

IMPACT OF WRITING STRATEGY INSTRUCTION ON THE WRITING PERFORMANCE OF UNDERGRADUATE EAP LEARNERS IN PAKISTAN

Sidra Awan^{1*}, Rahila Huma Anwar², Sajida Zaki³

^{1,2,3}Department of Humanities, NED University of Engineering and Technology, Karachi, Pakistan

*Corresponding author email address: sidraawan@neduet.edu.pk

ABSTRACT

Second language writing research reveals learners performing poorly on writing tasks because of inadequate writing development resulting from ineffective writing instruction. This predominantly prevails at the local higher education where the students are under prepared in academic English, which poses a challenge to them in coping with their studies; and English language teachers, are challenged to equip these students with the academic writing skills. This prompted the authors to plan a pedagogical intervention which is reported here. The study investigated the impact of explicit writing strategy instruction on the writing performance of 40 undergraduate students enrolled in English for academic purposes (EAP) course at a university in Pakistan. Employing the positivist paradigm and quantitative approach, a single group quasi-experimental study with an intact group of students was carried out. Participants' choice of writing strategies (WS) (cognitive, metacognitive and social) for the writing process (pre-writing, drafting and reviewing) using a 5-point Likert scale, and a writing test for writing performance scores were the measures used prior and after the intervention to gather data for studying the impact of writing strategies (WS) on writing performance (WP). The intervention comprised orientation about the writing process and writing strategies followed by teacher-facilitated application of writing strategies on various academic writing tasks. The findings reveal that explicit instruction is helpful in teaching students WS which improved their WP in terms of structure, relevance, conciseness and grammatical patterns. The study contributes to the limited empirical research about pedagogical intervention in second and academic writing in the context and the findings are significant for EAP teachers in similar settings to provide the much-needed academic support to the learners.

KEYWORDS

English as a Second Language, Writing Performance, Writing Skills, Writing Strategies

JOURNAL INFO

HISTORY: Received: August 12, 2021

Accepted: September 20, 2021

Published: September 30, 2021

INTRODUCTION

English is a compulsory language in education taught across all education levels right through primary to tertiary education in Pakistan. It is declared as the official language in the constitutions of Pakistan and pervades all spheres of life because Pakistan is a second language context according to Kachruvian framework (Sultana & Zaki, 2015; Zaidi & Zaki, 2017; Constitution of Pakistan 1973). Previous research studies have found specific pedagogical interventions and strategy instruction helpful in promoting second language learners' language and writing skills. Munawer and Zaki (2015) carried out an experimental study with public college ESL students replacing traditional pedagogy with Project Based Learning Method for developing all four language skills. Zaki (2010) and Mahwish et al. (2019) used control-and-experiment-group design and successfully employed multi-tiered evaluation framework as a strategy for developing tertiary EAP students' writing skills. In another study on a similar population, Zahra and Zaki (2018) used a structured intervention with tertiary ESP students in teaching them specific genre through awareness and efforts during the writing process and application of strategies.

English language is also considered as a key to success in social, academic and professional domains by people including English language learners (Dar, Zaki, & Kazmi, 2010; Mushtaque & Zaki, 2019; Shamim, 2011; Zohaib, Memon, Lohar, & Syed, 2021). Unfortunately, the way it is taught in Pakistan, it barely leaves any ground for the learners to successfully incorporate it in their academic and professional fields. Several studies (Jalaluddin, 2006; Warsi, 2004; Zaki & Dar, 2012) have drawn attention to the poor and inadequate language development among students despite prolonged formal instruction and awareness about its importance. "The major source of learning English in Pakistan is our school classrooms where, ironically, teaching amounts to nothing more than boring English spelling drills, some formal grammatical constructions, and precise definitions for an endless array of words which make the subject appear desolate" (Khan, 2011). Similarly, in higher classes, teachers are more concerned about grammar and vocabulary than the practical use of the language, which can benefit the learners. English language instruction and the teachers have largely been identified as the primary factor contributing to the problem (Coleman, 2010, Sultana & Zaki, 2015; Warsi, 2004) besides other factors including curriculum, assessment. In spite



of an asserted focus on the English language in Pakistani educational institutes, the learners still face challenges in different areas of language learning including reading, writing, listening, speaking, vocabulary, grammar etc. (Dar & Khan, 2015).

English language teachers are at the center of this problem owing to their approach to the English language and the resulting classroom pedagogy and inputs for teaching-learning of English across different educational levels. Their approach to English courses is that of a content-based subject rather than a skill resulting in pedagogy characterized by lectures method followed by provision of answers and notes to students for rote memorization for the examinations. The conventional teaching methods, i.e., lecture method and GTM, emphasize 'the usage of a language rather than its use' (Dastageer & Afzal, 2015; Rashidi & Mazdaysana, 2016). Consequently, students' language skills are hardly developed beyond reading. The examination system focuses on summative assessment; therefore, ELTs highly emphasize information in writing rather than developing comprehension, critical thinking and analytical skills of the students. Resultantly, under the prevailing English language teaching-learning practices, students are prepared for the exam in terms of writing rather than making them efficient writers. To teach English language skills, many teaching pedagogies, approaches and methodologies are developed, used and researched in the past. However, traditional methods of imparting language education, employed in the English language teaching (ELT) context of Pakistani, have neglected writing skills which are considered vital for performing in academic and professional set-up (Zaki, 2010; Sultana and Zaki, 2015, Khan, 2011; Nawab, 2012; Warsi, 2004). Writing is an individual and creative process, which requires a lot of independence and responsibility on the part of the learner. It does not develop only through teachers' input and feedback, but it also demands the learner to be critical of his/her own mistakes within his/her writings. Kessler (2009) conducted a study in a Mexican university and found that students' writing skills can be developed by providing them the opportunity to find out their own mistakes within their works and correct them on their own. This opportunity can best be provided to them by equipping them with relevant writing strategies. Previous studies have proved that writing performance and writing strategies are solely dependent upon each other (Arifin, 2020; Chen, 2009; Chien, 2012; Yang & Plakans, 2012). Therefore, second language learners are supposed to be aware of and equipped with second language writing strategies (Sarab & Farsani, 2014; Jafari, Ketabi & Tavokoli, 2016). These writing strategies most prominently include planning, drafting, revising, consultation with the teacher, rereading and many others. An investigation of such strategies may provide insight to second language writers of what they should do to deal with the writing process and develop it (Guo, 2010; Raoofi, Chan, Mukundan, & Rashid, 2014; Sarab & Farsani, 2014). Such investigation may also be helpful for instructional, educational, research and curricular practices and planning. The provision of accurate writing strategies to the learners may lead to better understanding, assessment and improvement of the writing process and thus autonomous learning (Bazrafkan & Bagheri, 2014; Liu, 2007).

L2 writing ability plays a crucial role in the academic and professional success of learners. The development of writing ability is ensured by the conscious and efficient use of writing strategies (Tsai, 2004). Unfortunately, in Pakistani context most of the learners are unaware of the writing strategies like focusing, organizing, connecting, reflecting, etc. This issue provided the justification for this study.

The empirical research in the Pakistani context is limited to writing skills (Fareed, Ashraf & Bilal, 2016; Nawab, 2012; Warsi, 2004). Therefore, writing skills in our context are not well developed and not appropriately taught at higher educational institutes due to the lack of awareness about writing strategies. In our local context, there is an extreme dearth of studies conducted on language learning strategies generally and on writing strategies specifically (Kazi & Iqbal, 2011; Pervaiz et al., 2013). Moreover, these studies are so diverse in their scope that it is challenging to draw a focused conclusion regarding writing and writing strategies. Therefore, this study intends to investigate the impact of writing strategies instruction on the writing performance of undergraduate EAP learners in Pakistan

REVIEW OF PREVIOUS LITERATURE

Writing involves activating a complex set of resources. These include content knowledge, linguistic knowledge (vocabulary, grammar and text structure) and strategic understanding (provision of relevant information) (O'Malley & Chamot, 1990; Oxford 1997). Learners must have some resources to make their writing effective, and these resources are their knowledge of multiple actions which they require and utilize for producing a text (Abas & Aziz, 2016; Khonbi & Sadeghi, 2014). These actions or strategies are employed during different stages of the writing process, i.e. pre-writing, drafting, revising and editing.

A number of taxonomies and classifications of writing strategies have been introduced in the last three decades of SLA research. Initially, Arndt (1987) presented eight different strategies, i.e. planning, global planning, rehearsing, repeating, rereading, questioning, revising and editing, which are involved in the writing process in order to produce an effective piece of writing. Wenden (1991) presented a comprehensive classification of ESL writing strategies, including meta-cognitive and cognitive strategies. Meta-cognitive strategies are the mental operations that are used directly to execute writing tasks. There are three sub-categories that come under meta-cognitive strategies, including planning, evaluation and monitoring. Cognitive strategies are used to tackle different obstacles that are encountered while producing a piece of writing. They are also divided into clarification, retrieval, resourcing, deferral, avoidance and verification strategies. Some other classifications have also been presented by a number of researchers (Riazi, 1997; Victori, 1995; Sasaki, 2000; Wong, 2005).

Mu (2005) asserted, based on previous research, there are a number of classifications of WS, which have been introduced, but there is a significant mismatch between all of them. Moreover, it is impossible to frame a taxonomy of ESL writing strategies accepted by all researchers because different researchers have different standards for the classification (Hsiao and Oxford, 2002 cited in Mu, 2005). But by reviewing various studies (Hartnett, 1997; Scollon, 1991; Wenden, 1991), Mu has classified WS into five sub-categories including rhetorical, meta-cognitive, cognitive, communicative and social.

Petric and Czarl (2013) linked the use of writing strategies with the steps of the writing process and introduced three writing strategies, including planning strategies, while writing strategies, and reviewing strategies. He suggested that at each stage of writing, the writers should apply relevant strategies to make the writing process more effective in nature. Later on, Chen (2011) extended Petric and Czarl's (2003) classification of WS and presented some sub-categories at each stage of writing. According to them, the planning phase mainly involves meta-cognitive writing strategies like planning, over-viewing, organizing, etc., while writing involves cognitive and meta-cognitive writing strategies, and reviewing stage incorporates strategies like memory, social and compensation strategies.

Another categorization of WS was presented by Guo and Zhengzhuo (2010). The researchers conducted a study on Chinese graduate students to find out the most commonly used L2 writing strategies. After exploring the strategies, they divided WS into (1) Approach strategies which suggest what the participant should do to orient himself/herself to the task; (2) Rhetorical strategies representing what the test taker does to generate meaningful, cohesive, and coherent texts; (3) Communication strategies involving conscious plans for solving a linguistic problem in order to reach a communicative goal; (4) Cognitive strategies involving manipulating the target language to understand and produce language; (5) Meta-cognitive strategies involving organizing, planning, and evaluating; (6) Affective strategies involving self-talk or mental control over affect; and (7) Social strategies which provide ways to interact with others to achieve goals. Furthermore, after collecting data through interviews, think-aloud protocols, observations and writing samples of the Malaysian EFL learners, Abas and Aziz (2016) also classified WS into many other sub-strategies including "relating the topic to past knowledge and experience, taking the readers into consideration, talk-write, free writing, outlining, listing, seeking help, using online materials, focusing on the mechanics of writing, and text organization" (Abbas & Aziz, 2003, p. 377).

Keeping in view the above mentioned classifications of WS, this study only focused on cognitive, meta-cognitive, and social strategies. Cognitive strategies because efficient writers purposefully involve their cognition while writing and automatically take help from cognitive strategies (Olson & Land, 2007). Meta-cognitive strategies because it is the awareness of one's own thought process and help in regulating the cognitive elements. Social strategies, as Vygotsky's socio-cultural theory of cognitive learning, regarded language learning as a social process that involves assistance from peers, teachers and other social resources (Mohite, 2005). These three selected strategies are also employed by Abdullah et al. (2008) collectively and employed individually by many other researchers (Chen, 2011; Chien, 2015; Ghuo & Zhenghuo, 2010; Mohite, 2005; Mu, 2005; Oxford, 1990; Olson & Land, 2007) in their studies on the investigation of WS.

Table 1 Theoretical Framework of the Classification of WS for this Study

Strategies	Description	Authors
Cognitive	Help to develop a stronger schema through reasoning, note-taking, summarizing, outlining, etc.	(Abdullah et al., 2008; Chen, 2011; Ghuo&Zhenghuo, 2010; Mohite, 2005; Mu, 2005; Oxford,1990; Olson & Land, 2007)
Meta-cognitive	Help learners to take control of their cognition through planning, arranging, focusing and evaluation.	
Social	Language learning through interaction with others. Seeking co-operation and clarification.	

RELATED STUDIES ON THE IMPACT OF WS ON WRITING PERFORMANCE (WP)

There are a number of studies representing the impact of writing strategies on the writing performance of the learners. Raoofi's et al. (2014) study of L2 writing strategies aimed at finding out the impact of the use of L2 writing strategies on the writing performance of ESL learners in the Malaysian ESL context. It claims that development in students' writing skills largely relies on the application and choice of writing strategies that they make. Similarly, the effect of writing strategies on the integrated writing tasks of the learners was identified by Plakans and Yang (2012). The findings indicated that when 61 non-native English language learners consciously learned and applied writing strategies, their test performance in integrated listening-reading-writing test tasks was positively influenced. Another study aimed to find out the impact of teaching WS on the writing performance of Malaysian ESL learners at the intermediate level. The experimental group was given WS

instructions based only on meta-cognitive and cognitive strategies using experimental research design. As the researchers believed, these strategies are most crucial for generating and developing ideas and helping learners monitor their own writing tasks (Mastaan, Maroof&Embi, 2017). The results of the study suggested that WS instruction positively affected the writing proficiency of the learners.

Moreover, compensation, social and meta-cognitive strategies are the most frequently used strategies by the learners while writing. Furthermore, Lv and Chen (2010) also found that meta-cognitive knowledge and meta-cognitive strategies greatly impact the writing performance of ESL/EFL learners. Employing experimental research design, the treatment of the study included three main contents, i.e. raising students’ meta-cognitive knowledge and awareness, enriching students’ meta-cognitive experiences and detailed training procedures. The experimental group was taught WS with reference to meta-cognitive knowledge and strategies but the control group was taught through the traditional method i.e. employing the product approach of writing. The findings suggested a significant difference between the writing performances of both the groups at the end. This shows that meta-cognitive strategy-based writing instruction has positive effects on students’ writing performance. Similar findings were also conducted by Cer (2019), who concluded that it is necessary to effectively use the metacognitive strategies in learning and teaching to improve writing skills.

METHODOLOGY
DESIGN OF THE STUDY

This study explores the relationship of writing performance with writing strategies. It fulfils the knowledge gap by investigating the single reality of the possible relationships between these variables, thus following positivism, specifically objectivism and empiricism. According to Healy & Perry (2000), such single realities are measured quantitatively. Therefore, a quantitative approach is employed in this study for data collection and analysis. As this study was also required to obtain some reliable and field specific i.e. classroom specific, conclusions, therefore, a single group quasi-experimental research design was selected. This type of research is considered as an intermediate point between co-relational and true experimental research design. It involves more than a simple relationship and presents more specific and stronger conclusions as compared to correlational research designs. Moreover, it lacks an element of randomization like a true experiment. Quasi-experimental research usually falls under the category of field research, which provides ample opportunities to collect the data under a naturalistic setting (McBurney & White, 2004). As this study was also required to obtain some reliable and field specific i.e., classroom specific conclusions, this research design was selected. The following figure explains all the methodological decisions of the study

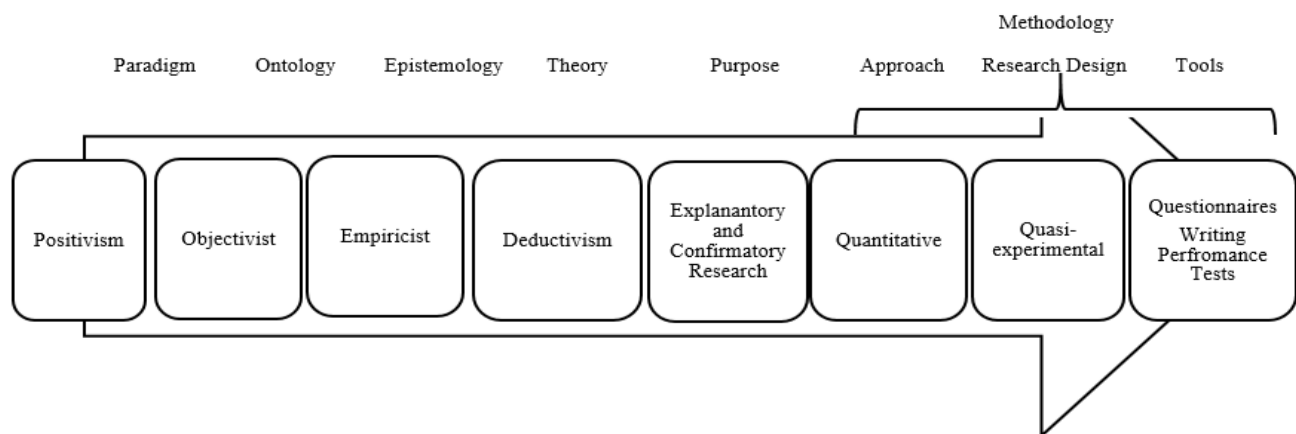


Figure 1 Methodological Decisions of the Study

PARTICIPANTS

All the participants were tertiary level undergraduate students enrolled in a similar EAP course. The entire sample comprised of non-native speakers of English. All of them had a diverse socioeconomic status and an intermediate degree. Most of the learners were of the same age group ranging from 18-22 years.

As it is a single group quasi-experimental study, an intact group of 40 tertiary level students from one department of science faculty enrolled in the same course was selected. It was ensured that the selected participants were the best representatives of the selected population, and the researcher’s biases were not involved while selecting the sample.

INSTRUMENTATION AND DATA COLLECTION

The following instruments have been used in the study to collect data.

WRITING STRATEGY QUESTIONNAIRE

The WS questionnaire was designed to determine the frequency and types of writing strategies used by ESL learners before and after the experiment. The sequence of the questions within the questionnaire and the questionnaire items are designed based on previous studies conducted on writing strategies and writing process (Abdullah et al. 2008; Chen, 2011; Ghuo&Zhenghuo, 2010; Mohite, 2005; Mu, 2005; Olson & Land, 2007; Ou, 2013; Oxford,1990; Petric & Czarl’s ,2003; Woodrow, 2005; Xioa, 2016; Yoo, 2010), keeping in view the sample of the study. This questionnaire is mainly divided into three parts i.e. strategies applied within the process of pre-writing, drafting and reviewing. There were total 20 items in the questionnaire: 1-7 dealing with pre-writing or planning stage, 8-12 with while-writing or drafting stage and 13-20 with post-writing or reviewing stage. Moreover, the items were also categorized based on the types of strategies (mentioned in detail in Table 1).

PRETEST AND POST-TEST

Within the pretest, the dependent variable of the study, i.e. writing performance was measured through a test. This test was diagnostic in nature. Within the post-test, writing performance was measured again through a language test that was an achievement test. Before these tests, students were provided with the scoring rubrics adopted from Silva (2014). For the writing tests, four unseen essay topics for each descriptive and argumentative writing were provided to the participants, and they were asked to write on any one for each descriptive and argumentative writing, keeping in mind the rubrics provided.

STUDENTS’ FEEDBACK FORMS

To ensure whether the conditions of the experiment had the effects as the researcher intended, an experimental debriefing as a feedback form was used as a manipulation check. There were three qualitative questions in the form to record the perceptions of the participants.

Table 2 Instruments Used in the Study

Tools	Variables	Components
Writing Strategies Questionnaire	Writing Strategies	Cognitive Metacognitive Social
Pretest and Post-test	Writing Performance	Relevance and Content Organization Vocabulary and Word Choice Grammar, Spelling and Punctuation Presentation
Feedback Forms	Students’ perceptions about the treatment	Explicit learning of WS Improvement in WP

All the above-mentioned tools were applied in their relevant sequence as before the experiment, a writing strategies questionnaire was administered to find out the frequency and types of writing strategies used by ESL learners. This questionnaire was mainly divided into three parts, i.e. strategies applied within the process of pre-writing, drafting and reviewing. These strategies were also categorized on the basis of the types of strategies, i.e., cognitive, meta-cognitive and social.

Pretest and Post-test were measured through an analytical scoring rubric adopted from Silva (2014). This rubric deals with the feedback and scoring of five different dimensions of learners’ written tasks, i.e., relevance and content, organization, vocabulary and word choice, mechanics and presentation of the text. Formal permission was granted by the author to use this rubric for research purposes.

During the treatment/intervention, an orientation of writing skills and writing strategies was given to the learners supported by the relevant material such as handouts on the writing process and writing strategies. Participants were explicitly taught the writing process and writing strategies. Then, the following two experimental cycles (see Fig.2) were practiced where the participants were supposed to identify the relevant writing strategies and apply them during each stage of the writing process, resulting into a writing product. During the first cycle, participants were provided more assistance from the teacher in identifying their problems and selecting the relevant strategies, but the second cycle was more autonomous in nature.

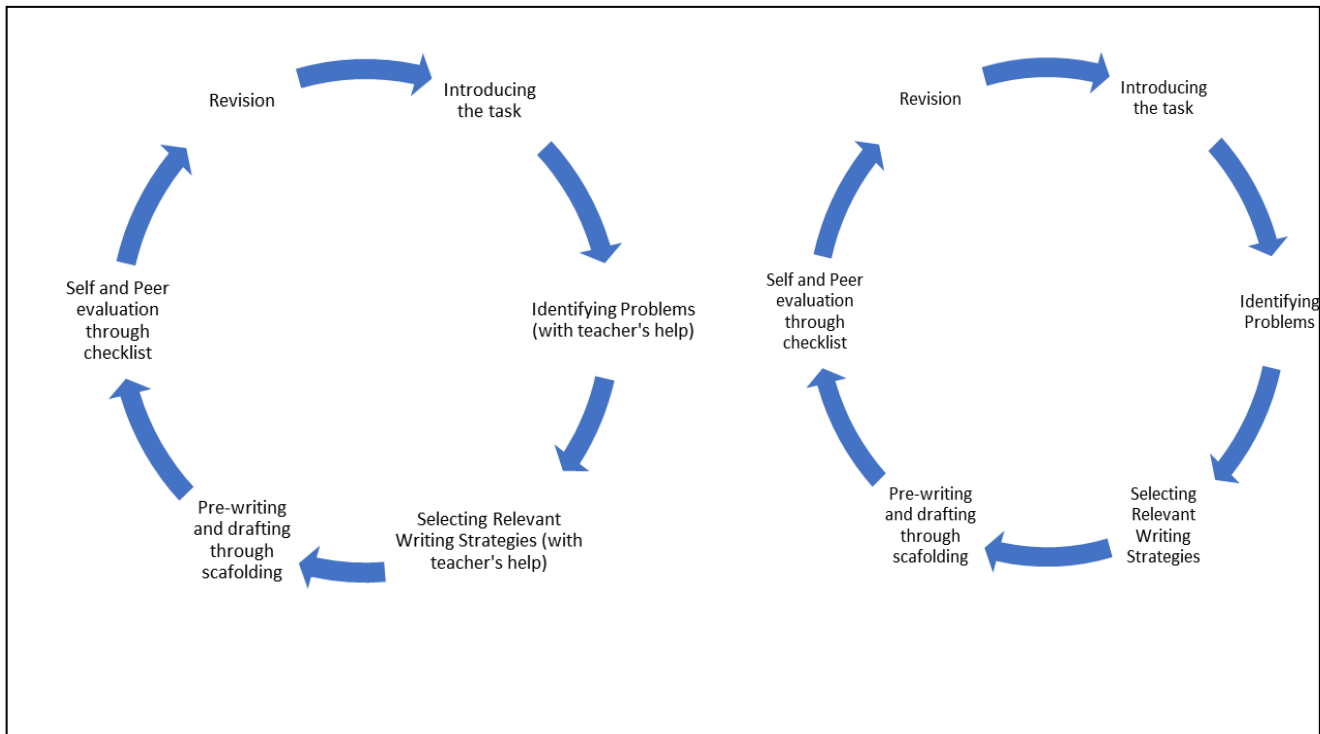


Figure 2 Experimental Cycles

After the treatment, a post-experimental questionnaire was administered to check the frequency of writing strategies applied by the learners and a post-test was also conducted to find out the impact of the experiment on the writing performance of the learners. This test was again measured through the selected rubrics.

ANALYSIS AND FINDINGS

A paired sample t-test was run on SPSS (version 22), to compare the mean scores of pretest and post-test by the average scores of three raters, to determine the improvement in the writing performance of the learners after the experiment. The difference between the use of writing strategies was also sought through paired sample t-test. The data of the feedback forms were analyzed through thematic analysis.

HYPOTHESES TESTING: PAIRED SAMPLE T-TEST

The following hypotheses were tested through paired sample t-test.

Ho1: There is no significant difference in Writing Performance (WP) of ESL Learners before and after the experiment.

Table 3 Paired Samples Statistics (Difference between Pre-test and Post-test)

		Mean	N	Std. Deviation	Std. Error Mean	Correlation	Effect Size	Sig.
Pair 1	Pretest	8.525	40	2.6889	0.4252	0.523	2.96	0.001
	Posttest	15.30	40	1.3996	0.2213			

A paired sample t-test was conducted to compare the WP before and after the experiment. There was a significant difference in the scores of WP before the experiment (M=8.52, SD= 2.688) and after the experiment (M=15.30, SD = 1.399) conditions; $t(39) = 18.691, p = 0.000$ (i.e.> 0.05). The data provides sufficient evidence to reject null hypotheses, suggesting that there is a significant difference between pre-test and post-test. Participants’ level of WP increased after the experiment.

In order to make the findings of the paired sample t-test, Cohen’s d effect size was also calculated mentioned in Table 3. Effect size is a way of finding a size of a difference between two values. Here it helps to calculate the size of the difference between pre and post-test WP of the participants. Cohen’s d = 2.96 effect size is larger than 2 standard deviations asserting that there is a large difference between the pre and post-test values.

Ho2: There is no significant difference in Writing Strategies (WS) of ESL Learners before and after the experiment

Meta-cognitive	12	P25: ‘...social are more useful...’. P29: ‘...I mostly take help from social strategies...’. P30 ‘...social strategy is the most useful strategy...’. P32: ‘...social interaction and seeking opinion is very important...’. P33: ‘...peer feedback was most useful for me...’. P36: ‘...I like when my friends help me...’. P2: ‘...I also liked meta-cognitive strategies...’. P3: ‘...the strategy I used the most is meta-cognitive...’ P5: ‘...brainstorming is useful...’. P8: ‘...referring to my previous experiences is a good one...’. P9: ‘...I like to translate and brainstorm my ideas...’. P14: ‘...meta-cognitive strategies are very helpful for me...’. P15: ‘...brainstorming is the most useful strategy...’. P23: ‘...I prefer meta-cognitive strategies the most...’. P26: ‘...I usually take help from my previous drafts...’. P27: ‘...meta-cognitive strategies are the most useful ones...’. P28: ‘...I like meta-cognitive strategies...’.P31: ‘...the most useful strategy that I found was meta-cognitive...’.
All three	03	P4: ‘... all strategies are beneficial...’. P13: ‘...all strategies are good, especially the cognitive...’. P34: ‘...all the strategies were useful...’
Solution to writing related problems	06	P3: ‘...they solve our problems which we face while writing...’. P4: ‘...whenever I have problem I recall strategies...’. P5: ‘...they are very helpful in writing...’. P21: ‘...strategies gave us the confidence to solve our problems...’. P32: ‘...these strategies help in clearing the mind and solving the problems...’. P35: ‘...help to solve problems...’.

While specifying the most useful writing strategies, most of the respondents highlighted the use of social strategy. This strategy provided them the chance to take assistance from their peers and the teacher, which nourished their capability to write and gave them confidence. Some of the participants also specified that their previous experiences of writing and the feedback given by the teachers proved of a great help. It was also found that the participants were unconsciously using these strategies while writing but did not know the concept and terms behind them. They elucidated that explicit learning of writing strategies improved their writing skills.

Table 8 Participants’ Perceptions on the Improvement in their Writing Performance

Sub-themes	Frequency	Participants’ codes and responses
Improvement in structure	12	P1: ‘...I improved the structures of writing like topic sentence, supporting points and concluding sentence’. P4: ‘...structure of sentence and punctuation improved a lot...’. P9: ‘...a big change in my writing style... I think on sequences...’. P13: ‘...my mid makes good sentence structures...’. P18: ‘...I am confident to make use of topic sentence, supporting pints...’. P20: ‘...the fluency and proper use of structures have improved in my writing...’. P26: ‘...working through step by step was interesting...’. P30: ‘...I came to know about the sequence...’. P31: ‘...it taught me how to write supporting points...’. P33: ‘...I improved my knowledge of structure of writing...’.
Grammatical Correctness and Word Choice	13	P1: ‘...I see improvement in my vocabulary and ability to describe words...’. P2: ‘...my grammar and vocabulary increased...’. P4: ‘...found huge difference in my grammar...’. P10: ‘...my grammatical mistakes are improved...’. P13: ‘...my vocabulary has become strong...’.P24:‘...my grammar improved...’. P25: ‘...grammatical mistakes are improved...’. P27: ‘...I improved grammatical errors...’. P29: ‘...I improved grammatical and transitional devices in my writing...’. P35: ‘...I learnt rules of writing...’.
Concluding their thoughts	12	P3: ‘...now we know our boundaries and can write better conclusions...’. P5: ‘...have become more confident to conclude my point...’. P7: ‘...I was facing a bit problem in concluding my paragraphs...now I feel I can...’. P8: ‘...I improved in consisting my ideas...’. P11: ‘...I learned to concise my thoughts...’. P12: ‘...now I can

is a need to opt for such teaching and learning practices that can help in enhancing the writing performance of the learners. This study can further be extended to other English language teaching and learning skills, specifically reading and speaking. Future studies can be planned on different courses taught at the tertiary level other than EAP courses, like ESP, EGP, EOP etc. The relationship of writing and writing strategies can further be explored with other variables, including gender, motivation, etc.

REFERENCES

- Abas, I.H., & Aziz, N.H.A. (2016). Classification of L2 writing process and writing strategies. Proceedings of International Seminar on Generating Knowledge Through Research, Universiti Utara Malaysia, Malaysia. <http://dx.doi.org/10.21070/piceers.v1i1.505>
- Abas, I.H., & Aziz, N.H.A. (2016). Indonesian ESL Students' Perspective on Writing Process: A Pilot Study. *Advances In Language and Literary Studies*, 7(3), p. 22-27. <http://dx.doi.org/10.7575/aiall.v7n.3p.21>
- Abdullah, M.R.T.L., Bakar, Z. A., Ali, R. M., Yaacob, R.A.I.R., Abdur-rehman, M.A., Embong, A.M. & Amar, A. Z. (2011). Writing Strategies of Malaysian ESL Undergraduate Engineering Learners. *International Journal of Engineering & Technology*, 11(2),p.1-9. Retrieved from https://www.researchgate.net/publication/277985913_WRITING_STRATEGIES_OF_MALAYSIAN_ESL_UNDERGRADUATE_ENGINEERING_LEARNERS
- Arifin, S. (2020). L2 Writing Strategies Used by High School Students. *Professional Journal of English Education*, 3(6), 805-815.
- Bazrafkan, N., & Bagheri, M. (2014). The relationship between critical thinking, autonomy and writing skill of Iranian EFL learners. *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 7(3), 379–392.
- Cer, E. (2019). The Instruction of Writing Strategies: The Effect of the Metacognitive Strategy on the Writing Skills of Pupils in Secondary Education. *Sage Open*, 9(2). DOI:10.1177/2158244019842681
- Chen, Y. (2011). Study of the writing strategies used by Chinese non-English majors. *Theory and Practice in Language Studies*, 1(3), 245–251. <http://doi.org/10.4304/tpls.1.3.245-251>
- Chien, S. (2012). Students' use of writing strategies and their English writing achievements in Taiwan. *Asia Pacific Journal of Education*, 32(1), 93-112. <http://doi.org/10.1080/02188791.2012.655240>.
- Coleman, H. (2010). Teaching and learning in Pakistan: The role of language in education. Islamabad: The British Council. Retrieved from http://xa.yimg.com/kq/groups/23184549/1102973986/name/PakistanMotherTong_eReport.pdf.
- Dastgeer, G., & Afzal, M. T. (2015). Improving English Writing Skill: A Case of Problem Based Learning. *American Journal of Educational Research*, 3(10), 1315–1319. <http://doi.org/10.12691/education-3-10-17>
- Dar, M. F., and Khan, I. 2015. Writing Anxiety Among Public And Private Sectors Pakistani Undergraduate University Students. *Pakistan Journal of Gender Studies*, 10(1), 157–172. <https://doi.org/10.46568/pjgs.v10i1.232>.
- Dar, F. M., Zaki, S., and Kazmi, H. H. (2010). Students' perceptions regarding the use of process strategy for oral presentations in ESP. , 12, 1–12.
- Dusk, D. (2008). The effects of pre-writing strategy training guided by computer-based procedural facilitation on ESL students' strategy use, writing quantity, and writing quality. University of South Florida: USA. Graduate Theses and Dissertations. Retrieved from <https://scholarcommons.usf.edu/etd/221>
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors And Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <http://doi.org/10.20547/jess0421604201>.
- Gallo, A. (2015, November 04). A Refresher on Regression Analysis. Retrieved from <https://hbr.org/2015/11/a-refresher-on-regression-analysis>.
- Guo, X., & Zhengzhou, B.A. (2010). L1 and L2 Writing Strategies: A Study of Chinese Graduate Student Writers Using Concurrent Think-aloud (M.A. Thesis). University of Victoria, Canada. Retrieved from <http://hdl.handle.net/1828/4200>
- Hartnett, C. G. (1997). A functional approach to composition offers an alternative. *Composition Chronicle: Newsletter for Writing Teachers*, 10(5), 5-8. Retrieved from <https://files.eric.ed.gov/fulltext/ED411523.pdf>
- Jalaluddin, K. A. (2006). English as a Second Language: Problems and solutions. SK00L.
- Jafar, S., Ketabi, S., & Tavakoli, M. (2017). Effect of autonomous noticing activities on EFL learners' grammatical accuracy. *Journal of Research in Applied Linguistics*, 8(2), 51-70. <http://doi.org/10.22055/RALS.2017.13091>
- Kazi, A. S., & Iqbal, H. M. (2011). Use of Language Learning Strategies by Students at Higher Secondary Level in Pakistan. *International Journal of Social Sciences & Education*, 1(4). Retrieved from <http://ijsse.com/sites/default/files/issues/2011/v1i4/paper%2021/paper%2021.pdf>
- Kessler, G. (2009). Student-initiated attention to form in wiki-based collaborative writing. Retrieved from http://scholarspace.manoa.hawaii.edu/bitstream/10125/44169/1/13_01_kessler.pdf

- Khan, I. A. (2011). Diagnosis of Learning Difficulties in English: The Arabic Bilingual Context. *Elixir Psychology*, 36, 3448-3454. Retrieved from [https://www.elixirpublishers.com/articles/1350545453_36%20\(2011\)%203448-3454.pdf](https://www.elixirpublishers.com/articles/1350545453_36%20(2011)%203448-3454.pdf)
- Khonbi, Z.A., & Sadeghi, K. (2014). Relationship Between Iranian University EFL Students' Language Learning Aptitude and Language Learning Strategy Use. *Journal of Research in Applied Linguistics*, 6(2), 37-60. Retrieved from https://www.researchgate.net/publication/303343261_The_Relationship_between_Iranian_University_EFL_Student_s'_Language_Learning_Aptitude_and_Language_Learning_Strategy_Ue
- Liu, H.-J. (2008). A Study of The Interrelationship Between Listening Strategy Use, Listening Proficiency Levels, And Learning Style. *Annual Review of Education, Communication & Language Sciences*, 5, 84-104. Retrieved from https://research.ncl.ac.uk/media/sites/researchwebsites/arecls/liu_vol5.pdf
- Lv, F., & Chen, H. (2010). A Study of Meta-cognitive Strategies Based Writing Instruction for Vocational College Students. *English Language Teaching* 3(3), p.136-144. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1081775.pdf>
- Maroof, M.E.B., Mastan, N., Embi, M.A. (2017). The effect of writing strategy instruction on ESL intermediate proficiency learners' writing performance. *Journal of Educational Research and Review*, 5(5), p.71-78. Retrieved from <http://sciencewebpublishing.net/jerr/archive/2017/September/pdf/Mastan%20et%20al.pdf>
- Marcum-Dietrich, N.I. (2005). Investigating the Writing Strategies Used and Content Knowledge Gained by Secondary Science Students. USA: University of Delaware. Retrieved from <https://search.proquest.com/openview/1779822ad6a61e51e1a32a77601e6987/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Mohite, M. (2014). An Investigation into the English Language Writing Strategies Used by Polish EFL Secondary School Learners (Masters Dissertation). London Metropolitan University, England, London. Retrieved from https://www.academia.edu/34864568/An_Investigation_into_the_English_Language_Writing_Strategies_Used_by_Polish_EFL_Secondary_School_Learners
- Mushtaque, S., and Zaki, S. (2019). Language Identity of Tertiary ESL Learners: Understanding Urdu and English Language Identities. *International Research Journal of Arts and Humanities (IRJAH)* 47(47), 19-35.
- Mu, C. (2005). A Taxonomy of ESL Writing Strategies. In *Proceedings Redesigning Pedagogy: Research, Policy, Practice*, pp. 1-10, Singapore. Retrieved from https://eprints.qut.edu.au/secure/00000064/01/conjunmu_paper.doc
- Mu, C., & Carrington, S. (2007). An Investigation of Three Chinese Students' English Writing Strategies. *TESL-EJ*, 11(1), p. 1-23. Retrieved from <http://tesl-ej.org/ej41/a1.pdf>.
- Nawab, A. (2012). Is it the way to teach language the way we teach language? *English language teaching in rural Pakistan. Academic Research International*, 2(2), 696-705. Retrieved from http://ecommons.aku.edu/pakistan_ied_pdcc/9
- Olson, C. B., & Land, R. (2007). A Cognitive Strategies Approach to Reading and Writing Instruction for English Language Learners in Secondary School. *Research in the Teaching of English*, 41(3), p. 269-303. Retrieved from https://archive.nwp.org/cs/public/download/nwp_file/8538/Booth_Olson,_Carol,_et_al.pdf?x-r=pcfile_d.
- O'Malley, J. M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press. <http://doi.org/10.17265/1539-8080/2017.08.001>.
- Oxford, R. L. (1990). *Language learning strategies: What teacher should know*. Boston: Heinle & Heinle.
- Oxford, R. L. (1999). Relationships between second language learning strategies proficiency in the context of learner autonomy and self-regulation. *Revista Canaria de Estudios Ingleses*, 38, 108-26. Retrieved from <https://www.academia.edu/24255872/>
- Pervaiz, H. S. A., Gul, N., Sial, M. M., Nadeem, I., & Ijaz R. A. (2013). Learning Strategies used by Pakistani ESL Students in University of Sargodha. *Global Journal of Human-Social Science Research*, 13(4). Retrieved from https://globaljournals.org/GJHSS_Volume13/6-Learning-Strategies-used-by-Pakistani.pdf
- Peñuelas, A. B. C. (2012). The Writing Strategies Of American University Students: Focusing On Memory, Compensation, Social And Affective Strategies. *ELIA*, 12, 77-113. Retrieved from http://institucional.us.es/revistas/elia/12/art_4.pdf
- Petrić, B., & Czár, B. (2003). Validating a writing strategies questionnaire. *System*, 31, 187-215. [https://doi.org/10.1016/S0346-251X\(03\)00020-4](https://doi.org/10.1016/S0346-251X(03)00020-4)
- Raofi, S., Binandeh, M., Rahmani, S. (2017). An Investigation into Writing Strategies and Writing Proficiency of University Students. *Journal of Language Teaching and Research*, Vol. 8, No. 1, pp. 191-198. DOI: <http://dx.doi.org/10.17507/jltr.0801.24>
- Raofi, S., Chan, S.H., Mukundan, J., & Rashid, S.M. (2014). A Qualitative Study into L2 Writing Strategies of University Students. *English Language Teaching*, 7(11), 39-44. <http://doi.org/10.5539/elt.v7n11p39>
- Rashidi, N. & Mazdaysana, G. (2016). Impact of Genre-based Instruction on Development of Students' Letter Writing Skills: The of Students of Textile Engineering. *Journal of Research in Applied Linguistics*, 7(2), 55-72. Retrieved from <http://0.22055/rals.2016.12094>.

- Riazi, A. (1997). Acquiring disciplinary literacy: A social-cognitive analysis of text production and learning among Iranian graduate students of education. *Journal of Second Language Writing*, 6(2), 105-137. [https://doi.org/10.1016/S1060-3743\(97\)90030-8](https://doi.org/10.1016/S1060-3743(97)90030-8)
- Sarab, M.R.A., & Farsani, M.A. (2014). The relationship between writing strategies and personality types of graduate Iranian EFL learners. *Applied Research on English Language*, 3(2), 69-84. <https://doi.org/10.22108/ARE.2014.15487>.
- Sasaki, M. (2000). Towards an empirical model of EFL writing processes: An exploratory study. *Journal of Second Language Writing*, 9(3), 259-291. [https://doi.org/10.1016/S1060-3743\(00\)00028-X](https://doi.org/10.1016/S1060-3743(00)00028-X).
- Scollon, R. (1991, March 21). Eight legs and one elbow: Stance and structure in Chinese English compositions. Paper presented at the International Reading Association, Second North American Conference on Adult and Adolescent Literacy, Banff.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and Realities: Developing Countries and the English Language*, 291-310.
- Sultana, M., and Zaki, S. (2015). Proposing Project Based Learning as an alternative to traditional ELT pedagogy at public colleges in Pakistan. *International Journal for Lesson and Learning Studies*, Vol.4 Iss 2 pp.155-173
- Silva, R.D. (2014). Rubrics for Assessment: Their Effects on ESL Students' Authentic Task Performance. Paper presented at the CELC Symposium, National University: Singapore.
- Soiferman, K.L. (2010). Compare and Contrast Inductive and Deductive Research Approaches. University of Manitoba: Canada. <https://files.eric.ed.gov/fulltext/ED542066.pdf>.
- Tsai, I. H. C. (2004). Investigating the relationships between ESL writers' strategy use and their second language writing ability. Retrieved from <http://unmaslibrary.ac.id/wp-content/uploads/2014/10/thesis2.pdf>.
- Victori, M. (1995). EFL writing knowledge and strategies: An interactive study. *Universitat Autònoma de Barcelona (Spain), Barcelona*.
- Warsi, J. (2004). Conditions under which English is Taught in Pakistan: An Applied Linguistic Perspective. *Sarid Journal*. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.562.9996&rep=rep1&type=pdf>
- Wenden, A. L. (1991). Meta-cognitive strategies in L2 Writing: A case for task knowledge. In J.E. Alatis (Ed.), *Georgetown university round table on languages and linguistics* (pp. 302-322). Washington, D.C.: Georgetown University Press.
- Wong, A. T. Y. (2005). Writers' mental representations of the intended audience and of the rhetorical purpose for writing and the strategies that they employed when they composed. *System*, 33, 29-47. <https://doi.org/10.1016/j.system.2004.06.009>
- Yang, H. & Plakans, L. (2012). Second language writers' strategy use and performance on an integrated reading-listening-writing task. *TESOL Quarterly*, 46(1), 80-103. <https://doi.org/10.1002/tesq.6>
- Zaidi, S. B., & Zaki, S. (2017). English Language in Pakistan: Expansion and Resulting Implications. *Journal of Education & Social Sciences*, 5(1), 52-67. <https://doi.org/10.20547/jess0421705104>
- Zaki, S. and Dar, M.F. (2012). Reflections on the local ELT context: the teaching learning objectives and the obstacles, *English Language and Literary Forum*, Vol. 14, pp. 1-12.
- Zaki, S. (2010). 3. "Enhancing Students' Learning Through 3-Tier Self Evaluation Model: Successful Implementation at a public sector Engineering University" at 5th International Forum on Engineering Education (IFEE-2010) entitled: Engineering Education in the 21st Century – Quality, Globalization and Local Relevance, Jointly with the European SDPROMO II Conference Sustainable Development in Higher Education, 23-25 November 2010, University of Sharjah, UAE. Proceedings (CD) ISBN:9948-10-092-1.
- Zohaib, M., Memon, S., Lohar, S., & Syed, S. (2021). Academic Writing Development in English: An Action Research Project. *xllkogretim Online - Elementary Education Online*, 20(5), 3193-3204.