# Article information:

The Instruction of Writing Strategies: The Effect of the Metacognitive Strategy on the Writing Skills of Pupils in Secondary Education - Erkan Cer, 2019  
<https://journals.sagepub.com/doi/10.1177/2158244019842681>

# Article summary:

1. The study investigated the effect of the metacognitive strategy on improving learners' writing skills.

2. Learners who use the metacognitive strategy in writing focus more on linguistic elements, content, knowledge of task requirements, and accuracy.

3. The metacognitive strategy involves restructuring cognition and creating a strategy for what individuals know, as well as how and why they will use it.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "The Instruction of Writing Strategies: The Effect of the Metacognitive Strategy on the Writing Skills of Pupils in Secondary Education" by Erkan Cer provides an overview of the importance of writing skills and how metacognitive strategies can improve them. The study conducted by Cer involved 44 pupils, with 23 in the experimental group and 21 in the control group. The experimental group was instructed using metacognitive strategy-based writing practices, while the control group was taught traditional writing practices.

The article highlights that writing is a complex process that involves cognitive and metacognitive processes. It emphasizes that learners need to improve their writing skills at the beginning of their academic life to ensure future success. The article also notes that using metacognitive strategies can help learners develop self-regulation for writing skills and improve their overall writing quality.

While the article provides valuable insights into the importance of metacognitive strategies for improving writing skills, it has some potential biases and limitations. For instance, the study only involved a small sample size, which may not be representative of all secondary education pupils. Additionally, there is no mention of how long the intervention lasted or whether there were any follow-up assessments to determine if improvements were sustained over time.

Furthermore, while the article acknowledges that there are several strategies for improving writing skills, it focuses solely on metacognitive strategies without exploring other approaches. This one-sided reporting may limit readers' understanding of alternative methods for improving writing skills.

Another limitation is that there is no discussion about potential risks associated with using metacognitive strategies or any counterarguments against its effectiveness. This lack of exploration may lead readers to believe that metacognitive strategies are universally effective without considering potential drawbacks or limitations.

Overall, while this article provides valuable insights into how metacognitive strategies can improve writing skills, it has some limitations and potential biases that should be considered when interpreting its findings. Future research should aim to address these limitations and explore alternative approaches for improving writing skills in secondary education pupils.

# Topics for further research:

* Alternative approaches for improving writing skills in secondary education pupils
* Long-term effectiveness of metacognitive strategy-based writing practices
* Potential risks associated with using metacognitive strategies for writing
* Counterarguments against the effectiveness of metacognitive strategies for writing
* Best practices for teaching writing skills in secondary education
* The role of self-regulation in improving writing skills

# Report location:

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