



Contribution ID: 19

Type: **Research-oriented Oral Face-to-face presentation**

Exploring the Impacts of Theme-based Supplementary Practice on Writing Skills and Metacognitive Strategy Utilization among Thai University Students

Saturday 17 May 2025 12:30 (25 minutes)

TITLE

Theme-based Supplementary Practice and Metacognitive Strategy

RELEVANT SIG

Critical Thinking Extensive Reading Gender Awareness in Language Education Global Englishes Global Issues in Language Education Intercultural Communication in Language Education Learner Development Lifelong Language Learning Listening Literature in Language Teaching Materials Writers Mind, Brain, and Education Mixed, Augmented, and Virtual Realities Other Language Educators Performance in Education Pragmatics School Owners Study Abroad Task-Based Learning Teacher Development Teachers Helping Teachers Teaching Younger Learners Testing and Evaluation Vocabulary

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

Teaching English writing, writing skills, theme-based supplementary practice, metacognitive strategy

First-time presenter?

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ABSTRACT

Writing proficiency remains a significant challenge for learners of English. Regular thematic writing exercises can significantly benefit students. This study aims to assess the impact of theme-based supplementary practices on the writing abilities of university students and their use of metacognitive strategies to complete

writing assignments. Forty students majoring in English education will be selected through convenience sampling. A mixed-methods approach will be used, involving quantitative analysis with pre-tests and post-tests to evaluate writing improvements, analyzed via a paired-sample t-test to compare mean scores. Additionally, qualitative insights will be gained through semi-structured interviews focused on metacognitive strategy utilization, which will be subjected to content analysis. The present study will last 12 weeks in total, using three themes: 1) health, 2) education, and 3) environment. The theme will be selected based on what students learned in three previous courses. The students will practice the theme-based supplementary practices. This study contributes to the pedagogical field by empirically examining the efficacy of theme-based supplementary practices in enhancing English writing skills among university students. It also sheds light on how metacognitive strategies can be effectively integrated into writing instruction to improve student outcomes in higher education settings.

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