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**Assessing EFL Learners' Metacognitive
Awareness in Oral Expression Sessions.**

**The Case of Second year English students at university
center of Naàma.**

**Dissertation Submitted to the Department of English a Partial Fulfillment for the
Degree of "Master" in Psycholinguistics**

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Abstract

Oral communication is the most widely used and easiest method of communication. Metacognition is a necessary element for communicating orally. It represents the ability to examine how you process thoughts and feelings. Nonetheless, EFL learners show limited evidences of metacognitive awareness in oral expression sessions. Our study aims at defining EFL learners' metacognitive awareness in oral expression, and to determine the frequency of components and skills used. The researchers have selected an exploratory case study using mixed method approach in order to collect quantitative data through questionnaire and qualitative data through the interview. For fulfilling the purpose of this study, we have administered the questionnaire to a group of 25 second year English students at the university center of SALHI AHMED, aiming at assessing the degree to which EFL learners have metacognitive awareness in oral expression. The teacher's interview was conducted for the sake of investigating the effects of metacognitive awareness on EFL learners' oral expression. The research results indicated that Metacognitive awareness affects EFL learners' oral expression.

Keywords: metacognition, metacognitive awareness, oral expression, EFL, oral communication.

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List of Abbreviations

E.F.L: English as foreign language.

K.O.C: knowledge of cognition.

R.O.C: Regulation of cognition.

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General Introduction

One of the difficulties in carrying out research into metacognition is the diversity of related concepts that can be found in the literature referring to the same phenomenon, metacognition, metacognitive knowledge, and consciousness-raising or awareness-raising. It is important to highlight the fact that metacognition is multi-dimensional phenomenon. The importance of metacognition occurs as a tool that helps in supporting learning strategies, paving the way of learners to become independent. The process of active control over one's own cognition is metacognition, it has become so crucial a focus of cognitive research that provides the kind of information needed in ongoing lines of learning, teaching and memory research. The oral English classes is full of opportunities for students to cooperate, so before speaking, helping is necessary in order to think to formulate a correct answer.

Therefore, this research aims at assessing EFL learners' metacognitive awareness in oral expression sessions focusing on the question of: To what extent do EFL learners show evidence of metacognitive Awareness in oral expression sessions?

This problematic can be divided into two sub-questions which are listed as follows:

1. Does metacognitive awareness affect EFL learners' oral expression?
2. How can EFL learners develop their metacognitive awareness in oral expression sessions?

The following hypotheses are proposed for each research questions

❖ Hypothesis 01: metacognitive awareness has consider affects on EFL learners oral expression as it affects their understanding of the question, their ways of explanation and thus the accuracy of the answer.

❖ Hypothesis 02: EFL learners can develop their metacognitive awareness through thinking aloud, self-questioning, organizing information and summarizing.

In order to probe the relevance of metacognitive awareness to EFL learners performance during oral expression sessions, the researcher has opted for a certain methodology to discover answers to the research questions and test the raised

hypotheses. An exploratory type of case study was chosen to investigate systematically a randomly selected sample of twenty-five (25) second-year English students. Using a mixed-methods approach, which includes the joint use of both quantitative and qualitative approaches for the sake of collecting complementary data. Two research instruments have been utilized to gain the results including a questionnaire administrated to students aims at assessing EFL learners metacognitive awareness in oral expression sessions and an interview prepared for the teachers for the sake investigating the effects of metacognitive awareness on EFL learners during oral sessions.

In order to investigate EFL learners' metacognitive awareness in oral expression sessions, two chapters have been devoted. The first chapter deals with the literature related to both metacognitive awareness and oral expression. The chapter presented definitions of the two concepts, stated the related components, dealt with the skills of metacognition, and highlighted their importance for learning and for oral expression.

Chapter two consists of two sections, theoretical and practical. The theoretical section studies the main description of the research design procedure, sub-titled in the case study design, the research approach and sample population. The second section is practical which encompasses the qualitatively and quantitatively analyses of the collected data and then their interpretations.

This research work aims at investigating the assessment of EFL learners' metacognitive awareness in oral expression sessions. It provides teachers and learners with the main reasons foe considering the metacognitive awareness on EFL learners in oral expression sessions.

Chapter One: Literature Review

- 1.1 Introduction
- 1.2 Définition of metacognition
- 1.3 Components of metacognition
 - 1.3.1 Knowledge of Cognition : (KOC)
 - 1.3.2 Regulation of Cognition : (ROC)
- 1.4 Metacognitive Awareness
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- 1.7 Oral Communication in EFL
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- 1.8 The importance of Metacognitive Awareness for oral expression
- 1.9 Conclusion

1.1 Introduction

Metacognition is one of the promising contemporary research fields in psychology and education. The concept has been introduced to describe and explain how people gain control over their learning and thinking, particularly, in the case of failures and difficulties they meet when dealing with information processing and problem-solving (EDKlides & sideridis, 2009, Flavell, 1976).

This chapter discusses the theory and research into the areas that form the underpinnings for the present study. It aims to identify the most and the least frequently used metacognitive components across the oral expression using listening and speaking skills. Through this study, we shed light on the components and skills of metacognition and their importance in learning and oral expression.

1.2 Definition of metacognition

The origins of metacognition trace back to Jean Piaget's works on children's cognitive development (McCormick, 2003) as those works gave a hand in exposing and revealing the nature of knowledge. As a result, Piaget's theory of cognitive development has a great bearing on Flavell to shape a metacognitive conception in relation to Piaget's framework of cognitive development, which appeared in his first writing about this concept in the "Metacognitive Aspects of Problem Solving" article (1976).

Metacognition as a term is often associated with the cognitive psychologist John H. Flavell (1976), in which he describes metacognition as "one's knowledge concerning one's cognitive processes and products" (p. 232). That is to say, metacognition is seen as all processes that direct cognition, reveal one's own thinking features phases, and react via control and regulation. In the light of that, metacognition can be introduced as any knowledge or cognitive activity that takes its object or regulates any aspect of any cognitive enterprise (Flavell, Miller, & Miller, 2002).

Besides, Brown (1994) expresses metacognition as the process through which learners "have insight into their own strengths and weaknesses, and check to their own repertoires of strategies for learning" (p.3).

Since metacognition is seen as a process that incorporates knowledge about one's abilities, the demands of given tasks, and potentially effective learning strategies, it can be considered, in simple words, as the information a person knows about oneself, what affect performance and how. In the light of that, Hennessey (1999) explains that concept as

The awareness of one's conception, as active monitoring of one's cognitive processes, an attempt to regulate one's cognitive process in relationship to further learning, and application of a set of heuristics as an effective device for helping people organize their methods. (p.3)

In other words, it is the individual's knowledge about cognitive processes as well as the ability to control the cognitive processes performed when undergoing a learning development.

The term "metacognition" has been used by many scholars and defined from different perspectives. By considering the previous definitions and so many others, we can shed the light on the simplest ones so that we can understand better and have a clear notion of this term. In its broad definition, metacognition is seen as "a cognition about cognitive phenomena" (Flavell, 1979, p.906), or simply to think about your thinking. Considering metacognition as a phenomenon puts various terms in use to describe it, raising what is known as 'executive control' or 'self-regulation' in literature. Following the same view, Nelson (1996) refers to the term metacognition as representations and notions that are addressed to thinking about one's thinking, or, in other words, being aware of the self- intellectual powers and mental processes.

1.3 Components of metacognition

Broadly, metacognition has two components which are knowledge of cognition and regulation of cognition (Flavell, 1979).

1.3.1 Knowledge of cognition: (KOC)

Knowledge of cognition as the first component is adopted by many researchers and refers to the knowledge or beliefs concerning factors or variables that interact in what was to affect the course and the outcome of the cognitive enterprise (Flavell,1979, p,907). In other words, it is knowledge based on factors that influence the cognitive

process. For Flavell (1979), as individuals are cognitive beings, metacognition is a proportion of those individual's knowledge about the world, conveying their objectives, goals, activities, and needs.

Briefly, metacognitive knowledge is about what someone knows about himself as a learner, knowing how to do or execute a task, knowing which strategies and plans to follow, and the way and time to make them in use while learning or accomplishing a task (Schraw & Moshman, 1995).

Apart from metacognition components, metacognitive knowledge also has three (3) sub-processes: (a) *declarative*, (b) *procedural*, and (c) *conditional knowledge*. Brown (1987) provides a brief simplified explanation of the three preceded notions as:

- Declarative knowledge, which is the knowledge and information about oneself as a learner, and what things or reasons may affect his/her performance.
- Procedural knowledge, which is the way and steps that learners go along, and thoroughly, to do things and accomplish tasks.
- Conditional knowledge, which is knowing when/when not to use a skill, a method, or any course of actions, as well as knowing why a particular strategy works in a particular context, and may not work in another, besides the requirements of successful usage of this particular strategy bounded by regarded conditions.

On the whole, knowing about one's cognition or cognition, in general, contains, at minimum, three (3) marked factors concerning metacognitive awareness: a *declarative* knowledge about oneself and strategies that he/she can possess, a *procedural* knowledge about how strategies can be used, and *conditional* knowledge of why and when to use a strategy (Jacobs & Paris, 1987). To sum up, the knowledge of cognition turns about the awareness of three elements: (a) knowing *about* things (declarative), (b) knowing *how* to do things (procedural), and finally (c) knowing *why* and *when* to apply aspects of cognition (conditional).

1.3.2 Regulation of cognition: (ROC)

The second component, which is the regulation of cognition may be referred to as “monitoring” of cognition (Schraw et al. 2006). As the name indicates, regulation of cognition is the individuals’ control of their learning and directing it according to rules and principles so that they can adjust their cognition to particular specifications or requirements for accurate and proper functioning (Cross & Paris, 1988; Paris & Winogard, 1990; Schraw & Mosham, 1995).

1.4 Metacognitive Awareness

Siegler and Jenkins (1989) referred to the ways learners develop their abilities in learning as metacognitive awareness. Mostly, it is when students understand and pay attention to the strategies that can be relied on for the task accomplishment, and at what time it would be more suitable to use.

Similarly, Siegler and Jenkins, Boekaerts (1997) mention that when students can evaluate, self-direct, and self-regulate their learning is a sign of being aware of their mental processes, and, eventually, their accumulation of knowledge will be improved.

From that perspective, including reflection within instruction (task or activities) would improve the learner's awareness of his learning as metacognition is applied here. Additionally, since metacognition is a strategy itself that requires “planning for learning, thinking of the learning process that takes place, monitoring of one’s comprehension, and evaluating learning after completing a task” (Semith & Maniam, 2015, p.55), it makes the learner metacognitively aware in which he/she is being able to plan, monitor and regulate his/her conscious evaluation as the performance takes place to consummate dictated objectives (Flavell, 1979).

Accordingly, learners being metacognitively aware means that they are, willfully and intentionally, putting what is needed and necessary for both seeking and exposing information, examining, precisely and truthfully, their comprehension of something, covering and recompensing their weaknesses through rational strengths (Bransford, Brown, & Cocking, 2000). Consequently, when learners are aware of all the above they give rise to a better version of learning as being their own best self-assessors. In short, metacognitive awareness allows us to realize the points that we are succeeding

in as learners, where we should direct and point our attention and where to make more efforts, the ways, and procedures that ensure reaching our objectives.

On the account of the above, one of the massive flaws, that the learning process stumbles over is overlooking how students think (Behrooznia, Hashemi, & Mahjoobi, 2014). Being aware of thinking paves a more clear way for thought production and problem-solving, as it arises more directions to choose among which one is best to meet the task goals next to the executive outcomes. Such awareness and knowledge with its dimensions (regulation and control) make the learner in the same line with his/her consideration of what skills or strategies are best to apply, how to direct this knowledge and putting it into practice, and knowing when/where/why to use it in the course of actions (Brown, 1987; Jacobs & Paris 1987).

To conclude, being aware of your cognition (thinking) incorporates and absorbs the knowledge (Longford, 2015) as they are already apprised of what makes their thinking powerful or feeble.

1.5 Metacognitive skills

When the student has information about his thinking, he can use this information to direct or regulate his learning. This kind of metacognition is also referred to as “executive control”. Successful learners typically use metacognitive strategies whenever they learn. However, they may fail to use the best strategy for each type of learning situation. Here are some metacognitive skills that each student may follow:

1.5.1 Planning:

Learners are concerned with making a set of strategies that hold to be effective and suitable for accomplishing the task and fit the work goals and objectives. In this kind of planning, learners can visualize the possible results as they predict the outcomes, put a plan for the strategies usage (scheduling strategies), and manage the time properly.

1.5.2 Monitoring or Regulation:

It implies carrying out the surveillance concerning the required and suitable strategies and being on regular observation of one’s understanding about his/her performance by testing, revising, and scheduling the learning strategies. In other words,

self-monitoring is one's learning strategies such as the concept of mapping and then adopting the strategy if it is not effective.

1.5.3 Evaluating:

Evaluation turns about checking the results concerning the process of learning, periodically doing self-tests to see how well you learned something. Schraw & al., (2006) describe this procedure as "appraising the products and regulatory processes of one's learning" (p.114). Learners are expected to re-examine and revise their goals and objectives.

To conclude, considering the regulation of cognition as "executive processes" (Brown, 1987) or metacognitive strategies (Lompscher, 1994), it is all about the comprehension of demands that will lead to a successful accomplishment of the task through plan schedules for routines followed, control over the cognitive process coined by self-testing, and finally appraising the final product suitability in relation to learning. In simple words, it is to be aware and vigilance of any failures that one may encounter, and ready to make them in use whether in the present or future tasks.

1.6 The importance of metacognitive for learning

The knowledge of metacognition is so significant for successful learning as well as influencing the learner's choice-making and judgments during the act of learning. In the same line, the importance of metacognition occurs as a tool that helps in supporting learning strategies, paving the way for learners to become independent. Chamot et al. (1999) admit that:

Metacognition, or reflecting on one's own thinking and learning, is the hallmark of the successful learner... Learners who are aware of their own learning processes, strategies, and preferences are able to regulate their learning endeavors to meet their own goals; in other words, they become increasingly independent and self-regulated learners. (p. 2-3)

In their meta-analysis study, precisely the correlation between academic achievement and student's usage of metacognition, Dent and Koenka (2016) found an impressive performance of this correlation due to the process students pass as they go all through planning, goal setting, self-evaluation, and regulation. They highlighted the

contribution of such strategies and their implementations in learning as they work hand in hand to improve students' presentations and routines, functioning as a boost in which "while cognitive strategies help students learn, metacognitive processes ensure that they have done so" (Dent & Koenka, 2016, p.549). Following the same path, Ohtani and Hisasaka (2018) did a meta-analysis of 118 articles related to academic achievement about metacognition in relation to intelligence. This analysis revealed that students go in a successful way of information through a high rank of understanding principles and putting them in practice, in which they leave more available space for metacognition.

Consequently, metacognition is a mean for those who seek higher and improved learning, as learners play the crucial role in that process besides the influence and contribution of teachers (Hattie, 2015), especially if they were aware and acquainted with how to help students in all grades as in higher education (Weight, 2017). All in all, metacognition is a vital portion of the learning activities as individuals are being self-regulatory and able to manifest and express their accomplishment potency and flows.

1.7 Oral communication in EFL

Oral communication is important for learning and understanding those in your environment. It is a fundamental aspect of learning a language and helps solve problems, quickly exchange information and convey emotion in a conversation. Listening and speaking skills are used personally and professionally daily.

1.7.1 Oral expression

Oral expression pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules. In other words, Oral communication is the expression of an idea through spoken words. It is the most widely used and easiest method of communication.

Oral communication occurs through spoken words. The pronunciation of the spoken words should be clear and complete enough so that the receiver can understand the message. Oral communication can occur in various ways. Some prominent methods of OC are face-to-face conversation, telephonic conversation, meeting, conference, interview, etc. OC provides instant feedback of the receiver to the sender as regard to

the message recessed by him. Immediate feedback can be received in the case of oral communication. By gauging the disposition and reaction of the receiver he can make changes consequently. The key feature of oral communication is, it is further flexible than any other means of communication. This communication can be changed simply depending on the situation.

1.7.2 Listening skills

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary, and grasping his meaning. Without the skill of listening, there can be no language learning, and hence no communication, surely the most important interaction human beings are involved in. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation (Watkins, 2005). Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input (Crystal, 2001). Listening strategies can be classified by how the listener processes the input.

•**Top-down strategies** are listener-based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next (Crystal, 2001).

Top-down strategies include:

- Listening for the main idea.
- Predicting.
- Drawing inferences.
- Summarizing.

•**Bottom-up strategies** are text-based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning (Crystal, 2001). Bottom-up strategies include:

- Listening for specific details.

- Recognizing cognates.
- Recognizing word-order patterns.

1.7.3 Speaking skills

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

1.8 The importance of Metacognitive Awareness for oral expression

Metacognition has become so crucial a focus of cognitive research that provides the kind of information needed in ongoing lines of learning, teaching and memory research. Since Flavell, a cognitive researcher and current professor of psychology at Stanford University (1971) coined the term “metacognition” (the process of active control over one’s cognition),

The oral English class is full of opportunities for students to collaborate, so before talking, helping is necessary, such as help to discuss what to talk in a small group, help to analyze how to talk, help to recall some useful words in the same semantic meaning, and then facilitate them to talk within the limited time. “To prepare more effective teachers is as well as to provide better educational services to students.” “Studies of cognitive regulation regulate one’s thinking process to cope with changing situational demands.”

Metacognitive monitoring is a process in which people monitor available information during themselves thinking and then uses this information to regulate subsequent memory process. In an oral English class, teachers activate students’ prior knowledge before setting goals specifying what they want to talk about; after discussing

what they have learned, students often work in a cooperative group in which each student has a specific responsibility. Students apply higher thinking strategies that help them construct meaning from what they talk about and help them monitor progress.

1.9 Conclusion

In very simple words, metacognition is one's "thinking about oneself thinking". Generally, metacognition consists of the knowledge of cognition and metacognitive regulation as their main components. Metacognitive knowledge refers to the awareness individuals' possess about themselves and other people as cognitive processors. Metacognitive regulation, on the other hand, has to do with people's monitor over cognition by way of a set of methods that make it easier for people to adjust their learning.

Overall, this chapter presented metacognition is a vital division of information processing during a cognitive task, Listening and speaking competencies, and the relevance of metacognition to oral communication. The next chapter is devoted to the research design procedures and data analysis.

Chapter Two : Research Methodology and Data Analysis

2.1 Introduction

2.2 Research Design Procedure

2.2.1 Case study design

2.2.2 The research Approach

2.2.3 Sample Population

2.3 Data Analysis

2.3.1 Analysis of the questionnaire results

2.3.2 Analysis of the interview results

2.4 Data interpretation2.5

2.5 Conclusion

2.1 Introduction

The current chapter deals with the empirical stage in this research. It searches the metacognitive awareness of EFL learners' in their oral expression. It consists of two sections, theoretical and practical. The theoretical section studies the main descriptions of the research design procedure subtitled into the case study design, the research approach, and the sample population. The second section is practical which encompasses the qualitative and quantitative data analysis, and then their interpretation.

2.2 Research Design Procedure

This section aims at introducing and explaining the methodology used for the investigation of metacognitive awareness in oral expression sessions. It explains the design of the case study, the research approach, and the sample selection procedure.

2.2.1 Case Study Design

The case study seems to be the examination of the target situation where conducting research, as it is defined by Yin (1994, p. 13) as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not evident”. This means that the case shows researchers the encountered complication in the workplace. This research work is an exploratory case study uses a mixed-method approach for collecting quantitative data through questionnaire and qualitative data through the interview to find out the affection of metacognitive awareness on EFL learners' oral expression, and for the sake of investigating the effects of metacognitive awareness on EFL learners' oral expression.

The present research paper deals with a case study that encompasses learners' oral production in the department of English at the University Center of Naama. In this case, these learners can provide the researchers with the expecting information about the intended questions dealt with, for instance, in the current investigation the researchers' goal is investigating the effects of metacognitive awareness on EFL learners' oral expression

2.2.2 The Research Approach

The purpose of any research is to provide answers to research questions through the use of a particular research approach depending on the nature and type of the research. In fact, there are two basic research approaches; the Quantitative approach, Qualitative approach, the former is generally conducted to obtain numerical data, whereas the latter is based on careful and detailed description data.

The approach selected for this research work is a mixed-method approach which is defined as; the quantitative and qualitative approaches hold antagonist views about how research is conducted, a combination of them in the same study may offer valuable insight more opportunities for testing hypothesis and complementary data. Generally known as Mixed-Method Approach, this combination is considered as a new means that used the strengths of both approaches to best investigate research problems.

Mackey and Gass(2005;164):

The growing practice of utilizing qualitative and quantitative data illustrates the fact that these two research approaches should not be viewed as opposing poles in a dichotomy, but rather as complementary means of investigating the complex phenomena at work in second language acquisition.

The researchers have selected the mixed method approach for the sake of collecting complementary data. In this sense, the researchers have chosen a questionnaire to get quantitative data and an Interview to get qualitative data.

2.2.3 Sample Population

The sample was selected randomly for the sake of representativeness to generalize. Therefore, the researchers selected a sample of 25 students randomly for the whole promotion of second (2nd) year EFL university students at the faculty of letters and languages, specifically, at the University Center of Naama. The participants are 03 Male (12%) and 22 Female (88%) of different ages. Their ages range from 19 to 41.

2.3 Data Analysis

This section will try to analyze qualitatively and quantitatively the gathered data.

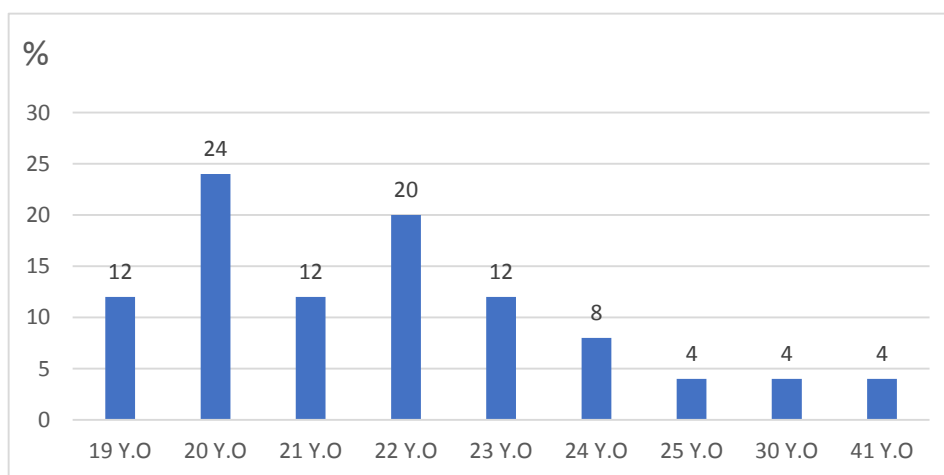
2.3.1 Analysis of the Questionnaire Results

Students' Questionnaire aims at evaluating EFL learners' metacognitive awareness in oral expression sessions. This section aims at analyzing the data obtained from the questionnaire.

Part One: Students' profile

This part contains two types of questions (See appendix A).

Question one: students' age



Bar Graphs 1: Students' Ages

Students' age	19	20	21	22	23	24	25	30	41	Total
Absolute Frequency	03	06	03	05	03	02	01	01	01	25
Relative Frequency	12%	24%	12%	20%	12%	08%	04%	04%	04%	100%

Table 2.1. Students' age

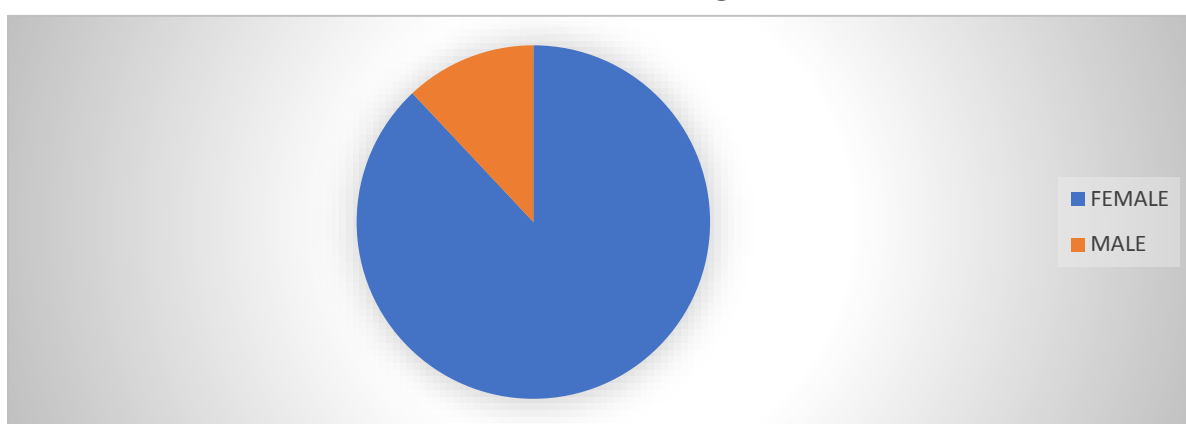
According to the results in the table, the students' ages start from 20years old (24%). Then, students of 25,30, and 41years old (04%). That is means that the majority

(92%) are young adults aged between nineteen and twenty-five years except one who is thirty years old and one who is forty-one years old. (see the table above).

Question two: students' gender

Answer	AF	RF
Male	03	12%
Female	22	88%
Total	25	100%

Table 2.2. Students' gender



Pie Charts 2.1. Students' Genders

The above pie-chart shows that the sample students consist of (88%) females and (12%) males.

Part Two: Students' answers

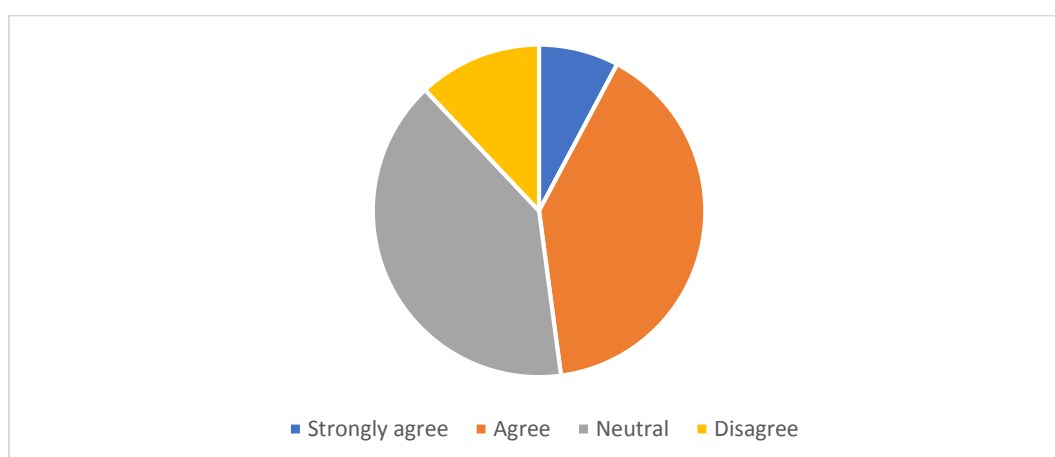
<i>statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<i>1-I am highly engaged in oral expression sessions</i>	08%	52%	20%	20%	00%
<i>2-I usually participate in oral expression sessions</i>	08%	40%	40%	12%	00%

<i>3-I am a self-regulated learner in oral expression sessions</i>	00%	40%	52%	08%	00%
<i>4-I am a self-directed learner in oral expression sessions</i>	00%	28%	56%	16%	00%
<i>5-I participate in oral expression when the topic is motivating.</i>	56%	44%	00%	00%	00%
<i>6-I pay attention in oral expression sessions when the topic is engaging.</i>	40%	36%	24%	00%	00%
<i>7-I have defined goals in oral expression sessions.</i>	29%	37%	24%	10%	00%
<i>8-I have a defined strategy to follow in oral expression sessions</i>	04%	38%	35%	23%	00%
<i>9-I always think on my learning</i>	52%	48%	00%	00%	00%
<i>10-I think aloud on my learning</i>	40%	24%	24%	12%	00%
<i>11-I always ask myself if I am satisfied with my level of oral expression.</i>	44%	48%	04%	04%	00%

<i>12-Being aware of the strategies to be used when studying is important</i>	28%	52%	16%	04%	00%
<i>13-I always organise the content of my learning</i>	24%	12%	44%	16%	00%
<i>14-I always summarize my leaning for better understanding.</i>	44%	48%	08%	00%	00%
<i>15-I always eveluate my self while speaking and listening</i>	56%	28%	04%	08%	04%
<i>16-I have a greate role to play for the development of my oral expression.</i>	28%	40%	32%	00%	00%

Table 2.3. the questionnaire results

The First statement: I am highly engaged in oral expression.

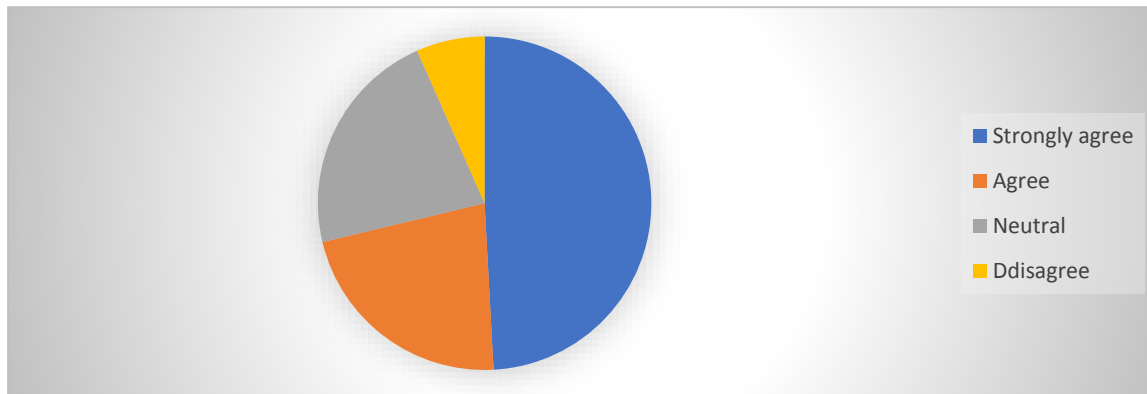


Pie-Charts 2.2. the students' engagement in the oral expression"

The above pie-chart illustrates that 52% of the students are highly engaged in oral expression. It is followed by 20% who see their oral expression as neutral equal to those

who are not engaged in oral expression. And, only 08% are strongly agree with their high engagement in oral production.

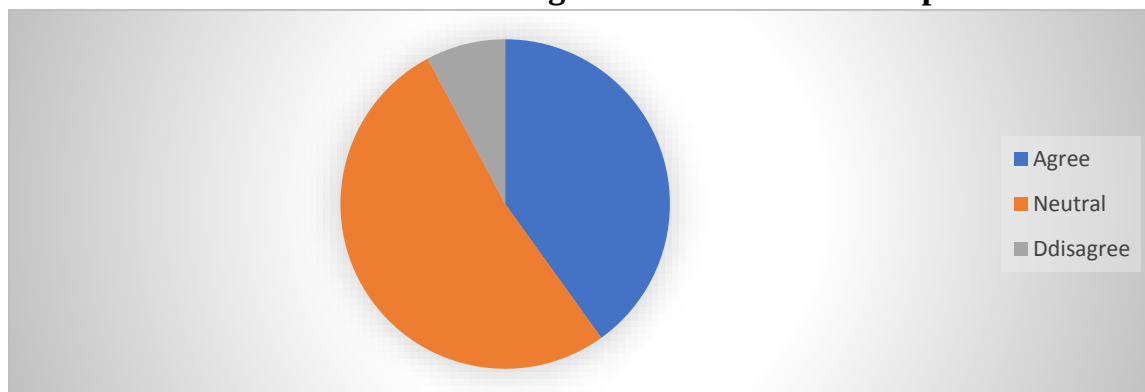
The Second statement: I usually participate in oral expression sessions.



Pie Chart 2.3. The students' participation in oral expression sessions

The findings shown in the above pie-chart revealed that students who participate in oral expression sessions (40%), the same for they see themselves as neutral as a participant in oral expression sessions. For those who did not participate (12%). And (08%) they strongly agreed that they participate in oral expression sessions.

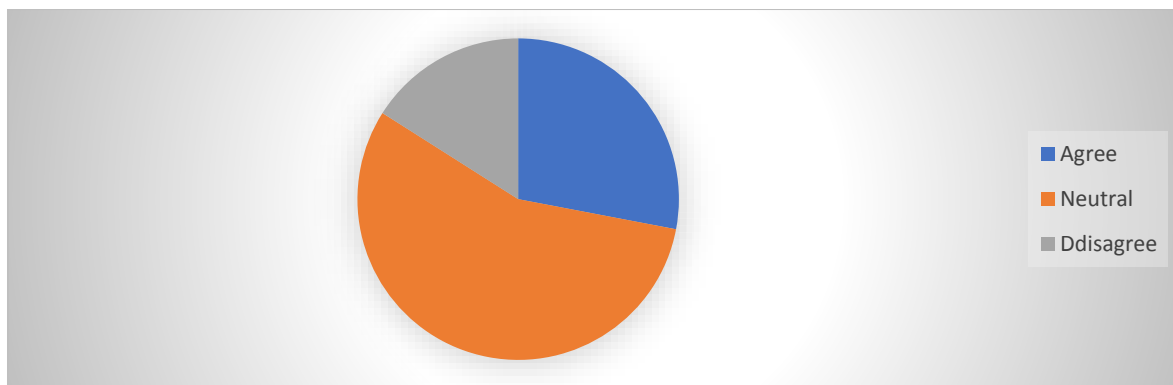
The Third statement: I am a self-regulated learner in oral expression sessions.



Pie-Chart 2.4. The students' self-regulation in oral expression sessions

The data gathered shown in the pie-chart demonstrated that 52% of the students are neutral as self-regulated in oral expression sessions. 40% of them agree, and 08% are not self-regulated in oral expression sessions.

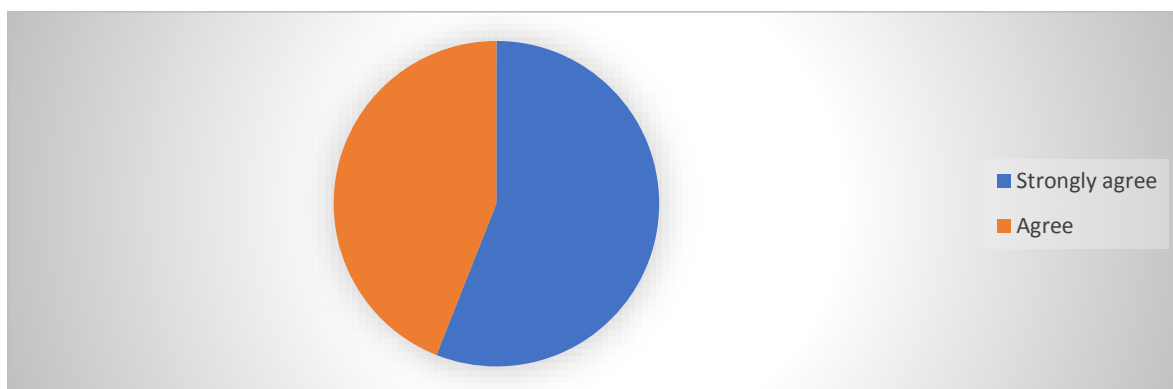
The Fourth statement: I am a self-directed learner in oral expression sessions.



Pie-Chart 2.5. The students self-direction in oral expression sessions

The results in pie-chart showed that 56% of the learners are neutral as self-directed learners in the oral expression sessions and 28% agree on this point, and only 16% are not self-regulated in the oral expression sessions.

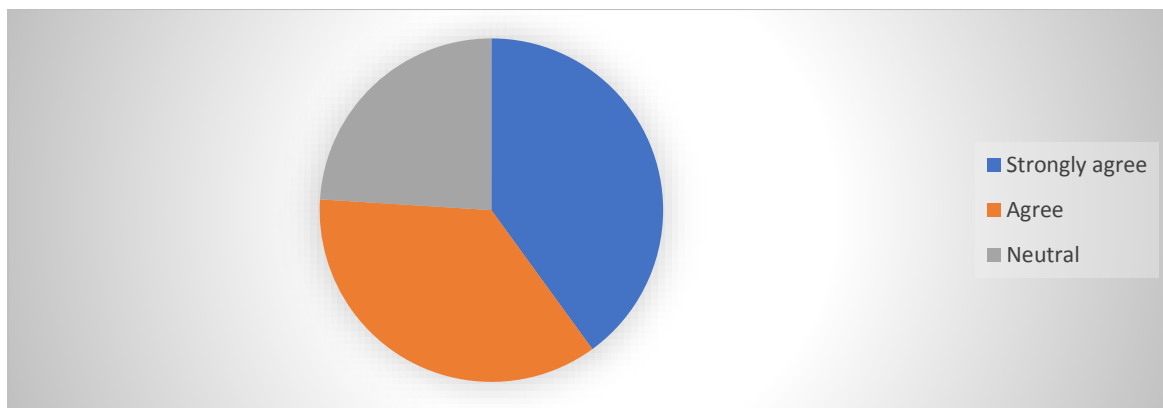
The Fifth statement: I participate in oral expression when the topic is motivating



Pie-Chart 2.6. The students' participation in oral expression when the topic is motivating"

It is noticeable from the previously mentioned pie-chart that learners who strongly agree with the statement are 56% and 44% agree that they participate in oral expression when the topic is motivating.

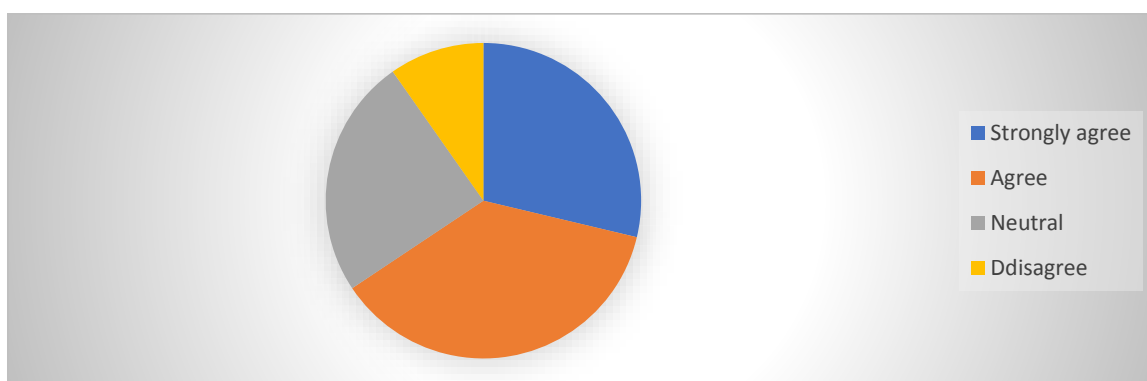
The Sixth Statement: I pay attention in oral sessions when the topic is engaging.



Pie-Chart 2.7. I pay attention in oral sessions when the topic is engaging.

The results in pie-chart shown that 40% are strongly agree, 36% agree that they pay attention in oral expression sessions when the topic is engaging, and only 24% are neutral

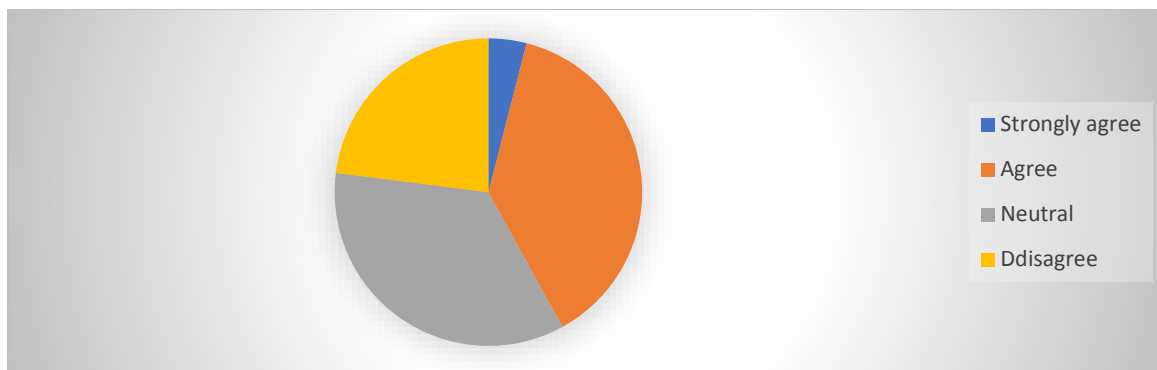
The Seventh statement: I have defined goals in oral expression sessions. “



Pie-Chart 2.8. The students' defined goals in oral expression sessions.

As revealed in pie-chart above, 37%, 29% the same order for learners relies on defined goals in oral expression. 24% are neutral, and 10% for disagree.

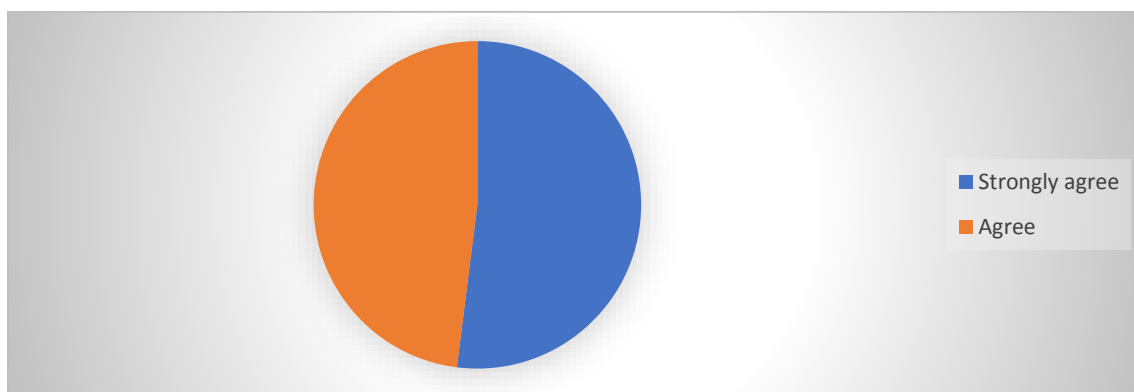
The Eighth statement: I have a defined strategy to follow in oral expression sessions.”



Pie-Chart 2.9: "I have a defined strategy to follow in oral expression sessions."

Show the results in the pie chart above that 38% agree that they rely on a specific strategy to follow in the oral expression sessions. 35% are neutral, learners disagree 23%, strongly agree 04%.

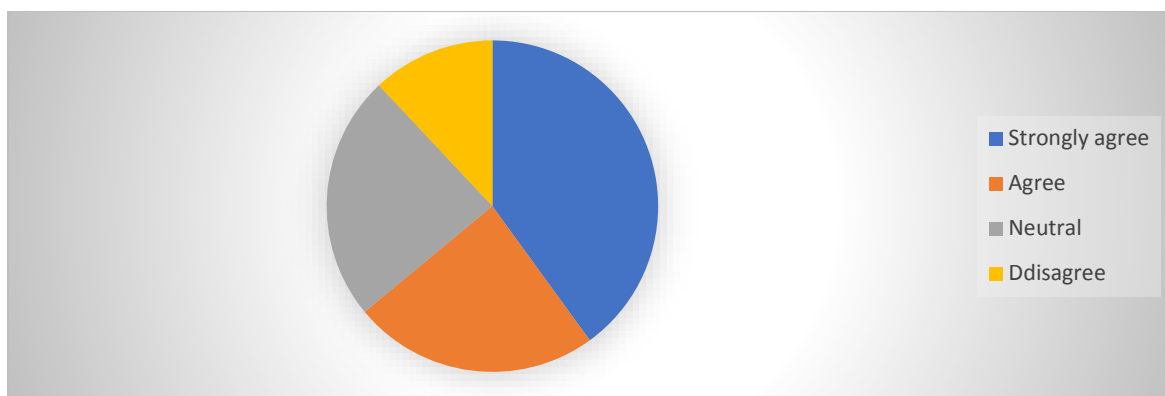
The ninth statement: I always think on my learning



Pie-Chart 2.10. The students thinking awareness on their learning

As it is shown in pie-chart above, the majority distributed between strongly agree and agree in the same order 52% and 48% that learners always think on their learning.

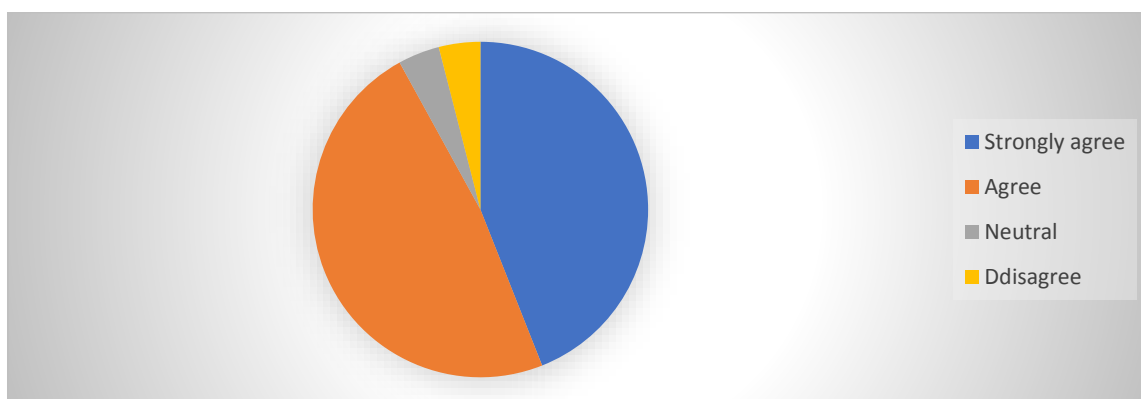
The Tenth statement: I think aloud on my learning."



Pie-Chart 2.11. thinking aloud on learning.

The pie-chart above indicates that 40% of learners strongly agree that they think aloud on their learning. 24% of learners agree with the same percentage as neutrals. 12% of them disagree.

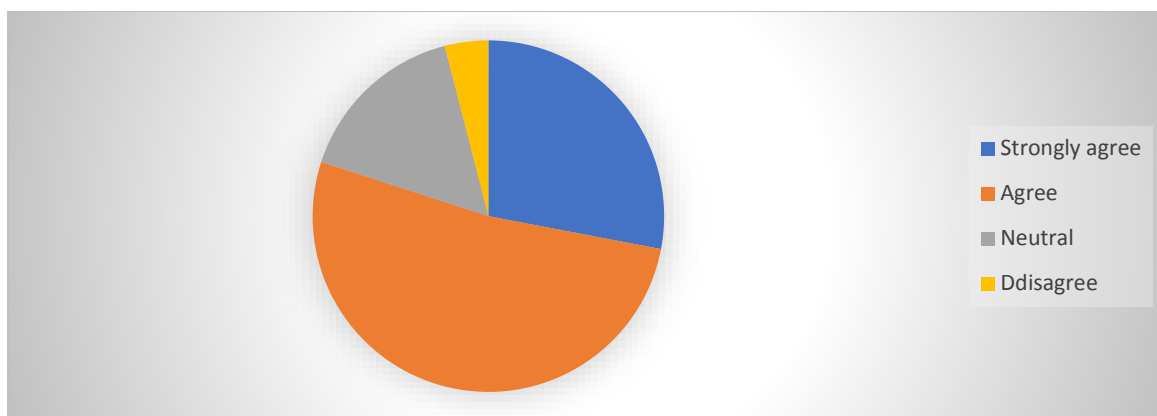
The Eleventh Statement: I always ask myself if I am satisfied with my level of oral expression.



Pie-Chart 2.12. the students satisfaction with their level in oral expression.

The pie-chart above denotes that 48% of learners are agreed and 44% strongly agree that they ask themselves if they are satisfied with their level of oral expression. The minority 04% disagrees.

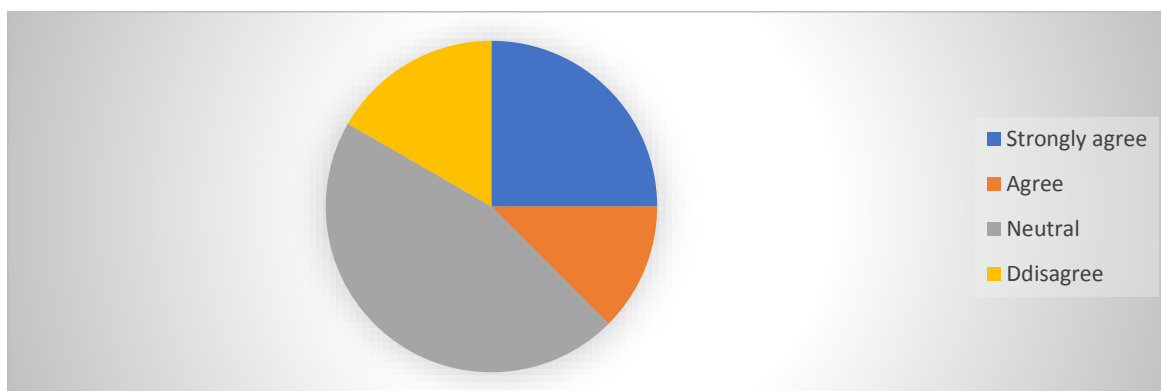
The Twelfth statement: Being aware of the strategies to be used when studying is important.



Pie-Chart 2.13. The students' awareness with the strategies to be used when studying.

The data introduced in the pie-chart above shown that the majority distributed between strongly agree and agree on the same order 52%,28% of learners being aware of the strategies to be used when studying is important. The minority 04% of them disagrees.

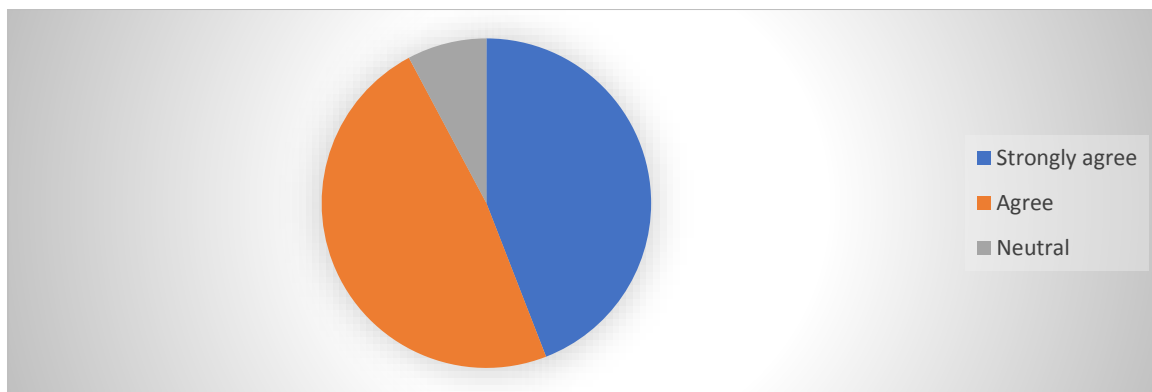
The thirteenth statement: I always organize the content of my learning.



Pie-Chart 2.14. The students' organization of the content of learning.

The results in Table 2.1. shown in the pie-chart indicated that 44% neutral of learners who always organize the content of their learning. The results are shared between 24% strongly agree and 12% agree, and 16% disagree.

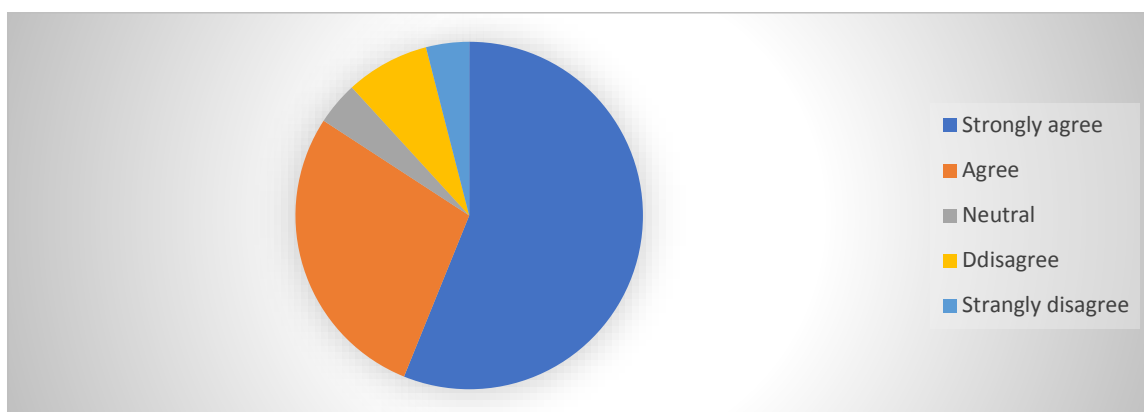
The Fourteen statement: I always summarize my learning for better understanding.



Pie-Chart 2.15. The students' summary of learning for better understanding.

It appears from Table 2.1. that the results of this statement presented in the pie-chart 2.15. showed that the majority of the percentages distributed among 48% agree, strongly agree 44% confirm that learners always summarize their learning for better understanding. The rest is 08% neutral.

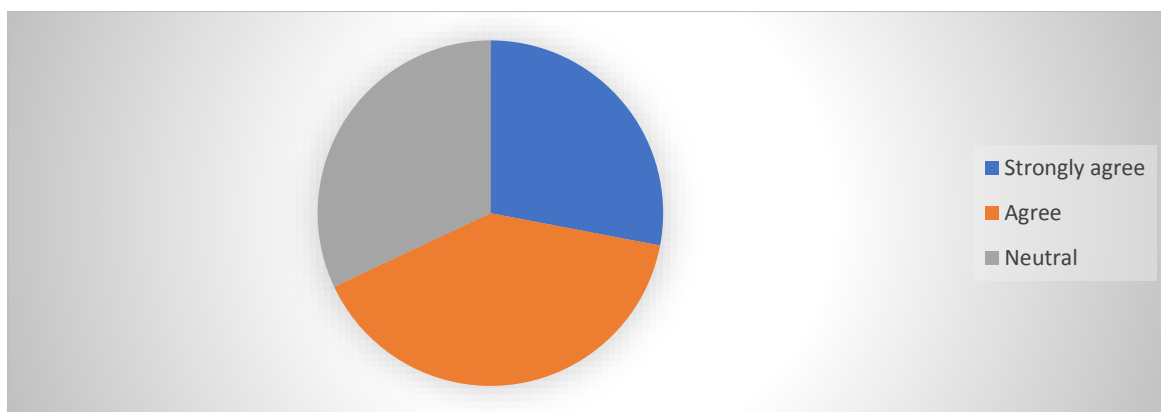
The fifteenth statement: I always evaluate myself when speaking and listening.



Pie-Chart 2.16. The students' evaluation of their speaking and listening.”

The data introduced in the pie-chart shown that 56% of learners are strongly agreed, 28% agree, 08% they disagree, and the same percentage 04% neutral and strongly disagree.

The sixteenth statement: I have a great role to play in the development of my oral expression.



Pie-Chart 2.17. The students' roles in the development of my oral expression.

The pie-chart above showed that the majority 40% agree and 28% strongly agree that learners have a significant role to play in the development of their oral expression. And 32% of learners are neutral in this regard.

2.3.2 Analysis of the Interview Results

The interview was conducted with five interviewees who are oral production teachers in the Department of English at the University Center of Naama, (See appendix B). The interview was prepared for the teachers to investigate the effects of metacognitive awareness on EFL learners' oral communication during oral expression sessions and it is analyzed as follows.

Q1: Do you think that your learners are aware enough in your oral expression sessions?

The outcome of this question sheds light on the main reason for learners' complementary awareness in oral expression sessions. So the answers were, the majority of them think that their learners are not aware enough in their oral expression sessions. One of them stated that the learners are taken by phones or the Internet during the sessions. And one teacher stated that not all of the learners are aware enough in the oral expression sessions.

Q2: How do you evaluate their metacognitive awareness in oral expression sessions?

The objective of this question is to discover ways and tools used to evaluate learners' metacognitive awareness during oral expression sessions. This question reveals that teachers do not use ways to evaluate their students, and they clarify that, because of a lack of time, or they are obliged to finish the programs on time.

Q3: - Do they pay attention and participate in oral expression sessions?

The reason behind asking this question is to know if learners paying attention and participate. The obtained result from asking this question is that the majority of teachers declared that their learners pay attention and participate just some of the students who do not participate. Teachers clarify that the insistence of the teacher in asking the question pushes students to participate in the topic. One teacher stated that from time to time and not all students participate in oral expression sessions.

Q4: Do they have defined roles in oral expression?

The purpose of asking question four is to define student's roles during the oral sessions. The results revealed that the majority of teachers stated that their learners have defined roles in oral expression, one of them stated no and he (Male) clarify that those students who have not defined roles are a minority who isolate themselves but not in all lessons.

Q5: Are they autonomous and self-directed?

The question sheds light on the main reason, which is the knowledge of individual abilities of students as independent and self-directed. The majority of teachers came up with the same answer which stated that the majority of students are not autonomous and self-directed, only a few of students have these abilities. One teacher stated that it depends on the topic if it is motivating and interesting.

Q6: Do you think that your students are highly developed and are self-regulated?

The main reason for asking question 6 is to know if students are highly developed and are self-regulated. When asking this question, it was found that all those teachers disagree on learners' self-regulation. One of them stated that their self-regularity depends on their level.

Q7: Do you think that their metacognitive awareness affects their oral production (oral expression outcome)? If yes, how can the learner's metacognitive awareness affect their oral expression?

The purpose of this question is to find out the effects of Metacognitive awareness on students' oral production and to know about how it can affect it. The obtained result from asking this question is that all teachers have an agreement that metacognitive awareness affects oral production, and they mentioned by "yes, of course". The teachers shed the light on the strategies followed by the students. One of them did not mentioned how.

2.4 Data Interpretation

The students' questionnaire and the teachers' interview have enabled the investigator to collect a considerable amount of data concerning assessing EFL learners' metacognitive awareness in oral expression sessions. The aim was to explore metacognitive awareness effects on EFL learners' oral performance. In this section, an interpretation of the main results obtained from the two research instruments is supposed to provide answers to the two research questions.

The first question was: Does Metacognitive awareness affect EFL Learners' oral expression? And the second was: How can EFL Learners develop their Metacognitive Awareness in Oral expression sessions? And conforms or informs the suggestions expressed in the next hypotheses, the first hypothesis was: Metacognitive Awareness has considerable effects on EFL Learners Oral expression as it affects their understanding of the question, their ways of explanation, and thus the accuracy of the answer. And the second hypothesis was: EFL learners can develop their metacognitive awareness through thinking aloud, questioning, self-questioning, organizing information, and summarizing.

The first research question was answered through the Teachers' Interview. Teachers indicated their affirmation by answering with no the question one and two, which related to the awareness of learners during the oral expression and clarify that not all of them are aware enough and teachers' evaluation of learners' metacognitive

awareness indicate that it affects their oral expression . The questions 3 and 4, all the teachers were agreed that learners pay attention and they have defined roles. The questions 5 and 6, teachers have a disagreement about the learners' autonomy, self-direction, self-regulation, and highly developed but they stated that it depends on the topic and learners' levels. The obtained result of question 07 is to confirm that metacognitive awareness affects oral production. Therefore, hypothesis is confirmed.

The second research question aimed to assess how EFL learners develop their metacognitive awareness in oral expression sessions. This research question was assessed through the Students' Questionnaire in which the researchers have found that most of the students' responses to the questionnaire items number 5,6,9,10 and 15 denoted with strongly agree that they participate and pay attention when a topic is motivating and engaging, and they also always think aloud on their learning, they evaluate themselves while speaking and listening. The researchers reinforce what they found previously, students indicate with the majority are agree with the questionnaire items 1,2,7,8,11,12,14, and 16 that they are highly engaged and usually participate in OES. They have defined goals, play roles, and always summarize their learning. Students being aware of the strategies that they used and summarize their learning for better understanding. The researchers found that the Students' questionnaire supports the second hypothesis and confirmed it.

2.5 Conclusion

In this chapter, an attempt to present, analyse and discuss the main findings of the different data collection tools has been made. First of all the researchers exposed the data collected from questionnaire administered to the selected sample and the interview prepared for teachers. Based on the entire findings, the two research hypotheses have been tested and conformed.

Finally, the analysis and interpretation of the main results have given a clear idea about assessing EFL learners' metacognitive awareness in oral expression sessions.

General conclusion

General conclusion

The objective underlying this work was to assess the impact of metacognitive awareness on EFL learners' oral expression sessions. Hence, the researcher conducted an empirical study in the English language department of SALHI Ahmed, University Center of Naama. The importance of conducting such a study was based on the fact that EFL students sometimes are affected by different factors that may hinder their interaction in the classroom especially in oral expression sessions.

Moreover the study seeks to uncover EFL students' speaking and listening affected by metacognitive awareness. Besides the data yielded by this study may enable EFL learners to use effective techniques and use more metacognitive instructions to enhance and improve their oral performance and comprehension.

For all that, the researchers had touched previously, the present study aims at defining metacognitive awareness used in the academic oral expression and to determine the frequency of components and skills used. In other words, it is conducted to identify the most and the least frequently used metacognitive strategies across the oral expression using listening and speaking skills development.

By this study, we seek to shed light on the English as a foreign language (EFL) learners' metacognitive awareness of their oral expression process. Taking these issues into consideration, two research questions were raised:

- Does Metacognitive awareness affect EFL Learners' oral expression?
- How can EFL Learners develop their Metacognitive Awareness in Oral expression sessions?

As a first step towards developing this empirical study, a review of literature about chapter one dealt with literature related to both metacognitive awareness and oral expression. Definitions of the two concepts and stated the components and the skills of metacognition and shed light on their importance for learning and oral expression.

As a second step, a practical chapter dealt with the empirical stage in this research. It searched the metacognitive awareness of EFL learners ' oral expression. It consisted of two sections, theoretical and practical. The theoretical section studied the main descriptions of the research design procedure subtitled into the case study design, the

General conclusion

research approach, and sample population. The second section is practical which encompassed the qualitatively and quantitatively analyses of these data and then their interpretation was devoted to the analysis of the data gathered along with results and interpretation. It also aimed to shed light on the effects of metacognitive awareness on EFL learners' oral expression performance, and the extent of oral convergence between the teacher and the learner enhanced by the metacognitive awareness of the learners.

Concerning the main results of this investigative study, it was found that the metacognitive awareness of learners played an important and essential role in understanding the question directed to them, which leads to effective oral performance. This result, in fact, proved the validity of the first hypothesis.

Furthermore, the study revealed the effects of metacognitive awareness on students' oral performance and raising their metacognitive awareness, all results were supposed, and thus the second hypothesis was also confirmed.

In nutshell, it is worth mentioning that this piece of research will pave the way for future investigations, namely, on speaking, listening skills under the hood of oral expression, because students lack training on these skills.

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Appendices

Questionnaire

Dear informants

For the sake of collecting data about learners' metacognitive awareness in oral expression sessions, you kindly requested to answer the following questions by putting a tick (×) on the appropriate answer.

Thank you for your collaboration.

Part One:

1. Age:.....
2. Gender: Male. Female

Part Two : Please put a tick on the appropriate answer

<i>statement</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<i>I am highly engaged in oral expression sessions</i>					
<i>I usually participate in oral expression sessions</i>					
<i>I am a self-regulated learner in oral expression sessions</i>					
<i>I am a self-directed learner in oral expression sessions</i>					
<i>I participate in oral expression when the topic is motivating.</i>					
<i>I pay attention in oral expression sessions when the topic is engaging.</i>					
<i>I have defined goals in oral expression sessions.</i>					

Appendix A

<i>I have a defined strategy to follow in oral expression sessions</i>					
<i>I always think on my learning</i>					
<i>I think aloud on my learning</i>					
<i>I always ask myself if I am satisfied with my level of oral expression.</i>					
<i>Being aware of the strategies to be used when studying is important</i>					
<i>I always organise the content of my learning</i>					
<i>I always summarize my leaning for better understanding.</i>					
<i>I always eveluate my self while speaking and listening</i>					
<i>I have a greate role to play for the development of my oral expression.</i>					

TEACHER 'S INTERVIEW

Please teacher,

You are kindly requested to answer the following questions which are prepared to investigate the affects of metacognitive awareness on EFL learners' oral expression.

Thank you for collaboration

1)- Do you think that your learners are aware enough in your oral expression sessions?

.....

.....

.....

2)- How do you evaluate their metacognitive awareness in oral expression sessions?

.....

.....

.....

3)- Do they pay attention and participate in oral expression sessions?

.....

.....

.....

4)- Do they have defined roles in oral expression?

.....

.....

.....

5)- Are they autonomous and self-directed?

.....

.....

.....

Appendix B

6)- Do you think that your students are highly developed and are self-regulated?

.....

.....

.....

7)- Do you think that their metacognitive awareness affect their oral production (oral expression outcome)?

.....

.....

.....

If yes, how can the learner's metacognitive awareness affect their oral expression?

.....

.....

.....

Thank you.