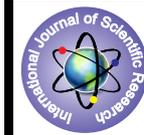


Effectiveness of Metacognitive Strategies Through Reading Comprehension of Higher Secondary Students



Literature

KEYWORDS : Metacognition, Reading Comprehension, English Language Teaching, Learning strategies

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ABSTRACT

Reading is a basic skill on which the capacities of intelligence of an individual are built. Metacognition is the act of thinking about thinking. It is asset for everyone to know how they learn the best in three stages of Metacognition. Reading comprehension is what allows the reader to interact with the text in a meaningful way. It's a bridge between passive to active reading. With the development of cognitive psychology, Metacognition has drawn more and more researchers' attention and provides a new perspective for reading. Among learning strategies, metacognitive strategy is a higher – order executive skill which includes Planning, Monitoring and Evaluating. "Metacognition is a powerful phenomenon that enables students to set goals, plan, solves problems, monitor progress, and evaluate their own thinking effectiveness... It provides the means for adolescents to oversee thinking as it happens, to determine what they know, to appraise what they need to know, and to orchestrate what they should do in a learning situation." The purpose of the study was to examine the effects of teaching metacognitive strategy and how it influences the comprehension level of Eleventh standard students. Ten students participated in experimental and ten were selected for control group. A pre/post test and comprehension evaluation were utilized to show individual growth and their gained scores where use to compare between both the groups. Results show that students who were taught metacognitive strategies maintained and improved their comprehension.

Reading:

Reading is a "Higher – order perceptual process" of decoding the symbolic configuration in print, extracting an idea or thought out of it and matching it with the readers existing knowledge of the world arrive at a meaning.

Reading strategies:

Strategies are defined as any mental operations that the individual uses either consciously or unconsciously to help him or her to learn. Strategies are goal oriented, that is the individual initiates them to learn something to solve a problem or to comprehend something. Strategies include study skills such as underlining, note taking and summarizing as well as predicting, reviewing, prior knowledge and generating questions.

Metacognition:

Metacognition is a form of cognition, a second or higher order thinking process which involves active control over cognitive processes. It is simply defines as thinking about thinking or as a person's cognition about cognition.

Metacognitive strategies:

Metacognitive strategies are behaviors undertaken by the learners to plan, monitor and evaluate their own learning. Such strategies include self evaluation, organization, setting goals and so forth. In context of reading, self monitoring is further example of metacognitive strategies. These strategies are ways to find out what the students think while they are reading.

Importance of reading strategies:

Reading strategies are important as they facilitate the reading process and make the reader an effective reader. Strategic readers actively construct meaning as they read while interacting with the text. A strategic reader construct, examines and extends meaning before, during and after reading for a variety of texts. Meaning is considered to reside in the text alone and individual reader interpretations of the text which are bound to arise due to differences in the readers background knowledge, prior experience, interest and educational background. The emphasis should be on making the learners aware of the reading strategies. The present study tries to discover the effectiveness of reading strategies among the learners.

Review of related Literature:

Boulware Gooden, Carreker, Thorn hill and Joshi (2007) investigated on instruction that incorporated metacognitive strategies would enhance reading comprehension. The purpose of the study was to determine the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist students in comprehending text. The effectiveness of the

study was determine by analyzing students pre test and post test scores to see if there was statistically significant difference between them. Result showed that the intervention groups significant improve over the comparison group in vocabulary and reading comprehension there by providing evidence to support metacognitive instruction in the classroom.

Hall, Sabey and McClellan (2005) explored the effective ways to help primary grade students comprehend expository texts in general. This study investigated the effectiveness of an instructional program aimed at teaching second grades an expository text comprehension strategy during small group instruction over a six week period. It was hypothesized that teaching text structure awareness facilitates text comprehension and recall. The result of this suggested two main factors that help promote second graders reading comprehension of expository text; (a) text structure which includes the use of clue words and graphic organizers (b) structure of the text which encourages teachers to choose well – structures expository text in the early grades.

Research design:

The entire study was divided into three phases

- Pre treatment
- Intervention
- Post treatment

Pre - treatment phase:

The pretreatment phase comprises a test in which learners were asked to answer question based on their reading comprehension, which was not part of their prescribed textbook. The test had both the open ended and closed ended questions. The pretest was designed to test whether the learners could use the strategies and answer questions on their own.

Intervention phase:

The intervention phase consists of teaching session. The purpose of this phase was to make learners process the text on their own using all the strategies. Seven comprehension passages were given in order to tap the learner's performance during intervention. Each strategy was followed by a comprehension passage where the student practices each strategy and answers the question.

Post – treatment phase:

The post treatment phase consists of a comprehension passage. The main aim of this phase was to check whether the strategic intervention had increased the learner's ability to understand a text better.

Strategies that were taught to students

1. Prior knowledge (Making connection, personal connection and vocabulary development)
2. Visualization
3. Inferences
4. Determining importance
5. Questioning
6. Using fix up options
7. Summarizing

Subjects:

The learners were within the age group of 15-16 years, learners had been exposed to metacognitive strategies and reading comprehension for ten days for about an hour. Forty students studying in class Eleventh in Sri Jayendra Saraswathi Matric Higher Secondary School (Coimbatore), Tamilnadu served as the subjects for the study.

Analysis and interpretation:

Objective: To find out the effectiveness of metacognitive strategies with respect to gender

Null Hypothesis (H0): There is no significant difference between before and after intervention in the mastery level of metacognitive strategies with respect to gender

Alternative hypothesis (H1): There is a significant difference between before and after intervention in the mastery level of metacognitive strategies with respect to gender

Table 1.1 Summary of mean score of pre and post test

Gender		Pre test	Post test
Male	Mean	19.62	30.90
	N	21	21
	Standard deviation	3.04	4.63
female	Mean	21.96	29.41
	N	24	24
	Standard deviation	3.25	4.03

Form the above table 1.1 the output brings the mean and standard deviation scores of two variables both pretest and post test of male and female, in which there is a significant difference between the test before and after intervention takes place.

Table 1.2 Independent sample t - test of both the pre and post test

	f value	sig	t	df	sig
Pre test	.065	0.800	-2.482	43	.017
Post test	.081	0.778	1.235	43	.224

From the above table it is evident that the output shows the degree of freedom as 43/44, and the t value of pre test is -2.482 and the post test is 1.235 in which both the value vary significantly at 0.017 and 0.224 respectively. Therefore, null hypothesis is rejected and it may be concluded that the pre test score is higher than that of post test.

Conclusion:

It was hypothesized that learners would be able to use metacognitive strategies after attending the intervention sessions. Our research has benefited from the literature that identified the metacognitive strategies plays a major role in reading comprehension. However if it is successfully trained it would benefit the learners. The study revealed that use of strategy brought a huge difference in students' behavior, interest, interaction and comprehension level. Students found that strategies are more useful and interesting than the other methods they are exposed to. However, these strategies also gave students an advantage to become creative and encouraged then to relate what is there on their mind with what is there in the text.

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