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**Developing In-Service Teachers' Language Awareness through  
a metacognition-based program**

**A Research in Partial Fulfillment of  
the Requirements for the PhD Degree in Education (TEFL)  
(EFL Curriculum and Instruction)**

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### Abstract

In order to help EFL teachers during the preparation stage become more linguistically aware, this study looked into the usefulness of metacognition practices. 30 instructors from the South Cairo District of the Dar El-Salam Directorate were specifically chosen for this study during the academic year 2022-2023. Two tools were used: an observation checklist to gauge the program's impact on teachers' development; a needs analysis questionnaire to gather the necessary data regarding EFL teachers' language awareness skills and metacognition; and a pre-posttest to examine the effects of the suggested program based on metacognition on developing the necessary EFL teachers' language awareness before and after the program. The administration of the program lasted around 24 hours. The treatment's outcomes showed that there was a statistically significant difference in favor of the post-test in the mean scores of the study groups' pre-posttest overall language awareness skills as well as each of the macro skills. The observation revealed that the program's effects on the participants and their students were delayed. A series of recommendations and ideas for additional research are highlighted after it was determined that the suggested program based on metacognition strategies positively improved the development of language awareness abilities among EFL preparatory stage teachers.

**Keywords:** Metacognition, language awareness, preparatory EFL teachers.

### **Introduction:**

Teachers are an essential part of education. It is critical to comprehend what characteristics make an excellent foreign language instructor because governments spend a lot of money on their recruitment and training. 18% of instructors all around the world are also professors of a foreign language. Different from other instructors, language teachers should, for instance, be better prepared to teach in multicultural settings and more likely to have studied abroad.

Language awareness is essential for in-service teachers because it influences their choices about education and relationships with students (Hu, 2018). As a result, increasing teachers' linguistic awareness has long been a priority in teacher education. Utilizing programs that are based on metacognition is one way to encourage language awareness in in-service teachers (Tseng et al., 2017). The efficacy and effects of such initiatives on the linguistic awareness development of in-service teachers are covered in this essay.

The term "language awareness" refers to "an individual's increased consciousness and understanding of language as a system and its use, which may impact their linguistic knowledge, attitudes, and behaviors" (Leung & Street, 2018, p. 55). Understanding how language affects students' learning outcomes and being aware of the social, cultural, and linguistic influences on language use are also components of developing language awareness (Tseng et al., 2017). The need for in-service teachers to improve their language awareness stems from the fact that effective instructors are more likely to support students' academic success and language development (Hu, 2018). Strong language awareness abilities enable teachers to assess and modify their pedagogical strategies to best meet the different requirements of their pupils (Kunnan, 2018).

The development of reflective thinking abilities and self-awareness are key components of programs that emphasize metacognition (Zhang et al., 2016). Teachers are prompted by these initiatives to consider their own language use and the language requirements of their students. Teachers can use techniques to enhance their own language awareness abilities by reflecting on their own language awareness strengths and limitations.

Programs based on metacognition have been found to be successful in raising teachers' linguistic awareness (Tseng et al., 2017). Teachers who took part in these programs shown improvements in their capacity to recognize linguistic elements in classroom discourse, assess the use of language in teaching materials, and design activities that support language development. Teachers' instructional techniques have been demonstrated to benefit from metacognition-based programs. Teachers who take part in these programs are better able to produce teaching resources that support language development and meet the linguistic demands of their students (Zhang et al., 2016). The reflective thinking abilities acquired via these programs can also result in possibilities for teachers to continue their professional development and learn new things (Kunnan, 2018).

Making sure teachers have the time and resources to actively engage in the self-reflection process is one of the obstacles of putting metacognition-based programs into practice (Hu, 2018). The success of these initiatives can also be hampered by teacher reluctance to change or a lack of support from school management. It's important to give teachers opportunities for ongoing professional development and support if you want to implement metacognition-based programs successfully (Kunnan, 2018). Teachers who want to engage in reflective thinking methods can benefit from professional development

opportunities like workshops or online courses. The resources they need, such as time, technology, and teaching materials, can be made available to teachers by school administrators. Language awareness is crucial for effective teaching methods among preservice teachers. It has been demonstrated that programs based on metacognition are successful in raising instructors' linguistic awareness and encouraging reflective thinking. Teachers must be given continual support and chances for professional development if these initiatives are to be successful.

### **Definition of the Terms:**

#### **A) Training Program**

Bissessar, (2014: p. 39) defined a training program as "any planned program that provides opportunities for professional growth of members for the teaching staff in the school in order to improve the performance of each individual of them in his teaching".

Dayoub & Bashiruddin, (2011: p. 589:590) defined in-service training programs as "a process and a part of continuing education that helps the teacher to gain greater insight into teaching, broaden their knowledge and improve their skills and attitudes".

The training program **in this study** is described as the activities and processes provided for EFL Prep stage teachers employing metacognition to improve their language awareness and hence their teaching.

#### **B) Metacognition**

1- (Hasselgård 2018) defined metacognition as an awareness of and reflections about one's knowledge, experiences, emotions and learning in the contexts of language learning and teaching.

2- (Harris, Santangelo, & Graham, 2010) defined metacognition as knowledge and awareness of one's self that is made up of declarative, procedural, and conditional knowledge.

- The evaluation of one's own metacognition processes and performance, which includes self-management, meta mentation, meta-learning, and meta-components, is how the **researcher defines** metacognition.

## **Review of Related Literature**

### **Theoretical Background of the study**

Numerous research on EFL students in the preparatory stage are covered in the study. Salimi and Keshavarz (2019) shown that translation software can increase vocabulary development, and Ekinci and Balaman (2020) discovered that visual organizers help EFL learners' reading comprehension. Language learners' failure attributions and metacognitive awareness were linked by Sari (2021), while El Massoudy (2020) demonstrated how a metacognitive training program might boost postgraduate students' performance motivation and reduce academic procrastination. Essa and Abdallah (2018) revealed that metacognitive training can help students become more creative readers and strategic thinkers, while Abdallah (2018) demonstrated how a knowledge-based approach can help talented students become more adept at critical thinking. Kramsch et al. (2015) and Kuo et al. (2018) demonstrated the benefits of metacognitive strategy training. The present study employed a quasi-experimental design with one group of EFL teachers receiving pre- and post-treatment. The group was instructed utilizing a suggested program based on

metacognition for developing the language awareness of in-service technicians. The pre-post language performance test was administered to the same group both before and after the intervention.

### **Participants**

The participants in this study consisted of A group of thirty EFL pupils of preparatory stage (males and females) who were randomly selected from Dar El Salam directorate – South Cairo district in the academic year 2022-2023. The EFL pupils' group presented the experimental group which was taught by using metacognition program.

### **Instruments of the Study**

To fulfill the purpose of the study, the researcher designed the following instruments:

1. Need's analysis
2. Pre-posttest.
3. Observation Checklist.

#### **1. The Needs Analysis Questionnaire**

The researcher created a questionnaire to gather the necessary data from EFL prep stage teachers and university specialists in order to elicit their opinions about EFL teachers' language awareness abilities that can meet their needs and, in turn, aid in developing the suggested program. The original interview form was approved by three EFL supervisors in the Ministry of Education and seven professors of curriculum and EFL instruction from Egyptian universities (Appendix A).

### **Objectives**

The purpose of the need analysis was to identify the language awareness levels



of EFL prep stage teachers, as well as their satisfaction with the current EFL training programs and the advantages of using the offered training courses to improve their language awareness.

### **Description of the needs analysis questionnaire**

The questionnaire was divided into two parts. The first portion concentrated on the learning requirements of EFL prep stage educators to enhance their language awareness skills. The language awareness criteria for EFL teachers at the preparatory stage were divided into four macro skills and twelve micro abilities. The second part of the survey asked questions about the metacognition awareness abilities that EFL teachers should possess. Planning, monitoring, and assessment are the three components of the metacognition skills required of EFL teachers at the preparatory stage. Monitoring is divided into four statements, while assessment is broken down into four statements. Respondents were requested to check one choice for each ability (very important-somewhat important-unimportant) on the 3-point Likert scale survey questionnaire.

### **Validity of the questionnaire**

The questionnaire was given to a jury panel for preliminary validation (see Appendix D). They were tasked with examining the suitability and clarity of the questionnaire's questions and answers in order to confirm its validity. The jury members approved the questionnaire after making the following revisions and maintained that it is appropriate for EFL preparatory stage teachers:

- Using terminology associated with phonological awareness and cultural awareness since it is appropriate for the target skills:

- Relying more on tactics than strategies.

- 20-item maximum for the observation checklist.
- Employing "Learners' Characteristics."

Their comments and ideas were taken into consideration. They declared that the questionnaire was trustworthy in their conclusion. The results of the questionnaire are shown.

### **The Language Awareness Test**

- **Aim of the test**

Performance test based on language awareness skills. It was used in order to investigate the effect of the suggested program based on metacognition for raising the required EFL language awareness skills.

- **Description of the test**

The purpose of the test was to compare the EFL teachers' prior and post-test language awareness. The researcher created a final pre-post Test in response to the jury's recommendations after presenting the Test in its original version (Appendix B) to EFL experts and professors of TEFL (Appendix B). The final version of the designed pre-post Test had thirty questions, which were grouped into four primary domains. The total grade was 30 points and covered methods of teaching, receptive and productive teaching skills, and linguistic skills. The final form is in (Appendix I), and the pre-post test results were treated both statistically and qualitatively.

- The first part questions measured methods of teaching.
- The second part question measured receptive and productive teaching skills.
- The third part question measured linguistics skills.

### **Validity of the Test**

### **Face validity**

A jury review panel examined the test for appropriateness, relevance, and clarity, as well as for item wording. After revising the questions, they discovered a correlation between the test's dimensions and overall score. In order to validate the test in terms of the clarity of test instructions, the suitability of the exam for the level of EFL teachers at the preparatory stage, and the clarity of the questions, the test was given to a number of specialized jury members in EFL curriculum and instruction (See Appendix D, p. 117). The jury members recommended various modifications and revisions, such as restricting teacher evaluations to 30 questions. The researcher created the exam after considering the remarks. (See page 109 of Appendix B).

Table (2), it was revealed that the estimated correlation coefficients were statistically significant at 0.05 levels.

Dimensions	Correlation
1. Methods of teaching	0.554**
2. Receptive and productive skills	0.782**
3. Linguistic skills	0.578**

By comparing the correlation coefficients extracted from Table (2), it was revealed that the estimated correlation coefficients were statistically significant at 0.05 levels.

### **Test Reliability**

The Kuder-Richarson Formula is a measure of internal consistency reliability of measures that feature dichotomous items (Kuder and Richardson 1937;

Mercado-Lara et al., 2022; Wu et al., 2016; Wombacher, 2017). The value of Kuder Richardson formula version 21 was 0.676 indicating that the language awareness test was adequately reliable.

### **The model answer for Language Awareness Test**

The researcher a model answer in order to be able to measure some features of language awareness major skills rather in addition to measuring teachers' language skills. The scoring rubric was selected meticulously to assess the participant's scores in the pre-post language awareness test. The total test score was determined by summing the total score of the test items. The model ranged from (1) correct answer to (0) wrong answer.

### **The teacher's Language Awareness observation checklist**

#### **Description**

In its original form, the observation checklist had 12 standards and 40 practices (Appendix I). after distributing the observation checklist's original draft to three EFL supervisors, five professors of curriculum, and EFL instruction. In consideration of the jury's recommendations, the researcher created the final version of the observation checklist (Appendix E). The observation checklist had six standards and twenty practices in its final version (Appendix F).

#### **Objectives of the observation checklist**

The observation checklist aimed to rate the EFL teachers' Language Awareness.

#### **Validity of the teachers' observation checklist**

The Teacher's Observation Sheet was examined by a jury panel for appropriateness, relevance, and clarity of the items. Five professors of

Curriculum and EFL Instruction from various Egyptian universities as well as five EFL governmental supervisors approved the observation checklist's original version (Appendix C). The jury was given the original version of the observation checklist to review and ask questions. The researcher created the checklist after considering the remarks. (See page 109 of Appendix B).

1) The observation checklist's procedures for gauging and rating the language awareness of EFL teachers are appropriate.

2)The item's suitability for the goals of the observation checklist.

The jury members agreed with the observation checklist, and their main criticisms focused on the following ideas:

a) Some practices were not observable or measurable.

b) Some procedures needed to be clarified to make them easier to measure.

c) Each practice needs to meet certain standards in order to be evaluable.

The researcher developed the last iteration of the observation checklist after taking the jury's suggestions into account. The observation checklist had 20 practices and 6 criteria in its final version

Table (4) Correlation between subscales of the sheet and its total score

<i>Subscales</i>	<i>Correlation</i>
1. Planning for teaching	0.821**
2. Affective dimension	0.777**
3. Content organization	0.654**
4. Presenting lessons	0.831**
5. Interaction	0.837**
6. Knowledge	0.670**

Table (4) displays the correlation coefficient between the drugs and the overall observation checklist score, which is significant at the 0.05 level and ranges from (0.821 to 0.670). The aforementioned findings serve as valid indicators.

### **Reliability**

Since the response categories are four (ranges from does not meet standards = 1 to highly effective = 4), we used Cronbach's Alpha to **Cronbach's Alpha** compute the reliability of the teacher's observation sheet. The value of Alpha was 0.921 indicating adequate internal consistency reliability.

### **Test-retest reliability**

Table (5) test-retest reliability of the observation sheet

Pretest	Posttest						
	1	2	3	4	5	6	7
1. Planning of Teaching	.879**						
2. Affective Dimension		.930**					
3. Content Organization			.940**				
4. Presenting lessons				.944**			
5. Interaction					0.687**		
6. Knowledge						.989**	
7. Total score							.670**

\*\* significant at 0.01 level

Test-retest reliability scores for the observation sheet in Table (5) varied from (.670-.879), which is a sufficient level of reliability.

## Results and Discussions

### Results of Hypothesis 1:

There are statistically significant differences at (0.05) level between the mean scores of the study group (Prep. Stage EFL teachers) on overall Language Awareness pre- post-test in favor of the post-test.

**Table (9) Paired sample t-test differences in language awareness test for teachers**

Dimensions	Time	M	SD	N	T	DF	P	Cohen's d
Methods of Teaching	Pretest	4.93	0.78	30	-	29	0.099	2.34
	Posttest	7.37	0.96		12.82			
Receptive & Productive skills	Pretest	4.80	0.89	30	-4.39	29	0.418	0.80
	Posttest	6.77	2.43					
Linguistic Skills	Pretest	4.87	0.68	30	-7.31	29	0.130	1.33
	Posttest	6.67	1.37					
Total Score	Pretest	14.60	1.52	30	-	29	0.300	1.96
	Posttest	20.80	3.08		10.76			

**Note:** Cohen's d Criteria (> 0.631 = small, 0.631 to 1.50 = medium, and ≤ 1.51 = large) (Alwahaibi et al., 2020, p. 246).

(d) is the total effect size of the program.

(t) is the value of T-test.

(D.F) is the degree of freedom.

As shown in Table (8), the mean score for language awareness skills in the post test was greater than that of the pretest, which was (14.60), at 20.80. Due to the implementation of the metacognition program, it also showed that the grades on the posttest had higher homogeneity (=Std. Deviation/Mean) than the grades on the pretest. It should be observed that table (4) demonstrates a substantial

difference between the overall mean scores of the pre-posttest and posttest administrations of the language awareness test in favor of the post one. The t-value was (-10.76), which is significant at the (0.05) level. The effect size d is high because it equals 1.96 and is therefore greater than 0.80. These results show that the program is effective.

$$\text{Cohen's } d = \frac{t}{\sqrt{n}}$$

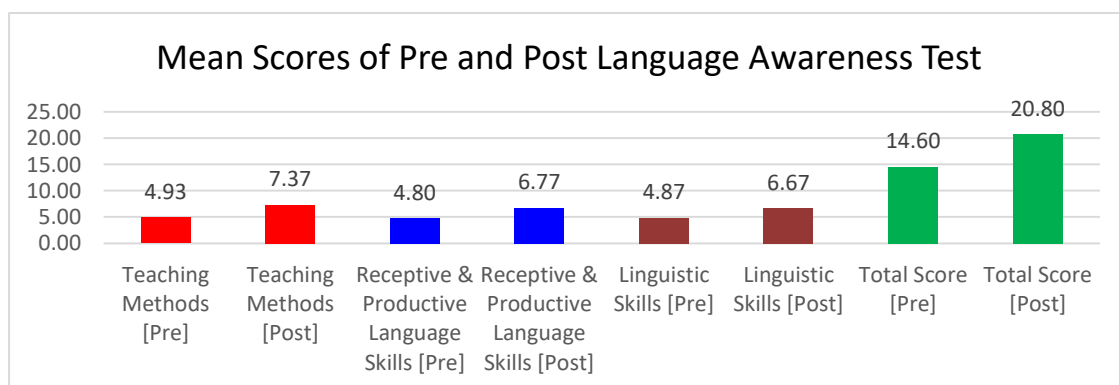
According to the reference framework in table (5), the impact size of 1.96 in the overall oral performance skills was therefore assessed as large.

Table (10) the referential framework for identifying the effect size of Cohen's d

Effect size : Cohen's d	Interpretation
From 0.20 till less than 0.50	Small
From 0.50 till less than 0.80	Medium
From 0.80 or more	Large

Thus, it may be concluded that the proposed program had a beneficial impact on the study group's total language awareness on the post-test, supporting the first premise. This improvement is graphically represented in the following picture:

**Figure ( 9) Mean Scores of Pre and Post-Language Awareness Test**





The first hypothesis is accepted since the following figure demonstrates a statistically significant difference between the mean scores of the study group (EFL teachers) on the pre posttest for general language awareness abilities in favor of the post one.

### Results of Hypothesis 2:

There are statistically significant differences at (0.05) level between the mean scores of the study group (Prep. Stage EFL teachers) on each of the macro and micro–Language Awareness pre- post-test in favor of the post-test.

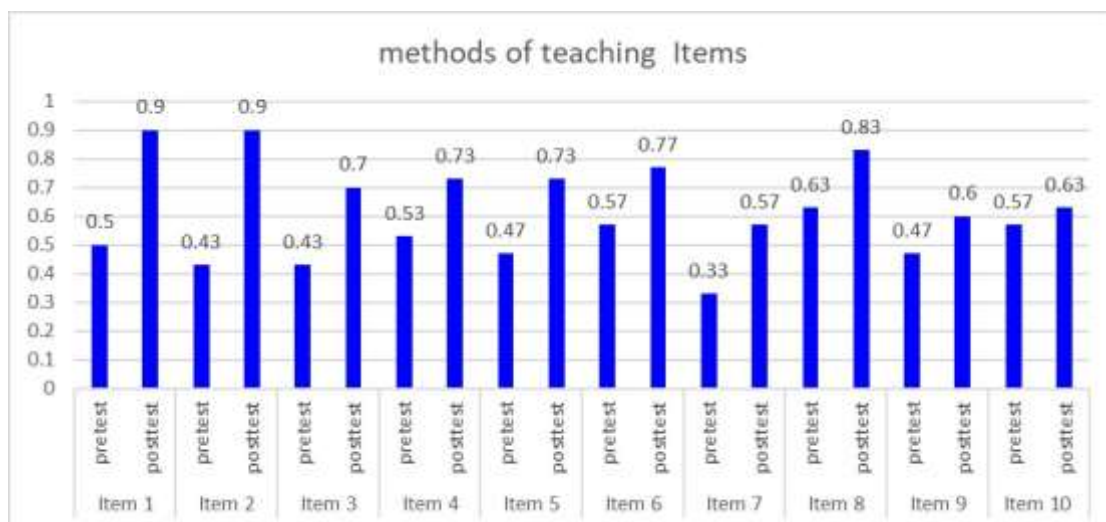
**Table (11) Paired sample t-test differences in methods of teaching dimension**

<i>Items</i>	<i>Time</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>DF</i>	<i>T</i>	<i>P</i>	<i>Cohen's d</i>
Item 1	pretest	0.50	0.51	30	29	-4.40	0.01	0.80
	posttest	0.90	0.31					
Item 2	pretest	0.43	0.50	30	29	-5.04	0.01	0.92
	posttest	0.90	0.31					
Item 3	pretest	0.43	0.50	30	29	-3.25	0.01	0.59
	posttest	0.70	0.47					
Item 4	pretest	0.53	0.51	30	29	-2.69	0.01	0.49
	posttest	0.73	0.45					
Item 5	pretest	0.47	0.51	30	29	-3.25	0.01	0.59
	posttest	0.73	0.45					
Item 6	pretest	0.57	0.50	30	29	-2.69	0.01	0.49
	posttest	0.77	0.43					
Item 7	pretest	0.33	0.48	30	29	-2.97	0.01	0.54
	posttest	0.57	0.50					
Item 8	pretest	0.63	0.49	30	29	-2.69	0.01	0.49
	posttest	0.83	0.38					
Item 9	pretest	0.47	0.51	30	29	-2.11	0.05	0.39
	posttest	0.60	0.50					
Item 10	pretest	0.57	0.50	30	29	-1.44	0.161	0.26
	posttest	0.63	0.49					

**Note:** Cohen's d Criteria ( $> 0.631$  = small,  $0.631$  to  $1.50$  = medium, and  $\leq 1.51$  = large). (Alwahaibi et al., 2020, p. 246).

"There is a statistically significant difference at (0.05) level between the mean scores of the study group (EFL teachers) on each of the macro and micro language awareness skills pre-posttest in favor of the posttest," reads the second hypothesis. The language awareness skills pre-posttest data were statistically processed using descriptive (Means and Standard Deviations) and inferential (t-test) statistics to test this hypothesis. The outcomes of macro language awareness abilities, specifically, teaching approaches, are displayed in Table (6).

**Figure ( 10) Paired sample t-test differences in methods of teaching dimension**



The second hypothesis is accepted since the following figure demonstrates a statistically significant difference between the mean scores of the study group (EFL teachers) on the pre posttest for general language awareness, namely methods of teaching skills in favor of the post one

**Table (12) Paired sample t-test differences in receptive and productive skills dimension**

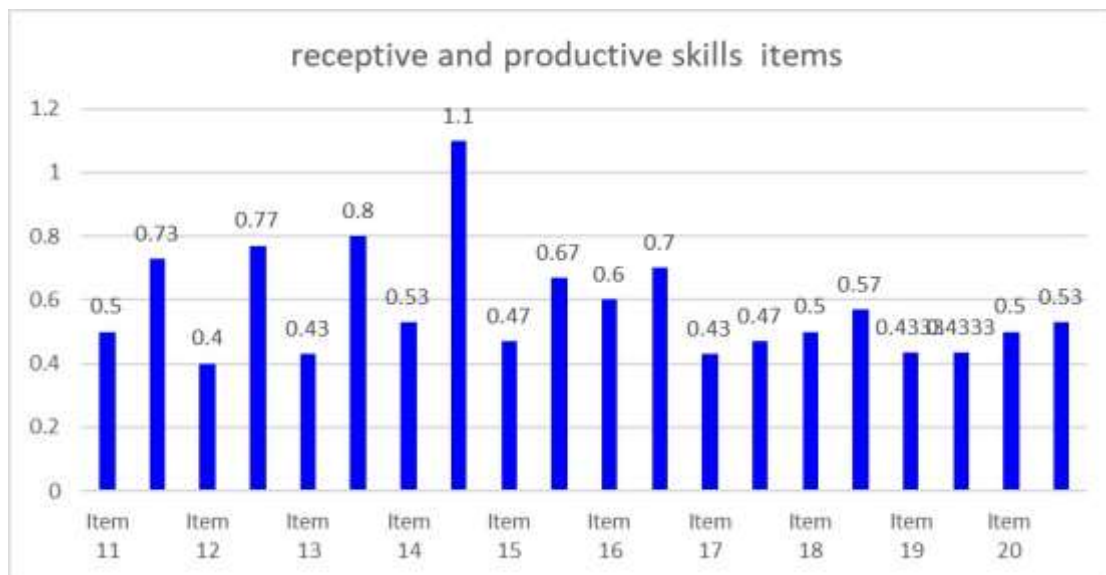
<i>Items</i>	<i>Time</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>DF</i>	<i>T</i>	<i>P</i>	<i>Cohen's d</i>
Item 11	pretest	0.50	0.51	30	29	-2.971	0.01	0.54
	posttest	0.73	0.45					
Item 12	pretest	0.40	0.50	30	29	-4.097	0.01	0.75
	posttest	0.77	0.43					
Item 13	pretest	0.43	0.50	30	29	-4.097	0.01	0.75
	posttest	0.80	0.41					
Item 14	pretest	0.53	0.51	30	29	-1.694	0.10	0.31
	posttest	1.10	1.73					
Item 15	pretest	0.47	0.51	30	29	-2.693	0.01	0.49
	posttest	0.67	0.48					
Item 16	pretest	0.60	0.50	30	29	-1.795	0.08	0.33
	posttest	0.70	0.47					
Item 17	pretest	0.43	0.50	30	29	-1.000	0.33	0.18
	posttest	0.47	0.51					
Item 18	pretest	0.50	0.51	30	29	-1.439	0.16	0.26
	posttest	0.57	0.50					
Item 19	pretest	.4333 <sup>a</sup>	0.50	30	29	--	--	--
	posttest	.4333 <sup>a</sup>	0.50					
Item 20	pretest	0.50	0.51	30	29	-1.000	0.33	0.18
	posttest	0.53	0.51					

**Note:** Mean score of Item 19 did not differ so t-test was not computed. Cohen's d Criteria (> 0.631 = small, 0.631 to 1.50 = medium, and ≤ 1.51 = large). (Alwahaibi et al., 2020, p. 246).

The second hypothesis states that, at the (0.05) level, there is a statistically significant difference between the mean scores of the study group (EFL teachers) on each of the macro and micro language awareness abilities pre-posttest in favor of the posttest. In order to evaluate this hypothesis, the language awareness skills pre-posttest data were statistically analyzed using descriptive (Means and Standard Deviations) and inferential (t-test) statistics.

Table (7) shows the results of receptive and productive skills related to macro language awareness.

**Figure (11) Paired sample t-test differences in receptive and productive skills dimension**



The second hypothesis is accepted since the following figure demonstrates a statistically significant difference between the mean scores of the study group (EFL teachers) on the pre-posttest for general language awareness, namely receptive and productive skills skills in favor of the post-one.

**Table (13) Paired sample t-test differences in linguistic skills dimension**

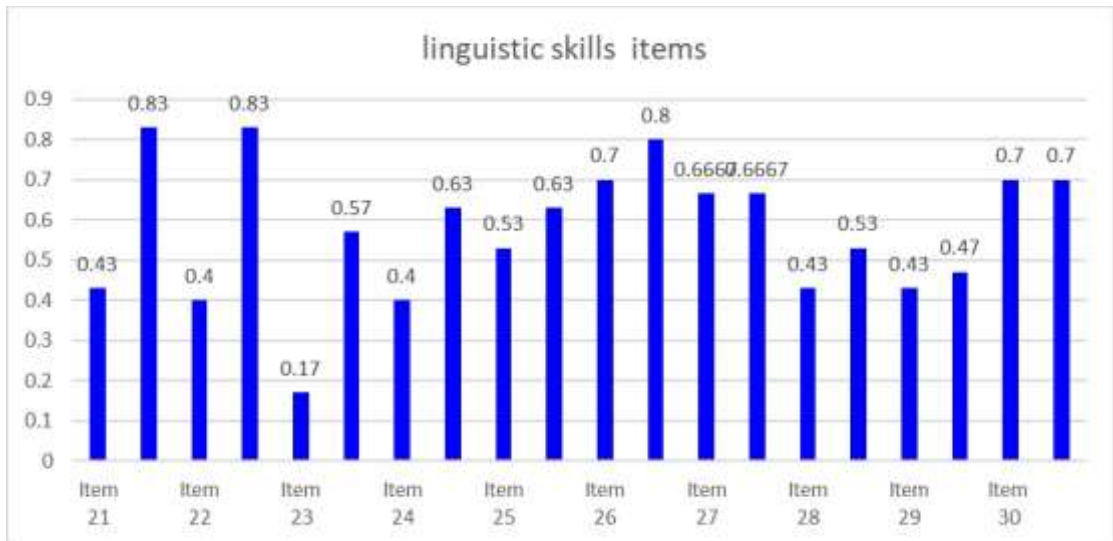
Items	Time	M	SD	N	DF	T	P	Cohen's d
Item 21	pretest	0.43	0.50	30	29	-4.397	0.01	0.80
	posttest	0.83	0.38					
Item 22	pretest	0.40	0.50	30	29	-4.709	0.01	0.86
	posttest	0.83	0.38					
Item 23	pretest	0.17	0.38	30	29	-4.397	0.01	0.80

	posttest	0.57	0.50					
Item 24	pretest	0.40	0.50	30	29	-2.971	0.01	0.54
	posttest	0.63	0.49					
Item 25	pretest	0.53	0.51	30	29	-1.795	0.08	0.33
	posttest	0.63	0.49					
Item 26	pretest	0.70	0.47	30	29	-1.795	0.08	0.33
	posttest	0.80	0.41					
Item 27	pretest	.6667 <sup>a</sup>	0.48	30	29	---	---	---
	posttest	.6667 <sup>a</sup>	0.48					
Item 28	pretest	0.43	0.50	30	29	-1.795	0.08	0.33
	posttest	0.53	0.51					
Item 29	pretest	0.43	0.50	30	29	-1.000	0.33	0.18
	posttest	0.47	0.51					
Item 30	pretest	.7000 <sup>a</sup>	0.47	30	29	---	---	---
	posttest	.7000 <sup>a</sup>	0.47					

**Note:** Mean score of items 27 and 30 did not differ so t-test was not computed. Cohen's d Criteria (> 0.631 = small, 0.631 to 1.50 = medium, and ≤ 1.51 = large). (Alwahaibi et al., 2020, p. 246).

The second hypothesis asserts that, at the (0.05) level, there is a statistically significant difference between the mean scores of the study group (EFL teachers) on each of the pre-posttest macro and micro language awareness abilities in favor of the posttest. The pre-posttest results for language awareness skills were statistically evaluated using both descriptive (Means and Standard Deviations) and inferential (t-test) statistics to assess this hypothesis. Table (8) displays the results of linguistic skills connected to macro language awareness.

**Figure (12)** Paired sample t-test differences in **linguistic skills** dimension



The second hypothesis is accepted since the following figure demonstrates a statistically significant difference between the mean scores of the study group (EFL teachers) on the pre-posttest for general language awareness, namely linguistics skills in favor of the post-one.

### Discussions

These results provide evidence that the suggested metacognition program significantly improved the language awareness of teachers in the EFL preparatory stage. The statistical analysis that was previously presented, which used a t-test to compare the research group's outcomes on the pre- and post-administrations of a language performance test, lends credence to this. These results, according to the researcher, were the result of the study group's professors adopting a metacognition program. The training in metacognition was deemed effective and beneficial by the participants. This is consistent with other research' findings that metacognition programs can

improve EFL students' language competency (e.g., Ekinici S.O. & Balaman U. 2020, Salimi F., Keshararz M.H. 219), Kuo et al. 2018, Kramersch).

According to the literature review, researchers generally agree that metacognition processes and procedures improved language awareness skills in EFL prep stage teachers. The teachers' increased understanding also helped them actively learn oral language. The researcher discovered that most teachers' replies were strongly held after studying and interpreting teachers' views on employing metacognition as a learning strategy and its impact on their language proficiency. This showed that employing metacognitive techniques improved teachers' language awareness. Therefore, it can be said that adopting metacognition will help EFL students improve their language awareness skills more than using traditional teaching methods.

**. Conclusion:**

One could draw the conclusion that metacognition is crucial for the teaching of language skills. The study's findings from a theoretical and imperial perspective revealed that metacognition enhanced and developed the language skills of the EFL teachers. Additionally, this study demonstrated that teachers are interested in implementing metacognition in the classroom. Additionally, this study showed that teachers were more enthusiastic about implementing metacognitive techniques in their classrooms to help students improve their language awareness.

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