

# Metacognitive Strategies and their Effective Use in Teaching Foreign Languages

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## ABSTRACT

This article deals with metacognitive strategies and appropriate learning styles investigated by well-known scientists and methodologists. Moreover, there will be precise description and views about problems and solutions to different learning styles. Learning a second or foreign language plays a crucial role in almost everyone's life. It is not only about language learning, but also it helps to enhance skills or mind and can broaden one's horizon. Students try to find easy ways to achieve success in learning and metacognitive strategies can assist them effectively and to make a better progress. Learning a second language has always been top issue in education system as it has both problems and together with that there are different strategies concerned with those matters. And metacognitive strategies are also considered as one of the approaches to that issue of language learning.

**KEYWORDS:** *metacognition, problems, solutions, keys to success, second or foreign language, monitoring*

## Introduction

Before diving deeply into metacognition, we should know the difference between cognitive and metacognitive learning strategies. The first learning method focuses on directing the resources or methods used. The second is the cognitive process control system, which can lead to excellent thinking skills and important learning strategies. The fundamental elements of metacognitive learning include examining and evaluating the information, picking ideas from a pool of suggestions based on previously learned knowledge, and drawing conclusions from errors. This strategy is very essential for the results and levels of the students, so they should be aware of this process as much as they can. Moreover, one famous scientist Flavell (1979) also pointed that this approach to learning will be effective in many positive ways:

"I believe that metacognitive knowledge can lead you to select, evaluate, revise, and abandon cognitive tasks, goals and strategies in light of their relationships with one another and with your own ability, wide ties and interests with respect to that enterprise. Similarly, it can lead to any o variety of metacognitive and behavioral implications of these metacognitive experiences. (p.908)"

These strategies open ways to learn a foreign language more effectively and students can learn the language without any hardships, and together with that they can create easy hacks for themselves to make their learning productively. Regulations and observations can easily be made by students, they do not have to meet with the teachers to talk

about the problems that they faced during their learning. Then they will achieve higher results from their own strategies and this also assists them to evaluate themselves. It also plays an essential role in learning new terms and enhancing thinking abilities. If the students encounter any problems with their learning, they will be able to solve them with the aid of metacognitive strategies. So, it will be useful to be aware of these processes to make a better progress and to be more active in their process of learning.

## The positive outcomes of metacognitive strategies:

Many scientists have found a myriad of ways to successful language learning. There is clear evidence that metacognition is a great way to enhance the ability of students and it makes them more self-centered and effective in learning. When the students do listening, reading, writing or speaking practice they try to find easy ways to achieve success on their exams like any tips for learning or anything that can be helpful for their understanding. By this method they will be able to do everything on their own. They do the tasks that were given by their teachers and they try to examine their own mistakes and try to find better ways for not to do that errors. Once they see their mistakes, they will not do them next time. This is fruitful for self-observation and self-correction. Furthermore, the research shows that the users of this strategy differ from then the users of other strategies. They are more motivated, more confident, more intelligent, more experienced in comparison with others.

To make it clear, learners will effectively work, select their own language learning strategies or learning materials and ways of working or monitoring their own development. These approaches differ person to person. Even students utilize the same method of learning their results differ and this might cause several problems in their learning. Thus, they should be aware of these kind of issues and they should also consider learning process(when, where, with whom, what, how to learn), planning for learning(what strategy must be used when learning), monitoring the learning tasks(observing the errors and trying to correct them) and evaluating how one has learned (taking into consideration the results).

In addition to above, there are 5-step teaching model of metacognitive strategies:

- 1. Skills:** This stands for gaining experience and skills and applying to others. It is about planning how to understand a given task, working on it while observing the strategy to check improvement, then evaluating the overall outcomes. (thirdspacelearning.com)
- 2. Monitor:** This includes questions that are asked from the students like 'what strategy do you use when you are

doing listening or speaking tasks', 'is this task related to real life', and so on. By this, students can evaluate what they have learned and even can explain to others about their experiments.

3. **Model:** This contains both metacognitive and cognitive strategies, as both are essential when they are together learned.
4. **Challenge:** Everyone learns from challenges, so this step is crucial for every type of learners. If they face challenges during their tasks that are difficult for them, they will unconsciously remember it next time.
5. **Talk:** Metacognitive talk is guided to students' talk, not teachers. With the help of this learners are able to create something new, evaluate what they have learned, analyze their mistakes, applying their knowledge, understanding the deep meaning of the context and remembering information.

### Conclusion

To put all into consideration, metacognition leads to higher results and positive outcomes for language learners. Besides, when it is deeply understood, it is beneficial for teachers as well. Students are viewed as complicated human beings rather than "simple beasts" from a metacognitive standpoint.

It is because they, and not their professors or parents, are the ones who most strongly encourage them to study or learn something new. (Tudor, 2001:14) Additionally, it is claimed that it is related to learning styles since it tries to support students in making better use of the learning opportunities they come across and because the styles students choose should be superior to others. To increase learners' knowledge and proficiency with language learning techniques, it is more beneficial to concentrate on how to learn rather than what to learn. This promotes the idea of learner autonomy and helps students take more ownership of their education.

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