Effectiveness of a Programme Based on some Meta-cognitive Strategies in Developing Secondary School Students' EFL Creative Writing Skills

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Abstract:

Research Problem: The study problem can be stated as follows: Al-Azhar secondary stage students at El- Wasta Secondary Institute, (El-Fath Town, Assuit), have low levels of EFL creative writing skills and low levels of using metacognitive thinking strategies during creative writing activities. Therefore, it is suggested that a programme based on some metacognitive strategies might help those students to develop creative writing skills and metacognitive thinking. Research objectives: the research study aims at accomplishing the following three objectives: 1- Identifying the creative writing skills needed by Al-Azhar secondary- two students at El- Wasta institute, El- Fath town, Assiut. 2- Designing a programme based on some metacognitive strategies. 3- Identifying the effectiveness of the proposed programme in developing secondary- stage students' creative writing skills. The Study Group: The study group (participants) included 25 Secondary- two students from El Wasta Secondary Institute students of Al Azhar, El Fath Town, Assuit to be the main experimental group. Tools of the study: The following tools were employed: 1- A metacognitive Strategies- Based Training Programme, which consists of the following components: a- A Teacher's Guide b- A Students' Book 2- A creative Writing Pre- Post Test to assess creative writing skills. Research Results: Findings and results of the study are positive and encouraging as they indicated that the training programme had a significant effect on students' scores on the creative writing test. Results also indicated that the students' means of scores on the post- test of creative writing was higher than the means of the scores on the pre- test. Generally, the results presented indicate that the programme had a favorably effect on the development of the creative writing skills and sub-skills. According to the research findings, two conclusions come to the surface. First, teachers should teach metacognitive strategies and the students should use them actively for developing their creative writing skills. Second, an increase in metacognitive knowledge leads to improvement of creative writing skills and sub-skills. And accordingly suggests the following recommendations: It is recommended that training students on some metacognitive strategies should take place over a longer period of time. This research study could be used for teaching other skills of English language (e.g. listening, speaking and reading). Also, this research study needs to be replicated and pervaded with larger and more various samples to know how far creative writing skills and sub-skills can be developed by using some metacognitive strategies in the field of English language learning.

Keywords:

meta-cognitive strategies, TESOL, creative writing, meta-cognitive thinking

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