

A Study of the Use of Metacognitive Strategies in Learning Reading Skill of English Language by Senior Secondary School Students of Jaipur



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Abstract

The cognitive development leads to the growth of a language and once the child's language develops, his thought process also develops. Reading is a means of communication, language acquisition and of sharing information and ideas.

Keywords: Metacognitive Strategies, Reading Skill.

Introduction

Meta Cognition involves active control, which refers to higher order thinking over the cognitive processes engaged in learning. Meta Cognition enables us to be successful learners and has been associated with intelligence. It is knowledge of thinking process.

"Meta cognition refers loosely to one's knowledge and control of one's own cognitive system." Brown¹ Meta Cognition is one of the latest buzz words in educational psychology. We engage in Meta Cognitive activities every day. Meta Cognition enables us to be successful learners, and has been associated with intelligence. It refers to higher order thinking, which involves active control over the cognitive processes in learning. It includes planning monitoring and evaluation. English is a important of school education for different purposes. Jean Piaget (1952)² believed that cognitive development leads to the growth of a language and once the child's language develops, his thought process also develops. Vygotsky's³ theory emphasized the importance of communication with others as a major factor in the development of a child's language, which stimulates the development of thought. Language also builds up within a social context and depends on social development.

Listening and reading allow the language user to receive information which may be in spoken or written form. These are called 'receptive skills' or 'skills of comprehension'⁴

Reading Skill

Reading activity involves recall, perception, evaluating, reasoning, imagining, organizing, application and problem solving. Effectively reading includes not only a literal comprehension of an author's word, but also an interpretation of his mood, tone, feeling and attitude when people read something they understand it at three levels as:

1. Reading the lines.
2. Reading between the lines.
3. Reading beyond the lines.

Reading is a means of sharing information and ideas, language acquisition, and communication Reading has specific abilities which enable a reader to do the following:

1. To read the written form as relevant language
2. To read anything written with fluency, independence and comprehension
3. To mentally combine with the message.

Statement of problem

A study of the use of metacognitive strategies in learning Reading skill of English language by senior secondary school students of Jaipur

Objective

To study the metacognitive strategies used in learning English language reading skill.

Research question

Is there any difference in the percentage of reading skills of adolescent students who are using and not using metacognitive strategies while reading English?

1. Reading the text
2. Preference in reading aloud
3. Intensive reading
4. Extensive reading

Is there any difference in the percentage of reading skills of adolescent students of arts, commerce and science streams who are using and not using metacognitive strategies while reading English?

Method

In the present study the descriptive survey method is used.

Sample

The sample is taken by using stratified random sampling technique in which 480 students are selected from 24 cbse schools of Jaipur

Tools

Self constructed questionnaire of reading skill for metacognitive strategies is used

Analysis

Qualitative analysis is done in which percentage is used.

While reading the text, I

1. Keep dictionary / mobile by my side.
2. Guess the meaning of difficult words by reading the paragraph
3. Read only few sentences to understand the meaning.
4. Judge whether it fulfils reading purpose.

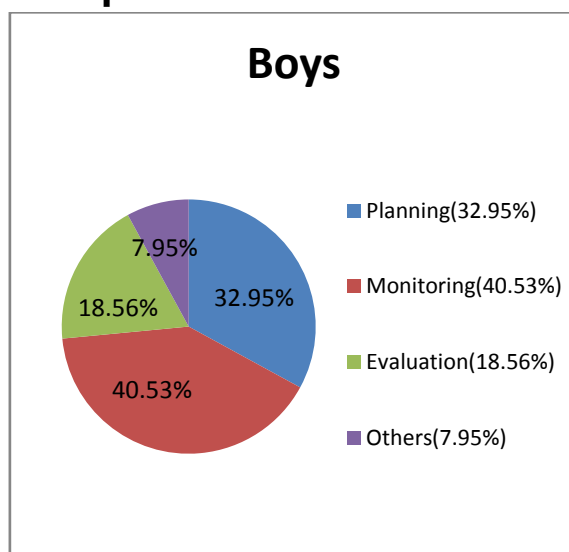
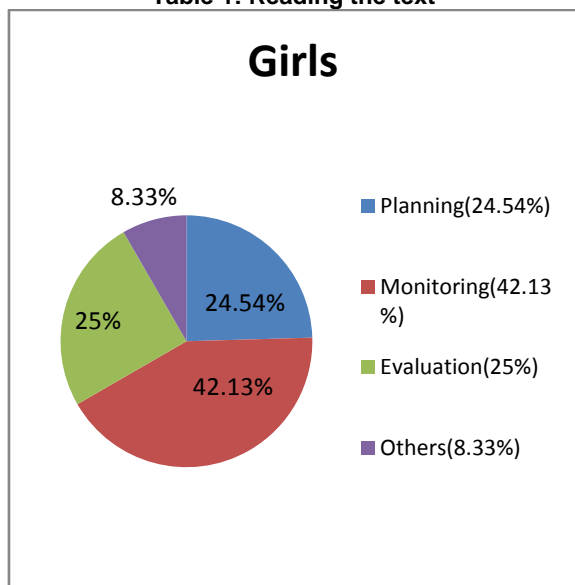
Table 1: Reading the text

S. No	N	Planning	Monitoring	Evaluation	Others	Total	%
		Keep dictionary /mobile by my side	Guess the meaning of difficult words by reading the paragraph	Read only few sentences to understand the meaning	Judge whether it fulfills reading purpose		
1	480						
Gender : Boys	264	87 (32.95%)	107 (40.53%)	49 (18.56%)	21 (07.95%)	264	100%
Gender : Girls	216	53 (24.54%)	91 (42.13%)	54 (25%)	18 (08.33%)	216	100%
Stream							
Arts	180						
Gender Boys	97	29 (29.90%)	39 (40.21%)	21 (21.64%)	08 (08.25%)	97	100%
Gender : Girls	83	27 (32.53%)	29 (34.94%)	20 (24.10%)	07 (08.43%)	83	100%
Commerce	162						
Gender Boys	91	31 (34.07%)	38 (41.76%)	14 (15.38%)	08 (08.79%)	91	100%
Gender : Girls	71	10 (14.08%)	28 (39.44%)	27 (38.03%)	06 (08.45%)s	71	100%
Science	138						
Gender Boys	76	27 (35.53%)	30 (39.47%)	14 (18.42%)	05 (06.58%)	76	100%
Gender : Girls	62	16 (25.81%)	34 (54.84%)	07 (11.29%)	05 (08.06%)	62	100%
Total							

Table 1 shows use of metacognitive strategies by senior secondary school students while reading the text. Out of 480 students 264 are boys and 216 are girls, 87 (32.95%) boys and 53 (24.54%) girls keep dictionary /mobile by their side, 107 (40.53%) boys and 91 (42.13%) girls guess the meaning of difficult words by reading the paragraph, 49 (18.56%) boys and 54 (25%) girls read only few sentences to understand the meaning and remaining, 21 (07.95%) boys and 18 (08.33%) girls judge whether it fulfils reading purpose while reading the text. It denotes that boys are ahead in planning strategy, less difference is visible in boys and girls in monitoring strategy, boys lag behind in evaluation strategy.

Girls of arts stream, boys of commerce and science stream are ahead in planning strategy. Boys of arts and commerce stream and girls of science stream pay more attention in monitoring strategy and boys of arts and commerce stream and girls of science stream in evaluation strategy are ahead while reading the text.

Table 1: Reading the text



I prefer to read aloud.

1. to make my reading more meaningful & comprehensible
2. to draw the attention on my mistakes while reading
3. to judge my reading skills
4. loud reading make no sense it is for younger students

Table 2: Preference in Reading Aloud

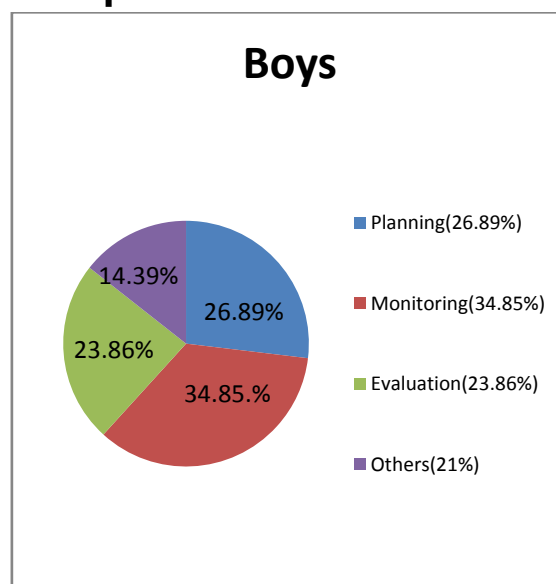
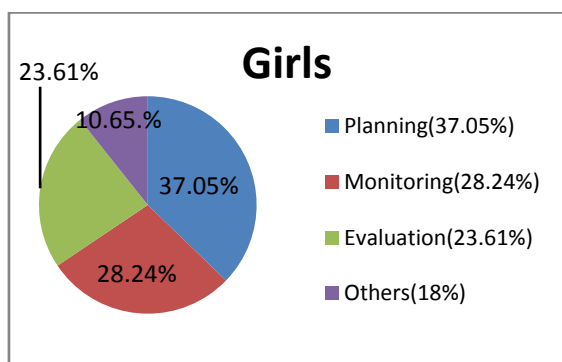
S. No	N	Planning To make my reading more meaningful & comprehensible	Monitoring To draw the attention on my mistakes while reading	Evaluation To judge my reading skills	Others Loud reading make no sense it is for younger students	Total	%
1	480						
Gender :	264	71 (26.89%)	92 (34.85%)	63 (23.86%)	38 (14.39%)	264	100%
Boys							
Gender :	216	81 (37.05%)	61 (28.24%)	51 (23.61%)	23 (10.65%)	216	100%
Girls							
Stream							
Arts	180						
Gender :	97	32 (32.99%)	35 (36.08%)	20 (20.06%)	10 (10.31%)	97	100%
Boys							
Gender :	83	27 (32.53%)	24 (28.92%)	24 (28.92%)	08 (09.64%)	83	100%
Girls							
Commerce	162						
Gender :	91	21 (23.08%)	28 (30.77%)	25 (27.47%)	17 (18.68%)	91	100%
Boys							
Gender :	71	25 (35.21%)	24 (33.80%)	13 (18.31%)	09 (12.68%)	71	100%
Girls							
Science	138						
Gender :	76	18 (23.68%)	29 (38.16%)	18 (23.68%)	11 (14.47%)	76	100%
Boys							
Gender :	62	29 (46.77%)	13 (20.97%)	14 (22.58%)	06 (09.07%)	62	100%
Girls							
Total							

Table 2 shows use of metacognitive strategies by senior secondary school students in giving preference to read aloud. Out of 480 students 264 are boys and 216 are girls, 71 (26.89%) boys and 81(37.05%) girls prefer to read aloud to make reading

more meaningful & comprehensible, 92 (34.85%) boys and 61(28.24%) girls to draw the attention on mistakes while reading, 63 (23.86%) boys and 51 (23.61%) girls to judge reading skills and remaining

38 (14.39%) boys and 23 (10.65%) girls think that loud reading make no sense it is for younger students. It indicates that girls are ahead in planning strategy and boys do better in monitoring and evaluation strategies. Among boys and girls of three streams boys of arts and girls of commerce and science streams prefer reading aloud. Among boys and girls of three streams boys of arts and science streams and girls of commerce stream are ahead in a drawing attention on mistakes while reading aloud. Among boys and girls of three streams boys of commerce and science streams and girls of art stream read aloud to judge reading skills.

Table 2: Preference in reading aloud



While intensive reading, I

1. Focus on repetitions.
2. Go deep down in the content in the text
3. Judge my understanding by looking between and beyond the text.
4. Believe in attempting question and discussions.

Table 3: Intensive reading

S. No	N	Planning Focus on repetitions	Monitoring Go deep down in the content in the text	Evaluation Judge my understanding by looking between and beyond the text	Others Believe in attempting question and discussions	Total	%
1	480						
Gender :	264	49	104	67	44	264	100%
Boys		(18.56%)	(39.39%)	(25.38%)	(16.67%)		
Gender :	216	57	74	50	35	216	100%
Girls		(26.39%)	(34.26%)	(23.15%)	(16.20%)		
Stream							
Arts	180						
Gender	97	25	40	21	11	97	100%
Boys		(25.77%)	(41.24%)	(21.65%)	(11.34%)		
Gender :	83	23	25	22	13	83	100%
Girls		(28.16%)	(30.12%)	(26.51%)	(15.66%)		
Commerce	162						
Gender	91	14	36	25	16	91	100%
Boys		(15.38%)	(39.56%)	(27.47%)	(17.58%)		
Gender :	71	25	20	19	07	71	100%
Girls		(35.21%)	(28.17%)	(26.76%)	(9.86%)		
Science	138						
Gender	76	10	28	21	17	76	100%
Boys		(13.16%)	(36.84%)	(27.63%)	(22.37%)		
Gender :	62	09	29	09	15	62	100%
Girls		(14.52%)	(46.77%)	(14.52%)	(24.19%)		
Total							

Table 3 Describes the use of metacognitive strategies by senior secondary school students in intensive reading .Out of 480 students 264 are boys and 216 are girls, 49 (18.56%) boys and 57(26.39%) girls, focus on repetition ,104 (39.39%) boys and 74

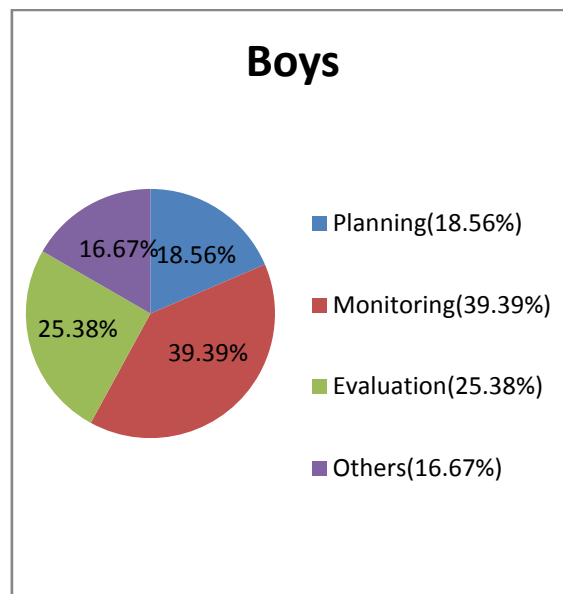
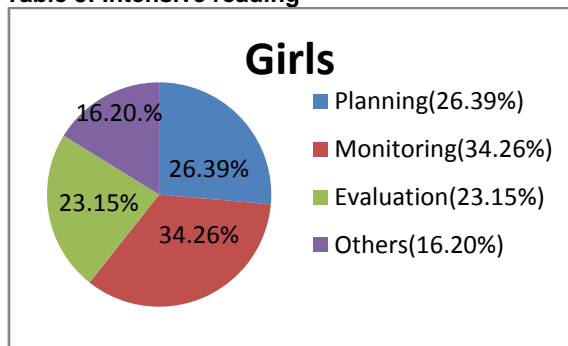
(34.26%) girls, go deep down in the content in the text,67 (25.38%) boys and 50(23.15%)girls, judge their understanding by looking between and beyond the text and remaining 44 (16.76%) boys and

35(16.20%) girls believe in attempting question and discussions while doing intensive reading.

It indicates that girls are ahead in planning strategy while boys use monitoring and evaluation strategies. When the use of Metacognitive strategies in intensive reading by boys and girls of various streams is compared, it is visible from table that girls of arts, commerce and science are ahead in planning strategy. Boys of arts and commerce and girls of science are ahead in monitoring strategy go deep down in the content in the text.

Boys of commerce and science streams and girls of arts stream indulge in judging their understanding, so they use evaluation strategy more in comparison to girls of commerce and science streams and boys of arts stream. Remaining boys and girls of all streams do not use metacognitive strategies while doing intensive reading.

Table 3: Intensive reading



While extensive reading, I

1. Skim and scan the text
2. Look between the text, look at the questions
3. Judge my understanding by attempting comprehension questions
4. Read for enjoyment

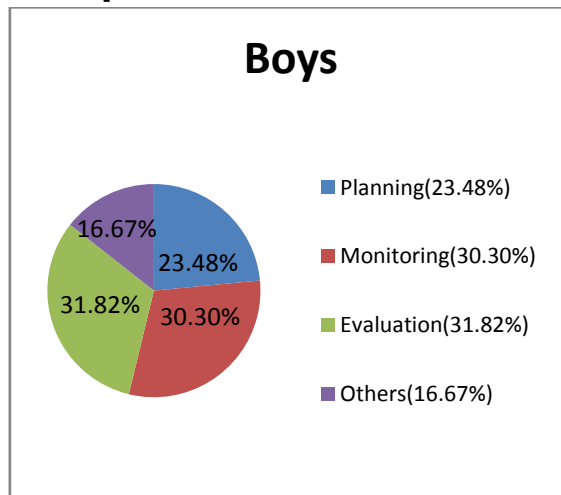
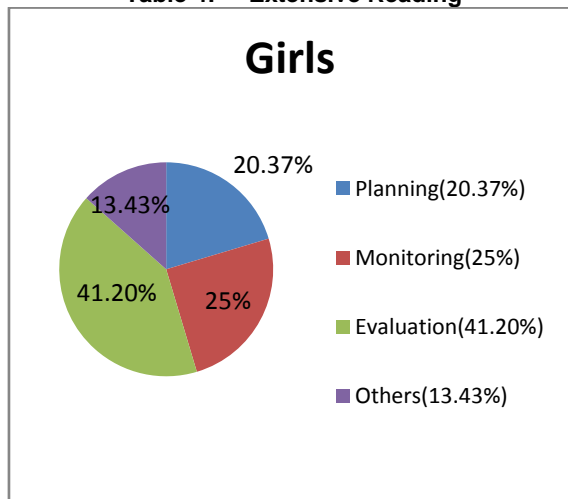
Table 4: Extensive Reading

S. No	N	Planning Skim and scan the text	Monitoring Look between the text, look at the questions	Evaluation Judge my understanding by attempting comprehension questions	Others Read for enjoyment	Total	%
1	480						
Gender :	264	62 (23.48%)	80 (30.30%)	84 (31.82%)	38 (14.39%)	264	100%
Boys							
Gender :	216	44 (20.37%)	54 (25%)	89 (41.20%)	29 (13.43%)	216	100%
Girls							
Stream							
Arts	180						
Gender	97	29 (29.90%)	27 (27.84%)	29 (29.90%)	12 (12.37%)	97	100%
Boys							
Gender :	83	21 (25.30%)	23 (27.71%)	31 (37.35%)	08 (9.64%)	83	100%
Girls							
Commerce	162						
Gender	91	23 (25.27%)	24 (26.37%)	30 (32.97%)	14 (15.38%)	91	100%
Boys							
Gender :	71	11 (15.49%)	14 (19.72%)	34 (47.89%)	12 (16.90%)	71	100%
Girls							
Science	138						
Gender	76	10 (13.16%)	29 (38.16%)	25 (32.89%)	12 (15.79%)	76	100%
Boys							
Gender :	62	12 (19.35%)	17 (27.42%)	24 (38.71%)	09 (14.52%)	62	100%
Girls							
Total							

Table 4 explain the use of metacognitive strategies by senior secondary school students in extensive reading .Out of 480 students 264 are boys and 216 are girls, 62 (23.48%) boys and 44 (20.37%) girls, skim and scan the text, 80 (30.30%) boys and 54(25%) girls, look between the text, look at the question and 84 (31.82%) boys and 89(41.20%) girls judge their understanding by attempting comprehension question while doing extensive reading. Remaining 38(14.39%) boys and 29 (13.43%) girls do extensive reading for enjoyment.

It denotes that boys use planning and monitoring strategies more as compare to girls where as girls are ahead in evaluation strategy .When the use of metacognitive strategies in extensive reading by boys and girls of various streams is compared, it is visible from table that boys of arts and commerce streams and girls of science stream are ahead in planning strategy.Boys of commerce and science streams look between the texts, look at the questions more in comparison to girls of commerce and science in metacognitive strategy. Girls of all streams judge their understanding by attempting comprehension questions in evaluation strategy.

Table 4: Extensive Reading



Findings

1. Finding reveals that boys and girls of commerce stream are ahead in monitoring strategy indicating that due to the nature of the subject they monitor more.
2. It was found that boys remaining and girls of three streams boys of all streams hold the view that loud reading is for younger students.
3. Finding reveals that those 83.33% boys and 83.80% girls' use metacognitive strategies in reading English intensively while 16.67% boys and 16.20% girls do not use these strategies.
4. It is found that 85.61% boys and 86.57% girls use planning, monitoring and evaluation strategies in doing extensive reading while remaining 14.39% boys and 13.43% girls do not use these strategies. Less difference is seen in boys and girls.

Implications

1. Students who use metacognitive strategies their reading skills are better so there is a need to motivate students for using metacognitive strategies in reading.
2. Students will know the importance of metacognitive strategies they will discuss its importance among their peer groups it will give positive results and students will apply these strategies in extensive and intensive reading.

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