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Metacognitive strategies for English language acquisition

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Abstract
This study will focus on the pivotal role of Metacognitive Strategies for English Language Acquisition. This study will enable Academicians to enhance and motivate Students Cognitive abilities in Learning.
Methodology: Different Strategies of Metacognition were designed to enable Teaching Learning Process. Strategies were feasible and adaptable in classes.
Procedure: Strategies were implemented in different classes, streams and Subjects.
Statistical Tool: Percentile and Frequency methods were used to access the Metacognitive attitude towards Academicians and Students in the Teaching learning Process.
Conclusion: The findings of the study reveal that majority of Academicians and Students possess positive attitude towards Metacognitive Strategies and academics. This is the latest Trend and need of the hour for Research and Cognitive Thinking.

Keywords: Metacognition, cognition, strategies, acquisition

Introduction
In every country that is plugged into the Global economy, there is a call for youths to acquire English proficiency so as to participate in local and transnational activities, although literacy skills are important, the acquisition of spacer English competencies for Global communication has become an imperative. No longer can language learning rely solely on the printed word, focusing only on improving their reading and writing skills, but also proficiency in listening and speaking in English has become more important than ever. One enables for an individual's personal and professional success in our globalised world where English is the language for international communication, proficient listening and speaking skills also contribute to the academic success of language learners.

Teaching of English in India
In India, where English is not the medium of instruction in some university, it is necessary to adopt special methods to secure an adequate knowledge of English as a second language. One has, after all, only limited time and energy to invest in English language learning and it is difficult to decide upon the priorities, such as what extent should it be learnt? In a multilingual and multidialectal context, as in India, these questions are no longer only academic; as it is difficult to think of success in any career in India without adequate proficiency in English.

Language acquisition
Language learning takes place through a process of habit formation, good habits are reinforced by repetition and reward. Making patterns of vocabulary and sentence structure are part of the habit system, should be the main goal of language acquisition.
Chomsky says that the actual language performance of the speaker or hearer is a complex matter that involves many factors… performance, that is what the speaker-hearer actually does, is based not only on knowledge of the language, but on many other factors as well-factors such as memory restrictions, inattention, distraction, non-linguistic knowledge, beliefs and so on (Chomsky 1968:3)

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Views on language learning

There are three currently popular views of language, namely: Cognitive, Behavioural and Social. All of these views also have implications for the theory of language learning. It will help us understand the dynamics of language learning and the mechanics of good pedagogy

Cognitive view

Cognitive view suggests that the different processes concerning can be explained by analyzing the mental process. The functioning of the thought process during learning is influenced by both intrinsic and extrinsic factors. Cognition includes a wide range of mental processes if it must operate every time we acquire some information, place it in storage, transform that information, and use it. For example the behaviorist approach emphasizes observable behaviors and the psychodynamic approach focuses on unconscious emotions.

The words cognition and cognitive derive from the Latin Cognoscere, meaning "to know or have knowledge of." Thus, cognitive psychology, about which this book is written, is a psychology of cognition – of knowing or of the knowledge processes. For such reasons, structuralism was necessarily a psychology that often led to contentious findings and occasionally lent itself to some excesses. In all, a humble beginning: The basic intent of structuralism to determine the nature of mind was laudable; however, its execution, for understandable reasons, was quite lacking. Simply put, the mind is not capable of "knowing itself" through introspection.

1. Cognition involves the active processing of information.
2. Cognition depends greatly upon previous experience (top-down processing).
3. Human cognitive processing abilities are limited.
4. Cognition involves selective and, often, incomplete processing.
5. Cognition often involves parallel processing.

Behavioral view

Behavioral psychologists suggested that language learning was learning a set of habits reinforced by rewards and discouraged by 'punishment'.

The thrust is on how to equip the learner, not only with the lexical and grammatical repertoire of his/her sphere of language use, but the strategic ability to communicate effectively in new situations that might arise at work, that is, not merely the surface features but the 'underlying competence' required to negotiate what Hutchison and Waters refer to as 'Target Performance Repertoire'. Though not exclusive learning, the communicative approach has contributed to broadening the perspective learning.

The behaviorist's emphasis on observable behavior led them to reject terms referring to mental events such as image, idea or thought. Many behaviorists classified thinking as simply sub vocal speech. Presumably appropriate equipment could detect the tiny movements made by the tongue (observable behaviors) during thinking. For ex. If you are thinking while reading this sentence some early behaviorists would have said that you are really just talking to yourself, but so quietly that your vocalizations cannot be heard. Most of the behaviorist's research was conducted with laboratory animals. Behaviorists emphasized that concepts must be carefully and precisely defined. That is behaviorists insisted upon the importance of the operational definition, a precise definition that specifies exactly how the concepts is to be measured. Behaviourists also valued experimental control. An important development in Europe at the beginning of the twentieth century was Gestalt psychology (pronounced "Geh-shtablt") Gestalt psychology emphasizes that humans have basic tendencies to organize what they see and that the whole is greater than the sum of its parts.

Social view

Sociolinguistics or the study of language in its social setting began to develop in the sixties. The development of sociolinguistics shifted the emphasis from an abstract study of the rules of language to concrete acts of language use.

Many sociologists consider language to be a form of social behavior. Language, according to them, has relevance only in a social context. It can neither be learnt nor used outside a social context. Change in any aspect of this context results in a change in structure and use of language by individuals. So the best way of looking at language may be to look at it as a social phenomenon.

The study of the teaching and learning of any language has to be made keeping in view the fact that language is a social phenomenon. Language is not only an abstract system of formal, lexical and grammatical features but also fulfils a social function and has to be viewed against the social context of its use.

Metacognition

English Language learning requires the learners to fully understand the adequate usage and formation of the language. In a fast-paced world, language learning cannot be restricted to classroom teaching, but requires the learner's to develop the capacity to learn by themselves, this needs to involve the learner's willingness and ability to take responsibility for their learning.

This can be initiated by introducing "Metacognitive process" in teaching and learning of the language

Metacognitive skill is thinking about 'The techniques one can apply' to learn language, not just applying them. Beyond the technique, your mind can think of developing further techniques to make learning easier.

Meta is a prefix from Greek meaning beyond or behind. "Cognition" refers to the mental result of perception, learning, and reasoning. The whole term means what lies behind the ways of thinking that result in perception and reasoning. It is like thinking of the ways of thinking. The process of reasoning while learning is a cognitive skill that depends on logical reasoning and learning thereafter.

Concept of metacognition

We cannot say, as even today, we know relatively little about 'language' or language acquisition/ learning', or about the mind/brain which is assumed to have a vital role in this process. About the mind or brain, as Chomsky admits (1986: 39), "we know very little". We know little also about the mental processes involved in learning a language.

The centre of these cognitive functions in the brain is the prefrontal cortex located directly behind the forehead. Goldberg describes the prefrontal cortex as the brain "Chief Executive Officer" for its role in forming goals and objectives and then in devising plans of action required to obtain these goals. It selects the cognitive skills required to complete the plans coordinates these skills and applies them in correct order (2009, P 23). More recent research (Fleming 2014) also identifies this area of the brain specifically the anterior prefrontal Cortex as the center of metacognition.

Cognitive as well as Metacognitive skills could be developed in early childhood. It results in the ability of understanding and analyzing one's own learning methods. Developing metacognitive skills is an ongoing process. If

learners are not used to it and you ask them for example to "monitor and assess their own progress in learning" they won't be able to do so unless trained to think beyond the thinking they do to learn or acquire.

Metacognition in learning

Metacognition enables understanding, analysis, and control of one's Cognitive processes. It is also known as active learning. It helps the learner, not only to learn, reason and perceive what the process offers, but enables them to decide which learning process is effective.

This allows for greater learner autonomy and the learner's control of his/her own learning. It permits varying levels of learning among a group of learners and makes language learning an individual activity. This would contribute to high learner motivation and make learning relevant to individual needs and perceptions

Instead of being told what to do, the learners are directed to use their cognitive abilities to arrive at their own opinions, draw their own inferences and conclusions about matters which would interest them or which they would find naturally relevant. And in the process of mulling over problems and performing activities learners use language (structures, functions, words and skills).

The assumption is that language is best acquired when it is used for the purpose of communication for producing meanings, and when it centres around the learner as an individual.

In actual language use, language skills never occur in isolation. We listen while we speak, we read and write on the basis of what we have read, we listen and write down notes in our notebook, we read books in libraries and talk about them and so on.

Consequently, we do not have just the written skill but a little bit of reading, combined or integrated with writing, or listening which leads to speaking. These are the more obvious combinations – reading and writing, listening and speaking. There are also other skills integrated quite meaningfully – listening with writing, speaking with writing, etc.

One other very important feature of learner-centred materials is the way they make the learners deploy their cognitive abilities/thinking skills. Since these materials also believe that language skills involve cognitive sub-skills, they make the learners predict, anticipate, guess from the context, use their previous experience, etc.

In addition to self-reflection regarding knowledge and beliefs, it is critical that teachers know how they can create a learning environment where students can be involved in metacognition, i.e. to reflect on and explore their knowledge and beliefs about languages and cultures, abilities and learning.

Self-assessment is a useful method for learners to develop metacognitive skills, as they learn to recognise their own abilities and deficits. Metacognitive skills are generally divided into "self-assessment (the ability to assess one's own cognition) and self-management (the ability to manage one's further cognitive development)" (Ibabe and Jauregizar 2010, 246). Hence, students who are able to accurately self-assess their skills are more likely to develop strategies for their learning process and therefore perform better than those who are unaware of their strengths and shortcomings.

However, in most classrooms, very few teachers report giving their learners the opportunity to try out various

learning strategies for themselves, reflect on their learning with others, set goals for their own learning, and, ultimately, evaluate their own performance. Thus, the key elements of metacognition instruction—that is, letting learners be active in exploring and reflecting on their own knowledge and learning-seem to be missing in language learning classes.

Certain principles are part of most metacognitive instructional models: the activation of learners' prior knowledge, reflections on what learners know and want to learn, explanations and modelling of learner strategies by the teacher, and learners' own involvement in making goals for monitoring and evaluating the learning process. For example, Anderson (2002, 2008) suggests that metacognition about learning consists of five primary components or skills which can be trained in the language classroom. For all components, the teacher has a key role in explaining, modelling and creating an atmosphere which encourages reflective discourse. The following components are suggested by Anderson:

1) Preparing and planning for learning. Students reflect on what they need or want to accomplish and what they can do to accomplish their learning goals.

2) Selecting and using learning strategies. Anderson (2002, 3) states that "the metacognitive ability to select and use particular strategies in a given context for a specific purpose means that the learner can think and make conscious decisions about the learning process".

3) Monitoring strategy use. Students should be trained to keep track of their strategy use. While in a learning process, students could, for example, ask themselves questions about their strategy choices, how well Metacognition these particular strategies work, and to what extent they use them the way they intended.

4) Orchestrating various strategies. For most learning tasks, students must apply several strategies. Thus, it is beneficial to students in their learning process to effectively coordinate the various strategies they know.

5) Evaluating strategy use and learning. The fifth component is summed up in four questions that Anderson suggests should be asked cyclically during the learning process:

- What am I trying to accomplish?
- What strategies am I using?
- How well am I using them?
- What else could I do?

Anderson emphasizes that these questions can be regarded as the essence of the first four components and that all of them work best together.

Metacognition in teaching

Metacognitively aware teachers reflect on their knowledge, beliefs and teaching practices; they plan, implement, monitor and evaluate their own teaching as well as students' learning on a daily basis and use their insights to improve teaching. Regarding language teachers, they should ideally have a reflective approach to their work in at least four different ways (see Svalberg 2007 for a related discussion, and Hiver and Whitehead 2018, this volume), namely as:

1) Language users: Language teachers should be proficient in their language(s) and know how to serve as language models for their learners.

2) Language analysts: Language teachers should have a well-developed metalinguistic knowledge of

language(s) to be aware of their own linguistic choices and able to explain language(s) to their learners. Metalinguistic knowledge in this context refers to "an individual's ability to focus attention on language as an object in and of itself, to reflect upon language, and to evaluate it" (Thomas 1988, 531). Included in this understanding is an awareness of similarities and differences across languages, which are referred to by some researchers as crosslinguistic or multilingual awareness (James 1996, 139; Jessner 2018, this volume).

3) Culture educators: Teachers have a key role in promoting learners' intercultural competence. For this reason, they need to have knowledge of intercultural communication as well as how they can help learners adjust their own thinking and behaviour in interaction with other 22 ÅstaHaukås people. Dypedahl (2018, this volume) explores some general principles for designing courses in language teacher education that can enhance such a metacognitive approach to intercultural learning. He suggests that intercultural awareness should be regarded as one integral component of intercultural competence, defining it as the conscious monitoring and adjustment of one's own thinking and interaction with other people. Among other things, this involves "a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication" (Baker 2012, 66). Furthermore, teachers should reflect on how they can assist their learners in the process of becoming more aware of culturally based norms, beliefs and behaviours. This should be combined with broad cultural knowledge of the teacher's own country and the countries where the target language is spoken.

4) Language learning educators: Language teachers must have knowledge of how languages are learned and how they can help learners enhance their own learning by assigning an active role to the learners. Language teachers should motivate their learners to reflect on what they know about language(s), culture(s) and language learning and how they can develop their knowledge further.

Furthermore, the majority of the teachers report that they regularly spend time in the classroom explaining various learning strategies to their learners. Some also show through modelling how strategies can be used.

Metacognition in English language acquisition
Henry Sweet divided the learning of the target language into four stages
1. **Mechanical:** Pronunciation of works and sentences is mastered thoroughly.
2. **Grammatical:** The grammatical categories in the text are identified and taught. The teaching of grammar is graded from easy to difficult.
3. **Idiomatic and lexical:** Idioms and new vocabulary in the text and other sources and taught systematically.
4. **Literary:** Graded texts from contemporary literature are studied.

The ultimate aim of the direct method was to develop in the learners, the ability to think in the language, whether in speaking, reading or writing.

- The process of learning is essentially one of forming associations: speech with appropriate action, words with concepts and objects. The association have to be direct, concrete and definite, and cross-associations which conflict with each other have to be avoided.
- Repetition Is essential if associations have to be formed and reinforced. The teacher should begin with a limited number of items.
- Memory depends not only on repetition, but attention and interest as well. So if a learner is motivated and wants to learn a language she/he will do it.
- The teaching materials, namely texts, dictionaries and grammar should be interrelated and coordinated to make learning effective.

Two types of reading were introduced, extensive and intensive. Extensive reading was done by the learner on his/her own, whereas intensive reading texts were used a base for grammar study, vocabulary acquisition and reading sentences for comprehension. Translation was discouraged, and learners were encouraged to infer the meaning from the context, or from cognates in his/her own language.

Metacognition in multilingual learning
There are plenty of instances to show that a multilingual setting may or may not be an asset, but it is certainly no liability. Multilingualism can be turned into an asset for the language learner. Concepts and expressions in one language can be exploited for learning those in another. English Language Teaching in India can utilize multilingualism as a resource. Apart from being used through translation, which has not lost its relevance, the Indian language(s) known by the learner can also be utilized for creating concepts and for enhancing the choice and the motivation of the learner.

People acquire a second language only if they obtain comprehensible input and if their affective filters are low enough to allow the input in. when the filter is down and appropriate comprehensible input is present (and comprehended), acquisition is inevitable.

Attempting to distinguish between the first language acquisition and second language learning, Krashen says:

There are two independent ways to developing ability in second languages. Acquisition is a subconscious process identical in all important ways to the process children utilize. In acquiring their first language, while learning is a 'conscious' process that results in knowing about language (1985: 1).

It seems now reasonably well-established, that there is a special component of the human brain (call it 'the language faculty'), that is specifically dedicate to language. The language faculty 'grows' from the initial state through childhood, reaching a relatively steady state at some stage of maturation. This is the process of language acquisition, sometimes misleadingly called 'language learning'. The process seems to bear little resemblance to what is called 'learning'.

Hence, the same universal principles govern both first and second language acquisition, although 'there will be interference, differences in processing capacities, general decreasing plasticity, and a failure to keep acquisition abilities active, rather than to any type of language ability shutdown

It has also been found that cognitive processes of learning as by rule-formation, facilitate older learners to acquire language faster than by the natural process of unconscious acquisition.

Learning, particularly the learning of a language, is an emotional experience, and the feelings that the learning process evokes, will have a crucial bearing on the feelings for the task is vital for the success of the task.

Metalinguistic awareness, via its close relationship to metacognitive knowledge and awareness of that knowledge, has been studied from an increasing number of research perspectives in the field of multilingual development. Metalinguistic awareness can be described as the ability to both focus on linguistic form and switch focus between form and meaning. Individuals who are meta-linguistically aware will be able to both categorize words into parts of speech and switch their focus between form, function and meaning. They will also be able to explain why a word has a particular function. Consequently, the distinction between explicit and implicit learning is linked to the development of levels of metalinguistic awareness

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Multilingual activities can be designed for multilingual classes but also adapted to English language classes in such a way that they can support the development and use of the language. They can also be integrated into subject Metacognition in Multilingual Learning teaching in general and will, as is our claim, contribute to more efficient (language) learning and teaching. Multilingual approaches motivate students to develop more language learning strategies and expand the types of strategies they use.

Thus, metacognitive decision-making in the process of language planning and use on the individual level is influenced by the speakers' perceived needs. The level of multilingual awareness plays a considerable role in all these processes; for instance, when comparing levels of proficiency between the languages of a speaker. Related to the issue of perceived communicative needs is perceived level of proficiency or knowledge in language learners, which plays a vital role in self-assessment.

Attitude and motivation in second language learning
It is extremely important to have a positive attitude and motivation for success, especially in second language acquisition. We will look at them in some details now. According to Hutchinson and Waters, 'the importance of the emotional factor is easily seen if we consider the relationship between the cognitive and affective aspects of the learner. The cognitive theory tells us that learners will learn, when they actively think about what they are learning. But this cognitive factor presupposes the affective factor of motivation. Before learners can actively think about something, they must want to think about it. The emotions reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How learning is perceived by the learner will affect what

learning, if any, will take place' (Hutchinson and Waters 1987:47) [5].
Gardner and Lambert's (1972) study of French bilinguals in Canada, has been the most influential study of motivation in language learning. They found two kinds of motivation – instrumental and integrative.
Instrumental motivation is the result of an external need. Learning a second language is perceived to be an instrument for achieving or fulfilling some other need, and hence the effort. For instance, learning Arabic to find a job in a hospital in an Arabic-speaking country can be said to be instrumental motivation for the doctor learning Arabic. It is not that this doctor wants to become a member of the Arabic-speaking community, but learning Arabic helps him get a job with a better salary, or a job of the kind with better training opportunity. In this case then, learning Arabic is an instrument for higher or better training. High motivation and a positive attitude to the English language usually results in a high degree of success in the language.

Problems in English language acquisition
There are many learners of English in India with adequate and comprehensible input. Almost without any exception, their affective filter for English is also lowered. Yet not all of them acquire English with comparable success. It is likely, one would argue from the Monitor model point of view, that these learners are either exposed to English when they are past the 'acquiring phase and already into the 'learning' phase, or that the language learners monitor has not been activated sufficiently for it to be active, or that finally there may be some problem with the affective filter or comprehensible input in the classroom.

Errors in acquisition/learning of the second language can result from many causes and in many ways. Some of the well-known causes of these errors are
1. Inadequate exposure to target language.
2. Exposure to the inappropriate medium.
3. Violation of the natural order of learning
4. Questionable models for learning
5. Dynamics of language learning

Problems in India
Many second or foreign language learners, such as many learners of English from rural or semi-urban areas in India, have very limited exposure to the language to be learnt. They hardly find it used around them at home or elsewhere in their social life.
Generally, language learning proceeds from hearing and speaking to reading and writing. But in the case of second/foreign language acquisition, this order is often violated. In India, especially with regard to English, learners begin with writing and reading and come to speech only towards the end of their learning. Very little curriculum time is given to teaching oral skills. It is therefore not unusual to find a large number of English users, who are fairly proficient in reading and writing, but cannot speak well. The confusion in the order of learning also seems responsible to a certain extent, for errors in the performance of second language users.
In case of second language learning, this is not always the case. For most learners of English in India, their teachers are the only models of language use. These teachers are likely to have learnt English in the classroom and from books and

may not be very fluent speakers themselves. The average English learner at school or college is exposed to English, not only in the English classroom but also in the subject classes. Even if we assume that the English teacher is a good model, we cannot be sure that the use of English by subject teachers is satisfactory. Many problems attribute to their models. Mother tongue phonology cannot be held responsible for many errors of pronunciation that we observe around us.

1. Learning takes place best in a relaxed and happy atmosphere.
2. Sufficient listening time should be given for learners to absorb the new material.
3. Active participation helps in the learning of new material.
4. Role play (fantasy) reduces threat and so barriers to learning can be overcome.
5. The functional aspect of language should be emphasized.
6. Fine arts (music, art, drama) aid suggestion and should be integrated with the teaching/Learning process.
7. The atmosphere, the material, methods and techniques should aim at 'infantalisation', so that learners have a childlike (open-minded) attitude to learning.

There are however, other possible ways of learning a language. There are those who believe that language may not be effectively learnt just by informing or telling the learner the right way of doing things; it can be learnt only if learners are made to do things by themselves. Learners would be willing to do things on their own only if there is genuine involvement on their part. Such total involvement on the part of the learner can be guaranteed only if he/she is motivated and interested in the activity.

A very interesting feature of all these learner – centred materials is that they generally seem to believe in a language model too, which is not just structures and words or just communicative functions or skills, but a rich and creative combination of all these in communicative and purposeful use in real life situations, which can be academic, personal, affective, creative and more pragmatic / communicative.

Metacognitive strategy is application of active learning that emphasis on student reflecting on the learning process to achieve the objectives.

Metacognitive knowledge and experience appear to play key roles in every human endeavor. More accurate one's metacognitive knowledge, the greater the success in learning.

Successful learners are active, goal-directed, self-regulated and assume responsibility for their own learning. In other words, it is important to help the student be aware of their own learning process, starting with a goal in mind and using it to plan as to how to achieve, monitor and evaluate the learning objectives.

Metacognition is popularly known as "thinking about thinking" or "cognition about cognition". It refers to a person's knowledge about their own learning and thinking process (Flavell, 1979). Such knowledge is used to monitor and regulate cognitive processes during learning and thinking activities in the context of learning awareness of the processes used, plays an important role in the development of student learning skills. The use of a metacognitive approach is recommended by educational psychologists to provide opportunities for students to learn about their learning process, thereby helping them to acquire the intended knowledge and skills.

One of the challenges facing university is that of equipping graduates with the capacity for independent analytical thinking so as to operate in a global context. The ability to think analytically and to learn independently calls for learners to be purposeful, strategic and persistent in learning. This is the role of metacognition in learning autonomy across domains.

Metacognitive process includes planning, mentoring, problem solving evaluation, among other things. Metacognitive strategies help build something more than an inclination towards cooperation namely self-esteem and self-confidence given by the ability to choose and evaluate one's learning strategies, besides the value of the respective strategies the autonomy and independence in learning that comes along with them.

Language learning strategies
Learning strategies are used by the learner to help one to acquire or to take input (rewrite) and use the information to make ones learning quick, simple, more effective which can be passed on to new situations, a learner wants to learn English language to communicate in English fluently and correctly. Language autonomy can be acquired with the help of learning strategies. Managing is a must for autonomy; self efficiency also can be improved by learning strategies.

There are six major learning strategies: Cognitive, Mnemonic, Metacognitive, Compensatory, Affective and Social.

1. **Cognitive:** Learners already have information, they add this information with new information, analyzing, questioning, inductive and deductive reasoning, rearranging the information and taking regular notes of the information are examples of cognitive strategies.
2. **Mnemonic:** Mnemonic strategy assists learners to connect a newly learned knowledge with what they have already learned and know.
3. **Metacognitive strategy:** They assist learners to manage themselves as learners. Each learning style approach helps to learn a language. Learners can select the learning style which suits him best. Metacognitive strategy helps as learners to select the right resources and fix a goal for language learning. If the goals are not clear the learning process will have obstacles.
4. **Compensatory strategies:** Guessing the meaning or idea while listening and readying fills a learning gap.
5. **Affective strategies:** Positive attitudes improve language learning.
6. **Social strategies:** Social strategies are integral part of communicative language learning.

A thrust hold level of proficiency in cognitive English language learning is essential for the learners participation and engagement that is necessary for subsequent success in learning English Language. Ways to develop this form should be learned in authentic concept rather than through contrived drills in language work books.

Think aloud, thinking skills, small groups, enable participants to hear. From the students everyday lives and using it as a spring board to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural

backgrounds they are more highly motivated and learn at a better rate.

Metacognitive strategies
Metacognitive strategies called self-directed learning skills in literature and regulatory skills in the cognitive English Language Learning, refer to executive processes that govern and direct other thought processes when planning monitoring, evaluating, regular solution activity.

Most teachers are familiar with the term metacognition, would describe it as thinking about thinking when we use metacognitive strategies, we anticipate or plan for a task, consider the success of the implementation, and evaluate the success of the plan afterwards. Metacognitive process include planning, monitoring, problem solving, evaluating, among other things.

This study highlights the aspect that Educators need to place enough importance on many metacognitive strategies especially ones which might help poor students in English (e.g. planning and problem solving strategies). Learners have to be strongly motivated to learn, show students how to overcome obstacles give them the confidence and ability to cope with study. The motivation to study independently and Creation of autonomous learning environment.

Metacognitive knowledge experience in using strategies encourages learner's motivation and ability to learn independently. These way learners take charge of their own learning.

These positive learning experiences will help them see difficulties. Obstacles, weaknesses or failure as challenges which can be overcome by the application of appropriate strategies.

The absence of higher-level metacognitive processes, lessons and learners willingness, ability to take charge of his/her English learning, is to some extent in line. That is learning is more effective when learners are actively involved in the learning process, assessing responsibility for their learning and participating in the decisions which affect it.

Some strategies such as using hints/ body language, rehearing, re reading responding in class are obviously listening or reading specific while other i.e. preparing for class, preparing to confront obstacles might be affected by language proficiency.

Metacognitive strategies play an important role for success in learning across disciplines as well as being closely linked to the development of independent learning. Many contributions to research suggest that metacognition is common to learning both content and language learning.

Insight into the metacognitive strategies that students from different disciplines possess and the interaction of the strategies when learning content knowledge and language is an initial step to promising language learning autonomy understanding of learners existing knowledge and experience learning about learner independence (in learning the major subject disciplines) can provide teacher/ instructor with clear. Explicit guidelines on how learners can develop their independence in language learning consequently learners will be enriched with adequate learning strategies to develop a love of learning.

In this strategy learners consider the task at hand and look at the text or materials they will be using by doing a "book walk" or other previewing activities. Students see how the text will help them answer specific questions, how it relates to the topic at hand and so on. Just as a meaningful objective helps students to know what to look for in advance organization can help them to understand how the materials relate to the task at hand and help them plan for their learning.

Selective attention: Students can do selective reading and gather information for their task. Teaching students to look for just the information needed for the task at hand helps them build efficiency and avoid confusion in a short span of time.

Monitor comprehension: Good reader and listener monitor their comprehension and take action. Comprehension breaks down while reading, listening, speaking and writing. Students can monitor their own comprehension when producing language feedback.

Language learning strategies: Metacognitive Development providing students with skills and vocabulary to talk about their learning e.g.:- self assessments, note taking, study technique and vocabulary assignment establishing a link between the student's prior knowledge to the material and familiarizing concepts through direct experience.

Text representation: Inviting students to extend understanding of text and apply them in a new way, students can create drawings, video and invent games.

Strategy definition
Strategy can be defined as
- Previewing the main idea
- Concepts of a text identifying the organizing principle.
- Planning how to accomplish the learning task
- Planning the sequence of ideas to express.
- Attending to key words, phrases, ideas, linguistic type of information
- Self-Management Plan - when – where - how to study.
- Seeking or arranging the conditions that help one learn

Monitoring
Monitoring is checking one's oral or written production while it is taking place.

Monitoring involves
1. Monitoring: Think while listening
2. Monitoring Comprehension: Think while reading
3. Checking one's Comprehension: During listening or reading.
4. Monitoring Production: Think while speaking / Think while writing

Evaluating
Evaluating is self assessment by keeping a learning log and reflecting on what you learned and judging how well you have accomplished a learning task.

Self- assessment: Check book
                         Keep a learning log
                         Reflect on what you learned.

Cognitive strategies

Sr.	Strategy Name	Strategy Description
1	Resourcing	Use reference materials
2	Grouping	Classify Construct graphic organizers
3	Note making	Take notes on maps, to do lists

Six key strategies for teachers of English language learners

The following six key strategies help students develop English as a second language and also learn words that are not part of everyday English:

1. Vocabulary and language development Teachers have to introduce new concepts by discussing vocabulary words, key to that concept and build students background knowledge
2. Guided interaction: Teachers structure lessons so that students work together to understand what they read – by listening, speaking, reading and writing collaboration about the academic conception of the text.
3. Metacognition and authentic assessment rather than having students simply memorize information teachers model and explicitly teach thinking skills (Metacognition) crucial to learning new concepts for learning English language and a skill used by highly proficient readers of any language.
4. The fourth strategy is explicit instruction or direct teaching of concepts academic language and reading comprehension strategies needed to complete classroom tasks.
5. The fifth strategy is the use of meaning based context. Universal themes, referring to taking something meaningful from the students everyday lives and using it as a spring board to interest them in academic concepts, research shows that when students are interested in something they can connect it to their lives or cultural background they are more highly motivated and learn at a better rate.
6. The final strategies in the use of modeling graphic organizer and visuals. The use of a variety of visual aids including pictures diagram and charts helps all students and especially English language learners' students. They easily recognize essential information and its relationship to supporting ideas. Visual aids make both the language and the content more accessible to students

The purpose of learning strategies is to give students the tools they need to be independent, effective, efficient and strategic learners.

These are further few more strategies that Teachers can use while teaching English.

1. Planning goal setting

Planning goal setting includes
- Pre-reviewing concepts
- Expecting the encountered problem
- Predicting outcomes/ answers
- Predicting the incoming information
- Choosing strategies for the task work.

2. Monitoring

Monitoring is checking one's comprehension during listening or reading.

Monitoring includes
- Checking progress
- Seeking related prior knowledge
- Checking the retrieval of required information.
- Note–taking
- Selectively checking appropriateness of the strategy
- Checking correctness of the predictions/answer
- Checking the linkage to other subjects
- Checking importance of the information
- Self examination.

3. Problem solving
Problem solving includes
- Revising the plan
- Accessing various resources
- Tolerating incomprehension
- Managing resources linking with prior knowledge
- Inferencing
- Elaboration

4. Evaluating
Evaluating includes
- Judging that the goal has been met
- Assessing strategy used within subject
- Applicability
- Seeking other suitable strategy
- Assessing knowledge/ information comparing new with known knowledge
- Judging how much learned
- Summarizing ideas/ lessons
- Assessing learning / work.
- Judging worthiness of learning
- refining ideas/ skills
- Applying learning to other practice.

Metacognitive strategies comprise of few major categories which are mentioned below
1. Direct Strategies are creating mental images, sounds and reviewing employed actions.

2. **Indirect Strategies:** Metacognitive Strategies that involve centering your learning arranging, planning and evaluating your learning.

Direct strategies	Indirect strategies
A. Creating Mental Linkage	A. Certify your learning
B. Applying images sounds	B. Arranging planning or learning
C. Receiving well	C. Evaluating or Learning
D. Employing action	

3. **Cognitive strategies:** Practicing receiving and sending messages analyzing and reasoning creating structure for input and output.

4. Affective strategies use positive attitudes that improve language learning. Such methods lower anxiety level,

encourage students to do more and take control of their emotional temperature. It includes:

A. Lowering your anxiety
B. Encouraging yourself
C. Taking your emotional temperature.

5. **Compensation strategies:** Guessing intelligently, overcoming limitations in speaking and writing.

6. **Social strategies:** Social strategies are integral part of communicative language learning.

They include
A. Asking questions
B. Co- operating with others
C. Empathizing with other

Strategy Name	Strategy Description Planning	Strategy Definition
Advance Organization	Preview Skim Gist	Previewing the main ideas Concepts of a text identifying the organizing principle.
Organization Planning	Plan What to do	Planning how to accomplish the learning task. Planning the party.
Selective Attention	Listen or Read Selectively Scan Find Specific Information	Square of ideas to experience
Self- Management	Plan Where, When, how to study	Attending to key words,

All the above strategies for English language learning are important.

Students have to be strongly motivated to learn the above strategies to overcome obstacles. It is the responsibility of the teacher to help build the confidence of the students and their abilities to cope with the studies. The motivation to study independently and creation of autonomous learning environment has to be created by teachers.

Metacognitive knowledge experience in using strategies encourages learner's motivation and ability to learn independently. These way learners take charge of their own learning. This positive learning experience will help them see difficult obstacles, weaknesses or failure as challenges which can be overcome by the application of appropriate strategies.

Learning is more effective when learners are actively involved in the learning process, assessing responsibility for their learning, and participating in the decisions which affect it. Some strategies such as using hints/ body language, rehearsing, re-reading, responding in class are obviously listening or reading specific, while other i.e. preparing for class, preparing to confront obstacles might be affected by language proficiency.

Strategy development using reference materials
The following reference materials can be used for strategy development
1. Dictionaries, encyclopedias or textbooks.
2. Classify words, technology, quantities or concepts according to their attributes.
3. Writing down key words in abbreviated verbal, graphic or numerical form.
4. Elaboration of prior knowledge.
5. Use what you know, use background knowledge, make analogies.
6. Relating new to known information, making personal associations

Strategies for using computers for teaching English Language
In addition to printed materials, teachers, can bring in computer aided audio-visual equipments into the language classroom and build games and activities round them in order to stimulate language learning. These include objects

from the real words, referred to as 'regalia' and also pictures, flash cards and wall charts. Almost every sample of language from real life, like newspapers, advertisements, instructions on the use of consumer products, bill boards, etc. can be used as a language teaching resource.

In this age of information technology, there is hardly any sphere of human activities that has not been impacted by Computers and have added a new dimension to educational technology.

Technology cannot replace the teacher in the classroom, but can lend assistance to facilitate learning, as a classroom aid.

The computer aided audio and video sessions provide inputs which could lead on to dialogues and discussions. The activities and learning that take place are independent of the computer program itself. Computers can be used for teaching some aspect of Language. Software programs as well as interactive CD ROMs are available, where lessons are programmed, graded and sequenced so as to facilitate self-learning. These materials can be accessed directly by the learners who can select the area of learning and also adjust their pace of learning.

Computer lessons can address all the four skill areas – listening, speaking, reading and writing. It also makes distance learning possible as well as conventional. Many universities have begun offering courses through e-mail or CD ROMs.

To sum up the advantages of computers in language teaching
1. Computers can control presentation. It can combine visual and graphic information with text. It can highlight features using colour and movement.
2. Computers can provide novel and creative stimuli for learning. New language can be learned in an interactive mode.
3. Computers provide immediate feedback and this can be used for error correction. It can also help in error-analysis.
4. Computers adaptability helps teachers to adapt instructional materials to suit the needs of the students.

Writing strategies
Students need to develop polished writing skills for a number of reasons. Writing makes one's thinking and

reasoning visible which is an important skill in academic setting and many workplaces. Instruction in writing is often not explicit instead many teachers expect students to automatically transfer what they know from reading into writing. This is problematic for all students as proficiency in reading does not guarantee proficiency in writing.

Writing strategies includes teaching students strategies for planning, revising and editing. Students should be encouraged to plan, draft, revise and edit their compositions. Teachers should assign students specific reachable goals. Educators should encourage students to construct more complex sophisticated sentences.

However, other things that have to be included in language learning are study skills, self-assessment, working with other people, using resources, memory learning styles, motivation, emotions, self-belief, managing learning and so on. For eg., when reading narrative texts, educators can ask students to imagine the story like they are mentally playing a movie and can benefit information retention and deep understanding.

Most of the early investigations of metacognition were descriptive in nature in that they sought to describe general developmental pattern of children's knowledge about memory processes. They were particularly interested in processes concerned with conscious and deliberate storage.

Planning strategies
Planning a strategy involves
1. Setting own objectives keeping them in mind.
2. Identifying in advance the aspect of information to look for and focusing on that particulars information.
3. Deciding what is already known about the subject topic or issue that will be helpful. Thinking in advance about strategies and tactics that one can use to understand the subject topic or issue.
4. Trying to find out what can be done in sequence, to make lectures or texts understandable, checking periodically whether the material is making sense.
5. Using various kinds of resources to make understanding clear e.g. graphs charts, key concepts, reference material outlines

Goal setting strategy in English Language learning
By preparation and planning in relation to their learning goals students think about what their goals are and how they will go about accomplishing them. Students with the help of the teacher can set a realistic goal within a set time for accomplishing that goal. Setting clear challenging and realistic goals can help students see their own progress and hopefully by becoming consciously aware of their progress the students' motivation for learning would be increased.

Students have more chances of good success when they set goals for learning strategies. Students should be explicitly taught that once they have selected and begun to use the specific strategies they need to check periodically whether or not those strategies are effective and being used as intended. For example while reading they can use context to guess the meaning of some unknown vocabulary items to monitor them they should pause and check to see if the meaning they guessed makes sense in the text. If not, then they should go back and modify or change their strategy. Knowing how to use a combination of strategiesis an important metacognitive skill. Research has shown that successful language learners tend to select strategies that

work well together in a highly orchestrated way tailored to the requirements of the language task. These learners can easily explain the strategies they use and why they employ them.

The metacognitive ability to select and use particular strategies in a given context for a specific purpose means that the learner can think and make conscious decision about the learning process. Learners should be taught not only about learning strategies but also about when to use them. The goal of the students should be how to choose the most appropriate strategy in a given situation.

Other things that need to be included in our model of the strategies of language learning are study skills, self-assessment, using my first language working with other people using resources, using memory learning styles, motivation, emotions, self-belief, managing learning.

Repetition: What makes something stick in memory is repetition. Anything that the student learns must be contextualized, broken into chunks of information using mnemonics and only then will the student be able to memorize it.

Power of Questioning: Questions must be asked as much needed to find out if the student has properly understood the text.

Brainstorming: This is also a good strategy to have a mind map and to focus on a few things only and take things bit by bit.

Cognitive and metacognitive strategies can be made interesting by giving choice strategies which give them solutions to current learning problems. All strategies have to be short, interesting and visibly useful in the minds of students.

This suggests the need to give explicit training to students in all the four metacognitive processes and further a need for training in metacognitive strategies to promote autonomy in English learning.

The final strategy is the use of modeling graphic organizers, making use of a variety of visual aids including pictures, diagrams, charts, visuals, etc., make both the language students understand, the content more accurate according to vocabulary and language development.
1. Teachers introduce new concepts by discussing vocabulary words; key to that concept builds students background knowledge.
2. Guided Interaction: - Teachers structure lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively.
3. Metacognition: Metacognition and authentic assessment, teachers learn thinking skills (metacognition) crucial to learning new concepts.

Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language.
4. Explicit instruction or direct teaching of concepts, academic language, reading comprehension.
5. Meaning based context and universal themes referring to taking something meaningful.

Finally, Metacognitive Strategy is application of active learning that emphasis on students reflecting on the learning process to achieve the objectives. Successful learners are active, goal-directed, self-regulated and assume responsibility for their own learning process, starting with a

goal in mind and using it to plan as to how to achieve, monitor and evaluate the learning objectives.

Ultimately Teachers tailor instruction to meet the needs of diverse group of learners. Together Teachers and Students develop their understanding of each other, the world around them and the Language that connects them all.

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