USING METACOGNITION TRAINING IN IMPROVING BUSINESS WRITING: A CASE STUDY OF EFL TERTIARY STUDENTS IN THAILAND

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ABSTRACT

Title of Dissertation	Using Metacognition Training in Improving Business Writing: A Case Study of EFL Tertiary Students in Thailand
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This study applied a mixed research approach to investigate the extent to which metacognition training could develop students' writing skills. The student participants were a group of third-year university students majoring in Business English, Faculty of Arts who enrolled in the Business Communication in English II course. They were grouped into experimental and control groups. For the experimental group, the metacognition training was conducted as an intervention in teaching business writing. The pretest and posttest writing scores of both groups were analyzed to find the significant difference between groups in the three component scores of the writing tests; i.e., relevance and adequacy of content, compositional organization, and cohesion. In addition, four students from the experimental group were selected based on their pretest scores to represent two high and two low proficient writers to participate in three retrospective interviews. Each interview was conducted when the participants finished each writing task. Qualitative data from the retrospective interviews before, during, and after metacognition training with the high and low proficient writers were analyzed to find the development of person, task, and strategic knowledge. The results showed that a significant difference between the two groups exists but only in the mean scores of posttests' relevance and the adequacy of content component. The retrospective interviews revealed that both high and low proficient students could be developed, though the high proficient writers showed more evidence of development. Moreover, the teacher's diary was used to reflect the

effectiveness and limitations of the metacognition training. The data revealed that even though the pre-designed writing tasks used in the metacognition training helped develop students' metacognitive knowledge and strategies, administering the embedded training into a normal classroom required considerable time. Consequently, the low proficient students were not able to develop metacognition effectively. The research results contribute to the understanding of writing skills development through metacognition training in addition to language teaching. EFL teachers need to be aware that metacognition is important for effective writing and they should provide sufficient time to help the students develop metacognitive knowledge and strategies for writing.

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INTRODUCTION

1.1 General Background

Writing is no one's first language, necessitating instruction. As József (2001, p. 5) put it, "writing is among the most complex human activities because it involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects". Accordingly, it can be assumed that to become an efficient writer requires the ability to integrate such complicated skills as generating ideas, planning and monitoring writing processes, evaluating and revising writing works.

Moreover, Nunan (1999) states that producing a coherent, fluent and extended piece of writing is a difficult interactional activity, especially for a second or foreign language (L2) learners. This is because L2 writers may lack linguistic resources such as grammar and vocabulary to create a logical and meaningful piece of writing. In addition to the significance of linguistic competence, Barkaoui (2007) proposed two important orientations which need to be focused on when training L2 learners to become effective writers; process and sociocultural orientations. While linguistics or text orientation concerns morphology, lexicon, and syntax which have to be introduced to learners so that they can write long texts with sophisticated vocabulary and sentence structure, process and sociocultural orientations emphasize the writers' abilities to understand and to apply appropriate strategies such as planning, drafting, and revising when composing text, and the role of context and audience of a particular target community.

Based on what has been discussed, learning to write in L2 is challenging because learners have to develop not only linguistic competencies, but also cognitive and sociocultural competencies. Unlike other language skills, L2 learners are

normally not able to develop writing skill by themselves. Kirkpatrick (2014, p. 31) also supports this claim; he states that "written English has to be consciously learned by all, including native speakers. There are no 'native speakers' of written English". One of the theories that could be linked to writing skills is Swain's (1985) comprehensible output hypothesis, which is based on the belief that learners can learn a second or foreign language better when there are opportunities given for producing written or spoken output. Output is viewed as a resource that plays a vital role in second language acquisition since learners are able to develop language knowledge by noticing what they know and what they lack through language output, and feedback can be received in order for the learners to modify their outputs. This means that, to develop writing skills, teachers should provide plenty of time and activities for learners to develop writing work.

However, even if a great deal of opportunity is given for learners to produce output, it may not be enough for effective writing skill development. Many teachers of English argued that helping students to develop writing skills seems to be more laborious and demanding than teaching the other language skills. For instance, to be successful in writing, Ahmed (2010) points out that students should be trained to demonstrate awareness of their communicative goals or purposes of writing, the readers, and the writing context. Having awareness of such writing related issues means that learners are equipped with metacognition which helps them to plan, implement, and evaluate their writing tasks effectively. In addition, it is believed that students possessing metacognition could overcome their writing difficulties (Ruan, 2005; Wu, 2008; Xinghua, 2010). Metacognition is strategic thinking about one's own thinking process (Brown, 1987), which comprises two components: 1) metacognitive knowledge and 2) metacognitive strategies. According to Flavell (1979; 1985), metacognitive knowledge includes person knowledge, task knowledge, and strategic knowledge which are the three different but highly interactive knowledge variables.

Person knowledge is knowledge about oneself such as a student's knowledge of what they are good at in terms of learning. Task knowledge is knowing how to do things, and strategic knowledge is knowing when and why to use the strategies (McCormick, 2006). Wenden (1998) further suggests that person knowledge of L2 learners includes affective knowledge of their own language aptitude, learning

motivation, knowledge about their proficiency in a certain area, beliefs about their general ability as learners, and beliefs about their ability to achieve specific learning goals. L2 learners' task knowledge generally involves the knowledge about the task purpose and how it helps them to achieve learning goals; knowledge about the nature of a particular task and knowledge about a task's demands or skills needed to complete the task. Strategic knowledge refers to learner's common knowledge about the different kinds and usefulness of strategies for the particular learning. Zhang's (2010) study of EFL learners who successfully employed the three components of metacognitive knowledge to the writing tasks found a positive relationship between writing performance and metacognitive knowledge of the learners.

For metacognitive strategies in L2 learning, Puzziferro (2008) stated that they are the techniques learners employ to plan for learning, to monitor how well those strategies are working, and to regulate the effort needed to facilitate learning. In other words, metacognitive strategies are the techniques used to help learners think about thinking to enhance their regulation of cognition. Students equipped with metacognitive strategies tend to be able to plan what specific requirements are needed to perform writing tasks and to monitor their writing difficulties while performing tasks. Oxford (1990) also notes that although unfamiliar vocabularies, confusing rules, and different writing systems may overwhelm language learners and draw their focus away from learning, the conscious use of metacognitive strategies can help them to regain their focus when paying attention to the task. Students who can master their own learning using metacognitive strategies will approach educational tasks with confidence, diligence, and resourcefulness (Zimmerman, 1990). In short, it can be concluded, based on what Chamot (2004, p. 14) stated, that "strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths". This notion helps the researcher in considering the importance of metacognition training which may help the students to become the more efficient strategic learners. In addition, becoming the strategic learners is assumed to help the students have more awareness of how to deal with their writing task.

The significance of metacognition training has been explored in the area of second language skills development (e.g., Coskun, 2010 for listening; Lam, 2010 for speaking; Razi, 2014 for reading; Taki, 2015 for reading). However, relatively few studies have been conducted to investigate the improvement of students' writing ability after they have been trained with metacognition. Moreover, most related studies (e.g., Lv & Chen, 2010; Lu, 2014; Zeleke, 2015) only explored the development of students' writing skills after receiving the metacognition training treatment in quantified results comparing experimental and control groups. Hence, some other details such as how students developed metacognition and how teachers perceived the usefulness and limitations of metacognition training were left unexplored. This present study is therefore intended to apply both quantitative and qualitative case study approaches to investigate and explain the extent to which L2 learners can be trained with metacognition to develop writing skills. According to Merriam (2009), the advantages of a study of case are that cases are precisely chosen because researchers are interested in insight, discovery, and interpretation, rather than hypothesis testing. That is to say, the mixed approach is employed to ensure that all research questions are answered meaningfully because a single data set received from the quantified results may not be sufficient. The main aim of this study is to investigate whether metacognition training could develop metacognitions and writing performances of Thai EFL students in a university majoring in Business English.

1.2 Statement of the Problem

Based on the researcher's experience as a lecturer in the Business English Program at Assumption University, most students, particularly in business writing courses, are EFL learners who seem to struggle with English writing tasks and lack strategies to deal with English writing difficulties. In other words, they seem to have deficient development of metacognition. Similarly, Angkana Pinyosunun, Thanyarat Jivaketu, and Wichiprapaporn Sittiprapaporn (2006) found English writing problems among graduate students in private universities in Thailand. The main cause of the writing problem was from the incapability to pass through several stages of writing because they did not have sufficient knowledge of the writing mechanics, sentence

structures, and appropriate word choice. The study was conducted using a questionnaire survey. The results showed that writing, especially business letter writing, is the most difficult task for the graduate students. In addition, the students were asked to rate their own proficiency in using English skills. The results demonstrated that writing proficiency received the lowest rating. However, the study focused only on examining the students' attitude towards their problems and proficiency in using the English language without accounting for the difficulties nor suggesting how to solve the problems.

In addition, Pawapatcharaudom (2007) pointed out in her study that the most problematic skill for Thai undergraduate students studying in an international program at a public university was writing. Moreover, she reported the results gathered from a survey questionnaire of Strategy Inventory for Language Learning (SILL) designed by Oxford (1990). These results showed that metacognitive strategies were not used sufficiently even though it appeared these were the strategies that students tried to use the most. Having several years of experience teaching writing, the researcher found that most of the students knew the importance of planning, monitoring, and evaluating; however, they could not act on those strategies effectively. In other words, they still needed the guidance from their teachers. Similar to Angkana Pinyosunun et al.'s (2006) study, there were no reasons found in her studies as to why students did not use metacognitive strategies sufficiently; the main purpose of her study was to only investigate English language problems. Thus, even though Thai EFL learners' difficulties in writing English have been revealed in most research as a major obstacle to language learning, there are other factors which need to be explored such as the teaching methods as a major factor that could support or suspend development of writing skills.

According to the theories of metacognition, it is viewed that metacognition training could provide students with the ability to control their cognition and practices, and to overcome learning difficulties. An integration of metacognition training directly or indirectly into EFL classrooms is also believed to assist learners in improving their language skills including writing. Therefore, it can be assumed that if learners are equipped with metacognition, they will be able to plan, write, monitor, and evaluate their own writing tasks successfully. Consequently, this study is

conducted at a classroom-based level in a particular university context to investigate the development of EFL learners' metacognition and writing performance after they received metacognition training—a training using integrated tasks to encourage the exercise of metacognitive knowledge and strategies among learners while performing their writing tasks. The outcome of this research could yield useful information so that the writing course and the teaching process could be improved and developed not only in the particular context of Thai universities, but also in the wider context of EFL writing courses.

1.3 Research Objectives

This present study comprises three main objectives described below.

1) To test whether metacognition training improves EFL tertiary students' performance in writing business correspondence.

2) To trace the development of students' metacognitive knowledge (person, task, and strategic knowledge) and strategies in writing business correspondence, before, during, and after the metacognition training.

3) To reflect on the teacher's perceived effectiveness and limitations of the metacognition training.

1.4 Research Questions

This study aims to answer the following research questions.

1) Is there a significant difference in business writing performance between students in control and experimental groups?

2) To what extent do the high and low proficiency students develop metacognitive knowledge and strategies in writing business correspondence, before, during, and after metacognition training?

3) What are the teacher's reflections regarding the effectiveness and limitations of metacognition training?

1.5 Research Hypotheses

Based on research question 1, this study is aimed at testing the following hypotheses:

1) Alternative hypothesis (H_1): There is a significant difference in the students' business writing performance between the control group and the experimental group.

2) Null hypothesis (H_0): There is no significant difference in the students' business writing performance between the control group and the experimental group.

1.6 Scope of the Study

The present study focuses on investigating the Thai EFL tertiary students' business writing skill development as a consequence of metacognition training which includes the activities that train the students to use the metacognitive strategies consisting of 1) centering, 2) planning, and 3) monitoring and evaluating. Moreover, the development of metacognitive knowledge of self, task, and strategy is explored through the retrospective interviews conducted after the two low and two high proficient writers have completed the assigned business correspondence writing tasks. In addition, the effectiveness and limitations of the metacognition embedded training activities are recorded in the teacher's diary. That is to say, the researcher plays multiple roles in this study process including being a trainer of this particular metacognition training, an interviewer collecting data from the students' semi-structured interviews, and a diary keeper reflecting the effectiveness and limitations of such training.

1.6.1 Participants and Context

The participants in this study comprised 52 third year students enrolled in two sections of the EN3211 Business Communication in English II course, semester 1/2016 at Assumption University, Faculty of Arts, Business English Department where the researcher is currently teaching. EN3211 is available for third year students with approximately ten sections every semester. Section 471 with 24 students served

as control group (the students who did not receive metacognition training) and section 472 with 28 students served as an experimental group (the students who received metacognition training). Most of the students in both groups are Thai; there was a Korean student in the control group and a Chinese student in the experimental group. Their English proficiency is equivalent to 6.0 in IELTS based on the requirement of the university. The university sets a criterion stating that students who request to be exempted from English III have to obtain 6.0 in IELTS and English III is the pre-requisite of EN3211.

The EN3211 course discusses several concepts of business correspondence writing including the activities of writing, audience-centered approach, guidelines to build goodwill, and several formats for different types of correspondence. The activities of writing introduced in the course are process-based writing because the they include the guidelines and suggestions of planning, writing, revising, proofreading, and editing.

1.6.2 Business Correspondence Writing

Business correspondence is considered a kind of genre writing. Hyland (2004, p. 4) defined genre as the way texts are grouped together representing how writers typically use language to respond to recurring situations.

For business correspondence, letters normally go to people outside the organization and they are usually arranged on the page with particular formats such as full block or modified block. When business people communicate internally, they use memorandum with the traditional format of four headings which are to, from, date, and subject. Moreover, e-mail is common for all businesspeople at work. Students taking the business communication course are basically taught how to write business correspondence beginning with these formats and types of messages.

The informative, positive, negative, and persuasive messages written to people both inside and outside the organization in a form of letter and memorandum is the main writing objectives discussed in EN3211. According to Locker and Kaczmarek (2013), informative and positive messages are normally sent to the readers providing them information expecting that they would respond neutrally or be pleased; negative messages are sent to reject or refuse a particular request and the readers may be

disappointed; persuasive messages are sent to attract the readers to follow the writer's ideas or to buy and use the company's products and services. These common types of business correspondence are chosen because they are generally used in written communication by businesspeople to mainly inform, persuade and build goodwill with the readers or the customers.

Moreover, several types of audiences are also discussed so that the students understand that business communication in the workplace has many contexts, and they have to write message concerning the needs of the receiver. For example, if writing to the decision maker or the primary audience, students have to ensure that the details are provided completely with a logical organization of ideas. Building goodwill with the audience is another important aspect of business communication; therefore, the students are instructed how to pay attention to the customers' needs and benefits using courteous language.

1.6.3 Metacognition Training

For metacognition training, the researcher (as the trainer) applied Cohen's (1998) strategies-based instruction (SBI) to implicitly and explicitly integrate metacognitive strategies training into a normal business English classroom. The aim of metacognition training is to help students learn to write business correspondence and to use effective metacognitive strategies and develop metacognitive knowledge for the writing tasks. Researcher-designed activities for metacognition training and writing development were administered in the course lessons. The activities for the metacognition training applied three strategy sets introduced by Oxford (1990) which are centering, planning, and monitoring and evaluating strategies. Centering refers to the technique of linking prior knowledge to perform a present task; planning refers to the strategy to identify the goal and know what specific requirements are needed to perform the task; monitoring and evaluating refer to the ways students consciously monitor their own errors and evaluate their own actions.

Each course lesson was divided into two sessions of lecture-based teaching and metacognition training. During the lecture-based session, it might seem that there were no writing strategies suggested to the students; however, when the regular course content from the textbook discussed some relevant writing strategies such as

analyzing problems, defining purpose, and revising ideas, the researcher explicitly explained the usefulness of those strategies so that students could consider using them in other writing tasks. This session was administered to both control and experimental groups. After a lecture-based session, the teacher distributed a pre-designed writing task that supports each of the lecture topics. The instruction was explained clearly to the students so they could work by themselves individually, in pairs, or sometimes in groups. On the other hand, the control group was administered the usual writing tasks (See Appendix C). The researcher then observed how the students completed the task; moreover, she explicitly suggested appropriate metacognitive strategies for the assigned writing activity and encouraged them to use these strategies.

To conclude, during the lecture-based session, the explicit SBI was conducted when the regular course content from the textbook discussed writing strategies directly. During the metacognition training session, SBI was applied implicitly in the form of the teacher's pre-designed writing activities, which encourage the use of metacognitive strategies. SBI was also conducted explicitly when the teacher observed and recommended that the metacognitive strategies should be used for the students. After some writing activities, the researcher discussed what other learning strategies could be employed. Then, students were given opportunities to discuss and share their own preferred strategies with their classmates to increase their strategy repertoires (Cohen, 1998). This practice of debriefing is believed to promote both metacognitive strategies and metacognitive knowledge and help students to become effective learners.

The following three sets of Oxford's (1990) metacognitive strategies were applied to design writing activities used in this metacognition training (See Appendix B). It is believed that if the students could use metacognitive strategies satisfactorily, students' metacognitive knowledge would be developed as well.

1) Centering your learning: students prepare for the upcoming writing tasks.

(1) Overviewing key concepts and linking with already known resources

(2) Paying attention to specific aspects of writing

These strategies would enhance students' person and task knowledge ability to talk about what they know or do not know about the task, and how this would influence their performance (Schraw & Moshman, 1995).

2) Arranging and planning your learning: students plan how to work on their writing tasks.

(1) Setting goals and objectives for writing

(2) Identifying the reader and purpose of a writing task

(3) Planning for the specific writing task

These strategies help develop students' task and strategic knowledge ability to identify the general nature of the task and the task's requirement, and to choose writing strategies to accomplish the task.

3) Monitoring and evaluating your learning: students identify their errors and learn from them.

(1) Monitoring writing difficulties

(2) Evaluating writing progress

These strategies help enhance students' person knowledge awareness of their own learning ability and difficulty in dealing with the given writing tasks.

To measure the effectiveness of metacognition training, an experiment was conducted to investigate whether students' business writing performance had been improved in terms of the adequacy of content, compositional organization, and cohesion. Furthermore, retrospective interviews were also administered before, during, and after the training with the two high and two low proficient writers immediately after they had finished working on the assigned writing tasks in order to examine the development of their metacognition.

1.7 Significance of the Study

The findings of this study may have the following contributions. In the first place, metacognitive skills developed from the metacognition training would truly benefit the students' business correspondence writing skills. After being trained to use metacognitive strategies, it is expected that the students will be aware of their own metacognitive knowledge that would help them to effectively deal with their learning

difficulties. Furthermore, the usefulness of metacognition may provide more benefits to the students when learning other general writing and business writing courses provided at Assumption University. Additionally, it is believed that the significance of the selected design, i.e., qualitative case study, will increase the in-depth understanding of the effectiveness of metacognition in the specific EFL business writing course and any other writing courses. Moreover, the present study may serve as a baseline for future researchers interested in filling in the gaps with regard to whether teaching and learning business writing with the application of metacognition training creates significantly different effects on different participants' backgrounds such as sex, age, education context, and so on.

In sum, all of the stakeholders including students themselves, instructors teaching the business writing courses and general writing courses, the business sector representing the employers, and other researchers in the same field will gain benefits from this research study as writing skills are exceptionally challenging to develop and written communication is basically important in all levels of work in the business context.

1.8 Organization of the Study

Chapter 1 provides general background of metacognition and EFL writing, constituting the main focuses of this study. It also describes the statement of the problem with the research objectives and questions. Moreover, the scope and significance of the study are also discussed.

Chapter 2 discusses a review of second language writing, language learning strategies, metacognition theories, strategies based instruction, and a review of related research pertaining to metacognition and language learning skills, focusing particularly on writing skills.

Chapter 3 includes the description of philosophical frameworks, participants and instrumental development. Additional discussion is provided on data collection procedures, data analysis, and the research reliability and validity.

Chapter 4 contains the research results.

Chapter 5 contains the discussion of the results in relation to the theories.

Chapter 6 offers the conclusions of this research together with the limitations and suggestions for further research.

CHAPTER 2

LITERATURE REVIEW

This chapter provides a review of second language writing, language learning strategies, metacognition theories, strategies based instruction, and a review of related research pertaining to metacognition and language learning skills, focusing particularly on writing skills.

2.1 Second Language Writing Pedagogy

As writing is assumed to be the most difficult skill for EFL students to learn, teachers are endeavoring to help their students by using several methods and approaches. According to Hyland (2003), L2 writing teachers have several orientations to focus on such as language structures, text functions, creative expression, composing processes, content, and genre and context of writing. However, teachers may have their own preferences based on their experience interacting with their students in the classroom. Therefore, teachers need to consider the most appropriate approach for their writing instruction to help develop students' writing skills. In addition, he suggested that L2 writing teachers should not only focus on teaching linguistic accuracy, but also on introducing their students to more concepts related to effective writing. For example, students should be taught to have clear guidelines for how to write different types of texts and to consider the purpose of the writing and the readers' expectations.

Therefore, the following section describes the writing teaching orientations which have the main focus on the L2 writers themselves and the text. Hyland (2003) introduced the conceptions of expressivism, writing process, and writing genre.

2.1.1 Expressivism

This particular concept of teaching writing starts from the learners themselves. The EFL students should be encouraged to reflect their own voices to produce writing. "Expressivism is an important approach as it encourages writers to explore their beliefs, engage with the ideas of others, and connect with readers" (Hyland 2003, p. 9). Focusing on the fact that writing is a developmental process, teachers may stimulate students' ideas through the writing tasks such as journal writing. Moreover, L2 writing teachers should respond to the students' production of ideas by allowing them to be creative and avoiding imposing their views. Although this approach may not be involved in the real world, it is believed that the learners can gain better writing competency because the writing task, which is not too difficult, offers them an opportunity to express their opinions, feelings, and personal experiences. The EFL students can later be trained for a particular purpose in the real world context of writing as the concept of expresstivism entails.

2.1.2 Writing Process

Similar to expressive conception, the process approach also has its focus on the writer as a producer of texts. L2 writing teachers are responsible for helping learners to perform a writing task by guiding them with the writing process and developing strategies for generating ideas. Although several writing models have been proposed, the original framework of planning-writing-reviewing proposed by Flower and Hayes (1981, p. 373) is widely accepted by L2 writing teachers. To them, planning refers to the act of generating ideas, organizing them and forming new concepts, and setting goals to integrate content and purpose in writing. Writing is the process of "putting ideas into visible language" with the requirement that the writers have to express meaning by using the key words and organize a complex network of relationships into a piece of written English. Reviewing is the conscious process of reading what has been written so that the writers can critically evaluate and revise the texts. Teaching the writing process is believed to be useful for L2 writers as they know how to prepare and carry out a writing task; consequently, their writing skills are developed.

It was found in several research studies that the process approach is useful in teaching writing. Nabhan (2016) implemented the process writing approach in EFL classroom and found that it could help students improve writing descriptive paragraph. In his study, the students were able to use writing steps such as prewriting, drafting, revising, and editing to develop their ideas in order to write good paragraphs. For the writing steps, prewriting means finding the ideas, collecting information, and organizing the thought. In drafting, students draft the writing task by using ideas from the prewriting step. They later use the comments given by their friends and teachers to revise the writing task and edit it by considering the mechanics of writing for the language accuracy. Moreover, Sun and Feng (2009) applied the process approach in different teaching models which were minimal control and maximal control to teach students with different English proficiency. The minimal control was applied with the good writers and maximal control was used with the poor writers. The results revealed that even though the teaching models were different, the process approach used could help all students make the significant progress in their writing skills. Furthermore, it was also found in Lee's (2006) study that the process approach was beneficial in helping students to have better writing performance. In her study, the students were in a testing context and the test was the multiple-draft essay test. During the whole-day test, the students were administered with several activities including planning, producing, and revising their essays. The results showed that the students applied the process approach introduced to them and could produce the final drafts with complex sentences in a more coherent manner.

2.1.3 Writing Genre

Genre orientation is applied in teaching writing as the teachers can assist their students in producing effective and relevant texts (Hyland, 2007). The students are not just taught to write, but they also write something purposefully expecting that their readers understand and recognize the purpose of the writing. Hyland (2003, p. 18) stated that "the importance of genre orientation is that it incorporates discourse and contextual aspects of language use that may be neglected when attending to structures, functions, or processes alone". The writing genre follows particular social conventions such as writing a sales letter, film review, article, novel, memo and so on.

In other words, the genre writers write to achieve social purposes in particular context which is both inside and outside ESL classroom. In the classroom, genre teachers guide their students about certain goals and intentions, relationship with the readers, and specific information to convey in the messages so that texts actually work as communication. In the same vein, metacognition includes goal and objective setting and awareness of the readers. Even though business correspondence is the writing genre, this study focuses on the use of metacognition as it can be useful for helping students to learn how to write effectively through the writing stages with the use of metacognitive strategies to fulfill their writing goals.

2.2 Language Learning Strategies and Writing Development

To develop writing skills, it is believed that L2 learners should have strategies in assisting them to learn better. In order to employ particular kinds of strategies, applying the knowledge of their first language with the learning strategies that they may consciously or unconsciously use while dealing with the writing task is necessary.

To understand more about language learning strategies in relation to second or foreign language learning, there are several definitions provided by many distinguished scholars. Rubin (1975, p. 43) primarily defined learning strategies as "the techniques or devices which a learner may use to acquire knowledge". According to the most prominent researcher in the field, Oxford (1990) defined language learning strategies as techniques that learners use to develop their progress in L2 skills. Wenden (1991) defined language learning strategies as regulating the learners' effort to learn a new language using mental operations. Moreover, Cook (2001) defined learning strategies as a choice that learners make that affect their learning while using second language. These definitions lead to the assumption that successful learners can wisely use strategies to help them develop better language skills.

In particular, language learning strategies assist the L2 writers to successfully deal with the writing task. Generally, Gerami and Baighlou (2011) studied the learning strategies used by successful and unsuccessful Iranian tertiary students. They used the TOEFL scores to differentiate the two groups of students. Using a Strategy

Inventory for Language Learning (SILL) questionnaire, they found out that the successful students used metacognitive strategies proficiently and most frequently while the unsuccessful students moderately used the surface level cognitive strategies. They also revealed that the most successful students used a wider range of learning strategies more frequently than unsuccessful students. Therefore, it was suggested that the teachers should raise awareness of the language learning strategies used by their students by introducing them to those strategies that could be useful for their learning. Moreover, the strategy instruction should be applied with unsuccessful students so that they have the opportunity to know and practice those strategies which may result in increased progress in their learning. Similar to Gerami and Baighlou's (2011) study but focusing on writing skills, Chand (2014) studied the students' learning strategies using a SILL questionnaire. She pointed out that metacognitive and cognitive strategies have been used most frequently by undergraduate Fijian students in their academic writing tasks. She also mentioned that the teachers could use those learning strategies to help the students to deal with their writing errors which were punctuation, word choices, repetition phrases, and irrelevant information.

In their study, Yu and Lee (2016) found that undergraduate Chinese students use several strategies in dealing with cooperative peer feedback in writing groups including using L1, employing L2 writing criteria, adopting rules of group activity, and seeking help from teachers. Although this study focused on group peer feedback activities, individual students had to share their own strategies used on their argumentative essay writing task as feedback. One of the most used strategies was employing L2 writing criteria in which students commented on the use of grammar rules, cohesive devices, and other basic writing skills they learned from the previous writing class. In addition, the students also put emphasis on the organization of ideas when commenting on their friends' essay writing. They discussed what point should be written first, second, and last including other elements such as examples and explanations.

2.3 Metacognition Theories

Metacognition had its starting point in the field of psychology, particularly in child psychology. John Flavell is an American developmental psychologist specializing in children's cognitive development and he is also viewed as a pioneer researcher in metacognition. Flavell (1976, as cited in Cooper, n.d.) first discussed three "metas" that children gradually acquire in the context of information storage and retrieval. They were: "1) The child learns to identify situations in which intentional, conscious storage of certain information may be useful at some time in the future; 2) the child learns to keep current any information which may be related to active problem-solving, and have it ready to retrieve as needed; and 3) the child learns how to make deliberate systematic searches for information which may be helpful in solving a problem, even when the need for it has not been foreseen" (para. 3). Based on what he described, meta refers to the ability that the child purposefully and intentionally acquires certain information, retains it, and uses it in dealing with a particular situation in the future.

In psychology, people use cognition or mental processes and abilities such as memory, learning, problem-solving, evaluation, reasoning and decision making in generating new knowledge in their daily lives. It is believed that the cognition process can be operated without metacognition. However, it is advantageous for humans to engage in metacognition as it makes people more aware of their own cognitive processes. Therefore, Flavell (1979) connected cognition with metacognition and proposed a model of cognitive monitoring in which he claimed that people monitor their cognitive process by using these four interrelated components: 1) metacognitive knowledge, 2) metacognitive experiences, 3) metacognitive goals and tasks, and 4) metacognitive strategies. Metacognitive knowledge is a person's knowledge or beliefs about the factors that control cognitive activities. Metacognitive knowledge can lead the individual to engage in or abandon a particular cognitive activity based on its relationship to one's interests, abilities and goals. A metacognitive experience is a cognitive or affective experience that accompanies a cognitive action. Metacognitive goals and tasks refer to the actual objectives of a cognitive attempt. And finally,

metacognitive strategies refer to the utilization of specific skills that may assist in achieving those goals.

Subsequently, he condensed the definition of metacognition to "cognition about cognition" or simply put "thinking about thinking" (Flavell, 1985, p.104). According to Flavell's concepts, metacognition has its focus on the learner's cognitive processes which controls thinking. Therefore, the main emphasis of research studies conducted later in this field was placed on how to understand and manage learners' thinking. Livington (1997) stated that the educational psychologists distinguish the proficient from the less proficient learners through the study of metacognition. For instance, in order to compare the differences in the metacognitive knowledge relating to EFL undergraduate students' writing skills, Victori (1999) studied two good and two poor writers with data collected from the think aloud method and an interview. Based on the Flavell's (1979) metacognitive knowledge framework used in this study, the results of person knowledge in relation to writing problems indicated a difference in person knowledge development as the two proficient writers tend to be aware of cohesion and content in their essays while the two less effective writers focused more on the vocabulary and grammatical aspects. For the task knowledge, the two good writers knew about the general requirements, the purpose, and the needs of the readers of the writing task while the two poor writers made few comments about the grammatical and lexical accuracy. Even though the four students seemed to possess the strategy knowledge because they referred to the writing steps they took when writing, the two proficient writers took more time to plan, organize their ideas by outlining the plan, and evaluate their works by re-structuring the text.

Metacognition has a positive impact on the use of cognitive strategies and enables the students to comprehend more instructional content; therefore, metacognition is also a focus of the studies in foreign or second language (L2) teaching and learning. It is believed that metacognition can help learners to become more successful in language learning. Thus, student training should be provided in addition to language teaching in EFL classrooms. This idea is consistent with what Nunan (1996, p. 41) stated: "language classrooms should have a dual focus, not only teaching language content but also on developing learning processes as well". Moreover, Anderson (2003) believed that once learners know how to regulate their

own learning through the use of metacognition, they can acquire language at a faster rate. Consequently, Schraw (1998) urged educators to provide explicit metacognitive instruction in training learners how to use strategies, when to use them, and why they are beneficial so that the students can improve their ability to learn better.

In the field of EFL learning, several research studies relating to metacognition have been conducted. With the study of metacognition, two main areas from the Flavell's (1979) model of cognitive monitoring including metacognitive knowledge and metacognitive strategies have been extensively explored. Therefore, additional information pertaining to metacognitive knowledge consisting of person, task, strategic, and metacognitive strategies including planning, monitoring, and evaluating are discussed in detail in the following section.

2.3.1 Metacognitive Knowledge

As mentioned above, Flavell (1979) defined metacognition as having two dimensions which are: metacognitive knowledge and metacognitive experience. According to Flavell, metacognitive knowledge refers to the knowledge that helps to control the cognitive processes. There are three variables including knowledge of person, task, and strategy. These deal with a person's knowledge of his or her capabilities, nature of the task and the strategy that needs to be employed in order to complete the task. On the contrary, metacognitive experience refers to the previous cognitive experience a person uses as a resource in dealing with the task. Moreover, it also relates to the affective or emotion of a person that responds to the task. In other words, it is the conscious consideration of intellectual experiences that accompany any success or failures in other cognitive activities.

Schraw and Moshman (1995) also described that metacognitive knowledge is what learners know about their own cognitive processes. To them, metacognitive knowledge is categorized in declarative, procedural and conditional domains. For declarative knowledge, it refers to learners' ability to talk about what they know, how they learn and what factors influence their performance. Procedural knowledge is the learners' knowledge about different learning and memory strategies or procedures that work best for them. Conditional knowledge is the knowledge the learners have about the conditions under which they can implement various cognitive strategies. Although

metacognitive knowledge has been categorized in slightly different ways by different theorists, the sub-categories share quite similar characteristics of the knowledge that help one manage and control what he or she is doing.

The other well-known category of metacognitive knowledge is proposed by Wenden (1998) who classified metacognitive knowledge based on the three factors that drive learner's performances which are: person knowledge, task knowledge, and strategic knowledge. Person knowledge is the belief about oneself as a learner who deals with his or her ability in achieving the effectiveness of his or her learning. Learners' recognition of what they know and what they do not know about unfamiliar topics and technical terms; what they like and what they do not like about foreign language and language learning are two examples of person knowledge. Task knowledge is the learners' knowledge about the purpose, the demands, and the nature of learning tasks; for example, learners tend to understand what the tasks require them to do and how they should do it to successfully complete the task. Strategic knowledge is the knowledge about when and how the learners should employ strategies in dealing with their learning. Learners who have a variety of techniques to take notes, summarize, and paraphrase are examples of those who have strategic knowledge. During the L2 learning process, person, task, and strategic knowledge interact, and as a consequence, yield learning outcomes (Wenden, 1998). If students have both task and strategic knowledge, they can select the process that helps them to effectively accomplish the task.

When it comes to writing development, being equipped with metacognitive knowledge also helps the learners to be aware more of their thinking processes. Possessing person knowledge enhances the students to know about what factors affect their writing capability and they are able to perform the writing tasks better. Having task and strategic knowledge accommodates effective writing as students know what to write to the intended readers using appropriate strategies such as drafting, revising, and editing. Based on the researcher's experience in teaching writing, students seem not to have awareness of themselves and perform the writing tasks following the instructions only to finish and submit them to their teachers. Therefore, it is argued that students should be acknowledged with the concept of metacognitive knowledge to have better writing skills.

2.3.2 Metacognitive Strategies

More definitions of metacognitive strategies have been given by many scholars. According to O'Malley and Chamot (1990, p. 44), metacognitive strategies are "higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity". Additionally, O'Malley and Chamot (1994) differentiated language learning strategies in three primary categories; metacognitive, cognitive, and affective or social strategies. According to them, metacognitive strategies involve 1) planning for a learning activity by having directed and selective attention while ignoring distractions and focusing on specific information, 2) monitoring one's own comprehension about the task at hand to fulfill the learning goal, and 3) evaluating the learning activity by checking the outcome against the standard.

Subsequently, Schraw and Moshman (1995) referred to metacognitive strategies as another term of metacognitive regulation. According to them, the three component activities for metacognitive strategies are planning, monitoring and evaluating. Planning involves the selection of appropriate strategies and cognitive resources. Monitoring includes the self-testing skills necessary to control learning. Finally, evaluation refers to appraising the products and regulatory processes of one's learning.

In addition, Cohen (1998, p. 7) defined metacognitive strategies as "not only thought processes but also behaviors employed by learners to strategically think about the learning task, plan for the task, monitor the task and evaluate how well they have completed the task". He added that metacognitive strategies help learners become more independent in learning because they can use strategies to find new information, evaluate when they need additional resources, and understand when to apply different approaches to problems.

Similar to section 2.3.1 metacognitive knowledge, when it comes to writing, possessing metacognitive strategies helps students have better quality of the writing products because they plan what to write in each paragraph, monitor themselves while writing to avoid particular writing errors such as the wrong use of grammar features, and eventually evaluate whether their writing is up to the standard.

2.3.3 Oxford's (1990) Metacognitive Strategies

Oxford (1990) classified learning strategies in direct and indirect strategies. Direct strategies involve direct learning of a new language including memory, cognitive, and compensation strategies. In order to be successful in using direct strategies, learners need to first have memory strategies to enter and retrieve the needed information when dealing with the language task. The learners are able to form and revise internal mental modes to receive and produce messages in the target language if they possess cognitive strategies. The compensation strategies are used by the learners when a language task is beyond their ability to make up for their incompetence in the target language so as to continue the communication such as guessing the meaning of some words in the reading task. Indirect strategies contribute powerfully to learning and consist of affective, social, and metacognitive strategies. Affective strategies enable learners to control emotions, motivations, and attitudes related to language learning. Social strategies facilitate interaction with others. Metacognitive strategies help learners to regulate their learning through planning, arranging, focusing, and evaluating their own learning process.

According to Oxford (1990, p. 135), "metacognitive strategies allow learners to control their own cognition using functions such as centering, arranging, planning, and evaluating to coordinate the learning process. They are called indirect strategies because they support and manage language learning without directly involving the target language.". She stated that learners should always be conscious when they are learning. By that, it means they should rely on their metacognitive strategies that help them to deal with the learning difficulties effectively. At times, learners are overwhelmed with the novelty of unfamiliar language features such as vocabulary, grammar, and writing processes that distract them, but they can regain the focus when they pay attention or apply metacognition to manage the learning tasks.
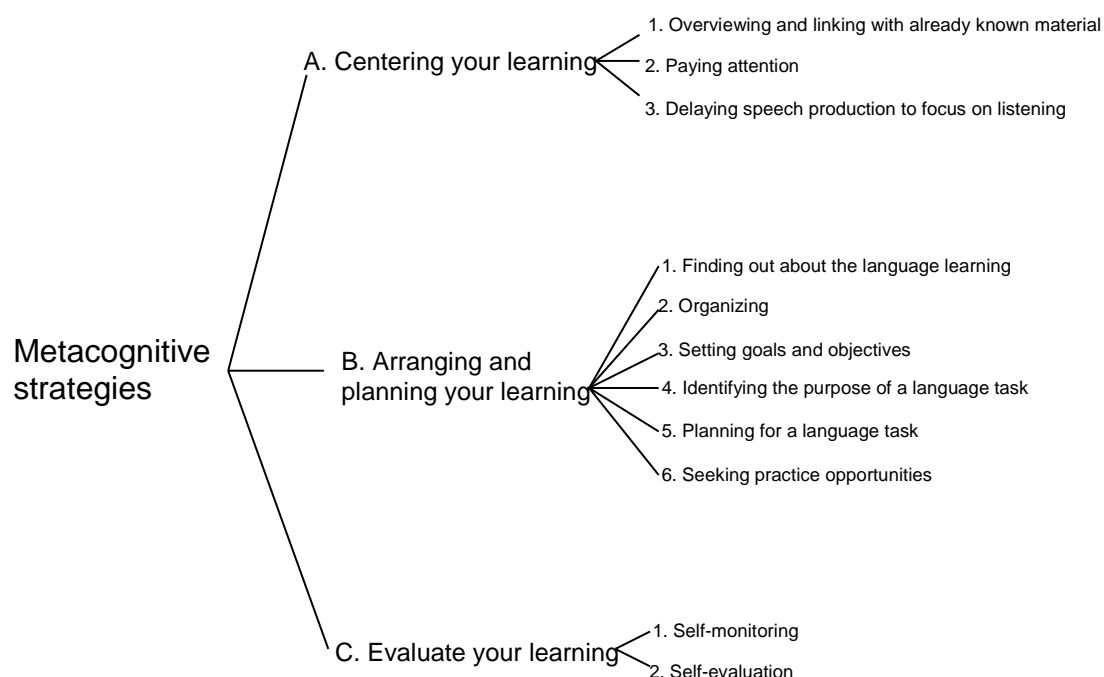
Figure 2.1 Diagram of the Metacognitive Strategies to Be Applied to the Four
Language Skills
Source: Oxford, 1990, p. 153.

There are three sets of metacognitive strategies proposed by Oxford and applied as a theoretical framework in the present research which are: 1) centering your learning, 2) arranging and planning your learning and 3) evaluating your learning. The eleven subcategories under the three main sets describe in detail about how learners apply metacognitive strategies with their language learning. Oxford's categories of metacognitive strategies diagram are shown in Figure 1.

The summary of all the metacognitive strategies with their descriptions and examples of activity introduced by Oxford (1990, pp.152-163) is shown in the following section. These examples of application of strategies involve all of the four language skills, i.e., listening, reading, speaking, and writing.

1) The first set of metacognitive strategies: Centering your learning

(1) Overviewing and linking with already known material

Description: Overviewing comprehensively a key concept, principle, or set of materials in an upcoming language activity and associating it with what is already known.

Example of activity: John does ten minutes of nonstop writing to bring out his existing ideas and expands them as preparation for the future writing task.

(2) Paying attention

Description: Deciding in advance to pay directed attention to a language learning task in general and to ignore distractors or to pay selective attention to specific aspects of the language or to situational details.

Example of activity: Jane decides to focus on phraseology in writing her article in Spanish.

(3) Delaying speech production to focus on listening

Description: Deciding in advance to delay speech production in a new language until listening comprehension skills are better developed.

Example of activity: Judy lets others speak in her German class while she repeats silently to herself because she does not yet feel confident enough to speak.

   2) The second set of metacognitive strategies: Arranging and planning your learning

(1) Finding out about language learning

Description: Making efforts to find out what can help learners to be more effective in their learning.

Example of activity: Justin talks about his language learning problems, asks questions, and shares ideas with other friends about effective strategies he has tried.

(2) Organizing

Description: Understanding and using conditions related to optimal learning of the new language; organizing one's schedule, physical environment, and language learning notebook.

Example of activity: Jim obtains a language learning notebook by writing down new language expressions or structures and the context in which he

encountered them, class assignments, goals and objectives, strategies which work well, things to remember, and so on.

(3) Setting goals and objectives

Description: Setting aims for language learning with long-term goals or short-term objectives.

Example of activity: Jessica sets a goal to develop her writing skills until she can write business letters. For her writing objective, she expects to share the first draft of her autobiography with a friend by the following Thursday.

(4) Identifying the purpose of a language task

Description: Deciding on the purpose of a particular language task such as writing a letter to persuade a friend not to do something rash.

Example of activity: Jolie's purpose is to write a serious report in Japanese about the influence of Japanese investments in North America.

(5) Planning for a language task

Description: Planning for the language elements and functions necessary for an anticipated language task or situation.

Example of activity: Judy realizes first that she wants to write a letter to a friend overseas. Next she decides her letter will require a range of specific language functions. After having necessary knowledge, she seeks additional resources by asking a native speaker for help with certain colloquial expressions.

(6) Seeking practice opportunities

Description: Seeking out or creating opportunities to practice the new language in naturalistic situations.

Example of activity: James decides to be a member of an online penpal website so that he can practice his writing.

3) The third set of metacognitive strategies: Evaluating your learning

(1) Self-monitoring

Description: Identifying errors in understanding or producing the new language.

Example of activity: Jack asks his classmate to read and comment on his written drafts to find his writing problems.

(2) Self-evaluation

Description: Evaluating one's own progress in the new language.

Example of activity: Joshua reviews samples of his own work, notes the style and content of the writing, and assesses progress over time.

Focusing particularly on writing development, some activities of metacognitive strategies introduced by Oxford's (1990) could help students to recognize the previous knowledge in order to be used with the current writing tasks. In addition, they have to pay more attention to the language use in their writing so that they are able to get the message across. In so doing, students should be able to identify the writing's purpose and later plan, monitor, and evaluate their writing. With the use of these writing strategies, it is argued that students will struggle less in writing. Therefore, they can produce better writing products emphasizing the notion of writing for real audience.

2.4 Metacognition Training

Based on the notion of metacognition made by several scholars in the previous section, it can be assumed that a relationship exists between metacognitive knowledge and metacognitive strategies. It is believed that training language learners to have metacognitive strategies could motivate them to develop metacognitive knowledge, in particular, strategic knowledge. Moreover, using strategies when dealing with language tasks more frequently and efficiently could also enhance learners to develop person and task knowledge. When learners are equipped with both metacognitive knowledge and metacognitive strategies, they will become autonomous learners who can independently deal with all the language tasks because they know what and how to effectively perform them. Moreover, with the metacognitive knowledge they possess, they can successfully monitor and evaluate themselves to have better learning ability.

Many authors claimed that metacognition training facilitates L2 learning. Oz (2005) stated that guiding L2 learners through the thinking process can assist developing their learning skills as they think through a problem, make decisions, or attempt to understand a situation or text. He suggested that students who are trained with metacognition will be confident in their abilities to learn. They are considered

autonomous learners who can assess why they are successful in performing a task or think critically about the mistakes they made when failing to do the task. Since the students are able to reflect and adjust themselves to cope with new situations, Oz categorized them as continual learners and thinkers. According to Wenden (1998), metacognitive knowledge is considered crucial to successful learning of a second or foreign language because it enables learners to reflect their own belief and knowledge about learning. The three components of metacognitive knowledge include person, task, and strategic knowledge. Learners having person knowledge believe that they have general ability to achieve specific learning goals because they have proficiency in a certain area; learners possessing task knowledge know about a task's demands and the skills needed to complete the particular task; and learners who have strategic knowledge are able to use different kinds of strategies to successfully deal with a language task. Moreover, Schraw (1998) added that metacognition is essential to successful learning as it allows students to better manage their learning because students have to think about how to perform the language skill. In addition, Victori and Lockhart (1995) suggested that learner's metacognitive knowledge training in the form of counseling sessions is useful for L2 learners since it equips them with a self-directed learning approach. They also believe that students who are trained with metacognition, i.e. knowledge and strategies related to language learning, will approach learning autonomy with less effort than those who are not trained.

Additionally, Oxford (1990) claimed that metacognitive strategies are essential for language learning. By the conscious use of metacognitive strategies, learners are capable of dealing with the novelty of language features. She proposed three sets of metacognitive strategies which are: (1) centering your learning, (2) arranging and planning your learning, and (3) evaluating your learning. The first set deals with how learners are prepared with the upcoming language tasks by overviewing key concepts and associating them with what is already known, paying either directed or selective attention according to the requirement of the task, and delaying speech production to focus on listening comprehension. The second set helps learners to organize and plan the language tasks as learners are capable of setting goals and objectives, knowing the task's purpose, identifying the focus of the task, and getting more involved in group work activities in order to seek for more practice

opportunities. The last set of metacognitive strategies assists learners to become aware of what they are going to do by self-monitoring and self-evaluating.

For writing skill development, Zimmerman and Bandura (1994, p. 846) claimed that effective strategy instruction could improve learners' writing outcomes and performance. In order to have positive learning outcomes, students should possess self-regulatory efficacy which means "the capability to mobilize, direct, and sustain one's instructional efforts". The authors suggested that students need to be taught skills and strategies to have such self-regulatory efficacy which can be directly linked to their perceived need in succeeding in the writing task and consequently receiving good grades. Moreover, Ching (2002) suggested that strategy and self-regulation instruction has equipped engineering students with the knowledge of how to plan and revise their essays. Engineering students were selected to be the participants in this study because the author was interested to find out whether self-regulation instruction could be extended to other ESP settings. Moreover, the study intended to correct those students' misconceptions about writing as they think that English writing may not be necessary in their future career.

Xiao (2007) suggested that a need exists to integrate metacognition as part of EFL writing instruction, for example, coaching in brainstorming strategies and implementing a training program on the development of self-monitoring in student writing. She added that interactive and reflective writing activities, including learning journals and self-editing tasks, may also be applied to enhance learners' metacognitive knowledge and overall writing effectiveness. Maftoon, Birjandi, and Farahian (2014) also proposed that EFL writing courses should implement metacognition so that teachers can develop students' metacognitive knowledge. Based on the results of their study, the authors suggested that declarative, procedural, and conditional knowledge should be implemented in EFL courses so that students have a positive self-concept toward their own abilities, know how to deal with a particular goal, and also know when and why to use particular strategies. To do so, the students should be trained to plan, draft, consider the audience's needs, check the content, evaluate, and revise their writing tasks.

2.5 Strategies-Based Instruction (SBI) and Metacognition Development

Training the students' metacognition in developing their writing skills can be performed in two methods which are direct or non-integrated training and indirect or integrated training. For the first method, direct or non-integrated training, Oxford (1990) refers to it as one-time training which involves learning and practicing metacognition with writing tasks without integrating it into a more extended period of time. Strategies-based instruction (SBI) proposed by Cohen (1998) is considered to be indirect training because it is integrated into the actual course content. Metacognitive knowledge and strategies enhancing better writing skill are taught both explicitly and implicitly to the learners. Students experience the benefits of those strategies by sharing their preferred strategies with other classmates. Moreover, their strategy repertoires will be increased within the particular context of the writing tasks they are required to perform. Even though direct training may not be as valuable as SBI, students can learn the significance of metacognition concepts used with the certain writing tasks pertaining to how to use the strategies and how to monitor and evaluate their own performance.

Direct or non-integrated training may be useful to particular groups of learners such as those who have lower level of English proficiency because a detached training focuses on training students to use metacognition without integrating into the course content. It is not confusing to the learners as it concentrates only on the use of writing strategies. When students comprehend when and how to use strategies, it will be easier for them to be further trained with the approach of integrated training. In the context of writing classroom; however, it is argued that students will be more beneficial if the metacognition training is integrated into the actual course content because they are able to understand why writing strategies should be used with particular writing tasks.

In the field of language learning, several researchers offer evidence that metacognition can be developed through teaching and training. "Learners need to learn how to learn, and teachers need to learn how to facilitate the process" (Oxford, 1990, p. 201). She suggested that students can learn more effectively through the teacher's assistance. Teachers can provide explicit training with the application of

strategies practice so that collaboration between learner and teacher can be enhanced to achieve learning goals. O'Malley and Chamot (1994) also stated that strategies can be learned and the learning strategies of good language learners could be taught to less competent learners who could have considerable potential for enhancing the development of second language skills. Moreover, Schraw (1998) suggested that metacognition can be developed using a variety of instructional strategies. Teachers should assist students in constructing explicit knowledge about when and where to use these strategies. In his study, a regulatory checklist is proposed to enable novice learners to implement metacognitive strategies in a systematic way. Questions in the regulatory checklist include the following.

Planning

1) What is the nature of the task?

2) What is my goal?

3) What kind of information and strategies do I need?

4) How much time and resources will I need?

Monitoring

1) Do I have a clear understanding of what I am doing?

2) Does the task make sense?

3) Am I reaching my goals?

4) Do I need to make changes?

Evaluating

1) Have I reached my goal?

2) What worked?

3) What didn't work?

4) Would I do things differently next time?

Cohen (1998, p. 81) stated that metacognitive strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process. Therefore, it benefits the language learners when they are able to consciously select the range of possible strategies to deal with a given language task. Thus, strategy training should be included in the teaching material to make students become more proficient. He further stated that language teachers can help students to develop their learning strategies by providing strategies-based instruction

(SBI). Based on SBI, the classroom strategy training should be extended to teaching that focuses on a learner-centered approach. In the classroom, "teachers describe useful strategies, give more examples based on students' own experience, lead small group or whole class discussions about strategies, encourage students to experiment with a broad range of strategies and integrate strategies both explicitly and implicitly embedding students in the language tasks to provide contextualized strategy practice".

In order to integrate strategies training into the instructional program, Cohen (1998) stated that teachers may follow these three options which are 1) establishing course materials before deciding which strategies to apply, 2) determining the desired learning strategies before designing the activities, and 3) inserting appropriate strategies spontaneously into the lesson during the instruction. In addition, teachers will explicitly focus on the desired strategies they want their students to learn when engaging in SBI; however, during the language tasks, the strategies should be implicitly integrated. This kind of strategy training has its main aim in developing EFL students to be aware of how to effectively learn so that they can understand the lesson better in and out of the classroom in order to produce the target language more efficiently. Moreover, students are encouraged to continually practice by choosing their own strategies so that the equipped self-directing ability would enable them to be more confident in dealing with other language tasks.

For integrated metacognition training, there are a number of objectives and learning activities, so the teacher should perform flexible roles rather than just being a lecturer. O'Mally and Chamot (1994) suggested that language teachers should play active and valuable roles by teaching students how to apply learning strategies in wide-ranging language activities and how to extend the strategies to new tasks both in the language classroom and in other contexts requiring language skills. Oxford (1990) also added that instructors teaching these strategies take on new roles as facilitator, helper, guide, consultant, advisor, coordinator, idea generator, diagnostician, and co-communicator.

2.6 Studies on Writing Strategy Instruction

We cannot argue that writing is the most difficult skill to develop. Based on the notion of strategy instruction, it is assumed that writing strategy instruction can help the teachers to successfully instruct the writing course because the useful strategies can be explicitly introduced to the students. According to Sasaki (2000), the use of strategy training instruction for process writing was introduced to eight EFL Japanese novice writers. They were told that the process of writing is interactive and they should always start with planning, then writing and revising. In the planning stage, the students had to discuss with teacher and friends the purpose of the writing, the intended readers, and the content of the writing. Then, they were given time to write the argumentative compositions which were later read by their friends and teacher. The revising stage took place after the comments were given. After the intervention, the number of writing strategies used were reduced, and the researcher analyzed that this was the result of the training in which the students learned to use only a certain set of strategies that they could successfully deal with while doing their writing tasks.

Moreover, Lee (2002) revealed that the first year engineer students' writing strategies, which are planning and revising, were developed with the strategy instruction. The students were trained to identify purpose, audience, and level of technicality as the planning strategy in the pre-composing stage. The composing stage was in the classroom with the assistance of the teacher to give feedback so that students could initiate a rough draft. The first draft was to be written as homework. For the revising strategy, the tone, clarity, fluency, exactness, and conciseness were the components to be revised. After that, students had to revise their writing task as the second draft. The pre post questionnaire was administered to measure if the students' planning and revising strategies had been developed. It was found that students were equipped with the knowledge of how to plan and revise their essay writing tasks with the use of self-evaluation, organizing and transforming, seeking information and seeking social assistance.

Baghbadorani and Roohani (2014) also pointed out in their study that strategy-based instruction truly helped improve the students' persuasive writing skills. One of

the treatments related to strategy instruction used in this study for the experimental group was the Self-Regulated Strategy Development (SRSD) model, adopted from Harris and Graham (1999), which could enhance the ability of the students to apply writing strategies. This model consists of six stages: 1) Develop Background Knowledge, 2) Discuss It, 3) Model It, 4) Memorize It, 5) Support It, and 6) Independent Performance. The participants were third year Iranian EFL undergraduates divided into experimental and control groups working on argumentative writing prompts as the pretest and posttest. The results showed that using the SRSD model could effectively assist the students in improving their argumentative writing ability. In other words, they could use the writing strategies to deal with format and content, organization and coherence, sentence construction and vocabulary in their writing tasks.

With the strategy instruction developed by the author herself, De Silva (2015, p. 309) also confirmed that strategy instruction could improve the students' writing performance. This study implemented the pretest posttest experimental design. Science program students were divided into control and experimental groups. They were administered two writing tasks, graph description and essay, at the beginning and at the end of the course. All writing samples were scored by the two experienced ESL teachers. With regards to the strategy instruction, the students were trained to use strategies such as goal setting, task analysis, and joint construction of the text. "Strategies selected for initial training included planning strategies (i.e., brainstorming, clustering, mind-mapping, outlining), formulating (i.e., approximating, translating), monitoring (i.e., problem identification, auditory monitoring, visual monitoring), evaluation and revision strategies". After the intervention, the results showed the positive impact on the experimental group's writing performance. The quality of writing and the overall organization were improved and the strategy use significantly increased.

2.7 Teacher's Roles in Writing Strategies Instruction

In strategies-based instruction, teachers may take several roles that can be very challenging. Those roles have changed from what teachers have typically performed in the classroom such as manager, controller, and instructor. Cohen (1998) stated that teacher's new roles of being a change agent could help learners with a more systematic, productive, and effective way of learning because teachers become partners of the learning process. Teachers may take these roles: 1) teachers act as diagnosticians in identifying student's current learning strategies, making learners more aware of the use of those strategies, and helping them to use more strategies to improve their learning, 2) teachers take the role of learner trainers in training the students to use strategies explicitly as it may be the teacher's own preference, the complexity of a certain task's instructions, or the difficulty of the use of strategies, 3) teachers as coaches will work closely with the individual learners coaching them on what they have been trained with the learning strategies to ensure that the strategies are developed. The guidance can be provided with an ongoing basis using tools such as a dialogue journal in responding to learners' queries, and 4) teachers are the coordinators in coordinating a smooth learning process helping students to use strategies most effectively to achieve the maximum learning benefit.

In the same vein, Oxford (1990, p. 10) also discussed that "the roles of teachers had changed from authority figures such as parent, instructor, director, manager, judge, leader, evaluator, and controller to the more challenging status in order to focus on the relationship with learners. The teacher's new roles include being, facilitator, helper, guide, consultant, adviser, coordinator, diagnostician, and co-communicator". She believed that these new different, inspired, and challenging roles help teachers utilize strategy instruction to deal effectively with the students' abilities to learn so that they will become more proficient leaners.

There have been several research studies in the field of L2 writing discussing how teachers deal with their students' writing tasks, in particular, giving feedback (Ashwell, 2000; Goldstein, 2004; Ferris, 2011). With the necessary task of teacher's feedback, teachers may have to combine several other roles in dealing with the learners' writing text. Burrough-Boenisch (2003) indicated that the role of corrector is

to primarily deal with the writer's linguistic competency correcting grammar and spelling. Whitaker (2005) stated that teachers should be the responders to the students' work; however, he suggested that teachers should consider the students' sign of risk-taking writing progress even though errors might be found. He considered this as providing selective responses. Moreover, teachers can engage themselves as writers modeling their writing for the students because it is believed that an effective writing teacher should be keen and competent (Cremin & Baker, 2010).

It is assumed that the process writing approach is particularly the most useful for L2 writers; writing teachers then may have to take several roles during the process of planning, writing, and reviewing. During the planning and writing stage, teachers may generally assume roles of facilitator, guide, or helper when the students are composing their writing drafts. Moreover, during the reviewing phase, teachers may take roles such as coordinator or co-communicator in helping students evaluate their own writing in order for them to critically revise their own texts. Similar to the process writing approach, teachers in strategies-based instruction take many roles to deal with the student's writing tasks; however, the focus is on how strategies could be effectively applied. Writing strategy teachers expect that their students can understand the strategies explicitly discussed in the class and can use them effectively.

2.8 Teacher's Diary

Keeping diaries assist both teachers and learners in reflecting on their thoughts, preferences, agreements, limitations, and difficulties about the learning context they have been encountering. The information from the diary entries could truly benefit the researchers in investigating a variety of aspects of teaching and learning (McDonough & McDonough, 1997).

There are several definitions provided by the distinguished scholars relating to English language teaching and learning. Bailey's (1990, p. 215) well-known definition states that a "diary is a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal". With the strategies learning approach, "diaries or journals are forms of self-report which allow learners to record their thoughts, feelings, achievements, and problems, as well as their impressions

of teachers, fellow students, and native speakers" (Oxford, 1990, p.198). She stated that in the language learning strategies context, teachers may find it useful to give their students guidelines because students following the teacher's guidance might feel more comfortable not sharing their personal matters. It is also helpful if students share their learning strategies that they record in their diaries with friends so that they can learn more about strategy use from their friends. Teachers can also encourage their students to discuss in class what strategies could be the most effective in dealing with a particular language task. However, it is suggested that teachers should tell students in advance that their diary entries will be read since a diary is considered private.

McDonough and McDonough (1997, p. 122) defined that "a diary is personal, long-term, and may also be relatively unbounded in the kinds of facets it records, at least within the broad area with which it is concerned". They also added that a diary is not only the record of instantaneous experience, but also the act of writing that structures, formulates, and reacts to such experience. Similar to Oxford's (1990) suggestion, the writer's permission should be obtained before analyzing diary data concerning ethical and confidential issues. They also inserted that teachers' diaries can help teachers critically reflect on their own teaching. They recommended several themes which language teachers can record in their diaries:

1) lesson plans and materials selection

2) different types of learner learning styles, attitudes, pacing, and proficiency

3) plan versus reality

4) unexpected problems

5) available resources and technology applications

6) learning and behavior speculation

In strategies-based instruction, Cohen (1998, p. 39) stated that diary is another "research tool in collecting data on learners' strategy use over a period of time". In order to investigate strategy use, he recommended that self-revelation could be performed with either reading or writing tasks. He suggested that learners can record difficulties they have been facing while using strategies to work on the reading and writing task. The students' self-revelation data can also help the teacher in reviewing students' language learning problems in order to respond to them more efficiently.

Similar to what Oxford (1990) had addressed, Cohen suggested that the learners' diaries should be directed so that students are focused on writing about particular language learning strategies. This suggestion helps in solving the problem that learners may write about other topics unrelated to the learning strategy use.

In this study, the researcher used the diary as one of the research tools to reflect on the effectiveness and limitations of the metacognition training. Using diary helped the researcher record what she experienced in training writing strategies to the students. Moreover, she also recorded immediate feedback of how the pre-designed writing activities could successfully help students develop their writing skills.

2.9 Review of Previous Related Research

Since metacognition plays a vital role in explaining and describing the learning process, a number of research studies have been conducted to explore the usefulness and the effectiveness of metacognition in English language teaching no matter what language skills are involved. Some studies may relate L2 learning to only a component of metacognition, either knowledge or strategies; however, more studies have considered applying both components. This section discusses the related literature of metacognition with L2 learning in general and metacognition with all language skills.

Most of the research studies conducted in the area of metacognitive strategies and writing skills have applied experimental approaches where the treatment is organized to improve the participants' writing performance (e.g., Fenghua & Hongxin, 2010; Panahandeh & Asl 2014; Karahroudi & Reddy, 2014). Metacognitive strategies in these studies refer to planning, drafting, revising, and evaluating during the writing process. With the area of metacognitive knowledge, Zeleke (2014) examined the effects of training in metacognitive, affective and social learning strategies of writing in improving students' use of each of these learning strategies of writing. The training took place in a basic writing skills course with the explicit approaches in metacognition instruction. The teaching materials were adapted from the model of Oxford (1990) and the students were asked to employ the proposed strategies. The results positively confirmed that the training had significant effects in

improving the students' use of the learning strategies of writing. In addition, Cotterall and Murray (2008) investigated the successful development of students' metacognitive knowledge and skills by the students taking a self-directed learning course focused on the development of linguistic and metacognitive knowledge and skills. They were asked to design and carry out their own learning plan, create goals, choose appropriate materials, decide how they are going to use materials, monitor their progress, and assess their learning. The result of analyzing quantitative and qualitative data provided evidence of changes in the students' beliefs about assuming control of their learning, and reflected increases in their ability to plan, monitor and evaluate their learning. Goh and Taib (2006) and Coskun (2010) conducted small scale research studies investigating the effectiveness of metacognitive strategies training on the listening performance of young EFL learners. Their studies confirmed positive outcomes wherein the students' posttest scores were significantly higher. For the ESL oral classroom, Lam (2009) examined the effects of metacognitive strategy teaching using seven metacognitive strategies (MCSs): problem identification, planning content, planning language, evaluation, asking for help, giving help, and positive self-talk on learners' performance and on strategy use. The students' performance in group discussions of the treatment class outperformed the comparison class in terms of English proficiency and task effectiveness. In addition, the learners tended to deploy 'problem identification' as a global planning strategy to cope with upcoming prioritization group discussion tasks.

In the area of metacognition and other language skills, Nakatani (2005) focused on metacognitive awareness-raising instruction on oral communication strategy (OCS) use. The students in the experimental group received training providing explicit strategy instruction to help increase awareness of their own learning process. The effects of instruction were assessed by speaking test scores, transcription data from the tests and retrospective protocol data for the EFL learners' task performance. The findings revealed that participants in the treatment group improved their oral proficiency test scores but those in the control group did not. With the explicit strategy instruction, Lam (2014) investigated how students may use metacognitive strategies in their learning of writing. The findings indicate that explicit strategy instruction in writing was likely to make students more self-regulated,

strategic, and resourceful in coping with diverse writing tasks. Moreover, Zhang (2010) investigated the role of metacognitive knowledge through the use of a questionnaire in an English writing course of EFL learners. The results showed that the three metacognitive knowledge components, person, task and strategic, all positively correlated with English writing performance, and successful employment of metacognitive knowledge helped facilitate EFL learners' writing proficiency. A good command of metacognitive knowledge can empower EFL learners in their English writing and cultivate their learning autonomy in English learning.

Several research studies in relation to the concept of metacognition and particular language skills have also been conducted in the Thai context. Seemingly, several researchers tend to be primarily interested in exploring what aspects of metacognition could assist EFL students with their reading skills. In her study, Aegpongpaow (2008) investigated metacognitive strategies used by Thai university students in their reading tasks. The participants were grouped, according to their grades from the previous reading course they attended, into high and low English reading proficiency. The research instruments comprised interviews, observations, and journal entries. In the interviews and the observations, the participants were asked to explain what and how metacognitive strategies had been used in their reading. In order to observe the participants, the researcher asked them to read the assigned passages. The students were also requested to write a journal reporting what metacognitive strategies were used when reading several types of reading materials. The results revealed that the students used metacognitive strategies to plan, monitor, and correct their understanding in their reading. In addition, the findings showed that the two groups of participants knew several strategies that helped them understand the reading better, but the low English reading proficiency students could not use them effectively. The researcher concluded that metacognitive strategies are important in assisting EFL students with their reading skills and should be applied in teaching and learning in the Thai context.

In the same area of reading skills, Sinthopruangchai (2011) investigated the reader's awareness of strategies during the reading process of Thai secondary male M.5 (or grade 11) students. The students' metacognitive awareness of reading strategies was measured through the use of a questionnaire adapted from the survey of

reading strategies (SORS). The participants were divided into two groups of high and low proficiency based on their last semester grades from the reading exam designed by the teacher of the course. The reading strategies in the questionnaire are classified into three categories which are global reading, problem solving, and support reading strategies. The results revealed that students use these strategies moderately and they seemed to apply problem solving strategies the most to help them understand the reading materials. Unsurprisingly, the higher proficiency group outperformed the lower proficiency group in all reading strategies. It is suggested that teachers should emphasize teaching when, why, and how to use these reading strategies to facilitate students' better understanding of the reading materials in English. Students should also be encouraged to be aware of using strategies so that they can become better readers.

Using Oxford's (1990) direct and indirect learning strategies, Anuyahong (2014) investigated writing strategies used by Thai university students. The learning strategies include memory, cognitive, compensation, metacognitive, affective, and social strategies. The participants in this study were from several academic majors including engineering, business administration, information technology, and accountancy. They were asked to answer the questionnaire constructed by the researcher. The findings showed that the students applied the cognitive strategies (brainstorming, planning, outlining, organizing, drafting, and revising), and compensation strategies (using previous background knowledge to guess the current content and using synonyms and making educated guesses) at high levels while the remaining strategies were used at a moderate level. The statistical data showed that there is a significant difference amongst students from different academic majors in using learning strategies in their writing skills. However, there was no result on which group of students, based on their academic majors, are the best strategy users. This study suggested that writing strategies are essential for undergraduate students and should be applied in every class of the English language.

To conclude, all the related previous studies indicated that metacognition is found to be useful in developing learners' all skills of English. Both quantitative and qualitative results were analyzed to show the effectiveness of either metacognitive knowledge or strategies towards learners' learning. However, relatively few studies

were conducted to develop metacognition, including both metacognitive knowledge and strategies, in writing business correspondence. Therefore, this research study was conducted to find the missing information which indicates how metacognition would help students in the context of business writing classroom to develop particular writing skills.

CHAPTER 3

METHODOLOGY

This chapter includes a description of the research design, participants, and instrumental development of the research. Data collection procedures, data analysis and reliability and validity of the research have also been discussed.

3.1 Research Design

3.1.1 Case Study

This study employed the case study approach to attain in-depth understanding of how metacognition is developed to improve the university students' writing ability. According to Mackey and Gass (2012, p. 96), "case study research seeks depth rather than breadth in its scope and analysis. Its goal is not to universalize but to particularize and then yield insights of potentially wider relevance and theoretical significance". In order to measure the students' business writing skills improvement, an experiment was conducted with this particular case because these students were Business English majors. Moreover, high and low proficient writers were also selected to be interviewed to investigate whether metacognition training helped them to develop metacognitive knowledge and strategies. The improvement of metacognition training through the researcher's reflection of effectiveness and limitations would also help students taking a business writing course to have better writing skills. The case used for study in the present research was bounded by time and activities taking place in a business writing course at Assumption University.

The case was students enrolled in the EN3211, Business Communication II course, which is the continuation of EN3210, Business Communication I. EN3211 focuses extensively on developing students' business writing skills to prepare them for the effective written communication in the workplace. Consequently, it was selected as a context to conduct the research as several studies (e.g. Leki, 1995; De

Silva, 2015) found that ESL university students were more capable of dealing with their writing difficulties, such as making use of past experience and feedback to adjust strategies, and could develop writing skills after having been trained with writing strategies. Therefore, it is appropriate to introduce metacognition to these EN3211 students because they have already been instructed with business correspondence writing from the previous course where the knowledge gained is the baseline that helps students in using writing strategies for the assigned task in the metacognition training. Moreover, this course is a prerequisite for another course, EN4251 Business Research Writing, which requires more complex writing skills because the students have to write a business report. Therefore, it is assumed that metacognition of this particular case of students could be possibly further investigated by conducting a follow-up research to see how they use metacognitive knowledge and metacognitive strategies in dealing with more difficult writing tasks in other writing courses.

3.1.2 Mixed Methods Approach

According to Creswell and Clark (2011), one of the major types of mixed methods designs is triangulation, which is used commonly to validate quantitative statistical results with qualitative findings. The framework of mixed method triangulation design used in this study is shown in Figure 3.1.
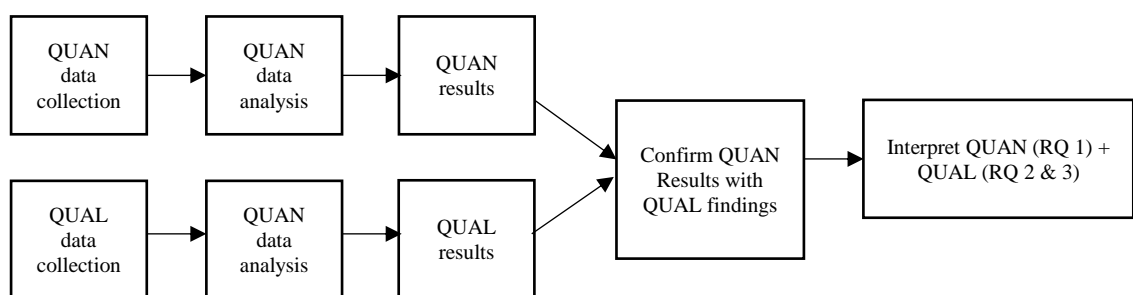
Figure 3.1 Diagram of the Mixed Method Triangulation Design

Hence, both quantitative and qualitative data in this study were collected, analyzed, and interpreted using this approach. With the quantitative data, an experiment was conducted to test the students' writing skills improvement after being

trained with metacognition; therefore, the pretest and posttest scores were analyzed to find the difference between the control and experiment groups. With the qualitative data, retrospective interviews were conducted to investigate the students' development of metacognitive knowledge and strategies; moreover, the data from the researcher's reflection were analyzed to reveal the effectiveness and limitations of the metacognition training. Therefore, this present study was conducted using mixed methods to triangulate the results of quantitative and qualitative findings in order to understand in gross and in detail the extent to when metacognition training could help in improving students' business writing skills.

3.1.3 Design-Based Research

"Design-based research is a research methodology aimed to improve educational practices through systematic, flexible, and iterative review, analysis, design, development, and implementation, based upon collaboration among researchers and practitioners in real-world settings, and leading to design principles or theories" (Wang & Hannafin, 2004, p. 2). This present research is considered design-based research because the instructional strategies and tools were systematically designed for this particular metacognition training with the expectation to solve educational problems and to improve the students' writing abilities. The intention is to apply this design-based approach expecting that the metacognition training would be designed, adjusted, rearranged and reviewed to help promote metacognition among the students in this case. Even though designed-based research is generally applied in the quantitative approach to evaluate the effects of independent variables on the dependent variables (Collins, Joseph, & Bielaczyc, 2004), it is believed that with the reflections from the researcher, as well as practitioner, in this study this metacognition training could be purposefully and carefully adjusted to make this training practical for the students in this business writing course and also for students in other similar contexts.

3.1.4 Action Research

"Action research is a systematic type of research conducted by teacher and researcher to gather data regarding the activities they carry out at their schools, how they teach, and how students learn better" (Mills, 2007, p. 5). In order to improve the quality of the business writing course and students' business writing skills, the action research was carried out in this study. Due to the researcher's teaching experience, students taking the business writing course seemed to have writing difficulties because they lacked the knowledge of task and strategies. In other words, they did not pay sufficient attention to what the task required them to do; moreover, they were less likely to plan, monitor, and evaluate their own writing task. Therefore, metacognition training was administered as an intervention in this research for the students in the experimental group in order to train them to have more effective writing skills. In addition, to ensure the quality of the metacognition training, the researcher's reflections of effectiveness and limitations were recorded. Consequently, the findings from the diary data would help the researcher adjust the activities and tasks in the training to enhance students' business writing skills in this particular business writing course.

3.2 Participants

3.2.1 The Students

The student participants comprised of a group of third year students majoring in Business English, Faculty of Arts, Assumption University. They enrolled and studied in EN3211 Business Communication in English II during the first semester, from August to December, in academic year 2016. Two classes were administered as a control group and an experimental group. Most students were Thai and there were usually more females than males. Their ages ranged from 21 to 25 years old. The class also included some international students from Korea and China. Table 3.1 summarizes the student participants' demographic data.

Table 3.1 Participants' demographics

Control group (N=24)			Experimental group (N=28)		
Number of participants	Age	Gender	Number of participants	Age	Gender
3	21	Female	5	21	Female
12	22	Female	3	21	Male
3	23	Female	6	22	Female
2	23	Male	5	22	Male
3	24	Female	5	23	Female
1	25	Female	2	23	Male
			1	24	Male
			1	25	Female

Since this course requires a prerequisite which is EN3210 Business Communication in English I, all students were assumed to have similar background knowledge pertaining to business correspondence writing. The students from both the control and experimental groups were informed in the first session that they would be taking part in the research conducted by their instructor. The students in the experimental group were informed that this course would be taught differently from the regular course in that it was focusing on the metacognition training which was expected to help them improve their writing abilities. On the contrary, the students in the control group were taught in the context of regular teaching. In other words, they were given lectures of the lessons from the textbook before the in-class assignments or the group discussion of particular topics discussed in each session.

The pretest task adapted from the writing assignment of EN3210 was administered to all students from both groups. Based on the pretest results, there were four students in the experimental group who received the highest score, one male and three female students; in order to avoid gender bias, the researcher chose one male and one female participant representing the high-proficient writers (H1, H2). With the low-proficient writers (L1, L2), there were two students (one male and one female)

who received the lowest scores. Table 3.2 summarizes the student interviewees' demographic data.

Table 3.2 Student Interviewee's Demographics

Name	Age	Gender	Pretest Score
H1	23	Female	6.7
H2	22	Male	6.7
L1	23	Female	3.7
L2	21	Male	3.7

All of them were requested to participate in retrospective semi-structured interviews three times before, during, and after the metacognition training. Each interview was conducted after the participants had finished writing the assigned task. These retrospective interviews were arranged to trace the development of these students' metacognitive knowledge and metacognitive strategies but not their opinions towards metacognition when working on these writing tasks. Since it is believed that even less proficient learners can also develop their learning strategies through metacognition training (Cohen, 1998), it is interesting to investigate how metacognition training would help the students with different levels of writing proficiency to develop their metacognition. Therefore, the two pairs of the students (high- and low-proficient writers) were investigated through the same sets of interview questions.

3.2.2 The Evaluators

Three nonnative instructors from the Business English Department at Assumption University assisted in evaluating both pretest and posttest writing tasks. They are experienced teachers teaching business English courses where writing skills are in focus. They have more than five years of teaching experience. All of them are females with educational background in English language teaching. Table 3.3 reveals the evaluators' demographics.

Table 3.3 Evaluators' demographics

Name	Age	Gender	Years of experience
Evaluator 1	41	Female	10
Evaluator 2	38	Female	14
Evaluator 3	32	Female	6

Since these three evaluators are experts in the English language teaching field, consistency in assessing the students' writing tests was assured.

3.2.3 The Teacher

The researcher, who has been teaching the EN3211 course for more than ten years, is an instructor teaching this particular course for this present study. Since this study adopted the experimental design with the metacognition training as a treatment administered for the experimental group, the researcher herself then instructed the EN3211 course in order to collect the data of the training's effectiveness and limitations through diary writing. McDonough and McDonough (1997) stated that teachers' diaries can help teachers critically reflect on their own teaching work. Therefore, the researcher had been keeping diary entries of every metacognition training session where strategies-based instruction (SBI) introduced by Cohen (1998) was embedded with the metacognitive writing activities to critically reflect the usefulness and limitations of metacognition training.

The researcher as a teacher in this study played more roles in metacognition training than in the regular course. With the regular course, she assumed the roles of course controller and instructor ensuring that students comprehend all the lessons discussed. With the metacognition training, she assumed additional roles (e.g. learner trainer, diagnostician, and facilitator) being a change agent (Oxford, 1990; Wenden, 1991; Cohen, 1998) to facilitate, suggest, encourage, and help her students to be aware of what appropriate metacognitive strategies could be applied to accomplish the writing activities.

3.3 Instrumental Development

3.3.1 Metacognition Training

Metacognition training was conducted as an intervention to the experimental group with the primary goal that students' metacognition would be developed to facilitate their writing. The researcher-designed writing activities were used to motivate students in using metacognitive strategies effectively and possessing metacognitive knowledge. Whereas the students in the experimental group were taught with metacognition training, the regular EN3211 course's writing tasks were administered only to introduce the business writing concepts and strategies from the textbook.

The training was conducted based on Cohen's (1998) theory of strategies-based instruction (SBI); strategies were implicitly and explicitly integrated into the EN3211 course lessons through the pre-designed writing activities and teacher's talk. Oxford's (1990) framework of metacognitive strategies was applied; some but not all strategies were selected based on their functions relevant only to writing skills.

Metacognitive strategies

A. Centering your learning
1. Overviewing and linking with already known resources
2. Paying attention to specific aspects of writing

B. Arranging and planning your learning
1. Setting goals and objectives
2. Identifying the reader and purpose of a writing task
3. Planning for the specific writing task

C. Monitoring and evaluating your learning
1. Monitoring writing difficulties
2. Evaluating writing progress

Figure 3.2 Diagram of the Metacognitive Strategies Applied to Metacognition
Training

As shown in Figure 3.2, the students were trained with these three sets of metacognitive strategies: 1) centering your learning, 2) arranging and planning your learning, and 3) monitoring and evaluating your learning. Students were trained for

the first set of strategies, centering their learning, to prepare them for the upcoming writing tasks. They were asked to discuss what had learned from the previous pre-requisite course paying attention particularly to vocabulary and expressions to be used with different types of business correspondence. Several activities were designed to train students for the second set of strategies, arranging and planning your learning. These strategies mainly help students to plan how to work on their writing tasks. In particular, being able to identify the reader and purpose of writing business correspondence such as providing information or persuading the reader to act in a certain way is crucial in helping them to communicate effectively with the audience. Another important strategy for writing business correspondence is to plan what specific language functions might be needed. The last set of strategies, monitoring and evaluating your learning, trained students to identify their errors and learn from them; consequently, they would be able to evaluate their learning progress. These two strategies were included in several writing activities, especially if the students had to write or revise some sentences, paragraphs, or the whole business correspondence.

The pre-designed writing activities used in this metacognition training were adapted from several sources such as EN3211 previous semesters' quizzes and examinations and other business communication textbooks. The researcher selected tasks and metacognitive strategies which were beneficial for enhancing students' writing skills. Moreover, these writing activities were also selected and utilized to support the EN3211 course contents. The seven sub-strategies from the three sets of metacognitive strategies (as shown in Figure 3) were not used in order; sometimes they were combined in the writing activities depending on the topics discussed in each lesson. Moreover, some strategies were employed repetitively in different writing activities.

Implicit and explicit SBI were applied in this particular metacognition training. The researcher mainly applied the indirect or implicit strategy training through the use of the teacher's pre-designed writing activities since she assumed that her students who were in the third-year could initially think about their own learning strategies to be used. With Cohen's (1998, p. 67) suggestion, strategy training should be introduced explicitly so that students understand how to employ those learning strategies. He stated that "explicit instruction in the development, application, and

transfer of language learning strategies is preferable to implicit instruction". Therefore, during the metacognition session, the researcher distributed the writing activities and explained its instructions for the students to work by themselves individually, in pairs, or sometimes in groups. After observing the students' use of metacognitive strategies, she conducted explicit SBI by suggesting and encouraging them to use more appropriate strategies. Moreover, explicit SBI was also conducted when the regular course content directly discussed writing strategies. For example, in training the students to use the strategy of planning, which is part of a lesson from the textbook, the researcher explained explicitly that planning involved identifying possible purposes of a writing task such as "providing factual information, convincing the audience of the validity of a point, persuading someone to act or think in a certain way, making the reader feel an emotion deeply, or evoking a certain mood" (Oxford, 1990, p. 159).

After some training sessions which particularly requested the students to write business correspondences, they were asked to reflect and share what strategies they used in their writings. The researcher helped summarize the practical strategies and the students were also reminded that checklists in the textbook could be employed since they provided the possible range of strategies for writing different kinds of business correspondence. Moreover, the students were also encouraged to discuss with the researcher via written email or talk about their problems in having limited strategies. This practice of debriefing that the researcher provided to either individual or all of the students promoted metacognition which helped them to become successful learners.

All the pre-designed writing activities conducted in this training aimed at developing students' metacognitive strategies with the expectation that these strategies would assist them in developing metacognitive knowledge of person, task, and strategy. As a result, the students' writing skills would be improved. As can be seen in Appendix 2, all three sets of metacognitive strategies with seven sub-strategies shown in the above diagram were used to enhance the development of metacognitive knowledge. That is to say, the first set of strategies: 1) overviewing key concepts and linking with already known resources and 2) paying attention to specific aspects of writing enhanced students' person and task knowledge because students were trained

to discuss what they did or did not know about the task. The second set of strategies: 3) setting goals and objectives for writing, 4) identifying the reader and purpose of a writing task, and 5) planning for the specific writing task helped develop students' task and strategic knowledge since they were trained to know the requirement of the task and to use particular writing strategies. The last set of strategies: 6) monitoring writing difficulties and 7) evaluating writing progress helped enhance students' person knowledge as they were trained to have the ability to discuss their overall writing progress.

3.3.2 Writing Tests

The pretest and posttest of this research were used to measure change in the students' business correspondence writing ability resulting from the metacognition training as an intervention. Before administering these pretest and posttest, three expert evaluators rated the tests' difficulty and the results showed that the level of difficulty was similar. The following tests were therefore administered to both control and experimental groups.

Pretest Instructions (Type of message: informative)

Your company has just launched a new product which is a multifunction printer. A key customer is interested to buy in quantity to replace all of the old printers. Write a letter to provide specific information to your customer giving good news that you will offer a special discount. Write at least 200 words using full-block format. Make up necessary information such as the customer's name and company, products' details, terms and conditions, etc.

Posttest Instructions (Type of message: informative)

You work at a well-known fitness center as a manager. Your corporate customer writes a letter to ask for more details about the membership and the special price since the company has decided to provide more employee benefits in using the service at your fitness center. Reply with a positive message offering additional privileges. In the letter, provide all details of your

fitness center's services. Write at least 200 words using full-block format. Make up necessary information regarding the special offer and the fitness center's facilities such as swimming pools, aerobic classes, weight machines, etc.

The pretest writing task was conducted with the primary purpose of investigating whether students' level of writing abilities from both groups was homogeneous. Both pretest and posttest were adapted from the writing assignments of the prerequisite course, EN3210 Business Communication in English I, which required students to write the most common kind of business correspondence which is informative. This type of correspondence is commonly used in business communication contexts to provide specific information about the company's products and services. Since the students had already passed the prerequisite course, the researcher believed that they were more or less capable of following the instructions to write such correspondence. After the metacognition training was completely finished, the students from both groups were administered with the posttest in which the content was similar to the pretest. After being trained with metacognition, the students from the experimental group were expected to have improved writing skills and attain higher posttest scores than the students in the control group.

3.3.3 Criteria for Writing Assessment

The framework of metacognitive strategies employed in this research was used as guidelines for assessing whether the students could control their own cognition using strategies such as centering, arranging, planning and evaluating to coordinate their writing process (Oxford, 1990). To ensure that the evaluators rate the pretest and posttest of this study using the criteria relevant to the designed framework of metacognitive strategies, the Test in English for Educational Purposes (TEEP) developed by Weir (1988, as cited in Weigle, 2002) was applied. The TEEP scheme consists of seven scales: 1) relevance and adequacy of content; 2) compositional organization; 3) cohesion; 4) adequacy of vocabulary for purpose; 5) grammar; 6) mechanical accuracy I (punctuation) and 7) mechanical accuracy II (spelling).

However, only the first three scales were employed in this study because they assess behaviors/practice which can improve by using metacognitive strategies and knowledge, while the rest are related to language knowledge. In other words, those three criteria were used to both assess and reflect whether the students actually plan, monitor, and evaluate their own writing tests. If they were likely to fully apply metacognitive strategies in their writing tests, their scores after receiving the training would be significantly higher. Each scale was divided in four levels ranging from 0 to 3 (See Appendix 1). The scores were calculated by adding up all marks from the three scales given by the three evaluators and divided by three to receive the actual scores. The lowest score is 0 and the highest score is 9.

To ensure the reliability of the pretest and posttest scores, there was a discussion with the evaluators regarding the similar criteria for assessing those tests. If the scores for each scale were heterogeneous, the researcher discussed with the three evaluators to find the practical criteria so that the scores received from them were in the same range. For example, to assess cohesion, the students had to use particular cohesive devices, listed and agreed to by the three evaluators, that make the message comprehensible in order to receive a certain score. In addition, an example of business correspondence was given to each evaluator to rate separately. The results showed somewhat homogeneous scores. The evaluators were also reminded before assessing both tests to strictly follow the TEEP scheme using the discussed criteria to avoid criticism of the rater's subjectivity.

3.3.4 Interview Questions for Student Interviewees

In order to investigate how high and low proficient writers (H1, H2 and L1, L2) develop metacognitive knowledge and metacognitive strategies before, during, and after metacognition training, the following sets of questions were asked in the three retrospective semi-structured interviews after student interviewees finished writing each given task.

Person Knowledge

1) How do you explain the overall progress of your writing task?

2) How do you see yourself as an effective writer of this business letter?

3) What difficulties you had while writing this business letter.

Task Knowledge

    1) Who is the reader of this business letter?

    2) What do you think this writing requires from you?

    3) What skills do you need to complete writing this business letter?

Strategic Knowledge

    1) What strategies did you use to succeed in this writing task?

    2) How did you write this business letter? Briefly explain step by step.

Strategies Use

    1) Did you set goals or objectives in writing this business letter?

    2) What learning strategies, e.g. setting goals and objectives, planning, monitoring, and evaluating, did you use in writing this business letter?

These questions cover all three aspects of metacognitive knowledge; i.e., knowledge of self, task and strategies, and metacognitive strategies which the students were trained in the metacognition training. To ensure that these questions could help student interviewees effectively reveal and clarify the development of metacognition, the researcher sought advice from her adviser to finally develop these sets of questions. For the purpose of transcription and analysis, all the interviews were audio-recorded.

3.3.5 Teacher's Diary

In this study, the researcher as teacher trained students in the experimental group to use metacognitive strategies and develop metacognitive knowledge. Therefore, she observed, reflected, and wrote in the diary entries whether the metacognition training was administered properly and effectively. With the interpretive research, even though it was argued that diary lacked reliability and validity because of the diarist's bias, McDonough and McDonough (1997, p.135) stated that "diary is a primary vehicle for process research, for getting "under the skin" of the social and affective factors involved in teaching in ways that cannot readily be reached by tests or experiments". Moreover, Mori (2007) defined diary as retrospective and reflective material rich in providing detailed information based on the writer's subjective experience.

Thus, in this study the teacher's diary was another practical instrument used to reflect whether the pre-design writing activities conducted with the strategies-based instruction (SBI) approach were effectively administered. To avoid criticism on the lack of reliability and validity, the data on the training's effectiveness written in the teacher's diary was used to triangulate with the writing test scores. In addition, the data on the training's limitations would be useful for improving future metacognition training to be implemented with other general and business writing courses.

3.4 Data Collection

Different types of data for this study had been collected from three principal types of research instruments. They included the writing tests, student interviewees' semi-structured retrospective interviews and the teacher's diary.

3.4.1 Data from the Writing Tests

The writing tests (pretest and posttest) relating to business correspondence writing were administered to all students from the control and the experimental groups. The pretest was carried out to investigate the students' writing abilities before participating in this study, while the posttest results were collected to examine whether the students in the experimental group had better writing abilities after the metacognition training. The dates and times for the pretest and posttest arranged in this study are shown in Appendix D. The students from both groups were allowed an hour to finish both tests.

The researcher informed students from both control and experimental groups that they were participating in their teacher's research study and the pretests and posttests were arranged to measure the similarity and the difference in their writing abilities. The pretests were administered on the first day of EN3211 course. The posttests were scheduled on the last day before the midterm examination. Students from both groups were allowed to spend an hour to finish both pretests and posttests. After the researcher distributed both pretest and posttest, all students quietly worked on their tests. When they finished writing the pretests and posttests, they submitted them and were allowed to leave the classroom.

3.4.2 Data from Student Interviewees

Using the pretest results, the researcher selected two high proficient writers (H1 and H2) and two low proficient writers (L1 and L2) to participate in the retrospective semi-structured interviews. The interview data were collected from the student interviewees three times before, during, and after the metacognition training. The dates, times, and duration of each retrospective semi-structured interview are shown in Appendix E. These schedules were based on the teacher's and student interviewees' availability.

The first retrospective interviews were administered after the pretest and before the metacognition training. Approximately before and after the fifth training session, which was the middle of the metacognition training, all of the student interviewees were requested to participate in the second interviews. The last retrospective interviews were conducted after the metacognition training was completely finished. Before each session of the retrospective interview, the participants were requested to write business correspondence letters and paper was provided so that the students could note down the process of their own thinking while they were writing. The basic types of business correspondence letters given as a writing task before each interview included informative, negative, and persuasive. After they had finished the writing task, they were asked the same sets of interview questions related to three variables of metacognitive knowledge (i.e. person, task, and strategy) to investigate whether they used and developed metacognition. The information in their notes was used to help them reflect on their thoughts while answering the questions in the retrospective interviews. The duration of time spent on both the given writing task and the retrospective semi-structured interview ranged from 44 to 50 minutes.

These semi-structured interviews were completed with the use of immediate retrospection allowing the learners to report on their mental processes before they are forgotten (Fearch & Kasper, 1987). The delivery format for interviewing was individual face-to-face interviews. This is the best approach with which the interviewer and interviewee can interact and note their full responses (Burton, Brundrett & Jones, 2014). Moreover, the interviews were conducted in Thai so that

the students were more comfortable to express themselves without language restrictions. The student interviewees' responses were audio-recorded.

3.4.3 Data from Teacher's Diary

The researcher of this study was a teacher teaching students in both control and experimental groups. A diary was kept from the metacognition training administered to students in the experimental group as an intervention. The diary was kept during the first half of the 1/2016 semester, approximately two months. Under the specified themes of effectiveness and limitations of metacognition training, the diary entries were open-ended narrative style as suggested by McDonough and McDonough (1997). In other words, the teacher recorded what happened, if she felt satisfied and dissatisfied, as well as what could be changed to make metacognition training sessions improved. Moreover, the researcher wrote the diary retrospectively just after a lesson on the same day to avoid missing or forgetting important details.

In the teacher's diary, details pertaining to the usefulness of strategies-based instruction (SBI) and the teacher's pre-designed activities implemented in the training were recorded. Moreover, some deficient or impractical conduct of the training due to the classroom restrictions were noted down. The opinions and anticipation about the metacognition training for further improvement were also recorded. It is believed that the use of diary entries could assist the course developer to make adjustments to materials, teaching methods, and activities to have better effectiveness, appropriateness, and practicality for a particular course (Krishnan & Hoon, 2002; Atay, 2008). Furthermore, the information gained would be truly useful in developing other general and business writing courses.

3.5 Data Analysis

In this study, the quantitative data from pretest and posttest scores collected from both control and experimental groups were analyzed using the Statistical Package for the Social Sciences (SPSS). The qualitative data from the student interviewees' retrospective interviews and teacher's diary were analyzed according to the set themes of interest.

3.5.1 Data from the Writing Tests

To answer the first research question and to test the hypotheses listed below, the pretest and posttest scores from both control and experimental groups were statistically analyzed using the SPSS software package.

Research Question 1: Is there a significant difference in business writing performance between students in control and experiment groups?

Alternative hypothesis (H$_1$): There is a significant difference in the students' business writing performance between the control group and the experimental group.

Null hypothesis (H$_0$): There is no significant difference in the students' business writing performance between the control group and the experimental group.

Using the descriptive statistics, the tests scores of both groups were analyzed to indicate the mean ($\bar{x}$) and the standard deviation (SD) of the three component scores which included 1) relevance and adequacy of content, 2) compositional organization, and 3) cohesion. With the inferential statistics, the Independent Sample T-test with the level of significance set at .05 was used to find the significant difference of three component scores between groups.

3.5.2 Data from Student Interviewees

To answer Research Question 2: To what extent do the high and low proficient students develop metacognitive knowledge and strategies in writing business correspondence, before, during, and after metacognition training? data from retrospective semi-structured interviews were analyzed based on the thematic analysis using the set themes of person, task, and strategic knowledge (Flavell, 1979; Wenden, 1998) and strategies used. These themes were set based on the previous and related literature with the approach suggested by Boyatzis (1998).

In this research context, there were twelve corpuses of interview data from the two high proficient writers (H1, H2) and two low proficient writers (L1, L2). All of the student interviewees participated in the retrospective semi-structured interviews three times before, during, and after metacognition training. The interview data were transcribed and each student interviewee was requested to validate the transcriptions. Then, the interview data were coded and grouped according to the question set based on the metacognitive knowledge categories of person, task, and strategy, and the

metacognitive strategies that the student interviewees used and developed before, during, and after metacognition training. In so doing, the researcher coded and grouped the data by reading and re-reading analytically and systematically to find the segments of interview data that seemed to go together according to the metacognitive knowledge categories. After the construction of the categorized data, the phrases were assigned to be the names the categories. The names of the categories or themes came from the researcher's reflection on what she saw in the interview data (Merriam & Tisdell, 2016). For example, the names assigned to the grouped interview data based on the set theme of person knowledge were awareness of writing competence, awareness of writing strategies, awareness of writing problems, and awareness of writing difficulties. Although most of the interview data were categorized according to the set themes, the sub-themes were allowed to emerge from the responses of different student interviewees. Subsequently, the interview data were coded and re-coded several weeks apart to ensure that the findings were consistent. In other words, the intra-rating was conducted to confirm the reliability of the interview data.

3.5.3 Data from Teacher's Diary

The teacher's diary data were analyzed according to set themes to answer the last research question: what are the teacher's reflections regarding the effectiveness and limitations of metacognition training? Alhojailan (2012, p. 40) suggested that "thematic analysis is capable to detect and identify variables that influence any issue generated by the participants". Therefore, the teacher's diary generated by the researcher as participant in this research was analyzed using the two set themes (i.e., effectiveness and limitations of metacognition training) identified as variables that could result in the improvement of metacognition training. According to Marefat (2002, p. 105), "diaries are very rich data that provide us with valuable insights into factors that influence interaction and learning". The teacher's diary then reflected what factors might be effective or ineffective in developing metacognition training.

In this study, there were ten entries of diary data based on the number of metacognition training sessions administered. In order to analyze the teacher's diary, codes were assigned to the diary data based on the set themes of effectiveness and limitations of the metacognition training. After coding and grouping the interview

data, phrases were added to name the categorized data. Similar to the analysis of the interview data, the researcher ensured the consistency of the diary findings by coding and re-coding the diary data several weeks apart. Sub-themes emerged when the researcher conducted the intra-coding of such categorized diary data.

3.6 Validity and Reliability of the Research

In quantitative research, a basic definition of validity is the degree to which a test measures what is it supposed to measure (Bolarinwa, 2015). In this study, to control the validity of the pretest and posttest, the appropriateness and level of difficulty of both tests were rated and agreed to by the three evaluators. Since this study investigated students' business writing skills in particular, they were requested to write informative messages, the most common type of business correspondence, in the pretest and posttest. In qualitative research, validity is based on determining whether the findings are accurate from the standpoint of the researcher, the participant or the readers of an account (Creswell & Miller, 2000). In this study, the findings were gained from the interview data and the teacher's diary. To ensure that these findings were accurate, the validity of the retrospective interview questions was controlled by the advice from the researcher's supervisor and the literature on metacognitive knowledge of person, task, and strategy (Flavell, 1979; Wenden, 1998). The validity of the teacher's diary was based on the set themes of the effectiveness and limitations of metacognition training because these were the factors that could enhance the improvement of the metacognition training to the business writing course and other general writing courses.

Reliability concerns the extent to which the research results are consistent (Carmines & Zeller, 1979). To ensure the reliability of pretest and posttest scores, the pilot rating was conducted to ensure that the three evaluators follow the criteria for writing assessment. Moreover, the intra-rating reliability was conducted with both interview and diary data by coding and re-coding such data at different periods of time. In addition, this research applied to the triangulation methods by comparing the data from the pretest and posttest scores, retrospective semi-structured interviews, and the teacher's diary.

3.7 Researcher's Positionality

In this research, the researcher's background included being an undergraduate student and a faculty member at Assumption University. As a student studying in the Business English program, the researcher empathized with the current undergraduate students who had been struggling with business writing courses because she had more or less a similar learning experience. It was rather complicated for the students to write any business correspondence since they never had work experience. Moreover, the discussion of effective writing skills and strategies in the Business Communication in English II (EN3211) course was slightly insufficient because this course aimed not only at developing students' business correspondence writing skills, but also effective business communication skills. Therefore, there were only eight weeks before the midterm that the students had to deal with effective business writing skills. Thus, it is argued that the students' writing skills could be improved if the business contexts together with metacognition were introduced and discussed.

As a teacher with more than ten years of teaching experience, the researcher understood why students' writing abilities were difficult to develop. One possible reason was that business writing was introduced to Business English students only one academic year before they had to enroll in EN3211. Therefore, the researcher was interested in training her students to use metacognitive strategies and develop metacognitive knowledge because she believed that metacognition could truly help her students to have better writing skills. For example, instead of discussing only the elements to be written in each paragraph, it would be more useful if the students were trained to be aware of the task's requirement and writing strategies.

With the researcher's positionality in this particular context, the researcher conducted this study, interpreted and analyzed data based on her personal learning and teaching experience. It was expected that the findings would shed light on how metacognition training particularly helped Business English students to improve their business writing skills.

CHAPTER 4

RESEARCH RESULTS

This chapter reports both the quantitative and qualitative results of this present study. The quantitative results were gained from the statistical analysis of the students' pretest and posttest scores of both control and experimental groups. The component scores of both tests (i.e., relevance and adequacy of content, compositional organization, and cohesion) were analyzed through both descriptive and inferential statistics to measure the students' writing abilities before and after the metacognition training. In addition, the qualitative findings gained from the retrospective interviews demonstrated whether the high and low proficient students developed their use of metacognition before, during, and after the metacognition training. Furthermore, the teacher's diary data revealed the benefits, limitations, and suggestions on how metacognition training should potentially be further improved. The results were analyzed and interpreted based on the following research questions:

1) Is there a significant difference in writing performance between students in control and experiment groups?

2) To what extent do the high and low proficient students develop metacognitive knowledge and strategies in writing business correspondence, before, during, and after metacognition training?

3) What are the teacher's reflections regarding the effectiveness and limitations of metacognition training?

4.1 Experimental Results: A Significant Difference in Control and Experimental Groups

In this section, the quantitative results from SPSS consisted of the descriptive results of the control and experimental groups' pretest and posttest scores. The test scores were divided into three component scores including relevance and adequacy of

content, compositional organization, and cohesion. Each of the three component scores were rated by the three experts with the range of 0 to 3 (See Appendix A); then mean scores of each component were calculated.

In addition, the Independent Samples T-test results demonstrated whether a significant difference existed after the experimental group received metacognition training as an intervention. These quantitative results answer the following Research Question 1 and the hypotheses.

RQ 1: Is there a significant difference in business writing performance between students in control and experiment groups?

1) Alternative hypothesis (H$_1$): There is a significant difference in the students' business writing performance between the control group and the experimental group.

2) Null hypothesis (H$_0$): There is no significant difference in the students' business writing performance between the control group and the experimental group.

4.1.1 Descriptive Statistics and Independent Samples t-Test of Pretest Scores

The pretest was administered to students in both the control and experimental groups to measure their writing ability before participating in this study. The pretest component raw scores of students from both groups are presented in Table 4.1 and the descriptive statistics and Independent Samples t-Test analysis of students' pretest scores of both groups are presented in Table 4.2.

Table 4.1 Descriptive Statistics of Pretest Scores

Student	Control Group (N=24)			Experimental Group (N=28)		
	Content ($\bar{x}$)	Organization ($\bar{x}$)	Cohesion ($\bar{x}$)	Content ($\bar{x}$)	Organization ($\bar{x}$)	Cohesion ($\bar{x}$)
1	2.3	1.7	1.7	2.0	2.3	1.7
2	2.3	1.3	1.3	2.3	1.3	1.7
3	2.3	1.3	2.0	2.0	0.7	1.7
4	2.0	1.0	2.0	2.0	1.3	1.7
5	2.3	1.7	1.3	2.0	1.7	1.3
6	2.3	2.3	1.7	2.0	1.7	1.7
7	2.0	1.0	1.7	2.3	2.0	1.7
8	2.0	1.7	1.3	2.3	1.3	1.7
9	2.0	2.0	1.3	2.0	1.7	1.0
10	2.3	0.7	1.7	1.3	1.0	1.3
11	2.0	0.7	1.3	1.7	2.0	1.0
12	2.0	2.0	1.3	2.3	2.0	1.7
3	2.3	2.0	1.7	1.7	0.7	1.3
14	2.3	2.3	2.0	2.3	2.0	2.3
15	1.7	1.3	1.0	1.7	2.0	1.3
16	2.0	1.7	1.7	1.3	1.3	2.0
17	1.3	2.0	1.7	2.3	1.7	1.0
18	2.0	1.0	1.3	2.3	1.3	0.7
19	2.3	1.3	2.7	2.3	2.3	2.0
20	2.0	2.3	1.7	2.3	1.0	2.0
21	2.0	2.0	1.7	1.3	1.7	1.0
22	1.7	1.0	1.7	2.0	1.7	1.7
23	2.3	2.0	1.7	2.3	2.0	1.0
24	2.0	1.7	1.7	1.7	2.0	1.3
25				2.7	1.7	2.3
26				2.3	1.0	2.0
27				2.0	1.7	1.3
28				2.0	2.0	1.7
Total ($\bar{x}$)	2.07	1.58	1.63	2.02	1.61	1.53

Table 4.1 reveals that students from both groups generally received the same range of the three component scores from their pretests. However, it is significantly

shown that the students' scores for relevance and adequacy of content are higher than the compositional organization, and cohesion scores. This might be because these students had prior knowledge of how to write business correspondence from the pre-requisite course and the situation given in the pretest was not too difficult for them write. However, their writing still needed improvement since they still lacked skills in organizing ideas and using appropriate cohesive devices.

Table 4.2 Descriptive Statistics and Independent Samples t-Test of Pretest Score

	Max. Scores	Control Group (N=24)		Experimental Group (N=28)		
		M	SD	M	SD	Sig. (2-tailed)
Content	3	2.07	0.25	2.02	0.34	0.595
Organization	3	1.58	0.50	1.61	0.45	0.837
Cohesion	3	1.63	0.34	1.53	0.42	0.388

Notes: *p = < .05

As can be seen in Table 4.2, the mean scores for the relevance and adequacy of content are 2.07 for the control group and 2.02 for the experimental group; the mean scores for the compositional organization are 1.58 for the control group and 1.61 for the experimental group; and the mean scores for the cohesion are 1.63 for the control group and 1.53 for the experimental group. When comparing the mean scores, an Independent Samples t-test shows that there is no statistical significant difference in the three component pretest scores between control and experimental groups. This indicates that the level of writing competency of students from both groups is statistically homogeneous. Even though all the component scores are generally in the same range, students in the experimental group received lower scores in relevance and adequacy of content and cohesion than the control group.

4.1.2 Descriptive Statistics and Independent Samples t-Test of Posttest Score

After the metacognition training, the posttest was administered to students from both groups. Table 8 shows the posttest component raw scores of students from both groups and Table 9 presents both descriptive statistics and Independent Samples t-Test analysis of both groups' posttest scores.

Table 4.3 Descriptive Statistics of Posttest Scores

| Student | Control Group (N=24) | | | Experimental Group (N=28) | | |
	Content ($\bar{x}$)	Organization ($\bar{x}$)	Cohesion ($\bar{x}$)	Content ($\bar{x}$)	Organization ($\bar{x}$)	Cohesion ($\bar{x}$)
1	2.3	2.3	2.3	2.3	2.7	1.7
2	2.7	2.0	1.3	2.7	2.3	2.0
3	3.0	2.3	2.0	2.7	1.7	2.3
4	2.3	2.0	2.0	2.7	2.0	1.7
5	2.7	2.0	1.3	3.0	2.0	2.0
6	2.3	2.0	2.0	2.7	2.0	2.0
7	2.0	1.0	1.3	3.0	2.7	2.0
8	2.3	2.3	2.0	2.3	2.3	2.0
9	2.7	2.3	1.7	2.7	2.3	2.0
10	2.3	2.0	1.7	2.7	2.0	1.3
11	2.3	1.0	1.7	2.7	2.0	1.3
12	2.0	1.0	1.7	2.3	2.3	2.3
3	2.0	2.0	2.3	2.7	2.0	1.7
14	2.7	2.7	2.3	2.7	2.3	2.3
15	2.3	2.0	1.3	2.3	2.3	2.0
16	1.7	1.3	2.0	2.7	1.7	2.0
17	2.0	2.0	2.0	2.3	2.3	2.0
18	2.3	2.0	1.3	2.7	2.0	1.7
19	3.0	1.3	2.0	3.0	2.3	2.3
20	2.7	2.7	1.7	3.0	2.0	1.7
21	2.7	2.0	1.7	2.0	2.3	2.0

Table 4.3 (Continued)

Student	Control Group (N=24)			Experimental Group (N=28)		
	Content	Organization	Cohesion	Content	Organization	Cohesion
	($\bar{x}$)	($\bar{x}$)	($\bar{x}$)	($\bar{x}$)	($\bar{x}$)	($\bar{x}$)
22	2.3	2.3	1.3	2.0	2.0	2.0
23	2.7	2.0	2.0	2.7	2.3	1.7
24	2.0	2.0	1.7	2.3	1.7	1.7
25				2.7	1.7	2.3
26				2.7	2.0	2.0
27				2.3	2.3	2.0
28				2.7	2.0	2.0
Total ($\bar{x}$)	2.38	1.93	1.77	2.59	2.12	1.92

Compared to the pretest scores, Table 4.3 reveals that students from both groups attained higher scores from all three components in their posttests when compared to the pretest. It is interesting that students in the experimental group could outperform those in the control group and received higher scores in all three components even though their scores on content and cohesion parts were lower in the pretest. Thus, it can be concluded that metacognition training, the treatment to the experimental group, helps the students acquire better business writing skills.

Table 4.4 Descriptive Statistics and Independent Samples T-Test of Posttest Scores

	Max. Scores	Control Group (N=24)		Experimental Group (N=28)		
		M	SD	M	SD	Sig. (2-tailed)
Content	3	2.38	0.33	2.59	0.28	0.021*
Organization	3	1.93	0.48	2.12	0.26	0.082
Cohesion	3	1.77	0.33	1.92	0.26	0.073

Notes: *p = < .05

Table 4.4 shows the posttest mean scores of both groups. The mean scores for the relevance and adequacy of content are 2.38 for the control group and 2.59 for the experimental group; the mean scores for the compositional organization are 1.93 for the control group and 2.12 for the experimental group; and the mean scores for the cohesion are 1.77 for the control group and 1.92 for the experimental group.

An Independent Samples t-test shows that there is a statistical significant difference in the posttests' mean of the content scores (p = 0.021) between control and experimental groups. Even though there is no statistical difference in the posttests' mean scores of the compositional organization and cohesion, these two component scores of the experimental group are considerably higher. Therefore, it can be concluded that the experimental group could outperform the control group on writing performances after receiving the metacognition training. Consequently, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. However, the effect of metacognition training varied from one area to another.

4.2 Interviews Results: The Development of Metacognition

The qualitative findings from the interpretation of the retrospective semi-structured interviews answer Research Question 2.

RQ 2: To what extent do the high and low proficient students develop metacognitive knowledge and strategies in writing business correspondence before, during, and after metacognition training?

The interviews data are reported according to the four set themes based on the metacognitive knowledge and strategies which include person, task, and strategic knowledge (Flavell, 1979; Wenden, 1998) and the strategy use.

For the person knowledge, the main findings revealed that after low proficient writers were trained with metacognition, they developed positive views of their own task achievement, but they still considered themselves poor writers. On the contrary, the high proficient writers could progressively describe their writing progress, abilities, and difficulties after having been trained with metacognition. The findings for the task knowledge revealed that all of the participants did not have difficulties knowing the task's purpose and requirement. They could eventually develop the task

knowledge. For the strategic knowledge, the findings revealed that only one low proficient writer (L1) was not able to describe her writing processes thoroughly because she only focused on describing content organization. For the strategy use, high proficient writers seemed to be able to discuss learning goals and objectives better since the low proficient writers described the tasks' purpose and requirement instead. With the use of other strategies, all participants particularly focused on planning for the content message. Among other learning strategies, the interview findings revealed that the student interviewees could develop planning better than monitoring and evaluating strategies. Although they did not give enough explanation on how they used the strategies, and they were not able to explain the use of strategies accurately, the metacognition somehow helped them to be aware that they had to plan, monitor, and evaluate in order to develop better writing skills.

4.2.1 The Development of Person Knowledge

In this study, person knowledge refers to students' general knowledge about themselves as learners: 1) their overall progress, 2) abilities (what they are good at), and 3) difficulties in writing (what they are not good at). Therefore, the data are categorized according to these three topics of person knowledge held by high and low proficient student writers (H1, H2 and L1, L2).

1) Person knowledge: the overall writing progress

Before the metacognition training, all of the student participants except H1 generally discussed the overall progress of their writing negatively and they had negative perceptions of themselves as poor writers. The participants' revelation of the overall writing progress is shown as follows:

H2: "Not so good because I normally don't write business letters. When writing something that I've never had to write before, I struggle."

L1: "I don't know what to write. I cannot understand the situation. I cannot write fluently. It is not ok."

L2: "I can write, but it is not good because I didn't practice anything."

H1 did not seem to talk about the overall writing progress. Instead she explained the task requirement. The following is what she revealed in the first retrospective interview.

H1: "It's an apologizing letter because we failed to deliver the product. We should give free delivery by FedEx and a 50% discount voucher from the company."

During the sessions of metacognition training, other semi-structured retrospective interviews were conducted again. All the interviewee participants had developed person knowledge as they were able to discuss their writing progress more critically and positively. H1 and H2 were more confident to talk about their writing progress. H1 focused on linking with the business writing concept while H2 emphasized critical thinking. The following shows their discussion of their writing progress.

H1: "I make progress by thinking more about the given situation. I just think about how to solve problem in the previous task. For this writing task, I think about what format to use. I also think about the reader of this message; who are they; what can we do for them; what can they get from us."

H2: "I think I can write better than the previous task. I can write more analytically and the thinking process is more organized. I think the progress is from the way I think. To me, writing is from thinking which leads to a more efficient way of writing."

Even though L1 stated that her writing progress was better because she planned and knew what to write in each paragraph, she did not explain sufficiently why her writing ability had progressed. L2 discussed how his writing ability was developed as he linked to the business writing guidelines; however, he still lacked confidence as he said that his writing was not so effective. The low proficient writers' revelations are as follows:

L1: "I think I can write better because I plan. I know what to write in each paragraph."

L2: "I think that it is better but not so effective. It is better because I know more guidelines. In the first paragraph I wrote the main point; the second paragraph is the details; the third is the negative; the fourth is the reader's benefit, and

the fifth is a goodwill ending. In the previous task, I just put the introduction, body, and conclusion in the 3 paragraphs."

After the metacognition training, all of the student participants were more optimistic with their overall progress. However, H2 did not seem to discuss his writing improvement; he only stated that this writing task was easier than the previous writing tasks.

The low proficient writers emphasized that knowing the patterns of writing persuasive messages was their writing progress. However, L1 only stated that she knew the pattern while L2 could elaborate more on the elements of business correspondence.

L1: "I think my writing is improved because I know the patterns for writing different types of messages."

L2: "I think I have progressed because I practice and I know more about the patterns for writing different types of messages. For writing persuasive messages, there are two patterns: problem solving and direct request. I know that the main point, details, and request for action should be put in each paragraph."

2) Person knowledge: the writing abilities

All of the student participants did not describe their writing abilities clearly, or what they are good at as writers, before the metacognition training. Even though H1 stated that she could write effectively, she did not mention anything relating to the writing ability. She only said that having a family business background helped her to understand the given situation, and she only focused on the content of the message. H2 did not discuss in detail his writing ability. It was assumed that even the high proficiency students who were not yet trained with metacognition did not have self-awareness towards their own writing abilities.

H1: "Not bad – yes I can write effectively because my family owns a garment business. In this case, we give them a free refund or give goods for free or a discount to protect the company's image so that they give us a good review."

H2: "OK but not so good."

On the other hand, the low proficient writers only mentioned negative views towards their writing ability. They only explained what problems they had in

terms of writing. L1 said that she did not know sufficient vocabulary while L2 stated his lack of writing practice.

L1: "It is not so good because I don't know enough vocabulary to use in writing."

L2: "Moderate… not so good. It should be better than this. My English is getting worse because I don't use it as often as before. When I took the English III course, I wrote often and I think I could write better at that time. I knew a lot of vocabulary and I could use adjectives more effectively."

During the metacognition training sessions, high proficient writes were more confident in discussing their writing abilities. Planning and revising helped H1 to be better in her writing. H2 said broadly that he knew how to write and knowing more vocabulary in a business context helped him improve his writing.

H1: "I know more about how to write. I know the steps that I have to write. I consider the mistake and revise. In the previous task, I just read through the given situation and wrote immediately without planning and I did not revise."

H2: "I don't write business letters often. However, after taking the EN3211, I learned more about how to write and I know more vocabulary to be used in business writing."

Though the low proficient writers showed more familiarities with the format and elements of business writing, they were still not confident in talking about their writing abilities. Their responses are as follows:

L1: "After the discussion from the course, I know that the first paragraph should include the main point. Other paragraphs include details, negatives, and benefits."

L2: "I know more about the format of the business letter, but my word choice is still not good."

After the metacognition training, all of the students seemed to be more confident when talking about their writing abilities. All of them mentioned that knowing how to organize the message content helped them write better. Their revelations are as follows:

H1: "I can write well because I put myself into the situation. If I am the owner of the company, I have to take responsibility for the employees' misbehavior for downloading illegal songs, series, and movies. I can write better and I can add more details. I know how to organize the message."

H2: "The previous tasks are more confusing because I put many elements in a paragraph, but this task is more organized."

L1: "Knowing the pattern helps me write more effectively because I know what to write in each paragraph."

L2: "I understand the given situation and know the patterns of the message."

3) Person knowledge: the writing difficulties

High and low proficient writers were rather different in discussing their writing difficulties before the metacognition training. H1 and H2 did not state negative perceptions of themselves as being poor writers. Although H2 mentioned that he struggled with writing business correspondence as it was something he had never written before, he could deal with this difficulty by using common sense.

H1: "It's not that hard. For me, I understand the process of writing business letters and I can write it"

H2: "It is not difficult because I don't think about the form. I just apply my own thinking in writing this letter."

However, low proficient writers said that they had writing difficulties. L1 had language difficulties. She could not understand the provided situation because she didn't understand some difficult words. L2 mentioned his difficulty in designing the content since he could not think of the solution that would make the customer satisfied. Their responses are as follows.

L1: "It is difficult because I cannot translate some words in the given situation. Therefore, it may not be clear to the readers. They might not understand me."

L2: "The difficult part is the solution to the problem. I do not know how to write to satisfy the customer."

The interview results of the writing progress and ability of low proficient writers before the metacognition training correlate with the results of the writing difficulties. They perceived themselves as incompetent writers who did not improve their writing progress and ability. Their difficulties were with the ineffective use of English language and limited vocabulary.

During the metacognition training, H1 and H2 stated that the writing task's level of difficulty was moderate. Their responses are shown below.

H1: "It is not easy and it is not difficult. I think I applied more critical thinking to this task than the previous one. I think critical thinking helps with the impact of writing."

H2: "It is not easy but it is also not difficult. I have to think about the vocabulary. I have to think of the situation and using appropriate vocabulary can help deal with the customers more effectively."

L1 also mentioned that the writing task was moderately difficult but not too difficult while L2's difficulty was still with the idea for writing the message content.

L1: It is moderate… not so difficult. My difficulty is the word choice. I have to consider which word is polite."

L2: "I think it is difficult to consider the reader's benefit. I have no idea what can satisfy the customer."

After the metacognition training, H1 discussed that her writing difficulty was from the difficulty of the task. H2 seemed to be more confident in his writing ability and did not mention any writing difficulties.

H1: "The problem is something that can really happen; however, I have never experienced that a company had to be closed from a problem like this. I have to use imagination."

H2: "It is easier for me to write persuasive messages because I can add my own ideas. It is different from the informative letter, which I think is rather formal. For persuasive messages, I just ask the reader to follow my idea."

Low proficient writers still mentioned writing difficulties, particularly in lacking ideas to persuade the readers rather than language skills. Their responses are shown below.

L1: "It is very difficult for me because I am not good at persuading other people to follow my ideas."

L2: "It is still difficult for me because I have to figure out how to ask for the reader's cooperation politely."

Writing different types of business correspondence caused the two low proficient writers different writing difficulties. Their writing difficulties were related to content planning before and after the metacognition training. However, the interview results about the writing progress and ability revealed that knowing patterns and elements of each paragraph helped them deal better with their writing difficulties.

To conclude, high and low proficient writers were considerably different in terms of person knowledge development. High proficient writers described more about their writing progress and abilities than difficulties, while low proficient writers mostly viewed themselves negatively as poor writers. However, it is shown that metacognition training helps the low proficient writers to develop positive attitudes towards themselves. They could also talk about weaknesses in more detail. The ability to disclose their weaknesses may help them to find the right ways to develop writing skills.

4.2.2 The Development of Task Knowledge

In this study, task knowledge refers to the students' ability to identify the general nature of the task: 1) the reader and purpose of a writing task, and 2) the task's requirement.

1) Task knowledge: the reader and purpose of a writing task

For the first interview, the informative business correspondence writing task was given to the participants to write before the interview took place. Even though the participants were not yet trained with metacognition, they had no problem identifying the intended reader of the message. For the knowledge about the task purpose, H1 and L2 stated that it aimed to solve a problem while H2 and L1 mentioned that they should apologize and inform the customer about the incident and

the taken action. Based on the given situation of this writing task, H2 and L1 were more accurate about the task purpose. The following interview results show their revelations.

H1: "…you have to know what causes the problem and then solve it as soon as possible."

H2: "…we have to apologize to the customer and inform him/her that it is our staff's mistake."

L1: "…I will apologize and let Miss Fick know that the company is sending the ski poles to her."

L2: "…we have to solve the problem to meet the customer's satisfaction."

For the second interview, the negative business correspondence writing task was given. The interview results showed that they could understand correctly that the readers of the message were the hotel guests who might not be satisfied with the out of service outdoor pool. The following excerpts show the participants' responses about the task's purpose. All of them except H1 stated that the purpose was to inform the bad news to the guests about the out of service swimming pool. H1 stated that the purpose was to persuade the guests to use the out of order outdoor swimming pool on their next visit. She also mentioned that an adjustment had to be offered to the hotel guests. Based on the given situation of this writing task, H2 and L2 accurately understood the task purpose. The bad news had to be informed and the adjustment had to be arranged. H1 was not accurate in terms of identifying the writing purpose since she mentioned that it was to persuade. However, H1 and L1 were partially correct because they stated that something needed to be offered in order to maintain a good relationship with the hotel guests.

H1: "…after the offer, we have to persuade the customers to use the service again on their next visit."

H2: "…we want the readers to know what we cannot provide to the customer… then, offer something to the customers."

L1: "…we should know that the customers feel disappointed for not being able to use the giant swimming pool. We have to offer what the customer wants from us."

L2: "…we should inform the customers what will be inconvenient for them and consider giving a discount as a compensation."

After the metacognition training, the persuasive writing task was administered and the interview results showed that all of the student interviewees still did not have difficulty in indicating the intended readers of the message. For the purpose of the task, they had to persuade the company employees to refrain from downloading and sharing personal files which caused the network slowdown. H1 stated that she would write a persuasive message in order to avoid blaming the readers. H2 said the purpose was to inform and provide reasons. L1 stated that the purpose was to persuade the readers to follow the company's policy and L2 focused on requesting the readers to spend more time with their work. Based on the researcher's interpretation, all of the participants were accurate in terms of identifying the purpose of this writing task because they attempted to stimulate the readers' cooperation. The following interview results reveal their responses.

H1: "…I decided to write a persuasive message because I don't want the employees to feel unsatisfied."

H2: "…I informed all the employees that the company has been dealing with network problems and gave the reason why their cooperation is needed."

L1: "…I have to persuade the readers to refrain from downloading and sharing personal files."

L2: "…I requested to the readers to spend more time on their work and to not download personal files because it causes the Internet to slow down."

2) Task knowledge: the task's requirement

In the first interview, H1 and H2 showed that they understood what the writing task required from them. H1 focused on understanding the problem before fixing it and writing a correspondence while H2 inserted that this task required him to use appropriate words to write in order to make the customer satisfied.

H1: "…I need to realize the problem. Why did the company fail to include the product when delivering it and what caused the problem? I have to fix it as soon as possible."

H2: "I should know what words to use to make the customer feel satisfied and purchase from us again next time."

L1's response "I have to do something…" showed that she was unsure what action to take and how. She did not explain clearly about the task's requirement, neither in terms of content, nor language knowledge. L2 mentioned that he had to write in a polite way to solve the problem for the reader. The following excerpts shows the participants' responses.

L1: "The customer didn't receive the product she ordered. I have to do something to let the customer knows it's the company's mistake."

L2: "…This letter requires me to solve the problem to meet the customer's satisfaction. I have to write in a polite way."

During the metacognition training, student participants' knowledge of the task requirement was developed. H2 and L2 were more aware of the writing skills to communicate well with the readers. L2 also focused on having problem-solving skills while H2 added that he should understand the readers' feelings. H1 still emphasized the significance of understanding the business context for effective business correspondence writing. Although L1 did not respond to anything about writing skills, as she mentioned that this task required her to consider a special offer for the customers. The following excerpts indicate that they know what the task requires from them to write effectively.

H1: "…I do not have work experience and I know that business writing is different from school writing. Even though I have good writing skills, I cannot write effectively because this task requires me to know more about the business context."

H2: "…I think this task requires me to consider what feelings and attitude the readers have towards the resort. Therefore, I need to practice writing by using appropriate vocabulary.

L1: "This task requires me to consider a special offer for the customers to make them feel good while staying at the hotel."

L2: "…this task requires me to have problem-solving skills so that I know how to appropriately communicate with the hotel guests."

After the metacognition training, most participants focused on effective communication with the readers in order to develop the content that solves a particular problem. This includes L1 who answered briefly about the planning task

requirement. In other words, they are more aware of the required language knowledge and content development. The following excerpts reveal how participants understand what the task requires them to write.

H1: "It requires me to consider which type of message to write. It also requires me provide other solutions for employees."

H2: "I have to think of how to communicate so that the reader will follow our idea without any worry."

L1: "This writing task requires me to plan to persuade the readers."

L2: "This task requires me to avoid using a forceful tone and asks politely for cooperation from the readers."

In summary, for the task knowledge in terms of the ability to identify the task's readers and purpose, all participants had no difficulty in identifying the intended readers; however, indicating the task purpose was somewhat challenging for them. Nevertheless, their performance was better because they could eventually develop the task knowledge of this aspect after the metacognition training.

Based on the task requirement, the high proficient writers could develop this particular task knowledge even though they had not yet been trained as the interview results showed that they focused on discussing the cognitive and language requirements. H1 emphasized thinking of what to write based on the given situation. H2 focused on using appropriate language to better communicate with the readers. Even though the low proficient writers' initial responses related only to the objective requirement of the task, they were able to describe the more subjective form of task requirement (e.g. cognitive and language requirements) after the metacognition training.

4.2.3 The Development of Strategic Knowledge and Strategy Use

In this study, strategic knowledge refers to the students' general knowledge about the writing strategies that should be used and the writing process needed to accomplish the task. For the strategy use, the strategies include goal and objective setting, planning, monitoring, and evaluating. Therefore, the findings of this section involve 1) strategic knowledge: writing strategies, 2) strategic knowledge: writing process, and 3) strategies use.

1) Strategic knowledge: writing strategies

Before the metacognition training, all of the participants did not know about writing strategies. Even if H2 tried to explain his writing strategy for this task, he was not accurate because he only discussed the given situation in the writing task. Their responses are as follows:

H1: "I don't know."

H2: "The strategy is to accept that we are at fault."

L1: "Um… what is it about? "

L2: "I don't know strategy. I don't know how to use strategy. I don't remember."

During the metacognition, H1 and L1 considered outlining the content as their writing strategy. H2 mentioned that knowing vocabulary was his strategy in writing this task. L1 also said her strategy was to analyze the given situation; understanding the context and situation could be an indirect writing strategy. L2 only reported what he did without explicitly stating his writing strategy. The following excerpts are their responses.

H1: "This is a negative message, I should provide a reason; how to refuse; give an alternative; then give a conclusion and thank the customer."

H2: "I think the strategy is to know vocabulary."

L1: "I analyze the situation and know what and how to write."

L2: "I just inform what the customer should know; what are the best facilities the hotel can provide; what causes the inconvenience. I have to provide an alternative to let them feel satisfied with the solution."

After the metacognition training, H1 and L1 seemed to mention the strategies that they were trained, particularly planning, monitoring, and evaluating, though they did not explain sufficiently how they implemented those strategies. Based on the students' statements, H2 used the planning strategy in order to deal with the message content. L2 seemed to be able to explain the planning strategy that he used for writing this task by relating it to the content development.

H1: "Planning, evaluating, and monitoring."

H2: "I just think of how I can request the action from the reader. I referred to the legal action."

L1:   "I think I just used planning."

L2:   "I think planning is the most important strategy. I plan what to write in each paragraph such as in the detail paragraph, I plan to mention the rules for all the employees to follow."

2)   Strategic knowledge: writing process

Before the metacognition training, all of the participants did not explain their writing process in detail. The causes of this finding could be that the students were not yet trained with metacognition; they also had difficulty in understanding the concept of writing process; moreover, the previous course might be focused a lot on the product approach. They only described the content organization and the business correspondence format. Their responses from the retrospective interview are as follows:

H1:   "Step by step? Company address, customer address, dear Ms. Fick... the company is sorry for not including ski poles in the delivery. So, we would like to take responsibility by delivering them by FedEx and provide a 50% discount. We will improve our delivery system and make sure that this will never happen again."

H2:   "Start by apologizing the customer and inform that it is our staff's mistake. Then, send something to the customer to say sorry. The last part is to ask them to use the service from us again next time."

L1:   "I put the sender's and receiver's addresses, date, subject, and salutation. For me, I will start by apologizing and let them know that we are sending the ski poles to them."

L2:   "First, I think about the complaint. We did not ignore it. We are serious about the matter and try to respond in the best way. Next, I mentioned how to compensate for example, giving refund or delivering the product by the fastest method. Last, I invited the customer to use the service again. Then I gave our contact details and apologized."

During the metacognition training, high proficient writers focused on planning the main points before composing as their first step of the writing process. Even though L1 seemed to also plan the writing, she did not discuss her planning in detail. She only planned for the format and the number of paragraphs to write. L2 did

not mention his writing process; instead he still described the content organization. They probably concentrated on following the instruction so that they could accomplish their writing tasks. Most of the business writing tasks emphasized the content of the message; therefore, the students might misunderstand that describing how to write the message content was the process of their writing. The following are the interview results.

H1   "First, I planned the main point. Second, I thought about what to tell the customers; to make it clear to them. Third, what the customer will get if he/she does not get what he/she wants. Last, after the offer, is the customer satisfied? I will persuade the customer to use the service again."

H2   "From what we discussed in the course, I think about the main point first… what we want the reader to know… what we cannot provide to the customer. Then, include the details. After that, we apologize that we cannot provide the service then offer something to the customer."

L1   "I plan first by thinking of the format and the number of paragraphs to write."

L2   "First is the main purpose of the customer by telling them that their booking is confirmed. Second is the main idea. We have to include the facilities and services that the hotel will provide. Third is to inform what will be inconvenient for the customer. In this case the swimming pool is out of order. We should try to think of an alternative such as giving a discount to make the situation positive. Next is the reader's benefit; what the customer wants from reading this message, for example, a discount for the room. For the last point, I thank the customer for using our service."

After the metacognition training, only L1 could verbalize his writing process in more detail. The interview data below reveals that others describe the content organization and format of the writing instead of the writing process. For the context of business writing classroom, the focus was on demonstrating the patterns of how to write different types of business correspondence (i.e. informative, good news, bad news, and persuasive) and the students imitated the model when writing. Therefore, the students misunderstand that organizing the content message is the writing process.

H1: "I use the memo format and I consider the four headings which are to, from, date, and subject. In the body, I write the shared problem which occurred because of the network slowdown caused by the personal files download. I give the details that the company has no policy for the employee to use the company's facility for their personal matters. They need to perform their work. The solution I wrote is that the company will provide a download card for the employees to buy to download legal files that the company allows, but this should be done after the work time. For the reader's benefit, I mentioned that the employees IP address would not be checked."

H2: "Step one is to inform that the company has been facing a problem. Then, I gave the reason why the reader's cooperation is needed."

L1: "I have to understand the given situation first. Then, I consider the appropriate pattern to use in the writing. We also need to know who is the receiver of the message. We have to write an appropriate subject line and what elements should be written in each paragraph."

L2: "First I write a request for action asking the readers to spend more time on their work and that we do not downloading personal files because it makes the Internet slow. In the details section, I told them if they stop downloading, the Internet speed will be better. If they still continue downloading personal files, there might be certain actions for punishment such as bonus deduction, or transfer to work in another department where the computer is not needed. Lastly, we hope that the reader will follow the guidelines and spend more time on their work."

3) Strategy use

For the goals and objectives setting, before the metacognition training, only H1 could describe her writing objective accurately. H2 said that he did not set a goal and L1 did not know what a goal and objective setting was. L2 misunderstood the objective; in fact, he only described the content in the writing.

H1: "My writing objective is to ensure the customer's satisfaction."

H2: "I didn't set a goal and objective."

L1: "I don't know.

L2: "For me, the objective is how to solve the problem because this is a complaint from a customer."

During the metacognition training, the high proficient writers could better describe writing objectives. Although L2 was confused between the difference of goals and objectives, his response to the strategy of writing objectives was improved as he mentioned that he had to inform what the customer should know. L1 said that she did not set a goal and objective. She did not elaborate on this issue as she might not actually realize the goal of this writing task.

H1: "My writing objective is to show sincerity to the guests because the hotel cannot provide the facility."

H2: "My objective is to convince the customer to use the service of the giant outdoor swimming pool on their next visit."

L1: "I didn't set a goal and objective."

L2: "I set the goal by informing what the customer should know."

After the metacognition training, the interview results indicate that high proficient writers were able to define a goal setting strategy while the low proficient writers, particularly L1, did not show improvement in defining the task's goal. Even though L2 tried to explain what he planned to write, that was not considered setting a goal and objective. He did not state what accomplishment he wanted to reach, instead he only focused on arranging information in each paragraph to finish the assigned task.

H1: "Yes. I emphasize the solution and the details to protect the employees from the law. The goal is that they understand our situation."

H2: "My goal is that the reader takes action."

L1: "I did not set a goal and objective."

L2: "I did not really set a goal but I think of the ways to effectively write the information in each paragraph."

For other strategies use, before metacognition training, even though H1 said she planned her writing, she might not actually plan because she did not explain it in detail; it seemed that she defined the writing objective instead. For the monitoring and evaluating, H1 knew that she had to monitor and evaluate her writing task, but she still did not describe how she used these strategies. H2 did not plan and evaluate but he said he monitored while starting to write the task; however, it was not for the whole writing process. Their responses are shown below.

H1: "For planning, you need to plan what to write. For me, I plan to write to convince the customer to continue buying. I monitor to write to satisfy her and to apologize for the problem. I evaluate that the message should be positive and persuasive and I try not to be negative."

H2: "I didn't plan. I monitored… I think that I wanted to start by thanking the customer or apologizing first… and I finally started with apologizing first. I didn't evaluate."

L1 did not plan and monitor and even though she said she evaluated, she did not explain it more. Even though L2 mentioned that he monitored, he also did not provide sufficient explanation. Therefore, they still did not acquire the concepts of planning, monitoring, and evaluating.

L1: "I didn't plan. I didn't monitor myself. I evaluated that this is not good."

L2: "I didn't plan. I monitored. I knew what to write first, next, and last. I evaluated that I am at a moderate level."

During the metacognition training, H1 discussed her strategies in dealing with the writing task; she stated that she planned, monitored, and evaluated. For the monitoring technique, based on her statement, it did not seem that she monitored as she still talked about the objective of her writing. H2 said that he planned and evaluated but did not monitor. In fact, according to his answer, the strategy that he used was monitoring while he was writing. The following excerpts are their responses.

H1: "I planned by imagining how I would feel if I went to a hotel and wanted to swim but could not; I would feel bored, especially those who seldom take a trip. I monitored by assuming that I was the hotel's customer and I wrote it down to make the customer satisfied. Later, I evaluated if things were okay. Other choices for the customer can be the fitness facilities that the hotel provides."

H2: "I plan by thinking whether to apologize first or to offer first. I do not know about monitoring. I evaluate by thinking all the time how to write this, so I write and delete and write as you can see from my paper."

Even though L1 mentioned that she planned, monitored, and evaluated, she did not discuss adequately how she used those strategies. She did not explain her thoughts about how to plan to write each paragraph. For monitoring and evaluating techniques, she did not say how to monitor and evaluate; she only defined the meanings of those techniques. L2 planned for the content development but he did not monitor it. For evaluation, he did not discuss in more detail why he considered his writing to be moderate. In other words, he considered that his writing was in the average level.

L1: "I plan by thinking about the five paragraphs. Monitoring is understanding the situation. Evaluating is to analyze what to write."

L2: "I plan by thinking about the main idea, next is the details, next is the list of the disadvantages... then I just write. I don't monitor. I evaluate that my writing is just moderate."

After the metacognition training, although H1 tried to explain how she planned, monitored, and evaluated, she did not actually plan and monitor. According to her response, although she said that she monitored, it seemed that she applied the evaluating technique instead because she asked herself whether the provided solution in her writing was appropriate after completing the task. H2 only used the planning strategy for this writing task and he did not mention other strategies.

H1: "For planning, it is quite clear to me from the given situation that we have to face this problem. For the evaluation, as I said, I emphasized details and solution. If I am the employee, but I cannot do anything; I feel frustrated. I monitor by asking myself questions if I am ok with the provided solution."

H2: "I plan to write the reasons to support the idea so that the reader takes a certain action. I think it is easier for me to write the persuasive message."

Even though the low proficient writers tried to discuss that they planned, they still did not provide adequate explanation of their planning for writing each paragraph. For the monitoring technique, L1 could not think of the appropriate way to monitor and L2 said he did not monitor. For the evaluating strategy, L1 perceived herself as a poor writer since she evaluated that her writing was not acceptable, while L2 discussed the message content instead of evaluating his writing progress. It could possibly be interpreted that these low proficiency students found it

difficult to explain properly of the way they used the strategies. In fact, they learned and could use these writing strategies but they might not realize that these are metacognitive strategies. Their responses are shown below.

L1:   "Planning for me is to think about how to write each paragraph to make it clear to the readers. I try to monitor myself but I cannot figure out what to monitor. I evaluate to see if my writing is ok."

L2:   "I plan what to write in each paragraph. I do not monitor. I evaluate that the message should make sense. We cannot just fire the employee only because they download personal files from the Internet."

Even though all participants did not have significant development of strategic knowledge, the metacognition training helped them to be aware of particular writing strategies such as outlining, understanding context and situation, and the appropriate use of word choice. For the writing process, the students focused mostly on the content organization and they considered planning the main points as their first step in the writing process. For the strategy use, in terms of goal and objective setting, the high proficient writers could develop this strategy better than the low proficient writers. L1 and L2 stated that they did not set writing goals and objectives. For additional strategies use, even though the interview results showed that the participants did not provide detailed explanations of how planning, monitoring, and evaluating strategies were used and their answers sometimes showed their lack of accurate understanding of what these strategies were, the metacognition training could help them to be aware that they had to use these particular strategies.

To conclude, there was not much difference in terms of strategic knowledge development between the two groups of participants. All of them did not have the knowledge of writing strategies before the metacognition training but they could use more strategies, such as outlining, after the treatment. All participants used the previous knowledge from the prerequisite course to answer the interview questions about the writing process before the metacognition training and it showed that they only described the format of the business correspondence and how to organize the content. Moreover, after the metacognition training, they still focused on the planning stage by discussing how they organized the message content. It could be justified that the students had difficulty in understanding the concept of the process

approach; therefore, they only followed the instructions of the writing tasks. For the strategy use, before the metacognition training, H1 and H2 tried to explain the use of planning, monitoring, and evaluating even though they were not accurate in describing these strategies whereas the low proficient writers did not plan and inaccurately and insufficiently described the monitoring and evaluating strategies. After the treatment, the findings showed that all of the participants could not explain in more detail how they used the writing strategies. It is possible that they mastered the skills of using these strategies but they could not explain them appropriately as this requires higher thinking skills. Therefore, the interview findings only showed that they were aware of these writing strategies and had to use them.

4.3 Teacher's Diary Results: Teacher's Reflection on Effectiveness and Limitations of Metacognition Training

The qualitative findings from the teacher's diary answer Research Question 3.

RQ 3: What is the teacher's reflection regarding the effectiveness and limitations of metacognition training?

To answer the third research question, the teacher's reflections on the metacognition training are reported to indicate whether the teacher's pre-designed activities enhance the students' development of person, task, and strategic knowledge (Flavell, 1979; Wenden, 1998) and writing skills improvement. The diary data (See Appendix F) are categorized according to the effectiveness and limitations of training the above mentioned metacognition variables. Table 10 below indicates codes (MT1-MT10) in the diary entry which represent each session of metacognition training.

Table 4.5 Metacognition Training Codes

Code	Metacognition Training Tasks	Trained Metacognitive Strategies	Trained Metacognitive Knowledge
MT1	Connecting with what is already known	Overviewing key concepts and linking with already known resources and paying attention to specific aspects of writing	Person and task knowledge
MT2	Analyzing audiences	Paying attention to specific aspects of writing and planning for the specific writing task	Task knowledge
MT3	Applying writing strategies	Overviewing key concepts and linking with already known resources, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	Person and strategic knowledge
MT4	Empathizing with audience	Paying attention to specific aspects of writing, identifying the reader and purpose of a writing task, planning for the specific writing task, and monitoring writing difficulties	Person, task, and strategic knowledge
MT5	Using positive terms	Paying attention to specific aspects of writing, planning for the specific writing task, and monitoring writing difficulties	Person and strategic knowledge
MT6	Considering reader benefits	Paying attention to specific aspects of writing, identifying the reader and purpose of a writing task, planning for the specific writing task, and monitoring writing difficulties	Person, task, and strategic knowledge
MT7	Preparing for business writing	Overviewing key concepts and linking with already known resources and paying attention to specific aspects of writing	Person and task knowledge
MT8	Writing positive correspondence	Paying attention to specific aspects of writing, setting goals and objectives for writing, identifying the reader and purpose of a writing task, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	Person, task, and strategic knowledge

Table 4.5 (Continued)

Code	Metacognition Training Tasks	Trained Metacognitive Strategies	Trained Metacognitive Knowledge
MT9	Writing negative correspondence	Paying attention to specific aspects of writing, setting goals and objectives for writing, identifying the reader and purpose of a writing task, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	Person, task, and strategic knowledge
MT10	Writing persuasive correspondence	Paying attention to specific aspects of writing, setting goals and objectives for writing, identifying the reader and purpose of a writing task, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	Person, task, and strategic knowledge

4.3.1 Advantages and Limitations of Training Person Knowledge

1) Effectiveness

Several training sessions were particularly useful for developing students' person knowledge. MT1 and MT7's tasks were administered as an introduction to prepare them for other metacognition training tasks. In particular, MT7 helped students to reflect on the concepts of writing different types of business correspondences from the previous course before writing them in MT8-10. The teacher found that MT7 was useful because students could be aware of their writing abilities and difficulties through the discussion with their friends about the ideas for writing good news, bad news, and persuasive messages. Since MT1's task was not too complicated, students spent time writing what they could remember about the business writing concept. For MT7, students found that group discussion helped them recall what they had learned.

MT3 was another useful training session to train students' person knowledge because students had to deal with their writing abilities. The teacher found that this writing task was not too difficult for the students to write because they were

quite familiar with the given situation which was hotel reservation messages; therefore, they did not have writing difficulties. When students could write this message, it helped them to develop themselves as writers. Besides, they found it was enjoyable to exchange letters with friends in order to point out errors. Students were able to learn about their mistakes from their friends.

MT6 was another useful session in developing person knowledge to enhance students' writing skills. When the students were familiar with the topic, the benefits of organic food, they were able to generate more ideas to write in a paragraph. Moreover, they preferred working in groups as they could discuss more ideas to write the message. The teacher found that topic familiarity and group discussion helped students' writing progress.

2) Limitations

Even though many training sessions were effective in helping students develop person knowledge, the teacher found that time allotment was not sufficient. For example, students spent all the session time in MT3 with writing and correcting their friend's message; consequently, the teacher did not have time to summarize what strategies they found useful in improving their writing abilities. In addition, high and low proficient students did not spend the same length of time in writing the same task. In particular, students had to write different types of messages in MT8-10 and it seemed that only the high proficient writers could finish earlier and had more time to reflect with the teacher what strategies they found useful in developing their writing abilities.

In addition, the last three training sessions, MT8-10, were aimed to help students to have awareness of their writing progress because they had to write three different types of business correspondences which were more difficult in each writing task. It seemed that the high proficient writers were more aware of their writing progress; on the contrary, other low proficient students felt that these tasks were too difficult for them to make their writing skills better. The teacher assumed that helping the low proficient students to be effective learners may require different sets of writing tasks.

When it came to the language requirement, the students found the writing tasks difficult to perform. MT4 and MT5 did not seem to help develop

students' person knowledge in a positive way, particularly with the low proficient students. These sessions requested the students to revise the sentences to empathize with the readers and use positive words, but they were not able to successfully revise them. When students could not revise the sentences, they perceived themselves negatively as poor writers. Even though the teacher tried to help students with these tasks by relating them with the particular guidelines discussed in the textbook, they still struggled with the appropriate words to be used in their revision.

4.3.2 Effectiveness and Limitations of Training Task Knowledge

1) Effectiveness

Several training sessions helped students to particularly develop task knowledge in terms of knowing the purpose, the audience, and the general requirement of the task. Although the task from the first training session, MT1, was rather confusing as the students were uncertain about what to write, it helped them to recall their previous knowledge about the purposes (i.e., to inform, to persuade, to entertain, etc.) of writing different types of business correspondences. When they understood the task's instructions, the teacher found that students were able to perform the task without problems.

The students showed that they were able to better identify the purpose of the task and the audience in MT6. The task required them to inform readers about the benefits of eating organic food. To inform is the most common purpose in business writing. The writing task was not difficult; therefore, the teacher believed that the students could gain confidence in performing this task. This showed that topic familiarity not only helped in improving students' person knowledge, but also task knowledge.

The ability to identify the audience seemed to be unproblematic when compared to identifying the purpose and the task's requirement. The teacher found out that the discussion from the course content relating to different types of audiences in the business context helped students to effectively identify the intended readers as well as their needs. MT8-10 tasks trained students to acknowledge different types of audiences in different contexts. Students had no difficulty in understanding the given situation and identifying the intended audience.

2) Limitations

Even though students acknowledged the different types of audiences in the course content before the training session, they could not perform the task of MT2 well. In fact, MT2 required them to discuss specific language functions and structures to be written to communicate with different types of audiences in order to train them for the cognitive and language requirements of the task. However, they misunderstood and only discussed the format and the content to be written. After observing what the students were doing, the teacher reminded them that they did not have to write the message but instead discuss the language functions and structures. They did not pay attention to the teacher and continued to talk among themselves. The teacher reflected in her diary that allowing students to work in groups sometimes prevented them from paying attention to the teacher's instructions. Therefore, the teacher considered that this writing task might not be effective and had to be adjusted. With the previous knowledge they recalled from MT1, students were able to start writing the message. Therefore, MT2's instructions might be changed to request the students to explain the company's products or persuade the reader to buy the product or use the service. However, the teacher believed that discussing specific language functions and structures were still essential and could benefit the students to write business messages more effectively.

Because the students were not successfully trained with the language use in MT2, they could not perform the MT4's task well. They had difficulty in revising sentences to be empathized with the readers. The teacher helped them to analyze the sentences and suggested them to replace positive terms with negative ones. This training session indicated that most students still struggled with the use of English language.

Even though MT8-10 helped students develop task knowledge in terms of identifying the intended readers, developing their abilities to indicate the tasks' purpose and requirement were still challenging to the teacher. The teacher found that these training sessions were rather problematic because of the excessive metacognitive strategies to be trained. Moreover, the course content discussion consumed considerable time before the students were administered the training sessions. Therefore, some students could not understand the given situation, what the

tasks required them to do, and they could not identify the purposes of the tasks accurately. Consequently, they could not develop task knowledge satisfactorily.

4.3.3 Effectiveness and Limitations of Training Strategic Knowledge and Strategies Use

1) Effectiveness

This metacognition training focused on training students to be equipped with the knowledge of writing strategies in order to use them effectively. Examples of the trained writing strategies included revising, outlining, organizing, goal and objective setting, planning, monitoring, and evaluating. The teacher found that MT3 enhanced the students' ability by initially practice evaluating skills as they had to evaluate their friends' message. The students were enthusiastic in performing this task. However, the main focus was on evaluating students' own writing progress. Therefore, it was believed that peer feedback would help them to further evaluate themselves.

The teacher considered that MT6 was useful for the students because they were able to plan the message content before writing. In addition, MT6 was effective in training the students with the appropriate word choice to be used in writing the benefits of eating organic food. The last three training sessions, MT8-10, were also found to be useful to train students to analyze the business contexts. Another benefit was the outlining strategy; these three training sessions helped students to plan how to organize the message content more effectively.

2) Limitations

Although the emphasis was put on training the students with strategic knowledge and the strategy use, it did not seem that they were able to use the trained strategies effectively. MT3 seemed to implicitly train the students on evaluating strategy; however, the teacher found that there was not enough time for her to debrief all the students with particular useful techniques used by the competent students.

MT5 trained the students to revise the sentences using positive terms to remain polite. It seemed that the students did not understand how to revise the sentences. The teacher tried to help them by explaining that they could add, change, or delete certain words to make a new sentence with the same meaning. Even though

they understand better how to revise, they still could not perform well because of the limited vocabulary. Therefore, the teacher assumed that students were not successfully trained in this strategy.

One of several writing strategies was trained in MT6 as the teacher asked the students to consider using parallel structure. This could particularly help them to list the information in a more organized way; however, students seemed to ignore it and paid more attention to the word choice since they still felt that knowing more vocabulary could help them to write better. When they ignored the suggested additional language functions, they did not have sufficient strategies to use in writing.

Although MT8-10 sessions provided several writing strategies (i.e. planning, outlining, organizing, monitoring, and evaluating) to be trained, they were still problematic because of inadequate time. Based on the teacher's observation, students spent most of their time planning, outlining, and organizing the message content. They were reminded to set writing goals and objectives, monitor and revise while writing, and evaluate after they finish writing. With all these strategies, the students were introduced to the writing process through the use of writing strategies. However, with the limited time, the students could not be aware of using various strategies in their writing process. In addition, it was found that these sessions did not benefit the students to practice monitoring and evaluating strategies. Even though the teacher asked the students to reflect what strategies they used in writing the task, some of them were not able to discuss it. They were encouraged to send the teacher an email instead when the session time was inadequate; however, they still did not respond, and the teacher believes that they were not able to monitor and evaluate their writing tasks. Moreover, the low proficient writers seemed to struggle with the overwhelming strategies and they could not finish their writing task within the given time. The teacher assumed that the same training sessions might not be appropriate for all students because of the different ability to use strategies.

CHAPTER 5

DISCUSSION

This chapter reports findings of the three research questions in relation to the broader literature of metacognitive knowledge and strategies and writing development. The discussion includes 1) the benefits of metacognition training towards writing skills development, 2) the high and low proficient students' development of person knowledge, task knowledge, strategic knowledge (Flavell, 1979; Wenden, 1998) and strategy use, and 3) the teacher's reflection on the effectiveness and limitations of metacognition training.

5.1 The Benefits of Metacognition Training towards Writing Skills Development

As suggested by Hyland (2003), the knowledge of task such as writing tasks' purposes and the readers' expectations should be introduced for the students to be aware of when writing the content of messages. This study intentionally trained students with different types of business messages (i.e. informative, positive, negative, and persuasive) in which students had to consider the writing purposes and the readers' needs. For example, when writing persuasive messages, students should know how to convince the readers to follow their ideas. As a consequence, task knowledge gained from the metacognition training helped students to be aware of the aspects of purpose, audience, and the task's requirement. In addition, person knowledge development also helped the students to be aware of their writing abilities; for instance, H1 said "I know more about how to write. I know the steps that I have to write. I consider the mistakes I've made and then revise." Therefore, developing the person and task knowledge helps students in developing better writing skills. Additional evidence is shown in the quantitative results of this study because students

with the training significantly increase their mean scores in the aspect of adequate and relevant content.

However, there is no significant difference between the two groups in the aspect of organization and cohesion of writing. This is in contrast to most research studies (e.g. Lee, 2006; Bacha, 2001; De Silva, 2015; Gustilo, 2016) as those studies reported students' writing skills improvement regarding these two aspects. In general writing courses, measuring the writing improvement on content, organization, and cohesion is mundane as De Silva (2015) stated that she paid attention to organization and cohesion in her intervention because students are usually weak in these aspects. However, in the business writing genre, students are generally framed by prescriptive patterns when writing different types of business correspondence. For example, if a student has to write a negative message, there is a norm to begin the writing with a reason for refusal before offering other alternatives to satisfy the readers' needs. Therefore, it could be justified that gauging the scores of organization and cohesion might not be applicable to see the effects of the metacognition training as the students are already equipped with frameworks to organize coherent messages. However, metacognition training could still help students indirectly improve the way they organized messages in a coherent way through the thinking of how to provide adequate and relevant content.

Hyland (2007) also stated that teaching writing to students based on genre orientation should focus on training them to set writing goals to consider the readers' needs so that they are able to write appropriately when they have to write with different purposes. In this study, the interview results revealed that high proficient students have more awareness of goal setting during and after the metacognition training. The following examples indicates how better students develop goal and objective setting strategies in order to deal with the needs of the intended readers when they have to write bad news messages.

H1: "My writing objective is to show sincerity with the guests because the hotel cannot provide the facility."

H2: "My objective is to convince the customer to use the service of the giant outdoor swimming pool on their next visit."

Moreover, as a consequence of metacognition training, students are able to develop strategic knowledge and the most used strategy is planning the content organization. When compared to the process approach for teaching writing, according to Flower and Hayes (1981), planning refers to ideas generating which seems to be too generic for planning to write business correspondence. Being trained with metacognition, students paid more attention to specific information to be written in each paragraph when planning. From the interview results, after the metacognition training, both high and low proficient students focused more on planning the content organization by thinking what to write in each paragraph such as the reason, refusal, alternative, reader benefits, and so on based on the suggested patterns for writing each type of business correspondence. Planning for the content organization helped the students to write more logically as they could respond effectively to the readers' needs. According to Maftoon & Seyyedrezaei (2012), planning helps students to think about additional information to be written such as examples and reasons to support their ideas. When students are trained with the planning strategy, they can include appropriate information in their writing. It is most probable that students have developed their acknowledgement that planning is the most important strategy for writing of all types of business correspondence because of the metacognition training. Without the content planning, the students used to write by merely restating the information given in the situation. Therefore, it can be concluded that being able to use only the planning strategy, which was trained through metacognition training, assists students to improve their writing skills in this particular business writing genre.

5.2 High Proficient Writers' Metacognition Development

For the most part, the results of the study showed that high proficient writers can develop and use more metacognitive knowledge and strategies than low proficient students who view themselves negatively as poor writers. In addition, they are able to consider more possible ways of using strategies to deal with the assigned writing tasks. This section discusses the high proficient writers' development of person, task, strategic knowledge and strategy use (Flavell, 1979; Wenden, 1998).

5.2.1 The Development of Person Knowledge

Person knowledge development helps high proficient students to control their thinking while writing the assigned tasks. For example, H2 stated "I can write more analytically and the thinking process is more organized. To me, writing is from thinking which leads to a more efficient way of writing." As described by Wenden (1998), person knowledge helps students to deal with their own ability in achieving learning effectiveness. Thus, most successful writers have knowledge of themselves as writers and their thinking ability that helps them to write more efficiently.

In addition, it is also found that person knowledge helped high proficient students to have logical thinking and the ability to use writing strategies such as planning and revising, as H1 stated that she considered mistakes and revised while writing. Furthermore, the findings indicated that the high proficient writers viewed themselves more positively and discussed more on their strengths and abilities to deal with the writing tasks. This finding is consistent with the previous studies (i.e., Kasper, 1997; Zang, 2010; Xiao, 2016). In Kasper's (1997) study, the successful participants emphasized discussing the progress they had made in their writing; even though mistakes were found, they were able to write more and better than before. In terms of having awareness of writing difficulties, the successful students did not reveal negative perceptions of themselves in the pre-training interview. However, during the training, H2 mentioned that it was difficult for him to think of appropriate vocabulary to present a coherent message and communicate effectively with the target reader. This finding is not in line with Victori's (1999) study which suggested that successful students mostly focus on global text-level problems such as organization of ideas and cohesion. The revelation of his writing difficulty indicates that H2, a high proficient writer, has concerns for both local and global text-level problems. The possible explanation could be that the types of writing are different. With the essay writing, high English proficiency students are assumed to have wider repertoire of English vocabulary; therefore, they do not have difficulty with the word choice and focus more on the global planning of the organization of ideas and cohesion. On the contrary, with the business writing context, considering appropriate vocabulary to be used in effective business communication seem to be rather difficult. Therefore, the findings show that even the students who have high English proficiency still struggle.

5.2.2 The Development of Task Knowledge

Based on Victori's (1999) study, good writers know about the general requirements, the purpose, and the needs of the readers of the writing task. For the business correspondence writing tasks, the intended readers are generally stated in the given situation; therefore, identifying the audiences of the particular message is not difficult for the students in this research context. Another possible reason could be that the only type of audience used in the given situation is the primary audience who makes a decision to act or follow the writer's ideas. This indication also facilitates students in acknowledging the accurate target readers.

However, unlike other general writing courses, knowing the specific purpose of business writing, i.e., to inform, persuade, and build goodwill (Locker & Kaczmarek, 2013) is necessary yet challenging for students taking a business writing course. According to the interview results, even high proficient students could not easily identify the task's purposes accurately. For example, the main purpose of the first writing task is to inform the customer about a mistake in the product delivery, but H1 stated that she had to solve the problem. Although she was not wrong since the problem has to be solved, she was not precise in identifying the main task's purpose. For the second writing task, the main purpose was to give bad news to the hotel guests that the outdoor pool was out of service, but H1 stated that she had to persuade the customers to use the service again on their next visit. For the second time, even though she was not wrong, she could not state the writing purpose precisely. These interview results reveal that interpreting specific purposes of the tasks is arbitrary. Therefore, it is rather difficult to train the students to identify the task purpose accurately and precisely. Nevertheless, after the metacognition training, high proficient writers could develop the knowledge of the task purpose because H1 stated accurately that she had to write a persuasive message, and H2 mentioned that he had to stimulate the reader's cooperation. The main purpose of the writing task is to persuade the readers to refrain from downloading and sharing personal files.

In terms of the task's requirement, the interview results from the high proficient writers correspond with Kasper's (1997) study which states that good writing requires clear and adequate content that makes the readers understand the

message well. In order to have clear and effective communication, high proficient students discussed the cognitive and language requirements.

H1: "…I need to realize the problem. Why did the company fail to include the product in the delivery and what caused the problem?"

H2: "I should know what word to use to make the customer feel satisfied and purchase from us again next time."

From the above pre-training interview results, H1 emphasized the importance of planning what to write in the content based on the analysis of a given situation. H2 focused on considering appropriate language to better communicate with the readers. After the metacognition training, high proficient students are aware of what is required in the writing process that helps maintain goodwill with the customers. To do so, they know they should initially identify the purpose accurately in order to write the correct type of message using the suggested pattern. Moreover, language use can also help them to remain courteous when communicating with the customers. These characteristics refer to the effective communication in business context. Therefore, this indicates that high proficient writers have developed logical thoughts that could help to develop better message for effective communication.

5.2.3 The Development of Strategic Knowledge and Strategy Use

The findings showed that high proficient students applied various writing strategies. In addition to planning, monitoring, and evaluating strategies, H1 stated that she used outlining while H2 mentioned that he considered using appropriate vocabulary which is used in a business context. These additional possible ways of using strategies could help them to write effectively.

However, in terms of describing the writing process to indicate their strategic knowledge development, they could not explain it in more detail. The possible reason might be because there was only one training session emphasizing writing process to them during the beginning, but not in the later sessions of the training, however, the content organization was discussed every time. In addition, the students were not taught with the process approach in the prerequisite course. Therefore, they focused only on describing how to organize content when different types of business correspondence were introduced. Hence, it is suggested that the writing process

should be more emphasized in the metacognition training so that students could apply the knowledge and skills gained in their future writing tasks. The following excerpts shows how H1 and H2 discussed the writing process focusing mainly on the organization of the message content from the retrospective interviews before, during, and after the metacognition training.

H2: "Start by apologizing to the customers and informing them that it is our staff's mistake. Then, send something to the customer to say sorry. The last part is to ask them to use the service again next time."

H1 "I first plan the main point. Second, I think about what to tell the customer; make it clear to them. Third, what will the customer get if he/she does not get what he/she wants? Last, after the offer, is the customer satisfied? Persuade the customer to use the service again."

H2 "From what we discussed in the course, I think about the main point first… what we want the reader to know… what we cannot provide to the customer. Then, include the details. After that, we apologize that we cannot provide the service; then offer something to the customer."

H1: "… I write the shared problem which occurred because of the network slowdown caused by the downloading of personal files. I give the details that the company has no policy for the employees to use the company's facilities for personal matters. The solution I wrote is that the company will provide a download card for the employees to buy to download legal files that the company allows, but this should be done after the work time. For the reader's benefit, I mentioned that the employees IP addresses would not be checked."

Another possible explanation why discussing writing process is challenging for the high proficient students is because they considered planning as the only important strategy for business correspondence writing. For planning, the writers have to consider several factors before they write. Based on the textbook used in EN3211, the students were taught to plan to write by analyzing the problem, defining purposes, analyzing the audience, considering readers' benefits and objections, and choosing an appropriate pattern (Locker & Kaczmarek, 2013). Therefore, this can be the reason why other writing steps such as revising, editing, and proofreading, which were not emphasized in the course, seemed less important to them. Moreover, those steps relate

more to cognitive strategies which are not the main focus of this metacognition study. Consequently, students have limited knowledge of writing strategies and cannot discuss the writing process in more detail.

Students' writing skills can be developed if they are able to set writing goals and objectives while planning to write as Flower and Hayes (1981) stated that the goal created by writers help them to generate more ideas. The retrospective interview results of this study show that H1 set writing goals in every interview, while H2 started this strategy only during and after the metacognition training. Based on the interview results, good writers emphasized dealing with the reader's satisfaction as their goals of writing. It is important that writing business correspondence has to be audience-centered. The examples of H1 and H2's responses in relation to readers' needs are as follows:

H1: "My writing objective is to ensure the customer's satisfaction."

H2: "My objective is to convince the customer to use the service of the giant outdoor swimming pool on their next visit."

H1: "I emphasize solutions and details to protect the employees from the law. The goal is that they understand our situation."

H2: "My goal is for the reader to take action."

In academic writing, based on the findings of Nicolás-Conesa, Roca de Larios, and Coyle's (2014) study, they define students' writing goals into higher-order goals (i.e., content, language, rhetoric, and affective) with several subgoals including the aspect of reader persuasion. This indicates that writing for academic purpose requires students to generate more goals. However, the aim of business writing is effective communication with the readers. Therefore, training students to set goals according to the readers' needs could help them improve their writing abilities because writing business correspondence has to be audience-based regardless of any types of message (i.e., good-news, bad-news, and persuasive messages).

For other strategies use, this research focuses on encouraging students to plan, monitor, and evaluate their writing tasks. The results indicate that even the proficient writers did not provide detailed explanations of how they use each strategy. Based on the interview findings, the metacognition training only helps them to be aware that these writing strategies should be used. This result correlates with the strategic

knowledge development discussed earlier in this section as the high proficient writers emphasized content organization instead of describing the writing strategies used in the writing process. The possible explanation could be that these essential skills require considerable time to develop; however, only eight weeks could be spent on this research of metacognition training because of the regular course's lesson plan. Nevertheless, students having awareness of metacognitive strategies through metacognition training is the baseline of becoming self-regulated learners (Schraw, 1998).

5.3 Low Proficient Writers' Metacognition Development

Even though low proficient writers view themselves negatively and have less ability to develop and use metacognition than the high proficient writers, metacognition training could help them to be aware of their weaknesses and further improve their writing skills. In addition, the findings of the study reveal interesting deficiencies of the poor writers when writing business letters because they are unable to define the task's purpose accurately and to describe writing strategies in detail. These findings could be an implication for future research on how to train these students more effectively. This section mainly discusses the low proficient writers' development of person, task, strategic knowledge and strategy use (Flavell, 1979; Wenden, 1998).

5.3.1 The Development of Person Knowledge

Due to the fact that the low proficient writers are overly concern about their writing difficulties, they perceive themselves negatively as incompetent writers. This result is in line with Victori's (1999) study which reveals that less effective writers have a lower degree of confidence in their writing than good writers. In this study, the cause of L1 and L2's difficulties are mainly lack of vocabulary and ideas to design and write content appropriately. Some examples of their responses are shown below.

L2: "I think it is difficult to consider the reader's benefit. I have no idea what can satisfy the customer."

L2:   "It is still difficult for me because I have to figure out how to ask for the reader's cooperation politely."

This study investigates how low proficient students reflect on their progress, abilities, and difficulties of writing. However, from the interviews, L1 and L2 were aware of their writing progress during and after the metacognition training. They stated that it was because they were equipped with patterns and elements for writing different types of business correspondence. The following are some of their responses.

L1:   "I think my writing is improved because I know the patterns for writing different types of messages."

L2:   "I think I made progress because I practiced and I know more about the patterns for writing different types of messages."

In addition, the findings also reveal that having knowledge of formats of business correspondence (e.g., to start with a shared problem, then details, and finally a request for action) helps less effective writers to become confident in writing because they know what should be written in each paragraph based on the prescriptive format. This finding that metacognition training helps low proficient learners to be aware of their learning progress is in contrast to what Kasper (1997) found in her study, which indicated that unsuccessful students did not pay particular attention to any progress they made in their writing.

Writing progress of the students in the treatment group, including low proficient students, was also shown in the quantitative results (from RQ1) as the mean scores for the relevance and adequacy of content were significantly higher than the control group. Therefore, it can be concluded that being aware of learning progress helps low proficient students improve their writing performance.

Moreover, it can be suggested that less effective students should be motivated to write more difficult tasks. In order to build motivation, it is also suggested by Lam (2014) that students need to receive constructive feedback from the instructor so that they can use such feedback to take risks when composing. In this research, feedback was given during the last three sessions where students were assigned to write different types of business messages. The feedback of the three writing tasks from the teacher was given in the form of both written and verbal. The areas of improvement

were noted down on each students' writing task and if students had questions on the comments from the teacher, they would ask questions to clarify their understanding. However, there was not sufficient time to do this activity for every student; moreover, based on the researcher's observation, only the good writers sought feedback from the teacher.

5.3.2 The Development of Task Knowledge

For task knowledge development, this study aims at investigating students' ability in identifying the intended readers, task purposes, and task requirement. Since the course content introduced five types of audiences in a business context (i.e., primary, secondary, watchdog, and gatekeeper), students did not have difficulty in this aspect. Moreover, it is rather common in the writing assignments of this writing course to explicitly indicate who the readers of the message are. To help students understand the task purpose, students were trained to identify the needs of the readers and to write purposefully. In order to write effectively, students were instructed to be specific, use positive terms, and consider reader benefits.

In terms of the task purpose, even though L1 and L2 were not quite accurate in identifying the task purpose before the metacognition training, they had better understanding in the second and last writing tasks. The evidence of the task knowledge development could also be shown in the posttest mean scores for relevance and adequacy of content. It is argued that when students know the task purpose accurately, the could write the content of the message better. For the declaration letter writing task given before the training, L1stated that she had to apologize and L2 said he had to solve the problem. Their responses were incorrect. With the negative and persuasive messages, both of them were able to better identify the task purposes. For the negative message, L2 said that "…we should inform the customers what will be inconvenient for them and consider giving them a discount as compensation." For the persuasive message, L1 stated that "…I have to persuade the readers to refrain from downloading and sharing personal files." Both responses from the retrospective interviews during and after metacognition show that these low proficient students could identify the task's purposes accurately. However, the findings do not correspond with Victori's (1999) study because she found that the

poor writers were not aware of the writing purposes as they stated that they write only to present ideas and opinions. In her study, the poor writers admitted that they were lazy and lacked the commitment to the writing task. In sum, metacognition training could also help less effective students to be equipped with the knowledge of the task purpose.

Low proficient students found that understanding the task requirement was rather challenging for them. Based on the interview results, they responded mostly to the action requirement but none of them responded to the cognitive and linguistic requirements. In other words, they only described the particular writing action to be taken. Their responses are shown below.

L1: "I have to do something to let the customer know it's the company's mistake."

L2: "…This letter requires me to solve the problem to meet the customer's satisfaction."

L1: "This task requires me to consider a special offer for the customers to make them feel good while staying at the hotel."

L2: "…this task requires me to have problem-solving skills so that I know how to appropriately communicate with the hotel guests."

These findings are in line with Ruiz-Funes's (2015) study in terms of task complexity in relation to the learner's level of writing proficiency. It is possible that the less effective students do not have linguistic ability in dealing with the difficult writing task; therefore, they only mentioned the action to be taken as a task requirement. However, after the metacognition training, the results showed that their knowledge of the task requirement was improved as they were more concerned with cognitive and language requirements; for example, L2 stated that "This task requires me to avoid using a forceful tone and to ask politely for cooperation from the readers."

5.3.3 The Development of Strategic Knowledge and Strategy Use

Strategic knowledge involves the low proficient students' knowledge about writing strategies and the writing process. Even though low proficient writers could describe additional writing strategies during and after the metacognition training (L1

implied that she used the outlining strategy while L2 planned the content organization), they were not able to explain them in detail. This finding corresponds with Kasper's (1997) study, which indicates that strategic knowledge cannot be increased if students do not gain experience in using strategies while completing the writing task.

Similar to the interview results from the high proficient writers, low proficient students could not explain the writing process. Rather, they focused on the format and the patterns for writing different types of business correspondence (i.e., from the second interview, L1: "I plan first by thinking of the format and the number of paragraphs to write.", and from the last interview, L1: "… I consider the appropriate pattern to use in the writing."). The possible reason for not being able to explain the writing process could be that the discussion from the lecture emphasizes the suggested patterns to use in different types of business messages. In addition, less effective students are less aware of how they write (Victori, 1999).

L1 responded that she did not know about goal setting from the first retrospective interview, and she said in the second and last interviews that she did not set goals and objectives. Flower and Hayes (1981, p. 373) suggested that writers who set goals can generate more ideas which can be integrated with the content and purpose in writing and goal setting "can account for some important differences between good and poor writers". Although L2 had some improvement in using goal setting strategies during the metacognition training, it was not consistent as after the metacognition training he said that he did not set goals. In sum, low proficient writers could not develop this strategy in a satisfactory level and the possible explanation could be that they lacked the ideas on how to communicate effectively with the readers. This finding is also in accordance with Kasper's (1997, p. 6) study, which stated that the unsuccessful student writer did not take the needs of the readers into account.

For additional strategies of planning, monitoring, and evaluating, L1 and L2 only focused on using the planning strategy. Similar to the results from high proficient writers, they did not provide sufficient explanation of how they planned to write each paragraph. Even though students are aware of the useful strategies, Victori (1999)

suggested that writing strategies should be explicitly explained and demonstrated in the writing instructions so that students can regulate their writing more efficiently.

5.4 Teacher's Reflection on Metacognition Training

This section discussed the teacher's reflection on both advantages and limitations of the teacher's pre-designed activities used in metacognition training of this study. Moreover, similar to sections 5.3 and 5.4, the discussion is based on the variables of person, task, strategic knowledge and strategy use (Flavell, 1979; Wenden, 1998).

5.4.1 Teacher's Reflection on Training Person Knowledge

Based on the results from the retrospective interviews, person knowledge helps students to be aware of their writing progress, abilities, and difficulties. Several activities enhanced the students to have self-awareness such as overviewing key concepts, paying attention to the task, and brainstorming ideas with friends. As suggested by Sajna and Premachandran (2016, p. 167), "when students become metacognitive thinkers, they are able to direct their learning in the proper ways to build understanding". The results of their study stating that students equipped with person knowledge can deal with learning difficulties and further improve. This is consistent with this research, as the quantitative results of the pretest and posttest mean scores of the content between control and experimental groups showed that the latter group can improve their writing abilities after the metacognition training. When the given task is not too difficult and is related to something that students are familiar with, they are able to develop more person knowledge.

However, it should be noted that activities that require language proficiency (e.g., rewriting memos and revising some sentences based on the guidelines of writing business correspondence) cause some less effective students to perceive themselves negatively as poor writers. Moreover, these low proficient students require a longer period of time to perform the tasks in the training compared to good students. From the study of Cao and Nietfeld (2007), limited time causes difficulties in learning; even though they did not measure the learning difficulties of good and poor students, this result indicated that teachers should consider appropriate length of time in helping

students to perform the task. Another possible way to help teachers know if students have any learning difficulty is to have a pre-discussion on the assigned task so that students are aware of what they know and what they do not know about the concept, and then they can consult with the teacher.

5.4.2 Teacher's Reflection on Training Task Knowledge

The students in this study could develop task knowledge effectively when they were asked to identify the target readers and the tasks' purposes. In the context of teaching business writing, it is essential that students are aware of the readers' needs. In fact, the course content introduces several types of readers that businesspeople have to deal with. It is also explicitly stated in the given instructions of the writing activities who the readers of the message are. These reasons therefore definitely help students to develop task knowledge in terms of reader awareness. As suggested by Hyland (2002, p. 83), "effective writing instruction involves guiding students to an awareness of their readers, and the interactional strategies, background understandings and rhetorical conventions these readers are likely to expect". Therefore, in teaching a particular genre of writing, the reader awareness has to be included in the activities for the students to practice. For the knowledge of the task purpose, students also could develop it effectively because the main purposes of business communication (i.e., to inform, to persuade, and to build goodwill) have been explicitly discussed throughout the training.

However, it is still challenging to train students, low proficient writers in particular, to identify the task requirements when they are asked to write different types of business correspondence. The possible reason might be because the training did not provide sufficient explicit instruction about how and why the message should be written (Barcaoui, 2007). Less effective students in this study particularly described or restated the task's instructions rather than discussing what the task requires them to do. In order to improve students' task knowledge in this aspect, the metacognition training should apply a text modelling approach which Barcaoui (2007, p. 38) defines that "it involves introducing, negotiating, researching, modelling, and practicing the target text-types". This approach enhances students not only to know the task's requirements, but also to consider the relationship between the texts and

contexts so that they can identify linguistic conventions to adopt appropriate tone and communicate effectively (Hyland, 2002).

5.4.3 Teacher's Reflection on Training Strategic Knowledge and Strategy Use

It seems that the metacognition training is only advantageous in introducing particular writing strategies such as planning, monitoring, and evaluating. The interview findings reveal that students acknowledge the existence of these strategies but do not have sufficient understanding of how to apply them and they cannot explain them clearly. The only strategy that student can perform well is planning because they are able to discuss more details of how they plan the outline of the message and write it based on the elements of each paragraph. Even though the students cannot explain the concept of monitoring and evaluating, it cannot be assumed that they do not master these strategies because the quality of their writing tasks is better after the metacognition training. As shown in quantitative results of the posttest mean scores of content, organization, and cohesion, they gained higher scores in all aspects than their pretest scores and the control group.

In order to develop strategic knowledge and strategy use, students should have more opportunities to use the writing strategies through frequent practice. As Cao and Nietfeld (2007) found in their study, students could develop strategic knowledge because they asked their students to use the monitoring strategy when working on the assigned exercise; moreover, students were asked to reflect on the strategy use, and they provided feedback. Because the main obstacle to develop strategic knowledge and strategy use of this study is time restriction, the possible solution could be out-of-the-class activities such as journal writing. Diaz (2015) used student journals to improve students' vocabulary as students had to report what they thought and perceived about using planning, monitoring, and evaluating during the lesson interventions. Lam (2014) also asked his participants to keep a learning journal in order to reflect on their writing development. Therefore, students in this research context should also be asked to reflect their writing strategies when performing all the designed-activities. In their journal, they should indicate not only what strategies they use, but also how and why they use those strategies. It is expected that this suggestion

can help improve students' strategic knowledge so that they are able to explain in more detail how they process their writing and the strategies that they use.

CHAPTER 6

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter discusses the conclusion obtaining from both the quantitative results and qualitative findings. The pretest and posttest mean scores of relevance and adequacy of content, compositional organization, and cohesion indicate the students' writing development after the metacognition training. In addition, the retrospective interview findings reveal how high and low proficient writers develop metacognitive knowledge and strategies before, during, and after the metacognition training. The data from the teacher's diary reflect the effectiveness and limitations of the pre-designed writing tasks and the strategies-based instruction. Moreover, the implication of the study and the suggestion for future research are also described.

6.1 Conclusion

Most EFL students in business writing courses seem to struggle with English writing tasks and lack strategies to deal with English writing difficulties. It can be argued that they are not instructed with appropriate teaching approach and equipped with metacognition. Therefore, this research was conducted to examine whether metacognition training for the experimental group could help improve EFL tertiary students' business writing skills. In addition, the high and low proficient students' development of person knowledge, task knowledge, and strategic knowledge (Flavell, 1979; Wenden, 1998) and the strategy use were traced before, during, and after the metacognition training through retrospective interviews. Moreover, the teacher's reflections were used to report the effectiveness and limitations of the metacognition training.

The quantitative results reveal that the significant differences between the control and experimental groups only exist in the relevance and adequacy of the

content's mean scores. Even though De Silva (2015) stated that students are usually weak in the aspects of organization and cohesion of writing, the results of this study show that gauging the students' business writing ability may be different from their writing ability in general writing courses. With the business writing genre, students have already been framed by the prescriptive patterns based on the different types of correspondence; i.e., informative, positive, negative, and persuasive. Those patterns already help students to organize messages in a coherent way. Therefore, assessing scores of organization and cohesion might not be applicable to see the effects of metacognition training.

From the retrospective interview findings, the high and low proficient students mostly gain benefits from the metacognition training. In terms of person knowledge development, the high proficient students were able to describe their writing progress and abilities while the low proficient students view themselves as poor writers. Even though low proficient writers viewed themselves negatively, it is believed that being aware of their weaknesses helped them in finding possible ways to develop better writing skills. For the task knowledge, training students to have knowledge of the task's purpose could be challenging because interpreting specific purposes of the tasks is arbitrary. Instead of having the ability to interpret the task's purpose accurately, they were not precise in knowing the specific purpose of the writing tasks. However, the students could develop task knowledge of this aspect after the metacognition training. Considerable time is needed to train students to develop strategic knowledge and strategy use. Both high and low proficient writers focused mainly on using the strategy of content planning. Although the students could not explain in more detail how other writing strategies (i.e., monitoring and evaluating) were used, their responses showed that the metacognition training could help them to realize that they had to use these particular strategies for the writing tasks.

The data on the teacher's reflection revealed both the effectiveness and limitations of the metacognition training. Several training sessions enhanced students' ability to develop person knowledge, which helped them to be aware of their writing progress, abilities, and difficulties. However, some writing tasks required considerable time to proceed; therefore, they caused the low proficient writers to feel demotivated. Thus, the focus should be on training the low proficient students by

assigning the collaborative writing task or arranging a pre-discussion of the assigned task with the teacher before they perform the task. The course content and the training sessions introduced several types of readers in the business context and the main purposes of business communication. As a result, students were able to develop task knowledge of these aspects. However, time allotment was not sufficient in the training sessions that trained students to be aware of the task requirement. Then, some poor writers did not know what the task required them to do and could not continue writing, which resulted in not developing task knowledge. Training strategic knowledge and strategy use could be considered the most challenging. The training sessions seemed to emphasize training planning strategy, but not monitoring and evaluating strategies. Similar to the limitations for training person and task knowledge, the time constraint was the major problem the teacher encountered in managing the metacognition training.

6.2 Implication

The research findings contribute to the knowledge of conducting metacognition training to develop the metacognitive knowledge and strategies for EFL tertiary students, both high and low proficient, in the business writing classroom or similar contexts. However, there are additional pedagogical implications recommended to writing teachers who desire to teach writing courses using the approach of embedded strategies-based instruction.

The study raised the learners' awareness and even though it was justified that students in the business writing course have already been equipped with the frameworks to organize coherent messages based on quantitative results, the statistical difference does not exist in the mean scores of compositional organization and cohesion. These two component scores could not be exempted from the metacognition training as they were still used in most general writing studies (e.g. Lee, 2006; Bacha, 2001; De Silva, 2015; Gustilo, 2016) to show writing skills development.

Furthermore, when training students with metacognition, the pre-designed writing tasks should not be too difficult to perform because when the students are able to understand the instructions of the task, they (particularly high proficient students)

are able to discuss and share strategies they find useful with other friends. This indication helps promote the scaffolding concept and benefits low proficient students. Moreover, the writing tasks that are not too difficult also facilitate metacognition development and writing abilities. With the matter of time restriction, it is obviously shown that high and low proficient students require different lengths of time to develop metacognition; therefore, each pre-designed writing task should not contain too many strategies to be trained. It is suggested that teachers should also consider dealing differently with students who have different writing abilities. In addition, it might be very practical for a group of low proficient students to study the "how to learn" course before participating in the metacognition training.

Since training strategic knowledge and strategy use is difficult and challenging, it is suggested that needs analysis should be conducted before administering the metacognition training so that the appropriate writing strategies can be established and categorized prior to the metacognition training. Consequently, the students can orchestrate suitable strategies to be used in a certain writing task. Furthermore, the metacognition training should acknowledge the students with the concept of the self-oriented feedback loop which "entails a cyclic process in which students monitor the effectiveness of their learning methods or strategies and react to this feedback in a variety of ways, ranging from covert changes in self-perception to overt changes in behavior such as altering the use of a learning strategy" (Zimmerman, 1990, p. 5) so that they are able to develop a monitoring strategy. With the evaluating strategy, the interview results showed that students were more concerned with their English language ability; therefore, it is suggested that providing additional training sessions for the students focusing on linguistic structure could help them to develop evaluating strategies as they are able to use the knowledge to evaluate their own work by revising and editing the message content.

6.3 Suggestion

Future research can be replicated or expanded in other contexts, such as universities which provide either regular or international educational programs and offer similar business writing or other content subject courses, to explore the extent to which metacognition training could improve EFL students' writing skills. In addition, future research may explore how learning journals and keeping language portfolios, which are tools to help students reflect on metacognitive knowledge and language use, facilitate metacognition development in EFL business writing and other general writing classroom contexts.

For the concluding remarks, this study investigates how metacognition training would facilitate tertiary students' writing abilities. The major findings reveal that students having different English proficiency could relatively develop metacognitive knowledge and strategies even though the level of the development may not be the same. When metacognition is developed, the students could find appropriate way in dealing with their writing tasks. Writing skills are never easy to anyone and require considerable time to be developed. Thus, it is argued that metacognition training is one of those several possible ways in helping students struggle less on their writing tasks.

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APPENDICES

Appendix A

The Test in English for Educational Purposes (TEEP)
Attribute Writing Scales (Weir, 1988)

A. Relevance and Adequacy of Content

1. The answer bears almost no relation to the task set. Totally inadequate answer.

2. Answer of limited relevance to the task set. Possibly major gaps in the treatment of topic and/or pointless repetition.

3. For the most part answers the tasks set, though there may be some gaps or redundant information.

4. Relevant and adequate answer to the task set.

B. Compositional organization

1. No apparent organization of content.

2. Very little organization of content. Underlying Structure not sufficiently controlled.

3. Some organizational skills in evidence, but not adequately controlled.

4. Overall shape and internal pattern clear. Organizational skills adequately controlled.

C. Cohesion

1. Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible.

2. Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication.

3. For the most satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective.

4. Satisfactory use of cohesion resulting in effective communication.

Appendix B

Lesson Plan for Experimental Group

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
1	Class Introduction	-	-	
	Pretest			
2	Business Communication, Management, and Success	Connecting with what already known Spend 10 minutes of nonstop writing telling what you can remember about the business writing you have learnt from EN3210 Business Communication in English I. You may list relevant vocabulary or expressions that should be used in writing good news, bad news, and persuasive messages.	Overviewing key concepts and linking with already known resources and paying attention to specific aspects of writing	Person and task knowledge
	Retrospective Interview I			
3	Adapting Your Message to Your Audience	Analyzing audiences Brainstorm with your friends in a group of 3-4 students a range of specific language functions and structures you will be using in your writing for different contexts such as asking questions, describing and explaining the company's products in order to deal with five different types of	Paying attention to specific aspects of writing and planning for the specific writing task	Task knowledge

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
		audiences: primary, secondary, initial, gatekeeper, and watchdog. Examples of specific language functions and structures include using past, present, future tenses, or conditional. You should also consider the tone of your message. Information from Module 14-16 can be useful to your group discussion.		
4	Communicating Across Cultures	-	-	
5	Planning, Writing, and Revising	Applying writing strategies Write a letter to a hotel to book a room for three nights. Make up more details on your own. Apply the strategies to planning, writing, and revising discussed in this module. Exchange your letter with your partner. Read your partner's letter and point out the errors he or she has made. Use the information from Module 14-16 for identifying the writing errors in spelling, punctuation, vocabulary, organization, content, and tone. Ask your partner to reflect his or her strategies used in writing this letter.	Overviewing key concepts and linking with already known resources, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	Person and strategic knowledge
6	Designing Documents, Slides, and Screens	-	-	

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
7	You-Attitude	Empathizing with audience Work in a group of 3-4 students and revise the following memo to improve you-attitude. Subject: Status of Building Renovations We are happy to announce that the renovation of the lobby is not behind schedule. By Monday, October 9, we should be ready to open the west end of the lobby to limited traffic. The final phase of the renovation will be placing a new marble floor in front of the elevators. This work will not be finished until the end of the month. We will attempt to schedule most of the work during the evenings so that normal business is not disrupted. Please exercise caution when moving through the construction area. The floor will be uneven and steps will be at unusual heights. Watch your step to avoid accidental tripping or falling. Discuss with your friends how the memo should be revised. Decide which aspects of the writing to focus on, e.g. structure, content, tone, sentence construction,	Paying attention to specific aspects of writing, identifying the reader and purpose of a writing task, planning for the specific writing task, and monitoring writing difficulties	Person, task, and strategic knowledge

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
		vocabulary, punctuation, or audience needs. You can consult Module 14-16 as the additional resources.		
8	Positive Emphasis	Using positive terms Revise the following sentences to improve positive emphasis. You may need to add or omit information in order to revise effectively. 1. Don't plan on being late. Try to arrive on time for the meeting. 2. The server is down. I'm guessing it will be available again in a few hours, so be patient. 3. Don't forget that Monday is a holiday, and we don't expect anyone to work that day because the office is closed.	Paying attention to specific aspects of writing, planning for the specific writing task, and monitoring writing difficulties	Person and strategic knowledge
		Retrospective Interview II		
9	Reader Benefits	Considering reader benefits Work in pairs and write a paragraph or two explaining reader benefits of eating organic foods. Identify the particular needs that would be important to your readers. Decide which aspects of the writing to focus on, i.e. structure, content, tone, sentence construction, vocabulary, punctuation, or audience needs. You can consult Module 14-16 as the	Paying attention to specific aspects of writing, identifying the reader and purpose of a writing task, planning for the specific writing task, and monitoring writing difficulties	Person, task, and strategic knowledge

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
		additional resources.		
10	Formats for Letter and Memos	Preparing for business writing Brainstorm with other friends in a group of 3-4 members to generate more ideas for writing different types of business correspondence. Bring out your own existing ideas and start expanding them to prepare for writing informative, negative, and persuasive messages.	Overviewing key concepts and linking with already known resources and paying attention to specific aspects of writing	Person and task knowledge
11	Informative and Positive Messages	Writing positive correspondence Assume that you are a hotel representative responsible for a key account company. Your customer has requested a junior suite room for a company's executive. The period of stay is almost fully booked, but you have tried your best to arrange the room for your customer. Write an email to confirm your customer's request. Make up necessary details to complete the 5-paragraph pattern discussed in the textbook. Use the checklist on page 165 to help you complete the task. Discuss what strategies you consider using in writing this email.	Paying attention to specific aspects of writing, setting goals and objectives for writing, identifying the reader and purpose of a writing task, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	Person, task, and strategic knowledge
12	Negative Messages	Writing negative correspondence	Paying attention to specific	Person, task, and strategic

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
		Assume that you are Mr. George Sullivan, the Manager of BubByeFat, Inc. and you have just received a letter from an angry customer. After investigating the situation, you found out that BubByeFat Abdominizer was to be used in line with the video demonstration kit which was not included in the package. Moreover, the ad clearly stated that for effective usage, the product should be bought together. Write a negative response to Sarah, your annoying customer, assuring her it is your company's policy that once the product is purchased, customers cannot get the refund under any circumstances. Make up any other necessary details. Discuss what strategies you consider using in writing this letter.	aspects of writing, setting goals and objectives for writing, identifying the reader and purpose of a writing task, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	knowledge
13	Persuasive Messages	Writing persuasive correspondence Assume that you work as a Sales and Marketing Manager at a company where people in your team have been using the same laptops for more than five years. You understand that those laptops can still be used, but since laptop is an	Paying attention to specific aspects of writing, setting goals and objectives for writing, identifying the reader and purpose of a	Person, task, and strategic knowledge

Lesson	Lecture Session (45-60 Minutes)	Metacognition Training Tasks (30-45 Minutes)	Metacognitive Strategies	Metacognitive Knowledge
		important tool for sales and marketing work, you do not want your department's performance to drop. After reviewing the several brochures of laptop on the websites, you are certain that your team can make the most use of this new device and can work more efficiently. Presentations, problem-solving, and decision making can be made faster with this new technology. Write a memo to persuade your boss to approve the budget for buying the new laptops to all the salespeople. Make sure that the content of your memo follows the problem solving pattern in the textbook. Make up necessary information. Use the checklist on page 208 to complete the task. Discuss what strategies you consider using in writing this memo.	writing task, planning for the specific writing task, monitoring writing difficulties, and evaluating writing progress	
		Retrospective Interview III		
14	Review for Midterm	-	-	
		Posttest		

Appendix C

Lesson Plan for Control Group

Lesson	Lecture Session (45-60 Minutes)	Writing Tasks (30-45 Minutes)
1	Class Introduction and Pretest	-
2	Business Communication, Management, and Success	Questions for comprehension -What are the three basic purposes of business messages? Explain. -What are the five basic criteria for messages? -Why do you need to understand the purposes, audience, and context for a message to know whether a specific set of words will work?
3	Adapting Your Message to Your Audience	Questions for critical thinking Why do internal audiences, especially your boss, sometimes feel more important than primary audiences outside your organization? If there might be any other situations that the outsider is more important, discuss the context with your supporting reasons.
4	Communicating Across Cultures	Group discussion Share your personal experience of how to learn about other cultures with your friends.
5	Planning, Writing, and Revising	Questions for comprehension -Which of the activities in Module 4 do you use? -How much time do you spend on each activity? -What kind of revision do you make most often?
6	Designing Documents, Slides, and Screens	Evaluate the PowerPoint slides Evaluate the given PowerPoint slides by answering these questions: -Is the background appropriate for the topic? -Do the slides use words or phrases rather than complete sentences?

Lesson	Lecture Session (45-60 Minutes)	Writing Tasks (30-45 Minutes)
		-Is the font big enough to read from a distance?
		-Is the art relevant and appropriate?
		-Is each slide free from error?
7	You-Attitude	Improving you-attitude
		Revise these sentences to improve you-attitude.
		Give reasons for your revision.
		-We will expect payment in full from you by the fifth day of each month.
		-Our truck picks up and delivers packages at 11 a.m. and 4 p.m. every day.
		-I know you'll accept our apology and be pleased to hear that we have issued a refund check to you.
8	Positive Emphasis	Identifying positive emphasis on webpages
		-Surf the Web for pages representing large companies, such as Microsoft, P&G, or Chrysler Corporation.
		-Critique the pages for their use of positive emphasis.
		-Which pages do the best job? Which could be improved? Do these pages follow the guidelines expressed in this module?
9	Reader Benefits	Developing vivid and specific reader benefits
		Spend 5-10 minutes using psychological description to write down every word, thought, or idea that comes to your mind
		about this massage chair.
10	Formats for Letter and Memos	Analyzing business letter
		Use the given an example of a letter to answer the following questions:
		-What is the format of this letter?
		-Identify parts of this business letter. Use color pens.
		-What punctuation method is used? Explain.

Lesson	Lecture Session (45-60 Minutes)	Writing Tasks (30-45 Minutes)
		-Analyze the subject line. -What is the type of this letter? (informative, positive, negative, or persuasive) How do you know?
11	Informative and Positive Messages	Questions for comprehension -What are the three criteria for good subject lines? Discuss. -How should you organize a positive or informative message? -Is it unethical to "bury" any negative elements in an otherwise positive or informative message? Discuss.
12	Negative Messages	Writing a negative correspondence -Write a memo to announce changes in some expenses (e.g. flowers at the receptionist's desk and liquor at business meals) that the company will no longer pay.
13	Persuasive Messages	Questions for comprehension -How do you decide whether to use a direct request or a problem-solving persuasive message? -How do you organize a problem-solving persuasive message? -How can you build credibility? -How do specific varieties of persuasive messages adapt the basic patterns?
14	Review for Midterm and Posttest	-

Appendix D

Schedules for Pretest and Posttest

Date	Time	Schedules for Pretest and Posttest
August 8, 2016	9:15-10.15 a.m.	Pretest for control group
August 8, 2016	10:45-11:45 a.m.	Pretest for experimental group
August 10, 2016	Metacognition Training Sessions	
August 15, 2016		
August 22, 2016		
August 29, 2016		
August 31, 2016		
September 5, 2016		
September 7, 2016		
September 12, 2016		
September 14, 2016		
September 19, 2016		
September 28, 2016	9:15-10.15 a.m.	Posttest for control group
September 28, 2016	10:45-11:45 a.m.	Posttest for experimental group

Appendix E

Schedules for the Retrospective Interviews

Date	Time	Duration (Writing Task + Interview)	Schedules for Retrospective Interviews
August 8, 2016	Pretest		
August 9, 2016	11:00 a.m.	44 minutes	Retrospective Interview #1 with LPW1
August 9, 2016	12:00 p.m.	46 minutes	Retrospective Interview #1 with LPW2
August 9, 2016	15:00 a.m.	48 minutes	Retrospective Interview #1 with HPW1
August 9, 2016	16:00 p.m.	45 minutes	Retrospective Interview #1 with HPW2
August 10, 2016	Metacognition Training Session 1		
August 15, 2016	Metacognition Training Session 2		
August 22, 2016	Metacognition Training Session 3		
August 29, 2016	Metacognition Training Session 4		
August 30, 2016	11:00 a.m.	47 minutes	Retrospective Interview #2 with HPW2
August 30, 2016	15:00 p.m.	44 minutes	Retrospective Interview #2 with LPW1
August 31, 2016	Metacognition Training Session 5		
August 31, 2016	15:00 p.m.	50 minutes	Retrospective Interview #2 with HPW1
September 1, 2016	10:30 a.m.	47 minutes	Retrospective Interview #2 with LPW2

Date	Time	Duration (Writing Task + Interview)	Schedules for Retrospective Interviews
September 5, 2016	Metacognition Training Session 6		
September 7, 2016	Metacognition Training Session 7		
September 12, 2016	Metacognition Training Session 8		
September 14, 2016	Metacognition Training Session 9		
September 19, 2016	Metacognition Training Session 10		
September 26, 2016	15:00 p.m.	48 minutes	Retrospective Interview #3 with HPW1
September 27, 2016	11:00 a.m.	46 minutes	Retrospective Interview #3 with HPW2
September 27, 2016	15:00 p.m.	44 minutes	Retrospective Interview #3 with LPW1
September 29, 2016	10:30 a.m.	47 minutes	Retrospective Interview #3 with LPW2
September 28, 2016	Posttest		

Appendix F

Teacher's Diaries

1. August 15, 2016

   The discussion of Module 2: Adapting Your Message to Your Audience took about an hour which was quite usual. While giving lecture, I implicitly discussed strategies in dealing with different types of audience. For example, in order to communicate successfully with the primary audience who usually makes decision, I told my students that they should initially be able to identify the purpose of the writing task. I began the first activity for metacognition training in this class by asking students to spend 10 minutes of nonstop writing telling what they can remember about the business writing they have learnt from EN3210 Business Communication in English I. The instructions also required that they list relevant vocabulary or expressions that should be used in writing good news, bad news, and persuasive messages. I did not interrupt and let them write on their own because I wanted them to think of what had been learnt. They paid attention and spent the less of the class time working on this activity. The strategy for this activity is "Connecting with already known material". It expected that students recognize something from the previous course.

2. August 17, 2016

   I had to discuss Module 3: Communicating Across Cultures in this class and according to the plan, there was no metacognition activity because this module had no relation to metacognition training. However, since I could not administer the pretest on the first day, I had to spend this class for the second activity. It turned out fine because they still remembered the 5 types of audience discussed from the previous class. I told them to pay attention to the message they were going to address to their audience and explained the difference between directed and selective attention. This particular activity required the students to pay selective attention because they had to

discuss a range of specific language functions and structures they would be using in their writing for different contexts such as asking questions, describing and explaining the company's products. However, I think the students did not follow the instructions that required them to plan; instead, they talked about the format of the business correspondence. Since this activity required students to work in group, it was rather difficult to get their attention because they preferred talking among themselves. Another difficulty was the insufficient time. I could not spend more than usual class time because the classroom had to be used by another teacher and I also had another section to teach. However, I spent 40 instead of 30 minutes for this activity.

3. August 22, 2016

      I had to lecture very fast in order to have time for the activity which would consume 45 minutes. It was planned for the activity to be arranged on the day I taught Module 4: Planning, Writing, and Revising because some strategies such as paying attention and monitoring could be integrated while I was explaining this module. However, organizing skill did not seem to work with this current activity because it is the tool for the students to organize their language notebook outside the classroom in order to help them plan for their learning. I repeated telling my students the difference between directed and selective attention. I also told them in advance to be aware of themselves while writing the given task. From the metacognitive activity, the students were asked to write a letter to a hotel to book a room for three nights. They could make up more details on their own and they had to apply the strategies to planning, writing, and revising discussed in this module. Moreover, they had to exchange their letters with their partners. After that, they had to read their partner's letter and pointed out the errors he or she had made. They spent quite a long time writing the letter. They seemed to enjoy pointing out the errors made by their partner. However, it was rather difficult for me to conclude the strategy that they think they can use successfully because their attention was on correcting their friend's writing. They preferred talking among themselves and did not tend to listen to me. I assumed that the class time was not sufficient for me to manage this activity. I could not manage them to discuss strategies to be used in the given writing task. Moreover, it was rather

difficult for me to conclude the strategy that they think they can use successfully because they preferred talking among themselves.

4. August 29, 2016

The activity required the students to work in group of 3-4 and revise a memo to improve you-attitude. You-attitude is one of the three guidelines for building good relationship with the readers. Having you-attitude means being empathetic with the readers. It was rather difficult for the students to revise sentences to suit this particular aspect. They had to pay selective attention to language structure and vocabulary to suit audience's needs. The needed strategies for this activity are planning and paying attention. I kept reminding my students again about paying selective attention. I helped them to think about the positive terms that could be used to replace the negative ones by asking them to list out all the words. I also pointed out that negative words should be avoided since businesspeople are generally courteous. I asked them to put themselves into the readers' shoes so that they could consider if those negative words should be used. However, the students still could not use the strategies effectively. They still asked me if I could give them more examples of sentences that were considered having you-attitude concept.

5. August 31, 2016

It was another activity that ask the students to revise sentences. Revising seemed to be the most difficult writing skill for the students because it requires good language competence. I tried to remind my students that working on revision, they can add, delete, or change word or words in a sentence to make the tone more positive because the module discussed in this class was positive emphasis. To me, the sentences provided in the activity were not difficult if students pay attention to the guidelines given to them in the lecture. However, they seemed to stuck with the selection of word choice to make the sentences more positive. I believed that they still lacked planning strategy. I was really unsure how to help them with this strategy.

6. September 5, 2016

      This module discussed the last cornerstone of building good relationship with readers. The main discussion was on how the benefits of the product or service could be identified so that students were able to figure out the best benefits to communicate with the readers. With the strategy, I emphasized that they could pay both directed or general attention and selective attention in particular details of language use. They are also told to consider the purpose of writing this paragraph to inform the readers about the benefits of eating organic food. Then, they planned what to write. This task was quite easy for them because they knew the general purpose of the task as they have been trained several times. This helped them to deal with the writing task more effectively. from the instructions that they had to write a paragraph telling how organic food would benefit the customers' health. While they were writing, I also asked them to monitor the difficulties of the language they would write to identify benefits of the product. This was what I abruptly added since I felt like the planned strategies might be uncomplicated for them this time. However, this strategy was rather difficult to train because students worked in group.

7. September 12, 2016

      The activity was rather similar to the first one which required the students to connect with the knowledge they gained from the previous pre-requisite course. However, it was more specific because students had to generate ideas for writing different types of business correspondence. This activity would prepare them for the last three activities because they would be asked to write good news, bad news, and persuasive messages. I felt that this activity was good at bringing the students into several business contexts or situations. Therefore, I just let them share ideas with others in the group without interrupting them.

8. September 14, 2016

      Since I knew that the activity would consume 45 minutes, I had to discuss Module 10: Informative and Positive Messages very fast. After the lecture, I let students work on the writing task that required them to write an e-mail to confirm the customer about the special room request at the hotel. I aimed to train these learning

strategies: pay attention, organizing, setting goals and objectives, identifying the purpose of a writing task, performing the task, monitoring, evaluating, and seeking practice opportunities. Since there were too many strategies to be trained, I could not cover everything because of the time constraint. Students spent too much time writing this email; fortunately, they could think of how the message should be outlined because the textbook suggested a pattern of writing this kind of message. Then, I reminded them of paying directed and selective attention strategy because I had been emphasizing this strategy from the previous activities. Students were also find it easy to identify the purpose of this task because it had been emphasized several times that there are three main purposes for business communication consisting of to inform, persuade, and build goodwill. This task required them to both inform and give customer good news, therefore, they knew the purpose. It was expected that they would be able to write, monitor, and evaluate their language use. Even though students were asked to monitor their writing difficulties, it could be hardly observed whether they were monitoring. However, I failed to discuss some strategies such as organizing and setting goal.

9. September 19, 2016

This was another not successful training session because students spent most of their time understanding the given situation. I believed that it was because they did not have work experience; therefore, they could not analyze the situation and could not deal with the customer in giving bad news. Similar to the previous module, patterns of writing negative message were provided in the textbook and students could easily follow appropriate pattern because the task requested them to write to the customer. This activity clearly reflected the students' insufficient knowledge of planning strategy. They were not able to identify general nature of the task. This resulted in the difficulty in writing this particular type of message. In my view, students should be brought with more of business contexts to deal with. A class should be spent on discussing various situations and the effective way of dealing with bad news messages. Moreover, in order to follow the pattern from the book, some elements in negative messages such as reason, alternative, and request for action should be brainstormed. After having all these ideas, it assumed that this would help

students in writing better messages with the ability to apply learning strategies more effectively.

When students could not figure out to write certain elements of negative message such as reason to turn down customer's request and other alternatives to offer, I did not suggest them to brainstorm more ideas.

10. September 21, 2016

It was the last activity for the metacognition training and the trained skills are the same as the prior two activities. Using the suggested pattern outlining problem solving persuasive message could assist students to easily structure the message because the pattern from the textbook suggests what to write in each paragraph. However, the similar problem still existed. Students engaged themselves in writing the persuasive message. They could not spend just 45 minutes to finish writing this task. Even though it was suggested in the instructions that they should have looked at the checklist in the textbook, I did not see anyone turning on that page. They just focused on writing according to the provided pattern. To me, I felt that they just wanted to finish without considering what learning strategies to be used. Moreover, I felt that a strategy of seeking practice opportunities might not be practical for this activity (and other two prior activities) because it was rather difficult to follow up whether the students would rather seek more opportunities to practice writing outside classroom. Time consuming activity was also problematic. I did not have time discussing particular strategies. What I could do was reminding them to plan, write, revise, monitor, evaluate their own writing. However, I could not know exactly if they were monitoring while writing and evaluate after they finished writing. Because no students could finish this task, I could not demonstrate and discuss strategies used by some of them. I should have discussed what other strategies students used in writing persuasive message so that other students could learn from one another.

BIOGRAPHY

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ACADEMIC BACKGROUND   Bachelor's Degree with a major in
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