Effect of Metacognition concerning: Identifying Planning, Monitoring and Evaluating On Second Language Learning

Israa Sabeeh Abbas, M.A. Assistant Instructors in Department of English College of Education for Women Iraqi University



المقدمة

علم ما وراء المعرفه يشير الى التنسيق العالي لعملية التفكير متضمنا السيطرة الكامله على عملية التفكير في انثاء عملية التعليم. علم ما وراء المعرفه هو السبيل الى تعلم اللغه الثانية بنجاح وذلك لكونه يعطي القدرة للمتعلم لاثبات مهاراته الفكرية و اكتشاف نقاط الضعف ليتسنى له حل مشكلاته التعليمية. كل شخص لديه المهارات يكون لديه المقدرة على التحكم بما وراء المعرفه يكون لديه المعدرة على كل شخص لديه المهارات يكون لديه المقدرة على التحكم بما وراء المعرفه و معاني المقدرة على كل شخص لديه المهارات يكون لديه المقدرة على التحكم بما وراء المعرفه و معاني المقدرة على كل شخص لديه المهارات يكون لديه المقدرة على التحكم بما وراء المعرفه يكون لديه المقدرة على ما ما يراء المعرفه يكون لديه مهارتان دقيقتان مطلوبتنا لدى متعلمي اللغه الثانية. فمثلا المتكلم يجب ان يتعلم الصوت و معاني مهارتان دقيقتان مطلوبتنا لدى متعلمي اللغه الثانية. فمثلا المتكلم يجب ان يتعلم الصوت و معاني مالكلمات و كيفيه البناء النحوي للغة على اساس السياق المجتمعي الآني او الحالي. هذا عمليات او لكلمات و كيفيه البناء النحوي للغة على اساس السياق المجتمعي الآني او الحالي. هذا عمليات او معاني ما الكلمات و كيفيه البناء النحوي للغة على اساس السياق المجتمعي الآني او الحالي. هذا عمليات او معاني الكلمات و كيفيه البناء النحوي للغة على اساس السياق المجتمعي الآني او الحالي. هذا عمليات او نشاطات تستحق البحث و النظر فيها . هنالك نشاطات او فعاليات مثل التخطيط و المراقبه و التقيم عرفه معرفية في معرفية في طبيعتها.علم ما وراء المعرفه عرف من قبل (فلافيل ١٩٧٩) و الذي عرفه على اساس معرفي الفرد الشخصية حول التعلم . وندون ١٩٩١ طبقت علم ما وراء المعرفه على كيفيه تعلم اللغه الثانية و بينت اهميتها على فعاليتي الاستماع و التكلم .هذا البحث يوضح ما اهمية على الماس معرفه واهمية العلي في علي يرفه على كيفيه تعلم المواء المعرفه على كيفيه تعلم اللغه الثانية و بينت اهميتها على فعاليتي الاستماع و التكلم .هذا البحث يوضح ما اهمية مرف وارء المعرفه واهمية التسيق الشخصي في عمليه تعليم الطلاب باستخدام منهج وندون عن طريق ما وراء المعرفه واهمية النية الانكليزية كلعه ثانية .

Introduction

Metacognition is referred to as higher regulation of thinking concerning active control over the thinking processes involved in learning. Metacognition is a way to successful second language learning because it enables learners to improve their cognitive skills and to find out weaknesses in order to solve their problems. Anyone who has a skill is capable of metacognition, that is, thinking about how they perform that skill. Listening and speaking well are fundamental and essential skills which are demanding for both learners and instructors in second language learning. Listening and speaking are active and difficult processes, in which listeners and speakers must grasp sounds, meaning of vocabulary and grammatical structures and understand it within the immediate social context (Vandergrift, 1999). These processes deserve thorough investigation and educational support. Activities such as planning, monitoring, and evaluating progress toward a task are metacognitive in nature. Metacognitive knowledge is a term first used by Flavell $(19\sqrt{9})$ referring to an individual's personal knowledge about learning, Wenden (199) applies it to language learning and notes its instruction and regulation is useful to listening and speaking activities. This research investigates metacognitive awareness and self-regulation in the learning of





students by using Wenden's model (199A) by analyzing a case study of eight students of English as second language

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Listening and speaking well are fundamental and essential skills which are demanding for both learners and instructors in second language learning. Listening and speaking are active and difficult processes, in which listeners and speakers must grasp sounds, meaning of vocabulary and grammatical structures and understand it within the immediate social context (Vandergrift, 1999). These processes deserve thorough investigation and educational support. Activities such as planning, monitoring, and evaluating progress toward a task are metacognitive in nature. Metacognitive knowledge is a term first used by Flavell (1999) referring to an individual's personal knowledge about learning, Wenden (1991) applies it to language learning and notes its instruction and regulation is useful to listening and speaking activities. This research investigates metacognitive awareness and self-regulation in the learning of students by using Wenden's model (199A) by analyzing a case study of eight students of English as second language.

LITERATURE REVIEW

Metacognition is generally simplified as "thinking about thinking or cognition about cognition". In recent years, there has been increasing attention paid to raising language learners metacognitive awareness (Berne, $\gamma \cdot \cdot \epsilon$). Metacognition is defined by Flavell as: "one's knowledge concerning one's own cognitive processes and products or anything related to them...Metacognition refers, among other things, to active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective." (Flavell, $\gamma q \gamma \tau$, p. $\gamma \gamma \gamma$). This paper connects student's reports to metacognition. Between the two factors of knowledge and regulation there is a relationship which may work in harmony to assist students turn out to be self-regulated learners.

"Metacognitive knowledge" is first used by Flavell $(19\sqrt{9})$ to refer to an individual's personal knowledge or beliefs about learning. Wenden (1991) applies the term to language learning, which can be further distinguished into three types: person knowledge, task knowledge and strategy knowledge. Person knowledge refers to what language learners believe themselves to be





as learners, including ones cognitive and emotional character. Task knowledge, as the name suggests, refers to learners' understanding about the tasks, e.g. the purpose and the demands. Strategy knowledge is learners use of strategies that may make easy learning and achieve preferred learning goals and aims. It is important to train strategies, and more significantly to help and encourage students to create clear knowledge about how and when and where to use strategies. Wenden (1917) argues that metacognition consists of a knowledge element and strategic element. She defines the strategic component of metacognition as "general skills through which learners manage, direct, regulate, guide their learning, i.e., planning, monitoring, and evaluation" (Wenden, 199, p.019). She said "the development of these three strategies in learning is referred to as self- regulation in cognitive psychology"(Wenden, 1994, p. 019). There are differences between metacognitive strategies and metacognitive skills. Strategies are one of the measures prescribed by the learner and used during the exercise metacognitive skills.

Wenden's model (199A) through analyzing a case study of eight students of English language was investigated by this research, metacognitive awareness and self-regulation in the learning of students

Research questions

In this paper there is a trying to answer three research questions which are as follow:

- 1- What metacognitive knowledge do the students have?
- Y- Which strategies do they use to improve their abilities to speak and listen?
- ^γ- What should the teacher do to help the student and what should the student do to improve his learning in speaking and listing ?

<u>Methodology</u>

This research is a case study involving eight undergraduate student of second language of English department in Suleyman Demirel University in Turkey are the participants in the research . The paper employs personal knowledge, task knowledge and strategy knowledge to determine the effect of planning, monitoring and evaluating on the second language learning.

Data Analysis

Categories for person, task and strategic knowledge (Wenden 199). Table 1:

Category	Line
 Person knowledge 	
a. human factors that facilitate or inhibit	Student (ξ)
learning	Student $\Upsilon(15-1\Lambda)(\Upsilon9-\Upsilon1)$
-	Student $\mathcal{T}(\mathcal{T}\mathcal{T}\mathcal{L})$

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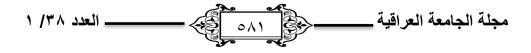
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	Student $\mathfrak{t}(1)$ -10)
	Student $\circ(\forall 9-\Lambda \forall)$
	Student ⁽))
	Student $\forall(11\xi-11\forall)$
	Student ^(\ ٣٣)
b. age, language aptitude, motivation,	Student ())
memory	Student ^{((,,,,)})
	Student $\mathcal{V}(\xi \wedge_{-} \circ \cdot)$
	Student °([¶])
	Student $(114,171,179,17)$
)
	Student $\Lambda(1 \leq 1, 1 \leq \epsilon)$
c. specific knowledge about how the above factors apply in the experience of a	
learner	
d. knowledge about their proficiency,	Student $(1,7)$
how well they read, write, how much	Student °(^{\\})
grammar they know	Student (1977)
e. what learners believe about their	Student °(°)
effectiveness as learners	
f.ability to mobilize and manage the	Student ^{(V-9})
resources necessary to learn and to sustain	Student $\epsilon(19-1)$
the effort	Student $\operatorname{T}(\operatorname{PV-1}, \operatorname{T})$
g. ability to achieve specific learning	Student $\mathcal{C}(\circ, -\circ \vee)$
goals, such as writing in a second language	
Y.Task knowledge	
a. what learners know about the purpose	
of a task and how it will serve their	
language learning needs	
b. knowledge that there are different	
requirements for different types of task, for	
example understanding that learning to read	
is different from learning to write or being	
able to distinguish a creative thinking task	
from a problem solving task	
c. information about a task's demands,	Student $(19-7)$
how to learn in general, how to go about	
doing a particular task, and the knowledge	
and skills needed	
d. Task knowledge is not domain	Student $(1, 1)$
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knowledge, for example knowledge of	P		
grammar or vocabulary			
۳. Strategy knowledge			
a. general knowledge about what			
strategies are			
b. why strategies are useful			
c. specific knowledge about when and	Student (°)		
how to use them	Student $\circ(\wedge \vee)$		
	Student $\forall (177-17A)$		
	Student $\wedge(1 \forall -1 \forall A)$		
d. what learners do to help themselves	Student $(\gamma \gamma, \gamma \gamma, \gamma \gamma, \gamma \gamma, \gamma \gamma)$		
learn	Student ^r (^{ro} , ^{r1} , ^{r9} , [£] , ^{£1} , [£]		
	٧,00)		
	Student °(^{A9} , ⁹ ·)		
	Student $(11,117)$		
	Student $\forall (1 \leq \cdot - 1 \leq \tau)$		

The data from the eight students were categorized as personal knowledge, task knowledge and strategic knowledge. There were many examples of personal knowledge, more examples of task knowledge, for examples of strategic knowledge.

personal knowledge was indicated by human factors that facilitate or inhibit learning for example : (Student ¹) said " I thought I can't say anything but by and by I realized that I can speak. I can deal with most situations if I want but I dont have self-confidence. So I don't know how I can deal with this. I am afraid this will be always like this. I don't like translated film. It is usually wrong and nonsense. When I watching film I can understand better but when you are speaking or anybody are speaking sometimes I cant listen and understand I don't know why. It is coming to me complicated and I don't understand all of sentences you or anybody spoke". And (Student °) said " I think to have $\wedge \cdot ?$ level English. But sometimes, I cannot reflect it. Because of excited, nervous etc. When I prepare the topic, everything is OK. Even I do not be nervous. Also, when I talk to my friends, they must be better than me. Because I should learn new things".

The students describe their problems by mentioning their negative psychological condition which affected their training, their self-assessment is weak because of lacking self-confidence, nervousness, tension, fear, hesitated personality, these problems are so effected in a negative way on their thinking, choices, dictions ,makes them un aware of their processes regulation





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which help them to reach their learning goals in proving their skills in speaking and listing.

About motivation, this factor indicates in (Student $^{\text{A}}$) said " For speaking fluently, I have to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film etc. I must develop my speaking for being the best". His motivation for developing his speaking and being the best makes him be more concessions and aware of his learning progress by planning, monitoring and evaluating his process of learning.

Task knowledge was indicated by information about a task's demands, how to learn in general, how to go about doing a particular task, and the knowledge and skills needed. For example (Student γ) said "I want to work somewhere this summer again. Maybe it can be a solution. In high school, we just studied university exams and we did reading grammar and sometimes listening but we didn't do speaking". The student here describes his belief in the demands of developing his ability to speak. He decided to work for making conversation which strengths his speaking and he believes that studying in school is the main step to learn so he tried to choose another way to learn how to speak by selecting and choosing suitable strategies, which are helpful for the progress of their process in learning, that's self-assessment and self-regulation in future allow him to improve his progress in learning processes. Task knowledge is not domain knowledge, for example knowledge of grammar or vocabulary, for example (Student 7) said " I had difficulties with grammar while I was speaking at least now most of the time I'm correcting myself as soon as I realized". The student here realize his problem in lacking the knowledge of grammar, he tried to correct his speech, his awareness of developing his knowledge in grammar is important, but it is not enough for achieving his progress in learning, there are a lot of processes in order to achieve his goals.

Strategic knowledge was indicated by specific knowledge about when and how to use them, for example (Student °) said" This summer, I plan to work somewhere like airport and hotel. Because I must improve myself until next term. I am a student ELL, so I must be good at talking English". The student used strategy by planning to work in airport or hotel to practice his speaking in order to improve himself before the starting of his study, he regulates his process of learning by choosing correct way to achieve his aim. Strategic knowledge was indicated also by what learners do to help themselves to learn. For example :(Student ^) said" For speaking fluently, I have to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film etc. I plan that I can go abroad such as England .I can work tourist places in summer so I can make a practice. I should spend my time on studying about this topic.". The student mentions what shall he do to improve his aim in speaking and listening by regulating steps to learn and put

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a plan to achieve his goal by taking some suitable choices, firstly he decided to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film and then he decided to travel to England in order to practice, finally he decided to study this topic.

After putting the data into categories I found that few of the students showed high level of metacognition and few student showed middle amount of metacognition. students with high level of metacognition: I found the group (Student °, Student [\], Student [\]) are more aware of their management, controlling and regulating their abilities through deciding specific strategies which are helpful in the progress of their processes in order to achieve their goals in learning. For example: (Student ^A) said "The abilities of communicating fluently in English is very important. Therefore, it is necessary to improve these two skills :listening and speaking. When I become conscious of the way " . I found that some students with middle amount of metacognition are in the group (Student ξ , Student \circ , Student \forall) they have little knowledge of managing, controlling and regulating their abilities. For example: (Student ^V)said "But when I speak about something, I have fear of mistakes. Because that I make grammatical mistakes and I forget some necessary words. I cannot speak fluently. Because I always think grammar rules when I make a sentence. This effects my fluently in bad way". They are lacking self-confident, their fear of making mistakes when they speak for example become as block in their progress in the process of learning. Discussion :

Students share the same ambitions and motivations to build up their abilities for learning second language but they differ in their interest or metacognitive skills. Some of them have problems and they don't know how to find a solution. They may be suffering from some psychological difficulties such as lacking self confidence, nervousness, shyness. All of these problems result in weakness of their abilities to learn and to regulate their metacognition knowledge by practicing their strategies they decided to choose for regulating and developing their skills in speaking and listing. The group of(Student \degree , Student \urcorner , Student \land) are more aware of their management, controlling , and regulating their abilities through deciding specific strategies which guiding their learning through planning, monitoring and evaluating. Their regulation is not ideal . Being under the control of an instructor, is important for them.

The other group (Student $\,^{\vee}$, Student $\,^{\vee}$) are less aware of their self- assessment leading to weakness in their self-regulation and controlling their abilities to achieve their goals in learning. Also they express a need to be under the control of an instructor. The students show their eagerness to improve speaking and listening. I believe that their





great ambition and strong insistence for learning second language is the most significant point to reach their goals.

Recommendations

After showing general negative points which cause problems in the process of learning. The research has some suggestions for what they should do. Students must be aware of their metacognition knowledge as goals of success in learning second language may be achieved by controlling their human factors. That may inhibit learning like psychological problems as lacking self confidence, nervousness and shyness. For example (Student \forall) said" For example teacher asked to me a question. I knew qustion's answer but I could not answer to teacher because of my excited. It might be my should be more aware of dealing with their shyness". So the student psychological problems. Arising from their knowledge of motivation and ambitions is a helpful and significant step to reach their goals. (Student \mathcal{T}) said "And I want to go to abroad. Because I believe that my speaking more and more developing. Besides, my goal is to be an English teacher", so his aim to be a teacher gives him motivation to reach his ambition so that he will think more and more to control his process of learning in order to be a teacher. Arising their knowledge about their proficiency, how well they read, write, how much grammar they know is important for learning, for example (Student 1) said "Firstly, when it comes my speaking, I didn't know anything about methods of speaking at the beginning of the year. But now I know them. I couldn't say I 'm speaking very well but I try to speak accurately about not only grammar but also true vocabulary". Developing their ability to mobilize and manage the resources necessary to learn and to sustain the effort is necessary for learner to achieve his aim, for example (Student)) "This year I could only listen idioms that you suggested us that I downloaded from "the English we speak "in the site of bbc while I was coming to university by bus. And if I had an opportunity I tried to listen some parts that had their transcription but I don't think I succeeded it. Determinedly I'm going to listen them and other sites about listening.", the student should be more active in this point. By arising strategy awareness and the use of suitable strategies is helpful for developing their skills, for example (Student \forall) said "I can understand big part of songs. My listening skill developed due to the fact that always watch the TV series and films this year. Lastly, I am going to go on watch the tv series and I am going to go on news at radio .My listening level going to develop this way".

Thus, Metacognition is helpful for successful learning because it help learners to control their cognitive skills and to find out weaknesses and thinking about the solution of how they perform that skill by using suitable arrangement of their skills.







The teacher has first to recharge awareness among learners. Teachers need to give their students different learning styles. The next step is to teach strategies, to help students make clear knowledge about when and where to use strategies, for example(Student [¬]) said " I enjoyed all the lessons we went through and also amazed with you different teaching techniques. I believe my speaking well improved since I started studying the material that you provided in the class. Especially after receiving self-assessment chart and speaking skills targets list. It was very helpful since I had no idea how our lecturer was assessing our speaking before that". Achieving regulatory, allowing students to plan, monitor, and evaluate their learning to reach their goals.

Conclusion :

Recent research indicates that metacognitively conscious learners are more strategic and perform better than unaware learners, by allowing learners to plan, monitor and evaluate their learning in a way that improve performance. Metacognition includes knowledge and regulation of cognition. A strong connection between knowledge and regulation may work together to help students become self-regulated learners. The importance and effectiveness of metacognitive training could not be neglected, training is important in speaking and listening, self-regulated learning are indeed most preferred.

This research is a case study involving eight student of second language. This paper discusses the regulation of learning through the process of planning, monitoring and evaluating. The methods performed provide a view of metacognitive training in speaking and listening process.

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<u> Appendix -data</u>

Student **\:**

*`-*Firstly, when it comes my speaking, I didn't know anything about methods of speaking at the beginning of the year.but now I know them.

Y- I couldn't say I 'm speaking very well but I try to speak accurately about not only grammar butalso true vocabulary.

^r- Last term I had told what I wanted to do about my speaking.

 ϵ -I tried to speak my friends and I thought it was very helpful to me.

However, as you know because of my pregnancy I couldn't finish the term effectively.

°-I have some plans for the summer. One of them is that I'm going to read English Classics (at least four books) that I bought this term.

¹- The other, I'm going to speak my friends who know speaking English.

 V -This year I could only listen idioms that you suggested us that I downloaded from "the English wespeak" in the site of bbc while I was coming to university by bus.

h- And if I had an opportunity I tried to listen some parts that had their transcription but I don't think I succeeded it.

⁹- Determinedly I'm going to listen them and other sites about listening.

 \cdot -Finally, you tried to improve our English so I really thank you that you have done everything for us.

\`-I'll do my best to improve myself.

Student 7 :

۲-Firstly, I want to tell about my speakIng.

۲۳-It is very changeable It depends on situatios.

 $1 \leq$ -For example, this summer I worked somewhere and I have to speak because nobody almost not Turkish people.I can speak and it was first experience.

1°- I thought I cant say anything but by and by I realized that I can speak.

17- I can deal with most situations if I want but I dont have self-confidence.

VY-So I dont know how I can deal with this.

1^A- I am afraid this will be always like this.

¹⁹-I want to work somewhere this summer again.





 γ .-Maybeit can be asolution.In high school, we just studied university exams and we did reading grammar and sometimes listening but we didn't do speaking.

^Y)-Sowhen I came here I couldnt speak first time.

^{YY-} Now I am trying to speak better and am going to try to be better.

۲۳-I watched film in high school and I will watch again.

Y ٤-Most of time I cant speak unprepared into conversation on topic anything.

۲٥- I force myself to speak.

۲٦-I hope I can succeed that.

And my listening is the same as speaking sometimes.

۲۷- I like listening music not Turkish.

^{YA-} I try translating. I think, The most important thing is subtitle film.

^Y⁹- I dont like translated film. It is usually wrong and nonsense.

r·-When I watching film I can understand better but when you are speaking or anybody are speking sometimes I cant listen and understand I dont know why.

 r_{1} - It is coming to me complicated and I dont understand all of sentences you or anybody spoke.

 $\gamma\gamma$ -Finally, I am going to try speaking and listening everydayin this summer.I speak better next term.In addition, I listened and read my speaking all of term and they are bad I think and you are very right.thank you for everything and your patien

Student "

۳۳-Firstly,Ididin'tspeakenglish at thebeginnig of theyear.And I difficulttounderstand it

۳٤-Somylastmid-termexamverygotlow mark.

^{°°-} But later I morestudiedenglishword.

۳٦-Theleisuretime,

spokeenglishwithmysister.Ishouldmoreanamorespeakingpracticeandsomyspeakingdeveloping I think .

I

 ${}^{{}_{\sf V}}{}^{{}_{\sf N}}{}^{{}_{\sf N}}{}^{{}_{\sf N}}{}^{{}_{\sf N}}$, I can speak and I can explaintomyself.

۳۸- Becausethisperiodmymid-termexamwellenough.

^{rq}-Now, when I speakingdon'tafraidand I believe in myself. Leisuretime ,Iwatchmovieandlisteningmusic.

٤٠- Besides I read aenglishjokeandcartoon.

[£] V-When can I say myspeaking? I can say betterthenfirstperiod. Because I couldn'tspeaklastperiodand I bewarefromspeaking.

۲- But now I can spaekwellenough.

٤٣- I think, myspeaking more and more devoloping.

 $\pounds \pounds$ -MyspeakinglevelA`or A` lastperiod but nowmyspeakinglevel B`+. I thinkspeakinglessonveryhelpfulyform .

 ε - I think the speaking lesson should be every year.

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^٤[¬]-Infuture, I beter to talk I wantto a lot of read, listeningandspeaking.

۲۷-Especially, I wanttospeaking.Sothen I participate in Erasmus Project.

 \mathcal{L}_{-} And I wantto g otoabroad .

٤٩-Because I believethatmyspeakingmoreandmoredeveloping.

• • - Besides, mygoal is to be an englishteacher.

•)-Sofirstly I wantto be graduatedfromuniversitiyandafter I wentto do master'sdegree.

Firstly, I couldn'tunderstananythink.

٥٢-But now it is beter.

۵^۳-When I listen toanythink, I can understaneasily^o٤-AndIanswerquestionseasily.Consequently,Icannderstantolistening.ButIcan'tun derstandfastlyandacademicspeaking.

°°-Infuture, beter to listen I wantto a lor of listenig .Forexample ;I can watchmovie , film, listen to radyo(BBC).

٥٦- Because I can moreunderstannow.

°^V-If I wantarrivemygoal,Imustto do theseprescribe.

Student 4:

•^-Firstly,Iamtellingtoyoumyspeaking. I believethat 'you do not speak,youcannotimprove,youwillforget.

'°^q- When I do not speakfrequently I can forgive, I do not knowwhat I am saying.

i • • • Anyway, I musttellmyspeaking.

1)- Actually I can speakaboutlots of thingsuch as books,music,diaryeventsetc. But at exams I can not do this.

¹⁷- Forinstance, when I comeoutyourroom, I regretevermore.

¹"-Why I didtellthistoo ?Why I didrememberthisword ? I guess I am exciting at exams.

۲٤-Andnow I wanttotellmyfluency.

1°- Sometimes , when I knowwhat I will say and something about topic I am able to speak fluently. Generally, these topics are simple.

11- I wanttogobymyfluency at exams.

¹V- Youknowtoothat I can not do this.

 1^{-1} I say '1111' at alltimes. As I referpreviosly, I daresay, I am excitingand I can not think. And I am aware of thisthatthemore I speakthemoremyspeakingwill be fluency.

¹⁴- So, How do I improvemyspeaking ?Whataremyplans ? I havetogetaroundtospeaking in English at publiclecture, amongmyclassmates.I shouldcare not speaking in Turkish.Maybe I willwork a placewhichspoken English, in thisway I havetoaccountforspeaking English.

 \forall - And I projecttogoabroadwithErasmus, Mevlanaorsomething else. Forexample I yearntowander Europe countrieswiththetrainwhich is







myutmostimagination.

Secondly, I wanttotellmylistening.

 γ - I will not complain as beforebecausemylisteningandmyunderstanding is betterthanmyspeaking.

 $\gamma\gamma$ - Whenyouorsomebody else say or ask me a something I can discovereasily.

 \vee ^{γ} - I guess, this emaneteowingtothefact that I watchforeignseries and listen foreignmusiccommonly.

^{V ±} and again same question, How do I improve my listening and my understanding? Ic an make a fter much more for eignthings such as film, series etc Orsomething else, Isho uld do listening activities on the internet.

^{vo}-Consequently,thatismyspeakingandmylistening. I hopethat I can explainclearly. And I wanttothankyouforhelpingto me or us.

Student °

 γ -I am ElifAlyakut. I can send rightnow my report because of the problem of my netbook.

 $\forall \forall$ - I am so sorry to get the report in deadline.

^{VA}- Firstly I want to write about my speaking.

 $^{\vee 9}$ - I think to have B $^{\vee}$ level English. But sometimes, I can not reflect it. Bacause of excited, nervous etc.

^A•-When I prepare the topic, everything is OK. Even I do not be nervous.

[^] Also, when I talk to my friends, they must be better than me.

۸۲- Because I should learn new things.

 Λ ^{γ}- It is not valid for speaking exam. Because It is too important being same level each other in exam. I am sure that.

 $^{\xi}$ - Last term, I could not anything in mid term exam because of my partner. She was so good at talking. I would not say something.

 $\wedge \circ$ - On the other hand, in final exam, I overcame that situation.

[^]- Besides, I guess, I can easily express myself by writing.

^{AV-} This summer, I plan to work somewhere like airport and hotel. Because I must improve myself untill next term. I am a student ELL, so I must be good at talking English.

 $\wedge A$ - About my listening, This was so difficult for me in prep class. And I did not be dislike.

 $^{\Lambda 9}$ -So I could not study. But in this term, I always watch films and movies. Especially, I write the reports about watching films and movies.

4.- I can noteasly understand firstly. How it can be improved? Actually, there was no other way wathing films.

1-Next year I believe that I will be better than this year.

Student 7:

⁹Y-I am writing my final report that you requested.





۹۳-Before I start I`d like to thank you for your support about my own private matters and for my improvement.

 4ξ - I enjoyed all the lessons we went through and also amazed with you different teaching technics.

⁴°-I believe my speaking well improved since I started studying the material that you provided in the class.

11- Especially after receiving self-assessment chart and speaking skills targets list.

 4V - It was very helpful since I had no idea how our lecturer was assessing our speaking before that.

 Λ - I believe that I can speak fluently and spontaneously without making any pause when Γ m interacting with others.

⁴⁴- For instance when you send us the exam record I realized how effective I was on doing it while I was speaking with my partner.

I can use language to take part in discussion for expressing or giving my opinion about it. Again I`d give my exam as an example.

 $) \cdot)$ - I and Hasan were set to discuss about picture for provided us and I express my opinion to my partner.

 $1 \cdot 7$ - Another one was with Meric and we were discussion about improving our speaking I gave example about my way and try to persuade him.

\`⁷- Watching two example videos like; Jihun and Estelle `s/ Evgheny and Dega `s help me to realized differences between the speaking levels.

 $\cdot \cdot \epsilon$ -One of my main problem was at the start of the year that keeping the most of the expression in my mind to use the moment that Γ m speaking.

\.o- Writing certainly did helped to achieve what I wanted to do and also having conversation with

Phd's ,Erasmus students was another great opportunity for me.

1.1- Watch a lot of documentaries, received emails from English central website (every week they send you an email about that week's topic) and followed them help me to practice.

 $\cdot \cdot \vee$ - I had difficulties with grammar while I was speaking at least now most of the time I m correcting myself as soon as I realized.

 $1 \cdot A$ - At the start of the year I mentioned about my speaking in unprofessional way but now at least I know how to asses myself.

 $\gamma \cdot 9$ - I know where Γ m standing right now and looking forward to taking step forward to be level that I should be which is C γ level. Being able to use language; effectively, fluently, accurately to speak freely on professional or academic topics. I'd like to meet C γ level's requirements for practice a lot.

VV-As my listening; I watch TV series, talk shows, films, news, documentaries (www.ted.com), listen to the audio books (www.booksshouldbefree.com) and understand without too much effort.





111- However sometime I find difficulty understand if the speaker has strong accent that is unclear and spoken fast.

117- I should listen in range of different accent in order to be able to understand what is spoken.

 \mathcal{W}^{-} Γ d like to have your feedback about how to improve my level of understanding if it's not trouble to you.

Student^v :

When I firststartedschoolmyspeakingwasverybad. I could not tellmydesicionsandmyopinions.

In Forexampleteacheraskedto me a question, Iknewqustion's answer but I could not answertoteacherbecause of myexcited.

Itmightbemyshyness.becausemyspeakingwasnotenoughfordoingthisIbelieveth atI managetoimprovemyspeakinginlastyears,speaciallythisyear. \\\-Secondly,Iwantto talk aboutwhat can I say and how I say. I can usebasicdailyenglish,I can expressmyself,I can

commentaboutmyfamiliartopics.

11Y- But when I speakaboutsomething, Ihavefear of mymistakes.

MA-Because of that I makegramaticialmistakesand I forgetsomenecessarywords.

119- I can notspeakfluently. Because I alwaysthinkgrammarruleswhen I make a sentence.

۲۲۰- Thiseffectsmyfluenty in badway.

Nextly, inorder to do betermy speaking, I always practice with my friends, Ising to english songs.

171- I havesomeaimsforimprovingmyspeaking. One of them is goingtoabroadbecauseif I gotoabroad I shouldalwaysuseenglish. ithelps me toimprovingspeaking.

177-Then, I wantto talk aboutmylistening.

۱۲۳- I believethatmylistening is such a goodlevel.

۲۲٤- I can easly understand what teachers and my friends says.

۱۲۰- I can understandfilm'sdialog not at all, but majority.

-۲۲۱

 $\label{eq:linear} I can understand big part of songs. My list enings kill developed due to the fact that I ways watch the type ries and films this year.$

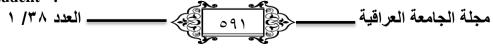
 $\ensuremath{\sc v}\ensuremath{\sc v}\ensuremat$

 $\label{eq:main-star} \verb"`^-My listening level going to develop this way.$

۱۲۹- Listening is veryimportantthing in myfuture life so I wanttodevelopmylisteninglevel.

۱۳۰-If I willgotoabroad, mylistening will be usefull to me

Student ^:





1^r¹-The abilities of communicating fluently in English is very important.

1 Therefore, it is necessary to improve these two skills :listening and speaking.

۱۳۳-And I think my listening and speaking skills improve. Progressing in my speaking and listening skills requires

1%-that I pay attention to way my communicate with my friends, family members.

) To-When I become conscious of the way. If it needs to talk about my listening;

۲۳۶- Listening is enjoyable but difficult range.

 γ^{μ} - If I listen carefully, I can understand. In the beginning, when I didn't understand a word, I insisted on translating it in my mind.

1%- This approach resulted in confusion. No longer, while I'm listening to another person speaking, the temptation is to immediately translate into my language.

۱۳۹- Speaking is the hardestrange in English for me.

 $1 \leq 1 \leq 1 \leq 1 \leq 2$ For speaking fluently, I have to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film etc.

 $1 \leq 1$ - I plan that I can go abroad such as England .

۲۰۲-I can work tourist places in summer so I can make a practice.

۲٤٣-I should spend my time on studying about this topic.

۱٤٤- I must develop my speaking for being the best..

 $1 \leq 0$ - For speaking fluently, I have to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film etc.

	Calegone	s for per	50II, t	ask and su	ace	gie know	leage (wenden ' ' '')
e.	human	factors	that	facilitate	or	inhibit	Student ^۲ () ⁷ -
lear	ning						11)(79_71)
							Student $\mathcal{T}(\mathcal{T}\mathcal{T}\mathcal{T})$
							Student $\mathfrak{L}(\mathfrak{l})$ - $\mathfrak{l}\circ$)
							Student $\circ(\forall 9-\Lambda 7)$
							Student ⁽))
							Student $\forall (11 \xi - 11 \forall)$
							Student $\Lambda(177)$

Categories for person, task and strategic knowledge (Wenden 199٨)

 S^{γ} - I thought I cant say anything but by and by I realized that I can speak. I can deal with most situations if I want but I dont have self-confidence.So I dont know how I can deal with this. I am afraid this will be always like this. I dont like translated film.It is usually wrong and nonsense.When I watching film I can understand better but when you are speaking or anybody are speking sometimes I cant listen and understand I dont know why. It is coming to me complicated and I dont understand all of sentences you or anybody spoke





S^r –Firstly,Ididin'tspeakenglish at thebeginnig of theyear.And I difficulttounderstanditSomylastmid-termexamverygotlow mark

S^{ϵ}-Actually I can speakaboutlots of thingsuch as books,music,diaryeventsetc. But at exams I can not do this. Forinstance, when I comeoutyourroom, I regretevermore.Why I didtellthistoo?, Why I didrememberthisword? I guess I am exciting at exams.Andnow I wanttotellmyfluency.Sometimes, when I knowwhat I will say and something about topic I am

S^{\circ}- I think to have B^{γ} level English. But sometimes, I can not reflect it. Bacause of excited, nervous etc.When I prepare the topic, everything is OK. Even I do not be nervous. Also, when I talk to my friends, they must be better than me. Because I should learn new things

S¹- However sometime I find difficulty understand if the speaker has strong accent that is unclear and spoken fast

S۲-

When I first started school myspeaking was very bad. I could not tell my desicions and myopinions. Forexampleteacheraskedto me a question, Iknewqustion's answer answertoteacherbecause but T could not of myexcited.Itmightbemyshyness.becausemyspeakingwasnotenoughfordoingthi sIbelievethatIanagetoimprovemyspeakinginlastyears.speaciallythisyear.Secon dly.Iwantto talk aboutwhat can I say and how I say. I can usebasicdailvenglish.I expressmyself,I can can commentaboutmyfamiliartopics.

S A -And I think my listening and speaking skills improve. Progressing in my speaking and listening skills requires

speaning an		is requires	
B- age,	language	aptitude,	Student (1)
motiv	ation, memory		Student $(\gamma,\gamma\gamma)$
			Student $\Upsilon(\xi \wedge_{-} \circ \cdot)$
			Student °(⁹)
			Student $\forall(114,171,179,17.)$
			Student $\Lambda(1\xi), 1\xi\xi)$

S'-I'll do my best to improve myself

S^{γ}- Now I am trying to speak better and am going to try to be better. I hope I can succeed that

 S^{r} - And I wantto g oto abroad .Because I believethatmyspeakingmoreandmoredeveloping.Besides, mygoal is to be an englishteacher

S°- Next year I believe that I will be better than this year

S^V-BecauseofthatImakegramaticialmistakesandIforgetsomenecessarywordsI havesomeaimsforimprovingmyspeaking. One of them is goingtoabroadbecauseif I gotoabroad I shouldalwaysuseenglish. ithelps me toimprovingspeaking. Listeningisveryimportantthinginmyfuture life so I





wanttodevelopmylisteninglevel.If I willgotoabroad,mylisteningwill be usefullto me

S^{Λ}- For speaking fluently, I have to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film etc. I must develop my speaking for being the best.

d. knowledge about their proficiency,	Student (1-Y)
how well they read, write, how much	Student °(^7)
grammar they know	Student ^A (199)

S¹-Firstly, when it comes my speaking, I didn't know anything about methods of speaking at the beginning of the year.but now I know them.I couldn't say I 'm speaking very well but I try to speak accurately about not only grammar butalso true vocabulary.

S°- Besides, I guess, I can easily express myself by writing

S^A-And I think my listening and speaking skills improve. Progressing in my speaking and listening skills requires

E.what learners believe about their Student $\circ(9\circ)$ effectiveness as learners

S°- I believe my speaking well improved since I started studying the material that you provided in the class.

f. ability to mobilize and manage the	Student ¹ (^V - ⁹)
resources necessary to leam and to	Student $\xi(19-1)$
sustain the effort	Student $\operatorname{I}(\operatorname{PV-1}, \operatorname{I})$

S¹-This year I could only listen idioms that you suggested us that I downloaded from "the English wespeak" in the site of bbc while I was coming to university by bus. And if I had an opportunity I tried to listen some their transcription parts that had but Ι don't think Ι succeeded it.Determinedly I'm going to listen them and other sites about listening S٤-How improvemyspeaking ?Whataremyplans So. do Ι ? Ι havetogetaroundtospeaking in English at publiclecture, amongmyclassmates.I shouldcare not speaking in Turkish.Maybe I willwork a placewhichspoken havetoaccountforspeaking English, in thisway Ι English.And I projecttogoabroadwithErasmus, Mevlanaorsomething else.Forexample Ι vearntowander Europe

countries with the train which is myut most imagination. Secondly, I want to tell mylistening. I will not complain as before because mylistening and myunderstanding is better than myspeaking S^{-} It was very helpful since I had no idea how our lecturer was assessing our speaking before that. I believe that I can speak fluently and spontaneously without making any pause when Γ m interacting with others. For instance when you send us the exam record I realized how effective I was on doing it while I was speaking with my partner. I can use language to take part in





discussion for expressing or giving my opinion about it. Again Γ d give my exam as an example. I and Hasan were set to discuss about picture for provided us and I express my opinion to my partner. Another one was with Meric and we were discussion about improving our speaking I gave example about my way and try to persuade him. Watching two example videos like; Jihun and Estelle `s/ Evgheny and Dega `s help me to realized differences between the speaking levels. One of my main problem was at the start of the year that keeping the most of the expression in my mind to use the moment that Γ m speaking. Writing certainly did helped to achieve what I wanted to do and also having conversation withPhd`s ,Erasmus students was another great opportunity for me. Watch a lot of documentaries, received emails from English central website (every week they send you an email about that week`s topic) and followed them help me to practice

g. ability to achieve specific learning
goals, such as writing in a second
languageStudent $\mathcal{T}(\circ, \circ), \circ \vee$

S^r- Besides, mygoal is to be an englishteacher.Sofirstly I wantto be graduatedfromuniversitiyandafter I wentto do master'sdegree.If I wantarrivemygoal,Imustto do theseprescribe

c. information about a task's demands, how to learn in general, how to go about doing a particular task, and the knowledge and skills needed Student $\Upsilon(19,\Upsilon)$

 S^{γ} -I want to work somewhere this summer again.Maybeit can be asolution.In high school, we just studied university exams and we did reading grammar and sometimes listening but we didn't do speaking

\mathcal{U} 1	0
d.Task knowledge is not domain	Student $\operatorname{I}(Y,Y)$
knowledge, for example knowledge	
of grammar or vocabulary	

S^{-I} had difficulties with grammar while I was speaking at least now most of the time Γ m correcting myself as soon as I realized.

c. specific knowledge about when and	Student (°)
how to use them	Student $\circ(\Lambda \forall)$
	Student $\forall(177-17\Lambda)$
	Student $\wedge(1 \forall \forall -1 \forall \wedge)$

S¹-I have some plans for the summer. One of them is that I'm going to read English Classics (at least four books) that I bought this term

S^{\circ}- This summer, I plan to work somewhere like airport and hotel. Because I must improve myself untill next term. I am a student ELL, so I must be good at talking English





 S^{\vee} -Icanunderstandbigpartofsongs.MylisteningskilldevelopedduetothefactthatI lwayswatchthetvseriesandfilmsthisyear.Lastly,Iamgoingtogoonwatchthetvseri esand I am goingtogo on news at radio.Mylisteninglevelgoingtodevelopthisway.

S^{Λ -} If I listen carefully, I can understand. In the beginning, when I didn't understand a word, I insisted on translating it in my mind. This approach resulted in confusion. No longer, while I'm listening to another person speaking, the temptation is to immediately translate into my language.

d.	what	learners	do	to	help	Student ^۲ (^{۲۳} - ^۲ °, ^{۲۷} , ^{۲۸} , ^{۳۲})
the	mselves	learn			-	Student "("°, "1, "9, ٤ •, ٤ ٦, ٤ ٧, 0 °)
						Student °(^{A9} , ⁹ ·)
						Student $7(11.117)$
						Student $\forall (1 \leq \cdot - 1 \leq \tau)$

 S^{γ} -I watched film in high school and I will watch again.Most of time I cant speak unprepared into conversation on topic anything. I force myself to speak. I like listening music not Turkish. I try translating.I think, The most important thing is subtitle film Finally, I am going to try speaking and listening everydayin this summer.I speak better next term.In addition, I listened and read my speaking all of term and they are bad I think.

S^r-ButlaterImorestudiedenglishwordTheleisuretime,I

spokeenglishwithmysister.Ishouldmoreanamorespeakingpracticeandsomyspea kingdevelopingIthink.now, when I speakingdon'tafraidand I believe in myself. Leisuretime ,Iwatchmovieandlisteningmusic. BesidesIread a englishjokeandcartoon.Infuture , I beter to talk I wantto a lot of read, listeningandspeaking .Especially, I wanttospeaking. Sothen I participate in Erasmus Project.Infuture, beter to listen I wantto a lor of listenig .Forexample ;I can watchmovie, film, listen to radyo(BBC)

S°- So I could not study. But in this term, I always watch films and movies. Especially, I write the reports about watching films and movies. I can noteasly understand firstly. How it can be improved? Actually, there was no other way wathing films

S⁷-As my listening; I watch TV series, talk shows, films, news, documentaries (www.ted.com), listen to the audio books (www.booksshouldbefree.com) and understand without too much effort. I should listen in range of different accent in order to be able to understand what is spoken

S^{Λ}- For speaking fluently, I have to be self confident, listen to news or songs, read the book and newspapers, learn a new word daily, watch film etc. I plan that I can go abroad such as England . I can work tourist places in summer so I can make a practice. I should spend my time on studying about this topic.

