1.1. Human Resource Development: Concept, Meaning and Importance

Human resource development is a newly emerging field of study. Development of human beings has been in existence in some form or other from the beginning of civilization. A planned and systematic approach to human resource development emerged in later half of the 20th century. Earlier, training was the only planned way of developing human resources. But now HRD has emerged as an interdisciplinary and integrated approach to the development of human resources.

Human resource development is an organised learning experience aimed at matching the organisational need for human resource with the individual need for career growth and development. It is a system in which a series of learning activities are designed to produce behavioural changes in human beings in such a way that they acquire desired level of competence for present as well as future role.
According to Prof. T.V.Rao the best known Indian HRD expert, HRD is a process in which the employees of an organisation are continually helped in a planned way to:

a) acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

b) develop their general capabilities so that they may be able to discover their own inner potentialities and exploit them to the fullest extent for their own and organisational development purpose, and

c) to develop an organisational culture where superior, sub-ordinate relationships, teamwork and collaboration among different sub-units are strong and contribute to the organisational wealth, (or professional well-being) and motivation and pride of the employees.

On the basis of this definition, the following features of HRD may be identified:

i) Human resource development is a planned and systematic approach to the development of people. It is not a fragmental or piecemeal approach but a total system of interacting elements designed to improve the total personality.

ii) Human resource development is a continuous process of developing the competencies, motivation, dynamism and effectiveness of employees. It is based on the belief that there is no end to the development of an individual and learning is continuous throughout life.

iii) Human resource development is an interdisciplinary concept. Experts belonging to different disciplines tend to adopt a compartmentalised approach to HRD. But HRD involves confluence of ideas from many sciences. Sociology provides new insights in the growth and development of human system through the study of families,
communities and other groups. Psychology provides explanation of human behaviour in terms of perception; motivation, morale, etc. It provides instruments for the use in selection, induction, training, counselling, etc. Anthropology focusses on traditions, kinship, culture, etc. which are helpful in conflict management, intercultural relationships, etc. Political science provides conceptual base for power status, politics etc. Economics and management also contribute to HRD in their own ways.

iv) Human resource development has both micro and macro aspects. At the micro level, HRD is concerned with improving the skills, attitudes and behaviour of the employees in organisational settings for the benefit of both the individual and the organisation. At the macro level, HRD involves improving the quality of life of the people in a country. Development of people is done by providing the right environment wherein the individual may grow to his/her fullest stature and realise his/her fullest potential. HRD is a part of educational and developmental planning for nation’s welfare.

v) HRD is a process not merely a set of mechanism and techniques. The techniques like performance appraisal, counselling, training and organisation development are used to initiate, facilitate and promote this process. The process has no limit and therefore, the techniques have to be reviewed and revised periodically.

Every organisation needs HRD to become dynamic and growth oriented or to succeed in a fast changing environment. Organisations can become dynamic and grow only when employee capabilities are continuously acquired, sharpened and used. HRD plays an important role in the success and growth of an organisation in the following ways:

1) HRD improves the capabilities of people by making them better aware of the skills required for job performance and by improving
clarity about performance standards. HRD strengthens executive skills.

2) HRD improves communication system in the organisation. Every member better understands the expectations of other members from his role.

3) HRD helps an organisation in procuring the right people at the right time and in making an effective use of them.

4) HRD improves employees' commitment to the organisation due to greater objectivity in the administration of rewards. Contributions of employees are valued and rewarded in a better way.

5) HRD provides an opportunity of continuous and all round growth of employees through successive planning and career planning.

6) HRD improves collaboration and team work. Employees become more open and trust one another.

7) HRD improves problem-solving and adoption skills of employees. They become more innovative, proactive and risk taking. Resistance to change is reduced.

8) HRD generates a lot of useful data which facilitate human resource planning and control.

HRD ultimately leads to higher productivity, and successful growth in the organisation. Organisations which make their people grow continuously, themselves grow and succeed better.

There are some fundamental differences between human resource management and HRD.
1.2. Difference between HRM and HRD

The discipline of HRD was developed because the human resource management function failed to meet the new challenges of the 20th century. Some organisations have merely redesigned their personnel department as HRD department. But there are some fundamental differences between human resource management and HRD. They are given below.

i. Human resource management is viewed as a set of independent sub functions. On the other hand, HRD is seen as a subsystem of a larger system, i.e. the organisation. It is assumed to be made up of mutually dependent parts.

ii. Human resource management is considered to be mainly a service function responding to the demands of the organisation as, and when they arise. But HRD is considered a practice function which does not merely cope with organisational needs but anticipates them and acts on them in advance in a planned and continuous way.

iii. Human resource management is narrow in scope and aims at developing and administering people only. HRD is wider in scope and aims at developing the total organisation. The focus of human resource management is on increasing the efficiency of people. But the focus of HRD is on building the right organisational culture that can continuously identify, nurture and use human capabilities.

iv. In human resource management salary, wage incentives and job simplification are considered to be the main motivations. On the other hand, HRD relies on job enrichment, job challenge, informal organisation, autonomous work groups and creativity for motivating people.
v. Human resource management is supposed to be the exclusive responsibility of the human resource department. But HRD is regarded as the responsibility of all managers in the organisation. In fact, HRD aims at developing the capabilities of all line managers to carry out various human resource management functions themselves.

vi. Under human resource management, higher morale and satisfaction are regarded as the cause of improved performance. On the contrary, HRD considers improved performance as the cause of improved job satisfaction and morale.

1.3. Role and Importance of Education in Human Resource Development

It is a well known fact that a nation’s economic growth as well as national development is very much determined by the resources available in that country. There are various resources such as water resource, land resource, mineral resource etc., which all serve as vital determinants of a country’s ultimate development.

The fundamental factors that make for national development and economic growth are non-economic and non-materialistic in character. It is the spirit that itself builds the body. Some countries of the world have experienced a rapid rise in income and living standards while others continue to stagnate at the lowest rung of the ladder. The spirit has been the guiding factor of national development in all the developed countries.

The size and quality of the people, the size and efficiency of the labour force and the serving cadres, the health, intelligence and diligence of the people; the sense of discipline, character and the spirit of co-operation of the people etc. are the factors that facilitate national development. But, these are obviously the outcomes of human resource development. Though
there exist various resources such as water resource, land resource, forest resource, energy resource, human resource etc., which all serve as vital determinants of a country’s ultimate development, the resource that decisively determines the economic growth and national development of a country is invariably the human resource.

Most of the backward countries are backward not because of inadequate supply of physical and financial resources but because of acute shortage of skilled personnel and technicians. Education promotes and develops an openness of mind tolerance, co-operation, ability to adjust to the changes. Above all, it lays stress on the qualities of courage and endurance and encourages a vigorous and relentless pursuit of truth and free enquiry. Education enhances the understanding of the behaviour of interrelationships among the tangible and the intangible phenomena surrounding and imparts skill to translate the knowledge into action and make the most beneficial use of them. These developments in the human resources which may be termed as human capital, contribute much more to economic growth and national development than physical capital (A.K. Ghosh, 1996).

Quality of population depends upon its education, health vigour, training, morale etc. Provision of better education, medical facilities and training opportunities etc., are tantamount to investment in human capital, as distinguished from investment in material capital like machines, tools etc. It has been estimated that the return, in terms of output, has been as high or even higher from human capital than from an equal investment in real capital. This conclusion is becoming increasingly valid with the advancement of technology and sophistication in products. The educated, trained and alert labour force is very essential to man the complicated machines, and to manage the complex economic life of growing economies.
While a natural resource is found by man in his natural environment that he may, in some way, utilise for his own benefit, human resources are the human beings whose contribution society can use for different purposes. The worker in a factory is an example of a human resource. Human resource refers to the various service cadres. Here every one is unique in his own sphere and his contribution cannot be ignored. A farmer, carpenter, cobbler, plumber, mason, potter, a government servant etc. are the indispensable as well as integral constituents of human resources.

Human resource development refers to the qualitative improvement of the labour forces and the service cadres by way of providing better education, proper training and ensuring good health which will, ultimately, tell upon their performance. Human resource development means preparing individuals so as to make them evince utmost manifestation and efficient application of potentials in the task assigned or undertaken. Where there is a good degree of human resource development, there will be invariably all round development for it is the human resource development that gears up the national development.

English education is very indispensable to promote human resource development. English education gives the learner a staunch confidence, ensuring intellectual as well as personality development of the learner to a great extent. English education or English knowledge can lay the royal road to bright career and prosperous future.

1.4. Significance of Teaching and Learning of English in Indian Context

English came to India along with the arrival of the British as a language of business since knowledge of English became a necessity for commercial transactions. The British who arrived here as a business community became the rulers of the country and naturally English enjoyed the status of the court language. Institutions came up for the training of
teachers to teach Indians English. English knowing Indians were needed to work for the East India Company. Then the British Government required Indians with a knowledge of English to occupy the lower ranks of the Government machinery. To fulfill these needs of the British, they made Indians learn English. Slowly an “elite”, class of English knowing people came into existence in our country. Some prominent leaders of India like Raja Ram Mohan Roy were in favour of English being imparted in Indian schools for they envisaged an access to the newly developed arts and science of the west. On the other side, the British rulers felt that the Indians could be more useful in their administration of the country with knowledge of English. So the need for the link between education and government service in India was vital in early nineteenth century. In 1844 Minutes Lord Macaulay (1835) paved the way for English becoming the medium of instruction, proclaimed the preference of Indians educated in English for Government services. This created a new class of Indians who studied English for the fashion of it and to fulfill the need of the day.

Soon English became the medium of instruction in secondary schools as well. Though Woods’ Despatch (1835) recommended both English and modern vernacular media for the study of modern sciences, English became the role medium of education and dominated almost the entire curriculum. Freedom movement in our country created ‘nationalism’ leading to the adoption of modern Indian languages as the media of education at the secondary schools. The rise against the foreign rule and foreign goods had its impact on foreign language also. The constitution of our country had a provision for Hindi to replace English as the national language. After the amendment of the constitution, English has been made the associate official language. With the regional languages as media of Instruction, English has been relegated to the second language status. Though English was once taught as library language, it has become the language of comprehension.
Our first Prime Minister Jawaharlal Nehru said, “We are driven to English principally because we know it a good deal, we have people who can teach it and because it is the most important language in the world today”. He further said that in the absence of English at seats of higher education, it would not then be possible to have any meeting of minds”. He called English a window on the modern world and a key that would unlock the vast treasures of all scientific and humanistic fields.

The Education Commission (1964-66), headed by Dr. G.S. Kothari, stressed the need for studying English as a compulsory subject to acquire at least a “Working knowledge” of English for communication and understanding in view of its growing importance. The Commission also said, “English should be the most useful library language in higher education”.

In 1950’s English Language Teaching in India witnessed a major break through. The British had left then and the independent India had opened to her children the flood gates to the learning of English in schools. Finding it hard to cope with the situation – a sudden increase in the learner population, non-availability of many competent teachers of English and reduction in the time available for learning English, etc.-Indian educationists were ready to accept Jean Forrester’s suggestions for the teaching of English in India, which snowballed into the structural approach. The Government of Tamilnadu pioneered the introduction of this approach for the teaching of English. The Madras English Language Teaching Campaign (known as MELT Campaign) was established inorder to orient teachers of English towards the new approach. The campaign gained momentum soon and teachers were trained in large numbers by Indian ELT experts with the help of experts from Britain. The CIE and RIES came into existence to monitor the training programmes.
The 1960’s and 1970’s witnessed several breakthroughs in ELT all over the world. New concepts like nationalism, functionalism, the silent way method of teaching, suggestopedia, counselling learning, began to appear in the field of ELT and the ELT market has been flooded with course materials based on these concepts since then. But all these have very little to contribute to the Indian learners especially beginning learners because most of these concepts and the course books have been made with adult learners in mind. So Indian teachers, especially at the school level, continued to follow the structural approach, though the approach did not continue to be the same as it was in the 1950’s.

1.5. Problems Encountered in Teaching and Learning of English

It has been reported that most of the students who pass their first public examination, class X or its equivalent, from the stream of the vernacular schools where English is taught as a second language, have an extremely low vocabulary, hence poor and limited usage and expression. Why does this happen? There are many reasons for this poor result. They are;

1. **Policy on English**: Since the mid 1950’s the government policy towards retaining English has been rather weak, uncertain and unpredictable. There had been many anti / proEnglish agitations generating a lot of academic and political heat and dust. English remains a major means of communication within the various governmental organs. The irony is that a language, that has so much of ‘influence’ and ‘use’ in such vital areas of national and international activities has been the victim of uncertain and unsympathetic trade by the ‘vested interests. Yet, English stays, and stays in a big way. Though people shy away from accepting it, in every walk of life, it seems to be a case of ‘pride’ and ‘prejudice’. The element of uncertainty is the first bane of English teaching in India.
2. **Overcrowded Classes:** Learning a language mainly consists of acquiring skill of communication plus other grammatical and lexical activities. Skill learning entails a lot of personal attention by the teachers. This close supervision and evaluation of the learning process is not possible due to overcrowded classes and lack of ancillary and supplementary teaching – learning materials.

3. **Sub standard Text Books:** The text books are not prepared in keeping with the linguistic requirements of the students. Mistakes in spelling, grammar and even facts, render teaching English a hopeless activity. Use of poor quality of paper, poor printing, spelling errors, etc bring retardation to ‘reading’ and gives a child a wrong ‘image’ of the word resulting in committing spelling mistakes by students. All this is retrogressive to effective teaching and learning of English.

4. **Ineffective Teacher:** Most of the teachers employed for teaching of English do not possess personal accomplishment, skill attitudes towards English, and their knowledge of its peculiarities and usage is very erroneous. So the students acquire a ‘negative’ complex. Such teachers are a ‘risk’ and should be avoided. An English teacher should not only have the linguistic and literary excellence in his subject, knowledge and usage of phonetics and linguistics, but also should be a live-wire and a rallying point for cultural and social excellence. Further, English teachers should have a ready sense of wit and resourcefulness in meeting the various exigencies of situational teaching. *(Shaik Mowlā, 2009)*.

5. **Ineffective Methodology:** Natural conditions of teaching English do not exist in our country where it is taught as a second language. It lacks social and cultural environment and teachers generally go in for translation method. The new approach to teaching English is not at all popular with English teachers. There is not much stress on situational or conversational approach to teaching English. *(Shaik Mowlā, 2009)*.
6. **Checking and Correction:** One aspect of English teaching that suffers neglect is the checking/correction of home assignments. Trying all types of ‘correction’ methods, is too much for the English teacher to do thorough and close correction work. Firstly, the large number in the classes, and secondly, poor pupil performance make correction almost ‘impossible’. Hence language mistakes become part of pupil habits. *(Shaik Mowla, 2009).*

7. **Lack of Supplementary Readers and Workbooks:** When textbooks are not available, the state of pupil workbooks and teacher handbooks can well be imagined. Besides these problems, there are some specific problems which the students encounter in learning English as a second language. It envisages an adequate knowledge of methods of teaching on the part of the English teachers to carry out their task with reasonable success. *(Shaik Mowla, 2009).*

1.6. **Methods of Teaching English**

Before taking up anything—say a lesson, a prose, poetry, composition etc., aims should be decided first. Prof. Gurrey remarked. In teaching, it is highly desirable to know exactly what one is hoping to achieve as it is in all great undertaking. If this can be clearly seen, then the best way of getting to work usually becomes evident. We ought, therefore, to consider carefully what we are trying to do, when we are teaching a language. Once the destination is fixed up, then all efforts should be made to achieve the fixed aims. Plans are made, means and ways are thought of and then efforts to achieve them should be made, ultimately assessment is made to see how far the aims have been achieved. In case something is lacking, what and why of it are traced out. Then again efforts in the right direction are made so as to achieve the targets.
1.6. 1. Various Methods of Teaching English

English is being taught by many teachers through various methods. Four important and most frequently used methods are given below. They are:

1) Translation cum-grammar method: In the 19th century this classical method came to be known as the grammar translation method. Its leading exponents are Johan Seiden Sticker, Karl Plotz, and Johann Medinger.

This method is popularly used in teaching a foreign language. In the teaching of English, it has enjoyed a great reputation in the past. Even at present, many teachers prefer to teach English by this method. The very name of this method indicates that the target language is taught by translating it into mother tongue. Each word, phrase or sentence of English is taught by translating it into mother tongue. The philosophy behind this method is that foreign language can be best taught and learnt through translation. According to this method the learners have to make use of set rules and principles of grammar.

2) The Direct method: Direct method of teaching English means teaching English directly through English medium. In this method, the mother tongue is not at all used. This method came as a reaction against the traditional or translation method. It is also called the natural method because it is a modified form of the natural method.

The main philosophy behind this method is that the learner learns a foreign language in the same way as he learns his mother tongue. To quote from Webster’s New International Dictionary, “Direct method is a method of teaching a foreign language especially a modern language through conversation, discussion and reading in the language itself without the use of pupil’s language, without translation and without the study of formal grammar. The words are first taught by pointing to object or picture or by performing actions”.
3) **The text book method:** This method is popularly known as Dr. West’s New method of teaching English. It came as a reaction against the direct method. This method suggests certain improvements over the direct method. The advocates of direct method plead for the importance of speech over other aims, but in West method, the emphasis shifts to reading. Dr. West was of the opinion that reading is the most important aim of language teaching. Due emphasis should, therefore, be laid on reading aloud and silent reading. The child should, at the earliest, be enabled to read with ease and pleasure. His firm belief is that learning to read a language is by far the shortest road to learning to speak and write it.

4) **Bilingual method:** Bilingual method means a method where two languages i.e., the mother tongue and the target language are used. Here the mother tongue is used to achieve the target language. This method is based on the similarities and differences which exist between two languages. The similarities or differences may be of situations, sounds, vocabulary, structure etc. If these differences or common things are known well, then learning of a foreign language is facilitated considerably and the students pick up the language correctly. While learning the foreign language, the situations are created again in order to make the child learn the foreign language.

Having discussed the various methods of teaching English we come to the conclusion that there is something good or something bad in each method. This does not mean that we shall give up the use of all these methods. We must use one or two suitable to the learners and place. The success of teaching learning depends upon the technique as well as the choice of material. The material required and the method to be used always depend upon a number of factors which are mentioned below:
1) the learner, his age, level of learning, capacity etc.
2) the teacher, his efficiency, insight, training etc.
3) the objectives of teaching English.
4) class in which its study is introduced.
5) availability of different types of aids.
6) size of the class.
7) location of the institution.
8) social background.

Good teachers never curse the situation, the stuff or the material facilities. Whatever may be the nature of affairs, they always come out with flying colours whenever they are put to any test of this sort. This is where the instructional strategy counts a lot. A teacher using an effective instructional strategy can accomplish his task with considerable success.

1.7. Concept, Meaning and Definition of Instructional Strategy

Instructional strategy refers to the application of appropriate psychological principles or definite methods and techniques in the instructional process. Instructional strategy is a means of achieving the instructional objectives in the best possible manner at the lowest possible cost. Without proper instructional strategy, it is not possible to bring about all round human resource development. Instructional strategy should be designed in such a way that it should promote the learning of all categories of pupils i.e. above average, average and below average students. The educational philosophy, psychological theory and the appropriate educational technology and the predetermined educational objectives should be the criteria to decide upon the instructional strategies. There are various approaches, methods, techniques and models to impart / instruct the students. Metacognitive strategy is an innovative instructional strategy which is gaining ground all over the world.
1.8. Metacognitive Strategy: Concept, Meaning and Importance

The term metacognition is most often associated with John Flavell (1979). According to Flavell (1979, 1987) metacognition consists of both metacognitive knowledge and metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive process and knowledge that can be used to control cognitive processes. Flavell further classifies metacognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables.

Metacognition is an important concept in cognitive theory. It consists of two basic processes occurring simultaneously: monitoring your progress as you learn and making changes and adapting your strategies if you perceive you are not doing so well (winn, W & Spyder, D., 1998). It’s about self-reflection, self-responsibility and initiative, as well as goal setting and time management. Metacognition is the knowledge (i.e. awareness) of one’s cognitive processes and the efficient use of this self-awareness to self-regulate the cognitive processes (e.g. Brown, 1987; Niemi, 2002; Shimamura, 2000).

Despite the difficulties associated with research on it, the concept of metacognition has been taken up with enthusiasm as part of the general surge of interest in cognition, and as a notion that fits more readily with the currently popular theories of information processing than two alternative conceptions of ability, the notion of intelligence that has prevailed throughout most of the twentieth century and Piaget’s levels of operational thinking. Intelligence has seen many controversies, and recently was shaken by the furore that greeted Jensen’s interpretation of his results (Jensen 1969) as indicating that black Americans are less able than white, and by Kamin demonstration (1974) and Hearnshaw (1979) that Burt had invented the data in his influential studies on the inheritance of intelligence. Although Piaget’s interpretations of his observations have not suffered comparable shocks, his stage notion has been criticized (Donaldson, 1978; Isaacs, 1930; White and Tisher, 1986).
A positive reason for educationist to turn to metacognition and away from the intelligence and stage notions, is that the last two deny the value of intervention to improve ability. In those notions ability is a relatively fixed characteristic, while the notion of metacognition, in contrast, holds out the promise of being able to train people at almost any age so that the quality of their learning to future will rise. They will become more able. Naturally many people find that promise exciting, since it presents the possibility of a beneficial revolution in education. However, early experience in research on metacognition shows that the promise will not be trivial to fulfil.

Among the problems to be overcome in research and implementing its results in practice are those of defining metacognition, of deriving from theory potentially effective teaching methods, of finding valid ways of determining whether people are being metacognitive, and of devising suitable procedures of investigation. These problems are demonstrated by the relatively small number of investigations, given the quantity of discussion of metacognition in articles like the present one, by the diversity of forms of investigation, to the extent that there are few parallel studies or anything like a replication by an independent researcher, and by a lack of consensus about what should be done. (Winn and Spyder, 1998).

Though the small quantity of studies is unfortunate, diversity and lack of consensus are of less concern. Indeed, in the first stage of research on a topic as complex as metacognition, they are rather to be welcomed, since too early a conformity would reflect a sterile narrowness in which effort is concentrated on one aspect to the neglect of others equally important. Early diversity and fumbling are better than conformity and certainty, but eventually some sorting out is necessary. We may now be at that point, for the scene is certainly confusing. Without even considering differences in definition and measurement, the diversity of styles of investigation is remarkable. Experiments in which treatments are controlled by the experimenter contrast with descriptive studies in which they are not. In some experiments, treatments run for a few minutes only, in others they go
on for years. In some, people learn artificial tasks and in others meaningful ones. Sometimes people learn from texts, sometimes from a teacher. Sometimes the study is run in a psychological laboratory, sometimes in a school. The first attempt to derive order from that diversity is unlikely to synthesize many coherent principles, but will be useful if they make clear the nature of the problems. It will be a step towards their solution.

Metacognition refers to higher order thinking that involves active control over the thinking process involved in learning. “Metacognition” is often simply defined as “thinking about thinking” or “learning to learn” Cognitive strategies are used to help achieve a particular goal while metacognitive strategies are used to ensure that the goal has been reached. (Niemi, 2002).

Activities such as planning how to approach a given learning task, monitoring comprehension and evaluating progress towards the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important for both students and teachers. Metacognition has been linked with intelligence and it has been shown that those with greater metacognitive abilities tend to be more successful thinkers. (Flavell, 1987)

The two main sources of problems in research on metacognition are the conceptions of it and the model that has it as a factor intervening between training or other experience and the quality of learning. The first leads to difficulties in determining what methods of training should be tried and in devising informative methods of assessment for metacognitive activity. As far as this study is concerned, metacognition is classified into three components.
Elements of Metacognition

The term “Metacognition” is most often associated with John Flavell (1979). According to Flavell, metacognition consists of both metacognitive knowledge and metacognitive experience or regulation.

1) **Metacognitive knowledge** (also called metacognitive awareness) refers to what individuals know about themselves and others as cognitive processors. Metacognitive knowledge involves executive monitoring processes directed at the acquisition of information about thinking processes. They involve decisions that help.

- to identify the task on which one is currently working.
- to check on current progress of that work,
- to evaluate that progress, and
- to predict what the outcome of that progress will be.

Flavell further divides metacognitive knowledge into three categories:

(a) knowledge of person variables

(b) knowledge of task variables and

(c) knowledge of strategy variables.

Stated very briefly, knowledge of person variables refers to knowledge about how human beings learn and process information, as well as individual knowledge of one's own learning processes. For example, you may be aware that your study session will be more productive if you work in the quiet library than at home where there are many distractions.

Knowledge of task variables include knowledge about the nature of the task as well as the type of processing demands that will place upon the individual. For example, you may be aware that it will take more time for you to read and comprehend a physics text than it would for you to read and comprehend a Tamil prose text.
2) **Metacognitive regulation** is the regulation of cognition and learning experiences through a set of activities that help people control their learning. This involves the executive regulation processes directed at the regulation and overseeing of the course of learning. The executive control process consists of

(a) Developing a plan of action

(b) Maintaining / Monitoring of the plan

(c) Evaluating the plan

For example, after reading a paragraph in a text, a learner may question himself about the concepts discussed in the paragraph. His cognitive goal is to understand the text. Self-questioning is a common metacognitive comprehension monitoring strategy. If he finds that he cannot answer his own questions, or that he does not understand the material discussed, he must then determine what needs to be done to ensure that he meets the cognitive goal of understanding the text. He may decide to go back and re-read the paragraph with the goal being able to answer the questions he had generated. If, after re-reading through the text, he can now answer the questions, he may determine that he understands the material. Thus, the metacognitive strategy of self-questioning is used to ensure that the cognitive goal of comprehension is met.
3) **Metacognitive experiences** are those experiences that have something to do with the current ongoing cognitive endeavour. “Metacognitive skills include taking conscious control of learning. Planning and selecting strategies, monitoring progress of learning, correcting errors, analysing the effectiveness of learning strategies and changing learning behaviour and strategies when necessary (Ridley, Schuty, and Weinstein, 1992)

The metacognitive process enhances learning by guiding, students thinking and by helping a person to follow a wise course of action as he or she thinks through a problem, makes decisions, or attempts to understand a situation or text. In this rapidly changing world, the challenge of teaching is to help students develop skills that will not become obsolete. Metacognitive strategies are essential for the twenty-first century because they enable students to cope successfully with new situations.

Learners who are well developed metacognitively:

- are confident that they can learn
- make accurate assessments of why they succeed in learning
- think clearly about inaccuracies when failure occurs during tasks.
- actively seek to expand their repertoire of strategies for learning.
- make strategies to the learning task, making adjustment when necessary.
- ask for guidance from peers or the teacher.
- take time to think about their own thinking.
- view themselves as continual learners and thinkers.

**A model of Metacognitive Strategy**

According to Anderson, (1976) metacognition combines various attended thinking and reflective process. It can be divided into five primary components: 1) Preparing and planning for learning, 2) selecting and using learning strategies 3) Monitoring strategy use 4) orchestrating various strategies, and 5) evaluation of strategy use and learning. Teachers should follow these model strategies for teaching second language to students.
1) Preparing and Planning for Learning

Preparing and planning are important metacognitive skills that can improve students’ learning. By engaging in preparation and planning in relation to a learning goal, students are thinking about what they need or want to accomplish and how they intend to go about accomplishing it. The more clearly the goal is articulated, the easier it will be for the learners to measure their progress. The teacher might set a goal for the students to master the vocabulary from a particular chapter in the textbook. A student might set a goal for himself of being able to answer the comprehension questions at the end of the chapter.

2) Selecting and Using Learning Strategies

The metacognitive ability to select and use particular strategies in a given context for a special purpose means that the learner can think and make conscious decisions about the learning process. To be effective, metacognitive instruction should explicitly teach students a variety of learning strategies and also when to use them. For example, second language readers have a variety of strategies from which to choose when they encounter vocabulary that they do not know. They need to know to understand the main idea of a text. One possible strategy is word analysis: For example, dividing the word into its prefix and stem. Another possible strategy is the use of context. Context helps to guess the meaning of a word.

3) Monitoring Strategy Use

By monitoring their use of learning strategies, students are better able to keep themselves on track to meet their learning goals. For example, students may be taught that an effective writing strategy involves thinking about their audience and their purpose in writing. Students can be taught to monitor their use of this strategy. They should pause occasionally while writing to ask themselves questions about what they are doing, such as whether or not they are providing the right amount of background
information for their intended audience and whether the examples they are using are effective in supportive of their purpose.

4) Orchestrating Various Strategies

The teacher also needs to show students how to recognize when one strategy isn’t working and how to move on to another. For example, a student may try to use word analysis to determine the meaning of the word antimony, having recognized ‘anti’ as a ‘prefix’ meaning ‘against’. When the student finds that word analysis does not help him/her to figure out what this word means, he/she needs to know how to turn to other strategies, such as context clues, to help him/her to understand the word.

5) Evaluating Strategy Use and Learning

Teachers can help students evaluate their strategy use, by asking them to respond thoughtfully to the following questions. 1) what am I trying to accomplish? the teacher wants students to be able to articulate that they are trying to identify the main index in the text they are reading and that they are doing so because understanding the main idea is the key to understanding the rest of the text. What strategy am I using? The teacher wants the readers to know which strategies are available to them and recognize which one they are using to identify the main idea. 3) How well am I using the strategies? The teacher wants the students to be able to judge how well they are using the strategies they have chosen and how far the strategies help them achieve their goal. 4) What else could I do? If the strategies that students are using are not helping them to accomplish their goal, the teacher wants them to be able to identify and use alternate strategies. Teachers need to make students aware of the full range of strategies available to them. Once the teachers have an indepth insight into metacognitive strategies, they will be able to make these strategies reach out to all the learners in the classroom. These strategies can cater to individual differences found in the classroom.
1.9. Individual Differences: Concept and Meaning

The problem that plagues every teacher in every subject at every grade level is how to teach one lesson to a class that contains students with different skills and learning rates. Accommodating instruction to student differences is one of the most fundamental problems of education and often leads to politically and emotionally charged policies.

The problem of accommodating student differences is so important that many educationists have suggested that instruction be completely individualised so that students can work independently at their own rates. In the past twenty years, this point of view has led to the creation of individualised instructional programmes and computer assisted instruction. Simply speaking, individual difference refers to how the students differ from one another in a variety of ways, some important to instruction, some not.

Each of the many ways of accommodating student differences has its own benefits, but each introduces its own problems, which sometimes outweigh the benefits. Researches on various means of accommodating classroom instruction to student differences have been undertaken. However, before delving into the details, it will be apt on our part to consider what student differences are and which of them the teachers must take into account.

Bases of Individual Differences

From their first day in a school, students differ. They differ on several obvious dimensions that are of little importance to instruction, but they also differ in cognitive abilities and learning rates, which are of great concern to educators. Many students enter L.K.G or First Standard knowing the alphabet and numbers up to ten, and some can already read a little. Others lack these skills. As time goes on, initial differences between students tend to increase, so that by high school or higher secondary school students may enter class with markedly different skills.
Differences in prior learning create the most serious problem in instruction (Tobias 1981, Corno and Snow 1986, Snow 1986). For example, if a teacher presents a series of lessons on the discovery of America, it is of considerable importance to know how much students already know about the subject, how much they understand about the Renaissance in Europe, how well they can interpret maps and globes, and, at the most basic level, how well they can read. If students are quite diverse in these skills, then the teacher must somehow take this diversity into account when presenting the lesson.

Another student difference that teachers have to take into account is learning rate. Even if all the students begin class at the same level, some are likely to learn more easily and rapidly than others. For example, a class learning a foreign language for the first time might begin with equal ignorance, but some students have an ‘Ear’ for foreign languages that others lack, and some have greater motivation to learn a foreign language than others. For these and other reasons, some students will learn more rapidly than their class mates.

A third difference that teachers should be aware of is learning style (Dunn and Dunn 1978, Mossick 1984; Carbo et al 1986). For example, some students learn best auditorily, some visually. Some work best alone, others with peers. Some need total silence to concentrate, others work well in a noisy room. Low achievement in academic performance may be due to the aforesaid factors. The instructor should, therefore, take care of such bases of differences and accordingly devise his instruction so as to cater to individual differences, especially to the backward students.

1.10. Concept and Meaning of Various Categories of Students

A classroom is a heterogeneous group. There are students who differ from one another in a variety of ways. There will be gifted students, bright students and above average students. Further there will be average
students and below average students. In addition to these categories, there may be low achievers, slow learners, learning disabled, impaired students etc. Whenever a teacher teaches, his instruction should reach out to all these learners. Each category in the classroom is an integral part of human resource. They are going to be the future citizens and they are going to be the pillars of the country. So it is the primary duty of the teachers to ensure that each pillar is as strong as the other. To achieve this objective, the instruction given by the teacher should reach out to all these categories of students. Since they differ from one another in learning any concept, it will be a herculean task for the teacher to make them attain a mastery level in the subject. Especially in subjects like English, maths, physics, chemistry and statistics the students in general and the average and the below average students in particular encounter varied problems. It is more true so in case of English subject. To teach such a subject that is deemed difficult by most of the students a teacher cannot rely on traditional lecture method alone. The importance as well as the difficulty level of the subject warrants introduction of innovative strategies in the instructional process. This is where the metacognitive teaching learning strategy exactly fits in.

1.11. Need for Metacognitive Teaching Learning Strategy to Teach English at Secondary Level

Metacognition enables students to benefit from instruction and influences the use and maintenance of cognitive strategies. While there are several approaches to metacognitive instruction, the most effective one involves providing the learner with both knowledge of cognitive processes and strategies (to be used as metacognitive knowledge), and experience or practice in using both cognitive and metacognitive strategies and evaluating the outcomes of their efforts (develops metacognitive regulation). Simply providing knowledge without experience or vice versa does not seem to be sufficient for the development of metacognitive control.
The study of metacognition has provided educational psychologists with insight into the cognitive processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions, such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning.

As students become more skilled at using metacognitive strategies, they gain confidence and become more independent as learners. Independence leads to ownership as students’ realize that they can pursue their own intellectual needs and discover a world of information at their fingertips. The task of educators is to acknowledge, cultivate, exploit and enhance the metacognitive capabilities of all learners. This enables the students to self-regulate the study, monitor their own study and to make self evaluation. This will ultimately enhance their achievement. Hence, to facilitate the achievement of the students there is a greater need to apply metacognitive strategies in the teaching learning process.

English is a subject which is studied by the Indian students as a second language. Since the language is alien to them and it has no similarity to the mother tongue, the students experience considerable difficulty in learning the language. A mere memorization alone will not suffice. The second language learning demands the greater level of comprehension and application of skills on the part of the students. This envisages the need for metacognitive strategy in the learning process. The traditional lecture method cannot facilitate metacognitive process in the minds of the students. So, to achieve the instructional objective, a successful teacher has to employ an innovative strategy. The proposed metacognitive strategy is such a strategy.
Language learning is a process which requires an efficient information processing skill on the part of the learners. Listening, comprehending and responding are certain processes related to metacognition. Unless the cognitive skills are developed, metacognitive strategies cannot be applied successfully. The traditional lecture method is not much effective in providing for such development of language skills. This warrants integration of innovative strategies in the classroom teaching learning programme. The proposed metacognitive strategy is such an innovative strategy, which can ameliorate rapid language development in the school students especially in Indian setting.

The review of related literature is presented in the forthcoming chapter.