



Assessing Metacognitive Strategies: The Influence of Evaluation on Writing Performance among Pakistani ESL Learners—A Comprehensive Mixed-Methods Study

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Abstract

The primary factor that significantly contributes to the increased prevalence of academic underachievement among Pakistani students in public universities is the inadequate level of writing proficiency. Students encounter various challenges in English writing, such as a limited vocabulary repertoire, incorrect grammatical usage, insufficient motivation, an unsupportive educational setting, and a lack of self-assurance. The primary aim of this study is to investigate the impact of metacognitive writing strategy, specifically the act of evaluating one's own writing, on writing performance among Pakistani ESL learners. Additionally, this study seeks to explore the potential mediating role of willingness to write in this relationship. The purpose of this research is to address the issue of subpar writing performance and contribute to the existing literature on writing strategies in second language acquisition. The research design utilised in this study was a mixed-methods approach, incorporating both a survey questionnaire and semi-structured interviews. These methods were employed to gather data from students enrolled in BS English programmes at public universities in South Punjab, Pakistan. The quantitative data analysis for the study was conducted using Smart PLS 3, while the qualitative data analysis employed thematic analysis. The findings of the research underscored the beneficial impact of utilising evaluation as a metacognitive writing strategy and the level of motivation to write on the writing proficiency of Pakistani English as a Second Language (ESL) learners. The present investigation holds significant practical implications for students, educators, policymakers, and curriculum developers in their efforts to enhance the writing proficiency of English as a Second Language (ESL) learners by implementing suitable strategies.

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Keywords: Writing Performance, Metacognition, Evaluating, Willingness to Write, ESL Learners.

1. Introduction

English is widely recognised as a global language (Marlina & Giri, 2014; Schwieter et al., 2021; Sharifian, 2017; Tan et al., 2020), serving as a predominant mode of communication in numerous nations across the globe. Nevertheless, it is worth noting that in numerous nations, English is not considered a first language (Park, 2021). In the aforementioned nations, individuals encounter numerous challenges pertaining to the

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accurate composition of the English language, necessitating the implementation of efficacious methodologies. Pakistan, like several other nations, is characterised by English not being its indigenous language. Therefore, it can be observed that ESL students in Pakistan encounter numerous challenges when it comes to English writing (Saleem & Akbar, 2020). University students, like their peers, encounter difficulties when writing in English (Jokhio et al., 2020), resulting in subpar writing proficiency.

The high failure rate can be attributed to the low writing performance. In their study, Gul et al. (2022) examined the factors contributing to the subpar writing abilities exhibited by students in Pakistan. These factors encompassed a limited mastery of vocabulary, insufficient foundational education, the employment of erroneous grammatical structures, a dearth of motivation, an unsupportive educational milieu, and a lack of self-assurance. The inadequate proficiency in writing abilities among students in Pakistan (Arain et al., 2021) has been identified as a contributing factor to their subpar writing performance. According to Siddiqui et al. (2022), the acquisition of writing skills poses significant challenges for students hailing from non-English-speaking nations. Therefore, the improvement of writing proficiency is considered a highly urgent matter. Considering the fact that Pakistan is among the countries where English is not widely spoken, enhancing students' writing proficiency in the English language poses a greater difficulty.

Annually, upon the release of results by educational boards and universities through electronic and print media, it becomes readily apparent to discern the prevalence of English subject failures. The writing performance of students in South Punjab, Pakistan, is particularly characterised by a higher prevalence of issues. Therefore, it is imperative to implement effective strategies to address the challenges faced by Pakistan's education system, particularly in relation to English as a Second Language (ESL) instruction. In order to tackle these concerns, the present investigation implemented a metacognitive writing approach. The existing body of literature suggests that the utilisation of metacognitive writing strategies has been found to have a beneficial impact on students' writing abilities (Karlen, 2017; Pitenoe et al., 2017; Tabrizi & Rajae, 2016). This research study aimed to investigate the impact of incorporating the metacognitive writing strategy of evaluation on the writing performance of English as a Second Language (ESL) learners. Moreover, this research study has introduced the concept of willingness to write as a mediating variable that lies between the evaluation process and writing performance. The examination of the role of willingness to write is crucial in order to understand its impact on writing performance. Numerous scholarly investigations have been conducted to explore the significance of willingness to write (Hashemian & Farhang-Ju, 2022; Kaivanpanah et al., 2019; Meletiadou, 2022; Sharrad & Faravani, 2021). However, the examination of willingness to write in conjunction with evaluating strategy and writing performance remains a relatively neglected area of research.

Therefore, the primary aim of this research is to investigate the impact of utilising evaluation as a metacognitive writing strategy on writing proficiency, while also considering the potential mediating influence of willingness to write among Pakistani English as a Second Language (ESL) learners. This study made a substantial contribution to the field of metacognition by introducing the concept of willingness to write. The study's findings offer valuable insights for universities seeking to enhance students' writing performance through the implementation of planning strategies. Moreover, this study has made noteworthy pedagogical contributions, a characteristic that has been infrequently observed in prior research. Hence, this study has offered significant insights to syllabus designers in the development of the bachelor's programme curriculum within public universities.

2. Literature Review

2.1 Theoretical Framework of the Study

The theoretical framework of the current study, as depicted in Figure 1, is underpinned by the theory of metacognition, which is employed to support the relationship being examined in the present investigation. Therefore, the foundation of this study is based on Flavell's (1979) metacognition theory, which serves to substantiate the significance of the independent variables (evaluation) and the mediating variable (willingness to write). The theory of metacognition suggests that "knowledge and cognition are cognitive phenomena" (Flavell, 1979). Understanding cognition is advantageous for various cognitive processes such as writing, idea recall, and subsequent learning. Similarly, the second component relies on the strategic organisation of cognitive processes that prove beneficial in formulating concepts for educational purposes. In addition, Jacobs and Paris (1987) asserted that the cognitive processes of comprehension and self-reflection in relation to memory are integral aspects of metacognition. As stated by Jacobs and Paris (1987), it has been observed that the metacognitive knowledge of procedures has the potential to be transferred to individuals' cognitive processes. Thus, in accordance with Flavell's (1979) metacognition theory, the utilisation of metacognitive writing strategies, specifically the act of evaluation, plays a pivotal role in the production of high-quality written work.

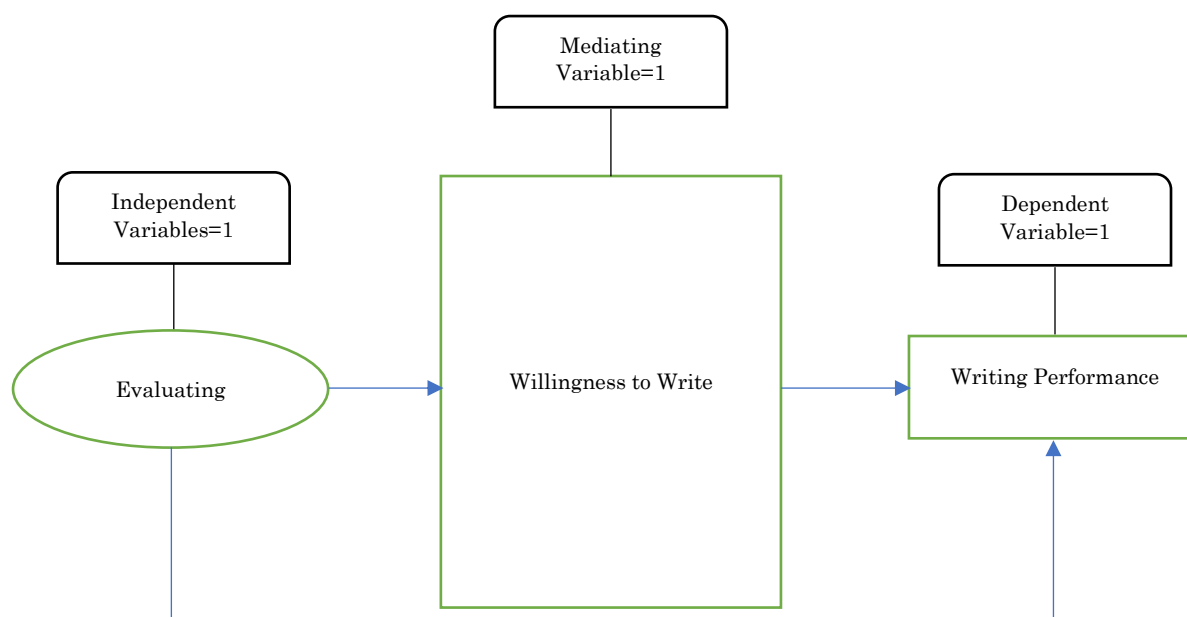


Figure 1. Theoretical Framework of The Study Showing the Relationship Between Evaluating, Willingness to Write and Writing Performance.

2.2 Evaluating as Metacognitive Writing Strategy

The evaluation phase of the metacognitive writing strategy corresponds to the preceding stages of planning and monitoring (Panahandeh & Asl, 2014). Rahimi and Katal (2012) suggest that the evaluating stage pertains to the self-assessment of learners' performance. The evaluation of the goals set during the planning stage and the actions carried out during the monitoring stage is conducted in the final stage of evaluation (Qin & Zhang, 2019). Phakiti (2006) identified four dimensions for evaluating the stage of metacognitive strategy, namely: performance checking, meaning assessment, self-testing, and accuracy checking. These dimensions are commonly employed to assess the performance of learners during the evaluation phase. The evaluation stage involves assessing performance by comparing the predetermined goals established in the earlier stage with the actual outcomes of the task (Ku & Ho, 2010). The enhancement of learning performance is imperative and can be achieved through the evaluation of performance (Goctu, 2017). The self-evaluation is necessary as it helps to learn from mistakes and not repeat the same mistakes (Zhang & Seepho, 2013).

On the other hand, learners who do not prioritise the use of metacognitive strategies exhibit lower levels of motivation, and their performance is comparatively inadequate when compared to learners who employ metacognitive strategies effectively (Diaz, 2015). The evaluation phase of the metacognitive strategy allows learners to assess the precision of their task execution (Lai, 2011). It is important to check the accuracy according to the set goals at the first stage of planning a metacognitive strategy and the results of the monitoring stage (Wen, 2012). The learners have intentions to acquire knowledge and execute their assigned tasks, yet encounter challenges in doing so (Chou, 2017). The second stage of metacognitive learning facilitates the identification and correction of errors, while the third stage serves to evaluate the types of errors that were rectified in the second stage (Safari & Meskini, 2016). In the words of Lv and Chen (2010), the learning process is characterised by its continuous nature. By incorporating metacognitive strategies, learners have the ability to enhance their learning experience and achieve improved performance outcomes.

2.3 The Relationship Between Evaluating and Writing Performance

According to Stallings and Tascione (1996), the assessment of one's own abilities by students plays a crucial role in enhancing their writing and reading skills. According to Walshe's (2015) findings, students' performance consistently affects their ability to write, and the assessment of their work has the potential to improve that ability by pointing out areas for improvement. As per Pourfeiz's (2022) study, it was determined that the assessment procedure plays a significant role in enhancing students' educational outcomes and overall academic achievement. As stated by Allagui (2014), the use of WhatsApp as a means of communication has the potential to enhance students' writing skills, as it provides an avenue for evaluating their written work. Based on the findings of Geng and Razali (2022), the use of an automated writing evaluation programme has been shown to effectively enhance students' writing performance, thereby promoting more effective learning outcomes. The utilisation of the analytic scoring rubric has been identified as an effective approach for enhancing students' writing proficiency, as it facilitates the assessment of their writing style (Geng & Razali, 2022). The study conducted by Azizi et al. (2017) examines the impact of metacognitive strategies, specifically planning, monitoring, and evaluation, on the writing performance of Iranian learners in English language classes.

In a similar vein, [Aglina et al. \(2020\)](#) argue that fostering metacognitive awareness among students can be a viable approach to alleviate anxiety and enhance their writing proficiency. This is due to the fact that such strategies enable students to engage in self-regulation processes, including self-planning, monitoring, and evaluating their written work. According to the findings of [Espin et al. \(2017\)](#), it was determined that the writing abilities of students in special education could be enhanced through the implementation of self-awareness and self-evaluation strategies in their written work. In contrast, [Olasina \(2017\)](#) found that the utilisation of learning evaluation strategies through YouTube can enhance the writing performance of learners in situations where teacher access is limited. In a similar vein, [Festas et al. \(2015\)](#) observed that the writing proficiency of Portuguese students exhibited potential for enhancement through the implementation of self-regulated strategies, resulting in improved academic outcomes. Furthermore, [Sarkhoush \(2013\)](#) asserts that students who are acquiring English as a second language demonstrate enhanced writing abilities when they possess a favourable mindset and a strong belief in their ability to effectively manage and enhance their writing skills, ultimately leading to outstanding performance. Finally, from the review of literature, this study proposed the following hypotheses;

Hypothesis 1. *Evaluating has a positive role in the promotion of writing performance of ESL learners.*

2.4 The Relationship Between Evaluating and Willingness to Write

Willingness refers to the inherent quality or state of being mentally and emotionally prepared to undertake a particular action or task. The present study investigates the concept of willingness within the context of English as a Second Language (ESL) students. This study examined the correlation between the inclination to engage in writing activities and the utilisation of metacognitive strategies, as well as the subsequent impact on the writing proficiency of English as a Second Language (ESL) students enrolled in tertiary education institutions. It is imperative for students to possess a strong inclination towards enhancing their writing skills. The improvement of students' writing is contingent upon their willingness to engage in the process. The significance of willingness to write has been extensively examined in multiple studies ([Chung & Leung, 2016](#); [Le et al., 2019](#); [Liang et al., 2019](#); [Madeng & Palanukulwong, 2019](#); [Sharrad & Faravani, 2021](#)). However, its association with writing performance and its evaluation as a metacognitive strategy have not been thoroughly discussed. Hence, the present study examined the correlation between the inclination to engage in writing activities and the writing proficiency of Pakistani English as a Second Language (ESL) learners.

The existing literature does not establish a clear connection between the act of evaluation and an individual's inclination to engage in writing activities. Nevertheless, a number of scholars have engaged in discourse regarding the correlation between metacognitive writing strategies and the inclination to engage in writing activities. [McCarthy et al. \(1985\)](#) posited that the enhancement of writing performance and the cultivation of a willingness to write are contingent upon the presence of self-efficacy and self-evaluation. [De Bernardi and Antolini \(2006\)](#) conducted a study that showed how teachers' interventions for students' self-evaluation can impact their inclination towards argumentative writing. In addition, the study conducted by [Suwanarak \(2018\)](#) determined that self-evaluation has a significant influence on the English writing proficiency of young learners in Thailand who are participating in an English language course. According to [Kissau et al. \(2010\)](#), the inclination to engage in writing activities is impacted by the instructional methods employed in second language learning, which have been found to have a significant effect on learning outcomes. Moreover, the study conducted by [Karlen and Compagnoni \(2017\)](#) yielded the finding that metacognitive strategies, specifically the act of evaluating one's writing, play a crucial role in enhancing writing skills. The researchers highlighted the importance of strategic planning, which involves a proactive approach to engaging in the writing process. Finally, it is proposed that;

Hypothesis 2. *Evaluating has a positive role in the promotion of willingness to write of ESL learners.*

2.5 The Relationship Between Evaluating and Willingness to Write

In contemporary society, writing is widely regarded as a discipline that has reached a level of maturity. However, in the past, there was a prevailing belief that writing possessed a high degree of multidimensionality, complexity, and intricacy, with numerous affective and cognitive factors exerting influence on its practice ([Aglina et al., 2020](#); [Zohoorian, 2023](#)). The importance of developing and attaining a high level of proficiency in writing has grown. According to scholarly researchers, writing is considered a significant component, particularly in the instruction of language skills. One of the significant unresolved issues that confronts us is the investigation of cognitive and affective factors that impact writing proficiency. This paper presents a range of alternative approaches for addressing various issues, with a particular focus on investigating the correlations between individuals' inclination to engage in writing activities and their subsequent writing proficiency.

Based on the findings of a study conducted by [Sharrad and Faravani \(2021\)](#), there exists a significant relationship between students' willingness to write and their writing performance in Iraq. The researchers

argue that when students possess a strong sense of willingness, they are more likely to be motivated and consequently produce higher-quality written work. Hashemian and Farhang-Ju (2022) have provided evidence to support the notion that computer-mediated feedback plays a crucial role in enhancing the motivation and writing proficiency of second language learners. Moreover, Izawa et al. (2017) provided an explanation that highlights the significant impact of self-efficacy and willingness to write on students' academic writing programs. This correlation serves as a motivational factor for students, ultimately leading to improved performance. Madeng (2019) asserts that the utilisation of the dialogue journal writing technique plays a crucial role in fostering learner motivation and subsequently enhancing their writing performance, as it taps into their intrinsic desire to engage in writing activities.

According to the study by Kaivanpanah et al. (2019), the act of writing can effectively mitigate mental obstacles to learning and enhance students' writing and reading abilities. Rafiee and Abbasian-Naghneh (2020) posit that the inclination to engage in writing activities plays a crucial role in enhancing classroom involvement, as students exhibit greater motivation to excel when exposed to various instructional strategies within the educational setting. In a recent study conducted by Zhang et al. (2023), it was observed that there exists considerable variation in the level of writing motivation among individual students, which subsequently influences their writing performance (reading and writing). Hence, from the aforementioned discussion, following direct and indirect hypotheses is proposed;

Hypothesis 3. *Willingness to write has a positive role in the promotion of writing performance of ESL learners.*

Hypothesis 4. *Willingness to write mediates the relationship between evaluating writing performance of ESL learners.*

3. Methodology

The research design utilised in this study was a mixed-methods approach. This methodology enables a comprehensive comprehension of a research issue within a particular discipline through the utilisation of diverse data sources and analytical methodologies (Creswell, 2002; Tashakkori & Teddlie, 2003). The study utilises a sequential explanatory mixed-methods research design, as illustrated in Figure 2. The primary objective of this study is to employ a sequential research design in order to evaluate the multiple variables utilised in this study. Initially, a large sample will be examined using the quantitative research method to assess these variables. Subsequently, a smaller sample will be utilised to conduct qualitative research, allowing for a more in-depth investigation of all the constructs involved, as articulated by Molina-Azorín (2007).

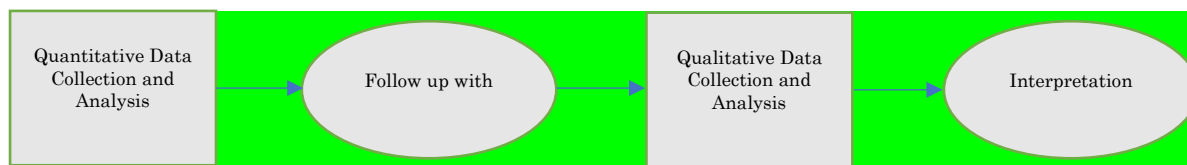


Figure 2. *Explanatory Sequential Design.*

Source: Creswell (2009)

Pakistan is comprised of four provinces, namely Baluchistan, Punjab, Sindh, and Khyber Pakhtunkhwa, in addition to the federally administered Islamabad capital territory. Nevertheless, the scope of the present study is restricted to the southern region of Punjab. The data was gathered from students enrolled in public-sector universities located in the southern Punjab region of Pakistan. The justification for exclusively focusing on public sector universities is rooted in the assertion made by Bilal et al. (2013) that a majority of students enrolled in public sector institutions demonstrate subpar performance in English writing assignments. The present investigation utilised a stratified random sampling technique, which was deemed the most appropriate approach for this particular study. A subset of the sample was selected from each of the six universities (strata) based on their respective populations. In the region of South Punjab, Pakistan, there are a total of six public universities that offer undergraduate programmes in the field of English.

Krejcie and Morgan's (1970) table served as the basis for determining the sample size for the current study. Based on the data presented in this table, it can be inferred that in order to obtain a representative sample from a population size of 1,700, a minimum sample size of 313 is recommended. The current study's population is estimated to be around 1,660 individuals, as indicated in Table 1. In order to enhance precision, the present study opted for a sample size of 500. This study involved the distribution of 500 questionnaires to first-semester students pursuing a Bachelor of Science degree in English across various public universities. A total of 350 questionnaires were collected and subsequently utilised for data analysis through the application of the partial least squares (PLS) methodology. Furthermore, interview protocols were formulated in order to facilitate the administration of semi-structured interviews with the student participants. Table 1 presents the scale items utilised for evaluation purposes, while Table 2 displays the scale items pertaining to the willingness to engage in writing activities, accompanied by the interview protocols. The assessment of writing proficiency is conducted through the administration of English writing examinations. Furthermore, Table 3 presents the reported data statistics.

Table 1. *Scale Items of Evaluating.*

Item No.	Scale Item	Source
01	While writing English, I prefer self-evaluating the language.	Madeng and Palanukulwong (2019)
02	While writing English, I prefer self-evaluating the organization of the text.	
03	While writing English, I prefer self-evaluating the content.	
04	While writing English, I prefer self-evaluating future improvement in the text.	

Table 2. *Scale Items of Willingness to Write.*

Item No.	Scale Item	Source
01	I am willing to develop notes in English.	Zhang and Qin (2018)
02	I am willing to write in English whether there are grammatical errors.	
03	I am willing to read and respond to mistakes to my friend English writing.	
04	I am willing to write journals in English.	
05	I am willing to write down what happens in my daily life in English.	
06	I am willing to write dialogue journal outside classroom.	
07	I am willing to improve my English writing skills through writing practice.	

Interview Protocols

- How does self-evaluating the language while writing help you compose the text better?
- How does self-evaluating the organization of the text while writing help you compose the text better?
- How does willingness to take notes in English affect your English writing composition?
- How does willingness to write in English, irrespective of grammatical errors, affect your writing composition?
- How does willingness to write down what happens in your daily life in English affect your writing composition?
- How does willingness to practice writing in English affect your writing composition?

Table 3. *Data Statistics.*

	No.	Missing	Mean	Median	Min	Max	SD	Kurtosis	Skewness
EVA1	1	0	3.883	4	1	5	1.045	-0.123	-0.714
EVA2	2	0	3.586	4	1	5	1.091	-0.324	-0.525
EVA3	3	0	3.711	4	1	5	1.082	-0.127	-0.683
EVA4	4	0	3.723	4	1	5	1.106	-0.504	-0.593
WTW1	5	0	3.683	4	1	5	1.154	-0.441	-0.625
WTW2	6	0	3.857	4	1	5	1.057	0.586	-0.952
WTW3	7	0	4.1	4	2	5	0.688	-0.14	-0.344
WTW4	8	0	4.126	4	2	5	0.722	-0.75	-0.286
WTW5	9	0	3.957	4	1	5	0.898	1.291	-0.985
WTW6	10	0	3.794	4	1	5	1.03	0.018	-0.683
WTW7	11	0	3.846	4	1	5	1.005	0.243	-0.822
WP	12	0	4.123	4	1	5	0.935	0.829	-1.028

Note: PLA = Planning; MON = Monitoring; EVA = Evaluating; WTW = Willingness to Write; WP = Performance

4. Findings

4.1 Quantitative Data Analysis and Findings

Partial Least Squares Structural Equation Modelling (PLS-SEM) was employed to conduct quantitative data analysis. The Structural Equation Modelling (SEM) technique was utilised in this study through the utilisation of the Smart Partial Least Squares (PLS) software. PLS-SEM has been highly endorsed by numerous prior studies (Alsedrah, 2023; Hair Jr et al., 2020; Hair Jr et al., 2021; Hair Jr et al., 2014). Prior to conducting data analysis to test hypotheses, it is imperative to establish the reliability of the data. Multiple studies employ diverse criteria to assess reliability. Nevertheless, the present study implemented the suggested procedures when employing Partial Least Squares Structural Equation Modelling (PLS-SEM). The measures encompass factor loadings, Cronbach's alpha (α), and composite reliability (CR), in addition to the factor loading of each item within the scale. Table 4 demonstrates that each of the scale items exhibits factor loadings exceeding 0.5, composite reliability (CR) values surpassing 0.7, and Cronbach's alpha (α) coefficients exceeding 0.5. The process of Partial Least Squares Structural Equation Modelling (PLS-SEM) is illustrated in Figure 3.

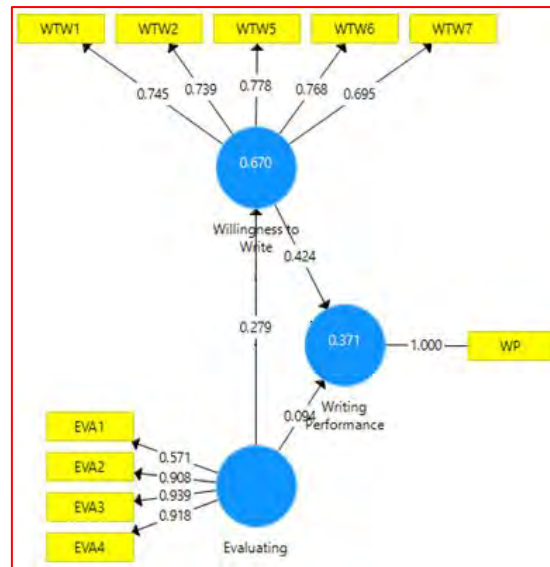


Figure 3. PLS-SEM Process.

Table 4. Factor Loadings, α , CR and AVE.

Construct	Items	Loadings	Alpha	CR	AVE
Evaluating	EVA1	0.571	0.857	0.908	0.719
	EVA2	0.908			
	EVA3	0.939			
	EVA4	0.918			
Willingness to Write	WTW1	0.745	0.802	0.862	0.556
	WTW2	0.739			
	WTW5	0.778			
	WTW6	0.768			
	WTW7	0.695			
Writing Performance	WP	1	1	1	1

Table 4 demonstrates that the average variance extracted (AVE) exceeds the threshold of 0.5, indicating satisfactory convergent validity. Additionally, the composite reliability (CR) surpasses the threshold of 0.7, further confirming the convergent validity. The present study employed the heterotrait-monotrait ratio (HTMT) to establish discriminant validity, as suggested by Henseler et al. (2015). The criteria proposed by Henseler et al. (2015) represent a novel and sophisticated approach for assessing the correlation between scale items of variables. Gold et al. (2001) state that in order to attain discriminant validity when employing the heterotrait-monotrait ratio of correlations (HTMT), it is necessary for all values to be below 0.9. Table 5 demonstrates that all the recorded values are below 0.9. Figure 4 also demonstrates this.

Table 5. Heterotrait-Monotrait Ratio of Correlations-HTMT (Discriminant Validity).

	Evaluating	Willingness to Write	Writing Performance
Evaluating			
Willingness to Write	0.726		
Writing Performance	0.541	0.765	

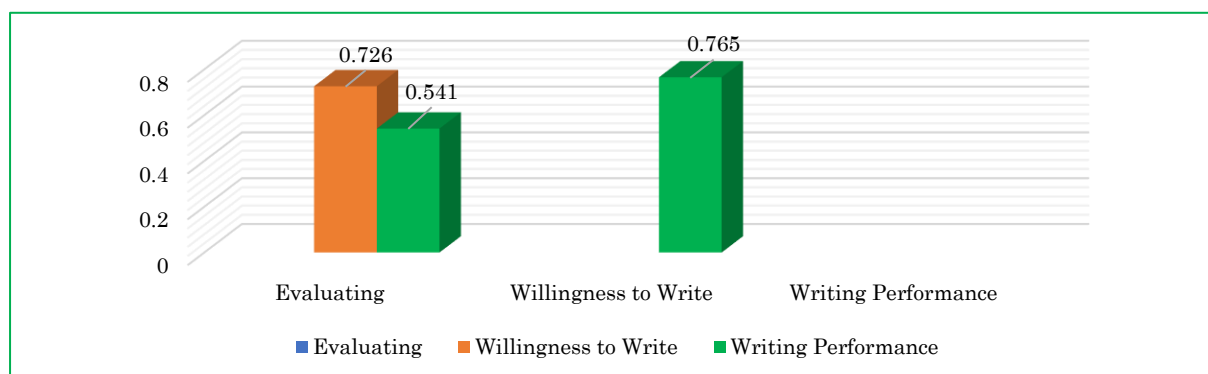


Figure 4. HTMT (Discriminant Validity).

The structural model constitutes the subsequent stage of Partial Least Squares Structural Equation Modelling (PLS-SEM), wherein the objective is to investigate the associations (Cheah et al., 2018; Hair & Alamer, 2022; Ringle et al., 2012; Shiao et al., 2019) among the constructs of evaluation, willingness to write, and writing performance. T-statistics, also known as t-values, were used to assess the significance of the relationship, with a threshold value of 1.96 or higher. The beta coefficient provides insight into the direction of the relationship. Consequently, hypotheses exhibiting t-statistics exceeding 1.96 (t-value > 1.96) were deemed to be statistically significant. The findings are presented in Table 6 and Figure 5, indicating that the impact of evaluation on writing performance is not statistically significant, while it has a statistically significant effect on the willingness to write. In addition, there exists a noteworthy correlation between the inclination to engage in writing activities and the subsequent level of writing proficiency. Furthermore, it is worth noting that the mediation effect holds significant importance, as indicated in Table 7 and Figure 6.

Table 6. Direct Effect.

	Relationship	β	Mean	SD	T Statistics	P Values	Decision
H2	Evaluating -> Willingness to Write	0.279	0.281	0.059	4.712	0	Supported
H1	Evaluating -> Writing Performance	0.094	0.087	0.087	1.083	0.279	Not Supported
H3	Willingness to Write -> Writing Performance	0.424	0.423	0.078	5.461	0	Supported

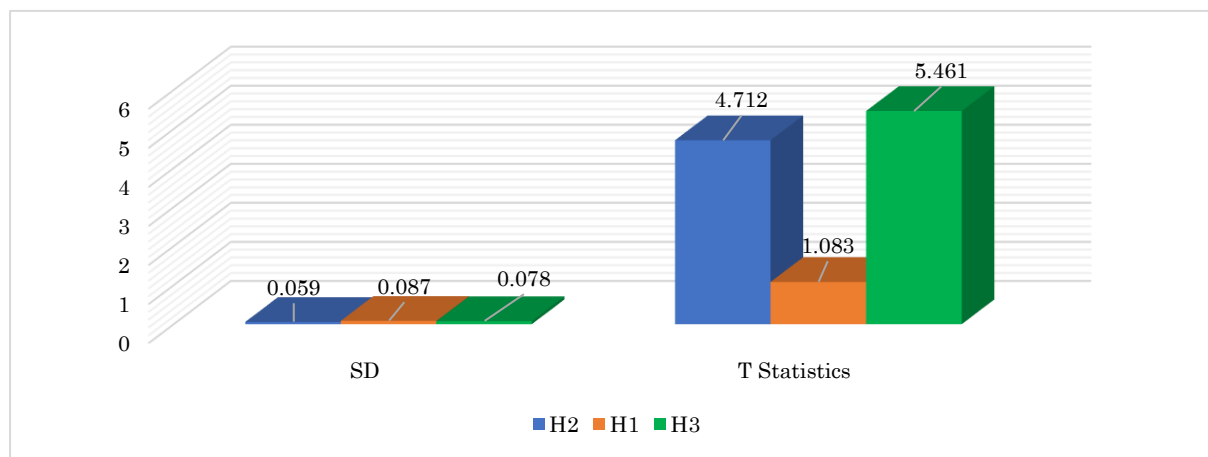


Figure 5. Direct Effect.

Table 7. Indirect Effect.

	Relationship	β	Mean	SD	T Statistics	P Values	Decision
H4	Evaluating -> Willingness to Write -> Writing Performance	0.118	0.119	0.034	3.512	0	Supported

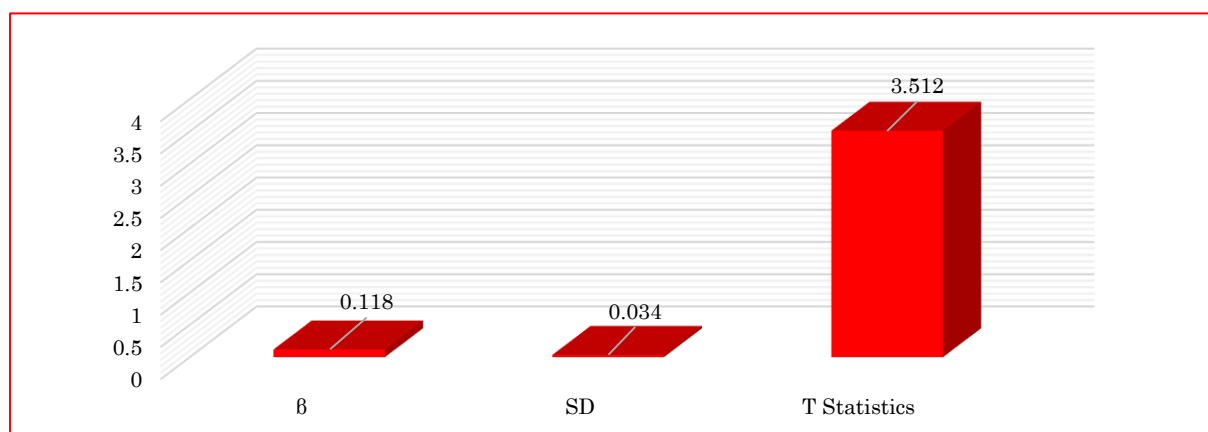


Figure 6. In-Direct Effect.

4.2 Qualitative Data Analysis and Findings

4.2.1 Findings on the Relationship Between Evaluating and Willingness to Write

This section examines the impact of assessment on the writing proficiency of Pakistani English as a Second Language (ESL) learners. The consensus among the interviewees, specifically R1, R2, R3, R4, and R6, with the exception of R5, is that the evaluation process holds significant importance in the realm of text

composition. The incorporation of a strategy for evaluating one's writing during the process of composing a paragraph holds significant significance in enhancing the overall quality of the written composition. All of the participants in the interviews acknowledged the significant role that language evaluation and text organisation play in enhancing writing performance (Figure 7). In previous studies, R1 has employed the method of self-evaluation and acknowledged its beneficial impact on writing composition, specifically in terms of enhancing the appropriateness of the text. The identification of errors in paragraph structure can be achieved by correctly placing sentences in their appropriate positions.

Self-evaluation helps me in text composition. I often use the process of evaluation after writing the text because evaluation of language has key importance to examine the suitability of the text. (R1)

According to my opinion [pause], during self-evaluation, organization of the text is important because it assist me to identify the errors in the structure of the paragraph. For example, it assists me to select the right place for the sentences in the paragraph which is important in writing composition. (R1)

R2 discussed the utilisation of self-monitoring as a means of enhancing one's writing skills. It was explained that self-monitoring allows for the identification of areas that require improvement, ultimately leading to the production of higher quality compositions. Nevertheless, R2 alluded to a noteworthy encounter wherein the advantages of self-monitoring are contingent upon the writer's state of preparedness and level of motivation.

Most of the time I get several points of improvement while evaluating the text which helped me to compose the text better. On the other hand, when I am not ready or not motivated for self-evaluation, it does not show much improvement. (R2)

As I mentioned in previous question, self-evaluation can help me to compose the text better, however, it is based on my level of readiness to do this task. (R2)

According to the research conducted by R3, the second stage in the writing process involves engaging in reading activities. Reading serves the purpose of facilitating self-evaluation and organising the written text in a coherent and appropriate manner. The promotion of text organisation contributes to the enhancement of reader interest by improving consistency across different sections of the text.

Normally I read the passage after finishing the writing to examine various errors in the text. The second process of reading after writing the text has several benefits because it helps me to evaluate myself and arrange the text in the right direction. (R3)

I focus on organization of the text because it led to an increase in interest of the reader due to the better consistency in various parts of the text. (R3)

As stated in R4, self-evaluation is advantageous for the process of writing composition. However, the extent to which one benefits from self-evaluation is contingent upon the writer's personal inclination towards engaging in such self-assessment. R4 elaborated on the notion that a lack of interest at a low level does not result in favourable outcomes in terms of self-evaluation. Furthermore, the promotion of text composition by an organisation can yield a comprehensive representation of the entire text. However, it is important to note that the effectiveness of this approach is contingent upon the writer's level of engagement and enthusiasm.

Although self-evaluation can improve my writing composition, sometimes it does not show influence on writing composition of other students. Because there are several factors influences on writing composition. For example, interest of a write towards self-evaluation is important. The low level of interest in self-evaluation by a writer may not improve the writing composition. (R4)

Better organization of the text can portray the good picture of whole text, but it depends on the interest of the writer. The writers having low level of interest may not get good results from self-evaluation. (R4)

As stated in R5, the self-evaluation process can only be beneficial if one fully commits their attention and interest to its application. R5 holds comparable perspectives concerning the structuring of the written content.

I do not use the self-evaluation process regularly, but rarely do I find a significant role in writing composition when I have proper intention and interest to apply self-evaluation process. (R5)

Yes [pause], organization of the text in self-evaluating process may improve the writing composition but it completely dependent on the intention and interest of the writer. (R5)

The positive effects of self-monitoring in writing composition were recognised by R6. Additionally, effective text composition necessitates the organisation of the written content.

Self-evaluating the language while writing a text is vital for better writing. Along with the other factors, the self-evaluating the language is the important factor which require while text composition. (R6)

Because the organization of the text is important for better writing, therefore, it is also important for better text composition, it help me a lot while writing flow. (R6)

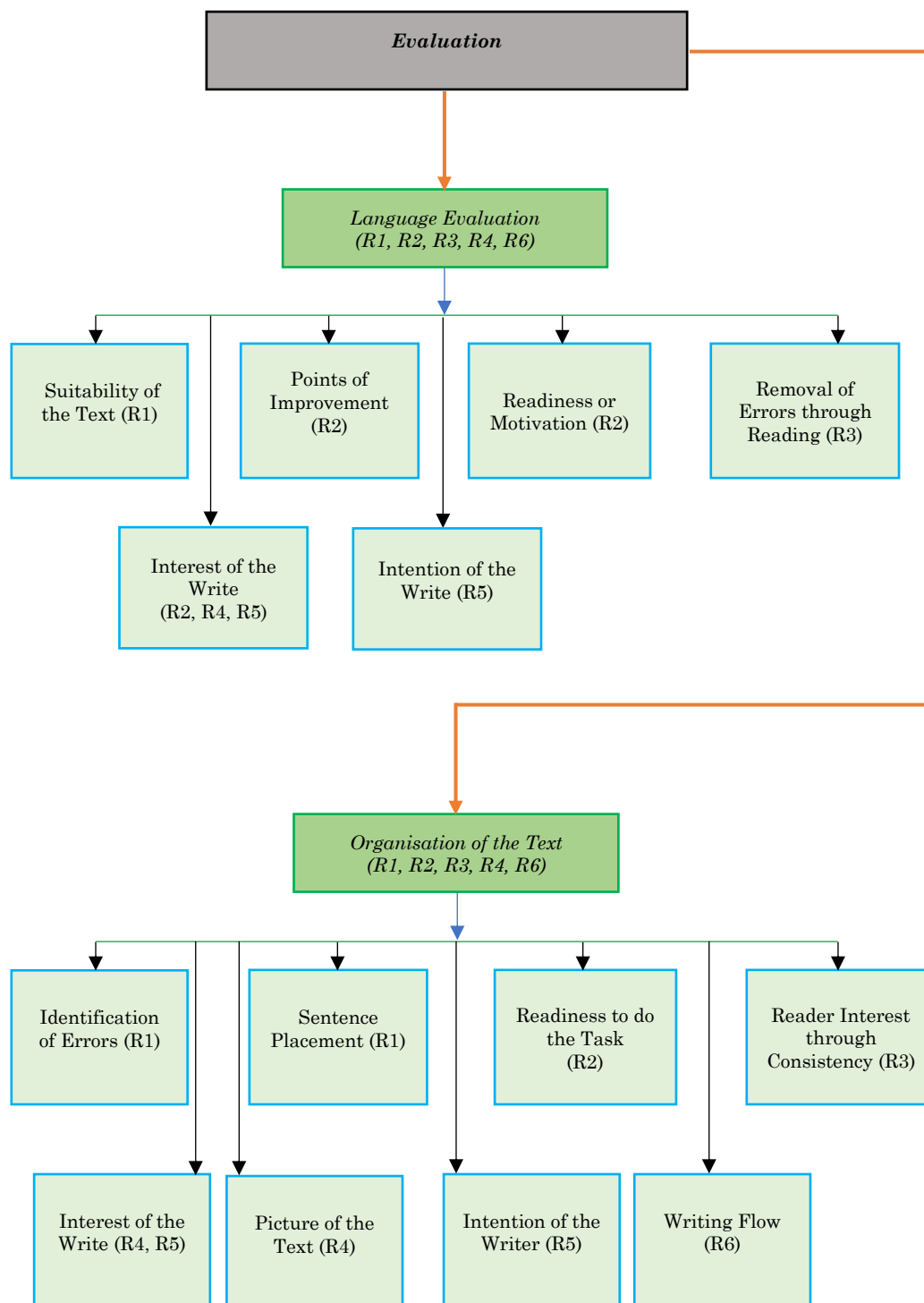


Figure 7. Summary of Findings on The Relationship Between Evaluation and Writing Performance.

4.2.2 Findings on the Relationship Between Willingness to Write and Writing Performance

The collective viewpoint of the interview participants, specifically R1, R2, R3, R4, R5, and R6, indicates that the inclination to engage in written expression significantly influences an individual's level of writing competence. A heightened level of inclination towards writing serves as a catalyst for students to actively participate in writing tasks, thereby playing a pivotal role in enhancing their writing skills. Therefore, it was widely acknowledged by all interviewees that the inclination to engage in writing activities greatly contributes to the development of writing skills.

The importance of developing a propensity for note-taking was emphasised by R1, as it facilitates the assimilation of English writing conventions. Furthermore, as explained by Source 1, within the educational environment, my school teacher requires me to construct a paragraph outlining the tasks performed at home during a vacation period, thereby promoting the growth and enhancement of my self-confidence.

Previous studies have observed that a proactive approach to note-taking has been beneficial in the process of acquiring proficiency in the English language. Nevertheless, the effectiveness of this approach relies on the student's level of dedication to generating notes and their proficiency in utilising those notes efficiently. The importance of developing a passion for writing is underscored by its beneficial influence on one's writing skills. The results of study R2 suggest that participating in the practice of writing about everyday life experiences can lead to improvements in vocabulary acquisition as well as enhance the organisation and flow of one's written compositions.

The main objective of R3 is to develop comprehensive study materials that support improved learning outcomes and foster the achievement of higher levels of proficiency. The willingness to participate in writing activities can also play a role in identifying and correcting grammatical errors. Motivation is a significant determinant that can augment the performance of writing compositions. According to R3, engaging in the practice of paragraph writing about daily life in English can serve as a valuable exercise to improve one's skills in this language. This exercise offers an opportunity for regular practice, allowing individuals to become more proficient in their writing abilities. Additionally, it enables writers to complete their tasks in a timely manner and assists them in accomplishing their desired objectives.

Based on R4, the willingness to engage in note-taking can offer benefits by expediting the process of acquiring proficiency in the English language. The act of taking notes affords me the chance to engage in iterative review and revision of the chapter, thereby augmenting my comprehension and fostering a deeper level of understanding. Furthermore, R4 suggests that the absence of willingness hinders the improvement of my performance.

According to R5, the degree of preparedness is crucial when carrying out writing tasks. Furthermore, the structure of the text can be efficiently regulated through the presence of a pronounced inclination or aspiration. Examining the subject matter of everyday existence possesses the potential to enhance an individual's fundamental aptitude in the English language, albeit with a somewhat restricted influence. In addition, the act of consistently engaging in writing exercises can also have a positive impact on the development of one's writing skills.

R6 also reported similar findings in relation to participants' inclination to engage in writing activities and their subsequent level of writing proficiency. Based on the findings, there is a positive correlation between the inclination to engage in writing activities and the probability of recognising and correcting grammatical errors, thereby improving the overall quality. Furthermore, the sixth rule (R6) emphasises the significance of possessing a proactive attitude towards writing, as it can contribute to the detection and rectification of errors, thereby augmenting one's writing aptitude.

5. Discussion and Conclusion

There is a lack of significant correlation between the evaluation process and the writing performance of Pakistani English as a Second Language (ESL) learners. Based on the results of the study, no significant correlation was observed between the assessment of individuals and their writing proficiency. Hence, the incorporation of an evaluative approach during the writing process does not yield any discernible impact on the writing proficiency of Pakistani English as a Second Language (ESL) learners. On the contrary, prior research conducted on the correlation between the assessment of writing and writing performance has demonstrated a substantial association between the two variables. The findings of previous research have underscored the beneficial impact of assessment on writing proficiency. In a study by [Karlen \(2017\)](#), the focus was on examining the connections between metacognitive strategies, academic writing, self-regulated writing, and writing performance. The findings of the research revealed a noteworthy correlation between the utilisation of evaluating strategies and writing performance. Moreover, [Qin et al. \(2022\)](#) examined the correlation between metacognitive strategies and writing proficiency and found that among the various strategies, the act of evaluation had a significant impact on the participants' writing performance. Nevertheless, this study found no significant correlation between the assessment of strategy and the writing proficiency of Pakistani ESL learners of English. Therefore, the findings of the present study are incongruent with the outcomes of prior research.

The study's findings underscored the notable correlation between the act of evaluating and individuals' inclination to engage in writing. A positive beta coefficient was observed in this association, indicating a positive correlation between the act of evaluating and the willingness to engage in writing. Therefore, it can be observed that the use of monitoring as a metacognitive writing strategy has the potential to enhance the inclination to engage in writing activities among English as a Second Language (ESL) learners from Pakistan. Therefore, enhancing the willingness to write can contribute to the effective implementation of evaluation strategies among Pakistani ESL learners of English. The correlation between the assessment of writing and the inclination to engage in writing has received limited attention in prior scholarly investigations. The literature addresses the concept of willingness to write in various other contexts, but it does not directly discuss its evaluation as a metacognitive writing strategy. Furthermore, the study's findings demonstrate the

significant impact of the inclination to engage in writing as a metacognitive writing strategy on the writing proficiency of Pakistani English as a Second Language (ESL) learners. The inclination to engage in writing has been demonstrated to be a significant factor in writing proficiency, as it plays a crucial role in enhancing writing performance by facilitating the evaluation of writing strategies. Based on the research findings, it can be observed that the inclination to engage in writing activities demonstrates a favourable impact of the act of evaluation on the overall performance of writing tasks.

5.1 Implications of the Study

This study examined the correlation between the utilisation of evaluation as a metacognitive writing strategy and the level of motivation to engage in writing activities among English as a Second Language (ESL) learners, a topic that has not been adequately explored in prior research. The present study examines the association between individuals' inclination to engage in writing activities and their subsequent performance on writing tasks, a topic that has received limited attention in existing scholarly literature. Therefore, this study made a valuable contribution by examining previously overlooked relationships. Furthermore, this research made a valuable contribution to the existing body of knowledge on metacognition, as originally proposed by Flavell (1979), by highlighting the significant influence of the willingness to write on the process of evaluating and subsequent writing performance. In addition to its academic implications, the present study holds significant practical implications for a range of stakeholders, including students, educators, policymakers, and curriculum developers. The study's results indicated that the implementation of metacognitive writing strategies, specifically the process of evaluation, had a beneficial impact on the writing proficiency of English as a Second Language (ESL) learners from Pakistan. Hence, it is recommended that both students and teachers incorporate metacognitive writing strategies, specifically the practice of evaluation, in order to improve writing proficiency.

6. Limitations and Future Direction

The present investigation examined a specific metacognitive writing strategy, namely evaluation. However, previous studies have presented a number of metacognitive writing strategies. Therefore, it is imperative for future research endeavours to incorporate a comprehensive examination of additional crucial tactics, including strategic planning and diligent monitoring. Moreover, the present investigation focused on a particular geographic area within Pakistan for the purpose of conducting the study. The focus of this analysis is limited to the southern region of the Punjab province in Pakistan. In order to enhance the outcomes of future studies, it is advisable to incorporate a broader range of provinces into the research. Furthermore, this study aimed to investigate the issue of writing proficiency within the context of public universities. Nevertheless, this issue is also prevalent within private universities. Thus, it is recommended that future research endeavours take into account both public and private universities.

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