PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH

AbdEl-Hafid Boussouf University Center - Mila

Institute of Literature and Languages

Department of Foreign Languages

Branch: English

Evaluating the Effectiveness of Secondary School English Courses in Fostering Learners' Metacognitive Awareness

The Case of Algerian Secondary School Courses

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Presented by: **Supervisor:** Dr. Rima HADEF

1) Fatima YEKHLEF

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Board of Examiners:

Chairman: Dr. Leila ZOUREZ

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Dedication

In the Name of Allah,

I dedicate this work

To my father's soul, Mohamed,*for his unwavering support and guidance has been the foundation of my academic journey. His wisdom, strength, and love continue to inspire me every day. I hope to honour his legacy through my pursuit of knowledge and commitment to making a meaningful contribution to our field.*

To my source of success my mother, Hafida. *For her love, prayers, and support have been my anchor. Her belief in me was the reason behind reaching my dreams.*

To my second mother, Aouicha*. For her prayers have been a guiding force throughout my academic career.*

To my real heroes my brothers, Walid and Khalid. *For their endless encouragement and care.*

To my lovely sisters, Wahiba, Houda, Manel, and Ikhlas *who have always stood by my side. For their steadfast support to accomplish this work.*

To all my friends *who have always encouraged me and wished me the best and success.*

Fatima Yekhlef

Dedication

In the name of Allah, the Most Gracious, the Most Merciful

May peace and blessings be upon our beloved Prophet Muhammad, the light of guidance and

mercy to the worlds.

"لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا"

286 سورة البقرة، الآية ——

"The stronger your trust in Allah, the easier your journey becomes, and the lighter your

burdens will feel."— Ibn Al-Qayyim Al-Jawziyyah

To those quiet prayers that gave me strength when I felt lost…

To my mother, whose endless love was my shelter through every storm.

To my father, whose silent support gave me courage when I had none.

To my brothers and sisters, my refuge and source of warmth.

To my closest friends, who stayed by my side when it mattered most, offering light and

laughter.

And to every soul who believed in me even when I doubted myself—

This humble work is dedicated to you, with all my heart.

Rania Reghioua

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Lastly, we extend our gratitude to all the secondary school students who took the time to participate in this study. Your contributions have been essential in bringing this research to fruition. Thank you all for your support and encouragement throughout this journey.

Abstract

Metacognitive awareness plays an important role in the language teaching and learning processes as well as in foreign languages. Hence, the current study aims at evaluating the extent to which the Algerian secondary school courses of English promote learners' metacognitive awareness focusing on their reported enhancements in setting goals, planning, recognizing, modifying, and thinking of their strengths and weaknesses in their English learning process. For that reason, four research questions are posed: (1) Do secondary school language courses help learners in developing metacognitive awareness? (2) What are the challenges secondary school courses face in encouraging learners' metacognitive awareness? (3) Do secondary school learners have problems with metacognitive awareness? (4) What are the pedagogical recommendations that could be provided to enhance the English courses' ability in promoting students' metacognitive awareness? Two questionnaires are designed for the purpose of answering these questions. One questionnaire is administrated to 40 teachers who have a dual experience in teaching at secondary school. The other questionnaire is distributed to a sample of 200 secondary school students. Both questionnaires include a form of a Likert scale that is aimed to answer the research questions. The data were collected and analyzed using descriptive statistics through SPSS software. The findings revealed that students acknowledged the positive and supportive role of their English language course in fostering their metacognitive awareness. However, the results of the teachers' questionnaire showed many gaps in their current English language course, including lack of emphasis on learning planning, goal setting, and strategy application. Additionally, they pointed out that the course does not sufficiently assist students in identifying their areas of strength and weakness or in applying techniques like self-evaluation to enhance performance. To more successfully support students' metacognitive development, teachers proposed that the course should be updated, include more engaging tasks, integrate technology, and provide

professional development opportunities that help teachers to improve their teaching practices. Finally, these results showed that in order to improve students' learning outcomes and foster metacognitive awareness, curricular modifications and teacher training are necessary.

Key Terms: metacognitive awareness, language course, evaluation, development.

List of Acronyms

EFL: English as a Foreign Language

FLs: Foreign Languages

MCA: Metacognitive awareness

Q: Question

S: Statement

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General Introduction

1. Statement of the Problem

English learning and mastery have turned into a necessity nowadays in light of the global dominance of this language. Consequently, English language courses have started to receive much attention in recent years for their ability to equip students from different cultural backgrounds with the language skills that are required for both academic advancement and professional development. More importantly, these language courses are also examined for their role in promoting metacognitive awareness.

English language courses are recognized for their role in preparing students for the demands of the workplace environment and everyday life situations through equipping them with proficient language skills, promoting learners' autonomy, social awareness, and intercultural competence. This study prompts an evaluation of the effectiveness of English language courses in promoting students' metacognitive awareness (MCA).

2. Aims of the Research

The current research aims to evaluate the effectiveness of English language courses in promoting learners' metacognitive awareness, focusing on how well these language courses support students to enhance their MCA. The study also seeks to determine whether the language courses promote students' thinking, evaluating, planning, and setting goals. Additionally, it aims to evaluate the extent to which these courses address learners' needs, preferences, and experiences. This study also seeks to highlight the challenges of the secondary school courses encounter and students have in promoting their MCA. Finally, it aims at identifying the pedagogical recommendations that could be provided to enhance the English courses' ability in fostering learners' metacognitive awareness.

3. Significance of the Study

The significance of this study lies in the fact that it evaluates an important topic which is the effectiveness of secondary school English courses in promoting students' MCA. This topic is considered very important in the field of Foreign Languages (FLs), particularly in English as a Foreign Language (EFL) and it is essential for students to become independent and self-regulated learners. In addition, this research sheds light on clarifying to what extent these language courses enhance students' MCA. Finally, this study can pave the way for future research by encouraging both teachers and learners to reflect on the importance of language courses in promoting students' MCA before implementing or participating in them.

4. Research Questions

The study aims at finding answers to the following questions:

1. Do secondary school language courses help learners in developing metacognitive awareness?

2. What are the challenges secondary school courses encounter in encouraging learners' metacognitive awareness?

3. What are the pedagogical recommendations that could be provided to enhance the English courses' ability in promoting students' metacognitive awareness?

5. Means of the Research

The current research follows a descriptive research design and a quantitative method to analyze data. Two questionnaires have been designed for both teachers and students. The teachers' questionnaire is administered to teachers of English who teach at secondary schools across various wilayas in Algeria. Additionally, the students' questionnaire is administered to secondary school students. Both questionnaires are used as data collection instruments. They are designed to evaluate the effectiveness of secondary school English language courses in

promoting students' MCA. Moreover, the data collected through the questionnaires are analyzed through descriptive statistics using SPSS.

6. Structure of the Dissertation

The present dissertation is divided into two main chapters. The first chapter is the theoretical part; it provides a literature review for both research variables. The second chapter is the practical part which provides the methodology and the collected data.

The first chapter consists of two sections. The first section focuses on language courses. It provides definitions for the term course, and the language course. After that, it explains its main goals, its models, and the process of course design. Finally, it states the challenges in language course. The second section sheds light on metacognitive awareness. It defines the terms cognition, metacognition, awareness, and metacognitive awareness, then the importance of metacognitive awareness in language learning. After that, it explains its strategies for fostering MCA through language courses. It concludes with the impact of language courses on developing learners' MCA.

The second chapter starts by presenting the participants, the aim, the description, the administration, and the analysis of both the students and the teachers' questionnaires, along with the interpretation and discussion of the main findings. It concludes with limitations, recommendations and suggestions for learners, teachers, and future researchers.

Chapter One: English Language Courses and Metacognitive Awareness

Introduction

In the field of teaching and learning foreign languages, the ability to learn and master English has become essential due to the languages' widespread influence globally. As a result, English language courses have gained significant attention recently for their effectiveness in providing students from diverse cultural backgrounds with the necessary language skills for academic success and professional development. Furthermore, these courses are increasingly being analyzed for their contribution in fostering metacognitive awareness.

The present chapter explores both language courses and the development of students' metacognitive awareness. Each section is devoted to one of these variables. The first section highlights the definition of language course, its goals, its models, its significance, the process of course design and the challenges met in these courses. The second section on the other hand, addresses the definition of metacognitive awareness, its components, its models, and its importance in language learning. Moreover, it also highlights the most effective strategies for promoting metacognitive awareness for language learners, and the impact of language courses on learners' MCA.

1. Section One: Language Courses

1.1.1. Definitions of a Language Course

Before highlighting the meaning of a language course, the definition of the term *course* is first provided. In its most basic and simplest definitions as "a set of classes or a plan of study on a particular subject, usually leading to an exam or qualification" (Cambridge Dictionary, 2025). This means that a course constitutes a set of lessons or a plan of study that is designed to enhance learners' knowledge about a certain topic or field of study. This plan

of study or set of lessons are concluded with a final test that determines students' progress, the level of their comprehension and the success of these lessons in achieving their aims.

Moreover, Mujtaba (2018) provided another definition that corresponds with the previous one. It states that a language course comprises a group of classes, lectures with an educational content about a particular subject (language) that leads students to a certain level of qualification. Therefore, the language course is acknowledged to be a program of study that leads students to certain level of knowledge or proficiency in a particular language. Thus, a language course could be described as a set of lessons or a study program that is designed to increase learners' knowledge about a particular language and develop their skills in that language

1.1.2. Goals of a Language Course

Goals are important components within educational settings, playing a significant role in shaping the outcomes of language courses. Moreover, goals within educational contexts serve as guidelines that define the desired outcomes of a course. They outline the overarching outcomes that teachers seek to achieve through teaching methods and course design.

According to Kapur (2020), "the primary objective of these courses is to augment knowledge and competencies among individuals in terms of different languages" (p 1). Therefore, the primary goal of any language course is to develop learners' linguistic knowledge and skills in a language in order to be able to comprehend language input and produce output as well. Therefore, the present section highlights the main goals that characterize an English language course.

The transmission of the existing set of knowledge and ways of thinking is the main goal of language course, which places an emphasis on the formation of the mind by interaction with subject matter through transferring knowledge from the teacher to the learner. In compliance with the goals of the English courses, the main objective of them is to

foster students' intellectual maturity through a methodical, content-centered syllabus that emphasizes mastery of grammatical rules, vocabulary systems, and example texts (Richards, 2001).

In addition, language courses are designed to prepare students for the demands of the economy and society, particularly for the workplace and everyday life (Richards, 2001). Stated differently, language courses focus on the practical outcome of the learning process, and how this outcome could help students meet the social demands and economic requirements of their society. Thus, it emphasizes the aspect of equipping learners with the needed communication skills that they could use in both their personal interaction and professional settings, Furthermore, the other functional skills that enable them to function in a professional or a social setting using the knowledge and skills they acquired from their language course. For example, students who anticipate desk jobs need to learn how to write professional emails and develop their written communication skills, with emphasis on their writing proficiency in order to meet the demands of their workplace environment.

Another goal focuses on highlighting the role of the learner in the center of the learning process, instead of the traditional teacher-centered view. Mnguni (2012) elaborated that this goal encourages learners to take responsibility of their own learning process, just like painters learn how to paint by painting. Thus, this shows that this aim encourages students' engagement and active participation as a vital requirement for their learning process. This way, they can learn through experience rather than just listening and processing knowledge. More importantly, this goal is suggested to improve students' critical thinking since it makes them more aware of their learning methods, objectives and outcomes, and also helps them reflect on this learning process to finds areas for development and improvement (Richards, 2001). It could be stated that this teaching approach is different from traditional teaching methods, but it could yield beneficial outcomes for both teachers and students alike, since it

would allow teachers to play the role of monitors who guide the learning process and assess its progress.

This goal is more related to social contexts and their role in the learning process. According to Mnguni (2012), humans can change the world by applying their knowledge, expertise, and abilities to address societal issues around them, which means that the curricula can focus on this human ability in the language course if the education were to successfully bring about social change.

Moreover, Richards (2001) claimed that well-organized language courses give students regular exposure to the language, allowing them to communicate effectively in a variety of social, academic, and professional settings, which promotes students' ability to function in a variety of global contexts through their acquired communicative skills. Therefore, it could be stated that language courses are vital in today's interconnected world because they promote social integration, economic mobility, and intercultural understanding (Richards, 2001). More importantly, these courses are also necessary on the social and personal level to develop intercultural awareness and their communication skills in order to be able to interact with people from different cultural backgrounds and build social relations with them (Oberste-Berghaus, 2024).

This final goal implies to the aspect of intercultural awareness in the language course. It should be noted that it is very important to increase students' cultural awareness of the language they are learning through their language course to be able to develop effective communication skills. According to Banks (2001), cultural pluralism, which calls for cultural diversity and education, was created in order to help teachers understand the philosophical and definitional issues surrounding pluralistic education, develop a philosophical stance, create and execute successful teaching methods that take into account ethnic and cultural diversity, and create sound guidelines for multicultural programs and practices. Therefore,

this goal in a language course creates an atmosphere where students can acquire intercultural competency in addition to language proficiency, enabling them to interact effectively and appropriately in a variety of cultural contexts.

All these five goals underscore the importance of considering the social, economic and cultural values in designing effective language courses. Thus, it is important for teachers to understand the theoretical framework and the goals behind their curricula so that they can implement appropriate and effective teaching strategies and materials that meet students' learning goals and the demands of their societies. However, Tyler (1949) highlighted a significant point in curricula goals, which is the need for constant evaluation and revision that keep teachers aware of their understanding of these ideologies and their implementation in their teaching methods.

1.1.3. Language Course Models

Each of the models includes the approach that suggests the type of content by referring to the nature of language and language teaching and learning which helps in getting the appropriate method of teaching which helps in deciding on the objectives, the roles of both teachers and learners, and the tasks to be used. This section highlights four main models: traditional language course model, the task-based course model, the communicative language course model and the adaptive language course model.

1.1.3.1. The Traditional Language Course Model

Richards and Rodgers (2001) stated that the traditional language course model is a reflection of previous approaches like the Grammar-Translation Method, which placed more emphasis on teaching students how to accurately read and translate texts than on helping them speak effectively and use the language in real life communication and interaction. Thus, it could be comprehended that the main goal of this model is to enhance students' grammatical competence and vocabulary knowledge (Renau, 2016). Therefore, students are

instructed on grammar rules and are provided with tasks created to help them remember them. Thus, this model puts more emphasis on comprehension and retention skills and highlights language form and structure as the most important aspect of language learning, neglecting language use and functions in interaction (Renau, 2016).

The traditional language course model could be described as the standard teaching approach that upholds the teacher in the center of the learning process, while students occupy the position of passive recipients of knowledge and information from their instructor. Michos et al. (2019) agreed that teachers in this model occupy "a central figure, as someone who is both a leader and the main source of knowledge and information, whereas students were mostly receivers of the educational contents provided by teachers and textbooks" (p. 627). This model suggests that the teacher is the only source of knowledge and he leads the language learning process, while students can be passive recipients of this knowledge and learn only what they receive from their instructor.

1.1.3.2. The Communicative Language Teaching Model

This model is the opposite of the traditional language course model that it rejects the notion of teaching a language form and structure, focusing instead on teaching the way with which language is used for real life communication and interaction. As a result, this model puts focus on context as a main contributor to the effectiveness of communication. Roger (1995, p.8, as cited in Eren, 2004) explained that instead of just teaching students distinct forms, the Communicative Language Teaching (CLT) model reframes language learning around the objective of enhancing their capacity to utilize English successfully in real-world social and cultural contexts. The model was first introduced to language learning environment by Hymes (1972, as cited in Keshmirshekan, 2019). He emphasized that linguistic knowledge is not enough to achieve successful communication in the target

language, the learner needs to know what to say, when, where and to whom in order to communicate.

Therefore, teaching a language through only its form is not sufficient for learners to achieve their goals and meet their needs in language course. They need to be aware of the social context and environmental surroundings in which the language is used. This way, they could learn how to use the language in context and respect its norms and regulations in order to ensure an appropriate and effective communication with others. This led to the development of the communicative language teaching model, which places a strong emphasis on interaction as the method and the end objective of language acquisition, therefore, language is viewed in this model as a tool for conveying meaning, forming connections, and accomplishing social goals rather than just a set of rules to be learned (Richards, 2006).

1.1.3.3. The Task-Based Language Course Model

In a study conducted by Helaluddin et al. (2024), it was revealed that the goal of this model is the development of students' metacognitive skills in the language learning process. It is reported that students who possess strong metacognition are able to develop critical and creative thinking, establish self-confidence, and stimulate and promote thoughtful, responsible thinking. All these are required characteristics for the implementation of the task-based model, and could be promoted through the use of this model as well (Helaluddin et al, 2024). Therefore, through real life, relative, problem-solving tasks, the task-based model actively fosters the development of these metacognitive abilities in addition to requiring them for successful learning. As a result, the task-based model and the development of students' metacognitive abilities are related, which makes it an effective way to encourage independence and critical thinking in language learners.

Therefore, the task-based language course model centers around content delivery through engaging students in educational tasks. Tasks are defined as actions in which the

learner uses the target language for a communication goal in order to accomplish a certain result (Willis, 1996, as cited in Ellis, 2024). In other words, this model is based on assigning students with tasks to conduct through which they use the target language in this process and improve their language skills. Ellis et al. (2020) explained that in contrast with the traditional language course model, the task-based model places a strong emphasis on utilizing students' innate capacity for language acquisition incidentally by having them complete tasks that attract their attention and provoke their engagement in this learning process. Hence, teachers integrate tasks that require students' use of the language to perform the different tasks that are implemented to encourage and lead their learning process.

Ellis (2024) provided an example of these tasks that enable learners to use the target language in conducting a task and improve their language skills through this process. He listed the opinion-gap task, through which students have a debate about a topic and present their arguments to their classmates to convey their opinions and information. Consequently, this serves as an example of the tasks that teachers could employ in their language course model.

1.1.3.4. The Adaptive Language Course Model

This model is a modern method that adapts language course to each student's special needs, preferences, and progress by utilizing technology and learner-centered strategies. Adaptive language course model could be described as a modern language teaching approach that is associated with both technology use and consideration for students' individual differences in learning. In a study conducted by Nikitopoulou et al. (2017), the adaptive language course is suggested by the researchers to integrate an online learning through Moodle platform with support the traditional language course. This course is characterized with the ability to adapt its content based on learners' different learning styles and preferences, which were available in the features of the Moodle platform. Consequently, this

model may create personalized learning experiences for students that could promote their language proficiency and learning outcomes as well.

Moreover, research shows that adaptive language learning course helps develop students' metacognitive awareness through promoting their reflection and critical thinking. In a study conducted by Kautzmann and Jaques (2022), it was revealed that students' capacity to keep track of their own knowledge throughout computer-based learning assignments is significantly enhanced by adaptive training. According to this, students who take language courses that employ adaptive models not only gain language proficiency but also become more conscious of their learning style, their knowledge, and their areas for improvement through reflecting on their learning strategies and identifying their weaknesses.

1.1.4. Process of Course Design

The process of course design is conducted through systematic methodological procedures and steps to ensure that the course fulfills learners' needs, contextual requirements and educational goals. This process involves defining learning outcomes, choosing suitable content and teaching methods, and creating effective assessments. A structured approach helps ensure the course supports student success and fits the broader social, cultural, and educational context.

Graves (2000) outlined a theoretical framework can guide teachers in constructing language courses that respond directly to their students' needs and requirements. **(See Figure 1.1)**

Figure 1.1

A Framework of Course Development Process (Graves, 2000. p 15)
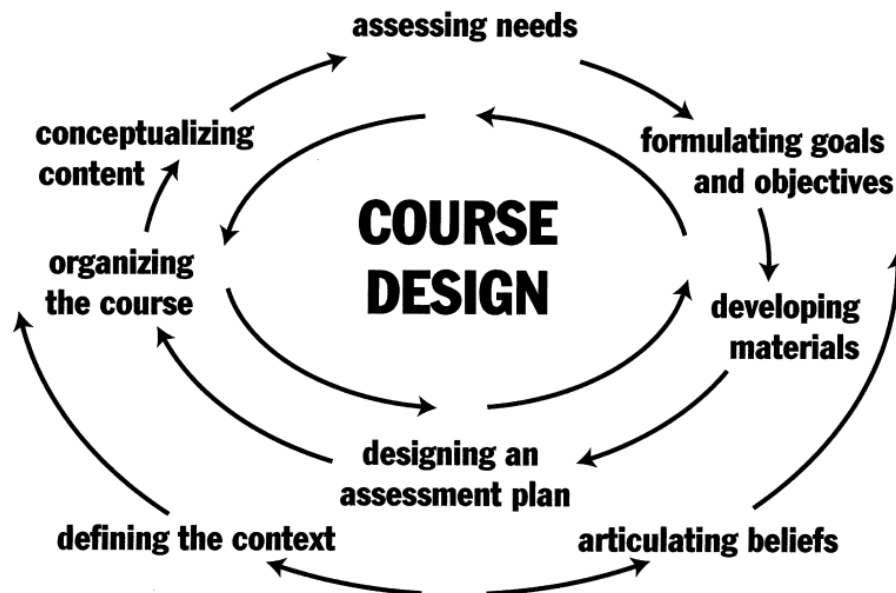
This model explains the key actions performed by teachers in designing a language course. It begins with the identification of students' needs. Muthmainnah et al. (2021) state that conducting a needs analysis is the point of departure in course design. Raw data about the needs of learning by students are gathered and analyzed by teachers using this analysis, then the overall course structure is determined based on it. Consistent with this, the argument can be made that needs analysis is at the heart of language course design because it identifies student priorities and impacts the development of course aims, content, and materials.

Muthmainnah et al. (2021) also emphasized that the most significant purpose of course design is to lead learners to a particular level of knowledge and ability. Course design is an ordered and systematic process by which teachers prepare instructional content, learning outcomes, teaching strategies, and assessment techniques in alignment with learning objectives. When properly conceived, these elements become a cohesive framework that

directs effective teaching and facilitates learners to cumulatively develop their language skills and understanding.

Following the analysis of the needs, instructors design the course by setting definite aims and selecting content that is appropriately matched with learners' academic needs and learning styles. Course goals ought to align with the general education curriculum, hence the course should be efficiently incorporated into the pedagogical environment, as argued by Rattanaphumma (2012).

Graves (2000) also states that after the goals, content, materials, and assessment tools are known, the next is to plan the course structure by breaking it down into units and lessons. In this process, the scope and sequence of the course are determined, where the content is organized in an order that makes sense and is logical, using the background knowledge of students and building their language skills step by step.

Overall, Graves' model provides an operational manual for teachers that leads them through the design of courses in such a way as to be responsive to students' needs and founded on sound pedagogical principles.

1.1.5. The Challenges in Language Courses

Designing an effective language course is a complex, high-stakes undertaking, further complicated by teachers' limited training and expertise, scarce resources, and persistent socio-cultural barriers.

1.1.5.1. The Teachers' Training and Lack of Expertise

Teachers play a major part in the effectiveness and success of language courses. According to Bay and Harapan (2021), a major factor in the success of language courses is the proficiency of the teachers and their capacity to carry out their roles in an efficient manner. However, the lack of training and expertise is a common feature among language educators in different educational contexts, including Algeria (Boudersa, 2017; Assassi,

2020). This lack of training could have a detrimental effect on teachers' roles in the language course and their ability to implement effective courses that could help students achieve their learning goals.

Evidently, teachers' training programs are recommended to help teachers overcome this challenge. Taskin (2017) explained that pre-service teaching programs help novice teachers to understand the importance of planning, as well as to plan their lessons effectively, which is an important aspect in the English language teaching course. Thus, through practice that allow teachers to experience different teaching scenarios and teaching techniques, they will develop a sense of professionalism toward the aspect of making successful and effective lesson plans. Asif (2008) also demonstrated through his research that professional training programs enhance teachers' professional teaching skill, refine their teaching methodology, and promotes their teaching techniques and attitude towards the language-teaching course. This study shows that the main benefit from these training programs is to help teachers learn lesson planning, textbook evaluation, teaching approaches, strategies, models, and assessment practices, which all serve as the pillars of an English teaching course.

1.1.5.1. The Resources Issues

Language resources are essential for the success of a language course and its effectiveness in meeting its pre-determined goals and objectives. Some of these resources include authentic materials (Guralnik, 2024), multimedia tools (Chhattani, 2023) and other tools that are essential for the language course effectiveness. Damayanti et al. (2018) expressed that teaching materials and resources raise the standard of language instruction, help teachers carry out their responsibilities, and help students learn at a deeper level. This highlights the role of teaching materials and resources in helping teachers carry out their teaching methods and deliver their lessons in an effective manner.

However, lack of resources and materials is a major challenge that language teachers often encounter in their English teaching courses. Consequently, this challenge could have a detrimental effect on the language course because teaching materials and resources do not only facilitate knowledge transfer and students' comprehension, but they also increase their engagement, interest and motivation as well (Akintunde et el, 2019). Maffea (2020) added that insufficient teaching materials in a language course can hamper students' learning in a number of ways, such as limiting their exposure to new vocabulary, decreasing their level of interest, impeding their ability to meet a variety of learning goals, and limiting their opportunities for social contact. As a consequence, it could be stated that without the right resources, students could find it difficult to learn and teachers might find it difficult to instruct, which could be considered as a major issue for the success of the language course.

In a study conducted by Rahayu and Rosa (2020) to examine the difficulties of elementary students in English language courses, it was revealed through questioning students that they do not like the use of textbooks in their English course and prefer to use multimedia that include animated pictures and videos in their learning process. Teaching English nowadays could be said to be different than what it used to be the past. Students of todays' generation are more digital-oriented and prefer the integration of media tools in their learning process. However, schools cannot normally provide the necessary materials that teachers can use to fulfill their students' needs.

1.1.5.2. The Socio-Cultural Barriers

Introducing English courses in Algerian primary and middle schools can raise socio-cultural concerns, as early exposure to foreign customs and values may challenge students' sense of identity. Kebboul (2023) found that the contrast between Algeria's traditionally conservative culture and the more liberal norms often portrayed in English-language materials can make young learners feel uncertain about their own cultural heritage. Likewise,

Khaldun (2021) warned that sustained engagement with the target language's cultural content, through texts, media, and classroom activities, can inadvertently erode pupils' attachment to their native traditions and values. These findings suggest that curriculum designers and teachers must carefully balance authentic English input with culturally responsive practices to safeguard students' cultural identity.

1. Section Two: Metacognitive Awareness

1.1.6. Definition of Metacognitive Awareness

Metacognitive awareness is a cognitive aspect of the human brain that is challenging to define. Thus, this section divides the term and defines each element separately in order to have an in-depth comprehension of it.

1.1.6.1. Cognition

Cognition in its broadest meaning involves the human ability of gaining knowledge and comprehension. In its detailed description, cognition is identified as the mental process of learning and comprehending through experience, thought, and the senses (Subedi, 2022). This means that cognition is the natural ability of the human brain to process information and understand them based on awareness, critical thinking and experiencing events that are registered in the brain in form of knowledge.

In fact, cognition is vital in learning, either in pedagogical institutions or life-long learning in real life situations. Anderson (2005) illustrated that the human mind is a particularly remarkable mechanism that exhibits extraordinary intellect and adaptability. This mechanism can retrieve information, solve issues, use logic, acquire and process knowledge far better than any superior and advanced Artificial Intelligence machine in our current era. Therefore, cognition could be considered as the operating system for humans' learning process throughout their entire life, including their languages learning process.

1.1.6.2. Metacognition

Metacognition is a complicated and multifaceted concept that is challenging to describe or identify. According to Flavell (1976), this term refers to a person's knowledge regarding their own cognitive processes and results or anything related to them (as cited in Büyükahıska, 2018). This description shows that metacognition extends cognitive abilities to the recognition of these abilities and being aware of their existence. It involves one's awareness of their own thinking mechanics and their cognitive processing procedures; thus, it could be said that metacognition is thinking about the thinking process itself (Crossland, 2015).

1.1.6.3. Awareness

In general, awareness refers to being conscious, knowledgeable, and alert; it involves the state or capacity to notice, feel, or be mindful of things, events, or sensory patterns (Gafoor, 2012). This shows that awareness includes the ability to notice or feel one's surroundings without a conscious effort or intentional focus on situational elements. This indicates that awareness entails a more profound, frequently intuitive comprehension of what is taken place in one's environment through unconscious observation.

The concept of awareness could be challenging to defined. Gafoor (2012) provided another definition of awareness that is more related to the field of psychology. He described that awareness could be identified as one's self-perception and consciousness about his mind and body. This means that awareness can be viewed as a form of self-reflection that allows individuals to observe themselves and evaluate their mental and physical attributes. To put it simply, awareness enables people to reflect on themselves, comprehend their feelings, and take note of their thoughts and physical experiences.

1.1.6.4. Metacognitive Awareness

After providing a detailed definition of cognition, metacognition and awareness, it could be inferred that metacognitive awareness refers to one's ability to perceive his cognitive processes and thinking skills in different life domains, including education. According to Tuononen et al. (2022), students who possess metacognitive awareness are aware of their own learning strategies and know when, how, and why to use them effectively. Therefore, this definition confirms that metacognitive awareness includes students' knowledge of their own cognitive ability to obtain and retain knowledge of the target language through their thinking skills and also through applying mental strategies that enable their language learning process. Thus, this concept could be described as thinking of the thinking skills that learners can use to monitor and control their learning process and its outcomes.

Moreover, Pascoe and Parker (2021) described metacognitive awareness as the capacity to disengage from thoughts and emotions and see them as fleeting mental experiences rather than as part of oneself or as true reflections of reality. In fact, this definition adds another dimension to the metacognitive awareness, which encompasses the ability of the individual to recognize that human thoughts and emotions are not absolute facts. Therefore, it is possible for one to detach himself from these emotions and use his critical thinking and reasoning to reflect on his actions, thoughts and mental processing for the aim of evaluating these processes and identifying their strengths and weaknesses (Pascoe & Parker, 2021).

1.1.7. Components of Metacognitive Awareness

There are three main components that form the metacognitive awareness: declarative, procedural, and conditional knowledge.

The concept of declarative knowledge relates to "one's knowledge about one's cognitive processes and products, or anything related to them" (Flavell, as cited in Navid, 2022. p. 6). Stated differently, this component of the metacognitive awareness refers to how the learner views themselves as learners, including their strengths, weaknesses, and the variables affecting how well they learn. This knowledge is essential for students' learning process because it enables them to reflect on their learning process. Thus, it represents the way that students see their positive and negative points in the language learning process and that factors that could influence this process. Moreover, Veenman et al. (2006) revealed that this type of knowledge involves the understanding of how person, task, and approach characteristics interact with one another. Therefore, it could be stated that declarative knowledge consists of information about their learning process that learners know and can apply in managing their language learning process.

Declarative knowledge could be both a cause for students' learning progress or an obstacle. In either case, it helps them monitor their learning process and control its outcomes.

Veenman et al. (2006) further explained this component through providing a concrete example, stating that a student may mistakenly believe that they have dedicated enough time to studying for arithmetic tests even though he keeps failing in the tests of this module. This example shows that one's declarative knowledge is not always correct; it may seem accurate for the learner who measured this knowledge based on his effort and the time spent revising, but his failure proves the opposite.

The second component of metacognitive awareness includes procedural knowledge. According to Navid (2022), procedural knowledge corresponds to the capacity to carry out steps properly in learning. They give an example of how a student may believe that he would succeed in an exam because he dedicated enough time and effort to revise for this exam, however, he fails despite these efforts, which highlights that procedural knowledge of how

students carry out their learning tasks with specific methods and strategies, may not be always accurate. Thus, if the declarative knowledge is about knowing what to do to regulate learning, procedural knowledge is knowing how to perform a task that benefit one's learning process.

Conditional knowledge, the third component of metacognitive awareness, is described as the understanding of the conditions and surrounding factors that affect learning, such as the reasons for the effectiveness of strategies and particular approaches and the appropriate times to use them (Alzahrani, 2016). Similarly, Jacobs and Paris (1987) referred to this component as "an awareness of the conditions that influence learning, such as why strategies are effective, when they should be applied and when they are appropriate" (p. 259, as cited in Murphy, 2009). Therefore, it could be comprehended that this component is more concerned with the elements that could impact the learning process and the conditions that determine the use of particular learning strategies.

Consequently, it is evident that the components of the metacognitive awareness complete one another. While declarative knowledge enables learners to know what skills and strategies to apply in certain educational contexts, and procedural knowledge shows them how to apply them, conditional knowledge helps students know when and why to apply these strategies in an effective manner.

1.1.8. Models of Metacognition

Metacognitive models offer valuable insights into how metacognitive awareness can be used to monitor and regulate students' learning process. The present study highlights the model of Kevin Crowley, Flavell and Schraw and Dennison.

1.1.8.1. Kevin Crowley's Model of Metacognitive Thinking

Kevin Crowley (1997) explains that children develop learning strategies by consciously reflecting on their knowledge, resources, and past experiences. As they gain experience, their understanding of tasks and their abilities becomes more organized. This model proposes the concept of automated metacognitive thinking. According to Thenmozhi (2019), Kevin Crowley and his colleagues have shown how the rise of metacognitive thinking is related to the automation of cognitive processes; they propose techniques developed into *Associative Mechanisms*, which function automatically and give students greater mental processing room for learning metacognitive and creative aspects. This shows that Kevin's model highlights metacognitive awareness and associative mechanisms as two complimentary strategies that cannot be separated in the learning process of young learners; thus, one completes the other.

Moreover, metacognitive awareness is vital in the language learning process. Thenmozhi (2019) added that metacognitive techniques like self-monitoring, goal-setting, and self-reflection become instinctive for students as their language learning skills improve, allowing them to concentrate on more complex language elements like fluency and creative language use. Therefore, the tandem between metacognitive awareness and associative mechanisms allows language learners to gradually improve their language skills, starting from simple development of language comprehension and vocabulary ~~increase~~ and shifting to refining language skills through improving speaking fluency and language use in communicative encounters.

1.1.8.2. Flavell`s Metacognitive Theory

In Flavell's theory of metacognitive awareness, more variables are added to evaluate this concept and extend its dimensions. Flavell (1979) included knowledge and self-regulation as two main components of the metacognitive awareness.

The first component, knowledge, includes person variables, task variables and strategy variables (Thenmozhi, 2019). In fact, person variables could be presented, based on the description of Kluwe (1987), as "the thinker [who]knows something about their own and others' thought processes, and the thinker can pay attention to and change their own thinking" (Noushad, 2008. p. 5). This suggests that a metacognitive thinker is conscious of both their own and other people's cognitive processes, reflecting metacognitive awareness of understanding how people process information, identify patterns, and resolve issues, in addition to the ability of changing their own way of thinking through self-regulation constitutes the second focal element of the metacognitive awareness in Flavell's model. It refers to the interplay of environmental, motivational, and cognitive elements and their role in monitoring the language learning process (Lajoie, 2008). This means that self-regulated learning is based on the emotional factors, contextual elements and cognitive processes that enable learners to manage their learning process through monitoring and assessing the strategies used to learn and their effectiveness. Therefore, regulated learners actively participate in metacognitive processes through monitoring their learning process and evaluating the strengths and weaknesses to promote their learning (Lajoie, 2008).

1.1.8.3. Schraw and Dennison's Model of Metacognition

In terms of structure, this model is similar to Flavell's in that both divide the process of metacognitive awareness into two main components: cognitive knowledge and self-regulated knowledge. However, Schraw and Dennison's model offers more detailed insights into metacognitive regulation and how students can actively monitor and control their learning processes (Craig et al., 2020). The figure below illustrates the structure of this model (See Figure 1.2).

Figure 1.2

Shraw and Dennison`s (1994) Model of Metacognition (Craig. et al, 2020. p. 168)
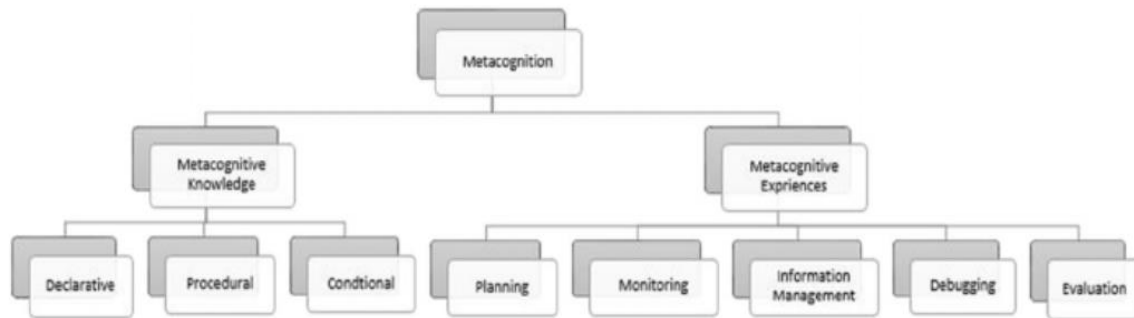
The figure shows that the Shraw and Dennison's model lists the components of metacognitive awareness as the first vital part of metacognition, and the metacognitive experience as the second essential element of metacognition. These components include the declarative, procedural and conditional knowledge that enables learners to know about their cognitive thinking and the effective they can implement to carry out their learning process. It also shows that the model classifies the metacognitive experience, also known as the metacognitive regulation, into five stages. They include planning, monitoring, managing information, debugging and evaluating. This model highlights that both knowledge and experience are vital for promoting one's metacognitive awareness, thus, their learning experiences and outcomes as well.

1.1.9. Importance of Metacognitive Awareness in Language Learning

Metacognitive awareness enables learners to be independent in their learning process and turn into active participants who can make conscious decisions and take responsibility for their own actions (Zimmerman, 2002). As a result, students become less dependent on their teacher as the sole source of knowledge, and he becomes a mentor who directs their learning process based on his expertise rather than being in charge of it. Metacognitive awareness is significant in language learning process. It provides students with the ability to monitor and

regulate their learning process to maximize its outcomes; being aware of their strengths and shortcomings allows students to evaluate their comprehension and choose the best approach for each activity in their learning process. Thenmozhi (2019) explained that "by offering challenge, we help children to move from dependence to independence, we help them to decode the world, in which they live and to create their authentic responses to it. The basis of metacognition is the notion of thinking about one's Thoughts" (p. 1). Thus, by posing a challenge with the integration of metacognitive strategies, teachers can assist students in transitioning from reliance to independence, deciphering their environment, and developing natural reactions to it. Thus, it could be stated that raising students' metacognitive awareness contributes to developing their autonomy in learning, which highlights the significance and importance of metacognitive awareness in the language learning process.

In fact, research shows that metacognitive awareness enhances students' autonomy in learning. By encouraging individuals to consider their cognitive skills and perceptions of the elements that can either support or impede their learning, it improves their critical thinking abilities and assists individuals in determining which learning strategies work best for them as well as when and how to use them (Ahmed &Ismael, 2015). Therefore, students who possess metacognitive awareness are able to comprehend their own thought processes, identify the factors that could affect their learning, and use the right techniques when they need them, which results in more self-control, more adaptability in learning strategies, and the self-assurance to take charge of their own language learning process.

Metacognitive awareness develops students' academic performance and promotes success in language learning. Young and Fry (2008) showed in their study that metacognitive awareness, particularly the metacognitive self-regulation, play a valuable role in the EFL learning process. In addition, a similar study was conducted by Kumar et al. (2024) to examine the effect of metacognitive awareness on high school students' academic

performance. The results also showed that metacognitive awareness has a positive correlation with students' academic success and academic productivity. The review of both studies showed that metacognitive awareness improves academic achievements by giving students the ability to actively monitor, control, and modify their learning techniques. Students who possess metacognitive awareness are better able to identify their own strengths and shortcomings (Young & Fry, 2008; Kumar et al. 2024). This enables them to choose strategies that are effective in improving their learning process and increasing its outcomes. It also makes them able to set reasonable objectives, assess their progress, and modify their strategies, which enhances motivation, time management, and problem-solving skills (Young & Fry, 2008; Kumar et al. 2024).

1.1.10. Strategies for Fostering Metacognitive Awareness through Language Courses

Students' metacognitive knowledge grows in a linear, gradual manner over the course of their academic careers, paralleling their intellectual growth (Alexander et al. 1995, as cited in Veenman et al. 2005). It means that It could be developed through instruction. Hence, teachers could emphasize this aspect in their teaching course and give it as much attention as the other language skills (reading, writing, listening and speaking). Therefore, to achieve this goal, teachers could adopt the following strategies, which include promoting general awareness, reflection, knowledge and regulation of cognition

In order for students to benefit from the positive impact of cognitive awareness on their language learning process, they should first recognize its role and how it could be promoted (Shraw, 1998). Thus, teachers are responsible for developing their students' general awareness of metacognition and self-regulated learning. Shraw (1998) declared that teachers can help their students increase their regulation of cognition and be more aware of their cognitive processing through implementing a set of structured tasks and activities, which enable learners to monitor and manage their language learning process.

One of the strategies that have been suggested in research to promote general awareness and metacognitive knowledge is reflection. Anderson et al. (2004) argued that "reflection is a cognitive activity that helps the practitioner link professional knowledge and practice and raise knowledge in-action into consciousness" (p. 191). This concept allows students to assess the effectiveness of their learning activities by linking their theoretical knowledge with actual practice, ultimately promoting their cognitive development. The best example that shows how reflection helps students evaluate their learning strategies is the one suggested by Shraw (1998) about vocabulary. He illustrates that students might reflect on whether using flashcards was effective for learning new words or if an alternative approach, like incorporating the words into sentences, might yield better results. This process of evaluating and adjusting strategies enables students to optimize their learning.

Self-questioning is another strategy that helps learners and teachers alike promote their general awareness and metacognitive, this technique involves posing questions to oneself (Ajayi, 2024). According to Aldossari and Aldajani (2021), this strategy helps EFL students promote their critical thinking skills and increase their academic achievements since these questions allow them to engage in dialogues that stimulate their emotional and cognitive awareness. Therefore, this strategy is effective in promoting metacognition and enabling students to take charge of their learning process to maximize its outcomes.

1.1.10.1. Promoting Self-Regulated Learning

Promoting self-regulated learning is one of the most important strategies in improving students' metacognitive awareness in English language learning. Haukås et al. (2018) stated that students should start their language learning process by organizing and reflecting on their learning objectives and determining the strategies required to reach these objectives. In addition, they should monitor the strategies they employ and make well-informed decisions about how to use them, considering the variables of their environment that affect their

learning process. Moreover, Haukås et al. (2018) recommended that students should be trained to engage in this type of reflective thinking with the help of their own teachers through specific teaching tasks and strategies that promote their self-regulated learning, such as journaling or peer feedback.

1.1.10.2. Enhancing Students` Motivation

Motivation plays a significant role in promoting language students' metacognitive awareness. Wolters (2003) described self-regulated learners as "the persons who have the cognitive, metacognitive abilities as well as motivational beliefs required to understand, monitor, and direct their own learning" (Abdel, 2020. p. 1). Based on this description, it could be identified that motivation is a required factor for the development of students' metacognitive awareness and for their engagement in self-regulated learning. Thus, motivated students may be more driven to actively assess their own learning process and its strategies, and make the required modifications, they can also be more encouraged to identify their strengths and shortcomings and adjust their learning strategies to achieve better results.

1.1.11. Impact of Language Courses on Developing Learners' Metacognitive Awareness

English language courses could play a vital role in developing students' metacognitive awareness. Chaikha (2023) highlighted the use of reflective activities in ~~this type of~~ courses and examined their implementation in multicultural contexts and their several benefits for EFL learners, including the development of their metacognitive awareness. In the study of Chaikha (2023), reflective activities were encouraged through the incorporation of journal writing, peer feedback and group discussions. Therefore, teachers of English could encourage their students to evaluate their language learning strategies, their alignment with their goals of learning English and the effectiveness of these strategies and how they can be improved. Therefore, it is revealed that reflective activities are effective in promoting language students' intellectual competence, their metacognitive awareness and their motivation to learn as well.

This shows that language courses could promote students' metacognitive awareness through the implementation of engaging activities that encourage reflection and self-assessment.

Metacognitive awareness can be fostered in language courses not only by the subject matter but also by the teachers' direct teaching of particular learning techniques. Zarobe and Smala (2020) called this method a strategy instruction, which refers to "explicit instruction on specific practices or techniques that can be employed autonomously to improve one's L2 learning and/or use" (Plonsky, 2011. p. 22). The goal of this approach is to educate students how to plan, oversee, and assess their own learning. Teachers who explicitly teach these techniques enable their students to take charge of their education, increasing their metacognitive awareness and learning efficacy as well (Zarobe & Smala, 2020).

Conclusion

This chapter provided a detailed overview on language courses and their role in promoting students' metacognitive awareness. It highlighted the need for language courses in todays' globalized environment and their necessity to equip learners from different cultural backgrounds with the demanded English language proficiency. Therefore, language courses should be outlined with effective and appropriate curricula ideology and supported with the selection of a suitable model that meets learners' needs and learning goals. Moreover, this chapter illustrated that language courses could be met with challenges, such as lack of teachers' training and expertise, lack of materials and resources, and socio-cultural barriers. However, their implementation could play a major role in promoting students' metacognitive awareness.

Chapter Two: Evaluating the Effectiveness of Secondary School English Courses in Promoting Learners' Metacognitive Awareness: Field work

Introduction

The theoretical insights gained from the literature review have provided a foundational understanding of metacognitive awareness and its relevance to EFL language learning. Building upon this foundation the current chapter shifts focus from theoretical exploration to the empirical dimension of the study. the important aspects of the empirical dimension of this study is to provide a comprehensive account of the fieldwork undertaken to collect data essential for addressing the research questions and fulfilling the study's aims. This chapter emphasizes the analysis and discussion of the findings derived from the questionnaires administered to both teachers and students, shedding light on the interplay between English secondary school courses and the development of learners' metacognitive skills.

The present chapter is organized into two main sections: one dedicated to the teachers' questionnaire and the other to the students' questionnaire. Each section begins by informing the aim of the questionnaire, then it describes the research sample involved in the study. The design and structure of each questionnaire will provide detailed explanations to help contextualize the findings. Subsequently, through analysis and interpretation of the collected data will be presented, leading to a discussion of the key findings. Additionally, this chapter will highlight challenges encountered during the research process that influenced the outcomes, culminating in targeted recommendations for educators and learners, as well as suggestions for future research avenues in the domain of metacognitive awareness within language education.

2. Section One: The Students' Questionnaire

2.1.1. The Participants

The participants of the study are secondary school students from different levels at Mila. The participants were selected because secondary school students are at a stage where they begin to develop more advanced metacognitive skills, making it an ideal level to examine the effectiveness of strategies for promoting metacognitive awareness. Furthermore, at this level, students are prepared for higher education and are more likely to engage in reflective thinking about their learning. Therefore, they could provide relevant information that serves the research objectives in evaluating the efficiency of language courses in promoting their metacognitive awareness.

The sample for this study was selected using purposive sampling, a non-random technique that allows the researcher to choose participants based on specific characteristics relevant to the research. In this case, the sample consisted of 200 secondary school students from various secondary schools in Mila**.**

2.1.2. Aim of the students' Questionnaire

The aim of this questionnaire is to examine students' awareness of their learning strategies and evaluate the contribution of English courses in developing metacognitive skills such as planning learning goals, self-monitoring, and strategy adjustment. It also aims to explore whether current existing instructional methods foster independent learning, and learner autonomy.

2.1.3. Administration of the Students' Questionnaire

The questionnaire was administrated to 200 secondary school students. They specifically selected for their experience at the level of secondary school, the aim is to gather information about the extent to which English language courses promote their metacognitive

awareness. The students faced challenges in understanding the original version, so an Arabic version was provided to facilitate their participation.

2.1.4. Description of the Students' Questionnaire

The questionnaire is adapted from the study of Bensalem et al. (2022). Some questions were adapted from this model, while the majority of questions were self-developed to meet the study's aims. The questionnaire is divided into three main sections, with seven main questions (See Appendix A)

Section One: Background Information

The first section aims at exploring participants' background information, including their level of English proficiency and their level of awareness in learning English.

Section Two: Students' Evaluation of their Language Course

The second section aims at exploring students' evaluation of their language course. It seeks to discover whether secondary school language courses contribute to the development of students' metacognitive awareness, to identify the challenges that secondary school language courses encounter in promoting learners' metacognitive awareness, to explore whether secondary school learners experience difficulties in developing or applying metacognitive awareness.

Section Three: Students' Metacognitive Awareness

The third section is designed to examine students' metacognitive awareness. It includes five-point Likert scale that assess students' agreement or disagreement with various statements related to metacognitive practices. These statements focus on aspects such as the strategies students use for learning, their goal-setting behaviors, and the use of reflection and self-questioning as assessment tools. The goal of this part is to examine the extent to which students engage in metacognitive activities that support their learning process.

2.1.5. Analysis and Interpretation of the Students' Questionnaire

The analysis of the questionnaire is conducted through descriptive frequencies using SPSS software.

Section One: Background Information

1. How do you describe your level of English proficiency?

Figure 2.1

Participants' Level of English Proficiency
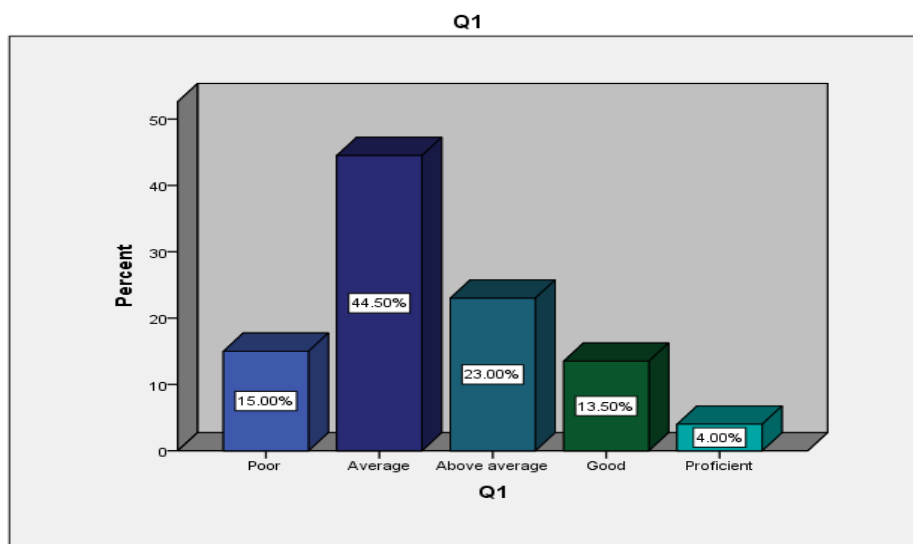
The figure illustrates the participants' views of their level of English proficiency. According to the data, most participants rated their English proficiency as average, accounting for 44.5% of the sample. This is followed by those who considered their level to be above average, with 23% of participants. A smaller portion of participants described their proficiency as poor 15% or good 13.5%, while only 4% selected proficient as their level. These findings suggest that the participants have difficulties in their language learning courses that need to be addressed and examined.

2. How do you describe your level of awareness in learning English?

Figure 2.2

Participants' Level of Awareness in Learning English
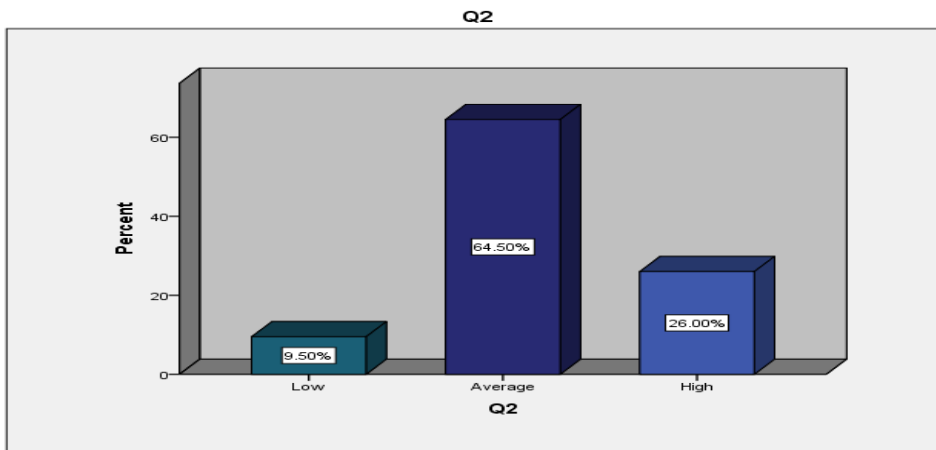
The figure represents participants' views of their level of awareness regarding their English learning process. The data shows that the majority of participants 64.5% rated their awareness as average. This is followed by 26% who described their awareness as high, and a smaller group of 9% who considered it low. These results suggest that most participants have a moderate level of awareness about their learning process, indicating that many students may not fully recognize the strategies or processes that help them regulate their learning, potentially limiting their ability to engage in effective metacognitive practices. As a result, they may have a general understanding of how effective their language course is in enhancing their metacognitive skills.

3. What is your aim behind taking the English course?

Table 2.1

Participants' Aim behind Taking English Course

		Frequency	**Valid Percent**
Valid	-To improve my language proficiency	23	11.5
	-To develop my communicative competence	64	32.0
	-To develop my knowledge about other languages and cultures	101	50.5
	-To promote my metacognitive awareness	12	6.0
	Total	200	100.0

Tables 2.1 illustrates the participants' purpose for taking the English course. 50% of the participants claimed that their primary aim of taking the English course is developing knowledge about other languages and cultures. A significant portion 32% indicated that enhancing their communicative competence is a key purpose. In contrast, a smaller group 11.5% focuses on improving their language proficiency. Notably, only 6% of the participants selected promoting their metacognitive awareness as their goal for taking the course. This suggests that, for most students, developing metacognitive skills is not a primary focus when learning English, with their goals being more centered on cultural understanding and communication skills. This could indicate a need for giving greater emphasis on metacognitive development in language courses to help students recognize the importance of these skills in their overall language learning.

4. How do you describe your English language course at secondary school?

Table 2.2

Participants' Description of Secondary School English Course

		Frequency	**Valid Percent**
Valid	Effective	20	10.0
	Challenging	12	6.0
	Lacking	80	40.0
	Standard	88	44.0
	Total	200	100.0

Table 2.2 represents participants' description of their English course. The statistics show that a large proportion of the participants view their English course as standard with a percentage of 44%. They are followed by a high percentage of participants 40% who described it as lacking. A smaller percentage of participants 10% view the course as Effective, while only 6% consider it engaging. These findings suggest a general dissatisfaction with the course, with many students perceiving it as either standard or lacking in quality, which may point to areas for improvement.

5. Can you provide more details please?

The data collected through this question reveals several justifications for students' opinions on their language course. They are summarized in the following points:

- **Emphasis on Grammatical Competence**: Few participants declared that the secondary school English courses focus more on grammatical rules than on developing communication skills that are essential for language proficiency. They also indicated that the number of lessons is excessive and that many of them are not useful or beneficial for improving oral or written communication.

- **Limited access to educational materials:** the participants indicated that the printed textbooks that are used as the main language teaching materials lack the modern design and fail to meet the needs of current learners. For instance, students may find themselves learning from outdated books that do not match the new learning preferences. They stated that modern teaching technologies such as multimedia tools or internet access are unavailable, rendering the educational process less effective.

- **Traditional Teaching Methods**: few participants demonstrated that their English course often relies on traditional teaching methods, such as memorization and lecturing; teachers may spend excessive amounts of time explaining grammatical rules without providing sufficient opportunities for students to practice the language. This can lead to feelings of boredom among students.

- **Lack of Focus on Life Skills**: it is indicated through participants' answers that the English course often lacks an emphasis on life skills and effective communication in English. For instance, students may not receive adequate training on how to use the language in everyday situations such as casual conversations or professional writing. As a result, students may feel unprepared to use English outside the classroom, which impacts their self-confidence and ability to communicate with others.

Section Three: Students' Metacognitive Awareness

6. The following statements are designed to evaluate the effectiveness of the current secondary school language course in promoting students' metacognitive awareness.

Q1: I always set goals for my English learning process

Table 2.3

Setting Goals for the English Learning Process

		Frequency	**Valid Percent**
Valid	Strongly Agree	107	53.5
	Agree	39	19.5
	Neutral	30	15.0
	Disagree	24	12.0
	Strongly Disagree	0	0
	Total	200	100.0

Table 2.3 presents participants' use of the goal-setting strategy in their English learning process. The data reveals that 53.5% of the participants Strongly Agree and 19.5% Agree that they consistently set goals for their learning. This indicates that most of the questioned students set goals when learning, which is a key component of self-regulated learning. A smaller proportion of participants, 15%, responded with Neutral, suggesting that they are unsure or indifferent about setting specific goals for their English learning. Furthermore, 12% of the participants Disagree, indicating that a portion of the sample does not regularly set learning goals. These results highlight that, while goal setting is a common practice among many students, this could indicate that teachers need to offer clearer guidance on how students can establish realistic language learning goals effectively incorporate them into classroom activities.

Q2: I am encouraged to plan my learning

Table 2.4

Participants' Encouragement in Planning their Learning

		Frequency	**Valid Percent**
Valid	Strongly Agree	53	26.5
	Agree	86	43.0
	Neutral	36	18.0
	Disagree	15	7.5
	Strongly Disagree	10	5.0
	Total	200	100.0

Table 2.4 demonstrates that 26.5% of participants are encouraged to plan their learning. this suggests that a significant portion of students receives support or motivation to engage in learning planning, which is crucial for effective self-regulation. A smaller group, 18% responded neutrally, indicating uncertainty or indifference towards the statement. The remaining participants, 7.5% disagreed and 5% strongly disagreed, indicating that they do not feel encouraged to plan their learning. These findings point to the importance of actively promoting learner independence and training students in planning strategies, which are key components of metacognitive development.

Q3: I monitor my performance after finishing a task, an assignment or a test (check my mistakes, evaluate my progress, etc.)

Table 2.5

Participants' Monitoring of their Performance after Finishing Tasks

		Frequency	**Valid Percent**
Valid	Strongly Agree	71	35.5
	Agree	89	44.5
	Neutral	25	12.5
	Disagree	11	5.5
	Strongly Disagree	4	2.0
	Total	200	100.0

Table 2.5 shows participants monitor their performance after completing tasks. The results indicate that the majority of participants, regularly assess their performance after finishing a task, assignment, or test, such as reviewing mistakes and evaluating their progress. This suggests that most students are actively involved in self-reflection and assessment. A smaller group, 12.5%, expressed neutrality, implying uncertainty or indifference about this practice. Meanwhile, a small percentage of participants, 5.5%, disagreed, and 2% strongly disagreed, indicating that they do not typically engage in assessing their performances. These findings suggest that although most students are engaged in self-monitoring, there is still a small portion who either do not consider it necessary or fail to implement it consistently.

Q4: I can recognize my intellectual strengths and weaknesses in language learning

Table 2.6

Participants' Recognition of their Intellectual Strengths and Weaknesses in Learning

		Frequency	Valid Percent
Valid	Strongly Agree	75	37.5
	Agree	102	51.0
	Neutral	10	5.0
	Disagree	8	4.0
	Strongly Disagree	5	2.5
	Total	200	100.0

Table 2.6 illustrates participants' ability to recognize their intellectual strengths and weaknesses in language learning. The data shows that the majority of participants 51%, agree and 37.5% strongly agree are able to identify their strengths and weaknesses in this area. This suggests that most students have a clear sense of their cognitive abilities related to language learning. A smaller group 5% responded neutrally, indicating uncertainty or indifference towards the statement. The remaining participants, 4%, disagreed, and 2.5% strongly disagreed, suggesting that a few students either do not recognize their strengths and weaknesses or are unsure of how to assess them. These findings imply that while a significant portion of students is self-aware of their learning capabilities, there is a minority who may lack this self-reflection or struggle with identifying their strengths and weaknesses.

Q5: I am aware of the strategies I use to promote my language learning process

Table 2.7

Participants' Awareness of the Strategies They Use to Promote Their Learning

		Frequency	Valid Percent
Valid	Strongly Agree	48	24.0
	Agree	88	44.0
	Neutral	42	21.0
	Disagree	15	7.5
	Strongly Disagree	7	3.5
	Total	200	100.0

Table 2.7 presents participants' awareness of the strategies they use in their language learning process. The data reveals that the 44%, of the participants agree, and 24% strongly agree that they are aware of the strategies they employ to enhance their learning. This suggests that a significant portion of students is conscious of the methods they use to improve their language skills. A smaller group, 21% expressed neutrality, indicating uncertainty or indifference towards the statement. The remaining participants 7.5% disagreed, and 3.5% strongly disagreed, suggesting that these students are either unaware of the strategies they use or do not recognize their importance in the learning process. These results highlight that while most students demonstrate an understanding of their learning strategies, a minority appears to lack this awareness.

Q6. I frequently think carefully on my learning process and change my strategies compatibly

Table 2.8

Participants' Thinking about their Learning Process and its Modifications

		Frequency	Valid Percent
Valid	Strongly Agree	60	30.0
	Agree	80	40.0
	Neutral	32	16.0
	Disagree	20	10.0
	Strongly Disagree	8	4.0
	Total	200	100.0

The table above highlights that 40% of the participants agree and 30% strongly agree that they regularly reflect on their learning process and adjust their strategies accordingly. This suggests that a significant portion of students actively engage in metacognitive practices, such as evaluating and modifying their learning approaches. A smaller group, 16% expressed neutrality, indicating uncertainty or indifference regarding the statement. The remaining participants, 10% disagreed, and 4% strongly disagreed, indicating that they either do not reflect on their learning process or fail to adjust their strategies as needed. These findings suggest that while a majority of students are aware of their learning strategies and make adjustments, a smaller proportion of students may lack this self-awareness or the habit of refining their learning methods. This suggests that there is room for Improvement in helping students develop the habit of reflecting on their learning and adjusting strategies as needed. Essentially, it emphasizes the importance of encouraging all students to be more aware and proactive about their learning process.

S7. I use different strategies like self-questioning and reflection to improve my performance

Table 2.9

Participants' Strategies to Improve their Performance

		Frequency	Valid Percent
Valid	Strongly Agree	58	29.0
	Agree	80	40.0
	Neutral	36	18.0
	Disagree	18	9.0
	Strongly Disagree	8	4.0
	Total	200	100.0

The table above illustrates that a large percentage of participants 40% agree and 29% strongly agree that they use various strategies, such as self-questioning and reflection, to improve their performance. This suggests that a significant portion of students actively employ metacognitive strategies to enhance their learning outcomes. A smaller group, 18%, expressed neutrality, indicating uncertainty or indifference towards the statement. The remaining participants 9% disagreed, and 4% strongly disagreed, suggesting that these students either do not use these strategies or are unaware of their potential benefits. This reflects a generally positive disposition toward the use of learning strategies and suggests that most participants are actively engaged in efforts to enhance their academic outcomes.

S8. I select and use suitable learning strategies for different language tasks

Table 2.10

Participants' Selection of Suitable Learning Strategies for Learning Different Tasks

		Frequency	**Valid Percent**
Valid	Strongly Agree	53	26.5
	Agree	80	40.0
	Neutral	46	23.0
	Disagree	17	8.5
	Strongly Disagree	4	2.0
	Total	200	100.0

The data presented in Table 2.10 clearly shows that large number of participants, 40%, agree, and 26.5% strongly agree that they select and use appropriate learning strategies for different language tasks. This indicates that a significant portion of students actively choose strategies tailored to the specific demands of their language learning activities. A smaller group, 23%, expressed neutrality, suggesting uncertainty or indifference towards the statement. The remaining participants, 8.5%, disagreed, and 2% strongly disagreed, indicating that they either do not consistently select suitable strategies or are unaware of the need to do so. These results suggest that while most students employ strategic approaches in language learning, a minority may lack this awareness or fail to apply the most effective strategies for various tasks. These findings highlight the need for targeted instructional support that focuses on developing learner' ability to match appropriate strategies to specific tasks, thereby fostering more effective and autonomous learning.

S9. I use task-based learning activities that challenge me students to think critically and find solutions

Table 2.11

Participants' Use of Task-Based Learning Activities to Challenge their Thinking

		Frequency	**Valid Percent**
Valid	Strongly Agree	45	22.5
	Agree	93	46.5
	Neutral	40	20.0
	Disagree	21	10.5
	Strongly Disagree	1	1.5
	Total	200	100.0

Table 2.11 demonstrates that 46.5%of the participants agree, and 22.5% strongly agree that they engage in task-based learning activities that challenge them to think critically and find solutions. This suggests that a significant portion of students is involved in activities that encourage higher-order thinking and problem-solving skills. A smaller group, 20%, expressed neutrality, indicating uncertainty or indifference regarding the statement. The remaining participants, 10.5%, disagreed, and 1.5% strongly disagreed, indicating that these students do not regularly participate in task-based activities that promote critical thinking. These results highlight that while most students are challenged through task-based learning, a minority may not experience or value these types of activities. This highlights a potential area for improvement in how tasks are structed and how their cognitive are communicated students. enhancing the reflective component of task-based learning might help students better recognize how such activities contribute to their cognitive growth.

S10. I study things and search for information that are included in my English course

Table 2.12

Participants' Autonomous Efforts in Learning and Searching for Information

		Frequency	Valid Percent
Valid	Strongly Agree	71	35.5
	Agree	84	42.0
	Neutral	23	11.5
	Disagree	17	8.5
	Strongly Disagree	5	2.5
	Total	200	100.0

The table above illustrates participants' efforts in autonomous learning. It shows that a considerable number of participants, 42%, agree, and 35.5% strongly agree that they independently study topics and seek information related to their English course. This indicates that most students actively engage in self-directed learning to enhance their language proficiency. A smaller group, 11.5%, expressed neutrality, suggesting uncertainty or indifference about the statement. The remaining participants, 8.5%, disagreed, and 2.5% strongly disagreed, indicating that a small percentage of students do not take the initiative to pursue additional learning resources outside of their course. These findings reflect a generally positive trend toward learner autonomy, but also underscores the importance of creating supportive learning environments where all students are guided to become more proactive, resourceful, and self-directed in their language learning journeys.

S11. I notice my mistakes and correct them to improve my performance

Table 2.13

Participants' Observation of their Mistakes and Correcting them

		Frequency	**Valid Percent**
Valid	Strongly Agree	77	38.5
	Agree	88	44.0
	Neutral	21	10.5
	Disagree	10	5.0
	Strongly Disagree	4	2.0
	Total	200	100.0

The data presented in Table 2.13 indicates that a considerable number of participants, 44%, agree, and 38.5% strongly agree that they are able to notice and correct their mistakes in order to improve their performance. This suggests that most students are actively engaged in self-monitoring and error correction as part of their learning process. A smaller group, 10.5%, expressed neutrality, indicating uncertainty or indifference toward the statement. The remaining participants, 5%, disagreed, and 2% strongly disagreed, suggesting that a small percentage of students do not engage in this self-correction practice. These results highlight that while the majority of students recognize and address their mistakes to enhance their learning, a minority may not fully engage in this critical aspect of self-regulation. The data strongly supports the notion that most learners are developing autonomy and metacognitive control through active observation and correction of their mistake in order becoming more effective and independent learners.

S12. I make good use of the resources and materials I find when learning

Table 2.14

Participants' Use of Resources and Material for their Learning Process

		Frequency	**Valid Percent**
Valid	Strongly Agree	83	41.5
	Agree	84	42.0
	Neutral	18	9.0
	Disagree	10	5.0
	Strongly Disagree	5	2.5
	Total	200	100.0

The data presented in Table 2.14 shows that the majority of participants, 42%, agree, and 41.5% strongly agree that they make effective use of the resources and materials available to them in their learning process. This indicates that most students are proactive in utilizing learning tools and materials to support their studies. A smaller proportion, 9%, expressed neutrality, suggesting that some students are uncertain or indifferent about how they engage with available resources. The remaining participants, 5%, disagreed, and 2.5% strongly disagreed, indicating that a small group of students may not fully utilize the resources at their disposal. These findings suggest that while the majority of students effectively engage with learning materials, there is a minority who may not take full advantage of the resources available to enhance their learning experience.

S13. I revise the information I received at the end of the course to make sure that I understood the lesson

Table 2.15

Participants' Revision of the Information They Receive in their English Course

		Frequency	Valid Percent
Valid	Strongly Agree	81	40.5
	Agree	73	36.5
	Neutral	16	8.0
	Disagree	20	10.0
	Strongly Disagree	10	5.0
	Total	200	100.0

Table 2.15 clearly indicates that a large number of participants, 40.5%, strongly agree, and 36.5% agree that they revise the information they have learned at the end of the course to ensure they have understood the lesson. This suggests that most students are committed to reviewing and reinforcing their understanding after completing a lesson. A smaller group, 8%, expressed neutrality, indicating some uncertainty or indifference about their revision habits. The remaining participants, 10%, disagreed, and 5% strongly disagreed, suggesting that a minority of students may not engage in revision to confirm their understanding. These findings highlight that while most students make efforts to review their learning, a small percentage may neglect this important aspect of their study process.

Section Four: Suggestions

This section includes one open-ended question that invites participants to provide suggestions and recommendations for improving their learning strategies and the overall educational experience

Q.7 Would you like to make any suggestions to make your current language course more effective in promoting your metacognitive awareness?

A significant number of the participants offered suggestions for enhancing their current language course. These suggestions are presented through the following points:

It is suggested that more real-life scenarios be integrated into the learning process and learning tasks that promote their communication skills and guides learners towards self-directed learning.

Some participants suggested the incorporation of interactive teaching methods, such as group discussions, collaborative activities, and role-plays. These activities can significantly improve the language course and its effectiveness in meeting learners' needs and preferences. Through these activities, students can enhance their language skills by engaging actively in the language course tasks, which fosters critical thinking and develops their metacognitive awareness: it is also suggested to incorporate units that focus on developing critical thinking and problem-solving skills within the English language course can be highly beneficial.

2.1.6. Discussion of the Main Findings of the Students' Questionnaire

The data collected through the students' questionnaire reveals that most students rated their English proficiency and awareness as *average*, indicating a moderate level of competence and awareness. When it comes to their objectives of taking the course, half the participants aim to develop their knowledge about other languages and communicative competence, ignoring metacognitive awareness. This suggests that while many students are

driven by practical language use and cultural understanding, enhancing their critical thinking and self-regulation is not a top priority in their learning objectives. This could be attributed to their lack of awareness of the importance of this element for their long-term learning process or to the fact that their teacher and the course they are using adequately promote their attention to the importance of metacognitive awareness.

Regarding the course, participants expressed that the course focuses too heavily on grammar rules and neglects practical skills such as speaking. Furthermore, participants reported that the textbook is outdated and does not meet the new needs of learners, technology plays a crucial role in enhancing the learners experience, the absence of tools such as multimedia resources and internet access limits the overall effectiveness of learning However A few participants noted that the course relies too much on traditional teaching methods like memorization and lecturing, leading to excluding the learner from the learning process and reducing their motivation.

However, the majority of the participants strongly agreed that they are aware of their strengths and weaknesses in language learning. They also reported using strategies like self-questioning, reflection, and task-based learning to improve their language skills. Many participants emphasized their ability to revise and correct mistakes to improve performance, showing a high level of self-awareness and adaptability in their learning process. These findings indicate that the course is effective in enhancing students' metacognitive awareness based on their perspectives.

In conclusion, the participants acknowledged the role of their language course in increasing their metacognitive awareness. This growing awareness suggests that students are already engaging with metacognitive strategies to some degree, though more support could be offered to help them develop this awareness further.

Participants suggested upgrading the English course by focusing more on speaking and pronunciation, incorporating real-life scenarios, and incorporating engaging strategies like group discussions and role-play. They emphasized the importance of critical thinking, individualized 3feedback, and opportunities for self-directed learning to boost engagement, metacognitive awareness, and independent learning.

2. Section Two: The Teachers' Questionnaire

2.2.1. The Participants

The population covers teachers of English at the level of secondary schools in Mila. They are selected because they have an active role in the English language course implemented at the level of secondary schools in Algeria. Consequently, they could provide valuable insights regarding the impact of this course on their students' metacognitive awareness based on their teaching experience. The sampling technique that is used to select the sample of the study is the same one used to form the sample of the students, which is purposive sampling. It is selected because the selection of teachers to be involved in the study is based on the aim of the research to examine the course that these teachers use in their teaching process. Therefore, forty teachers from different secondary schools were selected to form the sample of the study.

2.2.2. Aim of the Teachers' Questionnaire

The purpose of the teachers' questionnaire is to gather informed professional insights from experienced educators regarding the extent to which the current English courses foster students' metacognitive awareness. Based on their professional experience and classroom observations, teachers can provide valuable insights into how instructional practices, course content, and learning activities influence students' ability to plan, monitor, and evaluate their learning processes

2.2.3. Description of the Teachers' Questionnaire

The teachers' questionnaire is adapted from the study of Arouel and Guerfi (2023) who examined metacognitive awareness strategies in reading comprehension. Some questions were adapted from this model and modified in order to meet the objectives of the current study, while other questions were self-developed based on the content of the theoretical chapter in order to collect particular data that serves our research aims. It is divided into three main sections, with nine questions (See Appendix B).

Section One: Background Information

The first section of the questionnaire aims at exploring teachers' and teaching background information, including their teaching experience, their students' proficiency level in English, and their students' level of awareness in learning English.

Section Two: Teachers' Evaluation of their English Teaching Courses

The second section seeks to gather teachers' evaluations of the English courses used. It aims to identify the primary academic objectives of the language courses, assess potential gaps in the current program, and gather teachers' explanations regarding these gaps.

Section Three: Teachers' Evaluation of the Role of Language Courses in Promoting Students' Metacognitive Awareness

The third section focuses on exploring teachers' evaluation of the effectiveness of language courses in fostering students' metacognitive awareness. It includes questions aimed at determining whether teachers believe it is important to promote metacognitive awareness through instruction, set of Likert scale statements assesses the extent to which the current language course promote the development of students' metacognitive awareness.

2.2.4. Administration of the Teachers' Questionnaire

The questionnaire was administrated to teachers in their place of work at their secondary schools. It was delivered to teachers on the same days that students were

administered their questionnaire as well. The data collection process started on April 20th, 2025 when each of the listed schools was visited by both researchers, teachers were approached first in order to ask their students to answer their questionnaire as well.

2.2.5. Analysis of the Teachers' Questionnaire

The analysis of the questionnaire is conducted through descriptive frequencies using SPSS software.

Section One: Background Information

1. Years of teaching experience:

Figure 2.3

Participants' Experience in Teaching
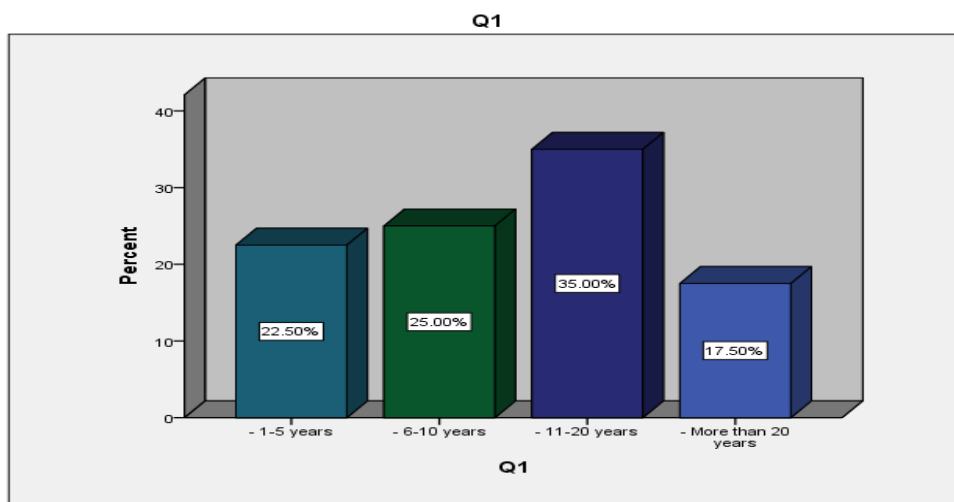
The figure illustrates the participants' teaching experience. The data reveals that 35% the participants have been teaching English for 11 to 20 years. This is followed by 25% who have taught English for 6 to 10 years, and 22.5% who have been teaching for 1 to 5 years. The remaining 17.5% of the participants have over 20 years of teaching experience. These findings indicate that most participants possess extensive experience in teaching, which would likely enable them to offer valuable insights into the current English course and its influence on students' metacognitive awareness.

2. How do you describe your students' proficiency level in English?

Figure 2.4

Participants' Description of their Students' Level of English Proficiency
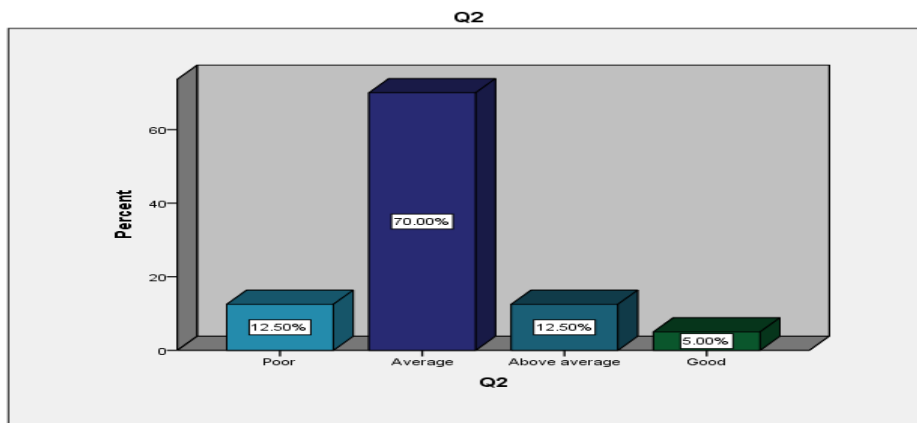
The figure depicts participants' assessment of their students' language proficiency levels. The data shows that the majority of participants consider their students' proficiency level to be average, with 70% of respondents selecting this option. This aligns with the students' own descriptions of their language proficiency, as indicated in their questionnaire responses. A smaller proportion of participants, 12.5%, rated their students' proficiency as above average. The remaining participants indicated that their students' proficiency level is either poor or good, with 12.5% and 5% selecting these options, respectively.

3. How do you describe your students' level of awareness in learning English?

Figure 2.5

Participants' Description of their Students' Level of Awareness in Learning
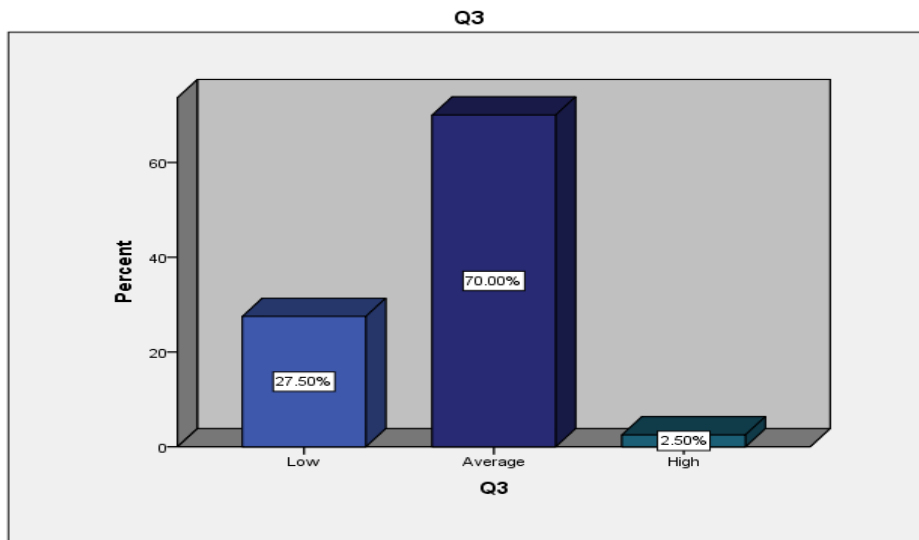
The teachers were asked to assess the level of awareness students exhibit regarding their own learning process. According to the results presented in Figure 2.5, the majority of participants (70%) rated their students' awareness as average. A smaller proportion (27.5%) described their students' awareness as low, while only 2.5% considered it to be high. These results are consistent with those found in the students' questionnaire, where students also reported having an average level of awareness about their learning These findings suggest that secondary school students demonstrate a moderate level of awareness in their English learning process, which indicates the potential for improvement through targeted strategies in the language course.

Section Two: Teachers' Evaluation of their English Teaching Courses

4. What are the main academic objectives of language teaching courses in secondary school education?

Table 2.16

Main Academic Objectives of Secondary School Language Courses

		Frequency	**Valid Percent**
Valid	- Raising students' cultural awareness	6	15.0
	- Improving students' language skills (reading, writing, speaking and listening)	18	45.0
	-Promoting students' grammatical knowledge and vocabulary	13	32.5
	- Enhancing students' metacognitive awareness	3	7.5
	Total	40	100.0

Table 2.16 highlights the main academic objectives of language teaching courses in secondary school education. The data shows that participants identified "Improving students" language skills (reading, writing, speaking, and listening)" and "Promoting students' grammatical knowledge and vocabulary" as the primary objectives, with 45% and 32.5% respectively. These results suggest that while teachers prioritize language proficiency and grammatical knowledge, they recognize a gap in the course's focus on metacognitive awareness, which remains a secondary objective. This indicates a potential area for

improvement in the curriculum, where greater emphasis on fostering students' metacognitive skills could enhance their overall learning experience.

Are there any gaps that need to be addressed in your language teaching courses?

Table 2.17

Gaps in English Language Teaching Courses

		Frequency	Valid Percent
Valid	Yes	26	65.0
	No	14	35.0
	Total	40	100.0

It is illustrated through Table 2.17, which represents participants' perceptions of gaps in the English course, that the majority of participants (65%) acknowledge the existence of gaps that need to be addressed in their language teaching courses. In contrast, the remaining 35% of participants believe that there are no significant gaps in their courses. This suggests that while most teachers recognize areas for improvement in the course content or delivery, a smaller group feels that the current structure is adequate and requires no further adjustment.

5. List them please:

The data collected from teachers' questionnaire reveals that there are several gaps in the English language course. They are summarized in the following points:

- **Issues with Course Materials**: this mainly includes the use of outdated and unattractive materials. Most of the participants answered this question suggested that textbooks should be updated and revised in order to make its content more relevant to new students' academic needs and learning preferences.

- **Lack of Focus on Speaking and Communication Skills**: most participants indicated that the course lacks focus on developing students' communication skills; often learn grammar and vocabulary but do not practice speaking and writing in English enough.

- **Lack of Focus on Practical Learning**: few participants indicated that there is much emphasis on students' theoretical knowledge but the course neglects practical practice of their language skills.

Section Three: Teachers' Evaluation of effectiveness of Language Courses in Promoting Students' Metacognitive Awareness

6. Do you believe that metacognitive awareness could be promoted through instruction?

Table 2.18

Promoting Metacognitive Awareness through Instruction

		Frequency	Valid Percent
	Neutral	7	17.5
Valid	Agree	2	5.0
	Strongly Agree	31	77.5
	Total	40	100.0

It is demonstrated through Table 2.18, which represents participants' perceptions of promoting metacognitive awareness, that the majority (77.5%) of participants strongly agree that metacognitive awareness can be promoted through instruction. A smaller percentage (17.5%) chose to be "Neutral" towards the statement, indicating uncertainty, while the remaining 5% agree with the idea. These results reflect strong support for the integration of metacognitive awareness in language courses, suggesting that teachers recognize its value in enhancing students' learning processes.

7. The following statements are designed to evaluate the effectiveness of the current secondary school language course in promoting students' metacognitive awareness.

S1. The course encourages students to set their learning goals

Table 2.19

Role of Course in Encouraging Students to Set their Learning Goals

		Frequency	**Valid Percent**
Valid	Strongly Disagree	7	17.5
	Disagree	17	42.5
	Neutral	12	30.0
	Agree	3	7.5
	Strongly Agree	1	2.5
	Total	40	100.0

It is demonstrated through the table above of 42.5%participants "Disagree" with the statement that the course encourages students to set their learning goals. Following this, 30% of participants chose to be "Neutral", indicating uncertainty regarding the course's role in goal-setting. A significant proportion (17.5%) "Strongly Disagree", highlighting the lack of emphasis on goal-setting within the English course. In contrast, only a small percentage of participants "Agree" 7.5% or "Strongly Agree 2.5% with the statement, suggesting that promoting goal-setting is not a prominent feature of the current English course structure.

S2. The course encourages students to plan their learning process (design tasks, select materials, and determine evaluation rubrics)

Table 2.20

Role of English Course in Helping Students Plan their Learning Process

		Frequency	**Valid Percent**
Valid	Strongly Disagree	8	20.0
	Disagree	13	32.5
	Neutral	7	17.5
	Agree	8	20.0
	Strongly Agree	4	10.0
	Total	40	100.0

This question aims to explore teachers' perceptions of the role of the English course in helping students plan their learning process. The teachers were given several options to choose from and were asked to provide any additional insights. The results reveal a considerable number of participants 32.5% "Disagree" and 20% "Strongly Disagree" with the idea that the course encourages students to plan their learning process, such as designing activities, selecting materials, and determining evaluation criteria. A smaller percentage of teachers 20% "Agree" with the statement, while 17.5% remain "Neutral", indicating uncertainty about the course's ability to foster such skills. Only a few participants 10% "Strongly Agree", suggesting that there is a significant gap in the course's ability to engage students in actively planning their learning process.

S3. The course helps students monitor their performance after the lesson (check their mistakes, evaluate their progress and the information provided to them)

Table 2.21

Role of English Course in Helping Students Monitor their Performance

		Frequency	Valid Percent
Valid	Strongly Disagree	11	5
	Disagree	13	17.5
	Neutral	7	17.5
	Agree	7	32.5
	Strongly Agree	2	27.5
	Total	40	100.0

This question aims to explore teachers' perceptions of how the English course helps students monitor their performance after lessons. The results show that a large number of teachers 32.5% "Agree" and (27.5%) "Strongly Agree" that the course encourages students to monitor their performance, such as reviewing mistakes, evaluating their progress, and assessing the information provided to them. A smaller proportion 17.5% "Disagree" with the statement, while another 17.5% remain "Neutral", suggesting some uncertainty about the course's effectiveness in supporting such practices. Only a small group of teachers (5%) "Strongly Disagree", indicating limited support for students' self-monitoring within the course.

S4. The course helps students recognize their intellectual strengths and weaknesses in language learning

Table 2.22

Role of English Course in Helping Students Recognize their Strengths and Weaknesses

		Frequency	**Valid Percent**
Valid	Strongly Disagree	9	22.5
	Disagree	15	37.5
	Neutral	10	25.0
	Agree	6	15.0
	Total	40	100.0

This question aims to explore teachers' perceptions of the English course's role in helping students recognize their intellectual strengths and weaknesses in language learning. The results indicate that a considerable number of participants 37.5% "Disagree" and 22.5% "Strongly Disagree" with the idea that the course helps students identify their learning strengths and weaknesses. A smaller proportion of 25% remain "Neutral", suggesting uncertainty about the course's effectiveness in this regard. Only a minority of participants 15% "Agree" with the statement, indicating that the course may not sufficiently promote self-awareness in students regarding their language learning abilities.

S5. The course increases students' awareness of the strategies they use to promote their language learning process

Table 2.23

Role of English Course in Increasing Students' Awareness of their Learning Strategies

		Frequency	**Valid Percent**
Valid	Strongly Disagree	6	15.0
	Disagree	14	35.0
	Neutral	14	35.0
	Agree	6	15.0
	Total	40	100.0

This question aims to examine teachers' perceptions of whether the English course helps increase students' awareness of the strategies they use to enhance their language learning. The data presented in Table 2.23 reveals that a proportionate number of participants 35% "Disagree" and 15% "Strongly Disagree" with the statement that the course effectively increases students' awareness of their learning strategies. A significant portion of 35% remain "Neutral", indicating uncertainty or a lack of clear agreement regarding this aspect. Additionally, a smaller group of 15% "Agree", suggesting that a few teachers believe the course does foster some awareness of learning strategies among students. These results imply that there is a gap in the course's ability to support students in recognizing and utilizing strategies to improve their language learning.

S6. The course helps students think carefully about their learning process and change their strategies compatibly

Table 2.24

Role of English Course in Helping Students Think Carefully about their Learning Process

		Frequency	Valid Percent
Valid	Strongly Disagree	6	15.0
	Disagree	12	30.0
	Neutral	16	40.0
	Agree	5	12.5
	Strongly Agree	1	2.5
	Total	40	100.0

This question aims to explore teachers' views on whether the English course encourages students to reflect critically on their learning process and adapt their strategies accordingly. The data presented in Table 2.24 reveals that some participants (30%) "Disagree" and 15% "Strongly Disagree" with the statement, indicating a perception that the course does not sufficiently foster critical thinking and strategic adjustment among students. A larger proportion of participants 40% chose to be "Neutral", suggesting uncertainty or a lack of clear alignment regarding this aspect. Only a small percentage 12.5% "Agree" and (2.5%) "Strongly Agree", pointing to a general lack of strong support for the course's role in promoting reflective thinking and strategy modification in students. These findings suggest that students may not be adequately encouraged or equipped to engage in metacognitive practices such as assessing and altering their learning strategies within the framework of the current course.

S7. The course encourages students to use strategies like self-questioning and summarizing to improve their performance

Table 2.25

Role of English Course in Encouraging Students' Learning Strategies

		Frequency	**Valid Percent**
Valid	Strongly Disagree	8	20.0
	Disagree	13	32.5
	Neutral	11	27.5
	Agree	6	15.0
	Strongly Agree	2	5.0
	Total	40	100.0

This question aims to explore teachers' perceptions of whether the English course encourages students to use specific strategies such as self-questioning and summarizing to enhance their performance. The data presented in Table 2.25 reveals that the highest percentage of participants 32.5% "Disagree" and 20% "Strongly Disagree", indicating that they do not believe the course adequately promotes these metacognitive strategies among students. A significant portion of participants 27.5% remained "Neutral", reflecting uncertainty about whether these strategies are emphasized in the course. A smaller proportion of 15% "Agree" and 5% "Strongly Agree", suggesting limited support for the integration of self-regulation techniques like self-questioning and summarizing into the course structure. These findings highlight a gap in fostering critical learning strategies within the current English course, which could potentially impact students' metacognitive development and academic performance.

S8. The course helps students select and use suitable learning strategies for different language tasks

Table 2.26

Role of English Course in Helping Students Select Suitable Learning Strategies

		Frequency	Valid Percent
Valid	Strongly Disagree	8	20.0
	Disagree	17	42.5
	Neutral	9	22.5
	Agree	6	15.0
	Total	40	100.0

This question aims to investigate teachers' perceptions of whether the English course helps students select and apply appropriate learning strategies for various language tasks. The data presented in Table 2.26 shows that the majority of participants "Disagree" 42.5% and "Strongly Disagree" 20% with the notion that the course effectively supports students in choosing and using suitable strategies for different tasks. A substantial portion of participants of 22.5% chose to remain "Neutral", reflecting uncertainty or a lack of clarity regarding the course's role in promoting strategic learning. A smaller percentage of participants of 15% "Agree" with the statement, suggesting that, while some believe the course helps students in this regard, the overall perception is that there is room for improvement in fostering strategic learning. These results point to a potential gap in the course's ability to guide students toward adopting effective learning strategies, which is essential for enhancing their language proficiency and metacognitive awareness.

S9. The course integrates task-based learning activities that challenge students to think critically and find solutions

Table 2.27

Role of English Course in Integrating Task-Based Activities to Challenge Students

		Frequency	**Valid Percent**
	Disagree	4	10.0
	Neutral	7	17.5
	Agree	15	37.5
	Strongly Agree	14	35.0
	Total	40	100.0

This question aims to explore teachers' views on whether the English course integrates task-based activities that challenge students to think critically and problem-solve. The data presented in Table 2.27 reveals that a considerable number of participants "Agree" 37.5% and "Strongly Agree" 35% that the course includes such task-based learning activities. This suggests that a significant number of teachers perceive the course as promoting critical thinking and problem-solving skills through practical tasks. A smaller percentage of participants 17.5% chose to remain "Neutral", indicating uncertainty or a lack of strong opinion on this aspect of the course. Additionally, a minority of participants 10% "Disagree" with the statement, implying that they believe the course does not sufficiently challenge students through task-based activities. These findings highlight the general support for the use of task-based learning in fostering critical thinking, though some areas may still need to be addressed to ensure all students benefit from this approach.

S10. The course helps students make good use of the resources and materials they find when learning

Table 2.28

Role of English Course in Helping Students Make Good Use of their Learning Resources

		Frequency	**Valid Percent**
Valid	Strongly Disagree	1	2.5
	Disagree	6	15.0
	Neutral	7	17.5
	Agree	8	20.0
	Strongly Agree	18	45.0
	Total	40	100.0

This question aims to examine teachers' perceptions of the extent to which the English course supports students in effectively utilizing resources and materials for their learning. The data presented in Table 2.28 reveals that a significant portion of participants "Strongly Agree" 45% and "Agree" 20% that the course helps students make good use of available learning resources and materials. This suggests that most teachers believe the course adequately equips students to leverage resources for improving their language skills. A smaller percentage of participants 17.5% expressed a "Neutral" position, indicating some uncertainty or mixed feelings about the effectiveness of the course in this regard. Additionally, a minority of participants "Disagree" 15% or "Strongly Disagree" 2.5%, suggesting that a few teachers feel the course does not sufficiently encourage students to use resources to enhance their learning. Overall, these findings highlight a positive perception of the course's role in promoting resource utilization, although there are areas where improvement may be needed.

Section four: Suggestions and recommendations

Participants offered the following suggestions and recommendations:

- Updating the course with innovative and engaging tasks and materials that meet students' needs, preferences and stimulates their critical thinking and metacognitive awareness as well.

- Provide teachers with professional training to enhance their students' metacognitive awareness and help them promote it through their English courses.

2.2.6. Discussion of the Main Findings of the Teachers' Questionnaire

The data collected through the teachers' questionnaire indicate that the majority of teachers have adequate teaching experience that suggest their exposure to different teaching methods, courses and theories as well. Therefore, their experience may allow them to share information about how their language course relates to the development of students' metacognitive awareness. In terms of students' language proficiency and awareness, the majority of the participants describe their students' English proficiency level as average or above average, which corresponds with students' own self-assessment in their questionnaires. Similarly, most participants rated students' awareness of their English learning process as average, which suggests that students possess a moderate understanding of their learning journey.

In terms of course objectives, participants highlighted two main goals: improving students' language skills (reading, writing, speaking, and listening) and promoting their grammatical knowledge and vocabulary. In addition to its failure in promoting students' metacognitive awareness, it is also detected through teachers' responses that there are several gaps in the current English course adopted in secondary school education in Algeria. they include the outdated materials, with many participants suggesting the need for updated textbooks and more relevant content to meet students' academic needs and learning

preferences, the lack of focus on speaking and communication skills; while grammar and vocabulary are emphasized, there is insufficient practice for students to improve their speaking and communication skills. A few participants noted that the course emphasizes theoretical knowledge and does not provide enough opportunities for practical application of language skills.

In terms of metacognitive awareness, the majority of participants agreed that metacognitive awareness could be promoted through instruction. However, it was revealed that the current language course does not help set learning goals, plan their learning, or recognize their intellectual strengths and weaknesses. Additionally, most participants reported that the course does not help students become aware of the strategies used to enhance learning process or encourage the use of strategies like self-questioning or summarizing to improve performance. The course does integrate task-based learning that challenges students to think critically and find solutions. And several participants consider that the guide learners in creating implement efficient use the materials accessible to them throughout learning process. This could suggest that the course does not fully neglect the aspect of promoting students' metacognitive awareness, but it does not directly address this issue either.

Participants provided several suggestions for improving their current English language course. One of the main recommendations is to update the course with innovative, engaging tasks and materials that not only meet students' academic needs but also stimulate their critical thinking and metacognitive awareness. Additionally, participants recommended providing professional training for teachers to better support students in developing metacognitive awareness and improving English proficiency.

In conclusion, the findings from the teachers' questionnaire highlight both the strengths and limitations of the current English language course used in Algerian secondary

schools. While the course addresses fundamental language skills and provides some indirect support for critical thinking through task-based learning, it falls short in explicitly promoting students' metacognitive awareness. Teachers pointed out several areas for improvement, including the need for updated materials, a greater emphasis on communication skills, and more opportunities for practical application. Importantly, participants expressed a shared belief in the potential of instruction to foster metacognitive development, emphasizing the need for curricular reforms and professional development initiatives that better support both learners' language proficiency and their capacity for self-regulated learning.

2.2.7. Insights from Teachers and Learners' Questionnaire

A comparison between teachers' and students' questionnaire results reveals both alignment and divergence in perceptions of the English language course. Both groups agree that the course emphasizes grammar and vocabulary while lacking practical communication activities and up-to-date materials. Teachers believe the course does not effectively promote metacognitive awareness, whereas students report using several metacognitive strategies, suggesting a higher level of engagement than teachers perceive. This indicates a disconnect between instructional design and actual student learning behaviors, highlighting the need for curriculum improvements and teacher training to better support students' metacognitive and communicative development.

In an attempt to interpret the contradictory results from the students and teachers' questionnaire, it could be stated that teachers' responses are based on a broad, general understanding of the course's design and overall impact on students' metacognitive awareness. They might be concentrating on the general structure of the course and how much metacognitive awareness is directly encouraged by certain exercises. On the other hand, students might be answering from their own narrow-scoped experiences, which would represent a more individualized, subjective viewpoint.

Students and teachers' varying degrees of experience could be used as another explanation for the contradictory findings. Teachers have a deeper knowledge of how a language course should ideally foster metacognitive awareness because of their significant teaching experience. They may have greater expectations for explicit instruction in goal-setting, strategy use, and self-reflection since they are probably more knowledgeable about the theoretical and pedagogical facets of metacognitive awareness.

2.2.8 Limitations of the Study

One of the main limitations that was encountered in the current study is collecting data from the students' sample. As demonstrated through their questionnaire, they did not have the sufficient language proficiency that could enable them to answer the questions. Therefore, the researchers had to postpone their data collection process and translate the students' questionnaire first in order to facilitate this process. Consequently, they were handed an Arabic version of the questionnaire. After the data collection, all their responses were translated into English to facilitate the data analysis process.

Another limitation that was met during the process of conducting this study was the time constraints. This process was limited with a pre-set deadline by the administration to submit the research. Therefore, it was challenging to follow the research procedures based on the deadline provided.

2.2.9. Recommendations

. The study invites teachers to provide suggestions and recommendations for enhancing the integration of metacognitive strategies in the curriculum.

- For Teachers:

- Teachers should incorporate strategies that promote self-reflection and goal setting in the courses encouraging them to regularly assess their own progress and make modifications to

their learning strategies. This could train them on how to use metacognitive strategies in monitoring and assessing their own learning process.

- They should encourage their students to develop autonomy in their learning process, which is considered as an integral part of their metacognitive awareness, and how it can be used to help students control their own learning process. The section concludes with a question that invites teachers to provide suggestions and recommendations for enhancing the integration of metacognitive strategies in the curriculum.

- For Policy Makers:

- Language teaching courses should be revised and updated in order to meet current language learners' and academic needs, learning preferences and cognitive demands as well. They should incorporate modern educational resources, and focus on developing both language proficiency and communicative competence.

- Professional training sessions should be provided for teachers to increase their knowledge of metacognitive awareness and how it can be promoted through instruction.

Conclusion

This chapter presented the dissertation's practical side, which involved analyzing, interpreting, and debating the data collected from both teachers and learners in order to answer the research questions and reach a conclusion. The questionnaires aim to investigate both students' awareness of their learning strategies and teachers' perspectives on how current English courses support the development of metacognitive skills—such as goal setting, self-monitoring, and strategy adjustment while also exploring the extent to which instructional methods foster learner autonomy and independent learning.

The results show how extent the English course fosters metacognitive awareness differ significantly. Although educators recognize that teaching can help students develop metacognitive awareness, they point out a number of shortcomings in the current course

including out-of-date materials, a lack of emphasis on speaking abilities, and a lack of support for students to set learning objectives and evaluate their own progress. On the other hand, students tend to evaluate their learning experiences more favorably, even while they are mainly unaware of the precise educational techniques underlying metacognitive development. The different points of view can be explained by the fact that students evaluate their learning according to their own experiences, whilst professors have a more comprehensive, theoretical grasp of metacognitive awareness.

General Conclusion

The quantitative work focused on evaluating the effectiveness of English language course at Algerian secondary schools in promoting students' metacognitive awareness. The main goal of this research is to examine how effective secondary school English language courses are in helping students develop their metacognitive awareness (MCA). It follows a case study design with a quantitative questionnaires administered to secondary school teachers and learners that works on exploring 200 students and 40 teachers' perspectives towards their English learning and teaching course and its effectiveness in fostering students' metacognitive awareness.

The present work is composed of two interconnected chapters; the first one offers an overview for both English language courses and metacognitive awareness. The second one focuses on the research design, the results, the analysis, and the discussions, the limitations, and it ends with recommendations for teachers and students.

The findings revealed that teachers think the course does not help students develop metacognitive skills, but students say they use strategies like planning, checking their work, and adjusting how they learn. This shows a gap between what the course offers and how students actually learn, suggesting a need to improve the curriculum and provide training for teachers to better support both thinking and communication skills.

They recommended a number of improvements to the course, such as a greater emphasis on pronunciation, speaking abilities, and real-world situations to boost communicative ability. In order to increase participation and critical thinking, they also suggested more participatory techniques including group discussions and cooperative exercises.

The results show that in order to improve students' learning outcomes and foster metacognitive awareness, curricular modifications and teacher training are necessary.

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Appendices

Appendix A: Students' Questionnaire

This questionnaire is part of ongoing research that evaluates the effectiveness of English secondary school courses in fostering learners` metacognitive awareness. Your participation is highly significant for the continuation of this study. Therefore, you are kindly requested to answer the following questions. Thank you profoundly for your time and efforts.

Section One: Background Information

1. How do you describe your level of English proficiency?

Poor ☐ Average ☐ Above average ☐ Good ☐ Proficient ☐

2. How do you describe your level of awareness in learning English?

Low ☐ Average ☐ High ☐

Section Two: Students' Evaluation of their Language Course

3. What is your aim behind taking English course?

- To improve my language proficiency

- To develop my communicative competence

- To develop my knowledge about other languages and cultures

- To promote my metacognitive awareness

4. How do you describe your English language course at secondary school?

Effective   Challenging   Lacking   Standard

5. Can you provide more details please?

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Section Three: Students' Metacognitive Awareness

6. The following statements are designed to evaluate the effectiveness of the current secondary school language course in promoting students' metacognitive awareness.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I always set goals for my English learning process					
I am encouraged to plan my learning					
I monitor my performance after finishing a task, an assignment or a test (check my mistakes, evaluate my progress, etc)					
I can recognize my intellectual strengths and weaknesses in language learning					
I am aware of the strategies I use to promote my language learning process					
I frequently think carefully on my learning process and change my strategies compatibly					
I use different strategies like self-questioning and reflection to improve my performance					
I select and use suitable learning strategies for different language tasks					
I use task-based learning activities that					

challenge me students to think critically and find solutions				
I study things and search for information that are included in my English course				
I notice my mistakes and correct them to improve my performance				
I make good use of the resources and materials I find when learning				
I revise the information I received at the end of the course to make sure that I understood the lesson				

7. Would you like to make any suggestions to make your current language course more effective in promoting your metacognitive awareness?

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Appendix B: Teachers' Questionnaire

Dear teachers

This questionnaire is part of ongoing research that evaluates the effectiveness of English secondary school courses in fostering learners` metacognitive awareness. Your participation is highly significant for the continuation of this study. Therefore, you are kindly requested to answer the following questions. Thank you profoundly for your time and efforts.

Section One: Background Information

1. Years of teaching experience:

   - 1-5 years ☐

   - 6-10 years ☐

   - 11-20 years ☐

   - More than 20 years ☐

2. How do you describe your students' proficiency level in English?

   Poor ☐   Average ☐   Above average ☐   Good ☐   Proficient ☐

3. How do you describe your students' level of awareness in learning English?

   Low ☐   Average ☐   High ☐

Section Two: Teachers' Evaluation of their English Teaching Courses

4. What are the main academic objectives of language teaching courses in secondary school education?

   - Raising students' cultural awareness ☐

   - Improving students' language skills (reading, writing, speaking and listening) ☐

   - Promoting students' grammatical knowledge and vocabulary ☐

   - Enhancing students' metacognitive awareness ☐

   - others…………………………………………………………………………

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5. Are there any gaps that need to be addressed in your language teaching courses?

Yes   ☐   No   ☐

6. List them please:

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Section Three: Teachers' Evaluation of the Role of Language Courses in Promoting Students' Metacognitive Awareness

7. Do you believe that metacognitive awareness could be promoted through instruction?

Yes ☐   No ☐   Not sure ☐

8. The following statements are designed to evaluate the effectiveness of the current secondary school language course in promoting students' metacognitive awareness.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course encourages students toset their learning goals					
The course encourages students to plan their learning process (design tasks, select materials, determine evaluation					

rubrics, etc)					
The course helps students monitor their performance after the lesson (check their mistakes, evaluate their progress and the information provided to them, etc)					
The course helps students recognize their intellectual strengths and weaknesses in language learning					
The course increases students' awareness of the strategies they use to promote their language learning process					
The course helps students think carefully about their learning process and change their strategies compatibly					
The course encourages students to use strategies like self-questioning and summarizing to improve their performance					
The course helps students select and use suitable learning strategies for different language tasks					
The course integrates task-based learning activities that challenge students to think critically and find solutions					

The course helps students make good use of the resources and materials they find when learning					

9. Suggestions and recommendations

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Résumé

L'étude vise à examiner le rôle des cours d'anglais dans les écoles secondaires algériennes sur la conscience métacognitive des élèves. Elle suit un modèle d'étude de cas avec une approche quantitative qui vise à explorer les perceptions des étudiants et des enseignants concernant le contenu de leur cours d'apprentissage et d'enseignement des langues et son impact sur la conscience métacognitive des étudiants. La population de l'étude comprend des élèves de l'enseignement secondaire de différents niveaux à Mila. Par conséquent, 200 élèves ont constitué l'échantillon de l'étude et 40 enseignants ont répondu au questionnaire. Les données sont collectées à l'aide d'un questionnaire auprès des élèves et des enseignants, et analysées à l'aide de statistiques descriptives via le logiciel SPSS. Les résultats ont révélé que les étudiants ont exprimé leurs perceptions positives quant au rôle de leur cours d'anglais dans le développement de leur conscience métacognitive. Toutefois, les résultats du questionnaire destiné aux enseignants montrent que leur cours d'anglais actuel présente des lacunes importantes, notamment un manque d'insistance sur la planification de l'apprentissage, la fixation d'objectifs et l'application de stratégies. En outre, ils soulignent que le cours n'aide pas suffisamment les étudiants à identifier leurs points forts et leurs points faibles ou à appliquer des techniques telles que l'auto-évaluation pour améliorer leurs performances. Afin de mieux aider au développement métacognitif des élèves, les enseignants proposent que le cours soit mis à jour, qu'il comprenne des devoirs plus intéressants, qu'il intègre la technologie et qu'il donne aux enseignants la possibilité de participer à des activités de développement métacognitif.

Mots clés : conscience métacognitive, cours de langue, développement.

الملخص

تهدف هذه الدراسة إلى فحص دور مقرر اللغة الإنجليزية في المدارس الثانوية الجزائرية في تعزيز الوعي ما وراء المعرفي لدى التلاميذ. تتبع الدراسة تصميماً لحالة دراسة بمنهج كمي، يهدف إلى استكشاف تصورات التلاميذ والأساتذة تجاه محتوى مقرر تعلم وتعليم اللغة، وتأثيره على وعي التلاميذ ما وراء المعرفي. تشمل عينة الدراسة تلاميذ من مستويات مختلفة من المدارس الثانوية بولاية ميلة، حيث بلغ عدد المشاركين 200 تلميذ و40 أستاذاً شاركوا في الإجابة على الاستبيان. تم جمع البيانات باستخدام استبيان موجه لكل من التلاميذ والأساتذة، وتم تحليلها باستخدام الإحصاءات الوصفية من خلال برنامج SPSS. أظهرت النتائج أن التلاميذ عبّروا عن تصورات إيجابية تجاه دور مقرر اللغة الإنجليزية في تعزيز وعيهم ما وراء المعرفي. ومع ذلك، أظهرت نتائج استبيان الأساتذة وجود فجوات كبيرة في المقرر الحالي للغة الإنجليزية، بما في ذلك ضعف التركيز على تخطيط التعلم، وتحديد الأهداف، وتطبيق الاستراتيجيات. كما أشار الأساتذة إلى أن المقرر لا يساعد التلاميذ بشكل كافٍ على تحديد نقاط قوتهم وضعفهم، أو استخدام تقنيات مثل التقييم الذاتي لتحسين الأداء. ولتعزيز تطور الوعي ما وراء المعرفي لدى التلاميذ بشكل أفضل، اقترح الأساتذة تحديث المقرر، وإدراج مهام أكثر تشويقاً، ودمج التكنولوجيا، وتوفير فرص تطوير مهني للأساتذة. تُظهر هذه النتائج أنه من أجل تحسين نتائج تعلم التلاميذ وتعزيز وعيهم ما وراء المعرفي، هناك حاجة إلى تعديل المناهج وتدريب الأساتذة.

الكلمات المفتاحية: الوعي ما وراء المعرفي، مقرر اللغة، التطوير.