



METACOGNITIVE READING STRATEGIES AMONG SECONDARY SCHOOL STUDENTS-THE PEDAGOGICAL APPROACH OF NEP 2020

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Abstract:

The purpose of this study is to investigate the metacognitive reading strategies employed by thirty Royal English Medium secondary school, Mumbai (India). A questionnaire adapted from Metacognitive Awareness of Reading Strategies Inventory (MARSII). Findings indicated that the secondary school students have a great preference in utilizing the Problem-Solving Strategies as compared to Global Reading Strategies or Support Reading Strategies. The results of this study should help language practitioner to train students on how to adapt or use different strategies effectively when reading different types of text.

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Introduction:

Reading is an essential skill for everyone. Through reading, we not only gain knowledge but also learn new information. Reading provides opportunities for readers to learn many mechanisms of language such as vocabulary, grammar, punctuation and sentence construction as well as how to write paragraphs and texts. Readers can improve their reading skills when they are aware of their reading strategies. Pressley and Afflerbach defined efficient readers as strategic readers who are conscious of their reading materials and able to demonstrate good reading strategies in order to comprehend the text. On the other hand, Grabe argued that reading should have a purpose, should be interactive, comprehensive and flexible while developing gradually because reading not only involves motivation, but also provide an interaction with the readers' background knowledge and the information in the printed text. In order to read effectively, readers must have some sort of expectation in order to understand what he/she is reading. Readers must believe that fluency does not happen all of a sudden, because fluent reading is achieved from continuous effort and gradual improvement through the employment of various strategies. Good readers must also have the ability to comprehend, evaluate and synthesize a text while reading other sources. However, many readers tend to apply less effective strategies and do not monitor activities while reading academic texts.

Anderson stated that metacognition combines a variety of thinking and reflective processes. The metacognition strategies can be classified into five primary components: 1) preparing and planning for learning, 2) selecting and using learning strategies, 3) monitoring strategy use, 4) orchestrating various strategies, and 5) evaluating strategy use and learning. According to O'Malley and Chamot metacognitive strategies involves both knowledge about learning known as metacognitive knowledge and control or regulation of learning which is recognized as



metacognitive strategies. Metacognitive knowledge refers to knowledge of one's own cognitive processes and those of others whereas learning regulation involves the use of metacognitive strategies.

A study by Sheorey and Mokhtari showed that successful readers have a higher metacognitive awareness as compared to less successful readers. Thus, metacognitive reading strategies help students to monitor or regulate their thoughts and can be used either deliberately or automatically hence; L2 readers are encouraged to use metacognitive reading strategies to improve their reading skills in order to enable the effective and efficient employment of reading strategies.

Consequently, this study focuses on the metacognitive reading strategies used by Mokhtari and Reichard when reading academic texts. These strategies are subdivided into three categories; Global Reading Strategies, Problem-solving Reading Strategies and Support Reading Strategies. Readers who have high awareness of metacognitive reading strategies are recognized as skilled readers. Therefore, this study was conducted to determine the reading strategies employed in Royal English Medium secondary School, Mumbai. While reading academic texts to determine whether they are categorized as a successful readers or unsuccessful readers.

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TABLE 1: DISTRIBUTIONS OF METACOGNITIVE READING STRATEGIES ITEMS

Metacognitive Reading Strategies	Item	Total
Global (GLOB)	S1,S3,S4,S6,S8,S12,S15,S17,S20,S21,S23,S24,S27	13
Problem- solving(PROB)	S7,S9,S11,S14,S16,S19,S25,S28	8
Support (SUP)	S2,S5,S10,S13,S18,S22,S26,S29,S30	9

TABLE II: LEVEL OF READING STRATEGIES

Categories Level	Mean Score
Low	1.00-2.49
Moderate	2.50-3.49
High	3.50-5.00

Result:

TABLE III: FREQUENCY AND LEVEL OF GLOBAL READING STRATEGIES

Global Reading Strategies			
Categories	Level	Frequency	Percent (%)
Low	2.49 or lower	3	10%
Moderate	2.50-3.49	17	57%
High	3.50-5.00	10	33%
Total		30	100%

TABLE IV: FREQUENCY AND LEVEL OF PROBLEM-SOLVING READING STRATEGIES

Problem-Solving Reading Strategies			
Categories	Level	Frequency	Percent (%)
Low	2.49 or lower	1	3%
Moderate	2.50-3.49	10	34%
High	3.50-5.00	19	63%
Total		30	100%

TABLE V: FREQUENCY AND LEVEL OF SUPPORT READING STRATEGIES

Support Reading Strategies			
Categories	Level	Frequency	Percent (%)
Low	2.49 or lower	4	13%
Moderate	2.50-3.49	13	44%

High	3.50-5.00	13	43%
Total		30	100%

TABLE VI: OVERALL USE OF READING STRATEGIES

Strategies	No of students	Minimum	Maximum	Mean
Global Reading Strategies	30	2	3.92	3.29
Problem-Solving Reading Strategies	30	2	4.6	3.54
Support Reading Strategies	30	2.22	4.4	3.31
Overall Reading Strategies	30	2.07	4.30	3.38

Discussion:

The findings, indicate that secondary students in Royal English Medium school have a high use of problem-solving reading strategies with $m=3.54$ which was higher than the rate for global reading strategies ($m=3.29$) and support reading strategies ($m=3.31$) as seen in Table VI. That showed that problem-solving reading strategies had the highest mean scores followed by global and support reading strategies. I read slowly and carefully to make sure I understand what I am reading and I try to get back on track when I lose concentration were reported to be the most common strategies used by the students. This indicated that students were most likely to use problem-solving strategies to solve reading comprehension problems when the text is difficult. I think about what I know to help me understand what I read and I underline or circle information in the text to help me remember it were the most common strategies employed by the students when reading academic text in this study. Global reading strategies were the least frequent used strategies with the lowest mean of 3.29 (Refer to Table VI) this shows that students in Royal school did not value the basic Global mechanisms that aid comprehension to the extent that they are needed. I try to guess what the content of the text is about when I read, I paraphrase what I read and I go back and forth in the text to find relationship among ideas in it was the least common support and Global strategies used by students. The findings showed that students were not able to use complex strategies such as paraphrasing or summarizing which requires good reading skills, thus they decided to utilize these strategies less frequently.

These findings demonstrate that secondary students in Mumbai are aware of how to apply metacognitive reading strategies when reading academic texts and this is supported by research Sheorey and Mokhtari stated that metacognitive strategies are strategies which involve knowledge and learning control through planning, monitoring and evaluating learning activity. Correspondingly, second language students gained considerable success in all academic areas by improving reading comprehension. From this study, it is discovered that secondary school students in Mumbai are able to plan, monitor and evaluate their learning activities by employing the appropriate metacognitive reading strategies whenever appropriate.

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Cite This Article:

Ms. Sonal Chavan, (2022). Metacognitive Reading Strategies among Secondary School Students- The Pedagogical Approach of NEP 2020, Educreator Research Journal, Volume-IX, Issue- V, Sept - Oct 2022, 143 -147.