

**Abstract:** Developed meta-cognitive skills are currently recognised as a key tool in foreign language learning. However many English language learners in Asia and across the world are failing to realise their potential as a result of these skills being insufficiently developed. In order to maximise English language learning, teachers need to support their learners through coaching and the integration of reflective practice within lessons.

## 1 Introduction

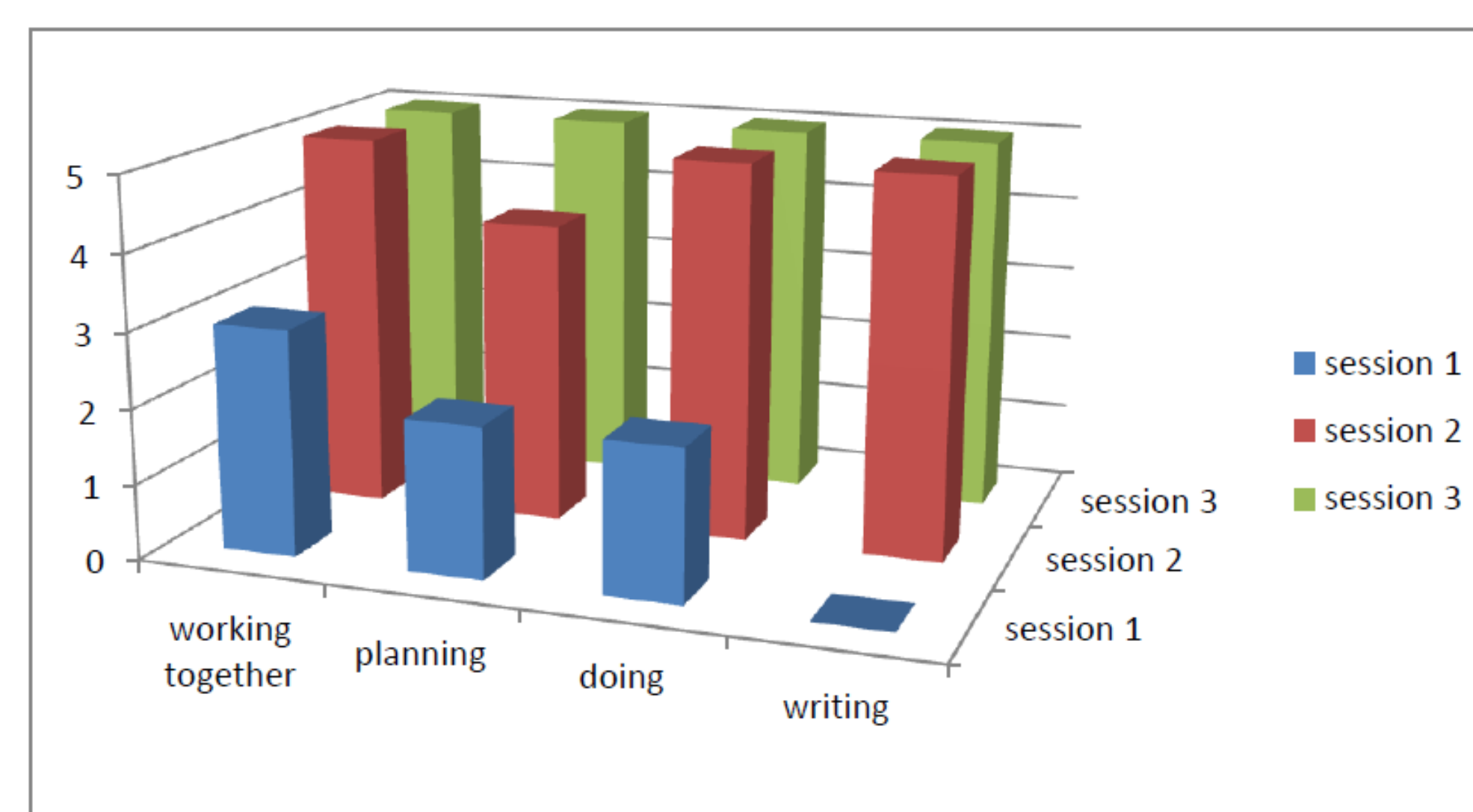
Integrating a **3 step reflective cycle** within the classroom procedure will encourage self-regulation and a reflective attitude. These steps refer to thinking in advance or **planning**, thinking while doing an activity or **monitoring**, and thinking how the activity went and why it went the way it did; what the learners enjoyed & what they didn't, and finally **evaluating** the learners own performances.

In this regard the role of the teacher in promoting the reflective attitude of children is unavoidable.



## 3 Methodology

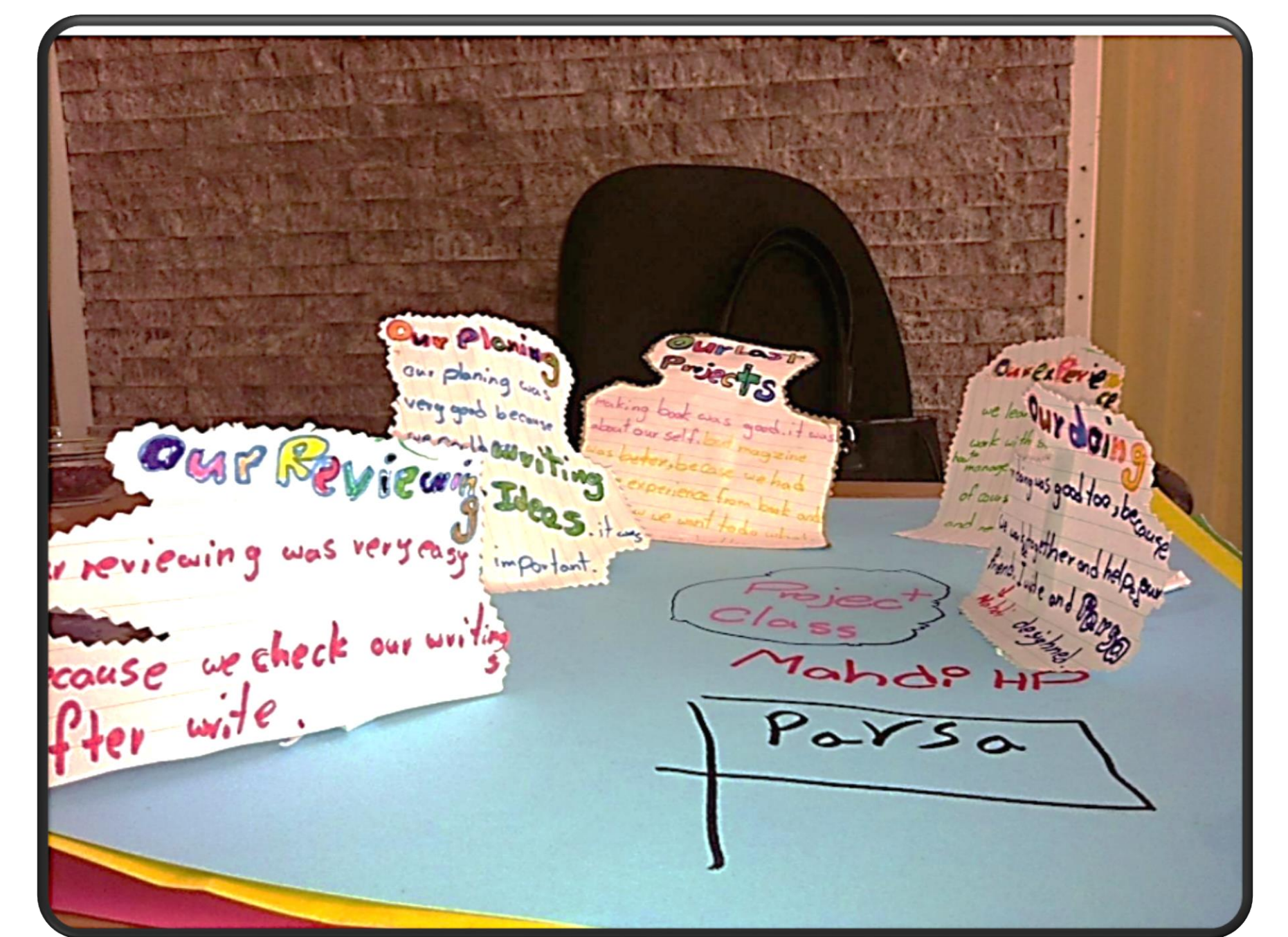
- Qualitative research
- 4 subjects of 8 to 12 pre-intermediate level
- Video & Tape recordings
- Transcription
- 8 hour intervention to raise students' meta cognitive awareness
- Step by step instructions & lesson plans
- Repetitive task
- Meta-cognitive cards



## 4 Results & Key Findings

The children learnt to :

- Assess their learning progress
- Assess their feelings & attitudes
- Identify their strengths & weaknesses
- Plan ahead, identifying and prioritising challenges to overcome later on
- Show self-regulated behaviour



## 5 Conclusion

The ability of students to reflect on their learning process encourages independence & self regulation of behaviour.

Providing guidance to students on how to learn & to think about what happens during the language learning process will eventually lead students to develop stronger learning skills and prepare them for their academic challenges.

## 2 Objective of Study

- To examine whether 8 to 12 year- old learners are able to reflect on their learning if they are introduced to a reflective framework.
- To examine how the reflective process is perceived by the students.



## 6 References

Anderson, 2002 . *The Role of Metacognition in Second Language Teaching and Learning*. Washington, DC: Centre of Applied Linguistic ERIC Clearinghouse on languages and Linguistics.

Pinter, A. 2006. *Teaching Young Learners*. Oxford: Oxford University Press.