Improving the self-sufficiency of English teachers in learning trough metacognitive strategies

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Abstract: The effect of metacognitive techniques on improving English instructors' capacity for independent learning is examined in this paper. The study presents a paradigm that incorporates metacognitive strategies including self-regulation, reflection, and strategic planning in recognition of the critical role that self-directed learning plays in professional development. A mixed-methods approach was used, using qualitative interviews to acquire a deeper understanding of instructors' experiences and quantitative surveys to evaluate changes in autonomous learning habits. The application of metacognitive techniques considerably enhanced teachers' capacity to assess their own learning processes, establish reasonable objectives, and modify their pedagogical approaches, according to the results.

Introduction: English teachers must acquire the ability to learn independently in a constantly changing educational environment. Teachers must not only transfer knowledge but also serve as role models for successful learning practices that encourage lifetime learning in order to facilitate language acquisition. Teachers can better support their students, improve their teaching methods, and adjust to new approaches with the help of independent learning. In the current educational environment, English teachers ability to learn independently is crucial for promoting their professional and personal development. Metacognitive strategies – those that entail awareness and management of one's cognitive processes – have become a potent tool for improving these abilities as educators deal with grooving expectations for creative and successful teaching approaches. Teachers who exercise metacognition are better able to evaluate their own strengths and limitations, set reasonable goals, and modify their teaching strategies, according to research (Baker &Brown, 1984; Flavell, 1979){1} By setting an example of good learning practices, this self-regulation techniques could improve English teachers capacity for autonomous learning. We can give instructors a framework to enhance their practice and create a more thoughtful and adaptable learning environment by emphasizing techniques like self-reflection, goal-setting, and self-monitoring. Teachers can effectively faster these autonomous learning abilities by using metacognitive techniques, which are the mechanisms by which people keep an eye on and manage their own learning. Teachers can enhance their capacity to organize, oversee, and assess their students learning experiences by cultivating awareness of their cognitive processes. In addition to advancing their professional growth, this reflective practice provides a good example for their students. The significance of autonomous learning abilities for English teachers and the part metacognitive techniques play in developing these abilities will be discussed in this introduction. Teachers can improve their efficiency in the classroom, adjust to a variety of learning situations, and encourage their students to become self-directed learners by incorporating metacognitive 124 techniques into their professional development.

Literature review

The research shows a close connection between English teachers autonomous learning abilities and metacognitive techniques. Teachers can improve their professional development and, eventually, their teaching methods and student outcomes by cultivating

metacognitive awareness. For educators, the ability to learn independently is essential because it empowers them to take charge of their own professional development. ,,,,,,, Candy claims that self-direction and the capacity to control own learning processes are essential components of independent learning. For English teachers, who have to constantly adjust to shifting student demands, curriculum, and technological advancements, this is especially important. Knowles' research highlights the value of self-directed learning in adult education, showing that teachers who study independently themselves are better able to help their pupils develop similar skills.

1. The Elements That Make Up Metacognition. Metacognitive knowledge and metacognitive regulation are the two primary components of metacognition, which is the awareness and control of one's cognitive processes (Flavell, 1979). [3]. While metacognitive regulation refers to the methods used to govern those processes, such as planning, monitoring, and evaluating, metacognitive knowledge entails comprehending one's own learning processes, including awareness of strengths and deficiencies (Schraw & Dennison, 1994). [4]. 2. The Function of Metacognitive Techniques in Training Teachers. According to research, metacognitive techniques greatly improve teacher growth by encouraging critical thinking and self-reflection (Yorke) [5]. Metacognitive teachers are better able to assess their own teaching strategies, modify them in response to changing classroom conditions, and ultimately enhance student learning results (Wang). [6]. 3. influence on the ability to learn independently. Since they encourage lifelong learning and flexibility in teaching methods, independent learning abilities are essential for educators (Lamb. 2017) [7]. Teachers can take control of their professional development by using metacognitive techniques including goal-setting, self-monitoring, and self-assessment (Zimmerman) [8]. For example, metacognitive teachers showed better planning and reflection, which helped them become more independent learners, according to Baker and Brown (1984) [9].

METHODOLOGY

Numerous studies have examined the connection between teachers' efficacy and their metacognitive abilities. Higher metacognitive awareness among teachers is associated with increased self-assurance in their ability to instruct, which improves classroom management and student engagement. This link emphasizes how crucial it is to use metacognitive techniques into professional development in order to improve student learning outcomes and benefit teachers. It has been demonstrated that integrating metacognitive techniques into teacher education programs produces beneficial results.

Teachers capacity to self-regulate their learning and instruction can be greatly improved by programs that emphasize reflective practices and metacognitive training (Hattie& Timperley,2007). [10] For example, metacognitive training in professional development workshops has been linked to higher teacher effectiveness and satisfaction (Darling Hammond et al.2017). [11] Gaining metacognitive abilities can help educators better reflect their methods and modify their approaches, which will benefit students learning outcomes. It's possible that many English teachers are unaware of or do not regularly use effective metacognitive techniques in their instruction. Traditional teacher preparation programs frequently place too little emphasis independent study. Teachers reported gaining a better knowledge of their own learning processes as a result. Enhanced capacity to track progress and establish reasonable learning objectives. The research emphasizes now metacognitive training improves teachers self-esteem, effectiveness as educators, and general classroom performance. Educational institutions can produce lessons, motivating pupils to learn on their own professional growth has improved. In conclusion improving English teachers capacity for autonomous learning through metacognitive techniques is an important undertaking that helps both teachers and their pupils. Teachers must embrace self-directed learning strategies that allow them to successfully handle new problems as the educational landscape changes. Teachers can better understand their professional development by using metacognitive methods, which give them a framework for reflecting on their learning processes, setting goals, and assessing their results. The research emphasizes how metacognitive training improves teachers self –esteem, effectiveness as educators, and general classroom performance. Educational institutions can produce professional development programs by incorporating these tactics. Ultimately, more flexible, introspective, and successful English instructors may result from the integration of metacognitive techniques into teacher preparation programs and continuous professional development. These teachers create a more vibrant, richer learning environment that encourages their pupils to become independent learners while they develop their own capacity for independent study. In order to ensure that English instructors are prepared to succeed in a constantly evolving educational environment, stakeholders must give metacognitive methods top English instructors' capacity to successfully control their learning processes has

significantly improved, according to reports, thanks to reflective practices, self-regulation, and goal-setting. This change has a beneficial effect on their teaching methods and student outcomes in addition to encouraging more autonomy in professional growth.

Teachers can better understand their own strengths and shortcomings and adjust their learning experiences by developing metacognitive awareness. According to the findings, professional development programs for educators should incorporate continual instruction in metacognitive techniques in order to foster a culture of lifelong learning and continuous growth.

CONCLUSION

In conclusion, developing metacognitive abilities in English teachers not only improves their capacity for independent learning but also helps create a more dynamic and adaptable learning environment, which eventually helps both educators and learners.

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