Greater Emphasis on the “Thinking” Dimension of Learning
for Sustainable Language Education & the Promotion of Learner Self-Direction

**Context**
1st year undergraduates
Classroom-based independent learning

**Emphasis on metacognition**
High metacognitive ability
Low aptitude
→ *Higher achievement*

than →
Low metacognitive ability
High aptitude

Swanson (1990)

**Learning evaluation**
Focusing more on...

*Thinking dimension*

than on...

*Linguistic dimension*

**The “thinking” dimension**

- **PLANNING learning**
- **CONTROLLING emotion**
- **MONITORING learning**
- **EVALUATING learning**
- **SOLVING problems**

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**PLANNING**
- Setting a goal
- Organising/Planning your learning
- Managing your learning environment

**MONITORING**
- Reflecting on your own words and understanding
- Focusing on what you need to achieve your goal/task
- Personalising your learning
- Contextualising your learning

**SOLVING problems**
- Asking questions
- Using appropriate resources
- Cooperating with others

**EVALUATING**
- Checking your learning progress
- Checking your ways of learning
- Improving your learning

**CONTROLLING emotion**
- Giving yourself rewards
- Having a positive attitude