

One more trend which is seen as important in enhancing the quality<sup>1</sup> of student learning in foreign language education is the broad area of metacognition. In the following quotation, Weinstein and Rogers (1985, cited in Wenden 1991, 13) discuss the implications of the teacher's management of the process of learning: "Teachers try to stay in tune with their students' level of understanding by watching for subtle clues (e.g. facial expressions) and by stopping at appropriate times to ask questions in order to ascertain students' weak spots". Two areas of metacognition--metacognitive knowledge and metacognitive strategies have been extensively discussed in the literature on language learning in recent times. Brown sees an important role for teachers in enhancing metacognition