

**Metacognitive awareness and oral
proficiency in EFL context**



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Abstract

The goal of the present research was to prove the effect of metacognitive awareness of a group of EFL learners in Jahad Daneshgahi Institute on their speaking level and skill. To this goal, research questions were designed and the literature of the subjects was examined. Moreover, the studies that were carried out before were discussed. The participants of the study were 72 students of pre-intermediate level who were studying in an institute in Kerman. The study used three instruments to collect the required data: a placement test, the MAI-Metacognitive Awareness Inventory test and the test of speaking. Metacognitive Awareness Inventory contained 52 items including several subscales assessing knowledge of cognition (declarative knowledge, procedural knowledge, conditional knowledge) and regulation of knowledge (planning, information management strategies, monitoring, debugging strategies and evaluation). The participants were chosen regardless of their age, gender, and background knowledge. The results of the study revealed the idea that the EFL learners used certain set of metacognitive strategies and in some cases the EFL learners' speaking was affected by their metacognitive awareness strategies. Of the subcategories, comprehension monitoring was the most overused strategy by the subjects. Also in some cases, meaningful relationship could be identified between the speaking level and the metacognitive awareness strategies.