LEARNER AUTONOMY IN EFL WRITINNG

Learner Autonomy in EFL Writing serves as a reference book that investigates the cultivation of learner autonomy within the context of English as a Foreign Language (EFL) writing instruction, particularly through self-assessment. In light of contemporary pedagogical trends in EFL teaching that prioritize the development of learners who are not only proficient but also self-directed, it is imperative that students are motivated and actively engaged in environments that facilitate their capacity to assume responsibility for their own educational journey. The book presents the intrinsic nature of self-assessment as a pivotal instrument for EFL learners to monitor and evaluate their learning progress, engage in self-reflective practices, and enhance their skills in critically analyzing their output, alongside presenting multiple practical tools of self-assessment that underscore its significant role in promoting autonomous learning.

The book commences with an exploration of the fundamental correspondence between self-assessment and learner autonomy, examining both the advantages and obstacles associated with self-directed evaluation. The theoretical underpinnings of self-assessment from the vantage points of constructivist theory, metacognitive strategies, sociocultural learning frameworks, and assessment for learning (AfL), are comprehensively discussed. Furthermore, the practical dimensions of self-assessment in EFL writing are methodically examined, with an emphasis on essential resources such as checklists, rubrics, portfolios, and digital self-assessment tools. In addition, this book investigates the incorporation of self-assessment within the various stages of the writing process, guiding students through pre-writing, drafting, revising, and final evaluation, topics that are distinctly articulated within the academic discourse and are treated using varied terminologies throughout this work. Moreover, the text addresses common challenges encountered in the application of self-assessment and proposes strategies to mitigate these issues, thereby ensuring that both students and educators reap the benefits.

In addition, this book emphasizes the practical implementation of self-assessment procedures in EFL writing classrooms using various techniques. Thus, it functions as a significant resource for EFL educators and academics seeking to promote student autonomy in EFL writing instruction

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PREFACE

This book, *LEARNER AUTONOMY IN EFL WRITING,* aims to enhance students' capacity to manage their own learning processes in English as a Foreign Language (EFL) writing. Writing is a challenging skill for learners to acquire, including not only linguistic competency but also critical thinking, organization, and self-regulation. Traditional assessment techniques frequently focus on the assessment of the teacher or the subject matter, resulting in students' reliance predominantly on external feedback instead of cultivating assessment and enhancement skills. The present book strives to address this gap by examining self-assessment as a mechanism for fostering learner development, engaging students to cultivate autonomy, self-reflection, as well as responsibility in their writing processes.

One type of formative assessment which focuses on student-centered instruction is self-assessment. Research indicates that students utilizing self-assessment are able to enhance their writing ability and to increase their motivation. This book provides a systematic approach for self-assessment in EFL writing by using theoretical underpinnings and practical resources to help teachers cope with these barriers.

I extend my profound gratitude to my colleagues, whose insights and expertise have significantly influenced the ideas articulated in this book. Moreover, my gratitude and appreciations are dedicated to Prof. Dr. Suwandi, M.Pd, for editing this book so that it came into its completion. Finally, I also deliver my gratitude to Badan Penerbit Universitas Pascasakti Tegal for their support finishing this book so that it is ready to use and publish widely.

February, 2025

Taufiqulloh

ABOUT THE BOOK

This book, *LEARNER AUTONOMY IN EFL WRITING*, reveals the key role of self-assessment in promoting learner autonomy in ELF writing instruction. As the current trends of EFL teaching focus on creating not only competent but also autonomous learners, students need to be encouraged and engaged with the conditions which enable them to take control of their own learning. This book discusses self-assessment as a medium for learners to track and monitor their learning, to get involved in self-reflection, and to enhance their abilities for critical evaluation of their work.

This book discusses some practical tools of self-assessment over different chapters which underline the important role of self-assessment in fostering autonomous learning. The first chapter presents the basic correspondence between self-assessment and learner autonomy, addressing the benefits and barriers of self-directed assessment. The second chapter deals with the theoretical foundations of self-assessment through the perspectives of constructivism, metacognition, sociocultural learning, and assessment for learning (AfL). The next chapters focus on the practical aspects of self-assessment in EFL writing, exploring essential instruments such as checklists, rubrics, portfolios, and digital self-assessment tools.

The book also discusses the most effective integration of self-assessment within the writing process, leading students to pre-writing, drafting, revising, and final evaluation, which have become distinctly independent topics in the literature and are addressed in different terms throughout this book. Moreover, the book discusses prevalent challenges associated with the implementation of self-assessment and offers strategies to alleviate these concerns, so ensuring benefits for students as well as teachers.

Finally, this book highlights the practical implementation of self-assessment in EFL writing classrooms through some techniques. Hence it can be a guide for EFL teachers, researchers, to promote learner autonomy in EFL writing instruction.

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CHAPTER I
LEARNER AUTONOMY

This chapters presents the relationship between self-assessment and learner autonomy. Through self-assessment, students are able to reflect on their own progress, set goals, and improve their critical thinking skills. Despite its role in fostering learner autonomy, implementing self-assessment faces some challenges such as subjectivity, students' inexperience in applying self-assessment practices, and resistance on traditional assessment.

1.1 Introduction

Assessment in an EFL learning contexts is a teaching component that is either inadvertently or intentionally executed by a teacher to depict students' performance during or after the learning process. The teacher employs assessments to gather information regarding the assistance required by students, their strengths and weaknesses, their communicative and critical thinking abilities, their progress, and various other factors. Assessment, a process or methodology that encompasses a broader context, pertains not only to formal examinations but also to informal evaluations. Numerous teachers often face limitations on the types of assessments they can select and implement in classroom contexts where they experience uncertainty or confusion. Modern English as a Foreign Language classes use a wide variety of tests. This may help students learn how to do well on tests and use their experiences to achieve their objectives and succeed in school.

According to Phuong & Van Su Nguyen (2019), alternative assessment promotes metacognitive skill, enhances learner autonomy,

and performance by actively involving students in the evaluation process as meaningful and authentic. This is seen as a shift from traditional testing towards a progressive model of learner-centered, authentic and process-oriented strategies. Meanwhile, while (Cuesta et al., 2019) adds that tools such as portfolios, self-assessment or reflective activities, help EFL learners organize their thoughts and articulate them better, thus making the writing process more fluid and manageable for them.

Alternative assessment in EFL classroom may take into several forms self-assessment, peer-assessment, teacher assessment, automated learning assessment or evaluation, and blended approaches. This study highlights a primary concern on the use of self-assessment in EFL academic writing. The objective of this study is to foster learner autonomy by exploring the self-assessment tools such as learning logs, journal writing, checklist of writing dimensions, and survey questionnaire of writing strategies.

1.2 Learner Autonomy in EFL Learning

Learner autonomy is one of the most important and foundational views of EFL learning and teaching if its conversion from teacher-centered to learner-centered approach. The term “autonomy” refers to the involvement of students in organizing their own learning, making choices, and engaging in self-directed activities (Borg & Alshumaimeri, 2019). To understand learner autonomy, educators' perceptions, teaching practices, and factors that contribute to its development in different educational environments are discussed here.

Teachers play a significant role in cultivating learner autonomy, as a teacher's beliefs influence their instructional methods. A study by Borg & Alshumaimeri (2019) found that teachers generally support learner

autonomy but face some practical constraints in its implementation such as the demands of the curriculum, institutional policies and students' readiness. (Egel, 2009) also noted similar results, highlighting the transition from teacher control to student independence and underscoring the need for professional development programs that provide teachers with ideas on promoting the independence of learners.

To cope with the challenges caveats, some teachers have adopted innovative methods to foster independence, including the integration of technology into classroom instruction. These elements, namely online learning platforms, blended learning methodologies, and digital resources, enable learners to take more ownership of their learning by allowing them to independently access materials, set personalized learning goals, and collaborate in projects on a wider scale than the traditional classroom can offer (Tran & Duong, 2020). These approaches are effective depending on the preparedness of educators in employing technology and being able to teach students how to use digital resources appropriately.

The design of curricula and instructional materials also impact on building learner autonomy. Khaerudin & Chik (2021)found that some materials in ELT textbooks help facilitate autonomous learning, but lack of clear instruction to practice self-directed learning. This implies that although the aim of the 2013 Curriculum is student-centred learning, the principles embedded in this approach are still largely difficult to achieve for the teachers, due to their lack of preparation and rigid assessment (Ramadhiyah & Lengkanawati, 2019). The insertion of learner autonomy into curriculum is generally obstructed by standardized testing, which is focused on memorization and correctness over critical thought and problem-solving skills. As a result, the motivation of the students for self-

learning could be lessened if the assessment of their development is limited merely by means of the results of their tests (Swatevacharkul & Boonma, 2021). To align with aspirations toward learner autonomy, educationists and policy makers should work together to incorporate assessment strategies.

The development of learner autonomy is shaped by a number of factors such as cultural contexts, institutional support, and learner motivation (Tran & Duong, 2020). Students' views of autonomy are shaped by previous experiences in learning, as well as the support provided by teachers. In line with this, Lengkanawati (2017) argued that in Indonesian EFL contexts, fostering autonomy requires a balance between teacher assistance and student independence such that structured tasks gradually lead learners to have more independence. How much autonomy students have depends in part on their motivation. Research shows that a student who has intrinsic motivation will be more engaged in self-directed learning and take responsibility for his or her own learning (Ramadhiyah & Lengkanawati, 2019). Moreover, teachers can increase motivation and enhance learning by providing a hospitable educational environment, giving positive feedback, and making students question their learning process.

Promoting learner autonomy is difficult. The conventional assessment methods are focused more on retrieving information rather than performing practical tasks needed for self-paced learning. This suggests that alternative assessment techniques can be effectively implemented in this way, which helps in assessing students' abilities to formulate goals and objectives, monitor the process, and reflect what they have done during (Swatevacharkul & Boonma (2021). The results of this study demonstrate that assessment methods assist educators in

fostering learner independence. A more appropriate approach would to be create alternative assessments such as self-assessment, peer-assessment and portfolio-based assessment instead of traditional ones. Self-assessment allows students to reflect on their own learning, recognize their own strengths and weaknesses and develop action plans to improve (Egel, 2009). Peer-assessment enables students to receive constructive feedback and participate in critical discussions to supervise their work. And as students pursue facts or evidence of their leaning over time, portfolio-based assessment gives comprehensive insights of their progress and achievements (Khaerudin & Chik, 2021). This method promotes meaningful reflection and enables educators to assess student progress holistically, considering their individual experiences with learning rather than just focusing solely on the data from standardized tests.

1.3 Self-Assessment in EFL Learning

Self-assessment has been defined in many ways. According to Brown (2004), several established principles of second or foreign language acquisition theoretically justify self-assessment. The idea of autonomy is a fundamental cornerstone of effective learning. Setting personal goals both inside and outside of school, working toward them without outside motivation, and being able to control one's own progress are all important skills for success.

Self-assessment promotes student independence in learning. (Illés, 2012) defines learner autonomy as the capacity to become proficient speakers of the target language, adeptly and innovatively employing the linguistic and other resources at their disposal. Autonomous learners are independent language users proficient in

online problem-solving and decision-making. This perspective on the concept emphasizes language usage above learning; yet, learners ought to maintain some agency in the learning process concerning their particular objectives, such as sourcing materials for a presentation or addressing grammatical or lexical issues. The definition of learner autonomy should exclude responsibility for matters requiring instructional expertise and having long-term implications. The notion of capacity ensures that problem-solving takes place in actual instances of language use. Capacity is the creative ability that enables language users to employ the linguistic and other resources available to them for their own purposes. It is employed when problems cannot be clearly identified in advance and are difficult to address using established formulas. Challenging learners with problems that lack immediate solutions drives them to utilize their problem-solving skills and construct their own answers. Hence, children gather the ability to handle situations with their own solutions and figure out independent thinking. Regarding this, autonomy is not end, but it the results of assessment practice in language instruction.

One of the most important keys to the effective use of portfolios within the classroom is self-reflection; a process whereby students connect with how they might seek opportunities to reflect upon their learning, redirect their understanding and validate their learning efforts. Students often need support in understanding the importance of self-assessment, becoming independent in assessing their progress, and setting goals for future learning. Bullock (2011) contends that self-assessment fosters autonomy, a crucial aspect of self-determination theory. According to this theory, individuals are usually more motivated when they know they have some control in their own learning processes.

Meanwhile, Ghafoori et al., (2021) emphasize that self-assessment fosters students' self-efficacy. It redirects them to their success and even sets goals for further progress.

Last conclusion is self-assessment, with reflectivity and metacognition as its underpinning theories, fosters EFL learners to engage in regulating and monitoring learning strategies, then leads autonomous learning.

1.4 Benefits and Challenges of Self-Assessment in EFL Learning

Self-assessment is a key to EFL learning. It combines autonomy, reflection and motivation. The most important benefit has been the development of learner autonomy, that enables students to manage their own learning. According to Harris (1997), the main focus of self-assessment is to help learners to be active in monitoring and evaluating their own progress. Adediwura (2012) observes that the integration of self-assessment and peer feedback significantly boosts learners' self-efficacy, which is crucial for fostering confidence and sustaining motivation. Systematic self-assessment enables learners to identify their strengths and weaknesses, hence facilitating more focused and effective learning. Lesmana & Rokhyati (2020) stated that self-assessment cultivates metacognitive skills that are essential for language development. Bullock (2011) underscores the significance of self-assessment, enabling learners to critically evaluate their knowledge, language abilities, and the effectiveness of their employed strategies. Ghafoori et al. (2021) indicated that this reflective approach markedly improves writing abilities, with observations of students excelling in preparing, reviewing, and modifying their written work.

One considerable benefit of self-assessment is that it can personalize the learning experience. Taufiqulloh (2015) observes that it allows learners to tackle personal challenges—such as grammar structures, vocabulary, or writing fluency—which could otherwise be sidelined in a traditional curriculum.. Dhanarattigannon & Thienpermpool (2022) similarly found that tertiary-level students valued self-assessment for its ability to provide fast and individual feedback on their writing processes. Florensio Wijaya (2023) indicated that Indonesian EFL learners through evaluative self-assessment realized its applicability and depth in writing since considering changes to one's drafts improved both clarity and coherence. Self-assessment facilitates enduring skill development by fostering lifetime learning practices. Consistent reflection on progress aids learners in cultivating the critical thinking abilities essential for adapting to new difficulties. This is in line with Adediwura's findings that self-assessment develops persistence and resiliency as it encourages learner assume responsibility for their own path.

Despite its benefits, self-assessment has problems that must be resolved for it to be effective in EFL learning. A critical concern is the absence of objectivity, as learners may inaccurately assess their capabilities owing to biases or emotions (Bullock, 2011). This issue is particularly prevalent among learners lacking proficiency in self-assessment, resulting in erroneous evaluations that undermine the process. Harris (1997) notes that numerous learners encounter difficulties in comprehending or applying assessment criteria effectively, leading to inconsistent or shallow evaluations. Instructor assistance is essential in addressing these challenges. Lesmana and Rokhyati (2020) emphasize that, in the absence of adequate instruction, learners may

experience uncertainty or be overwhelmed by the requirements of self-assessment. Moreover, Ghafoori et al. (2021) highlight cultural and contextual barriers. In teacher-centered educational institutions, students find it challenging to accept the concept of self-assessment since they might not be well acquainted with it and feel sceptical about its outcomes. Pragmatic challenges also limit the implementation of self-assessment.

Practical obstacles also impede the execution of self-assessment. Taufiqulloh (2015) asserts that time constraint is a major challenge, particularly in already content-driven curricula. It takes time and effort to teach learners how to authentically self-assess, and an equal amount of time and effort goes into crafting worthwhile activities.. Dhanarattigannon and Thienpermpool (2022) observed that although tertiary level students recognize the importance of self-assessment, they are concerned about additional workloads. Moreover, the incorporation of self-assessment with other forms of assessments, like peer assessment and instructor assessment, can be complex and resource-intensive. Adediwura (2012) asserts that alignment between different methods is necessary because any misunderstanding or conflicting feedback leads to reduction in the effectiveness of self-assessment overall. To address these problems, a sound and structured plan is essential. This includes provision of explicit instructions, detailed rubrics and consistent and systematic teacher feedback in order that self-assessment can develop as a valid and helpful resource for EFL students.

1.5 Self-Assessment and Learner Autonomy

Learner autonomy has been a growing concern over the past decades with regards to EFL learning in the modern world. It is simply

azurated, however, to a few informative thinking such as constructivism, metacognition, and humanistic learning strategies which are aimed towards the importance of self-guided studying and private reflection and accompaniment .

Researches show that learner autonomy in EFL contexts is closely related to self-assessment, motivation, cultural awareness, and virtual learning circumstances ((Dewi & Wilany, 2023; Oussou et al., 2024; Wang, 2014; Yosintha & Yunianti, 2021). In particular, Dewi and Wilany (2023) emphasize the strong relationship between learner autonomy and motivation in the context of speaking courses, where motivated students are more likely to engage in self-assessment and goal-setting when they take responsibility for their learning. This is in line to what (Illés, 2012) argues that autonomy involves skills such as metacognition: "self-monitoring, self-evaluation, those mental processes necessary for successful language acquisition. Wang (2014) also emphasizes constructivism when viewing autonomy as an active process in which learners create knowledge through reflection and self-assessment. The results from these studies collectively highlight the importance of fostering autonomy which enables students to assess where they currently stand, finds gaps in knowledge, and takes responsibility for their own learning.

Despite its advantages, the learner autonomy in EFL learning contexts face some challenges. According to Oussou et al. (2024), although Moroccan EFL university students generally display positive attitudes towards autonomy, their willingness to take responsibility of their own learning varies according to cultural and educational contexts. Autonomy thus does not arise by itself, but has to be nurtured by getting people trained in self-regulation and self-assessment techniques.

Yosintha and Yunianti (2021) explore the concept of autonomy and its nuances in an online learning scenario, specifically since students play a vital role in determining their level of motivation and path of study and any accompanying issues like lack of resources. The findings of these studies highlight the fact that although learner autonomy has the potential of facilitating EFL learning process highly, its effectiveness relies on contextual considerations, such as cultural expectations, educational institutions, and their support systems. Educators play a vital role in fostering autonomy through self-assessment, reflective learning, and goal-setting, and addressing some of the unique problems faced by students at different levels of education. The reviewed literature suggests that learner autonomy is a complex, nuanced concept, capable of providing appropriate guidance for students to take charge of their acquisition and improvement of language capacity.

The major focus of leaner autonomy is the correlation between learner autonomy and motivation. According to Dewi and Wilany (2023), autonomous learners are more motivated because they assume responsibility for their learning and establish their own objectives. This is confirmed by Illés (2012), who argues that autonomy increases intrinsic motivation by enabling students to take part in self-determined activities related to their personal interest and learning needs and some sense of incompleteness as they enrich their world through such activities. However, it is critical for teachers to be involved in ushering them through this process. To foster independence, teachers should provide students with skills and strategies that enable them to assess and manage their own learning. Moreover, Wang (2014) adds that constructivist methodologies, including reflective journals and peer feedback systems, promote the development of critical skills required by

students for independent learning. By doing these things, learners can assess their learning and take action to appraise that learning, assess their development, and drive the learning process.

One of the key elements to be examined is how cultural and contextual issues affect the learner autonomy. Oussou et al. (2024) indicate that cultural norms and educational traditions affect students' autonomy readiness, and teacher-centered approaches can stifle the development of autonomous learning skills. In online learning settings, students face many issues, such as sustaining motivation, adapting to technology, etc., and this makes fostering autonomy very challenging (Yosintha & Yunianti, 2021). This evidence highlights the need for a context-sensitive approach to promoting autonomy that accounts for the different needs and challenges of learners in diverse academic and cultural contexts. Particularly in the more didactic teacher-led environments, slowly introducing and overtly teaching the self-regulations strategies that students have learned may be crucial in helping them shift to a much more self-determined mode of learning. Resources and support systems guide them in feeling that they're independent learners, help cope with challenges and become self-learners. Thus, the context in which EFL teaching occurs needs to be taken into consideration, as it creates a more integrative and useful framework of facilitating EFL students' autonomy.

Both concepts are devoted to the domain of the development of engagement in the learning process, but there is a cyclical relationship between student autonomy and self-assessment in English as a Foreign Language (EFL) education. Learner autonomy is the extent to which students take control over their learning: setting their own goals, selecting resources, and measuring progress (Holec, 1981). elf-evaluation

is a metacognitive strategy whereby learners reflect and evaluate themselves, identify their strengths and weaknesses. Studies by Dewi and Wilany (2023), Illés (2012), Oussou et al. Baskets: This study (2024), as well as Wang (2014) and Yosintha and Yunianti (2021) explores the complementary and reinforcing relationship between these two constructs in EFL contexts.

According to Dewi and Wilany (2023), self-assessment is vital in enhancing learner agency, particularly in speaking lessons, as students who regularly assess their performance are more likely to take ownership of their learning and set individual learning targets. This supports Illés (2012) assertion that autonomy registers metacognitive processes, as self-monitoring and self-evaluation, that are crucial for successful language learning. From a constructivist perspective, based on Wang (2014), Wang thinks that self-assessment is a reflective tool to put learners in charge of their learning process, producing knowledge. Overall, these studies highlight that self-assessment is a basis of learner autonomy, as it allows learners to regulate their own learning and take accurate choices concerning their performance.

However, developing learner independence and self-assessment is challenging. Oussou et al. (2024) reported that even though Moroccan EFL university students generally demonstrate positive attitudes for autonomy, their inclination toward self-assessment varies due to cultural and educational influences. This means that self-assessment is not something that we're born doing but something that needs to be developed through intentional teaching and support. Some examples of referenced papers are: "The Intricacies of Online Learning Through Self-Assessment" by Yosintha and Yunianti (2021); "Self-Directed Learning, Motivation, and Academic Self-Regulation in a Blended Classroom" by

Erol and Karadag (2021); "A Study of the Digital Classroom Blending Environments in Runaway Education: The Perceptions of Learners" by Milana, Ma and Adrianta (2021). Thus, while self-assessment is a powerful tool to encourage self-directedness, the degree of effectiveness is mediated by contextual considerations like embedded cultural practices, conducting strategies, and institutional support. Empowering others to practice self-assessment–offering opportunities for reflection, setting goals, providing constructive critique–and responding to the specific challenges posed by every type of learning community is a role that educators must champion. The researched papers conclude that self-assessment, when properly scaffolded, can greatly improve learner control by giving students the tools to self-manage their learning.

One of the major points being investigated through these researches is the relationship between learner autonomy and self-assessment. According to Dewi and Wilany (2023), autonomous learners are more likely to engage in self-assessment, as they take responsibility for their own learning and set meaningful personal goals. Illés (2012) highlight that self-assessment innervates autonomy skill through learners being required to judge their development and make educational decisions based on the evidence. Educators play a vital role in supporting this process. Providing students with the right tools and practices for reflection and self-regulation, teachers should strive to create a learning environment that fosters self-evaluation. Also, Wang (2014) suggests that constructivist methods such as reflective journals and peer feedback can encourage the development of critical skillsets needed for effective self-evaluation among learners. Not only do these approaches allow for self-assessment, but they also develop learners'

ability to review their own progress and make informed decisions about their learning.

There is a need for extensive studies on how aspects like environment and culture impact the association between learner autonomy and self-assessment. Oussou et al. (2024) highlight that cultural norms and educational traditions shape students' perceptions of self-assessments and suggest that teacher-centric pedagogies can limit the development of self-directed learning skills. Where in the context of online courses students experience challenges in level of motivation as well as technological constraints. Yosintha and Yunianti (2021) investigates the opportunities for self-assessment. These proposes emphasize the need for a context-sensitive approach to promote self-assessment that considers the specific needs and challenges of learners in diverse educational and cultural contexts. In contexts using more assertive pedagogy, gradual support and overt explanation of self-assessment methods are probably necessary to promote student autonomy over learning. For example, creating open calls directly to students can help them overcome barriers and develop strong self-assessment skills when participating in online learning environments. Taking these contextual characteristics into account, we can work out a potentially more successful approach to fostering learner autonomy and self-assessment in EFL teaching.

In addition, the connection between learner autonomy and self-assessment within these EFL contexts is complex and multifaceted. Self-evaluation is a fundamental part of learner autonomy; however, it is not fully effective if it does not entail other variables as motivation, cultural factors and the structure of the educational system. The studies analysed stress the importance of developing self-evaluative skills through

targeted training, reflective learning practices, and context-specific assistance. By involving the students in self-assessment, teachers are able to increase the independence of students and create a more vibrant and engaging classroom environment. Although self-assessment will be beneficial to the curricular aspects of EFL training, as it will enhance learning results by helping learners actively take part in their language learning process.

Regarding the background previously described, this study is aimed at investigating the role of self-assessment in assessing students' attitude or strategies during attending EFL academic writing classes which enables them to foster autonomy in their learning. A model of self-assessment in academic writing was thoroughly investigated and students' attitudes during attending academic writing was also revealed to drive them into autonomous learning.

1.6 Outline of the Book

Chapter 1: Self- Assessment and Learner Autonomy. This chapter presents self-assessment as an essential instrument for promoting learner autonomy in EFL writing. It emphasizes the advantages of self-assessment, such as increased student engagement, improved critical thinking abilities, and self-regulated learning. The chapter examines the shift from teacher-centered to learner-centered methodologies, highlighting that self-assessment allows students to evaluate their progress and establish attainable objectives. Nonetheless, it recognizes obstacles including subjectivity, lack of expertise, and cultural opposition inside conventional teacher-centered classrooms. To overcome such challenges, systematic support, direct tools, and diverse evaluative methods are proposed. It discusses the role of different means for

reinforcing self-assessment practices, such as peer review, teacher evaluation, technology-based assessment, and so forth. It also discusses the importance of self-regulation and cognitive strategies in developing writing skill.

Chapter 2: Background Concepts and Theories. This chapter presents theoretical foundation for self-assessment and learner autonomy. It investigates several learning theories such as constructivism, metacognition, sociocultural theory, and Assessment for Learning (AfL). Constructivism is a paradigm that promotes learning by allowing learners construct knowledge actively on the basis of experience and reflection. The chapter emphasizes that metacognitive skills play a key role in promoting autonomous learning. In a situation where students plan, monitor, manage, and assess the process of writing, their development towards autonomy is further ensured. Sociocultural theory stresses that the social environment and scaffolding mechanism are fundamental for self-assessment, and thus suggests that learners learn to be autonomous there through mediation. The chapter also discusses the principles of Assessment for Learning (AfL), including feedback, self-evaluation, mastery of learning objectives. These theories help put together a comprehensive framework for understanding how to carry out self-assessment so as to cultivate autonomy in learners of EFL writing more effectively.

Chapter 3: Writing in EFL Learning. This chapter also discusses the role of writing in EFL teaching, categorizing pursuable writing forms based on informative writing, expressive writing, and persuasive writing. It underlies the importance of self-evaluation for improvement of writing and independence of learning. The chapter highlights some of the challenges that EFL students experience in writing, ranging from

linguistic accuracy and grammatical structures to global coherence. It takes a look at several writing processes, brainstorming, outlining, drafting, and rewriting that all cultivate good writing. In this chapter, we examine the significance of feedback in writing development, particularly through peer review and self-reflection. In addition, different types of writing, including academic writing, research papers, and proposals, are explored, focusing on their specific purposes and structures. Thus, it encourages writing teachers to incorporate self-assessment techniques into their practices to help students hone their analytical and organizing skills.

Chapter 4: Implementing Self-Assessment in EFL Writing. This chapter discusses the implementation of applying self-assessment in EFL writing classrooms. A variety of self-assessment tools are presented in this chapter: checklists, reflective journals, and rubrics. These can help students become more proficient at evaluating their writing work. The chapter provides a systematic guide for integrating self-assessment into the writing process, from pre- to post-writing phases; it is therefore vital that this practice be taught in teacher training courses. The challenges associated with self-assessment are partially resolved by teachers providing training and feedback. One of the problems students may encounter is the lack of experience in such assessments. Experts believe that many others revolve around being objective with one's own composition work. As a result, the chapter also looks at the merits of self-assessment in modern technology: e-portfolios, AI writing assistants, and online joint collaboration collection devices are described. This new generation of technical devices provides instant feedback and helps students through their writing development over longer periods of time.

Chapter 5: Enhancing Self-Regulated Learning through Self-Assessment. This chapter explores the intersection of self-assessment and self-regulated learning in writing in English as a Foreign Language. It explores how self-assessment improves students' ability to set goals, monitor their progress and reflect on their learning strategies. It discusses key self-regulated learning skills and strategies (e.g., goal-setting, time management, strategic revision) that can be harnessed to facilitate writing performance. It discusses the importance of motivation in self-evaluation, highlighting the need for creating a growth mindset and encouraging intrinsic motivation in students. Teachers will be encouraged to adapt metacognitive approaches with a focus on deeper learning and self-reflection. The chapter further details on the facilitation of self-assessment by peer assessment through providing different viewpoints and promoting collaborative learning. In turning the key of their performance, students move toward independence as writers, where they can successfully engage themselves in complex writing tasks.

Chapter 6: Conclusions and suggestions. The final chapter provides recommendations for future research and concrete practices of self-assessment in EFL writing. It emphasizes the need for further study of the long-term effects of self-assessment on learner autonomy and writing skill. This chapter advocates for teacher training programs to embed self-assessment training into their programs to support a more effective implementation of self-assessment in classrooms. In addition, it highlights the importance of institutional support in developing a self-directed learning culture. The conversation touches on the role of digital tools and AI in students' self-assessment, and discusses potential developments that could help students' skills improve even more. The

chapter concludes by stating that self-assessment is more than an assessment tool; it is a transformative practice that allows students to take responsibility for their learning. Therefore, Using self-assessment practices in teaching writing helps teachers create critical thinking and lifelong learners who will continue to improve.

CHAPTER II
PRINCIPLES OF LEARNER AUTONOMY

This chapter explores the foundational concepts and theories that underpin the principles of self-assessment and learner autonomy in educational contexts. The discourse begins with a review of reflection, emphasizing its significance in fostering self-regulation and metacognitive awareness among learners, particularly within the framework of English as a Foreign Language (EFL). The chapter subsequently addresses constructivism, a pedagogical paradigm that underscores the active building of knowledge via experience, interaction, and reflection, strongly associated with student-centered education. Metacognition is examined in greater depth, highlighting its importance in self-regulation, critical thinking, and the cultivation of learner autonomy across various disciplines, such as language acquisition and computer science education. Sociocultural theory (SCT) emphasizes the significance of social interaction, mediated learning, and scaffolding in cognitive development and self-assessment. The chapter ultimately introduces Assessment for Learning (AfL), a formative approach that prioritizes feedback, self-assessment, and alignment of learning objectives with student advancement. Collectively, these theories offer a thorough framework for comprehending how self-assessment and learner autonomy can be fostered through reflective practices, collaborative learning, and systematic feedback, ultimately enabling students to assume responsibility for their educational paths.

2.1 Reflectivity

Reflexivity is the fundamental concept or principle of self-assessment as key to promote learner autonomy. It pertains to the processes of self-regulation and reflection on acquired knowledge. This is a fundamental idea in self-regulation and self-reflection (Oscarson, 2009). Reflection is the notion of self-directed enlightenment in individual learning. Reflection facilitates self-improvement in the learning process. It is beneficial for language learners to reflect on their past efforts and knowledge, assess their challenges or deficiencies, and identify solutions through self-evaluation and feedback from instructors to enhance their future learning. Reflection in language acquisition allows learners to adapt and manage diverse learning circumstances.

In EFL contexts, reflection demonstrates an ongoing process of metacognition and elaborate extensions that enhance effective teaching and learning, providing a basis for the advancement of students as well as teachers. According to Alghamdy (2019), the goal of cooperative learning as a reflective approach includes both cognitive and social aspects of English as a Foreign Language training. Kheirzadeh & Sistani (2018) also examine the critical role of teachers in promoting reflection in different settings. They assert that reflective teaching improves students' academic performance and allows teachers to enhance their instructional techniques over time, guided by experience and feedback. Their research reveals that a teacher's proficiency and academic background substantially affect the effectiveness of whiteboards in classroom environments, demonstrating a distinct correlation between these changes and student achievement. Moreover, Dehghayedi & Bagheri (2019) analyse the relationship between EFL teachers' views and their practices. Their research suggests that reflective teachers align their

teaching methods with their unique personalities, creating a unified and flexible learning environment. Meanwhile, Shaban et al., (2017) examined the cognitive types of students, specifically comparing impulsive and reflective students in terms of reading comprehension. Reflective learners exhibit critical audit qualities that increase their capacity to understand, assess, and analyse knowledge, leading to enhanced comprehension. This suggests that fostering reflection among students may directly enhance academic achievement.

Getting involved in reflection within EFL learning presents both advantages and problems. Reflection is essential in the English as a Foreign Language (EFL) learning process to enhance teacher efficacy and student success across all levels and conditions. It encourages deeper learning and thinking. According to Alghamdy (2019), the use of cooperative learning approaches that include reflective practices assists students in assessing their learning development and increases their level of metacognitive awareness. Reflecting on experiences allows learners to identify their strengths and aspects that need to be improved, leading to more effective language learning habits. According toAmini & Kruger (2022), teacher autonomy and self-reflection are key to achieve student agency in their learning. The link between dedicated time for reflection and improved instruction can be traced to the fact that when teachers take part in reflective practice, they can adapt their teaching approach to better meet the needs of students and result in increases in engagement and achievement. Moreover, Kheirzadeh & Sistani (2018) found that reflective teaching improves students' academic success. This applies especially to those experienced instructors who draw on reflective practices to improve their teaching over time. Reflection therefore is beneficial for both the students and the teachers, as it allows

for professional development and cultivates a smoother learning environment. In addition, regular reflection on their own learning benefits students in developing better problem-solving skills. By analysing their errors and reflecting critically on how they have overcome linguistic obstacles, they came to be more independent learners (Shaban et al., 2017). The ability to self-monitor and modify learning is at the heart of greater autonomy and critical for effective language learning.

Despite these advantages, incorporating reflection in EFL education is challenging. According to Dehghayedi & Bagheri (2019), many teachers are not able to do reflective teaching since they have not trained or supported enough in this area. This issue is exacerbated in classrooms of students who have been conditioned to learn solely in traditional, teacher-directed manner rather than pedagogies of self-reflection. Another challenge is the time and energy required for deep reflection. Due to the workload, teachers and students often have to meet the requirements of their courses and compulsory assessments and so lack the time and space for reflective practices. Furthermore, thinking is required a certain level of language proficiency, which may be a barrier for lower-level EFL learners unable to express their opinions clearly in English. Without sufficient scaffolding, students might engage in surface-level reflection that does not authentically enhance their own learning (Amini & Kruger, 2022). Also, while practicing teachers benefit from reflective teaching, there are many beginners whom it daunts. Kheirzadeh and Sistani (2018) note that self-assessment and adaptation of teaching methods can be complex, especially for individuals who have not yet mastered their skills.

To cope with these issues, the training and structured support should be available to help teachers and students develop effective reflective practices. Through creating an environment that fosters reflection and provides students with guidance in developing the reflective practice, EFL students are positioned to reap the benefits of reflection while minimizing the potential drawbacks.

2.2 Constructivism

Constructivism is a learning philosophy asserting that learners actively construct knowledge through their experiences, interactions, and reflections, rather than passively absorbing information from educators or textbooks. The idea emphasizes the learner's engagement in learning, where knowledge is constructed based upon prior experiences and comprehension. According to Efgivia et al. (2021), constructivism emphasizes the transition from teacher-centered to learner-centered education, promoting student engagement through investigation, inquiry, and meaningful interaction with the topic. This aligns with the notion that learning is a dynamic and social endeavour, in which learners actively connect with other students and teachers to acquire new ideas.. Constructivism is based on the theories of Jean Piaget, Lev Vygotsky, and John Dewey, who emphasized the importance of cognitive growth, social interaction, and experiential learning.

The key element of constructivism is the learner's engagement in the learning process. . According to Nurhuda et al. (2023), Constructivism fosters student engagement in problem-solving, critical analysis, and reflection. These conditions often merge into collaborative activities, practical initiatives, and practical applications that help learners in connecting new material to their existing knowledge. In a classroom,

students may collaborate to solve complex issues or conduct experiments to evaluate hypotheses. This can improve their understanding of the content while developing skills such as communication, teamwork, and creativity. Moreover, constructivism highlights the varied backgrounds and experiences of learners, promoting tailored learning paths that address individual needs and interests.

The use of constructivism in education has been thoroughly investigated across different settings, including conventional classrooms and digital learning environments. Koohang et al. (2009) investigates the effective integration of constructivism in e-learning platforms, wherein learners use digital tools and resources to construct knowledge. In these environments, teachers function as facilitators instead of exclusive sources of information, directing students through interactive activities and discussions. Pribadi et al. (2018) also emphasize the efficacy of constructivist approaches in online instructions, since students are encouraged to take responsibility for their learning through autonomous assignments and collaborative tasks. These works highlight the flexibility of constructivism across many methods of education, establishing it as a vital basis for modern teaching and learning activities. .

Constructivism significantly influences teaching and learning in some areas, such as language learning. Kieu Oanh & Hong Nhung, (2022) investigate the implementation of constructivism in English language teaching within Vietnamese secondary schools, emphasizing the necessity of creating feasible and collaborative learning experiences. Integrating activities such as role-playing, group discussions, and project-based learning enables teachers to enhance the cultivation of language skills within significant contexts. Meanwhile, Mcleod (2023) emphasizes the philosophical basis of constructivism, perceiving learning as a

continuous and dynamic process influenced by personal and societal experiences. This viewpoint questions conventional ideas of education as a straight transfer of knowledge and promotes for a more comprehensive and inclusive pedagogical method. Constructivism offers a comprehensive framework for promoting meaningful and persistent learning, allowing students to engage actively in the process of learning.

Constructivism provides a strong foundation to encourage self-assessment and learner autonomy, to allow students to assume control of their educational experiences. Constructivist approaches promote participation, critical assessment, and self-reflection, encouraging learners to assess their progress and identify areas for enhancement. Nurhuda et al. (2023) and Efgivia et al. (2021) assert that constructivist settings prioritize learner-centered activities, facilitating students to establish goals, assess their comprehension, and modify their strategies as needed. The self-regulatory aspect of constructivism is strongly linked to self-assessment, encouraging learners to cultivate metacognitive skills for the autonomous evaluation of their knowledge and competencies. The collaborative and experiential aspects of constructivist learning, as described by Koohang et al. (2009) and Pribadi et al. (2018), increase learner autonomy by promoting student ownership of their education via self-directed activities and peer engagement.

The application of constructivism in several instructional settings, including language teaching (Kieu Oanh & Hong Nhung, 2022) and online education (Pribadi et al., 2018), emphasizes its significance in fostering student autonomy. Through participation in genuine, real-world work and collaborative projects, students are motivated to learn and cultivate the confidence and abilities necessary for independent navigation of their educational paths. Mcleod (2023) emphasizes the

theoretical basis of constructivism, viewing learners as active creators of knowledge instead of passive recipients. This point of view inherently fosters autonomy by placing the responsibility of learning on the learner, with teachers acting as facilitators rather than authoritative authorities. In the end, constructivism's emphasize on self- assessment and learner independence prepares students for lifelong learning, empowering them with the abilities to adapt, reflect, and thrive in a dynamic environment.

In summary, constructivism, as an educational theory, is based on many core principles that highlight the learner's participation in the building of knowledge. These factors are essential for understanding the functioning of constructivism in educational settings. The following are essential elements of constructivism:

1) Engaged Learning

   Constructivism emphasizes that learners actively engage with the material rather than passively receiving it. This includes examining, probing, and interacting with the learning atmosphere to improve understanding.

2) Preexisting Knowledge

   Students generate new comprehension by integrating their existing knowledge and experiences. Constructivism acknowledges that individuals integrate new information according to their pre-existing knowledge, making prior knowledge a fundamental foundation for learning.

3) Interpersonal Engagement

   Collaboration and social contact are crucial in constructivist learning. Through dialogue, collaborative efforts, and peer evaluations, learners collaboratively construct knowledge and acquire varied viewpoints.

4) Scaffolding

   Teachers or more knowledgeable peers offer assistance to learners as they acquire new skills or comprehension. The scaffolding is progressively eliminated as learners gain competence, fostering independence.

5) Reflection

   Constructivism promotes learners to contemplate their learning methodologies and results. Reflection facilitates the integration of new and pre-existing knowledge, promoting a more profound comprehension.

6) Genuine Learning Experiences

   Learning is most efficacious when it transpires in authentic, significant circumstances. Constructivist methodologies frequently integrate problem-based learning, project-based learning, and experiential activities to enhance the relevance and engagement of the educational experience.

7) Student-Centered Environment

   Constructivism transitions the emphasis from teacher-centered pedagogy to learner-centered education. Students are urged to assume responsibility for their education, establish objectives, and investigate subjects that captivate them.

8) Diverse Viewpoints

   Constructivism recognizes the existence of various interpretations of information. Students are urged to contemplate various perspectives and solutions, promoting critical thinking and creativity.

9) Self-Evaluation and Independence

   Constructivism fosters self-assessment and learner autonomy by

urging students to analyse their progress, recognize areas for enhancement, and assume responsibility for their education.

10) Fluid and Progressive Understanding

Knowledge is perceived as dynamic and ever developing rather than static or permanent. Students consistently update and enhance their comprehension when they confront novel knowledge and experiences.

In addition, these elements jointly emphasize the learner's proactive engagement in knowledge construction, the significance of social and experiential learning, and the necessity for a supportive and adaptable learning environment. Constructivism's focus on these aspects makes it a powerful foundation for fostering deep, meaningful, and lasting learning.

2.3 Metacognition

Metacognitive theories have greatly developed, incorporating many viewpoints on self-awareness, regulation, and cognitive process approaches.. The current metacognitive theories come from Schraw & Moshman (1995) who differentiated between metacognitive knowledge and regulation. Metacognitive awareness is characterized as a self-regulatory comprehension of cognitive processes, encompassing declarative, procedural, and conditional aspects. This concept has been widely used in educational and psychological contexts, influencing how learners manage their cognitive processes. Building on these theories, Moshman (2018) expanded upon these theories, elucidating the connection between metacognition and self-regulated learning, while emphasizing the significance of metacognitive theories in fostering self-direction and critical thinking abilities in individuals. The

implementation of the concepts in second language acquisition, as demonstrated by Pishghadam & Khajavy (2013) indicates that intelligence and metacognitive strategies are predictors of success in language learning, thereby substantiating the claim that metacognition is not only a cognitive instrument but also a key component in the efficacy of the learning process.

The implementation of metacognition in writing teaching, particularly in FL contexts, has been extensively investigated. Al-Jarrah et al., (2019) investigated the impact of metacognition with cognitivism and constructivism on the improvement of writing skills. Their research indicates that self-awareness of writing processes and reflective techniques enhance writing skill in language learners. This aligns with the findings of Farahian & Avarzamani (2018) which suggested that portfolio utilization enhances metacognitive awareness and improves writing performance. Negretti (2012) conducted a longitudinal study on metacognitive awareness in academic writing, indicating that students who engage in metacognitive monitoring and evaluation exhibit improved writing proficiency over time. These findings are crucial for teachers, since they underscore the importance of explicit metacognitive training in curriculum design. Sanober & Cheema (2024) investigated ESL learners' perceptions of metacognitive strategies in creative writing, revealing a favorable correlation between metacognitive instruction and creative expression. This research collectively substantiates the claim that fostering metacognitive skills in writing instruction improves cognitive engagement and academic achievement.

Besides language acquisition, metacognition plays a role in several areas, including computer science education. Loksa et al. (2022) examined the impact of metacognition and self-regulation in

programming education, demonstrating that metacognitive strategies promote problem-solving and programming skills in students. Their research highlights that students who develop metacognitive awareness improve their efficacy in learning programming concepts and autonomously addressing problems. Oppong et al. (2019) investigated the relationship among metacognition, self-regulation, and giftedness, suggesting that metacognitive strategies can significantly enhance learning results for high-achieving students. These findings align with Papageorgiou's research on metacognitive treatment, which has been utilized to mitigate cognitive deficits by enhancing patients' ability to regulate their thought processes. Papaleontiou-Louca (2008) enhanced the discussion by integrating metacognition to theory of mind, stating that metacognitive development is crucial for social cognition and interpersonal understanding. These researches collectively illustrate the broad application of metacognitive concepts across various educational and psychological domains, underscoring that fostering metacognitive awareness is crucial for lifelong learning and cognitive development. The incorporation of metacognitive techniques in English as a Foreign Language (EFL) education encounters numerous obstacles, chiefly stemming from learners' lack of awareness, issues in strategy application, and insufficient training for instructors. A major problem is that numerous EFL learners lack awareness of metacognitive methods and their potential influence on language acquisition. Research conducted by Moshman (2018) and Schraw & Moshman (1995) emphasizes that metacognition frequently operates as an implicit process, complicating learners' ability to deliberately cultivate and utilize metacognitive skills. Al-Jarrah et al. (2019) contend that, in the absence of explicit instruction, students find it challenging to grasp the significance of self-regulated

learning and strategic planning. The cultural and educational backgrounds of learners affect their capacity to participate in metacognitive practices. In certain educational settings, conventional rote memorization is prioritized above critical thinking and self-reflection, constraining students' chances to cultivate metacognitive awareness. This problem is worsened by the lack of sufficient information for students on monitoring their progress and evaluating their learning strategies properly. Consequently, they do not cultivate autonomy in language acquisition, resulting in diminished progress and restricted long-term retention.

An further issue in the use of metacognitive strategies in EFL learning is the complexity of their application, particularly for self-regulation and self-monitoring. Oppong, Shore, & Muis (2019) claim that metacognitive development is closely associated with self-regulated learning, requiring learners to continually assess their progress and modify their strategies appropriately. Farahian and Avarzamani (2018) assert that many EFL students experience difficulty with self-regulation due to cognitive overload, language proficiency issues, and insufficient prior training in metacognitive methods. For example, students unfamiliar with reflective learning may find it challenging to assess their own comprehension and language skills. Moreover, extrinsic influences such as standardized testing pressures and rigid curriculum frameworks hamper students' ability to use metacognitive strategies. The lack of timely feedback in certain EFL contexts impedes students' capacity to evaluate their learning effectiveness, resulting in discontent and disengagement. Loksa et al. (2022) states that structured interventions and scaffolded learning activities promote the consistent advancement of these skills in students. However, without enough supervision from

teachers, many students persist in relying on passive learning techniques rather than actively utilizing metacognitive strategies.

The inadequate preparation of EFL teachers in metacognitive learning, among student-related challenges, represents a significant barrier to effective implementation. Research conducted by Papageorgiou (2015) and Negretti (2012) highlights the importance of teacher training in enhancing students' metacognitive awareness. However, many teachers may not possess the necessary expertise and pedagogical tools to include metacognitive strategies into their teaching practices. Traditional teacher training programs often emphasize subject knowledge and linguistic proficiency above pedagogical methods that promote metacognitive growth. Consequently, teachers may have difficulties in designing classes that foster student self-reflection, goal-setting, and strategic learning. Moreover, constraints in classroom duration and curriculum demands sometimes hinder opportunities for direct metacognitive instruction. Pishghadam and Khajavy (2013) assert that the incorporation of metacognitive training into teacher education programs can significantly enhance students' ability to regulate their learning. Moreover, providing teachers with access to professional development opportunities, workshops, and metacognitive teaching resources can enhance the amalgamation of theoretical knowledge with practical application. Addressing these challenges requires a collaborative effort among teachers, institutions, and policymakers to ensure that both teachers and students have the required skills to effectively implement metacognitive strategies in EFL learning.

The development of metacognitive ideas has significantly influenced educational practices, particularly in fostering self-assessment and learner autonomy. Schraw & Moshman (1995) and

subsequent work by Moshman (2018) have demonstrated the critical significance of metacognitive knowledge and regulation in self-directed learning. These theories have been effectively applied across various educational domains, including second language acquisition, writing instruction, and computer science education, demonstrating that metacognitive strategies significantly enhance cognitive engagement, problem-solving abilities, and academic performance. The adoption of metacognitive strategies in English as a Foreign Language (EFL) instruction has numerous challenges, such as learners' lack of awareness, difficulties in strategy execution, and insufficient teacher training. Addressing these challenges requires explicit guidance, structured treatments, and comprehensive teacher training programs that emphasize metacognitive development. By supporting learners with self-assessment and self-regulation tools, and by preparing educators with important skills and resources, we may foster increased learner autonomy and ongoing academic growth. The cultivation of metacognitive awareness is essential for enabling learners to effectively regulate their cognitive processes, hence promoting lifelong learning and intellectual advancement..

Metacognitive theories underscore the significance of self-awareness, self-regulation, and strategic thinking in learning processes. Concerning self-assessment and learner autonomy, six fundamental features are crucial to metacognitive theories:

1) Metacognitive Knowledge

This relates to an individual's awareness and understanding of their cognitive processes, including knowledge of strategies, tasks, and self-awareness as a learner. It includes declarative knowledge (knowing "what" strategies exist),

procedural knowledge (grasping "how" to execute certain strategies), and conditional knowledge (identifying "when and why" to utilize specific strategies). This knowledge enables learners to assess their strengths, weaknesses, and growth, fostering autonomy in decision-making.

2) Self-Regulation

Self-regulation is the ability to plan, evaluate, and analyse one's learning strategies. It includes planning (setting targets and selecting appropriate methods), monitoring (measuring progress and identifying obstacles), and evaluating (assessing outcomes and adjusting procedures as needed). This iterative approach empowers learners to take ownership of their education and make informed adjustments.

3) Reflective Practices:

Reflection is a crucial component of metacognition, enabling learners to assess their educational experiences, identify successes and challenges, and apply improvements. Reflective practices, such as journaling and self-inquiry, enhance self-assessment and provide a more profound understanding of one's cognitive processes.

4) Metacognitive Strategies:

These are specific tactics utilized by learners to manage their cognition and educational activities. Examples include self-questioning (asking questions to test understanding), think-aloud (verbalizing thoughts to assess comprehension), and goal-setting (establishing clear, achievable objectives). These strategies promote learner autonomy by enabling individuals to independently tackle challenges.

5) Feedback and Self-Monitoring

Effective self-assessment relies on the ability to get and analyze feedback, both internally (self-generated) and externally (from instructors or peers). Self-monitoring is the continuous evaluation of one's performance against set goals, allowing learners to identify shortcomings and take corrective actions.

6) Scaffolded Instruction and Gradual Release of Responsibility:

Metacognitive development often requires structured support from instructors. Scaffolded instruction involves providing learners with resources and guidance to utilize metacognitive strategies, eventually reducing help as they attain proficiency. This strategy fosters learner autonomy by equipping students with the skills to independently manage their education.

These elements collectively foster self-assessment and learner autonomy by empowering individuals to comprehend, manage, and enhance their cognitive processes. Integrating these concepts into educational procedures enables learners to become more autonomous, reflective, and proficient in their academic endeavours.

2.4 Sociocultural Theory

Sociocultural theory (SCT), developed by Lev Vygotsky, has significantly influenced multiple disciplines, especially in second language acquisition (SLA) and educational psychology. This theory posits that social interaction is crucial for cognitive and learning development, with cultural tools, mediated learning, and scaffolding recognized as key elements. Sociocultural theory, established by Lantolf (2000), serves as a theoretical framework for comprehending language acquisition in social contexts, positing that language growth transpires

through engagement with more informed individuals or educators. Marginson & Dang (2017) assert that the implications of sociocultural theory manifest in a global environment, where local cultural practices intersect with global educational and market trends, resulting in varied language acquisition processes for individual learners. Katayama (2009) emphasizes the enjoyable elements of sociocultural interaction in educational settings, illustrating how students participate in learning via humor, narrative, and role-playing. These research collectively affirm that learning transpires within social environments, evidenced by collaborative and communicative efforts that enhance cognitive pursuits.

The application of sociocultural theory in second language learning has been extensively analyzed in many cultural and educational contexts. Dongyu et al. (2013) employ the theory to investigate collaborative learning in Chinese educational institutions, illustrating that peer interactions significantly promote language development. They assert that pupils engaging in meaningful discussions with peers develop linguistic skills more effectively than those in solitary learning environments. Shabani (2016) extends this argument to second language assessment, asserting that traditional standardized testing methods fail to adequately capture the dynamic nature of language acquisition, whereas assessment models based on sociocultural theory—such as dynamic assessment—more accurately represent learners' developmental trajectories. Shooshtari and Mir (2014) examine the role of scaffolding in writing processes, demonstrating that both tutor and peer support facilitate learners' writing advancement within the Zone of Proximal Development (ZPD). The findings highlight the importance of structured social interactions in fostering linguistic development, emphasizing the need for educators to provide collaborative learning

environments that allow students to engage with language in a meaningful way.

The implications of sociocultural theories have yielded several advantages in educational environments; nonetheless, we must acknowledge their limitations and challenges. Ameri (2020) attacks the theory for its excessive dependence on social relationships, proposing that it may underestimate the significance of individual cognitive processes inherent to learning. This viewpoint posits that although participation in a social context is essential for knowledge acquisition, mere social interaction and engagement with the learning environment are inadequate; the cultivation of internal identity, encompassing intrinsic motivation and independent learning mechanisms, is equally vital for the acquisition of knowledge. Johnson (2022) elaborates on the implications of implementing Vygotsky's perspectives on second language acquisition, especially in situations where learners have restricted access to proficient speakers of a language, or if communicative ability is hindered or obstructed. Furthermore, some detractors contend that sociocultural theory suffers from inadequate operationalization, hence complicating the development of empirical research that effectively evaluate its principles. However, these critiques do not diminish the significance of sociocultural approaches in language learning; rather, they reinforce the need for a more integrated amalgamation of individual linguistic mentalities and socialized learning characteristics. Sociocultural theory serves as a fundamental foundation for comprehending and enhancing second language learning, particularly when integrated with supportive cognitive and pedagogical frameworks, as globalization transforms educational situations worldwide.

Sociocultural theory (SCT) provides a robust framework for understanding self-assessment and learner autonomy in second language acquisition (SLA) by emphasizing the connection between social interaction and individual cognitive development. According to SCT, learning is a socially mediated process whereby individuals acquire knowledge through interactions with more knowledgeable others, cultural tools, and scaffolding. This perspective aligns with the concept of self-assessment, as learners often rely on external feedback and collaborative environments to evaluate their progress and identify areas for improvement. Comments from peers and instructors serve as scaffolding, assisting learners in reflecting on their language use and setting achievable goals. This approach fosters metacognitive abilities, enabling learners to monitor their own education and make educated choices about their advancement. SCT underscores the importance of internalizing social interactions to achieve autonomy. Through engagement in collaborative activities and directed support, students gradually develop self-regulation skills and take ownership of their learning. The transition from external regulation to self-regulation is essential for learner autonomy, as it empowers individuals to independently navigate their educational journey.

Critiques of SCT, especially its overemphasis on social interaction, underscore the importance of equilibrating collaborative learning with individual cognitive processes. Intrinsic motivation and autonomous learning processes are crucial for preserving independence, particularly in contexts with little social interaction. Dynamic assessment, grounded in SCT, offers a practical approach to integrating self-evaluation and autonomy through tailored feedback that corresponds with learners' developmental phases within the Zone of Proximal Development (ZPD).

This method enhances linguistic proficiency while encouraging learners to assess their progress and take ownership of their education. SCT underscores that while social involvement is vital for language development, the internalization of these experiences is equally important for fostering self-assessment and autonomy. By combining sociocultural strategies with cognitive techniques, educators may create learning environments that promote collaborative engagement and independent growth, preparing learners to succeed in diverse and global educational contexts.

To summarize, here are six key elements of sociocultural theory (SCT) in relation to self-assessment and learner autonomy:

1) **Mediated Learning**

SCT posits that learning is enhanced through tools, symbols, and social interactions. In self-assessment, learners employ feedback from peers, educators, or digital resources to evaluate their performance. This mediation fosters the internalization of assessment criteria and develops the ability for independent progress evaluation, hence enhancing autonomy.

2) **Zone of Proximal Development (ZPD)**

The ZPD represents the gap between learners' autonomous abilities and their possible achievements with support. Self-assessment within the Zone of Proximal Development allows learners to identify their current skills and set achievable goals with the support of scaffolding. By internalizing this support, individuals acquire increased autonomy in managing and improving their learning.

3) **Scaffolding**

Scaffolding involves temporary support provided by more proficient persons to assist learners in accomplishing tasks. In self-assessment, scaffolding may appear as structured feedback, rubrics, or directed reflection. Gradually, learners integrate these tools, enabling them to independently assess and regulate their learning processes.

4) **Social Interaction**

SCT underscores the importance of social interaction in cognitive development. Collaborative activities, such as peer reviews and group discussions, enable learners to assess their work in comparison to others and get diverse perspectives. This social connection enhances their ability for self-evaluation and fosters autonomy by encouraging critical thinking and self-regulation.

5) **Internalization**

In SCT, internalization refers to the transformation of socially shared knowledge into individual cognitive skills. Through ongoing self-assessment in social contexts, learners internalize evaluation techniques and develop the ability to independently assess their progress, an essential aspect of learner autonomy.

6) **Cultural Tools**

SCT acknowledges cultural tools, such as language, symbolism, and technology, as essential for education. Self-assessment instruments, like rubrics, portfolios, or digital platforms, provide structures for learners to evaluate their work. By employing these tools, learners develop the capacity to autonomously assess their learning and adjust their strategies as necessary.

These variables collectively illustrate how sociocultural theory promotes the advancement of self-assessment and learner autonomy by

including social interaction, mediated learning, and the gradual internalization of external resources.

2.4 Assessment for Learning (AfL) Theory

Assessment for Learning (AfL) is a methodology that emphasizes the significance of assessment in enhancing student learning, rather than merely measuring it. It emphasizes formative assessment strategies that aid educators in adjusting curricula and providing feedback that guides students toward achieving learning objectives. Research has extensively examined the theoretical foundations of AfL, its practical applications, and its effectiveness across various learning environments. Brown (2019) regards AfL as an authentic assessment that serves as a pedagogical tool rather than a traditional assessment approach. Taras (2010) analyzes this debate, assessing the theoretical underpinnings of AfL and exploring empirical evidence that supports its impact on learning outcomes. Wiliam (2011) articulates a conceptual framework for Assessment for Learning (AfL), emphasizing its function in linking current performance to desired learning outcomes. The effectiveness of Assessment for Learning (AfL) in various educational contexts has been analyzed, with Hargreaves (2007) highlighting the collaborative aspect of AfL and its ability to increase student engagement and promote deeper learning. The findings suggests that AfL is not merely an assessment technique but a transformative educational framework that reshapes classroom learning facilitation.

An important aspect of AfL is its impact on English Language Learners (ELLs), as highlighted by Abedi (2009). His research underscores the imperative for credible assessments tailored to the linguistic and cognitive needs of ELL students, contending that traditional

standardized tests may insufficiently represent their learning progress. Formative assessments linked with Assessment for Learning principles allow instructors to modify instructional strategies and provide constructive feedback that promotes language learning. Flórez & Sammons (2013) highlight the significant impact of AfL, demonstrating its positive impacts on student motivation, self-regulation, and metacognition. Their research consolidates evidence from other educational systems, validating the assertion that AfL fosters an inclusive and supportive learning environment. Gavriel (2013) similarly promotes a comprehensive perspective on AfL that extends beyond classroom instruction to encourage self-directed learning. He contends that AfL strategies, such as peer assessment and self-evaluation, foster student ownership of their learning, a viewpoint that aligns with Schellekens et al. (2021), who categorize AfL within an extensive assessment framework that includes Assessment as Learning (AaL) and Assessment of Learning (AoL). Their scoping study provides a comprehensive understanding of AfL's role in the evolving landscape of educational assessment, suggesting that it is most effective when integrated with additional assessment methods.

Notwithstanding the recognized benefits of AfL, obstacles remain in its execution. A notable problem is the disparity in educators' understanding and use of AfL concepts, as noted by Hargreaves (2007). The collaborative evaluation approaches she discusses require professional development and institutional support for successful integration into teaching practices. Taras (2010) cautions against the potential misinterpretation of AfL, emphasizing the importance of a cohesive theoretical framework to prevent its simplification to a mere collection of disparate methods. Schellekens et al. (2021) underscore the

need for more research to clarify the distinctions between AfL, AaL, and AoL, ensuring that evaluation methods align with educational objectives. The digitalization of education presents both opportunities and challenges for formative assessment, since online evaluation tools can enhance assessment processes while simultaneously introducing concerns around validity and equity. As educational research progresses in various domains, the future of Assessment for Learning (AfL) depends on its ability to adapt to emerging pedagogical trends while maintaining its core aim of fostering meaningful learning experiences through assessment.

Self-assessment is crucial in the implementation of Assessment for Learning (AfL), as it fosters student involvement by allowing them to critically appraise their own work. The development of metacognitive awareness through self-assessment allows students to identify their strengths and weaknesses, thereby enhancing their autonomy and accountability in the learning process. Flórez and Sammons (2013) contend that self-assessment promotes deeper learning by enabling students to internalize learning objectives and judge their progress against defined criteria. Gavriel (2013) asserts that self-assessment aligns with the principles of self-directed learning, as it promotes reflective thinking and personal growth. Effective self-assessment requires oversight from instructors to guarantee that students have the necessary skills for precise appraisal of their work. Hargreaves (2007) underscores the importance of structured frameworks and rubrics in self-assessment processes, as they provide clear criteria for students to effectively assess their progress. Despite its benefits, self-assessment poses challenges, since students may struggle to accurately evaluate their performance or may lack confidence in their assessments. Thus,

integrating self-assessment into Assessment for Learning (AfL) approaches requires direct instruction and ongoing support to improve its effectiveness. In conclusion, self-assessment is a crucial component of Assessment for Learning (AfL), highlighting that assessment must go beyond simple summative evaluation and serve as a continuous, reflective process that empowers students to take ownership of their educational experience.

In summary, based on the provided text, here are six key elements of Assessment for Learning (AfL) that relate to self-assessment and learner autonomy:

1) Promotion of Metacognitive Awareness

   Self-assessment in Assessment for Learning fosters the development of metacognitive skills in students, allowing them to critically appraise their own work, discern strengths, and identify areas for enhancement. This mechanism promotes enhanced learning and self-regulation.

2) Alignment with Self-Directed Learning

   Self-assessment aligns with the principles of self-directed learning by promoting reflective thinking and personal growth. It empowers students to take responsibility for their educational journey, fostering autonomy and accountability.

3) Use of Structured Frameworks and Rubrics

   Effective self-assessment requires clear criteria and structured frameworks, such as rubrics, to aid students in evaluating their progress. These instruments delineate explicit criteria and aid students in conducting accurate assessments of their performance.

4) Internalization of Learning Objectives

Students assimilate learning objectives and judge their advancement relative to established criteria via self-evaluation. This strategy establishes a connection between present performance and desired learning objectives, so enhancing comprehension and motivation.

5) Teacher Guidance and Support

While self-assessment promotes learner autonomy, it requires ongoing instructor oversight to ensure that students develop the skills necessary for accurate self-evaluation. Educators play a crucial role in providing feedback and enabling the self-assessment process.

6) Reflective and Ongoing Process

Self-assessment is an ongoing, reflective process that includes evaluation within the educational experience. It shifts the focus from summative assessment to continuous improvement, enabling students to take responsibility for their learning.

These components underscore how self-assessment within AfL promotes learner autonomy and converts assessment into a dynamic, student-centered process.

CHAPTER III
WRITING IN EFL LEARNING

The chapter explores the diverse functions of writing, encompassing informative, expressive/narrative, and persuasive forms, and analyses how these functions influence the writing process. Furthermore, it underscores the significance of self-evaluation in promoting independent learning and enhancing writing proficiency. By comprehending the essence and objectives of writing, educators may more effectively assist students in cultivating their writing skills, thereby improving their academic and professional communication.

3.1 The Nature of Writing

Language predominantly exists in spoken form, whereas writing serves as a method of its preservation. Writing constitutes a form of language action, whereas a picture does not. It conveys the phonetics of language via visual representations. Writing may hold significant importance for one cohort of students while being considerably less critical for another. The determination of the quantity of writing to incorporate will be done autonomously based on the requirements of each student group.

Writing is an act of generating ideas in a structured manner. In essence, writing entails the endeavor to create or replicate written communications. Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics. An individual who creates a message or narrative in textual form is typically referred to as a writer or an author. Furthermore, writing is a process of discovering and organizing ideas, transcribing them, and subsequently reshaping and

editing them. It is an incremental endeavor. This indicates that prior to writing, you have already contemplated the content and manner of your expression. For EFL learners, writing is unequivocally regarded as the most challenging skill to master. The intricacy resides not merely in the invention, articulation, and arrangement of ideas, but also in their translation or interpretation into comprehensible language.

In the educational context of Indonesia, teacher evaluation is crucial in the assessment of writing at both schools and universities. Educators require students to compose multiple themes and subsequently evaluate the content's substance as well as the writing mechanics, including spelling, capitalization, and punctuation. Educators often delineate the subjects for composition, set the standards for assessment, and evaluate the writing independently. This teacher-centered approach is unsurprising, as many educators originate from a transmission model of learning and instruction, wherein teachers convey fundamental knowledge to students. The transmission model delineates content areas in education and prioritizes the development of component abilities in a sequential manner.

3.2 Purposes of Writing

In the writing class, the teacher requests that students compose texts for various objectives according to the different writing genres. The intent behind writing dictates its character. Students require a clear delineation of the objective to effectively prepare a response to the task. Students who engage in several writing genres acquire a more extensive repertoire of writing skills and a heightened appreciation for the significance of writing in interpersonal communication, concept

documentation, and personal goal attainment compared to those who do not.

Pierce and O'Malley (1996) asserted that writing serves three primary purposes: informative, expressive/narrative, and persuasive writing. The objective of informative writing is to disseminate knowledge and provide information, instructions, or concepts. Instances of this writing style encompass the depiction of events or experiences, the analysis of concepts, the speculation on causes and effects, and the formulation of novel ideas or linkages. It may also encompass a biography of a prominent someone or someone from the author's personal experience. The author may utilize established knowledge or novel information sources and can engage in various cognitive processes, from basic recollection to analysis and synthesis. Informative writing assists authors in assimilating novel concepts and scrutinizing established knowledge.

Expressive or narrative writing is a personal or imaginative mode of expression in which the author composes stories or essays. This writing style is based on observations of people, objects, and places, and may include creative concepts and interpretations. It may involve an autobiographical incident or a reflection in which a writer narrates a personal experience. This writing genre is often utilized for entertainment, pleasure, and discovery, including poems and short plays. In persuasive writing, authors aim to influence others and incite action or change. This type of writing often depends on background knowledge, factual information, and examples used by the author to support the expressed viewpoint. Writers utilize sophisticated cognitive abilities, including research and evaluation, to convincingly advocate for a particular perspective. This writing may involve the evaluation of a book,

a film, a commercial product, or a controversial issue or concern. Authors may utilize personal experiences or emotional appeals to support their viewpoint.

The three purposes of writing delineate the various forms of writing that students engage in inside the classroom. They may compose narrative accounts, recount their personal experiences, or author biographies of individuals they have encountered. The student's writing skill may fluctuate based on the intended objective.

Writing is generally categorized into three types: scientific articles, research papers, and proposals. The primary objective is typically to engage a broader audience than that of academic publications. They are composed based on the anticipated readership. An academic or discipline-specific newspaper will utilize specialized jargon, whereas a popular magazine will present and elucidate the facts in a manner accessible to a broader readership. The author must understand the demographic of their audience. This essay comprises three components: introduction, body, and conclusion.

Research papers may be published in specialized journals or presented at conferences. A research paper possesses a more precisely delineated structure than an article or essay. A research paper or scientific report often comprises multiple sections, including title, abstract, introduction, methods/materials, results, and conclusion, which generally adhere to a predetermined sequence. These may differ based on the type of the conducted research. Proposals may be the least favored type of writing among researchers, although they are essential. The objective of a proposal is to solicit financing to facilitate research. Given the finite resources allocated for research globally, it is imperative to advocate for your specific research endeavor with utmost efficacy. A

proposal must illustrate that your research project justifies the investment of time, effort, and financial resources required for its execution. It should clearly articulate the necessity for financial resources and time while suggesting a suitable beneficiary for the financing.

Brown (2004) delineates four groups of writing skill areas. The four categories are imitative, intense, responsive, and extended writing. The imitative stage requires students to accurately spell the term. This category requires pupils to not only possess perfect spelling abilities but also to acquire skills in the essential tasks of writing letters, words, punctuation, and concise phrases. It typically occurred at the elementary school level. In intense writing, students must develop proficiency in utilizing contextually relevant vocabulary, collocations, idioms, and accurate grammatical structures within the confines of a sentence. In responsive writing, kids typically exhibit a strong enthusiasm. They exhibit curiosity regarding their teacher's instructions and endeavour to inquire extensively about topics linked to the teacher's explanations. They will inquire to the fullest extent possible. This writing skill area is typically designed for Senior High School students. Extensive writing enables students to communicate knowledge effectively. It denotes the effective administration of all writing processes and tactics for various objectives, including essays, term papers, theses, and more. They typically concentrate on accomplishing a goal, structuring and elaborating ideas coherently, employing details to elucidate concepts, and exhibiting syntactic and lexical diversity, among other aspects. This level is often designated for advanced learners.

The aforementioned categories of writing illustrate a spectrum from simplistic to highly complex forms. Additionally, Brown (2004) categorizes writing into three distinct types: academic writing,

professional writing, and personal writing. Academic writing encompasses various forms, including papers, subject reports, essays, compositions, academic journals, short-answer exam responses, technical reports, theses, and dissertations. Job-related writing encompasses messages, letters/emails, memoranda, reports, timetables, labels, signs, advertising, announcements, manuals, and similar documents. Personal writing include letters, emails, greeting cards, invites, messages, notes, calendar entries, grocery lists, reminders, financial papers, diaries, personal journals, and fiction.

In summary, the distinctions among the previously stated styles of writing appear to be analogous to one another. Writing is generally categorized into three segments: academic, general writing, and personal writing. This current study identifies academic writing as the primary variable, focusing on university students as the subjects of the investigation.

3.3 English Academic Writing

University students and teachers are required to generate written content as a component of their professional responsibilities and educational objectives. It is crucial for them to consider how these two responsibilities frequently determine the types of writing required and how they may need to resolve the occasional conflicts that emerge while striving to fulfill varied writing demands for distinct audiences and goals.

Academic writing is a form of composition undertaken by students in colleges or universities. It differs from other forms of writing, including personal, literary, journalistic, or business writing. The distinction between academic writing and other forms lies in the specific audience, tone, and purpose. Students must take into account their specific

audience when writing, namely, those who will read their work. Oshima and Houge (2006: 265). In academic writing, the primary audience consists of lecturers and peers. The second aspect is the tone of the writing. It is a style or mode of expression. The choice of words, grammatical structures, and the length or quantity of sentences communicate this information. The tone of a written work might be serious, humorous, personal, or impersonal. Academic writing has a formal and serious tone. The objective of a written work dictates its structural arrangement.

At the university level, disciplinary knowledge and comprehension are predominantly demonstrated and esteemed through writing (Carolina C, et al. 2003). Students can comprehend the importance of writing by seeing that it adheres to specific traditional formats in various circumstances. Subject instructors and writing specialists assist students in comprehending the complexities of academic writing, encompassing stance articulation, argument development, audience targeting, and style selection.

Academic writing is a fundamental prerequisite for academics in their professional endeavors and career advancement. Through this writing, academics embark on a journey to invent, develop, organize, and synthesize thoughts regarding topic areas in the academic setting.

3.4 Purposes and Types of English Academic Writing

The purpose of writing is contingent upon the kind of writing undertaken. The objective of writing a biography, whether of a renowned someone or someone familiar, is to convey pertinent data about the person that may be valuable to readers. In an argumentative essay, writers present a certain topic or motion by formulating and elaborating

on their thoughts, supported by facts or details that bolster their arguments on the motion. Academic writing encompasses various formats, each serving distinct purposes. It encompasses several formats, including papers, general subject reports, essays, compositions, academic journals, short-answer exam replies, technical reports, theses, dissertations, and similar documents (Brown, 2004).

The majority of academic courses evaluate students via written assignments. This encompasses coursework, which may require weeks to complete, and exam responses, which frequently must be composed in an hour or less. Students, as writers, must understand the purpose of their work. The primary motivations for writing encompass: reporting on research undertaken by the writer, addressing a given or selected question, discussing a subject of mutual interest while presenting the writer's perspective, and synthesizing existing study on a topic by others. Bailey (2011). Bailey categorizes academic writing into types identified by Brown: notes, reports, projects, essays, dissertations/theses, and papers.

A primary variable in this research is the academic essay. This writing is essential for university students to fulfill course requirements, articulate their thoughts through structured and methodical composition, and demonstrate their engagement with the educational process.

In the composition of a written work, particularly an essay, four aspects of the writing scenario are involved: the writer, the subject matter, the reader, and the linguistic forms employed. All must be addressed concurrently in the writing process. Their conflicting claims for attention are determined by the selection of one word over another, the organization of a phrase, the emphasis within a paragraph, and the

assertiveness with which one presents an argument, among other factors. Our perspective should arise not as a simple opinion, but as a substantiated judgment. We must address your subject matter as thoroughly and accurately as the essay topic requires. From the array of material and concepts encountered throughout your reading, you must formulate a cohesive perspective. We must read attentively and strive to ensure our language elucidates the facts and concepts. We must also communicate our work in a manner suitable for scholarly audiences. This indicates that we must acquire specific conventions of academic writing that may differ significantly from those we are accustomed to or those encountered in non-academic contexts. Ultimately, the essay's text must create a cohesive unity from the various aspects of language and thinking that comprise it. Our objective is expressed in numerous elements of our text. An essay is not simply a medium for ideas; it is, regardless of the discipline, a kind of literature (Taylor, 2009).

An academic essay is a composition characterized by a specific structure, comprising an introduction, a body, and a conclusion. In this form of writing, students rely on at least four categories of knowledge: content knowledge, procedural knowledge for organizing content, knowledge of writing conventions, and procedural knowledge necessary to integrate the other three types in producing a written work. The four categories of knowledge possess a minimum of two implications for writing assessment (O'Malley, 1996). Writing assessments should prioritize evaluating various dimensions of writing, including substance and organization, over only assessing mechanical elements such as punctuation, capitalization, spelling, and grammar. Secondly, writing assessments should encompass the processes and complexities inherent

in writing, enabling educators to identify the specific areas where students encounter challenges.

3.5 Self-Assessment in English Academic Writing

Self-assessment is a critical component of autonomous learning. It allows students to establish objectives and to assess and reflect on their own learning. O'Malley (1996) asserts that self-assessment fosters the reflection necessary for enhanced control as a writer. Students must appropriately evaluate their performance independently to comprehend their learning needs and avoid reliance on their teachers.

Self-assessment is efficacious since it engages students and allows them to identify opportunities for reflection, redirection, and affirmation of their learning endeavors. Students frequently require assistance in recognizing the significance of self-assessment, in becoming autonomous evaluators of their progress, and in establishing objectives for future learning. Self-assessment is a practice that requires guidance for kids. Instructing students to assess their advancement commences with the acknowledgment that they will acquire new competencies. Consequently, kids require numerous opportunities to acquire and apply these talents, along with feedback regarding their performance.

1) Establishing Criteria. For students to assess their own work or performance, they must be able to view exemplary work and comprehend the criteria by which it has been evaluated. For instance, if you wish to request your pupils to compose an essay, you must furnish a sample of a well-written essay. It is essential to convey the qualities of such an essay to enable readers to assess the provided sample, so assisting them in composing their own essay.

2) Application of Criteria. After students have engaged in establishing criteria to evaluate their work, they require opportunities to implement the criteria. The students may collaborate in pairs or groups to assess the teacher's example work utilizing a criterion chart or checklist. This will enable the pupils to discern the sample's strengths and faults.
3) Establishing objectives. Upon using the criteria, the students commence the identification of strengths and faults in their work. Weaknesses transform into objectives for enhancement. Collaborating in pairs or groups and receiving feedback from peers enables students to recognize deficiencies in their work and establish attainable objectives. After students establish objectives for their peers' work, they can then set goals for themselves in collaboration with a portfolio partner and then independently.
4) Striving for objectives. Students execute their tasks by referencing the objectives they establish. The teacher assists students in recalling their objectives and supports them in attaining their goals.
5) Utilizing objectives to enhance pedagogy. Teachers must allocate time not just for students to establish and discuss their goals but also to engage in activities that facilitate progress toward those objectives during daily class sessions. This is an outstanding opportunity for linking assessment with instruction. Malley (1996) asserted that self-assessment in writing fosters the contemplation necessary for enhanced control as a writer. Self-assessment prompts students to contemplate their writing objectives and to evaluate the extent of their learning. Taras (2001) delineates three characteristics that enhance students' access to assessment processes, facilitating informed self-evaluation.

Practical strategies for implementing self-assessment in a writing class include learning diaries, self-evaluation of interests and writing awareness, and writing skills checklists. These items are employed for self-assessment methodologies in this study.

1) Learning Logs. In a specific learning log format, students record entries during the final five minutes of each class, addressing the following inquiries: What did I learn today? Which strategies or methods were most effective for my learning? What concepts were challenging to comprehend? What actions will I take to enhance my understanding?
2) Survey Checklist for Writing Interest and Awareness. Students are requested to express their perspectives on writing and assess their development as writers. Students may undertake self-assessment in this manner once they possess adequate proficiency in English to respond to the questions. By periodically examining the Survey of Writing Interest and Awareness, you may remain informed about your students' experiences throughout the writing process.
3) Writing Techniques. A crucial element of writing is the tactics employed by students in the pre-writing, writing, and post-writing phases. Pre-writing tactics emphasize topic review and organization, while strategies employed during writing facilitate the achievement of the initial objective. Following composition, students review, amend, and refine their writing to ascertain its alignment with the original intent.
4) Writing Dimensions Checklist. The students evaluate their writing with a checklist that allows them to assess the quality of each work across dimensions such as composition, style, sentence structure, usage, and mechanics.

In conclusion, writing is an essential skill in English as a Foreign Language (EFL) instruction, particularly in academic contexts where students must achieve competency in various writing styles. This chapter clarifies that writing serves multiple functions, including informative, expressive, and persuasive communication. For EFL learners, learning writing is a complex process that requires the invention, organization, transcription, and refinement of ideas to create cohesive and pertinent works. Academic writing requires a formal structure, adherence to recognized formats, and comprehension of audience expectations. University students are required to complete several writing assignments, including essays, research papers, and projects, which demand language ability as well as critical thinking and persuasive reasoning skills. Furthermore, self-assessment is essential for improving writing proficiency, enabling learners to examine their advancement and refine their abilities independently. Techniques such as learning diaries, interest surveys, and checklists assist students in evaluating their performance and identifying areas for improvement. Ultimately, writing functions not only as a means of communication but also as a catalyst for intellectual growth, self-expression, and academic success. By incorporating structured training, purposeful writing tasks, and self-evaluation methods, EFL learners can enhance their writing abilities and attain proficiency as academic writers in their fields.

CHAPTER IV
SELF-ASSESSMENT

This chapter introduces a model for self-assessment in academic writing. The purpose was to assist both lecturers and students in mastering EFL academic writing within the English departments of universities and colleges in Indonesia, to improve writing proficiency and foster learner autonomy.

4.1 A Self Assessment Model

This model was developd by Taufiqulloh (2018). The components of model in academic writing for EFL learners are described in the following figure.

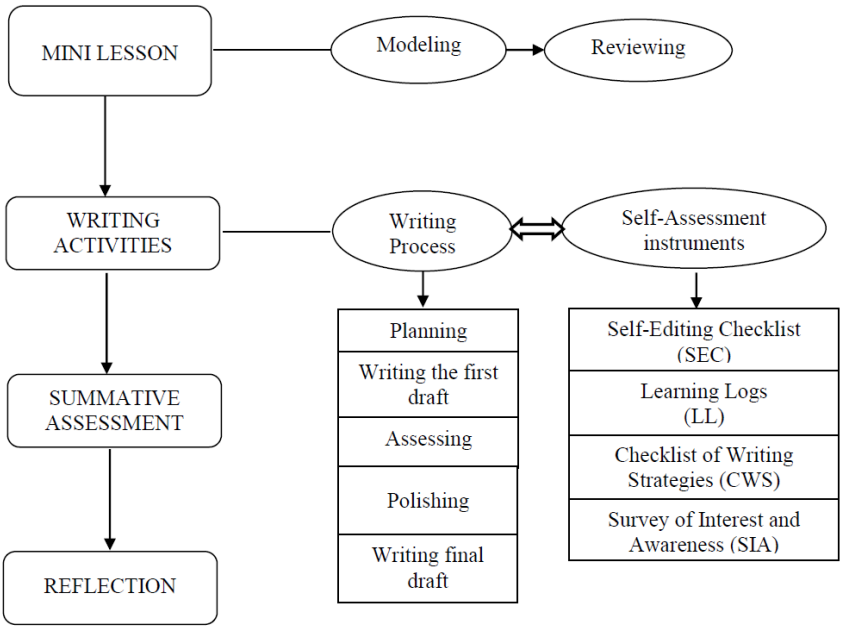


Figure 1: Self-assessment model of academic writing class

As illustrated in figure 1, the model comprises four components: mini-lesson, writing tasks, summative assessments, and reflection.

1) Mini lesson

The mini-lesson criteria constitute a significant aspect of self-assessment. The educator should establish criteria or standards for students to adhere to, enabling them to make independent judgments. This is a crucial component of self-evaluation. Taras (2010) posits that a criterion is a prerequisite for self-evaluation, enabling engagement with students in discussions and comprehension of the criteria, as well as the formulation of the criteria employed in the assessment. O'Malley and Pierce (1996) asserted that pupils require guidance to conduct self-assessment. This mini-lesson consists of two activities: modeling and reviewing. The instructor gives many essay models for critical evaluation of their merits and flaws.

2) Writing activities

During writing instruction, students are assigned to write some writing tasks following the models provided by their lecturers using the steps of the writing process adapted from (Oshima, Hogue et al. 2006). At this point, self-assessment tools are also integrated.

3) Writing process

This study correlates self-assessment behaviors with the stages of the writing process. A writing process offers pupils a sequence of writing steps, progressing from the simplest tasks to the more sophisticated ones. This strategy guides students to write through a sequence of stages or steps. The writing process contrasts with the conventional approach employed by teachers, wherein they designate a certain writing topic, and students compose and submit their work without revision within a predetermined timeframe. Teachers become accustomed to employing

direct correction. The conventional approach to education sometimes leads students to believe that the teacher bears the responsibility for enhancing the written content.

The writing process comprises three primary components: pre-writing, writing, and post-writing. Effective writing instruction necessitates the systematic teaching of problem-solving skills related to the writing process to achieve specified objectives at each level of writing. The writing process aims to generate a formal written document through a series of processes. Harmer (2006) identifies four steps in the writing process: planning, drafting, editing, and final version.

A process writing as a classroom activity encompasses the four fundamental writing stages: planning, drafting, revising, and editing, along with three additional stages mandated by the teacher: responding, evaluating, and post-writing. Oscarson (2009) delineates the writing process, encompassing pre-writing activities such as idea generation and information collection through discussions and reading, the creation of multiple rough drafts, the sharing of drafts for peer review, the incorporation of feedback for content and organizational enhancement, and the final editing phase to rectify formal language errors (i.e., spelling and grammar) in the ultimate version intended for publication, posting, or evaluation. Oshima & Hogue (2006) delineate the stages of the writing process as pre-writing (creation), planning, drafting, revising, and composing the final version.

Developed from the model of the writing process from (Oshima, Hogue et al. 2006), the steps of the writing process in this model are described as follows.

(a) Planning

Planning helps students better develop their writing to meet the purpose of writing itself. The planning stage includes determining a topic and narrowing it down. The teacher provides various issues of which the students choose one they are interested. Then, they narrow the issue down by generating ideas that can be done in some activities such as brainstorming, small discussion or talk about the issue, rapid freewriting, clustering, and so on. At the end of this stage, an outline or semantic map is set.

(b) Writing the first draft (Drafting)

Subsequent to the framework, the students compose their initial draft. At this stage, they engage in writing that emphasizes the elaboration and development of ideas to ensure that their work fulfills its intended goal. They should not concern themselves with format, grammar, or mechanical abilities such as spelling, diction, and capitalization. They concentrate solely on enhancing the substance of their writing.

(c) Assessing

At this step, students evaluate their work while learning the criteria from their teacher during the mini-lesson. They evaluate their essay using the criteria or rubrics to discover the areas of their draft that remain deficient. This serves as the foundation for reviewing and refining their draft.

(d) Revising

At this stage, students concentrate on evaluating their writing for substance and arrangement, encompassing unity, coherence, and logic. In managing material, they might modify, reorganize, augment, or eliminate any sections, all aimed at conveying their

ideas with greater clarity, efficacy, and engagement. They also verify that their article possesses a comprehensive structure: introduction, body, and conclusion. Furthermore, they verify the utilization of appropriate transitional signals.

(e) Editing

In editing, the students focus on checking their writing for grammar, vocabulary, sentence structures, format and mechanical skills such as punctuation, spelling, etc. For examples, they look for incorrect sentence structures, and places to combine short sentences. They also check subject-verb agreement errors and tense verb errors.

(f) Writing the Final Copy/Draft

The students do re-writing at this stage in which their writing is expected to be neat and legible. As soon as they finish, they may reread and re-write if there are some changes or revisions since writing is a continuous process.

4) Self-assessment instruments

Self-assessment instruments in this model consist of four components: self-editing checklist (SEC), learning logs (LL), the checklist of writing strategies (CWS), and survey questionnaire of interest and awareness.

5) Summative assessment.

Summative assessment denotes an evaluative assessment of a product that emphasizes the learners' linguistic progression, intended to quantify or encapsulate their performance at the conclusion of a course or instructional unit. It is sometimes referred to as the assessment of learning, utilized to summarize accomplishment outcomes. Summative evaluation is administered through a writing test at the conclusion of

teaching to evaluate overall learning development during the writing process using self-assessment activities. This form of assessment also elucidates students' writing strategies, interests, awareness, and monitoring techniques.

6) Reflection

The self-evaluation of writing is grounded in the theory that metacognitive abilities are crucial for fostering autonomous learning skills. Metacognitive talents encompass self-regulation, self-monitoring, and self-assessment. Metacognition fundamentally denotes cognition on cognition; it pertains to second-order cognitions: thoughts concerning thoughts, knowledge pertaining to knowledge, or reflections on actions (Papaleontiou-Louca, 2008). Reflection facilitates learners in enhancing their comprehension of one experience in relation to others and other concepts, as it pertains to our systematic thought processes, interactions with others, and an attitude that prioritizes personal and collective improvement (Rodgers 2002). At the conclusion of the writing process, students' reflections are derived from the checklist of writing strategies (CWS) and the survey questionnaire on writing interest and awareness (SIA), focusing on metacognitive features.

In summary, the self-assessment model for academic writing offers a thorough framework for EFL learners to cultivate writing autonomy and proficiency via a systematic and reflective learning process. Through the integration of essential elements including mini-lessons, writing exercises, summative evaluations, and reflective practices, students acquire a more profound comprehension of their writing skills and areas needing enhancement. This strategy prioritizes learner involvement above typical teacher-centered writing teaching, prompting students to actively assess and enhance their work. Through concise instructional

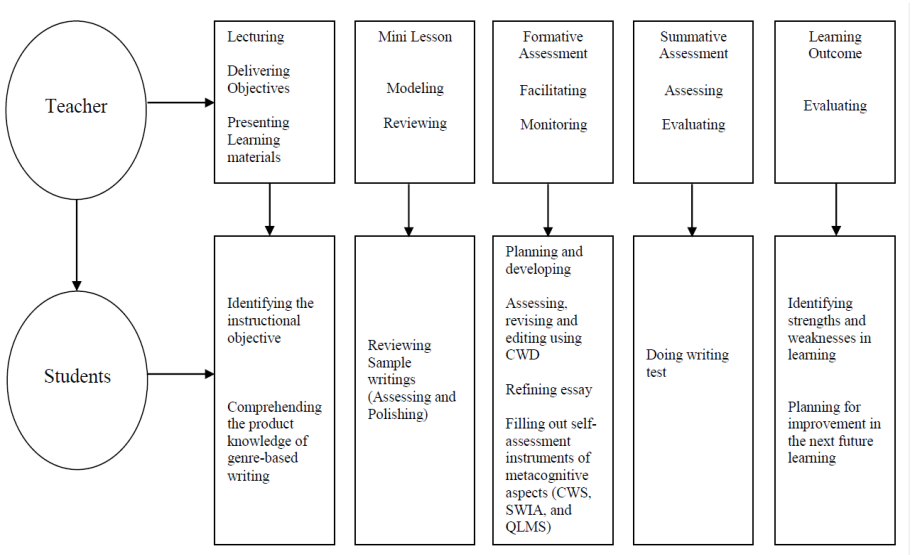
sessions, students gain familiarity with evaluation standards and cultivate the capacity to critically examine their own writing. Writing exercises, guided by a process-oriented approach, allow students to go systematically through distinct stages, ensuring a structured and iterative framework for writing improvement. The use of self-assessment tools, such as checklists, learning logs, and reflective surveys, improves students' ability to manage their writing processes and implement informed adjustments. By adopting this paradigm, students shift from passive recipients of instruction to actively taking charge of their own learning, thereby cultivating essential abilities for academic success.

Moreover, self-assessment enhances metacognitive skills, which are crucial for improving writing ability and fostering self-regulated learning. The reflection component encourages students to assess their writing experiences, connecting their learning strategies to the effectiveness of their written work. This reflective method promotes the prompt improvement of writing abilities and prepares students for continuous learning by cultivating self-assessment practices and perpetual growth. Summative examinations ensure that students receive structured assessments that aid in monitoring their progress over time. This paradigm promotes writing as a dynamic and evolving process, highlighting that improvement is achieved via practice, revision, and critical self-reflection. The strategy promotes learner freedom, confidence, and success in academic writing by shifting the emphasis from teacher-led correction to student-driven assessment. The competencies gained through self-assessment extend beyond the classroom, equipping students with essential abilities for higher education and professional settings. As students enhance their ability to assess, revise, and refine their writing, they become more adept at

articulating their ideas effectively, a skill crucial for academic and professional achievement. This model enhances writing skills while cultivating critical thinking, problem-solving, and lifelong learning habits, making it an advantageous approach for EFL learners seeking academic success.

4.2 Model Implementation Procedures

The implemention procedure of the self-assessment model in academic writing for EFL learners is described in the following figure.



As shown in figure above, both teacher and students are involved in the following activities in implementing self-assessment model in the genre-based writing class:

1) At the outset of instruction, the teacher presents the objective of academic writing, derived from the standard competencies and essential skills outlined in the current syllabus, thereby enabling students to understand the goals of learning academic writing,

specifically essay composition. The instructor additionally develops the materials for essay writing corresponding to the subjects covered in the academic writing course. The learning objective encompasses various components of essay writing, including essay creation, varieties of essays, unity and coherence, sentence structures and grammatical elements, as well as rhetorical methods.

2) Conducting mini-lesson. The teacher is pivotal in implementing the mini-lesson. This pertains to establishing criteria with student participation to facilitate effective self-assessment activities in the classroom. Self-assessment is characterized by students' engagement in creating standards and criteria relevant to their work and evaluating the degree to which they have fulfilled these standards and criteria. During the mini-lesson, the teacher showcases exemplary models of well-structured essays that demonstrate clarity of meaning, precision in format, adherence to mechanics, grammatical accuracy, and coherence in content and organization. A different type of mini-lesson is a review. The instructor supplies sample essays for classroom discussion to identify students' strengths and flaws.

3) Conducting formative assessment. Following the mini lesson, a formative assessment is conducted. This is when self-assessment procedures are implemented in conjunction with process-oriented writing instruction. An evaluation should occur a minimum of twice throughout the essay writing instructional procedure.The outcomes of the initial formative assessment are utilized to enhance the subsequent assessment. The teacher assigns students to compose an essay on specific topics by following the writing process, which includes planning, writing, assessing, revising, editing, and

producing the final copy. The self-assessment tool, self-editing checklist (SEC), is utilized by students during the assessment, revision, and editing phases. Utilizing this checklist, students engage in scenarios where they identify their writing challenges or deficiencies and seek remedies by obtaining feedback from their classmates and instructor. Throughout the writing process, they utilize learning logs, and at its conclusion, students engage in reflection. They utilize a checklist of writing strategies and a survey questionnaire to assess interest and awareness.

4) Conducting a summative assessment. Upon concluding the writing instruction, the teacher conducts an essay writing assessment to evaluate the impact of self-assessment techniques on the academic writing teaching and learning process. This summative assessment is time-constrained, requiring students to compose their writing on specified topics.
5) Discussing the learning outcome. The learning outcome is subsequently examined to provide insights into academic writing training through self-assessment procedures. Unaccomplished or unapproved matters would be acknowledged. The students' strengths and weaknesses in academic writing will serve as a basis for redefining teaching objectives.

The incorporation of a self-assessment approach in a genre-based writing class cultivates a dynamic and reflective learning atmosphere in which both educators and learners engage actively in the writing process. By following defined phases—establishing learning objectives, delivering mini-lessons, executing formative assessments, and participating in summative assessments—students acquire autonomy in their writing progression. By explicitly delineating the objectives at the outset,

students are provided with a framework that aids in comprehending the elements of proficient essay writing. Writing exercises, guided by a process-oriented approach, allow students to go systematically through distinct stages, ensuring a structured and iterative framework for writing improvement. The use of self-assessment tools, such as checklists, learning logs, and reflective surveys, improves students' ability to manage their writing processes and implement informed adjustments. By adopting this paradigm, students shift from passive recipients of instruction to active participants in their own learning, thereby cultivating essential abilities for academic success.The teacher's role in presenting structured models and facilitating discussions on exemplary writing deepens students' critical comprehension of writing standards and conventions.

The use of formative assessments, particularly through the self-editing checklist (SEC), enhances student engagement in a cyclical writing process. By identifying shortcomings in their writing and incorporating comments from peers and educators, kids cultivate metacognitive skills essential for self-regulation and improvement. Moreover, the use of learning logs and reflection activities enhances their ability to critically assess their development, so increasing both their confidence and skill in academic writing. These techniques align with process-oriented writing instruction, emphasizing revision and refinement as fundamental elements of learning.

The summative evaluation measures the effectiveness of self-assessment methods in improving students' writing skills. Students demonstrate their ability to independently use the knowledge and strategies acquired throughout the course via a structured and time-constrained essay writing task. The subsequent discussion on learning

outcomes allows students and educators to assess progress, identify areas for improvement, and modify teaching strategies accordingly. The adoption of a self-assessment methodology enhances students' writing abilities while cultivating lifetime learning habits through the encouragement of independence, critical thinking, and self-reflective behaviors vital for academic and professional achievement.

CHAPTER V
SELF-REGULATED LEARNING

This chapter presents students' strategies or attitudes during following essay writing courses across three pivotal stages: pre-writing, writing, and post-writing, serving as a framework for self-assessment.

5.1 Writing Strategies

Writing strategies are crucial for improving students' writing skills in the EFL learning context. Writing methods assist students in systematically navigating the writing process, enhancing the quality of their work and mitigating feelings of boredom and frustration when writing. It is widely recognized that writing is the most challenging ability to acquire, as it encompasses various elements like mechanical proficiency, content development, organization, and linguistic characteristics. Consequently, choosing appropriate strategies for improving their writing skills offers advantages for students in both the process and the outcome of their written works. Taufiqulloh (2024) investigated three kinds of writing strategies (self-regulating writing strategies, cognitive writing strategies, and metacognitive writing strategies) employed by the students in attending EFL essay writing courses.

According to Teng & Ying (2023), Self-regulating strategies significantly impact students' success in English academic writing within the EFL context. The self-regulation approach is an essential notion of self-assessment that corresponds to learner autonomy. In the context of EFL academic writing, self-assessment is a prerequisite for learner autonomy, facilitating students' abilities to self-edit, revise, and reflect on their work (Taufiqulloh, 2015). In addition to writing, self-assessment is

also beneficial for enhancing other skills and facets of English as a Foreign Language, such as speaking (Sintayani & Adnyayanti, 2022), reading (Baniabdelrahman, 2010, listening, vocabulary (Vangah, 2013), etc. Additional research has demonstrated the effectiveness of self-regulatory measures in enhancing writing proficiency (Sun & Wang, 2020; Teng et al., 2022; Umamah et al., 2022). The implementation of regulatory writing strategies helps learners in managing the complexities of academic writing projects.

Cognitive writing strategies refer to the mental processes employed by learners to generate ideas, organize their writing, and produce a polished final product. These tactics concentrate on the technical components of writing, from the draft or planning phase through to the revision stage. In the context of EFL essay writing, the strategies incorporate exercises that comprise all stages of the writing process, moving from the simplest tasks to more complicated ones. This strategy guides students to write through a sequence of stages or steps. The writing process contrasts with the typical method employed by teachers, wherein a specific writing topic is assigned, and students compose and submit their work without revision within a designated timeframe.

The writing process includes three main stages: pre-writing, writing, and post-writing. Effective writing instruction necessitates the systematic teaching of problem-solving skills related to the writing process to achieve specific goals at all stages of process writing. The writing process aims to generate a formal written document through numerous stages. However, the process of writing is not straightforward; it is repetitive rather than linear. Writers engage in planning, drafting, and editing; yet, they frequently revisit and revise these processes.

Oscarson (2009) outlines the writing process as comprising a pre-writing stage, which involves the generation and collection of ideas and information through methods such as discussion and reading; the development of multiple rough drafts; the sharing of drafts via personal or peer review; the incorporation of feedback and additional revisions to enhance content and organization; and finally, the editing phase, which addresses formal language errors (i.e., spelling and grammar) before the final version is published, posted, or graded. Oshima & Hogue (2006) identified five sequential stages of the writing process: pre-writing, planning, drafting, revising, and composing the final text. Taufiqulloh (2014) highlighted five stages of the writing process in EFL academic essay composition: planning, drafting, evaluating, refining, and producing the final version.

The planning phase encompasses primary activities: selecting and refining the topic. Students choose a topic designated by the instructor. Subsequently, students generate ideas through various activities, including brainstorming, small discussions, thematic conversations, quick freewriting, and clustering, among others. The writing outline is finalized. During the composition of the first draft, students express any thoughts concerning the topic to elaborate or refine their views. Consequently, they employ suitable grammar and other linguistic elements, together with mechanical aspects and organization, in their initial draft. During the assessment phase, students evaluate their initial draft concerning all facets of the essay: format, mechanics, content, organization, grammar, and sentence structure, utilizing the offered rubrics. They evaluate their first draft to obtain the preliminary outcome utilized for refinement. It encompasses two activities: revision and editing. The revising stage involves evaluating the work for content and

organization, encompassing unity, coherence, and logical structure. Students may modify, reorganize, augment, or eliminate content to enhance the clarity, efficacy, and engagement of their communication. The editing stage involves verifying or rectifying grammatical and other mechanical abilities. Ultimately, students compose the final version of their essay, utilizing the outcomes from the polishing stage. They may review and revise if modifications are necessary, as writing is an ongoing activity.

In addition, Metacognitive writing strategies are closely connected to the knowledge of writing and the individual's ability to navigate and govern the writing process. These strategies help students in managing and regulating their cognitive processes during writing. Cognitive writing strategies emphasize the technical skills involved in the stages of the writing process, including creation, planning, composition, refinement, and finalization. Metacognitive writing strategies focus on metacognitive skills, including planning, monitoring, and evaluating. In the context of EFL essay writing, the planning stage include actions such as topic selection, concept generation, and the development of a writing framework. Students compose the first draft in accordance with the structure. Subsequently, the monitoring phase occurs, during which students assess their writing efforts. They evaluate their initial manuscript addressing mechanical aspects, formatting, content and organization, grammar, and sentence structures.

5.2 Exploring Strategies in the Writing Classes

Taufiqulloh (2024) examined the three instruments as previously described in the writing courses involving 62 students. Those instruments were measured for its validity and reliability. The findings

reveal that cognitive and self-regulation strategies are somewhat employed during pre-writing; for example, students regularly set goals and systematically organized their ideas. These results align with modern perspectives that highlight the importance of planning in writing. Effective planning is essential for organized and coherent writing; it enables students to employ a systematic approach to their tasks (Oshima & Hogue 2006).

However, the results also demonstrated the limited use of specific investigative tools. For example, the utilization of external information or the creation of mind maps is hardly practiced. Although crucial for generating and structuring ideas, these activities are infrequently employed in student preparatory activities. The evidence indicates that exploratory tactics are crucial for improving comprehension and writing quality. Visual tools, such as mind maps, as highlighted by Al-Jarrah et al. (2018), can improve students' capacity to connect concepts and express their thoughts more efficiently. This is especially important in endeavours as intricate as academic writing.

Moderate degrees of reflective behaviours, such as evaluating prior knowledge and pre-writing activities, underscore the need for enhanced metacognitive engagement. Reflection enables students to identify their strengths and areas for enhancement, which is essential for growth and the formulation of effective solutions. This cultivates metacognitive awareness and encourages independent learning. Teng and Yue (2023) promote systematic reflection activities, including guided inquiries and self-assessment questions.

To tackle these issues, EFL writing instructors may employ supplementary tactics or interventions, such as brainstorming and research. Students may explore topics relevant to their writing.

Collaborative activities can aid students in identifying their deficiencies and effectively acquiring feedback for improvement. Furthermore, integrating reflective activities during the pre-writing period may augment engagement with the task. Educators ought to employ reflective journals or structured worksheets that prompt students to evaluate their planning procedures. These tools not only foster critical thinking but also aid students in assimilating effective strategies for future writing endeavours.

The results indicate writing tactics that emphasize self-regulated learning techniques, including establishing deadlines for drafts and conducting changes post-reflection. The results emphasized the significance of time management and iterative writing in attaining academic success. The utilization of self-regulated learning strategies enables pupils to manage intricate tasks by initially establishing explicit goals and subsequently assessing for any obstacles (Sun & Wang, 2020).

The employment of transition signals and the structuring of concepts moderately reveal inconsistencies in pupils' cognitive processes. These elements are essential for constructing coherent and intelligible essays, as they guide the reader through the author's reasoning. Reactions to metacognitive tactics, like contemplation during writing, are variable, indicating that students should depend more on monitoring and evaluation strategies. Bozorgian et al. (2024) underscore the imperative of bridging the divide between knowledge and practice, noting that students frequently struggle with the effective implementation of approaches.

To enhance students' writing skills, educators should concentrate on cognitive and metacognitive tactics. Scaffolding strategies, including guided writing activities and sequential outlines, enhance students'

essay organization. Furthermore, by offering targeted comments on linguistic accuracy, students can minimize grammatical and technical errors to enhance their writing abilities. Peer review activities are essential for metacognitive engagement. Examining the papers of their peers exposes students to many writing styles and techniques that can improve their own approaches. Peer review has demonstrated enhancements in writing quality, critical thinking, and self-regulation.

The results of post-writing strategies indicate a notable deficiency in systematic review methodologies Some students demonstrated little engagement in the review process about content, structure, and the setting of revision deadlines. The statistics suggest that students may lack an understanding of the need of extensive assessment in enhancing a refined end product. Post-writing activities, such as reviewing and modifying, are essential for refining ideas and augmenting the overall coherence of written material.

EFL teachers of writing must allocate greater effort towards systematic reviews and authentic assessment tools to assist students in addressing developing issues. Incorporating comprehensive rubrics or checklists into writing enables students to evaluate their work across various dimensions (content, organization, language use, etc.). Moreover, fostering a culture of constructive feedback can enhance students' engagement with peer and teacher evaluations. Additionally, organized peer review sessions with established norms and criteria can assist students in critically evaluating their peers and cooperatively improving their work.

Students can build methods by integrating technology into the writing process. Two advantages of online writing platforms and e-portfolios include the ability to monitor personal progress and receive

immediate feedback from an AI editor, as well as the opportunity for self-assessment online. Taufik & Cahyono (2020) assert that e-portfolios foster student autonomy and enable possibilities for reflection. The outcome of this evaluation versus correction ethos diminishes the allure of language acquisition for learners, particularly those studying languages or writing in English. Spelling and punctuation checks are functions that might avert problems before they arise; Microsoft Word's grammar feature shows this. Students employing these software products remotely obtain conventional feedback from instructors.

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