



A Study On The Metacognitive Language Learning Strategies Among Secondary School Students

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Abstract:

Communication is an essential skill which requires socio-psychological activity involving habit formation. Students can learn language skill through metacognitive strategies. The purpose of this study is to investigate the metacognitive language learning strategies employed by secondary semi-Marathi medium school students Mumbai (India). A questionnaire was adapted from Metacognitive language learning Strategies Inventory (MLLS). Findings of the research indicated that the secondary school students have a preference in utilizing the Social, Metacognitive, and cognitive strategies as compared to other strategies. The result of this study should help language practitioner to train students on how to adapt or use different strategies effectively while language learning.

Keywords: *Metacognitive Awareness, Metacognitive Language Learning Strategies*

Introduction:

Learning a second language is a socio-psychological activity involving habit formation which is achieved through an active participation and by adopting various learning strategies. The attainment of communication competence is often seen as a difficult task specially in an unfavorable environment. That's why the teacher must provide a favorable environment to students to learn target language. Language learning strategies can simply be described as characteristic ways in which learners acquire, remember, and use new language. The field of language learning is complex and multi-layered.

Oxford (2003) advocates for increased learning autonomy in language learning classroom whereby students are knowledgeable of a variety of different learning strategies and know how to utilize them for maximal learning. Oxford believes that “language learning styles and strategies are among the main factors that help determine how and how well our students learn a second or foreign language” (p-1).

If the students are trained with metacognitive skills to attain language competence it will be helpful for students to learn them. The goal of metacognitive

strategy training is to develop self-diagnosis, create awareness of how to learn target language most efficiently, developing problem solving skills, experimenting familiar and unfamiliar learning strategies, decision making about how to approach a task, monitoring and self-evaluation, transferring successful learning strategies to new learning context, and enabling students to become more independent, autonomous, and lifelong learners(Allwright,1990;Little,1991,cited in Oxford, (2003).

There are many researches evidence that metacognitive strategies play more significant role than other learning strategies in this process because once a learner understands how to regulate his/her own learning with the use of strategies, language acquisition should proceed at a faster rate (Anderson, 2003)

Need of the study:

In Indian school, metacognitive strategy training is not integrated with teaching learning. Most of the teachers are not aware of metacognitive strategies and if some of them are aware they did not pay attention to these strategies while designing their lessons. Language skills do not receive its due importance and students are not sufficiently trained to use metacognitive language learning strategies. At national and international level many researches have been

conducted related to metacognitive strategies and recommended to integrate them while instruction. This study emphasizes to know the awareness of secondary students about metacognitive language learning strategies while communication.

Objectives of the study:

The purpose of the study is to find the awareness of metacognitive language learning strategies among secondary semi-Marathi medium school students in Mira-Bhayandar, (Mumbai)

Sample and sampling Technique:

Sample consisted of 35 secondary semi-marathi medium students which were selected on the basis of convenience sampling.

Tools used: In this study a set of questionnaires was used to assess metacognitive awareness and perceived use of language learning strategies for speakers of other languages learning English. The MLLS consists of 50 items in the two dichotomous constructs of direct (29 items) and indirect (21 items) learning strategies. Direct strategies are subdivided into memory (9 items), cognitive (14items), and compensation (6 items) strategies, whereas indirect strategies are subdivided into metacognitive (9 items), affective (6 items), and social (6 items) strategies.

Data Analysis:**Table 1: Distribution Of Metacognitive Language Learning Strategies**

Metacognitive language strategies	Type	Item	Total
Direct	Memory	1,2,3,4,5,6,7,8,9	9
	Cognitive	10,11,12,13,14,15,16,17,18,19,20,21,22,23	14
	Compensation	24,25,26,27,28,29	6
Indirect	Metacognitive	30,31,32,33,34,35,36,37,38	9
	Affective	39,40,41,42,43,44,	6
	Social	45,46,47,48,49,50	6

Table 2: Level Of Language Learning Strategies

Categories/ Level	Mean Score
	1.5 to 2.4
Low	1.0 to 1.4
Medium	2.5 to 3.4
	3.5 to 4.4
High	4.5 to 5.0

Result:**Table 3: Frequency And Level Of Memory Strategies**

Memory strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	0	0
	1.0 to 1.4		
Moderate	2.5 to 3.4	15	44%
High	3.5 to 4.4	19	56%
	4.5 to 5.0		
Total		34	100%

Table 4: Frequency And Level Of Cognitive Strategies

Cognitive strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	1	3%
	1.0 to 1.4		
Moderate	2.5 to 3.4	13	38%
High	3.5 to 4.4	20	59%
	4.5 to 5.0		
Total		34	100%

Table 5: Frequency and Level Of Compensation Strategies

Compensation strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	0	0
	1.0 to 1.4		
Moderate	2.5 to 3.4	22	65%
High	3.5 to 4.4	12	35%
	4.5 to 5.0		
Total		34	100%

Table 6: Frequency and Level of Metacognitive Strategies

Metacognitive strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	0	0
	1.0 to 1.4		
Moderate	2.5 to 3.4	13	38%
High	3.5 to 4.4	21	62%
	4.5 to 5.0		
Total		34	100%

Table 7: Frequency and Level of Affective Strategies

Affective strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	0	0
	1.0 to 1.4		
Moderate	2.5 to 3.4	15	44%
High	3.5 to 4.4	19	56%
	4.5 to 5.0		
Total		34	100%

Table 8: Frequency and Level of Social Strategies

Social strategies			
Categories	Levels	Frequency	Percent
Low	1.5 to 2.4	0	
	1.0 to 1.4		
Moderate	2.5 to 3.4	8	24%
High	3.5 to 4.4	26	76%
	4.5 to 5.0		
Total		34	100%

Table 9: Overall Use of Language Learning

Cognitive strategies			
Categories	Levels	Frequency	Percent
Low	.24 and below	0	0
Moderate	.25 to .34	1	3%
High	.35 and above	33	97%
Total		34	100%

Table 10: Overall Use of Language Learning Strategies

Strategies	No of students	Mean	Standard Deviation
Memory	34	3.54	0.72
Cognitive	34	3.48	0.74
Compensation	34	3.25	0.44
Metacognitive	34	3.65	0.84
Affective	34	3.28	0.73
Social	34	3.78	0.88
Overall strategies	34	0.41	0.08

Discussion: Language strategies while communication

The findings indicates that secondary semi-marathi medium students in Mira-Bhayandar , Mumbai (India) have a high use of social strategies while learning language with $M=3.78$ which was the higher than the other language learning strategies. Metacognitive strategies are also used mostly by students with $M=3.65$, Cognitive strategies are commonly used by the students while communication with $M=3.48$. compensation strategies and affective strategies are very less used by the students comparatively with other strategies. This indicates that as language is developed and learnt in the society so students are aware about it and making use of those strategies more. Apart from social strategies students are using metacognitive strategies and cognitive strategies as they

are aware about the strategies where and how to use them. Compensation strategies and Affective strategies are not used by students as they are not aware about it and require training for it.

Conclusion:

The objectives of the study were to investigate the Metacognitive Language Learning Strategies among semi-Marathi secondary students while communication. The findings show that when students have difficulties in communication, they tend to use more social strategies and then Metacognitive and Cognitive strategies comparatively to other strategies. The findings indicated that students are not focusing on knowing the most effective strategies, but rather on how to use strategies effectively and appropriately. Therefore, students were able to identify

suitable social, metacognitive, and cognitive strategies while communication. Fostering metacognition brings learners an awareness of the learning process and strategies that lead to success. When learners are equipped with this knowledge, they will understand their own thinking and learning process and accordingly, they are more likely to oversee the choice and application of learning strategies, plan how to proceed with a learning task, monitor their own performance on an ongoing basis, find solutions to problems encountered, and evaluate themselves upon task completion. Teacher must integrate these strategies while designing the lesson and train the students for the same.

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