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THE ROLES OF METACOGNITIVE WRITING STRATEGIES AND WILLINGNESS TO WRITE IN WRITING PERFORMANCE OF PAKISTANI ESL LEARNERS

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Abstrak

Objektif kajian ini adalah untuk mengkaji peranan strategi penulisan metakognitif (perancangan, pemantauan, dan penilaian) dalam prestasi penulisan melalui peranan pengantara dalam kesediaan untuk menulis dalam kalangan pelajar ESL Pakistan. Meskipun kesediaan untuk menulis memainkan peranan penting dalam meningkatkan prestasi penulisan, kesan perantaraan antara strategi penulisan metakognitif dan prestasi penulisan telah banyak diabaikan dalam literatur sedia ada. Kajian ini menggunakan pendekatan penyelidikan kaedah campuran untuk menangani jurang ini, dan menggabungkan metodologi kuantitatif dan kualitatif. Kajian ini menggunakan kaedah kuantitatif, dan satu tinjauan telah dijalankan menggunakan reka bentuk penyelidikan kaedah campuran penjelasan berurutan. Sebanyak tiga ratus lima puluh (350) soal selidik yang sah telah diterima daripada pelajar semester pertama peringkat sarjana muda di Jabatan Bahasa Inggeris dari enam buah universiti awam di Punjab Selatan, Pakistan. Data dianalisis menggunakan Pemodelan Persamaan Struktur Kaedah Kuasa Dua Terkecil Separa (PLS-SEM). Bagi kaedah kualitatif, kajian ini menjalankan temu bual separa berstruktur bersama enam orang pelajar ESL. Analisis tematik digunakan untuk menjawab soalan-soalan kualitatif. Dapatan kuantitatif menunjukkan bahawa pelaksanaan strategi perancangan, pemantauan, dan penilaian dapat meningkatkan prestasi penulisan pelajar ESL Pakistan. Selain itu, kesediaan untuk menulis memainkan peranan penting dalam meningkatkan prestasi menulis. Penemuan kualitatif mendedahkan hasil yang serupa; bagaimanapun, beberapa responden menekankan bahawa kesediaan untuk menulis adalah penting untuk meningkatkan prestasi penulisan melalui strategi menulis metakognitif. Kajian ini memberi sumbangan yang berharga kepada kumpulan pengetahuan dengan menekankan peranan penting kesediaan untuk menulis sebagai faktor perantara antara strategi menulis metakognitif dan prestasi penulisan. Ia secara signifikan meningkatkan pemahaman tentang bagaimana menggalakkan kesediaan untuk menulis dapat memperbaiki prestasi penulisan pelajar ESL, sekali gus memajukan teori metakognisi.

Kata kunci: Strategi penulisan metakognitif, Kesediaan untuk menulis, Prestasi penulisan, Pelajar ESL, Teori metakognisi.

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Abstract

The objective of this study was to investigate the roles of metacognitive writing strategies (i.e., planning, monitoring, and evaluating) in writing performance through the mediating role of willingness to write among Pakistani ESL learners. Despite the influential role of willingness to write in enhancing writing performance, its mediating effect between metacognitive writing strategies and writing performance has largely been overlooked in existing literature. The present study adopted a mixed-methods research approach to address this gap, integrating quantitative and qualitative methodologies. A quantitative method was used, and a survey was conducted using a sequential explanatory mixed-methods research design. Three hundred and fifty (350) valid questionnaires were received from the first-semester bachelor students of the English department across six public universities in South Punjab, Pakistan. The data were analysed using Partial Least Square-Structural Equation Modeling (PLS SEM). As for the qualitative method, this study conducted semi-structured interviews with six ESL learners. Thematic analysis was employed to answer the qualitative questions. The quantitative findings reveal that implementing planning, monitoring, and evaluation strategies can enhance the writing performance of Pakistani ESL learners. Furthermore, willingness to write plays a significant role in improving writing performance. The qualitative findings revealed similar results; however, some interviewees emphasised that willingness to write is essential for enhancing writing performance through metacognitive writing strategies. This study makes a valuable contribution to the body of knowledge by highlighting the critical role of willingness to write as a mediating factor between metacognitive writing strategies and writing performance. It significantly enhances the understanding of how fostering willingness to write can improve the writing performance of ESL learners, thereby advancing the theory of metacognition.

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Keywords. Metacognitive writing strategies, Willingness to write, Writing performance, ESL students, theory of metacognition.

Acknowledgement

In the name of Almighty Allah, the most Merciful and the most Gracious. Praise and Peace Be upon His Beloved Prophet Muhammad (PBUH), His (PBUH) family and companions (May God Be Pleased with Them) with the guidance of whom and by the will of Allah, we come out from darkness to light. Whoever Allah guides no one can lead him astray, and whoever Allah leaves astray no one can guide him. I thank Allah for His persistent help and guidance upon me.

First and foremost, I wish to express my deepest appreciation to my supervisor, Assoc. Prof. Dr. Mohd Hilmi bin Hamzah for his inspiration, guidance, support, and generosity. This research has benefited greatly from the feedback and expertise of my supervisor, and without his advice and constructive criticisms this thesis would never have been written. My deepest thanks also go to Dr. Muhammad Waleed Shehzad for his invaluable comments and suggestions during the proposal development process.

Finally, to my family who always stood by me throughout my Ph.D. journey. Especially, my husband, Dr. Waseem Ul Hameed supported me at every step of my Ph.D. journey and motivated me. My mother deserves a special mention for their prayers and endless love. Along with them my siblings who have sacrificed a part of their life, endured without me that gave me hope and strength without which I would not be able to make this dream come true.

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List of Abbreviations

ESL	English as Second Language
EFL	English as a Foreign Language
PLA	Planning
MON	Monitoring
EVA	Evaluating
WTW	Willingness to Write
WP	Writing Performance
PLS	Partial Least Square
SEM	Structural Equation Modeling
CR	Composite Reliability
AVE	Average Variance Extracted

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CHAPTER ONE

INTRODUCTION

This chapter starts with the background of the study including the status of writing performance in Pakistan. Moreover, the problem statement is presented, followed by the research objectives and questions. In the next section, the scope of the study and significance of the study is highlighted. Lastly, this chapter presented the conceptual framework and operational definitions of key terms used in the current study. To provide greater clarity, the arrangement of this chapter is depicted in Figure 1.1.

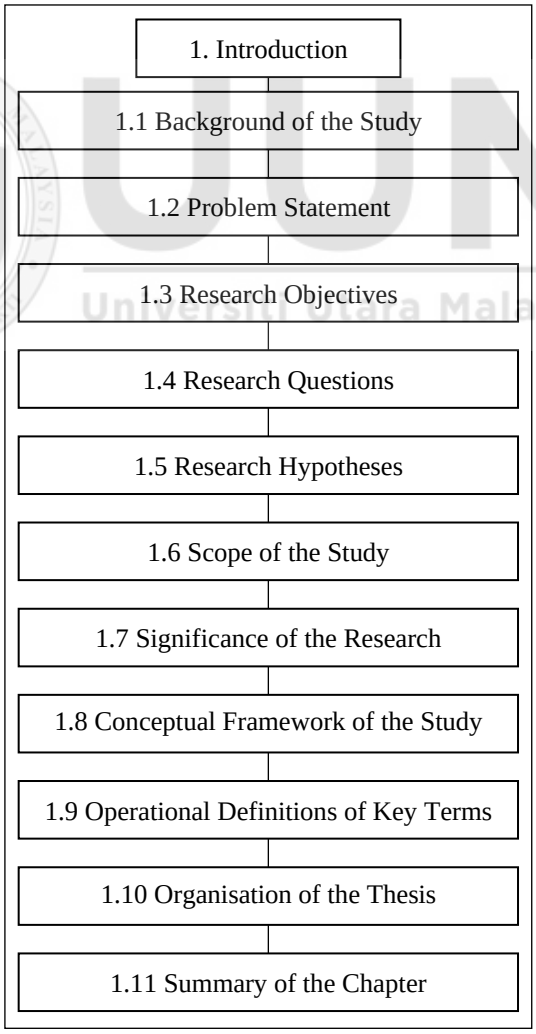

Figure 1.1. The Organisation of Chapter One

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APPENDICES

Questionnaire

Dear Respondent,

I am conducting research entitled “The Roles of Metacognitive Writing Strategies and Willingness to Write in Writing Performance of Pakistani ESL Learners”. The prime objective of this study was to investigate the roles of metacognitive writing strategies (i.e., planning, monitoring, and evaluating) in writing performance through the mediating role of willingness to write among Pakistani ESL learners.

Attached is a brief survey questionnaire that will take 10 to 20 minutes to complete. All the information provided is strictly confidential and will only be used for research and academic purposes. Your cooperation and participation in this research are greatly appreciated. Every response given is important as it determines the success of this research.

Thank you very much for your kind cooperation.

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Yours sincerely,

Shazma Razzaq
Ph.D. Candidate
Universiti Utara Malaysia (UUM), Malaysia
Email: shazmarazzaq4@gmail.com
Phone: 0092-3356169730

This questionnaire has three sections, A to C. Please answer all the questions. There are no right or wrong answers. Your spontaneous and honest response is important to the success of this research.

Section A: Demographic Information

The questions below are related to personal data. Please **TICK** or **CIRCLE** one box which is best applicable to you.

Gender	Male ☐	Female ☐	Others ☐	
Age (Years Old)	15-20 ☐	21-25 ☐	26-30 ☐	Above 30 ☐
Marital Status	Single ☐	Married ☐	Others ☐	
General English Course Marks in Last Examination	33-40 ☐	41-50 ☐	51-60 ☐	61-70 ☐
	71-80 ☐	81-90 ☐	91-100 ☐	

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Appendix A

Section B: Questionnaire for Metacognitive Writing Strategies

The following section has been designed to obtain your opinion about metacognitive writing strategies including; planning monitoring and evaluating. For each statement, please indicate the extent to which you agree or disagree with the statement by **ticking or circling** an appropriate number on the five-point scale provided. Please read the following statement and mark accordingly:
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree,

Planning

01	PLA1	While writing in English, I prefer planning the paragraph structure.	1	2	3	4	5
02	PLA2	While writing in English, I prefer planning to make an outline.	1	2	3	4	5
03	PLA3	While writing in English, I prefer planning about language features.	1	2	3	4	5
04	PLA4	While writing in English, I prefer setting up writing goals.	1	2	3	4	5
05	PLA5	While writing in English, I prefer planning time allocation.	1	2	3	4	5
06	PLA6	While writing in English, I prefer planning to do writing preparation.	1	2	3	4	5
07	PLA7	While writing in English, I prefer planning about efficient use of online resources.	1	2	3	4	5

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Monitoring

08	MON1	While writing in English, I prefer self-monitoring on choosing words and phrases carefully.	1	2	3	4	5
09	MON2	While writing in English, I prefer self-monitoring on writing topic development.	1	2	3	4	5
10	MON3	While writing in English, I prefer self-monitoring on making revising decisions.	1	2	3	4	5
11	MON4	While writing in English, I prefer self-monitoring on time arrangement.	1	2	3	4	5
12	MON5	While writing in English, I prefer self-monitoring on coherence.	1	2	3	4	5
12	MON6	While writing in English, I prefer self-monitoring on grammar accuracy.	1	2	3	4	5
14	MON7	While writing in English, I prefer self-monitoring on cosmetic language problems.	1	2	3	4	5
15	MON8	While writing in English, I prefer self-monitoring on revision.	1	2	3	4	5
16	MON9	While writing in English, I prefer self-monitoring on contents.	1	2	3	4	5
17	MON10	While writing in English, I prefer self-monitoring on seeking help.	1	2	3	4	5
18	MON11	While writing in English, I prefer self-monitoring on organization of the text.	1	2	3	4	5
19	MON12	While writing in English, I prefer self-monitoring on avoiding distractions.	1	2	3	4	5

Evaluating

20	EVA1	While writing in English, I prefer self-evaluating the language.	1	2	3	4	5
21	EVA2	While writing in English, I prefer self-evaluating the organization of the text.	1	2	3	4	5
22	EVA3	While writing in English, I prefer self-evaluating the content.	1	2	3	4	5
23	EVA4	While writing in English, I prefer self-evaluating future improvement in the text.	1	2	3	4	5

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Appendix B

Section C: Questionnaire for Willingness to Write

The following section has been designed to obtain your opinion about willingness to write. For each statement, please indicate the extent to which you agree or disagree with the statement by **ticking or circling** an appropriate number on the five-point scale provided. Please read the following statement and mark accordingly:
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree,

Willingness to Write

24	WTR1	I am willing to develop notes in English.	1	2	3	4	5
25	WTR2	I am willing to write in English whether there are grammatical errors.	1	2	3	4	5
26	WTR3	I am willing to read and respond to mistakes to my friend English writing.	1	2	3	4	5
27	WTR4	I am willing to write journals in English.	1	2	3	4	5
28	WTR5	I am willing to write down what happens in my daily life in English.	1	2	3	4	5
29	WTR6	I am willing to write dialogue journal outside classroom	1	2	3	4	5
30	WTR7	I am willing to improve my English writing skills through writing practice.	1	2	3	4	5

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Appendix C

Interview Protocols

1. Metacognitive Writing Strategies

(a) How does planning the paragraph structure while writing help you compose the text better?
(b) How does planning to make an outline while writing help you compose the text better?
(c) How does self-monitoring on choosing words and phrases carefully while writing help you compose the text better?
(d) How does self-monitoring on revision while writing help you compose the text better?
(e) How does self-evaluating the language while writing help you compose the text better?
(f) How does self-evaluating the organization of the text while writing help you compose the text better?

2. Willingness to Write

(a) How does willingness to take notes in English affect your English writing composition?
(b) How does willingness to write in English, irrespective of grammatical errors, affect your writing composition?
(c) How does willingness to write down what happens in your daily life in English affect your writing composition?
(d) How does willingness to practice writing in English affect your writing composition?

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Appendix D

Form of Consent

This form is intended to seek your permission to participate in an interview. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I agree to participate in an interview session that will be conducted by Shazma Razzaq. I am well informed about the purpose of the interview. I am fully aware that the interview session is taped recorded and confidential.

Name:

Signature:

Date:

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Appendix E

Form of Validation

This form is intended to verify interview transcriptions. Please read the following statement and sign your name, indicating your approval.

I hereby declare that I have proofread the interview transcription given to me. I have agreed and approved the interview transcription.

Name:

Signature:

Date:

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Appendix F

Transcription of the Interview (Pilot Study)

Metacognitive Writing Strategies

17 Oct, 2022 (12:00 Noon)	**Location: The Islamia University of Bahawalpur, Pakistan**
People (Female)	**Responses**
Interviewer Q1	How does planning the paragraph structure while writing help you compose the text better?
Interviewee	Well [pause] the composition of text is dependent on various elements and planning is the important part of it. Paragraph structure is important in writing the text and planning about paragraph structure can help me to compose better.
Interviewer Q2	How does planning to make an outline while writing help you compose the text better?
Interviewee	According to my knowledge about test composition, the role of outline is critical. A better outline about the text can improve the quality of my text. I think [long pause] planning the outline is most important in writing for me.
Interviewer Q3	How does self-monitoring on choosing words and phrases carefully while writing help you compose the text better?
Interviewee	Monitoring the text while writing can help me to remove the errors in the text. While choosing most relevant words as well as phrases, the process of self-monitoring is a better way to enhance the error free writing.
Interviewer Q4	How does self-monitoring on revision while writing help you compose the text better?
Interviewee	In my opinion, for me, without the careful revision, the maximum accuracy in the text is not possible.
Interviewer Q5	How does self-evaluating the language while writing help you compose the text better?
Interviewee	Well, 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.
Interviewer Q6	How does self-evaluating the organization of the text while writing help you compose the text better?
Interviewee	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.

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Willingness to Write

17 Oct, 2023 (12:00 Noon)	**Location: The Islamia University of Bahawalpur, Pakistan**
People (Female)	**Responses**
Interviewer Q1	How does willingness to take notes in English affect your English writing composition?
Interviewee	Actually [pause] the willingness to take notes help me a lot to compose the text in better way.
Interviewer Q2	How does willingness to write in English irrespective of grammatical errors affect your writing composition?
Interviewee	Higher the level of willingness to write increase the chances to fix the grammatical errors which ultimately increase the accuracy in writing compositing.
Interviewer Q3	How does willingness to write down what happens in your daily life in English affect your writing composition?
Interviewee	It has major effect on the writing composition. Generally [pause], willingness to write is the imperative element in writing the text.
Interviewer Q4	How does willingness to practice writing in English affect your writing composition?
Interviewee	A better level of willingness to practice writing in English help me to improve writing performance.

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Appendix G

Write a Descriptive Essay

Topic: Memorable day of your life

Instructions:

1. Essay should be limited to 250 to 300 words.
2. Write thesis statement in your introductory paragraph.
3. To support your thesis statement, give supporting detail in another paragraph.
4. There should be a proper conclusion paragraph.

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Appendix H

IELTS Results

Academic Mean Performance by Nationality

Nationality	Statistic	Listening Band Score	Reading Band Score	Writing Band Score	Speaking Band Score	Overall result
Bangladesh	MEAN	6.3	5.8	5.8	6.1	6.1
Bhutan	MEAN	6.2	5.7	6.0	6.3	6.1
Brazil	MEAN	7.0	7.2	6.1	6.9	6.9
Cambodia	MEAN	6.1	5.8	5.7	6.0	5.9
China	MEAN	6.1	6.4	5.8	5.6	6.1
Colombia	MEAN	6.7	6.9	6.0	6.6	6.6
Egypt	MEAN	7.0	6.5	6.0	6.7	6.6
France	MEAN	7.0	7.1	6.2	6.6	6.8
Ghana	MEAN	6.8	6.2	6.3	7.1	6.7
Hong Kong	MEAN	7.1	6.9	6.2	6.3	6.7
India	MEAN	6.6	6.0	5.9	6.1	6.2
Indonesia	MEAN	7.0	6.9	6.1	6.4	6.7
Iran	MEAN	6.7	6.4	6.0	6.7	6.5
Italy	MEAN	7.2	7.5	6.2	6.7	6.9
Japan	MEAN	6.0	6.1	5.7	5.5	5.9
Jordan	MEAN	6.7	6.2	5.9	6.6	6.4
Kazakhstan	MEAN	6.5	6.4	5.8	6.1	6.3
Kenya	MEAN	6.8	6.3	6.3	7.0	6.6
Republic of Korea	MEAN	6.5	6.4	5.9	5.9	6.2
Kuwait	MEAN	5.6	5.2	5.1	5.8	5.5
Malaysia	MEAN	7.5	7.2	6.4	6.8	7.0
Mexico	MEAN	6.8	6.8	5.9	6.5	6.6
Myanmar	MEAN	6.9	6.7	6.1	6.3	6.6
Nepal	MEAN	6.5	5.9	5.9	5.9	6.1
Nigeria	MEAN	6.8	6.4	6.3	7.1	6.7
Oman	MEAN	5.2	5.0	5.3	5.6	5.3
Pakistan	MEAN	6.5	6.1	5.9	6.2	6.2
Philippines	MEAN	7.2	6.6	6.2	6.8	6.8
Qatar	MEAN	5.7	5.1	5.2	5.9	5.5
Russia	MEAN	7.2	7.2	6.2	6.8	6.9
Saudi Arabia	MEAN	5.9	5.5	5.3	6.1	5.8
Spain	MEAN	7.4	7.4	6.3	6.9	7.1
Sri Lanka	MEAN	6.7	6.2	6.0	6.4	6.4
Thailand	MEAN	6.3	6.1	5.7	5.8	6.1
Turkey	MEAN	6.8	6.7	6.0	6.3	6.5
UAE	MEAN	5.5	5.1	5.1	5.7	5.4
Uzbekistan	MEAN	6.0	5.7	5.6	5.7	5.8
Vietnam	MEAN	6.4	6.4	6.0	5.8	6.2
Zimbabwe	MEAN	7.0	6.5	6.4	7.3	6.8

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Appendix I

Letter of Approval for Data Collection from AHSGS

AWANG HAD SALLEH
GRADUATE SCHOOL OF ARTS AND SCIENCES
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Our Ref. : UUM/CAS/AHSGS/904650
Date : 2 April 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/THESIS

This is to certify that the following student is currently conducting a field study and data collection as partial requirements of the graduate studies:

Name	:	**Shazma Razzaq**
Matric No.	:	**904650**
Course	:	**Doctor of Philosophy (Applied Linguistics)**
Thesis Title	:	**Investigating the Association Between Metacognition, Willingness to Communicate and Writing Performance Among Pakistani ESL Students**

For further information regarding the research work of the project paper/thesis, **you may get in touch with Assoc. Prof. Dr. Mohd Hilmi bin Hamzah, the supervisor at + 6019-2117822 or email to hilmihamzah@uum.edu.my.**

We sincerely hope your organisation will be able to assist the student for the data collection process.

Thank you

"MALAYSIA MADANI"
"SERVING THE NATION"
"KEDAH SEJAHTERA – NIKMAT UNTUK SEMUA"
"KNOWLEDGE, VIRTUE, SERVICE"

Upholding the principles of trust and integrity

NUR AMNAZATUL EQMAR BINTI AMERAI KHAN
Assistant Registrar
p.p. Dean

Appendix J

Missing Values

Statistics		
Items	**N**	
	Valid	**Missing**
PLA1	350	0
PLA2	350	1
PLA3	350	1
PLA4	350	1
PLA5	350	0
PLA6	350	0
PLA7	350	0
MON1	350	0
MON2	350	1
MON3	350	0
MON4	350	0
MON5	350	0
MON6	350	1
MON7	350	0
MON8	350	0
MON9	350	0
MON10	350	1
MON11	350	0
MON12	350	1
EVA1	350	1
EVA2	350	1
EVA3	350	1
EVA4	350	1
WTW1	350	0
WTW2	350	1
WTW3	350	0
WTW4	350	1
WTW5	350	0
WTW6	350	1
WTW7	350	0
WP	350	0

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Missing Value Replacement

	Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values		N of Valid Cases	Creating Function
			First	Last		
1	PLA2_1	1	1	350	350	SMEAN(PLA2)
2	PLA3_1	1	1	350	350	SMEAN(PLA3)
3	PLA4_1	1	1	350	350	SMEAN(PLA4)
4	MON2_1	1	1	350	350	SMEAN(MON2)
5	MON6_1	1	1	350	350	SMEAN(MON6)
6	MON10_1	1	1	350	350	SMEAN(MON10)
7	MON12_1	1	1	350	350	SMEAN(MON12)
8	EVA1_1	1	1	350	350	SMEAN(EVA1)
9	EVA2_1	1	1	350	350	SMEAN(EVA2)
10	EVA3_1	1	1	350	350	SMEAN(EVA3)
11	EVA4_1	1	1	350	350	SMEAN(EVA4)
12	WTW2_1	1	1	350	350	SMEAN(WTW2)
13	WTW4_1	1	1	350	350	SMEAN(WTW4)
14	WTW6_1	1	1	350	350	SMEAN(WTW6)

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Appendix K

Transcription of the Interview

Metacognitive Writing Strategies

13 July 2023 (3:00 PM)		**Location: Khwaja Fareed University of Engineering and Information Technology**
People	**Gender**	**Responses**
Interviewer Q1		How does planning the paragraph structure while writing help you compose the text better?
Interviewee	**Male**	Annn, it is very sure that paragraph can increase the skills of writing [Pause] but it is dependent on the several factors which include interest of the writer and to achieve a specific objective of achieving [Pause] obtaining marks are others. A student want to achieve a specific objective definitely try to develop a paragraph structure. A development of good structure in the paragraph can increase improvement in the words of sentence [long pause], I think it is very important which is along with the other important factors. **Probing Question:** In your opinion, how writing skills can be improved through paragraph structure? Ann, Ann, can you repeat the questions? Aaaa! Making a good structure, structure of paragraph is also an important skill in writing composition. Annn! The placement of sentence in any try of paragraph with different ideas on writing on right place of paragraph is, is important skill, is an important skill.
Interviewer Q2		How does planning to make an outline while writing help you compose the text better?
Interviewee	**Male**	Aaaa! A student can improve writing with the help of outline of the paragraph during writing process, because better writing also need, requiring preparation before writing the paragraph and outline, outline development is a kind of preparation [Pause] for a paragraph, for writing a paragraph.
Interviewer Q3		How does self-monitoring on choosing words and phrases carefully while writing help you compose the text better?
Interviewee	**Male**	Sometimes self-monitoring has influence on [Pause] performance in writing, writing performance. Aaa! In case of mistakes in the text, self-monitoring can, aaa, self-monitoring can reduce the mistakes.
Interviewer Q4		How does self-monitoring on revision while writing help you compose the text better?
Interviewee	**Male**	Aaa! I think, Aaa! While writing, a writer loses the contact between sentences, Aaa! Which make the paragraph [Pause], you can say weak and less interesting the paragraph because it causes to lose the essence of the story. It can be managed with help of the revision which [Pause] allow the writer to, to identify such errors and connect the sentences through connecting words. Aaa! Normally I remove the errors through reversion which include spelling errors, grammatical errors, errors of punctuation, and many others errors.

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13 July 2023 (3:00 PM)		Location: Khwaja Fareed University of Engineering and Information Technology
People	**Gender**	**Responses**
Interviewer Q5		How does self-evaluating the language while writing help you compose the text better?
Interviewee	**Male**	Ann! I do not use self-evaluation process regularly, but rarely I do I find a significant role in writing composition. When I have [Pause] I have proper interest and intention to apply self-motivation, self-motivation process.
Interviewer Q6		How does self-evaluating the organization of the text while writing help you compose the text better?
Interviewee		Aaa! Yes, [Pause] organization of the text in self-monitoring process may improve writing composition, Aaa! But it [Pause] completely dependent on the intention and interest of the writer. **Probing Question:** What do you mean by intention and interest of the writer, is it related to the willingness of the writer to write? Interest is connected with the willingness of the writer to apply any strategy for the improvement of the text of the text I think the interest, interest and intention both are related to the willingness which has influence on, on the, on the, you can say implementation of the strategy for improvement in the [Pause] in the writing activity.

Willingness to Write

17 Oct, 2023 (12:00 Noon)		Location: The Islamia University of Bahawalpur, Pakistan
People	**Gender**	**Responses**
Interviewer Q1		How does willingness to take notes in English affect your English writing composition?
Interviewee	**Male**	Ann! Sorry Taking notes mean written taking notes on pages? Ok The [Pause] state of being prepared for writing is important for writing activity which help to prepare the notes.
Interviewer Q2		How does willingness to write in English irrespective of grammatical errors affect your writing composition?
Interviewee	**Male**	Ann! Along with the corrections related to the [Pause], actually in this question, you are asking irrespective, you know without the grammatical errors? Ok Ok so, along with the corrections related to the grammatical errors willingness also fixes various other language problems for me, Aaa! [Pause] for example, willingness to write can fix the errors related to the structure of the text.
Interviewer Q3		How does willingness to write down what happens in your daily life in English affect your writing composition?
Interviewee	**Male**	Well! Story about daily life does not influence very much on writing composition. It may improve skills of writing, Aaa! Writing skills at you know fundamental, basic level. There may be a [Long Pause] minor, minor influence on writing composition.

17 Oct, 2023 (12:00 Noon)		Location: The Islamia University of Bahawalpur, Pakistan
People	**Gender**	
Interviewer Q4		How does willingness to practice writing in English affect your writing composition?
Interviewee	**Male**	Aaa! Practice [Pause] while writing in English I found positive influence of my daily practices [Pause] on the writing performance. **Probing Question:** Could you please explain how willingness and practice are interconnected which help to promote writing composition? I think [long pause], there is important effect of willingness on practice of English writing, writing composition. Aaa! Willingness promote the intention of the students, individuals to do practice again and again. Increase of interest level for practice due to the good willingness increase composition in better way because practice willingness can remove errors in writing paragraph.

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