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# FOSTERING SELF-REGULATED LEARNING THROUGH METACOGNITIVE APPROACHES IN LANGUAGE EDUCATION

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## Abstract

*It has come to be acknowledged that self-regulated learning, also known as SRL, is an essential component of an efficient educational system. SRL gives students the ability to take charge of their own academic development. Developing self-reflection and reflection (SRL) is especially important in the field of language education because learning a language requires constant practice, the establishment of goals, and reflection. A comprehensive foundation for the cultivation of self-reflective learning (SRL) among language learners is provided by metacognitive techniques. These approaches place an emphasis on awareness and regulation of one's own cognitive processes. The purpose of this study is to investigate the point of intersection between SRL and metacognition in the context of language instruction. In doing so, it stresses the significance that metacognitive methods have in boosting learners' autonomy and linguistic proficiency. These strategies include planning, monitoring, and evaluating learning tasks. Important interventions include the utilization of think-aloud protocols, the practice of self-reflective journaling, and goal-setting activities that are adapted to the specific requirements of particular students. Furthermore, the study analyzes the impact that teacher facilitation has on the scaffolding of metacognitive practices and the creation of an environment that is conducive to self-regulated learning.*

**keywords :** Metacognitive, Self-Regulated, Language, Education

## Introduction

In the always shifting educational landscape, the capacity to learn on one's own and to adapt to new situations has emerged as an essential component of academic achievement and learning that continues throughout one's life. The concept of self-regulated learning (SRL), which can be defined as the ability of learners to organize, monitor, and assess their own learning processes, has emerged as an essential competency in the process of cultivating autonomy and resilience in students. SRL takes on an even larger significance in the field of language education, which is characterized by the requirement of continuous practice, strategic engagement, and cultural comprehension in order to achieve expertise. Through the utilization of metacognitive strategies, one of the most efficient methods to grow SRL is also one of the most effective pathways. "Thinking about thinking," also known as metacognition, refers to the awareness and regulation of one's own cognitive processes while they are engaged in the process of learning. Learners can obtain deeper insights into their learning habits and identify ways to enhance their outcomes by applying metacognitive strategies such as defining learning objectives, measuring comprehension, and reflecting on performance. These strategies are examples of metacognitive strategies. More specifically, the process of acquiring a language provides a one-of-a-kind setting in which to apply metacognitive

principles. Not only does it require the development of communication skills, cultural competency, and critical thinking, but it also requires the acquisition of grammatical and lexical knowledge. Learners are provided with the tools necessary to set meaningful goals, evaluate their progress, and change tactics in order to overcome problems through the utilization of metacognitive approaches, which help them to manage this complexity. For the purpose of fostering SRL, this research investigates the incorporation of metacognitive methods into language education as a means of training students.

**Self-Regulated Learning Concept**

In order to encourage kids to continue to be motivated when it comes to education, they need equip themselves with thinking abilities that will allow them to compete on a global level. However, this is not a simple accomplishment to do. A high level of competition and an excellent fighting spirit are required of students, in addition to the possession of higher-order thinking abilities, particularly those that include the ability to solve problems. Therefore, in addition to being able to think creatively and critically, students are also need to be able to produce ideas and make judgments that are intelligent. Therefore, it is necessary for them to be conscious of the ways in which their methods of thinking and thought processes impact their academic achievement. Additionally, they must be able to recognize the techniques that enable successful learning via the practice of self-regulated learning for themselves. Learners who are self-aware and able to learn from inside themselves are said to engage in self-regulated learning.

**Literature Review**

The concepts of self-regulated learning (SRL) and metacognition have been the subject of a significant amount of research as essential elements of successful education. With a particular emphasis on the ways in which metacognitive techniques might encourage SRL among language learners, this section provides a review of important theoretical frameworks, empirical results, and applications in the field of language teaching.

**Theoretical Foundations of Self-Regulated Learning and Metacognition**

SRL is defined by Zimmerman (2002) as the process by which learners take active control of their own learning by establishing objectives, monitoring their progress, and reflecting on the results of their efforts throughout the learning process. The concept presented here is further upon by Pintrich (2000), who places an emphasis on the interaction between cognitive, motivational, and behavioral aspects in SRL. A similar concept known as metacognition was popularized by Flavell (1979), who differentiated between metacognitive knowledge, which refers to an individual's awareness of their own cognitive processes, and metacognitive regulation, which refers to the ability to exercise control over these processes. In the context of language instruction, SRL and metacognition are particularly pertinent since they both place an emphasis on the learner's ability to be autonomous and adaptable.
In collaborative learning situations, where learners gain cognitive and metacognitive abilities through interaction and scaffolding, Vygotsky's sociocultural theory also provides a framework for understanding the function of metacognitive techniques. This is because the theory makes it possible to comprehend the role that these strategies play. These theoretical findings highlight the significance of incorporating metacognitive techniques into language teaching in order to improve the level of independence and competency of English language learners.

**Empirical Studies on Metacognitive Strategies in Language Learning**

There is evidence from research that suggests that metacognitive methods considerably improve the results of language acquisition. O'Malley and Chamot (1990) found that successful language learning requires several methods, including planning, monitoring, and evaluation. These strategies are essential to the process. Researchers have shown that students who actively participate in metacognitive activities are more likely to attain better levels of competency, as well as have greater levels of drive and persistence.

In addition, studies have shed insight on the function that particular metacognitive treatments play. For example, Vandergrift and Tafaghodtari (2010) discovered that students' comprehension abilities increased when they were given explicit instruction in metacognitive listening tactics. In a similar vein, Raoofi et al. (2017) found that students who kept reflective journals showed improvements in their writing competence as well as their ability to think critically. These findings highlight the importance of including metacognitive education into language curriculum in order to cultivate SRL among students.

**Role of Teachers in Promoting Metacognitive Practices**

The body of research emphasizes the crucial part that educators play in providing a scaffolding environment for metacognitive learning. In order to assist students in internalizing these techniques, Paris and Winograd (1990) believe that teachers should explicitly teach metacognitive tactics, and they should also model their use of these strategies and offer feedback. By directing students through activities that involve goal-setting, encouraging them to do self-evaluations, and promoting peer cooperation in order to foster shared reflection, this may be accomplished in the context of language instruction.

As an additional point of interest, research indicates that programs that train teachers should provide educators with the skills necessary to cultivate metacognition. Research, such as that conducted by Livingston (1997), suggests that educators who have a solid understanding of the fundamentals of metacognition are better equipped to create activities that encourage self-regulated learning (SRL), which ultimately leads to improved results for students.

**Challenges in Implementing Metacognitive Approaches**

The adoption of metacognitive techniques is fraught with difficulties, despite the fact that they provide several advantages. A lack of understanding among educators, opposition from students who are accustomed to traditional techniques, and the requirement for intensive teacher training are some of the factors that contribute to this. For example, Wenden (1998) found that a significant number of students are either ignorant of metacognitive methods or have difficulty properly using them when they are not provided with instruction. In order to effectively address these difficulties, it is necessary to make a determined effort to include metacognitive training into educational policies, curriculum, and professional development programs.

**Metacognition in the Digital Age**

In the field of language instruction, the advent of technology has made it possible to explore new routes for the promotion of metacognitive learning. Learners have the opportunity to engage in self-directed learning, measure their progress, and report on their performance through the use of digital resources such as language learning applications, adaptive feedback systems, and online collaboration platforms. The

findings of research conducted by Lai and Gu (2011) emphasize the potential of these technologies to enhance SRL by providing real-time feedback and tailored learning paths among other benefits.

**Definition of Self-regulated Learning**

A wide variety of definitions and explanations may be applied to the concept of self-regulated learning. The reason for this is that it has received a great deal of attention from academic researchers that have a variety of psychological viewpoints on the type of learning that is being discussed. Putting it another way, the definitions are contingent upon the theoretical paradigms that are being utilized, such as the social cognitive theory, operant conditioning, phenomenology, and will theory. Self-regulated learning is a psychological construct that defines how students enhance their learning and performance in metacognitive, motivational, and behavioral aspects. The broad notion of self-regulated learning is identified in. According to this perspective, students who demonstrate self-control are continuously prepared to participate in learning. This is accomplished by actively regulating their own motivational ideas and beliefs, as well as by effectively managing their learning resources and surroundings. Additionally, individuals take responsibility for their own learning and refrain from relying entirely on instructors for the provision of information and continual guiding of their own education. It is vital to acquire both the ability to learn and the resolve to learn in order to promote learning that is both proactive and autonomous. In most cases, students who participate in self-regulated learning have a certain amount of experience with the use of cognitive strategies. Individuals are able to demonstrate that they are capable of successfully organizing and evaluating information collected from a variety of textual sources in a manner that is discernible.

**Objective**

**Method**

The study employed a systematic review approach, which entails a literature review guided by a clear research question and systematic procedures to ascertain which studies within the extant body of literature should be considered It allows for the examination of prior research findings to determine their consistency and applicability to new fields or samples As a result, it compiles and evaluates all relevant empirical data on the explored subject, offering a comprehensive analysis of research findings.

The present study adheres to the systematic review methodology. The review procedure consists of three phases: the planning phase, the implementation phase, and the reporting phase.

**Planning**

The planning process comprises three categories of steps. The first step was identifying the need for SRL. In this regard, although some research has been carried out about Metacognitive Approaches and SRL, the current body of literature is relatively limited and requires additional exploration. The existing literature offers a basis for comprehending the fundamental principles and plausible associations between Metacognitive Approaches and SRL; however, further exhaustive investigations are necessary to thoroughly examine this correlation's complexities. Therefore, this systematic literature review aims to

address this gap by thoroughly analysing and synthesizing the available literature. The second step of the planning phase was to define the research questions. The formulation of research questions constitutes a crucial component of a research endeavour. The research inquiries address an issue that will be resolved through the research attempt. Adequately constructed questions function as a framework for identifying research objectives and methodology and facilitating the drawing of conclusions. The third stage of the planning process was developing the review protocol or procedure. The procedure contains information about data sources, search terms, inclusion and exclusion specifications, search procedures, data extraction, and data synthesis. Teams of researchers devised protocols to make sure that they remained on track while avoiding bias. In addition, the protocols act as an invaluable asset that can be accessed as needed.

**Conducting the review**

A systematic review can commence once the review protocol has been established. The first stage of the phase is to determine the data source. With this regard, the Scopus database was utilized to locate studies about the research objectives. Scopus is the most extensive database offering diverse citations and peer reviews across multiple disciplines and written formats, encompassing academic and non-academic works (Shareefa & Moosa, 2020). Besides, Scopus offers a notable benefit over Web of Science (WoS) in terms of its capacity to load sources, which is approximately 70% greater Additionally, we conducted an advanced search on Taylor & Francis to locate relevant literature and added three extra papers. Also, we used Google Scholar to find relevant studies.

Following this stage, we determined the list of keywords for the tracking process. The search engine of each database necessitates careful consideration of precision. Hence, it is crucial to ascertain the collection of terminologies linked with the requisite articles. Regarding this study, we conducted the tracking process by employing the terms, such as “metacognitive strategies,” “metacognitive regulation,” “self-regulated learning,” “self-regulation,” and “SRL.” After conducting the search process, we filtered the obtained manuscripts by using inclusion and exclusion criteria. This process was conducted since the number of scientific articles is significantly increasing. Consequently, it was difficult to locate articles pertinent to this research. Thus, inclusion and exclusion criteria played a significant role in the selection of required papers. In addition, the criteria are utilized to make sure that each discovered article is considered fairly. Such a process is available in Table 1.

**Table 1. Inclusion and exclusion criteria**

| Inclusion Criteria | Exclusion criteria |
|---|---|

| | |
|---|---|
| Articles containing no fewer than three pages.<br>Authored in English<br>Accessible<br>Peer-reviewed<br>Empirical studies<br>Published between January 2012 and December 2022<br>Journal and conference papers<br>The search parameters appear in the title and keywords. | Posters or brief articles of less than three pages in length<br>Not authored in English<br>Not Accessible<br>Non-peer-reviewed<br>Non-empirical studies<br>Not published between January 2012 and December 2022<br>Opinion pieces or articles<br>The search parameters do not appear in the title and keywords. |

Furthermore, we conducted an assessment of the obtained papers. The assessment of the SLR is crucial in determining its efficacy in addressing research inquiries, formulating deductions, and providing direction for upcoming studies. It demonstrates that the execution of the literature review has been conducted with a high degree of rigour. Regarding this study, the assessment was conducted using the established rubric There are five questions in the rubric. Each response has the potential for three points, namely "Yes", which equals two points, indicating that the article accurately meets all required criteria, "Partially", which receives one point, indicating that the article only meets half of the required criteria, and "No", which receives zero points, indicating that the article does not meet any of the requirements. A total score of at least 5 across all questions justified including the article in the research; on the other hand, a score below this threshold results in the article's exclusion.

**Table 2. Quality evaluation rubric**

| Questions | Yes | Partially | No |
|---|---|---|---|
| Is the study's goal well stated?<br>Does the study's methodology make sense regarding its intended goals?<br>Is the study procedure deemed valid and appropriately designed?<br>Are the answers to the research queries sufficient?<br>Are the key results spelt out clearly? | | | |

Based on the quality evaluation, we conducted the selection process. The search process was conducted in three distinct databases, namely Scopus, Taylor & Francis, and Google Scholar. These databases were selected as they are globally recognised as a preeminent repository and reliable bibliographic data source for scientific publications We used the Publish or Perish (hereafter PoP) software to assist the selection process. For best results, some filters were used. First, the content type was set as journal articles, conference papers, and book chapters. Second, the publication date was set between 2012 and 2022. Third, the language was set to English. The search process using the PoP software is presented in Figure 2. A total of 56 bibliographies were generated. Furthermore, the results were saved in reference manager software. By referring to the inclusion and exclusion criteria, only five were added to the research.

In addition, we employed Google Scholar and the PoP software to locate other relevant articles. We used the same search parameters as before. By referring to the criteria, we added 13 articles to the study.

Finally, we performed a search on Taylor & Francis for relevant articles. However, the PoP software could not conduct the Taylor & Francis search. Therefore, we made use of the website's advanced search menu. Using the criteria as a guide, the search generated three relevant papers from this database. However, two of the generated articles were previously found in a Google Scholar search. From this, only one new article was added. Overall, this study incorporated 19 relevant articles (Figure 3).

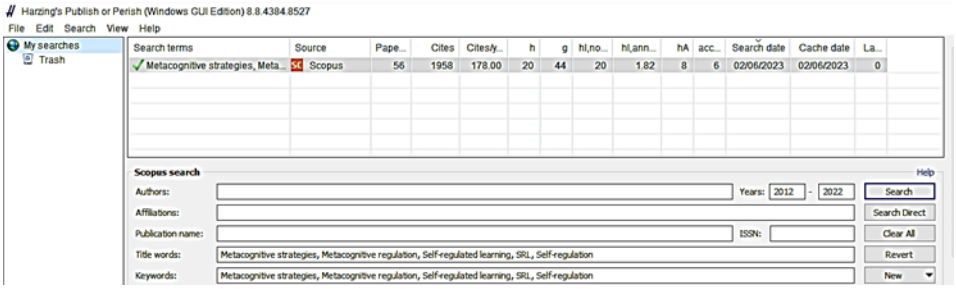


**Figure 2. Search process**

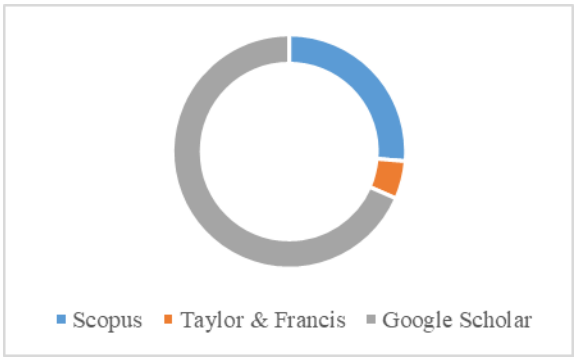


**Figure 3. Number of relevant studies**

Subsequently, we conducted the final stage of this phase, extracting and synthesizing data. The extraction process is considered essential for obtaining data relevant to the research inquiries. The first author conducted the extraction process, followed by iterative discussions with the other authors to deliberate upon the outcomes. After collecting the appropriate papers, we began conducting content analysis by the research questions. Google Sheets was used to compile the highlighted sections from Zotero. Firstly, we read the entire article and highlighted all essential points. The highlighted data was then entered into a Google spreadsheet. Furthermore, synthesis was conducted to identify findings, conclude, and offer suggestions for future research.

## Reporting

This systematic literature review encompasses a comprehensive overview of the various phases involved in conducting a literature review. This review holds significant value for disseminating research and presentation to stakeholders. Additionally, it can function as a resource for other investigators exploring the same subject.

**Table 3. Data extraction criteria**

| Criteria | Description | RQ |
|---|---|---|
| Why are Metacognitive Approaches suitable for promoting SRL? | Similar ideas between Metacognitive Approaches and SRL | RQ 1 |
| How do Metacognitive Approaches support SRL? | The role of Metacognitive Approaches in supporting SRL | RQ 2 |

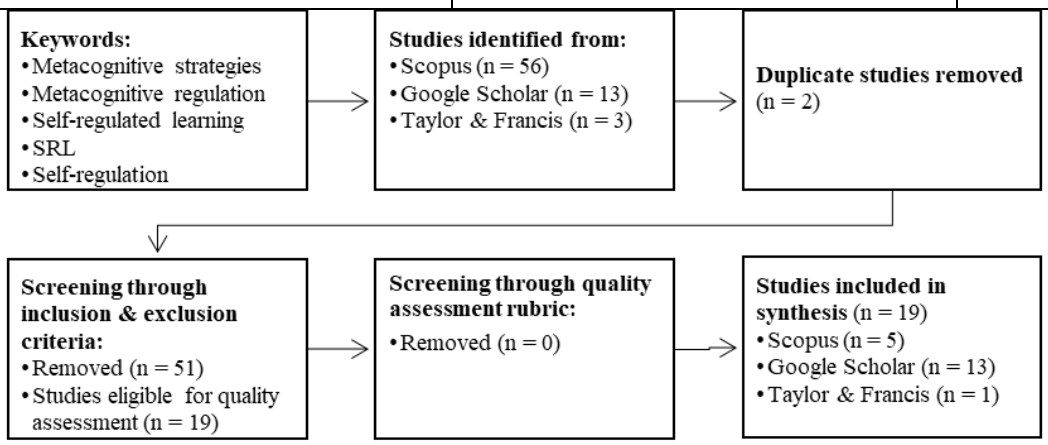


**Figure 4. The flow of the selection processes**

## Findings and Discussion

Why are Metacognitive Approaches suitable for promoting Language Education self-regulated learning?

The findings in response to this research question include the empirical-based reasons affirming the suitability of Metacognitive Approaches in fostering SRL in the realm of EFL. The findings are presented based on the arising key themes, namely 1) the interdependency of Metacognitive Approaches and SRL, 2) the monitoring, reflecting, and evaluating process in English language learning, 3) the goal setting and strategic planning, and 4) age-related differences in metacognitive capacities.

### Interdependency of Metacognitive Approaches and SRL

The examination of scholarly works presents compelling evidence for the appropriateness of Metacognitive Approachesin fostering SRL among Language Education. They acquire greater autonomy and self-direction. They absorb experience that serves as a resource for education. In addition, these protocols facilitate the navigation of both formal and informal learning within their social and professional domains, focusing learning efforts on performance enhancement rather than merely subject matter. that when given the chance, Language Education will be able to exhibit a propensity to engage as active participants across all phases of the learning process. Self-directed learning confers this opportunity, thereby stimulating to assume a proactive role in their continuous pursuit of language proficiency that Metacognitive Approaches and SRL are concerned with learners' knowledge regarding the current state of their learning and the best strategies for monitoring and repairing it to achieve their objectives. In due course, learners will acquire the ability to attain self-regulation through the consistent application of the metacognitive strategies.

Furthermore, in Language Education the promotion of SRL can be facilitated by the utilization of Metacognitive Approaches because of the shared characteristics and congruence between these two concepts. acknowledged that the concepts of SRL explore and seek to comprehend the cognitive, metacognitive, motivational, and affective facets of learning. Metacognitive Approaches and SRL are concerned with learners' knowledge of the state of their learning and the most effective strategies for monitoring and repairing it to achieve their objectives In this regard, the use of Metacognitive Approaches facilitates learners to oversee and direct their learning. Besides, Metacognitive Approaches serve a vital role in carrying out self regulated learning among Language Education More specifically, proficient self-regulatory learners monitor each phase of the language learning journey and exhibit greater awareness regarding when and how to adjust their strategic actions. They exhibit the capacity to optimize their learning process by applying the metacognitive strategy information they have gained by learning, applying learning strategies, and fulfilling prior task requirements.

**Monitoring, reflection, and self-awareness in learning**

In the context of Language Education teaching and learning, exploring the ideas of Metacognitive Approaches and SRL is crucial. Such notions encompass the cognitive processes of monitoring and self-awareness, which are essential for promoting successful language acquisition and awareness play a fundamental role in facilitating successful self-regulated language learning by offering learners immediate feedback on their language learning process During these processes, Metacognitive Approaches facilitate learners in actively monitoring their cognitive processes, comprehension, and advancement throughout educational endeavours. Through self-observation and reflection, Language Education can acquire valuable insights regarding the alignment between their cognitive process and their language learning objectives. Likewise, SRL in the Language Education context is indicated by the ongoing adjustment of an individual's learning behaviour, involving autonomously planning, monitoring, and regulating their language learning activities Through these continuous processes, learners can effectively address their knowledge gaps, areas of confusion, or misconceptions, thereby boosting their language learning experience.

Furthermore, after setting goals for their language learning endeavours, learners attempt to keep an eye on, control, and manage their motivation, behaviour, and cognitive processes They are guided and restricted by their goals as well as the contextual characteristics of their language learning environment In other words, SRL not only improves learners' comprehension of the favourable outcomes of their learning endeavours but also promotes the growth of their analytical and evaluative skills. Additionally, studies have demonstrated that the utilisation of Metacognitive Approaches can improve cognitive abilities in language learners. It is in line with explicating that SRL encompasses various component skills, such as the establishment of specific proximal language learning goals and the adoption of effective strategies to achieve these goals. The process of planning goals, known as the forethought phase facilitates the ability of learners to establish explicit language learning goals, discern the necessary steps to attain the goals and develop effective strategies to accomplish them In addition, it enables learners to strategically plan their language learning activities and efficiently allocate their resources, thereby promoting the development of self-regulated language learning

**Goal setting and strategic planning**

Metacognitive Approaches encompass the deliberate and calculated selection and modification of suitable learning strategies, which become an integral component of self-regulated language learning confirmed that when applying the metacognitive strategies, during the regulating activities, learners conduct ongoing adjustments. Based on the results of the monitoring process, learners adjust their learning activities by revisiting tasks, altering their learning strategies, or slowing down their learning pace Additionally, by applying Metacognitive Approaches in language learning, learners are assisted in conducting self-reflection about their strengths, weaknesses, and preferences, thereby encouraging them to choose strategies that correlate with their unique learning style and the current language learning challenges Essentially, metacognition plays a critical role in allowing individuals to modify their strategies in response to challenges or changing circumstances, thereby augmenting their ability to regulate their English language learning through the acquisition of flexibility and problem-solving skills.

Moreover, Metacognitive Approaches adhere to the act of reflection and assessment of one's learning, which is a key element of SRL in the Language Education context. In line with this, in their study that metacognition plays a crucial role in enabling learners to actively engage in introspective thinking about their learning experiences, assess the effectiveness of their learning strategies, and identify areas for improvement. Through such reflective practices, Language Education gain the opportunity to evaluate their accomplishments in the realm of learning and subsequently make informed decisions on their future learning goals. This procedure enhances the advancement of self-regulated language learning through the cultivation of metacognitive awareness and the promotion of individual development.

**Age-related differences in metacognitive capacities**

In the realm of Language Education teaching and learning, the applicability of Metacognitive Approaches for mediating SRL has garnered several significant discoveries, highlighting the rationale behind the efficacy in promoting SRL. Firstly, using Metacognitive Approaches is highly conducive to cultivating SRL in learners, owing to their cognitive maturity, pre-existing knowledge, and accumulated life experiences Compared to younger learners, language learners frequently exhibit greater self-awareness and autonomy in their learning process While nurturing young children's metacognitive skills is crucial for laying the foundation of self-regulated learning from an early age, their metacognitive capacities are still restricted, especially when it comes to their ability to keep an eye on their cognitive processes and learning behaviours Moreover, the deliberate use of meta-memory, which is a crucial part of metacognitive strategies, helps in effectively organising, overseeing, and controlling memory and learning activities this viewpoint by acknowledging that as individuals get older, their ability to effectively manage and control these processes tends to improve. In other words, learners are likely to have a higher proficiency in using metamemory, which can improve their ability to control and manage their learning experiences in the Language Education.

Finally, due to their cognitive maturity, Language Education are capable of actively participating in metacognitive processes such as self-reflection and strategic planning. These behaviours are crucial for successful self-regulated learning. This emphasizes the capacity of Metacognitive Approaches to act as a catalyst for improving SRL in who are involved in Language Education To sum up, it utilizes their current cognitive abilities and past experiences to support meaningful acquisition of language skills and development of proficiency.

**How does metacognitive strategy support a self-regulated learning?**

The findings of this inquiry encompass empirical-based argumentative elaborations regarding how Metacognitive Approaches promote Language Education SRL. The findings are discussed based on the emerging themes, namely Metacognitive Approaches as a component of SRL and phases of SRL and metacognitive strategies.

**Metacognitive Approaches as a component of SRL**

The role and function of Metacognitive Approaches are considered critical in promoting Language Education SRL. They can be inferred from the role of Metacognitive Approaches as a key component of SRL (Figure 5).

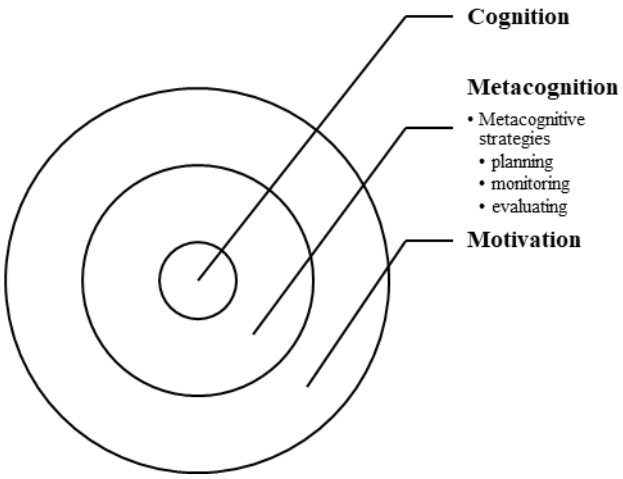


**Figure 5. Components of SRL**

In the context of Language Education, SRL involves learners in formulating learning objectives and subsequently exerting endeavours to observe, control, and direct their cognitive processes, motivational drives, and behavioural actions. These efforts are guided and constrained by their predetermined objectives and the surrounding context Consequently, the interaction of these three crucial elements, namely cognition, motivation, and metacognition, determines the dynamic and positive nature of SRL. Concerning cognition, Language Education employ critical thinking, problemsolving, and cognitive strategies to efficiently digest and assimilate new knowledge. Specifically, metacognition enables them to effectively plan and monitor their language learning activities In addition, motivation, which includes self-efficacy and ethical considerations, has an immense impact on the extent to which learners engage and continue in their language learning efforts.

Furthermore, the concepts of Metacognitive Approaches and SRL are complementary, as suggested Though distinct, they are connected and parallel, exerting an impact on the development and functioning of the human mind and behaviour In line with this, found that metacognition, which involves the understanding and management of cognitive processes, serves as a critical condition for self-regulated learning. acknowledged that SRL is distinguished by the cognitive processes involved in the deliberate

planning, continuous monitoring, effective regulation, and comprehensive evaluation of one's learning activities.

**When learning English through SRL, Language Education learners rely on their**

metacognitive abilities to establish objectives, choose strategies, and systematize their learning approach to language acquisition. Metacognition enables them to make deliberate decisions regarding the most efficient strategies to employ, based on their awareness of their cognitive strengths and limitations In addition, metacognition allows learners to track their progress, evaluate their comprehension, and adjust their learning strategies accordingly Through metacognition, learners can ruminate on their learning experiences, assess the efficacy of their strategies, and modify their approach to future language learning tasks. This aspect of Metacognitive Approaches strengthens self-regulated learning in Language Education fostering a more profound awareness of the educational process and enabling learners to consistently enhance their language proficiency.

**Phases of self-regulated learning and Metacognitive Approaches**

the role and function of Metacognitive Approaches in facilitating learners' SRL in acquiring a eduction language through the description of three learning phases in SRL: the forethought phase, performance phase, and reflective phase In the forethought phase, Language Education make plans for their learning tasks and set goals. These play a crucial role in establishing successful strategies for language acquisition. This phase also includes improving self-motivation and anticipating learning results, emphasising the significance of Metacognitive Approaches in empowering learners to analyse, plan, and arrange their language learning goals. During the performance phase, learners track and evaluate their educational progress in language acquisition owing to the monitoring process facilitated by metacognitive strategies. This monitoring procedure serves as a guide for learners to take control of their language learning process and to take responsibility for accomplishing their objectives Additionally, the monitoring process empowers learners to assess their learning, enabling them to modify their learning plan in response to any decline in their academic progress. Lastly, the reflective phase encourages Language Education learners to engage in introspection on their learning process, thereby enhancing their ability to assess and reflect upon their progress Using the "evaluation" strategy allows Language Education to enhance learners' critical thinking skills, as it drives them to thoroughly analyse their language learning efforts. Additionally, this strengthens their capacity for reflective thought and reasoning, allowing them to review and reflect on their performance.

In conclusion, within the field of Language Education and learning, including Metacognitive Approaches into the SRL framework provides a systematic procedure for learners to progress through different phases of language acquisition. Through the utilisation of metacognitive strategies, learners can effectively plan, monitor, and assess their process of language acquisition. Additionally, this approach fosters the development of critical thinking and reflective abilities, which are vital for ongoing progress and success in English language learning.

**Conclusion**

Fostering self-regulated learning (SRL) through metacognitive techniques marks a radical change in language teaching, with an emphasis on learner autonomy, adaptation, and learning that continues

throughout one's life. Learners are provided with the resources necessary to take ownership of their language acquisition journey when metacognitive tactics are incorporated into their experience. Some examples of these strategies include goal planning, self-monitoring, and reflective practices. Not only can these tactics improve language competence, but they also nurture abilities such as critical thinking, resilience, and problem-solving, all of which are crucial in the dynamic educational and professional contexts of today. Metacognitive techniques have been shown to be beneficial in increasing language learning outcomes, according to the research that has been conducted. It has been demonstrated via empirical research that students who actively participate in metacognitive activities attain better levels of competency, maintain their motivation, and overcome learning difficulties in a more efficient manner. Furthermore, the significance of teacher training programs in the process of integrating these practices into the classroom is highlighted by the fact that educators play a crucial role in modeling, scaffolding, and supporting metacognitive methods. However, in order to fully achieve their potential, it is necessary to overcome problems such as the reluctance of learners to new techniques, the requirement for teachers to possess subject matter knowledge, and the incorporation of innovative approaches into established curriculum.

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