Use of Metacognitive Language Learning Strategies to Learn English at Secondary Level

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A Dissertation Submitted to the Department of English at East West University in Partial Fulfillment of the Requirements for the Degree of Master of Arts (MA) in English Language Teaching (ELT)

Department of English

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Associate Professor, East West University

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To My Honorable Parents

Mohammad Ali Hossain Khan

And

Momena Khatun

Declaration of Authorship

I, hereby, declare that the dissertation, "Use of Metacognitive Language Learning Strategies at Secondary Level", I am submitting consists of original work, and it has been done by me with utmost honesty and sincerity. The ideas, concepts and citations taken from different sources have been properly cited. Any work of this paper has not been submitted in any other institution.

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Abstract

Metacognitive language learning strategies (MLLSs) have significant impact on learning a new language. These language learning strategies help students to understand and regulate their learning process and to achieve language learning goals. But a large number of students of Bangladesh lack the knowledge of MLLSs and they cannot use MLLSs appropriately to learn English language. Besides, very limited studies have been done on MLLSs in this context. Therefore, this study aims to explore to what extent MLLSs are used at secondary level. This study tries to answer two research questions. Firstly, it tries to explore to what extent students use it. Secondly, it tries to show to what extent teachers teach or encourage to use MLLSs to improve their language skills. Eight teachers and eighteen students were selected basing on opportunity sampling from six different schools. Four schools were from rural areas and two schools were from urban area.

It is a qualitative research and semi-structured interview was conducted to collect data. Interview questions for the students were made following part D (metacognitive strategies) of Strategy Inventory for Language Learning (SILL) of Oxford (1989). And the questions for the teachers were made following some interview protocol of related study. Interview questions were translated into Bangla and interviews were conducted in Bangla.

The results of the study show that students' use of MLLSs in learning English is very limited. They use only a few strategies. Furthermore teachers have little awareness of MLLSs. They attributed this lack of awareness to the current syllabus and curriculum, limited time and the quality of students for not being able to teach or encourage to use MLLSs.

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Chapter One

Introduction

Learning second and foreign languages is always challenging. Similarly, learning English is challenging for Bangladeshi students as it is a foreign language in this country. Adapting suitable strategies and process makes foreign or second language learning easier. Metacognitive language learning strategies (MLLSs) help students to monitor their language learning process and progress. These strategies also help a student to cope up with new and critical situations. Anderson (2002) says- "Learners who are metacognitively aware know what to do when they don't know what to do" (Anderson, 2002, p.3). Therefore, it is necessary to use metacognitve strategies to find out ways to make themselves benefited in learning English.

As metacognitive strategies are not direct strategies, in many cases it is not given due attention and importance. Researchers have shown that a language learner learns more effectively if he/she is taught some learning strategies. And using different language learning strategies is considered as one of the defining characteristics of a good language learner. (Rubin,1975, 1981; Stern, 1975). And metacognitive strategies are considered as a vital component of any form of strategy use (Cohen, 2007). Again, according to Anderson (2003), metacognitive strategies play more significant role than other learning strategies in the learning process because once a learner understands how to regulate his/her own learning through the use of strategies, language acquisition should proceed at a faster rate (see Rahimi and Katal, 2011). Though MLLSs are indirect strategies, they play significant role in learning process.

According to Rubin (2016), the successful employment of language learning strategies helps learners to comprehend and produce in target language. After finding suitable and effective strategies, it is also important to employ strategies successfully to learn English. Students need to be aware of different effective strategies to be good English learner. Metacognitive language learning strategies help students to find effective strategies. Using these, students can regulate language learning strategies and can alter strategies when it is needed. Regarding this Flavel says- "I believe that metacognitive knowledge can lead you to select, evaluate, revise, and abandon cognitive tasks, goals, and strategies in light of their relationships with one another and with your own abilities and interests with respect to that enterprise. Similarly, it can lead to any of a wide variety of metacognitive experiences concerning self, tasks, goals, and strategies, and can also help you interpret the meaning and behavioral implications of these metacognitive experiences" (Flavel, 1979, p. 908). Developing and regulating learning process is also important. Nunan (1996) has said- "Language classrooms should have a dual focus, not only teaching language content but also on developing learning processes as well." It is important for Bangladeshi teachers to develop students learning process and students need to work hard to develop it.

Again, metacognitive strategies help students to be autonomous and self- regulated learner. Kobayashi (2018) has defined those students as autonomous and self-regulated who possess the characteristics of metacognitive strategies like planning, monitoring, regulating etc. He has referred to Holec (1979) to describe autonomous learner. According to Holec, autonomous learners are those who plan, monitor learning and regulate learning in order to

achieve pre-set goal (Kobayashi, 2018). To define self-regulated learners, Kobayashi says, "self-regulated learners are those who process the capacity to control their metacognition, motivation, and behavior and are active participants in planning, monitoring, and evaluating their goals" (Kobayashi, 2018, p. 2). Self-regulated learning plays an important rule to improve English language ability (Cotterall and Murray, 2009). And metacognitive strategies help in self-regulated learning. Again Metacognitive strategies increase learner autonomy (Rahimi and Katal, 2012). In the definition of self-regulated learner and autonomous learner, it can be seen that those learner posses the qualities of learner who uses metacognitive learning strategies. And in EFL context like Bangladesh it is more important to be autonomous and self-regulated learner to find many ways of learning English outside of the classroom as here students mostly do not have opportunity to practice English outside of the classroom. While talking about listening skill, Kobayashi has suggested teachers to train students to make them autonomous. He says-

".... it is important for teachers to teach not only those comprehension strategies but also techniques for becoming more autonomous learners (who have goals in English language learning)so that students can learn more effectively and efficiently outside the classroom and can improve their Englishin an EFL environment" (Kobayashi ,2018, p. 1).

1.1 Secondary level education in Bangladesh:

Realizing the importance of English, government has made English compulsory from grade one to grade twelve. As secondary level is the subject of this study, secondary level is focused here. Secondary education comprises of grade 6 to grade 10. There are three main streams of education in Bangladesh. One is general education which includes Bangla medium

schools, English version schools. In this system there are two public examinations: J.S.C and S.S.C. General system has another sub-system- vocational where technical education is prioritized. But this vocational education starts after grade eight. 'Madrasha' is another stream of Bangladeshi education system, which has two streams, where religious education is prioritized. It includes semi-government institution and it is controlled by the Bangladesh Madrasah Education Board. And the other one is English medium school which is run by University of Cambridge through British Council (Rahman and Pandian, 2018). English is compulsory for all the streams of education. In general education, there are two English subjects. One is English first part based on comprehension reading material and another one is English second part based on grammar and writing. Students have to sit for two examinations of 100 marks each. But secondary level of Madrasha includes only one subject of English and students of Madrasha have to sit for one English examination of 100 marks.

1.2 Problem Statement:

National Curriculum and Textbook Board (NCTB) took several steps within the budget to improve the quality of English teaching and learning. (NCTB) revised the secondary English curriculum at the end of 90's decade and introduced CLT in early 2000 so that English could be taught as something to be used, rather than as something to be talked about. But only a changed curriculum cannot change the scenario of the English teaching. Therefore, NCTB also changed the textbook and added some teaching materials, training session and so on. The teachers are expected to act as a facilitator to create a student centered classroom where learners will be

engaged in authentic and meaningful communications. After doing all this expected result is not coming. Hossain (2016) has said –"…it is generally agreed that the standard of competency of our learners in English is not satisfactory in comparison to the time they expend in learning the language." Amin (2008) has also talked about poor condition of English literacy. He has said, "Although we have had exposure to the English language for more than three hundred years, there is much to be desired in the general English language proficiency of most of our students". Students are not getting expected proficiency in English. There may have problem in teaching process and learning process or strategies at secondary level. Insufficient teacher can also be a reason of not having standard competency. The ratio of teachers and students is 1: 54 in public school, 1: 35 in private school and 1:45 in 'madrasha'(Prodhan, 2016). If we think about the number of English teachers, the number of English teacher against the number of students might be lower. In this circumstance, we need to emphasize more on self-regulated and autonomous learning as it is hard to provide proper teaching. Metacognitive strategies promote self-regulated and autonomous learning and we need promote metacognitive strategies. But we hardly can know the scenario of using metacognitive strategies at secondary level in Bangladesh. Therefore, it is necessary to investigate the how metacognitive strategies are viewed by teachers and students, and how they use it.

1.3 Purpose of the study:

This study aims to explore to which extent metacognitive language learning strategies (MLLSs) is used at secondary level. Besides, this study will also try to find out what teachers think about implicating it at the secondary school level.

1.4 Significance of the study:

Metacognitive language learning strategies have significant effects on language learners' proficiency, and high scoring students tend to use it more than lower-scoring students (Sun, 2013). Increasing the awareness of metacognitive and teaching the use of metacognitive will help students in learning English effectively. To develop something, first we need to know the current scenario of it. But we do not have any idea to which extent the students and teacher of secondary level use or apply metacognitive strategies for learning or teaching. This study will provide idea on use of metacognitive language learning strategies at secondary school. Besides it will create awareness among the stakeholders about metacognitive strategies. Apart from these, it will give some recommendation so that both students and teachers get benefited in implementing metacognitive strategies for learning or teaching.

1.5 Research questions:

a) To what extent secondary level students use metacognitive strategies to learn English in Bangladesh?

b) To what extent English language teachers teach metacognitive strategies at secondary level in Bangladesh?

Chapter Two

Literature review

2.0 Introduction

This review deals with some of the most relevant research papers on use of metacognitive language learning strategies. Literature on this topic in Bangladeshi context is very limited. Therefore some research literature from other countries and contexts have been presented along with some research literature on Bangladeshi context.

At the beginning of this chapter the definition and classification of different writers have been presented. After that, different research literatures from Bangladesh and other Asian countries have been discussed. This chapter ends with the discussion of different literatures from European and American countries.

2.1 Language Learning Strategies:

Learning strategies are actions engaged by learner to help the acquisition, storage, retrieval, and use of information. The term "strategy" comes from Greek term 'strategia' which means generalship or art of war. This term actually was used to mean the strategies those were used to arrange and manage the war craft. Later, the term was used in different contexts.

Likewise, the term was used in education and it took on new concept, and had been transformed into learning strategies.

Considerable amount of attention was given to language learning strategies in early 1970s (Hardan, 2013). Different scholars defined language learning strategies in different ways. Among them, the work of Oxford (1990) on language learning strategies received significant amount of attention and it is considered as one of the prominent works. She defined language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxfrod, 1990). She primarily has divided it into two parts- direct strategies and indirect strategies. Again each part has three parts. The classifications are shown below:

2.1.1 **Direct strategies:** Strategies those are used directly to learn new languages are known as direct strategies. It has three sub-divisions: Memory strategies, cognitive strategies and compensation strategies.

    I) **Memory strategies:** Memory strategies are sometimes called mnemonics. These strategies help language learner to store verbal mater and to retrieve from memory during communication. These strategies follow very simple principles, such as arranging tings in order, making associations and reviewing.

    II) **Cognitive strategies:** Cognitive strategies are the most popular strategies to the language learner. Students use these strategies to understand, manipulate, transform and produce new language. Strategies for practicing new language are among the most important cognitive strategies.

III) **Compensation strategies:** Using compensation strategies, language learners can comprehend and produce a new language despite having limitations in knowledge. When language learners use these strategies, they use a wide range of clues from linguistic to nonlinguistic.

2.1.2 **Indirect strategies:** Strategies which support and manage language learning without directly involving target language are known as indirect strategies. Oxford has divided it into three parts: Metacognitive strategies, affective strategies and social strategies.

i. **Metacognitive strategies**: Metacognitive strategies enable language learner to monitor their learning. These strategies help them to sort out suitable strategies and evaluate their learning improvement.

ii. **Affective strategies:** Affective strategies help language learners to learn a new language regulating emotions, attitudes and motivations. Using these strategies learners can lower his/her anxiety and motivate himself/herself to learn new languages.

iii. **Social strategies:** Students can learn a new language from society easily using social strategies. These strategies include asking questions, cooperating with others and empathizing with others.
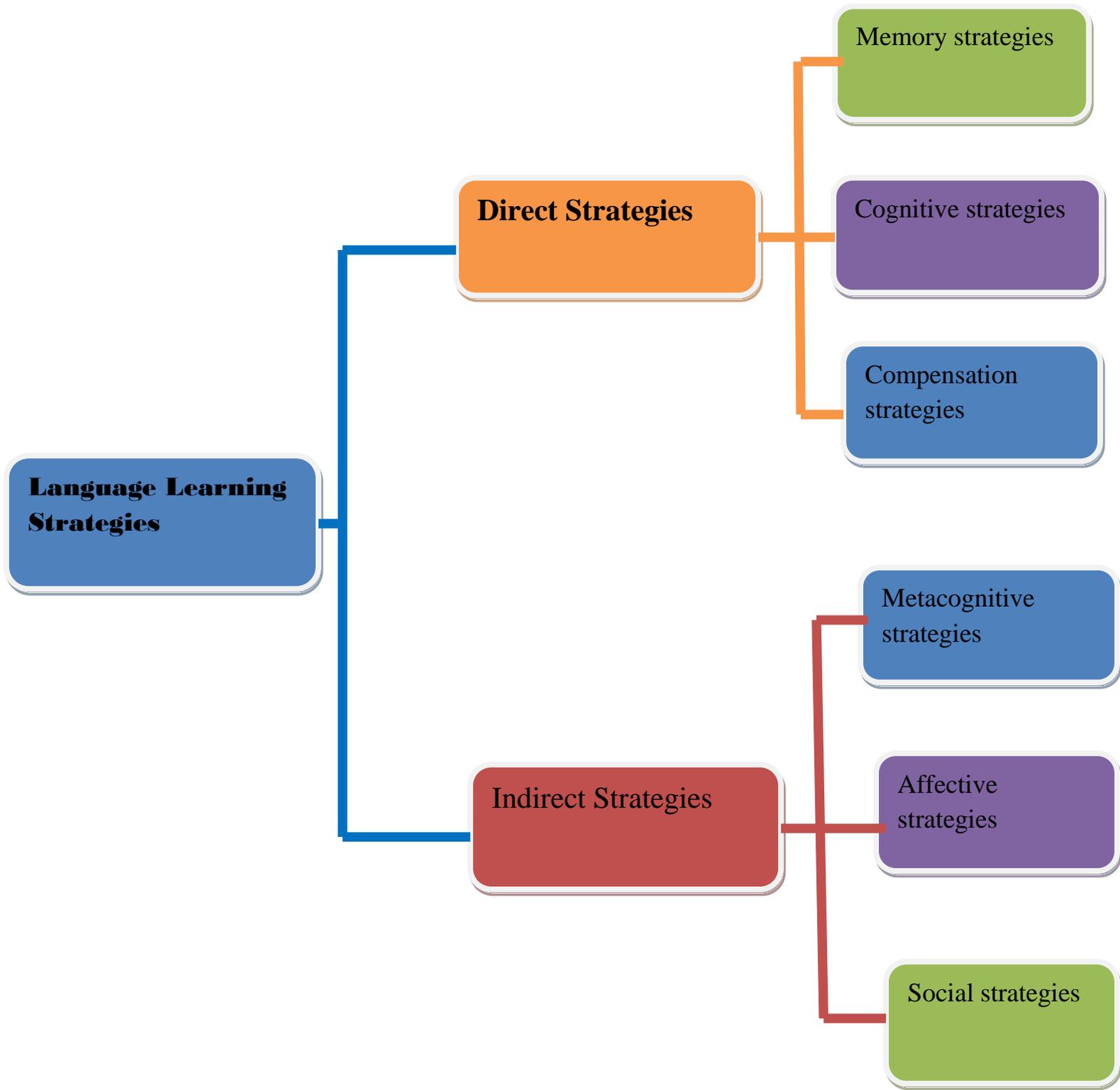
Memory strategies

Direct Strategies

Cognitive strategies

Compensation strategies

Language Learning Strategies

Metacognitive strategies

Indirect Strategies

Affective strategies

Social strategies

Figure 2.1: Oxford's (1990) Language Learning Strategies Classification Model

2.2 Metacognitive strategies:

Language learning strategies are important for learning new languages. There are many language learning strategies which are used directly or indirectly by learners. Metacognitve language learning strategies are indirect strategies which help learners to choose effective language learning strategies. Students or learners who use metacognitive strategies are aware of their learning process and can employ most effective strategies to complete a task. According to Anderson (2003), metacongnitive strategies play more significant role than other language learning strategies. He thinks that when a learner understands how to regulate his or her own learning through the use of strategies, language acquisition proceeds at a faster rate. Again metacognitive strategies increase learner autonomy (Rahimi and Katal, 2011)). These strategies make a student less dependent on teachers.

The term metacognitive was first introduced by Flavell in 1976. He defined it as "one's knowledge concerning one's own cognitive processes and products or anything related to them" (Raoofi ,SweeHengChan, Mukundan and Rashid, 2013). This definition was modified later by different scholars. The term 'metacognitive' is combined of two terms 'meta' and 'cognitive'. Meta is a Greek term which stands for beyond, beside and behind. The comparison between cognitive strategies and metacognitive strategies provides more clear view. Cognitive strategies are direct strategies which are used by learner to learn more successfully and to reach learning goal. On the other hand, metacognitive strategies are indirect strategies which are used to

regulate this learning process and check whether goal has been achieved or how much it has been progressed. Besides, metacognitive strategies also help learners to select effective strategies and center our focus on particular task or activities.

Oxford (1990) has defined metacognitive strategies referring cognitive strategies. According to her, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process". Unlike Oxford, Anderson (2002) has defined metacognitive strategies very shortly. He has said–"Metacognition can be defined simply as thinking about thinking (Anderson, 2002, p-3)". The metacognitive strategies actually are higher order of thinking about learning process. It helps a learner to select suitable strategies to learn second or foreign language effectively in different contexts.

O'Malley, Chamot, Stewner-Manzanares, Russo, and Kupper (1985) have defined metacognitive strategies broadly. According to them, the term metacognitive indicates an executive function or a group of strategies which consists of planning for learning, reflection upon the learning process as it happens, self-assessment of production or comprehension, self-correction of mistakes, and evaluating learning after completing an activity (O'Malley et al, 1985).

2.3 Classification of metacognitive strategies:

Rebecca Oxford has divided metacognitive strategies into three main parts -a) Centering your learning, b) arranging and planning your learning and c) evaluating your learning whereas

Anderson has divided into five primary components- a) preparing and planning for learning, b) selecting and using learning strategies, c) monitoring strategy use, d) orchestrating various strategies, and e) evaluating strategy use and learning. Though they have divided metacognitive strategies in different ways, the gist of these writers' is almost same. Only the point (a) centering your learning of Rebeca Oxford is missing in the Anderson's strategies' set.

2.3.1 Oxford's classifications of metacognitive strategies:

(1) **Centering one's learning:** This strategy helps the learner to focus their attention on certain language tasks, activities, skills or material. Learners find out key concept of language activity, ignore unimportant part and comprehend the subject matter.

(2) **Arranging and planning one's learning:** This set helps learners to organize and plan so that they can learn language effectively. Learners plan about practicing opportunities, set goals and organize the orders of different steps.

(3) **Evaluating one's learning:** Using this set learners find out their mistakes, errors and determine where to work. Learners also evaluate his/her progress of learning. How close s/he is to his/her goal.
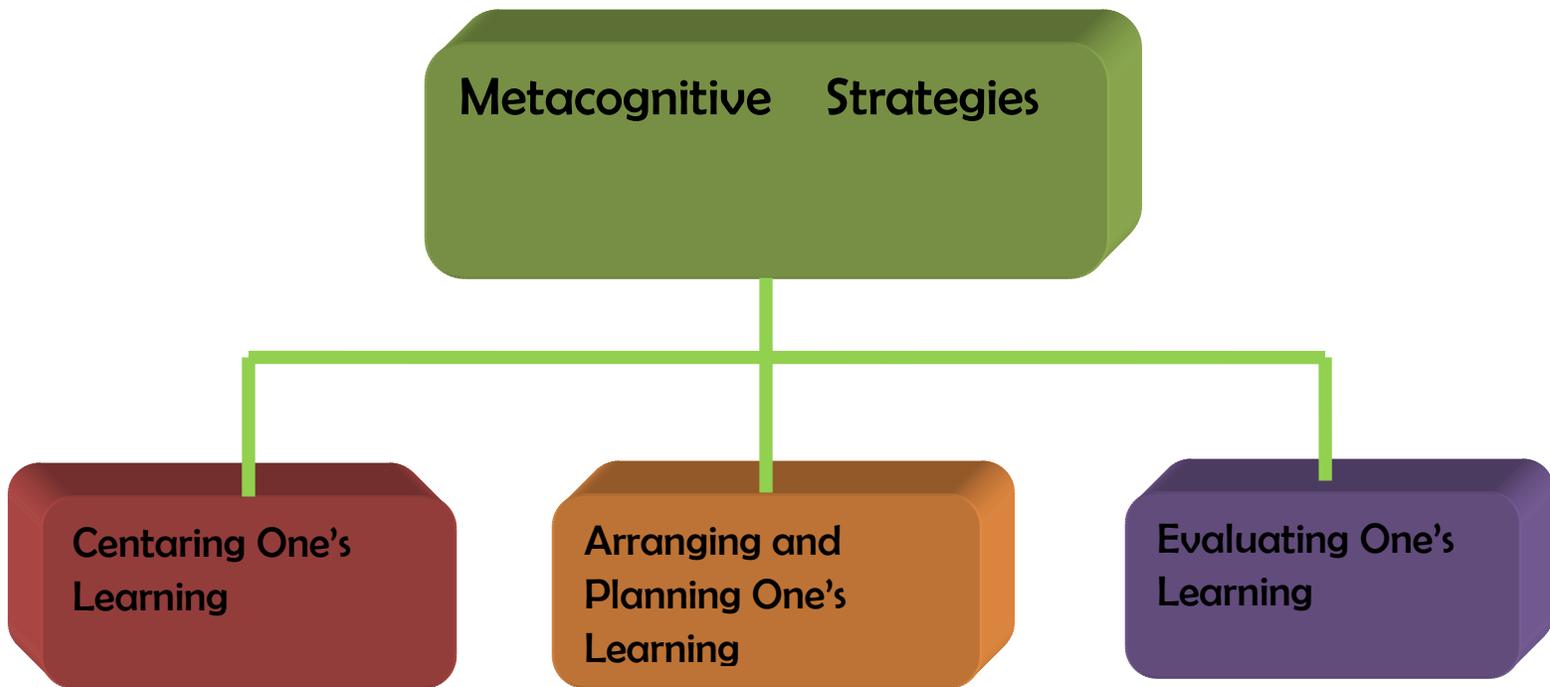
Figure 2.2: Oxford's (1990) Classification Model of Metacognitive Language Learning

Strategies

2.3.2 Anderson's Classification of metacognitive strategies:

a) **Preparing and planning for learning:** Students or learners engage in preparation and planning in relation to a learning goal. Students think about what they need to do to reach their goal.

b) **Selecting and using strategies:** Learners select specific strategies which will be better for their learning. The ability to select and use specific strategies in a given context for a

specific purpose means that learners can think and make conscious decisions about the learning process (Anderson, 2002).

c) **Monitoring strategy use:** In this phase learners monitor their learning strategies and process. Sometimes they may pause their learning and they need to ask themselves periodically whether or not they still using those strategies as intended.

d) **Orchestrating various strategies:** Orchestrating various strategies is the ability to coordinate, organize and make association among the various strategies. Learners can switch to another strategy or add another strategy if he/she finds one strategy less effective.

e) **Evaluating strategy use and learning:** "Second language learners are actively involved in metacognition when they attempt to evaluate whether what they are doing is effective" (Anderson, 2002, p-5).

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                                    ┌──────────────────────────┐
                                    │  Preparing and planning  │
                                    │  for learning            │
                                    └──────────────────────────┘

                                    ┌──────────────────────────┐
                                    │  Selecting and using     │
                                    │  strategies              │
                                    └──────────────────────────┘

┌────────────────────┐             ┌──────────────────────────┐
│  Metacognitive     │─────────────│  Monitoring strategy     │
│  Strategies        │             │  use                     │
└────────────────────┘             └──────────────────────────┘

                                    ┌──────────────────────────┐
                                    │  Orchestrating various   │
                                    │  strategies              │
                                    └──────────────────────────┘

                                    ┌──────────────────────────┐
                                    │  Evaluating strategy     │
                                    │  use and learning        │
                                    └──────────────────────────┘
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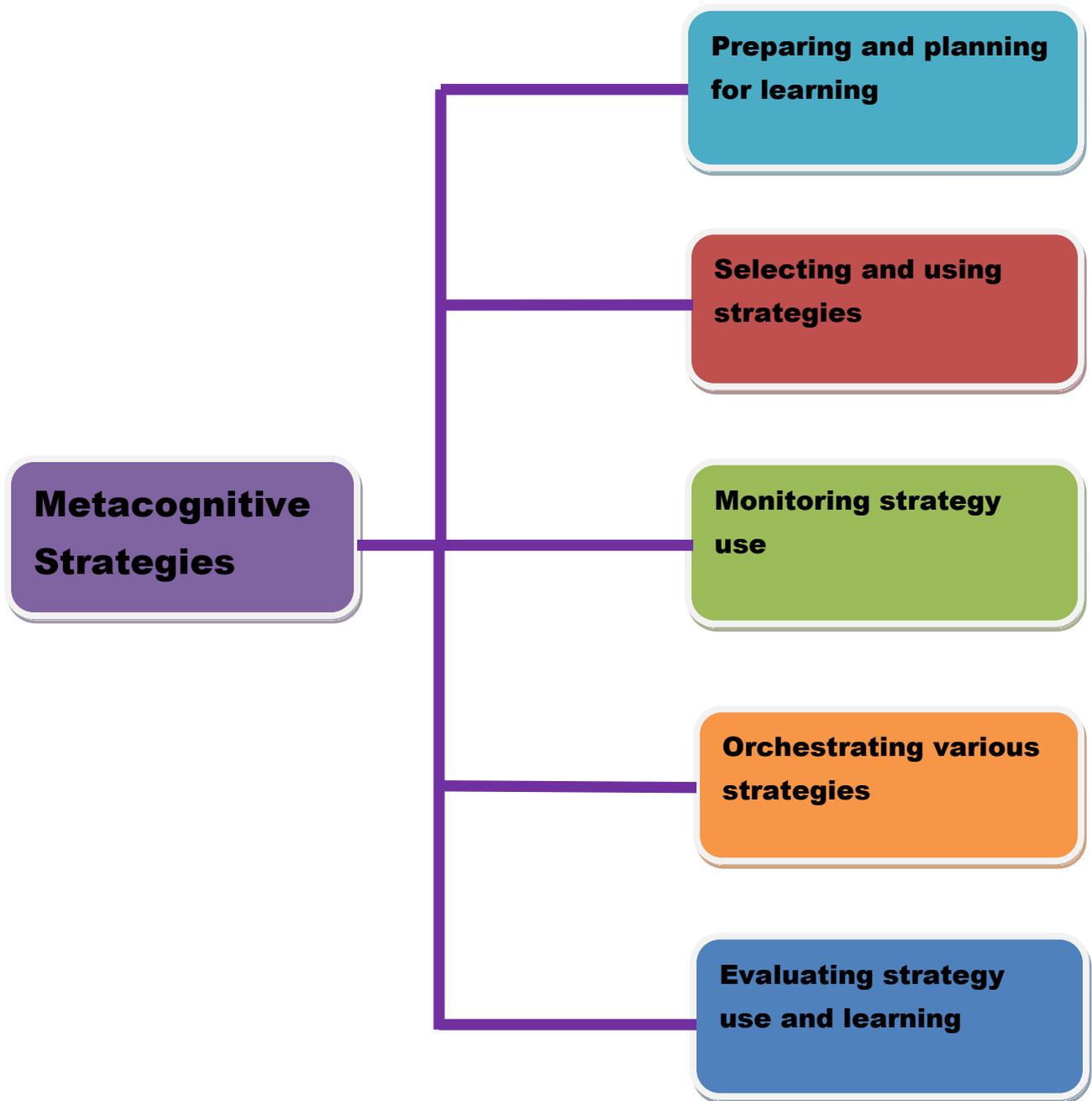**Figure 2.3: Anderson's (2002) Classification Model Of Metacognitive Strategies**

2.4 Previous works on metacognitve strategies in Bangladeshi context:

Paul (2012) has conducted research on students of BRAC University on the use of metacognitive language learning strategies. Though it is based on Bangladeshi students, author has claimed his research context as ESL context. In this research, he has got result opposite to expectation regarding metacognitive language learning strategies. According to most of the researchers, metacognitive strategies are used more frequently by the more proficient and active learners. But in the research of Paul (2012), it has been found that less proficient learners use metacognitive strategies more frequently compare to more proficient learners. Here it is also said that students with more motivation use language learning strategies more. The less proficient learners of his research context are more motivated to learn English language as it is a matter of survival in BRAC University to them.

Again from the research of Islam and Akhter (2011) we can know, in Bangladeshi context, how metacognitive strategies influence language learning motivation. They aimed to find out the relationship between metacognitive language-learning strategies (MCLLSs) and language-learning motivation (LLM) among Bengali-speaking EFL learners in Bangladesh. In their research, they administered a survey questionnaire containing items on MCLLSs of the Strategy Inventory for Language Learning (SILL) and items on integrative and instrumental motivation from the Attitude/Motivation Test Battery (AMBT). It was administered on 198 EFL learners of Bangladesh. From the result, it has been found that 'Paying Attention', 'Setting goals and objectives' and 'Self evaluating' were of the high used metacognitive strategies. On the other hand, seeking practice opportunities was the least used metacognitive strategy. It is also

found that there are instrument and integrative motivation among the learners which are high. But Instrumental motivation is significantly high than that of integrative motivation. And the use of MCLLSs is positively related to the levels of motivation of respondents.

2.5 Previous works on metacognitive strategies in Asian context:

Hassan (2017) has investigated on the relationship between metacognitive strategies and reading and reading ability in L1 and L2. This investigation was conducted on forty Malaysian secondary school students. They responded to a reading metacognitive awareness questionnaire which was made based on Carrell's (1989) questionnaire. The result shows that metacognitive strategy awareness significantly contributes to reading both L1 and L2. In terms of L2 learning it is said – "It is the reading section that assesses students' perception of efficient reading strategies." According to his research, metacognitive strategies can increase approximately 18% reading scores for both languages. Li and Chum (2012) have also shown how metacognitive strategies are significant for reading comprehension. They investigated on the roles of metacognitive knowledge and vocabulary size in EFL academic reading based on Chinese tertiary EFL learners. The participants were 548 non-English major sophomores who entered four universities in mainland China in the fall of 2006. Questionnaire was made based on one of the authors, Li (2008), earlier research papers' questionnaire and existing other questionnaires in the relevant field. They also found significant role of metacognitive strategies on reading ability like Hasan(2017). But in their case students' vocabulary size/knowledge needs to cross threshold to make the role of metacognitive strategies effective. "Vocabulary size not only demonstrated significant contributions to L2 reading comprehension alone but also moderated the effect of

metacognitive knowledge on L2 reading comprehension. The study found that metacognitive knowledge played an increasing role in predicting L2 reading comprehension when vocabulary size reaches above the threshold of 3,000 words" (Li, J and Chun, C. K.W, 2012).

Kobayashi (2016) has conducted his research on Japanese context where he showed the significant role of metacognitive strategies for learning oral communication or speaking. He investigated the impact of of metacognitive instruction (MI) on students' metacognition, self-efficacy, interaction strategies, and oral communication (OC) by using structural equation modeling (SEM). There were 180 subjects of Japanese sophomore. They attended an oral communication course where metacognitive instruction was given. To investigate the impacts, t-tests, a higher-order confirmatory factor analysis, latent variable path analyses, and multi-group comparison analyses were conducted. In the research he found that only those learners who were given oral communication strategy instruction with metacognitive activities noticed the importance of communication strategies and improved their oral communication. Interaction strategies were also influenced significantly by metacognition. He also found a positive impact on self-efficiency and strategic behavior when the use of metacognitive strategies was increased. In terms of teachers intervention it was found that after intervention subjects goals were clear before the task and they were using a variety of strategies appropriately and actively to achieve their goals.

2.6 Previous works on metacognitive strategies in other contexts:

Metacognitive strategies have also impact on confidence of students. In this regard, Forbes and Fisher (2018) conducted research on 16-17 years aged students who were foreign language learners. According to their research, the students who use metacognitive learning strategies are comparatively more confident in speaking skill (Forbes and Fisher, 2015). In this research it also had been found that metacognitive language strategies had also positive impact on students' proficiency in speaking. These two authors have suggested to train the teachers so that teachers become able to make the students practicing metacognitive strategies.

Findings of Robert and Erdos (1993) are almost similar to the findings of Paul (2012). According to Paul (2012) students who are comparatively weak tend to use more metacognitive strategies than good students. On the other hand, according to Robert and Erdos (1993), students tend to use metacognitive strategies more when they fail to reach their goal. Most of the times, students or learners do not use metacognitive strategies at the beginning of learning stage. If a student, for example, fails to comprehend any text, s/he then tries to find out why s/he has not comprehended and where to focus more. According to Robert and Erdos (1993) such situations (failing to meet goal) activate metacognitive strategies as the learner tries to rectify the things that have gone wrong.

Chapter Three

Methodology

3.0 Introduction:

This chapter deals with the methodological and procedural approaches those were used in conducting the present research. The discussion about the subjects, instrumentation, data collection and analysis procedure, and possible problems of data collection are discussed in this chapter. The justifications for sampling and setting are also discussed in this chapter.

3.1 Sampling:

Opportunity sampling was used in this study to select schools and teachers. In terms of qualitative research opportunity sampling works more as researcher can collect in depth information from the convenient participants. To make study representative of all the secondary school, both rural area and city area were selected. Two schools were from Dhaka city and four schools were from rural area. From the Dhaka city two teachers were selected and from the rural area six teachers were selected for data collection.

Researcher requested some teachers to select some students from their respective schools. They introduced the researcher with students and he took interview communicating with them in different times. Research also selected some students from his surroundings. Five students were from Dhaka city and thirteen students were from rural area.

3.2 Setting:

One to one interview was conducted to collect information. During collecting information from one teacher of rural area, another teacher was present. So there is possibility that researcher would not get authentic information from him. Again a tutor was present while collecting data from two students. In these two cases, there is possibility of not getting authentic information. Except for these three cases, all the interviews were conducted in one to one setting.

Most of the interview settings were formal. Three teachers were known to the researcher who gave interview in informal setting like one teacher gave interview at his residence while having tea, another teacher gave interview at a market etc. The interview duration of teachers was fourteen minutes on average. Six students were interviewed in informal setting. Some of them were interviewed at play ground, some of them were interviewed at pond side and some of them were interviewed at their residence. On average each students was interviewed for 12 minutes.

3.3 Instrumentation:

Interview questions were followed as an instrument of collecting data. Though there were interview questions, those were not strictly followed as it was a semi-structured interview. Interview questions for the students were made following Strategy Inventory for Language Learning (SILL) of Oxford (1989). And the questions for the teacher were made following some questionnaires of related study. All the questions were translated into Bengali language and the

interviews were conducted in Bengali language so that researcher gets authentic and in-depth information. A mobile voice recorder was used to record the interviews.

3.4 Data collection procedure:

Data collection procedure was started by taking permission from the Head of the institution mostly. Two participants (teacher) told that it was not necessary to take permission as they participated in interview outside of the institution. The participants were informed about the study before interviewing them. They were asked to participate in interview voluntarily. If they did not want to participate willingly, it was not necessary to participate. In qualitative research voluntarily participation is necessary for getting authentic and detailed data. To make the participants comfortable, relaxed and frank in interview, they were told that information will not be shared with anyone else. Besides it was told that the name of institution and participants would not be mentioned anywhere of the research paper.

Some students were interviewed in their classes, some students were interviewed in their private tutoring place and some students were interviewed in very informal place like in playground, in pond side etc. But all the interviews were one to one interview so that they felt comfortable to share all the information. Besides interviewer shared his personal experience and what he made mistake when he was in their age to make them even more comfortable and to make them talk about everything- what they actually used to do.

All the teachers' interviews were taken in one-to-one setting so that they felt comfortable enough to share information. Before taking interview, they were also informed that about the confidentiality of the information. Several teachers talked very formally. In this case, researcher questioned them carefully. Researcher asked question in a way so that they did not think that researcher asked about his/her particular ability and failure. Therefore in some cases researcher had to ask indirectly. But researcher asked several question in each facts so that he could elicit enough information even after asking indirectly.

In all the cases researcher talked about many things apart from topic related fact to make stakeholders ease and comfortable in interview. In many cases researcher had snacks, coffee, tea with the participants etc while talking with them.

3.5 Data analysis procedure:

The collected information from the participants was analyzed following qualitative research method. First, each response from all the participants for each questions were analyzed. Then the information was tabulated. Though the results were presented in descriptive manner, percentages of the result were also shown.

3.6 Obstacles Encountered:

Researcher encountered some obstacle while collecting data from the respondents. Some teachers tried to give diplomatic answer as they thought this research may hamper their

reputation. Some students also gave diplomatic answer thinking about their reputation. Even after telling repeatedly about the confidentiality of their identity they could not become comfortable with the interview. It was also not possible for the researcher to pilot the instruments before using them for main study. But the researcher consulted with two EFL teachers (one university and one college teachers) to ensure the validity and reliability of the instruments before running main study.

Chapter Four

Findings and Discussion

4.0 Introduction:

The analysis of collected data from different stakeholders is shown in this chapter. In order to analyze the collected data, the theory of Oxford (1990) and the theory of Anderson (2002) have been followed. At the beginning of this chapter, the collected data are described. After that findings of two research questions have been presented. In the end, the findings are summarized.

4.1 Analysis of school students' interview:

Response to interview question one:

Table one summarizes the responses of question one obtained from all the participants. Students were asked whether they tried to find many ways to use English. Form the responses it has been found that six students, 33.33%, never try to find ways of using English. Again, same number of students (33.33%) report that they try actively and regularly to find ways of using English. Among these six students, three students could not give example when they were asked how they tried to find different ways of using English. Moreover, two students among these six students reported that they used two to three particular ways of using English but they did not look for more ways like S13 said, "I use three ways like I speak with teacher and classmates who are good students but normally do not look for other opportunity (to use English)". Again, two students out of three could not give example who told that they sometimes tried to find ways of

using English. However, three students tried two to three times to find ways of using English. They tried because they were forced academically by their school teachers.

1	Yes	No	Sometimes	Rarely
Do you try to find many ways to use English?	6	6	3	3
Percentage	33.33 %	33.33%	16.66%	16.66%

Table no: 1

Response to interview question two:

Students were asked whether they notice English mistakes of exam scripts in order to use that information to help themselves or not. A large number of the respondents notice their mistakes from their examination scripts. Fifteen students (83.33 %) notice their mistakes from exam scripts and work on it. Most of the respondents of these fifteen students solve the very specific item like if they make mistake in writing past participle of verb 'wear', they learn past participle 'worn'. They do not work on how to be good at past participle as a whole. They actually correct the mistakes but do not work on the mistakes to do better. Two (11.11%)

respondents do not notice their mistakes properly and do not work on that properly as well. They have said that they first check marks then turn over the pages. If they can find any mistake which is easily solvable, they try to solve it by themselves. But if they cannot solve it, they do not try hard or do not ask teacher to help themselves. One respondent notices her mistakes rarely and does not work on her mistakes from English examination. Most of the respondents reported that most of times they do not get enough time for checking their examination scripts and noticing mistakes. Again one respondent reported that he did not get examination script back from English teacher. He said- "He does not return (script) and I also do not feel to check."

2	Yes	Not properly	Very poorly / rarely
Do you notice your English mistakes of examination script and use that information to help you do better?	15	2	1
Percentage	83.33%	11.11%	5.55%

Table no: 2

Response to interview question three:

Half of the respondents (nine) do not notice their English mistakes apart from English exam script. Some of these respondents tell that they do not have to use English other than the class. Therefore, they also do not have to notice mistakes apart from examination script. Furthermore, some of the students of these nine students inform that they have their groups' subject (science, commerce and arts) and they do not have enough time to think about English separately along with other subjects. Only three respondents (16.66 %) notice their English mistakes other than the English examination script and work on that. Though they notice their mistakes apart from the examination script, two of them notice their mistakes of academic English only especially grammar. Only one of them notices her mistakes apart from academic English. She writes on a topic and takes it to house tutor to check it. While speaking, if she finds anything confusing, she asks to elders. Five students (27.77%) sometimes notice their English mistakes apart from English examination script and they correct their mistakes. Among these five students, two students do not notice their English mistakes consciously or do not try to figure out mistakes. But if they get any mistake, they try to solve that. But they do not work on that to be better learner. And one student (5.55%) rarely notices his English mistakes apart from English examination scripts. He said- "I do not figure out my mistakes normally but last time I did it; actually I do not notice my mistakes in that way".

3	Yes	No	Sometimes	Rarely
Do you notice your English mistakes and use that information to help you do better?	3	9	5	1
Percentage	16.66%	50.00%	27.77%	5.55%

Table no: 3

Response to interview question four:

When it was asked whether participants pay attention when someone speaks English, six participants said yes. The students who told that they paid attention when someone spoke in English were asked to give an example of it. Except one all of them said that they paid attention only when teacher spoke in English inside or outside of the class. And the other one student paid attention to his elders around and paid attention to teachers. Again, another student of these six students told that he pays attention when speaker comes to him but he does not look for it. He said- "If someone talks in front of me, (I) listen but (I) do not go to others to listen." On the other

hand, four participants (22.22%) do not pay attention. Again, lack of opportunity was also reported by the participants. Seven participants want to pay attention when other people speak in English but they do not get opportunity to do so. But one participant, S13 tried another way to find solution. As participant, S13 did not get opportunity to listen to other people, he watched TV program. He said- "I watch cartoon, movies (English), BBC program and pick words." Unlike others, one participant, S17, says that he rarely pays attention when someone speaks English.

4	Yes	No	Rarely	No opportunity
Do you pay attention when someone speaks English?	6	4	1	7
	33.33	22.22	5.55	38.88

Table no: 4

Response to interview question five:

Around one third of participants try to find out how to be better learner of English. Six participants inform that they mostly seek suggestion to their class teacher and house tutor on how

to be good English learner. On contrary, two students do not try to find out this. Among these two students, one student, S12 thinks that there is no opportunity of getting ways of being better students. And because of that he does not try to find different ways of being good learner. He tells, "There is no benefit of seeking, we do not have opportunity". However, half of the respondents tell that they sometimes try to find out ways of being better learner. Later on, from the discussion it was found that eight students do not specifically and intentionally try to find ways of being good language learner. They do not even seek suggestion to others. But, if they get any suggestion on how to be good learner of English, they try to apply it. Among these nine, only one student sometimes tries intentionally to find out ways of being good learner of English. Again another student reports that she rarely looks for the ways of being good learner.

5	Yes	No	Sometimes	Rarely
Do you try to find out ways of being better learner of English?	6	2	9	1
	33.33	11.11	50	5.55

Table no: 5

Response to interview question six:

Students were asked whether they plan schedule for learning English. Surprisingly, most of the respondents (twelve students) reported that they did not plan about their schedule to have more time for English. Additionally, they reported that though they did not plan any schedule for English, they prioritized English and often tried to study English more than other subjects. S9 said, "I try to read English with fresh mind at first hour of study time". Only four students said that they planned about their schedule so that they got enough time to study English. Again, other two students reported that they planned a rough schedule for English and other subjects but most of the times they did not follow it.

6	Yes	No	Not properly
Do you plan your schedule so that you get enough time to study English?	4	12	2
Percentage	22.22%	66.66%	11.11%

Table no: 6

Response to interview question seven:

Two students said yes when they were asked whether they looked for people to talk in English. Student, S11 says, "I often ask my sister and other elder family members to talk in English with him as I do not find people to talk (in English) outside." Again S18 looks for people to talk only in her class. Again, another student, S10 informs that he does not look for people to talk in English. But if he gets opportunity, he speaks in English with others. Furthermore, in response to this question four students report that they look for people to talk in English but they do not get anyone to talk with. Surprisingly, majority students inform that they do not look for people to talk in English and also do not grab opportunity if they get. They report that they mainly do not look it as people often make fun of a person who practices speaking publicly.

7	Yes	No	Not properly	No opportunity
Do you look for people to talk in English?	2	11	1	4
Percentage	11.11%	61.11%	5.55%	22.22%

Table no: 7

Response to interview question eight:

In the interview it was found that very few students look for opportunities to read as much as possible in English. Only five students look for opportunities to read in English. Among these two students read English story books along with their academic books. Other three students read more stories or chapters from academic textbook even though they know it is not necessary for the coming examination. In this regard S14 says- "We do not have enough reading material; I read all the stories of NCTB book". On the other hand, In response to this question, most of the participants (ten) inform that do not look for opportunities to read more in English. They think that reading materials are not available in English. Therefore they did not even look for it. Lack of material and opportunity was also informed by two other students. They looked for opportunity to read in English but they did not get opportunity to read more in English. Furthermore, another student, S1 told that sometimes he tried to read from different sources. Again, he could not give example how he read when he was asked.

8	Yes	No	Sometimes	No opportunity
Do you look for opportunities to read as much as possible in English?	5	10	1	2
Percentage	27.77 %	55.55%	5.55%	11.11%

Table no: 8

Response to interview question nine:

Table nine summarizes the responses of respondents regarding their goals for improving English. Only two students (11.11%) say that they have clear goals for improving English skills. They have goals for improving English skills like mastering in vocabulary, mastering in writing etc. Five students do not have any clear goal but they follow syllabus. Following syllabus, they try to complete those chapters which are included for coming examination like S6 says- "I mainly follow syllabus instead of setting goal. And those (I) have to read which are needed (for the exam)." Again, most of the times they try to complete grammatical part earlier than other parts. Eleven students (61.11%) do not have any goal for improving English skills. They study only what they are asked in class to study. They say that they do not have to set goals as teacher wisely taught them what they need for the examination.

9	Yes	No	Improper
Do you have clear goals for improving your English skills?	2	11	5
Percentage	11.11%	61.11%	27.77%

Table no: 9

Response to interview question ten:

Students were asked whether they think about their English learning progress. In response, only two students (11.11%) tell that they think about progress English learning. They think about it and actively check how much they progress. On the other hand a large number of respondents, seven, do not think about their progress specifically but often think about their study. Besides, they inform that they prioritize grammatical items and think about it. However, among these seven students, four students often check whether they have forgot the learned items, and they check this following syllabus like S12 says- "I check whether I have forgotten the grammar and essay". Surprisingly, half of the respondents do not think about their progress at all. These students do not think how much they have learned. They only study following the syllabus or teachers' instruction. Additionally, some of them only check how much they have completed syllabus.

10	Yes	No	Not Properly
Do you think about your progress in learning English?	2	9	7
Percentage	11.11%	50.00%	22.22%

Table no: 10

4.2 Analysis of teachers' interview:

Response to interview question one:

Teachers were first asked about the importance of planning for learning English. All the teachers strongly agreed on the importance of planning. Some teachers explained well why it is important to plan for learning English. But several teachers mixed it with goal while explaining and they started talking about the importance of having goal for learning English.

Response to interview question two:

As all the teachers think positive about planning, they were asked whether they teach students how to plan. One teacher, T1 does not teach students how to plan for learning English. Another teacher, T2 tells that he teaches indirectly how to plan. He told, "We do not teach it in that way but indirectly we give idea" But when he was asked to explain how indirectly he taught, it appeared that it was not enough to be noticeable to the students. Five teachers, T3, T5, T6, T7 and T8 told that they taught how to plan for learning English. They were also asked to give example and explain. But from their explanation, it was found that they actually advised and showed students one fixed plan. They actually did not teach how to plan. Another teacher, T4 told that he did not get opportunity to teach them how to plan. He told that they had pressure of completing syllabus. He added that it was not possible to complete syllabus and teach this extra lessons within short class time. Additionally, T7 and T8 also informed that they had pressure of completing syllabus.

	No	No opportunity	Tells one fixed way	Teach Indirectly
Do you teach students how to plan?	1	1	5	1

Table no: 11

Response to interview question three:

When teachers were asked whether they encouraged students to plan for learning English, no one could strongly say that they encouraged students to plan. Like the previous question, four teachers T3, T4, T6 and T7 said they encouraged students to plan for learning. But, later, from the discussion it was found that they actually talked about a particular way of planning. And they meant this as a way of encouraging. Another two teachers, T1 and T2 said that they encouraged students to plan. But when they were asked to give an example, they could not give example. T2 said that he encouraged "indirectly" which he could not explain how he encouraged indirectly. T5 and T8 told that they encouraged students very superficially. It is like- telling them to plan and telling how important it is within one to two sentences. No one encourages students actively and strongly.

	Tell one fixed way	Say yes but cannot explain	Tell them very superficially
Do you encourage them to plan for learning English?	4	2	2

Table no: 12

Response to interview question four:

Teachers gave different types of responses when they were asked whether they asked students to set goal for learning English. Only one teacher, T8 tells students in the class to set goal for learning English. Three teachers T3, T5 and T7 never tell students to set goal for learning English. Another teacher, T2 again used the word "indirectly" like his previous responses. Unlike T2, T6 pointed to "pressure of completing syllabus". He said that he did not get opportunity for asking them to set goal for learning English. Again he added that the quality of the students was not good. Therefore, he had to think differently for the less proficient students and he did not get time to tell about setting goal for learning English. One teacher, T1 informed that he did not tell the students to set goal. Instead of that he told students to follow syllabus. According to him, this syllabus is designed to lead them to a particular goal. Therefore he tells students to follow syllabus in school and outside of school. On the other hand, T4 tells students very superficially to set goal.

	Yes	No	Tell indirectly	Do not get opportunity	Tell them to follow syllabus	Tell them superficially
Do you ask them to set goal for learning English?	1	3	1	1	1	1

Table no: 13

Response to interview question five:

There were lots of variations among the responses when teachers were asked whether they teach self-evaluation. Only one teacher, T2 told that he taught self-evaluation. But it is for very short-term and narrow self-evaluation. He tells students to memorize something or learn something step by step and to check this immediately after memorization or learning by writing it in paper. He does not teach students how to evaluate themselves in every month or in every week. Three teachers T5, T7 and T8 never teach self-evaluation to their students. On the contrary, T6 thinks that the quality of the students is responsible for not being able to teach them self-evaluation. He told- "I have to maintain lots of poor quality students which takes lots of times to complete the syllabus" and he questioned, "When I will teach (self-evaluation)?" Moreover, he added that these poor quality students are not capable of evaluating themselves. He has generalized his thought and has not taught it even to good students. Unlike others, T3 and T1 respond positively to this question. But from the discussion, it has been found that T3 actually

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takes some quizzes to check or to evaluate students' learning. He tells students to check their marks and evaluate their improvement. T1 also maintain same kind of procedure. When he was asked to give an example how he taught self-evaluation, he told- "I used to check students proficiency from mid-term exams and comments on their improvement". On the contrary, T4 told-"Actually I don't teach separately. I ask them to do this (self-Evaluation)". He added – "I tell them to check sometimes what they learned". He actually tells them its importance very shortly and tells them to do this. But he does not teach them self-evaluation.

	Yes	No	Do not get opportunity	Say yes but cannot explain	Tell them very superficially
Do you teach them self-evaluation?	1	3	1	2	1

Table no: 14

Response to interview question six:

Teachers were asked whether they help students to make routine for learning English. None of them help students directly to make routine. Among the teachers, three teachers T8, T4 and T5 never help students to make routine. However, T1 and T7 tell that they help students indirectly. Two schools of these two teachers have a routine for teaching. T1 told- "First three days of week, we teach grammar part and next three days we teach writing part of second paper

(English grammar book)." He added that they taught in this way in school and students studied at home following this. Likewise, T7 shares same kind of process. In his class he has just some more division for teaching different content in different days. Three teachers, T2, T3 and T6 tell students superficially about routine for learning English but they do not help them to make it. It can also be categorized as giving advice. For instance, T2 tells students to study English at dawn and at the time when they feel relaxed. He thinks it help them in understanding and memorization. And T3 tells only good students not to follow class and study English three times a day. On the other hand, T6 tells them how they can utilize all the time in learning English. He tells students to watch English movies, to play preposition games etc. He also tells students to study English in morning and at night.

	No	Tell indirectly	Tell them superficially
Do you tell and help them to make routine for learning English?	3	2	3

Table no: 15

Response to interview question seven:

In response to question seven, except for one teacher, T4, all the teachers said yes. T4 sometimes return mid-term examination script to identify their mistakes and work on that. Other seven teachers return scripts in their class. However, among these seven teachers, only one teacher, A3 gives solution in two classes if it is needed for the class. But all the teachers take

back the scripts in the same class and students get approximately 10-15 minutes to check their scripts. Surprisingly, T7 tells that he mainly returns scripts to check his marking reliability. Showing their mistakes and working on that are not his main intension. T2 also ask students to count marks but it is not his main purpose of giving script like T7.

	Yes	Sometimes
Do you return students' midterm scripts to identify their mistakes and work on that?	7	1

Table no: 16

Response to interview question eight:

In question eight teachers were asked whether they teach students- how to learn from mistake. It was found that none of the teacher taught students how to learn from mistakes or work on mistakes. Among these teachers, T1 and T7 give solution to those mistakes which are asked by the students. Apart from that T7 also gives solution to some common mistakes which students tend to make mistakes frequently. And other teachers solve the whole question so that everyone can check their mistakes. Among these six teachers, T2 solve question paper immediately after the examination. He said- "I take question paper the day after examination to the class and solve it". Unlike him, other five teachers solve the question paper when they return examination script. But none of these eight teachers teaches them how to utilize the mistakes working on that.

	Give solution if students ask	Tell one fixed way instead of showing many
Do you teach them how to learn from mistake?	2	6

Table no: 17

4.3.1 Findings on Research Question One:

Most of the students do not use any strategy of metacognitve strategies. If we notice the findings, we will see that except for one case, less than half of the students respond positively to other questions. Even many of these students who say yes cannot give example how they have used or followed particular strategy. Surprisingly none of the students follows metacognitive strategies completely. The only case where most of the students respond positively is noticing mistakes from examination script. They notice their mistakes as teachers distribute script and ask them to have a look. Even after that most of the students do not work on their mistakes. This indicates that they do not always check their mistakes. Checking mistakes of formal examination cannot validate that the intentionally check every mistakes. It is just a part of their academic routine based task. Besides, students are very examination oriented. In question nine, the most of the students who said 'no' in response to the question follow what teachers ask them for examination. Moreover, another group of students who said they did not have clear goal followed syllabus of different examination. Similarly in question ten, thirteen students (9+4) out

of eighteen students from two groups tell that they follow syllabus which is made for examination.

Lack of resource is another problem. Metacognitive strategies help even when there is lack of resource. Only one student could utilize his limited reading material using metacognitive strategies. That student reads all the chapters of NCTB English book though all the chapters are not included in examination syllabus as there is not available material. Furthermore, many students do not look for opportunity to learn as they think there is not available reading material of English. Again some students look for opportunity to learn but they do not find any learning material. Normally students do not follow MLLSs which makes them unable to utilize low resource.

4.3.2 Findings on Research Question Two:

In the interview, it has been found that none of the teacher actively and properly teaches how to use metacognitive strategies. In few cases very few teachers report that they teach or encourage certain strategy. In first question eight teachers, in fourth and fifth questions one teacher and in seventh question seven teachers said yes. In first question teachers was asked whether they think planning is important for learning language. Everyone knows it is important so they are, and they told yes. And in response to seventh question seven teacher say that they return examination scripts. As they are told from authority to return scripts they do so. In these two cases they are kind of bound to give positive response. Besides these two facts/questions are not directly related to teaching metacognitive strategies. Fourth and fifth questions which are

directly related to teaching metacognitive strategies, only one teacher responded positively. Apart from these three, in other cases teachers could not give positive response.

Metacognitive strategies enable students to find out ways of learning. In terms of teaching metacognitive strategies, teachers are also expected to teach how to find out different ways of learning. But in data analysis it has been found that teachers have tendency of teaching one or more than one fixed ways of learning. They do not teach students ways of finding different ways of learning. As in interview question three, it has been observed that half of the respondents show only one fixed way of planning. Likewise, teachers solve problems or mistakes of scripts but they do not teach how to work on mistakes. Similarly instead of teaching how to plan, teachers tell one fixed plan to follow.

Furthermore some teachers states that they show or teach different characteristics of metacognitive strategies 'indirectly' or superficially. But it is quite hard to learn the use of metacognitive strategies from their indirect and superficial teaching as it is not enough to be noticeable to students.

Some teachers inform that they do not get opportunity to teach metacognitve strategies. Some of these teachers account syllabus for this lack of opportunity. They claim that they have pressure of completing syllabus which confines them within syllabus and does not give any time for other staff. Additionally, one teacher asks students to follow syllabus instead of setting goal. Again, few teachers also make the number of poor students and the variations of students responsible for lack of time and opportunity.

4.4 Discussion:

The findings indicate that no student of secondary level use metacognitive language learning strategies properly to learn English. Very few students use a few strategies in some of their tasks not in every task. Again, sometimes extreme scarcity of resource or opportunity discourages them to follow MLLSs.

On the other hand, lack of teaching the use of MLLSs has also been seen. Teachers neither teach MLLSs properly nor encourage properly. Actually they have very limited idea on how to make students self-dependent. Very few teachers teach only a few strategies or encourage to use one to two particular strategies. Pressure of completing syllabus is also a reason which creates obstacles to teach use of MLLSs.

Chapter Five

Conclusion

5.0 Introduction:

In this chapter, first practical implications have been discussed. Followed by practical implications, scope for further study and recommendation have been presented. This chapter ends with conclusion.

5.1 Implications:

Reading this paper, readers will know to which extent students are metacognitively aware of their learning process. Students often use two or three fixed ways of learning English instead of searching for effective ways of learning English. This paper will aware readers about how to find out effective strategies. They will not be constrained within fixed ways.

Again, in the study, it has been found that students usually tend not to notice mistakes of English language other than English examination scripts. After going through this paper, readers will be aware of noticing every mistakes of English language. Furthermore, students are not aware of self improvement from the mistakes; they only solve very specific mistakes. Readers will learn about self-improvement and will be aware of working on mistakes. This will lead them to be self-regulated and autonomous learner which also has been discussed in the paper.

Additionally, readers will learn how much teachers are successful in engaging students in use of MLLSs. In the study, it has been seen that all most all the teachers teach one or two fixed ways of learning English. Reading this paper, readers will be aware about showing students the way of finding path of learning.

Again teachers directly solve the problems and mistakes directly instead of let the students find their own problem and solve it. They will get to know how they can make the students solve the problems using MLLSs. Besides, they will learn how they can give metacognitive instructions.

Furthermore, teachers often focus only on content of syllabus. This study will aware readers how important it is to develop students learning process along with teaching academic content. And this study will show ways of developing learning process and metacognitve language learning strategies.

Besides, it can be anticipated that readers will be aware of their use of metacognitve language learning strategies to learn English language as a whole. Again, authority in charge will get to know to which extent they need to train teachers to make them proficient MLLS user and teacher. Additionally, from the study they will know whether teachers face obstacles to teach MLLSs because of the rigid syllabus and whether they need to reconsider syllabus design to lessen its rigidity.

5.2 Scope for further study:

Further study can be conducted on how students can use MLLS to develop English skills-speaking and listening which are not cherished and encouraged to learn at secondary level. Besides in this study, researcher could not show how gender and level of proficiency affect use of MLLS to learn English.

5.3 Recommendation:

If teachers take responsibilities and actively teach the use of MLLS, it is believed, students will think metacognatively about their English learning.

a) In this study, it has been seen that teachers tend to teach indirectly and superficially which is hard to be noticeable. Therefore, teachers can teach metacognitive strategies regularly in class so that students notice and learn it. Nunan (1999) says that "strategy training should be included in the regular language teaching plans rather than regarding it as independent learning process"(see Sun,2013; P 4)

b) Teachers can plan task carefully for the class where students will do the task following metacognitve strategies. For example, task can be divided into three stages: pre-task, during task and after task. Before starting task students will plan, while doing plan they will monitor how it is going on and after the task they will check how well they performed and what should be changed next time to do better.

c) Students tend not to ask any question in the class. So students can be asked two questions before ending class as follows: what was the most important concept you learned in class today? and ―what concept did you find the most difficult or confusing? These two questions will force students evaluate their understanding and learning of the class. This concept is known as "minute paper" (Angelo and Cross, 1993).

d) Students often get exam script back for very limited time. Teachers can reserve extra class for this. And they can ask students to identify their weakness and strength from the script, and solve their own problems. Teachers will solve the problems at last.

e) Community library can be established along with school library so that students get available learning materials apart from academic books.

f) Teachers themselves can use metacognitve strategies to evaluate and improve their teaching process.

g) One recommendation for students that they should maximize the use of available materials. One student in interview told he read all the chapters of the book even which was not included in examination syllabus. Students should not stop working on their skill thinking about lack of material.

5.4 Conclusion:

This paper aimed to study the use of metacognitive language learning strategies at secondary level. From the study it has been found that very few students hardly use metacognitive language learning strategies. And teachers hardly teach how to use it. Students face different obstacles in their way of learning English. But using metacognitive strategies

students can find out what they need to do even when do not know what else they have to do. Likewise teachers also can find out the way of teaching English and MLLS.

Metacognitive language learning strategies make language learners skillful in learning target language. Anderson says, "Strong metacognitive skills empower second language learners" (Anderson, 2002, p 4). Furthermore, MLLSs help learners to learn any skill of target language in any situation. Therefore, teachers should concentrate on development of students' use of MLLSs to make them effective and proficient English language learners.

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APPENDICES

Appendix A

Questions for students:

1. Do you try to find many ways to use English?
2. Do you notice your English mistakes and use that information to help you do better?
3. Do you notice your English mistakes of exam script and use that information to help you do better?
4. Do you pay attention when someone speaks English?
5. Do you try to find out how to be a better learner of English?
6. Do you plan your schedule so you will have enough time to study English?
7. Do you look for people to talk in English?
8. Do you look for opportunities to read as much as possible in English?
9. Do you have clear goals for improving your English skills?
10. Do you think about your progress in learning English?

Appendix B

Questions for teachers:

1. What do you think about the importance of planning for learning English?
2. Do you teach students how to plan?
3. Do you encourage them to plan for learning English?
4. Do you ask them to set goal?
5. Do you teach them self-evaluation?
6. Do you help them to make routine for English?

7. Do you return students' midterm scripts to identify their mistakes and work on that?

8. Do you teach them how to learn from mistake?

Appendix C

Bangla translation of interview questions of students:

1. ইংরেজি ভাষা ব্যাবহার করার জন্য তুমি কি বিভিন্ন উপায় খুঁজে বের করার চেষ্টা করো?

2. তুমি কি তোমার ইংরেজি ভুলগুলো লক্ষ্য করো এবং ভুলগুলো থেকে শিখে ভালো করার চেষ্টা করো?

3. তুমি কি তোমার ইংরেজি পরিক্ষার খাতার ভুলগুলো কি লক্ষ্য করো এবং সেই ভুলগুলো কি পরবর্তীতে আরও ভালো করার জন্য ব্যাবহার করো?

4. কেউ ইংরেজিতে কথা বললে তুমি কি মনোযোগ দিয়ে শোন?

5. কি ভাবে অধিকতর ভালো ইংরেজি শিক্ষার্থী হওয়া যায় তার জন্য বিভিন্ন উপায় বের করার কি চেষ্টা করো ?

6. বেশি ইংরেজি পড়ার সময় বের করার জন্য তুমি কি পড়াশুনার রুটিন অনুসরণ করো?

7. তুমি কি ইংরেজিতে কথা বলার জন্য লোক খুঁজো ?

8. তুমি কি বেশি বেশি ইংরেজি পড়ার জন্য অনেক সুযোগ খুঁজো ?

9. ইংরেজিতে ভালো করার জন্য তোমার কি কোন পরিক্ষার লক্ষ্য আছে?

10. ইংরেজিতে কতটুকু উন্নতি করলে তা কি তুমি ভাবো ?

Appendix D

Bangla translation of interview questions of teacher:

1. ইংরেজি শিখার জন্য পরিকল্পনা করা কি তাৎপর্যপূর্ণ ?

2. আপনি কি শিক্ষার্থীদের ইংরেজি শিখার জন্য কিভাবে পরিকল্পনা করতে হয় তা শিখান ?

3. আপনি কি শিক্ষার্থীদের ইংরেজি শিখার জন্য পরিকল্পনা করতে উৎসাহিত করেন ?

4. আপনি কি শিক্ষার্থীদের ইংরেজি শিখার জন্য লক্ষ্য ঠিক করতে বলেন?

5. আপনি কি শিক্ষার্থীদের নিজেকে- মূলায়ন করা শিখান ?

6. আপনি কি শিক্ষার্থীদের ইংরেজি পড়ার করার জন্য রুটিন বানাতে সাহায্য করেন?

7. আপনি কি শিক্ষার্থীদের বিভিন্ন সাময়িক পরিক্ষার ভুলগুলো খুঁজে বের করার জন্য পরিক্ষার খাতা ফেরত দেন?

8. ভুলগুলো থেকে কি ভাবে শিখা যায় তা কি আপনি শিখান?