EXPLORING ENGLISH EDUCATION MASTER STUDENTS’ METACOGNITIVE AWARENESS IN ACADEMIC WRITING LEARNING ENTERPRISES

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Abstract
Inculcating a higher degree of metacognitive awareness in the presence of academic writing learning scope is a crucial matter for globalized ELT educationalists since learners can regulate their learning objectives, behavior, motivation, and endeavor for a better purpose. Specifically, this present qualitative study aimed to further investigate English Education Master Students’ metacognitive awareness in academic writing learning enterprises accompanied with the support of 10 narrative written interview inquiries asking about the significance of metacognitive awareness in their academic writing learning activities. Two English Education Master Students batch 2018 and 2020 from Sanata Dharma University were invited to take part in this study. Based on the obtained findings, these two participants concurred that a higher degree of metacognitive awareness gradually transformed them into more persistent and goal-oriented academic writers. In line with those aforementioned findings, it is worthwhile to be recommended for worldwide educators to continually nurture the robust development of graduate EFL learners’ metacognitive awareness to provide more long-lasting holistic academic writing learning values for their future career occurrences.

Keywords: Metacognitive awareness, academic writing, narrative inquiry

Introduction
Concerning the substantial incremental increasing number of literacy needs in this 21st-century era, all globalized educationalists are demanded to foster learners’ academic learning competencies. One of those paramount literacy skills is academic writing. However, the intricate adversity frequently impedes learners to develop laudable academic writing skills since they should be capable of composing high-quality written texts potentially engaging readers to obtain the intended information more comprehensively and meaningfully. In line with second language academic writing learning contexts, Teng (2020) adduces that there is a high time for EFL learners to enact more qualified writing products in which readers can attain the specific imparted messages and establish more interactive interactions with those written texts. In harmony with those above-mentioned academic writing learning issues, the positive influential effects of mastering the second language academic writing skills also proffer another crucial learning dimension for EFL learners. It is worth noting here that EFL
learners who fully elevated their academic writing competencies will be more competent in utilizing the appropriate expressions accordingly, expressing their thoughts easily in the light of the target language, and achieving more gratifying academic success. These apparent utilities can be tailored with the theory of second language academic writing postulated by Maftoon et al., (2014) avowing that a higher level of academic writing mastery skills will allow EFL learners to simultaneously enhance other pivotal target language skills in terms of communication, ideas generation, and the maturity of learning attitudes. Again, the journey to breed more qualified, confident, and independent academic writers is a pain-staking process since EFL learners are generally hindered by a considerable number of academic writing learning impediments such as writing anxiety, afraid of making mistakes, and lower self-motivation to continually engage in academic writing learning enterprises. These aforementioned academic writing obstructions are congruent with the theory of potential academic writing obstacles as repudiated by Yayli and Genc (2019) stating that EFL learners who are crammed with formidable negative academic writing learning experiences will have more tendency to discontinue their ongoing writing processes.

To maintain EFL learners’ self-motivation, resilience, and optimistic views toward academic writing learning venture, language teachers are strongly advocated to permanently activate their learners’ metacognitive awareness at the commencement of academic writing learning activities. Through the full activation of metacognitive awareness, EFL learners will be better at planning, monitoring, and evaluating the overarching academic writing learning dynamics they underwent. More importantly, learners will also potentially cultivate their higher-order thinking skills and autonomously regulate their particular academic writing learning activities strategically. These potential advantageous academic writing values are closely intertwined with the theory of metacognitive awareness devised by Teng and Zhang (2018) averring that a higher degree of metacognitive awareness allows a positive trajectory for learners to significantly improve their self-regulated learning, higher-order thinking, and academic writing skills concurrently. Historically speaking, the term metacognitive awareness is originally derived from the previous seminal psychological construction namely metacognition. Wenden (1998) specifically defines metacognition as people’s consecutive controls over their regular actions or conducts to achieve the desired outcomes in their life. Put more simply, metacognition denotes robust thinking establishment functioned to proactively manage the intended cognitive actions embodied by human beings. This celebrated learning psychology term is further developed by Schraw and Dennison (1994) subsumed metacognition into two subsequent categories namely knowledge of cognition and regulation of cognition. The three familiar streams emerged from the first category; declarative, procedural, and conditional knowledge. Through the activation of declarative knowledge, learners will exhaustively identify their potential strengths along with weaknesses useful for accomplishing the targeted tasks. In procedural knowledge, learners are trained to internalize a set of strategies appropriate for them to finish the given learning tasks. While in conditional knowledge, learners should flexibly adjust their existing learning strategies in concord with the current learning situations or conditions to ascertain that these strategies work well under those particular conditions. Apart from these above-explained terminologies, three components of regulation of cognition comprising of planning, monitoring, and evaluating stages (see Schraw and Dennison, 1994) need
also to be incorporated by EFL learners if they aim to transfigure into more proficient academic writers. In the planning stage, learners are required to stipulate a wide array of potential learning resources to execute the upcoming tasks. When plunging into the designated learning tasks, learners are also entailed to monitor the whole processes of their tasks composure to accomplish them. In the ultimate stage, learners are supposed to profoundly reflect on the implemented strategies, accomplished learning processes, and obtained learning outcomes to progressively improve their targeted learning performances.

The successful embodiment of gratifying academic writing learning achievements, striking academic writing competencies development, and consistent self-regulated learning behavior can be guaranteed when EFL teachers address more intensive academic writing training involving the inducement of learners’ metacognitive awareness. The emergence of this positive learning outcome took place due to the apparent manifestation of robust learning perseverance, resistance, and volition showcased by learners to carry out the given academic writing tasks. As noted before, higher metacognitive learners will persist longer when engaging in the targeted learning tasks amid a substantial number of laborious learning obstacles due to the in-depth planning, potent learning mentality, and autonomous learning behavior taking place insistently in their learning enterprises. These arguments are inextricably associated with the prior metacognitive awareness study finding yielded by Raoofi et al., (2013) unearthing that EFL learners exposed to rigorous metacognitive awareness training exhibited self-regulated learning behavior compared to other learning counterparts solely relied on general academic writing instructions. In another identical study, Teng (2016) also unfolded that the majority of Chinese EFL learners had progressively improved their targeted academic writing performances after engaging in continuous metacognitive awareness training. There is also a mutual calibration between EFL learners’ academic writing achievements in conjunction with metacognitive awareness levels since those who have been well-armed with robust metacognitive awareness are more liable to plan, monitor, and evaluate their academic writing products in greater depth. Meaning to say that these types of learners have successfully transformed into more effective problem-solvers, judicious decision-makers, and innovative reflectors amid adverse academic writing learning conditions. These perspectives are consistent with the prior finding of the metacognitive awareness study conducted by Negretti (2012) uncovering that most EFL learners who are well-equipped with metacognitive awareness are more prone to synergistically plan, monitor, and evaluate their writing products more exhaustively leading them to obtain more gratifying academic writing achievements. In a similar vein, Azizi et al., (2017) also prompt EFL educationalists to constantly establish, nurture, and substantiate their learners’ robust metacognitive awareness levels impacting their existing academic writing performances, attitudes, and achievements.

Six prior metacognitive awareness interlinked with the second language academic writing studies will be overtly overviewed in these following lines to get globalized EFL educationalists, experts, and practitioners in agreement with the significance of metacognitive awareness for the future advancement of academic writing skills, performances, attitudes, and achievements. The first study was run by Wijaya and Mbato (2020) finding out that the majority of graduate EFL learners sanctioned that their academic writing skills were improved greatly after activating a higher degree of self-efficacy in the light of metacognitive awareness. Saeed and Javed (2021)
discovered that Pakistani EFL learners whose academic writing skills well-trained by backward design models were more liable to generate more high-quality academic writing products due to the stronger entrenchment of well-planned strategies as well as decision-making processes. In another relevant study, Imani and Habil (2012) uncovered that continual supportive academic writing learning assistances proffered by EFL teachers dramatically change negative writing learning behavior, lower motivation, and passive writing learning engagement exhibited by their learners resulted in more positive writing learning attitudes ensnaring efficient problem-solving and robust critical thinking skills. Elias (2010) revealed that Malaysian EFL university learners were capable of displaying more striking academic writing learning improvements in terms of performances, attitudes, and strategy adjustment after their motivation as well as self-efficacy had been forged continually in the support of metacognitive awareness by their teachers. Further, Diasti and Mbato (2020) unveiled that motivation-regulation accompanied by metacognitive strategies continually nourished in second language undergraduate thesis writing enterprises enabling university learners to fully accomplish the targeted eventual university projects. Lastly, Mbato and Cendra (2019) encouraged Indonesian EFL teachers to promote more holistic, positive, and supportive academic writing learning vicinities for learners to keep their self-motivation, self-regulation, and metacognitive awareness at the highest level useful to accompany them in completing various academic writing projects. Although these above-mentioned previous findings of metacognitive awareness and academic writing studies had promoted a substantial number of fruitful contributions to the literature bodies of educational psychology realms as well as worldwide ELT enterprises, there is still the paucity of literature casting more specific investigation on graduate university EFL learners’ metacognitive awareness in academic writing learning enterprises. To the best of researcher’s knowledge, none of prior studies have been conducted to further explore the critical importance of metacognitive awareness in academic writing learning enterprises undergone by graduate university EFL learners. The main reason why the researcher conducted this present qualitative study was conducted to yield more potent research findings based on 2 invited English Education Master students’ apparent experiences in harnessing their metacognitive awareness, particularly when confronting a vast array of academic writing learning impediments. However, there are still a minimum number of graduate university EFL learners lack of knowledge as well as experience in capitalizing on metacognitive awareness through their academic writing learning settings. As a result, they will be easily demotivated in developing their academic writing competencies forcing them to depart from academic writing learning enterprises earlier. Due to these aforementioned research problems, this necessity encouraged the researcher to further explore the specific influential effects promoted by metacognitive awareness in English Education Master students’ academic writing learning journeys. One guiding research inquiry was postulated as follows: (1) What are the beneficial impacts imparted by metacognitive awareness in English Education Master students’ academic writing enterprises?

**Literature Review**

*The Significance of Metacognitive Awareness in Academic Writing Enterprises*

It is also worth accentuating here that the robust construction of metacognitive awareness plays a crucial role as a receptacle for assisting EFL learners to be more resilient and optimistic academic writers withstanding a vast array of taxing academic
writing learning challenges. This positive academic writing learning wave is leveraged by a higher degree of commitment determined by learners before embarking on particular academic writing learning activities. In the light of this strong learning commitment, learners are more willing to work more persistently toward the emersion of exacting academic writing learning challenges since they had entrenched such a potent belief that these challenges will guide them to reach their potential fruitful academic writing learning success. This contention is intimately interlinked with the prior metacognitive awareness and academic writing study plied by Khosa and Volet (2014) unveiling that the majority of EFL learners ingraining more robust metacognitive awareness possess a stronger desire to cope with thorny academic writing learning challenges since they believe that their persistent efforts will be compensated by the gratifying eventual learning outcomes. Similarly, Sart (2014) also unfolded that the full construction of metacognitive awareness diminishes self-doubt, pessimistic perspectives, and excessive anxious feelings in confronting academic writing learning enterprises resulted in the successful accomplishment of all given academic writing tasks. In concord with these above-mentioned metacognitive awareness advantages, it should be noted here that learners who are sufficiently desirous of fostering their academic writing competencies in the light of robust metacognitive awareness development need to keep track of their existent academic writing processes by interpreting each learning experience either positive or negative meaningfully to gradually shift their current perspectives regarding the learning trajectories they are presently facing as well as cultivate more proactive engagement with their thinking processes to regulate their learning in a better purpose. These reflexive positive impacts are echoed by another relevant theory of metacognitive awareness proposed by Zhang and Zhang (2019) emphasizing the critical importance for EFL learners to consistently transform their current learning paradigms and reflect in a greater depth on every learning process they deal with to magnify their metacognitive awareness levels directing them to bring about more meaning-making and academic writing studies.

Method
This present study was conducted in the support of a qualitative method to attain more evident portrayals out of the specific events fully experienced by research participants. This identical characteristic of this study type is hinged upon the baseline theory of qualitative research postulated by Deveci and Onder (2013) adducing that the main aim of qualitative study is to allow the researchers to extend their obtained data description in a greater depth in accord with the extensive observed tangible phenomenon they already viewed. To comply with this major research objectivity, 10 open-ended written interview questions were also capitalized on to maintain the robustness and trustworthiness of the collected data. Talmy and Richards (2011) propounded that one of the probable qualitative research instruments worthwhile to be utilized by researchers to gather more reliable data is through open-ended written interview inquiries. Specifically, 10 open-ended written interview questions were adopted and adapted from Ruan’s (2013) profound investigation of university Chinese EFL writers’ metacognitive awareness in relation to L2 academic writing learning venture. Those 10 adapted inquiries were subdivided into three in-depth categories namely person, task, and strategy variables in order to mutually assist the researcher to obviously discern the extent in which 2 research participants harness these 3 streams
of metacognitive awareness while resolving various taxing academic writing learning obstructions, preserving their robust academic writing learning motivation, and producing high-quality academic writing products consistently. Concerning research participants, the researcher openly invited 2 English Education Master students batch 2018 and 2020 from Sanata Dharma University, Yogyakarta. Simply speaking, 2 participants had already experienced quite long-term L2 academic writing learning enterprises during their study journey. Two of them fully repudiated that academic writing skills, as well as metacognitive awareness, is inextricably intertwined since they were continually capable of accomplishing the given academic writing tasks, persistently working out toward arduous academic writing challenges, and markedly improving their academic writing competencies in the light of a higher degree of metacognitive awareness. There are two major reasons why the researcher only involved 2 research participants in this study. First, the researcher aimed to generate more robust research results quite impactful for Indonesian ELT experts, practitioners, and policy-makers to be more encouraged to design more supportive L2 academic writing learning enterprises sustaining graduate university EFL learners’ metacognitive awareness as well as academic writing skills growth. Secondly, these 2 selected participants had been exposed to quite long-range L2 academic writing learning experiences meaning that their broader academic writing learning personal stories and data will strongly affect the future designs of academic writing learning enterprises in our archipelago. Subject to those above-explained research backgrounds along with objectivities, this current qualitative study can be deemed to fulfill an indispensable prior metacognitive awareness in concord with L2 academic writing studies by casting more exhaustive attention on the influential progressive utilities potentially promoted by metacognitive awareness for the further advancement of EFL learners’ academic writing volition, motivation, and competencies from time-to-time. To impart more obvious depictions out of the collected interview data, the relevant metacognitive awareness theoretical frameworks and prior studies were harnessed to potently corroborate each argumentation delineated by the researcher. Thus, those richer findings attained from the 2 interviewees would be compartmentalized into 2 specific major themes to yield more comprehensive as well as reasonable explications for the worldwide EFL educationalists, experts, and practitioners.

Findings and Discussion

In this section, the researcher is going to delineate all of the obtained findings with the support of relevant metacognitive awareness theories and studies. The in-depth depictions are chosen in order to yiled more robust explications out of the collected data. Hence, each argument will be expounded in the manifestation of narrative way. Two specific major themes unearthed in this study namely: (1) Metacognitive awareness allowed graduate EFL learners to be more resilient academic writers and (2) Metacognitive awareness enabled graduate EFL learners to fully achieve academic writing learning goals. The findings and discussion section consist of a description of the results of the data analysis to answer.

Theme A: Metacognitive Awareness Allowed Graduate EFL Learners to be More Resilient Academic Writers

Based on the obtained findings taken from the first research participant, it can be conjectured here that a higher degree of metacognitive awareness enabled this graduate
EFL learner to be a more tenacious academic writer. Alongside the debrief, the first research participant frankly confessed that the robust establishment of metacognitive awareness provided greater academic writing learning assistances for her in terms of planning, monitoring, and evaluating her ongoing academic writing learning processes. In correlation with these triadic regulations of cognition strategies, the first research participant also acknowledged that metacognitive awareness concurrently leads her to experience more enjoyable academic writing learning experiences amid a wider range of exacting challenges potentially distract her profound attention to accomplish the given academic writing tasks. This academic writing learning hardiness emerged due to the self-regulated learning behavior exhibited by the first participant by strongly committing to completing various challenging academic writing learning assignments, regulating some specific learning behavior to reach the pre-determined academic writing learning objectives, and exerting more potent controls over the emerging writing anxiety, negative feelings, and lower self-confidence in writing. These argumentations discover appropriate support from the major previous metacognitive awareness and academic writing findings revealed by Negretti (2012) encouraging globalized EFL educationalists to continuously nurture their learners’ metacognitive awareness to breed more self-regulated second language writers competent in harnessing a vast variety of strategies to overcome some upcoming academic writing learning obstacles. Parallel with this point, Negretti and Kuteeva (2011) also found out that a higher degree of metacognitive awareness gradually transformed EFL learners into more critical, perseverant, and proficient academic writers as well as readers due to the deployment of appropriate academic learning strategies constantly forged by them. Some interview excerpts disseminated by the first participant also shared a similar perspective as follows.

[The First Student: A positive learning experience that is useful for me is to prepare everything needed in learning, including tools, materials, ideas, time and so on. I think if all the equipment and learning needs are ready, then the learning process will be easier and completed on time.]

[The First Student: An unpleasant experience for me was when writing research, but I had to deal with participants who were less willing to cooperate. I have to use extra energy to get them involved in my research so that I can complete my writing assignment. Most of these obstacles occur because the environment is less supportive. But I always try to deal with it calmly.]

[The First Student: I will find out what is causing this obstacle, if I can solve it myself I will try my best, such as reading more references or contacting related parties. If I can't afford it, I will seek help by consulting my supervisor or my friends.]

Furthermore, the first participant repudiated that she had also become a more strategic, critical, and competent academic writer after continuously activating her higher level of metacognitive awareness. In terms of the person variable component, she had accurately located her major strengths and weaknesses notably useful for assisting her to compose more high-quality academic writing products.
In the task variable stream, the first participant also implemented a considerable number of suitable academic writing strategies such as asking some suggestions from her lecturer along with trusted learning counterparts, rehearsing her academic writing skills constantly, and learn some academic writing conventions as well as terms from various journal articles. Throughout all of these academic writing learning trajectories, the first participant will be capable of producing more qualified academic writing products without being distracted too extensively by her writing anxiety, lower self-confidence, and negative feelings averting her from improving all paramount academic writing competencies efficiently. This contention is in agreement with the prior metacognitive awareness and academic writing skills study run by Teng (2017) unveiling that the majority of Chinese university EFL learners had been more adept in internalizing various applicable strategies into the unfamiliar academic writing learning circumstances as well as fostering their academic writing performances in a better purpose since their learning autonomy concurrently underwent more striking development in a moment-by-moment manner. In her identical study, Teng (2020) also unfolded that metacognitive awareness is of prime importance for enhancing EFL learners’ academic writing positive behavior, interest, and engagement, due to the innovative writing strategies they adopted during following the academic writing learning enterprises leading them to be more strategic, self-regulated, and creative writers. These two above-explained findings are also in the view of Farahian and Avarzamani (2018) adducing that higher metacognitive awareness academic writers were more prone to showcase more potent controls over their challenging writing learning venture since they already discerned the effective means of their controlled learning behavior alongside applied strategies rewarding to reach their desired academic writing learning objectivities. All of these profound depictions also resonated well with these interview excerpts derived from the first participant in these following lines.

[The First Student: *The most important thing is to keep writing whatever it is by applying the right strategy in writing. Because by continuing to practice writing, it means that we have previously thought about many things which we then put into our writing. And through continuous writing practice we will find the right strategy to produce qualified writing.*]

[The First Student: *In writing, I usually follow the provisions of the lecturer and the provisions of a journal. I follow the writing format and other requirements. In writing I reread my writing, whether I understand it or not, whether it has included the right information.*]

[The First Student: *Maybe writing in the right order is like writing with the big V rule from general information to detailed information, and writing pyramids is like writing the main idea followed by topic sentences.*]

Interestingly enough, the first participant had also progressively developed her regulation of cognition strategies; planning, monitoring, and evaluating stages into the utmost levels. This matter should be well-said since the first participant consistently creates concise and in-depth mind mappings before embarking on the upcoming
academic writing learning activities. After fully releasing this conscientious planning stage, the first participant also monitors her ongoing academic writing learning processes by adapting as well as adjusting some selected strategies in concord with the specific academic writing learning climates she is currently facing. Without an exception, the first research participant also profoundly evaluated her already-made writing products by checking the inserted references, reread the academic writing contents she had already written, and revise some writing errors globally. Predictably, by embodying all of these consecutive regulations of cognition strategies, this first participant will self-assuredly foster her academic writing proficiency, performances, and achievements into the fullest potentials in the light of supportive learning behavior ceaselessly exhibited by her. As such, this bunch of argument is well-calibrated with the previous finding of metacognitive awareness and academic writing study conducted by Azizi, Nemati, and Estahbanati (2017) encouraging worldwide EFL educators to perennially nurture the robust proliferation of learners’ metacognitive awareness in academic writing learning activities to elevate their overarching academic writing performances, competencies, and achievements progressively. Heidari and Bahrami (2012) also prompted EFL teachers to simultaneously activate their learners’ regulation of cognition strategies along with existing perspectives toward academic writing tasks to highly foster their metacognitive awareness as well as innovative thinking styles impactful for the advancement of their future academic writing skills progression. These two delineated findings are collectively aligned with the prior finding of metacognitive knowledge and academic writing study plied by Aliyu et al., (2016) uncovering that the successful nourishment of metacognitive awareness along with academic writing skills growth can be ensured by implementing problem-based learning approaches in which all learners can potentially foster their problem-solving skills, learning autonomy, and higher-order thinking skills, indeed useful for incrementally invigorating their proactive academic writing learning engagement through the daily-based learning trajectories. This reflective effective writing learning dimension is further evidenced by the interview excerpt shared by the first participant in these provided blank lines.

[The First Student: I usually write the main idea that I will write about. This is part of the planning in writing that I use. Then I read some references to write, and reread what I have written. If something is missing or needs to be replaced then I will revise my writing.]

**Theme B: Metacognitive Awareness Enabled Graduate EFL Learners to Fully Achieve Academic Writing Learning Goals**

In conjunction with the major findings taken from the second participant, it was proven that a higher degree of metacognitive awareness enabled him to successfully achieve academic writing learning goals. Three specific matter had motivated the second participant to survive in his challenging academic writing learning enterprises namely the fruitful academic writing learning merits, the success in publishing a substantial number of scientific papers to various accredited academic journals, and the stronger willingness to disseminate precious knowledge in the form of written texts for the general public. Since the second participant had already inculcated these specialized objectivities in his academic writing learning venture, it can be surmised that he possessed more long-lasting endeavors to cope with a wide array of challenging
academic writing tasks by expending more persistent efforts to accomplish those formidable obstacles. This perspective is in harmony with the theory of metacognitive awareness invented by Teng and Reynolds (2019) stating that higher metacognitive awareness learners are more liable to harness varied suitable learning strategies, exhibit a higher degree of learning perseverance, and manage their arduous learning enterprises more efficiently. In a particular investigation of the correlations between metacognitive awareness and academic writing anxiety, Aglina and Syamsiah (2020) also uncovered that Indonesian university EFL learners incrementally augmented their metacognitive awareness levels would persistently attempt harder to complete their given academic writing projects since they believed that these obstructions potentially lead them to be more proficient and mature academic writers. In a similar vein, Goudarzi and Ghonsooly (2014) also unfolded that there was a considerable number of competent and independent EFL academic writers after metacognitive awareness was continuously activated in various academic writing classes, which in turn resulted in the significant progression of learners’ academic writing learning positive behavior, achievements, and skills. These complete delineations of metacognitive awareness advantages are in accord with the interview excerpt taken from the second participants as follows.

[The Second Student: There are some things that I can get that motivates me to accomplish my writing assignments. First. It is related to the writing skills that I will develop after I do my assignments. Second, if it is about writing a published journal articles, I will get such advantages in writing journals articles due to the fact that it will be one of the requirements to finish my study and to apply for a job. Third, it will help others to get new insights from my writing.]

Furthermore, the second participant also infuses such sound knowledge of his particular strengths along with weaknesses beneficial for assisting him to accomplish the targeted academic writing projects. Regarding his academic writing strengths, the second participant confessed that he is good at organizing a wide array of distinctive writing ideas as one unity and rarely making unnecessary grammatical mistakes in his academic writing products since he had been trained well to master various grammatical formulas during his study. In reverse, two specific academic writing shortages were also repudiated by the second participant since he is still struggling to master unfamiliar vocabulary and manage his time well to be more motivated to produce more qualified academic writing products amid his hectic schedule as an English teacher. Again, the profound reflection intended for the academic writing learning strengths as well as weaknesses not merely functioned to maintain the second participant’s academic writing motivation but also navigate him to proactively, independently, and effectively seek for suitable strategies to utilize all of these inescapable writing attributes to achieve more gratifying academic writing success in the future events. The above-explained findings are compatible with the previous research results of Ghavam et al., (2011) unearthing that the prolific proliferation of metacognitive awareness allowed EFL learners to regulate their intended learning behavior, intention, and environment in a more positive way, which reciprocally affected their particular academic achievements. In another relevant study of metacognitive awareness, metacognitive strategies, and
writing academic performances, Hermilinda and Abas (2016) also strongly recommended EFL teachers to consistently implement metacognitive strategies along with metacognitive awareness writing instructions for multiverse learners to significantly foster their writing achievements, performance, and behavior. These two aforementioned findings also agreed with the study of Balta (2018) revealing that the majority of Turkish EFL learners had been capable of exhibiting more satisfying academic writing learning performances after being exposed to a pleasant writing learning atmosphere along with intensive metacognitive awareness instructions in terms of planning, monitoring, and evaluating the finished writing products. All of these depictions are closely correlated with these interview excerpts obtained from the second participant.

[The Second Student: *I am quite good in organizing my writing due to my experience in writing a lot of assignments during my study. I am good at grammar because I teach it every day.*]

[The Second Student: *There are some weaknesses that I have in writing academically. First, it is related to the limited vocabulary that I know. Even though it is not too narrow, but sometimes I have to search for the meaning of some words. Another weakness is that I am sometimes demotivated in writing. I have a lot of things to do and I usually do something else in my free time.*]

Considering all of the conceptions expounded above, the second participant also adduced that the regulation of cognition stages also brought about a significant degree of beneficial values for his further academic writing skills, performances, and product advancement. The presence of this positive learning outcome took place since the more conducive academic writing learning management lead the second participant to set up some specific learning targets motivating him to deal with varied academic writing learning hindrances. After stipulating clearer academic writing learning objectives, the second participant also conscientiously monitor his academic learning progression by applying various appropriate strategies in his writing processes such as reading varied high-quality journal articles, learning the structure of those journal articles, and maintaining his higher motivation to finish the given academic writing projects. Alike the first participant, the second participant also vehemently reread, revise, and reflect on his accomplished academic writing products since he holds such a strong belief that this ultimate cycle will determine the overall quality of his writing products. All of these findings are closely intertwined with the study of Wei and Zhang (2020) remarking that the precise actualization of regulation of cognition strategies; planning, monitoring, and evaluating would enable EFL learners to develop their academic writing performances more purposefully. Farahian and Avarzamani (2018) repudiated that the robust entrenchment of metacognitive awareness act as an effective means to supportively assist EFL academic writers to manage their cognitive enterprises as well as reflect on their learning performances or tasks more exhaustively. Following these two delineated findings, Alt and Raichel (2020) figured out that most EFL learners were capable of managing their academic writing learning activities, evaluating the writing products more efficiently, and improving indispensable academic writing competencies in a better purpose after they had been scaffolded with metacognitive awareness instructions intensively enshrouding of planning, monitoring, and
evaluating cycles. These explicated results were also confirmed by these second participant’s responses.

[The Second Student: It is really important to do all of them. I usually plan my writing by setting up some targets and deadlines. I monitor my process in reaching every target. I evaluate my process to fix every issue and improve the quality of my writing project. They help me a lot to reach my target and produce a high-quality article.]

[The Second Student: During monitoring my writing, I often read some articles related to the project that I do. I learn to write by reading a lot. Through reading, I can get a better scope of the information related to my project. By reading, I also learn appropriate structure to write academically.]

[The Second Student: There are a lot of things out there that can demotivate me to accomplish my project. Therefore, I have to keep my focus on finishing my project well. If I can keep myself motivated, I do believe that even though it is not easy, I can bear the burden and be successful in writing.]

Conclusion
As an eventual remark, the major findings obtained by this present qualitative study unfolded that through the full activation and nourishment of metacognitive awareness, English Education Master Students had progressively transfigured into more tenacious and goal-oriented academic writers. Meaning to say, these types of students had not fully improved their academic writing competencies, attitudes, performances, and achievements but also their behavior to willingly work out with the existing arduous academic writing hurdles to reach those aforementioned holistic writing learning objectivities. Further, two particular inescapable drawbacks were forming in this study namely the minimum presence of research participants and the less generalizable findings to be transmitted into another area of ELT enterprises. Thus, future studies attempting to considerably involve a great number of research participants and harness more varied research instruments; classroom observation sheets, Likert-scale questionnaires, teacher journaling, and more in-depth interview inquiries will further benefit the future advancement of metacognitive awareness nurturance in diverse wide-ranging academic writing classroom contexts.

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