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ROLE OF THE EDUCATOR IN THE ENGLISH LANGUAGE LEARNING PROCESS

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ABSTRACT

An educator needs to upgrade entrance skills of the students. Motivate them to improve their memory, which can be done by encouraging them to repeat certain things that they need to remember. They should also put it in a chunks, use mnemonics and constantly whenever applicable use it in their conversation.

Encourage students to have an inquisitive mind so as to ponder on the things that they do. Students should be taught to have a mind map and should focus on a few things only. They should be guided to take things bit by bit.

Educator should be aware of the learners, learning style preferences; the strategies that students like and their language learning aptitude. Teachers also need to think about the attitudes and motivation of learners. Starting with strategies which give them solutions to current learning problems.

Teachers aim to help students to develop their ability to take responsibility for their own learning and to apply active personally meaningful strategies to their work both inside and outside the classroom. Helping students to increase their ability to communicate and learn independently, language education aim should be to help their students to develop their ability to take responsibility for their own learning and to apply active personally meaningful strategies to their work both inside and outside the classroom.

Helping their students to increase their ability to communicate and learn independently educators should also strive to help their students to develop greater autonomy as individuals. They should further enhance confidence, motivation, knowledge and skills that they require in order to communicate more independently, learn more independently and to be more independent as individuals.

The role of the educator is to communicate knowledge in a clear and structured way, to explain correct solutions, to give students class and resolvable problem, facilitating students inquiry.

Constructionist (Marion Williams, Et al. 1997) held the idea that a teacher's deep-rooted beliefs about how languages are learnt will pervade the classroom actions more than a particular methodology he/ she is told to adopt or the course book he/she follows:

Melidic Rosen field and Sherman Rosen field (2008) claimed from their studies that effective teachers act on the belief that all students can meet the needs of diverse learners and believe that teachers can intervene to make a difference.

Effective teachers have interventionist belief about students: a set of beliefs that inclusive classrooms lead to effective teacher practice, and improved students performance and self esteem

Effective teachers attribute students learning difficulties to a wider realm including what the teacher does to help the students. In contrast less effective beliefs are called path gnomonic.

Every country that is plugged into the global economy, there is a call for youths to acquire English proficiently so as to participate in local and transnational activities although literacy skills are important, the acquisition of spacer English competencies for global communication has become an imperative. No longer can language learning rely solely on the printed word, focusing only on improving their reading and writing skills. Proficiency in listening and speaking in English has become more important than ever as one enables for an individual's personal and professional success in our globalised world when English is the language for international communication. Proficient listening and speaking skills also contribute to the academic success of language learners.

The role of metacognition is particularly critical to English language acquisition, because many mental process during speech comprehension and production are hidden from teachers and quite often from the learners themselves. Learner as many only have a vague idea as to their learning strategy, and the problems they might encounter in the process.

Teachers therefore need to help students to find ways of understanding and managing their cognitive processes and emotions through activities that raise their metacognitive awareness about listening and speaking.

Educators can also increase learner's metacognitive knowledge about feature of the spoken language they have to comprehend and produce as well as develop a repertoire of strategies that enable them to participate effectively.

Weak or less proficient students differ from successful ones in many aspects. Among other things weak students often are not aware of their thinking processes and fail to monitor their learning processes. They are in capable of being in charge of their learning.

Successful learners, have a wide variety of thinking skills. They have domain knowledge and are able to apply it to any learning situation. It is an accepted fact that a successful learner possesses metacognition. The conscious ability to recognize their knowledge, understand and have control over their own learning. Students with good metacognition are able to monitor and direct their own learning processes; they have the ability to master information and apply the learning strategies to solve problems more easily. The strategy variables includes knowledge about both cognitive and metacognitive strategies, as well as conditional knowledge about when and where it is appropriate to use such strategies.

By contrast Pressley, Borkowski, and Schnvider (1981) highlighted that good readers automatically employ metacognitive strategies to focus their attention, to derive meaning and to make adjustments when something goes wrong.

Teachers can teach students to set up their learning goals and make plans for learning tasks. By engaging in preparation and planning in relation to a learning goal, students can think about what they need or want to accomplish and how they intend to go about performing it. It is important that teachers should have students be explicit about the particulars learning goals. The clearer the goal is, the easier it will be for students to measure their own progress. For example, in a writing class, students might set a goal for themselves of being able to write a process at the end of a lesson. They may then make such plans as organizing ideas, preparing an outline, and deciding on the techniques to make a paper unified and for example in a writing lesson, students learn several strategies to create a good article ,among other things to consider are the "audience" and purpose in writing. students should be encouraged to constantly question and reason about their task. They have to ever learn to analyze their own skills regarding reading and writing as to even the effectiveness of the said purpose.

By encouraging students to evaluate whether or not what they are doing is really effective, teachers can help students be actively engaged in metacognition

Teachers have to constantly monitor students and encourage them to respond thoughtfully to the following questions: -

- I. What am I trying to accomplish?
- II. What strategies am I using?
- III. How well am I using them?
- IV. What is the outcome?
- V. What else could I do?

Metacognition can be taught to students. The approaches in teaching students the metacognitive strategies include direct instruction, teacher modeling, and application. For direct instruction teachers give clear explanation about the strategies to be taught, why they are important and when students will need to use them.

Educators can also present a number of examples to illustrate their instruction. Teachers can even model their instruction by using "The Technique" think out loud to show. When and how the metacognitive strategies should be used. Students should be given ample opportunities to perform the same task under the guidance of teachers, in order to internalize them until they become automatic. This application of the strategies serves as independent practice accompanied by teacher's feedback. Recognizing and practice in applying metacognitive strategies will help students successfully in solving problems not only in their subject areas but throughout their lives as well.

Metacognition is the conscious awareness that one has about his/her knowledge and the conscious ability to monitor and gain control over his/her own thinking and learning processes.

Metacognition thus is cognitively interwoven with reflection, the active process of exploring events or issues and accompanying thoughts and emotions (Kerka,2002, p.z). given that reflection plays an important role in determining the effectiveness of learning (Daniel 2002) teachers should incorporate into their teaching activities that promote reflective practices along with the development of language pursue. Such activities raise the students awareness of what happens during the language learning process, thus, leading

them to develop their metacognition and learning skills.

Educator can even encourage students to keep a reflective Journal where in learners can explore ideas, record their thinking processes, feelings and reflections. Journal writing is a vital means of developing metacognition through reflective processes. Teachers can encourage students to write about "what they know" and "what they don't know" as a way to trigger their prior knowledge and "what they want to learn about" to reveal their expectation. Teachers should also have students write about their thoughts, feelings, related experiences beliefs, attitudes in regards to the lesson, "make note of their awareness of ambiguities and in consistencies" (Blakey & Shiela 1990, P2) comment on how they have dealt with difficulties in their learning processes as well as evaluate themselves as learners.

Teachers should function as a mental guide, by helping students to focus on the reflective moment rather than as an evaluator correcting or commenting on the students learning process.

Students should be constantly encouraged to use all their four skills respectively in the learning process. Teacher should act as facilitator questions that trigger their metacognition.

It has been accepted that metacognition promotes effective learning in diverse area, students who are skilled in metacognition are more strategic and perform better than those who are less equipped.

Teachers should teach their students metacognitive skills in addition to the language. To do so, teachers can provide direct instruction about how the strategies can be used or take students through each strategy by modeling. Educators must give guided practices, wherein they assume full responsibility for completing a task this entails the strategies of planning, monitoring and evaluating. In addition, metacognition should be taught through classroom activities that foster reflective thinking and practices.

Students should be constantly motivated to learn how things reflect upon their thinking, and evaluate themselves as learners. Such reflection, as Thamraksa (1997) pointed out is important, for it is a means to bring learning to conscious attention, to the level of awareness. Students should also be given ample opportunities to talk out loud about what's on their mind when they engage in a learning task, it is through talking that students come to gain control over their thinking processes. Equally important is the use for self-questioning activities in which students ask themselves questions that trigger each stage of their thoughts from planning to approach a particular task monitoring the effectiveness of strategies being applied to the task to evaluating their learning outcomes. These activities engage students in a kind of reflection in action of the work they are doing.

Educators need to upgrade entrance skills of students. Motivate them to improve their memory, which can be done by encouraging them to repeat certain things that they need to remember, put it in a chunk, use mnemonics and constantly whenever applicable use it in their conversation.

Encourage students to have an inquisitive mind so as to know the know-how of things. Students should be taught to have a mind map; and should focus on a few things only. They should be guided to take things bit by bit.

Educators should be aware of the learners, learning style preferences; the strategies that they like and their language learning aptitude. Teachers also need to think about the attitudes and motivation of learners. Starting with strategies which give them solutions to current learning problems.

Communication skills strategies help students to learn more of the language such as asking for clarification, checking for comprehension, paraphrasing and so on. The National Capital Language Resource Centre (NCLRC;2003) has proposed a metacognitive model in which the learners' problem-solving goals are at the center of the circular model. Surrounding them learner goals are the metacognitive strategies of planning, monitoring, managing learning, and

evaluating language learning and learning strategy effectiveness. Task-based learning strategies comprise the outer circle of the model and are grouped into four categories; use what you know. Use your imagination, organizational skills and use a variety of resources. Teacher resources guides developed for elementary immersion classroom (NCLRC,2003) high school foreign and higher education foreign language classroom (NCLRC,2004b) apply this model to classroom instruction.

Teachers can motivate students to do a particular task in a group, a task which provides an outcome and which all can see and comment on.

Teachers' role is of a facilitator, to observe and discuss, monitor progress and efficiency.

The study of language learning strategies will continue to develop as second language acquisition researchers seek to understand different learner characteristics and the complex cognitive social and affective processes involved in processing language input and using the language for a variety of purposes. Likewise, language educators and methodologists will continue their quest for more effective instructional approaches and with the increasing emphasis on learner-centered instruction and learner empowerment in all areas of education instruction in learning strategies will assume a greater role in teacher preparation and Curriculum design.

The role of the educator is to develop students' ability to operate independently with the language and use the language to communicate in real, unpredictable situations. Teachers' aim is to help students develop their ability to take responsibility for their own learning and to apply active personal meaningful strategies to their work both inside and outside the classroom. Teachers have to help their students to increase their ability to communicate and learn independently. Language teachers also try to reach the goal of helping their students to develop greater autonomy as individuals, teachers need to motivate students to gain confidence, knowledge and skills that they require in order to communicate more

independently. This methodology will enhance their personality and checkout better individuals.

Teachers have to learn to focus on the students, as each student is unique and has different interests hobby's ,qualities, traits as well as emotional, educational and communicative needs.

Educators need to constantly apprise their students to the fact that they should be requisitive about seeking information and develop into critical thinkers. Students should be carefully and strategically guided to form their own learning styles and take charge of it. Teachers role is to guide, monitor, evaluate, even allow students to evaluate themselves.

Teachers can appreciate students abilities, skills and so as to how they can further enhance their skills. Students need to be aware of their strengths and build upon them.

According to oxford, learning strategies are specific actions taken by the learner to make learning more easier, faster, enjoyable, more self directed, effective and transferable to new situation. (1989 P.S)

The teaching job in not only to teach language, but to teach learning affective factors like emotion, attitude, motivation and value influences, learning in an important way. Teachers should empathize will the learners and lower their anxiety by encouraging them and use emotional intelligence while teaching.

Good language learners control their attitudes and emotions about learning and understand that negative feeling retinal learning. Teachers can help generate positive feeling in class by giving students more responsibility increasing the amount of natural communication, and teaching affective strategies. Techniques like self reinforcement and positive self task which help learners gain better control over their emotions, attitudes and motivation related to language

Education needs to empower students with metacognitive and cognitive skills to achieve success in learning English with their application, students

can more constantly achieve their goals to improve both excellence and equity.

Metacognitive skills enable students to regulate their thinking, and become independent learners who can enhance their school and life experience whenever the ambitions of our youth lead them they will benefit from being able to solve problems creatively, think analytically communicate effectively and collaborate with others.

When students use metacognitive they can take a step back and observe their thinking this is called reflective process.

Educators role is to drive the brains of students so as to make them self directed learners, by developing their mindset and ability to take charge of their learning in order to take them further in life. Students should start learning about metacognition at an early age and apply it across all content areas in life lessons.

Check Educators can help students to reflect on their individual learning and engage in metacognitive discussion in class. Educators should celebrate this important skill in large and small groups ways to underscore the many ways this approach comes in handy in the college and other aspects of life, just not students but even their parents can make use of this skill at work. Creating opportunity releasing potential achieving excellence. Education and skills.

Teachers have to constantly encourage students to use higher order thinking by listening and solving problems. It is a challenge for educators to develop their students ability to ask themselves; as to how they can solve certain problems, analytical thinking, reasoning, logic understanding and thinking beyond the thinking process.

Students should be able to do this at the right time in the right context and respond confidently and effectively by applying adequate cognitive and social strategies.

The most important role of an educator is by constantly modeling questions day in and day out for every lesson so as to get students to become more and more aware of themselves as language

learners; what works for them and what doesn't; what their strengths and weaknesses are and what they can do best to address them; how they can effectively tackle specific tasks; what teaching strategies and approaches for pupils with special educational needs; Cognitive or affective obstacles stand in the way of their learning; how they can motivate themselves, how best they can use the environment, the people around them, internet resources etc., in a way that best suits them.

These are small and useful steps teachers can take on a daily basis which can help.

At the beginning of each lesson, after stating the learning intentions; what and how they are going to learn.

On introducing any task educators need to give an example of how they would carry out their task; they can even further take them through the thought process which is called think aloud at the end of the task, ask students to self evaluate with the help of another student, using a checklist of questions.

Educators can further encourage students generate metacognitive questioning by engaging students in group work problem solving activities. From focused to thought processing, the mind shift will enhance students learning.

Educators should look out for innovative ways and methods of teaching and promote active learning like play, drama and making explicit links between out of class knowledge and learning.

Teachers have a major role in enhancing the self esteem, emotional growth and motivating students in path breaking learning developing social skills learn work and friendships. Teachers have to have knowledge about learning difficulties. Educators need to constantly upgrade their skills for effective teaching according to the relevant times and use of ICT in teaching and learning. It is extremely imperative that teachers have perception of their technical competence and ability to influence students learning.

Teachers ultimate goal is to develop inquiring, knowledgeable and caring young people

who help to create a better and more peaceful world.

Teachers should further encourage students to become active, compassionate and lifelong learners. Teachers should constantly give feedback to students in order to encourage learners and learning strategies.

Reciprocal teacher – students conversation. Teachers need to be trained to give feedback in student teacher discussion, various collaborative students to improve self regulated learning. Educators can help students to form short term and long term goals, evaluate and help students to make it achievable by taking practical steps.

Overview of this literature review.

Common educational objectives across national and international educational system are reviewed. A balanced emphasis on knowledge and higher order thinking skills. Developing students metacognitive ability and learning skills is an important learning objective, how to practice self regulated learning skills at the classroom level. It has been recognized that knowledge skills and understanding are three essential elements of learning and the ties among them set guidelines for curriculum designers (skelton 2002). Important learning abilities and skills (for example critical thinking, creative thinking metacognitive ability) have emerged as important educational goals indicated in the curriculum objectives across different educational system.

For example, creative thinking skills, communication skills, how to provide the proper level of scaffolding in inquiry based learning and to integrate content and skills learning will still require further exploration and metacognitive ability has been emphasized in different content areas at different learning stages in both western and Asian educational system .

The role of the educator is to show ways and strategies that students need to know as to how to go about the learning process. Teachers need to show them how to choose the strategy that has the best chance of success in a given situation.

By monitoring their use of learning strategies, students are better in their track of achieving their goals. Knowing how to orchestrate more than one strategy is an important metacognitive skill. The ability to coordinate, organize and make association among the various strategies available is a major distinction between strong and weak second language learners. Teachers can assist students by making them aware of multiple strategies available to them for e.g. by teaching them how to use both word analysis and context clue to determine the meaning of an unfamiliar word. The teacher also needs to show as to how one strategy is not working and other can.

For e.g. when a student gets to know that word analysis does not work, they can move to other strategies such as context clues to help them understand the word.

The teaching of metacognitive skills is a valuable use of instructional time for a second language teacher. When learners reflect upon their learning strategies, they become prepared to make conscious decisions about what they can do to improve their learning. Strong metacognitive skills empower second language learners.

The role of the teacher is to lecture less and instead direct the students in directions that will allow interactive learning. Teachers have to encourage students to find their own way organize information in such a way that they are able to make the most of it. They should be capable of making intelligent guesses. Students should be encouraged to be involved in communication. Voice modulation tone, intonation and learn to vary their language according to the formality of the situation.

Teachers have to lower the anxiety level of students. Brown also state (2007:155) that no successful cognitive or affective activity can be carried out without some degree of self confidence in oneself the belief in one's own capabilities to successfully perform activity. People obtain their sense of self esteem from past experiences with others and the exterior world. Self esteem or self confidence related to language learning experience may be regarded as specific self esteem which encompasses the acquisition of the language in

general and or task self esteem when considering one particular aspect of the process.

The concept of independent autonomy and control in learning experience has gained an increasingly important role in language acquisition.

One of the aims of modern education is training students to become autonomous learner. However unfortunately, as Nunan (2003) puts it, few learners come into any given learning arrangement with the knowledge skills and attitudes that allow them to take part in their own learning. Teachers committed to concepts of autonomy must, therefore, help their learners to develop the relevant knowledge and skills. In addition to setting language content goals, teachers can incorporate a set of learning process goals into their teaching as well.

In order to help learners through the process of achieving autonomy, it is important to identify factors that can facilitate this process, one of the factors that this has been known to aid learners in this regard is the appropriate use of metacognitive learning strategies. (Zahadi & Dorrimonest, 2008)

The role of educators is to identify factors associated with the role of metacognitive learning strategies. Critical thinking is closely associated with metacognitive learning strategies. The aim of higher education should be to facilitate the process of developing a greater ability to anticipate, trigger and take account of change, that is, to become a critical and autonomous person. Students with high levels of critical thinking skills become more independent, self directed learner because critical thinking enables students to assess their learning styles, strengths and weaknesses and allow them to take ownership of their education (Morgan. N.D)

Students who are capable of analyzing and critiquing ideas can make connections across disciplines and see knowledge as useful and applicable to daily life.

Teachers have to engage in dialogue, mesmerize them by storytelling, encourage self introduction.

Projects like video making story writing and skits.

Evaluation of students can be done on the situational writing, letter writing, Narrative writing, grammar test, vocabulary test, spelling test, comprehension and listening comprehension test, there are many types of methods of assessing students in language learning. It is beneficial to adopt a variety due to different levels of students. Varied learning styles and personalities will affect the performance levels on the different methods of assessing.

Educators have to make learning an enjoyable experience and keep up the burning desire to learn English.

Considering the significance of critical thinking skills in life in general and in formal education in particular teacher should make their best efforts to teach the required skills to their students and the fact that these skills may be unfamiliar, difficult and culturally challenging for students does not justify excluding them from their teaching (Vareghi, Ghelami, Barjestch, 2012).

By developing autonomy in students; they become life long, learner. i.e. they learn how to learn on their own.

The European lifelong learning initiative define lifelong learning as “ a continuously supportive process which stimulates and empower individuals to acquire all the knowledge values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles circumstance and environments. (Watson, 2003 P.3). teachers should model thinking skills provide examples of critical ways of thinking. Lesson should be designed in a way to take into account diverse students needs.

Teachers can make use of the information on language learning strategies and styles to create and design their lesson or course plan. Since, teacher a pivoted role in language teaching, the tools, teaching methods and classroom environment adopted will ultimately affect their student progress. Teachers have to learn to identify the needs of

students according to their requirements and intellectual levels.

Educators have to encourage students to interact in second language, like get them involved in role plays, assign projects, encourage independent reading, creativewriting assignments, motivate students to volunteer on their own regarding any task. Educators have to have more of hands on activities materials teachers have to give rewards and appreciation as well.

Teachers have to design and plan variety of assignment and have different assessment methods. Teachers have to engage students. To create a word bank from their own reading material, learn to group words into categories.

Teacher can make use of flash cards encourage story telling. In order to enhance students cognitive and metacognitive strategies students can watch videos, movies and discuss about it on line and off line. They should be encouraged to inculcate habits of reading and synthesize exercises. Presentations should be regular feature.

Teachers should assess blogs discussion forums online chat, Skype E-learning, Youtube videos.

Teaching students to drive their brain metacognitive strategies activities and lesson idea.

Teachers have to enlighten the minds of the students that they have the power to unlock their brains amazing power and take control of their learning. Teachers have to constantly have an environment which encourages and motivates students to learn.

Research suggests that metacognition is key to higher students achievement, but studies of classroom practice indicate that few students are caught to use metacognition and the supporting cognitive strategies that make learning easier.

Historically, educators focused on the cognitive deficits that students bring to learning tasks which were regarded as relatively fixed and used to explain poor academic performance. By charging our focus to cognitive assets we aim to

communicate that strategies for learning performance can be taught learned and improved with practice. Refocusing on strength rather than deficits leads to a more incremental view of learning, sometimes referred to as a growth mindset (Dweck 2006) and dynamic intelligence.

The cognitive assets make up a tools box of versatile thinking tools that can be taught but not in solution from metacognition.

The centre of these cognitive functions in the brain is the prefrontal cortex located directly behind the forehead. Goldberg describes the prefrontal cortex as the brain "Chief Executive Officer" for its role in forming goals and objectives and then in devising plans of action required to obtain these goals. It selects the cognitive skills required to complete the plans coordinates these skills and applies them in correct order (2009, P 23). More recent research (Fleming 2014) also identifies this area of the brain specifically the anterior prefrontal Cortex as the center of metacognition.

A Billing and Roberts note in educational leadership the common core state standards emphasize the development of skills to support independent learning and college and career readiness and assume that teachers are ultimately teaching students to think the most difficult and important literacy skill of all (2012/2013, P.72). Metacognition is at the heart of our approach to learning and teaching students to think on a more recent list of 150 factors that influence students achievement, metacognitive strategies were ranked 15th by comparison student social current status (which is after assumed to be a major influence on students learning potential) was ranked 45th (Hathe, 2012). The encouraging conclusion is that the gap between high achievers and struggling students can be closed by guiding the latter to develop a metacognitive approach to learning.

Teaching them how to think about multiple ways to solve problem has helped students become more focused, Calmes, problem solver more, and better at working out things between themselves versus needing to get the teacher involved, "she said, this way of teaching, she believes," helps with behavior management" and has resulted in a better

classroom climate where her students" have more respect for one another work in harmony more, and work things out more than putting it back on the teacher. (Germuth, 2012, pp 12-13).

One of the Teachers biggest job is to ask good questions.

Teachers see knowledge as dynamic ever changing with their experience. Teacher have to prompt students to formulate their own question (inquiry) teacher have to allow interpretation and expressions of learning (multiple intelligence). Further person mentoring and group study has to be encouraged as (collaboration learning).

Students are not blank states upon which knowledge is etched. They come to learning situations which already formulated knowledge, ideas, and understanding. This previous knowledge is the raw material for the new knowledge they will create an important part of the learning process is that students reflect, and talk about their activities. Students also help set their own goals and means of assessment. The teacher helps create situations where the students feel safe questioning and reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the students to reflect on his or her prior knowledge and experience. Depending upon students responses, the teacher encourage abstract as well as concrete, poctic as well as practical, creations of new knowledge.

Students learn more and enjoy learning more when they are actively involved, rather than positive listeners. Education works best when it condensates on thinking and understanding rather than memorization.

Benchmark Education.

Educators have to help students to make connection teach students to think, educators have to guide students about the thinking process. They have to think about what they know, what connections they can make and what questions they might want answered.

They have to further think about the way the text might be organized such as cause and

effect, compare and context sequence of events problems and solutions description, narration and so on.

Students on their own do not use metacognitive strategic while reading. For instance, they might just skim through the text without actually understanding it, the content and matter as a whole students study all their subjects for the sake of education but actually they have not been fine tuned to think about are these course content matters.

Teachers have to teach students to construct knowledge through a variety of different venues (cognition) and they identify when they no longer understand and what they can do about it (metacognition).

Therefore, constructing understanding requires both cognitive and metacognitive elements. Role of teachers is to groom students in such a way that they are able to use any strategy at any time and for any purpose. Teaching metacognitive imparts within students impart life skills for higher order thinking.

Teachers have to explore classroom management techniques and organization which is conducive to learning. It is of imperative importance to consider both the physical and emotional environment that will play a role in the instructional setting. Teacher have to be competent confident and kind. Teachers have to understand the culture background and needs of students. Students need to feel safe, secure welcome and important in the classroom.

Students and quality instruction should be at the heart of any decision teachers make while building a safe environment for studentsto learn.

Despite the recognition of the role of metacognition in student success, limited research has been done to explore teacher explicit awareness of their metacognition and their ability to think about, talk about and write about their thinking (Zohar teaching and teacher education 15: 413-429, 1999).

Therefore, the current study investigates teachers understanding of metacognition and their pedagogical understanding of metacognition and the nature of what it means to teach students to be metacognitive, teaching students to be metacognitive requires a complex understanding of both the concept of metacognition and metacognitive thinking strategies.

Teachers are responsible for setting goals, designing learning tasks and assessing what is learned.

Teachers have to guide students in setting specific goals within the framework of what is being taught, provide options for activities and assignments that capture different students' interest and goals and encourage students to assess what they learn. Teachers have to constantly guide students into higher order thinking skills. Teachers have to encourage student to listen to diverse opinions have dialogue, engage in critical and creative thinking, participate in open and meaningful dialogue.

Teachers have to create opportunities for students to ask and investigate questions of personal interest they should have a voice in the decision making process. Then opportunities are essential for both self regulated learning and motivation.

The revolution in the study of the mind has occurred in the last three or four decades has important implication for education. Teachers can encourage students to relate ideas from a text to their own experiences.

Thirty years ago, educators paid little attention to the work of cognitive scientists, and researchers in the field of cognitive science works were for removed from classroom. Today cognitive researchers are spending more time working with teachers testing and refining their theories in real classroom where they can see how different setting and classroom interactions influence applications of their theories.

The strategies of learning have drastically advanced and it is further going to evolve dramatically as being for richer than before. One of

the hallmarks of the new science of learning is its emphasis learning with understanding.

Learning is enhanced when teachers pay attention to the knowledge and belief that learners bring to a learning task use this knowledge as a starting point for new instruction and monitor students changing conceptions as instruction proceeds. Teachers' role is to create opportunities for students to learn with understanding. Deep understandings of subject matter transform factual information into useable knowledge.

Teachers must impart indepth knowledge to students regarding any topic and subject providing many examples of factual knowledge. Teachers must come to teaching with the experience of in depth study of the subject area themselves.

Teachers should use graphic organizers and other visual tools to help make sense of complex information. Teachers can help students by providing them with tools to depict the inter relationship between events or ideas. Graphics organizers are diagram that help students identify main ideas and identify how these ideas are related.

Teachers should activate existing background knowledge and build new background knowledge to increase comprehension providing connection between students own background experiences and what is happening in class is important because of the "affective filter" an impediment to learning caused by negative emotional responses. (Krashen 2003);

When students are confused, frustrated or feel left out, the affective filter can prevent them from learning the material.

Demonstration and field experiences are other ways to build background knowledge.

Teachers should include hands-on, collaborative inquiry which clarifies concepts and provides opportunities to develop understanding that transcend linguistic challenges.

Rigorous Research Studies on effective instruction for English language learners are unfortunately all too rare.

Teachers have to train students in word analysis and word attack techniques. In order to provide students with rich language experiences including wide ranging discussion read a louds Conversations on academic topics wide and frequent reading for students.

Teaching students about multiple meanings of the same words (i.e. polygenic terms such a financial institution but can also mean rely on as in "you can bank on him/her).

Using visual (including "realia or rent life objects) and graphic organizer to help convey meaning.

High levels of students social interaction with each other and with the teachers.

Teachers role in giving explicit instruction in learning strategies (metacognition) and opportunities to practice using these strategies. Theses variation can add value and richness to the classroom.

Educators can also help students to activate existing background knowledge by using strategies such as helping students see links between texts and their experiences like text to self connections, students should also be encouraged to draw from earlier readings or past learning in order to link to new material so as to make text to text connections. While instruction in speaking comes under the umbrella of language arts its application crosses all content across.

Teaching grammar as subject matter can result in language acquisition. Acquisition occurs in their classes when students are interested in the subject matter, "Grammar" when teachers and students are convinced that the study of formal grammar is essential for second language acquisition and the teacher is skilled at presenting explanation in order to make the students understand.

"Once the student has a proper degree of cognitive control over the structure of a language facility will develop automatically with the use of language in meaningful situations "(Carroll, 1966, P-102). In other words learning become acquisition.

The direct method pressure that conscious is necessary for acquisition, that conscious knowledge of grammar can be accessed at all times, and by all students.

All the more among students who have intrinsic motivation for language study and who believe that the study of conscious grammar is essential.

Teachers should develop students self confidence through regular praise encouragement and reinforcement making sure that students regularly experience success and a sense of achievement and involving students in more favorable and easier activities promote students self efficiency with regard to achieving learning goals by teaching students learning and communication strategies as well as strategies for information processing and problem solving promote favorable self perceptions of competence in second language by highlighting what students can do, rather than what they cannot do. Encouraging the view that mistakes are part of learning educators should decrease students anxiety by creating a supportive and accepting learning environment in the classroom.

Teachers should strive to reduce anxiety activities and techniques; promote motivation enhancing attributes by helping students to recognize the link between effort and outcome and attribute past failure to the use of inappropriate strategies rather than to lack of ability and encourage students to set attainable short term and long term goals.

Appropriate language learning strategies result in greater motivation and confidence. Strategy instructions can enhance learner self efficacy and autonomous learning and help learners to take responsibility for their own learning. Teachers need to provide learners access to methodological resources and appropriate learning strategies modeling strategies and guidance to help learners make progress and achieve academic success.

Learners needs and strategies for learning language should always be at the crux for teaching and learning.

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