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**The Importance of Metacognitive Strategies for Developing Speaking Skills in the Classroom.
The Case of First Year LMD Students of English at Biskra**

University.

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the

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Dedication

I dedicate my research,

*To my **dear parents** for their patience, confidence, and*

encouragement

*To my dear and unique sister **Sana***

*To my dear brothers **Amine**, **Ayoub**, **Louey** for their love and*

support

*To my dear nephew **Imad Eddine***

*To my brother's wife **Khouloud** and sister's husband **Ishak***

*To my fiance **Mofdi**, who encouraged me!*

*To **my family***

*To my friends **Yousra, Firdaous, Roufiada, Randa, Rania,***

Asma, Loubna, Nesrine, Sara, Oumaima.

Abstract

This research is entitled "The importance of metacognitive strategies that develop speaking skills in the classroom". The purpose of this research is to spot the light on how metacognitive strategies participate greatly in developing speaking skills of the first year students at university of Biskra during the academic year 2019-2020. The main problem of this research is that the students have some difficulties and problems in the speaking skills. This may be due to several reasons among these is their unawareness of the metacognitive strategies to be used for reaching their goal. Many students seek to improve their speaking skills for interaction and to be proficient in speaking. In order to develop this skill, we highlight the effectiveness of the metacognitive strategies to help students achieve their goals and enhance their speaking skill. In this work, the researcher adopted the descriptive research method that describes the characters of metacognitive strategies and highlights its importance in the field of speaking. These methods allowed the collection of data and valuable information about the research in order to support the topic.

Keywords: Speaking skills, metacognitive strategies.

List of Abbreviations

AF: Affective Strategies

APIs: Application Programming Interface

AVM: Audio Visual Method

C: Compensation Strategies

CLT: Communicative Approach

CS: Cognitive Strategies

DM: Direct Method

EFL: English as a Foreign Language

EFLLs: English foreign Language Learners

ESL: English as a Second Language

FL: Forgien Language

i.e.: Id Est

MES: Metacognitive Strategies

MS: Memory Strategies

S: Social Strategies

SW: Silent Way

&: and

%: Percent

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General

Introduction

Introduction

English students do not use English much in the classroom, and their level in speaking is unsatisfying. The main problem in this research is that the students are not aware of their work and they do not see the worth in what and why they are learning. This study concerns the English students of the first year LMD. It is conducted to help English students to be aware of developing their speaking skills through the use of the metacognitive strategies. Also, it concerns how the English language students learn through the use of the metacognitive strategies and how they influence in the English speaking development. English students do not have the knowledge of the application of the metacognitive strategies. Therefore, the students learn English language, because they have the ability to do so, and they have a background about it.

1. The Statement of the Problem

In recent times speaking English has become one of the main priorities for many people around the world. Nowadays, there is a diversity of reasons why people are trying to learn English in a proficient manner. The reasons can be different, starting from a simple conversation, until getting a scholarship or a Master Degree. However, to become proficient is not always easy for the speaker of English. Hence, it requires the knowledge on how native speakers use the language in the context of interpersonal structures exchange. Therefore, to become a proficient English speaker remains a great challenge.

The main difficulty of the students in learning English language is the development of the speaking skills. In fact, many learners strive to get a proficient English level or at least a competitive level. In case that the students of Biskra University try to obtain the English language, they are required to have an acceptable level of speaking English or at least to manage the basic. This study explores the possibility of being proficient in English which is related to the use of the metacognitive strategies.

2. Significance of the Study

This study is an attempt to present the importance of metacognitive strategies in order to develop speaking. Moreover, it could be useful for the selective population which helps them to speak English in oral classes. Then, the study may be significant to the field of teaching and learning the speaking skills. Hence, the use of metacognitive strategies may improve the students' speaking skills in the classroom.

3. The objective of the Study

a) General Objective

To examine the use of metacognitive strategies in English classes, and to improve the speaking skills of the first year LMD student of Biskra University during the academic year 2019/2020.

b) Specific Objectives

- To determine the English level of the first year LMD students according to their oral abilities.

- To design the appropriate oral activities applying the metacognitive strategies in English classes.

- To use the metacognitive strategies in exercises for students of the first year LMD at Biskra University.

4. Research Questions

This study attempts to answer this question:

1. Why is it important to develop the speaking skills in English language?

5. Research Hypotheses

The study tries to test the following hypotheses:

- If both teachers and students use the metacognitive strategies in the classroom, the students' performance in speaking skills will be improved.

6. Methodology

This research is based on the descriptive research method. The descriptive research method seems to be more appropriate to this study. For testing the hypotheses and achieving the aim of study, quantitative and qualitative approaches would be applied. The purpose of applying those methods is trying to inspect the importance of metacognitive strategies for develop the speaking skills in the classroom.

7. Data Analyses

The problem of this research is confirmed by using questionnaire with almost 45 students and interview 3 teachers. The students' questionnaire is that has been given to the sample of this study in order to find out the student's problems in speaking. Also, it is to collect the students' viewpoints, attitudes, and reactions about this treatment. To solve this problem, it is needed to apply and discuss the data collected.

8. The structure of Study

This research paper is organized by three main chapters and each one covers different aspects of this work. The theoretical part is divided into two chapters which contains the previous researches and studies. The first chapter consists of the nature of speaking, the importance of speaking, the rationale behind speaking, the speaking language teaching methods, the functions of speaking, and the features of the successful speaking activities. The second chapter consists of the definition of language learning strategies, the definition of metacognition, the components of metacognition, the layers of metacognition, the definition of metacognitive strategies, the metacognitive strategies that develop speaking, and the advantages of metacognitive strategies. The last chapter concerns with the field work of the study. It focuses on the results obtained

from the students' questionnaire and the teachers' interview. It is to test the hypotheses whether both teachers and students use the metacognitive strategies in the classroom, the students' performance in speaking skills will be improved.

Chapter One

Speaking Skills

1.1. Introduction

Speaking skill has always been considered as a significant part for teaching and learning English as a foreign language (EFL). Students who want to learn the English language should enhance their speaking skills. Nevertheless, students still have problems in speaking skills and they do not find it an easy task. English foreign language learners (EFLLs) who try to interact with their teachers or classmates and express their ideas, often use speaking instead of writing. Students often need to learn the speaking skill before learning the other three skills. To increase the language use opportunity, teachers should provide learners with the appropriate methods and techniques to enhance their speaking skills.

The first chapter includes some important points about the speaking skill, how to teach and learn it. This chapter begins with a general idea about the speaking skills and the principles that underlie it. After that, it also will shed light on the importance of speaking in learning and teaching in order to learn to communicate in the target language. Then, it perpetuates some of the methods that help to teach the verbal aspect of the language. In addition, it includes the functions of speaking in human interaction and the characteristics of each function. The last point in this chapter is about the features of the successful speaking activities.

1.2. The Nature of Speaking

Language is the first source in which people use it to communicate. One of the common foreign languages that people use in the recent days is English language. The purpose of learning a language should enhance communicative skills of the students. Students who improve their communicative skills could express themselves and learn how to follow the appropriate social and cultural rules in each communicative case.

The center stage in English language classes is to develop the oral communicative competence in speaking the English language. English students could achieve their performance by diverse and interrelated cognitive processes. Levelt (1989) as cited in (Surkamp &Viebrock, 2018) defined speaking as one of our dearest occupations, we spend hours a day conversing, telling stories, teaching, quarrelling, and of course, speaking to ourselves. Speaking is moreover one of our most complex cognitive, linguistic, and motor skill. Also, Levelt (1989) as cited in (Surkamp &Viebrock, 2018) said:

> As speaking is highly complex, being able to speak fluently and accurately does not follow naturally from grammar, vocabulary and pronunciation instruction. In order to become a fluent speaker of a foreign language, plenty of practice, meaningful repetition and some level of automatisation are crucial. (p.109)

Speaking is a productive or an active skill; because learners need to produce language when speak. As Widdowson (1978) confirmed that speaking is active, or productive, and makes use of the aural medium. According to Widdowson (1978) Speaking as instance of use is the point of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and productive participation. He also added that speaking refers to the realization of language as used in spoken interaction aural, and visual media since it is an activity which makes use of gestures and facial expression.

Brown and Yule (1983) suggested that language has two main functions in speaking: Interactional and transitional. The interactional function is concerned with the maintenance of social relationships. On the other hand, transitional discourse is concerned with transmission of information. Brown and Yule (1983) distinguished between monologue and dialogue in speaking. Monologue refers to one person who speaks without being

interrupted by others during a conversation. However, dialogue is a sort of interaction between two or more participants. Dialogue has two main roles: sending messages, and communicating with others.

Brown and Yule (1983) as cited in Nunan (1989) suggested that spoken language, on the other hand, consists of short, often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Brown and Yule (1983) as cited in (Madhavi, 2015, p.1) said, "Speaking is the skill that the students will be judged upon most in real life situations". Teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills.

As mentioned above, it might be concluded that the most important skills in mastering language is speaking. When language learners are interested in speaking skill, they can be successful and skillful in acquiring a language. Learners need effort, time, and opportunities in speaking even inside or outside the classroom.

1.3. The Importance of Speaking

Bygate (1987, p.1) said: "Speaking is, however, as skill which deserves attention every bit as much as literary skills, in both first and second language". Speaking is one of the four macro-skills built in both FLL and SLL contexts as a form of an effective communication. Karen (1994) defined speaking as an expressive language skill depends on phonetic symbols by the speaker to communicate. Nowadays, English language is spoken over the world, which intends to communicate with people in different contexts. The English foreign language learners (ELLs) should take into consideration that speaking skill is important and try to acquire it because they need it in their lives. The speaking skill is considered as the most important skill in learning foreign language or second language. Efrizal (2012) & Gilakjani (2016) as cited in Leong & Ahmadi (2017, p. 35) expressed:

"speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally". It is a very important part of second language because the communicative competence in second language contributes the learners' success in study or society. Speaking skills are the main important ones for learners who want to learn English to improve their career, participate, discuss, interact and make public speeches, etc. The speaking skill enhances the communicative competence in which the student has the ability to communicate. The teachers wish that students as much as possible could be able to be fluent in using a language because the effective use of language helps to express and show the meaning.

1.4. The Rationale behind Speaking

1.4.1. Speaking for Learning

One of the most difficult skills in second language or foreign language is the speaking skill. Students need more efforts in learning English as FL because speaking is not easy to learn. MacCathy (1972) as cited in (Hadef, 2009) mentioned two main ideas that learners should take into consideration. They should know what to say and how to be able to say when learning to speak a language. The learners should know the appropriate vocabulary and sentences that they have to use in a given context and how to say them aloud. As well as, teachers in oral expression classes should take into consideration their students' needs when they learn speaking. In addition, they should apply helpful strategies to the learners on learning the speaking skill in the English class.

1.4.2. Speaking for Communication

One of the essential parts in communication is speaking which is considered as the main process of communication. Communication has an important role for achieving a success in many domains. It needs a language to use it when communicating and interacting with others. "To be more orally productive learners would need to be more

capable of responding a relevant and socially appropriate manner to the communication of others" (Haley & Austin, 2004, p.189). Furthermore, communication involves the language competence of individuals in society and the ability to use it in an appropriate context. It includes paralinguistic and non-linguistic elements. According to Hedge (2000), there are many characteristics of communicative language ability:

- Linguistic competence

- Pragmatic competence

- Discourse competence

- Strategic competence

- Fluency

We can conclude that the learner before learns a language should take in account the reasons behind speaking. The main reasons of speaking are learning and communication. In addition to the rationale behind speaking, there are methods of teaching the language which plays an important role in developing the speaking skills.

1.5. Speaking in Language Teaching Methods

The language teaching methods are important processes to be effective in the classroom. Some of the methods have a great role in developing the speaking skills. This point deals with various methods involved in teaching English language like grammar-translation, direct and audio-lingual, audiovisual method, communicative approach, total physical response, silent way, and suggestopedia.

1.5.1. The Grammar-Translation Method

The Grammar Translation Method is a method that appeared as opposed to the classical method of Latin and Greek. It is called: "the classical method since it was first used in the teaching classical languages, Latin and Greek." (Chastain 1988 as cited in Larsen-freeman (2000, p.11). Richards and Rodgers (1986) discussed in details various

principle characteristics of the grammar-translated method. One of those principle characteristics are as follows:

The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar translation is a way of studying a language that approaches the language first .through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. (p.5)

This traditional method focuses only on understanding the foreign language passage, which enables to become good translators. It could help to gain the grammar, learning vocabulary and translating texts without interest in the meaning. As a result, this method does not give any importance about how to use the FL for communication and speaking.

1.5.2. The Direct Method

The direct method is connected directly with the target language without translation into the native language. The teacher in the direct method does not explain but uses action and demonstration instead. Sauveur and other believers in the natural method argued that the teachers could teach a foreign language without translation and they use the demonstration and visual aids without using the student's native language. (Richards and Rodgers, 1986)

The weak point of this method is the main part of a learning activity contains questions given by the teacher to the students. Speaking ability of the students will

decrease when they do not have the opportunity to speak. In addition, the disuse of the students' mother tongue causes superficial understanding.

1.5.3. The Audio-Lingual Method

Fries (1945) as cited in Güllübudak (2016) following the principles of behaviorism (skinner) developed the audio- lingual method. It focuses on speaking language and oral communication. It drills students in the use of grammatical sentence patterns. The condition of the audio-lingual method helps the learners to respond correctly to stimuli through shaping and reinforcement. Mukalel (2005) expressed that "Audio-lingual is the term recommended by Nelson Brooks of Yale University to stand for the method of teaching a foreign language with view to developing in the learners the aural-oral abilities to communicate through the language." (p.78)

1.5.4. The Audiovisual Method

The audiovisual method (AVM) is developed in the fifties in France. It is based on the structural view of the English language and the behaviorist theory of language learning. Bayram (2004) defined that the audiovisual method as monolingual, and puts great emphases on basic oral skill. He also mentioned that it is linked to the audio-lingual method. Brown and Yule (1983) considered that the language learning visualized as falling into three stages:

➢ It is particularly applicable, in which the learner becomes familiar with everyday language.

➢ It involves the capacity to talk more consecutively on general topics and to read non-specialized fiction and newspaper.

➢ It involves the use of more specialized discourse of professional and other interests.

1.5.5. The Communicative Approach

Communicative approach (CLT) is based on the idea that language comes to communicate real meaning. Litettlewood (1981) as cited in (Richards and Rodgers, 1986, p. 155) stated: "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." Howatt (1984) as cited in (Richards and Rodgers, 1986), distinguished between a strong and a weak version of communicative approach. Using English for communicative purposes and designing activities is the first version. The strong version based on the acquisition of the FL by its direct use.

1.5.6. Total Physical Response

More than twenty-one experiments are completed to explore a new learning strategy which is called the total physical response method. According to Asher (1968), "This method was designed to accelerate listening comprehension of a foreign language by having subjects give physical response when they heard a foreign utterance." (p.2)

This method is based on some characteristics:

- The learners of FL should start with developing the listening comprehension skills.

- Developing the speaking skill should be the last stage in the teaching process.

- It focuses on the meaning.

- It reduces the learners' stress.

The total physical response method is based on listening comprehension more than oral production. As a result, it does not meet the learners' needs, because nowadays the speaking skill has become the most needed for students.

1.5.7. The silent way

Benjamin as cited in Richards and Rodgers (1986, p.100) said about silent way:

"Tell me and I forget, teach me and I remember, involve me and I learn."

The silent way (SW) is a language-teaching method. It was originated in the early 1970s and introduced by Galeb Gattegno. Gattegno (2010) introduced the silent way as a solution to the challenges of teaching and learning FL. He argued that students could learn a new language without memorizing vocabulary or repeating after the teacher.

The basic ideas for the silent way are:

- The teacher should be silent and the learners should be encouraged to produce language.

- Learners use resources and take responsibility for what they learn.

- Learning comes before teaching.

- Silence in learning makes students concentrated.

- Learners use resources and take responsibility for what they learn.

1.5.7. Suggestopedia

Sugesstopedia is a teaching method originally developed in the 1970s by Georgi Lozanov, the Bulgarian psychotherapist educator. It is based on his early study of suggestion, which is called as "suggestology" (Drymajlo, 2012). According to Lozanov (1970) "Suggestopedia is the teaching method based on the theory" (Norman, 2003, p.47). He suggested that learners of FL could learn better if they gave the right atmosphere. Suggestopedia includes a rich sensory learning, a positive expectation of success and the use of varied range of methods such as the decoration, the rearrangement of the classroom, the use of music, the active participation in songs and games, and yoga exercises, etc.

1.5.8.The Natural Approach

The natural approach is the method of language teaching which developed by Krashen and Terrell in the late 1970s and early 1980s ("Natural approach," 2011). Krashen and Terrell (1983) identified the natural approach with what they call "traditional"

approaches to language teaching. This approach aims to fulfill the requirements for learning and acquisition, and it does a great work in doing it. The main weakness is that all classroom teaching is to some degree limited in its ability to be interesting and relevant to all students.

1.5.9. Eclecticism

Eclecticism is a method, which is developed as a synthesis of the previous theories. In philosophy and theology as cited in ("Eclecticism", 2017, para.1), "Eclecticism is the practice of selecting and compiling doctrines from different theories in particular cases." In this method, teachers can select the techniques that are suitable for them from one or more methods and use them in the classroom. They select methods according to the learners' needs and the nature of the module.

To conclude, in the language teaching, each method has its merits and demerits. There is a widely used method nowadays of language teaching supported by many teachers based on the communicative approach where emphasis is dedicated to the learners rather than the teachers in the classroom.

1.6. Functions of speaking

Speaking competence in English is the most important skill for FL learners. The specialists in language tried to classify the functions of speaking through interaction. According to Brown and Yule (1983) in Richards (2008) presented a variation between the interactional and the transactional functions in speaking. The aim in communicative function is either to inform or to affect the reader or the listener.

1.6.1. Speaking as interaction

The interactional function is one of the most common functions in communication. Its scholars are sociologists, sociolinguists, psychologists and anthropologists. This function has other equivalent terms such as expressive, emotive, social expressive and

interpersonal function. Halliday (1973) as cited in House (1997) saw that in the interactional function, language is considered as the expressions that affect the listener behaviors by the speaker attitudes. The interactional function means the relationship between people in which the speakers while speaking decide to start a conversation. For example, a student sits on the bus and asks a person next to him about the clock while he already knows; therefore, the purpose is to interact not to get information.

The characteristics of this function:

- ✓ Make social relationships

- ✓ Meet the participant's needs

- ✓ Focus on the social and the needs of its participants.

1.6.2. Speaking as transaction

Richards (2008, p.22) mentioned, "This type of talk refers to situations where the focus is on what is said or done". The communicative function has another type of functions in speaking which is the transactional function. The main purpose of the transactional function is to give information. The scholars of it are the linguists and the philosophers of language. The other names of this function are representative, referential, descriptive and ideational function. Schäffner (2002) stated that the transactional function constituted by the expression of context. Transactions have two important characteristics that consist of information or services:

- ➢ For information, it is to ask about directions, to express the use of something and to share and discuss ideas.

- ➢ For services, it is to focus on achieving a goal or service, shopping and checking into a hotel.

1.6.3. Speaking as performance

Speaking as performance refers to the public speaking, in which the speaker conveys the information to the audience (Richards, 2008). It is based on the message and the audience by written language in monolog form. It is represented in giving lecture, making presentation, and giving a speech, etc. According to Weintraub (2011), this function involves some skills:

- Using appropriate format and vocabulary
- Presenting and sequencing information
- Engaging audience

- Pronunciation and grammar
- Effecting audience
- Appropriate opening and closing

Speaking skill is very important in the field of teaching and learning. So, both the teacher and the student seek to enhance and develop it for better performance. In addition to the functions of speaking, there are some characteristics of the successful speaking activities.

1.7. Features of the Successful Speaking Activities

Speaking skills need to be followed by effective methods to improve it. According to Brown (2000), stated that the opportunity should be given by the teachers that enable students speak the English language. The teachers have to cover the level of student competence by designing speaking tasks. The students would be demotivated whether the teacher gave them inappropriate time to do their task. The teachers have to think about the opportunity that their students need in the classroom to avoid the speaking problems. In designing a speaking activity there are other factors that should be considered.

These are some features, which are important in successful speaking tasks (Ur, 1996)

➢ **Maximum forgien talk**

The students talk a lot in the target language, this type of successful speaking.

> **Even participation**

 The teachers should give the students the opportunity to show their personal abilities and participation. The participation is promoted by choosing the topic that interests the student.

> **High motivation**

One of the most variables in successful language learning is motivation. The teachers should increase motivation by the preparation of the task in the classroom. Also, they should allow learners to work together in the classroom.

> **Right Language Level**

The language should be at the right level. The teachers have to design the task in which the students can complete it successfully with the language that they have. They should provide them with a clear purpose.

We conclude from this point that the success of the speaking skill is by applying the activities in a correct and an effective way. Participation, motivation, setting goals, and interaction are the common important features in the successful speaking activities.

1.8. Conclusion

As a conclusion, the speaking skill is an important process that evaluates the learners' competence. The first chapter grounds the speaking skills' matters in teaching and learning a foreign language. This chapter may help teachers and students in oral expression how to get the appropriate techniques and methods of teaching and learning the speaking skills. In addition, this chapter shows how important the speaking skill is in the classrooms and in daily life in which helps to communicate and interact with others.

Chapter two

Metacognitive strategies

2.1. Introduction

Language learning strategies are highly important for the student's success in learning a foreign language. Hence, learners who choose the appropriate learning strategies would enhance their language learning and develop their performance in English language. This chapter introduces some definitions about language learning strategies. Then, it includes the definition of the metacognition, its components, and its layers. Also, it includes the definition of the metacognitive strategies and the metacognitive strategies that develop the speaking skills. Finally, this chapter contains the advantages of metacognitive strategies.

2.2. Definition of Language Learning Strategies

Language learning strategies are extensively used in the educational contexts in which they increase the learning process. Those strategies have been defined by some researchers from several points of view. Scarella and Oxford (1992) as cited in (Shrum & Glisan, 2009, p.356) defined language learning strategies as "specific actions, behaviours, steps, or techniques- such as seeking out conversation patterns, or giving one-self encouragement to tackle a difficult language task-used by students to enhance their own learning". In other words, language learning strategies are widely used to develop language leaning and make it more successful.

O'Malley & Chamot (1990) mentioned that comprehension, learning, or information's retention is improved by the language learning strategies which they considered as specific ways of processing information. Language learning strategies are successful methods that achieve leaning a FL or SLA and increase the knowledge. Oxford (2013) defined language learning strategies as, "broad, teachable actions that learners choose from among alternative and employ for L2 learning purposes" (p.12). Also, Oxford

(2013) mentioned that language learning strategies are intentional and deliberate unlike skills that are automatic and out of awareness.

Language learning strategies are divided into three categories:

➢ Metacognitive strategies

➢ Cognitive strategies

➢ Social/ effective strategies

<div align="center">(O'Malley & Chamot, 1990)</div>

These definitions clarified the importance of the language learning strategies in education. The language learning strategies are classified into different sections.

2.3. The Types of language learning strategies

The language learning strategies are the common important in teaching and learning a foreign language. Oxford (1990) divided language learning strategies into two types which are direct and indirect strategies. Virkkula & Nissila (2017) as cited in Oxford (1990) classified language learning strategies as the following:

2.3.1. Direct strategies

The direct strategies are the language learning strategies that directly involve the target language. Direct strategies consist of three types and they are as follows:

a. Memory strategies (MS)

Among the most important features of the memory strategies are as the following:

✓ Creating mental linkages   ✓ Reviewing

✓ Applying images and sounds   ✓ Employing action

b. Cognitive Strategies (CS)

The cognitive strategies in direct strategies feature of:

- ✓ Practicing
- ✓ Receiving and sending messages
- ✓ Analysing and reasoning
- ✓ Creating structure for input and output

c. Compensation Strategies (C)

The compensation strategies include two important points:

- ✓ Guessing intelligently
- ✓ Overcoming limitations in speaking and writing

2.3.2. Indirect Strategies

a. Metacognitive Strategies (MES)

- ✓ Centering your learning
- ✓ Arranging and planning your learning
- ✓ Evaluating your learning

b. Affective Strategies (AF)

- ✓ Lowering your anxiety
- ✓ Encouraging yourself
- ✓ Taking your emotional temperature

c. Social Strategies (S)

- ✓ Asking Questions
- ✓ Cooperating with others
- ✓ Empathising with others

Oxford (1990) as cited in Virkkula & Nissila (2017, p.118) classified learning strategies in the following Figure (1):

```
                    ┌─────────────────────────────────┐
                    │       Learning Strategies        │
                    └─────────────────────────────────┘
                      ↙                            ↘
        ┌──────────────────┐            ┌──────────────────┐
        │ Direct Strategies│            │Indirect Strategies│
        └──────────────────┘            └──────────────────┘
         ↙      ↓       ↘                 ↙       ↓       ↘
   ┌────────┐ ┌────────┐ ┌──────────┐  ┌──────────┐ ┌─────────┐ ┌──────────┐
   │ Memory │ │Cognitive│ │Compensat-│  │Metacognit│ │Affective│ │ Social   │
   │Strategies│ │Strategies│ │ion Strategies│ │ive     │ │Strategies│ │Strategies│
   └────────┘ └────────┘ └──────────┘  │strategies│ └─────────┘ └──────────┘
                                        └──────────┘
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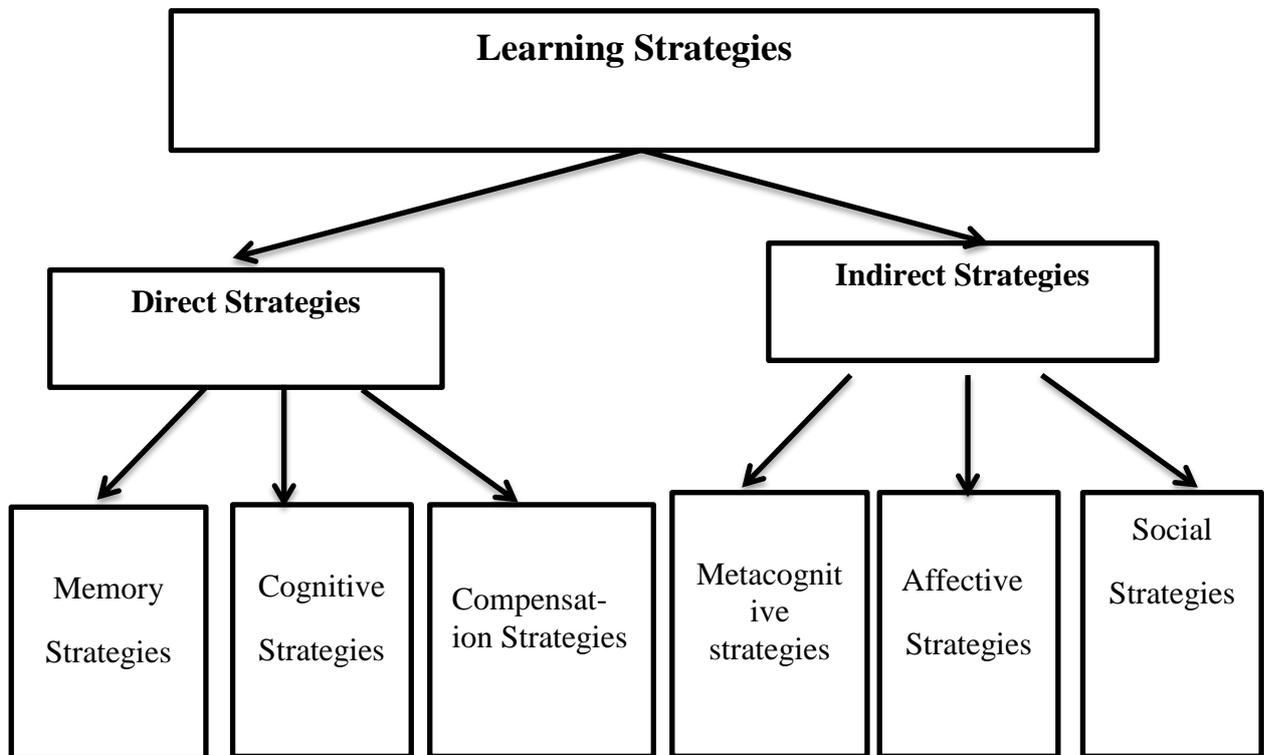
Figure 1: "Classification of Language Learning Strategies (Oxford, 1990)", Virkkula & Nissila (2017, p.118).

2.4. Definition of Metacognition

Metacognition is cognition about cognition, thinking about thinking, knowing about knowing, becoming "aware of one's awareness" and higher-order thinking skills (Metacognition, 2005). Metacognition is knowledge about one's own knowledge, thinking about one's thinking and leaning about one's own learning (Flavell, 1976 as cited in Kaplan, silver, Lavaque- Manty, & Meizlish, 2013). In 2014, Arbuthnott, Arbuthnott, & Thompson mentioned that metacognition means thinking about thinking in which thinking can be either specific or general. They added an example about specific thinking such as awareness, and the other example was about general thinking such beliefs.

In 2016, Wilson & Conyers mentioned: "metacognition is based on the work of developmental psychologist John Flavell, who applied this terminology in describing the management of information processing activities that occur during cognitive transactions" (p.8). According to Flavell (1976), metacognition involves both metacognitive knowledge and metacognitive regulation (Mentis, Dunn- Bernstein, & Mentis, 2008). In other words, knowing about how we think and learn and be able to manage our learning are the main concepts of metacognition.

Flavell (1976) as cited in (Weiner, Reynolds, & Miller, 2012) defined metacognition as "knowledge concerning one's own cognitive processes and products or anything related to them" (p.79). Alexander, Car, & Schwarenfluge, (1995) defined metacognition as:

- Declarative metacognitive knowledge

- Cognitive monitoring

- Regulation of strategies

(Shaughnessy, 2012)

The following Figure (2)   represents the brief definitions of metacognition:
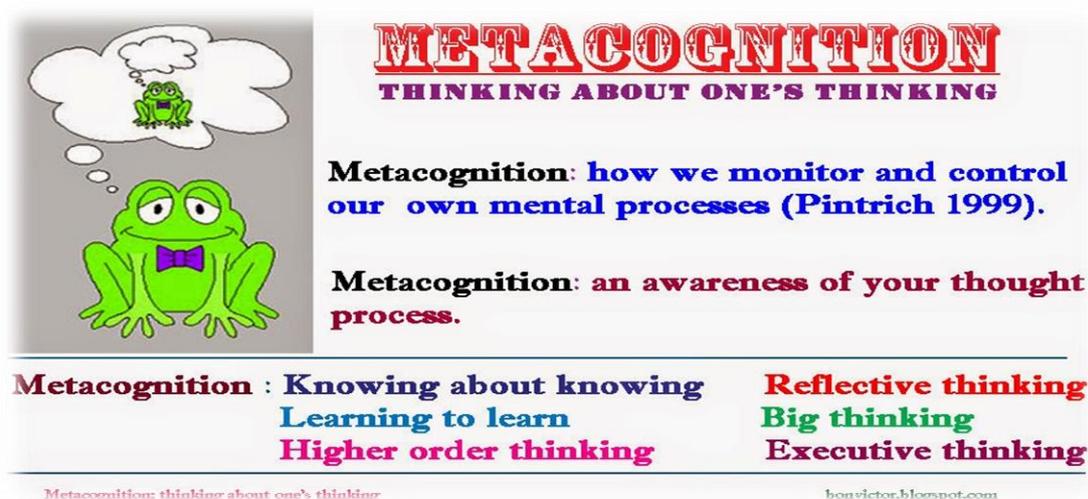
Figure 2: Image of the definition of metacognition. From Metacognition: Thinking about One's Thinking (2015)

2.5. Components of Metacognition

Flavell (1976) as cited in (Weiner, Reynolds, & Miller, 2012) defined metacognition as thinking about one's own cognitive processes consists of two aspects which are the knowledge or the awareness of cognitive processes, and the control of cognitive processes. It also can be defined as the ability to think about one's own learning and mental processes. In the recent research frames, metacognition includes knowledge of cognition and regulation of cognition. According to Schraw (2001, p.3) as cited in Nguyen (2016, p.77), there are two components in the concept of metacognition, "Knowledge of cognition and regulation of cognition".

2.5.1. Knowledge of Cognition

Knowledge of cognition contains three sub-components which are conditional, declarative and procedural knowledge. (Scharaw, Crippen, & Hartley, 2006 as cited in Kallio, Virta, & Kallio, 2018)

✓ **Conditional knowledge:** knowledge about the time and the cause of learning.

✓ **Declarative knowledge:** knowledge about learning contents.

✓ **Procedural knowledge:** knowledge about the way of leaning strategies usage.

2.5.2. Regulation of Cognition

According to Schraw (1994), regulation of cognition has three sub-components: Planning, monitoring, and evaluating (Kallio, Virta, & Kallio, 2018)

✓ **Planning:** Plan occurs before learning, learners need to set their purposes, specify time and select the appropriate learning strategies. Dembo (2004, p.64) mentioned that "to accomplish a goal, you need to develop an action plan or strategy". Because setting goals encourages to plan in order to decide how to proceed.

✓ **Monitoring:** Monitor occurs during learning, in which the learner needs to check comprehension and evaluate the appropriateness of strategies. Monitor means to observe and examine a case carefully so as to find out something concern it. ("Monitoring | meaning in the Cambridge English dictionary," n.d)

✓ **Evaluating:** Evaluate occurs after learning, the learners need to think about the process and assess their performance then identify the corrective action.

The figure (3) summarizes the components of metacognition (Schraw,2011) as cited in (Nguyen,2016, p.77) :
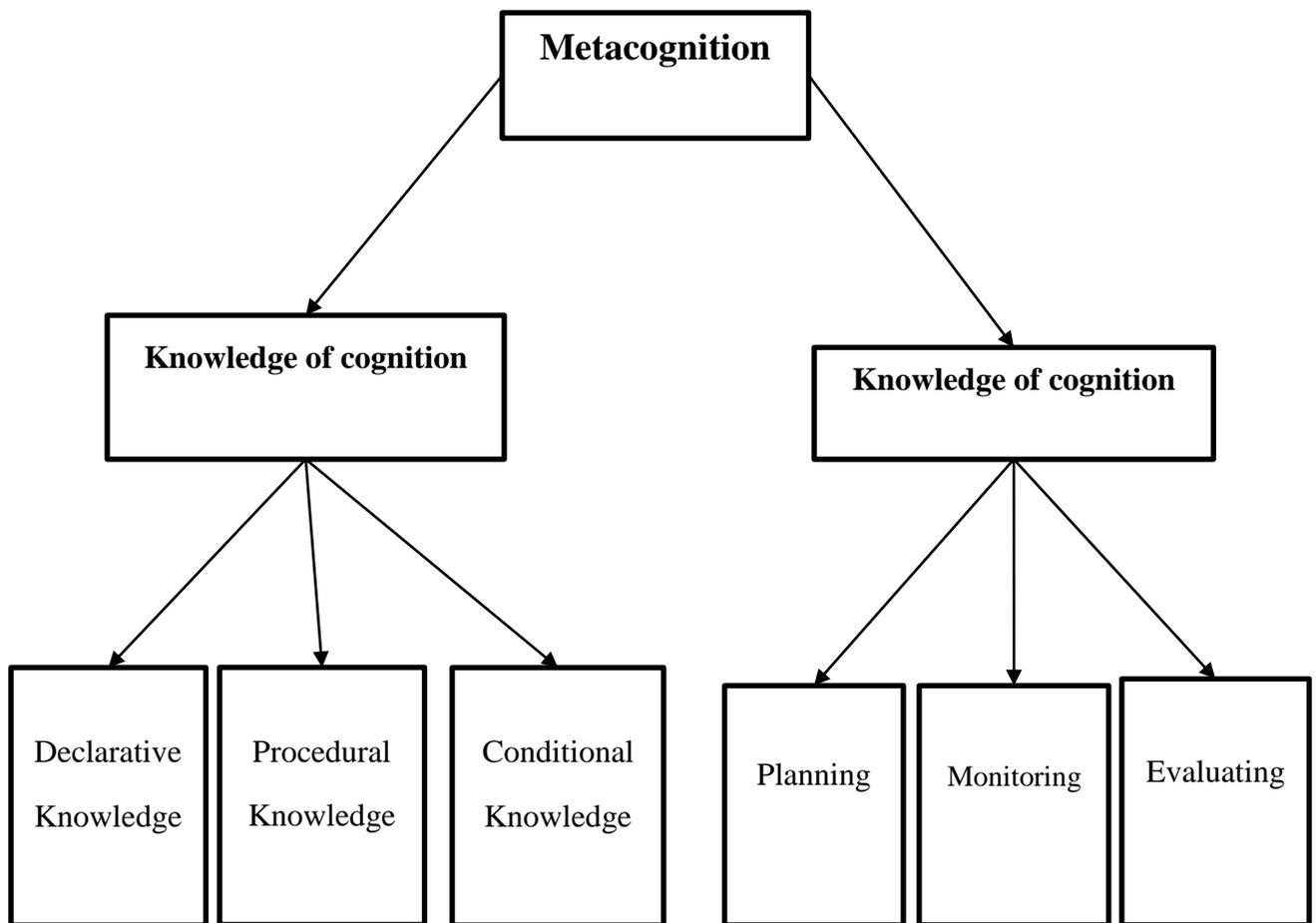
Figure 3: The Components of Metacognition (Nguyen,2016, p.77)

2.6. The layers of Metacognition

Metacognition was analysed and classified in relation to its functions. It has multiple layers:

2.6.1. Metamemory

According to Flavell, Miller, & Miller (1993) metamemory is one of the metacognition aspects which refers to the knowledge about:

➢ What memory is?

➢ How it works?

➢ What factors affect its functioning?

2.6.2. Metacomprehension

Acoording to Maki & McGuire (2002) as cited in Thomas & Matlin (2019), Metacomprehension are the own thoughts about language comprehension which focus on reading.

2.6.3. Self-regulation

Self- regulation involves Controlling one's behaviors, emotions, and thoughts. In other words, it is to think before acting. (Cuncic, 2020)

2.6.4. Schema training

Singh (2018) mentioned that schema training is a group of application programming interfaces (APIs) that allows you create a schema from your data without indexing it.

2.6.5. Transfer

Transfer here is concerning learning which means exerting learning in variety contexts of it.

The following figure (4) explains the multiple layers of metacognition:

```
                              ┌──────────────────┐
                              │  Metacognition   │
                              └──────────────────┘
        ┌──────────┬──────────────┬──────────────┬──────────────┐
        ▼          ▼              ▼              ▼              ▼
┌─────────────┐ ┌──────────────┐ ┌─────────────┐ ┌──────────┐ ┌──────────┐
│ Metamemory  │ │Metacomrehens.│ │Self-regulat.│ │ Schema   │ │ Transfer │
│             │ │              │ │             │ │ Training │ │          │
└─────────────┘ └──────────────┘ └─────────────┘ └──────────┘ └──────────┘
```

| Knowing About strategies for memory | Knowing which strategy to use in a given context | Knowing about comprehension | Knowing how to comprehend | Monitoring obtaining feedback making adjustements | Creating frame works for developing understandings | Applying learning in different learning contexts |

| Being aware of when comprehension breaks down | Using strategies to repair comprehension |

Figure 4: The multiple layers of metacognition. From Importance of metacognition in classroom (2015)

2.7. Definition of Metacognitive Strategies

Metacognitive strategies are defined by many researchers in different ways. Purpura (1997) as cited in (Zhang, 2017) argued that metacognitive strategies are a group of aware or unaware mental of behavioral actions which may be direct or indirect concerning to some particular steps of the comprehensive process of the language acquisition. Wenden (1998) as cited in Murray, Gao, & Lamb (2011, p. 28) defined: "metacognitive strategies are general skills through which learners manage, direct, regulate, and guide their learning, i.e., planning, monitoring and evaluation."

According to the Inclusive Schools Network (2015) the metacognitive strategies are the ways that assist learners to comprehend their learning process; In other words, it means the processes that are prepared for the students to think about their thinking. Phakiti (2008) as cited in Zhang (2017, p.12) stated: "metacognitive strategies are conscious processes that regulate cognitive strategies, action and other processing". "Metacognitive strategies are included in the learning strategies which take place in the learning process. Since, metacognitive strategies are thinking about thinking" (Khikmah, 2018, p.15).

The scholars and the researchers have defined the metacognitive strategies in different ways, which are of great importance in language teaching and learning. In addition to the various definitions, it is of great importance in developing the speaking skills.

2.8. The Metacognitive Strategies that Develop Speaking Skills

According to Malamed (n.d.), the metacognitive strategies show how to learn in an easy way, i.e., they make learning process easier. In the metacognitive strategies the learners might decide to plan what they want to say beforehand so that, when they speak or participate they will not be unprepared. The metacognitive strategies are very important in learning a language and communication; however, learners tend to use metacognitive strategies frequently. (Cohen, 1998 as cited in Goh & Burns, 2012)

Regarding to Brown (as cited in Khikmah, 2018), metacognitive strategies is connected to the executive function which composed of:

➢ **Planning of learning:** This is an important activity for students as it aims to learn what is desired by planning the lesson. Fautley & Savage (2013) stated that the learner in this activity thinks about:

- What would be learned in the lesson

- What activities would be undertaken

- What learning episodes would be appropriate

- What questions would be asked

- What resources would be needed

➢ **Thinking about learning:** It is an essential process in the metacognitive strategies. Khirmah (2018) mentioned that the learners who think about their learning could be able to learn how they manage applying and evaluating their learning process to solve their problems in doing tasks. Learners who think about their learning could lead to a higher learning and a better performance.

➢ **Evaluating learning:** evaluating learning is an important activity in the metacognitive strategies. Kirkpatrick (2009, p.67) said: "measuring learning, therefore, means determining one or more of the following:

- What knowledge was learned?

- What skills were developed or improved?

- What attitudes were changed?"

2.8.1. Directed Attention

One of the common strategies that develop the speaking skills is the directed attention. Fleury-Bahi, Pol, & Navarro (2016, p.130) said: "Directed attention, according to Kaplan (1995), plays a central role in achieving focus, with the control of distraction through the use of inhibition". Cohen (2017, p.1) defined directed attention "Directed attention is the allocation of attention in a"directed" manner to specific information or cognitive processes." In other words, the teacher gives appropriate information to the students in a direct way. According to Dembo (2004), the directed attention is considered as the goals that direct the performance to the task away from irrelevant tasks. For example: the teacher uses materials for students to concentrate.

2.8.2. Selective Attention

Selective attention is the skill of identifying what is important in any given situation and attending to what is necessary with the appropriate focus (Wilson & Conyers, 2016, p.71). Also, they said that it is the skill which focuses on learning tasks and listening to teachers and speakers carefully. It is the method of concentrating on a specific goal in the environment for a specific time (Cherry, 2019). In other words, it is the process in which one stimulus is attended and others are tuned out. In addition, the selective attention means giving attention to the specific aspects of a task.

2.8.3. Self-Management

The self-Management helps students to be able to practice activities in order to enhance the speaking skills. This strategy focuses on personal responsibility so that the student could be a well-organized, managed, and motivated. According to Berry (2018) as cited in (Woolfolk & Margetts, 2012, p.401), "Self-management is simply the ability to demonstrate self-control and manage your own time and your own priorities". It aids students to be good managers themselves.

2.8.4. Self-Monitoring

Self-monitoring is the strategy that teaches the students how to assess themselves. Brehm (2014, p.443) mentioned: "Self-monitoring behavior-change methods in which clients keep records of their activities and progress as related to behavior chain". In other words, it is behavioral management method in which a person keeps a record of their behavior. It helps students to know the language components to develop the speaking skills. Goh & Burns (2012, p.66), mentioned that Self-monitoring means noticing one's language message during message production. According to Wilson and Conyers (2016), the students that are familiar with self-monitoring ask themselves:

- How well do I understand this lesson?

- How can I evaluate my understanding?

- What more do I need to learn?

- How does this new knowledge fit with what I already know?

- Which cognitive assets can help me improve my learning?

2.8.5. Self-Evaluating

Self-evaluation is one of the most important parts of performance review in the metacognitive strategies because it reflects on the self-awareness. Klenowski (1995) as cited in (Heywood, 2000) defined self-evaluation as the evaluation or the judgment of one's performance and the identification of one's strengths and weaknesses to improve one's learning outcomes. Self-evaluating allows students to evaluate their speaking skills to make an agreement about their progress skills. Self-evaluating is a specific strategy of the metacognitive strategies which aims to notice one's language and message after message production. (Goh & Burns, 2012)

The metacognition strategies contribute significantly to improving the learners' speaking skills. These strategies have many advantages in the context of language teaching and learning.

2.9. The Advantages of Metacognitive Strategies

The metacognitive strategies are the common important methods in teaching and learning the English language. Herrera (2016, p.108) said "Metacognitive strategies are ways of paying conscious attention to what and how we are thinking". Metacognitive strategies refer to the conscious monitoring to achieve specific goals (Flavell, 1981) as cited in (Du Toit & Kotze, 2009). The use of these strategies has many advantages and benefits: According to Herera (2016),

➢ Metacognitive strategies enhance the students 'comprehension during and after the lesson.

➢ Metacognitive strategies help to demystify the learning process and to lower student's anxiety.

➢ Metacognitive strategies help students to understand how they can become efficient learners.

Leontiou-Louca (2008), said that

➢ Applying the metacognitive strategies is to develop independent learners who can control their own learning and learn how to learn for life. (Christine, 2012)

Vera (2016), Added some advantages of the metacognitive strategies:

➢ The metacognitive strategies guide attention to get information.

➢ They stimulate coding and help to build minds.

➢ They help to link information from different disciplines.

➢ The metacognitive strategies allow knowing the actions and situations that may make learning easy.

The advantages of the metacognitive strategies confirm greatly the importance of these strategies in teaching and learning a foreign language (FL).

2.10. Conclusion

The metacognitive strategies are considered as the effective methods that develop speaking skills. The second chapter is grounded the metacognitive strategies in teaching and learning a foreign language. This chapter may help students in oral expression how they could develop their speaking skills by using the metacognitive strategies. It contains some definitions of concepts. Also, this chapter shows the importance of the metacognitive strategies. In addition, it talks about the advantages of the metacognitive strategies in the classroom.

Chapter Three

The Field Work

3.1. Introduction

This chapter starts first with the population and the sample that interest me to make my experience. Next, it discusses the content of each questionnaire's section. The last chapter describes the data obtained from the students' questionnaire and the teachers' interview. First, Students' questionnaire includes the students' thoughts and ideas to measure the two variables which are the speaking skills and the metacognitive strategies. Second, the interview presents the teachers' points of views and experiences about the level of the Students' speaking skills. Also, it includes their attitudes and opinions about the role of the metacognitive strategies in developing the speaking skills.

3.2. The students' Questionnaire

3.2.1. The Aim of the Students' Questionnaire

The students' questionnaire requires collecting the necessary data in order to find out how metacognitive strategies participate in developing the speaking skill. Furthermore, it seeks to know the students' attitudes and opinions about the metacognitive strategies.

III.2.2. Population and Sample

The first year LMD students at Biskra University consist of 1030 student during the academic year 2019/2020. The number of males is 285 and females' population is 745. I worked almost with 45 students because of the conditions the whole world is living (COVID-19).

3.2.3. Description of the students' questionnaire

Section One:

The first section contains five questions (1-5). It is structured to get the general information about students: The age, the gender, the English choice, the baccalaureate stream, and the English level. Knowing about age is important in determining whether the

students of advanced age have an effect on the acquisition of the speaking skills. As for gender, it aims to know which one of the students gender is more interested in the English language.

Section Two:

The second section contains eleven questions (6-16) which aims to know to what extent the students are aware of the metacognitive strategies. Therefore, I give them some strategies to test them whether they use them in the right way or not. This questionnaire aims also to discover how students evaluate their speaking level.

Section Three:

The third section contains seven questions (17-23) which aims at knowing the extent to which students are aware of metacognitive strategies by giving them some strategies in order to test whether students use them or not.

Section four:

The last section has two questions (24-25) about whether metacognitive strategies will be helpful to improve speaking, and what learners suggest when they teach oral expression.

3.4. Description of the Results

Section One: General Informations

Question One: Age?

- 18-23
- 23-25
- 25-30

Graph1: The students' Age
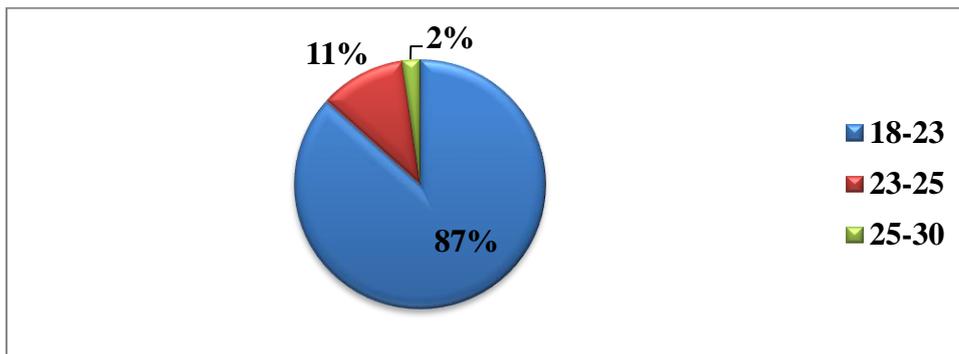
According to the data, we can notice that the age of most first year LMD students are between 18 and 23 and few of them are between 23 and 25. Only 2% of the students are between 25 and 30.

Question Two: Are you?

- Male

- Female

Graph 2: The students' Gender
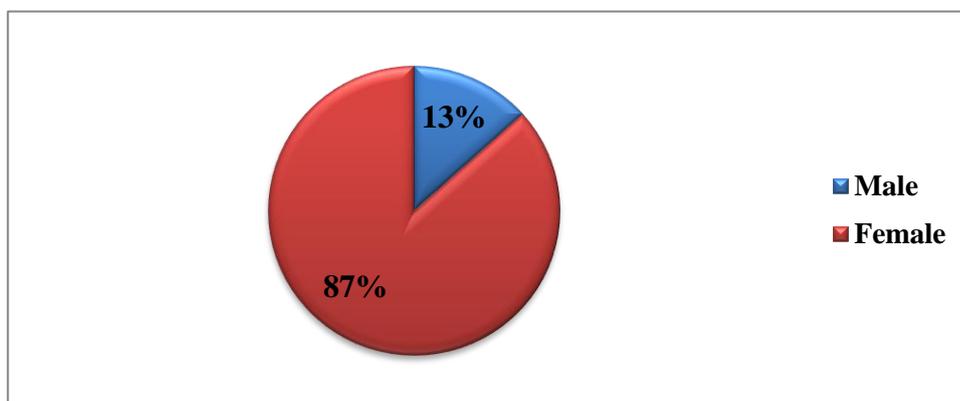
According to the data, the majority (87%) are female students, and the minority of them (13%) are male students. The results reveal that female students are more interested in studying English language than male students.

Question Three: Was English your Choice?

- Yes

- No

Graph 3: The Students' English choice
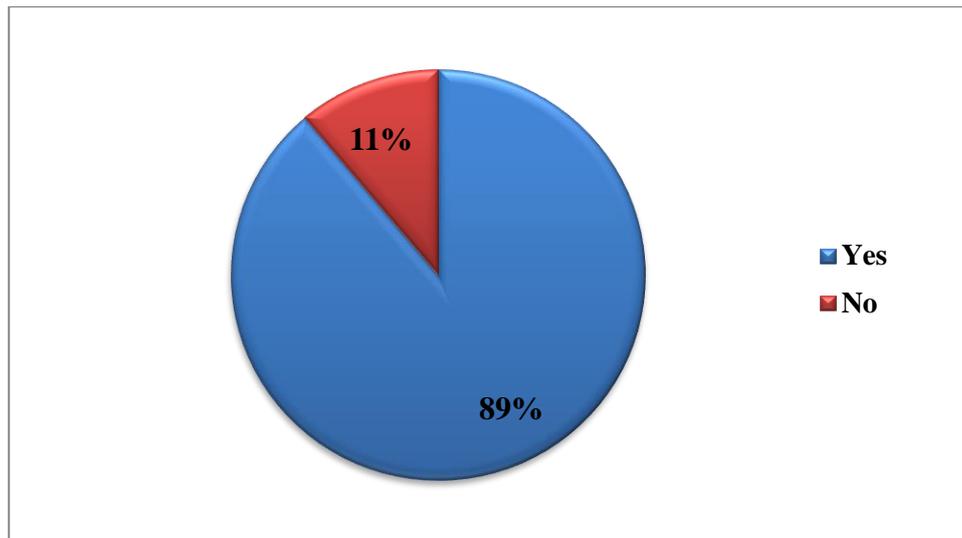
We notice that a large percentage of students 89% represent the number of students who chose English. 11% of first year students were oriented towards the field. This may be due to the students rate of admission or perhaps they were forced to choose studying English.

Question Four: What is Your BAC Stream?

- Foreign languages
- Arabic literary
- Scientific Streams

Graph4: The students' BAC stream
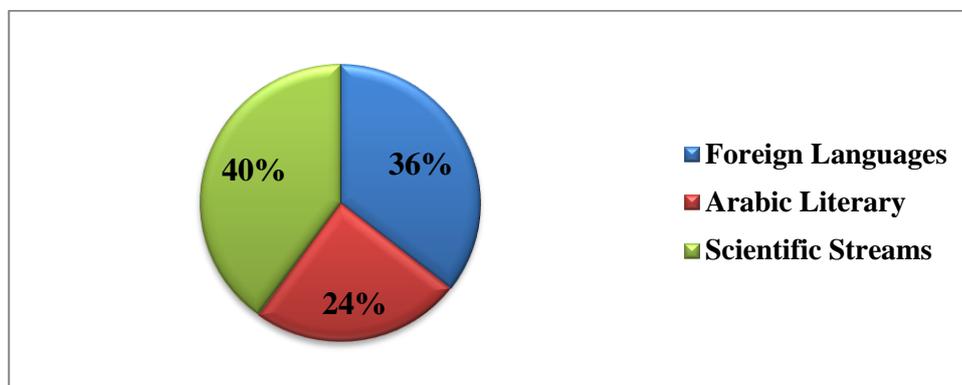
According to the data, most students (40%) in secondary school were from scientific streams. Some of them (36%) studied foreign languages and only 24% studied Arabic literary.

Question Five: What is your level in English?

- Poor

- Average good

- Very good

- Excellent

Graph 5: The students' English level
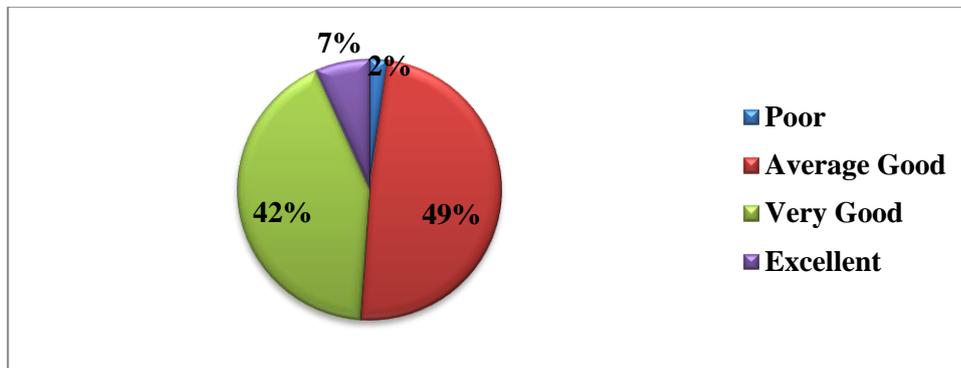
49% is the highest percentage, since most students are average good in English, and 42% of the students have a very good level in English. 7% of students think they are excellent in English but students with a poor level are only 2%. The results the students have different learning experiences.

Section Two: Speaking Skills

Question Six: Do you understand the teacher's explanation?

- Always

- Usually

- Sometimes

- Rarely

- Never

Graph 6: The English teacher's Explanation
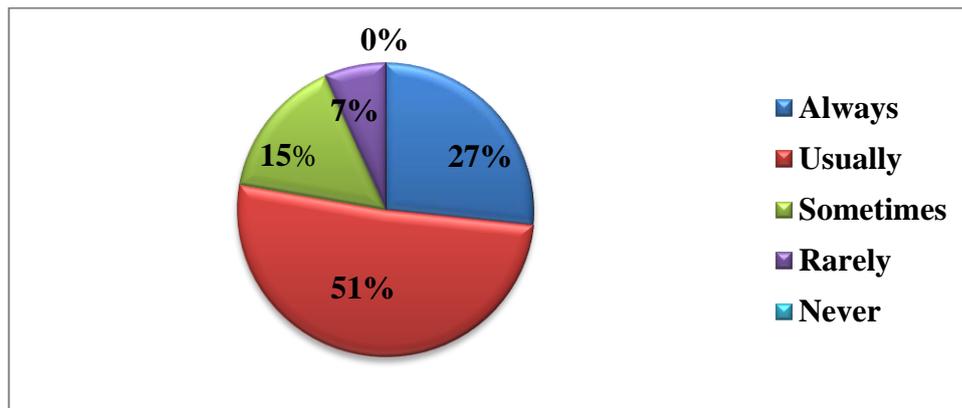
According to the data, we can notice that more than half students (51%) usually understand the teacher's explanation. 27% of the students always understand their teacher during classes. 15% is the percentage that represents the students who sometimes understand the teacher's explanation. Only very few students (7%) who rarely understand their teachers in the classroom.

Question Seven: Do You Think that English is

- A little bit easy?
- An easy Task?
- A little bit difficult?
- A difficult task?

Graph 7: The students' opinion about English difficulty or easiness
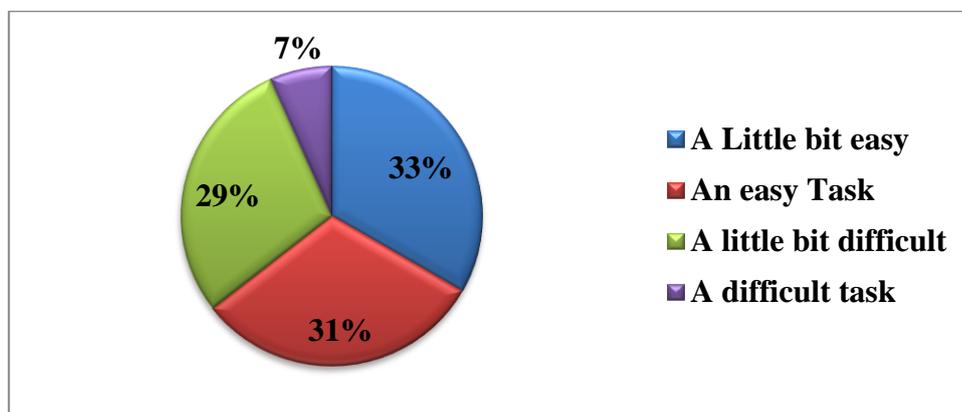
According to the data, the highest percentage shows the students who consider English as a little bit easy language. 31% of them see that English is an easy task and 29% of them consider English as a little bit difficult language. A small percentage of them (7%) see English as a difficult task.

Question Eight: What English skill would you like to practise more?

- Listening

- Speaking

- Reading

- Writing

Graph 8: The skill that students like to practise more
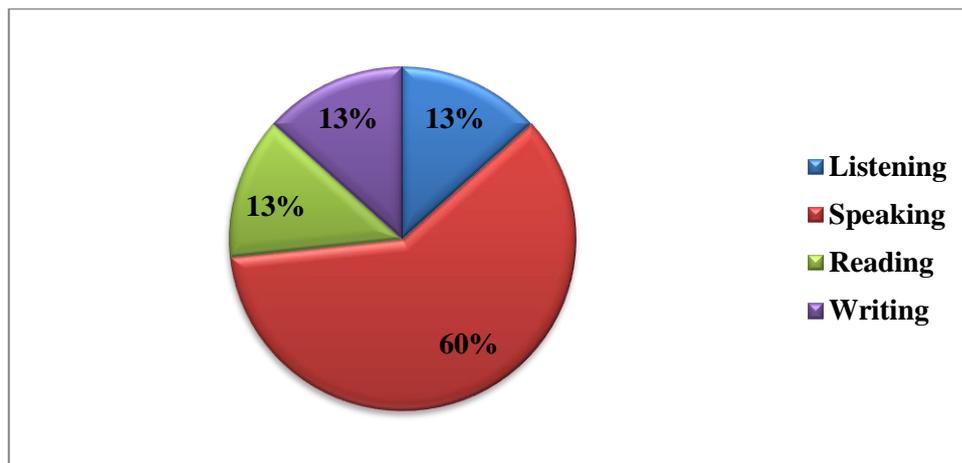
According to the data, (60%) of the students prefer to practise speaking more than the other skills. (13%+13%+13%=39%) of those students who like to practise the other skills.

Question Nine : How often do you participate in English classes?

- Usually

- Always

- Rarely

- Sometimes

- Never

Graph 9: The students' participation in the classroom
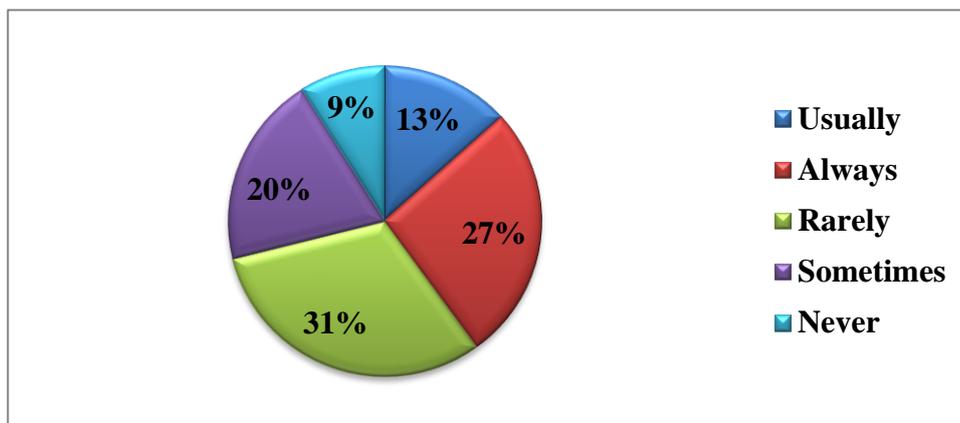
Based on data, most students rarely participate in the classroom. About 27% of the students who always participate. 20% of them sometimes paticipate and 13% of them usually do so. Only 9% of the students never participate in the classroom.

Question Ten: How often does your English teacher practise the speaking skills in the classroom?

- Usually

- Always

- Rarely

- Sometimes

- Never

Graph 10: The students' practice of speaking skills in the classroom
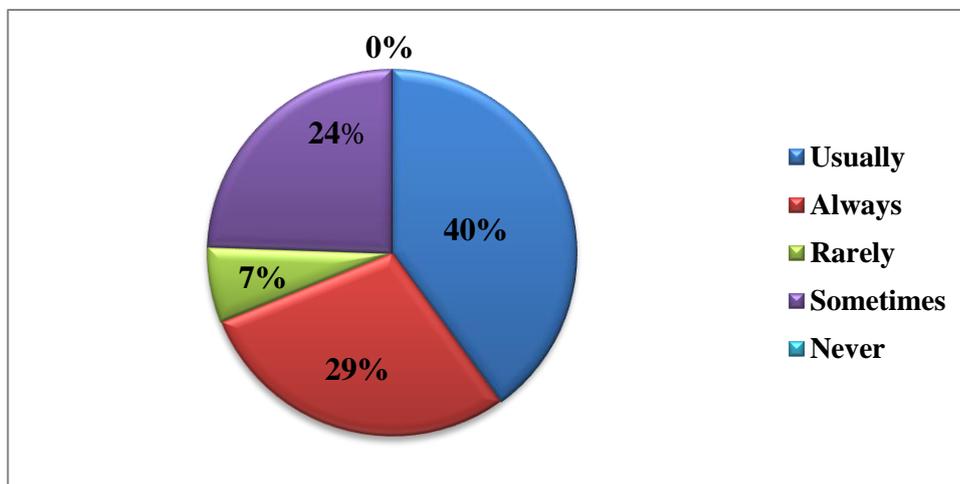
Many students (40%) say that teachers usually practise speaking in the classroom. Some of them (29%) state that teachers sometimes practise speaking in oral expression class. 24% of the students see that teachers sometimes use Speaking. But few students (7%) say rarely. The teachers who do not usually use speaking they may use listening or writing.

Question Eleven: What activities does your teacher do to develop speaking skills?

- Role plays

- Debates

- Presentations

- Dramas

- Dialogues

Graph 11: The teacher's activities for developing the speaking skills
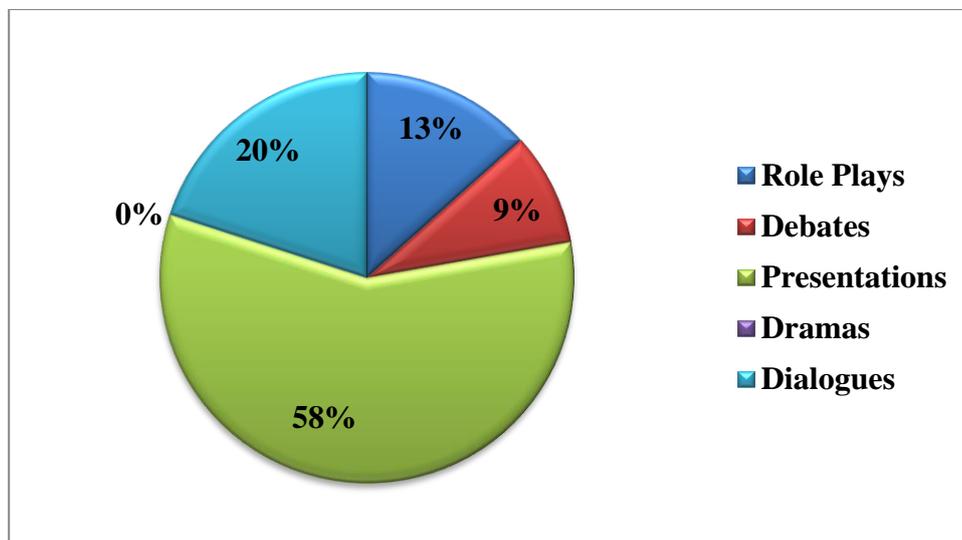
Through the data, more than half students (58%) said that teachers use presentations in order to develop speaking skill. Some of them (20%) say that teachers depend on dialogues and the others (13%) state that teachers depend on role plays. Only few students (9%) their teachers use debates to improve speaking skill.

Question Twelve: How often do you speak English in the classroom?

- Always

- Usually

- Sometimes

- Rarely

- Never

Graph 12: The students' speaking English in the classroom
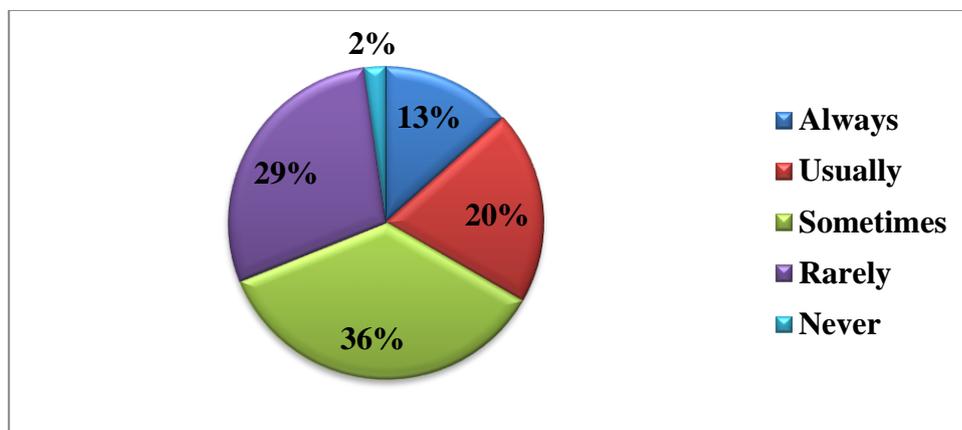
We can notice that most students (36%) sometimes speak English in the classroom. Some of them (29%) rarely use the speaking skill through classes and the others (20%) usually use it. Few students always speak English in the classroom and the lowest of students (2%) never speak it.

Question Thirteen: If rarely, do you think due to?

- The way of teaching

- Lack of Motivation

- The teacher techniques

- Your personality

Graph 5: The students that rarely speak English in the classroom
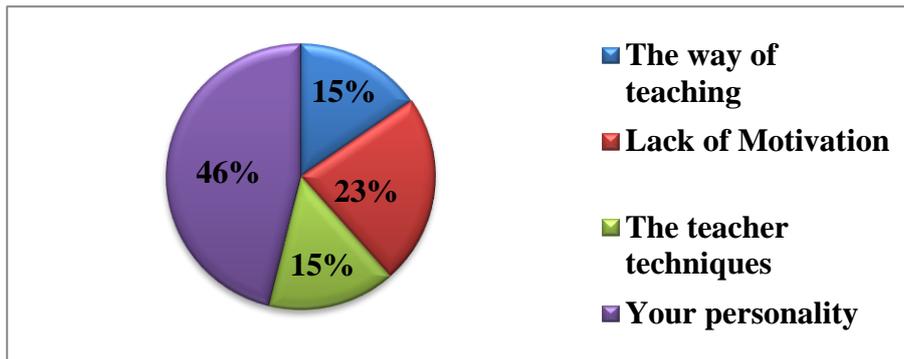
According to the data, the students who rarely speak English in the classroom have different causes. Most of the students (46%) do not speak English because of their personalities. Some of students (23%) do not speak English because they are not motivated. The other two causes which are equal in percentages (15%+15%= 30%) because of the way of teaching and the teacher's techniques.

Question fourteen: Do you think that your weaknesses in speaking are due to?

- The lack of practice

- The lack of teacher's experience

- The lack of motivation

- Others

Graph 14: The causes of Speaking weaknesses
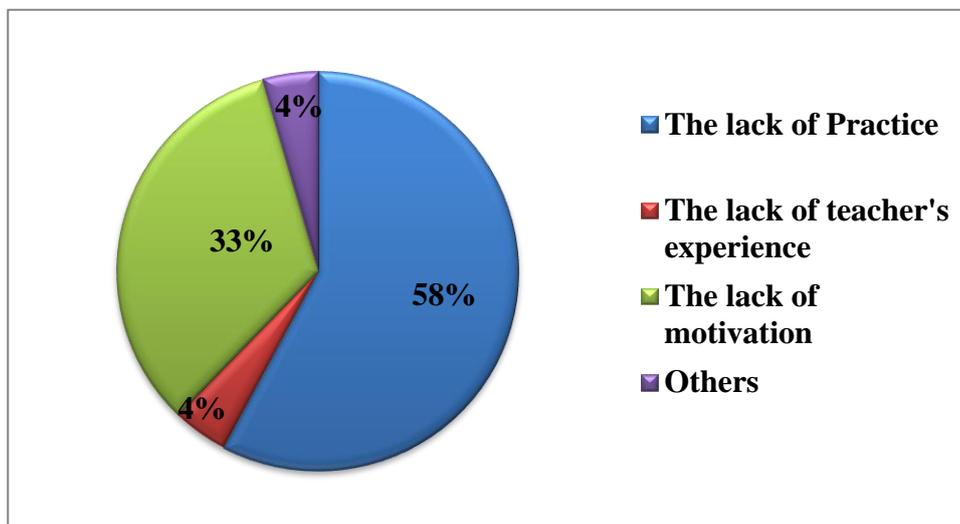
Through the data, more than half students (58%) have weaknesses in speaking due to the lack of practice. Some of them (33%) are not good in speaking because of the lack of motivation. Only 4% of them are due to the lack of the teacher's experience.

- If others say what the reason is?

4% of students have some other weaknesses in speaking skill which are as follows:

➢ Feeling Shy

➢ Feeling afraid about making mistakes

➢ Lack of exposure

Question Fifteen: Do you think that in teaching speaking, the teacher should?

- Speak only when the student need his/her help?

- Speak more than the student?

- Encourage students to discuss with each other?

Graph 15: The students' opinion about the role of teachers in teaching speaking
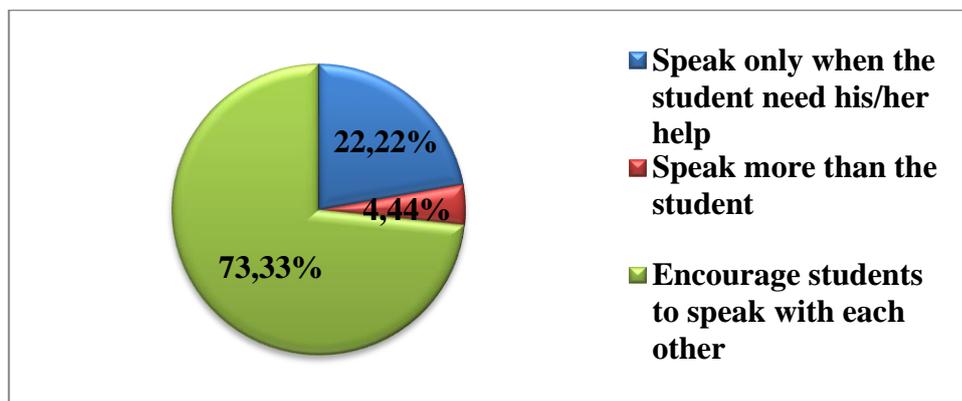
According to the data, the majority of the students (73.33%) see that the teacher should encourage them to speak with each other. Some of the students (22.22%) say that the teacher should speak only when they need his/her help. Only 4.44 % see that teachers should speak more than the students.

Section Three: Metacognitive strategies

Question sixteen: Do you read or listen to your given question several times to better understand?

- Always

- Sometimes

- Never

Graph 16: Reading and listening questions several times to understand better
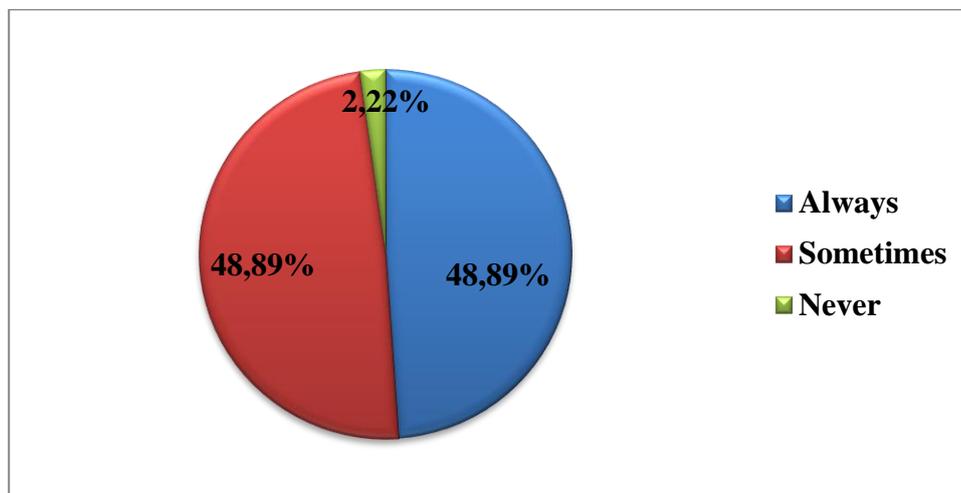
According to the data, many students (48.89%) always read and listen to the question several times to understand better. Some of them (48.89%) sometimes use this strategy. A very small percentage of students (2.22%) do not read and listen to the question well.

Question Seventeen: Before speaking, do you revise and criticize what you would have to say?

- Always

- Sometimes

- Never

Graph 17: Revising and criticizing what students would say before speaking
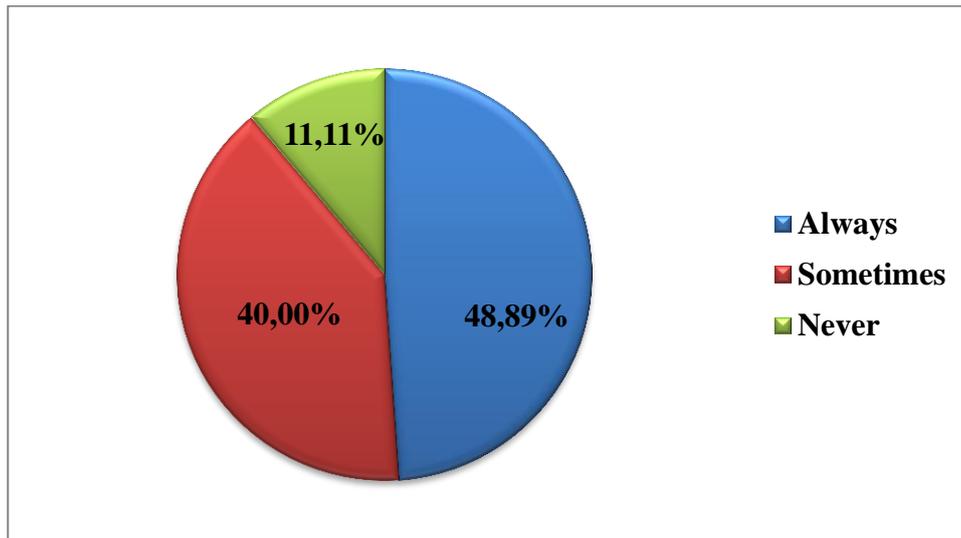
Many students (48.89%) always revise and criticize what they would have to say and some of them (40%) just sometimes do that. A small percentage (11.11%) is for those who do not prepare themselves before speaking.

Question Eighteen: When do I have to speak in the classroom, I planned what and how to speak fluently and correctly?

- Always

- Sometimes

- Never

Graph 18: Planning what and how to speak fluently and correctly
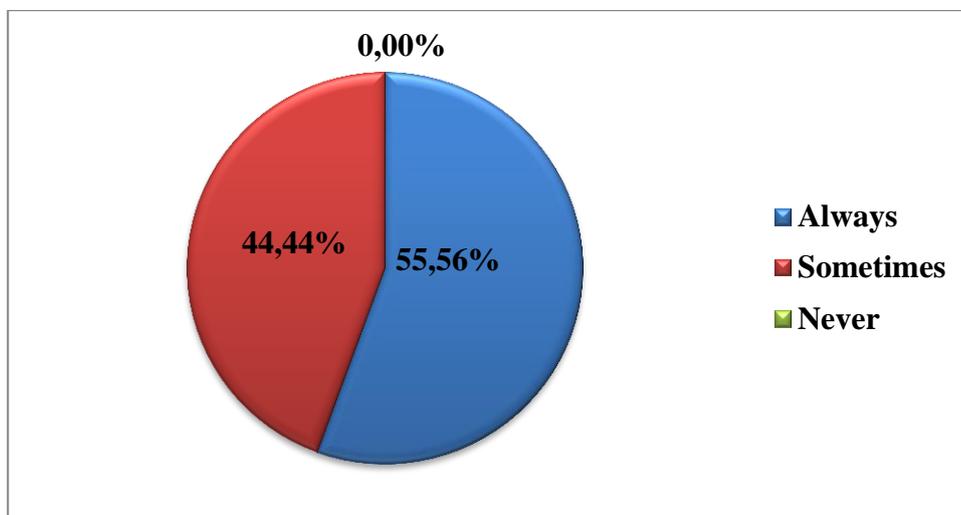
According to the data, more than half of the students (55.56%) plan on how to speak fluently and correctly. Less than half of them (44.44%) sometimes plan on how to speak.

Question Nineteen: While speaking, I take into consideration my set goals or purposes to be achieved?

- Always

- Sometimes

- Never

Graph 19: Taking into consideration the goals or purposes to be acheived
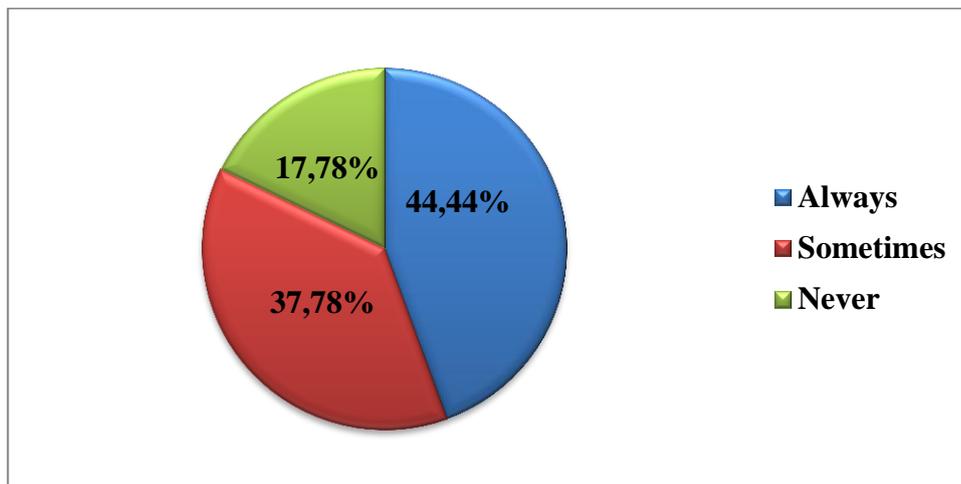
Through the data, most students (44.44%) when speak they take into consideration setting goals and purposes to be achieved. Some of them (37.78%) sometimes do so in oral expressions. Few of them (17.78%) never think of their goals and purposes to achieve them when they speak in the classroom.

Question Twenty: Do you correct your mistakes immediately whenever they occur in oral presentation?

- Always

- Sometimes

- Never

Graph 20: Correcting mistakes immediately whenever they occur in oral presentation
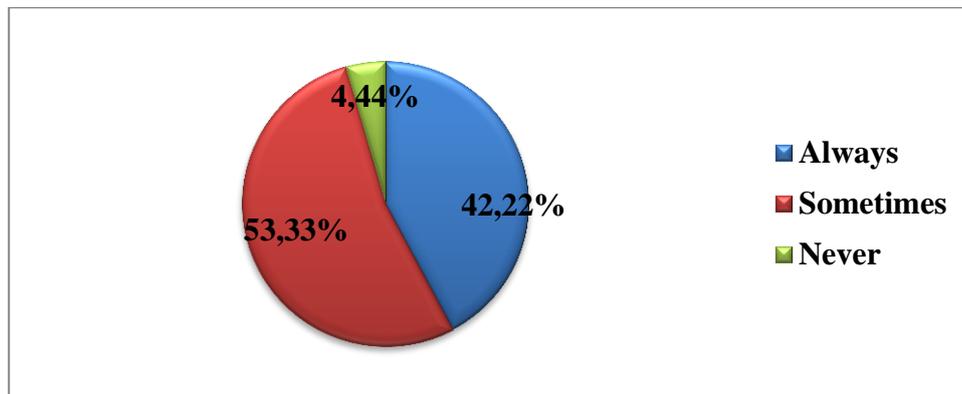
More than half of students (53.33%) sometimes correct their mistakes whenever they occur in oral presentations. 42.22% of the students always correct their mistakes immediately. But only 4.44% of students do not correct their mistakes. The students who do not correct their mistakes may be afraid of forgetting what they want to say. Hence, they could not complete the presentation.

Question Twenty-One: Do you speak loudly and check your mistakes before presenting in the classroom?

- Always
- Sometimes
- Never

Graph 21: Speaking loudly and cheking mistakes before presention in the classroom
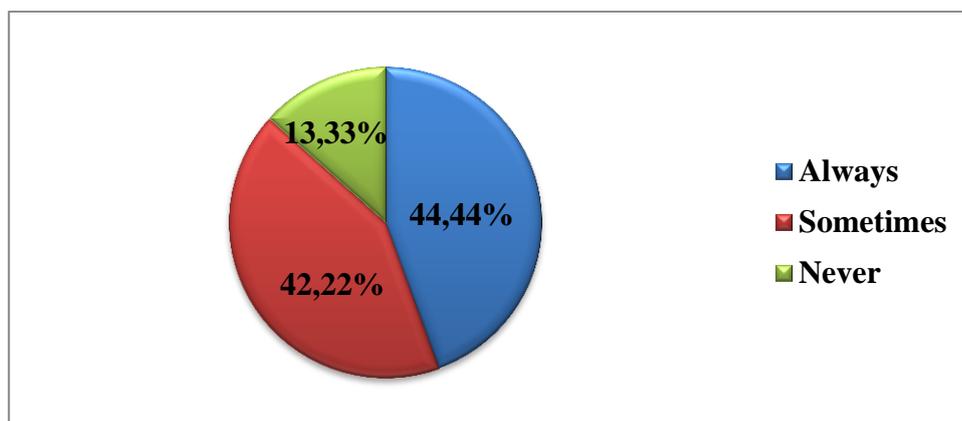
Many students (44.44%) always speak loudly and check the mistakes before doing their presentations. The students sometimes check their mistakes are 42.22%. Only 13.33% of the students never check their mistakes. They may just want to present in order to get a point but not to benefit from their mistakes to improve speaking.

Question Twenty-Two: Do you ask yourself if you do your best work when dealing with the oral presentation?

- Always

- Sometimes

- Never

Graph 22: Asking oneself whether the presentation is well done or not
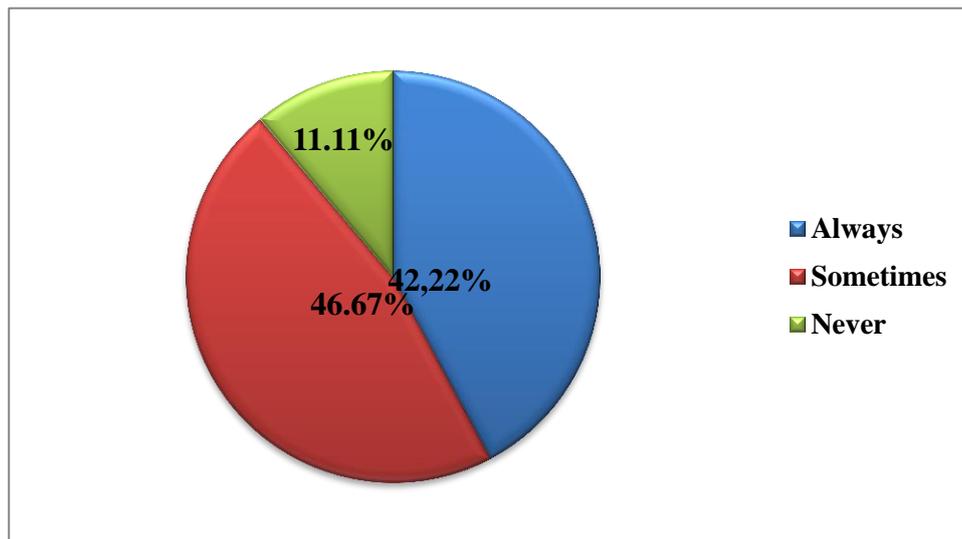
46.67% of the students sometimes evaluate themselves if they do a good work in oral presentations. 42.22% of them always ask themselves if they are satisfied about their work in the classroom. Few of them (11.11%) never try to ask themselves about their presentations.

Section Four: Learners' Suggestions

Question Twenty-Three: Do you think that the metacognitive strategies will help you to speak English well?

- Yes

- No

- Maybe

Graph 6: The student's thoughts about the development of speaking by using the metacognitive strategies
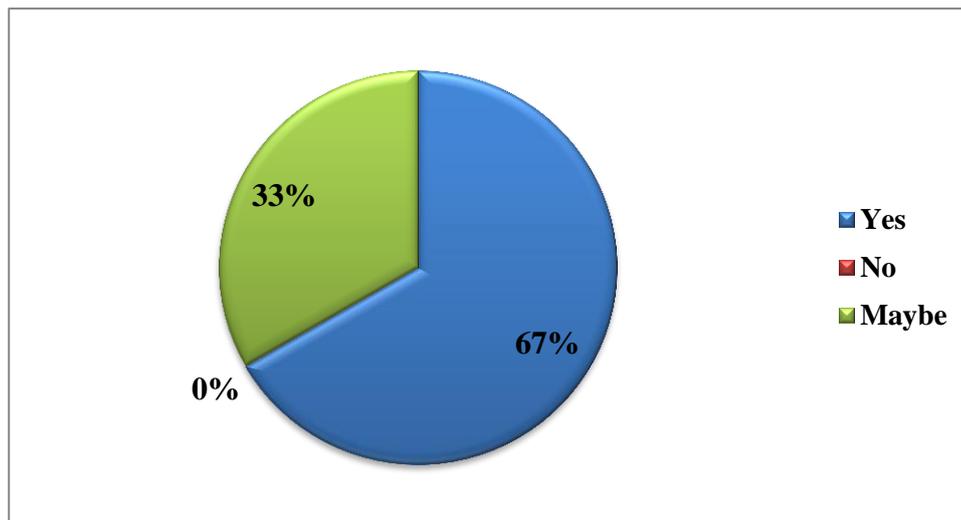
Most of the students (67%) believe that the use of metacognitive strategies would help them to develop their speaking skills. Few students (33%) think that the metacognitive strategies may help them to improve speaking.

Question Twenty-Four: If you were a teacher of oral expression, what would you suggest to improve your student's level in speaking?

100% of the students gave some suggestions on teaching English in the future which were as the following:

- I will use new methods and strategies for develop the speaking skill.

- I would use new methods and techniques in order to improve the speaking skill.

- Watching motivational videos.

- Read more and watch online video like TED talk.

- Raising debates about current issues.

- Do not focus only on some students and ignore others, give equal opportunities to all students, and make some feel inferior.

- Explaining the lesson and the given questions in an easy way.

- Thinking only in English and discuss with the other students.

- Group discussions tasks.

- I would suggest to teach them songs, modern ones that are the ones the like, to sing them, learn the words, ask questions about the words. Then go to a second song.

- To participate in the classroom

- Including everyone in a discussion

- Sharing ideas and speak with each other and hear each other and give an object to discuss about.

- I suggest motivating the students to speak and try to listen to everyone.

- To improve my student's level in speaking, first they need to read several books for me reading is the way and the solution of speaking with a good pronunciation.

- The use of new strategy in teaching

- I would give more opportunity to the students to speak through activities that make them more motivated eg: role-play, story telling

- As a teacher I should always find new interesting topics and ways in order to develop the student's speaking skills

- To encourage students to use simple words

- use more speaking skills like role plays, debates, and presentations

- Listening to the native speakers

- Listen to more audios, watch movies without reading the translation, speak more with yourself in front of the mirror, singing English songs, and speak English instead of Arabic in the normal life.

- Remind students to speak loudly and read widely in order to improve their vocabularies

- Show them that speaking English is not difficult. Make them happy and convenient to learn. Create some games

- I leave them speak a lot in the classroom, and when they need my help I help them, and I make the lesson like a music, they should sing and read books in the class.

- Role plays

- I would motivate them to discuss more and more with each other by creating real situations.

- I would focus on dialogues and role plays.

- Watch instructional YouTube videos.

- I will suggest all what amuse my students like discussion, role plays and presentations.

- If I were a teacher in the future, I would cultivate the spirit of interaction and fun between students and encourage them to work in groups in order to avoid fear and shyness.

- Motivate them to try to discuss together all the time.

- Dialogues in all domains, update the topics and discuss new ones, we get sick of the same basic stuffs.

- Just listen more and watch movies in English or speak to their classmates or talk to themselves it help you to improve their level in English.

- I suggest giving them more time to practise speaking not only during their presentations.

- Reading books (high level to acquire a new kind of vocabulary), watching movies or documentaries (because listening has an important role in improving the level in speaking), while practicing the language daily also is good.

- Encourage them to speak with each other and help them to dicrease their shyness.

3.4. The Teachers' Interview

3.4.1. The Aim of the Teachers'Interview

The teachers' interview is selected to help the researcher answer the questions of the research and collect information about the teachers' opinions and attitudes. The information concerns the use of metacognitive strategies and the main problems of students' speaking skills.

3.4.2. Sample and Population

The interview is distributed to three oral expression teachers of the first year at university of Biskra during the academic year 2019-2020. The teacher's opinions, observations, and information are valuable to conduct the dissertation.

3.4.3. Description of Teachers' Interview

Teachers' interview is conducted as a tool to gathering data but there are only two teachers who answered the interview questions. The aim of this tool is to give information. It concerns the use of metacognitive strategies that are adopted by oral expression teachers of first year LMD. Also, it is conducted to find out the problems that students suffer from when they speak. The teacher's interview includes eleven questions intended to a particular purpose. The first question seeks to know the participation of students during oral expression classes. The second question is to have knowledge about the students' speaking level. The third and the fourth questions deal with the problems that the students encounter when they speak, and the most important skill that develops speaking. The fifth question and the sixth one are about special activities and methods that improve speaking. The seventh and eighth questions are about the use of metacognitive strategies, and the teachers' encouragement and motivation in order to enhance students' speaking skills.

Finally, the eleventh question aims to evaluate the students' awareness about metacognitive strategies.

3.5. Interpretation of the Teachers' Interview

Question 1: Do your students participate actively during the oral expression class?

This question aims to find out whether students are participating actively in the oral expression class or not.

Teacher1: "Unfortunately, not all of them".

Teacher2: "Not always".

As it can be seen, both teachers state that the students do not always participate actively during the oral expression class and only some of them are active in the classroom.

Question 2: How is the speaking skill level of your students?

By asking this question, we seek to identify the teachers' opinion about the speaking skill level of students in the classroom.

Teacher1: "Almost, average".

Teacher2: "Average to good".

We notice that both of the teachers said that the students' level is almost average or average to good.

Question3: How is the nature of the problems that the students fall into when they speak?

This question seeks to know the nature of the problems that students suffer from when they speak.

Teacher1: Lack of self-confidence and fear of making mistakes in front of their peers.

Teacher2: They don't know how to organize ideas and distinguish between the most important from the least important idea.

The two teachers gave some main problems in which students fall into when they speak in the classroom such as: The lack of self- confidence, fear of making mistakes, and disorganized ideas and thoughts.

Question4: which of the following skills do you think that is more important to develop the speaking skills: Reading, writing, or listening? Why?

This question is important to know which one of the four skills is the most important for developing speaking.

Teacher1: "Reading may help them develop their vocabulary knowledge and listening may help them improve their pronunciation via listening to native speakers (News channels, movies, educational tracks, etc.)".

Teacher2: "Listening first then comes reading because they are the receptive skills".

All of the teachers agreed that the receptive skills, reading and listening are the most important to develop speaking.

Question5: Do you think that there are special activities that develop the speaking skills? Please give examples.

Most teachers said that there are special activities that develop speaking skills

Teacher1: "Role plays, open discussions and whole class debates".

Teacher2: "Repetition and role play".

Teachers gave examples about the activities that develop speaking such as ole plays, open discussions, repetition, and whole class debates.

Question6: Do you use any specific strategy to strengthen the students' speaking skills? If yes, how much does it affect the students' speaking skills?

This questions aims to know the specific strategies that strengthen the students speaking skills and the effect of these strategies on students speaking skills.

Teacher1: "Usually I provide them with role play cards to be performed in pairs or small groups of 3-4 members so that to help them overcome their problems of shyness and sef-confidence as well as to learn from each other's mistakes".

Teacher2: "I always try to help students write notes about the plan for their speaking, this is the most important".

The teachers use different strategies such as role play cads in small groups and writing notes about the plan.

Question7: Do you use the metacognitive strategies during the oral expression class? In what terms, do you think that the metacognitive strategies enable students to develop their speaking skills?

This question helps to know the role of metacognitive strategies in developing speaking.

Teacher1: "Yes of course. I think such strategies are of great help for the students to think positively about making mistakes which is a natural step in the learning process".

Teacher2: "Yes, I believe this is the first step towards doing things correctly".

Both students use metacognitive strategies in the classroom and they believe that these strategies help students to think positively about making mistakes and think to do things in a correct way.

Question8: How do metacognitive strategies effect the speaking skill of students?

This question is very important to know how metacognitive strategies affect the students' speaking skill.

Teacher1: "They help in making students active participants".

Teacher2: "They help them better view the task, encourage them dig in their previous knowledge, seek more data, decide a goal and plannify correctly for the task".

Teachers state that the metacognitive strategies have an effect on the speaking skills by helping students to participate actively and set their goals and plan in a correct way.

Question9: In your opinion, which one of the metacognitive strategies is the most important to develop the students' speaking skills? Why?

This question is to set the teachers opinion about the most important strategy of the metacognitive strategies.

Teacher1: "Providing them with listening tracks may help them well to produce correct English".

Teacher2: "All of them are important because we are discussing a whole process not a part".

One of the teachers selects the listening tracks in which the teacher should provide them with this strategy in order to produce correct English. The other teacher sees that the metacognitive strategies as a whole are important because it is an integral part.

Question10: Do you encourage and motivate your students to use metacognitive strategies during the oral expression class? How?

The question ten seeks to know if the teachers encourage and motivate their students to use the metacognitive strategies.

Teacher1: "Of course. I advise them to listen to native speakers whenever it is possible and to read as much as they can".

Teacher2: "Always, by reminding them of the different steps and supervising their production".

The teachers encourage and motivate their students by recommending them to listen to the native speakers and help them to remember the various steps and oversee the students' production.

Question11: How can you evaluate the students use and awareness of metacognitive strategies?

This question aims to evaluate the students use and awareness of the metacognitive strategies in the classroom.

Teacher1: "They use them sometimes, but when it comes to their awareness, only few of them are aware of such importance".

Teacher2: "Through direct observation and direct questions".

The first teacher states that not all students use the metacognitive strategies and only few of students are aware about the importance of them. The second one sees that the students 'awareness lies by providing direct observations and questions.

3.6. The Discussion of the Results

The main purpose of this study is to examine the use of the metacognitive strategies to develop the speaking skills. It intends to reveal how the metacognitive strategies are important to improve speaking in the classroom. Furthermore, this study is an attempt to overcome the problems that the students face when they speak. Therefore, this study supports the use of the metacognitive strategies as a new method for the first year students to improve their speaking skills. Regarding to the teachers, they have to focus more on these in order to increase the students' awareness.

3.6.1. The students' questionnaire discussion of results

The students' questionnaire is the first tool to be used in this study to get information about the students' opinions and attitudes about the speaking skills and the metacognitive strategies. From the general information or the background part, we find out that the most of the students are female. The majority of the students' age groups are from 18 to 23. Many students choose the English language from their own free will, as most of them studied foreign languages and scientific streams. According to the students' answers,

the level of English is between average good, and very good. The last result of this part clarifies that students have different levels in English. To conclude, the students who have a low English level may be badly oriented towards the field or because of other reasons.

Regarding to the second part of the questionnaire, it provides more information about the students' opinion and attitudes of their teachers and the English language. In addition, it focuses on the students' problems about the speaking skills. Concerning the part that is related to speaking skill, a small group of students do not understand their teachers through explanation. As for their beliefs about the English language, they have points of views. Some of them see that it is a little bit easy task, an easy task, and some see it as a little bit difficult task. According to the answers, most students prefer to practise more the speaking skill. However, students frequently participate in the class and some of them sometimes do so. So, not all students are active during the oral expression class. Among the most frequent answers about the teachers activities that are used in the classroom are presentations and dialogue. Many students sometimes or rarely speak English in the classroom. The students who rarely speak in the classroom, most reasons are about their personalities and the lack of motivation. Also, they see their weaknesses in the speaking skills because of the lack of practice and motivation. Other students are weak in speaking because of shyness and fear. They are afraid of making mistakes and they are not able to speak in presence of their classmates. Most of the students support the idea that the teacher encourages them to discuss to each other.

The Third part concerns the use of the metacognitive strategies which discovers if students are aware of using them. We notice that many students sometimes or always read the question and listen to it several times to understand it better. Not all the students take into consideration the achievement of their goals and purposes. The majority of the students sometimes correct their mistakes immediately when they occur. Many students

speak loudly and check mistakes before presentation in the classroom. There are only few students who do not ask themselves whether they do well in oral expression and the majority of them who sometimes do so. We can notice that only some students apply the metacognitive strategies permanently, but they are not sufficiently aware of their importance in developing speaking skills.

The last part of the students' questionnaire is about the learners' suggestions. Most students largely agree that the metacognitive strategies have the potential to help them develop speaking skills. Also, many students give their suggestions about developing the speaking skill if they become oral expression teachers in the future. Students 'suggestions contribute to know their needs in the classroom to develop the speaking skills. As a result, the study confirms the alternative hypothesis "If the students use the metacognitive strategies they will develop their speaking skills".

3.6.2. The Teachers' Interview discussion of results

The last tool used in this study is the teachers' interview. The data obtained from the interview of the oral expression teachers of first year LMD at Biskra University. Through the results and the compilation of the teachers 'answers, we conclude that not all students are active enough during the oral expression class and their speaking level is average or average to good. According to the oral expression teachers, the students have some problems that fall into when they speak such as the lack of self-confidence, the fear, and the disorganized ideas. All the teachers agree that the most important skills that develop the speaking are the receptive skills which are reading and listening. In addition, the role plays and repetition are important activities that develop the students' speaking skills. Oral expression teachers see that role play cards and taking notes are common important strategies that strengthen speaking.

Based on the interview about the use of the metacognitive strategies we can conclude how these strategies are important and whether all students are aware of them or not. The teachers 'answers indicate that they use the metacognitive strategies in the classroom, because they help students to think positively about making mistakes and doing things in a correct way. Also, teachers see that the metacognitive strategies help students to participate effectively in the classroom. The metacognitive strategies assist them with improving perspective the errand, support them dive in their past information, look for more information, choose an objective, and plannify accurately for the assignment. According to the teachers' opinions, listening tracks are important to speak correctly. Also, one teacher state that the metacognitive as a whole is important. Many teachers encourage and motivate their students to use metacognitive strategies by advising them to listen and read more, and remembering them by the various advances and overseeing their creation However, only few of the students are aware about the importance of the metacognitive strategies and some of them are aware through direct perception and inquiries.

3.7. Conclusion

The current chapter dealt with the description and the discussion of the data. Furthermore, the data collected are through the students' questionnaire and the teachers' interview tools. First, the results of the students' questionnaire are described. It is calculated and presented in the form of graphs. Second, we interview the teachers and discuss with them to investigate the teachers' opinions and attitudes. Additionally, the interview results are described. We discuss the results of both questionnaire and interview at the end of this chapter to answer the research questions and to test the hypotheses. Therefore, the research hypothesis is accepted. Finally, we can deduce that the metacognitive strategies are very important and effective for developing the students' speaking skills in the classroom.

General

Conclusion

General Conclusion

This dissertation is an attempt to shed light on the importance of metacognitive strategies in developing the speaking skills in the classroom. It is noticed that many students of first year LMD face some difficulties with the speaking skill. Among the reasons, is that they are unaware of the right learning of it, besides other reasons such as shyness, lack of practice and others. Consequently, the current study was suggested to check the abilities and performance of the students in the eye of speaking.

This study is made up of three chapters: the first two chapters are devoted to the theoretical background of the study whereas the third one represents the fieldwork and the interpretation of data. The first chapter presents the overview on speaking in learning and teaching. It represents some of the verbal teaching method of the English language, the functions of the speaking skill, and the features of the successful speaking activities. The second chapter was devoted metacognitive strategies. Some definitions about language learning strategies and metacognition are given briefly. Also, it provides the components of metacognition. Moreover, it focuses on the definition of the metacognitive strategies, its role for developing the speaking skill and its advantages. The last chapter was about the method that was selected in order to achieve this study which was descriptive study that was reached through two tools: The students' questionnaires and the teachers' interview.

The students' questionnaire is submitted to the first year LMD students of English at Mohamed Khider University of Biskra. It aims to check the student's level in speaking and tries to improve it by using the metacognitive strategies in the classroom. The students report their positive viewpoint about the use of metacognitive strategies in order to develop their speaking skills. Furthermore, the teachers' interview investigates the views and

attitudes about the use of metacognitive strategies and the students' awareness about it during oral expression classes.

Based on the data obtained and the discussions of the results, it is proved that some students suffer from some problems in the skill of speaking for several reasons mainly the lack of knowledge about the process of metacognition. According to the teachers' views, we are able to conclude that metacognitive strategies have a positive effect on the students' speaking skills. However, many students are not aware of the use of metacognitive strategies. Therefore, the awareness of the students should be promoted in order to use metacognitive strategies during the classroom for develop their speaking skills.

Recommendations and Suggestions

Based on the results and findings from the study and the limitations, there are some suggestions for future studies and they are as follows:

- Since the speaking skill is the most important for many students; it is essential for teachers to choose the most useful strategies to enhance the students' speaking skills performance.

- Metacognitive strategies would aid students to understand and be aware of their own processe of learning.

- Students should employe the metacognitive stategies to improve their speaking skills

- Students need confidence to participate actively in the classroom.

- Students should try to overcome shyness and fear about making mistakes.

- The oral expressions teachers should enhance first-year students' awareness of metacognitive strategies in order to apply them in the classroom for develop the speaking skills.

- Students should listen more to the native speakers, videos, read more books, newspapers, and watch movies.

- Teachers should provide students with listening tracks may help them to produce correct English.

- Teachers should train their students to use metacognitive strategies.

- Teachers should motivate their students more in the classroom and focus more on practice.

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APPENDICES

Appendix A: Students' Questionnaire

Students' Questionnaire

> *Dear students,*
>
> *You are kindly invited to fill in the following questionnaire as part in my Master research that is entitled: "The Importance of metacognitive strategies for developing speaking skills in the classroom. Case Study: 1st Year Students of License at Mohamed Khider University of Biskra". Your contribution is of a great help for me.*
>
> *Thank you*

Section one: General Information

Q1: Age:

18-23	23-25	25-30

Q2: Are you?

Male	Female

Q3: Was English your choice?

Yes	No

Q4: BAC stream?

Foreign Languages	Arabic Literary	Scientific Streams

Q5: Your level in English is

Poor	Average	Good	Very good	Excellent

Section Two: Speaking skills

Q6: Do you understand the teacher explanation?

Always	Usually	Sometimes	Rarely	Never

Q7: do you think that English is

A Little bit easy	An easy task	Little bit difficult	A difficult task

Q8: What English skill would you like to practice more?

Listening	Speaking	Reading	Writing

Q9: How often do you participate in English classes?

A lot of times	Several times	Sometimes	Few	Never

Q10: How often does your English teacher practice the speaking skills in classes?

Always	Usually	Sometimes	Rarely	Never

Q11: What activities does your teacher do to develop speaking skills?

Role plays	Debates	Presentations	Dramas	Dialogues

Q12: How often do you speak English in the classroom?

Always	Usually	Sometimes	Rarely	Never

Q13: If rarely, do you think that is due to:

The way of teaching	Lack of motivation	the teacher's techniques	Your personality

Q14: Do you think that your weaknesses in speaking are due to:

The lack of practice	The lack of teacher's experience	The lack of motivation	Other

- If other say what is the reason:

………………………………………………………………………………………………………

………………………………………………………………………………………………………

Q15: Do you think that in teaching speaking, teacher should:

Speak more than the student?	
Speak only when the student need hid help?	
Encourage the students to discuss with each other?	

Section Three: Metacognitive strategies

While speaking or presenting in oral expression	Always	Sometimes	Never
Q16: Do you read or listen to your given question several times to better understand?			
Q17: Before speaking, do you revise and criticize what would you have to say?			
Q18: When I have to speak in the classroom, I planned on what and how to speak appropriately and correctly.			
Q19: While speaking, I take into consideration my set goals or purposes to be achieved.			
Q20: Do you correct your mistakes immediately whenever they occur in oral presentation?			
Q21: Do you speak loudly and check your mistakes before presenting in the classroom?			
Q22: Do you ask yourself if you do your best work when dealing with the oral presentation?			

Section Four: Learner's suggestions

Q23: Do you think that the metacognitive strategies will help you to speak English well?

Yes ☐   No ☐

Q24: If you were a teacher of oral expression, what would you suggest to improve your student's level in speaking?

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Thank you for your help!

Appendix B: Teachers' Interview

Teachers' Interview

This research is entitled "**The importance of metacognitive strategies for developing speaking skills in the classroom**". It aims at reflecting on metacognitive strategies to improve the speaking skills for the first year students at university of Biskra.

Your contribution will be of a great help to our research. Hence, I will be graciously thankful if you can answer the following questions:

Q1: Do your students participate actively during the oral expression class?

Q2: How is the speaking skill level of your students?

Q3: How is the nature of the problems that the students fall into when they speak?

Q4: which of the following skills do you think that is more important to develop the speaking skills: Reading, writing, or listening? Why?

Q5: Do you think that there are special activities that develop the speaking skills? Please give examples.

Q6: Do you use any specific strategy to strengthen the students' speaking skills? If yes, how much does it affect the students' speaking skills?

Q7: Do you use metacognitive strategies during the oral expression class? In what terms, do you think that metacognitive strategies enable students to develop their speaking skills?

Q8: How metacognitive strategies effect the speaking skill of students?

Q9: In your opinion, which one of the metacognitive strategies is the most important for develop the students' speaking skills? Why?

Q10: Do you encourage and motivate your students to use metacognitive strategies during the oral expression class? How?

Q11: How can you evaluate the students use and awareness of metacognitive strategies?

Thanks for your help!

الملخص

هذا البحث بعنوان "أهمية استراتيجيات ما وراء المعرفة لتطوير مهارات التحدث في الفصل". الغرض من هذا البحث هو تسليط الضوء على كيفية مشاركة استراتيجيات ما وراء المعرفة بشكل كبير في تنمية مهارات التحدث لطلاب السنة الأولى في جامعة بسكرة خلال العام الدراسي 2019-2020. تتمثل المشكلة الرئيسية لهذا البحث في أن الطلاب يواجهون بعض الصعوبات والمشكلات في مهارات التحدث. قد يكون هذا الاخير لأسباب عديدة من بينها عدم إدراكهم لاستراتيجيات ما وراء المعرفة من أجل استخدامها للوصول إلى هدفهم. يسعى العديد من الطلاب إلى تحسين مهارات التحدث لديهم من اجل التفاعل واتقان اللغة. و لتطوير هذه المهارة ، نسلط الضوء على فعالية استراتيجيات ما وراء المعرفة لمساعدة الطلاب على تحقيق أهدافهم وتعزيز مهارتهم في التحدث. اعتمدت الباحثة في هذا العمل أسلوب البحث الوصفي الذي يصف شخصيات استراتيجيات ما وراء المعرفية ويبرز أهميتها في مجال التحدث. سمحت هذه الأساليب بجمع البيانات والمعلومات القيمة حول البحث من أجل دعم الموضوع.

الكلمات المفتاحية: مهارات التحدث ، استراتيجيات ما وراء المعرفة.