

تعزيز مهارات الكتابة باللغة الإنجليزية من خلال استراتيجيات المراقبة الذاتية

بين طلاب المدارس الثانوية الرسمية للغات

اميره جلال أحمد الفقي - ايمان محمد عبدالحق - مجدي محمد أمين

قسم المناهج وطرق التدريس وتكنولوجيا التعليم - كلية التربية - جامعة بنها

المستخلص

يهدف هذا البحث إلى تعزيز مهارات الكتابة باللغة الإنجليزية من خلال استراتيجيات المراقبة الذاتية بين طلاب المدارس الرسمية للغات. وكان المشاركون في هذه الدراسة (٦٠) طالباً من طلاب الصف الثاني في مدرسة المحلة الرسمية للغات (المجموعة التجريبية) ومدرسة الشهيد محمد فضل الله الرسمية للغات (المجموعة الضابطة)، المحلة الكبرى، الغربية، مصر. واعتمدت الدراسة على التصميم شبه التجريبي باستخدام مجموعتين: مجموعة تجريبية (٣٠) ومجموعة ضابطة (٣٠). ولجمع البيانات، تم استخدام ثلاثة أدوات: قائمة مراجعة مهارات الكتابة باللغة الإنجليزية، واختبار مهارات الكتابة باللغة الإنجليزية، ومقياس تقييم مهارات الكتابة باللغة الإنجليزية. وتم إجراء المعالجة التجريبية خلال الفصل الدراسي الثاني من العام الدراسي (٢٠٢٣-٢٠٢٤). وتم اختبار المجموعتين قبلًا وبعديًا باستخدام اختبار مهارات الكتابة باللغة الإنجليزية. وأظهرت النتائج أن طلاب المجموعة التجريبية تفوقوا على أقرانهم في المجموعة الضابطة في اختبار مهارات الكتابة باللغة الإنجليزية البعدي. وعند مقارنة درجات الاختبار القبلي والبعدي للمجموعة التجريبية، أشارت إلى زيادة كبيرة. وهذا يشير إلى أن استراتيجيات المراقبة الذاتية كانت مفيدة في مساعدة الطلاب على تحسين مهارات الكتابة باللغة الإنجليزية.

الكلمات المفتاحية: مهارات الكتابة، استراتيجيات المراقبة الذاتية، طلاب المدارس الثانوية الرسمية للغات

Promoting EFL Writing Skills via the Self-Monitoring Strategy among the Official Language Secondary School Students

Amira Galal Ahmed El Feky, Eman Mohammad Abdel Haq and Magdy Mohammed Amin
Dept. Of Curriculum, Instruction & Educational Technology, Faculty of Education, Benha University

Abstract

The primary goal of this research was promoting EFL writing skills via the self-monitoring strategy among the official language school students. The participants were (60) second year official language secondary school students at Al Mahalla Official Language School (experimental group) and El-Shaheed Mohamed Fadlallah Official Language School (control group), Al Mahalla El Kubra , Gharbya ,Egypt. This research adopted the quasi-experimental design using two groups: an experimental group (n = 30), and a control one (n = 30). To collect data, three instruments were used: an EFL writing skills checklist, an EFL writing skills test, and an EFL writing skills rubric. The experimental treatment was carried out during the second semester of the academic year (2023-2024). The two groups were pre- and post-tested using an EFL writing skills test. The results showed that the experimental group students outperformed their control group classmates on the EFL writing skills post-test. When the experimental group's pre- and post-test scores were compared, they showed a significant increase. This shows that the self-monitoring strategy was effective in helping students improve their EFL writing skills.

Keywords: EFL writing skills, self-monitoring strategy, official language secondary school students.

Introduction

Language is an important aspect of social life, and one of its most basic necessities. It enables people to communicate their wants and desires. English is a worldwide language. It is the official language of commerce and science. Learning English allows everyone to gain access to a wide range of internet resources; the majority of studies, research, and academic references are published in English. To communicate effectively with others, learners should acquire language skills such as listening, speaking, reading, and writing.

Writing has a significant influence, as expressing one's emotions and personal experiences through writing can be psychologically advantageous. Over the past 20 years, learning to write has become increasingly important for two key reasons. The first one is its use as a means of effective communication of ideas. The second one is the extensive research conducted in the field to investigate various problems faced by EFL writers (Kihara et al., 2009; Hyland, 2009; Dar & Khan, 2015).

Effective writing skills are essential in academic, professional, and creative areas, allowing people to express themselves convincingly and excel in a variety of fields. Writing includes technical factors including syntax, vocabulary, spelling, sentence formation, structure, research, accuracy, clarity, and persuasiveness (AlMunifi & Aleryani 2023).

According to Chuishbekov (2022), writing skills include a wide range of skills. First, macro skills include carrying out the communicative functions of written texts in accordance with their purpose and form, conveying links and connections between events, writing fluently in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and revising and editing

based on that feedback. Second, the micro skills include writing at an appropriate rate of speed for the goal, developing an acceptable core of words, using an acceptable grammatical system, and adhering to written discourse rhetorical forms and conventions. Third, handwriting, spelling, and punctuation are mechanical aspects of writing. Fourth, writing cohesiveness and coherence are critical skills. Cohesion refers to the grammatical and lexical connections within a text.

According to Gündomuş (2018), teachers must employ a variety of strategies to accommodate their students' varying writing abilities. Because of these circumstances, educators find it difficult to create lesson plans and assign appropriate tasks to their students. Furthermore, a lack of parental interest presents a challenge. If parents do not provide support, teachers will face numerous difficulties in assisting students. A lack of emotional support and affection from parents can jeopardize a student's academic success. This is due to insufficient parental supervision, encouragement, and assistance.

Yuliyanto et al., (2020) discovered various factors that lead to challenges for learners with disabilities in acquiring English writing skills. These students frequently do not have enough words; have difficulty in structuring their thoughts, and use inappropriate words. The researchers argue that learning English writing skills is a distinctive way to learn. Writing skill is defined as a process with unique characteristics. Furthermore, the researchers propose that the development and execution of writing abilities may align specifically with particular successful learning approaches.

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and use inappropriate words. The researchers argue that learning English writing skills is a distinctive way to learn. Writing skill is defined as a process with unique characteristics. Furthermore, the researchers propose that the development and execution of writing abilities may align specifically with particular successful learning approaches. According to Daffern and Mackenzie (2020), the teacher should increase the amount of time students spend writing and foster a supportive writing environment. They should also teach writing skills, strategies, knowledge, and motivation, give feedback, use 21st Century writing tools, and use writing to help students learn.

Assessment is closely connected to the learning process as changing methods of assessment will contribute to a change in students' learning. Assessment helps students identify their points of weaknesses and strengths in writing to take the appropriate remedial action. For students, assessment defines the curriculum that they study. In other words, assessment informs students about their mastery level of specific skills and their achievement of the Student Learning Outcomes (SLOs). In reference to teachers, they view writing assessment as a continuous process that involves both teachers and students (Crusan, 2010). Many scholars emphasize the difficulty of writing, as well as its importance. Assessment is a tool to improve student performance; assessment should provide information about student performance, both formal and informal (Raveloaririnina & Tou, 2017).

The writing process is more dynamic than it may initially appear. Rather than seeing writing as a final product to be submitted, students should understand it as a multi-stage process involving prewriting, drafting, and revision. The prewriting stage includes planning, gathering source materials, and initial structuring. Drafting is the initial composition, while revision encompasses subsequent edits and changes. Inexperienced writers often overlook the importance of the revision

stages, viewing it narrowly as just error correction. In reality, the writing process is a thought process itself, and experienced authors know it to be a messy, recursive, and open-ended endeavor. Writers should be encouraged to experiment with different drafting strategies to fully engage with and develop their writing (Johnson& Rulo, 2019).

While the development of writing skills is a critical goal for EFL learners, achieving proficiency in EFL writing skills can be a significant challenge. EFL students often struggle with mastering the complex linguistic, rhetorical, and organizational elements required for effective written communication in English. One strategy that has shown promise in supporting the growth of EFL writing skills is the self-monitoring strategy. By teaching EFL students to observe, evaluate, and regulate their own writing behaviors and processes, the self-monitoring strategy empowers learners to take an active role in improving their composition abilities. Through systematic self-reflection on factors such as idea generation, sentence structure, vocabulary use, and revisions, EFL students can develop greater metacognitive awareness and self-directed learning skills - key ingredients for enhancing writing skills.

The self-monitoring strategy is well-established in the field of educational and behavioral psychology. It involves teaching individuals to observe, record, and evaluate their own behavior and performance against preset goals or standards. The self-monitoring strategy involves training students to observe and record their own behavior independently. This allows students to evaluate if they are engaging in a target behavior at a particular time, which supports the development of their academic, behavioral, and social skills. With this strategy, learners think about and assess their behavior by comparing their achievements to set performance standards (Bell et al., 2013).

Self-monitoring is based on the theory of creativity (Nelson & Hayes, 1981), which stated that the act of monitoring makes a person more aware of their behavior, and this awareness consequently changes the behavior being monitored. It is an increasingly prominent strategy that teachers have leveraged to help students manage their symptoms and challenges. The self-monitoring strategy is rooted in social cognitive behavior theory, and entails individuals systematically recording their own practices or behaviors with the aim of improving their performance (Oliver et al., 2015). Although initially used in therapeutic settings, researchers have demonstrated that self-monitoring can also be applied in educational settings where students can monitor their attention to or performance on a task (Cook et al., 2017; Scheibel et al., 2023).

The self-monitoring strategy empowers individuals to take an active role in observing and regulating their own behaviors, which can lead to enhanced self-awareness and positive behavior changes. Self-monitoring is used to increase academic performance and accuracy. It is most frequently used to address on- and off-task behaviors. In addition to being versatile, self-monitoring is especially conducive to classroom settings because the strategy can be tailored for specific students according to the teacher's design (Fishley & Bedesem, 2014; Bruhn et al., 2015; Briesch et al., 2019; Mize et al., 2022).

Self-monitoring is used in the classroom because students learn to take responsibility for their behavior. From the beginning the student is involved in designing the self-monitoring strategy by working with the teacher to identify the target behavior, having the student think about behaviors that often lead to adverse outcomes and selecting one as the target for the self-monitoring strategy indicate a commitment to behavior change. After deciding on the target behavior, the student works with the teacher to operationally define the behavior and, once implemented,

will eventually take over the daily management of the strategy. The student's involvement throughout the design process may also increase the likelihood of carrying out the strategy with high fidelity e.g., accurately assessing and recording the occurrence/nonoccurrence of target behavior (Rosenbloom et al., 2019; Bedesem et al.,2024).

In conclusion, the self-monitoring strategy holds significant promise for promoting the EFL writing skills of EFL students in the official language secondary schools. By teaching the students to actively observe, evaluate, and regulate their own writing processes and behaviors, the self-monitoring strategy empowers them to take ownership of their skills development. Integrating self-monitoring strategy into the EFL writing classes provides students with a structured framework for monitoring their progress, identifying areas for growth, and implementing targeted strategies for improvement. Ultimately, the self-monitoring strategy represents a valuable instructional tool for supporting the EFL writing skills of official language secondary school students and preparing them for future academic and professional success.

Context of the Problem

Many studies have found a lack in EFL writing skills among secondary school students (Helwa, 2016; Qoura et al., 2018; Mohamed et al., 2019; El-Mistikawy 2021; Hassan, 2021; Al-Mwzaiji& Alzubi,2022; Ali, 2024; Arochman et al., 2024). According to relevant studies, the majority of EFL students face significant problems with their EFL writing skills. This is because they lack knowledge, ideas, vocabulary, and correct language. Students hate writing because they lack drive or are terrified of being assessed. Students usually recall vocabulary and grammar before using them in real-world situations. Additionally, rather than

developing their own original compositions, EFL students often resort to memorizing and reproducing certain writing elements in an effort to avoid poor performance assessments.

Based on the researcher's 14-year experience as an English language teacher, she noticed the low level in some EFL writing skills (content, vocabulary, grammar, organization, and writing mechanics) that should be mastered at their level; these problems resulted in a lack of high motivation to learn writing. They have low writing experience. They lack the capacity to compose an orderly essay structure. They have a tendency to remember particular introductions and conclusions without consideration for their relevance to the given issue. Furthermore, their texts have poor grammatical structure and inappropriate language. Furthermore, the concepts in their paragraphs are irrelevant. They were also unable to synthesize, evaluate, or critique the writings of others.

To document the problem of the study, the researcher conducted a pilot study to investigate the problem of second year official language secondary school students' poor level in EFL writing skills. The participants consisted of 30 second year official language secondary school students of El Shaheed Mohamed Fadlala Official Language School in Al Mahalla El Kubra city. The researcher designed an EFL writing test and applied it on 2nd January 2022.

Questions of the Research

To face this problem, the current research attempted to answer the following questions:

1-What are the EFL writing skills required for second year official language secondary school students?

2- What are the features of self-monitoring strategy for promoting some EFL writing skills among second-year official language secondary school students?

3- What is the effectiveness of using self-monitoring strategy for promoting some EFL writing skills among second-year official language secondary school students?

Delimitations

This research was delimited to:

1-Participants: A group of 60 second year official language secondary school students. They were selected from Al Mahalla Official Language School (experimental group) and El Shaheed Mohamed Fadlala Official Language School (control group).

2- Place: Gharbia Governorate, Al- Mahalla Al-Kubra.

3-Instructional Context: Some EFL writing skills necessary for second year secondary stage (content -vocabulary - grammar –organization – mechanics of writing).

4-Time: The second semester of the school year 2023-2024

Instruments and materials of the Research

The following instruments were designed to measure the dependent variables of the research:

a) An EFL writing skills checklist.

b) An EFL writing skills pre-post test and a rubric for scoring them.

1-Face Validity

To establish the validity of the EFL writing skills test, it was administered to a panel of 14 jurors. They were asked to assess the following issues and make recommendations.

- 1- Test questions are appropriate for students' level.
2. The questions represent the goal competencies.
3. Test instructions are clear.

2-Internal Consistency

To measure internal consistency, the Pearson correlation coefficient was determined between the study participants' results in each sub-skill and the test's overall score. These relationships were given in Table 1. This table indicates that the coefficient correlation is significant at the 0.01 and 0.05 levels. As a result, there is an internal consistency between the sub-skills the test measured.

Table (1)

Pearson coefficient correlation between the scores of the study participants in each sub-skill and the total score of the test

Skills Correlation	Content	Organization	Vocabulary	Grammar	Mechanics of writing	All Over The Test
Content	1	0.692**	0.486**	0.671**	0.655**	0.847**
Organization		1	0.581**	0.375*	0.466**	0.751**
Vocabulary			1	0.597**	0.588**	0.815**

Grammar				1	0.721**	0.829**
Mechanics of writing					1	0.838**

* Correlation is significant at the 0.05 level & **. Correlation is significant at the 0.01 level

Reliability of the EFL Writing Skills Test

To determine the reliability of the EFL writing skills test, the following statistical methods were utilized.

1- Alpha – Cronbach

Alpha – Cronbach was calculated for the test as a whole. The results are shown in table (2):

Table (2)

Alpha – Cronbach Coefficient for EFL Writing Skills Test

Test	Alpha – Cronbach
EFL Writing Skills Test	0,872

It is clear from table (2) that the value of Alpha – Cronbach of the test as a whole was (0,872), which is a high and statistically acceptable reliability value.

2- Test-Retest Reliability

Two weeks later, the test was reapplied to the same group. Pearson correlation was used to determine the coefficient correlation between the first and second results. Table (3) shows a high correlation (0.942) and a significance level at 0.01. As a result, the whole test, including its main skills can be considered to be reliable.

Table (3)*Reliability Co-efficient For the EFL Writing Post-Test*

Skills	Content	Organization	Vocabulary	Grammar	Mechanics of writing	All Over The Test
Correlation	0.793**	0.816**	0.801**	0.780**	0.895**	0.942**

Table (3) clarifies that the co-efficient correlation is high and significant at the level of significance (0.01), which indicates the reliability of each main skill and the test as a whole.

The Self-Monitoring Strategy

The purpose of using the self-monitoring strategy is to promote EFL writing skills for secondary official language school students.

Objectives of Using the Self-Monitoring Strategy

Using the self-monitoring strategy aimed at promoting EFL writing skills for second-year official language secondary school students through:

1. Identifying the importance of the self-monitoring strategy in the English language in particular.
2. Construct complete and grammatically correct sentences.
3. Develop an effective beginning (introduction), a developmental middle (body) and an identifiable end (conclusion).

4. Organize ideas logically
5. Deal with a single idea in each paragraph (unity).
6. Use accurate, meaningful sentences to express the connected idea.
7. Write a correct topic sentence & proper supporting details.

Content of the sessions

The session content was provided in 14 sessions ranging in length from 80 to 90 minutes. It contained an introductory session, a self-monitoring strategy plan, new vocabulary, an online dictionary, power point presentations, worksheets, videos, free writing prompts, and a reflective log. The implementation started with a pre-test. Session one covered the initial stages of the self-monitoring strategy. The remainder of the courses focused on promoting some EFL writing skills. At the start of each session, the researcher explained the skills, objectives, methods, and instructional aids. The researcher employed formative assessment to measure participants' advancement during each session.

Procedures of the sessions

- Pre- writing stage
- While writing stage
- After writing stage
- Reflective Evaluation

Assessments Techniques of the Self-Monitoring Strategy

The assessment of EFL writing skills used to perform the self-monitoring strategy is divided into two types: formative and summative.

1-Formative assessment

It was utilized to measure the participants' progress during each session and provide suitable feedback to them. Within each session, the researcher gave her

participants worksheets to ensure that they understood the topic. Then, at the end of the session, students were assigned a task to write about.

2-Summative assessment

It was utilized to assess the participants' development at the end of the experiment by administering an EFL writing skills post-test, as well as to determine the influence of the self-monitoring strategy on promoting the participants' EFL writing skills.

Findings and Discussion of the Research:

The aim of using self-monitoring strategy was to promote EFL official language secondary school students' EFL writing skills. To measure the effectiveness of self-monitoring strategy, the participants were pre-tested and post-tested in EFL writing skills. For comparing the initial and the final mean scores of the participants in the overall EFL writing skills to find whether there was a statistically significant difference between them in the pre and the-post assessment of the tests, the researcher used the two sample t-test. The findings of the research are presented below with the hypotheses of the research as follows:

Results of the First Hypothesis:

The first hypothesis stated, "There is a statistically significant difference at the ≤ 0.05 level between the mean score of the experimental group and that of the control group in the EFL writing skills post- test in favor of the experimental group". In order to verify this hypothesis, the t- test was used to compare the mean scores of the two groups. The results are shown in Table 4.

Table (4)

*Comparing the Experimental and the Control Groups on the EFL writing Skills
Post- test*

Main Skills	Full Mark	Group	Mean	Std. Deviation	t-value	A Sig	η^2																																																		
Content	6	Experimental	5.00	0.74	12.156	0.01	0.718																																																		
		Control	2.77	0.68				Organization	6	Experimental	5.10	0.61	16.309	0.01	0.821	Control	2.67	0.55	Vocabulary	6	Experimental	5.70	0.47	13.771	0.01	0.766	Control	3.67	0.66	Grammar	6	Experimental	5.30	0.60	13.275	0.01	0.752	Control	3.17	0.65	Mechanics of writing	6	Experimental	5.23	0.57	13.792	0.01	0.766	Control	3.17	0.59	EFL Writing	60	Experimental	26.33	1.94	22.732
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		Control	15.43	1.77																																																					

The results in table (4) clearly reveal that there are significant differences between the mean scores of the experimental and control groups in all skills of the EFL writing skills post-test, as well as the overall score of the test. These differences are in favor of the experimental group. All t values were statistically significant at both the level of significance (0.01) and the degree of freedom (58).

These differences might be linked to the use of the self-monitoring strategy. Thus, the first hypothesis of the study was confirmed.

Results of the Second Hypothesis:

The second hypothesis stated that "there is a statistically significant difference at a significance level ($\alpha \leq 0.05$) between the mean scores of students in the experimental group in the pre-test and post-test of the EFL writing test as a whole, and in each skill of it, in favor of the post-test scores". The "t" value was calculated for two related samples (Paired-Samples t-test) to assess the significance of the differences in the mean scores of the participants in the experimental group in the pre-test and post-test of the EFL writing skills test as a whole, as well as in each skill. Table (5) displays the computed effect size (η^2) for the experimental treatment on the EFL writing skills test.

Table (5)

Comparing the Results of the Experimental Group in the Pre-test and Post-test of the EFL Writing Skills

Main Skills	Full Mark	Test	Mean	Std. Deviation	t-value	A Sig	η^2
Content	6	Pre	2.70	0.70	17.940	0.01	0.917
		Post	5.00	0.74			
Organization	6	Pre	2.60	0.67	21.745	0.01	0.942
		Post	5.10	0.61			
Vocabulary	6	Pre	3.30	0.95	16.155	0.01	0.900
		Post	5.70	0.47			
Grammar	6	Pre	2.70	0.79	28.580	0.01	0.966
		Post	5.30	0.60			
Mechanics of writing	6	Pre	2.70	0.75	20.362	0.01	0.935
		Post	5.23	0.57			
EFL Writing	60	Pre	14.00	2.17	45.954	0.01	0.986
		Post	26.33	1.94			

Table (5) shows a statistically significant difference in the mean scores of study participants in the pre-post test of EFL writing main skills in favor of the post test at the level of $\alpha < 0.01$. Thus, the hypothesis was confirmed. It also shows that the impact size of the experimental treatment on EFL writing sub-skills ranged from (0.900-0.986).As a result, it is a large value more than 0.14, indicating a significant effect of the experimental treatment. Therefore, the study's second hypothesis was accepted.

Results of the Third Hypothesis:

To test the validity of the third hypothesis in the study, which states that "there is a positive correlation at a statistically significant level ($\alpha \leq 0.05$) between the scores of the participants in the experimental group in the EFL writing skills post test , the Pearson coefficient correlation was calculated as shown in Table (6).

Table (6)

The Correlation Coefficient between the Scores of Students in the Experimental Group in the Post Assessment of the EFL Writing Skills Post Test

Motivation	Variable Correlation
0.802**	Content
0.793**	Organization
0.814**	Vocabulary
0.638**	Grammar
0.740**	Mechanics of writing
0.918**	EFL Writing

Table (6) shows that there is a significant positive correlation, statistically significant at the level of 0.01, between the scores of the experimental group in the post-assessment of the EFL writing skills test. This suggests that the participants' results on the EFL writing skills test were improved. Therefore, the third hypothesis of the research was validated.

Discussion of the research Findings:

This research found that using the self-monitoring strategy into EFL writing can be a successful way to promote the EFL writing skills of official language secondary school students. The self-monitoring strategy enabled the students to observe, evaluate, and regulate their own writing tasks. This can result in obvious improvements to their EFL writing skills.

One key benefit of the self-monitoring strategy is its ability to raise students' metacognitive awareness. By actively reflecting on and monitoring elements as idea generation, organization, vocabulary use, grammatical accuracy, and revision techniques, they develop a stronger understanding of their individual strengths, weaknesses, and writing behaviors. This heightened self-awareness empowers students to make more informed decisions about the strategies they employ and the areas they need to focus on for improvement.

The research also revealed that the self-monitoring strategy might be especially useful for official language secondary school students who struggle with management skills, self-regulation, and other common features associated with high-incidence problems. By giving these students a formal framework for observing and managing their writing habits, the strategy can help them overcome some of the major obstacles to promote their EFL writing skills. These results

agreed with Lee & Lape (2020), Cook & Sayeski (2022), Estaji & Bikineh (2022).

Conclusions

Based on the findings, this research demonstrated the value of promoting EFL writing skills via the self-monitoring strategy among the official language secondary school students. The use of self-monitoring strategies, such as self-assessment, self-reflection, and self-editing, can lead to improvements in various aspects of EFL writing, including organization, coherence, grammar, and overall writing quality. As students engage in the cyclical process of goal-setting, progress monitoring, and strategy adjustment, they cultivate greater self-regulation skills. The self-regulatory skills developed through self-monitoring can contribute to the long-term sustainability of EFL writing improvements, as learners become better equipped to continue refining their writing skills independently. This can promote greater learner autonomy and motivation. Moreover, it aligns well with modern, learner-centered EFL pedagogy by positioning students as active agents in their own writing development. This can boost motivation, engagement, and persistence, further supporting writing skill acquisition. Ultimately, the self-monitoring strategy represents a valuable instructional tool for supporting the development of EFL writing skills among official language secondary school students.

Recommendation of the Research

Based on the results and conclusions of this research, the following recommendations were put forward:

1-Incorporate self-monitoring activities and checkpoints throughout the writing instruction and assignment sequence.

2-Allocate time for students to engage in self-reflection, self-evaluation, and self-regulation during the planning, drafting, revising, and editing stages of the writing process.

3-Gradually release responsibility, allowing learners to become more independent in applying the self-monitoring strategy.

4-Create opportunities for peer feedback and collaborative self-monitoring activities to promote shared learning.

5-Explore the potential of digital tools and platforms to facilitate and enhance the self-monitoring process for EFL writers (e.g., online writing platforms, AI-powered feedback systems).

6- Adapt the self-monitoring strategy to meet the diverse needs and learning styles of EFL students, including those with high-incidence disabilities.

Suggestions for further research

The following topics may be considered for further researches:

1. Using self-monitoring strategy in integrating and developing other English language skills (listening, speaking and writing).
2. Using self-monitoring strategy in developing students' twenty first century skills and their attitudes towards leaning English language .
3. Investigating the potential influence of cultural factors on the implementation and effectiveness of the self-monitoring strategy.
4. Exploring the differential effects of the self-monitoring strategy on students with varying proficiency levels, learning styles, or high-incidence disabilities.

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