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FACULTAD REGIONAL MULTIDISCIPLINARIA – MATAGALPA
FAREM-MATAGALPA
“2020: AÑO DE LA EDUCACIÓN CON CALIDAD Y LA PERTINENCIA”
DEPARTMENT OF EDUCATION AND HUMANITIES
ENGLISH PROGRAM
GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua as a requirement for achieving the Bachelor of Educational Science, with an English mention.

Theme: Methodology strategies that enhance the development of the English language learning during the second semester 2019

Specific topic:

The effect of metacognitive strategies used to develop English writing skills of students of 9th grade at EDDY Alonso National Institute in Sebaco city during the second semester of 2019.

Authors:

- Deyling Raquel Luquez Rivera
- Yessica Centeno Rivera

Instructor:

Mauricio Alvarado

Matagalpa, January 28th 2020



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Dedication

We dedicate this work firstly, God because he gave us the strength, wisdom and the intelligence to finish our studies successfully.

Secondly, our teachers who have guided us throughout our degree, and have given their support to accomplish this work with success.

Finally, our family and friends who have encouraged and supported economically and morally during the development of this work.

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We would like to, first of all, express our gratitude towards our teachers, for their constant support, guidance, and supervision of this study.

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VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres Deyling Raquel Luquez Rivera carnet número 15062986 y Yessica de Fátima Centeno Rivera carnet número 15060600, para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: “The effect of Metacognitive strategies used to develop English writing skills of students of 9th grade at Eddy Alonso National Institute in Sébaco city, during the second semester 2019” responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto se considera apto para su defensa.

Ms c. Mauricio Alvarado
Tutor
UNAN – FAREM Matagalpa

Abstract

This research paper is about the effect of metacognitive strategies used to develop English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019. The purpose of this study is to analyze the metacognitive strategies that help students to improve writing skills. Writing is one of the main language skills which play a major role in expressing one's ideas, thought, opinions, and attitudes, this skill is considered as the most difficult skill because it needs a huge vocabulary, a good grammar and good organization of ideas to master it so, this study will be of great knowledge for students who learn English as a foreign language since, it will contribute information about the metacognitive strategies which are mental procedures which include planning, monitoring and evaluating. These strategies are important tools that help students guide, regulate, and evaluate their own writing process in order to strengthen the weaknesses presented, not to use them impede students to develop their writing skills. The results of this study showed that most of the students did not use and were not aware of metacognitive strategies. The results also revealed that metacognitive strategies develop significantly students' writing performance if these strategies are used appropriately.

1. Introduction

The present study is about the metacognitive strategies used to develop the English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019. According to Wenden (1991) metacognitive writing strategies are “mental operations or procedures that learners use to regulate their learning. They are directly responsible for the execution of a writing task and include three main kinds: planning, evaluating and monitoring”. Metacognitive strategies allow students to internalize the knowledge acquired through cognitive activities besides, they help students be more independent and autonomous learners. These strategies are important tools that help students control, lead, develop and improve their writing performance.

In an English learning classroom the teacher intends to develop the four skills of language. Writing is one of the most important and complex skills which need great attention, because it is considered as the most difficult process. Nowadays, English Foreign Language students at EDDY Alonso Institute face a lot of writing problems that impede them from using and practicing English appropriately as vocabulary choice, grammar structures, punctuation, organization of ideas, spelling, text’s formulation, topic sentence and supporting ideas et al. Besides, the fear to make mistakes, induce them to the disinterest at the moment to write, since students do not want to learn the language, but pass the class that they study, Furthermore students are not independent and autonomous in their writing process therefore, they are not able to write a whole written without their teacher’s help. To overcome these obstacles students required to employ different method and strategies that help them to improve this valuable and complicated skills, and this will be achieved through the use of metacognitive strategies. The purpose of this study is to analyze and to identify the effect of metacognitive strategies used to develop the English writing skills besides, this research will explain and verify the effect of metacognitive strategies used by students who learn English as a foreign language to develop their writing process.

This study is considered experimental because it has the three elements of a true experimental design: a pre-test, a post-test, and an experimental group who received a treatment. The mixed method, which includes both qualitative and quantitative research designs, was administered. The qualitative method tries to describe and interpret the information in more detail through observation and data analysis of all the investigative process. While, the quantitative method uses numerical data to describe and examine the results of the research. The sampling method used in this study was simple random sampling because the population was selected randomly. This study selected students from Eddy Alonso National Institute (Sebaco city). In this institute there were five groups of ninth grade but this study focused on students of ninth grade classroom "D" because students showed interest to participate in this study. 10 out of 40 students were selected as part of the study to answer the survey, as well as, the pre-test and post-test., their ages range between 14, 15 and 16 years old, (five male and five female). The students were from different neighborhoods of Sebaco city. The students' English language level was beginners. The instruments used to gather information were survey, interview, pre-test and post-test. The survey contained three multiple choice items. This was administered to the ten participants of the study in order to explore general ideas of students' awareness about metacognitive strategies in relation with writing skills. The interview contained nine questions which was led to the English teacher in order to comprehend and gather detailed information about the participants' writing process and the use of metacognitive strategies. After that, it was administered the pre-test with the purpose of measure students' writing skills. Then a treatment of metacognitive strategies was promoted which were presented the use and importance of metacognitive strategies in the writing process. Finally, it was administered the post-test in order to verify if the used of metacognitive strategies develop or not writing skills.

2. Justification

The present study explore the effect of metacognitive strategies used to develop the English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019. This topic was chosen because writing is consider the skills that students present more deficiency, since it is necessary to have an extended vocabulary and handle a host of grammatical structures to master it. This causes frustration to students and induces them to academic desertion. Moreover, writing is really essential in communication process being nowadays the key to success in college and university; so, it is absolutely vital to enhance these skills.

As students of English language teaching and future teachers, we intent to analyze the effect of metacognitive strategies necessary to develop and improve writing skills. In our country the teaching of English language is limited. Hence, the students are responsible of fortifying their own knowledge. Pupils often have several problems to express their ideas in a written way, so it is necessary that students use metacognitive strategies. These strategies will help them be independent and autonomous learners and encourage their cognitive knowledge in order to accomplish a determinate goal.

This study will be absolutely important and useful for students who learn English as a foreign language, as well as, English teachers because, it will contribute information about the metacognitive strategies which are necessary tools used to develop writing skills.

3. General objective:

To analyze the effect of metacognitive strategies used to develop the English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019.

3.1- Specific objective:

- To identify the metacognitive strategies used to develop the English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019.
- To explain the use and importance of metacognitive strategies used to develop the English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019.
- To verify the effect of metacognitive strategies used to develop the English writing skills of students of 9th grade at Eddy Alonso National Institute in Sebaco city during the second semester of 2019.

4. Development

This research is about the effect of metacognitive strategies used to develop English writing skills. Metacognitive strategies help students lead, regulate, control and evaluate their own learning in order to strengthen their weaknesses presented in the learning process. The students of high school in Nicaragua present several difficulties in their writing process such as grammar difficulties, lack of vocabulary among others, since the limited time spend in the subject and the excessive amount of students in the classroom make difficult for teachers to offer a personalized teaching that help students to develop this skills. So the information provided in this research will be really useful for students who learn English as a foreign language and English teachers because it will contribute information about the metacognitive strategies. To gather information this study consulted the following studies: Diaz (2013) Goctu, (2017) Wenden (1991) among others. The variables studied in this research are writing skills which is the independent variable and metacognitive strategies which is the dependent variable.

4.1 Writing skills.

English is the language that most people use to communicate internationally, and it is the second most spoken language around the world. Nowadays, it is really important to learn English as a foreign language, since it is used in different ambits of people's life. In order to master the language, it is necessary to handle the four language skills. This work is focused in writing skills.

4.1.1- Writing skills Definition.

“Writing is one of the basic language skills (speaking, listening and reading), which are crucial for successful language acquisition. Developing learners' ability to express their ideas through the written language has become a learning objective of its own. That is why teachers

and educators acknowledge the importance of enhancing learners' writing skills". (International Journal of English Language Teaching [IJELT], 2017). Mandal (2009) States "Writing is an act of forming letters or characters and artfully putting them together so as to express ideas; an essential component of any language learning" (p.53). Lado believes that "writing is a graphic representation of a language and information is conveyed through the written medium by the use of conventional graphemes" (as cited in Mandal, 2009).

In turn, this study considers that Writing is a form of communication that allows sharing feelings, opinions and a clear message through signs in a readable form. It is an essential skill that people use to convey their ideas, thoughts, and opinions in paper through a set of signs, letters and words which have to be arranged to form sentences and sentences that have to be arranged to form a whole written that communicate writer's message in a clear and precise way. Writing is the art of organize and translate ideas in a written form by means of use of graphemes, in order to create and express a specific message. Writing is a complex skill that requires time and effort of the writers to master it. These skills in contrast to speaking which is one of the productive skills, depends just on letters and signs to communicate the message. It is impossible in writing skills to use body language, gestures, stress and tone. Besides, writing requires a wider range of grammatical structures and a vast vocabulary to convey the message since writing is a formal representation of any language which demands a clear and understandable message on the part of readers. In order to communicate a message in an effective manner, writers need to know and use the different components of writing form such as grammar, syntax, mechanics, organization and contents because, Writing is the result of several steps in a systematic process.

Throughout the different instruments of observation and interview it was confirm that students of ninth grade classroom "D" consider writing as a complex process, in turn, the teacher claimed that high school students are not able to write a whole written work such as short dialogues and short paragraph by themselves which are the writing activities the teacher implement to develop students' writing skills. She said that students do not have interest in learning the new language, far less improve their writing skills because these skills are too complex for students.

4.1.2- Sub-skills.

The writing skills incorporate a number of sub skills. According to Sobana (2003) The sub skills are classify under 7 seven categories (as cited in Mandal, 2009 p.58).

1- Mechanics – Handwriting, spelling and punctuation.

Mechanics refers to the rules of the written language such as capitalization, punctuation and spelling. It is an essential component that students need to keep in mind at the moment they write. A good mechanics will allow writers convey their message in an understandable way.

For example: My father has a black **hoarse**). This sentence has a spelling mistake “**hoarse instead of horse**” so the message is not clear for the readers.

2- Organization – Vocabulary, Idioms

It is the appropriate way of use and organize the vocabulary and idioms in a logical order within the written in order to convey a clear message.

3- Organization - Paragraphs, topic and support cohesion and unit.

It is the arrangement of ideas, experiences, or details in a determinate order in a paragraph, text, story, essay, etc. Organization is fundamental especially in academic writing where students need to follow a sequence of steps to achieve a particular purpose. It helps learners select appropriate information and put them in a logical order; since it is not enough have a wide vocabulary but also it is necessary to know how put them together in order to covey the information.

For example: to write an essay it is necessary to follow a sequence of steps, firstly in the introductory paragraph writers need to write an attention grabber or hook, background information about the topic and a thesis statement to communicate the audience the information they will find in the written.

4- Syntax – Sentence structure, sentence boundaries, stylings, etc.

Syntax states the rules of grammar for using words, phrases, clauses and punctuation, especially to form sentences these rules exist to make sentences clear and consistent. In simple words, it is the format in which words are arranged to create sentences.

For example:

Incorrect: She is a girl beautiful.

Correct: She is a beautiful girl.

Writers may vary sentences syntax in order to make writing more interesting or to emphasize a particular point.

For example:

- I usually drink coffee.
- Usually, I drink coffee.
- I drink coffee usually.

5- Grammar – Rules of verbs, agreement, articles, pronouns etc.

Grammar is a set of rules and grammatical structures which allows students to arrange words to make appropriate sentences. It is an essential aspect of any language so, It is absolutely necessary that students know the different grammar structures and how to use them correctly. Some examples of grammar are: simple present/past, regular and irregular verb, modals, etc.

6- Content – Relevance, clarity, originality, logic etc.

Content refers to all the written material in a document. Learners have to take into account the purpose of their written as well as their audience to select the appropriate information, this way they could share their message with clarity and logic. Contents may consist of examples, facts, anecdotes, testimonies, opinions etc.

7- The writing process-getting ideas, getting started writing drafts, revising, etc.

It is the process that students carry out throughout the writing process with the purpose of accomplish a specific goal in a determinate time. For example: when students write essay or a research, they carry out this process.

Through the administration of the pre-test and post-test this study assessed local (mechanics and grammar) and global (organization) aspect in order to measure students' writing performance. In turn, the teacher expressed that the aspect she assessed in the writing process is grammar, which is, according to her, the most difficult problem students present when they wrote sentences or short paragraphs. in this research it was confirmed that students present difficulties in both local and global aspect, but the aspect they have more difficulties is organization of ideas. This information will be presented in the further section in more detail.

4.1.3- Importance.

Bacon (1998) says “Reading makes a full man, conference a ready man, and writing an exact man” (as cited in Mandal 2009 p.59). Mandal (2009) emphasizes that “writing skills are important to facilitate all the needs of the learners inside the classroom as well as in students’ day-to-day life. Hence, writing is an important linguistic skill” (p.61). Nguyen (2015) claims “Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human’s spiritual”. In other words, this study claims that Writing skills play an important role in the different aspects of people’s daily life like social, cultural and academic. It is one of the most fundamental language skills that people use to communicate thoughts, ideas, opinions, one another by means of signs and letters. It is an essential medium to conserve new and important information. This information can be adaptable, permanent and conveyed from one generation to another, a good writing will enable to convey a clear message and establish a better communication. Writing in English is so important for students who learn English as a foreign language too. Since this skill allow them to express their creativity to develop critical thinking, imagination and keep in touch with the language. These skills are used to assess students’ performance and progress in the learning process of the new language moreover, writing is the medium whereby is presented the new vocabulary and grammatical structures of the language, they are necessary to complement and evaluate other skills. For this reason, it is absolutely important that students try to overcome the challenges and difficulties that these complex skills present.

Despite the importance of writing it was observed that students of ninth grade were not interested in develop a good writing, they did not like to participate in writing activities and they had a negative attitude when they had to write a written work since these skills are difficult and complex for them. Moreover, teacher claimed that students did not practice the skill at home and that students did not do their writing assignments most of the time. This means that teacher should encourage students to participate actively in the writing activities and implement creative and innovator activities in order to involve all the students because these skills are useful in the different aspects of their life.

4.1.4- Difficulties in writing.

As mentioned above, writing is considered the most difficult skills to students. They usually present several problems at the moment of writing. Soumia (2016) Claims “Students face problems when they write; and this are related to many factors that hinder students from writing and, consequently, affect their writing achievements during the learning process”. Zemach, & Islam pointed out that “Writing is also one of the most difficult skills to master in both first language and second language. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing” (as cited in Soumia, 2016). Writing is the most demanding and complicated skills which students who learn English as a foreign language have to master it. However it represents a challenge for pupils, since they have to deal with a variety of difficulties that impede them to develop these important skills.

The pupils with writing difficulties may have one or more of the following problems that mention Nguyen (2015):

1- “Vocabulary restriction”

This is one of the biggest problems that the students have at the moment to write, the wide vocabulary and the confusing writing of this language carry students with the frustration and the disinterest for learning new words, beside some words that they have learned are forgotten quickly since they do not put them into practice.

2- “Grammar difficulties”

English language contained a vast amount of grammatical structures that students need to learn to express a clear message through writing, however students learn to use just some of them and it is difficult for them to master some complex grammatical structures, this impede them to convey their message in some situations.

3- “Lack of ideas”

Students cannot express their ideas due to the lack of vocabulary and lack of reading habit besides, it is difficult for them to find the appropriate grammatical structures to communicate their message. Moreover, students fear to express their opinions or ideas due to their insecurity.

4- “Lack of material”

The use of didactic material in writing skills is useful in order to help learners. However, the poverty and students' disinterest to obtain materials that facilitate their learning have a negative influence on this situation.

5- "Lack of teacher help"

This trouble is due to the short time dedicated to the subject and the excessive amount of pupils in the classroom, this makes difficult that teacher can dedicate individual help to each student.

In turn, this study could identify through the different instruments that students of ninth grade classroom "D" have all the problems that mention Nguyen. According to the teacher students are able to write sentences, but not a well-structured paragraph, they do not have a wide vocabulary, and they do not handle the necessary grammatical structures to write correctly. Moreover, she said that the short time spent for the English subject, the excessive amount of pupils in the classroom and the lack of didactic material make difficult for her to implement more complex writing activities during class time, and it is impossible for her to dedicate individual help to each student. Besides, students are not autonomous learners so they are not able to write a whole written work without their teacher's help.

4.1- Metacognitive strategies in writing skills.

Writing is challenge to pupils. They usually try to avoid it at all cost, so it is necessary that teachers implement strategies that help students strengthen these skills; which are so valuable in the process of acquisition a foreign language.

Metacognitive strategies are mental executive skills that serve to "control cognitive activities and to ensure a cognitive goal is achieved" (Xing, Wang, &Spenser, cited in Goctu, 2017, p.85). Wenden (1991) States that metacognitive strategies are "mental operations or procedures that learners use to regulate their learning. They are directly responsible for the execution of a writing task and include three main kinds: planning, evaluating and monitoring." Goctu (2017) Claims "Metacognitive writing strategies, correspondingly, involve thinking about the writing process, its planning, monitoring, and self-evaluating of what has been written. More explicitly, via the skills of planning, monitoring, and evaluating the writer manages, directs, regulates and guides his/her writing production" (p.89).

In turn, this study points out that Metacognitive strategies are the most important learning strategies in the writing process, which involve planning, monitoring and evaluating. These strategies are indispensable tools that help students control, lead, develop and improve their writing performance. The use of these strategies allow students to internalize the knowledge acquired through cognitive activities; in other words, they are a necessary complement to develop a meaningful learning. Metacognitive strategies should be viewed as part of the writing process, since they allow pupils to build a critical thinking which involves how students think, understand and regulate their own writing process. The implementation of metacognitive strategies also help students be more independent and autonomous learners. The autonomy is very important in the foreign language acquisition, especially for developing writing skills since these require time and dedication. So it is absolutely important that teachers promote the use of these strategies, especially in our social context where students depend on teachers to plan, monitor and evaluate their written works which prevent students to develop a better writing skills.

However, through the interview instrument researchers asked the teacher about the metacognitive strategies that she used to teach writing skills before, during and after students write (see appendix # 8), she answered, in all sincerity, that she did not know anything about metacognitive strategies. So it was confirmed that metacognitive strategies are not promoted during English writing process despite the fact that they are absolutely essential and necessary to improve not only writing skills but also the other skills. So, this study administered a survey and a pre-test with the purpose of identify if the students used metacognitive strategies in their writing process, besides, it was implemented a treatment to explain students the use and importance of metacognitive strategies in the writing process. Planning, monitoring and evaluating strategies where promoted during the treatment in order to train students to use these strategies to develop their writing skills. After that it was administered the post-test with the aims of verify the effect of metacognitive strategies in students' writing performance. The results obtained through these instruments will be presented in more detailed in the next section.

Mu (as cited in Diaz, 2013) classifies and defines metacognitive writing strategies into: planning, monitoring and evaluating. In turn, Diaz (2013) details classification of metacognitive writing strategies into specific sub-strategies within each of the three metacognitive strategies,

both global and local writing features are considered. This information will help to obtain a clearer comprehension about the topic.

This research gather information about the metacognitive writing strategies participants used before the treatment. To accomplish this, the first instrument administered was a survey, in which the students were asked to indicate what planning, monitoring and evaluating strategies they used before, while and after writing activities. The instrument was completed during class time and was administered by the researchers.

4.2.1- Planning

“Planning involves finding focus concerning purpose, audience, ideas, and strategies to be used, among others. It often takes places before writing, but some writers also plan their compositions even while writing their composition.” Mu (as cited in Diaz, 2013).

Planning strategy is important in writing skills since allows to organize the materials, ideas, task and strategies (et al), used in the writing process. Planning is the process which writers think, analyze about their topic, purpose, audience, tone, and gather and organize the right information that will allow them to write a whole writing work with all its elements. This is carried out before writing and it can be done in group, or individually, too.

E.g., have a notebook to order the target vocabulary to facilitate the writing process and also to create a schedule for the different writing activities.

Sub-strategies of planning

- Selecting a topic or understanding the task provided
- Identifying the audience
- Stating the purpose
- Collecting information (through brainstorming, ladders, reading, interviewing, among others)
- Organizing the information obtained
- Deciding what strategies to use to complete the task
- Reviewing the writing conventions
- Making up a writing timetable.

Table 1. Percentage of students' responses about planning activities.

Planning activities students do before writing	Always	Sometimes	Rarely	Never
Select a topic	0%	0%	30%	70%
State a purpose	0%	0%	20%	80%
Take notes of the main ideas	10%	10%	30%	50%
Organize the information obtained	10%	10%	20%	50%
Plan the vocabulary that it would be used	0%	20%	60%	20%
Make up a writing timetable	0%	0%	0%	100%

Source: Survey applied to the students of ninth grade D at Eddy Alonso National Institute.

Table 1 shows the results obtained throughout the survey instrument regarding to planning activities students do before they write. Just two students (20%) take notes of the main ideas, organized the information obtained and plan the vocabulary that would be used in their writing task. This reflects that most of the students do not use planning strategies in their writing process. Despite the fact that planning strategies are so essential during the writing process since, these strategies help to explore the topic, and locate and produce information. This, it is a common mistake most foreign language learners make because they think that planning is not necessary to develop a good writing.

4.2.2- Monitoring

“Monitoring involves controlling the writing process while writing the text. It refers to checking and verifying progress in terms of global features, such as content and organization, and also in terms of local aspects such as grammar and mechanics.” Mu (as cited in Diaz, 2013)

Monitoring is carried out during writing, this strategy is used to control the writing process in order to verify and check the progress obtained and mistakes made in global(grammar and mechanics) and local (organization) aspects, with the purpose of improve them. For example: to revise consecutively the writing work to check if were used the appropriate tense, if the ideas are clear and well-organized and correct the grammatical errors to convey the message in a precise way.

Sub-strategies of monitoring

- *Checking:*
- *1.Global aspects:*
- Content
- Organization
- Coherence
- Cohesion
- *2.Local aspects:*
- Format
- Grammar (including sentence structure)
- Mechanics (punctuation and spelling)
- Lexis
- *3. Strategy use*

Table 2. Percentage of students' responses about monitoring activities.

Monitoring activities students do during writing How often do you check....?	Always	Sometimes	Rarely	Never
Punctuation	10%	40%	30%	20%
Capital letter	50%	30%	20%	0%
Spelling	0%	10%	70%	20%
Vocabulary used	10%	40%	30%	20%
Sentences arrangement (appropriate tense, articles, pronouns, etc.)	10%	20%	40%	30%
Ideas are clear and well organized	0%	10%	50%	40%
Do you ask for help when you do not understand something?	30%	60%	10%	0%

Source: Survey applied to the students of ninth grade D at Eddy Alonso National Institute.

Table 2 shows the activities students use to monitor their writing during the writing process. They were asked how often they check the local (grammar and mechanics) and global (organization) aspects of their writing process. The table 2 reflects that the aspect students most check is capital letter (80%) and five students (50%) check punctuation and the vocabulary used when they write. The table also shows that nine students (90%) do not pay attention or do not check spelling, if their ideas are clear and well organized; however, most of the students (90%) ask for help when they do not understand something, this is the monitoring strategy students

most used during their writing process. These results show that students focus more on local aspects than global aspect during they write. However, the few students who used some monitoring strategies during they write did it empirically since metacognitive strategies are mental procedures that everyone has, but these strategies have to be developed over the time. This means that these strategies should be promoted in the classroom during writing activities.

4.2.3- Evaluating:

“Evaluating takes place after writing, and consists of reconsidering the written text in terms of both global and local writing features, and also concerning the strategies used to complete the writing tasks” Mu (as cited in Diaz, 2013). Evaluating is carried out after writing with the purpose of self-assess, examine and reconsider the whole written and reflect about the knowledge acquired in a determined time. Evaluating may be more effective when is carried out in pairs (peer- assessment) but it is necessary that students be taught how to evaluate the different elements of writing process such as spelling, punctuation, sentences arrangement etc.so it is important that teachers facilitate a rubric, this way students could take into account the aspects that will be evaluated in order to achieved a fair evaluation. Students need to learn how to evaluate with honesty too.

Example: to have a portfolio to keep the writing task in order to check the progress achieved.

Sub-strategies of evaluating

- *Examining:*
- *1.Global aspects:*
- Content
- Organization
- Coherence
- Cohesion
- *2.Local aspects:*
- Format

- Grammar (including sentence structure)
- Mechanics (punctuation and spelling)
- Lexis
- 3.Strategy use

Table 3. Percentage of students' responses about evaluating activities.

Evaluating activities students do after writing How often do you examine....?	Always	Sometimes	Rarely	Never
Punctuation	20%	20%	40%	20%
Capital letter	30%	10%	50%	10%
Spelling	0%	10%	40%	50%
Vocabulary used	10%	20%	60%	10%
Sentences arrangement (appropriate tense, articles, pronouns, etc.)	0%	10%	70%	20%
Ideas are clear and well organized	0%	10%	50%	40%
How often do you ask your classmates to check your written work?	0%	20%	20%	60%
How often does your teacher facilitate a rubric to lead your written work?	0%	0%	30%	70%

Source: Survey applied to the students of ninth grade D at Eddy Alonso National Institute.

The questions, provided in the table 3 to identify the activities students use to evaluate their writing, reflects that six students (60%) do not examine punctuation and capital letter while nine students (90%) do not examine spelling, sentences arrangement and when their ideas are clear and well organized. In turn, seven students (70%) do not examine the vocabulary used in their writing process. Students were also asked if they ask their classmates to check their written work and their answers were negative since eight students (80%) do not put into practice peer-assessment evaluation. Besides, the nine pupils (90%) answered that their teacher never facilitates a rubric that helps them to lead or examine their composition. Through this study it was confirmed that some students used evaluating activities after they writing process, but they did it empirically. The results reflect that students focus more in local aspects of the writing even the teacher assess just local aspects such as grammar and spelling in the writing assignments. This study consider that English teacher should promoted self-assessment and peer assessment because these evaluating strategies will allow students have a better writing performance.

The second instrument administered to obtain data was the pre-test. This was carried out with the purpose of measuring students writing performance.

Table 4. Pre-test results

Participants	Writing test	Mechanics	Grammar	Organization	Final score
A.F	Pre-test	3	5	1	9
B	Pre-test	5	7	1	13
H	Pre-test	3	3	1	7
M	Pre-test	5	7	3	15
H	Pre-test	5	5	3	13
C	Pre-test	3	5	1	9
J.A	Pre-test	3	3	1	7
M	Pre-test	3	5	1	9
F	Pre-test	3	3	1	7
J	Pre-test	3	3	1	7

Source: Pre-test applied to the students of ninth grade D at Eddy Alonso National Institute.

During the administration of the pre-test, learners were asked to write a short paragraph about entertainment activities. A rubric was used in order to measure students' writing skills, local aspects such as grammar and mechanics (Spelling, punctuation and capital letter), and global aspects such as organization (arrangement of the ideas) were evaluated. The highest

score to be reached was 20 points. Table 4 shows the results of the pre-test. Three students obtained a good writing performance with a score of 13-15 points out of 20 while the other 7 students obtained a poor writing performance with a score of 7-9 points out of 20. They were not able to write a well-structured paragraph. As it is shown in table 4 (see page 24), the aspect which students present more difficulties is organization of ideas. It is important to mention that only two students (20%) wrote about entertainment activities, the others students wrote nonsense or sentences that were not related to the topic provided (see appendix # 9). They also presented writing problems with the local aspects such as mechanics (capital letter, spelling, punctuation) and grammar (sentences arrangements). As the teacher answered in the interview, the students were not able to write well-structured paragraphs; most of them just wrote sentences or words without punctuation marks, without capital letter, and without coherence (see appendix # 11). During the administration of the pre-test, it was observed that students asked for their teacher's help in order to check the grammar aspects of their written. This is the monitoring strategy students most used in their writing process.

After the pre-test an intervention of metacognitive strategies was implemented. Researchers explained to students what metacognitive strategies were and the use and importance of these strategies in the writing process. After that, some planning activities were carried out. Firstly, pictures related to entertainment activities were presented. Students were asked to describe the entertainment activities they observed in the pictures. After that, the researchers wrote on the board sentences using the new vocabulary to explain students how to arrange words to form sentences and sentences that have to be arranged to form a paragraph. Researchers also emphasized the importance of giving more detailed information about a specific topic and that students use a dictionary to look unknown words up or ask for help when they do not understand what they have to do. Besides, some useful words that could help them to connect ideas and make their written more coherent were provided. After that, a short paragraph about Andy's entertainment activities was presented (see appendix # 6) with the purpose of promoting monitoring strategies. This paragraph contained some grammar, mechanics and organization mistakes; so researchers used a checklist with the aspects students had to check (see appendix # 7) then, researchers asked students to check the different aspects one by one. Most of the students could identify some mistakes of punctuation, capital letter and spelling, but anyone could not identify organization mistakes which it is the aspect they have more difficulty, after

the monitoring stage, researchers promoted the evaluating strategy giving students feedback (researchers examined the whole written with the students and they checked the mistakes students could not identify). Besides, they asked students to reflect on the strategies they used to complete the written task and all the aspects they should check during and after writing. It was observed that most of the students assimilated the use of metacognitive strategies. But it is important to mention that an intervention of 45 minutes is not enough to train students to use these strategies in the long term.

After that, a post-test was administered to determine if the use of metacognitive strategies improve or not students' writing skills.

Table 5. Post-test results caused by the metacognitive writing strategies.

Participants	Writing test	Mechanics	Grammar	Organization	Final score
A.F	Post-test	7	7	1	15
B	Post-test	7	7	3	17
H	Post-test	7	5	3	15
M	Post-test	7	7	3	17
H	Post-test	5	7	3	15
C	Post-test	7	5	6	18
J.A	Post-test	5	5	1	11
M	Post-test	7	7	3	17

F	Post-test	3	3	3	9
J	Post-test	5	3	1	9

Source: Post-test applied to the students of ninth grade D at Eddy Alonso National Institute.

In the post-test, students were asked to write the same short paragraph about entertainment activities, this time students used metacognitive strategies before, during and after their writing. The same rubric to identify students' progress regarding to their writing performance was used. This time students made a brainstorming activity before starting to write. They made a list of their most common entertainment activities. After that, the students started to write the text using the previous information the researchers asked them to check (the spelling, punctuation, capital letter, sentences arrangement and the organization of ideas). Then students examined their own written work. Researchers asked them questions such as: Is each word spelled correctly? They had to check a dictionary if they were not sure, Does each sentence start with capital letter and end with period or question mark?, among others questions related to the different aspects of the writing process. After that, students made peer-assessment in order to improve their classmates' written work. Finally, researchers provided students with feedback with the purpose of considering the mistakes made and the success of strategies used. Table 5 shows that most of the students obtained a considerable improvement in their writing performance after they use of metacognitive strategies 7 students obtained an excellent writing performance with a score of 15-18 points out of 20, and just three students obtained a good performance with a score of 9-11 points out of 20 the total score of the post- test was twenty points. By means of the post-test it was verified that the used of metacognitive strategies has a positive effect in ninth grade students' writing performance. Most of the students improve significantly the local (grammar and mechanics) and global (organization) aspects of the writing process. An important change in the use of metacognitive strategies is that the participants focused not only in grammar and mechanics aspects but also in global writing aspects related to organization of ideas and coherence (see appendix # 10). Another important achievement obtained after the use of metacognitive strategies was that students were able to examine their

classmates' written work and provide feedback one another (see appendix # 12). Besides, most of the students wrote a well-structured paragraph related to the topic provided by the researchers. It is important to mention that students of ninth grade classroom "D" are able to write a whole written work If they are correctly trained to use metacognitive strategies which will help them strengthen and develop their writing skills.

On the light of the above mention, some recommendations are proposed for teachers, students, and future researchers.

For teachers

- English teacher should implement more writing activities in the classroom
- English teacher should promote metacognitive strategies in students' writing process.
- English teacher should promote the use of peer assessment technique.
- English teachers should provide feedback after assess students written works.

For students

- Students should implement metacognitive strategies in their writing process since these strategies will help them strengthen and improve their writing skills.
- Students should apply these strategies not only in the classroom, but also at home.
- Students should learn how to plan, monitor and evaluate their written work in an effective way.
- Student should checking and examining local (grammar, mechanics) and global (organization) aspects at the moment to write.
- Students should use checklists in order to foster the use of planning, monitoring and evaluating strategies.

Future researchers

- Researchers should explore this topic in a deeper way, and take more time to promote and implement metacognitive strategies besides, it is important future researchers use a larger sample and use a control and an experimental group to obtain a better reliability and validity.

5. Conclusion

After discussing the results obtained, this study states the following conclusions.

- 1.** Metacognitive strategies are mental operation that help students control and lead their writing process and are classified into planning (before writing), monitoring (during writing), and evaluating (after writing).
- 2.** Students of ninth grade did not use metacognitive strategies in their writing process.
- 3.** Most of the students of ninth grade could assimilated the use and importance of the metacognitive strategies in the writing process.
- 4.** Most of students were able to write a good written work after the intervention of metacognitive strategies.
- 5.** Metacognitive strategies improve significantly students' writing performance if they are used appropriately.
- 6.** The use of metacognitive strategies help students became more independent and autonomous writers.

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Appendix

<p>it. Writers need to know and use the different components of writing form such as grammar, syntax, mechanics, organization and contents. in order to communicate a message in an effective manner.</p>			Spelling	Ordinal	Excellent Good Poor	Test Interview
	Grammar	Grammar is a set of rules and grammatical structures which allows students to arrange words to make proper sentences.	Sentences arrangement	Ordinal	Excellent Good Poor	Test Interview
	Organization	It is the arrangement of ideas, experiences, or details in a determinate order in a paragraph, text, story, essay etc. It helps learners select appropriate information and put them in a logical order; it is not	Arrangement of ideas	Ordinal	Excellent Good Poor	Test Interview

			<p>enough have a wide vocabulary it is also necessary know how put them together in order to convey the information.</p>				
<p>Metacognitive strategies</p>	<p>Metacognitive strategies are the most important learning strategies in the writing process, which involve planning, monitoring and evaluating. These strategies are indispensable tools that help students to control, lead, develop and improve their writing performance.</p>	<p>Planning</p>	<p>Planning is an important strategy in writing skill since this allows to organize the materials, ideas, tasks and strategy (et al), used in the writing process. This is carry out before writing and it can be done in group or individual too.</p>	<p>Organization of materials, ideas and strategies.</p>	<p>Ordinal</p>	<p>Always Sometimes Rarely Never</p>	<p>Survey Test Interview</p>

		Monitoring	This strategy is used to control the writing process and so verify and check the progress obtained and mistakes made in order to improve them.	Checking the global and local aspects in the written work.	Ordinal	Always Sometime s Rarely Never	Survey Test Interview
		Evaluating	This is carried out after writing with the purpose to self-assess and examine the whole written.	Self-assessment	Ordinal	Always Sometime s	Survey Test Interview

						Rarely Never	
				Peer assessment	Ordinal	Always Sometime s Rarely Never	Survey Test Interview

Appendix # 2

Survey applied to the students of ninth grade D at EDDY Alonso National Institute.

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DEPARTMENT OF EDUCATION AND HUMANITIES

ENGLISH PROGRAM

Survey

Date:

Year----- Age----- Sex-----

Objective: to gather information about the metacognitive strategies that students use in their writing process.

Introduction: This survey intends to gather information about the metacognitive strategies used in the writing process. Your information will be confidential. Thanks for your time.

I- Put a check (✓) in the activities you do before you write.

❖ How often do you select a topic?

Always _____ Sometimes _____ Rarely _____ Never _____

❖ How often do you state the purpose? (What do you want to achieve).

Always _____ Sometimes _____ Rarely _____ Never _____

❖ What resources do you use to collect information?

Internet ___ books ___ articles _____ others _____

❖ How often do you take notes on the main ideas that would be developed in the piece of writing?

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ How often do you organize the information obtained?

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ How often do you plan what vocabulary would be used?

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ How often do you make up a writing timetable? (what are you going to do first, second....)

Always _____ Sometimes _____ Rarely _____ Never _____

II- Put a check (✓) indicating how often you do these activities during the writing process.

How often do you check

- ❖ Punctuation

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ Capital letter

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ Spelling

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ Vocabulary used

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ Sentences arrangement (appropriate tense, articles, pronouns etc.)

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ Ideas are clear and well-organized

Always _____ Sometimes _____ Rarely _____ Never _____

- ❖ Do you ask for help when you do not understand something?

Always _____ Sometimes _____ Rarely _____ Never _____

❖ others

Always _____ Sometimes _____ Rarely_____ Never _____

III- Put a check (✓) in the activities you do after you write.

How often do you examine ...?

❖ Punctuation

Always _____ Sometimes _____ Rarely_____ Never _____

❖ Capital letter

Always _____ Sometimes _____ Rarely_____ Never _____

❖ Spelling

Always _____ Sometimes _____ Rarely_____ Never _____

❖ Vocabulary used

Always _____ Sometimes _____ Rarely_____ Never _____

❖ Grammatical structure used

Always _____ Sometimes _____ Rarely_____ Never _____

❖ Ideas are clear and well-organized

Always _____ Sometimes _____ Rarely_____ Never _____

❖ How often do you ask your classmates to check your written work?

Always _____ Sometimes _____ Rarely_____ Never _____

❖ How often does you teacher facilitate a rubric to lead your written work?

Always _____ Sometimes _____ Rarely_____ Never _____

Appendix # 3

Interview applied to the English teacher.

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DEPARTMENT OF EDUCATION AND HUMANITIES

ENGLISH PROGRAM

INTERVIEW

Dear English teacher,

We are students at the National Autonomous University of Nicaragua. We are conducting a research about the metacognitive strategies to improve writing skills. The purpose of this interview is to collect data that helps students improve their writing skills. We consider that you can provide us very useful information. Thanks in advance for your support.

Objective: to collect information about the metacognitive strategies to teach writing skills that teacher puts into practice during the English learning process.

Questions

1- Do your students show interest in writing activities?

2- What writing activities do you implement with your students?

3- What writing aspects do you assess?

4- What are the difficulties that students face in writing skills?

5- From the list, what metacognitive strategies do you use to teach writing skills? How?

Set goals

Plan how to accomplish the task_____

Provide an example before students write their own writing task

Check students' progress on the task_____

Assess students' final work_____

Other strategies do you use

6- Before your students start writing, what activities do you implement?

7- Do you implement peer- assessment technique to evaluate students' written work?

8- Do you provide feedback to your students after writing activities?

9- Do you consider that your students put into practice metacognitive strategies before, during and after they write?

Appendix # 4

Test used to assess students' writing performance in the pre-test and post-test.

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ENGLISH PROGRAM

Test

Date:

Grade----- Age----- Sex-----

Objective: to collect information about students' writing process.

Introduction: This test intent to gather information about the students' writing process. Your information will be confidential.

Thanks for your time.

I- Write a short paragraph about entertainment activities.

Appendix # 5

Writing rubric used to assess students' written works in pre-test and post-test.

Criteria	Excellent	Good	Poor
Mechanics	The Paragraph has no errors in punctuation, capitalization and spelling. (7 points)	The Paragraph has two or four punctuation, capitalization and spelling errors.(5 points)	The Paragraph has six or more punctuation, capitalization and spelling errors.(3 points)
Grammar	All sentences are well arranged. (7 points)	Some sentences are not well arranged.(5 points)	Almost all sentences are not well arranged.(2points)
Organization	All the ideas are well organized and logically ordered.(6 points)	Some ideas are not clear and do not have a logical order.(4 points)	Almost all the ideas are not clear and do not have a logical order.(2points)

Appendix # 6

Activity used to promote monitoring strategy during the intervention applied to students of ninth grade D at EDDY Alonso institute.

Andy' entertainment activities

hello! my name is andy i study every day but in my free time I like to play football with my friends carlos and alex i have fourteen years old i also like to watch TV and chat online with my cosin kevin at night i play the guitar with my father in the afternoon i love listening to romantic music on sundays i usually visit my grandfather and grandmother i love my life.

But, and, Besides, in the afternoon,
also, on Sundays, usually, at night


Appendix # 7

Checklist used in the intervention of metacognitive strategies.

1. Are capital letters used where necessary?
2. Are commas used where necessary?
3. Is there a period at the end of each sentence?
4. Are all the words spelled correctly?
5. Is the correct word order used?
6. Are verbs used correctly?
7. Does each sentence follow clearly from the one before it?

Appendix # 8

Results obtained throughout the interview applied to the teacher.

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INTERVIEW

Dear English teacher,

We are students at the National Autonomous University of Nicaragua. We are conducting a research about the metacognitive strategies to improve writing skills. The purpose of this interview is to collect data that helps students improve their writing skills. We consider that you can provide us very useful information. Thanks in advance for your support.

Objective: to collect information about the metacognitive strategies to teach writing skills that teacher puts into practice during the English learning process.

Questions

- 1- Do your students show interest in writing activities?
yes, they do, but according to their level.
- 2- What writing activities do you implement with your students?
essays, letters, short dialogues, short paragraphs.
- 3- What writing aspects do you assess?
the grammatical structure.
- 4- What are the difficulties that students face in writing skills?
when they write sentences or short descriptions the order of the adjectives they don't write them in a correct way.
- 5- From the list, what metacognitive strategies do you use to teach writing skills? How?
Set goals _____
Plan how to accomplish the task _____
Provide an example before students write their own writing task _____
Check students' progress on the task _____
Assess students' final work _____

Other strategies do you use

- 6- Before your students start writing, what activities do you implement?

- 7- Do you implement peer- assessment technique to evaluate students' written work?

- 8- Do you provide feedback to your students after writing activities?

- 9- Do you consider that your students put into practice metacognitive strategies before during and after they write?

Appendix # 9

Pre-test results where students wrote a written work without coherence.



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DEPARTMENT OF EDUCATION AND HUMANITIES
ENGLISH PROGRAM

Test

Date: Maykeling Sanchez

Grade 9^{no}A Age 14 Sex F

Objective: to obtain information about students' writing process.

Introduction: This test intends to gather information about the students' writing process. Your information will be confidential. Thanks for your time.

Write a short paragraph about Entertainment activities.....

She is beautiful and tall
my mother is happy
he are a chef
I go to school
Yesterday
Monday
handasme
curly

Appendix # 10

Post-test results where students focused in local and global aspect.



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ENGLISH PROGRAM

Test

Date: Maykeling Sanchez cubina

Grade 9^{no} Age 14 Sex F

Objective: to obtain information about students' writing process.

Introduction: This test intends to gather information about the students' writing process. Your information will be confidential. Thanks for your time.

Write a short paragraph about Entertainment activities.....

My name is Maykeling I'm 14 years
old
I like chat online with my friends.
I love dancing and visit my family
I don't like cook
My dog is beautiful
I study in Nacional Institut
I like my life.

Appendix # 11

Pre-test result where students did not use local and global aspect.

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UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN - MANAGUA

Test
Date: José Antonio Roble Rodríguez
Grade 9 Age 14 Sex M

Objective: to obtain information about students' writing process.
Introduction: This test intends to gather information about the students' writing process. Your information will be confidential. Thanks for your time.

Write a short paragraph about Entertainment activities.....

watch tv
chat online
cook
play baseball
clean the house
I read Cary story

(B)

Appendix # 12

Post-test result where students provided feedback.

Clara Rojas

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UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
UNAN - MANAGUA

Test
Date: 22-11-19
Grade 9A Age 14 Sex F

Objective: to obtain information about students' writing process.
Introduction: This test intends to gather information about the students' writing process. Your information will be confidential. Thanks for your time.

Write a short paragraph about Entertainment activities.....

My name is Clara. I'm 14 years old.
I chat online in wednesday.
I watch tv everyday with
friends. I play basketball with
my brother and my sister.
I visit to family in Seborao.

Revisado Por = Jasmin

DATA PROCESSING

Appendix # 13

Table 1. Percentage of students' responses about planning activities.

Planning activities students do before writing	Always	Sometimes	Rarely	Never
Select a topic	0%	0%	30%	70%
State a purpose	0%	0%	20%	80%
Take notes of the main ideas	10%	10%	30%	50%
Organize the information obtained	10%	10%	20%	50%
Plan the vocabulary that it would be used	0%	20%	60%	20%
Make up a writing timetable	0%	0%	0%	100%

Source: Survey applied to the students of ninth grade D at Eddy Alonso National Institute.

Appendix # 14

Table 2. Percentage of students' responses about monitoring activities.

Monitoring activities students do during writing How often do you check....?	Alays	Sometimes	Rarely	Never
Punctuation	10%	40%	30%	20%
Capital letter	50%	30%	20%	0%
Spelling	0%	10%	70%	20%
Vocabulary used	10%	40%	30%	20%
Sentences arrangement (appropriate tense, articles, pronouns, etc.)	10%	20%	40%	30%
Ideas are clear and well organized	0%	10%	50%	40%
Do you ask for help when you do not understand something?	30%	60%	10%	0%

Source: Survey applied to the students of ninth grade D at Eddy Alonso National Institute.

Appendix # 15

Table 3. Percentage of students' responses about evaluating activities.

Evaluating activities students do after writing	Always	Sometimes	Rarely	Never
How often do you examine....?				
Punctuation	20%	20%	40%	20%
Capital letter	30%	10%	50%	10%
Spelling	0%	10%	40%	50%
Vocabulary used	10%	20%	60%	10%
Sentences arrangement (appropriate tense, articles, pronouns, etc.)	0%	10%	70%	20%
Ideas are clear and well organized	0%	10%	50%	40%
How often do you ask your classmates to check your written work?	0%	20%	20%	60%
How often does your teacher facilitate a rubric to lead your written work?	0%	0%	30%	70%

Source: Survey applied to the students of ninth grade D at Eddy Alonso National Institute.

Appendix # 16

Table 4. Pre-test results

Participants	Writing test	Mechanics	Grammar	Organization	Final score
A.F	Pre-test	3	5	1	9
B	Pre-test	5	7	1	13
H	Pre-test	3	3	1	7
M	Pre-test	5	7	3	15
H	Pre-test	5	5	3	13
C	Pre-test	3	5	1	9
J.A	Pre-test	3	3	1	7
M	Pre-test	3	5	1	9
F	Pre-test	3	3	1	7
J	Pre-test	3	3	1	7

Source: Pre-test applied to the students of ninth grade D at Eddy Alonso National Institute.

Appendix # 17

Table 5. Post-test results caused by the metacognitive writing strategies.

Participants	Writing test	Mechanics	Grammar	Organization	Final score
A.F	Post-test	7	7	1	15
B	Post-test	7	7	3	17
H	Post-test	7	5	3	15
M	Post-test	7	7	3	17
H	Post-test	5	7	3	15
C	Post-test	7	5	6	18
J.A	Post-test	5	5	1	11
M	Post-test	7	7	3	17
F	Post-test	3	3	3	9
J	Post-test	5	3	1	9

Source: Post-test applied to the students of ninth grade D at Eddy Alonso National Institute.

