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Towards a Reflective Language Learner: Enhancing Planning for Learning among Foreign Language Learners

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بسم الله الرحمن الرحيم

DEDICATIONS

I want to dedicate this work to my dearest parents the source of unconditional love, dedication and support during my studies. Really their prayers enlighten of my path, permanently asking Allah to help me and pave the way for me to complete this Dissertation. Great praise to Allah for this grace.

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Abstract

The present study is concerned with the importance of foreign language learner's reflectivity. It aims at crystallizing the effective role of metacognition in organizing, simplifying, and enhancing learning. with the intent of investigating teachers' and learners' awareness of the importance of reflective learning, the extent to which they practise it, and the way this impacts on their learning. Two research tools have been used in the present empirical study: a questionnaire as been administered to 80 students and an interview has been conducted with 6 teachers, It has been found out that considerate and reflective learning improves learning, eases it, optimizes it, and perpetuates it.

Key words: *creativity, learning strategies, metacognition, metacognitive strategies, reflective thinking, EFL learners.*

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List of abbreviations

EFL: *English as a Foreign Language*

IDEAL: *Identification Defining Exploring Act Look*

LS: *Learning Strategies*

MS: *Metacognitive Strategies*

PQ4R: *Preview Question Read Reflect Recite Review*

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General Introduction

It is said that "Creativity" is the word of the century; current policies and scientific researches are carried out to produce creative generations that can be well equipped to stand to this ever-changing world and the transcendent future. Special institutions and organisations are established to give birth to new reflective, creative and critical thinkers. The unpredictability of future makes it urgent to develop highly reflective generations that can confront all the challenges that may confront them in the real life. Besides, globalisation, scientific and technological progress are phenomena which that boost the society into a higher level of thinking. Schools are the birth place of future-maker minds, there are changes which should be made and decisions which should be taken for more efficient teaching-learning systems. All this imposes on education authorities the responsibility of the change of the educational systems to keep pace with rapidly changing world.

Phenomenon

Future-makers are still pupils at school. Developing creative and reflective minds lies right in the hands of the teacher, at least at their early age. His task consists in acquiring them mental skills likely whereby they can operate mental processes such as information analysis, processing, synthesis, appreciation, and things alike. His task is about acquiring learners strategies that should enable them to orient, manage, assess, and redress their thinking; it is not about the process of acquiring learners knowledge and skills, it is rather about refining and strengthening their reflective capacities. It is about acquiring them enough means to control their thinking.

Motivation

What boosted us to engage in this research is to check for students' reflective learning and investigate if they reflect on their learning strategies, to check if they possess and use any self-monitoring strategies, to find out about efficient methods to enhance reflective and creative thinking among learners.

Learned observers often claim that our school curricula are drained of the notion of creativity. The latter is limited to gifted learners only. Students are monotonous, passive, and purely receptive. They are studying for the sake of amassing knowledge and competences. The three stages of memory: data perception, processing, and memorization are meant, to the best of their usage, to the storage of bulks of knowledge units in the long-term store for eventual moments of need where they are retrieved and used. Very limited are the cases where learners are trained on the use of acquired

knowledge for problem solving. If the proliferation of such cases is made possible and the production of reflective learners is rendered a common practice in our school system, it will omen well for our learners and our society by and large.

Theme

This work attempts to shed light on the importance of reflectiveness and creativity as assets to be incorporated, fostered, and sustained in our school curricula. Learners meta-cognition needs to be activated; they must acquire tools to monitor their thinking. Teachers should train learners on reflection for a better learning product; the instructional process should be upgraded. Creativity should be integrated into every aspect of the classroom practices and at every level of learner experiences. Creativity is not to be preached; it should be implemented in the classroom. It is an act to get a react. Teachers should be inspired and motivated, they must start by themselves since an educator is the learner's role model in order to make students assess and monitor their strengths and weaknesses then work on them for better learning outcomes.

Research problem

For the sake of succinctness, the research problem has been formulated as follows:

The absence of reflective learning among language learners makes their learning enterprise haphazardous and not so promising, which makes it an urgency to sensitize learners about it and enhance it among them.

Research questions

For the sake of feasibility, the research problem has been broken down into three research questions:

1. Do foreign language learners try to monitor their learning process?
2. Do foreign language learners have meta-cognitive skills?
3. What are the strategies to enhance reflective learning?

Hypotheses

The following hypotheses have been put forth as tentative answers to the research questions raised just above:

1. They seldom do.
2. Most of them do not.
3. Training learners on meta-cognitive skill; encouraging them to plan, carry out, evaluate, and remedy or consolidate their learning activities; exposing learners to real-life and virtual problem-solving experiences, assigning them responsibilities and assisting their enterprise.

To sum up the hypotheses into one that meets the research problem, one can say that reflective learning can be enhanced among foreign language learners by equipping them with meta-cognitive skills and encouraging them for constant use.

Methodology

The investigation is conducted through a combination of descriptive and explanatory research. Collecting data would be through both qualitative and quantitative methods: a questionnaire for learners and an interview for teachers.

The dissertation contains two broad parts, theoretical and practical. The theoretical part contains two chapters: the first chapter is conceptualized around the topic of the study, it presents an in-depth review of the research to data relating to the central research areas of this thesis. A large part of it is devoted to the definition of the 21st century skills "creativity, reflection, and metacognition". It goes on to describe the relation and role of metacognition in enhancing both creative and reflective thinking.

The second chapter provides a literature of metacognitive strategies, models, and strategies classification. It goes on to detail metacognitive strategies, Learning strategies, and stresses on the significance of planning for learning.

The third part is concerned with the practical side of the research; it details the methods of investigation, participants and the tools used with a detailed explanation of data analysis and discussion of the results obtained and the outcomes of the study including a set of limitations and recommendations.

Chapter one

1.1Introduction

Students or citizens are supposed to keep up with the contemporary world, be on the move, communicate fluently, understand different accents, develop team work, be creative and reflective problem solvers, be ready to face any problem, adjust the thinking according to any circumstances to overcome and solve the problems. Teaching and learning are in an ongoing upgrading in one hand and the surrounding as well as the global environment is increasingly turbulent competitive in the other hand. Creativity became the focus when preparing reflective, critical, metacognitive problem solvers either in school or in future real life situations. Creativity is an utmost important requirement not only for schools but also for universities, it is at the heart of innovation .Planning for learning is an initial phase for the learner to prepare her/himself for solving the problem ,comprehending the situation ,expecting the upcoming difficulties ,changing the procedures if not appropriate or the strategy as a whole

The upcoming chapter tries to review the existing literature and shed enough light on previous works that are related to the issue under study, viz., creativity, critical thinking, reflection and metacognition, it is synthesizing the issue, trends and assumptions interrelated to the planning for learning or metacognitive strategies in EFL classes.

1.2 Creativity

Creativity is regarded as an active process inevitably involved in innovation; it is a learning habit that requires skills likewise specific understanding of the contexts in which creativity is being implemented .The creative process is at the heart of innovation in which the words are used interchangeably. As stated by **Kampala's and Berki (2014,P.6).**Creative thinking is defined as the thinking that enables students to apply their imagination generating ideas ,questions and hypothesis, experimenting with alternatives and evaluating their own and their peer s ideas ,final products and processes.(interpretation) it means that creative thinking refers to students reflection that equips them to apply their imagination to create and synthesize new ideas, questions and hypotheses, trying out with others and evaluating and testing their own as well as their peers .

Creativity can be defined in multiple ways, involving cognitive processes ,personality characteristics and environment variables, as well as in, as well as interaction of these components.**(Kaufman et al .,200:;Mackinnon,1962;Rhodes,1961;Stenberg,2006).**

Creativity can be determined differently in various ways and from different views encompassing cognitive processes, personality features, the surrounding parameters besides the interchange of the prior elements.

Creativity means cognitive skills to propose solutions to a problem or make something useful or has value of novelty. **(Hwang ,Chen ,Dung & Yang 2007)**.Whereas **Moore et al (2009)** stated that some researchers relate creativity to novelty ,variety and ability to understand some ideas which need divergent thinking in the process to generate new ideas. **Graham (in Sambo& Ibrahim, 2012)** describe creative person as an individual who provide unique and unusual solution for the problem, which is different from other people's solutions. Therefore, Creative thinking is the way of thinking which direct to a generation of new ideas, views, and ways in solving problems. Creativity is a cognitive skill that tends to solve problems and generate new ideas that involve in the heart of innovation.**(Hwang ,Chen). Moore et al (2009)** points out that some researchers agreed that creativity is at the heart of innovation with a variety of skills and ability to grasp some concepts that require the use of divergent thinking for the sake of generating and creating new idea. **Graham( )** portrays the creative person/thinker as an independent person who came up with particular and extraordinary problem solving and decisions making which is viewed differently. Therefore, creative thinking is the act of thinking deeply that leads to the generation and the invention of new ideas that also may be used to solve problems, in other words creativity is a learning habit that requires specific skills and understanding. New mechanism are developed for the sake of creative problem solving rather than routine problem solving .Consequently ,it is to use thinking skills to resolve problems as **Synder (1993)** claimed that critical thinking skill demands logical/analytical and intuitive / creative approaches for solving these problems .Critical thinking requires several traits of higher order thinking skills that are focused on logical decision making ,acquiring and assessing information .According to **Anderson (1990)** has shown the significance of creativity when he claimed that:

The college experience should include an opportunity to discover one's potential and achieve higher levels of creative expression .The extent to which this happens depends on curriculum and the commitment of the faculty members to nurture this development both inside and outside of the classroom .The learning environment as reflected by the classroom and campus setting ,supportive extra-curricular and the advisor/student relationship all impact the total educational mission of developing creativity.**(p.55)**

1.3 Critical thinking

Is the process of rational thinking to distinguish between the right and the wrong .Part of it requires to be familiar with logic and logical arguments .Part of it involves the capacity to distinguish realities from opinions .Part of it encompasses examining everything before taking decisions and requires being fair and open minded . Another part demands questioning of yourself and of others, to uncover the truth .A part involves self-regulation which is an ongoing process of checking if you have committed any logical fallacies .A perfect critical thinker is one with readiness and will to explore different ideas and opinions as well as open-mindedness ,one would not care about opposing views ,for the wanted goal is the truth, and it would be acceptable no matter what how it was .The methods would be logic ,research and experience.

A person would have diverse aims relaying on the settings .The clarity of the purpose is the track to reach it .The truth may be crowded out by other things for that reason it would be missing in the middle of the path .Here ,self-regulation would appear ,emotions should be put aside ,it is important not to lose the sight of the goal .Each individual has his own paradigms, they are the assumptions that a person would make about the world .They are inevitable and not necessarily to be changed but a person has to be aware of what they are .active persistent ,careful consideration.**(Dewey 1933)**

Attitude and knowledge of methods of logical inquiry and reasoning.**(Glaser ,1941)**.The ability to respond ,distinguishing ,judge infer and conclude from assimilated information.**(Manchester Community College Initiative(nd),Anderson and Krathwohl,2002).** The above are educational definitions of critical thinking .In the other hand ,It is psychologically defined by mental processes ,strategies and representation to solve problems ,learn new concepts and make decisions .**(Sternberg,1986)**Mental skills to increase the probability of achieving desirable outcomes .**(Halpern,1998)**Adaptability and openness of mind.**(Willingham,2007)**

1.4 The relationship between creative and critical thinking

New mechanisms to solve problems are highly demanded, because we are living in an incessant world that forces us to be creative problem solvers and reflective as well .When problem solving, convergent and divergent thinking are fundamental elements to consider. In the one hand ,Creative thinking generates ideas ,activate different points of view ,fanciful ,it encourages the mind to create new unique ideas and make difference in world .Creativity is characterized by :Imagination, openness to experience ,inquisitiveness /curiosity ,idea-finding ,tolerance for ambiguity ,intuition ,independence ,innovation ,internal/external openness ,illumination/insight .Fantasy is basic when

thinking creatively ,it lets the problem solver visualizes the problem from multiple dimensions .Furthermore ,it enables her/him to go beyond the limits of the problem and makes it extendable for further limits .In the other hand ,Critical thinking examines ideas ,assesses the authenticities of realities before making decisions .Critical thinking is logical ,seeks the quantitative facts of the issue .Critical and creative thinking share the notion of creating new perspectives rather than being attached to specific rules in genuine ordinary ideas that causes redundant outcomes such as the routine .Also ,Problem solving is a mutual conception in the definitions of creative and critical thinking .The former dual are similar as activities in the cognitive process of the brain .Critical thinker bases all the decisions with reason ,he is open-minded ,all views accepting ,unbiased ,he would collect all the data concerning the issue and relates the events in order to find the suitable solution.

Critical thinking disposition refers to open-mindedness that relates the individuals tendency to utilize critical skills besides the on e s curiosity to seek information and stay updated and informed .As well as self-confidence which is the confidence of the individual .What's more is truth seeking that is presented by the flexibility and dynamic towards all views .Besides **systematicity:** searching for information by following careful steps .In addition ,Analyticity that is to say the appropriateness of the gathered information since reasoning is attached and proves should be solid .Creativity is considered more than a divergent thinking .According to educators ,it is the ability to analyze and synthesize ,redefine problems and organize them reasonably ,it is also being fluent ,sensitive to problems and original as well. **(Bonk &Smith).**

Current researches demonstrates that the method to reach real creative thinking is to include critical thinking as well as the evaluative skills for divergent thinking in order to apprehend and explore original ideas .That is to say ,evaluative thinking and divergent thinking or judgmental thinking as critical thinking should be applied mutually for true creative thinking.**(Runco,2003)** . **Renaud & Murray,2008** reviewed the whole matter when stating that productive thinking is the subordinating and relating of critical thinking along with creative thinking .**Feldhusen&Goh (1995)** also pointed out that both creativity and critical thinking share the notion of cognitive activities .In opposition , some theorists assume that they are not related .Later on ,a journey to diminish the gap between them in terms of the integration of theories concerning creative thinking of “reflective” and “non-reflective” parts .When the person consciously proposes the hypothesis to the question he/she encounters the reflective creative thinking with critical .Hence ,several educators believe that the process of critical thinking consists of creative thinking.**(Chang et al,2015)**

Furthermore, not many investigations have assessed the critical and evaluative components of creativity as a disappointing subject .According to him, we are truly in need for examining the interaction between creative thinking with critical thinking, evaluative thinking.**(Runco,2003)**but this issue is not often studied. **(Runco&Chand,1994)**.In other words ,critical and creative thinking are correlated to each other ,seeking creativity demands thinking critically.

1.4.1 The Torrance Test of Creative Thinking

Creative potential are measured by divergent thinking tests widespread that are based on Guilford's Structure of Intellect Model **(Guilford,1977)** .These tests assesses four distinguished cognitive components of creativity :Fluency(the the quantity of ideas),Flexibility(the generation of different types of ideas),Originality (the degree responses are uncommon)and elaboration(the enrichment of ideas).The latter components were measured on Torrance's Battery of Creativity(i.e. Minnesota Tests of Creative Thinking .Then, Torrance's Tests of Creative Thinking (TTCT) .**Torrance,1966;Millar,1995**.Soon after ,Torrance has upgraded the model with 14 more creative indicators that were proposed as the following :abstractedness of titles, resistance to premature closure ,emotional expressiveness ,story articulateness ,movement , expressiveness of titles ,synthesis of ideas ,usual visualization ,internal visualization ,extending or breaking boundaries ,fantasy ,humor ,colorfulness of imagery and richness of imagery .A procedure to score this figural test(e.g. treamlined scoring) was developed to evaluate these creative indicators in the drawings.**(Torrance &Ball 1984**).

Later ,procedures to score this test have eliminated the indicator "flexibility" in order to increase the efficiency of the evaluation process**.(Torrance &Ball &Safter 1990)**.There are several challenging difficulties that impedes for indicators in the verbal and figural forms of TTCT are related to previous achievements in life .The international Testing Commission**(2004)** recommended to accomplish further studies that compare verbal and figural indicators of creative people who live in different countries and diverse creativity criteria, to make the tests available for each different country.

1.4.2 Bloom's Taxonomy

In 2001,a group of cognitive psychologists ,curriculum theories ,and instructional researchers and testing and assessment specialists have published a revised version of Blooms Taxonomy with the title "A Taxonomy for Teaching ,Learning and assessment" .This upgraded revision indicates a set of efficient classification ,remember ,understand ,apply ,analyze ,evaluate and create ,that were classified in a near manner for the sake of recognizing cognitive processes, by which students attain

and elaborate with knowledge .Also, the processes can be learned simultaneously or in an inverse order .Blooms Taxonomy is a system of evaluating learning ,it was coined by the psychologist Benjamin Bloom in 1956.He sectioned learning into three parts :cognitive or intellectual ,affective or emotional and psycho-motor or physical.

The cognitive domain concentrates on intellectual learning or processing of information ,the affective domain focuses on emotional learning or changes in attitude and the psycho-motor domain focuses in the development of physical abilities ,all these domains portrays different levels of abilities ,from the uncomplicated to the complex one .Blooms cognitive domain includes six levels of reasoning or processing .Moreover ,research has shown that these reasoning skills could help students use for effective learning and for better learning outcomes. Each category attempts to describe different levels of abilities from the easiest to the hardest .It is very significant for teachers to design activities and questions that lead learners to use higher order thinking and help them know how to apply information .variously not only for remembering or memorizing it .Usually ,both teachers and students are supposed to give a value to the integration of higher levels in order to create authentic ,critical ,creative ,reflective ,thinkers who can plan their learning and make their own philosophy ,understanding ,judgment .There were a consensus between some scholars who agree that 21st century competencies are tightly linked to the Blooms Taxonomy .Overwhelmingly ,teachers relay on it to design their lessons

1.4.3 The revised bloom's taxonomy

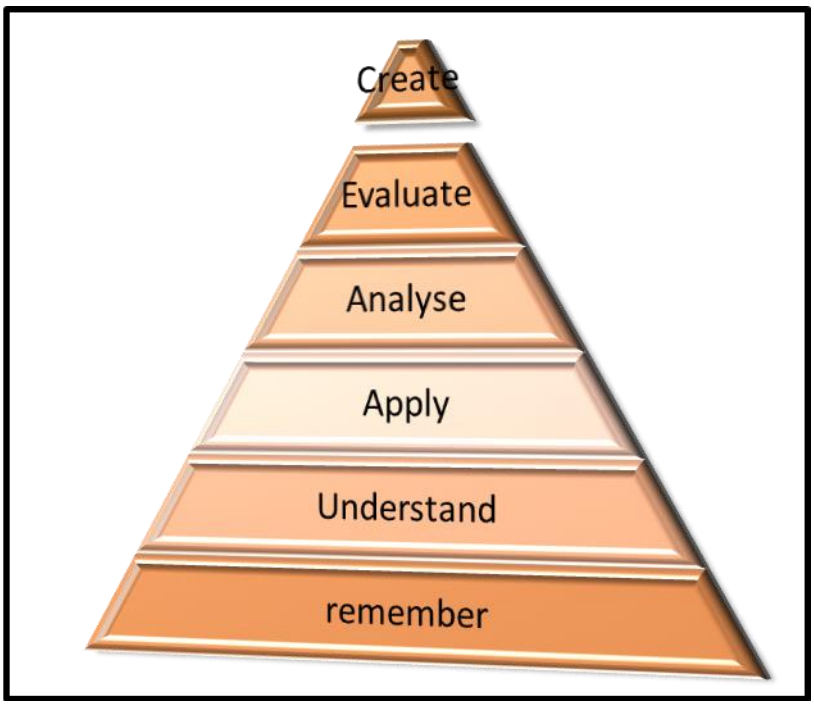

Figure1: The Revised Bloom's Taxonomy

Creating: with the creativity, learners are demanded to implement the given data to form complex elements ,create and generate new theories and make predictions ,design ,develop ,formulate.

Evaluation: it is regarded as the major the major level of Blooms Taxonomy .In which learners are expected to assess information and make judgments as well as arguing ,defending ,supporting .

Analyzing: in the analysis level, learners are required to correlate the process of knowledge with application also organize ,relate ,compare ,contrast…

Applying: it is all about calculating ,solving ,determining ,implementing ,executing.

Understanding: it is presented as the explanation of ideas or concepts ,the common used orders of the teacher in this level would be classify ,describe ,discuss ,explain ,identify

Remembering: to remember is to recognize the prior knowledge and recall it whenever is needed here the verbs that could be used are: define, memorize ,repeat..

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1.5 Reflection

There were plenty of obstacles to reach a proper definition for reflection .As it is cited in an article in the journal of Educational Philosophy and Theory ,In the Tao Ching ,The astute master Lao Tzu reminds the devotee that in order to nurture the mind an individual should **"know how to dive in the hidden deeps"(1989, p.17).**It is also cited in the same article that reflection can be merely defined as the extended thinking of one's experiences ,**"looking for commonalities, differences and interrelations beyond their superficial elements"(Gustafson and Bennett ,2002.p,1)** .Reflection requires learning through daily experiences ,it is a detailed view of events in which the reflection reconsiders a situation and tries to prove what happened ,what they felt or thought about it ,who or what influenced particular actions ,and how they would react if it happened again .**Kirkham(1997)** stated that reflection supports lifelong learning cultivating insight into professional practice ,increasing self-awareness and allowing for deeper understanding of analysis and evaluation strengthen critical inquiry and inform practice .The reflection process promotes and ensures permanent learning by fostering self-consciousness and insight ,permitting learners to measure the positive and negative of the experiences and to mark personal interactions against publish literature and research in order to empower and improve critical reflection on practice .According to **Johns 2009** reflection refers **"to think ,meditate or ponder and is philosophical understanding of how we gain knowledge through experience"** .In other words ,reflection refers to contemplate and understand how can be acquired through experience .The concept of the reflective thinking as a part of learning as intrates by the philosopher and educationalist **John Dewey** ,defined it as:

> **"Active, persistent and careful consideration of any belief or supposed from of knowledge in the light of the grounds that support it and the further conclusion to which it tends." (Dewey ,1933,p.9)**

What should be deduced from the Deweyan definition is the idea of reflection as active ,for example learners in the sphere of educational practices lead them to build their own beliefs through reason and proof .Dewey refers to reflection as a continued process of learning through a set of experiences from which persistency of meaning occurs over time **(Ramsden,1992).**He suggested that reflective thinking comprised a process of describing an experience either systematically scientifically ,deducing questions from that experience for the sake of creating and generating theories or hypotheses and that by taking serious procedures to test and ensure such theories **(Ramsden,1992) .**In the educational context ,reflection was universally placed into it .The reflective thinking encourages learners to acquire both knowledge and understanding through

learning **(Kemer et al,2001)** .In a professional context ,reflection is known to be of benefit in experiential learning and for the development of critical thinking skills ,which facilitate the integration between theory and practice **(Royal College of Midwives(RMS),2009)**.Reflection encompasses determining achievements within a situation to look forward .it heightens self-awareness and allows practitioners to see things clearly and make the best decisions**(Johns,2009).**It also provides a useful focus because it enables one to explore the influences that shape and guide individual practice**(Kirham,1997)**

Reflection and similarly as Dewey mentioned : **"emphasize individuals personal experiences as a referencing to those intellectual and affective activities that individuals engage into explore their experience ,which leads to new understanding and appreciations" (Bond** et **al ,1985,p.19).**As quoted in **Lew and Schmidt,2011,p.530)Moon(1999)** portrays reflection as sort of mental processing with an intention and/or expected result that is implemented to relatively complex or unstructured idea for which there are not a clear solution **"(p,23).Lew and Schmidt(2011)** see self-reflection as:

> Process which the learner undergoes to look back on his past learning experience and what he did to enable learning to occur (i.e. self –reflection on how the learning took place).And the exploration of connections between the knowledge that was taught and learners own about them i.e. self-reflection on what was learned .The authors claim that consistent engagement in both processes by the learners by practicing self-reflection lead to better academic achievement.

Finally, The enlightenment philosopher John Locke defines reflection as ,**"That notice which the mind takes of its own operations(1974,p.90).In Locks** definition ,**the significant feature or characteristic is thinking about one's own thinking or metacognition.**

1.5.1 Self-reflection

Self-reflection can be recognized as a process that gives students opportunities stop and be reflective about the learning that has taken place **(Davies, Herbst & Busick, 2013)**.Undeniably, self-reflection plays a crucial role in terms of empowering ,encouraging and taking in change learners for their learning .It can naturally deepen learners understanding of the topic and reinforce independent thinking and in that way create an effective learning environment. **(Park 2003,Little 2008).**Besides the development of autonomous learning skills and student initiated goal setting it was professed that self-reflection and principles of students .Centered learning can be synchronized which has drawn the attention of educators in the last two decades**(e.g. Gronish,2004;Frances,and**

Rose,2009;Hichman,2010and Qasem,2010) as cited in Sevilla and Gramoa,2016 based on John Dewey's work .**Steven and Cooper (2009)** provide further interpretation on the nature of both reflection and learning from experiences .Whereby , they focus on how to perform effective reflection ,describing it as an active ,intentional and journalistic cycle .**(Steven and Cooper,2009 as cited in Desjarlais and Smith ,2011) Dewey(1991)** points out to reflection as to functional and intentional procedure that can start discomfort with an experience and end with learning and profound visions ,as stated by Dewey ,aspects of reflective thought comprise perplexity ,(confusion),elaboration ,generation hypothesis comparing hypotheses and taking actions. To conclude , according to the above authors views self-reflection or the reflective process implies focusing on experiences meaning and its correlation to the past learning .In contrast, **Schon (1983)** points out two procedures ;reflection in action which depicts as components of the development of expertise .from learners benefits from the process some researchers deem self-reflection as the success or failure of goal ,setting and pro-active use of strategies are relative to own level of potential strategy usage and that would be a logical outcomes of the reflective process**(Noels,1999)** .

1.6 Metacognition

One of the pivotal notions with consideration to the current treatise is metacognition We herein below attempt to browse some of the assumptions assigned to the notion by some experts.

Metacognition is one of the buzz words in Educational Psychology ,it is not always easy to grasp, it is recognized by the specialized of the field only .It is higher order thinking that comprise active control over the cognitive processes implicated in learning .Metacognition functions a crucial role in effective learning .It is substantial to learn the activities and the development of metacognition in order to acquaint students teaching to implement their cognitive resources through metacognition control .Metacognition concerns the study of what people know about cognition in general and about their cognitive and memory processes in particular ,and how they put that knowledge to use in regulating their information processing and behavior .**(Flavell,1971). In 1976,John Flavell** coined the word "metacognition" and portrayed it as an individual's conscious ability to grasp ,control and regulate one's own cognitive process to approach the higher level of learning .He said it is **"knowledge and cognition about metacognitive phenomena"(Flavell,1979,p.906).** Metacognition describes for functioning cognition(knowledge)to absorb information and accomplish the person's own mind and it has been the first to seek for metacognition processes role in the area of children s memory functioning **(Stenberg,1998)as cited in Hardi ,2014;Vygotsk's Social and International Effects on Cognition and Learning Development (1978).** Multiple

assumptions came after Flavell's assumptions; the universally most acknowledged quoted definitions are as the following:

Metacognition refers to one's knowledge concerning one's own cognitive processes and products and anything related them e.g. The learning relevant properties of information or data ….Metacognition refers among other things ,to the active monitoring and consequent regulation and orchestrating of these processing in relation to the cognitive objects or data to which they bear ,usually in the service of some concrete goals or objectives**"(Flavell,1976;232).**The definition focuses on the learner's knowledge about the process of learning .Moreover ,the method he sets and controls his mental operations and skills .It also refers to the learner's awareness of his own thinking and learning processes ,which is higher order of cognition to oversee one's own thinking .He also set another definition in which he focused on the critical role ,and it continues to be echoed in **(1999;Zammerman&Moylan,2009;Tarricon,2011)** updated explanation of metacognition ,In the same vein he determines it as **"knowledge or cognitive activity that takes as its object or regulates any aspect of cognitive enterprise"(Flavell,1985,104).** Metacognition is regarded as the combination of both monitoring and regulating of someone's own reasoning processes .It is a conscious inquiry of every single cognitive status that helps any person to develop and expand upon any knowledge ,it incorporates any knowledge or cognitive process for monitoring or controlling or processing any aspect of cognition .Currently ,it is deemed as a pivot contributor to various aspects of cognition encompassing memory ,attention ,communication ,problem solving and intelligence with important applications to areas like education ,ageing ,neuropsychology and eyewitness testimony .Metacognition is defined as the knowledge of awareness or consciousness of someone's own thinking ,comprising the knowledge of when ,where and how to use different strategies for learning successfully.**(MicCormick and Pressley,1997).**As stated by **Kuhn and Dean(2004),**Metacognition aids students to solve and circumvent a problem by integrating a strategy within the same context ,Whereas ,that may have various setting .that is to say metacognition would assist and encourage student's understanding where they have been taught a strategy to complete a task ,and where upon learning the strategy the learners are given a second task which differs from the first task but which is structurally equivalent to the original one **(Hacker et al 1998)**. **In Hardi's words, it includes knowledge about when and how to use particular strategies for learning or for problem solving" (2014,40).**

1.6.1 Further studies:

Essentially, **"Cognition about cognition"** or **"thinking about thinking" (Flavell,Miller&Miller,2002,p.175,Shamir,Metvarech&Gida;2009,p47;Veeman;Van Hout;Worlters &Afflerbash,2006,p.5).** However, because metacognition is multifaceted and **"multilayred"(Dunlosky&Metcall,2009,p.1;Flavell,1976;Hall;Danielewiez&Ware,2013,p.149); Lovet2013,p.20)** more complex definitions are called for ,Basically ,must be seem as an ongoing process that comprises reflection and action. Metacognition's thinkers transition each their understandings and their strategies .The simplest definition of metacognition emphasize its nature as a process or cycle.

Psychologist have argued what metacognition is ,consisted of and what terms should be equivalent ,such as **"self-management ,meta-mentation ,meta-learning…[and]meta-components" (Pintrich ,wolters&Baxter,2000;Raoofi,Heug Chan,Mukund,&Raski 2014;Veenman,Van Hout Wolters,&Afflerbach,2005).** Notwithstanding ,these definitions are analogous ,unfortunately along these years ,these conceptualizations are becoming misunderstood . **Rahmani and Masrur(2011)** debated such confusion and provided a plethora of terms that ,for them ,all apply to metacognition .

> **"Metacognitive beliefs, metacognitive awareness, metacognitive experiences, metacognitive knowledge ,feeling and knowing judgment of learning ,theory of mind ,meta-memory, metacognitive skills ,executive skills ,higher-order skills ,monitoring ,meta-components, comprehension ,meta-learning ,learning strategies ,heuristic strategies and self-regulation**.

1.6.2 Metacognition components

Metacognition is known as **"thinking about thinking" .Although the term is complex .it could be summarized as knowledge of knowledge itself .Previous research sectioned metacognition into areas "knowledge of cognition and regulation of cognition"(Flavell,1979;Browns,1987;Cross&Paris,1988;Paris&Winograd,1990;Whitebread et al.,1990;Schraw,1998,2002;Schraw&Moshman,1995;Shraw et al.,2006).** One titanically important thing to grasp about metacognition is that it's multi-faceted notion could be discussed from multiple perspectives, on the first hand, is to comprehend it from the content of the metacognition and the second hand, from the perspective of the metacognitive process. Consequently, there is a distinction among metacognition as metacognitive knowledge and metacognition as metacognitive control.

1.6.2.1 Metacognitive knowledge

Metacognitive knowledge refers to the awareness and consciousness that the individuals have about their own cognitive processes as well as strengths and limitations. On the other hand , regulation of cognition refers to the individual s monitoring of his or her learning .Yet ,Myriad contemporary framework divided the concept into three components: metacognitive knowledge ,monitoring and control ,each with several subcomponents (Dunlosky & Metcalf , 2009; Pintrich, wolters, Baxter, 2000)

1.6.2.2 Metacognitive experiences

Metacognitive experiences are regarded as the experiences that deal with the current ongoing cognitive endeavor .According to Flavell 1979 ,the second class of phenomena included the subjective internal response of an individual to his own metacognitive knowledge ,goals or strategies .These may take a long time in grasping and connecting new information to old various other events .Usually ,it can occur before during or after the cognitive enterprise .They often occur when the failure of cognition ,such as the difficulty or complexity of the tasks ,or the performance of tasks under stress ,may tend to provoke more experiential interaction ,while familiar and easy tasks may tend to provoke less .They can also be a conscious consideration of intellectual experience that accompany any success or failure in learning .Whereby ,different information ,memories or other experiences can be deemed as resources in the process of solving an immediate cognitive problem.

1.6.2.3 Metacognitive regulation

Metacognitive experiences involve the use of metacognitive strategies or metacognitive regulation (Brown,1987). metacognitive strategies are successive procedures utilized to control individual's own cognitive activities and to ensure that cognitive goal(for instance writing an affective sentence have been met .They help the learner to regulate and oversee his own learning process ,plan and monitor excessive activities as well as contrasting the outcomes of those activities .Thus, metacognitive regulation is the adjustment of cognition and learning experiences through a set of activities that help people control and monitor their learning .For example ,after reading a paragraph in a text ,a learner may question herself about the concepts discussed in the paragraph ,her cognitive goal is to comprehend the text .Self-questioning is a common metacognitive

comprehension monitoring strategy .If she finds that she cannot answer her own questions ,or that she does not understand the material discussed ,she must then determine what needs to be done to ensure that she comprehends the cognitive goal of grasping the text .she may decide to go back reread the passage with the goal of being able to answer the questions she had generated if after rereading through the text she can now answer the questions ,she may determine that she understands the material .Thus ,the metacognitive strategy of self-questioning is used to ensure that the cognitive goal of the comprehension is not.

1.6.3 Models of the components of metacognition

There is no agreement on the components of metacognition, whereas there are some often used frameworks.

1.6.4.1 Flavell's model

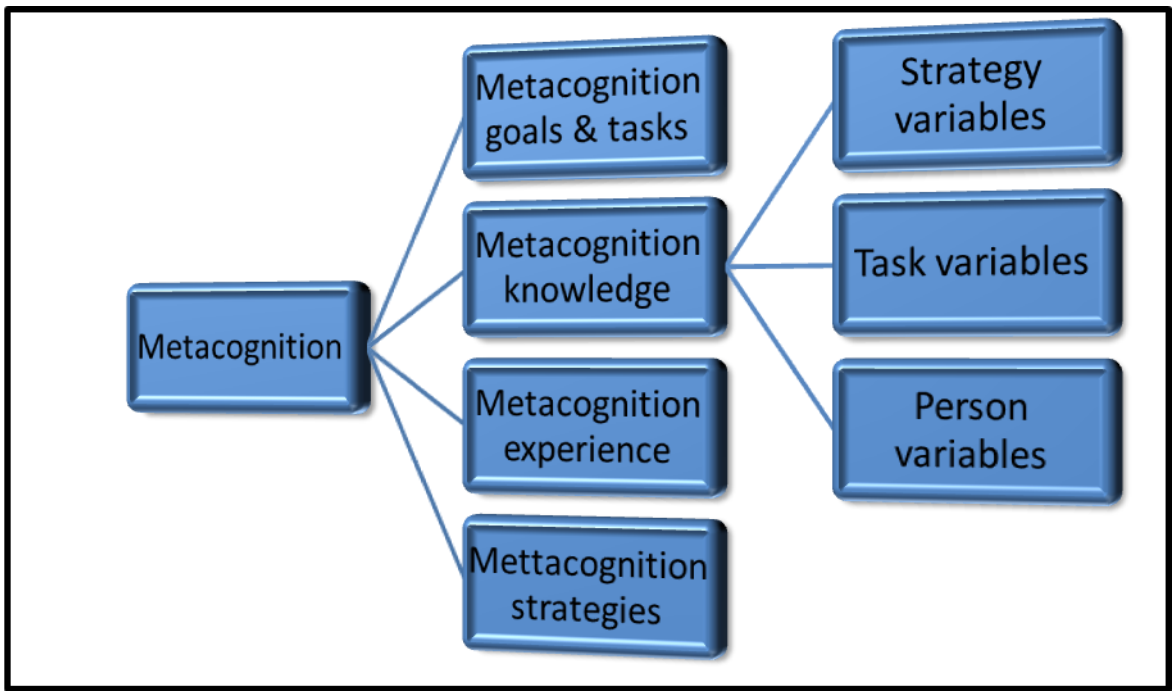

Figure 2: Flavell's Formal Model of Metacognition

In his 1979 contribution, Flavell offered formal model of metacognition which involved four components that are :metacognitive knowledge ,metacognitive, experience ,goals(tasks) and strategies(actions).The first of **Flavell s (1979)** components was metacognitive knowledge .As stated by **Flavell(1979)** it is **"that segment of your stored knowledge that has to do with people**

as cognitive creatures and with their diverse cognitive tasks ,goals ,actions and experiences"(p.906). This category of knowledge is the part of knowledge which is related to individuals as cognitive beings and regards their various cognitive tools ,aims ,behaviors and experiences as well ,this type of knowledge is categorized as followed:

It is an accessible knowledge in which you can reflect on it and talk about it (observable and communicable).

It is relatively stable like an intuitive model of knowledge

Appears in the last stages of development because it requires the ability to make abstractions, this model of metacognitive knowledge is made of 3 categories :the knowledge of person variables ,the knowledge of task variables and the knowledge of strategy variables.

The knowledge of task variables involves learner s general knowledge about humans as thinking organisms ,knowledge comprises judgments about one s learning abilities and knowledge about internal and external factors that influence the success or failure In one s learning process **(Vandergrift et al.,2006).**This category refers students general knowledge about human s way of one s own learning process .In addition, knowledge of task variables category referred to learner s knowledge about the purpose ,nature and demands of learning tasks .it also involved knowledge about the difficulty differences between two specified tasks .Task knowledge could also enable the learners to consider factors that might be involved in the difficulty of a the task ,together with the features of the oral message **(Vandergraft et al,2006).**This knowledge is about how the individual is guided to manage and control the task supplement data about the degree of success that he is likely to produce.

Finally, the knowledge strategy variables category of metacognition knowledge is about using strategies to achieve cognitive goals. According to **Nisbet and Shuck Smith(1986);** strategy knowledge is useful for achieving learning goals and aiding the learners having a choice in their strategy use and performance .So, this knowledge encompasses the use of both cognitive and metacognitive strategies as well as conditional knowledge about the appropriate time and settings to use such strategies in a nutshell ,metacognitive knowledge may lead to a wide variety of metacognitive experience which Flavell describes as a conscious cognitive affective experiences that accompany and pertain to an intellectual enterprise

1.6.4.2 Brown's model

A.L.Brown (1987) proposed his model in which metacognition was composed of two dimensions : knowledge about cognition include activities and tasks that comprise conscious

reflection on individuals cognitive abilities and activities i.e. metacognition and regulation of cognition as activities considering self-regulatory mechanisms that occur an ongoing attempt to learn and solve problems .In additional studies ,knowledge about cognition was characterized into declarative knowledge ,procedural knowledge and conditional knowledge **(Jacobs&Paris,1987).**

Subsequent metacognition researchers have offered slightly varied framework for categorizing cognitive knowledge such as several researchers have used the concepts of declarative and procedural knowledge to distinguish cognitive knowledge types **(Cross & Paris, 1988; Kuhn, 2000; Schraw et al., 2006; Schraw & Moshman, 1995). Schraw et al(2006)** describe declarative cognitive knowledge as knowledge about oneself as a learner and what factors might influence ones performance .Knowledge about self and strategies are other constituent parts of declarative knowledge **(Schraw&Moshman,1995)**.For example ,one might the goal-setting is an effective strategy before starting a learning task .**Kuhn & Dean (2004)** portray declarative cognitive knowledge as epistemological or student s understanding of thinking and knowledge in general. **Paris & Winograd (1990)** discuss the process of self-appraisal as reflection about personal states to answer the question:**"Do I know this?".Finally ,Cross &Paris(1988)** determine declarative cognitive knowledge specifically within the context of reading as awareness of the factors that might reading activity … So ,declarative knowledge is treated as the authentic information that individual knows ,it could be either declared, spoken or written .On the other hand ,procedural knowledge involves awareness and management of cognition ,including knowledge about strategies **(Cross&Paris,1988;Kuhn&Dean,2004;Schraw et al,,2006).**It denotes knowledge about the execution of procedural skills and how to use strategies .Individual with a higher degree of procedural knowledge use skills more authentic ,are expected to structure strategies effectively and use qualitatively different strategies to resolve problems and difficulties **(Schraw&Moshman,1999).** For instance ,one might know how to set goals before going through a specific task .In better words ,procedural knowledge is the knowledge of how to do something ,of how to perform the steps in process while ,conditional cognitive knowledge refers to the knowing when and why to apply various cognitive actions ,in other words ,it requires the utility of both declarative and procedural knowledge ,it may be regarded as declarative knowledge about the relative utility of cognitive procedures **(Garner,1990;Schraw&Moshman,1995)** .Conditional

knowledge is significant since it supports learners …selectively all of their resources and utilize strategies efficiently **(Reynolds,1992).**Conditional knowledge also stimulates learners to adjust and regulate themselves to the varying situational demands of a specific learning task .The other component of metacognition is regulating of cognition which referred to compilation of activities that aid the learners to adjust and monitor learning ,which facilitate the control or execution aspect of learning **(A.L.Brown,1987).**A quantity of studies report noteworthy improvements in learning when regulatory skills and an understanding of how to use and apply these skills are contained within classroom instruction **(Cross& Paris, 1988; Brown, & Palincsar, 1989)** .It is also known as monitoring of one s cognition ,which many researchers have argued that it includes activities of planning ,monitoring or regulating **(Croee&Paris,1988;Paris & Winograd,1990;Schraw& Moshman, 1995; Schraw et al,2006;Whitebread et a.,2009)** This latter requires three metacognitive strategies :planning ,monitoring and evaluating strategies .First ,planning that comprised not only the selection of adequate strategies but also the allocation of adequate resources that arouse(influence)performance ,instances involve making predictions before doing a task ,sequencing strategies and allocating time or through fullness selectively before starting a specific task **(Berieter&Scardamalia,1987)** .Furthermore ,monitoring or regulating entails attending t and being conscious of comprehension and task performance and can involve self-testing.it also referred to one s on-line and regular awareness of comprehension and presentation of a task ,like being capable to involve in self-testing periodically ,while learning ,is a good example .Studies also indicate that monitoring or regulating as ability develops quite slowly and is quite poor in children and even adults **(as cited in Schraw&Moshman,1995)** .Moreover ,Evaluation is portrayed as **"appraising the products and regulatory process of one's learning" ,and includes revisiting and revisiting one's goals (Schraw et al .,2006,p.114)** .It is assessing the product and regulatory processes of an individual are learning .they also referred to appraising the outcome of comprehension or the learning processes after completing a task .Reappraising in individuals s goals and conclusions after a specific task is a representative instance for that **Brown(1987),**made a basic distinction between the features of both knowledge of cognition and regulation of cognition .Knowledge of cognition entails the stable , stable of fallible and often cognitive process as it required that learners step back and consider their own cognitive processes as object of thought and reflection ;traditionally this has been referred to as knowing that **(Brown,1987).**Whilst ,regulation of cognition was regarded to be relatively unstable and age dependent .Namely ,adults neglect the use of strategies when solving simple problem(unstable);perhaps young. learners are not capable to control and regulate their strategies (age independent) .Regulatory processes - planning, monitoring and evaluation-may not be conscious or stable in many learning situations .One reason is that many

of these processes are extremely automated ,at least amongst adults .The second reason is that some of these procedures have developed without any conscious reflection and consequently are problematic to report to others **(Brown,1987).**

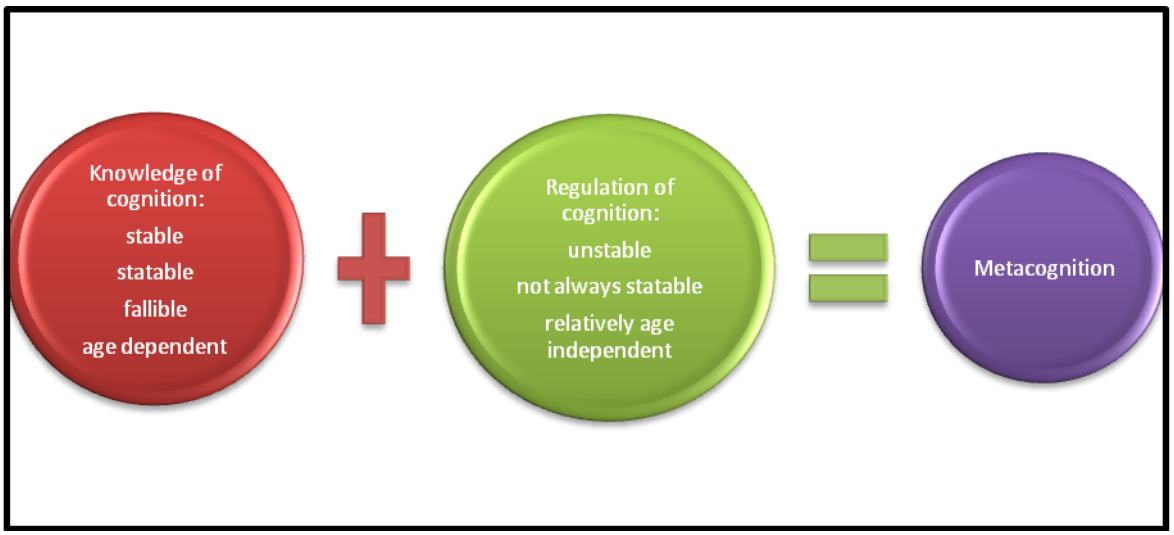

Figure 3: Brown's Metacognition Model

1.7 Conclusion

The forgoing literature shows that the attempt to plan for the problem solving is an imperative phase that gives the learner an overview about the task or the given activity ,Planning for learning makes a creative reflective problem solver who would be able to function properly in any given task whether it was in the school or in the real life missions .Learning and teaching metacognitive strategies should be adapted in the educational system for the sake of enhancing the quality of the learning-teaching process .

Chapter two

2.1Introduction

The tendency to acquire learning strategies and implement them when engaging a task has became the pivot of education during these latest years .Researchers are taking responsibility to seek the gaps in the system and uncover the significance of learning strategies .These works show the deficiency in this generation's capacities after graduation and its incompetency in creativity ,critical thinking and metacognition .Metacognitive learning strategies are highly disregarded in the Algerian educational curriculum in addition to the foreign language teaching and learning .Learners should know how to monitor their learning and use strategies according to the instructions of the task also they should check their achievements and substitute the strategy once it is not functional .

2.2 Metacognitive Strategies

Learning seeks for the individual's development as well as realizing one s potentialities .Major transformations have been driven by the necessity to enrich the learner centered approaches ,not for a good educationally but for a lifelong learning skills .Furthermore ,The attempts to bridge the gap between the dichotomy "Knowing what" and "Knowing how" cannot be disregarded ,it is a remarkable weakness in the educational system .Self-regulated learning skills are the most noticeable contributions in the field of Educational Psychology .Self-regulated learners are capable to manage and control time and efforts when doing a task .They can manipulate their environment as they like .They can monitor their mental processes towards the achievements of personal purposes i.e. Metacognition .In order to avoid external and internal distractions for maintaining their focus ,they would put series of volitional strategies .their goal is to understand ideas and material rather than just memorize and recall .Therefore ,Promoting self-regulation learning skills our youth in order to make significant adaptations to the challenges in the global environment.

Taylor (2002) defines metacognition as **"An appreciation of what one already knows ,together with a correct apprehension of learning task and what knowledge and skills it requires ,Combined with the ability to make correct inferences about how to apply one strategic knowledge to particular situation and to do so efficiently and reliably"** .When students are aware of their thinking processes during learning .They would be able to control several matters such as their goals ,dispositions ,attention .Learning is guaranteed when using metacognitive strategies as well as the enhancement of skills for planning for learning demands those strategies in other words planning for solving the problem is commencing to accomplish the goals and reach the solution in one hand and ensure the success of the process in the other hand

2.2.1 Models of Planning Strategies

2.2.1.1 Advance Organizers

Learning materials are supposed to be organized, the learner would fore look ideas and concepts concerning the materials to be learned.

2.2.1.2 Directed Attention

it is the student monitoring ,his attention towards the sought concept or idea .It is a pre decision to attend a learning task and to disregard irrelevant distracters.

2.2.1.3 Functional Planning

This phase demands using diagrams to connect the familiar with the unfamiliar resulting visualization of the concept and the solving strategy.

2.2.1.4 Selective Attention

Choosing a specific skill to solve the problem is a very significant step to ensure solving the problem effectively .Searching the physical terms plus deriving units are the way to do it.

2.2.1.5 Self-management

It is one s own responsibility over his thinking processes also directing one s own knowledge.

2.2.1.6 Monitoring:

2.2.1.7 Self-monitoring

It is to check one s own level of comprehension and planning procedures for problem during the task.

2.2.1.8 Regulating

When trying to work on a task with specific strategy , the learner would notice its inefficacity and try to switch ,manage the strategies into an active effective ones when needed ,it is called regulating.

2.2.1.9 Orchestrating

The surrounding elements must be suitable ,well arranged ,well directed for

the problem solving in order to produce a desired influence.

2.2.1.10 Evaluating

It is checking one s own solution to the problem against the standard procedure of solving strategy. **(Flavell ,1979)**

2.2.1.11 Self-questioning

As cited in the 6th chapter of Metacognition and Constructivism, **Willen and Philips(1995)** gave three steps strategy to help students monitor their own cognition:

1-Teacher identifies the skills to be learned.

2-Teacher has to draw the basic steps to complete the skill.

3-The teacher should explain to the learner both the connotation and conditions of its usage.

2.2.1.12 Other models

2.2.1.12.1 KWL Strategy

As cited in the 6th Chapter of Metacognition and Constructivism , According to Dixon-Krauss : **"KWL is a strategy enabling students to know what they know ,what they want to learn ,and what they did learn."(Dixon-Krauss,1996)**

2.2.1.12.2 PQ4R Strategy

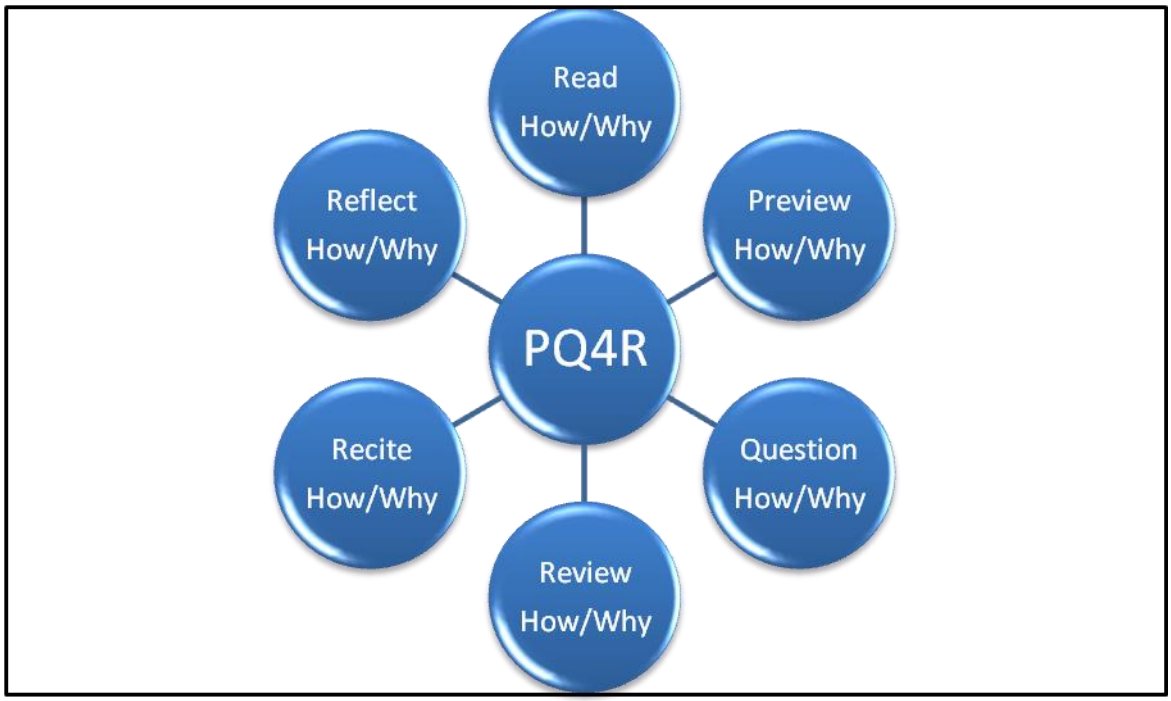

Figure : Acronym for "PQ4R"

PQ4R

is an acronym for preview, Question, Read, Reflect ,Recite and Review .This method aids students to process a big amount of data in a short period of time .

Preview	Survey the material to get an idea of the general organization, major topics and subtopics .Look at headings and pictures to try to identify what you will be reading about.
Question	Ask questions about the material as you read it .Use headings to ask questions (Who, What ,Why ,Where).
Read	Read the material .Try to answer your own questions while reading.
Reflect	Think about the material that you just read and try to make it meaningful by: 1)Relating it to things that you already know about, 2)Relating the subtopics to primary topics, 3)Trying to use the material to solve simulated problems; 4) Trying to resolve contradictions.
Recite	Practice remembering the information by stating points aloud and asking and answering questions .Use headings, highlighted words and notes on major ideas.
Review	Actively review the material, focusing on asking yourself questions and rereading the material only when you are not sure of the answers.

Table : PQ4R Method Descriptions .Source :Educational Psychology Theory and Practice.

2.2.1.12.3 IDEAL Strategy

It is an acronym for Identification of the potential obscurities and ask the question "What is the problem here?". Which is the initial phase to solve a problem .Defining the problem is an essential step .Then ,Exploring the solutions and options for the problem solving .After trying the solution here comes the last step that is :To act and look which actions lead to successful resolution .IDEAL is a vital strategy for effectual thinking and solving problems.

2.2.2 Planning for Learning

Learning strategies are an arrangement of cognitive thinking skills implemented when a situation is recognized. What is more important than acquiring the language is developing stronger skills of learning .Moreover ,planning for learning is the first step to engage in a successful process of achieving goals for the planning and preparation for the reason that students would think about what they want and need to accomplish plus how to aim to go about accomplishing it .Planning is a key skill of metacognition that can improve learning .Teacher's goals for the class should be explicit for students in order to set learning goals for themselves as well .As sited in **O'Malley and UhlChamot,1990** Learning Strategies in Second Language Acquisition, **(Naimman et al .1978;Rubin 1975)** categorized strategies that are observed in language learning situations .Previous works showed that students do use learning strategies and the latter can be described and classified .**Rubin(1981)** posed a classification scheme that include learning strategies under two major groupings and number of subgroups as clarified in figure. Rubin's first primary category comprise strategies that impact learning directly ,includes clarification/verification ,monitoring ,memorization ,guessing,/inductive reasoning ,deductive reasoning and practice. The second primary category contribute indirectly to learning, includes creating practice opportunities and using production tricks such as communication strategies.

2.2.4 Classification of Learning Strategies in Second Language Acquisition

Rubin presented six direct learning strategies compared with indirect strategies :

2.4.1 Classification /verification strategies:

are the strategies that tend to ask for verification or confirming language rules for instance a teacher repeats words for learner to grasp, ask for examples for the given rule.

2.4.2 Monitoring

here errors should be corrected after identifying them.

2.4.3 Memorization

Repeating items and using techniques for storing and retrieving new information .

2.4.4 Guessing Inductive inferencing

basing new data on previous one in other words inferring meaning based on what learners knew in language .

2.4.5 Deductive reasoning

deducing hypotheses about language forms through using rules or knowledge of the language.

2.4.6 Practice

practicing the learnt items, applying rules, listening , imitating, create real situations.

2.4.7 Creating opportunities for practice

this phase demands conversations between students, communicating with native speakers, time in language labs, listening to TV.

Furthermore ,we have the second alpha type which are the communication strategies that contribute less directly to learning .Then ,the third type is the social strategies that involves in learners when it comes to practice ,application of knowledge.**(Rubin,1987)**

2.2.5 The Importance of Metacognitive Strategies and the Planning for Learning

Planning for learning is all about regulating thinking and preparing for the problem solving .The more the student becomes skilled at using metacognition ,the more he becomes confident and independent as a learner .Independence prompts the learner to chase his intellectual needs ,In the other dimension ,Educators should exploit ,promote ,boost the metacognitive competency of all learners .One of the common aspects of metacognition is the recurrent appraisal of an individual. Metacognition is reflection on the dynamics of teaching on learning since it is useful for teachers and students alike, the pivot of education and an initial step to monitor or modify one's approach. One of the aspects of meta-memory is cognitive monitoring .The learner would expose to a

permanent training of readjustment and tracking cognitive monitoring may consist of several related skills**(Brown,1978)**. For instance ,you are realizing "What you know and what you do not know" ,you learn to be aware of your own understanding .Self-monitoring is a bottom up procedure of recording the prevalent comprehension including the improving ability to predict memory performance accurately .In opposition ,self regulation is a top down process of the principal execution control over planning and evaluation .It is beneficial for individuals to be trained ,in using such cognitive monitoring processes for the sake of enhancing their use of appropriate strategies . Metacognition is our understanding and control of our cognition **(Schunk&Nelson,2009)** .Furthermore , metacognition strategies It is an advantage for human for it provides one of our best aids in language learning.

2.2.6 The Effect of Metacognitive strategies on The Learner's Receptive Skills

Metacognitive strategies are viewed as higher-order executive skills that benefit of cognitive processes knowledge and engage thinking about the learning process ,planning for learning ,monitoring the learning task ,and assess how well a person has gained knowledge .The awareness of metacognitive reading strategies is converted into one of the most effective methods to ease learner's understanding in the domain of foreign language studies. **(Chamot&. Kupper,1989;Wenden,1998)**

Metacognitive strategies aid learners to concentrate their attention ,connect prior data with latest information and regulate them in memory plus understanding the subject matter of reading materials .(Paris & Jacobs,1984).The ultimate goal of multiple strategies is to train students how to set objectives how to be a competent autonomous reader ,metacognitive strategies is all about how we think and learn .**(Achman& Conway,1993)**

When engaging in learning a foreign language ,a learner is exhibit subconsciously to both categories of language skill, the role of strategy use in reading comprehension has been a pivotal field of investigation .**(Pearson ,2009;Pressley&Afflerbach,1995;Zhang,2010)**

It is generally agreed that strategic awareness and monitoring of comprehension, are two major metacognitive visions, via we can identify skillful and unskillful readers. **(Carrell ,1989;Grabe,2009;Paris&Jacob,1984;Paris&Winograd,1990).**It is debated that metacognition encompasses three constituents: metacognitive knowledge ,metacognitive experience ,and strategy use **(e.g.,Vandergift&Goh,2012Wenden,1998).** Chamot suggested that **"Learning strategies are**

techniques ,approaches ,or deliberate actions that students take in order to simplify the learning and evoke of both linguistics and content area information"(P.71).Oxford inserted "Strategies are especially important for language learning ,because they are tools for active ,self - directed involvement ,which is necessary for developing communicative competence"(P.10) Researchers dispute that learning foreign language is initiated by the receptive skills that are the passive skills, a learner commences reading ,listening , observing ,collecting language experience ,he is not compelled to produce anything actively. Unlike the productive skills (active skills) that comprise writing and speaking, both types are interrelated. The passive and active skills mostly share similar activities and strategies that would enhance the learning value. Implementing the metacognitive strategies has a magnificent function when performing a task. Proficient learners apply Metacognitive strategies greatly and that what make a distinction between them and typical students. All the skills need to be attached with metacognitive strategies. Becoming an efficient reader ,speaker of the target language is not that easy ,one has to follow an intricate procedures that demands complex skills then engaging in multiple models and here the aim is to decode the author's passage by retrieving the prior knowledge .For the fact that there is a correlation between the function of reading strategies and the culture readers are involved. **Chamot (2005)** explained that meta cognitive strategies are significant due to two reasons: in one hand ,when EFL learner use meta cognitive strategies, teachers would have an access into the meta cognitive ,cognitive ,social ,and effective processes comprised in language learning. In the other hand, teachers will be able to help the learners with low rate meta cognitive strategies learning ability.

Dubin&Bycina, 1991 stated that to teach reading likewise gave less consideration to the process of comprehending longer texts. **In line with Cahyono and Widiaty(2006) "…reading a text in the target language was in language teaching that placed emphasis on matching words in the text with meanings in the student's native tongue"(p36)**

In this vein ,reading comprehension is a complex process that requires the learner to understand words ,a context ,and what is the author inferring in his text ,the meaning that is hidden beyond words is all what matters as a sought goal .Every internal and external part of the text readers may not grasp or get some of it because the techniques they use are poor or not appropriate for the type of the task .When The Grammar Translation Method was the trend at a specific period ,a reader had to read and comprehend the passage sentence by sentence ,it was sufficient for short passages but it is hard when the passage is a little bit longer. So, metacognitive strategies of reading became a necessity rather than an option. EFL student needs to have access to new data to progress their

levels. Investigations proved that students face obscurities once constructing meaning from passages for the reason that reading comprehension is an intricate operation .The strategies of reading are a lifetime skills not only to get grades but to exceed in future jobs, collect massive capacity of quality knowledge, enlarge one's horizons .However, the use of outdated reading methods in the classroom makes students unprepared for more analytical tasks and for the real life as well.

2.2.7 The Classification of Metacognitive Strategies

Several educators inserted this classification that is presented in three categories that are as the following:

2.2.7.1 Planning as a metacognitive strategy

Cross &Paris, 1988 stated that metacognitive strategies consist of three skill techniques: planning ,monitoring and evaluation. For that reason a student should be informed how to develop and use their planning, monitoring and evaluation skills .furthermore they can solve reading task themselves using trained strategy.

As a good reader, to have control over your reading by using metacognitive strategies is an important skill, ones would plan strategies, adjust efforts accurately and evaluate efficiency of continuous efforts to comprehend.**(Brown ,Ambruster&Baker,1986)**

Zare-ee,2007 argued that planning involve selecting the apt strategies and allocating the resources that affect the functioning. To say ,before beginning the task of reading the language learner would predict and allocate time or attention selectively .What's more, planning is the process of thinking about and organizing the activities required to accomplish a wanted target.

2.2.7.2 Monitoring as a Metacognitive Strategy

Wagoner,1983 termed monitoring as **"an executive function, essential for competent reading ,which directs a reader's cognitive process as he/she strives to make sense of incoming information"(p.328).** Monitoring is an invaluable instrument for enhanced understanding in the process of reading. Understanding monitoring is a feature of metacognition .Monitoring refers to personal conscious awareness of text performance and comprehension. Being capable of self-controlling during reading is a good model for monitoring.

Students may use several comprehension monitoring strategies:

Identify where the difficulty occurs;

Identify where the difficulty is;

Restate the difficult sentence or passage in their own words;

Look back through the text; for information in the text that might help them to resolve the difficulty; Also, it is very essential to develop the questioning skills of learners in the process of teaching metacognitive strategies. According to **Hunt (1997)** characterizes students need to question themselves the following questions to exceed in reading comprehension and resolve comprehension problems:

What is the main idea of the text?

How many supportive ideas are there in the reading text?

Are the examples clear and understandable enough to enable me to understand the main idea?

The above questions would ensure the focus of the learner on the text, previous studies reveal the still connection between the implementation of strategies, awareness ,and reading comprehension. In other words, a competent learner reads with strategic reading techniques. **Garner, 1987** stated that there is a progress of the awareness and reading skills of students who are trained on metacognitive strategies.

2.2.7.3 Evaluation as Metacognitive Strategy

Mzumader, 2010 stated that a competent learner is capable of assessing and regulating his/her own learning behavior .one is always says no to the superficial learning. Student will be more confident, productive and autonomous since they are capable to control and observe their learning and eventually the learning process as a whole. Evaluation is defined as appraising the conclusion and a regulatory process of an individual's learning **(Wang et al, 2009).**

It seeks what students are setting out to do, what students are accomplishing, it can be informative. **Baker, 1989** argued that several works mentioned that metacognitive knowledge and regulatory skills such as planning are connected to evaluation also they are amongst the fundamental factors that smooth the progress of reading comprehension. If the students know how and when to implement the regulatory skills in the classroom ,activities as the instructional programmes ,They would notice the improvement in their comprehension tests .Regulatory processes (planning

,monitoring , and evaluation) must be accentuated in the learning process to motivate learners to control ,monitor ,regulate their growth in reading comprehension.**(Swanson,199)**

The current circumstances necessitate the individuals to possess the skills of reading for the fulfillment of their desires whether for pupils ,students ,learners in general .More over researches show that teachers fail to equip their learners with such skills ,it seems that they use outdates approaches and orient them on short-term results rather than real life proficiency .Moreover ,students lacks knowledge about metacognitive strategies and strategies themselves so that their achievements are low.

2.8 Conclusion

The chapter above has tried to provide a sight about the MS and a literature of language learning strategies classification systems in one hand and the planning for learning in the other hand. since this research work aims at assessing the use of MS among master 2 students of Ibn khaldoun university, a background of data was collected to support our claims and widen our sight in this prospective for investigating the phenomena and trying to prove the hypotheses and present multiple groups of strategies in order to enhance learning English in our universities. As it is declared by **khatib (2008):**

"the status of English in Algeria is almost the same as that in the other countries of the world where English is regarded as a foreign language, also, it is worth noting that despite the hegemonic and imperialistic nature of English worldwide, it is still badly needed in Algeria for the purposes of communicating with the outside world, education, acquisition of knowledge, and developmental at large "khatib,2008,cited in Benmostefa,2013,p.104)

The next chapter is the field work of our dissertation that investigates the learners' and teachers' use of MS .moreover, the analysis of the collected data of both the learners' questionnaire and the teachers'interview.

Chapter three

3.1Introduction

The so-called Metacognition in not inborn but it could be instilled into students via explicit approaches As mentioned before, it is hardly difficult for learners to be self-directed when learning is already planned and monitored by someone else. Hence, students should take responsibility for planning and regulating their own learning that is why in EFL contexts, teachers should equip their students with activities and tasks that boost not only language skills; but also MS of planning, monitoring, and evaluating. it is discernibly that proficient learners are those who have « good metacognition »which paves the way to them to know how to learn and what to do in any learning circumstances. so from those perspectives, we built on our research that aims at finding out students' and instructors' views and perceptions towards the actual use of MS and their rapport in planning for learning English as a foreign language. This study has sought to present as well as to analyze and interpret the data gathered from the research methods used. With regard to answer the questions we raised at the commencement of our research work and also to verify and validate the research hypotheses as answers to the suggested research questions. we implemented the following instruments :an online questionnaire handed to a sum of 80 master two students at ibn khaldoun university department of English and an interview administered to 6 teachers of English .the questionnaire was deployed to test students' use and awareness of MS to plan for their learning EFL .whilst, the interview aimed at disclosing if ibn khaldoun university teachers are effectively aware of MS during performing their lessons to their learners and if they provide them with when doing their tasks or not .it ends with the main limitations and with some concluding remarks and recommendations .

3.2 Research design

Relying only on quantitative approach is not adequate to reveal all the desired variables, so our study adopted a combination of both quantitative and qualitative approaches .in turn, our ultimate aim is to sensitize both learners and teachers to the importance of MS on learning process so as to enhance reflective ,creative thinking among language learners. The researchers used the following procedures to analyze the collected data. First the data obtained from the teachers via interview, from students through questionnaire.

3.2.1 Students-addressed questionnaire

Students' questionnaire attempts to disclose how much students are well aware of MS use. Thirteen questions are designed to elucidate if students are accustomed to use metacognitive strategies; furthermore, it would address students' concern toward MS when they plan for their learning.

3.2.1.1 Questionnaire in details

The questionnaire which is administered to 80 students at Ibn Khaldoun University of the two specialties (didactics and linguistics) consists of 13 questions that could enable us gather as much information as we can .it split up into two parts: part one is dedicated to personal information .it contains 3 close ended questions so as to gat information about their age, gender, and educational background. they are easy and quick to fill in .part two :it contains 10 questions 3 of them requires details and justifications while the rest are close ended addressing learners' views and attention towards MS for planning for their learning English as a foreign language.

3.2.1.2 Questionnaire sample

Noticeably, master two students of English at university are somehow acquainted to use MS consciously or unconsciously. The reason behind choosing them was that they are matured enough and most of them spent 4 years in the same university under the same conditions and circumstances. Furthermore, they have certain knowledge that helps them grasp and respond properly. The informants' number was eighty students and it facilitated and lead us to get a quantitative data that could help us understand the subject under study. in fact, their answers and cooperation were of utmost importance for ensuring the success of our research.

3.2.1.3 Pilot study

The pilot testing was conducted by 2 teachers and 5 learners to help us as researchers to check the availability and clarity of items to adjust and change the ones which did not serve the purpose of the study. indeed, this testing ensures the credibility and feasibility of the current research .due to the present circumstances only 2 out of 10 teachers has respond to our questionnaire that has been changed several times.

3.2.1.4 Questionnaire results

The questionnaire opens up with 3questions followed by one section .the first question is about their sex and the second is about their level while the third one is about their specialty .

The results are as follow:

Part one:

Question 1: What is your gender ?

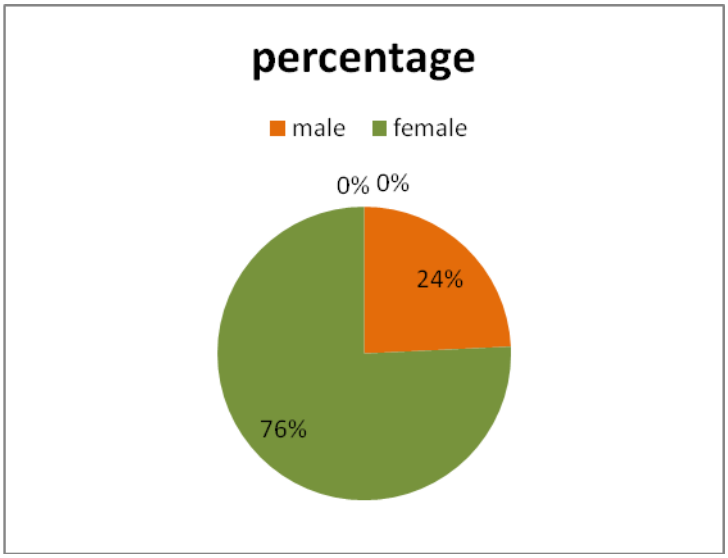

Figure 1 :students' gender

Females ranked first in their participation in a percentage of 76% ,and only 24% of males participated.

Question 2 : what is your level ?

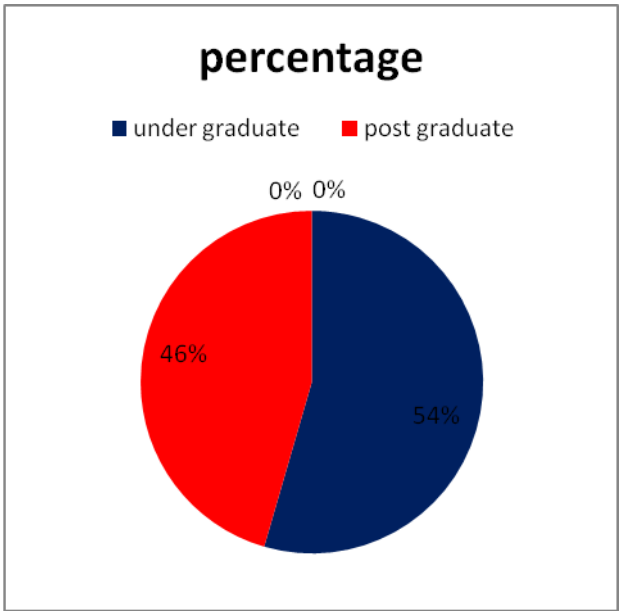

Figure 2 : students' level

54%of the informants are under graduate ,while **46%** of them are post graduate .

Question 3 :what is you specialty ?

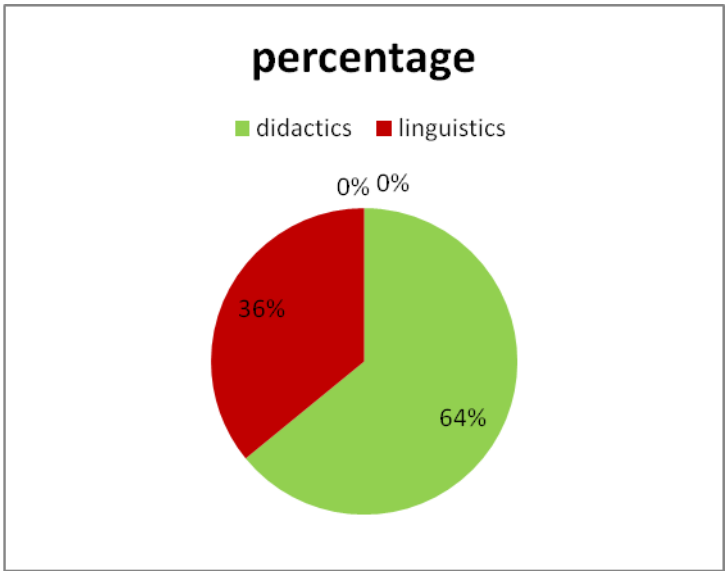

Figure 3 : students' specialty

Didactic students are graded first in their cooperation in a percentage of **64%**,and only **36%** of linguistic students participate.

Part two :

Question 4: are you familiar with the metacognitive strategies?

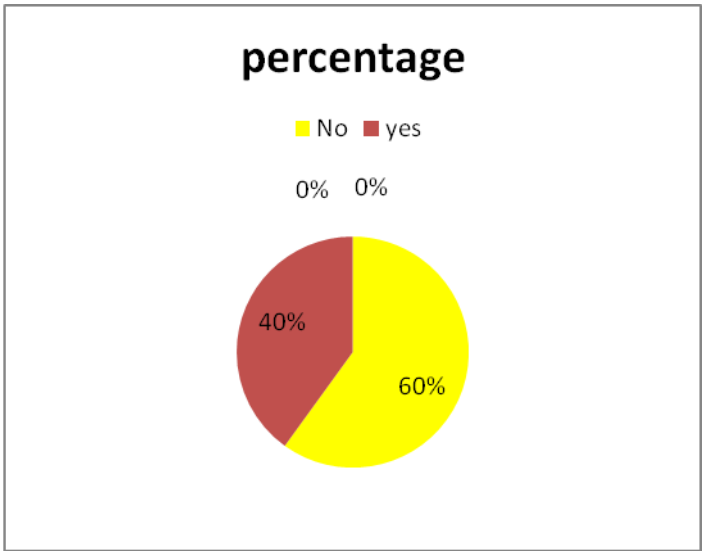

Figure 4 : students' familiarity about metagognitive strategies

60% of the informants are not familiar with MS, while 40% of them are aware of MS.

Question 5: Does your teacher give you learning strategies when giving you the task instruction ?

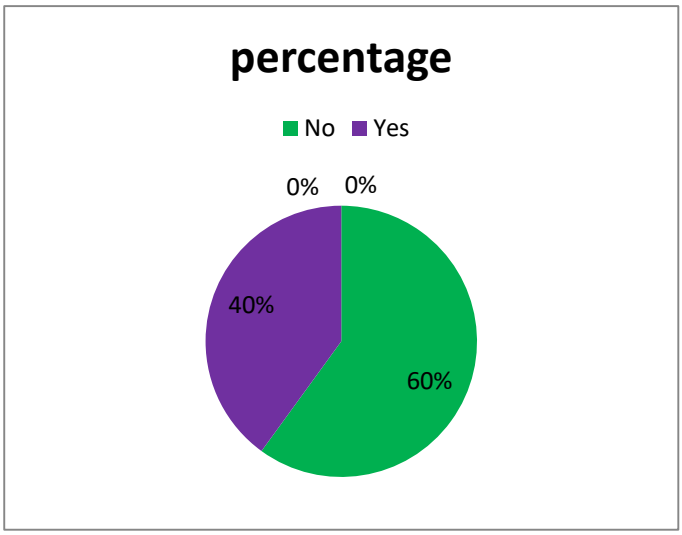

Figure 5: Students' views whether their teachers give them learning strategies while giving them the task instructions or not.

60%of the participants their teachers do not provide them with learning strategies when giving them the task instruction, while 40% of them do.

If no, are you capable of choosing the suitable strategy when commencing the task ?

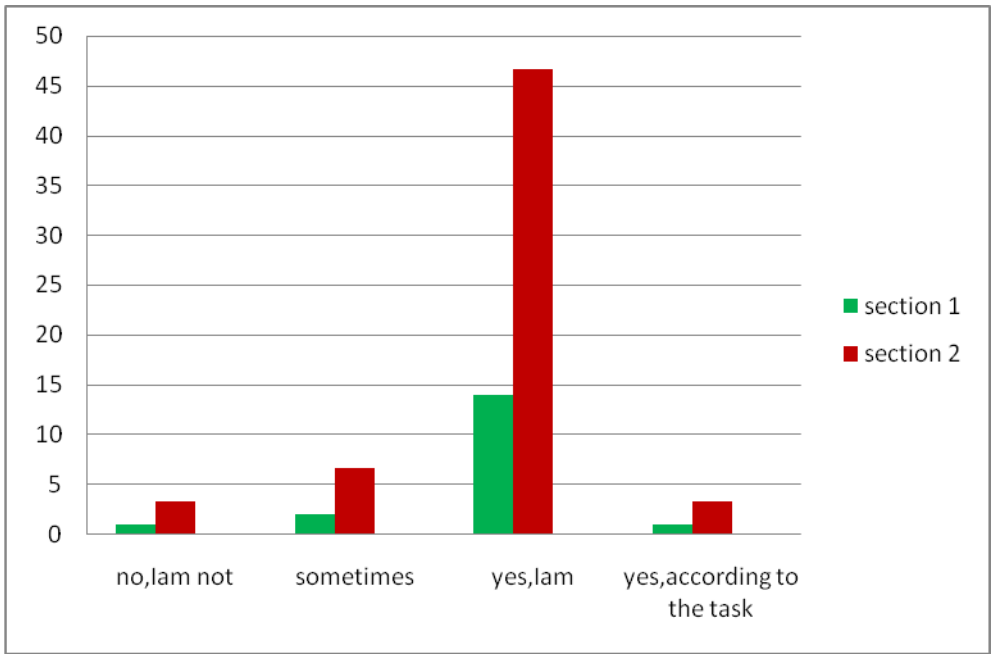

Figure 5: Students' capability of choosing the appropriate strategy while starting the task.

As shown in the figure,14(46%) of the respondents admit that they are capable of selecting the suitable strategy when commence their tasks,besides,2(7%)of them state that they sometimes can choose the convenient strategy while commencing the task, in addition,1(3%)of them claim that he is capable of choosing the strategy but according to the task,finally,1(3%)of them is not .

Question 6: what are the most known metacognitive strategies?

Not many of the informants have responded to this item in which their answers were approximately the same. According to them the most known strategies are evaluation, self questioning, self talk, self-management; and self-assessment . Only two state the KWL strategy and the zone of proximal development and functional planning.

-Please tick the strategies that you are aware of ?

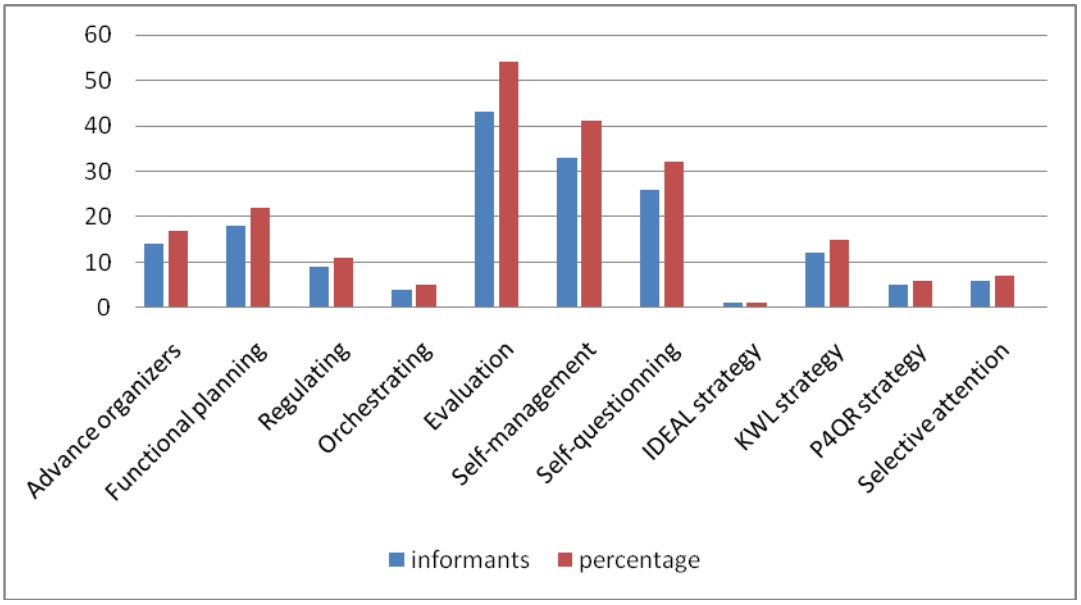

Figure 6: Students' awareness about MS

The statistics of the awareness of students about MS show that 43(54%) of the participants claim that they are aware of the evaluation strategy, while 33(41%) of them are conscious of self-management strategy, then, 26(32%) of them are familiar with self-questionning strategy, furthermore,18(22%) of them are acquainted with functional planning strategy,moreover,14(17%) of them are cognizant of advance organizers strategy, in addition 12(15%) of them are aware of the KWL strategy, 9(11%) of them are mindful of regulating strategy, 6(7%) of them are conscious of selective attention strategy, only 5(6%) of them are aware of P4QR strategy and just 4(5%) of them know orchestrating strategy and mere minority 1(1%) of them are aware of the IDEAL strategy.

Question 8: Do you realize that each task has a hidden cognitive goal beside the direct one ?

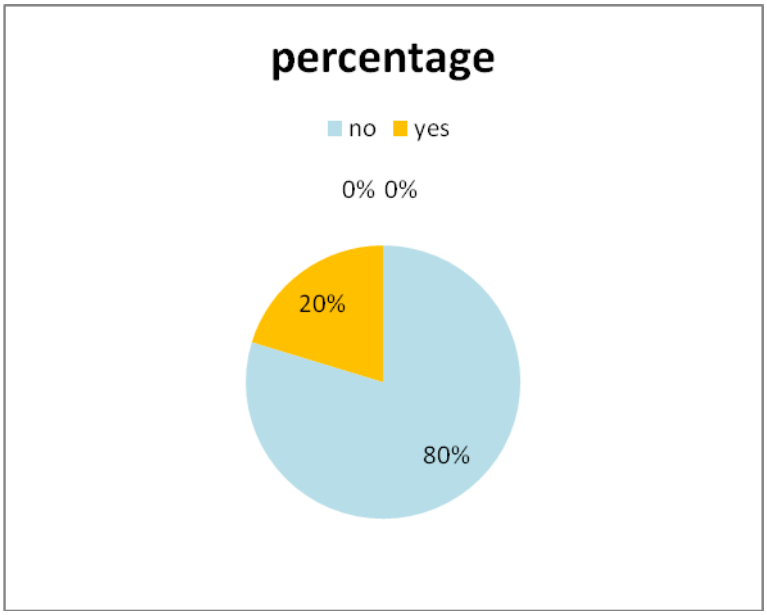

Figure 8 : Students' views wether they realize that each task has cognitive goal beside the direct one

As shown in the graph, 80% of the informants attest that they do not realize that each task has a hidden cognitive goal beside the direct one,whereas,20% of them admit that they do .

Question 9 : Do you define your goals for the problem before solving it ?

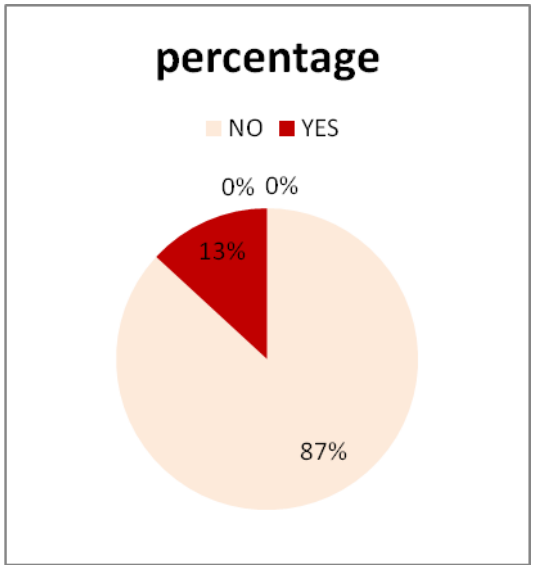

Figure 9 : Students' views about defining their goals for the problem before solving it.

The graph show that 87% of the respondents acknowledge that they do not define their goals for the problem before solving it ,while 13% of them confess that they do.

Question 10 : Do you define your achievements after solving the problem ?

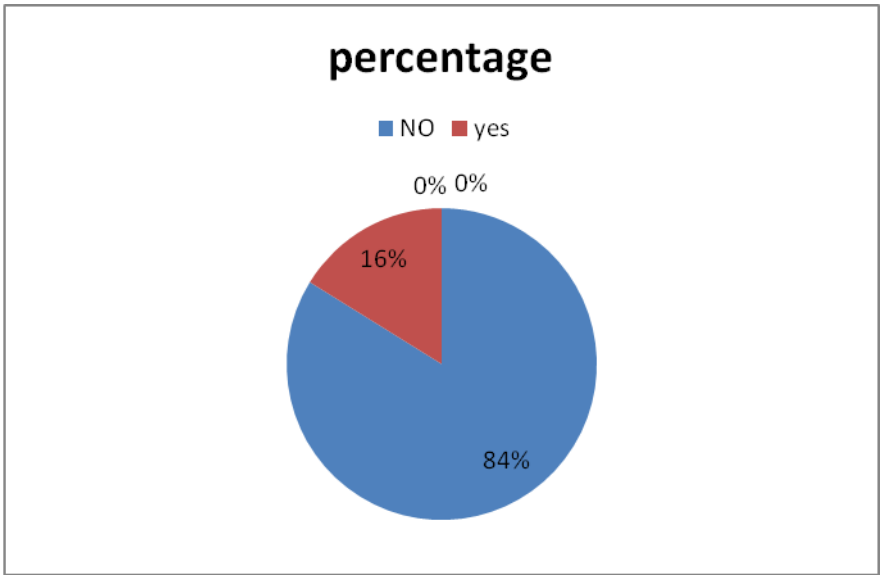

Figure 10 : Students' views about defining their achievements after solving the problem.

The statistics in the pie chart above indicates that 84% of the participants do not define their Achievements after solving the problem, meanwhile 16% they do.

Question 11 : Do you regulate your thinking when you realize that you are failing when using specific strategies ?

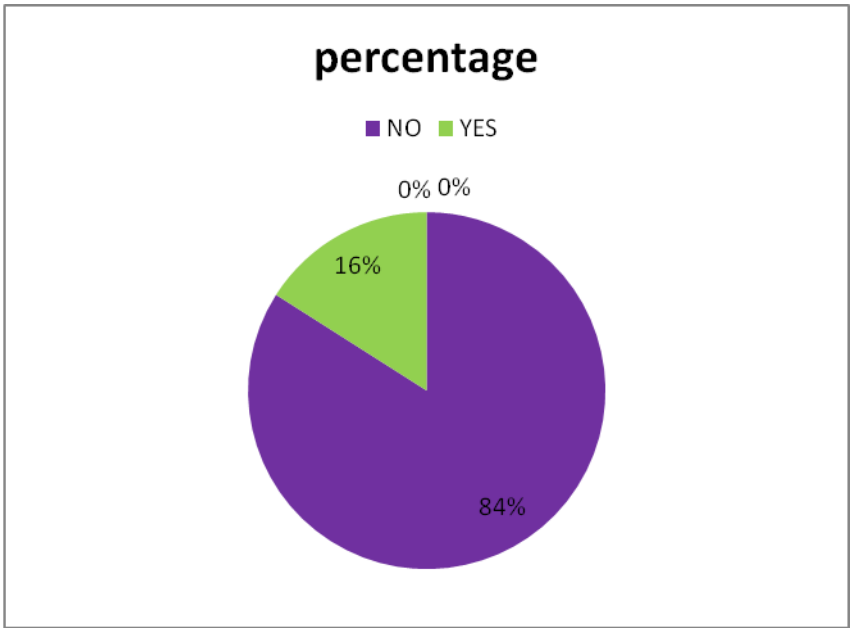

Figure 11: Students' views about regulating their thinking when they realize that they are failing when using specific strategies.

The statistics inserted in the figure above show that 84% of the informants do not regulate their thinking when realize that they are failing when using specific strategies, while 16% of them they do.

Question 12 : Are you aware of the planning advantages in solving learning problems plus the real life problems ?

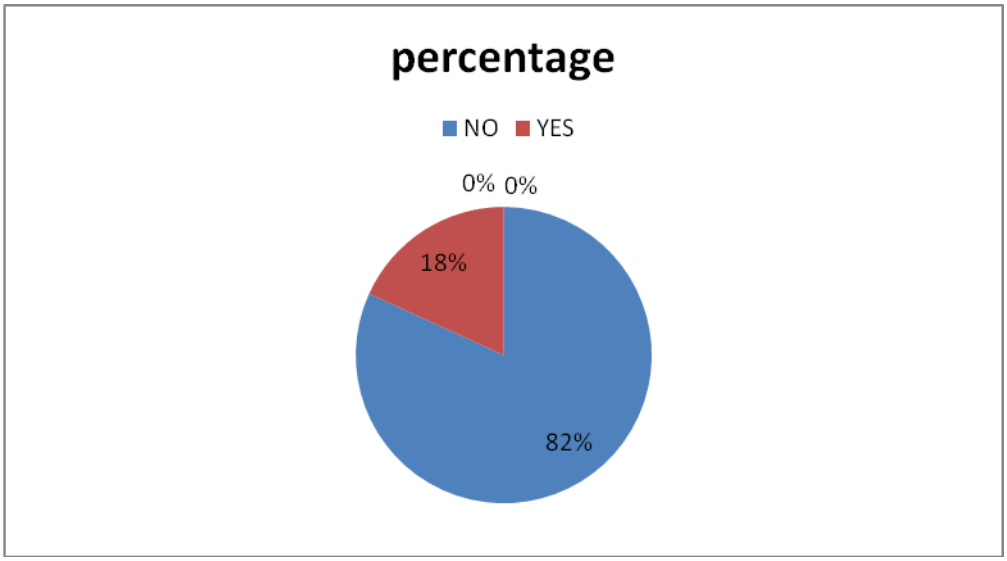

Figure 12 : Students' awareness of the planning advantages in solving learning problems in addition to real life problems.

The figure mentioned above elucidates that 82 % of the participants are unaware of the planning advantages in solving learning problems likewise the real life ones, whereas 18% of them are aware.

Question 13: The strategies bellows are used to improve the listed skills. Tick the strategies that you are acquainted with .

A-Listening skill:

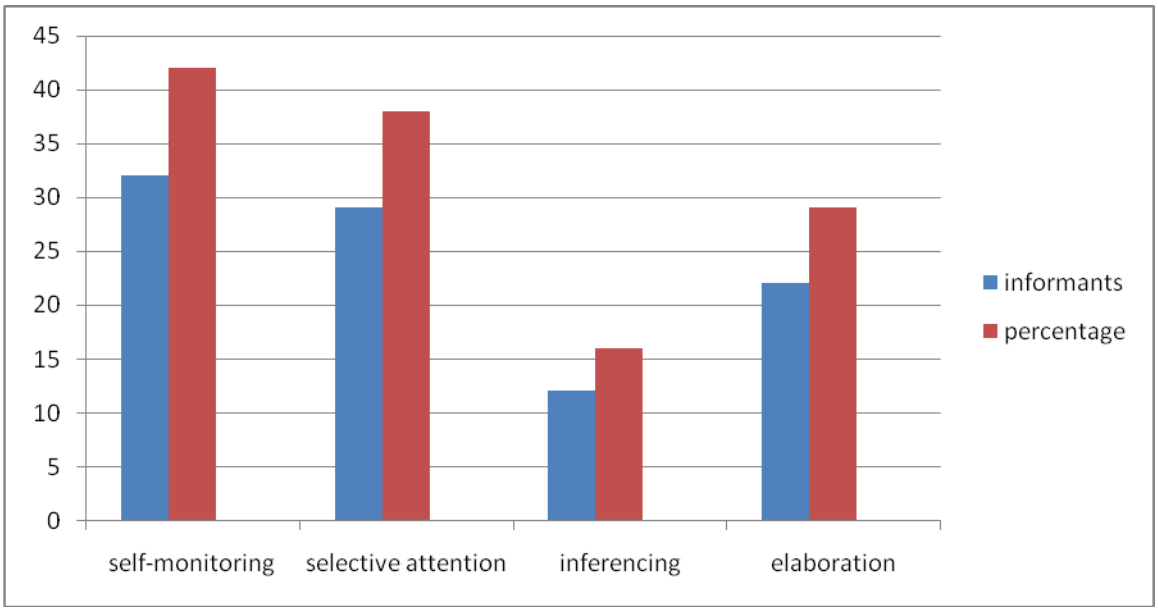

Figure A : Strategies of improving listening skill

The statistics about the strategies of improving listening skill show that 32(42%)of the informants are cognizant of self-monitoring strategy in listening comprehension ,whereas 29(38%)of them are mindful of selective attention ,and 22(29%)of them are aware of elaboration, and mere minority of them are acquainted with inferencing strategy.

B- Speaking skills

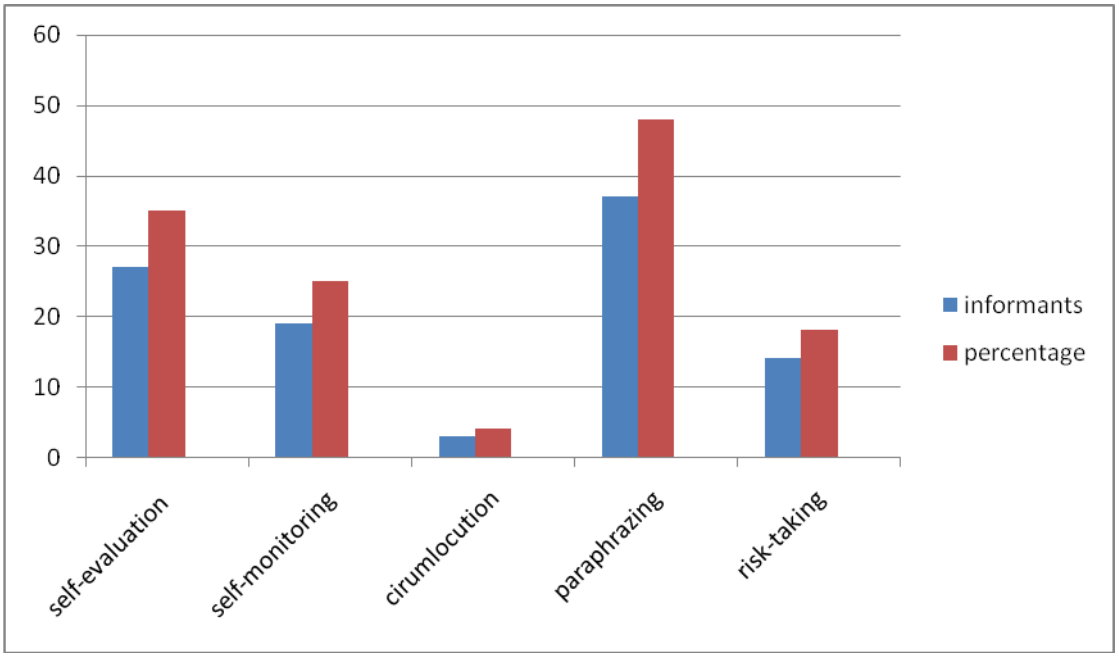

Figure B : Students' awareness of strategies for improving the speaking skills.

The graph shows that37(48%)of the participants are familiar paraphrasing strategy use in speaking skill tasks,27(35%)of them are conscious of self-evaluation strategy,19(25%)of them are aware of self-monitoring ,14(18%)of them are acquainted with risk-taking, and only 3(4%)of them are cognizant of circumlocution strategy

. C-Reading comprehension

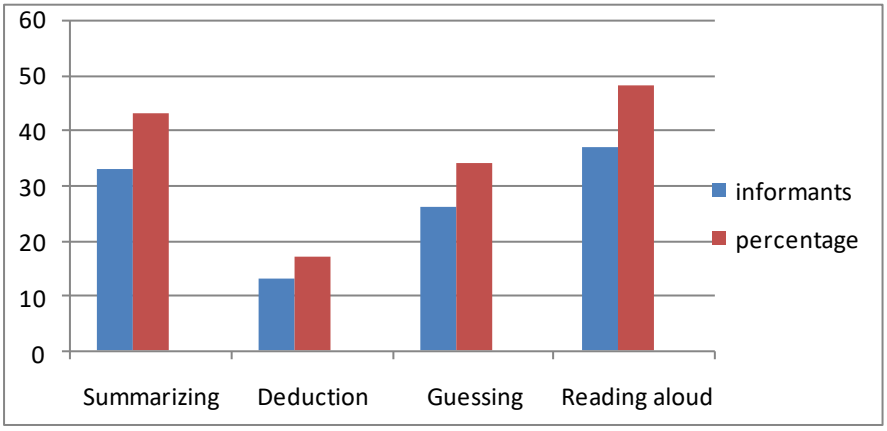

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Figure C: students' awareness of the strategies for improving reading comprehension.

The statistical data placed in the figure above show that 37(48%) of respondents are aware of reading aloud in reading comprehension, while 33(43%)of them are acquainted with summarizing ,only 26(34%)of them are conscious of guessing, and mere minority 13(17%)of them are familiar with deduction strategy.

D- Writing skill:

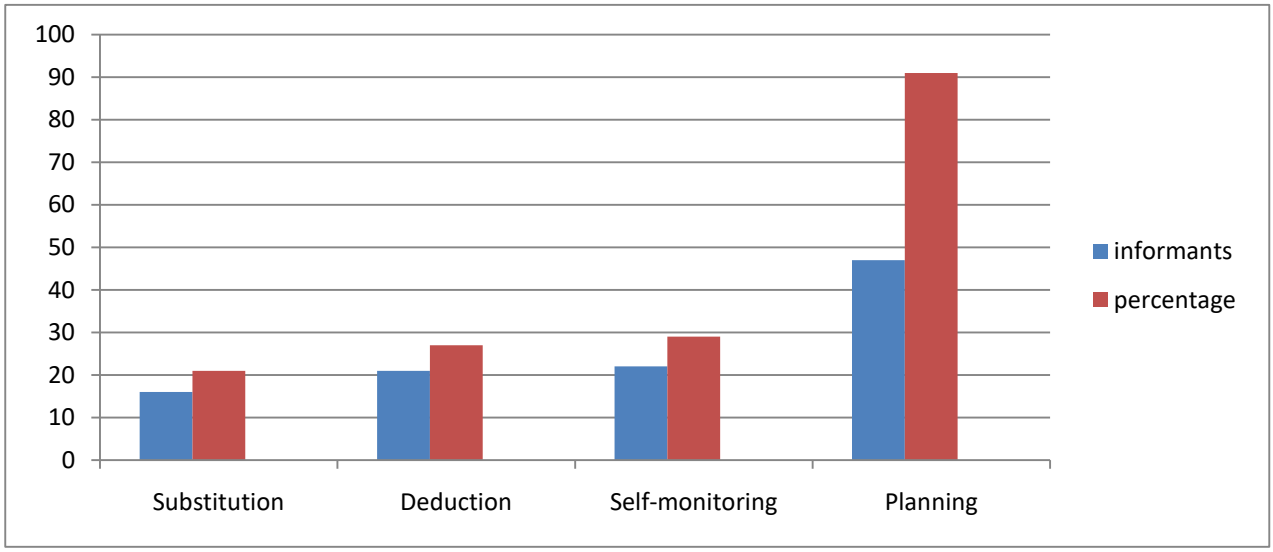

Figure D: Students' awareness of the strategies for improving the writing skill .

The graph indicates that 47(61%)of the targeted population attested that they are aware of using planning for writing skill as a strategy ,while 22(29%)of them are familiar with using self-monitoring ,then 21(27%)are acquainted with deduction ,and just 16(21%)of them are conscious of using substitution strategy.

A note worth mentioning is that all participants are aware of those strategies , but they do not try to implement them when doing activities that need such sorts of skills and they do not recognize that they are metacognitive strategies for receptive and productive skills.

3.2.2 Teachers-addressed interview

As previously mentioned, our primary data was drawn from several sources : teachers' interview and students' questionnaire. the face to face interview was turned into electronic interview due to the present situation that our country is going through .it was conducted with teachers Ibn Khaldoun University teachers of English department for the sake of testing the use and implementation of metacognitive learning strategies. we designed certain questions that would expect to help and pave the way to us as

researchers to unravel the extent of teachers awareness and use of MS to direct their students and show them how to plan for their learning English as a foreign language .

3.2.2.1 Interview in details

The interview which is conducted with Ibn Khaldoun University teachers from different specialties encompasses 23 questions that are designed for this study .it is composed of 15 open-ended and 8 close-ended questions. it explores whether teachers cognize the importance of using MS while they perform ,it also sought to reveal if they provide their learners with MS and make them aware of them ,it also meant to find out at what degree they use them when doing their tasks. Finally, this investigation tool endeavors to give further suggestions and solutions for fostering the use of these strategies while learners plan for their EFL.

3.2.2.2 Interview sample

A sample from Ibn Khaldoun university teachers of English are chosen to participate to this interview .we interviewed six teachers from different specialties and generations which allowed us to get a concrete data for our research that aimed at discovering the significance and the actual use of MS for planning for learning.

3.2.2.3 Interview results:

Question 1: Do you recognize the concept of metacognitive strategies?

The aim behind this question is to see whether teachers know MS and are familiar with them.

Teacher 1: MS are strategies used by learners such as awareness, planning, and self-evaluation while learning EFL.

Teacher 2: It refers to the teaching technique used by teachers to help their students understand the way they learn.

Teacher 3: As it is said metacognition is the process of thinking about thinking

Teacher 4: Yes, I do. It enables learners to acquire knowledge ,solve problems and perform tasks.

Teacher 5: It is the understanding of knowledge according to one's own thinking.

Teacher 6: Yes, of course, they refer to those techniques and methods used to help learners understand the way they learn. Briefly, they mean the processes devised for learners to think about their way of thinking.

All the interviewed teachers say that they recognize the concept of MS.

Question 2: have you received any training that would enable you to implement these metacognitive strategies according to your learners' preferences?

The aim of this question is to know if they got any training officially.

Teacher 1: No, I have not received this training

Teacher 2: No, I have not.

Teacher 3: NO, I have not.

Teacher 4: Yes, I have.

Teacher 5: Not in very special way.

Teacher 6: Frankly speaking, no training as regards metacognitive strategies was planned neither during pre-service nor in-service training sessions. it was learned in action.

Accordingly, 3 teachers out of 6 state that they have not received any training for implementing these strategies, while 1 teacher out of them claim that he has received this training and another one attest that he has received this training but not in very special way, besides, another teacher disclaim that and state that MS should be learned in action.

Question 3: Do you try to direct your learners towards metacognitive thinking? Do you observe the outcomes of your efforts?

The aim of this question is to reveal the degree of teachers' interest towards their learners.

Teacher 1: Yes, I usually do direct my learners toward this strategy .it helps learners and motivates them to conduct their own learning.

Teacher 2: Sometimes (according to the lesson objectives).but when I implement it I truly observe positive outcomes

Teacher 3: Not really.

Teacher 4: Yes, I tried to direct my learners and I observe the outcomes.

Teacher 5: Yes, I can observe that through assessment.

Teacher 6: Yes, implicitly, through activities. Yes it bears fruit with most students.

Three teachers out of six argue that they tried to direct their learners towards this strategy because they regarded it as a helpful and motivated tool that aids them plan for their learning besides, they confess that

they observe better outcomes of their efforts .alongside, two teachers, the first one declares that he sometimes tries to direct his learners but according to the learning objectives and when he implements it he observe better achievements. And the other one admits that he tries to direct them through tasks but in an implicit way ,meanwhile 1 teacher out the whole population consider that it is not really .

Question 4: Metacognitive strategies are the gate to creative, reflective, critical autonomous learner; can you elaborate with this idea?

The objective of this question is to see teachers' views about MS for enhancing creative, reflective, critical autonomous learner.

Teacher 1: Yes, it helps the learner monitor and direct his learning process.

Teacher 2: MS are crucial because it foster students' forethought and self reflection (metacognitive and critical thinking skills) as well as develop consciousness of the learners to be autonomous.

Teacher3: for example in reading comprehension, learners have to conduct a pre-reading step in which they ask questions on the background of the text .in this context, they have to have the pre –requisite knowledge on the discussed topic. This results from conducting an autonomous preparation.

Teacher 4:when students learn about strategies are most for solving problems they become increasingly autonomous in their learning as they become aware of their strengths and weaknesses and understand that being successful depend on their efforts they make and strategies they implement so this enable the learner to be creative and reflective critical autonomous learner.

Teacher 5: Yes, of course.

Teacher 6: In fact, metacognitive strategies are supposed to ensure the transition from a wholly dependent learners to more independent ones, i.e., to train learners to become responsible of their own learning ,self-directed, risk-taker, decision maker, etc. learners become more active ,motivated, better organized, etc. leading to self-awareness to depict their own needs and identifying the appropriate behaviors.

The answers to this item demonstrate that all the informants have the same vision towards MS and their crucial role for enhancing and fostering these skills creative ,reflective and critical thinking and independent learning .

Question 5: Do you teach your learners how to plan their learning by using the metacognitive strategies?

The aim behind this question is to know whether teachers show their learners how to plan by providing them with MS or not.

Teacher 1: Yes, I do.

Teacher 2: No answer.

Teacher 3: Yes, I do**.**

Teacher 4: Yes, I teach them.

Teacher 5: Yes, I do.

Teacher 6: Yeah, of course.

The answers to the fifth item show that all the teachers claim that they teach their learners how to plan for their learning by using MS, except one teacher did not reply to the question.

Question 6: In your opinion, what is the most efficient manner of teaching those strategies either explicitly or implicitly? Can you justify please?

The aim of this question is to disclose the way metacognitive strategies should be taught either explicitly or implicitly.

Teacher 1: Implicitly is more efficient since learners are automatically aware of seeking knowledge.

Teacher 2: No answer.

Teacher 3: I think both methods are efficient because each method serves the objectives of its lesson.

Teacher 4: I think the most efficient manner is implicitly, it is effective when the strategy is indirect because this creates challenge in the class and it helps learners to improve their learning.

Teacher 5: It is to make the learner central in the learning process.

Teacher 6: According to me, explicit manner of metacognitive strategies can impact positively learners' learning. The more learners aware of and have knowledge of the strategy the more they actively can transfer the strategy to other situations.

Two teachers out of six think that the most efficient manner of teaching MS is the implicit way, whereas one of them affirms that the explicit manner is the efficacious one since it can impact positively on learners' achievements, then another teacher states that both of those latter are effective for each method serves the aims of its lesson, moreover, another teacher seems neutral according to his answer where he confesses that it is to make the learner central in the learning process. And another one did not reply to the answer.

Question 7: how do you conduct your learners engage in a problem solving and opt for the appropriate strategy for the problem?

The aim of this question is to check teachers' way of conducting their learners while engaging in a problem solving.

Teacher 1: Through task when they use their prior knowledge.

Teacher 2: Giving them a list of critical questions and asking them to write about a problem solving incident.

Teacher 3: By engaging and involving learners in preparation and planning before the task, brainstorming, eliciting while doing the activity, and finally, criticizing, evaluating, summarizing after the task.

Teacher 4: According to their level.

Teacher 5: I encourage them to think positively.

Teacher 6: problem solving is said to develop higher order thinking skills. To attain such skills, teachers are required to implement learning processes that involve learners actively and be able to grow the ability to think, to work, and to communicate.

The answers to this question differed from one teacher to another, whereby each one of them has his own way of conducting his learners while engaging in problem solving. The first teacher states that he conducts his learners engage in problem solving through tasks when they use their prior knowledge, then the second teacher gives them a list of critical questions and asks them to write about a problem solving incident, besides the third teacher confesses that he engages and involves his learners in preparation and planning before the task brainstorming, eliciting while doing, and finally, criticizing, evaluating, and summarizing after the task. In addition, the fourth teacher attests that he conducts them according to their level. Furthermore, the fifth teacher testifies that he encourages them to think positively. Moreover, the sixth teacher claims that problem solving develops higher order skills. For attaining such skills, teachers are required to implement learning processes that involve learners actively and able to grow the ability to think, to work, and to communicate.

Question 8: Do your students respond to the given strategies and try to implement them through the tasks? Do you notice the change in their achievements?

The point of this question is to find out whether learners react positively and get better achievements while using those strategies

Teacher 1: Yes, they do. it facilitates teachers' works and helps them improve easily and quickly their learning.

Teacher 2: Yes of course,(but remember that we have the problem of overcrowded classes).So it is difficult to assess the students' achievements nor to observe them all.

Teacher 3: Not all students only few of them can respond

Teacher 4: Yes, there is positive impact.

Teacher 5: Yes, they do.

Teacher 6: For most of them, it proves its efficiency.

The data revolving around the question 8 reveal that among the targeted sample 4 respondents out of 6 suggested that their learners do respond to the given strategies and they try to implement them through the tasks. they also agreed that they notice better outcomes in their achievements because they regarded it as a facilitating tool to their work from one side and from the other side it helps their learners improve easily and quickly their learning, accordingly among those upholders mention that it is difficult to assess students' achievements nor to observe them all .meanwhile, two other teachers has differed in which the first one state that for most of them, it proves its efficiency ,in contrast the second one say that not all students only few of them can respond to the given strategies.

Question 9: Do your learners achieve the wanted goals that you set for them?

The goal of this question is to know teachers' views whether their learners achieve the wanted goal goals that they set for them or not.

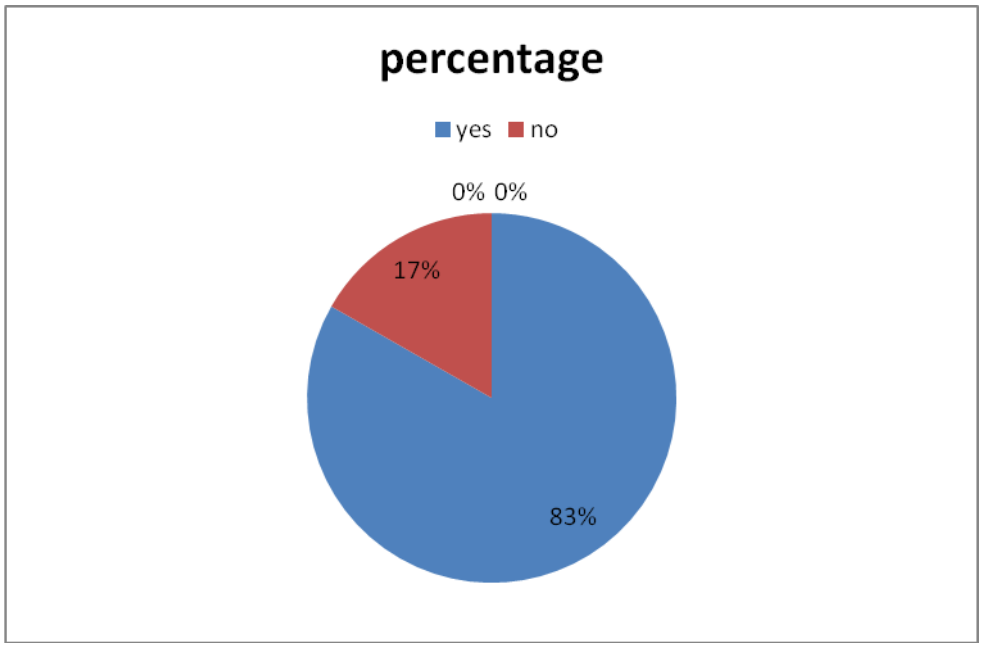

Figure 9: Teachers' opinions about their learners' achieved goals.

The answers to the question 9 reveal that 83% of the surveyed teachers claim that their learners achieve the wanted goals that they set for them, while 17% of them disclaim that.

Question 10: Does the Algerian curriculum stress the magnitude of metacognitive strategies as a life time skills?

The target of this question is to know whether the Algerian curriculum gives much importance to MS as lifetime skills.

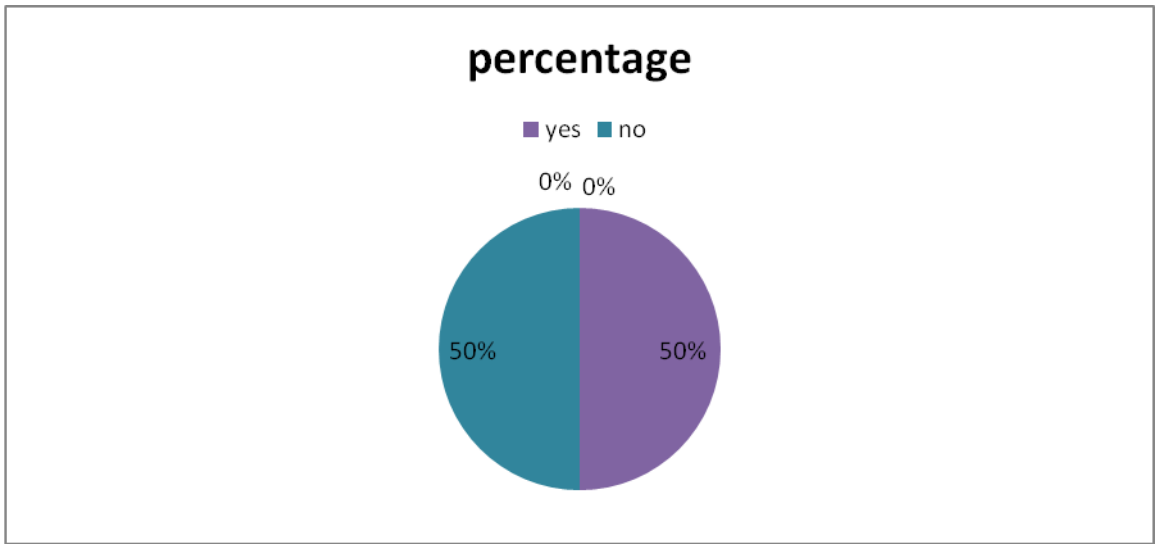

Figure 10 : Teachers' views about the Algerian curriculum

The pie chart above shows that half (50%) of the respondents claim that the Algerian curriculum stress the significance of MS, while the rest half disclaim that.

Question 11: Do you differentiate between the strategies as direct and indirect ones?

The purpose behind this question is to know whether teachers distinguish between direct and indirect strategies.

Teacher 1: Yes, I do.

Teacher 2: Yes, I do**.**

Teacher 3: No, I do not.

Teacher 4: Yes, I do.

Teacher 5: Yes, I do

Teacher 6: Yes, of course, those direct ones are concerned with memorization, cognition, and compensation strategies, the indirect ones are metacognitive and include social and affective ones.

The answers to this item show that 5 teachers out of 6 testify that they distinguish between the direct and indirect strategies and among those informants one teacher clarify which are the direct and indirect ones ,while 1 teacher confess that he does not .

Tick the strategies you use?

The objective of this question is to know teachers' use of such strategies.

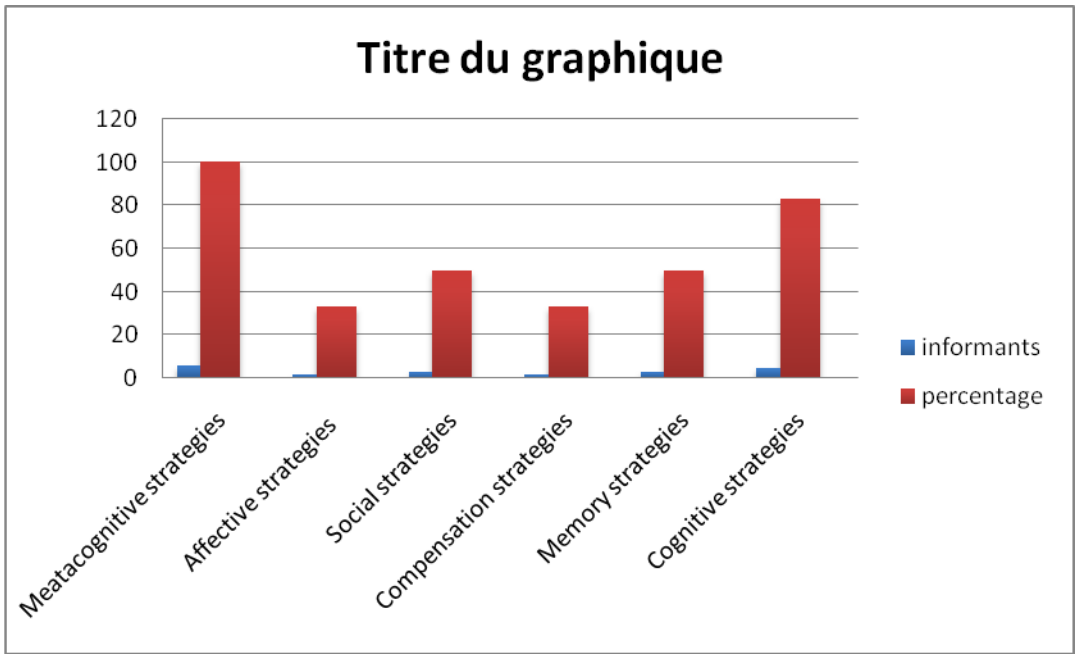

Figure 11: Teachers' use of metacognitive strategies

The statistical data inserted in the figure above, show that 6(100%)of the informants state that they use MS, while 4(80%)of them utilize cognitive strategies, in addition,2(40%)of them stipulate that they implement Memory strategies, furthermore 2(40%)of them confess that use social strategies, moreover 1(20%)of them use affective strategies, and another one argue that he uses the compensation strategies.

Question 12: According to your experience with your learners, are they of high order thinking?

The aim of this question is to check teachers' assessment of their students' qualifications.

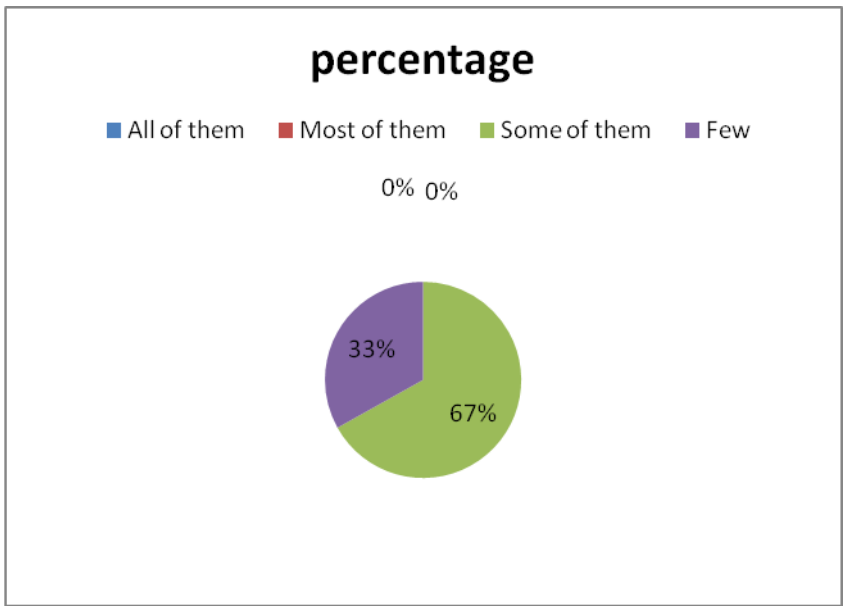

Figure12: Teachers' views about their learners thinking.

The figure elucidates that 4(67%)of the participants admit that some of their learners are of high order thinking, whereas 2(33%)of them state that few of them are of high order thinking.

Question13: How do metacognitive strategies help you construct a flexible and creative classroom environment?

The aim of this question is to know the paramount role of MS for creating and constructing flexible and creative classroom environment.

Teacher 1: It makes learner more autonomous and self-directed.

Teacher 2: no answer.

Teacher 3: The spillover from teaching MS can help students develop their growth mindset, goal setting skills and self regulation.

Teacher 4: They help in shaping the general atmosphere of the classroom and the way it should be managed by the teacher.

Teacher 5: As mentioned earlier, MS encourage collaborative work; improve effective learning because learners are in control of their learning.

Teacher 6: The varied repertoire of such strategies, when learners are aware of, enables both teachers and learners to operate flexibly and creatively inside the classroom environment. Teachers are required to devise tasks at an appropriate level of difficulty; moderately challenging rather than

frustrating. Teachers should ensure the role of a prompter so as to increase learners' thinking process.

When we asked teachers about this question each one of them gives his own viewpoints towards MS. according to their responses MS play a crucial role for creating a flexible and creative classroom environment. the first teacher confesses that MS makes learner more autonomous and self-directed, the second teacher did not provide answer, the third teacher states that the spillover from teaching MS can help learners develop their growth mindset, goal setting skills and self regulation. The fourth teacher claims that MS help in shaping the general atmosphere of the classroom and the way it should be managed by the teacher. The fifth teacher attests that MS encourage collaborative work; improve effective learning because learners are in control of their learning. The sixth teacher admits that the varied repertoire of such strategies, when learners are aware of, enables both teachers and learners to operate flexibly and creatively inside the classroom environment. Teachers are required to devise tasks at an appropriate level of difficulty; moderately challenging rather than frustrating. Teachers should ensure the role of a prompter so as to increase learner's thinking process.

Question 14: Do you usually plan to teach you learners how to use metacognitive strategies as a lesson or the curriculum is giving them enough significance?

The purpose of this question is to see whether the Algerian curriculum gives much importance to the implementation of MS or teachers used to teach their learners the way of using them in a lesson.

Teacher 1: No, I do not. I implicitly use this strategy when teaching.

Teacher 2: No, I do not.

Teacher 3: Yes, as a lesson.

Teacher 4: Yes, I do.

Teacher 5: Yes, I do.

Teacher 6: the curriculum does.

The answers to question 15 reveal that 1 teacher among the addressed population claim that the curriculum is giving enough significance to the use of MS , while 2 others mention that they do not teach them as a lesson and 1 teacher among the two say that he implicitly uses this strategy when teaching, moreover 3 teachers out of 6 confess that they teach them as a lesson.

Question 15 : Are you informed about the role of the metacognitive strategies in reducing the amount of anxiety and overcome the obstacles of learning a foreign language?

The point of this question is to know teachers' awareness about the crucial role of MS for reducing the amount of anxiety and overcoming the obstacles of learning FL.

Teacher 1: Yes, I am .

Teacher 2: No Response..

Teacher 3: No, I am not.

Teacher 4: NO response.

Teacher 5: Yes, I am .

Teacher 6: Yes, I am.

3 teachers out of 6 say that they are aware and informed about the role of MS in reducing the amount of anxiety and overcoming the obstacles of learning a foreign language, while 1 teacher among the whole population confess that he is not aware about it. And 2 teachers did not answer to the question.

Question 16: Are there any specific learning strategies that are recommended to be used for facilitating the learning process among the university students?

The aim of this question is to check whether teachers are familiar with the strategies which are used in university for the sake of facilitating the learning process to learners.

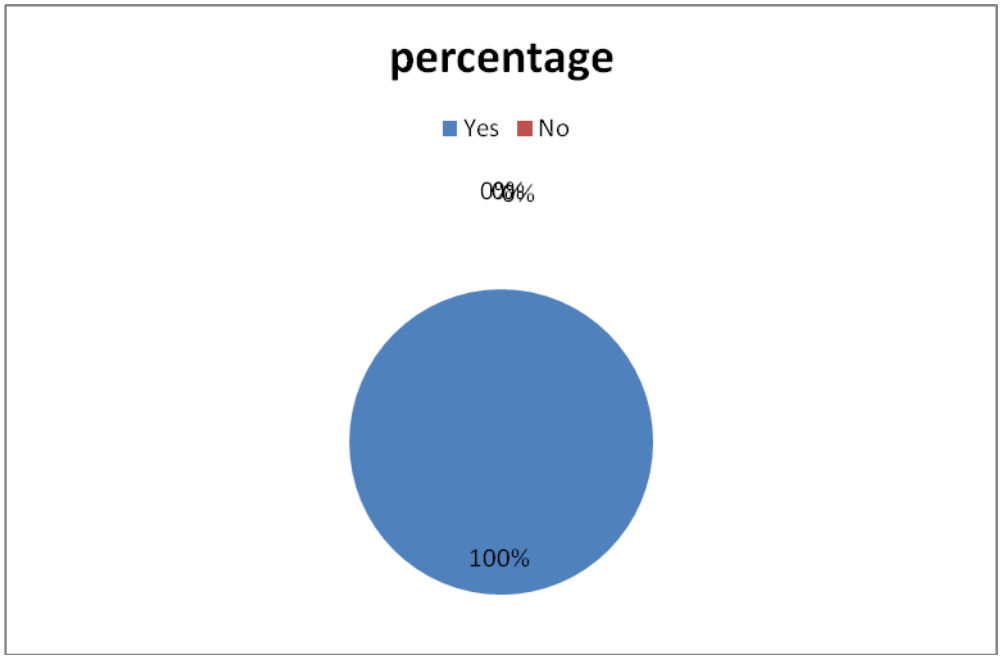

Figure 16: Teachers awareness about learning strategies

100% of the informants state that they are aware and informed about the specific learning strategies that attempt to make the learning process much easier and unchallenging.

Question 17: Could you mention any efficient metacognitive strategies that make a palpable distinction in the achievements of your students?

The objective behind this question is to check the extent of teachers' knowledge about the effective MS that appear at the end positive outcomes in their students' achievements.

Teacher 1: Learner-Learner feedback.

Teacher 2: No response.

Teacher 3: Metacognitive note taking skills, thinking aloud, self -assessment, teacher modeling, reading comprehension.

Teacher 4: Independent learning.

Teacher 5: Put them in a problem solving situation.

Teacher 6: Short reflection writing piece done in class and handed in. possible identification of any misconception they hold on the topic challenges or success they have had with the topic, exploration into past experiences or the applications of the consent topic.

So, teachers' responses demonstrate that all the participants are not aware of the same strategies; each teacher relies on certain strategies.

Question 18: Are your students familiar with the concept metacognitive strategies?

The aim of this question is to check whether students are acquainted with MS or not.

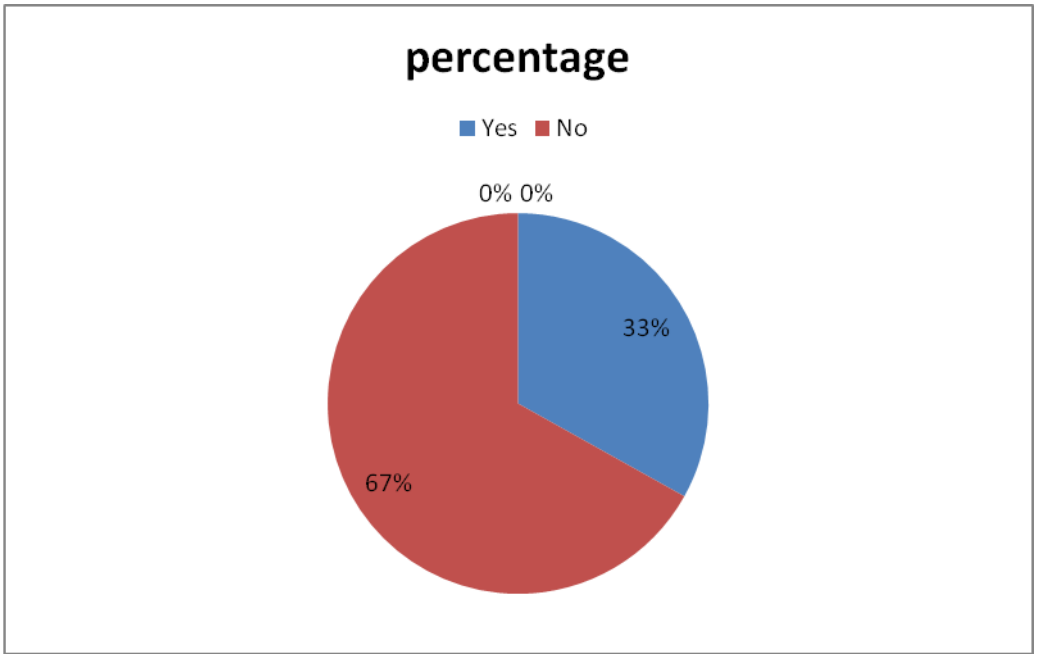

Figure 19: Teachers' opinions about the awareness of their students towards MS.

The pie chart above show that 4(67%) of the participants admit that their learners are not aware of MS, while 2(33%) of them acknowledge that they are aware of them.

Question 19: what are the most used metacognitive strategies in accordance to the curriculum?

The objective behind this question is to know the MS that are used frequently.

Teacher 1: Competency- based approach.

Teacher 2: No answer.

Teacher 3 : Planning ,awareness ;and evaluation.

Teacher 4: Writing and Reading.

Teacher 5: Self-assessment, note taking skill.

Teacher 6: Think aloud, concept mapping, classroom assessment tools, Note-taking, reflective writing, ect.

The eighteenth item demonstrates that each teacher uses such strategies such as the first teacher admits that the most used MS are competency based approach, then the second teacher provide no answer ,also the third teacher confesses that planning ,awareness, and evaluation are the most utilized strategies, ,in addition, the fourth teacher attests that writing and reading are the most

implemented strategies ,moreover, the fifth teacher claims that self assessment and note taking skill are the most used ones, furthermore ,the sixth teacher states that think aloud, concept mapping, classroom assessment tools, note-taking ,and reflective writing are the most used MS. it could be deduced that all the informants are not aware of the same most used strategies.

Question 20: Tick one choice according to your view towards the under mentioned statements:

A-Learning strategies are easy to be taught, teaching them would make a self-directed and creative student.

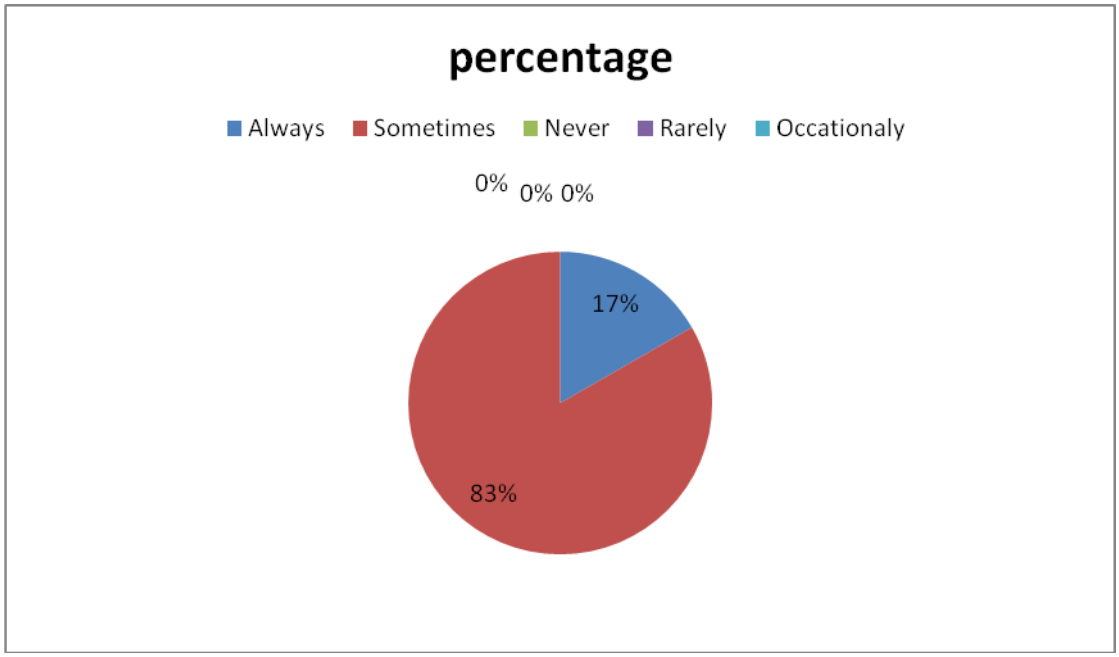

Figure A : Teachers' views about learning strategies.

83% of the informants state that teaching LS sometimes would make a self-directed and creative student, meanwhile 17% of them acknowledge that LS always would make self –directed and creative student.

B- I give my learners a grid to follow when giving them the task instructions in order to have good problem results.

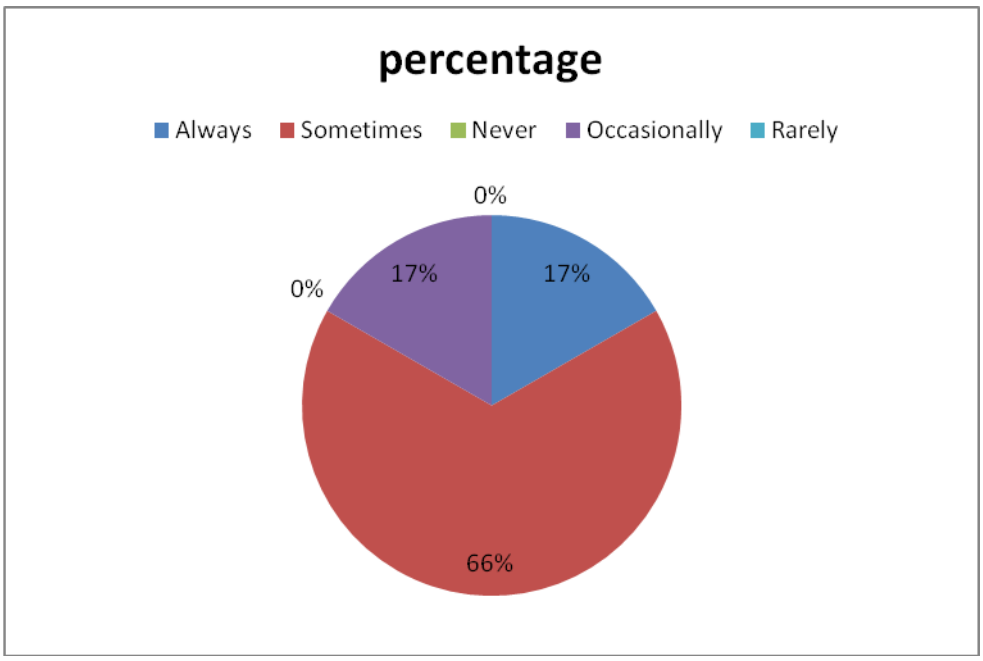

Figure B: Instructors' views whether they provide their learners with a grid while doing their tasks.

66% of the whole population claim that they sometimes provide their learners with a grid to follow when doing their tasks, while 17% of them say that they occasionally give their learners a grid to follow, yet 17% of them state that they always equip their learners with a grid to follow while accomplishing their activities for better achievements.

C- I give my learners tasks that are strategies based in order to test their skills in solving problems rather than the problem itself.

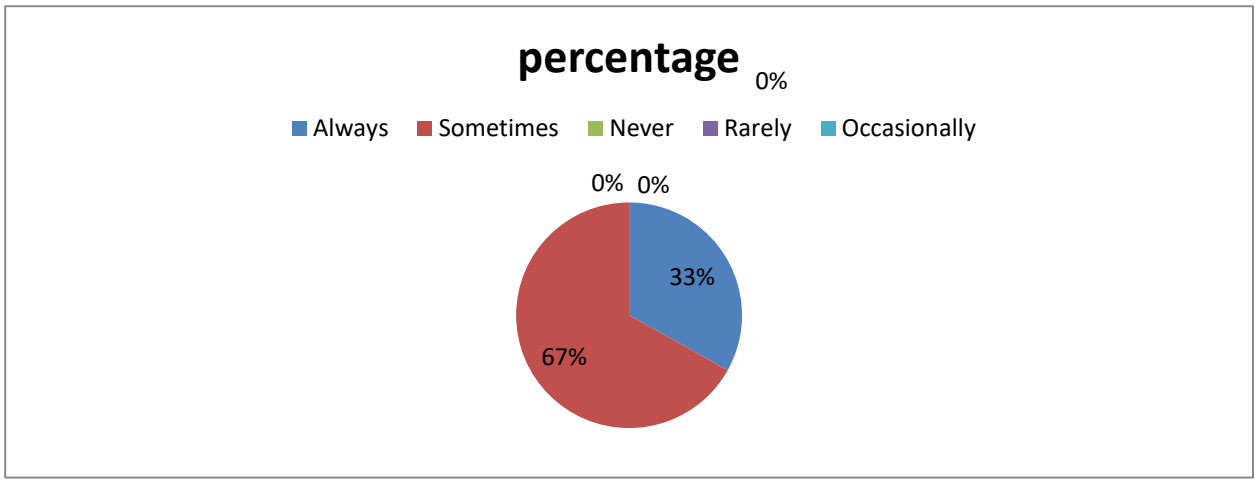

Figure C: Teachers' views whether they give their learners tasks that are strategies based.

67% of the respondents state that they sometimes test their learners' skills for solving problems rather than the problem itself by means of giving them activities based on strategies, whereas 33% of them attest that they always test their learners' skills for problems solving through tasks that are strategies based.

Question 21: What could you do to instill planning for learning in your learners and how would you make them autonomous problem solvers?

Teacher 1: No answer.

Teacher 2: No answer.

Teacher 3: No answer.

Teacher 4: By training them to do frequently.

Teacher 5: Encourage students to take risks allow choices ,cooperative learning get student to reflect on their learning .

Teacher 6: It is common acknowledge that planning is a fulcrum process that involves learners in their own learning .Learners should be made aware of the systematic process of learning which are planning ,monitoring ,and evaluating .Planning could be instilled via objectives identification ,appropriate materials choice, etc.

Only 3 teachers have respond to this question where each one shows his way of instilling planning for learning in their learners and how can make them autonomous problem solvers. one teacher say by training them to do it frequently ,while the other one claim that he encourages them to take risks ,allow choices, and cooperative learning because it gets students to reflect on their learning ,besides the other teacher state that planning could be instilled via objectives identification ,and appropriate materials choice. he also said that learners should be aware of the systematic process of learning which is planning ,monitoring, and evaluating.

Question 22: As a conscious teacher, what are the proceedings that you should implement in order to make your aware of the significance of metacognitive strategies?

The aim of this question is to know what should teachers do in order to make their learners aware of the utmost importance of MS for learning.

Teacher 1: Make them self-directed and autonomous learner.

Teacher 2: Note taking skills, questioning, planning and connecting (Beginning of the class) Monitoring learning (Middle class) Reflecting on learning (End of class) in class and homework writing.

Teacher 3: Collaborative work, in addition to motivation and positive feedback.

Teacher 4: Encouragement explaining to them the importance.

Teacher 5: By giving them a detailed lesson about these strategies and working on implementing them in their daily life as students and for future use.

Teacher 6: Sensitizing learners on the two processes in connection with the "learning how to learn " in fact , most of the students are unaware of them and what is needed to improve them.1.to be aware of aware of the factors that influence their learning(awareness),2.to know a set of strategies to be used for learning (knowing),3.to choose among these strategies the most appropriate to teach specific situation (choosing).All these processes enable them regulate their cognition through setting goals ,monitoring and controlling the process of learning and evaluating.

Each teacher state his own proceedings that he should follow to make his learners aware of the critical role of MS .the first teacher mention that he makes them self-directed and autonomous learners, then the second teacher state that he relies on note taking skills, questioning, planning and connecting in the beginning then monitoring learning in the middle and reflection on learning at the end of the class. in addition, the third teacher stresses on collaborative work besides motivation and positive feedback, furthermore the fourth teacher proposes that he encourages them and explain to them the importance of those strategies. yet, the fifth teacher says by giving them a detailed lesson about these strategies and working on implementing them in their daily life as students and for future use, moreover the sixth teacher states that sensitizing learners on the two processes in relation with the "learning how to learn" because most of them are not aware of them and what is needed to improve them. So, he gives some tips which are as follow: learners should be aware of the factors that influence their learning ,to know a set of strategies to be used for learning ,and to choose among these strategies the suitable one that serves each situation .he concludes that all these processes help them regulate their cognition via setting goals, monitoring and controlling the process of learning and evaluating.

Question 23: Planning for learning, what is it for you as a teacher and an x–student? Do you realize the role of planning for learning in your educational journey?

The objective behind this question is to know teachers' identification of the concept planning for learning and to see whether they recognize its role for learning in their professional life.

Teacher 1: It is very essential for both learner and teacher in the learning and teaching process.

Teacher 2: It is crucial not only for educational purposes, but also for others.

Teacher 3: Yes, I do .planning is organization.

Teacher 4: Yes, I do. Through experience we master the art of teaching it, because it is the hardest job.

Teacher 5: It is of a great importance as planning is a way of life not only as a student.

Teacher 6: Planning for learning means considering/or setting the intended learning objectives as a starting point for a course or a lesson ,and determining the suitable means to attaining them, it(planning) involves determining beforehand 'what to teach',' how to teach', 'when to teach', who to teach' and ultimately 'how to evaluate'. Yeah, in fact I do. it keeps me organized and on the track while teaching my students .it represents a significant part of education and behavior management.

All the addressed teachers admit that they recognize the role of planning for learning in their educational journey and each teacher shows his own definition to this latter. The first teacher states that planning is very essential for both learner and teacher in the learning and teaching process. then, the second one claim that it is crucial for educational purposes and others, also the third one says that planning is organization, in addition the forth one confesses that through experience we will master this art because teaching is the hardest job, furthermore the fifth one attests that it is of a great importance as planning is a way of life not only as a student, moreover the sixth one believes that planning for learning is considering or setting the intended learning objectives as a starting point for course or lesson, and determining the suitable means to attaining them. It involves determining beforehand 'what to teach',' how to teach', 'when to teach',' who to teach', and ultimately 'how to evaluate'. He also testifies that planning keeps him organized and on the track while teaching his students. it represents a significant part of education and behavior management.

3.2.3 Results Discussion

3.2.3.1 Questionnaire Discussion

The results obtained from the given questionnaire point out that Ibn khaldoun university EFL student are unaware of MS, thus the majority of the informants are females students ,since most of them are undergraduate and specialized in Didactics. A plethora of them are guided by their teachers while doing their tasks by providing them with learning strategies .a mere minority of them are capable of assigning the appropriate strategy while initiating their tasks. Although, it is difficult for them to seek for the suitable strategy that serves the task. Besides, to overcome this problem teacher should teach and provide them with enough strategies and train them on to make autonomous learners relying on themselves in the absence of the teacher. in addition, a large number of them are aware of the same most known strategies such as evaluation, self-management, self-questioning, self-talk, self-assessment, unless others mention different

ones like ,KWL strategy, zone of proximal development, and functional planning. In this case, teachers should encourage their learners to make search for these strategies in order to get at least minimum knowledge about them. As shown in the figure 7 few of the informants are aware of IDEAL, P4QR, and selective attention strategy, while a large number of them are familiar with evaluation, self management, advance organizers , self questioning. Teachers should teach their learners and give them much information about MS and test them on in order to become well aware of this concept, they also should accustom them with to use while performing. as it is mentioned in the figure 9 the majority of the participants proclaim that they do not realize that each task has a hidden cognitive goal beside the direct one and that it could be due to their impermanent use or unawareness of MS , while rest of them 20 % disclaim that. In this situation teachers should pay attention to this sample so as to push them do such efforts to reach what their friends have reached also.

Moreover, 86% of them declare that they have not set their goals for the problem before solving it .so, from this setting, it is crystal clear that they are not trained in doing this, meanwhile, just few of them with 13%they do.

According to the analysis a huge number of the respondents profess that they do not determine their achievement after solving the problem, it seems that they are not wont on doing that however; few number of them do.

As it is inserted in the figure 10 a great number of the informants with 60% state that they do not regulate their thinking when feeling that they are going wrong when using specific strategies and this shows that they are incautious and unaware of choosing the appropriate strategy that serves their task. And only 40%of them regulate their thinking, it means that they are in a way or another planning for their learning and conceiving for problem solving.

According to the informants responses, 81% of them are not familiar with the planning advantages in solving learning problems as well as the real life ones, whereas few of them are aware of this latter where their percentage is estimated 18% but, it is not a bit true that they are aware of the crucial advantages of planning hence, they do not know to plan is to avoid failing because when doing a task are facing many obstacles that may diminish their achievements and distract their focus ,they also would face psychological factors. So, when planning, they are getting ready to face all the above, they are expecting what is coming, they would stay focused in order to reach what they are tended to accomplish. So, planning for learning would make them creative reflective problem solvers who would be able to perform properly in any given task whether it was in the school or in the real life missions.

As already mentioned, all the participants are aware of using the strategies of improving the four language skills but they do not know the diverse ones that can be used to develop each skill .so teachers have to teach their learners the strategies that fit each skill.

3.2.3.2 Interview Discussion

The results of the given interview stress that the majority of Ibn khaldoun university EFL teachers are familiar with the concept of MS and its significance for improving the teaching and learning processes. Majority of them did not receive any training concerning MS. Half of them argue that they direct their learners towards metacognitive thinking because they consider it as a motivated tool that helps them arrange and plan for their learning. All of them agree that MS are the gate to create reflective autonomous learners, so from this stand teachers should activate and enhance learners' metacognition. They also encourage and aid them to acquire tools to monitor their thinking; they should also train them on using MS for making them independent learners and so as not to fail while doing their tasks. Although, most of them stated that they show their learners how to plan for their learning EFL by using MS, it seems that there is misconception or something wrong in the way of teaching for most learners misuse these strategies or they do not know when or how to apply them. in the owing of the fact that to ensure learning and seeking for better learning outcomes there should be the use of MS.

Concerning the efficient manner of teaching those strategies either explicitly or implicitly 2 teachers state that the implicit manner is the efficient one, while one teacher mention that the explicit manner is the effective one ,as far as another one say that both methods are efficient because each method serves the objectives of its lesson, as for the rest they did not respond. it would be better if MS taught in an explicit way ,thus the explicit teaching of these strategies appears to be significant and most effective because it helps them to do so and achieve better results.

Also, Each teacher has his own way of conducting his learners engage in a problem solving and opt for the appropriate strategy, it seems that not all teachers are well informed the MS implementation for their knowledge seems weak and superficial .most of the informants confess that their learners respond to the given strategies and try to implement them through the task and they state that they notice the change in their achievements. it is obviously that if you provide your learners with strategies to do a task and they have already taught about them and they are trained on ,it would be easy for them to get better results. in the second hand it is somehow difficult for teachers to assess students' achievement to observe them all and that due to the time limitation, overcrowded classes, etc.

Then, Most of them state that their learners achieve the wanted goals that they set for them ,while 1 teacher disclaim that. In spite of the fact that, the majority prove that their learners achieve the wanted goals, except that it is not obviously appeared in current learners' results, and this claim would be right

only with high leveled learners who know how to regulate and monitor their learning, because the level of English learners in our schools is going down and it is clear that there are no efforts made to change the present situation or the law rate results.

In addition, half of them admit that the Algerian curriculum give an emphasis to the noteworthiness of MS, whereas the rest half disclaim that. Even if the Algerian curriculum enhances the use of these strategies, the unaware and untrained teachers will ignore this. Most of the participants confess that they differentiate between the direct and indirect strategies, while one teacher attests that he does not. this claiming may depend on teachers' experience in using those strategies frequently.100% of the respondents state that they use MS, and 83% of them cognitive strategies, then 50% of them use memory strategies, also 50% use social strategies, furthermore 33% use affective strategies, moreover 33% use compensation strategies. noticeably, they stated that they use MS a hundred percent ,but it is not clear as soon as they forget about the MS they use and they will fail in future tasks.

According to interviewees viewpoints MS play a critical role in creating and constructing flexible creative classroom environment indeed, they are efficient tools for classroom management, they also help the teacher to create a full atmosphere of the classroom. when learners and teachers are aware of their use, they will enable both of them perform easily, the teacher should stress the importance of using them, he also should play the role of the encourager, facilitator, the prompter, the mentor to keep his learners working on those strategies.

Furthermore, 50% of the informants state that the Algerian curriculum gives enough significance to MS, while the rest half of them claim that they teach them as a lesson. it seems that the curriculum stress the use of MS but it would be better to be taught as a lesson also , it means that in a direct way for better learning process. It is mostly claimed that they are for learners but they rarely spot them in text books and it is difficult when it comes to the implementation.

All the informants state that they are informed about the role of MS in reducing the amount of anxiety and overcoming the obstacles, except one teacher claim that he is not aware about it .undeniably, the effective strategies care about the psychological side of the learner. So, the MS categories care about the ever side of the learner learning. Then, the social strategies make him cope with everyone in his life even the destruction that is made by disruptive behaviors. Furthermore, cognitive strategies help him in the whole process of receiving the input and storing it and retrieving it.

All the addressed teachers state that there are specific learning strategies that attempt to make the learning process much easier and unchallenging .thus, all the learning strategies should be used and recognized by learners for better achievements. all respondents' views about the efficient MS varied from a teacher to another where each one is aware of certain strategies as it is mentioned in the item(16) they are

not familiar with the same strategies. MS are of utmost importance in helping both teachers and learners for improving their teaching and learning processes .so, teachers should read more and train well on using those strategies so as to perform them well and become experts in implementing them effectively. There are many classifications and OXFORD's is the most clear and reliable one.

67% of the targeted population admits that their learners are not acquainted with the concept of MS. whereas, 33% disclaim that. For that reason teachers should sensitize their learners of the crucial role of using those strategies for ameliorating and developing their learning process. According to participants' responses all of them are not aware of the same most used strategies. They do not have a lot of strategies to give so; they have to learn them first. Moreover, they need to have training on them for better application.

Most of them claimed that it is easy to teach MS and they realize that are beneficial for their learning creativity and self determination and direction. then, they testified that sometimes they give learners strategy based approach .so, they have to do it every period of time ,there has to be intensification in MS and there must be lot of exercises to grasp the strategies and know how to transfer them in other situations. in addition, most of them affirm that they sometimes give their learners a grid to follow when giving them the task instruction ,it would be better if teachers regularly provide their learners with a grid to rely on while doing their tasks for better results. concerning, the taken proceedings by teachers for making their learners aware of the importance of MS , it seems that those proceedings are effective and workable where they will get learners involved and motivated. So, to ensure the functionality of those proceedings in making learners aware of MS educators should analyze and decide upon what works and what needs to be changed.

Planning means regulating thinking, arranging; setting goals, and determining the what/when/and how to teach .accordingly, to the interviewee's answers about the accurate meaning of this latter all of them see it from a positive perspective where they admit that it is an essential procedure for both teachers and learners, and, it represents a significant part of education and behavior management.

For a nutshell, no one can deny the advantages and noteworthiness of using MS for both planning for learning and boosting creativity and reflective learning.

3.3 Limitations of the study

Following the general thought that "no investigation is perfect" our study's limitations are as follow:

we look forward that our study has contributed and presented valuable data to the study of assessing MS use by the 2nd year EFL students of Ibn khaldoun .the limitations of our work is unavoidable .Nonetheless, the validity of our data are requisite. The questionnaire is the main instrument of our research; it was distributed among our colleagues who were a great support in our investigation. But it is possible that

students overestimated or underestimated how frequently they use certain strategies .the participants in this study were limited to 2nd year master degree. It is certain that questions are clear and comprehensible for them but some questions were not well answered and ignored. We would have wanted to include more participants from other levels.

Moreover, the interview was accomplished after a long journey on contacting, sending, and resending our university teachers. Some of them did not respond, some are not available, and only six teachers are involved in this research. So that we faced several obstacles when it comes to the students' questionnaire .Email, face book and messenger were our means of communication to collect our data.

It is worth mentioning that our study lacks primary sources where the most relied references are only online secondary and tertiary sources.

3.4 Call for further investigation

It is confirmed by **O'Malley at al.(1985):"students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions"(cited in Blazkova,20011,p.67).**The LMD system is based on the autonomy that can develop the student in his learning process. So we can say that motivation, self-monitoring and self-evaluation are important for the student's success.

Through our journey we discovered that neither studies nor investigations have been done in the Algerian institutions concerning the metacognitive strategies. Teachers are not well-informed about them, to define metacognitive strategies by "thinking about thinking" is not enough for an instructor to teach his/her learners about MS. studies, readings, researches should be conducted in order to learn more about the process of the MS second language acquisition from both an empirical and a theoretical standpoint.

It is crucial for learners to clarify for them what strategies are, when and how to apply them and more important to evaluate the use of these strategies, in the process of learning, instructors attempt not only to engage learners, but also to encourage them to be active in this process.

As for recommendations, teachers and learners should definitely learn about MS. Teachers are in need for training to get the sufficient knowledge and know how to use and teach them. Students need to be informed about the steps they have to take before, during, and after a task. They should be taught the steps to be taken and the strategies to be adopted in guessing the end of the text as an example and finding its main idea.

The curriculum should be rich with MS sessions for better training and loaded activities to develop the four skills and produce an autonomous learner.

Applying MS when doing a task would aid the learner to a successful operation as a problem solver and get him through the task with full focus and achieve the set goals successfully. Moreover, business, education, travel or many other contexts, in need of English learners who master the four skills: listening, speaking, reading, and writing.

MS are used to reduce anxiety and avoid the obstacles that face the problem solver. A learner faces stress, fear of failure, lack of confidence, insecurity that can evolve to be procrastination. However, when planning for learning all of the above issues can be avoid and make a good passage to accomplish the given task. Additionally, it is taught to be there are emotional factors in foreign language learning which affect the learning abilities. These are believed to be intelligence, motivation, attitudes and anxiety. The last element is treated to be emotional response to **"a treat to some value that the individual holds essential to his existence as a personality" (May, 1977.p.205).** Anxiety is considered as a filter, which prevent information from getting into cognitive processing system. Language teachers should be aware of this fact and try to diminish the level of debilitative anxiety by using different metacognitive techniques to monitor thinking and be cautious to the issues that come along with the task since the strong link between the cognitive and affective factors. Multiple works point out the significance of introducing learners to the strategies they need. As **Cohen, 1998, p.80** declared that **"develop their learning strategy repertoires while** l**earning the target language at the same time". Hurd, 2000, p.49** added that regular **opportunities through their learning to develop metacognitive awareness".** Additionally, **Weden, 1998, p.531 "guidance in improving and expanding their knowledge about learning so that they may ……become more autonomous in their approach to the learning of their new language".**

"The 'good' learner is one who takes decisions with regard to strategies to apply in learning" Parot,1993 quoted in Kozmonova,2008,p.46). To use a learning strategy means to do any action which one may have to take to solve a problem, to get help for the most of learning process, to speed up and optimize the cognitive, affective or social behavior.

The distinction between learning and teaching strategies should be kept, the idea may seem obvious, even banal, hence most of the time, the teacher is the source of the strategies, text books are full of them but students rarely spot them. While LS should belong to them. They are left alone so they will fail to use them. If teachers are not there to prompt the students, as a result, when giving them a different task, they are certainly failing in transferring the strategies and with time passing they will forget that they learnt about them. All what is already mentioned is due to the confusion as to the respective roles of teachers and learners. LS or MS specifically are mostly locked in the package of teacher's resources and techniques, so that in the student's perspective, they remain part of the teacher's strategies and they would stay unaware that strategic behavior belongs to them.

To sum up, our concern is MS which are among LS in general. LS should be dealt with explicitly in order to have clear and clean implementation for teachers as for learners.

Moreover, LS or MS specifically should be extremely visible and distinct from teaching strategies. So that learners would perceive them as tools that belong to them. As it is claimed in **(National Foreign Language Resource Center 1996)" one of the most critical aspects of strategies instruction that teacher found it difficult to make a shift from implicit teacher-directed use of strategies to explicit instruction which the of student-regulated strategies explicit instruction with the goal of student-regulated strategies use".** Another aspect should be reflected on, is the choice of strategies depends on a number of factors, including the language being learned, the level of proficiency, the learning goals and the learner's characteristics such as age , sex, learning style, beliefs and motivations. So, it is not absolute that the strategies to be taught are not really to be applied. Also, a teacher believing that what he is teaching is really what students would be doing in real context is on the risk of learner's learning. **Oxford 1989.**

LS or MS are a major unit in the curriculum, as bridges between competence and process. Any approach to be implemented should offer: skills-based value, cross-curricular value, lifelong learning value.

3.5 Conclusion

Our study's primary aim was to find out whether Ibn Khaldoun university EFL teachers and learners are aware of and efficiently use MS, besides to get the efficient strategies that enhance the reflective and creative learning. The forgoing chapter gives a detailed description of the findings of the practical side of this research. Teachers are aware of MS to some extent and learners are unaware of them. So, both of them did not dig deeper in learning them, in this regard teachers should try hard to get maximum knowledge about MS and train well on to use them appropriately and introduce them to their learners conspicuously. at the end, we addressed a set of limitations that hindered our research progress, and some implications are proposed for further research.

General conclusion

General conclusion

MS are of pivotal role in didactics as well in psychology, one has to monitor his thinking to equip any task and obtain the required goals. MS helps regulate the flow of information through working memory and thus improve learning performance. The frame work of a Communicative Language Teaching (CLT)underlines the prominence of MS in developing the four skills and achieving the objectives of the given tasks .Many didactics believe that LLS are a pivotal pillar in foreign language achievement **.(e.g. Intraparasert,2000;Oxford.1989)**. Hence, to promote learning outcomes, LS should be identified for learners in order to understand how they could function efficiently in any field of learning. **Wolters (2004)**

This dissertation was a descriptive study; it is divided into three parts. The first one assembles a combination of titles that are interrelated together to achieve the umbrella title "creativity". The second chapter deals with MS precisely and planning for learning among Master two students at Ibn Khaldoun University as a theme for our dissertation. However both chapters aim to resolve the research problem that is: how can we enhance reflective thinking among language learners? .The third one is all about the field work of our research and the analysis of the collected data that tries to answer the three questions which are as follow, The first one "do language learners try to monitor their learning process?, the second one is "do language learners have metacognitive skills?"The third one is "what are the strategies used to enhance reflective learning?"Consequently, The findings revealed that a great majority of students are not aware of MS and some of them use those strategies unconsciously, they are not higher order thinkers since they do not try to regulate and monitor their thinking, they do not plan for their learning for they are unaware of planning' advantages in improving and developing the learning process, they do not set and achieve goals, regarding those results it could be deduced that learners lack metacognitive skills. likewise teachers' awareness is limited towards those strategies since they face some obstacles that hinder the implementation of them such as lack of training, interest, and motivation , they are not well qualified in using them directly or indirectly; so they should be trained, there is a gap in the system it should be fixed because students are not receiving them properly. teachers should ensures other roles besides instructors role such as they should perform the role of prompter; mentor; manager; facilitator; agent of change; motivator…etc, in fact making all learners know these strategies is a crucial challenging task for teachers. They should also stress on global MS which are planning; monitoring; problem-solving; and evaluation because those strategies effect positively student's

achievements and are of paramount importance in creating critical; creative; and reflective autonomous learner. The findings reported above confirm totally the first hypotheses and it support partially the second and the third hypotheses.

To attain the goals of a given task, to accomplish an activity successfully, to understand questions and answer them properly, to elevate the learning level, to have a high order thinking, strategies should be conducted and applied that are LS in general and MS specifically for monitoring thinking according to a present situation is the first step to be taken to ensure success and anticipate the task barriers since the mental, psychological, situational conditions should be well regulated. In other words, there should be planning for learning to have accurate thinking process for better learning outcomes.

MS researches should be continued for its significance in the field of learning and teaching at every level of the education process in order to create the perfect human being who can be autonomous and well problem solver who can face any obstacle in education, career, real life situations.

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APPENDICES

Appendix A

Students' questionnaire

Dear students,

You are kindly invited to fill out the following questionnaire that serves as data collection tool for our master research project on English language planning for learning .we will be thankful if you sparse a moment to answer it. your cooperation and contribution are highly appreciated and strongly needed to investigate our topic.

Section 01: Personal information

Please! Choose only one response by ticking (√) the appropriate box.

1- What is your gender?

a) Male ☐ b) Female ☐

2- What is your level?

a) Under graduate ☐ b) post graduate ☐

3-What is your specialty?

a) Didactics ☐ b) Linguistics ☐

Section 02: Detailed information

1- Are you familiar with the metacognitive strategies?

a) Yes ☐ b) No ☐

2- Does your teacher give you learning strategies when giving you the task instructions?

a) Yes ☐ b) No ☐

3- If no, are you capable of choosing the suitable strategy when commencing a task?

……

4- What are the most known strategies that you are aware of ?

……

5- Please tick the strategies that you are familiar with

Advance organizers ☐

Functional planning ☐

Regulating ☐

Orchestrating ☐

Evaluation ☐

Self-management ☐

Self-questioning ☐

IDEAL strategy ☐

KWL strategy ☐

P4QR strategy ☐

Selective attention ☐

6- Do you realize that each task has a hidden cognitive goal beside the direct one?

a) Yes ☐ b) No ☐

7- Do you define your goals for the problem before solving it?

a) Yes ☐ b) No ☐

8- Do you define your achievements after solving the problem?

a) Yes ☐ b) No ☐

9- Do you regulate your thinking when you realize that you are failing when using specific strategies?

a) Yes ☐ b) No ☐

10- Are you aware of the planning advantages in solving learning problems plus the real life problems?

a) Yes ☐ b) No ☐

11- The strategies bellow are used to improve the listed skills

Tick the strategies that you are acquainted with

A- Listening comprehension

Elaboration ☐

Inferencing ☐

Selective attention ☐

Self-monitoring ☐

B-Speaking skills tasks

Risk-taking ☐

Paraphrasing ☐

Circumlocution ☐

Self-monitoring ☐

Self-evaluation ☐

C-Reading comprehension

Reading aloud ☐

Guessing ☐

Deduction ☐

Summarizing ☐

D- Writing

Planning ☐

Self-monitoring ☐

Deduction ☐

Substitution ☐

Appendix B

Teachers' interview

Dear teachers,

We will be extremely grateful if you take apart to this interview that is served as data collection tool pertaining to a master research work on English language planning for learning. this interview aims at disclosing if Ibn Khaldoun University teachers are aware of their metacognitive strategies and if their learners plan for their learning EFL. Your collaboration and contribution will be available and reliable data for our research. Please answer these questions taking into consideration your teaching practice in order to ensure the credibility of this investigation.

1-Do you recognize the concept of metacognitive strategies? Can you share us your sight please?

…….

2-Have you received any training that would enable you to implement these metacognitive strategies according to your learners preferences?

…….

3-Do you try to direct your learners towards metacognitive thinking? do you observe the outcomes of your efforts?

……

4-Metacognitive strategies are the gate to create reflective critical autonomous learner, can you elaborate with this idea?

…….

5-Do you teach your learners how to plan for their learning by using the metacognitive strategies?

……..

6-In your opinion, what is the efficient manner of teaching those strategies, explicitly or implicitly? Can you justify please

……

7- How do you conduct your learners engage in a problem solving and opt for the appropriate strategy for the problem?

…….

8- Do your students respond to the given strategies and try to implement them through the tasks? Do you notice the change in their achievements?

……..

9- Does the Algerian curriculum stress the magnitude of metacognitive strategies as lifetime skills?

a)Yes ☐ b) No ☐

10- Do your learners achieve the wanted goals that you set for them?

a)Yes ☐ b) NO ☐

11- Do you differentiate between the strategies as direct and indirect ones?

……

Tick the strategies you use please.

Cognitive strategies ☐

Memory strategies ☐

Compensation strategies ☐

Social strategies ☐

Affective strategies ☐

Metacognitive strategies ☐

12-According to your experience with your learners ,are they of high order thinking?

All of them ☐ Most of them ☐ Some of them ☐ few ☐

13-How do metacognitive strategies help you construct a flexible and creative classroom environment?

…….

14- Do you usually plan to teach your learners how to use metacognitive strategies as a lesson or the curriculum is giving them enough significance?

…….

15- Are you informed about the role of the metacognitive strategies in reducing the amount of anxiety and overcome the obstacles of learning a foreign language?

……

16- Are there any specific learning strategies that are recommended to be used for facilitating the learning process among the university students?

a)Yes ☐ b) No ☐

17- Could you mention any efficient metacognitive strategies that make a palpable distinction in the achievements of your students?

……

18- Are your students familiar with the concept metacognitive strategies?

a)Yes ☐ b)No ☐

19- What are the most used metacognitive strategies in accordance to the curriculum?

……

Tick one choice according to your view towards the undermentioned statements:

A- Learning strategies are easy to be taught ,teaching them would make a self-directed and creative student.

a)Always ☐ b) Sometimes ☐ c) Never ☐ d) Rarely ☐) Occasionally ☐

B- I give my learners a grid to follow when giving them the task instructions in order to have good problem results

a)Always b)Sometimes ☐ c)Never ☐d)Rarely ☐e)Occasionally ☐

C- I give my learners tasks that are strategies based in order to test theirskills in solving problems rather than the problem itself

a)Always ☐ b)Sometimes ☐ c)Never ☐ d)Rarely ☐ e)Occasionally ☐

20-What could you do to instill planning for learning in your learners and how would you make them autonomous problem solvers?

……

21- As a conscious teacher, what are the proceedings that you should implement in order to your students aware of the significance of metacognitive strategies?

…….

22- Planning for learning ,what is it for you as a teacher and an x-student? Do you realize the role of planning for learning in your educational journey?

…….

Summary

It is universally acknowledged that metacognition is" thinking about thinking" or "cognition about cognition". A good learner is a metacognitive thinker who fixes his own understanding and strategies constantly at one side and reflect on both the task and his thinking at once. Considering this work investigates university EFL teachers' and learners' use awareness of MS and their crucial role in enhancing the reflective and creative thinking. so that creativity and metacognition are intersectioned skills as creative thinking is conceptualized as a metacognitive processes,MS classifications,models. A sample of 80 students from master two degree both didactics and linguistics and 6 teachers was projected .this work adopted quantitative and qualitative methods, the data is educed from learners through a questionnaire which discuss the use and awareness of MS and from teachers through an interview that tackles the implementation of Metacognitive strategies among learners which are carried in the English language department at Ibn Khaldoun University, Tiaret, Algeria. The final findings of this research elucidate that the majority of learners are unaware of metacognitive strategies .Teachers' awareness towards MS is limited because they are not well qualified in using them directly or indirectly and this is what makes learners receive them properly. They also face some obstacles that hinder the implementation of them such as luck of training, interest and motivation.

ملخص

من المعترف به عالميًا أن ما وراء المعرفة هو "التفكير في التفكير" أو "الإدراك حول الإدراك". المتعلم الجيد هو المفكر ما وراء المعرفي الذي يثبت فهمه واستراتيجياته باستمرار في جانب واحد ويفكر في كل من المهمة وتفكيره في وقت واحد. وبالنظر إلى هذا العمل ، يتم التحقيق في وعي معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية في الجامعة باستخدام MS ودورهم الحاسم في تعزيز التفكير الانعكاسي والإبداعي. بحيث يكون الإبداع وما وراء المعرفة مهارات متقاطعة حيث يتم تصور التفكير الإبداعي كعمليات ما وراء المعرفية وتصنيفات MS ونماذج. تم توقع عينة مكونة من 80 طالبًا من درجتي ماجستير تعليمي ولغوي و 6 معلمين ، واعتمد هذا العمل أساليب كمية ونوعية ، ويتم تعليم البيانات من المتعلمين من خلال استبيان يناقش استخدام والتوعية بمرض التصلب العصبي المتعدد ومن المعلمين من خلال مقابلة التي تتناول تنفيذ استراتيجيات ما وراء المعرفية بين المتعلمين والتي يتم تنفيذها في قسم اللغة الإنجليزية في جامعة ابن خلدون ، تيارت ، الجزائر. توضح النتائج النهائية لهذا البحث أن غالبية المتعلمين ليسوا على دراية باستراتيجيات ما وراء المعرفية. إن وعي المعلمين تجاه مرض التصلب العصبي المتعدد محدود لأنهم غير مؤهلين بشكل جيد لاستخدامها بشكل مباشر أو غير مباشر وهذا ما يجعل المتعلمين يستقبلونها بشكل صحيح. كما يواجهون بعض المعوقات التي تعيق تنفيذها مثل حظ التدريب والاهتمام والتحفيز.

Résumé

Il est universellement reconnu que la métacognition est «penser à penser» ou «cognition à propos de la cognition». Un bon apprenant est un penseur métacognitif qui fixe constamment sa propre compréhension et ses stratégies d'un côté et réfléchit à la fois à la tâche et à sa pensée. L'étude de ce travail examine la sensibilisation des enseignants et des apprenants à l'utilisation de la SEP et leur rôle crucial dans l'amélioration de la réflexion réflexive et créative. de sorte que la créativité et la métacognition sont des compétences croisées car la pensée créative est conceptualisée comme un processus métacognitif, des classifications MS, des modèles. Un échantillon de 80 étudiants de master 2 à la fois didactique et linguistique et 6 enseignants a été projeté.Ce travail a adopté des méthodes quantitatives et qualitatives, les données sont issues des apprenants à travers un questionnaire qui traite de l'utilisation et de la sensibilisation de la SEP et des enseignants à travers un entretien qui aborde la mise en œuvre de stratégies métacognitives parmi les apprenants qui sont menées dans le département de langue anglaise de l'Université Ibn Khaldoun, Tiaret, Algérie. Les résultats finaux de cette recherche montrent que la majorité des apprenants ne sont pas conscients des stratégies métacognitives. La sensibilisation des enseignants à la SEP est limitée car ils ne sont pas bien qualifiés pour les utiliser directement ou indirectement et c'est ce qui fait que les apprenants les reçoivent correctement. Ils font également face à certains obstacles qui entravent leur mise en œuvre tels que la chance de formation, l'intérêt et la motivation.