Master in Teaching English as a Foreign Language
Applied Research Paper

The Impact of Meta Emotion-Cognition Strategies Enhancing English-Writing Skills in Middle School Students

Fabiola Maria CHICO SUAREZ[a] Adriana María MORÁN ELÍAS[b] and Alexis Mariana CONTRERAS FALCONES[c]

a. Licenciada en Ciencias de la Educación Mención Lengua Inglesa y Lingüística. E-mail:fchicos@uees.edu.ec
b. Licenciada en Ciencias de la Educación Mención Lengua Inglesa y Lingüística. E-mail: amorane@uees.edu.ec
c. Máster en Educación Superior. E-mail: alexiscontreras@uees.edu.ec

Keywords:
meta,
emotions,
cognition,
strategies,
writing,
learning,
middle school

ABSTRACT
This research paper studies how Meta Emotion-Cognition strategies enhance English Writing Skills in Middle School Students. The main objective was to analyze how emotion-cognition strategies are essential for improving motivation in the writing skills of middle school students from Unidad Educativa Bilingüe "La Moderna". The research method applied in this study was deductive-mixed; it involved the quantitative analysis of a survey applied to a sample of sixty students from middle school, and a qualitative study of class observation from English educators teaching writing skills at two different levels. The nature of this research was explanatory, in order to expand the understanding of this analysis and outline similarities with previous studies. Consequently, it was found that the application of accurate motivational-cognitive strategies served to level up educational standards, and specially, the strategies that were oriented to improve students' well-being. Thus, meta-emotion cognition approaches benefited self-regulated learning independency to a great extent in students from Unidad Educativa La Moderna.

Palabras clave:
'meta',
emociones,
cognición,
estrategias,
escritura,
aprendizaje,
básica
intermedia,

RESUMEN
Este trabajo de investigación estudia cómo las estrategias de metaemoción-cognición mejoran las habilidades de escritura en inglés en estudiantes de secundaria. El objetivo principal fue analizar cómo las estrategias de cognición emocional son fundamentales para mejorar la motivación en la escritura de los estudiantes de secundaria de la Unidad Educativa Bilingüe "La Moderna". El método de investigación aplicado en este estudio fue deductivo-mixto; involucró el análisis cuantitativo de una encuesta aplicada a una muestra de sesenta estudiantes de secundaria y un estudio cualitativo de observación de clases de educadores de inglés que enseñan habilidades de escritura en dos niveles diferentes. En ese sentido, la naturaleza de esta investigación fue explicativa, con el fin de ampliar la comprensión de este análisis y esbozar similitudes con estudios anteriores. En consecuencia, se encontró que la aplicación de estrategias motivacionales-cognitivas acertadas sirvió para nivelar los estándares educativos, y más aún, las estrategias que estuvieron orientadas a mejorar el bienestar de los estudiantes. Así, los enfoques de la cognición metaemocional beneficiaron en gran medida la independencia del aprendizaje autorregulado en los estudiantes de la Unidad Educativa La Moderna.

INTRODUCTION

Unidad Educativa Internacional Bilingue La Moderna began the process of multiple curricula and cultural learning experiences in 2017 under the lead of the multicultural organization ¨International Schools Partnership¨ (ISP) which broadly encourages the commitment to students and growth for learning opportunities. Outlining the ISP approach, it has become useful to contribute to the school community with this study about the effect of meta-emotion-cognition strategies to fill teaching gaps in the acquisition of a second language and mainly, written communication in students.

Many queries persist regarding the application of motivational strategies and teaching approaches that can promote writing production. In this field, the main aim of this research is to analyze what meta-emotion-cognition strategies help students from Unidad Educativa La Moderna to attain high writing competencies. The current study has centered its focus on how the cognitive process would be enhanced in writing by applying Think-Aloud Strategies; also it has considered the extent of influence of the cognitive-process stage in writing skills, and finally; which writing techniques would build rapport with students.

The basis of the use of meta-emotion cognitive strategies is closely connected to how educators are persistently promoting continuous improvement through practical approaches in order to strengthen students' writing skills. It is directly based on the Research area N° 7 addressing Curriculum Development to be approached, known, applied, investigated, and built by teachers who are performing as agents of any Educational level considering the purpose of constructing a learning process that is connected to cognitive, affective, and emotional issues.

Writing is an essential skill to develop, as it is a way for students to communicate what they know and incorporate knowledge and critical thinking abilities. Experts from Grand Canyon University (2022) also propose that a deficit of writing expertise can have a significant impact on academic performance in middle school and post-secondary outcomes. Many aspects of life can be defined by reading fluency and writing skills. By the same token, good writers are able to

clarify their ideas and accurately deal with their interpersonal relationships with family, friends, and colleagues.

In addition, Peterson (2008) asserts that “Positive Psychology (PP) is the scientific study of what makes life most worth living”. The PP is also connected to three basic pillars (Positive Institutions, Positive Characteristics, and Positive Emotions) which can support students' language Learning Acquisition. The main pillars are essentially linked with one another in the SLA process as an individual L2 Learner’s positive characteristics generate positive emotions and cause a wavelike effect on peers and teachers through mechanisms such as emotional contagion and social appraisal (Parkinson, 2019).

Along the same line, an appraisal conducted by Parrish (2022) in both urban and suburban schools in Virginia states that once students start planning and monitoring their own learning, they are able to set ambitious goals and therefore be independent and use knowledge effectively. The key to reaching a high level of learning is understanding that it is not anchored; moreover, this awareness contributes to a full revolutionary mindset in students that teaches them to be resilient and overcome obstacles.

According to the educational procedures stated in “Ley Orgánica de Educación Intercultural” (LOEI, 2021) Art. 2.4 students are required to develop emotion-cognition skills to facilitate knowledge acquisition. Taking this into account, the meta-emotion cognition strategies applied to students' writing skills should be revised and constantly updated in order to enhance the main learning conditions related to it; such as text types, achievement indicators from the Common European Framework (CEFR), writing mechanics, and conventions using appropriate organizational tools, Think-Alouds, self-monitoring, self-regulated learning, and self-evaluation approaches. What is pursued is to improve the way students put their writing abilities into practice through successful rapport building.

The current research paper has been divided into four sections as follows: the first introductory section summarizes the background of the investigation and specifies the variables that will be analyzed; the second section corresponds to the Literature Review that reports significant findings from previous studies, experts, and scholars. Next follows the methodological design discussing the gathered data and instruments of investigation. Lastly, it included a fourth section examining key points and important features of this study.

LITERATURE REVIEW

The emotions regarding Second Language Acquisition (SLA) are remarkably contemplated nowadays. Positive emotions contribute to achieving psychological growth and intellectual development. Emotions play a main role in SLA, this develops the process of effort, motivation, interest, resilience, and optimism. A recent study from the University of London has shown how emotions are considered in the analysis of emotion-cognition strategies is crucial in order to improve writing skills. (MacIntyre et al., 2019)

Meta-Emotion-Cognition Strategies

Meta-emotion is closely related to meta-mood (Mayer & Gaschke, 1998) while meta-emotion has been described as a meditative process that conducts mood states, more specifically, as an ongoing process related to moods in accordance with individuals' constant reflection on their feelings, which are monitored, evaluated, and regulated. The major difference between meta-mood and meta-emotions depends on whether the trigger is a mood or an emotion, a mood is related to a state of mind that is less powerful than an emotion however, the emotion is an intense feeling. Mood and emotion depend on the state's duration, strength, antecedent events, and behavioral or psychological correlates.

Likewise, meta-emotion is described as emotional responses centered around an emotional self. Research shows that it has a regulatory operation and that phenomenological quality, for instance, anxiety, anger, and compassion, calls forth qualities of self-regulation in accordance with related motivation and action tendencies (Mitmannsgruber et al., 2009). Emotions such as those named above could influence our reactions and actions in a positive or negative way.

Metacognitive strategies empower learners with a sense of self-development in all subject areas. For everyday teaching, different methods are applied to assist students in becoming self-regulated learners (SRL) as this awareness grants them the ability to manage their personal capacity. Other studies affirm this conceptual framework by embedding approaches intended to facilitate teaching and maximize students' agency. They emphasize that the students who have the opportunity to exercise voice, agency, and leadership in designing, developing, and assessing

their own learning have a greater chance of becoming resilient and independent learners.

Other studies have researched these relationships in different expressions. For instance, Efklides (2011) suggests that the metacognitive and affective model of self-regulated learning is an active process that examines the effort of cognition, metacognitive, motivation, and emotions. Furthermore, the conceptual model presented by Ramirez et al., 2018 indicates the causal and reciprocal relationship between motivation, emotion, cognitive, and metacognitive strategies, and students' academic achievement.

Figure 1

Relationship between Motivation, Emotions, Cognition, and Academic Achievement

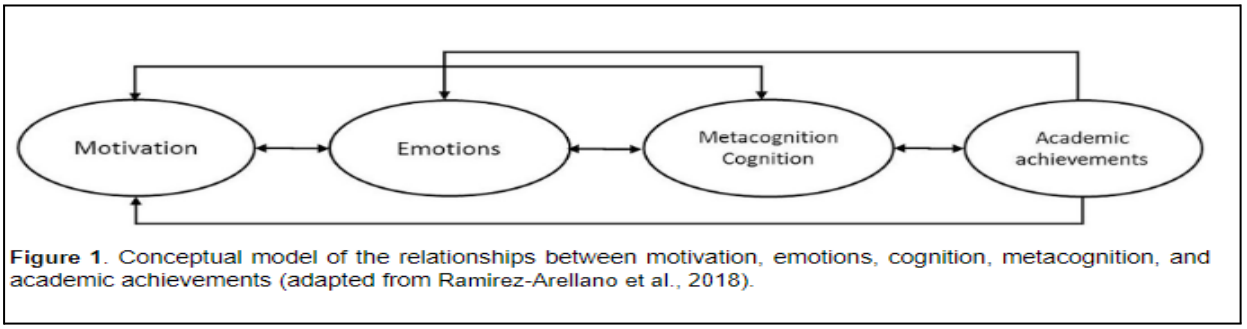


Figure 1. Conceptual model of the relationships between motivation, emotions, cognition, metacognition, and academic achievements (adapted from Ramirez-Arellano et al., 2018).

Note. Conceptual model showing the relation between motivation-emotion and metacognition Retrieved from: Efklides A. (2011). Interactions of Metacognition with Motivation https://journals.sagepub.com/doi/full/10.1177/21582440211027561

Meta-emotion Components and Characteristics

Meta-emotion is often related to a "meta-level" element in ongoing emotional experience with its phenomenological conditions being as differentiated as those primary emotions (Shaver et al., 2013). The phenomenology of meta-emotion may involve feelings of anger, sadness, embarrassment, shame, and anxiety. The "wheel feel", or subjective element of meta-emotions is not necessarily accessible to conscious self-analysis or control, and may be seen as corresponding to metacognitive involvements and be categorized as meta-emotional.

Whilst we have defined meta-emotional experiences as emotional by nature, they may be aligned with cognitive experiences, for instance, if an adult gets angry with a child, he may feel

meta-emotional upset that has reacted in this way. Furthermore, this person may also analyze why he proceeded with anger in this particular case. This circumstance cannot be understood only as a manifestation of emotion about emotion but also as cognition about emotion. Therefore the differentiation between meta-emotion and meta-cognition is not always clear.

Meta Emotional-Knowledge: (Gotman et al., 1996) discriminate between parents' "meta-emotion philosophy" and this existing way of approaching their own and their children's feelings. An organized set of ideas regarding emotions seems aligned with metacognitive knowledge, which connects to people's declarative knowledge regarding the cognitive process. An option would be to label this form of meta-emotion as meta-emotional knowledge areas, for instance, between knowledge of self and others (Tarricone, 2011).

Metacognition Components and Characteristics: Metacognition can be divided into two categories: metacognitive knowledge and metacognitive regulation. Metacognitive knowledge involves one's own cognitive operations containing knowledge of unique variables, knowledge of task variables, and knowledge to arrange cognitive processes with four components of planning, monitoring, evaluating, and revising. Metacognitive ability intends the recognition of one's self concerning knowledge to acknowledge the tasks to be carried out and the strategies to fulfill.

Beyond this, most investigators in this field conceive metacognition knowledge and regulation which are predominantly conceptualized into monitoring (metacognition knowledge and metacognitive experience) and regulatory functions (goals and activation of strategies). Some researchers discriminate the regulation component into an experience and a skill component. Nevertheless, knowledge is not differentiated from the regulation of metacognition rather the two are interrelated (Efklides, 2011).

Emotion Regulation Strategies

Language learning generates a wide range of emotions with both positive and negative implications. These emotions are of evaluative importance for second language (L2) learning and achievement (Shao et al., 2019). Nonetheless, previous research on feelings and second language acquisition (SLA) has substantially focused on negative emotions, in particular language anxiety (see Teimouri et al., 2019, for review), leaving the effects of positive emotions largely

unaddressed. However, emotion regulation is all-embracing in that it is not limited to the downregulation of negative feelings (fear, anxiety, stress) but encloses up and down-management of positive and negative emotions.

Emotion regulation (ER) refers to endeavors to influence emotions in ourselves or others. Over the past several decades, ER has become a concern across many sub-disciplines. The regulation of language learners' emotions by affective or emotional triggers have received restricted attention. This gap, among others, is being filled by researchers who have developed and are applying the latest tool called Managing Your Emotions for Language Learning (MYE). Benesch (2017) ranges studies on emotions into three approaches: Biological, Cognitive, and Post-structuralist discursive.

Self-Regulated Learning: Self-regulated learning (SRL) is more than just learning strategies to regulate emotions. It also feeds into the often-missing component of teaching and learning, the metacognitive aspects of learning, or acquiring how to master different contexts such as self-regulation, self-monitoring and self-reinforcement. Students who self-rule their own learning process are metacognitively, behaviorally, and motivationally active in the learning process. There are three phases: a preparatory phase, a performance phase, and an appraisal phase (Zimmerman, 2002).

In the preparatory phase, learners get ready for their learning assessments, supervise their work, and set purposes for their own performance. In this stage, students also are intended to grasp prior knowledge, guide their learning, adjust their learning approaches, and mainly, manage their resources such as time and assistance (Puustinen et al., 2001). Along the same line, Pulkkinen (2002) declares that pupils may be appointed to different tasks to balance their learning process in each phase.

Effects of Motivation on Learning

The expression motivation comes from the Latin "movere" which means move in English. The word motivation may be connected with other fields, similarly to work (work motivation or employee's performances), business (entrepreneurial motivation), education (student or student learning motivation), and others. It also refers to an energy or driving force in a person to fulfill the aims of some activities (Muhammad, 2017), and concerning the learning process, each learner has the motivation to enhance their knowledge and abilities.

Muhammad (2017) declares that motivation is the inner force for students to push themselves to carry through learning tasks. Nummala et al. (2014) define motivation as a variation in the energy of a person characterized by the appearance of emotions to reach a goal. It also encompasses desires, needs, hopes, dreams, stimuli, and targets. This learning motivation emerges from within (intrinsic motivation) enhancing students' driving force in encouraging them to conduct activities leading to success in their goals.

Intrinsic motivation allows working independently and fearlessly. It is accomplishing a task since it is intrinsically compelling. When learners work collectively in the classroom, their intrinsic motivation rises because their self-reliance enhances. They develop a positive view of the learning content and they appreciate each other more and accept ideas that come from others. It definitely gives the learner personal satisfaction so that it motivates them to perform an activity for their own sake and personal reward. (Muhammad, 2017)

Management of Positive and Negative Emotions

Teachers' emotions are likely to be invoked in interaction with their learners in class. Assessment theory suggests that an individual's emotions are provoked by circumstances or events but triggered by particular conditions. Learner´s behavior can be influenced by teachers depending on how they approach and motivate their students in the classroom, so in this form, in a spontaneous class situation, students' motivational behavior could be the most evident for teachers.

When teachers distinguish a higher level of learner commitment that is constant with their aims, they may encounter positive emotions similar to engagement. On the other hand, if teachers appraise a low level of student engagement that is not consistent with their goals, they may experience negative emotions such as anger or anxiety. Other studies have related teacher enthusiasm to students' positive emotions, interest, and motivation when they are acquiring the knowledge. A meta-analysis has found that teachers' variables such as positive relationship, non-directivity empathy, and warmth, were connected with positive qualities of the teacher-student relationship (empathy and warmth) and negatively associated with negative qualities. (Mayer, 2008)

Application of Organizational Tools and Strategies: According to Wilkin et al. (1962) there are three categories of metacognitive strategies considered useful for students.

- The students use them to plan, organize and control their learning activities, and to analyze achievements;
- Cognitive strategies are techniques for arranging the learning process; for instance, taking notes, choosing scientific sources (using dictations and other tools); repetition for better memorization, drawing similarities and retaining terms, and key concepts)
- Socially effective strategies include learning through interaction, and the interchange of information; for example, working in groups, solving a common problem, asking a teacher, etc.

Think-Alouds: By choice, learners in a think-aloud may not need any training but should express their inner speech spontaneously, with some proof and practice, students may outline their thought processes. Moreover, Ericson & Simmer (1980) found that repeated practice of a task might promote automaticity before thought processes could be informed.

Opportunities of Reflection and Self-Evaluation: One central characteristic of being a self-regulated learner is the ability to evaluate one's own knowledge, a key component of metacognitive regulation. Students who show absence of this skill are unaware of what they do and what they do not know (Ambrosi et al., 2010). When students feel self-assured, they may fail to realize when they must include self-regulatory strategies. They may make wrong decisions and omit valuable feedback and go wrong to take corrective actions.

Writing Skills Acquisition

Taking into account the functional use of language, the Ecuadorian English curriculum has considered several competencies for learners. In middle schools, the communicative learning and teaching requirements are shaped by the necessity of providing a real-world context in and outside the classroom. Writing is also intended to facilitate interaction among different groups of individuals and hence language is incorporated as a functional tool to deal with day-to-day situations. Nevertheless, the process of writing is not thought of just as a visual production of language, but it is also focused on accuracy, topic domain, and syntactic coherence (Cadena et al., 2018).

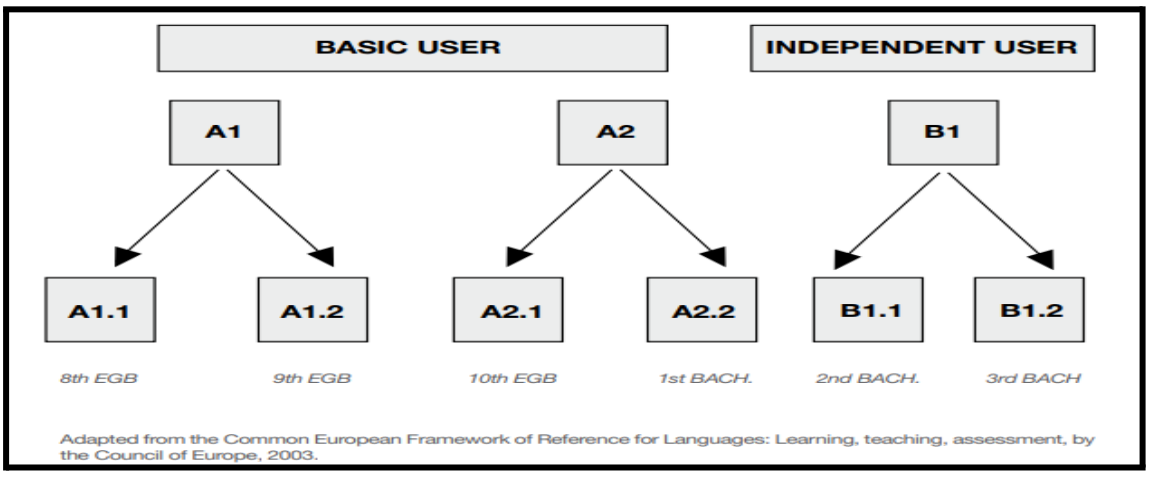
Although teaching writing strategies must convey specific objectives and practical vocabulary for the audience, spelling, grammar, and wording are equally important in the writing process. In this specific area is where the Ecuadorian writing curriculum needs a re-establishment; as stated by Dhanya and Alamelu (2019) "without proper writing skills, students cannot claim to have learned the language." Deficient metacognitive disciplines may negatively influence the structural development of written language. Students need to be given strategies, resources, and specific tasks oriented to construct their knowledge. Thus, it becomes decisive for teachers to equip students with self-reflective assignments intended to prioritize their problem-solving skills.

English-Writing Skills in Middle School Students

Learning more than one foreign language is crucial to leverage individual skills and face challenges in today's globalized world. As the English language is considered the main lingua franca at the time of writing, the education field needs to supply an enriched curriculum with broader cultural standards. The Common European Framework of Reference (CEFR) has established a fixed range of principles and guidelines to develop language skills proficiency at different levels of learning. By all these means, the Ecuadorian Ministry of Education (MinEduc) has aligned these international principles with the ones that fulfill communicative outcomes in Ecuadorian learners.

Figure 2

CEFR Reference Levels in the Ecuadorian Educational System



Note. Levels of L2 proficiency applied in the Ecuadorian Educational Public System. Retrieved from (n.d.). Ministerio de Educación https://rb.gy/e8ol5q

The section above emphasizes how the EFL Ecuadorian Curriculum implemented by Ministerio de Educación Ecuador. (2011) has established clear levels of achievement for middle school students. The design of this curriculum is mainly founded on the abilities reached in their mother tongue regarding their age and school year level. In these terms, the four language skills are framed by the 4Cs (content, communication, culture, and cognition) with educational criteria based on a student-centered approach covering content related to linguistic diversity for everyday situations such as travel, home, school, and peer-to-peer interaction at the A1 level.

Writing Types & Importance

Of the four language skills, writing is considered to be the most intimidating one, not only for students but for teachers as well. As reported by experts from InnerDrive Ltd. (2021), "Many in education no longer consider students developing their written proficiency as a skill they need to learn, but rather a skill they need for learning." The educational mindset must be changed in order to embrace writing as a means to enhance learning itself. Regardless of any academic or professional decision taken in life, proficient writing skills can guarantee success in communication, interpersonal interactions, and daily affairs.

The plethora of writing types represents an added concern for young writers as well. For the curriculum set up in Time4Learning (2022), considering the amount of research in this area, it is noticeable how most of the students had been familiar with basic writing assignments; nevertheless, these writing assignments should be organically attached by making a combination of two types of writing modes to make a successful transition from speaking to writing. Since this first skill is so immediate and easy, its counterpart involves their voice and reflections with established mechanics and conventions.

With regard to the different communicative purposes, there are two prominent concepts that can be considered to explain the diverse types of writing: register and genre. Halliday (1964), described register as what people do with their language according to situational contexts; thus the groups of registers comprise varied standards of dialects correlated to specific occupational, geographical-social fields (bureaucratic language, academic language, legal language, technical language, etc.) Along with this, genres comprise registers into text categories, constraints on style, text content, social behavior, and discourse community.

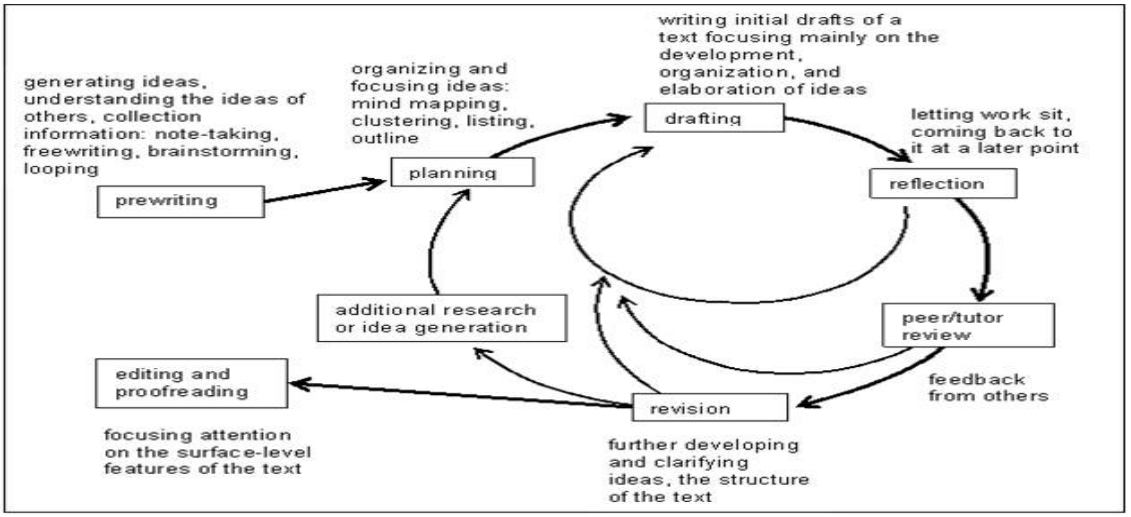
Consequently, register and genre are acknowledged for being intrinsically involved in the distinct text types.

Metacognitive Writing Techniques & Strategies

Flavel (1979) was one of the main proponents introducing the metacognitive monitoring involved in the educational field. This has been used in several studies to assess types of experiences that arise from reflective-analytical thinking. Metacognitive knowledge undergoes varied levels of activation in which the subject feels stimulated to self-reflect on failures, pursue answers, and interpret information thoroughly. On that account, the writing process also sets developmental phases that require planning, organizing, drafting, execution, and deep appraisal. For this particular reason, it can be firmly stated that writing is not only a product but also the entire writing process that shapes learning and activates cognition.

Figure 3

Writing as a Process of Growth



Note. The writing process is shown as an act of creation and mental-intellectual expansion. Retrieved from: Irvin, L. (n.d.). *Writing process*. Lennie Irvin. https://rb.gy/weaq06

Unquestionably, writing is not defined by a single process. There are several processes depending on context and the writer's purpose. The revision of content and generation of ideas along the process does not end in a single step, and thus cannot be seen as a means to transmit a simple message. In accordance with this, Bidari S. (2021) identifies in her paperwork three main types of approaches for teaching writing: product approach, genre approach, and process

approach. Each of these approaches responds to a particular purpose since writing embodies a non-stop path of meaning-discovery

Product/Text Approach

Product based approach mainly concentrates on language structure and writing accuracy by providing models that are centered on the final product rather than the steps of the process. A debatable aspect of this approach is based on its concern with the mastery of the four linguistic skills, yet at some level, it is considered to constrain the author's creative expression.

Genre Approach

This approach is focused on the language knowledge mainly provided by texts in use in the classroom. The genre approach also grants a social context for a controlled practice of writing. For instance, if a teacher assigns a mentor document/text, he crafts and demonstrates how language can be achieved with the given model through the use of technical language and proper word choice. In this form, students can follow a traced path to build their own piece of work. However, the use of this approach has been questioned over the years. A significant flaw observed in this model is the limited opportunity to explore the use of language creatively with other types of text found outside the class.

Process/Expressivist Approach

Hunter (2020) provided a backdrop of the process or ‘expressivist approach as mainly being influenced by socio-constructivist learning theories. Students practice and apply a writing cycle in which they need to plan, generate ideas, translate them into action, and finally revise their product. Thus, is mainly based on the exercise of merely writing skills supported by self-reflective tasks which are assisted through writing conferences.

Following the above section, it is noticeable that identifying the right approach surfaces other conflicts throughout the stages of the writing process. In this particular part, teachers and students must work together since the achievement of quality writing also requires creativity and criticism to operate conscientiously. This is a training in which students cannot be left alone. It is crucial to discuss and analyze each phase of every strategy applied during the production of the writing work. Consequently, pupils will be able to make connections while carrying out the act of writing with confidence and autonomy through the use of drills, organizational tools, evaluation, and revision (Caswell & Mahler 2004, 23).

METHODOLOGICAL DESIGN

This research paper "The Impact of Meta Emotion-Cognition Strategies Enhancing English-Writing Skills in Middle School Students" has as a main objective the analysis of the primary purpose of constructing a learning process toward cognitive, affective, and emotional issues. The area of study is focused on determining the impact emotions have on language acquisition and written communication and the influence of applying Think-Aloud strategies for enhancing cognitive process as well as ascertaining to what extent the application of the cognitive-process stage influences writing skills; and ultimately, put forward what type of writing techniques would effectively help in building rapport with students.

To support this research, it has been considered more than 34 academic references collected from seminal work, educational articles, and academic journals where the variables of the study are defined from our paper: meta-emotion-cognition, and writing skills. This research is also based on teaching websites, psychological reviews, repositories from Google Scholar, ResearchGate Blog, and Cambridge University Press; more importantly, the studies performed by educational professionals (Efklides et al.,2008). All the sources contain data collected from the last 10 years, which provides relevance and an updated view of our research work.

The research follows a mixed-method approach, by combining qualitative and quantitative data, which will deepen the understanding of the phenomenon and authentication of this study (Johnson et al, 2007). The instruments applied to collect data are class observation in two different middle school levels, and a survey applied to a sample of 60 students from Unidad Educativa "La Moderna". These instruments had been based on the research variables and previously validated by a professional from Universidad de Especialidades Espíritu Santo (UEES) and an IB Institution from Samborondón.

Language learning generates a wide range of emotions with both positive and negative implications. These emotions are of evaluative importance for second language (L2) learning and achievement (Shao et al., 2019). Meanwhile, Benesch (2017) declares that the cognitive approach attempts to understand emotions as they function inside individual minds and how they

impact students' well-being by boosting their performance and learning process. Meta emotion-cognition plays a prominent role in SLA which moderately develops the process requiring effort, motivation, interest, resilience, and optimism. (MacIntyre et al., 2019).

According to Fein (2022), "Writing demands working memory capacity, retention time, and processing depth." Such a complex process requires brainstorming, sequencing, and using correct mechanics to translate information; developing these factors in learning represents moderate challenges. Consequently, the interpretation of written information determines the whole evolution of cognitive-expressive competencies. If strategies for writing skills are not properly reinforced in a student's early years of learning, there would be detrimental side effects on subsequent intellectual progress.

Summarizing this data, the meta-emotion cognition strategies in the classroom are essential for students' internal well-being, academic performance, and self-management. Learners need to be in total awareness and control of their own learning processes, thus writing strategies directly influence their second language acquisition and interpersonal interaction on a daily basis. Therefore, the variables mentioned above are closely connected to the holistic development of individuals' psyche and knowledge.

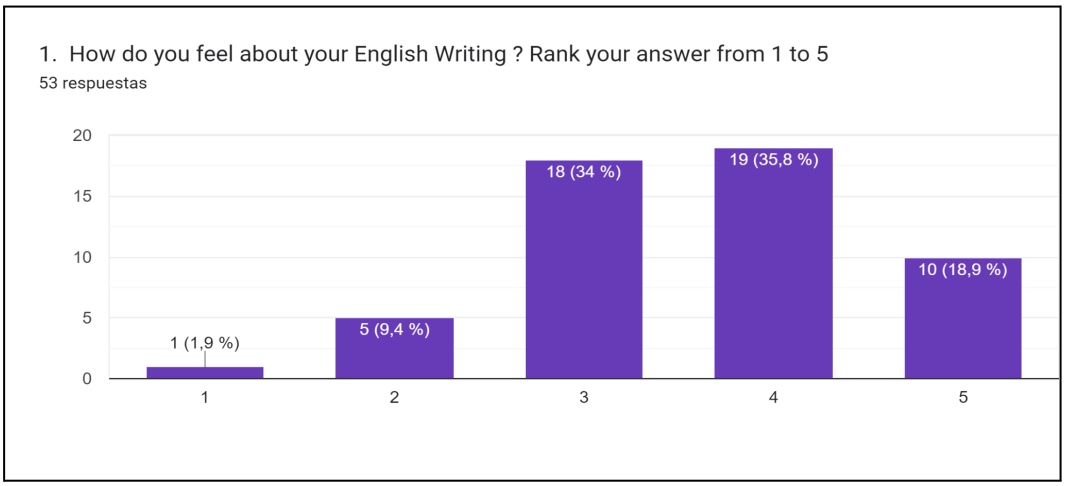
RESULTS

To develop this research paper a survey through Google Forms was designed for eighth and tenth students of Middle High School from Unidad Educativa Bilingüe La Moderna. From the initial sample of 60 students, only 53 completed the screening survey. In addition to this, an observation class template was elaborated to evaluate the strategies followed by the educators at the moment of introducing the main topic and the steps to be done in the learning process.

The findings and results of these instruments are explained in depth:

Figure 1

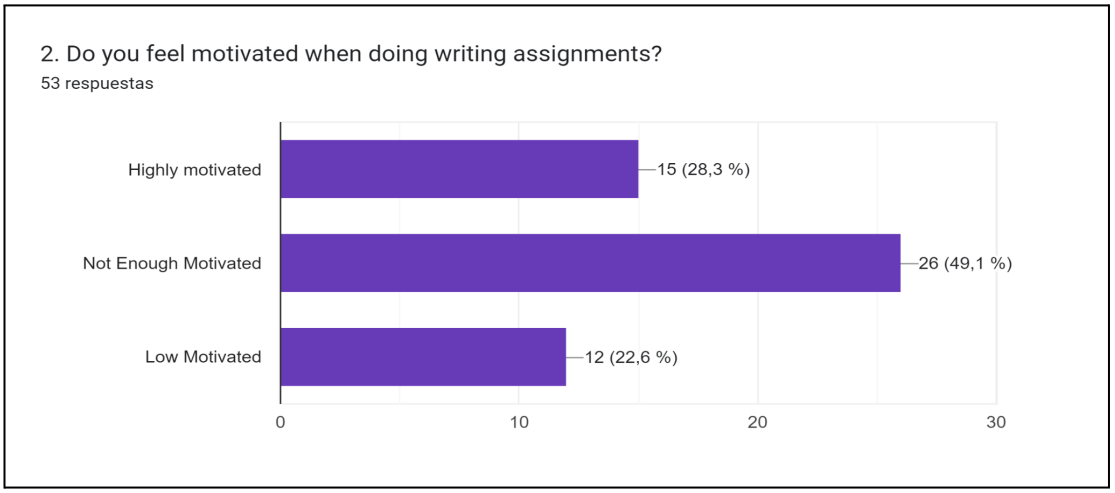
Students' Ranking Feelings Regarding their Writing Skills



Note. 18 participants (34%) feel confident about their abilities and general writing knowledge. The rest of the sample showed some uncertainty about their skills acquired during this school year. Only 19 students (35.8%) from the survey were fully self-reliant in their writing skills, while three students responded negatively to the study.

Figure 2

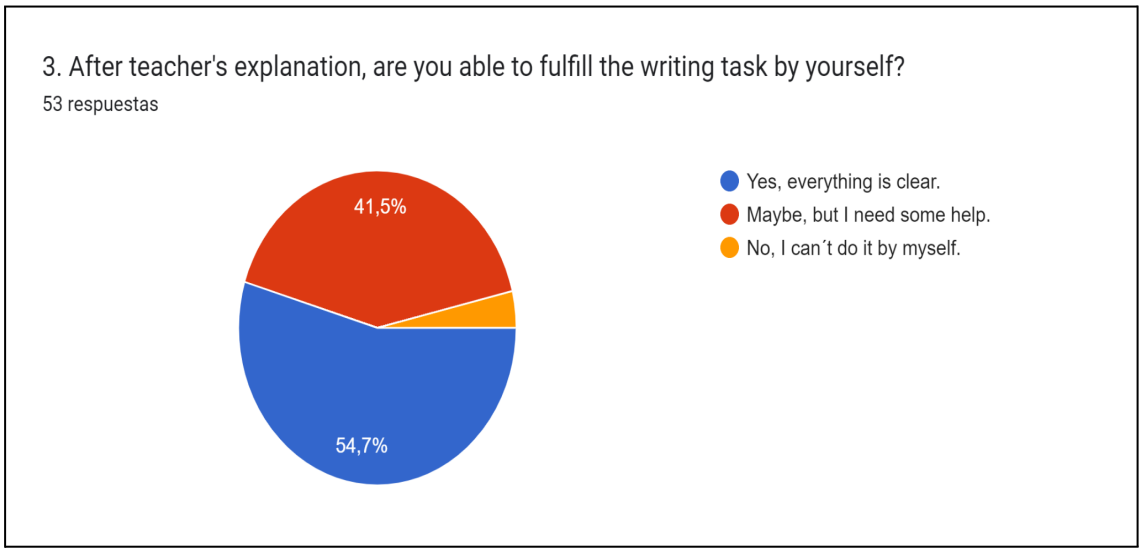
Motivation when Doing Writing Assignments



Note. According to this chart, more than 49% of middle school students believe that they are not receiving enough motivation at the beginning of the writing process. They responded negatively in terms of not receiving enough stimulus. Only 15 students affirmed that their writing tasks were inspiring enough.

Figure 3

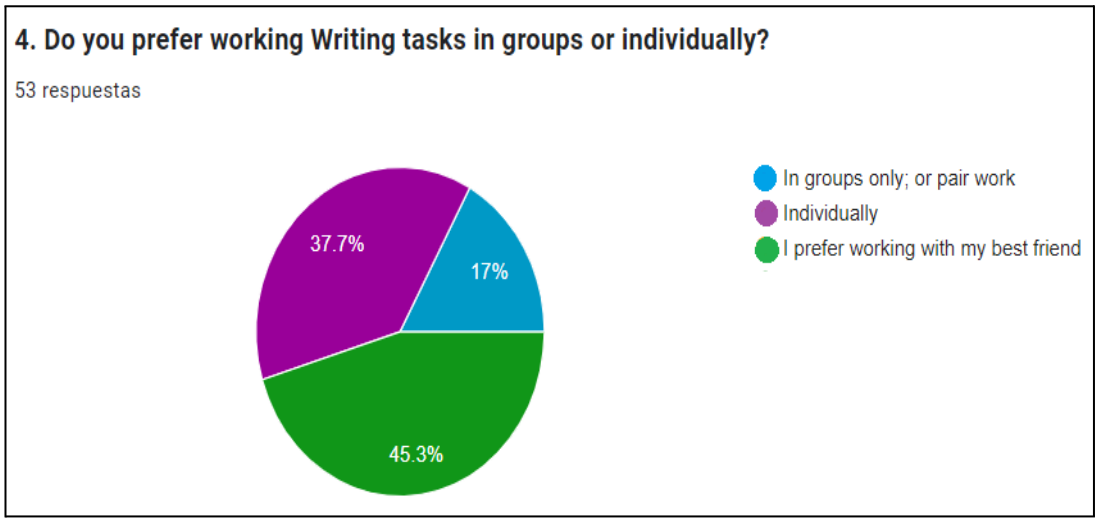
Fulfillment of Writing Tasks after Teacher's Explanation



Note. According to this chart, 54.7% of students are assured that everything is clear after the teacher's explanation and guidance. The 41.5% of the Middle School students accepted they are able to fulfill the task, nevertheless, they require the teacher's aid and support while doing the writing assignment.

Figure 4

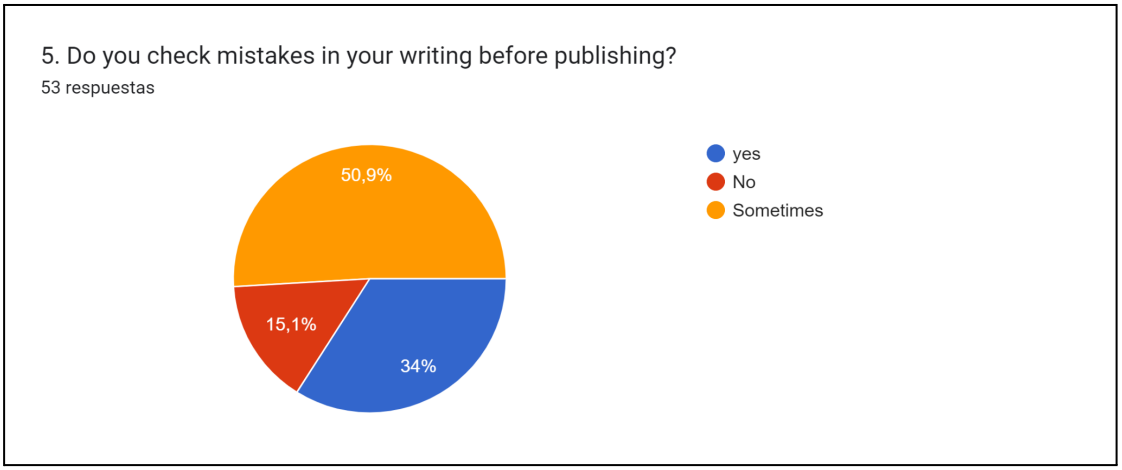
Working on Writing Tasks in Groups or Individually



Note. Based on this chart, 45.3% of the surveyed students prefer to work on writing assignments with their best friend as it gives them a sense of confidence; 37.7% of students agreed that they felt more comfortable with individual assignments. While 17% of the students were inclined to work in teams during writing tasks in order to share responsibilities with other classmates.

Figure 5

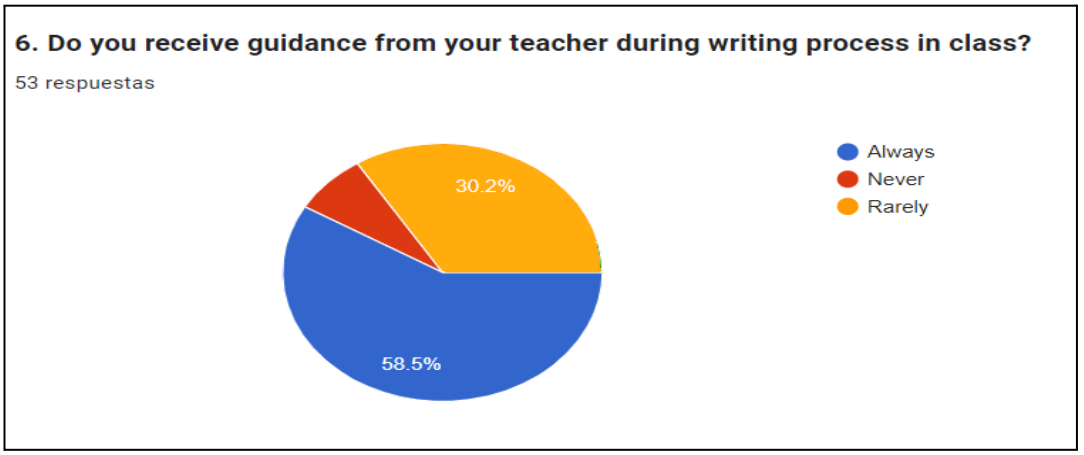
Checking Mistakes in Writing before Final Publishing



Note. Regarding this chart, the majority of students correspond to the 50.9% of them sometimes examine mistakes related to their writing before publishing. 34% of the surveyed students check possible errors in their assignments while 15.1% do not consider indispensable a final revision of their writing task.

Figure 6.

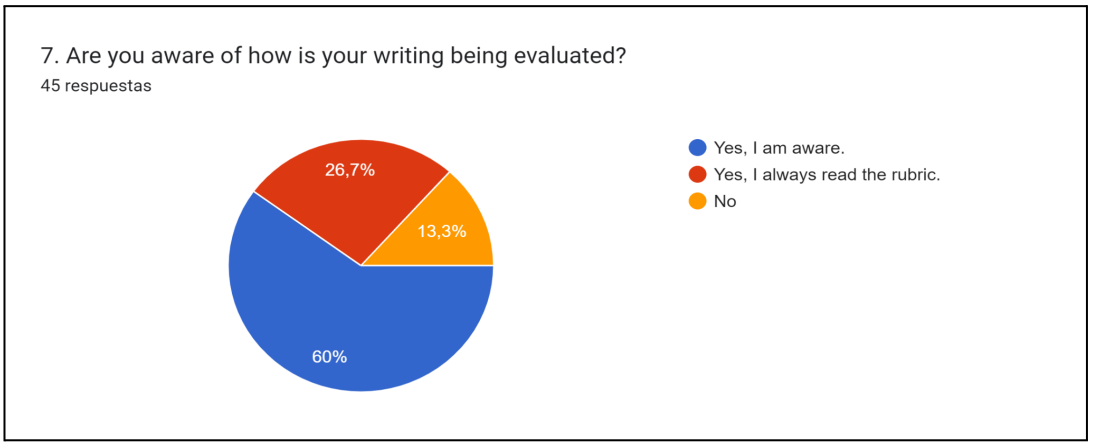
Guidance Received from Tutor during Writing Process



Note. As figure 6 shows, 58.5% of the students affirmed that they received proper guidance from their instructors during the whole writing process in classes. On the other hand, 30.2% of the students from the surveyed group felt that their writing was not properly backed up and needed more attention from the teacher in order to complete the requirements of the assignment.

Figure 7

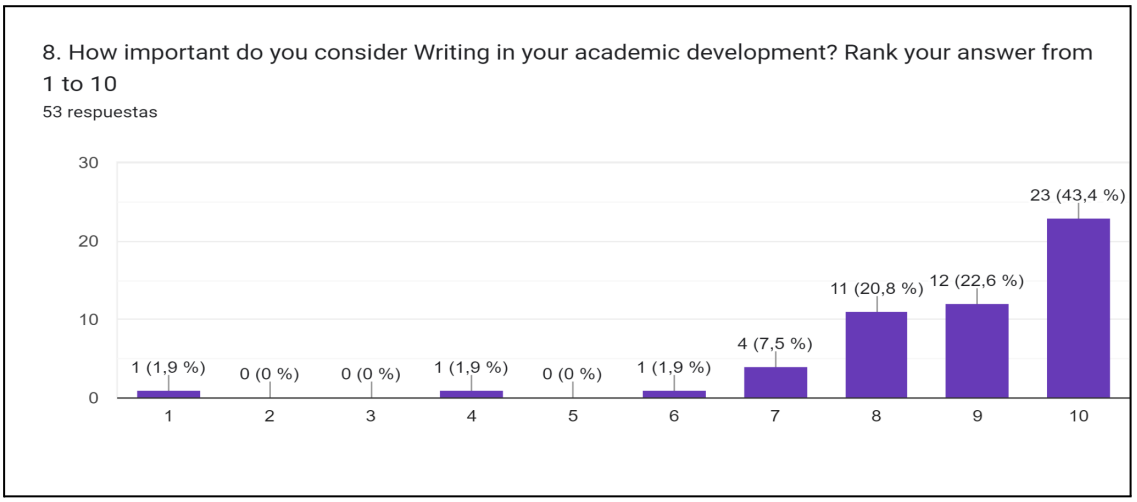
Awareness of Writing Assessment Tools



Note. Results from this chart show the complete awareness and understanding of evaluation tools applied for pupils' writing tasks (rubrics, scores, and descriptors) in 60% of the group. 26.7% felt curious and analyzed in depth the writing requirements described in the evaluation rubric, while 13.3% of the students finished their work without knowing anything about the assessment criteria

Figure 8

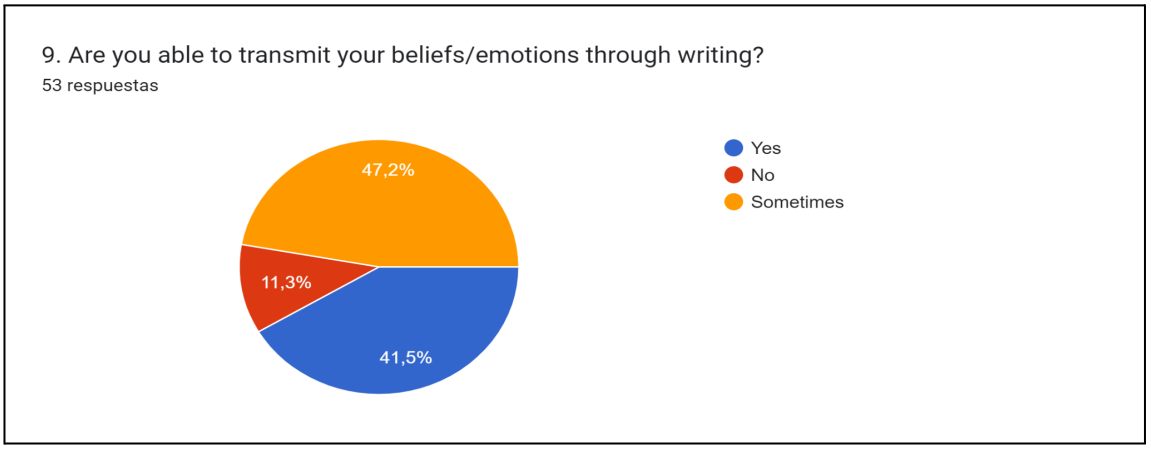
The Importance of Writing in Learners' Academic Development



Note. 43,4% of students from the taken sample appraise Writing as a necessary skill in their academic life. Only 1.9% of students do not agree with the idea of Writing as a vital part of their cognitive development. The percentage of students who believe that Writing has a moderate impact on their learning abilities highly increased a 20.8% respectively.

Figure 9

Transmission of Beliefs and Emotions through Writing



Note. Based on this chart, 47.2% of the students sometimes feel able to transmit their beliefs and emotions. 41.5% of the surveyed responded positively to their capacity to show their feelings through writing. 11.3% of the students do not communicate emotions while doing writing assignments.

Class Observation Template

The observational template designed and applied to teachers from eighth and tenth graders from Unidad Educativa “La Moderna” showed the writing teaching techniques used in classrooms. The indicators taken into consideration to assess the classes from the levels mentioned above were based on the techniques and resources applied by the educators to present the topic, but mostly, if they did it in a dynamic way. Other factors evaluated during the class observation were class management and how instructors were able to build a friendly rapport with the students. Additionally, it was important to evaluate if the students received the corresponding feedback after each task.

The observational template also measured how teachers approached students through different methods to reach the lesson's expected goals according to the given topic. Teachers from La Moderna showed great expertise in writing techniques and used writing prompts and templates to guide their students along the process, instructions were given clearly and activities

were scaffolded. Nevertheless, there were also some aspects that needed to be pointed out. It was noticed that the introductory warm-up activities were not catching enough and afterward, a few students were not able to complete some sections of the tasks. This evidence shows that meta-emotion strategies are still in improvement at middle school levels.

Figure 10

Teacher Evaluation Sheet for Writing Class

CLASS OBSERVATION TEMPLATE

Teacher's Name:		**Course/Class:**	
Subject:		**Observation Date:**	
Unit's Title:		**Time:**	
Topic:		**Evaluator:**	

CLASS ENVIRONMENT	
• Materials are appealing and pertinent to class' content	
• Class starts on time.	
• Teacher adresses students with **kindness and respect.**	

OPENING:	
• Introduces the class with **warm ups and ice-breakers** that encourage students to **reflect and get engaged with the topic.**	
• Reminds about **classroom agreements.**	

CLASS DEVELOPMENT:	
• Interacts with students and **promotes active participation.**	
• Provide **learning experience** based on the objective of the class.	
• Focus on class learning **diversity** offering varied methodology for different learning styles: visual, auditory, kinestetic, etc.	
• Promotes space for **group activities.**	
• Assign roles or let **students take charge of some activities.**	
• Allow students to **develop their own knowledge** through concept-making.	
• Allows the development of skills through different learning approaches.	

CLOSURE	
• **Evaluates and provide feedback.**	
• Promotes **knowledge transference** based on their **acquired understanding.**	
• Class finishes on time.	

GENERAL OBSERVATIONS	
• Promotes **inquiry** (through questions, working areas, problem-solving tasks).	
• Encourages on students the attributes of the IB learner profile.	
• Shows domain and deep understanding of the contents.	
• Instructions are **organized and clear.**	
• Modulate his/her voice tone in an articulated and **pleasant manner.**	
• Face the audience with gentle gestures and body movements.	

RESOURCES	
• Use appealing interactive resources.	
• Good use of **ICT** in English Classroom : Google Classroom, Kahoot, Pear Deck, Quizizz, Wordwall.	

CODES
Y Yes
N No
S Sometimes
DA Does not apply

Comments:
• .....
.....

Aimed Goals:
• .....
.....

TEACHER EVALUATOR

Note. A source adapted from Unidad Educativa Monte Tabor de Nazaret and applied for class observation in writing classes from 8th and 10th grade at Unidad Educativa Bilingüe La Moderna.

DISCUSSION

Considering the data and the results obtained from this research work, questions that emerged from the study of the variables applied are the following: What impact do emotions have on language acquisition and written communication?; how the cognitive process would be enhanced in writing by applying Think-Aloud Strategies?; to what extent does the application of

the cognitive-process stage influences writing skills? and finally, what type of writing techniques would effectively build rapport with students? These same questions are responded through the analysis of the variables evaluated by a mixed method, using a survey and a class observation template in the middle level from La Moderna High School.

The evaluated teachers from 8th and 10th grade estimate that emotions and meta-cognitive processes significantly impact L2 teaching, but more importantly on pupils' writing skills. Writing instructors from Unidad Educativa "La Moderna" also concurred on the necessity to provide proper guidance and motivate students before, during, and after the whole writing process. Learners' emotions supported by metacognitive strategies determine students´ academic development (Ramírez et al., 2018). The appropriate teaching methodology and didactic resources chosen by the educator to instruct any writing topic are indispensable.

As authors of this paper, it is conceived that meta-emotion-cognition strategies for enhancing writing skills are an essential key to connecting all aspects of individuals' behavior and academic performance standards. The reinforcement of written communication directly affects human perception of the world, interaction on a daily basis, and learning processes from early years. On that account, one of the first questions presented in this research can be responded to. Students' positive or negative attitudes are triggered in their social life and determine their written production.

Following this analysis, this research agreed with Mitmanscreber (2009) regarding how the cognitive process empowers learners with a sense of self-development in all subject areas. Different methods such as Think-Alouds are applied to assist students in becoming self-regulated learners (SRL) since it allows them to organize their thoughts and increase their analytic capacities in order to discuss and explore any kind of written argument in the class. It has been demonstrated that this method facilitates starting any kind of writing after clarifying the topic previously debated.

As claimed by Fein (2022) "Writing demands working memory capacity, retention time, and processing depth." The whole process of writing requires brainstorming, sequencing, and using correct mechanics; in this form, writing undertakes several mental processes that array internal and external pedagogic adaptation. This premise responds to the third question of this current study. As shown in figures 1 and 8 from the conducted survey among students, writing is

considered a determining skill for communicative-learning growth; hence the curricula designed for this specific skill must be oriented to build analytical dexterity.

Regarding the application of writing techniques that effectively build rapport with students, they must include interactive dynamics which catch their attention and allow a better understanding of the topic in order to create an environment of confidence in our students when fulfilling a task. Based on figure 2 from the survey, students have shown not to feel highly motivated by teachers, corroborating how necessary the use of play-centered approaches is before and after the activities to be carried out. The teacher's guidance, stimulus, and feedback during the process are crucial so that students would feel support at each stage.

In light of the evidence presented, we see the necessity and relevance of teaching strategies that cover both aspects of learners, the cognitive and affective. Educational institutions need to be leading agents in the quest for methodologies that benefit emotional awareness, and at the same time, educational achievement. Educators from Unidad Educativa Bilingüe "La Moderna" showed deep commitment and fair methodological expertise. Nevertheless, it was found through the method of classroom observation that students still needed more positive reinforcement and backup in their writing practice. Teaching standards must take account of individual needs. For that reason, educators in charge of teaching writing to young learners still have a great responsibility on their hands.

STRENGTHS & LIMITATIONS

Some of the strengths that enabled us to do our research and support our study were the help and acceptance received from the authorities at Unidad Educativa Bilingüe "La Moderna". The Head Principal, tutors, and English teachers were willing to provide all the required information and participated actively in the data collection. The topic of our research "Meta-emotion-cognition strategies to enhance Writing Skills in Middle School Students" is closely related to the main concerns of this bilingual institution. Furthermore, it is important to highlight that the design of the instruments of investigation and the use of ICT tools also facilitated instant communication with all the participants involved.

On the other hand, a significant limitation that impeded the collection of results was the lack of collaboration from the students when answering the survey. From an initial sample of 60 participants, only 53 students contributed their answers to the study. Another essential aspect of being mentioned was the limited time for the survey application. The information collected for the present study was subject to limitations in research resources since the topic Meta-Emotion Cognition Strategies seems not to be developed enough nowadays, which brought some challenges when gathering the needed data.

CONCLUSION

Meta-emotion-cognition strategies are a crucial component for writing instruction at all levels. Among young and middle age learners, it has been questioned whether they are able to reflect on their own learning process or explore emotional features for different learning scenarios. Based on the studies shown in this research paper, it has been established that students' emotions and cognitive development are deeply correlated with language learning and especially in the domain of written expression. While meta-emotion strategies determine learners' well-being and predisposition to assimilate learning; metacognitive strategies create a sense of self-awareness and intellectual effort.

Additionally, as authors of this study, it can also be concluded how meaningful the emotions and accurate teaching methodologies are for both parts; teachers, and students. They mark a before and an after in the learning process. That is why teachers should establish a bond with their students, giving them confidence and creating an appropriate learning atmosphere to involve them during the process. The methods, resources, and dynamics used to introduce the topic are crucial. The importance of giving the corresponding feedback helps the students to improve and develop a sense of auto-analysis in their writing skills. These conditions enable learners to express their ideas with clarity and concordance.

As a final point, the lack of previous dynamic activities which enhance motivation in learners is a necessary factor to apply for conducting the learning process in an effective manner. Educators should include a variety of innovative resources in order to catch students' attention. Effective warmers make pupils feel involved and stimulated to participate actively, but more importantly, they set a receptive way to ease the acquisition of knowledge. The appropriate

motivation makes a difference in the process and promotes a significant learning experience for the students and their future academic achievements.

FUTURE RESEARCH AREAS

Based on the result of this research paper, future research areas such as the implementation of updated and effective strategies to motivate learners in the classroom prior to the introduction of the topic must be considered. According to this study, educators do not include them or use inappropriate or obsolete methods to involve students in the learning process, which has caused a lack of interest in conforming to the results obtained from the data. In addition, an important factor to be considered for future researchers is how to create a significant learning atmosphere among students and teachers, which is absolutely relevant. It is crucial to expand these aspects to improve educators' labor and brace students in their learning process properly.

Another aspect to be contemplated is deepening methods or approaches to support learners emotionally when they feel unconfident at the moment of doing an assignment. This is a challenge that has not been explored widely in education. Teachers are unaware of what to do in this particular situation or just ignore learners as a consequence of their incapacity to proceed. It is vital to contribute with this in particular, so the educator would be able to identify those manifestations of emotions in the student. This emotional awareness will allow L2 teachers to take action and give support opportunely.

BIBLIOGRAPHICAL REFERENCES

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco: Jossey-Bass. https://www.lifescied.org/doi/epdf/10.1187/cbe.18-10-0202

American Psychological Association (APA 2020)

https://psycnet.apa.org/fulltext/2020-03346-001.html

Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. Routledge.

Caswell, R. & Mahler, B. (2004). *Strategies for teaching writing*. Google Books. https://books.google.com.ec/books?id=Rpx-1Hb_T9wC&lpg=PR6&ots=kG6FC2SSxY&dq=writing%20strategies&lr&hl=es&pg=PA23#v=onepage&q=writing%20strategies&f=false

Efklides A. (2008). Metacognition: Defining its facets and levels of functioning in relation to self-regulation and co-regulation. *European Psychologist*, 13(4), 277–287. doi: 10.1027/1016-9040.13.4.277

Efklides A. (2011). Interactions of metacognition with motivation and effect in self-regulated learning: The MASRL model. *Educational Psychologist*, 46(1), 6–25. https://doi.org/10.1080/00461520.2011.538645

https://journals.sagepub.com/doi/full/10.1177/21582440211027561

Ericsson, K. A., & Simon, H. A. (1980). Verbal reports as data. Psychological Review, 87(3), 215-251.

https://journals.library.brocku.ca/brocked/index.php/home/article/view/38

Fein, A. M. (2022). The Role of Working Memory in the Writing Process. Edutopia

https://psycnet.apa.org/fulltext/2020-03346-001.html

Gottman J. M., Katz L. F., Hooven C. (1996). Parental metaemotion philosophy and the emotional life of families: Theoretical models and preliminary data. *Journal of Family Psychology*, 10(3), 243. doi: 10.1037/0893-3200.10.3.243

Halliday, M. A. K., McIntosh, A. and Stevens, P. (2007 [1964]) *The users and uses of language.* In Webster, J. J. (ed.) Language and Society. Volume 10 in the Collected Works of M. A. K. Halliday, 5?37. London and New York: Continuum.

Händel, M., Artelt, C., & Weinert, S. (2013). Assessing Metacognitive Knowledge: Development and Evaluation of a Test Instrument. Journal for Educational Research Online, 5, 162-188.

https://file:///C:/Users/user/Downloads/Dialnet-DesarrolloDelCurriculoDeInglesComoLenguaExtranjera-6557295.pdf

Hunter, J. (2020). T*eaching Writing: Effective Approaches For The Middle Years*. Australian Journal of Teacher Education, 45(12). http://dx.doi.org/10.14221/ajte.202v45n12.6

Irvin, L. (n.d.). *Writing process*. Lennie Irvin. https://www.lirvin.net/WGuides/wprocess.htm

InnerDrive. (2021, January 28). *This is why students should write (on paper) more*. Release Your Inner Drive. https://blog.innerdrive.co.uk/why-students-should-write-more#:~:text=Writing%20is%20also%20important%20because,persuade%20others%2C%20and%20express%20feelings

Just a moment... (n.d.). ResearchGate | Find and share research. https://www.researchgate.net/publication/354162695_Factors_Influencing_the_Acquisition_of_Writing_Skills

Ley Orgánica Reformatoria de la LOEI (2021, April) https://educacion.gob.ec/wp-content/uploads/downloads/2021/05/Ley-Organica-Reformatoria-a-la-Ley-Organica-de-Educacion-Intercultural-Registro-Oficial.pdf

MacIntyre, P. D., Gregersen, T., & Mercer, S. (2020). Language teachers' coping strategies during the Covid-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, *94*, 102352.

Main, P. (n.d). Metacognitive strategies in the Classroom. structural-learning.com. https://www.structural-learning.com/post/how-to-develop-metacognition

Mayer J. D., Gaschke Y. N. (1988). The experience and meta-experience of mood. *Journal of personality and social psychology*, 55(1), 102–111. doi: 10.1037//0022-3514.55.1.102

Mayer J. D., Salovey P., Caruso D. R. (2008). Emotional intelligence: New ability or eclectic traits? *American Psychologist*, 63(6), 503–517. doi: 10.1037/0003-066X.63.6.503

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4820014/

Metacognitive knowledge and Metacognitive regulation in self-regulatory learning style, and in its effects on performance expectation and subsequent performance across diverse school subjects. (2017, October 19). SCIRP Open Access. https://www.scirp.org/html/3-6902245_79690.htm?pagespeed=noscript

Mitmansgruber H., Beck T. N., Höfer S., Schüßler G. (2009). When you don't like what you feel: Experiential avoidance, mindfulness, and meta emotion in emotion regulation. *Personality and Individual Differences*, 46(4), 448–453. doi: 10.1016/j.paid.2008.11.013

Muhammad, M. (2017). Pengaruh Motivasi Dalam Pembelajaran. Lantanida Journal, 4(2), 87. https://doi.org/10.22373/lj.v4i2.1881

Oeri, N. (2018, October 20) Self-Assessment and Self-Reflection to Measure and Improve Self-regulated

https://www.edutopia.org/article/how-guide-students-self-regulated-learning

Parker, A. (2020, September 8). Build Rapid Rapport with students through writing activities

https://www.ace.edu/blog/post/2020/09/08/build-rapid-rapport-with-students-through-these-writing-activities

Parkinson, B. (2019). Emotion. In *Companion encyclopedia of psychology* (pp. 485-505). Routledge.

Parrish, N. (2022). How to Get Students Thinking About Their Own Learning. Solution Tree.

Puustinen, M., & Pulkkinen, L. (2001). Models of self-regulated learning: A review. Scandinavian Journal of Educational Research, 45, 269–286. https://doi.org/10.

https://www.edutopia.org/article/how-get-students-thinking-about-their-own-learning

Ramirez‐Arellano, A., Acosta‐Gonzaga, E., Bory‐Reyes, J., & Hernández‐Simón, L. M. (2018). Factors affecting student learning performance: A causal model in higher blended education. *Journal of Computer Assisted Learning*, *34*(6), 807-815.

Ryan, R., & Deci, E. (2000). Intrinsic and extrinsic Motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54-67.

http://eprints.tiu.edu.iq/83/

Shaver J. A., Veilleux J. C., Ham L. S. (2013). Metaemotions as predictors of drinking to cope: A comparison of competing models. *Psychology of Addictive Behaviors*, 27(4), 1019–1026. doi: 10.1037/a0033999

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4820014/

Shao, K., Pekrun, R., & Nicholson, L. J. (2019). Emotions in classroom language learning: What can we learn from achievement emotion research?. *System*, *86*, 102121.

The role of language in emotions (n.d) Stillman translations.com https://www.stillmantranslations.com/role-of-language-emotions/

Teimouri, Y. (2019). L2 selves, emotions, and motivated behaviors. Studies in Second Language Acquisition, 39, 681–709

Time4Learning. (2022). Teaching Writing. Cambium Learning Group https://www.time4learning.com/teaching-writing.shtml

Toro, S. (2021, May 21) How to guide students to self-regulated learning https://www.edutopia.org/article/how-guide-students-self-regulated-learning

Tarricone, P. (2011). *The taxonomy of metacognition*. Psychology Press.

(n.d.). Ministerio de Educación – Institución del Estado ecuatoriano que garantiza el acceso y calidad de la Educación Inicial, Básica y Bachillerato a los y las habitantes del territorio nacional, mediante la formación integral, holística e inclusiva de niños, niñas, jóvenes y adultos, tomando en cuenta la interculturalidad, la plurinacionalidad, las lenguas ancestrales y género desde un enfoque de derechos y deberes para fortalecer el desarrollo social, económico y cultural, el ejercicio de la ciudadanía y la unidad en la diversidad de la sociedad ecuatoriana. https://educacion.gob.ec/wp-content/uploads/downloads/2013/04/Curriculum_Guidelines-EFL-1.pdf

https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf

https://iopscience.iop.org/article/10.1088/1742-6596/978/1/012025/meta

Witkin, H. A., Dyk, R. B., Fattuson, H. F., Goodenough, D. R., & Karp, S. A. (1962). Psychological differentiation: Studies of development. Wiley. doi:10.1037/13128-000

https://www.igi-global.com/article/personalized-learning-strategy-as-a-tool-to-improve-academic-performance-and-motivation-of-students/286743

Why is writing important? (2022, March 21). GCU. https://www.gcu.edu/blog/gcu-experience/why-writing-important

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. Theory into Practice, 41, 64–70. https://doi.org/10.1207/s15430421tip4102_2.

https://www.sciencedirect.com/science/article/pii/S1747938X18304342