

**METACOGNITIVE STRATEGIES AWARENESS AND SUCCESS
IN LEARNING ENGLISH**

Tolipova Gulfiya Fayzulla qizi

English teacher of Angren University

tolipovagulfiya@gmail.com

Abstract: *The awareness and application of metacognitive strategies play a pivotal role in achieving success in language learning, particularly in mastering English as a second or foreign language. Metacognition, the ability to reflect on and regulate one's cognitive processes, can significantly enhance learners' comprehension, retention, and overall performance in English. This article explores the role of metacognitive strategies in language learning, specifically their impact on English acquisition. It examines the types of metacognitive strategies employed by successful language learners, discusses the relationship between metacognitive awareness and academic achievement in English, and highlights practical ways in which learners can develop metacognitive skills. Drawing on relevant research and theories, the article provides insights into how learners can use metacognitive strategies to overcome challenges in language learning and achieve greater success.*

Key words: *Awareness, comprehension, planning, monitoring, evaluating, goal setting.*

The process of learning a new language involves not only acquiring linguistic knowledge but also developing the ability to reflect on and control one's learning strategies. This dual process, known as metacognition, refers to the awareness and regulation of one's cognitive processes in learning. In the context of learning English as a second or foreign language, metacognitive strategies have been shown to have a profound impact on learners' success. These strategies allow learners to manage their learning more effectively, increase their comprehension of complex materials, and enhance their ability to recall and use language in various contexts.



Metacognitive strategies are often categorized into three main areas: planning, monitoring, and evaluating. Planning involves setting goals and determining how to approach a task, monitoring includes checking one's progress and adjusting strategies when needed, and evaluating refers to reflecting on the learning process and assessing outcomes. When learners are aware of these strategies and can apply them appropriately, they are more likely to succeed in acquiring a new language.

This article aims to investigate the role of metacognitive strategies in language learning, with a specific focus on English. It examines how learners' metacognitive awareness influences their success in mastering English, explores the various strategies that effective language learners employ, and offers suggestions for developing these strategies to improve language acquisition outcomes.

Metacognition, a term coined by John Flavell in the 1970s, refers to the higher-order thinking skills that enable individuals to monitor, control, and regulate their cognitive processes. In the context of language learning, metacognition involves not only knowing what to learn but also understanding how to learn and when to adjust one's learning approach. Metacognitive strategies are essential tools that learners can use to optimize their learning experience and overcome difficulties in mastering a second language.

Metacognitive strategies can be broadly divided into three categories:

Planning: This includes activities such as setting goals, determining the best approaches to learning tasks, and anticipating challenges. Successful language learners often spend time preparing for lessons, reviewing materials before class, and setting realistic and achievable language-learning goals.

Monitoring: Monitoring involves checking progress during the learning process. Learners using this strategy are able to recognize when they are not understanding material or when they need to adjust their approach. Monitoring helps learners stay on track and avoid frustration by recognizing problems early and making necessary adjustments.

Evaluating: Evaluation refers to reflecting on the effectiveness of learning strategies after a task is completed. This reflection helps learners identify which



methods were successful and which need improvement. Evaluative processes allow learners to refine their approaches to language learning over time.

These strategies are not always consciously applied by learners, but with training and practice, they can become integral to the learning process. Metacognitive awareness refers to the conscious recognition of these strategies and the ability to use them deliberately and effectively.

The connection between metacognitive awareness and success in language learning is well-documented in research. Learners who are aware of the strategies they use and who can regulate their learning process tend to perform better than those who are less aware. Several studies have shown that metacognitive awareness is positively correlated with better language proficiency, improved reading comprehension, and greater success in language testing.

For instance, learners who actively plan their study sessions, monitor their understanding during practice, and reflect on their performance after tasks tend to retain more vocabulary, understand grammar concepts better, and improve their speaking and writing abilities in English. This is because metacognitive strategies help learners manage cognitive overload, organize information effectively, and actively engage with the language.

Moreover, metacognitive strategies can help learners cope with the challenges that often arise when learning English. For example, English learners often face difficulties related to complex grammar rules, vocabulary acquisition, and pronunciation. By using metacognitive strategies, such as breaking down challenging concepts into smaller parts (planning), checking understanding through self-testing (monitoring), and reviewing mistakes after practice (evaluating), learners can improve their chances of overcoming these obstacles and mastering the language.

To improve metacognitive awareness, learners can be trained to apply specific strategies in various language learning contexts. The following are some practical ways to develop metacognitive strategies:

Self-Reflection: Learners can start by reflecting on their current learning habits. Questions such as "What strategies help me understand English better?" or "When do



"I struggle most with learning English?" can help learners become more aware of their strengths and weaknesses. This reflection can lead to better decision-making about how to approach future learning tasks.

Goal Setting: Setting clear, measurable, and achievable language learning goals is an important part of metacognitive planning. Learners should break down larger goals (e.g., becoming fluent in English) into smaller, manageable objectives (e.g., learning 50 new words per week or mastering a specific grammar structure). These smaller goals make progress more visible and achievable.

Monitoring Progress: Learners should regularly check their progress in language learning. This can involve self-testing, reviewing previous lessons, and asking for feedback from teachers or peers. Monitoring helps learners identify areas of difficulty and adjust their learning strategies as needed.

Error Analysis: After completing tasks or tests, learners should evaluate their performance by reviewing errors and identifying patterns. By understanding why certain mistakes occurred, learners can develop strategies to avoid them in the future.

Using Language Learning Resources: There is a wide range of tools available to support language learners, from online dictionaries to language learning apps and websites. Learners should explore and use these resources strategically, selecting tools that best match their learning goals.

Conclusion

Metacognitive strategies play a crucial role in the success of language learners, particularly in the acquisition of English as a second language. By fostering awareness of metacognitive processes, learners can enhance their ability to manage their learning effectively, overcome obstacles, and ultimately achieve their language learning goals. Teachers and educators can support this process by promoting metacognitive awareness in the classroom, providing opportunities for learners to reflect on their learning, and encouraging the development of strategic approaches to language acquisition. With a greater understanding and application of metacognitive strategies, learners can improve their language skills, build confidence, and experience greater success in their English learning journey.

**REFERENCES:**

1. ANDERSON, N. J. (2003). "METACOGNITIVE READING STRATEGIES INCREASE L2 PERFORMANCE." THE LANGUAGE TEACHER, 27(7), 20-22.
2. CHAMOT, A. U. (2005). "LANGUAGE LEARNING STRATEGY INSTRUCTION: CURRENT ISSUES AND RESEARCH." ANNUAL REVIEW OF APPLIED LINGUISTICS, 25, 112-130.
3. FLAVELL, J. H. (1979). "METACOGNITION AND COGNITIVE MONITORING: A NEW AREA OF COGNITIVE-DEVELOPMENTAL INQUIRY." AMERICAN PSYCHOLOGIST, 34(10), 906-911.
4. GARNER, R. (1994). "METACOGNITION AND EXECUTIVE CONTROL." IN R. B. RUDDELL, M. R. RUDDELL, & H. SINGER (EDS.), THEORETICAL MODELS AND PROCESSES OF READING (4TH ED., PP. 715-732). INTERNATIONAL READING ASSOCIATION.
5. LITTLE, D. (1991). "LEARNER AUTONOMY 1: DEFINITIONS, ISSUES, AND PROBLEMS." AUTHENTIK.
6. OXFORD, R. L. (2003). "LANGUAGE LEARNING STYLES AND STRATEGIES: AN OVERVIEW." GALA.
7. RAHIMI, A., & KATAL, M. (2010). "METACOGNITIVE STRATEGIES AWARENESS AND SUCCESS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: AN OVERVIEW." PROCEDIA - SOCIAL AND BEHAVIORAL SCIENCES, 3, 1211-1215.
8. SCHRAW, G., CRIPPEN, K. J., & HARTLEY, K. (2006). "PROMOTING SELF-REGULATION IN SCIENCE EDUCATION: METACOGNITION AS PART OF A BROADER PERSPECTIVE ON LEARNING." RESEARCH IN SCIENCE EDUCATION, 36(1-2), 111-139.
9. VANDERGRIFF, L. (2002). "IT WAS NICE TO SEE THAT OUR PREDICTIONS WERE RIGHT: DEVELOPING METACOGNITION IN L2 LISTENING COMPREHENSION." CANADIAN MODERN LANGUAGE REVIEW, 58(4), 555-575.



10. WENDEN, A. (1987). "METACOGNITION: AN EXPANDED VIEW ON THE COGNITIVE ABILITIES OF L2 LEARNERS." LANGUAGE LEARNING, 37(4), 573-597.
11. WENDEN, A. (1991). "LEARNER STRATEGIES FOR LEARNER AUTONOMY." PRENTICE HALL.
12. ZHANG, L. J. (2001). "AWARENESS IN READING: EFL STUDENTS' METACOGNITIVE KNOWLEDGE OF READING STRATEGIES IN AN ACQUISITION-POOR ENVIRONMENT." LANGUAGE AWARENESS, 10(4), 268-288.
13. ZHANG, L. J. (2010). "A DYNAMIC METACOGNITIVE SYSTEMS ACCOUNT OF CHINESE UNIVERSITY STUDENTS' KNOWLEDGE ABOUT EFL READING." TESOL QUARTERLY, 44(2), 320-353.
14. ZHANG, L. J., & SEEPHO, S. (2013). "METACOGNITIVE STRATEGY USE AND ACADEMIC READING ACHIEVEMENT: INSIGHTS FROM A CHINESE CONTEXT." ELECTRONIC JOURNAL OF FOREIGN LANGUAGE TEACHING, 10(1), 54-69.
15. ZHANG, L. J., & ZHANG, D. (2013). "RELATIONSHIPS BETWEEN CHINESE EFL STUDENTS' LEVELS OF METACOGNITIVE AWARENESS AND THEIR USE OF READING STRATEGIES." READING IN A FOREIGN LANGUAGE, 25(1), 45-70.