Impact Factor:7.539(SJIF) SP Publications ;Vol-6, Issue-11(November), 2024
International Journal Of English and Studies(IJOES)
ISSN:2581-8333 An International Peer-Reviewed and Refereed Journal

Enhancing Metacognitive Strategies in English Language Learning and Teaching: A Study

Shetty Sinduja
Research Scholar,Dept. of English,Kakatiya University,Hanamkonda

Article Received: 20/10/2024
Article Accepted: 01/12/2024
Published Online: 02/12/2024
DOI:10.47311/IJOES.2024.6.11.140

Abstract:

To help students and teachers learn and teach English better, it's important to develop metacognitive techniques. This research paper looks into how students can become more aware of how they learn and think, as well as how teachers can help students become more aware of how they learn by using effective teaching methods. Planning, checking progress, and evaluating learning tasks are some of the metacognitive tactics that are looked at in the study. Researched information is on how these techniques affect students' ability to communicate, drive, and ability to work alone. This research paper also talks about how the teacher can plan tasks for the classroom that help students think about themselves, evaluate their own progress, and learn on their own. When metacognitive methods are used to teach English, students feel more in charge of their own learning, which makes them better at understanding, communicating, and having confidence.

Keywords: Metacognitive Strategies, English Language Learning, Learner Autonomy

Introduction:

When someone does metacognition, they think about how they think or know about how they learn. Being aware of how we think, learn, and fix problems is what it means. Meta means "beyond" or "above," and cognition means "thinking." This is where the word metacognition comes from. Going beyond normal thinking is what metacognition means. It's known how our minds work while we're learning. Thoughts about thoughts can show up in many forms. It means knowing the right ways to learn or solve problems and when and how to use them. Metacognitive skills are used by students who plan how to study, check their work, and think about how well they did.

The idea of metacognition is important in psychology because it looks at how people actively participate in their own learning and thought (Stewart & Landine, 1995). John Flavell was the first person to use the phrase. He later said that it meant knowing strategies, the nature of jobs, and how you think (Flavell, 1979). This shows

that metacognition is more than just remembering facts. It's also about knowing how we learn. It helps both teachers and students learn better by making people more aware of how they think. Indeed, Metacognition is not the same as cognition. Cognition helps a person 'do' a task, while metacognition helps a person understand and control how to do that task (Hacker, 1998). In simple terms, cognition is about learning or thinking, and metacognition is about being aware of one's thinking and managing it. This awareness allows learners to plan better, avoid mistakes, and make their learning more effective.

Metacognitive information and metacognitive control are the two most important parts of metacognition. Metacognitive information is what a person knows about how they learn and think. This information stays in your long-term memory and helps you figure out which ways work best for you. One student might find that using flashcards to learn new words is more effective than just reading a list of words.

Metacognitive control is the second part. It works in the working memory, which is the short-term memory. It means being able to use what you know about how to think to get something done. These two parts work together to help students take charge of their own learning. Students can become more independent and sure of themselves as learners if they have both knowledge and control. This means that people who are learning English can plan their study, pick the best ways to learn, and keep track of their progress to get better results. It's clear that metacognition and cognition are linked. Metacognition helps people plan, manage, and rate how they learn new things. Cognition helps people get or use knowledge. In this way, metacognition guides or manages cognitive processes and makes sure that learning is structured and makes sense. "Cognitive strategies are used to make cognitive progress, while metacognitive strategies are used to keep an eye on it," says Flavell (1979). In other words, cognitive strategies help people learn new things, while metacognitive strategies help them keep an eye on and manage their learning. They work well together to help people understand, solve problems, and keep learning throughout their lives.

1. Language Learning Strategy

Planning ahead, students use learning methods to guide the things they do and how they learn. These tips are very important for students' success in learning because they help them understand what they are learning better. Learning strategies are the things that students do and think that help them understand and remember what they've learnt. It's clear that learning strategies are the mental and behavioural things that students do to help them understand and do better in school. Many important words are used in these meanings, such as learning process, improvement, mental process, thought, and behaviour. These words go together because they show that learning methods take into account both what people think and what they do. To put it another way, learning strategies are the exact things that students do and how they think that help them learn better. They encourage students to be involved in their

own learning, which gives them control over their own progress and helps them gain confidence and freedom in their learning.

2. Metacognitive in English Language skill

Metacognition is a key part of learning because it helps students understand why they are learning something, not just how to do it. It makes students more aware of their own learning, encourages them to read more, and helps them think critically. Metacognition also helps students feel better about themselves and lets them use what they learn in school in other classes and in real life. Getting better at certain skills is one way to include metacognition in the learning process. For example, knowing about metacognitive helps students understand how they think and learn while interacting with others. Three kinds of metacognitive information based on Flavell's work from 1979 are:

1. Personal knowledge: This covers how a learner feels, what they believe, and how anxious they are. As a result, it shows how a student deals with learning situations and problems.
2. Job knowledge: This means knowing what makes a job easy or hard, both inside and outside of the learner.
3. Strategy knowledge: This means knowing which methods to use to successfully reach a learning objective, like guessing what will be said, taking notes, or summarising what you hear while you listen.

Learners can plan, track, and change their listening techniques by using this kind of metacognitive information. This not only helps them understand better, but it also helps them learn how to think critically and fix problems on their own.

Metacognitive in Reading

Metacognitive knowledge helps people who are learning a second language (L2) think and understand things better. The Metacognitive Awareness Listening Questionnaire (MALQ) was made so that experts could look into this. How well a person can do thinking and learning tasks is based on what they know about metacognition (Flavell, 1979). When learning a second language, understanding what you hear often depends on how well you use methods. Self-management is a part of metacognition in listening. This is when students plan, keep an eye on, and evaluate their own knowledge while they listen. Being aware of your own views, understanding, and learning goals is also part of it.

Metacognitive in Speaking

Learners have to use metacognitive techniques like planning their speech, paying attention to how they speak, and judging how well they did. When a student is planning a speech, they might also do things like make notes, find tools, develop their ideas further, and talk to teachers or classmates. Metacognitive strategies, affective (emotional) strategies, and social strategies are all types of indirect strategies. To do well when speaking a language, these techniques should be used before and during the conversation. When students speak, metacognitive techniques help them keep track of their thoughts and learning. These strategies help students take charge of their own thoughts, make good plans, and improve their performance, whether they are used directly or indirectly. Students can boost their confidence, get

better at speaking, and learn a language on their own by using metacognitive techniques.

Metacognitive in Reading

Metacognitive reading techniques help people get a better grasp on what they are reading. They help people understand how they read and how to use techniques to improve their reading. To give you an example, when you read a paragraph, your goal is to understand what it says. But if the reader doesn't know or use reading strategies, they might not know what to pay attention to, what to skip, or what to avoid. This can also happen when a student knows a lot of reading techniques but doesn't know how or when to use them. For example, the student might try to read a text in great depth using an extensive reading strategy, but if they don't have enough time, they won't learn everything. This shows that using the wrong method at the wrong time can make it harder to understand.

You can solve this problem by learning how to control your mental tactics. When students know when and how to use different reading strategies, they can pick the best one for each job. Metacognitive reading techniques help students become better readers and read on their own. This idea is backed up by research. Huang and Newbern (2012), for example, found that teaching metacognitive reading techniques can help adult English as a second language (ESL) learners improve their reading skills, especially those who don't know much English or literacy. This shows how important it is to know both the techniques and how to use them correctly in order to understand what you read.

Metacognitive in writing

It's important to teach kids different ways to prewrite or come up with ideas before they start writing an essay. Students can talk to their teachers about how each method helps writers in different ways and see examples of each. A graphic organiser, for instance, helps a writer put ideas in order clearly, which makes it easier to see how the different points fit together. On the other hand, an outline helps the writer put ideas in a structured order that shows how the points fit together. Freewriting lets the writer write quickly without thinking about making mistakes, which can help them come up with new ideas. Students can better plan their essays if they know about the different ways to come up with ideas and how each one helps with the writing process. This method not only helps students write better, but it also makes them more bold and independent writers. Knowing what each technique is meant to do helps students pick the right one for their essay, which makes the writing process easier and more productive.

Objectives of the Study

1. To find out if there are any significant differences between boys and girls in the metacognitive understanding of high school students.
2. To find out how metacognitive awareness high school students have.
3. To find out if there are any big changes between regions in how metacognitive secondary school students are.

4. To find out if there are any noticeable differences in the metacognitive understanding of high school students based on their attendance at social welfare schools.

Hypotheses of the Study

The students from the Social Welfare School in Warangal district, Telangana State, were chosen for this study because the researcher thinks they may have a higher level of metacognitive awareness.

Sample and Methodology

The sample is made up of 250 high school students from different schools in Telangana's Social Welfare Warangal district. It is a normative survey method that was used. The details of the group that was picked for the study can be seen below in Table 1.

Tool for the Study

A 5-point scale is used to rate the thirty objects. The scale was standardised, and its reliability rate is 0.742, which means it can be relied on very much. Reliability is ensured by testing. The validity of the material makes sure that the validity.

Methodology

For this study, I have selected students from class VIII (secondary level). From each school, 50 students were chosen, making a total of 250 students for the research. All the selected schools were residential schools. I have given each selected student a copy of the Metacognitive Awareness Inventory and clearly explained how to fill it out. The students were given enough time to complete the inventory carefully. After collecting the completed response sheets, I have evaluated them using a five-point scale. Finally, the scores from the Metacognitive Awareness Inventory were recorded and analyzed statistically.

Limitations of the Study

The present study focuses only on finding out the metacognitive awareness of secondary school students. In addition, it is limited to five selected Social Welfare Schools in the Warangal district of Telangana State.

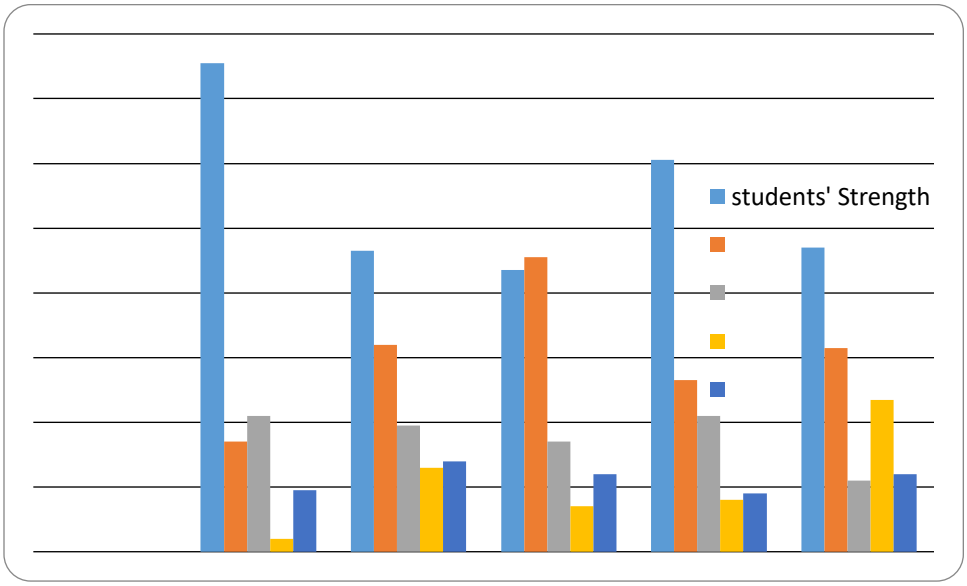
Analysis and Interpretation of the Data

Based on the metacognitive awareness scores calculated through percentiles, I have divided all the students in the study into five groups: Very Low, Low, Average, High, and Very High levels of metacognitive awareness.

Sl. No.	Statement	Strongly agree	Agree	Not decided	Disagree	St ly di ee
1	I readily accept the creative and new changes happening in society.	151	34	42	4	19
2	I always try to discuss my doubts to get a better understanding.	93	64	39	26	28

3	When I learn something new, I compare it with what I have already learned.	87	91	34	14	24
4	I always try to improve myself continuously.	121	53	42	16	18
5	I choose different learning methods depending on the topic or subject.	94	63	22	47	24

The majority of respondents (151 “Strongly Agree” and 34 “Agree”) show a highly positive attitude toward accepting new and creative changes in society. This indicates that most learners are open-minded, innovative, and flexible in adapting to change. Only a small number (4 Disagree and 19 Strongly Disagree) show resistance, suggesting that the learners, on the whole, are progressive and socially adaptive. For the statement on discussing doubts, 93 respondents “Strongly Agree” and 64 “Agree.” This reflects a healthy attitude toward collaborative learning and curiosity. However, the presence of 26 “Disagree” and 28 “Strongly Disagree” indicates that some students may feel hesitant to ask questions—possibly due to lack of confidence, fear of judgment, or limited communication skills. The 39 “Not Decided” responses also suggest a moderate level of uncertainty among learners about how often they clarify doubts. A total of 87 “Strongly Agree” and 91 “Agree” responses show that most learners actively connect new information with prior knowledge, a key aspect of metacognitive learning. This habit helps in deeper understanding and long-term retention. Only a small fraction (14 Disagree and 24 Strongly Disagree) seem not to engage in this reflective comparison, indicating that most learners are capable of analytical thinking and conceptual linking.



A strong positive trend is seen here: 121 "Strongly Agree" and 53 "Agree." This reveals a high level of motivation and self-regulation among learners. Students show awareness of their learning process and a willingness to improve themselves continuously. The few negative responses (16 Disagree and 18 Strongly Disagree) may represent individuals who lack clear goals or internal motivation, but overall, the group shows a growth-oriented mindset.

Out of all the statements, this one shows a more diverse pattern of responses. While 94 "Strongly Agree" and 63 "Agree" highlight flexibility in learning methods, 47 "Disagree" and 24 "Strongly Disagree" reveal that a notable portion of learners may struggle to adapt or lack awareness of different learning strategies. The 22 "Not Decided" responses suggest that some students may not consciously think about how they learn, indicating a need for training in learning strategies and metacognitive awareness.

Across all statements, most students exhibit a positive orientation toward adaptive and reflective learning. The high "Strongly Agree" and "Agree" responses demonstrate that they value creativity, self-improvement, and connecting new ideas with old ones. However, the mixed responses in discussing doubts and using varied learning methods indicate areas for improvement especially in confidence building, communication skills, and strategic learning techniques.

The analysis shows that the majority of learners display strong metacognitive awareness and adaptability, which are essential for independent and lifelong learning. Still, institutions should focus on encouraging open discussion, promoting diverse learning methods, and developing reflective practices to help all learners become more confident, active participants in their educational journey.

References:

Flavell, J. H., (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. American Psychologist, 34(10), 906–911.

Hacker, D. J. (1998).Definitions and empirical foundations. In D. Hacker, J. Dunlosky, & A.

Graesser (Eds.), Metacognition in educational theory and practice (pp. 1–23). Mahwah,NJ: Erlbaum.

Huang, Jiuhuan and Newbern. (2012). The Effects of Metacognitive Reading Strategy Instruction on Reading Performance of Adult ESL Learners with Limited English and Literacy Skills. Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, 1 (2), 66-77.

Stewart, K. L., & Felicetti, L. A. (1992). Learning styles of marketing majors. Educational Research Quarterly, 15(2), 15-23