



İDMAN AKADEMİYASININ ELMİ XƏBƏRLƏRİ

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THE ROLE OF METACOGNITION IN SECOND LANGUAGE ACQUISITION: DEVELOPING SELF-REGULATED LEARNERS IN UNIVERSITY EFL CONTEXTS

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Annotation. Metacognition – learners' awareness and regulation of their cognitive processes – has become a central construct in contemporary second language acquisition (SLA) due to its strong relationship with autonomy, strategic learning, and academic achievement. This article examines the role of metacognition in SLA with a specific focus on university English as a Foreign Language (EFL) contexts. The paper synthesizes recent evidence on metacognitive knowledge (person, task, and strategy knowledge) and metacognitive regulation (planning, monitoring, and evaluation), highlighting how these components support language development in reading, writing, listening, speaking, and vocabulary acquisition.

The article also explores metacognition as a core mechanism of self-regulated learning and discusses how teachers can foster it through explicit strategy instruction, reflective practices, goal setting, and formative assessment. Practical classroom tasks are provided for pre-task, while-task, and post-task phases to demonstrate how metacognitive instruction can be systematically embedded into language lessons.

The scientific novelty of the study lies in its integrative framework connecting metacognitive strategy training with self-regulated learning models and communicative methodology in higher education. The practical significance includes a structured approach to lesson design and assessment that can improve learner independence and long-term achievement.

The article concludes that metacognitive development is not an optional skill but a methodological priority in modern EFL pedagogy.

Keywords: *metacognition, second language acquisition, self-regulated learning, metacognitive strategies, learner autonomy, strategy instruction, higher education.*

Introduction: In the last decade, second language acquisition research has increasingly shifted from purely linguistic factors toward learner-internal mechanisms that influence how individuals manage learning processes. One of the most influential constructs in this shift is metacognition, broadly defined as the awareness of one's cognitive activity and the ability to regulate it through purposeful strategies [1, pp. 88-90]. Metacognition is no longer viewed as a general psychological concept detached from language pedagogy; rather, it is now considered a methodological cornerstone for developing independent and successful language learners, especially in higher education contexts [2, p. 9; 3].

University EFL students are typically expected to demonstrate a high degree of autonomy: they must plan their learning, set realistic goals, monitor progress, identify weaknesses, and evaluate outcomes. However, many students enter university with limited experience in self-regulated learning and rely heavily on teacher guidance. This gap results in poor strategy use, low persistence, and superficial engagement with language tasks, particularly in academic reading, writing, and listening comprehension.

The relevance of metacognition has increased further due to the expansion of blended learning, flexible curricula, and outcome-based education, which place responsibility on

students to manage learning beyond the classroom [4; 5]. In this setting, metacognitive competence becomes a critical factor determining whether students benefit from instructional opportunities or fail to sustain progress.

The purpose of this article is to examine metacognition as a theoretical and practical component of SLA and to demonstrate how metacognitive instruction can be embedded into university EFL methodology. The paper synthesizes contemporary research and proposes an integrative framework for classroom application, with a special focus on pre-task, while-task, and post-task strategy training.

Materials and methods. This article is theoretical-analytical in nature and is based on a systematic review of scientific literature. The selection of sources was guided by the following criteria:

1. relevance to metacognition in SLA and EFL methodology;
2. empirical validity and publication in peer-reviewed journals or reputable academic publishers;
3. focus on higher education, strategy instruction, and self-regulated learning.

The research method included comparative analysis of theoretical frameworks, synthesis of empirical findings, and pedagogical modeling. The pedagogical modeling component resulted in a set of classroom tasks and methodological recommendations designed for university EFL courses.

Main part. Metacognition is commonly divided into two major components: metacognitive knowledge and metacognitive regulation [6]. Metacognitive knowledge includes learners' beliefs and awareness about themselves as language learners (person knowledge), about task demands (task knowledge), and about available strategies (strategy knowledge). Metacognitive regulation refers to the processes learners use to control learning, including planning, monitoring, and evaluation [7, pp. 92-95].

In SLA, these components explain why two learners with similar proficiency may de-

monstrate drastically different outcomes. A learner with strong metacognitive awareness can identify weaknesses, choose appropriate strategies, and adapt learning behaviors. Conversely, learners with limited metacognition often engage in ineffective habits such as passive reading, translation-dependent listening, or repetitive memorization without monitoring progress [8].

Recent research confirms that metacognitive strategy use correlates with language achievement across skills and proficiency levels, particularly in reading and listening comprehension. Importantly, metacognition is teachable, and explicit instruction leads to measurable improvement in learners' performance and confidence [9; 10].

Metacognitive regulation is the most pedagogically actionable part of metacognition because it can be directly embedded into lesson design. Each regulatory component contributes to language development:

Planning includes goal setting, predicting task difficulty, selecting strategies, and allocating time. In language learning, planning improves performance in speaking tasks, writing, and comprehension activities because learners activate relevant knowledge and anticipate linguistic demands.

Monitoring involves checking understanding during task performance. Monitoring supports listening comprehension, reading inference, and accuracy in speaking and writing. Learners who monitor effectively are more likely to notice gaps in vocabulary, grammar, and pragmatic competence.

Evaluation refers to reflection after completing a task. Evaluation helps learners identify which strategies were effective, what errors occurred, and what should be changed in future tasks. Without evaluation, learners may repeat inefficient strategies and fail to develop autonomy [11].

Metacognition is closely connected to self-regulated learning (SRL), a broader construct describing how learners actively control cognition, motivation, behavior, and learning environments [12]. In higher education, SRL is essential because language learning is not limi-

ted to classroom input; students must independently practice skills, engage with academic texts, and manage extensive exposure.

Modern SRL models highlight cyclical phases: forethought (planning), performance (monitoring), and self-reflection (evaluation). This cycle corresponds directly to metacognitive regulation [12]. Therefore, developing metacognition can be seen as a methodological pathway for fostering SRL in university EFL contexts.

Empirical evidence suggests that SRL-oriented instruction improves persistence, academic writing outcomes, and language strategy use [13]. This finding is particularly relevant for EFL students who experience anxiety, low confidence, and limited opportunities for authentic language use.

Metacognitive reading strategies include previewing texts, setting reading goals, predicting content, monitoring comprehension, and summarizing. University students often struggle with academic reading because they focus on word-by-word translation rather than meaning construction. Explicit metacognitive training encourages learners to move toward global comprehension and critical evaluation [14].

Listening comprehension is strongly influenced by metacognitive regulation because learners must manage attention, handle unknown vocabulary, and evaluate comprehension in real time. Studies using the Metacognitive Awareness Listening Questionnaire (MALQ) confirm that learners with stronger planning and monitoring perform better in listening tasks [15].

In speaking, metacognition supports strategic planning (what to say and how), monitoring (detecting errors during speech), and evaluation (reflecting on fluency and accuracy after performance). Metacognitive instruction is particularly useful in task-based speaking because students learn to plan content and manage communication breakdowns [16].

Writing is a skill where metacognition is especially visible: effective writers plan structure, monitor coherence, and evaluate drafts. Research indicates that metacognitive prompts and reflective journals significantly improve

academic writing quality and reduce dependence on teacher correction [17].

Vocabulary development is often treated as memorization, but metacognition transforms it into strategic learning. Learners can plan vocabulary goals, monitor retention, and evaluate which strategies (spaced repetition, contextual learning, word families) produce the best results [6].

Metacognition should not be taught as an isolated theory. It must be integrated into daily instruction through a structured approach. The most effective methods include:

Explicit strategy instruction: Teachers explain strategies, model them, and allow guided practice.

Metacognitive prompts: Prompts such as “What is your goal?”, “What strategy will you use?”, and “How will you check your understanding?” encourage planning and monitoring.

Reflection and learning journals: Students record strategy use, difficulties, and progress. Journals increase awareness and encourage evaluation.

Goal setting and checklists: Goal setting supports planning and increases responsibility. Checklists can guide learners during tasks.

Formative assessment and feedback: Feedback should focus not only on language errors but also on learning behaviors and strategy choices.

Below are methodological tasks suitable for university EFL courses. They are designed to build metacognition systematically.

Pre-Task Stage (Planning)

Task 1: Goal-Setting Micro-Plan (2 minutes)

Students write: My goal for this task is: _____; The biggest difficulty might be: _____; I will use this strategy: _____

Task 2: Strategy Prediction

Before reading/listening: What type of text is this?; What vocabulary topics might appear?; What is the probable communicative purpose?

Task 3: Time Allocation

Students estimate: How many minutes will I need?; Which part will be hardest?

While-Task Stage (Monitoring)

Task 4: Comprehension Stop-Points

Teacher pauses after segments and students answer: Do I understand the main idea? (Yes/Partly/No); Which word/idea confused me?

Task 5: Monitoring Checklist

Students tick: I ignored unknown words and continued; I guessed meaning from context; I checked if my guess makes sense

Task 6: Speaking Self-Repair Practice

During pair speaking: students must self-correct 2 errors consciously; they mark when and how they repaired

Post-Task Stage (Evaluation)

Task 7: Reflection Grid

Students complete: question – answer: What strategy worked best?; What strategy failed?; What will I change next time?

Task 8: Error Pattern Analysis

Students categorize mistakes: grammar; vocabulary; pronunciation; coherence. Then write 1–2 actions for each category.

Task 9: Metacognitive Peer Feedback

Peers do not correct language only. They answer: Did the speaker have a plan?; Did they monitor and repair?; Did they evaluate performance?

The analysis confirms that metacognition is a key mechanism in SLA because it enables learners to plan, monitor, and evaluate language learning effectively. Metacognitive regulation supports higher achievement across all language skills and is strongly connected to self-regulated learning. In university EFL contexts, metacognition is essential due to increased learner responsibility and the need for autonomous study.

The scientific novelty of this work lies in presenting an integrative methodological framework that connects: metacognitive knowledge and regulation, self-regulated learning models, and practical lesson staging (pre-task, while-task, post-task). Unlike many studies focusing on one skill (e.g., listening or reading), this article demonstrates metacognitive appli-

cation across language skills within a unified instructional design.

The practical significance of the study includes: a structured set of classroom tasks for metacognitive strategy training; an approach for embedding metacognitive prompts into regular lessons; guidance for formative assessment focused on strategy use; improved learner autonomy, motivation, and academic performance.

Conclusion. Metacognition plays a decisive role in second language acquisition because it transforms learners from passive recipients of instruction into self-regulated, strategic, and autonomous language users. In higher education EFL contexts, metacognitive competence is particularly important due to academic demands, reduced teacher control, and the necessity of independent learning beyond the classroom. The article demonstrated that metacognitive knowledge and regulation influence all language skills and can be explicitly taught through structured strategy instruction, reflection, and formative assessment. The proposed tasks for pre-task, while-task, and post-task stages provide a practical methodological toolkit for university teachers. Ultimately, metacognitive development should be treated as a methodological priority, supporting sustainable language progress and academic success.

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İKİNCİ DİLİN MƏNİMSƏNİLMƏSİNDƏ METAKOQNİSİYANIN ROLU: ALİ TƏHSİL KONTEKSTİNDƏ İNGİLİS DİLİNİN XARİCİ DİL KİMİ TƏDRİSİNDƏ ÖZÜNÜ TƏNZİMLƏYƏN ÖYRƏNƏNLƏRİN FORMALAŞDIRILMASI

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Annotasiya. Metakoqnisiya – öyrənənlərin öz koqnitiv prosesləri barədə məlumatlılığı və həmin prosesləri tənzimləməsi – ikinci dilin mənimsənilməsi (SLA) sahəsində muxtariyyət, strateji öyrənmə və akademik nailiyyətlərlə güclü əlaqəsinə görə müasir dövrdə mərkəzi anlayışlardan birinə çevrilmişdir. Məqalədə metakoqnisiyanın SLA-da rolu universitet səviyyəsində İngilis dilinin xarici dil kimi tədrisi (EFL) kontekstində təhlil edilir. Tədqiqat metakoqnitiv biliklərin (şəxs, tapşırıq və strategiya bilikləri) və metakoqnitiv tənzimləmənin (planlaşdırma, monitorinq və qiymətləndirmə) son elmi nəticələrini sistemləşdirərək, bu komponentlərin oxu, yazı, dinləmə, danışmaq və leksik ehtiyatın inkişafında necə dəstək rolunu oynadığını göstərir.

Məqalədə metakoqnisiya özünütənzimləyən öyrənmənin əsas mexanizmi kimi təqdim olunur və müəllimlərin onu açıq strategiya təlimi, reflektiv fəaliyyətlər, məqsədqoyma və formativ qiymətləndirmə vasitəsilə necə inkişaf etdirə biləcəyi müzakirə edilir. Metakoq-

nitiv təlimin dil dərslərinə sistemli şəkildə inteqrasiyasını nümayiş etdirmək məqsədilə dərslərdən əvvəl, dərslər zamanı və dərslərdən sonra mərhələlər üçün praktik tapşırıq nümunələri təqdim olunur.

Tədqiqatın elmi yeniliyi metakoqnitiv strategiya təliminin özünütənzimləyən öyrənmə modelləri və ali təhsildə kommunikativ metodologiya ilə inteqrasiyasını təmin edən vahid konseptual çərçivənin irəli sürülməsinədir. Praktik əhəmiyyəti isə dərslər dizaynı və qiymətləndirmə üçün strukturlaşdırılmış yanaşmanın təklif olunması ilə öyrənənlərin müstəqilliyini və uzunmüddətli akademik nailiyyətlərini artırmaq imkanının yaradılmasında ifadə olunur.

Məqalədə belə nəticəyə gəlinir ki, metakoqnitiv inkişaf müasir EFL pedaqogikasında əlavə bacarıq deyil, metodoloji prioritetdir.

Açar sözlər: metakoqnisiya, ikinci dilin mənimsənilməsi, özünütənzimləyən öyrənmə, metakoqnitiv strategiyalar, öyrənən muxtariyyəti, strategiya təlimi, ali təhsil.

РОЛЬ МЕТАКОГНИЦИИ В ОВЛАДЕНИИ ВТОРЫМ ЯЗЫКОМ: ФОРМИРОВАНИЕ САМОРЕГУЛИРУЕМЫХ ОБУЧАЮЩИХСЯ В УНИВЕРСИТЕТСКОМ КОНТЕКСТЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Аннотация. Метакогниция – осознание обучающимися собственных когнитивных процессов и их регуляция – стала центральным понятием в современной теории овладения вторым языком благодаря её тес-

ной взаимосвязи с автономией обучающихся, стратегическим обучением и академической успешностью. В статье рассматривается роль метакогниции в процессе овладения вторым языком с особым акцентом

на университетский контекст обучения английскому языку как иностранному. Обобщаются современные эмпирические данные о метакогнитивном знании (знание о личности, о задаче и о стратегиях) и метакогнитивной регуляции (планирование, мониторинг и оценивание), подчёркивается вклад этих компонентов в развитие языковых навыков чтения, письма, аудирования, говорения и усвоения лексики.

В работе также рассматривается метакогниция как ключевой механизм саморегулируемого обучения и анализируются педагогические способы её формирования посредством эксплицитного обучения стратегиям, рефлексивных практик, целеполагания и формирующего оценивания. Представлены практические задания для этапов до выполнения задания, в процессе выполнения и после выполнения, демонстрирующие возможности системной интеграции метакогнитивного компонента в структуру языкового занятия.

Научная новизна исследования заключается в разработке интегративной модели, объединяющей обучение метакогнитивным стратегиям с теориями саморегулируемого обучения и коммуникативной методологией в системе высшего образования. Практическая значимость состоит в предложении структурированного подхода к проектированию занятий и оцениванию, направленного на развитие самостоятельности обучающихся и повышение их долгосрочных академических результатов.

В заключение обосновывается положение о том, что развитие метакогнитивных умений представляет собой не факультативный компонент, а методологический приоритет современной педагогики преподавания английского языка как иностранного.

Ключевые слова: *метакогниция, овладение вторым языком, саморегулируемое обучение, метакогнитивные стратегии, автономия обучающихся, обучение стратегиям, высшее образование.*