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**The Meta-cognitive Strategies Used by EFL Students, and
Their Influence on Speaking Skill Development
Case Study: Third Year EFL Students at Chadli Ben-Djedid
University**

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Master degree in **English Language Didactics**

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Dedication

I dedicate this work,

To my **My mother**, you are the light inside me.

To my **Father**, I know you hate English.

To my **beloved** Sisters, my power.

To my **Aunts**, my backup.

To all my Friends, my soul mates .

To my beloved friend **Khaled & Hazem**, my support system.

To all my family members .

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Abstract

The main focus of this study is on speaking skill development through the use of meta-cognitive strategies. Nevertheless, the lack of research on the impact of these strategies on EFL learners' speaking skill is noticed compared to the other skills. To bridge this gap, this study attempts : (1) to demonstrate the relationship between the meta-cognitive strategies' use and speaking skill development and (2) to find out whether third year EFL students use meta-cognitive strategies and which type they use the most in their oral production. Thirty copies of questionnaire were distributed to third-year EFL students at the university of Chadli Ben-Djedid, El Tarf. Moreover, a semi- structured interview was also conducted with three teachers of oral expression to support the questionnaire's results. The findings revealed that the participants use these strategies in their speaking and the most frequently used one is the planning strategy. Moreover, the findings from both the questionnaire and the interview also revealed that there is a positive relationship between the speaking development and the use of these strategies. Finally, some recommendations and suggestions were proposed to EFL teachers and students in order to raise their awareness to the critical role of these strategies in the learning process.

Keywords: speaking skill, meta-cognitive strategies, speaking development

Résumé

الهدف الأساسي من هذه الدراسة هو تنمية مهارات التحدث من خلال استخدام الاستراتيجيات الفوقية المعرفية. ومع ذلك ، يُلاحظ نقص البحوث حول تأثير هذه الاستراتيجيات على مهارة التحدث لمعلمي اللغة الإنجليزية كلغة أجنبية مقارنة بالمهارات الأخرى. لسد هذه الفجوة ، تحاول هذه الدراسة: (1) إظهار العلاقة بين استخدام استراتيجيات الفوقية المعرفية وتنمية مهارات التحدث و (2) معرفة ما إذا كان طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية يستخدمون استراتيجيات الفوقية المعرفية وأي نوع يستخدمونه الأكثر خلال التحدث. تم توزيع ثلاثين نسخة من الاستبيان على طلاب السنة الثالثة في اللغة الإنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد ، الطارف. علاوة على ذلك ، تم إجراء مقابلة شبه منظمة مع ثلاثة مدرسين من التعبير الشفهي لدعم نتائج الاستبيان. وكشفت النتائج أن المشاركين يستخدمون هذه الاستراتيجيات في التحدث وأن أكثرها استخدامًا هو استراتيجية التخطيط. علاوة على ذلك ، كشفت النتائج التي توصل إليها كل من الاستبيان والمقابلة أيضًا أن هناك علاقة إيجابية بين تطور التحدث واستخدام هذه الاستراتيجيات. أخيرًا ، تم اقتراح بعض التوصيات والاقتراحات لمعلمي وطلاب اللغة الإنجليزية كلغة أجنبية من أجل زيادة وعيهم بالدور الحاسم لهذه الاستراتيجيات في عملية التعلم.

الكلمات المفتاحية: مهارة التحدث ، الاستراتيجيات الفوقية المعرفية ، تنمية التحدث

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List of Abbreviations

EFL: English as a Foreign Language

SS: Speaking Skill

L2: Second Language

LLS: Language Learning Strategies

MCS(s): Meta-cognitive Strategie(s)

CHAPTER ONE

Introduction to the Study

Introduction

English is currently considered as the lingua franca of the world which is consistently used as a bridge in communication among people who do not share the same language. Therefore, speaking English fluently has become one of the main goals for many people around the world. For the majority of people mastering speaking is the most important aspect of learning English as a foreign language that enables them to use the language accurately and fluently and to exchange messages in an effective manner. However, to be a fluent speaker of English is said to be a challenging and a difficult task to be achieved, because it requires the knowledge of how to speak and use the language in the target context.

1. Statement of the problem

One of the problems that EFL learners in general and Algerian EFL students in particular confront is how to speak English language accurately as native speakers do. For this reason, teachers of English should continually develop the appropriate methods and strategies to help their students cope with the difficulties they face in their speaking and attain high levels of proficiency and accuracy. There are a number of strategies affecting the speaking skill that have been proposed and developed by different scholars and researchers over the years. Among these are the meta-cognitive strategies.

Different studies have addressed the beneficial effects of these strategies and therefore, there has been a greater diversity in research designs and instruments to draw an overall conclusion regarding the importance and the effective role of the meta-cognitive learning strategies in the foreign language learning process. However, most of these studies were concerned with the impact of these strategies on learners' writing and reading comprehension skills. Few studies have focused on the impact of such strategies on students' oral production

skills. To fill this gap, the present study intends to investigate whether the use of this kind of strategies helps the students of English to develop their speaking proficiency.

2. Aims of the study

The present study aims :

- To investigate whether third-year EFL students use the meta-cognitive strategies and which type they use the most in their oral production.
- To investigate the relationship between the use of meta-cognitive strategies and speaking skill development.

3. Research Questions

The purpose of this study is to answer the following research questions:

1. Do third-year EFL learners use meta-cognitive strategies in their speaking?
2. Which type of meta-cognitive strategies is frequently used by third-year EFL learners in their speaking?

_ Planning strategies

_ Monitoring strategies

_ Evaluating strategies

3. Is there any significant relationship between the use of the learning meta-cognitive strategies and speaking development?

4. Hypotheses

We hypothesize the following:

1. Third-year EFL learners do not use any kind of meta-cognitive strategies in their speaking.

2. There is a significant relationship between EFL learners' speaking development and their use of the meta-cognitive strategies.

5. Research Methodology

In order to test the hypotheses stated above, a descriptive method is used. The obtained data are collected through the use of different tools a questionnaire and an interview. The interview is addressed to the teachers of English, and the questionnaire is addressed to the students of English. The teachers' interview is conducted with a sample of three oral expression teachers , while the students' questionnaire is administered to a sample of 30 students , selected from the total population of third- year students at the university of Chadli Ben-Djedid University –El Taref.

6. Structure of the study

The present research is composed of four chapters. The first chapter introduces the research's methodology, aims, questions and significance. Chapter two presents a review of the literature concerning the major variables related to the study. The third chapter covers the methodology that has been used and the sampling population. It also presents, in details, the analysis, and the discussion of the obtained results. The last chapter suggests some recommendations, implications and suggestions for further studies.

7. Significance of the study.

The results of this study are expected to give contribution in:

- Providing information about what the meta-cognitive strategies are.
- Helping the students to be aware of the meta-cognitive strategies applied in their speaking.
- Providing information for students about the use of meta-cognitive knowledge and meta-cognitive regulation to improve their speaking.

- Supporting the theory about meta-cognitive strategies as a part learning strategies used by students in language learning.

8. Limitations

A significant limitation is that the number of our participants was very limited. So, we can not over generalize the results beyond the context of the present study. In fact, most of students did not want to participate in our study. Likewise, the number of our interviewees was also very limited as the majority of teachers were busy. In addition, time constraint was also the biggest limitation that we have encountered as we were not able to conduct an experimental study instead of a descriptive one. It is not easy to observe the use of these strategies by students since they are more cognitive and mental strategies. Therefore, the participants' answers can not be totally reliable as far as the use of these strategies is concerned.

CHAPTER TWO

The Review of the Related Literature

Introduction

This chapter discusses the main variables of the research. So, it thoroughly explains the concept of speaking, its sub-skills and its importance. Then, language learning strategies and meta-cognitive strategies are defined and reviewed. It also describes the way these meta-cognitive strategies are used in speaking .

1. Speaking Skill

1.1. Definition of Speaking

Speaking is usually perceived as the basis of communication. It is the most essential among the other four skills for foreign language learners as a productive oral skill that helps them communicating, conveying their messages, exchanging their thoughts, sharing their feelings and experiences through the use of verbal and non-verbal symbols in a particular language (Betram, 2002; Brown, 1994). Abdel (2002) defined speaking as “a collection of micro-skills which include syntax, grammar, morphology, pragmatics, or social language, semantics and phonology” (p.32). When we speak, we are constructing ideas and thoughts by combining sounds systematically to form meaningful sentences, which depend on the context, the purpose, the participants, and the physical environment itself.

Speaking requires more than the ability to produce correct sentences or specific points of language such as grammar and vocabulary. In fact, the act of speaking is a complex process since it involves other skills like choosing the main topics, organizing thoughts, tailoring the message, and adapting the listeners' feedback (Lucas, 2001).

Accordingly, Shumin (1997) pointed out that speaking involves a number of other factors, elements and skills like listening skills, socio-cultural factors, affective factors, communicative competences, and other competences such as linguistic competence,

sociolinguistic competence; the social aspects of the language use, discourse competence, and the strategic competence. EFL speakers must be aware of the language codes, knowing how to use and respond to language appropriately. These competences in turn develop the speakers' ability to overcome speaking problems and develop confidence in their speaking (Hymes, 1966; Chomsky, 1965)

Based on the definitions stated so far, the speaking skill (SS) can be simply defined as a means of communication by which people can interact with others in different situations and express their knowledge as thoughtfully and clearly as they can (Urquhart & McIver, 2005).

1.2. Speaking Sub-Skills

The skill of speaking is divided into four sub-skills. In order to become good and effective speakers, English language users are required to know and use these sub-skills as appropriately as they can .The following table clearly illustrates the four sub-skills of speaking :

Speaking sub-skills	Description
Fluency	It refers to the smoothness , the confidence , the comfortability, and the natural flow of the sounds and the words, when speaking the language (Harall,2007)
Pronunciation	It refers to the production of pure and meaningful sounds , and the manner in which someone utters the different words or sounds in a given context. (Dalton, 1994).
Vocabulary	It is the basic of the speech. it refers to all lexical words of a given language . (Harall,2007)

Grammar	Grammar is the structure and the system of the rules that govern the way words are structured in the language. In short, it is the knowledge that makes the language speakers competent to use the language. (Parsons,2008)
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Table1. Speaking Sub-skills

In order to be able to speak and use the language effectively, EFL students are required to be aware of these speaking components. They must use correct grammar, and have the adequate vocabulary that covers the speech needs. Moreover, the students must deliver the spoken message fluently with a good pronunciation and a comprehensible language according to the contexts or situations they find themselves in .(Brown, 2004)

1.3. The Importance of Speaking Skill

SS is one of the most important skills that EFL learners need to learn in order to effectively communicate in the target language. Indeed, the learners who speak English very well can have greater chance for a better education, finding good jobs, and getting promotions. In other word, good language speakers have more opportunities to have a long successful career as they would be able to find jobs in different organizations. (Baker & Westrup, 2003). More to the point, effective foreign language speakers would be able to develop critical thinking skills, leadership abilities, poise, wisdom, and professionalism qualities.

Furthermore, mastering SS provides the speakers with the opportunity to express their messages, their thoughts, their feelings and their opinions in a clear and comprehensible way (Roman, 2000). Having a good SS also affects the way EFL speakers are viewed by others.

In this regard, Griffin (2008) stated that these speakers earn respect, and become more likeable and believable. They also can motivate and inspire others to achieve their goals, and shape their decisions. It is generally accepted that EFL speakers need to master not only the speaking skill but all the four skills simultaneously in order to be effective communicators.

1.4. Teaching Speaking

Teaching SS has usually been neglected and undervalued by EFL teachers. However, the modern world requires proficient EFL speakers who are able to express themselves appropriately in different communicative situations. Hence, speaking becomes the most demanding skill, and many EFL language teachers started to prioritize SS in teaching English to foreign language speakers (Hymes, 1972)

According to Baily and Savage (1994) “Speaking in a second language or a foreign language has been viewed as the most demanding of the four skills. So, the teaching of speaking skill should be figured as central in foreign language education” (p.33).

Speaking is a complex process, understanding this complexity is the key to effectively teach speaking. To guarantee better results, Westwood, Peter and Oliver (1979) proposed a number of principals for effective oral language teaching:

- Create an enjoyable, entertaining classroom environment for the students and provide them with real-life communicative situations through the use of authentic activities, and meaningful tasks that promote their oral production skills.
- provide the students with enough time to speak the target language.
- Engage the students in activities that expose them to new vocabulary and enable them to deal with the unknown words to become independent learners.

- Use materials such as practices and games to attract the students' attention as the basis for language stimulation.
- Use the repetition technique more often, by making the students repeating words and phrases to be able to memorize and pronounce the words correctly and acquire good pronunciation.
- Creating a routine for the students to follow and to get used to communicate in the foreign language as giving them a list of short phrases and words to practise every-day.
- Provide constructive feedback to students' performance.

2. Language Learning Strategies

2.1. Definition and Classification.

Language learning strategies (LLS) are commonly defined by many researchers as steps, behaviors, tactics , techniques, or devices employed by the learners to achieve the learning objectives, recall and use information, and facilitate the acquisition of the target language (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1987). Cohen (ibid) stated that LLS refer to the sum of choices that the learners make while learning or using the second or foreign language.

Rebecca Oxford (1990) defined LLS as both behavioral and mental steps taken by students to enhance and promote their learning. She (ibid) distinguished between two major classes of this kind of strategies: direct and indirect categories which are further sub-divided into three subcategories. The following table illustrates Oxford's LLS classification and what each subcategory contains:

Categories	Language learning strategy	Descriptions
Directed Strategies	1. Memory strategies	-Storing and retrieving new information -Creating mental linkages -Reviewing in a structured way
	2. Cognitive strategies	-Repeating and practicing -Analyzing and translating - reasoning and note taking -Creating structure for both the input and the output
	3. Compensatory strategies	-Guessing linguistically -Overcoming limitation and knowledge gaps -Producing the target knowledge
Indirect Strategies	1. Metacognitive strategies	-Centering and regulating one's learning -Planning and organizing one's learning -monitoring one's learning -Evaluating the progress
	2. Affective strategies	-Lowering one's anxiety -Encouraging the learners -Developing self-confidence -Self-rewarding

	3. Social strategies	<ul style="list-style-type: none"> -Asking questions -Cooperating with others -Clarification -Culturally aware
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Table 2. Oxford's Language Learning Strategies Taxonomy (1990, pp18-21).

2.2. Meta-cognitive Strategies

Metacognition is the conscious understanding and the control of one's own cognition. The original definition was first proposed in the late 1970s by John Flavell, the founder of social cognitive developmental psychology, as "cognition about cognitive phenomena" or "thinking about thinking" (Flavell, 1979, p. 906).

Many researchers classified metacognition into different components. For example, Flavell (2000) divided metacognitive theory into two components: Metacognitive knowledge/awareness, and metacognitive regulation. The following figure illustrates Flavell's complementary processes of metacognition:

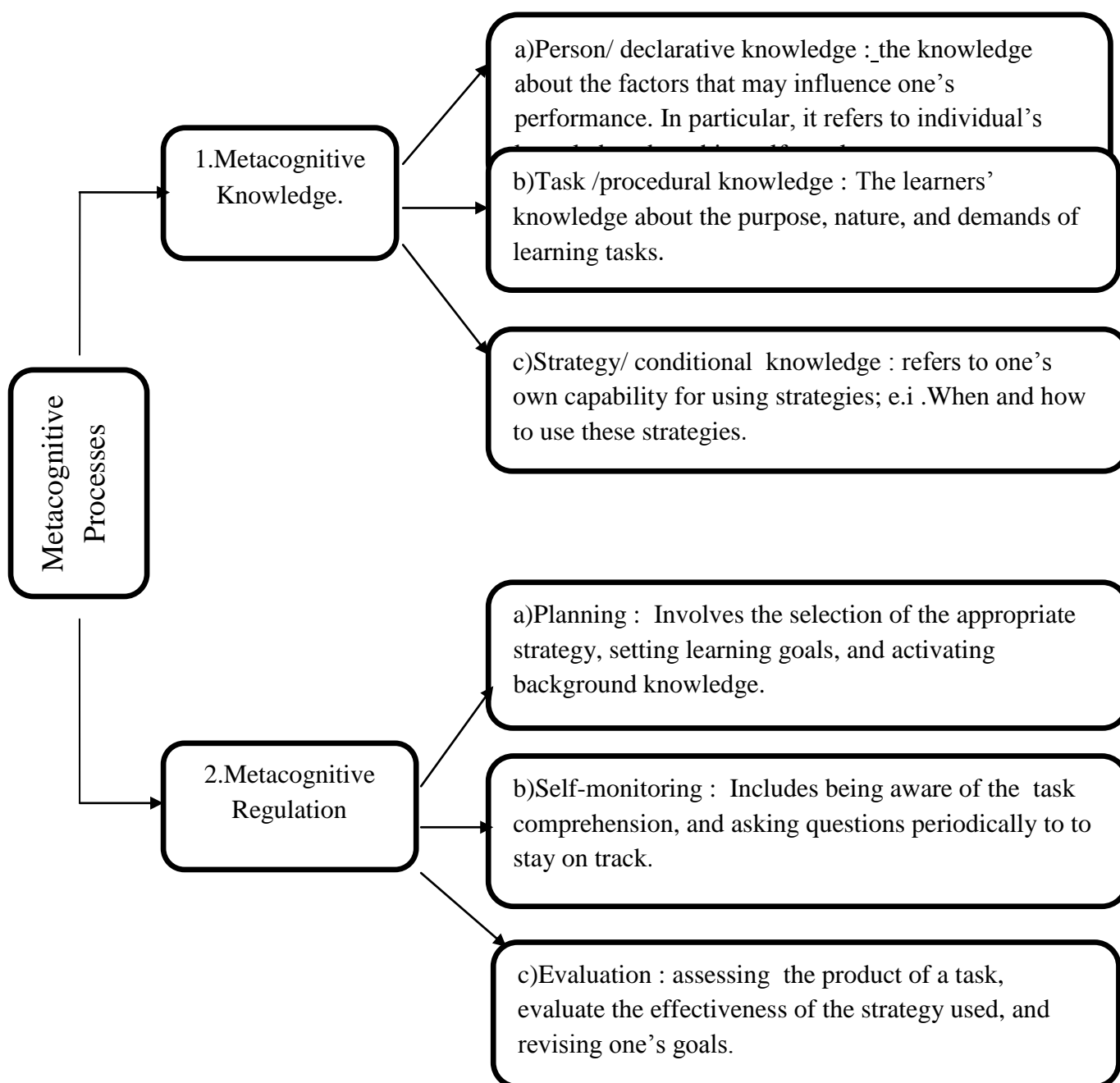


Figure 1. Flavell's Model of The Metacognitive Processes (2000)

Meta-cognitive strategies (MCSs) are the actions and behaviors that allow learners to be self-directed learners, by providing them with the ability to center, arrange, regulate, and

evaluate their learning process (Oxford,1990). Boekaert and Simons (1995), viewed MCS ” as the decisions learners make before, during and after the process of learning”. In brief, the definition of MCS is simply based on both LLS definition, and metacognition definition.

In the same vein, O’Malley & Chamot (1990) defined these strategies as the skills of (1) planning and thinking about the learning process which involves learners’ knowledge of how they learn, and what they need to achieve the learning goals ; (2) monitoring the learning process, which can be described as the learners’ comprehension and the understanding of the learning task; and (3) evaluating the leaning product, here the learners try to evaluate the effectiveness of what they have accomplished and the progress they have made throughout learning process .

Various classifications and categorizations of MCSs have been given by different scholars (Anderson, 1983; Brown and Palincsar, 1982; Flavell, 2000; Oxford, 1990). Brown and Palincsar (1982) classified MCS into four categories ;(1) knowing about learning, (2)planning,(3) monitoring, and (4) self-evaluation to describe MCS.

Moreover, Anderson (1983) argues that MCSs can be categorized into five major components, including (1) preparing and planning for learning, (2) selecting and using learning strategies, (3) monitoring strategy use, (4) orchestrating various strategies and (5) evaluating strategy use and learning.

It is generally believed that the essential nature and general function of meta-cognitive strategies is planning , organizing, and evaluating one’s own learning (Cohen, 1998, O’Malley & Chamot, 1990). Therefore, O’Malley & Chamot’s definition and classification are adopted as the basis of the present study.

2.2.3. Meta-cognitive Strategies and the Speaking Skill.

As argued by Mahdavi (2014), the use of MCSs in speaking refers to how students are able to combine declarative/ personal knowledge about MCSs and speaking aspects, then, regulating this knowledge into procedural knowledge which refers to the nature of the procedures, and conditional knowledge which refers to the knowledge of how to apply these procedures.

By applying planning and preparation strategy, students are thinking about what they need to achieve the objectives of the speech, and how the speech is going to be delivered in relation with the learning goals. Through the use of this strategy, EFL students are activating their own background information regarding what they want to perform. It also involves the selection of the appropriate speaking strategy and the needed mental preparation in order to perform the speaking task in a positive way.

After becoming aware of one's own knowledge, EFL students become capable of directing their learning process. Students are better able to keep themselves on track to meet their learning goals. They need to regulate their thoughts about the strategy they are using by asking themselves periodically whether they are using the speaking strategy as intended to achieve the speech objectives. By doing this, these students are self-monitoring their speaking process.

This phase also involves, checking and verifying the local aspects of the speaking process such as; the rate of speech, the grammatical points, and the appropriate use of vocabulary. For example, when the students are asked to use a specific speaking strategy that involves thinking about the speech purposes (e.g., to entertain, to explain, to persuade...etc) and their audience (e.g., teachers, friends, public...etc). EFL Students should think about

monitoring the use of this strategy. They should use the appropriate rate of speech, monitoring their speech time, and providing the appropriate information for their audience.

Finally, the evaluation strategy takes place after completing the speaking task. Evaluation refers to revising one's goals. At this point, the Students intend to self-evaluate their performance aspects such as; the style, the organization of the ideas, and judging whether the learning goals were met or not. Also, they decide whether the speaking strategies used were suitable, and how they helped in accomplishing the goal of the speaking task.

In this phase, students judge and provide themselves with feedback regarding the speaking progress they have made through the use of the selected strategy. For example; when students use a specific speaking strategy, they attempt to evaluate the effectiveness of the strategy used and try to judge what they have accomplished through the use of this strategy by asking themselves as follow:

1. Did I use the appropriate strategy ?
2. How did the strategy used helped me to achieve my goal?
3. What progress have I made through the use of this strategy?

2.2.4.The Importance of Meta-cognitive Strategies in the Learning Process

Previous studies and researches have provided a clear evidence that MCSs use has an executive function over cognitive strategy use in task completion (Purpura,1999). Subsequently, this has been confirmed by Mingyuah (2001) who stated that when a MCS “...was used as independent variable, the results indicated that the more the students used this particular strategy, the more progress they made in their overall language proficiency.”(p.65) When individuals employ these strategies consciously or unconsciously in their speaking in

order to retain both linguistic and content area information, these strategies increase their chances of success in learning and using the language in a proficient manner.

Furthermore, MCSs are a box of tools, which help the students to outline and take charge of their own learning process. This is mainly because it involves awareness of how to learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies (Hacker, 2009).

2.2.5. Teaching Meta-cognitive Strategies

Teachers can supervise their students' use of the MCSs in the oral expression classroom, by providing them with the necessary instruction to raise their awareness towards the critical role that MCSs plays in the learning process and enrich students' knowledge and experience about metacognition. By helping the students to develop meta-cognitive skills about how to pick the appropriate strategy that works the best for them, and explicitly explain how, when and where to apply these strategies, and provide them with the appropriate method for ultimate retrieval of the information that may help them acquire additional knowledge that can develop their oral production. The teacher also should help the students to identify what gaps in prior knowledge should be addressed. Elaboration, advance organization and selective attention should be taught as well.

Language teachers should implement activities which help the students to generate and explore ideas for different speaking topics, expose them to the content, the way to express the content to the audience, and the correct language forms that they will use while practicing the activity. This aims to provide the students numerous opportunities to plan and organize for speaking (Richard, 2008). The learning process would be more effective, if the teachers step away and put in enough efforts in developing the necessary ways through which the students can self-regulate and evaluate their speaking and their ways of learning. Furthermore, teachers

should drive students from teacher-based feedback to student-based feedback and gradually to instruct students to foster a good learning habit and therefore, they can really master the way to use MCSs.

Conclusion

In this chapter, we have reviewed the literature on the concept of speaking, its importance, and its components. Then, we have introduced the meta-cognitive strategies and the elements that it comprises. We have concluded the chapter by showing the metacognitive strategies involved in speaking, and the importance of applying these strategies to improve EFL learners' speaking skill.

CHAPTER THREE

The Frame Work of The Study

Introduction

The present chapter presents the different tools used to conduct our study. The research population, sample and the procedure used in conducting it are also described. Then, the obtained results are discussed in relation to the research hypotheses.

3.1. Research Design

3.1.1. Population and Sampling

The target population of this study is third year EFL students at the university of Chadli Ben-Djedid, El Taref. The questionnaire sample consists of 30 students selected from the total population of third year students. The subjects are randomly selected as assigned by the administration. We have chosen third year students because we presume that they have enough knowledge about MCSs since they have studied modules related to such topic like psycholinguistics, and cognitive psychology ... etc. Regarding the interview, it was mainly conducted just with three EFL teachers of oral expression.

3.1.2. Data Collection Tools

In order to test our research hypotheses, a descriptive method is used in order to describe students' use of MCSs in their speaking. Part of the study is also correlation and relational as it examines the relation between the use of MCSs and the SS development. In order to examine this correlation between these two variables, a Pearson Product Moment correlation test is used. It should be noted that the degree of this relationship is expressed as a number known as the Pearson Product Coefficient 'r'. The value 'r' is always between +1 and -1 ($-1 < r < +1$). When the value of r is '-1', this indicates a negative linear relationship between the variables. When the value is zero, this indicates no linear relationship between

variables, and when it is ‘1’, this indicates a positive linear relationship between the variables .

More specifically, we have used mixed methods including a questionnaire and an interview. The questionnaire is the main method used to answer the research questions. Babbie (2001) defines the questionnaire as “an instrument specifically designed to elicit information useful for analysis” . The data collected through the questionnaire are analyzed quantitatively.

We have also designed a semi _structured interview in order to supplement and to support the results of the questionnaire. Since the main purpose of the interview was to contextualize the questionnaire results, the interview questions were developed in accordance with the themes in the questionnaire. We have chosen this type of interview because it is very flexible than structured and unstructured one as it helps us to expand interesting ideas and themes if required. The data collected through the interview are analyzed qualitatively.

3.1.3. Students’ Questionnaire

3.1.3.1.Procedure

The questionnaire was distributed to the participants on June 9th , 2019. At first, 45 copies have been distributed, but only 30 of them are included in the analysis of our study because some of students did not answer the copies, while some others did not return them back. This can clearly be explained in the following table:

Table. 3 . Representation of the Questionnaire

Number of the distributed copies	45
Number of the returned copies	30

Number of the answered copies	30
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3.1.3.2. Description of the Questionnaire

The questionnaire is comprised of two sections (Appendix-A). The first section is meant to get general information needed about the sample. The second section consists of 15 statements. Each five statements represent a specific type of MCSs based on the taxonomies developed by different scholars (Anderson, 1983; Brown & Palincsar, 1982; Flavell 2000; O'Malley & Chamot ,1990; Oxford 1990). The participants are asked to respond to each statement using a Likert scale with 4 options:

- Option “1” represents “ always”
- Option “2” represents “ sometimes”
- Option “3” represents “ Rarely”
- Option “4” represents “ never “

In addition , to ensure the reliability of the answers, the second section of the questionnaire consists of three open-ended questions to demonstrate the students use of the MCSs, and its influence on their speaking development.

3.1.3.3. Analysis and Interpretation of the Results

After collecting the necessary data from the two instruments, the quantitative data are presented in descriptive statistics to find any possible relationship between the participants' SS development and their use of MCSs. The findings have been presented in terms of tables, and pie charts.

1. Analysis of Section One: Background Information

Q1. How long have you been learning English?

From 1 to 3 years b) From 3 to 5 years c) From 6 years or more

Table 4. Students' Period of Learning English

Answer Options	Number of participants	Percentage
A	0	0%
B	0	0%
C	30	100%
Total	30	100%

The results show that (100%) of our respondents have selected the option “c”. This indicates that they have been learning English for more than 6 years.

Q2. Are you a good speaker of English?

- Yes b) No c) Not sure

Table 5. Students' Level as English Speakers

Answers Options	Number of Participants	Percentage
A	26	86.67%
B	4	13.33%
C	0	0%
Total	30	100%

Answers Options	Number of Participants	Percentage
A	23	76.66%
B	7	23.33%
C	0	0%
Total	30	100%

As the figure above shows, all the students (100%) use the MCSs in their speaking. Based on the results of this question and the second question, a Pearson product-moment correlation coefficient was computed using a Microsoft Excel to assess the relationship between an independent variable, which is the the use of the MCSs and a dependent variable which is the SS. The independent and dependent variables are labelled X and Y respectively. There was a very positive correlation between both variables ($r = 0.98$). The data regarding this correlation are clearly shown in the following table and figure :

Table.8 . Students' Use of Meta-cognitive Strategies and their Speaking Proficiency

Suggestions	X	Y
Yes	23	26
No	7	4
Not sure	0	0

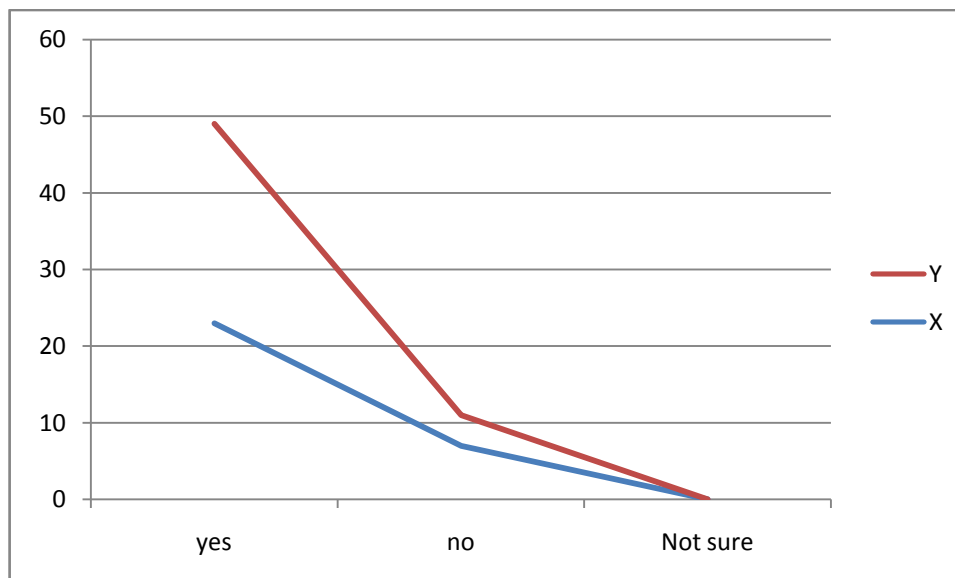


Figure. 2. Students' Use of Meta-cognitive Strategies and their Speaking Proficiency

From this figure we can observe that when X goes up Y goes up and vice versa. Therefore, we can conclude that there is a significant relation between the use of the MCSs and the students' speaking proficiency.

Q5 : Please read each statement, then, rate yourself honestly using the following options:

- 1- Always
- 2- Sometimes
- 3- Rarely
- 4- Never

The descriptive statistics of the participants' responses on planning, monitoring, evaluation strategies' use addressed in the following Tables and figures:

Table 8. Frequency of the Use of Planning Strategy by Students

Number of the statement	Always		Sometimes		Rarely		Never		Total
	N	%	N	%	N	%	N	%	Percentages
Statement 1	27	90	3	10	0	0	0	0	100%
Statement 2	19	63.33	8	26.67	2	6.67	0	0	100%
Statement 3	23	76.66	7	23.33	0	0	0	0	100%
Statement 4	19	63.33	11	36	0	0	0	0	100%
Statement 5	21	70	9	30	0	0	0	0	100%

From the above table, we can notice that third year students do use the planning strategy in their speaking as the overwhelming majority of them (90%) agreed that they ‘always’ recall what they already know about the subject before they start speaking. While, just (10%) of them answered with ‘sometimes’.

Concerning the second and the fourth statements, an equal percentage of participants (63.33%) answered the question with ‘sometimes’. Whereas, (26.67%) and (36 %) of them said that they ‘sometimes’ use a mental preparation by structuring what they want to say, and ignore any distraction before they start speaking.

Most of students (76.66%) said that they focus on the main ideas before the supporting ones, while (23.33%) of them answered with ‘sometimes’. Regarding the fifth statement, (70%) of participants answered with ‘sometimes’, while (30%) of them answered with ‘always’.

Table 9. Frequency of the Use of Monitoring Strategy by Students

Number of the statements	Always		Sometimes		Rarely		Never		Total percentages
	N	%	N	%	N	%	N	%	
Statement 1	18	60	12	40	0	0	0	0	100%
Statement 2	16	53.33	14	46.67	0	0	0	0	100%
Statement 3	0	0	17	56.66	13	43.33	0	0	100%
Statement 4	10	33.33	19	63.33	1	3.33	0	0	100%
Statement 5	25	83.33	5	16.67	0	0	0	0	100%

Based on the results stated in the table above, we can notice that third year students do use the self-monitoring strategy in their speaking as (60%) of them agreed that they ‘always’ check their grammatical points, while, just (40%) of them answered with ‘sometimes’.

Concerning the second statement, (53.33%) of participants stated that they ‘always’ correct their mistakes, whereas, (46.67%) of them answered with ‘sometimes’.

Regarding the third statement, (56.66 %) of respondents said that they ‘sometimes’ ask themselves whether they are using the appropriate techniques, while (43.33%) said they ‘rarely’ do that.

Most of students (63.33%) ask themselves periodically about the used strategy, while (33.33%) of them answered with ‘always’. Regarding the fifth statement, (83.33%) of participants said that they ‘always’ ask themselves whether they are on the right track and whether their weaknesses are shown, while (16.67%) of them answered with ‘sometimes’.

Table 10. Frequency of the Use of evaluation Strategy by Students

Number of the statement	Always		Sometimes		Rarely		Never		Total
	N	%	N	%	N	%	N	%	Percentages
Statement 1	30	100	0	0	0	0	0	0	100%
Statement 2	0	0	16	53.33	14	46.67	0	0	100%
Statement 3	15	50	11	36.66	4	13.33	0	0	100%
Statement 4	13	43.33	9	30	8	26.67	0	0	100%
Statement 5	27	90	3	10	0	0	0	0	100%

Based on the results stated in the table above, we can notice that (100%) of participants agreed that they ‘always’ judge whether their goals are met, after completing the speaking task.

Concerning the second statement, (53.33%) of participants answered the question with ‘sometimes’, whereas, (46.67%) of them said that they ‘rarely’ judge how the used strategy helped them to achieve the learning objectives.

Regarding the third statement, (50 %) of students said that they ‘always’ evaluate their style and the organization of their ideas, while (36.66%) of them answered with ‘sometimes’. Only (13.33%) of them answered that they ‘rarely’ do that.

Most of students (43.33%) answered that they ‘always’ evaluate the effectiveness of the newly acquired information, while (30%) of them answered with ‘always’. Just (26.67 %) of them answered with ‘rarely. Regarding the fifth statement, (90%) of participants claimed that they ‘always’ evaluate their speaking progress, while (10%) of them answered with ‘sometimes’.

Q3. Does the use of MCSs influence the development of speaking skill? If yes, how?

a) Yes

b) No

Table 12. The Effectiveness of the Meta-cognitive Strategies' Use on Speaking Skill Development

Answer Options	Number of Participant	Percentage
A	30	100%
B	0	0%
Total	30	100%

The results clearly demonstrate the significance of the MCSs' use on promoting students' speaking skill, as all students (100%) asserted that the use of MCSs develop their speaking skill. Students justified their answers as follows:

- The use of MCSs in speaking gives the students the chance to prepare what they are going to say, which makes the speaking process easier .
- It helps the students a lot, because it gives them the opportunity to gather prior information before speaking and therefore, they would be able to correct mistakes.
- It improves speaking because it gives the chance to the speaker to construct the main ideas and choose the appropriate vocabularies .
- It helps the students to be more confident, because they have already prepared what they are going to say.

- It helps the students a lot in promoting their speaking skill, because it makes them focus more on their mistakes.
- The MCS gives the opportunity for students to evaluate and correct what they say.
- The use of the MCSs in speaking is very useful to develop SS because it gives the students enough time to prepare, correct mistakes, and develop pronunciation and vocabularies.
- It develops SS because it decreases shyness, because speakers already know what they should say.
- It helps the speaking development because it gives the chance for learners to mentally prepare themselves before speaking.

3.1.4. Teachers' Interview

3.1.4.1. Procedure

We have conducted the interview with three teachers of English on June 23th 2019. Two of the interviews were conducted in a class , while the last one was conducted in the library. Since most of interviewees were busy, the interviews were in general short as they lasted 10 min the maximum. The questions were pre -designed prior to the interview, but they remained flexible in terms of the wording of the questions. Two interviews were audio recorded with the permission of the interviewees, using a mobile phone.. In the last interview, the interviewee's answers were written because he was busy. The audiotapes were transcribed (Appendix C).

The interview data were analyzed and interpreted through a content analysis. First, we read carefully the transcripts line by line and reflected on them. We reread them again to identify the common and recurring patterns and themes. Then, some key headings and other

sub-headings were created and while doing this we continually revise the transcripts to check that the headings are appropriately named.

3.1.4.2. Description of the Interview

In designing the interview for the present study, we have tried to create questions that help to yield much information from the interviewees about the research topic. The respondents are asked to give honest answers to five questions. The first question aims to find out the interviewees' background knowledge about MCSs, while the second question seeks to find whether these teachers teach these strategies.

The third question attempts to investigate how these teachers advise their students to employ this kind of strategies. Concerning the fourth question, the interviewees are asked about the most used strategy by their students. Whereas, in the last question, the interviewees were asked whether they think that there is any kind of relationship between the use of MCSs and speaking skill development.

3.1.4.3. Analysis and Interpretation of the Results

1. Raising Students' Awareness Towards Meta-cognitive Strategies

When they were asked whether they teach MCSs and whether they ask their students to use them, the three interviewees answered the question positively. They agreed that they usually advise them to employ these strategies as one teacher said that he helps his students « to develop the appropriate plan for learning and gathering information which can be memorized, e.g. thinking aloud, organizing, planning ». Another teacher also stated that he helps them to prepare before an oral presentation as illustrated below:

“By asking students to be prepared before embarking to make the presentation or any given subject of study. Students will have the advantage of knowing the subject under study before hand”

Accordingly, the other teacher pointed out that she asks their students to apply these strategies “by starting first with brainstorming, then planning for the main and the supporting ideas, after that organizing them” .

2. The Most Used Meta-cognitive Strategies

Regarding the fourth question, two interviewees agreed that the planning strategy is the most frequently used by students as demonstrated in the following quotations:

“Planning is the most used one, because most of students rely on this strategy to make themselves prepared before the speaking performance”.

“I believe that planning is the most reliable strategy that is used by students in speaking. Students will have a better understanding for the planned subject, because planning offers a positive outlet for students to talk”

However, only one interviewee mentioned the self-monitoring strategy as the most employed one by the students as he said that “it is self-monitoring, because they always assess themselves and monitor their speaking process in order to boast their speaking ability”.

3. The Effects of Meta-cognitive Strategies on Students' Speaking Skill

All interviewees totally agreed with the idea that learning how to use these strategies positively affects the students' speaking performance to a greater extent as explained in the following comments:

“I believe that the use of meta-cognitive strategies is so crucial in developing the speaking because they offer the students the opportunity to plan, self-monitor, and lastly evaluate their speaking process.”

“...as learners become aware of the better way to learn, they will use these processes to efficiently acquire and learn new information and skills, and thus become more independent thinkers and speakers . Because meta-cognitive strategies' use will help boosting the oral production in general”.

“...because following the meta-cognitive strategies will improve the performance of teachers and students at the same time and will develop the speaking skill in different ways”.

3.1.5. Discussion of The Findings

The purpose of the present study was to examine the use and the influence of MCSs on third-year EFL students' SS. For this aim, we hypothesized that these students use the MCSs in their speaking. This assumption has been tested through both students' questionnaire, and teachers' interview.

The results have shown that the majority of students use the planning strategy more often than the other strategies. This supposition has been confirmed through the

questionnaire's results, and more validated through the interview's results because the majority of teachers believed that the most used strategy by their students is the planning strategy since it is the strategy that students rely on to make themselves prepared before they speak. Hence, we can deduce that our hypothesis which states that 'third year students do not use MCSs' is disapproved.

The findings obtained from the interview have also shown that all teachers use the MCSs in teaching speaking and that they recommend their students to use these strategies by planning, arranging, brainstorming, and thinking aloud, before embarking in the speaking process; to develop the appropriate plan for learning and gathering information, and have the advantage of knowing the subject under study before hand.

Based on the obtained data from both tools, we can conclude that there is a significant relationship between the MCSs' use and the development of SS and therefore our third hypothesis is confirmed and strengthened. These results asserted that the use of MCSs develops the SS of students, and enhances their oral proficiency as these strategies help them to plan, regulate, and evaluate their speaking process and therefore boast their oral production

Conclusion

Chapter three presented the methodological design , the data collection procedures and the data analysis used in the current study.This chapter carefully described each of the instruments used, and presented the findings of the data analysis .

CHAPTER FOUR

Suggestions and Recommendations

Introduction

Based on the findings presented in the previous chapter, this chapter this tries to offer some suggestions and implications that can help teachers and educational practitioners in promoting learners' speaking skill. Therefore, some practical recommendations and activities are provided.

4.1. Recommendations

4.1.1. Recommendations for Teachers

- It is recommended that EFL teachers should give more importance to the use of the MCSs in teaching speaking.
- EFL teachers also recommended to implement each of the following MCSs; Planning, Self-monitoring, and Evaluation strategies in speaking tasks so that EFL students practically learn how to come over their speaking problems in different areas of speaking, namely vocabulary resources, fluency, pronunciation, and grammar.
- Teachers should raise their students' awareness towards the effective role that MCSs play to enhance their speaking
- Teachers should take into consideration time management for the speaking tasks in order to give enough time to each student to prepare and plan for his/her task to increase the amount of the oral production.
- Teachers should give the space to students to centre their speaking process, by allowing them to monitor their spelling errors, grammatical mistakes, and correct them in a smooth way during the oral task.
- It is important for the teachers to implement the best practices of metacognition within a classroom.

- Teachers have to take into account the main difficulties that impede students to practise speaking whether psychological or linguistic problems.
- Should avoid giving instant corrections during speaking performances since it hampers fluency.

4.1.1.1. Lesson Plan for Teaching Meta-cognitive Strategies

For better use of the MCSs in the oral expression classroom, the lesson plan illustrated below would be helpful for the EFL teachers to conduct during their classroom practice. The following lesson plan gives a clear idea about how to incorporate the MCSs within an oral presentation activity.

Table 14. Lesson Plan on Using Meta-cognitive Strategies in Teaching Speaking

Lesson N° : 01 Date: Time: 30 minutes Level of The Students: Third-year Students Activity: Formal Oral presentation Materials: Different interesting topics	
Objectives	-Students will apply the metacognitive strategies in the speaking process. - Students will apply and regulate the aspects of speaking: voice tone, rate of the speech, grammar, pronunciation ... etc. - to convey a message, and exchange information clearly in an interesting and controlled manner

<p>Procedures of Teaching</p>	<p>1. planning and Preparation .</p> <ul style="list-style-type: none"> - Introducing the MCSs “Planning, Self-monitoring, Evaluation “to the students to be familiar with these strategies. - The application of each strategy should be explained through examples for the students to follow. -Help the students to set a goal for the performance. - Provide multiple topics for the students to choose any of them based on the goal they want to achieve through the performance. - Offer opportunity for the students to recall what they already know about the chosen topic, gather and organize information . -Make a time budget for the students to prepare. - Divide the available time according to the strategies that students are going to apply. For example: <ul style="list-style-type: none"> -10 minutes for the teacher to explain how to use the MCSs, and set the topics, -10 minutes to prepare -10 minutes to perform and regulate the performance -10 minutes to evaluate the performance. <p>2- self- monitoring.</p> <ul style="list-style-type: none"> -Offer time for the student to apply self-monitoring strategy by assessing their use of the strategy. -Offer time for the student to take the appropriate corrective action when they encounter some speaking difficulties.
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	<p>3-Self-evaluation</p> <p>-Allow the student to check the progress they made, and what they have learned through the use of new strategies.</p> <p>- student freely evaluate the fellow students' learning ways and use of strategies that would not only develop their speaking skill, but they would enhance their critical thinking as well.</p>
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4.1.2. Recommendations for Students

- Students should be aware of the importance of MCSs' use for their speaking in order to become more autonomous and self-directed language learners..
- It is important for students to become self-learners and evaluate their own performances.
- Student should give more attention to the use of the MCSs'.

4.2.Suggestions for Further Research

In the light of the research limitations and the above recommendations, future research can be conducted in the same area taking into account the following suggestions:

- Future researchers can conduct the same study with a larger subject sample size.
- Future studies can focus on the effects of these strategies on students' speaking anxiety.
- Future studies can also focus on the use of planning-based strategy to investigate its effects on students' oral performance.
- More studies are needed to measure the awareness of the use of the MCSs in relation to the individuals' gender.

- Future studies also need to focus on MCSs' training and its effects on students' speaking performance in EFL classrooms.

Conclusion:

In this chapter, we have recommended EFL teachers and students to benefit from the study, and give more importance to the use of meta-cognitive strategies in speaking. We have also recommended the students to become more self-regulated and independent learners. Then, we have proposed some implications for further researches concerning teaching and using these strategies.

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APPENDICES

Appendix A

Students' Questionnaire

Dear students

This questionnaire is intended to collect data about the meta-cognitive strategies used by EFL learners in speaking at Chadli Ben-Djedid University . Your answers will be kept anonymous and will be only used for scholarly purposes. . Answer in terms of how the following statements describe you, i. e, based on what you actually do and not on how you think you should do.

Ms Ati Khaoula

Master Student

Chadli Ben-Djedid University

Section I : Background Information

1. How long have you been learning English ?

- a) From 1 to 3 years
- b) from 3 to 5 years
- c) from 6 years or more

2. How do you rate yourself as a speaker?

- a) Excellent
- b) Good
- c) Fair
- d) Poor

3. How important to you to become a good English speaker?

- a) Very important
- b) Important
- c) Not important

Section II : The Use of Meta-cognitive Strategies in Speaking

1. There are no wrong or right answers to these statements. Please read each statement, then, rate yourself honestly using the following options :

1- Always

2- Sometimes

3- Rarely

4- Never

-	1.Always	2.Sometimes	3.Rarely	4.Never
Part A : Planning and preparation				
1- I recall what I already know about the subject, topic, or the issue before I start speaking.				
2-I decide in advance to ignore the mental, physical, and the environmental distraction before I speak.				
3- Before I start speaking, I focus on the main idea or the key information , then organize my supporting details.				
4. Before speaking tasks, I use mental language preparation and organization by repeating and structuring what I am going to say.				
5- I try to get back on track when I lose concentration while speaking.				
Part B : Self-monitoring Strategy				
1- When I speak, I check my grammatical points.				
2- If I become aware of my mistakes, I attempt to correct them myself.				
3-I ask myself whether I am using the appropriate techniques.				
4-Ask myself periodically to see if I am using those strategies as planned .				

Appendix B

Interview format

Interview Date:

Teaching Experience:

Period of Teaching:

The metacognitive strategies refers to the conscious and the unconscious mental activities that perform and excusive function in the management of cognitive strategies classified as follows; self-planning, self-monitoring, self-evaluation.

Q1. Are you familiar with the metacognitive strategies?

Q2. Do you use the MCSs in teaching speaking?

Q3. Do you ask your students to implement the metacognitive strategies in their speaking process? How ?

Q4. Which MCS among; planning, self-monitoring, and evaluation you thing is used the most by your students in speaking? Why ?

Q5. Is there any significant relationship between the metacognitive strategies' use and speaking skill development? How ?

Appendix C

Oral Expression Teachers' Interview Transcripts

Interview Transcript 1

Interviewee : male

Date : 23/06/2019

Duration : 10 min

Setting : Classroom (University of Chadli Ben-Djedid_Taref, ,English Department).

Interviewer : Are you familiar with the metacognitive strategies ?

Interviewee : Yes, I am.

Interviewer : Do you use the MCSs in teaching speaking ?

Interviewee : Yes, I do.

Interviewer : Do you ask your students to implement the metacognitive strategies in their speaking process? How ?

Interviewee : Yes, I do. By starting first with brainstorming than planning for ideas the main and the supporting ideas, after that organizing them.

Interviewer : Which metacognitive strategy among planning, self-monitoring, and evaluation you think is the most used by your students in speaking? Why ?

Interviewee: Planning is the most used one, because it most of the students rely on this strategy to make themselves prepared before the speaking performance.

Interviewer : Is there any significant relationship between the metacognitive strategies ' use and speaking skill development? How ?

Interviewee : Yes, because following the metacognitive strategies better the performance of teachers and student at the same time. If develop the speaking skill in different ways.

Interview Transcript 2

Interviewee : Female

Date : 23/06/2019

Duration : 10 min

Setting : Classroom (University of Chadli Ben-Djedid_Taref, ,English Department).

Interviewer : Are you familiar with the metacognitive strategies ?

Interviewee : Yes, I am.

Interviewer : Do you use the MCSs in teaching speaking ?

Interviewee : Yes, I do.

Interviewer : Do you ask your students to implement the metacognitive strategies in their speaking process? How ?

Interviewee : Yes, I do. By helping them to develop the appropriate plan for learning and gather information which can be memorized, e.g. thinking aloud, organizing, planning.

Interviewer : Which metacognitive strategy among planning, self-monitoring, and evaluation you think is the most used by your students in speaking? Why ?

Interviewee : It is self-monitoring and evaluation, because they always assess themselves and monitor their speaking process in order to boast their speaking ability.

Interviewer : Is there any significant relationship between the metacognitive strategies ' use and speaking skill development? How ?

Interviewee : Yes, as learners become aware of the better way to learn they will use these process (MCSs) to efficiently acquire and learn new information and skills, and thus become more independent thinkers and speakers . Because the MCSs' use will help boasting the oral production in general

Interview Transcript 3

Interviewee : male

Date : 23/06/2019

Duration : 10 min

Setting : Library (University of Chadli Ben-Djedid_Taref, ,English Department).

Form of answers : Written answers

Interviewer : Are you familiar with the metacognitive strategies ?

Interviewee : Yes, I am.

Interviewer : Do you use the MCSs in teaching speaking ?

Interviewee : Yes, I do.

Interviewer : Do you ask your students to implement the metacognitive strategies in their speaking process? How ?

Interviewee : Yes, I do. By asking students to be prepared before embarking to make the presentation or any given subject of study. . Students will have the advantage of knowing the subject under study before hand.

Interviewer : Which metacognitive strategy among planning, self-monitoring, and evaluation you think is the most used by your students in speaking? Why ?

Interviewee : I believe that planning is the most reliable strategy that is used by students in speaking. Students will have a better understanding for the planned subject, because planning offers a positive outlet for students to talk.

Interviewer : Is there any significant relationship between the metacognitive strategies ‘ use and speaking skill development? How ?

Interviewee: I believe that metacognitive strategies is so crucial in developing the speaking for offering the students the opportunity to plan, self-monitor, and lastly evaluate the speaking process.