Teaching Metacognition to Foster Students' Writing Proficiency

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ABSTRACT:

The present study seeks to investigate first-year written expression teachers' at the Ecole Normale Supérieure-Assia Djebbar of Constantine views and perceptions about the role of strategies-based instruction when explicitly embedded into the writing tasks in developing foreign language students' writing proficiency. A questionnaire is used to elicit data and to answer the following research questions: How do teachers perceive the importance of the pre-writing strategies related to the writing activity? Moreover, to what extent would training students to use planning strategies improve their writing proficiency? The results from this quantitative study indicate teachers' awareness of how important it is to train students to use pre-writing strategies to empower their metacognitive awareness and improve their writing processes, skills, and knowledge.

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Introduction

The emergence of new trends in cognitive psychology that consider the cognitive and metacognitive nature of text writing provided a solid background to the process approach crediting the different stages it encompasses and their recursive and interactive nature. "Planning, drafting, revising, and editing do not occur in a linear sequence, but are recursive, interactive, and potentially simultaneous" (Hyland, 2003, p. 11). Planning is a critical stage involving a set of strategies that learners can use to improve their writing skills. However, most of the time, they are unaware of the language learning strategies (LLS), which are crucial in foreign language (FL) learning and teaching. Their expectations about academic success and their positive values about learning tasks influence but do not ensure intrinsically motivated in-depth learning. If learners are highly motivated for a particular learning task but lack the adequate skills and strategies to achieve it, their inducement would not guarantee successful performance. Most of the time, students are unaware of the power of consciously using L2 learning strategies to make the learning of the four skills quicker and more effective. Skilled teachers help their students develop an awareness of learning strategies and enable them to use a wider range of appropriate strategies to become autonomous learners and skilled writers by teaching them a variety of strategies and training them on how to use them with given tasks and how to transfer this knowledge to other learning situations for better academic achievements.

I.   Review of the Related Literature

This first part of the study includes a general review of the related literature concerning the research variables and keywords.

1.   Writing in EFL Classes

Writing is an onerous task that requires much effort to orchestrate various cognitive and metacognitive strategies. It is not surprising then that most students find it challenging, and many teachers evaluate their students' written achievements as unsatisfactory. "Writing in a mother tongue is a demanding task that calls up upon several language abilities, as well as upon more (meta) cognitive abilities.… Writing in a second language is even more demanding because several of these constituent abilities may be less well developed than in one's first language". (Schoonen et al, 2003, p. 166). Developing writers' skills and improving their productions' quality may be particularly demanding since they have not yet mastered the required writing skills, processes, and knowledge involved in the writing process.

As a reaction to the product approach, which considers only the final writing product neglecting all the other aspects of writing, "Essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher" (Hyland, 2003, p. 3) emerged the process approach to writing. It is a movement that helped to call attention to all writing steps, and strategies students go through recursively before they finally achieve a polished version. Thus, teaching writing in EFL classes has witnessed a concrete shift from more emphasis on the form to more concentration on the content and the different steps and strategies consciously undertaken by the writer to reach the refined final version of their writing. "It has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource for the creation of meaning" (Nunan, 1989, p. 12).

Though the orientation to process-based teaching was initially developed for native language classes, it has been adopted in EFL classes throughout English-speaking communities. In both situations, the primary concern has always been with how students undertake the writing task going through the different writing steps and considering the highly complex cognitive and metacognitive processes.

The writing process involves a series of steps to produce a finished piece of writing. Educators have found that teaching writing as a holistic skill is a huge endeavour that seems impossible to achieve. However, breaking down the writing task into a step-by-step procedure removes the mystery and demystifies the myth. Hyland (2003) provides a model to explain the stages student writers go through when preparing to write. The model encompasses: pre-writing / planning, drafting, and reviewing. Hyland explains that the different stages of the writing process are not linear. They do not happen one after the other. Instead, they are recursive, and at any given phase, the student writer can freely go back and forth to revise, amend, correct, and refine his piece of writing. In this respect, Kroll (1990) argues that the process approach to writing enables student writers to engage in their writing tasks through a cyclical approach rather than a single-shot approach. The writing steps do not happen in a straight-line method but in a forward and backward interactive interaction. Consequently, student writers are not expected to produce and submit complete and polished responses to their writing assignments without going through the writing stages and using the pre-writing strategies, which involve metacognitive knowledge and metacognitive awareness.

2. Importance of Metacognitive Knowledge and Metacognitive Awareness

In recent years, metacognition has emerged as a major focus of research interest in cognitive psychology. The concept of metacognition which was introduced in cognitive psychology more than 30 years ago by Flavel (1976), refers to one's knowledge about one's cognitive skills, processes, strategies, or anything related to them; what we are thinking, how we are thinking about a learning task or situation, and why we are thinking in a particular way. "Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes about cognitive objects or data on which they bear, usually in the service of some concrete goal or objective" (Flavell, 1976, as cited in Flavell,1979, p. 232).

Accordingly, there has been a growing recognition that metacognition or self-awareness, including awareness of ourselves as learners, helps us to learn more effectively. Flavell (1979) and Schraw (1994) propose that metacognition refers to the knowledge of and ability to understand and to self-monitor the cognitive strategies used while learning, and thus help us learn better.

Metacognitive knowledge and skills are innate in humans; however, they do not fully form inherently. As children's metacognitive processes increase naturally to a degree, such as knowledge about one's memory abilities (Garner, 1989). However, when moving into adolescence, people will develop further metacognition only if it becomes necessary to do so. For example, adolescent students may be able to perform a task using specific cognitive strategies, such as asking questions about a problem to learn more information. However, they may lack the ability to monitor that they are learning the new information unless it is a requirement of a particular learning environment.

The development of metacognitive strategies by learners is essential to their learning because it leads to greater independence and self-regulation, which builds a foundation for efficient and lifelong learning (Veenman, Kok, & Blöte, 2005). Inherently, teaching students that they can know about and regulate their learning by providing an environment that encourages them to do so can help them to move from thinking like novices to thinking more like experts. The latter exhibit high levels of metacognitive knowledge and skill use because they have well-organised mental frameworks that recognise when their current level of understanding is insufficient and what they need to do to bridge that gap in understanding.

Research supports that as students enter adolescence, they need to be taught how to recognise their memory and monitor their learning to become better

problem solvers (Veenman, 2005). As such, training students to use their metacognitive strategies is an urgent step to take in EFL classes for better learning performance.

3. Preparing for and Conducting L2 Strategies Instruction

As EFL novice learners exhibit an apparent inability to choose appropriate learning strategies to help them learn better, they need to be taught a wide range of skills and strategies susceptible to make their learning easier, more enjoyable, and transferable to new situations. (Oxford, 1990). Likewise, the teacher, as a guide, a mentor, and a mental helper, should intervene and prepare strategies-training workshops for the benefit of less able learners. "Although we do not yet know all we wish to know about optimal strategy instruction, there is growing evidence that L2 teachers can and should conduct strategy instruction in their classrooms" (Oxford, 2003). In EFL writing classes, instruction on self-regulated writing strategies can be a powerful tool to elucidate the complex notion of writing and transform boring assignments into engaging, innovative experiences.

Within a product-oriented and teacher-centred approach, students have few opportunities to become involved in the writing process, and the extent to which students are self-regulated in their writing has become an important factor that mediates their writing outcomes (Teng, 2020). Most students typically associate writing tasks with telling what they know about a topic. Accordingly, they retrieve from memory any relevant information, write it down, and then use each initial idea to stimulate the generation of the next one. With that retrieve-and-write approach, little attention is directed to developing rhetorical goals, the constraints imposed by the topic, the organisation of the text, or the reader's needs (Graham, 2000).

Consequently, a critical goal in writing instruction for EFL students is helping them become better users of metacognitive strategies. They must be instructed to plan their papers, review the different drafts, revise them, and finally edit their polished versions. A way to accomplish that goal is for instructors to directly teach those students planning strategies they can use during or before writing, such as semantic webbing or brainstorming (Graham & Harris, 1997). Explicit instruction in planning strategies is an effective method for helping students write better papers (De La Paz, 1997; Graham & Harris, 1989; Graham & Harris, 1997; Wong, Butler, Ficzere, & Kuper, 1997).

II. Data Gathering Tools

A questionnaire was designed to gather information from teachers who were/ are/ have been in charge of teaching the writing skill course about the

importance of strategies-based instruction in metacognitive pre-writing activities being implemented with first-year EFL classes. The choice of this research instrument has been dictated by its wide use among researchers mainly because of its practicality, easiness to conduct, and the amount of data it affords in a limited period and with little money and effort. "The questionnaire has become one of the most used and abused means of collecting information. If well-constructed, a questionnaire permits the collection of reliable and reasonably valid data in a simple, cheap, and timely manner" (Anderson, 1998, p. 170). Accordingly, a 19 items questionnaire was prepared and handed out to 15 ENSC teachers. The questionnaire respondents have been chosen according to their experience and expertise in teaching writing, mainly to first-year students.

1. **Aim of the Questionnaire**

As there is no consensus nor a clear vision about how to teach the first-year writing course at the ENSC, the main aim of this questionnaire was to question teachers' attitudes and opinions about the approaches they adopt and the methods they implement to teach writing to first-year students. However, the primary aim was to investigate how teachers perceive the importance of pre-writing strategies, how they tackle them in the classroom, and what are the main planning strategies they teach to their students in case they do. Through this questionnaire, the researcher also attempts to gain insights into teachers' attitudes on how vital the embedding of pre-writing strategies in the first-year syllabus is. Furthermore, it attempts to inquire to what extent teachers are willing to conduct strategy training to help their first-year students achieve better writing performance. Researchers supporting classroom integration (e.g. Cohen, 2000; Chamot et al., 1999; Grenfell, 1999; Nunan, 1997, and Oxford, 1990) argue that this kind of instruction enables learners to practice strategies within authentic tasks. Consequently, the present questionnaire would help the researcher to answer the following research questions:

a) How do teachers perceive the place of planning strategies in the writing task?

b) To what extent would training first-year ENSC. students to use pre-writing strategies improve their writing proficiency?

2. **Population**

A questionnaire was prepared by the researcher and given to fifteen (15) ENSC teachers to be responded to during the academic year 2017- 2018. All the respondents are full-time teachers with considerable experience and expertise. To avoid bias, a list containing names of teachers who taught/have been teaching

writing to first-year students during the last fifteen years was thoroughly prepared for the sake of the research. The return rate was 100%. Despite their numerous duties, all the informants have shown excellent cooperation and professionalism in quickly answering and submitting the questionnaire.

3. Description of the Questionnaire

The questionnaire contains 19 question items (Appendix I), varying between close-ended and open-ended questions. "A closed item in which a range of possible responses is determined by the researcher … An open item is one in which the subject can decide what to say and how to say it" (Nunan, 2005, p.143). The questionnaire was structured into four main parts to match the research objectives. The first section is devoted to factual information, and section two deals with teachers' perception of the ENSC. students' level of proficiency concerning their writing skills and the leading causes that lay behind this situation. Section three tackles the process approach to teaching writing and how it is dealt with at the ENSC. The fourth, and last section, is devoted to strategies-based instruction in planning activities in writing classes.

The first section, devoted to respondents' background information, seeks to obtain data about the respondents' academic qualifications, years of teaching experience and expertise in the first-year writing course. The data gathered from this section allows us to trust the respondents' answers and to show to what extent their responses to the subsequent sections' questions are worthwhile and justify their valuable contribution to the present study.

Section two deals with teachers' perception of the ENSC students' level of proficiency in writing skills. This section contains three questions in which the researcher seeks to investigate the teachers' perception of the overall level of students' writing proficiency at all levels of instruction before investigating the reasons behind it, offering choices to the respondents to choose from. On the other hand, respondents were given the opportunity, in a follow-up question, to express their viewpoint and name other problems they see relevant to the raised issue that did not figure in the list they were provided with. The funnel approach to which the current questionnaire yields allows the latter to progressively narrow down to reach question six, whereby respondents are asked to report where students find more difficulties while dealing with the writing task; in style and ideas, syntax, and sentence structure, or both.

Section three contains questions, which target the methods and approaches teachers adopt in their writing classes, their perception of the process writing

steps, and whether first-year students have been instructed to use planning strategies during their previous instruction.

Section four, the last one in the questionnaire, contains question items that dig deeper and go straight to the main core of the research work, which is teaching the planning strategies to first-year students and training learners to use them in different situations and with different paragraph types. Thus, it follows that, the central aim of this section is to elicit data from teachers about their perception of the planning phase and its place within the process approach and the importance of integrating planning strategies within the first-year syllabus and explicitly embedding them within the everyday class material.

4.   Data Analysis

All teacher respondents to the present questionnaire are full-time teachers at ENSC; 53,3% hold master's degrees, 26,7% are doctors, and 20% are senior lecturers. Besides the academic qualifications, they are acquainted with considerable expertise in teaching at the university level ranging from 21 to 5 years of teaching experience. They have been teaching the writing course to first-year students for several years, from 1 year to 14 years. The diversity of answers helped the researcher to obtain different views about how novice and experienced teachers approach the teaching task and how it is dealt with in foreign classroom contexts (Figure 1).

Figure 1: Respondents' Academic Qualifications
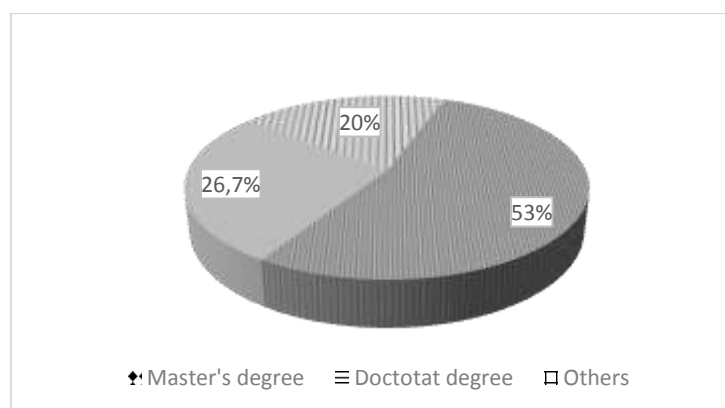
When asked to report about the ENSC majority of students' overall level of writing proficiency, 73,33% of the respondents reported average, 13,33% said the level of proficiency is relatively poor; however, 13,3% were satisfied with the students' level of proficiency qualifying it well (Table1). Most respondents (11) representing 73,33 believe this unsatisfactory state of play is caused mainly by students' lack of motivation and interest in the writing task. Inadequate teaching methods and approaches and the inadequate syllabus occupy the second place

with an equivalent response rate (2) representing 13,33%, and teachers are exonerated from the pedagogical quilt.

As most teachers are unpleasant with students' achievements concerning written tasks, 12 of them, representing 80%, reported that students find difficulties at the level of both style and ideas and syntax and sentence structure. However, three respondents matching 20%, announced syntax and sentence structure to be more troublesome to students while composing. This rate shows that both ENSC students and teachers are facing a critical pedagogical situation that needs to be inquired into to determine the causes to set a plan of action for remediation.

To dig deeper, section three of the questionnaire tackles the teaching approaches and methods adopted to teach writing to first-year ENSC students. Twelve informants representing 80%, reported using the process-product approach. Two teachers representing 13,3%, informed to were use the product approach, while one respondent refrained from answering this question. This reveals a high awareness that ENSC teachers exhibit about the most prominent approaches/ methods in the present era. Furthermore, by implementing the process-product approach, teachers focus on both the different stages of writing students go consciously through and also the final product, which has to match the conventional rules of grammar and spelling correctness and organisational patterns. Most of the informants, 86,7%, stated that they make their students go through the different stages of the process approach. The remaining 13,3% had previously informed that they use the product approach, which focuses on the form rather than on the cognitive stages students go through while composing. Accordingly, these teachers do not teach students the writing stages of the process approach. On the opposite, they train their students to produce mere imitations of the models they provide them with.

Table 1: ENSC. Students' Level of Writing Proficiency

	Very good	**Good**	**Average**	**Poor**	**Very poor**
N	00	11	2	2	00
%	00%	73,3%	13,3%	13,3%	00%

In parallel, 53,3% of teachers who responded to the questionnaire conceived that all stages of the process approach are equivalently important, whereas 40% believe they are not; the remaining portion (6,66%) expressed their ignorance about the importance of the writing stages.

When teachers were asked to rate the writing stages, namely planning, drafting, revising, and editing according to their importance from the most to the least important, the lion's share was granted to planning. Paradoxically, they agreed to varying degrees on the importance of pre-writing strategies; 40% informed that pre-writing strategies are extremely important. However, 20% reported that they are moderately important. This allows us to say that the situation is alarming since half of the respondents, previously acknowledged to be qualified with high academic qualifications, many years of experience and enough expertise, are unaware of the paramount importance of the planning stage and the place pre-writing strategies occupy within the framework of the process to write.

Regarding their students' experience, 53,3% of the informants stated that they had already been introduced to the planning strategies during their previous instruction. This assertion opposes the difficulty of undertaking the planning task students exhibit. Thirteen point three per cent expressed the opposite opinion, and 33,3% ignored their students' pedagogical backgrounds. Accordingly, this leads us to theorise that students may have been introduced to planning as a writing strategy in other subjects, but they were not adequately taught and trained to use and master it.

Table 2: Importance of the Pre-Writing Strategies

	Extremely important	Important	Moderately/ of average importance	Slightly/ of little importance	Not important at all
N	6	6	3	00	00
%	40%	40%	20%	00%	00%

From another angle, the first-year writing syllabus does not mention the pre-writing strategies, according to a large portion of respondents (60%). The majority (69,2%) stated that they teach planning strategies as a personnel initiative and provided a rich list of strategies they teach before tackling the first draft; *brainstorming, clustering, free-writing, reading, interviewing, fast-writing, mapping, listing, journalist questions, flaw-charting, mind mapping, fast-writing, diagrams speculating and outlining.* Emphasising their significant importance, 80% of the respondents believe that planning strategies must be part of the first-year writing syllabus to be dealt with in all the writing classes and be allocated sufficient time. Consequently, it seems urgent to expose first-year ENSC students to strategy training in terms of pre-writing strategies. However, this could not be quickly done unless it is integrated into the everyday class materials and embedded into regular language tasks. Oxford (2003) argues that

studies confirmed that SBI is more effective when strategies are woven into class activities. A large portion of the respondents (73,3%) agree with Oxford's claims (Figure 2.) and further argued that these strategies help students organise their ideas and develop the topic of writing, organise their thoughts and diagnose weaknesses before beginning the first draft. One of the respondents pointed to the psychological aspect of students who master the pre-writing strategies saying that they gain self-confidence when writing and thus overcome the fear of writing, "scriptophobia".

Transferability is one of the most significant gains of SBI, according to respondents of the questionnaire, who explained that it develops an awareness of generating the needed information via pre-writing strategies. Moreover, integrating pre-writing strategies as part of the teaching material would allow students to understand their importance and experiment with the varied strategies and choose which one fits their style and which one is the most appropriate for different writing tasks and assignments and facilitates the other phases of the process on the one hand. On the other hand, they will automatically transfer these strategies to some other tasks. "learning strategies are specific actions taken by the learner to make learning faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (Oxford, 1990, p. 8).

Besides transferability, transmission is another key element raised by respondents in favour of SBI in two dimensions. In the short term, it will improve the quality of students' writing, and in the long term, it will help them know the intricacies of writing as a subject they will teach once they graduate.

Some respondents also pointed to time constraints, arguing that the time allotted does not allow the teacher to integrate these strategies, already time-consuming. Thus, they should be integrated into the official syllabus dispatching the pre-writing strategy training throughout the yearly schedule. As it is an essential element that enhances learners writing proficiency, making it part of the syllabus will attract both teachers' and learners' attention to its importance and oblige them to use these strategies, explained some other respondents.

Most respondents are in favour of organising strategies-based instruction workshops in the pre-writing strategies to enhance students' writing proficiency. This is clear, first, in their answers to the direct question about its implementation, and second when they were given the opportunity in an open-ended question to add any feedback related to the research topic. One of the respondents reported that he introduces a strategy in general first. Afterwards, he makes students use it

each time in a given writing assignment without being sure, whether or not it is strategy training. Another respondent suggested encouraging students to verbalise their writing experience to provide feedback about their challenges/or positive outcomes when using new strategies. In parallel, another respondent shared his experience revealing that he noticed that students do not particularly enjoy these strategies, and some of them even think they are a waste of time. So, pre-writing strategies training should be accompanied by equal efforts to communicate their importance to students. Finally, respondents agree with Oxford (2003) and see that teachers should expose their students to a wide range of strategies from which they can choose what matches their learning style, gender, and the topic itself

Figure 2: Teachers' Perception of Integrating Pre-writing Strategies into Everyday Class Material

Integrating pre-writing strategies into everyday class material

13,3%
13,3%
73,3%

⚖ Yes ⌇ No ⋮ I have no idea
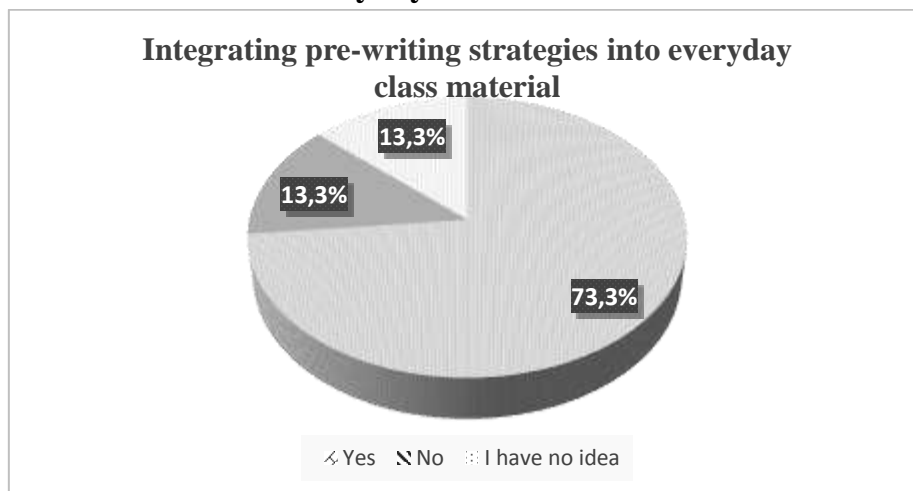
Conclusion

The present paper is a descriptive study that interprets, and analyses quantitative data elicited through a questionnaire addressed to ENSC. teachers on the effectiveness of strategies-based instruction on first-year ENSC. students to enhance their writing proficiency. The results obtained from the questionnaire analysis revealed much awareness of ENSC. teachers about the importance of the planning phase within the writing stages of the process approach. However, most of them underestimate the paramount importance of pre-writing strategies, which are a critical element of students' success in developing the writing skill seen by many scholars as the most difficult one.

Strategy training is an urgent step to remedy to students' unsatisfactory writing proficiency level. However, since it is time-consuming and needs much awareness and effort from both sides on equal footing, it must be integrated within the official syllabus and embedded into the classroom materials to help students generate ideas, focus their writing, and reduce writing problems. Since ENSC. students are future teachers; they would be able to transfer their knowledge and

awareness of the importance of these strategies to the coming generations to create better future writers.

Moreover, as most informants showed clear confusion about the importance of the pre-writing strategies though they ranked the planning stage as the most essential stage within the writing process, they should be engaged in strategies-based instruction workshops before engaging their students in such workshops.

Limitations of the Study

Despite the efforts deployed to collect data analysed in this paper, it remains limited to ENSC teachers and students. Data was gathered from qualified teachers with several years of experience, most at the ENSC and who did not experience teaching elsewhere where overcrowded classes offer little room to go through the different stages of the writing process that necessitates sufficient scaffolding. Besides the reduced number of students, their academic qualifications are an important element to be taken into consideration. They enrol at the school with a high average at the national standardised exam BAC, which means that they have a high proficiency level, a key component for academic exemplary achievements and success which other students in other universities lack.

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Appendix I: Teachers' Questionnaire

Dear Teacher,

You are kindly invited to answer this questionnaire. It is part of a research project at the Department of English at ENS- Constantine on the effect of strategy-based instruction to enhance students' writing proficiency. There is no correct/ wrong answer; the information you provide will greatly help the researcher achieve the objective of the investigation at hand. Your responses will remain anonymous. Thank you in advance

I. Background Information

1. What academic qualifications do you hold?
   a. Master degree ☐
   b. Doctorate ☐
   c. Others ☐

2. How long have you been teaching at the university?
   ………………………………………

3. How long did you teach/ have you taught written expression to first-year students?
………………………………………………………………………………….

II. ENSC students' level of writing

4. Out of your experience as a teacher, a supervisor, and an examiner at the school, how do you rate the writing proficiency of the majority of students
   a. Very good ☐
   b. Good ☐
   c. Average ☐
   d. Poor ☐
   e. Very poor ☐

5. In case you think the students' level of writing is unsatisfactory, it is so because of the following:
   a. The inadequate teaching approach/ method ☐
   b. Teachers' personality and teaching style that does not match learners' expectations ☐
   c. Students' lack of motivation and interest in writing as a subject matter ☐

   d. Inadequate Syllabus ☐
   e. Other, please, specify:
   …………………………………………………………..

6. Out of your experience as a teacher of writing, when your students write, they find more difficulties at the level of:
   a. Style and ideas. ☐
   b. Syntax and sentence structure ☐
   c. Both ☐

III. Teaching writing using the process approach

7. Which approach do you adopt to teach writing in your EFL writing class?
   a. Product approach ☐
   b. Process approach ☐
   c. Process-product approach ☐
   d. Others,……………………………………………………………………….

8. Do you make your students go through the different stages of the process approach?
   a. Yes ☐
   b. No ☐

9. Are all the stages equally important?
   a. Yes ☐
   b. No ☐

10. Order the following writing stages according to their importance from the most to the least important
    1= most important……4= least important
    a. Planning …………..
    b. Drafting ………….
    c. Revising …………..

     d. Editing   …………….

11. Have your students been introduced to planning strategies during their previous instruction?
    a. Yes   □
    b. No   □
    c. I have no idea   □

IV.   Training students to use the pre-writing strategies

12. As a teacher of writing, how do you evaluate the importance of pre-writing strategies
    a. Extremely important   □
    b. Important   □
    c. Moderately/ of average importance   □
    d. Slightly important / of little importance □
    e. Not important at all   □

13. Does the writing syllabus include mentions of these strategies?
    a. Yes   □
    b. No   □

14. If the writing syllabus does not include these strategies in detail, do you teach theoretical background about planning strategies as a personnel initiative?
    a. Yes   □
    b. No   □

15. If you answer yes, name some strategies you teach your students.
………………………………………………………………………………………………………

16. Should the planning strategies appear in the official Syllabus in a detailed form?
    a. Yes   □
    b. No   □

17. Do you believe that training students to use pre-writing strategies is to be integrated into the everyday class material and embedded into language tasks implicitly and explicitly?
    a. Yes   □
    b. No   □
    c. I have no idea

Why?………………………………………………………………………………………………

18. Have you ever conducted strategy training in your EFL class?
    a. Yes   □
    b. No   □

19. Do you have any further feedback to add?

                                            Thank you