

**Metacognitive Awareness and Motivation for the Development of English - Speaking Skills:  
A Comparative Study between English and Regional Medium Students of 1<sup>st</sup> Year B. Tech**

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**Abstract**

*This article finds out the connection between the metacognitive awareness of the L1 medium students, and their effective development of confidence to use language in real communicative situations. The unpracticed learners with intrinsic motivation and metacognitive control over their language learning process seem to engage in their language learning more actively and effectively and in the case of such learners, the effective filter remains low. The study likes to probe whether the learners' intrinsic motivation can work beyond the need to be in a "naturalistic environment" (Marshall, Todd et al.). This study will try to investigate the role of metacognitive awareness in developing intrinsic motivation and communicative competence between the regional, and English medium students of 1st B. Tech; it mainly focuses on the learners who had a Telugu medium background in their schooling.*

**Keywords**

Cognitive, Metacognitive, Intrinsic motivation, English Language Skills, English Medium, Regional Medium, Communication Skills.

**Introduction**

It has been observed that among the graduate learners (B. Tech students) JNTU, Hyderabad, Telangana, there is a considerable difference in the level of confidence in speaking English between the learners who had their schooling in Telugu medium and those who studied in

English medium schools. As there are mainly two modes of instruction at school level, it is worth explaining them using Cooper's (1984) nomenclature "the practiced and unpracticed learners." The practiced learners have done the most part of their education through the medium of English (L2 medium instruction) while the "second type" has pursued the previous education through the medium of first language, and this group studies English as a foreign language or second language (1984:122). As both groups merge while they come up to the graduate level, the L1 medium students are normally passive in how they communicate inside and outside the classroom. For example, if they come across foreigners who ask them the direction to a particular place, even if they know the place they fail to respond because they are not confident to use the language even though they clearly understand the use and norms of the language.

### **Literature Review**

The awareness of one's own cognitive process affects motivation as it affects attributes and self-efficacy (Peirce, 2004). If the learners attribute their success to hard work and ability, it promotes motivation, and they toil more to achieve better proficiency. The reverse is also true. That is if the learners attribute their failure to the inability they might build up a negative attitude towards their self-respect, confidence, and competence (Stage et.al.1998). The building up of study strategies and using the right ones become very important here (Simpson and Nist, 2000). The instructors can support the learners by facilitating a learning environment where they are moving away from "motivating the learners to help them motivate themselves" (Lamb,2001:118). The research will also focus on the claim that the learner's "burning desire to express an opinion" in the target language is the best every kind of motivation the learner can have (Eskey,1984:64).

### **Hypotheses**

The research will be based on the followings:

- Undergraduate learners hailing from regional medium backgrounds (schooling) cannot use language as confidently as their counterparts from English medium backgrounds.

- A proper intervention strategy aimed at developing metacognitive awareness and thereby intrinsic motivations of learners can help them improve how they perform in communicative situations.

### **Research questions**

- Why is there a difference between learners from English and Telugu medium in with their ability to use a spoken language effectively in communicative situations?
- How effective is an intervention oriented towards developing the metacognitive awareness of learners in developing their ability to use a spoken language confidently and effectively?

### **Methodology**

I observed the following qualities between English & Regional medium students.

The study chose a group of ten undergraduate learners: five from Telugu medium and the rest from English medium background as its participants.

- In the first place, pretest was conducted; it was an oral test, which has got three distinctive parts. In the first part, both medium learners were asked a few questions to which they had to respond in complete statements. Then they were given a chance to speak on any particular topic for a few minutes. It was followed by a test in pairs where the learners have to do the role plays.
- Coming to the second part, conducting Group Discussions and Mock-interviews, English medium back ground students can respond without any hesitation or without pauses, whereas regional medium students are unable respond quickly, since they in lack of metacognition.
- Both the medium students are good at knowledge, but the regional medium students are cannot perform well in English, because these students are lacking the metacognitive

skills. They don't have exposure in the English language even after their 10+ education. To overcome this problem, I asked the regional medium students to sit with English medium students and get help from them. By doing this regional medium students may improve their metacognitive skills.

I have prepared the tasks, and activities those are designed in such a way that they help the learners in raising their metacognitive awareness while teaching / learning speaking skills in English Laboratory.

### **Overview**

Globalization: It is the language of computers. It is the language of conversation. It is the language of business. English is a global language and it is spoken all over the world. Owing to the lack of English language skills, regional medium students are facing much problem in their communication, and way of thinking is very limited, not able to come out of the box.

Comfortable with own language: We think in the language we are comfortable with. And we feel comfortable with languages we pick up at an initial stage. Metacognitive skills will improve if we think in our language; the medium of instruction plays a vital role here.

Cognitive and Metacognitive skills: All the learners have cognitive skills regardless of medium they studied. But they regional medium students have a problem with metacognitive skills. Regional medium students are cannot think in English; they do it in their own language and wanted to convert the message in the English language, during this process regional medium students miss the essence of the message, and they lack fluency of English Language.

Mother Tongue Influence: The evidence of mother tongue influence on English is very obvious. Regional medium students tend to think in their language, if they want to decode the message, it takes time and sometimes unable to get what exactly other people want. They may not convey the message properly. Regional medium students can overcome this problem by doing regular

use of an English language lab to learn pronunciation helps learners shed their mother tongue influence as well.

Effective Communication: It is an ability to express ourselves both verbally and non-verbally in ways that are appropriate to our cultures and situations. It enables us to express opinions, desires, needs & fears appropriately. English Medium students can speak effectively, whereas regional medium students have a problem of speaking in certain stage.

Medium of Instruction: It's very important to learning a language, if you study in English medium from the day one onward; he /she will be confident enough to mingle with anyone and one can improve metacognitive skills compared to regional medium students. I found in the differences between them in my class. Regional medium students can think but coming to performance unable to do well as English medium students do.

### **Implications**

This paper finds out if the intrinsic motivation and metacognitive strategies of unpracticed learners can operate as an alternative to the prior exposure that they have missed out. It brings forth the significance of inducing variables within the classrooms / in language laboratories, which can positively affect the learners' idiosyncratic learning strategies. This issue may lead to a possible shift from potential language learners to active language users. The evidence and outcomes from the data could contribute to the proposal of a system in which the teachers can promote a learning environment, which sustains the motivation and allows a degree of freedom to the learners to analyze their own learning. This idea leads to the designing of learning materials, which sustain the motivation of the learners.

### **Conclusion**

In conclusion, the present study indicated that the Metacognition affects the form English medium students and from regional medium students who are studying 1<sup>st</sup> B. Tech in JNTU, Hyderabad. English medium students have more Metacognitive power whereas regional medium

students have cognitive power, but they lack metacognitive power in thinking of the English language. I feel all the students are good at self-esteem, but it varies based on the medium of instruction.

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