



METACOGNITIVE STRATEGIES IN THE PROCESS OF FOREIGN LANGUAGE ACQUISITION (FL2) AS A FACTOR OF PRAGMATIC RESOCIALIZATION OF STUDENTS

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Abstract

Relevance. Various aspects of second language acquisition (FL2) as well as of sociocultural competence are interrelated processes of students' development, which happen in their daily routine activities. In these contexts, students gain experience in interpreting, negotiating, and indexing meaning by co-constructing different types of sociocultural identities and attitudes. The results of pragmatic socialization demonstrate a highly social and contextual focus against the background of traditional interlanguage pragmatics and invite researchers to take a different look at the interactive nature and social functions of learner's pragmatic language processing behavior deeply embedded in a rapidly changing multilingual world.

The purpose of this article is to review, analyze and give some examples of metacognitive learning strategies in teaching English as FL2 and to identify the impact of their use on students' capacity for pragmatic (re)socialization in the process of self-regulation during the study period.

Methodology. To write the article, methods of theoretical analysis and generalization and elements of empirical research were used, including the results of the author's observation and analysis of individual cases, as well as the experience of cross-cultural observation and comparison.

Results of research show that when it comes to training the development of a metacognitive approach to learning helps students to develop not only cognitive abilities, but also opportunities for more flexible social behavior, which contributes to solving the problem of (re)socialization in an unfamiliar community (for example, in the period of forced immigration during war conflicts), and does not interfere with the achievement of educational or life goals.

Conclusions. Hence, the author comes to the conclusion that the effects of designing a metacognitive approach to learning due to different types of development of students' cognitive and communicative skills in the process of learning a foreign language on their pragmatic (re)socialization is evident.

Keywords: pragmatic (re)socialization of a student in the foreign community metacognitive approach, metacognitive thinking, development of metacognitive strategies



Relevance

Foreign language learning is constantly evolving, considering the complexity of language structures, the expansion of the vocabulary of business and professional communication, and the fact that language as a system develops either discretely or, depending on the development of external events in society.

Studies reveal that learning foreign languages, one can never say that one has achieved excellence in their learning. Foreign language learning is constantly evolving, given the complexity of language structures, the expansion of the vocabulary of business and professional communication, and the fact that language as a system develops discretely over time or, depending on the development of external events in society.

The purpose of this article is to review, analyze and give some examples of metacognitive learning strategies in teaching English as FL2 and to identify the impact of their use on students' capacity for pragmatic (re)socialization in the process of self-regulation during the study period.

Methodology

To write the article, methods of theoretical analysis and generalization and elements of empirical research were used, including the results of the author's observation and analysis of individual cases, as well as the experience of cross-cultural observation and comparison.

Results

At the present stage of development of higher specialized and professional education, one of the most difficult tasks of a teacher of foreign language is not only to teach the subject matter, but also to motivate students for lifelong learning. To teach students the abilities/skills to form their own learning style and, as a result, to participate in lifelong learning, many faculty members need to use metacognitive strategies in their teaching

It should be noted that various aspects of second language acquisition (FL2) as well as of sociocultural competence are interrelated processes of students' development, which happen in their daily routine activities. In these contexts, international students and novices gain experience in interpreting, negotiating, and indexing meaning by co-constructing different types of sociocultural identities and attitudes. The results of pragmatic (re)socialization demonstrate a strong social and contextual focus in the context of traditional interlingual pragmatics and offer researchers a new perspective on the interactive nature and social functions of young people's pragmatic language processing behavior, which is deeply rooted in a rapidly changing multilingual world.

American developmental psychologist John Flavello introduced the term "metacognition" in 1979, in which he defined it as knowledge about cognition and control over cognition. Metacognition in science refers to an individual's awareness,

analysis, and understanding of his/her cognitive processes (activities, thinking, etc.). (Flavello, J. H., 1979).

Flavello, J. classified cognition into three principal components: (1) metacognitive understanding/awareness: what individuals know about themselves and others as cognitive processors; (2) metacognitive control/regulation: the regulation of cognition and learning experiences due to activities that help people control their learning process; (3) metacognitive experiences: experiences that are relevant to the ongoing cognitive process.

Nelson, T.O. and Narens, L., experimental psychologists, explore the distinction between monitoring, that is, judgments about the strength of memories, and control, that is, using these judgments to guide one's behavior, focusing on learning choices (Nelson, T. O., and Narens, L., 1990).

The types of metacognitive awareness as person/human knowledge, task knowledge, and strategic knowledge include:

(1) Knowledge about the person/person is declarative knowledge, i.e., understanding of one's own capabilities; an understanding of the factors that can affect a learner's performance. Schneider called this "knowing the world". (Schneider, W., 2010);

(2) Task knowledge is procedural knowledge, or how a student perceives the complexity of a task as expressed in the content, length, and type of task; it is knowledge about how to do things; the highest level of knowledge allows people to perform tasks automatically (Ochs, E., & Schieffelin, B., 2008; Pressley, M., Borkowski, J. G., and Schneider, W., 1987);

(3) Strategic knowledge is conditional knowledge that can be interpreted as one's ability to use strategies to obtain information; it builds an understanding of what to use declarative and procedural knowledge for; it makes students utilize their resources when using strategies and makes strategies more effective (Reynolds, R. E., 1992)..

During metacognitive regulation, three main skills are developed: (1) the ability to plan, choose strategies, and properly direct one's resources to approach the task in a positive manner;

(2) monitoring - being aware of one's understanding and performance of the task; and

(3) evaluation - assessing the product of the task as well as the effectiveness of the task; this may include reevaluating the strategies used (Jacobs & Paris, (1987).

Continued motivation to complete a task is also a metacognitive skill, along with the ability to recognize and resist distracting stimuli to spread effort over time, known as cognitive control.

The relevance of metacognitive skills has been demonstrated by scientists in their studies: in a study by Swanson comparing problem solving skills of fifth and sixth graders, it was found that metacognitive knowledge could compensate for IQ and lack of prior knowledge; adult students with higher metacognitive skills showed a complete reluctance to use a cell phone in class (Swanson, H. L., 1990)..



Many examples of metacognitive activities will encompass: planning how to approach a learning task, controlling, understanding and evaluating progress on a task. Supporting students in developing their metacognitive control contributes significantly to successful learning. The problem is that teachers in any subject matter teach students what to think about a topic but not how to think about that topic, what to learn but not how to learn it. And teaching how to learn implies that you need to think how to think. Learning how to learn implies, in effect, thinking about how to think about how to think. Metacognition, thinking how to think, occurs in situations where students realize that their cognition, their ability to understand something has betrayed them, such as understanding complex syntax, and thus they have to work to figure it out.

As one can see, the metacognitive act involves two elements or stages: (1) the students realize that their knowledge is limited to complete the task; (2) the students realize that they know strategies to remedy the limiting situation and complete the task.

Thus, in addition to teaching cognitive skills, it is important that FL2 teachers support students in developing their metacognitive skills.

Studying the trends in the development of new learning strategies, one cannot help but notice that migration processes in the world have affected all continents. Young people, mostly students of higher education institutions and vocational schools, are forced to leave their native places for various reasons: in search of safety (the war in Ukraine and other military conflicts), in search of a just society (from countries with a high level of corruption), in search of social well-being (from third world countries), etc.

The ideological and socio-cultural conflict of interests forces immigrants to carry out pragmatic (re)socialization, which also affects the language norms of their interaction in the community. As we can see, the situation of rethinking, quick setting of new tasks, rational assessment of the expected results in achieving the set goal presupposes the possession of a toolkit of metacognitive skills by a young refugee student.

Therefore, in the contemporary period characterized by massive globalization and transnational migration, mobility and communication, more and more research has focused on the peculiarities of pragmatic socialization processes as they unfold in sociolinguistically and culturally heterogeneous settings characterized by bilingualism and multilingualism. De Geer et al. studied cross-cultural mentality on pragmatic and other aspects of socialization during mealtime conversation in Scandinavian countries. One hundred middle-class families with teenagers participated in the study. Among them were Estonian, Finnish and Swedish monocultural families in their countries of origin, as well as bilingual/bicultural Estonian and Finnish families living in Sweden. The researcher examined metapragmatic and other so-called normative/regulatory

comments on table manners, dress code as common forms of socialization (De Geer et al., 2002) .

They observed that all families demonstrated some regulatory comments, and most of the comments made during meals concerned perceived violations (i.e. transgressions) of certain social or conversational rules. Expected behavior was discussed less frequently. However, some differences were noted in the content, quantity, and manner of using metapragmatic comments across these closely related cultures. Other differences also emerged, such as the extent to which moral issues were discussed, with much more of this occurring in Swedish monocultural families compared to others, and the greater involvement of their younger Swedish family members in dinner conversations in general than in other families. The researchers attributed this finding to the Swedish ideologies of egalitarianism and democratic socialization, demonstrated by the Swedish mentality, which highly valued independent and assertive behavior by all members of the community (family). Workplace foreign language learning (FL2) activities have attracted the attention of researchers as an important sociocultural context in which newcomers, immigrants from different communities and cultures, are socialized into new discourse systems and cultures that include specific pragmatics (Duff, P., 2008; Duff, P., & Talmy, S., 2011; W.; Roberts, C., 2010).

The data of the study and its results are relevant for many residents of Ukraine (students, young refugee women with children, middle-aged and older people). The researchers from China examined the pragmatic socialization of a Chinese immigrant in a job-training center and, later in the hosting American workplace. Focusing on requesting behavior, the study dealt with the important issue of pragmatics in genuine, highstakes social communications. The ethnographic case study demonstrated how the woman learned to make requests more directly than she used to do earlier, by adopting certain sociolinguistic strategies and expressions. She had learned these pragmatic strategies through exposure to and participation in social interactions with other more competent members in the community. But her socialization was not just an imitation or reproduction of the practices of native speakers of English (L1). As an adult and well educated individual in the home culture and language, the immigrant(woman) also contributed to the socialization of her American (English L1) conversational partners' communication skills and styles, when the latter seemed too impolite, particularly in their shared workplace.

Next, Palmer, D.S. examined L2 pragmatic socialization in online communities: FL2 learners of Spanish interacted with L1 Spanish speakers in a multiplayer video game. Ethnographic participant observation was used to examine learners' pragmatic development from common speech acts, greetings, requests, and refusals, to more complex pragmatic moves that are important in the game context, mass invitations or negotiations over the distribution of resources (Palmer, D. S, 2010). Thus, the data showed that video games can offer learners a valuable immersive virtual community for



FL2 pragmatic socialization that is populated with engaged native (and non-native) speakers.

Metacognitive strategies in the FL2 Classroom. The first thing a researcher/teacher should do in developing students' metacognitive skills is to help students get to know themselves and their learning styles. Students' learning styles can be identified using questionnaires administered at the beginning of a course, by exchanging questionnaires, interviewing each other, and then discussing the results in the group regarding their learning styles. The researcher/teacher may need to remind students of their learning styles from time to time to ensure that students are not distracted from using strategies that suit their individual styles.

The researcher/teacher should also implement a variety of classroom activities that suit students' individual learning styles. At the beginning of each new course, students should set their own goals in relation to the coursebook goals – for example, students may decide whether they just want to pass the course or get an A; or they may decide which specific language areas they want to focus on: reading, grammar, speaking, vocabulary, etc.

In short, metacognitive strategies are strategies for acting on what you know, i.e., directing, improving, increasing, etc. what you know. Clegg, D. offers a synthetic presentation of metacognitive, cognitive, and socio-affective learning strategies. We believe that they are all relevant to language learning and because cognitive and socio-affective strategies support the construction and shaping of metacognitive skills (Clegg, J., 2015).

Metacognition is generally viewed as comprising five major components or skills: (1) preparing and planning instruction, (2) selecting and using instructional strategies, (3) monitoring strategy use, (4) organizing different strategies, and (5) evaluating strategy use and instruction. These five metacognitive skills interact with each other because metacognition is not a linear process but a constant back and forth between preparing, planning, and evaluating instruction. (Nelson, T. O., and Narens, L., 1990)

The cognitive strategies synthesized by the above-mentioned author are as follows: grouping (classifying terminology, quantities or concepts according to their attributes, etc.); resourcing (using reference dictionaries, encyclopedias, etc.); developing prior knowledge (making personal associations; using what the student knows, making analogies, etc.); note-taking (writing down concepts in abbreviated verbal, graphic or numerical form, etc.); summarizing (saying or writing the main idea); imagery (using mental/ real pictures to learn new information or solve a problem); deduction/ induction (figuring out rules to understand a concept or complete a learning task); representation (using one's mental tape recorder); inferences (using context clues; guessing from context; predicting, etc).

And, the social-affective strategies synthesized by Clegg, J. are the following: (1) questioning: getting additional explanations or confirmation from a teacher or other

expert; asking questions; (2) collaborating: working with colleagues to complete a task, gather information, solve a problem, get feedback; collaborating, working with classmates, coaching each other; (3) self-talk: reducing anxiety by increasing a sense of competence. Positive thinking (Clegg, J., 2015).

These metacognitive strategies fall into such categories:

1. (a) planning that encompasses the following elements: advance organization, characterized by previewing, skimming and reading for gist; previewing the main ideas and concepts of a text; identifying the organizing principle; (b) organizational planning, or planning what to do; planning how to accomplish the learning task; planning the parts and sequence of ideas to express; (c) selective attention: listening or reading selectively, scanning, finding specific information; attending to key words, phrases, ideas, linguistic markers, types of information ;(d) self-management: planning when, where and how to study; seeking or arranging the conditions that help one learn.

At this stage of learning, students make plans for what they need to do and set goals, organizing their thoughts and actions to begin completing tasks. By preparing, students become more capable of tackling more complex tasks. It is also at this stage that students break larger tasks down into smaller parts that are more manageable and therefore easier to accomplish. Students think about what they want to achieve and how they are going to do it. Teachers should encourage students to think about their own goals, first by outlining the whole-class learning goals more clearly and then by helping students set their own goals. Setting goals accurately helps students better measure their own learning progress. For example, a teacher of FL2 might set a goal to master the vocabulary from a particular unit in an English textbook; a student might set a goal to be able to answer the comprehension questions at the end of the relevant unit.

2. Monitoring, and its elements: (a) monitoring comprehension: thinking while listening, thinking while reading; checking one's comprehension during listening or reading; (b) monitoring production: thinking while speaking, thinking while writing; checking one's oral or written production while it is taking place.

By monitoring their own learning, learners reflect on their personal learning styles and strategies, they become aware of how they learn best, the conditions that help them learn best and faster, they focus on the task at hand, and they seek out opportunities to practice the language content to be learned in the target language. Teaching FL2 learners different reading strategies is important in this regard: scanning and skimming force learners to read with a specific purpose in mind and they also link the type of reading to the type of purpose. Other strategies include word analysis or, using context clues to understand terminology. However, teachers of FL2 should show students how to choose the most successful strategy in a certain situation. By being constantly aware of the learning strategies they use, learners guide, organize, and make connections between different learning strategies, which differentiates between strong and weak second language students. And, with a writing task, a teacher of FL2 should ask students to think about their audience and the purpose of the writing; as students



write, they should continually return to the questions of why and who they are writing for to help them think. Teachers should also help students recognize when one strategy is not working and suggest changing it into another one.

3. Evaluating, namely self-assessment: checking back, keeping a learning log, reflecting on what you learned; judging how well one has accomplished a learning task.

Students should be encouraged to independently decide how well they have learned certain content or how well they have performed on a task in order to become aware of their strengths and weaknesses that can help them do better next time. Students also reflect on the effectiveness of the learning strategies they have used, as well as the changes they would make to their learning process in relation to a future learning task.

Using written multiple-choice questionnaires, it can be seen that living and studying in the target language community (L1) contributes to the enhancement of pragmatic competence through pragmatic (re)socialization. Clearly, researchers should focus on the importance of including a diachronic and comparative perspective in the study of language (re)socialization. Other studies have used a combination of qualitative and quantitative methods, or qualitative methods including interviews but with relatively little direct observation.

Conclusions

Developing metacognitive control in students helps them achieve successful learning in any subject. It is important to teach students not only what to think, but also how to think, not only what to study, but also how to study. Teaching how to study is tied with how to think. Thinking about how to think, i.e. metacognition, occurs when students realize that sometimes their abilities to perceive, understand and process educational material does not comply with their capabilities, which means that they need to make an effort and develop another cognitive level of understanding the information. Thus, by participating in the metacognitive act, students go through two stages: they realize that there are limitations in everyone's knowledge to complete the task, but also that they can develop independent strategies necessary to correct the limiting situation and fulfil the task.

In addition, metacognitive strategies help to form new attitudes, i.e. self-esteem and self-confidence (Magaldi, 2010), formed on the ability to choose and evaluate any new learning strategies. Research on pragmatic linguistic (re)socialization can provide researchers/teachers with an opportunity to gain a deeper understanding of the interactive nature and social functions of learners' pragmatic behavior based on linguistic forms that are embedded in any social and cultural context.

Pragmatic studies of (re)socialization take a longitudinal approach, documenting natural communication processes and learning over a developmental period and linking

these individual developmental processes to the sociocultural contexts and interactions in which they are embedded.

Pragmatic socialization research represents a sharp departure from the traditional methods used in cross-language pragmatics research, where data have largely been obtained from experimental and controlled situations, mostly in written form.

Language socialization theory has particularly rich potential for FL2 acquisition because it is inherently developmental and requires making connections between culture, cognition and language, between the macro-levels of socio-cultural and institutional contexts and the micro-level of discourse.

The results of the research show that with the development of a metacognitive approach to learning, students develop not only cognitive abilities, but also the ability to behave more flexibly socially, which helps to solve the problem of (re)socialization in an unfamiliar community (for example, during forced immigration during military conflicts), and does not interfere with the achievement of educational or life goals. They will be able to clearly look at situations in the workplace and in everyday life, being able to determine ways to overcome problems. Thus, the influence of the development of a metacognitive approach to learning, due to various types of development of students' cognitive and communicative skills in the process of learning a foreign language, on their pragmatic (re)socialization is obvious.

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МЕТАКОГНІТИВНІ СТРАТЕГІЇ У ПРОЦЕСІ ОСВОЄННЯ ІНОЗЕМНОЇ МОВИ (FL2) ЯК ЧИННИК ПРАГМАТИЧНОЇ РЕСОЦІАЛІЗАЦІЇ СТУДЕНТІВ

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Анотація

Актуальність. Різні аспекти засвоєння другої мови (FL2), а також розвиток соціокультурної компетенції є взаємопов'язаними процесами розвитку студентів, які відбуваються в їх повсякденній діяльності. У цих контекстах студенти отримують досвід інтерпретації, обговорення та індексування значення понять шляхом спільного конструювання різних типів соціокультурних ідентичностей і установок.

Метою статті є огляд, аналіз та узагальнення метакогнітивних стратегій навчання у викладанні англійської мови як FL2 та визначення впливу їх використання на здатність студентів до прагматичної (ре)соціалізації у процесах саморегуляції під час навчання.

Методологія. Для написання статті використовувалися методи теоретичного аналізу й узагальнення та елементи емпіричного дослідження, включаючи результати спостереження та аналізу автором індивідуальних випадків, а також досвіду кроскультурного спостереження та порівняння.

Результати прагматичної соціалізації демонструють високу соціальну та контекстуальну спрямованість на тлі традиційної міжмовної прагматики та запрошують дослідників по-іншому поглянути на інтерактивну природу і соціальні функції прагматичної поведінки учня/студента при обробці мови, глибоко вкорінених у багатомовному світі, що швидко змінюється.

Результати досліджень показують, що використання метакогнітивного підходу до навчання допомагає учням розвивати не лише когнітивні здібності, але й можливості для більш гнучкої соціальної поведінки, що сприяє вирішенню проблеми (ре)соціалізації в незнайомому середовищі громади (наприклад, у період вимушеної імміграції під час воєнних конфліктів), при цьому не заважаючи досягненню освітніх або життєвих цілей.

Висновок. Авторка доходить висновку про перспективність подальшої розробки метакогнітивного підходу до навчання, зумовленого різними типами розвитку когнітивних та комунікативних навичок студентів у процесі вивчення іноземної мови у зв'язку з завданнями їх прагматичної (ре)соціалізації.

Ключові слова: прагматична ресоціалізація, метакогнітивний підхід, метакогнітивне мислення, розвиток метакогнітивних стратегій.



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