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ВИННЫЙ ТУРИЗМ В ТОСКАНЕ (ИТАЛИЯ): БРЕНДЫ, ТЕРРИТОРИЯ И КУЛЬТУРНОЕ НАСЛЕДИЕ

Аннотация

В данной статье раскрываются специфические особенности винного туризма в итальянском регионе Тоскана. Данное туристическое направление рассматривается как фактор, который играет ключевую роль в процессе выбора туристами страны и региона для отдыха и развлечений. В материале особое внимание уделяется описанию феномена винного туризма, а также осуществляется спецификация характеристик винного туризма в Италии. В частности, автор обращается к описанию отличительных черт, которые присущи винному туризму в Тосканском регионе. В исследовательском фокусе оказывается ряд факторов, которые способствуют продвижению винного туризма в Тоскане на местном и международном уровнях: ландшафт; сельский образ жизни; качество производимого вина и продуктов питания; роль винных брендов. В публикации делается вывод о том, что данные факторы не только имеют решающее значение в продвижении винного туризма в Тоскане, но и рассматриваются как конкурентное преимущество региона.

Ключевые слова: винный туризм, геобрендинг, продвижение территории, Италия, Тоскана.

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INVESTIGATION ON METACOGNITIVE AWARENESS ON ENGLISH AS A FOREIGN LANGUAGE (EFL) TRAINING AMONG POST GRADUATE STUDENTS

Abstract

Metacognitive awareness means being aware of how you think. Metacognition is the awareness of one's thinking and the strategies one is using. It enables students to be more mindful of what they are doing, and why, and of how the skills they are learning might be used differently in different situations. The investigators in this paper try to analyze the metacognitive awareness on learning and speaking skills among MBA Students at Karabuk University, Turkey. The investigators use appropriate statistical techniques for the data collection and analysis of the data. The result shows that no significant association between metacognitive language learning strategy use on the listening performance of students. Study also revealed that there is significant association between metacognitive language learning strategy in improving the Speaking skills of students of English as foreign language.

Keywords: Metacognitive, Students, EFL, Gender, Turkey.

Introduction

The term metacognition was initially coined by John Flavell, the father of the field, in 1978. From an educational perspective, it can be defined as "... the ability to reflect upon, understand, and control one's learning" [1, p.460]. The most general finding among these scholars is that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas. Their findings also support the notion that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction [2]. Among language learning strategies, metacognitive

strategies are regarded as high order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate ones' own learning by means of planning, monitoring, and evaluating. It has been suggested, "Students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future learning directions" [3, 561 p.]. Metacognitive strategies also assist learners in becoming more autonomous learners by allowing them to individualize the language learning experience. The awareness of foreign language learner, to the field of acquiring two language competencies listening and speaking were measured. The scope of the research performed in the field of metacognition ranged from perceived stress and negative emotions affecting language learning, through self-confidence and learning

Review of Literature

Al-Jarrah, Jarrah & Mansor, Noraien & Al-Jarrah, Tamer & Talafhah, Rania [4]. Metacognition has been a section of interest to academic researchers for over forty years. an outsized body of literature exists on this subject, each theoretical and empiri that summarize specific tutorial practices for up students' capability for metacognitive thinking. Similarly, there's a lack of proof showing however specific practices area unit enforced to have an effect on student achi approaches within the empirical literature that promote metacognitive thinking in primary and secondary student populations victimisation analytical literature review ways. The review o thought-about as a vital side of any analysis. it's a indisputable fact that review of past information and studies can helps United States of America equip ourselves for this. A review of connected studies helps the Investigator to eliminate the duplication part of a groundwork method. For the aim of the study, the literature concerning metacognition has been reviewed to establish whether or not metacognitive method has been found to be asso improved student outcomes within the middle school setting. As Ma and Oxford state [5, 53 p.] "good language learners have a range of learning strategies to call on". Furthermore, they know "how to select and implement strategies that are appropriate for the task". There is an important role of the teacher even at the tertiary education to explain to the learner the importance of metacognitive learning strategies. Moreover, the teachers should demonstrate them how to use the learning strategies efficiently and encourage their students in their endeavour to become more self-regulated learners.

Ruan [6] Metacognitive awareness of EFL student writers in a very Chinese ELT context Findings show that motivation, self-efficacy, and writing anxiety represent students' awareness of person variables influencing their EFL writing, whereas their task awareness involves task functions, task constraints, and cross-language task interference. Strategy awareness of designing, text generating, and redaction was found typical of novice EFL student writers. Stewart, Seifert, and Rolheiser [7] Anxiety and Self-efficacy 's Relationship with undergrad Students' Perceptions of the employment of Metacognitive Writing methods The findings have implications for each theory and observe. They demonstrate that writing metacognition is influenced by emotional factors, like the extent of tension and therefore the extent of self-beliefs around writing. Zhang and Qin [8] Validating a Questionnaire on EFL Writers' Metacognitive Awareness of Writing ways in transmission Environments The findings show that there have been substantial variations between 2|the 2} effective and two less effective learners. Typically, these variations compete enter their use of metacognitive ways for coming up with, organising, evaluating and resourcing.

Bogdanović et al. [9] Students' Metacognitive Awareness and Physics Learning potency and Correlation between Them Results analysis shows that fifteen years previous women have higher level of metacognitive awareness than fifteen years previous boys. It's shown that accomplishment in physics isn't hooked in to gender. The results indicate significant moderate correlation between metacognitive skills and student achievement in physics ($r = 0.48473$, $p < 0.001$). Important insights about metacognitive awareness and efficiency in physics learning have been generated. Bishara and Kaplan [10] The Relationship of Locus of management and Metacognitive information of science with science Achievements The findings of this study indicate that the upper the amount of the interior locus of management, the upper the employment of metacognitive information. What is more, higher

levels of internal locus of management and better use of metacognitive information resulted in inflated science action.

Need and Significance of the Study

Sample and Methodology

The sample consists of 152 students form the Business administration department in Karabuk University, Turkey. The methodology adopted is normative survey method. [1] (Best & Kahn, 2007).

Tool for the Study

The tool used was metacognitive awareness is a detailed questionnaire containing questions related to English as a Foreign Language (EFL) Training given to the students in Karabuk University. It consists of thirty items following 5 point scale. The scale was standardized with reliability coefficient 0.742 which shows high reliability. Reliability is ensured using test-retest method. Validity is ensured as content validity.

Statistical Techniques

Basic statistical techniques such as arithmetic mean median and standard deviation.

χ^2 – Test / Chi-Square.

Methodology

The investigators visited the university mentioned in Table 1 and sought the permission of authorities to conduct the survey. The investigator selected Business Administration students at Post graduate level for the present study. Investigators selected 152 students fall under different specialisation categories of MBA. The investigators distributed Meta cognitive awareness questionnaire among the selected sample of students. They were given proper instructions regarding how to fill the responses in the inventory. The investigators had given required time for students to record their responses in the inventory. After administration, the investigators collected the response sheets from students. The investigators valued the response sheets with a five-point scale. The scores obtained by each student in the Metacognitive awareness inventory were encoded and undergone statistical calculations. Mean, standard deviation, percentiles and Chi-square were calculated.

Limitations of the Study

The present study is limited to check the metacognitive awareness of secondary school students only

Analysis and Interpretation of the Data

Chi Square Test to measure the association between use of metacognitive language learning strategy on improving listening skills

Null Hypothesis (H0): There is no significant association between metacognitive language learning strategy use on the listening performance of students of English as foreign language.

Alternate Hypothesis (H1): There is significant association between metacognitive language learning strategy use on the listening performance of students of English as foreign language

Table 1
Showing frequency distribution of metacognitive language learning strategy use on the listening performance of students of English as foreign language

Metacognitive language learning strategy use on the listening performance of students of English as foreign language					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very High Awareness	50	32.9	32.9	32.9
	High Awareness	59	38.8	38.8	71.7
	Average Awareness	18	11.8	11.8	83.6
	Low Awareness	17	11.2	11.2	94.7
	Very Low awareness	8	5.3	5.3	100.0
Total		152	100.0	100.0	

Table 2

Chi Square test of significance- Results

Chi-Square Tests			
	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	2.292 ^a	4	.682
Likelihood Ratio	2.330	4	.675
Linear-by-Linear Association	.625	1	.429
N of Valid Cases	152		
a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.89.			

Interpretation

From the Chi square test the value of asymptotic significance is greater than 0.05. Hence the null hypothesis is accepted indicating that there is no significant association between metacognitive language learning strategy use on the listening performance of students of English as foreign language. We performed frequency analysis of the data collected and found that 71.7 % of students either agreed or strongly agreed that they use metacognitive awareness during language learning to improve their listening Skills. Hence, it would be helpful for the university students to have good English Proficiency, fostering communication and interaction with the other country students.

Chi Square Test to measure the association between use of metacognitive language learning strategy on improving speaking skills

Null Hypothesis (H₀): There is no significant association between metacognitive language learning strategy use on the Speaking skills of students of English as foreign language.

Alternate Hypothesis (H₁): There is significant relationship between metacognitive language learning strategy use on the Speaking skills of students of English as foreign language.

Table 3

Chi square test- Results

	Value	Df	Asymp. Sig. (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	35.051 ^a	1	.000		
Continuity Correction ^b	32.500	1	.000		
Likelihood Ratio	44.646	1	.000		
Fisher's Exact Test				.000	.000
N of Valid Cases	152				

a. 0 cells (.0 %) have expected count less than 5. The minimum expected count is 11.51.

Interpretation

The results show that the value of Asymptotic significance is 0.00 which is lesser than 0.05, hence the alternate hypothesis is accepted, i.e. There is significant association between metacognitive language learning strategy in improving the Speaking skills of students of English as foreign language

Findings and Suggestion

The findings shows the scholars hold a moderate awareness of their self-regulated learning. Also, the scholars hold a preference for setting management, followed by satiation, emotional, metacognitive, commitment management. The learners within the respondents cluster showed larger outcomes in designing and analysis and mental data strategy use, as well as listening talents. supported the results, pedagogic implications square measure urged on however language educators will integrate these findings into their lessons. (Karabuk University).

The findings indicate that the utilization of learning ways appears to own had a positive impact on pupils' confidence and proficiency in speaking and when the intervention the participants reportable a rise in what proportion they each valued and used a variety of metacognitive ways.

Conclusion

Metacognition and metacognitive learning methods appear to contribute considerably to success in foreign/second acquisition. In keeping with scientific results of studies enclosed into this review, many conclusions regarding the importance of metacognition within the realm of foreign/second acquisition is drawn. Wide selection of fields in scientific discipline is treated by research inside the world of metacognition and learning method.

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ИССЛЕДОВАНИЕ МЕТАКОГНИТИВНОЙ ОСВЕДОМЛЕННОСТИ ОБ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ (EFL) СРЕДИ АСПИРАНТОВ

Аннотация

В статье представлен опыт организации публичных мероприятий в городе Екатеринбурге одним из субъектов государственной политики региона – Свердловским региональным отделением общероссийской общественной организации "Молодая гвардия Единой России". Выявлено, что в условиях низкой политической активности молодежи особое значение приобретает информационное обеспечение организации и проведения массовых мероприятий.

Ключевые слова: метакогнитив, студенты, EFL, гендер, Турция.