft matches the requirements of a good argumentative essay.					
37	I used my own revision plan for making judgments of how well I improve my first draft.					
38	I referred to my personal revision goal to test if I achieve the revision goal.					
39	I reread the whole essay so that I can check to see if my essay contains the components making a good essay.					
40	I asked myself the questions to check whether the strategies I used work well and checked the outcome of my revision task.					
41	I compared my second draft with the first draft to see if I improve the second draft using the criteria related to my personal revision goal.					
42	I evaluated how well I revised my first draft using my own criteria and the checklist					
43	I considered the elements of a good argumentative essay to self-evaluate how well I revise my first draft.					
44	I reread the second draft to see if I need to go back through the revision sub-tasks.					
45	I set my personal revision goals for next time based on what worked best this time and what I think I should keep or change.					



APPENDIX C

Metacognitive Strategies Questionnaire for Writing

Post-questionnaire

Directions: In this part, you will find the statements about writing the first draft of an argumentative essay. Think of the time when you have finished the first draft of your argumentative essay, think about what kind of things you did *before*, *during*, and *after* writing the first draft of your argumentative essay. Take time the time to carefully examine each item and check the responses by ticking (X) in the box that best indicates how true of you the statement is.

- 1 = Never or almost never true of me
- 2 = Usually not true of me (less than half of the time)
- 3 = Somewhat true of me (about half of the time)
- 4 = Usually true of me (more than half of the time)
- 5 = Always or almost always true of me

Example: Consider the following item and choose the response by ticking (X) in the box.

Item	Content	Never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always true of me
		1	2	3	4	5
	I know what I am supposed to do when I was given a topic of a writing assignment.					X

If you always know what you are supposed to do when you were assigned to write about a given topic, you **check 5**.

Part 1: The following statements tell you what you did *before* writing the first draft of your essay (a narrative or an argumentative essay).

Before I started writing the first draft of my essay,

Item	Content	1	2	3	4	5
1	Before starting to write the first draft of an essay, I usually planned to write.					
2	I always set my personal goal for writing, and set the purpose for each type of an essay.					
3	I knew that planning to write helped me to write successfully.					
4	I always knew ahead what I was going to write about.					
5	I thought planning ahead was a useful strategy.					
6	Before writing the first draft, I usually brainstormed and gathered ideas related to my essay topic.					
7	I always considered the framework and main idea for each paragraph before writing an essay.					
8	I always organized and arranged ideas before writing the first draft of an essay.					
9	Before writing, I read more to improve my writing.					
10	I usually wrote outlines before writing the first draft of an essay.					
11	I always planned for each paragraph and the entire essay.					
12	I always knew what I was supposed to do when assigned to write an essay and what I would do first, second, third and so forth.					
13	I always thought of my own strengths and weaknesses in writing the first draft of an essay.					
14	I usually focused on one thing at a time when I write an essay. For example, I will first focus on the thesis statement.					
15	I usually focused on the whole thing at a time when I wrote an essay. For example, I looked at the content and ideas, organization, paragraph development, and language use.					

Part 2: The following statements tell you what you did *during* writing first draft of your essay.

While writing the first draft of my essay,

Item	Content	1	2	3	4	5
16	While writing the first draft of an essay, I usually followed my initial plan.					
17	I followed the plan for ideas, and I usually planned to use appropriate writing strategies while writing the first draft.					
18	I usually tried to use new vocabulary and phrases that I have learned.					
19	I usually kept writing accurately following the writing lesson I have learned.					
20	I usually kept in mind that the one who was going to read my essay, that is, my reader.					
21	I usually revised the first draft when I came up with new ideas during the writing process.					
22	I always knew the kind of my own problems and difficulties in writing.					
23	I adapted methods or strategies that I have learned to write whenever I wrote the first draft of my essay.					
24	I could describe appropriate methods and strategies used in writing an essay and gave the reasons why I selected them.					
25	I could describe the methods or strategies that helped me write successfully and explained how to use them.					
26	When the selected strategies did not work, I often stopped writing while composing.					
27	I usually asked my instructor or someone for help if I got stuck writing.					
28	I usually thought in Thai first while writing an essay.					
29	I usually thought in English while writing an essay.					
30	I reread my writing and checked the meaning before I finished the first draft of an essay.					

Part 3: The following statements tell you what you did to help improve the first draft of your essay *after* you finish it.

After finishing the first draft of my essay,

Item	Content	1	2	3	4	5
31	I always evaluated if I have written a successful essay after I had finished the first draft.					
32	I usually revised the first draft for accurate expressions, and a well-developed, well-organized paragraph.					
33	I usually evaluated and adjusted my writing strategies and methods used.					
34	I always checked grammar errors I made in the first draft.					
35	I always knew how a good essay should be organized, and what each paragraph: the introduction, body, and the conclusion should have.					
36	I always reread the first draft of my paper to see if it met the requirements-that is, if it was a good essay.					
37	I usually knew how to adjust the first draft to meet the requirements of a good essay.					
38	I usually went back through the whole essay after I had finished the first draft.					
39	I always referred to my plan or my personal goal of writing (If I have planned or set goals for my writing).					
40	I could ensure that my essay was successful.					
41	I always revised my first draft to make an improvement for the second draft.					
42	II could tell what strategies helped me to revise successfully or unsuccessfully, and gave examples of those strategies.					
43	I could describe how I judged the quality of the first draft using the criteria that make a good essay.					
44	I could tell the strategies which helped me revise successfully such as revising for the clear ideas of an essay.					
45	I thought I achieved my goal and succeed in my writing.					



Item	Content	1	2	3	4	5
------	---------	---	---	---	---	---

11	I focused my attention on reordering the main points , cutting irrelevant sections, adding or making argument stronger.					
12	I thought of revising for the clear ideas of the essay, getting focused on the thesis and considered whether I had a strong thesis					
13	I considered different alternatives to the first draft revision. For example, using the revision map, question and answer worksheet, the argumentative analysis form and a revision outline.					
14	I could find a way to concentrate on my revision task even when there are many distractions around me.					
15	I could not refocus my concentration on revision task when I find myself thinking about how difficult the task is.					
16	I focused on one thing at a time such as the content and ideas, then organization.					
17	I thought of revising the whole essay from the beginning in one sitting.					
18	I thought of revision sub-tasks separately at various times.					
19	I spent time to motivate myself to improve my essay even when I found my first draft holding little interest for the reader.					
20	I did not have time to think about my problems through and how to adapt my paper to meet the writing standards of an evaluators/writing teacher who is very demanding.					

Part 2: The flowing statements tell you what you did *during* revising the first draft of your argumentative essay.

While revising the first draft of my essay,.....

Item	Content	1	2	3	4	5
21	I thought about the effective revising strategies for completing the first draft revision. For example, I focus on the audience expectations.					
22	I first paid attention to revise for the clarity of the content and ideas.					
23	I consciously focused my attention on revising strategies learned to complete each revision task such as writing an effective topic sentences in the body paragraph referring to the thesis.					
24	I did not know how to communicate my ideas to the readers in the main thesis of my paper.					
25	I could not find ways to overcome the problems when I got stuck revising for the connected ideas in each paragraph.					
26	I selected or adapted methods, approaches or strategies learned before considering the specific revision task.					
27	I stopped to see if I stated the reasons that become the topics of each paragraph and relate ideas among different paragraphs.					
28	I found myself having difficulties in making changes for the better content and ideas to meet the needs of the audience.					
29	I considered whether I presented the information in a logical way to ensure that my paper is well-organized.					

Item	Content	1	2	3	4	5
------	---------	---	---	---	---	---

30	I could use effective transitional sentences from one idea to another to ensure that I revise for coherence and unity.					
31	I thought about the structural elements of an argumentative essay to help me decide to revise globally for the better content and ideas.					
32	I thought about the rhetorical pattern of an argumentative essay to help me decide what I was going to revise.					
33	I focused my attention on the larger issue-global revision such as the overall focus, organization and development of ideas.					
34	I could find other people who would give me the feedback after I completed the first draft revision.					
35	I tried to answer the questions I asked myself as a guide to both local and global revisions. For example, "What should I add and cut and how?"					

Part 3: The following statements tell you what you did to help improve the first draft of your argumentative essay after you revise it.

After revising the first draft of my argumentative essay,.....

Item	Content	1	2	3	4	5
36	I checked to see if my second draft matches the requirements of a good argumentative essay.					
37	I used my own revision plan for making judgments of how well I improve my first draft.					
38	I referred to my personal revision goal to test if I achieve the revision goal.					
39	I reread the whole essay so that I can check to see if my essay contains the components making a good essay.					
40	I asked myself the questions to check whether the strategies I used work well and checked the outcome of my revision task.					
41	I compared my second draft with the first draft to see if I improve the second draft using the criteria related to my personal revision goal.					
42	I evaluated how well I revised my first draft using my own criteria and the checklist					
43	I considered the elements of a good argumentative essay to self-evaluate how well I revise my first draft.					
44	I reread the second draft to see if I need to go back through the revision sub-tasks.					
45	I set my personal revision goals for next time based on what worked best this time and what I think I should keep or change.					

APPENDIX D

Interview Questions

Planning Strategies

1. What did you always do before you start to write your essay once you got the topic?
Did you set your personal goal?
How does this help you to write?
2. Have you thought of any kind of planning before starting to write?
3. Do you think planning is a useful strategy? How is it important?
4. Did you always know what you are going to accomplish in the first draft of a narrative /an argumentative essay?
Describe what you will have to do in order to complete the first draft of a narrative /an argumentative essay.
5. Do you think of any particular methods or strategies that help you to write the first draft of your narrative/argumentative essay?
6. Did you always follow *Narrative Plan Think Sheet/ Argumentative Plan Think Sheet* when you write?
7. Did you plan each paragraph and the entire essay?
8. Apart from planning some ideas, was there anything else you planned?

Monitoring Strategies

9. Have you had any kind of difficulty (ies) or problem (s) while writing?
Describe it/them.
10. Did you have any idea about what you are going to write in your narrative and argumentative essay?
11. What did you consider the focus of writing the first draft of a narrative/ an argumentative essay?
12. Did you select methods or strategies that you have learned to complete the first draft of your narrative/argumentative essay?
13. What of those methods or strategies helped you to write? How? Why?
14. What were the writing strategies that helped you to write successfully? How?
Please describe them.

Evaluating Strategies

15. Did you reread the first draft of your narrative/argumentative essay?
16. Did you revise your essay?
17. Did you check to see if you met your writing goal?
18. How did you know that you met your personal goal?
19. Did you create your own criteria to judge the quality of your essay?
What are the criteria of a well-written narrative/argumentative essay?
20. Did you self-evaluate how well you wrote the first draft of your narrative/argumentative essay?

APPENDIX E

The Attitude Questionnaire for the Explicit Metacognitive Strategies Training for Writing

Directions: Rate the following items of the Explicit Metacognitive Strategy Training for Writing a narrative and an argumentative essay in accordance with your satisfaction and opinion toward training. Check the responses by ticking(X) in the box that indicate your true satisfaction and opinion.

5 = Strongly agree

4 = Agree

3 = Neutral (Neither agree nor disagree)

2 = Disagree

1 = Strongly disagree

Items	Content	5	4	3	2	1
1.	The overall content and ideas of the Explicit Metacognitive Strategy Training are suitable for teaching students to write.					
2.	The Explicit Metacognitive Strategy Training (EMST) is suitable for your level and background knowledge, it is not too difficult or too easy for you.					
3.	All of materials (handouts, worksheets, and practices) were well-organized and orderly.					
4.	The content of the lesson was interesting and challenging.					
5.	The level of difficulty of the lesson was suitable for and relevant to students' background knowledge.					
6.	The language use: the complexity, terms, and vocabulary are suitable for the students at this level.					
7.	In accordance with the EMST, you were trained to write an essay based on the processes of writing such as the pre-writing, drafting, and revision stage.					
8.	The assignments provided in the EMST were appropriate with your level and relevant to the training lesson.					
9.	There were no unclear and ambiguous parts of the EMST and its materials.					
10.	The EMST is appropriate for encouraging the use of metacognitive strategies and critical thinking.					
11.	The steps and sequences of training the students to use metacognitive strategies in planning, monitoring and evaluating were clear and logically-developed.					
12.	The EMST helped you to write your narrative and argumentative essay more effectively.					

Items	Content	5	4	3	2	1
13.	Following the Plan Think Sheet and the Organization Think Sheet, these materials facilitated your writing of both narrative and argumentative essay.					
14.	Writing tasks provided in the EMST and teaching materials promoted your writing ability.					
15.	You are more confident to write more successfully after receiving the EMST.					

Thank for Your Cooperation



APPENDIX F

Pre-Writing and Post-Writing for a Narrative Essay

Pre-writing

Write an essay on the topic “The **Most Memorable Thing in My Life.**” Think about an event that is most memorable or unforgettable for you. Write a story about what happened. Be sure to narrate events and include specific details in your response. Write at least 500 words using correct grammar.

Post-writing

Write an essay on the topic “The **Most Memorable Thing in My Life.**” Think about an event that is most memorable or unforgettable for you. Write a story about what happened. Be sure to narrate events and include specific details in your response. Write at least 500 words using correct grammar.

Your narrative essay needs to include three main parts: the beginning (Introduction), middle (body paragraphs), and the ending (conclusion). Also provide enough background information that helps your readers understand your main point and end your story with personal opinion or the influence the event(s) had on you.

Pre-writing and Post-writing for an argumentative essay

Pre-writing

An essay prompt

Computers are having an increasing influence on our lives. Some people find the increasing exciting, but other people find it threatening. Do you agree or disagree? Explain why you think computers have a good influence or a bad influence on our lives.

Post-writing

An essay prompt

Write an argumentative essay based on an essay prompt that appears below. Begin with an attractive introduction and a clear thesis statement and then develop it by using your strong reasons or arguments with specific examples to support your position. You also have to provide a refutation paragraph (opposing view) then a conclusion that restate your main arguments. Your essay should consist of 5-6 paragraphs. Write at least 500 words.

Computers are having an increasing influence on our lives. Some people find the increasing exciting, but other people find it threatening. Do you agree or disagree? Explain why you think computers have a good influence or a bad influence on our lives.

APPENDIX G

Narrative Plan Think Sheet

Name _____ I.D. _____ Date: _____

Directions: Use this sheet to help you plan to write the first draft of your narrative essay.

Topic: _____

1. WHO: Who will be my audience (reader)?

2 GOAL: What is/are your goal (s)? **(Setting Personal Goal)**

3. WHY: Why am I writing this topic? **(Setting Purpose)**

4. WHAT: What are all the ideas I already have about my topic? **(Brainstorming)**

5. HOW: What are some of the possible ways to group my ideas?

Beginning

Who? _____
When? _____
Where? _____

Middle

Event 1 _____
Event 2 _____

Ending

Resolution _____
Lesson Learned _____

Narrative Plan Think Sheet	
6. How will I organize my ideas? ☐ Chronological order ☐ Spatial order ☐ Order of importance ☐ Others	
7. I want the tone of my essay writing to be: ☐ serious ☐ mysterious ☐ narrative ☐ descriptive	
8. The most important point I want to make is: _____ _____ _____ _____ _____	
9. My draft main point: _____ _____ _____ _____ _____ _____	

Adapted from Englert, et.al. (1991, p.346)

APPENDIX H

Narrative Organization Think Sheet

Name _____ I.D. _____ Date: _____

Directions: Use this sheet to help you organize the first draft of your personal narrative essay.

Topic: _____

The main point of my narrative- What am I narrating?

Beginning (Introduction)

Setting: What? When? Where?

Characters: Who are the main characters?

How are these characters related?

Middle: (Body)**Initiating event:**

Event 1

Sub-sequent event _____

Sub-sequent event _____

Event 2

Sub-sequent event _____

Sub-sequent event _____

Event 3 (Conflicts/Problems)

Sub-sequent event _____

Sub-sequent event _____

Event 4

Sub-sequent event _____

Sub-sequent event _____

Ending:Outcome/Result/Solution/**Lesson learned**



APPENDIX I

Organization Think Sheet for the First Draft of an Argumentative Essay

Topic of your argumentative essay: _____

1. The introductory paragraph:

A. Introductory statement _____

B. Background information _____

C. Different points of view

One side _____

The other side _____

C. Thesis statement: _____

2. Body paragraph 1: First argument or reason to support your position

- A. Topic sentence explaining your point
(Transition into the first point related to THESIS)

- B. Primary development (Support 1)
(General discussion of the first reason or argument)

- C. Secondary development (Support 2)
(Specific examples, elaboration to back your point)

- D. Concluding sentence
(Discussion of how this main point and specific examples support THESIS)

3 Body paragraph 2: Second argument or reason to support your position

- A. Topic sentence explaining your point.
(Transition into the second point connecting this with the THESIS)

- B. Primary development (Support 1)
(General discussion of the second reason or argument)

- C. Secondary development (Support 2)
(Specific examples, elaboration to back your point)

- D. Concluding sentence
(Discussion of how this main point and specific examples support THESIS)

4. Body paragraph 3: Third argument or reason to support your position

- A. Topic sentence explaining your point.
(Transition into the second point connecting this with the THESIS)

- B. Primary development (Support 1)
(General discussion of the second reason or argument)

- C. Secondary development (Support 2)
(Specific examples, elaboration to back your point)

- D. Concluding sentence
(Discussion of how this main point and specific examples support THESIS)

5. Opposing argument (The concession/refutation paragraph)

- A. Transition into opposing viewpoint.

B. Objection point to your argument

C. Your refutation to the opposing viewpoint

D. The concluding sentence

2. The concluding paragraph

A. A summary of the main points of your argument

B. Restatement of your THESIS in different words (paraphrase)

C. Final comment on the issue or a call to action
(A powerful ending)

APPENDIX J

Self-Evaluation Checklist for an Argumentative Essay

Name:.....**Date:**.....**Task:**.....

Directions: Put a tick (✓) to self-evaluate your first draft of an argumentative essay.
Also, refer to the criteria provided.

Criteria for each component of writing the first draft	Thinking about my first draft of an argumentative essay	Yes	No
Purpose - Address the writing purpose clearly. - Accomplish its purpose: to persuade/convince the reader and to call for action.	1. The topic of my essay is accurately stated to inform the reader what my essay is about. 2. My introduction captures the reader's attention and lead into the thesis statement. 3. The introduction of my essay establishes the importance of and context for my essay.		
Focus - The thesis, paragraphs and topic sentences all work together and deal with the same topic. - The introduction and conclusion focus clearly on the main thesis.	4. In the introduction of my essay, I have clearly stated strongly implied thesis that controls the content and ideas of the entire essay. 5. I stated the thesis statement that indicates an arguable topic, focuses and makes strong point about the arguable topic. 6. My thesis statement states the main idea and the reason for my arguments.		
Content and ideas - Fully-developed introductory paragraph: contain detailed background information, a clear explanation of the issue and thesis statement. - Create a thesis which clearly states a position on a controversial issue. - Clearly state the opposing side of the position.	7. I have adequate background information to guide my reader to understand and follow my ideas. 8. I clearly stated the opposing side of my position and refute them clearly. 9. I have enough evidence and details to back up the main point of my argument (claim/thesis). 10. I developed each paragraph in a logical order, and it guides the reader from to point. 11. I used logical, reasonable, well-chosen and well-supported reasons to support my position.		

Criteria for each component of writing the first draft	Thinking about my first draft of an argumentative essay	Yes	No
• Offer proof that the position is logical, reasonable, supportable using well-chosen reasons, facts, examples. • Anticipate potential objection to own arguments and refutes. • Include a convincing conclusion which summarizes main arguments and supports position.	12. Each body paragraph begins with the main idea (main argument) or topic sentence connected to the thesis statement. 13. I included adequate examples, illustrations and explanations or reasons to support each main point of the arguments. 14. I gave good reasons for writing in both thesis statement and throughout the whole essay. 15. I restated the main points of arguments in the concluding paragraph (conclusion). 16. The introduction and conclusion of my essay focus clearly on the thesis. 17. My first draft accomplished its purpose in persuading, convincing and calling for action. 18. I think achieved my personal goal.		
The development • Develop main points clearly and logically. • Use many concrete examples or details. • Have sufficient evidence from reliable sources to support arguments. • Use a variety of transitions to connect sentences and paragraphs.			
Overall • The position on an issue is clearly stated and evident throughout the essay. • Stay focused on the point of view throughout the essay.			

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