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RESEARCH PAPER

Identifying the Role of Metacognitive Strategies in Promoting English as a Second language at the Secondary level

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ABSTRACT

This study deals with the role of metacognitive strategies in promoting English as a second language at the secondary level. Metacognition is the thinking of one's thoughts. Metacognition is one step ahead of cognition as it studies deeply while cognition studies on a surface level. In cognition, students analyze text on the surface level while in metacognition students critically analyze the text and their understanding is on a deeper level. Metacognition stimulates the thinking process of the reader. The thinking level of metacognition is higher than cognition. In metacognitive strategies three stages are important and theses Planning, Monitoring, Evaluating. In planning, students used their prior knowledge and teachers can ask probing questions. In monitoring students check their comprehension. In evaluation, students can have group discussions after reading the text. The study was conducted in girls' secondary schools and for data collection, a questionnaire was adapted and a survey was conducted to collect the data from the required, selected population. It includes quantitative analysis techniques and data collection based on the survey of seven schools from the district of Rahim Yar Khan. The population of the study is comprised of 350 students from seven secondary school girls in the district of Rahim Yar Khan. Students who study English at the secondary level of 9th & 10th grade.

Keywords: Cognition, Metacognition, Second /Foreign Language

Introduction

The purpose of this study is to identify the role of metacognitive strategies in promoting English as a Second Language at the Secondary Level. The study is based on a limited survey of 7 secondary level girls' schools in the district of Rahim Yar Khan, Pakistan. The survey has been conducted through quantitative research methods. The research instrument of a questionnaire-based survey quantitatively guides the results of this study. An adapted questionnaire is administered to 350 female students in seven schools.

Since the study is designed by a university student of Kfueit therefore, the introduction of the study will discuss the metacognitive awareness in Pakistan at the secondary level in a broader perspective to provide the background of the study. Then it considers the non-native countries' strategies where English is taught as a second language. Furthermore, the study elaborates on the metacognitive strategies generally and how it has been productive in learning a foreign language. Then it discusses the role of teachers in imparting and applying the strategies at the secondary level and analyzes how well they have been equipped to instruct the students at the secondary level in Pakistan. Lastly, it highlights the importance and effectiveness of metacognitive strategies for students to learn the English language learning. It also defines the research gap in this area and the statement of the problem and the research questions the study intends to address through its findings

and results. Moreover, it will shed light on the significance of the study and how well it can contribute to the advancement of the learning process of the students and the teacher's role. Teachers' role in this regard is of fundamental importance to compete globally. Metacognition is broadly comprised of two main components: Metacognition Knowledge and Metacognition Regulation. Metacognitive Knowledge entails one's ability to identify knowledge about learning and the factors that might impact the performance in each task. While the Metacognitive regulations include the employability of the strategies through multiple self-regulatory components. Hence, self-regulation is combined with five substantial components: first, preparing and planning for learning, second, employing learning strategies, third, monitoring, fourth, organizing strategies and fifth, evaluating own performance. Instructors and teachers promote the awareness of students' own learning experiences in these five areas. The concept of metacognition is presented in so various terms by the researchers such as meta-mentation, meta-learning, and meta-components. However, the use of term metacognition was first used by Flavell in 1976 and he defined metacognition as "One's knowledge concerning one's cognitive processes and products or anything related to them" (John H. Flavell 1976) later in 1979, he defined metacognition as an individual's information and awareness about their cognition.

Metacognitive awareness raises the level of performance in students in applying the metacognitive educational process with desirable educational goals. Metacognition knowledge makes an individual capable of selecting, revising, and repeating cognitive tasks, goals, and strategies to achieve positive outcomes. It makes the learner able to correlate these factors with another according to one's abilities and interests (Flavell 1979).

In addition to that, metacognition leads the learners and the students to a vivid metacognitive experience which refers to self-learning, goals, and applying strategies, and ultimately helps interpret the meaning and cognitive implications of these metacognitive strategic experiences. In this domain, one dimension of the metacognitive learning strategy has largely focused on the effectiveness of these strategies. According to (Flavell, 2006) "The effective role of metacognitive knowledge in many cognitive activities related to language use is conspicuous, e.g., oral communication of information, oral persuasion, oral comprehension, reading comprehension, and writing, language acquisition, and various types of self-instruction (Flavell 1979)."

South Punjab is viewed as a crude region in Pakistan where a typical insight about female training doesn't give the decision to convey their concentration on a more elevated level and to that of learning an unknown dialect (Akram 2007).

One of the difficulties understudies face at an auxiliary level in English language learning in Pakistan is that of conferring mindfulness about learning systems slacks because of free logical reasoning.

A study found that metacognition is an 'influential soothsayer of acquisition' (Pervaiz, Shahzadi, and Arshad 2022). English language both as a medium of instruction and a subject is highly preferable in the educational system of Pakistan. English as a second language or foreign language holds critical importance for the students to be aware of the learning strategies both in their academic journey and practical life. Internationally, extensive research work has been conducted regarding the awareness of strategies for second language learning. However, there is a wide gap in Pakistan in this area. Research reviewed the studies conducted between 2010 to 2017 to investigate the level of strategies awareness among instructors, trainers, teachers, and students (Kazi, Iqbal, and Moghal 2022). A report based on the National Education Policy of Pakistan found that English Language teaching has been counterproductive in educational careers and doesn't help children to progress in their educational careers (Coleman 2010).

South Punjab is considered a primitive area in Pakistan where a common perception about female education doesn't provide a choice to carry their study to a higher level and to that of learning a foreign language (Akram 2007). One of the challenges students face at the secondary level in English language learning in Pakistan is that imparting awareness about learning strategies lags due to independent analytical thinking.

This study attempts to analyze the teacher's techniques to impart metacognitive strategies among students. Moreover, the research instrument of the adapted questionnaire has also been distributed among 350 students in 7 district-level girls' schools at Rahim Yar Khan, Pakistan.

The learning strategies of foreign languages have always been a matter of concern for instructors and educators for learners who are from different backgrounds (Danuwong 2006). Metacognition strategies have revolutionized the learning experience of both students and teachers. The metacognition strategy has potentially been proven to be a useful strategy for the evaluation and regulation of the cognitive process. Out of these the most useful is to be employed for learning, planning, and monitoring a task. (Schraw et al., 2006). A handful of research indicates the linkage between the metacognitive strategy and the second language learning process. The results of these studies have shown exceptional results in the second language learning process through the metacognitive strategy. The students and learners who have employed these strategies are more aware and informed of when, where, what and how to apply these strategies in each task. It directly impacts their efficiency in each task and impacts the performance of their learning journey. Students and learners in applying these strategies are well equipped and can better organize their tasks and also evaluate their performance after the completion of the task (Zhang and Goh 2006).

Literature Review

Livingston and Jennifer assert that metacognition is a "buzzword" (Livingston 2003) that is more often used in educational psychology than in its actual context which makes it more complex to understand the essence of metacognition. Since it has been acknowledged that the use of metacognition plays a critical role in language learning researchers, thus it is important to teach students and learners of the targeted language (Livingston 2003). The variables of knowledge and strategy are found most among scholars of metacognitive and language learning strategists in their definitions. However, Livingston argues that almost the average intelligent individual involves metacognition when they put the effortful cognitive strategy but some are more metacognitive (Livingston 2003). The concept of metacognitive in education is mostly associated with John Flavell. Flavell believes that metacognition is comprised of both knowledge and metacognitive experiences and regulation. Metacognitive knowledge is divided into three further variables, knowledge, task and strategy (Flavell 1979).

Metacognitive knowledge is the knowledge that concerns learning. Specifically, the understanding of the nature of knowledge requires a careful consideration of its characteristics and categories which differentiates between metacognitive knowledge and other types of knowledge. Metacognitive knowledge is basically sophisticated information an individual possesses about their own cognitive learning and that of others (John H. Flavell 1976). Knowledge gained through formal or informal means passively or consciously is what makes it specialized and stable (Flavell 1979). What differentiates the learners in metacognitive awareness is that he/she becomes aware of their own cognitive process. Brown divides knowledge into two forms; stable knowledge and transient knowledge and differentiates between them as the former is stored in the memory for a long time while the latter emerges during the learning process (Brown 1982).

Brown differentiates between metacognitive knowledge and metacognitive strategies. He argues both metacognitive knowledge and strategies are the components of

the broader concept of metacognition and hence should not be interchangeably used. Metacognitive knowledge refers to the stored or acquired information learners attain about his/her own learning process. Contrarily, metacognitive strategy is a skill that equips the learner to regulate, manage, direct and guide his/her learning (Brown 1982). According to Brown (1982), metacognitive knowledge influences the self-regulation of learning in carrying out planning, monitoring and evaluation.

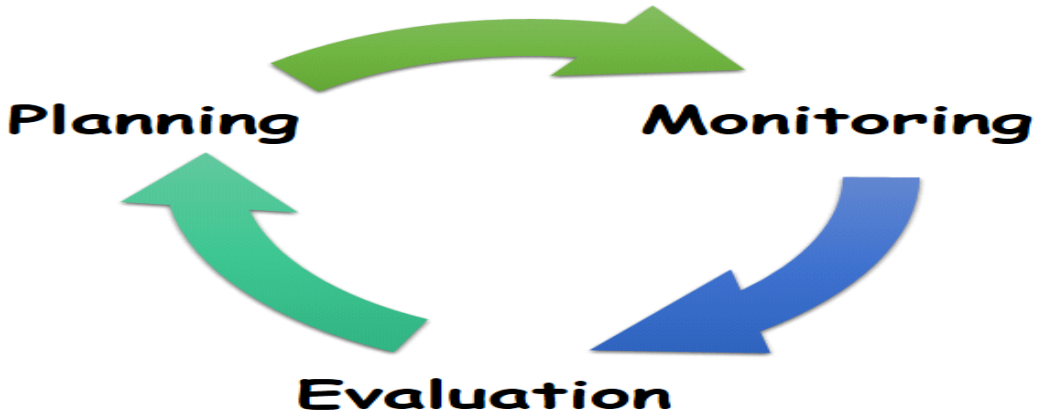

Figure: Metacognition elements

It's been only thirty years of research contextualizing language learning strategies from the late 80s to the early 90s. however, the subsequent scholarly work lost the focus on this domain until recently. A number of new research has resurfaced the importance of learning strategies through their research (Chamot 2005). In the non-native English-speaking world, various research evidence supports foreign language learning through inventories and awareness inventories which help the learners to establish the link between their prior knowledge and the language they learn through these metacognitive strategies or Strategy Inventory for Language Learning (SILL) (Arellano 2017). In this regard, Turkey which is a non-native English country has formed a Turkish version of the "Strategy Inventory of Language Learning" (SILL) which is originally developed by Oxford (Bessai 2018) and has been adapted into Turkish by Cesur and Fer in 2007 (Cesur and Fer 2009) along with "Big Learning Modality Inventory" by Simsek in 2002. Research reveals that the use of these strategies has a considerable impact on learning. Mellinee Lesley and Patricia Watson find out the metacognitive strategy at the secondary level and concludes that secondary-level teachers relied on the limited metacognitive strategies and engaged in a number of incomplete exercises. This makes the learning process and metacognitive application less proficient. They termed it 'pseudo-reading' in their reading behaviours (Lesley, Watson, and Elliot 2007).

Material and Methods

Research Design

A quantitative research method has been employed to design the study. The research design adopted for this study was exploratory as well as quantitative. Since the study also uses the quantitative method for data collection and analyzes it through SPSS techniques to measure the metacognitive knowledge among secondary-level schools.

Population

Population concerns the respondents who meet the criterion to collect the data and sampling of the study. The population of the study is comprised of 350 students from seven

secondary school girls in a district in Rahim Yar Khan. Students who study English at the secondary level of 9th & 10th grade and their teachers.

Sampling

A random sampling technique has been used for the data collection. In the first stage, a pilot survey was conducted to let students aware of the purpose of the study with the consent of their teachers. Then 50 students from each 9th and 10th standard students were randomly selected to fill out the questionnaire. The total sample of the study was 350, consisting of only girls from government sectors.

Research Instrument

The data was collected through a questionnaire. A 27-question-based questionnaire was adopted containing questions on metacognitive awareness in the ESL classrooms for the survey of students. The inventory was designed to assess the awareness of metacognitive skills (Schraw and Dennison 1994). An adapted questionnaire that contains quantitative responses from the target group of people has been used. It has been used to collect relevant information that helps the study reach the results of research.

Data Collection

The researcher identifies the data in which the metacognitive strategies related studies have been used in transcribing the results after collecting the data. In doing so, the researcher first listed the data which contains the metacognitive strategies language at the secondary level. Subsequently, the researcher classifies it into different research questions-based analyses. To sum up, the researcher the following step in analyzing the data.

- The researcher studied the metacognitive strategy to design the framework for the questionnaire and the interviews.
- The researcher then goes through the relevant studies which have already analyzed the impact of this strategy from different perspectives.
- The researcher also consulted the teachers and trainers who have been applying this strategy for efficient English language learning.
- The researcher also consulted the studies that generally give perspective about the cognitive analysis of the mainstream strategies.
- Lastly, the results of the study that has taken the various questionnaires to analyze the role of metacognitive strategy have also been elaborated.

Data Analysis Techniques

The gathered data has been analyzed through the SPSS software. The study carries quantitative data sets. The data is then presented through the tables which illustrate the trends in metacognitive strategies awareness and effectiveness in the targeted audience.

1. The questionnaire handed out to the 350 students has been analyzed on a 5-Point Linkert Scale which is ordered as strongly agreed (5 points) agree (4 points) partially agree (3 points) and disagree (2 points).

2. The results of this questionnaire have been put into SPSS software to deduce the percentage of the metacognitive strategies awareness and effectiveness.

Results and Discussion

Table 1

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
1	When learning a new content in English language, I compare it with the previously learned things related to English.	F	171	163	11	3	2	350	.66	1.59
		%	49	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 171 students strongly agree with 49%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed that is 0.8%, and 2 students strongly disagreed that is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 2

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
2	I usually follow a strict timetable for English studies.	F	161	173	11	3	2	350	.66	1.59
		%	46	49.4	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree which is 46%, 173 students agreed which is 49.4%, 11 students were neutral which is 3.1%, 3 students strongly disagree which is 0.8%, and 2 students strongly disagree which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 3

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
3	When confronted with problems in English language, I often compare it with the problems which I have previously solved.	F	161	163	11	13	2	350	.66	1.59
		%	46	46.5	3.1	3.7	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 13 students strongly disagreed 3.7%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 4

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
4	After learning English language, I try to revise the central ideas in the content.	F	161	163	11	13	2	350	.64	1.57
		%	46	46.5	3.1	3.7	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed 46.5%, 11 students were neutral 3.1%, 13 students strongly disagreed 3.7% and 2 students strongly disagreed which is 0.6%. SD value is .64 and the Mean value is 1.57.

Table 5

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
5	I always accept the innovative changes occurring in our society while using English language.	F	161	163	11	3	12	350	.63	1.53
		%	46	46.5	3.1	0.8	3.5	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed 0.8%, and 12 students strongly disagreed which is 0.6%. SD value is .63 and the Mean value is 1.53.

Table 6

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
6	I choose different English learning methods to the English learning areas.	F	161	163	21	3	2	350	.67	1.55
		%	46	46.5	6	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree which is 46%, 163 students agreed which is 46.5%, 21 students were neutral which is 6%, 3 students strongly disagreed which is 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .67 and the Mean value is 1.55.

Table 7

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
7	Whenever taking a decision while learning English I think multiple times about it.	F	161	163	11	13	2	350	.66	1.58
		%	46	46.5	3.1	3.7	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree which is 46%, 163 students agreed which is 46.5%, 11 students were neutral which is 3.1%, 13 students strongly disagreed which is 3.7%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.58.

Table 8

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
8	I often try to complete my assignments and English language learning activities within the time schedule.	F	161	173	11	3	2	350	.66	1.59
		%	46	49.4	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 171 students strongly agree with 49%, 163 students agreed which 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed which 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 9

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
9	I always try to improve myself in English learning.	F	171	163	11	3	2	350	.66	1.58
		%	49.4	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 171 students strongly agree 49.4%, 163 students agreed which is 46.5%, 11 students were neutral which is 3.1%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.58.

Table 10

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
10	I always try to discuss and solve the doubts related to English language learning area with my teachers and friends.	F	161	163	11	13	2	350	.66	1.59
		%	46	46.5	3.1	3.7	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 13 students strongly disagreed 3.7%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 11

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
11	As a student, I always critically analyze the ability of myself in English learning.	F	161	163	11	3	2	350	.65	1.54
		%	46	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed on which 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .65 and the Mean value is 1.54.

Table 12

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
12	I have the ability to completely concentrate in my English learning activities in spite of all the disturbing situations.	F	161	173	11	3	2	350	.66	1.59
		%	46	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agreed and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 173 students agreed which is 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 13

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
13	I start learning English language after getting a clear picture about the content to be learned.	F	161	163	11	3	12	350	.63	1.55
		%	46	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed on which 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed which is 0.8%, and 2 students strongly disagreed 0.6%. SD value is .63 and the Mean value is 1.55.

Table 14

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
14	When confronting with problem related to English language, I always think about alternate ways for solving it.	F	161	163	11	8	7	350	.63	1.58
		%	46	46.5	3.1	2.2	2	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed 46.5%, 11 students were neutral 3.1%, 8 students strongly disagreed 2.2%, and 7 students strongly disagreed which is 2%. SD value is .63 and the Mean value is 1.58.

Table 15

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
15	I like to collect meaningful information about English language.	F	166	163	16	3	2	350	.66	1.59
		%	46	46.5	4.6	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 166 students strongly agree which is 46%, 163 students agreed 46.5%, 16 students were neutral 4.6%, 3 students strongly disagreed which is 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 16

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
16	Whenever doing a task, I completely engaged in learning English.	F	161	178	11	8	2	350	.66	1.59
		%	46	46.5	3.1	2.2	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree of which 46%, 178 students

agreed 46.5%, 11 students were neutral 3.1%, 8 students strongly disagreed which is 2.2%, and 2 students strongly disagreed 0.6%. SD value is .66 and the Mean value is 1.59.

Table 17

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
17	I find happiness in collecting information about interesting English language areas.	F	171	163	11	3	2	350	.66	1.59
		%	49	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 171 students strongly agree with 49%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed that is 0.8%, and 2 students strongly disagreed that is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 18

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
18	Before starting the study, I collect all the relevant and recent information about English language content.	F	166	168	11	3	2	350	.66	1.59
		%	46	48	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 166 students strongly agree 46%, 168 students agreed which is 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59

Table 19

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
19	I change the speed and time of English language learning according to the learning content.	F	167	163	15	3	2	350	.67	1.6
		%	47.5	46.5	4.3	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 167 students strongly agree 47.5%, 163 students agreed which is 46.5%, 15 students were neutral which is 4.3%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .67 and the Mean value is 1.6.

Table 20

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
20	After the successful completion of English language learning task, my self-confidence increased.	F	161	163	11	13	2	350	.66	1.59
		%	46	46.5	3.1	3.7	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 13 students strongly disagreed 3.7%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 21

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
21	I evaluate the ability of myself as a student in solving English language learning tasks.	F	161	163	11	3	12	350	.64	1.53
		%	46	46.5	3.1	0.8	3.4	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral which is 3.1%, 3 students strongly disagreed 0.8%, and 12 students strongly disagreed which is 3.4%. SD value is .64 and the Mean value is 1.53.

Table 22

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
22	I always ask myself as whether I have gone for all other possibilities of learning English before selecting a final solution.	F	171	163	11	3	2	350	.66	1.59
		%	49	46.5	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 171 students strongly agree with 49%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 3 students strongly disagreed that is 0.8%, and 2 students strongly disagreed that is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 23

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
23	I split the English language learning task into simple units.	F	161	163	21	3	2	350	.66	1.59
		%	46	46.5	6	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree which is 46%, 163 students agreed which is 46.5%, 21 students were neutral which is 6%, 3 students strongly disagreed which is 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 24

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
24	I am efficient in finding and rectifying my own weaknesses while learning English language.	F	161	173	11	3	2	350	.67	1.58
		%	46	49	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 173 students agreed which is 49%, 11 students were neutral which is 3.1%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed 0.6%. SD value is .66 and the Mean value is 1.59.

Table 25

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
25	Before beginning English language learning activity, I always try to read the instructions carefully.	F	161	163	11	13	2	350	.66	1.59
		%	46	46.5	3.1	3.7	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral 3.1%, 13 students strongly disagreed 3.7%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Table 26

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
26	I regularly assess my English learning efforts as whether I am going in the right way or not.	F	161	163	11	3	12	350	.65	1.58
		%	46	46.5	3.1	0.8	3.42	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 163 students agreed which is 46.5%, 11 students were neutral which is 3.1%, 3 students strongly disagreed 0.8%, and 12 students strongly disagreed which is 3.42%. SD value is .65 and the Mean value is 1.58.

Table 27

Sr. No	Statement		SA	A	N	D	SD	Total	SD	Mean
27	I try to do the allotted English learning tasks as successful as possible by me.	F	166	168	11	3	2	350	.66	1.59
		%	46	48	3.1	0.8	0.6	100		

In response to this question, most students strongly agree and agree with the statement. Out of 350 students, 161 students strongly agree 46%, 168 students agreed 48%, 11 students were neutral 3.1%, 3 students strongly disagreed 0.8%, and 2 students strongly disagreed which is 0.6%. SD value is .66 and the Mean value is 1.59.

Conclusion

Metacognitive knowledge is the capacity to recognize one's understanding of learning and the variables that could affect how well one performs in each task. Students with high achievement in English use more metacognitive strategies than students with low achievement in that language. Findings show that high achievers are highly aware of their needs and seek more opportunities to practice English. Metacognition helps students recognize the gap between being familiar with a topic and understanding it deeply. But weaker students often don't have this metacognitive recognition which leads to disappointment and can discourage them from trying harder the next time.

Metacognition is a sort of higher-level cognition that encompasses conscious control over other types of cognitive processes (Anita L. Wenden 1998). Successful students make use of a variety of mental capabilities, including metacognition, which is often referred to as the "seventh sense" of human beings. The term "declarative knowledge" refers to the way

that metacognitive knowledge breaks down the learning process into its parts: the learners' attention, the learning process, and the assessment. An individual's knowledge, an individual's knowledge about his or her knowledge, and task knowledge are the three aspects that make up knowledge. For instance, what sort of data collection and tools are required to finish the work, as well as knowledge of the strategy, as well as information about the strategy that might affect the outcomes and the supplied task (John H. Flavell 1976). However, metacognitive knowledge and metacognitive techniques are two independent domains of the same notion known as metacognition (Brown et al. 1986).

Metacognition knowledge is a piece of information that learners get to know about their learning, while metacognitive strategies are the collection of abilities with which learners and students control, manage, lead and steer their learning process and the eventual result. The core metacognitive strategy is the process through which the new knowledge links to the old one. Selection of conscious methods, monitoring, planning, and assessing via the thinking process (Oxford 1996). Metacognition helps learners and students to start regulating their learning activities such as controlling the learning process, selecting and planning, processing the learning and analyzing the effectiveness of the strategies, mending the mistakes, and ultimately changing the learning behavior if need be (Ridley et al. 1992).

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