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RESEARCH PAPER

ESL Learners Attitude towards Metacognition Approach for Learning Creative Writing at University Level

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ABSTRACT

This research is an effort of improving the existing methods, and main focus of the research is to judge the effects of Metacognitive Approach on Creative Writing among the learners of private sector at university level. Metacognition Approach is helpful in teaching Creative Writing in ESL classrooms; moreover, it saves time and develops self-confidence, improve Critical Thinking of ESL learners. This quasi-experimental research was done to observe the effect of Metacognitive Approach on Creative Writing. The participants for this research were thirty ESL Learners of university level. The sample size was selected from two private sector universities one from Karachi and other from Lahore city. For instrumentation "Students' Attitude Assessment Questionnaire" (SAAQ) was used for data collection and congregated data were later analyzed by the researchers by means of "Statistical Package of Social Sciences" (SPSS) latest version, and data were presented in numerical form in tables. The findings of this research show that Metacognitive Approach is much better for teaching Creative Writing and ESL learners have positive attitude towards Metacognitive Approach to learn creative writing. In the end researchers presented some recommendations.

| **KEYWORDS** | Creative Writing, Critical Thinking, Metacognition Approach, Positive Attitude, University Level |

Introduction

Writing is defined as a productive skill; a complex method; best source for humans for expressing their feelings and emotions. Moreover, it is also source of conveying knowledge and information with others; and this cogent act is also helping for humans in discovering new ideologies of communication. Through writing one's can not only amalgamate his ideas and thoughts but also can modernize it in statements and paragraphs for impressing and expressing. If ideology is clear in writings, it produces clarity in readers minds and readers feel enjoyment in readings (Ahmad, Iqbal & Rao, 2023). Writing is creative skill, though, it's on 2nd position but used as communicating tool and generally used in instruction and publication (Ahmad, Farhat & Choudhary, 2022). and "publications have great importance in higher level educational system and it preforms leading part in bringing social revolution" (Ahmad, Cheema & Farhat, 2023).

Creative Writing is the rudimentary kind of writings which playing significant role in improving the Critical Thinking of learners (Dana, 1999). Even though, Creative Writing is grounded on someone's personal thinking's and conceptions but it is also covering the fictions and non-fictions parts of literatures. Creative Writing was introduced by George Cram Cook in 1896 to his students and they practiced Creative Writing in the class for improving their writing skill. Creative Writing as a form of artistic expression and it's a pragmatic form of writing. This genre includes poetry, dialogue, short story and personal essays writing. But in this research Creative Writing is taking as an independent variable and the major part of this study Fisher, Yaniawati & Kusumah, 2017). In English language

class the course of Creative Writing has been practicing from students by applying approaches.

For the purpose of improving Critical Writing, diverse strategies and approaches were employed for making this easy and time consuming. Here the term metacognition is going to be used by researchers that is a psychological term and can be defined as the ability to think about your own thinking and it also relate to your previous knowledge with current situation. Metacognition is about having the will to think effectively and the skill to make able to think about one's own thinking. Marcus (2016) explain the differences between teaching for and with metacognition. Teaching for metacognition involves guiding students to become self-reflective and self-directed learners who can understand where and when apply Metacognitive Approaches to get expected results. While teaching with metacognition means to make students able to achieve learning goals, focusing on their work and learn from their errors. When teacher think aloud students get this message even the teacher is getting knowledge by thinking and how to improve thinking to get learning goals in a better way (Saks & Leijen,2018).

Cer, (2019) pointed out that metacognitive approaches growing the worth of writings by their flowing processes which is among the rudimentary parts of metacognition approaches. The procedure of metacognition approaches is based on planning, drafting, monitoring and evaluation process and this process is called process flow. (Chamot, 1990) explained the different approaches and methods for learning creative learning; however, he found that metacognitive approaches are more effective rather than the others, because these approaches improve critical thinking and develop self confidence among the ESL learners. In the metacognitive approaches, the process of one's thinking that how a learner is thinking about the learning skill, play vital role in reducing anxiety and depression among the learners. Alexandar (2014) suggested some practices which one can apply to make writing skills better and in these practices his major concern was metacognitive approaches to apply for better learning process. In metacognitive approaches, the focus is on how to learn the thing and explain by yourself that's why Cyril Houle says: "If you teach a person what to learn, you are preparing that person for the past. If you teach a person how to learn, you are preparing that person for the future."

Different strategies are employed in teaching Creative Writing to the ESL learners; among these approaches Metacognitive Approach is more effective than other approaches for learning Creative Writing (Scheller et al, 2017). The usage of Metacognitive Approach is much beneficial than any other approach for teaching Creative Writing (Balta, 2018). In current age, the Creative Writing is that part of writing which is continuously being ignored due to the misconception, which is that it is not a part of course (Dana, 1999). Most of learners are unfamiliar with it but in reality, there is a part of creative writing in the form of dialogue and story writing in the SSC/Matriculation syllabus (Patwary,2018). All communities have their own dimensions, in the same way, the community of Pakistan also have its own dimension. The present study will offer improved ideology for Pakistani institutes, that in Pakistani setting the usage of Metacognitive Approach for Creative Writing is effective or not; moreover, Pakistani ESL teachers must use this approach regularly in the instruction.

Methodologies which are used for Creative Writing must started from school level so that the ESL learners become more creative until reaching on higher educational level. Cocurricular events linked to Creative Writing must be planned in the educational institutes from time to time for the purpose of enhancing "Creativity and Productivity". The performance of ESL learners is growing, so we must recognize and reward these kinds of proceedings. In the present research the researchers are mainly focusing on communities of Pakistan. The present study is helping for both teacher and student for selecting best approach for learning Creative Writing at average levels. The present research is as well

obliging in developing confidence among the ESL learners and enhancing their Critical thinking.

Literature Review

"Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study" (Ahmad, Rao & Rao, 2023). A review of literature may only be a clear overview of the sources, in an organizational pattern, and its function is to estimate and summarize the previous writings linked to current topic. The literature review of the present study comprises conceptual framework, creative writing, metacognitive approaches, effects of metacognition approaches on creative writing, learners' attitude towards metacognition approaches, and previous researches on metacognition approaches followed by research gap.

Conceptual Frame Work

In this part general discussion on effects of metacognitive strategies on creative writing among the learners of private sectors at university level has been introduced. This is followed by the discussion on the importance of creative writing and different approaches those are used to teach creative writing of English has been discussed. The discussion on the approaches and its effects on creative writing comes next. It defines how metacognitive approaches work on creative writing and its procedure to teach creative writing style to students at private sectors at university level. The attitude of learners towards metacognitive approach also has discussed in this part. Different approaches are applied to teach creative writing but the main concern of research is elaborated the metacognitive approach, and the attitude of learners towards metacognitive approach. It also explains the history of metacognitive approaches and creative writing in detail. In addition, this research covers the area of teaching method to teach creative writing to make students more creative and innovative in their studies and also achieve good marks in examination. This study also covers the area of attitude of learners towards metacognitive approach either it is positive or negative.

Creative Writing

Creative Writing claims a significant place in the educational system. It illuminates creativity and lifts confidence among learners. Hence it seems to be a choice ability. Research was conducted in Bangladesh to examine the teaching method of creative writing in English language classroom. Patwary (2018) observed the main features of creative writing, here the researcher explained the teaching methods that were used to teach writing skill in the classroom. Main focus of the researchers was on metacognitive approach, and learners' attitude towards metacognitive approach to learn creative writing. The most important point in creative writing is motivation. It is basic point to encourage one to share his/her thinking and feelings about the different topics. Let's make the learners share their ideas in the form of writing and monitor them how to make it better. Gassmalla, (2018) conducted research in Sudan to enhance the creative writing in EFL students through literary text. That study was based on descriptive analytical method. Sample of this study was fifty teachers and SPSS programed used to analyze the data. The core and crux of the research was to enhance the creative writing skill among the learners of English language. This study explained the teaching methods that were used by the English teacher in a classroom to teach creative writing in better way. Hence it is proven that not only Pakistan but other countries are also focusing on creative writing. Furthermore, research was conducted by Plaindaren & Shah, (2019)) in Malaysia to examine the creative writing tasks through feedback of teachers. Thirty students were selected for research sample twenty were male and ten were female students all of those were involved to collect the data; questionnaire was distributed that had four sections to complete the task. After completion

of one task teacher checked the mistakes and guided the students at the spot then student completed their second, third and fourth sections so on. Nut shell of this research was that feedback is important to guide the creative writing among the students.

Metacognitive Approach

Metacognition is one's aptitude to utilize previous data to plan an approach for pushing toward a learning task, take fundamental actions to give challenge, consider and evaluate results, and adjust one's shifting system. Metacognition implies regard for one's understanding of what one does and doesn't have the unclear thought and one's ability to get, control, and device one's academic cycles (Jahangard et al, 2016). There are two things that are very important in Metacognitive approaches like Metacognitive data and Metacognitive rules. Metacognitive data suggests how people can get knowledge about their mental process to perform in the different situation. While in Metacognitive rules, they suggested change in individuals to make them able to control their organization in an effective way. These rules also help in planning, monitoring, and evaluation. In planning one can make a plan to start the program and instructor monitor the activity and planning. Side by side evaluate the program and feedback is given to learners.

In Metacognition different factors are involved such as; Individual factors, Assignment factors and Techniques factors. In individual factors we examine how to perceive the knowledge and handle it in planning. Assignment factors, what one knows or can sort out about the idea of a task and the preparing requests needed to finish the responsibility for instance, information that it will require some investment to peruse, appreciate, and recall a specialized article than it will a comparative length section from a novel. Technique factors, the procedures an individual has "primed and ready" to apply in an adaptable method to effectively achieve an undertaking; for instance, realizing how to enact earlier information prior to perusing a specialized article, utilizing a glossary to look into new words, or perceiving that occasionally one needs to rehash a passage a few times before it bodes well. Metacognitive approach basically based on these steps; in the first place, you have just thought about what you realize how to do and recognized that you have some involvement in comparable tasks. Secondly, it's unmistakable in your mind how you will apply your present information to this new. Thirdly, you realize how to fill in the spaces and where to go to get the data you're lacking (Rahimi & Katal, 2012).

Avargi, (2017) in which the Metacognitive approach was used to teach science and then assess by students' outcomes in science education. How this approach works on all level of students and its impact to teach science education, three types of metacognitive knowledge were discussed as; declarative knowledge, procedural knowledge, and conditional knowledge. In declarative knowledge, we can say as world knowledge or knowledge of one's own learning and performance. Procedural knowledge refers to do the things; while Conditional knowledge refers to apply both declarative and procedural knowledge.

Effects of Metacognition Approach on Creative Writing

Vula (2017) conducted research to judge the effects of Metacognitive approach on students to solve the word problems. So, here Metacognitive approach played a vital role in writing skill as well. It was complex research because problem solving, word solving questions were there and by Metacognitive approach students tried to solve it. Semantic and linguistic structure were practiced by these approaches and conceptual study was designed by keeping all the approaches into the mind. The results were outstanding and the ratio of students who performed very well was higher. Stubbs (2007) described the ways to develop the writing skills among the learners to observe the role of metacognition in writing as a source for improving the creative writing. Metacognition awareness may lead to the development of cognitive skills in writing. Metacognition is important because it helps the

writer to judge the weakness and strength and assess own fundamental motivation. First it is varied because it has both understanding and control. This is an important point for teacher to teach how to look at the solution of the problem because every writer way of thinking is different from other. Every writer can have a better solution to sort out the production style and to explain the reality in a different way. There are multiple ways to think and make a solution of a writing assignment as three things that are really very important understanding of learner's metacognition and knowing how to understand it. One cannot rely on cognitive skill only; it is important to use metacognitive skill to reflect what they are learning and why they are learning. Third is the collaboration of metacognition with other characteristics of learners for this we must be aware of the abilities of writer such as learning style and preferred learning approaches (Teng, 2020).

Learners Attitude towards Metacognition Approaches

Feiz (2016) studied the effect of Metacognitive Awareness regarding futures of ESL teachers' attitude towards ESL learning. For this international contextual research which was conducted in Turkey, he selected a sample of 104 research contributors which were ESL teachers of National University. Data were collected by using the Metacognitive Awareness List Attitudes toward Foreign Language Learning. Findings of this research displayed important relations among the contributor's perceptions of Metacognitive Awareness and their attitude towards the learnings through Metacognition. The findings also suggested that Metacognitive Awareness is best way for understanding ESL learning successfully. Javid et al, (2016) investigated the effects of Metacognition approaches on learning vocabulary. The findings of this research work illustrated that metacognition approach has positive effects on vocabulary learning. Al-Jarrah et al, (2018) conducted research to analyze the effect of Metacognition on academic writing. The results of this research indicated that the Metacognition Approach is showing valuable outcomes in writings, furthermore, these approaches of Metacognition are fostering confidence among ESL learners and they are achieving their educational goals easily. Levi, (2020) conducted research to find the effects of metacognition approaches on learnings, the findings of this research showed that Metacognition approach is satisfying ESL learners through solving their problems in ESL learnings. These research works are showing that Metacognition approaches are affecting ESL learners' attitudes towards metacognitive approaches positively. Through these researches it is cleared that ESL learners are willing to learn through Metacognition approaches and by using these approaches they are bringing improvement in their academic career.

Previous Researches on Metacognition Approaches

Tyfekci (2017) examined the effectiveness of metacognitive learning approach in writing improvement of English language and literature students in Kosovo. The research observed students' Metacognitive knowledge and regulation about their significances regarding enlisting, planning, organizing, summarizing, composing, revising and later on assessment. The phases were divided into two parts first measure their awareness towards metacognition, and then to estimate their competence in work through learning approaches, the findings suggested that students' behavior towards new and modern learning strategies is effectively positive.

McCarthy (2018) in his research examined the effects of metacognition approach, this study did not find benefits of metacognition approach because after the completion of training there was no improvement in the performance of ESL students. Such findings support the idea that improvement in the writings comes from practice rather than metacognition approach. So, from this research clearing that each learning approach is not beneficial in all conditions but it depends on learning settings. It also pointed out that metacognition approach is not helping in every context, and also indicated that no procedure can be successful hundred percent all over the world.

On metacognition approaches the researches of Karlen, (2017) and McNamara (2018) the results of these both research works are showing no effects of metacognition approaches in learning. In Pakistani context only single research was conducted by (Rao, Jeevan & Ahmad, 2023) to analyze the impact of metacognitive strategies on creative writing ESL students at college level in Lahore district. But these researches are not filling the gap in this field especially in our national context. Therefore, the researchers decided to conducted this research by using following methods.

Material and Methods

"Research is the methodical process of significant data and rationalisation on a specific topic" (Sanober et al, 2023). "The methodology provides systematic structure of the research study" (Sanober et al, 2022). Moreover, its "the part of the research study in which researchers give an account of the research methods, which they have used to conduct their research" (Ahmad, Maitlo & Jeevan, 2023). The methodology of the present research covers the research design, research population, research sampling, research instrumentation, and the data collection and data analysis processes, followed by the way in which data is presented. "Research design covers the entire method used by the researcher in the research" (Ahmad, Farhat, & Choudhary, 2022). The present research is quasi-experimental in nature. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken" (Younus, Farhat & Ahmad, 2023). Research was conducted in the two private universities situated in two metropolitan cities of Pakistan named as Karachi and Lahore. With the permission of the head of English departments but for ethical concern the universities names were not mentioned. The thirty students equally from both cities and genders were selected as sampling for the current research. Instrumentation preforms vital role in research methodology in collecting precise data. For the purpose of data collection researchers used Students' Attitude Assessment Questionnaire (SAAQ) to know the attitude of learners towards metacognitive approaches to learn creative writing. The questionnaire was contained on two parts the first portion consisted of demographic questions and the second part had ten items enquiring the opinion whether the learners strongly agree, agree, disagree and strongly disagree about each statement. In this way data was composed and later analyzed by using the Statistical Package of Social Sciences commonly abbreviated as SPSS. The analyzed data was presented in tables in numerical form.

Results and Discussion

Table 01
Demographic Information of The Participants

Locality/Gender	Area/Participants	Number	Percentage	Total
Location	Karachi	15	50%	Total 30/ (100%) students participated in research.
	Lahore	15	50%	
Gender	Female students	15	50%	
	Male students	15	50%	

Total 30 students participated in this research, the participants were selected from two major cities of Pakistan named Karachi and Lahore. These metropolitan cities are regarded as international cities. The participants were equally selected from these both cities; moreover, participants were equally selected from both genders.

Learners Attitude towards Metacognitive Approaches

The second part of questionnaire was contained ten items responded by the research participants to answer the research question. The analysis of findings indicates the attitude of students towards metacognitive approach.

Table 2
Use of Metacognitive Approach to Improve Creative Writing Skill?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	53.3%	53.3%	53.3%
	Strongly agree	14	46.7%	46.7%	100.0%
	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

The purpose of this question was to judge the improvement in creative writing skill through metacognitive approach. Total number of students were 30 and frequency of agreed participants was 16 and percentage was 53%. While the frequency of strongly agree was 14 and percentage was 46%. No one marked the option disagree and strongly disagree. This result shows the valid improvement in learning through metacognitive approach.

Table 3
Metacognitive Approach Encouraged to Learn English Creative Writing.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	73.3%	73.3%	73.3%
	Strongly agree	8	26.7%	26.7%	100.0%
	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

Here in the above table the frequency of agreed students was 22 and percentage was 73.3% strongly agree was 8 and the percentage was 26.7%. Hence no one marked disagree and strongly disagree options. Therefore, it has clearly seen through the results that students found the metacognitive approach more interesting to learn creative writing.

Table 4
Metacognitive Approach Improved Essay Writing Skill.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	33.3%	33.3%	33.3%
	Strongly agree	20	66.7%	66.7%	100.0%
	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

The above table shows the improvement in essay writing through metacognitive approach among the learners the frequency of agreed students was 10 and percentage was 33.3% strongly agree was 20 and the percentage was 66.7%. Results shows that learners improved their essay writing by applying metacognitive approach in an English classroom. None of participant marked the option disagree and strongly disagree.

Table 5
Metacognitive Approach Save Time in Essay Writing.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	40.0%	40.0%	40.0%
	Strongly agree	18	60.0%	60.0%	100.0%
	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

The 12 participants marked the agree option and the percentage was 40%. The strongly agree option was marked by 18 students and the percentage was 60%. This ratio indicates the benefit of metacognitive approach to save the time.

Table 6
Metacognitive Approach More Enjoyable Than the Traditional Method.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	27	90.0%	90.0%	90.0%
	Strongly agree	03	10.0%	10.0%	100.0%
	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

Participants found metacognitive approach more enjoyable than the traditional method and the ratio of agreed students is 27 and percentage was 90% agreed and strongly agreed students were 3 and the percentage was 10%. Furthermore, no one mark the option disagree and strongly disagree.

Table 7
Metacognitive Approach Enhance Critical Thinking.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	73.3%	73.3%	73.3%
	Strongly agree	07	23.3%	23.3%	23.3%
	Disagree	01	3.3%	3.3%	100.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

Metacognitive approach enhance critical thinking among the learners and the table shows the frequency of agreed and strongly agreed participants in the above table. Only 01 participant which is 3.3% disagrees with the statement. While 22 students which are 73.3% are agreed and 07 students which are 23.3% are strongly agreed with the statement.

Table 8
Metacognitive Approach Develop Confidence.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	23	76.7%	76.7%	76.7%
	Strongly agree	07	23.3%	23.3%	100.0%
	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

The purpose of metacognitive approach is also to develop confidence among the learners. Here the frequency of participants shows metacognitive approach helping for teachers to develop confidence in the learners. The 23 participants which are 76.7% agreed with the statement and the 7 participants which are 23.3% strongly agreed with this statement. Hence no one marked the option disagree and strongly disagree.

Table 9
Metacognitive Approach Made Dialogue Writing Easy.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	17	56.7%	56.7%	56.7%
	Strongly agree	13	43.3%	43.3%	100.0%
	Disagree	0	0.0%	0.0%	0.0%

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

The results of above table show that participants found dialogue writing simpler by applying metacognitive approach in ESL classroom. The 17 participants marked agree option and the percentage was 56.7%. While 13 participants strongly agree with the statement and the percentage was 43.3%. But no one marked the option disagree and strongly disagree.

Table 10
All the Teachers Should Use Metacognitive Approach

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	27	90.0%	90.0%	90.0%
	Strongly agree	03	10.0%	10.0%	100.0%
Valid	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

The purpose of this question to take the opinion of participants about the metacognitive approach. Frequency of participants who are agree to apply the metacognitive approach are 27 and the percentage was 90%. While strongly agree students were 3 and percentage was 10%. None of the participants marked the option disagree and strongly disagree.

Table11
Every Student Should Try to Adopt Metacognitive Approach

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	22	73.3%	73.3%	73.3%
	Strongly agree	8	26.7%	26.7%	100.0%
Valid	Disagree	0	0.0%	0.0%	0.0%
	Strongly disagree	0	0.0%	0.0%	0.0%
	Total	30	100.0%	100.0%	100.0%

In the above table the frequency of agreed students was 22 and percentage was 73.3% strongly agree was 8 and the percentage was 26.7%. But no one marked disagree and strongly disagree options. By this question researchers wanted to know the interest level of learners to learn the metacognitive approach and hundred percent participants were agreed to learn this approach.

Discussion

The findings of the present research show the positive effects of metacognitive approach on creative writing; in this way these results support the theory of constructivism by Jean Piaget. Fosnot (2005) describes the importance and strength of this theory; as it is on one's own thinking rather than memorization. The findings of the Stubbs (2007) research indicated positive effects of metacognitive approach on learners. Findings of his research relate with the present study in this way both researchers worked on developing the confidence of learners through metacognitive approach. Research of Hemmati & Mortazavi, (2017). partly related with current study, as his research focuses on the self-regulatory in writing among the learners and same thing is in the present study. The results Díaz (2017) research partly matches with the results of present study. In this research metacognitive approach were used to write an essay and its results were quite similar with the present study. But the main difference was that this research was conducted at college level and present study was conducted at university level. Atmatzidou et al., (2018) his research also

supports the present study, and findings of his research resemble with the present study and gives the impression of positive impact of metacognitive approach on learning. van Velzen, (2012) the results of his research are some extent equals to present study findings. Karlen and Compagnoni, (2017) their study also relates with present study to some extent. Although in that research work two strategies were used one was implicit theory of learning and other was metacognitive approach. The findings are similar in compare with present study to show the positive effects of metacognitive on participants.

The research conducted by Abbasian et al., (2016) explain the use of approach and language learning to offer a possible relationship between strategy use and attitude of learners to second language learning success. The findings of this study established valuable results of clear Metacognitive approach training on the writing learning among EFL learners. The findings of (Levi, 2020) study shows positive attitude of learners towards Metacognitive approach and this approach could be applied to any critical thinking problem in any content area. Feiz (2016) The study required to investigate the influence of metacognitive awareness on future English teacher's attitudes toward learning English in a Turkish context. The findings of this study also show the positive impact of metacognitive approach on learners and a statistically major relationship between the participant's perceptions of metacognitive awareness and their attitudes towards the learning through the metacognition. These results suggest that Metacognitive responsiveness and taking sensible steps to understand the result in successful language learning and writing as well. Javid et al, (2016) conducted the research on positive attitude of learners towards learning approach. Metacognitive approach applied to learn second language. The results were quite similar with the present study in case of positive attitude of learners towards metacognition.

Conclusion

The present study focused on the effects of metacognitive approach on creative writing among learners of private sectors at university level. The findings of the study show the positive effects of metacognitive approach on creative writing. The use of metacognitive approach can make learners more efficient in writing rather than those learners who are practicing through traditional method of teaching. Positive attitude towards metacognitive approach can be observed by the frequency analysis of student attitudes assessment questionnaire. We are in 2021 and we see everything in education sector is evolving quickly. More and more researches are being conducted to improve the existing methods of teaching. Content is being made easier and more interesting so that learners get attracted to their study material, use of modern science such as accounting and statistics have made it convenient for organizers of educational institutions to re-assess their syllabus and decide the better course material that help students learn and understand new concepts. This research is a little effort to add to such efforts of improving the existing methods and main focus is to judge the effects of metacognitive approach on creative writing among the learners of private sector at university level. The researchers have conducted all the necessary procedures bearing in mind the mental state and ability of university level students. Metacognitive approach helps to teach creative writing in ESL classroom to save the time, develop confidence, and enhance critical thinking of learners. Through metacognitive approach not only teachers but also students can get benefits in education. For teachers it's an easy way to teach the students and for students it's an effective way of learning and practicing. The nutshell of the whole study is that metacognitive approach should be applied in creative writing classroom to polish the inner abilities of the students and it has positive effects to teach and learn creative writing in ESL classroom. Students have positive attitude towards metacognitive approach. They are eager to apply this approach in writing to overcome the mistakes in writing and save their time in exams.

Recommendations

This researchers give some recommendation on the basis of the research findings.

- First of all, English teachers should have the knowledge about the teaching strategies that which strategy is applied on writing or either it is beneficial for learners or changes are requires.

- Another recommendation is that English teachers should know about the creative writing and how to teach it to students through Metacognitive strategies.

- Workshop should be arranged by the institutes to develop the understanding about the teaching strategies.

- Although researcher applied this strategy at secondary level but it can be applied at elementary and college level as well.

- In institutes focus should be given to creative writing and do not consider it as an informal way of writing.

- Proper guidance about the application of Metacognitive strategies in an English classroom is given to teachers and students too, for the better results in learning.

- In course activities related to MC should be added in syllabus. Because it's a demand of new era, students' wants to learn in a different way.

- Mostly students do not like to learn through traditional method of teaching. As in the present study one can see the difference in pretest and posttest results of students.

- It is very important for teachers to develop the ability of metacognition. For this, first build up the class room culture of thinking among the learners.

- For some learners, writing is threatening. Metacognitive can be taught in this way that can increase the performance of the learners and make less threating to writing.

- Some students are good in spelling, punctuation, grammar but they are lacking the ability to accomplish a message and its purpose.

- The teacher role consists of thinking and creating a classroom environment just like a platform that can help them to share their ideas with confidence and improve their learning.

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