



## ELEVATING READING SKILLS AMONG SECOND LANGUAGE LEARNERS THROUGH META COGNITIVE STRATEGY

PAVITHRA.M<sup>1</sup>, Dr. RAJKUMAR.K<sup>2</sup>

<sup>1</sup>PhD Research Scholar, Department of English, Nehru Arts and Science College (Autonomous Institution Affiliated to Bharathiar University), Coimbatore- 641105.

<sup>2</sup>Assistant Professor, Department of English, Nehru Arts and science College (Autonomous Institution Affiliated to Bharathiar University), Coimbatore- 641105.

DOI: [10.33329/rjelal.12.1.51](https://doi.org/10.33329/rjelal.12.1.51)



### Article info

Article Received:04/01/2024

Article Accepted: 25/01/2024

Published online:30/01/2024

### Abstract

Reading is the process of comprehending the meaning of written letters and symbols by looking at them. In addition to listening, speaking, and writing, it is one of the four primary language skills. Reading skills contribute to a student's reading ability how well they can read and comprehend what they are reading and typically come after listening and speaking skills. Reading comprehension is extremely helpful for written communication. There are numerous reading strategies that can be used to improve reading skills. The purpose of this paper is to highlight the significance of the Meta cognitive strategy for effective reading skills, which are essential reading skills that serve as a foundation for other skills. Meta cognitive strategies improve reading comprehension skills for all students, but they are especially important for beginning readers, readers who struggle, and students of English as a second language.

Keywords: LSRW, Metacognition, Second Language Learner, Reading Skill.

### INTRODUCTION

The number of people using English has increased proportionately. The process of utilizing the language to communicate has resulted in the creation of new terms and additional meanings for existing words, enriching English unlike any other language. Over a long period of time, the English language has exerted significant impact on the political, social, economic, cognitive, and cultural life of India. It continues to be a potent force for societal change. One of the world's most spoken languages internationally now is English. It provides simple access to the world's extensive literature, scientific and technological advancements, radio, television,

and an expanding selection of books, magazines, and newspapers. Learning a foreign language is a talent that one develops via repetition. It contains. It consists of a variety of tasks or activities that must be learned in stages. Literary analysis, translation, recitation, business correspondence, and other tough talents are only a few examples.

### THE FOUR LANGUAGE SKILLS.

The students need to learn four fundamental abilities in total. Reading, writing, speaking, and listening. Passive or receptive skills include reading and listening. Active or productive talents include speaking and writing. Different

teaching methods should be used to teach these four competencies. The basic activity of listening requires little effort and time. It is quite useful in real life. English is now spoken by a proportionally greater number of people. The act of using the language for communication has led to the development of new phrases and deeper meanings for words that already exist, enhancing English unlike any other language. The political, social, economic, cognitive, and cultural life of India have all been significantly impacted by the English language over a protracted period of time.

The situation is still provides simple access to the world's extensive literature, scientific and technological advancements, radio, television, and a wide variety of books, periodicals, and publications. The story of learning a foreign language Reading is a very important ability at all learning stages, including school and collegiate writing, which should be taught only after some work has been completed. Writing is a challenging skill that needs to be taught gradually. All four talents are interconnected, and at certain levels, they vary in importance read and clarify it.

#### **MECHANICS OF READING**

The ability to read is the one that expands our vocabulary and introduces us to new experiences. Reading should be introduced when they have mastered speaking and listening at their level. Oral introductions of the reading must include narrative, discussion questions and answers, etc. Consider how quickly and slowly someone in authority moves their eyes. The eye flits or jerks while pausing while reading printed material. During these breaks, reading happens in quick bursts. The term "eye span" refers to how many words the eye can process in a single blink. Reading will become more engaging through a variety of activities, such as creating a sketch and writing a sentence underneath. The longer one's eye span, the faster one reads. Several tasks, including reading and using flashcards.

#### **DIFFERENT TYPES OF READING**

- Extensive reading: it is one of methods of reading that people use for relaxation and

pleasure. This method of reading occurs naturally. It helps to understand words in context and enriches vocabulary.

- Intensive reading: this reading method is used when reading academic texts, preparing for exams, publish a report. This method helps retain information for much longer periods. It should read with more attention to understand read every word of the text.
- METHODS OF READING
- The alphabet method: it is an old method, reading the letters without understanding the meaning. It is kind of an analytical method.
- The phonic method: one letter stands for one sound. Only simple words can be taught like this, that too by trained teacher.
- The look and say method: pictures and words are flashed together and separately, and it can identify even difficult words. It is a good method.
- The story method: a whole story is told at first orally and then written on the black board with the help of series of pictures they can read the paragraph easily.
- Reading aloud: reading aloud should grasp the attention to words groups and sense group how to pronounce them together. Reading can be an art if done well. Thesis best for intensive reading.
- Silent reading & library reading: good story books promote silent reading without difficult words.

#### **PROBLEMS IN READING**

English reading issues are rather typical. His mother tongue's script is completely different from this one. Both capital and tiny letters are used. There are two types of writing: print script and cursive, as well as word spelling, which can vary even among words that have the same vowel. The same sound was created by different spellings.

**COGNITIVE APPROACH IN READING SKILL.**

Cognitive theories are characterized by their focus on the idea that how and what people think leads to the arousal of emotions. It explains how internal and external factors influence an individual's mental processes to supplement learning. Delays and difficulties in learning are seen when cognitive processes are not working regularly. The cognitive act of reading takes time in understanding by the level of the reader whether they are a slow reader, fast or a rapid reader. The intermediate and advanced level of readers could decode the text by their cognitive level of understanding.

**READING WITH META COGNITION**

Meta cognition refers to the process of considering and regulating one's own learning. In reading this means the reader can think critically about her own understanding as he/she goes. The person is aware of her own cognitive experience. Reading skills develop in a sequence that is hard to change. A person cannot become a Meta cognitive reader until he masters the skills lower in pyramid. It require enormous amount of reading practice. This skill helps to improve ability to think while reading & a motivated, lean forward attitude to reading.

**CONCLUSION**

When students are aiming for higher standards, their reading abilities at the undergraduate level should be enough. Mastering cognitive abilities such as language processing, word reading, attention, and learning and memory. There are reading programmers and reading tactics that can speed up spontaneous reading progress. Reading with Meta cognition is the highest reading skill. After reading is fluent, the focus can shift to developing inferential thinking and abstract reasoning skills, practicing readings in context, and locating the ideal books that will inspire a lifelong love of reading. The foundation for reading comprehension is therefore created. The student then can begin experimenting with and honing Meta cognitive awareness while reading, which trains him to become a great reader.

**References**

- Duke, N. K. & Pearson, (2005). Effective practices for developing reading comprehension. Retrieved from [http://www.ctap4.org/infolit/trainers/comprehe\\_strategies.pdf](http://www.ctap4.org/infolit/trainers/comprehe_strategies.pdf)
- Harmer, J. (1998). The Practice of English Language Teaching. London: Longman.
- Harvey, S., & Goudvis, A. (2000). Strategies that work teaching comprehension to enhance Understanding. York, ME: Stenhouse Publisher
- Teele, S. (2004). Overcoming barricades to reading a multiple intelligences approach. Thousand Oaks, CA: Corwin Press