

Synthesize (oxford,
1990). more
precisely, this refers



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synthesize and evaluate the process of learning (Chamot, 2009) and, in this, way taking responsibility for their learning (Chamot, Barnhardt, El-Dinary, Robbins, 1999). Thus, as Jeftić (2004: 47) notes, “ reforms in the ELT methodology, directing towards a capacity in higher-order thinking skills, need to be put into practice where both teachers and learners are faced with major challenges”. Such challenges include: teaching methodology, which will advocate projects that encourage the development of logical and critical thinking skills, reasoning processes such as induction, deduction, comparing, analyzing, synthesizing, decision-making, problem-solving and the preparation of relevant, meaningful projects and more complex, brain-compatible, in-depth activities (Jeftić, 2004: 48).

In order to address this critical view, methodologists worldwide have advocated the adoption of strategy-based approaches to teaching FL language skills, where students are encouraged to actively engage in the learning process (Çelik, 2014: 724) or where teaching is oriented towards “ teaching learners how to learn” (Brown, 2000: 130). This active involvement in the learning process provides a focus for instruction in learning strategies (Chamot, 2009) where particular emphasis is put on instructing learners to use metacognitive strategies. Metacognitive strategies, which are described by Brown (2000: 124) as “ executive function strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning”, are considered essential for successful language learning (Oxford, 1990). More precisely, this refers to a teaching-learning context where the use of metacognitive strategies enables students to become confident and

autonomous learners of English (Gough, 2009), to develop skills and confidence in learning, to reflect on what they do, why they do it and to improve their practical skills (Thornbury, 2006). Providing students with appropriate metacognitive instruction makes them more aware of their learning processes and production as well as how to regulate those processes for further effective learning. In fact, metacognitive awareness brings the students autonomy to make informed decisions about their learning.

Therefore, through the basic phases of planning, monitoring and evaluating, students are encouraged to take charge of their own learning. (Rahimirad, 2014: 31). This also backs up the point made by Chamot (2009) where she states that studen