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RESEARCH PAPER

Investigating Metacognitive Reading Strategies to Overcome Barrier in English Reading Comprehension at Kohat University of Science ar Technology Kohat ,KP, Pakistan

Faryal Khan[1]   Dr. Abdus Samad*[2]

1. MS Scholar, Department of English, Kohat University of Science and Technology, Kohat, KP, Pakistan
2. Chairman, Department of English, Kohat University of Science and Technology, Kohat, KP, Pakistan

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ABSTRACT

This study aimed to investigate the role of metacognitive reading strategies used by the students to overcome barriers in English reading comprehension at Kohat University of Science and Technology, KP, Pakistan. The BS English students, a total of 150 samples, were selected through a simple random technique for this study. The Sequential Explanation Mixed Method Study Design was used to collect data from the English Department, to explore students' perceptions of factors that influence reading comprehension , and develop comprehension this is certainly reading metacognitive reading techniques. Analysis of the questionnaire was conducted using SPSS version 22, and interviews were analyzed through content analysis. The results were presented in tables. The findings of this study indicated that use of metacognitive reading strategies like notes taking, highlighting, reading more, re-reading, using strengths, reading goals, and revising background knowledge can develop students' proficiency in reading the text. Finally, Pedagogical implications and recommendations for future research are given.

Introduction

English has the status of an international language and is used as a Lingua Franca throughout the world, offers a rich source of information, knowledge, and learning around the globe. In current years, English has come to be the language of globalization and also dominating the whole world (Rehman, 2010). In Pakistan, it enjoys the status of being a second language as well as an official language (Roshan and Raisani, 2017). In education, English is a significant subject from the grade that is first to the upper grades of elementary school (Roshan and Raisani, 2017). Considering the English's status in Pakistan, it is really regarded as "the language for development at both the individual and national levels" (Shamim, 2011). Additionally, it is used in several domains like judiciary, education, power administration, business, and army. (Rahman, 2010). English is in demand as it's the language of international trade, communication, solutions, technology entertainment, research and entertainment (Crystal,1997). Hence, it is the utmost requirement now to have a complete

understanding of nglish and to have a good knowledge of reading strategies and its use, so that one can comprehend the text easily and also respond to the world more quickly.

Aebersold and Field (1997) assert that reading is essential in learning, but many students cannot browse texts efficiently because of conditions that tend to be various. These 7 problems consist of poor reading, grammar misunderstandings, language problems, and history understanding that is bad. (Nuttall, 2000). James and Bulusan (2019) results showed that students had been alert to the employment of metacognitive reading methods, and that metacognitive reading strategies helped them understand texts and remember important information. but students only use it when they are stuck in comprehending the text. Students can only utilize all these strategies if they have a sound grip over comprehension skills. Thus, it all depends on having good reading comprehension skills to extract information from the text .One can only have good comprehension skills if they use metacognitive reading strategies. Therefore, this proposed study takes into account the role of metacognitive reading strategies for overcoming barriers in English reading comprehension at Kohat University of Science and Technology, Khyber Pakhtunkhwa.

Literature Review

Metacognition

Metacognition means "cognition about cognition" or "knowing about knowing". It is knowledge and awareness of one's idea that is very own. It's also understood to be the ability and knowing of one's processes being very own can be thinking methods, although the capability to consciously mirror and work about the understanding of cognition to improve those treatments and methods. (Flavell, 1976). Metacognition defines higher order reasoning skills such as even more control this is certainly energetic the reasoning processes involved with mastering. This cognition this is certainly higherlevel given the label metacognition by US psychologist this is certainly developmental Flavell (1976).

Metacognitive Strategies

Devine (1993) and Flavell (1981) described strategies which is often reading that is metacognitive getting used to monitor or regulate the cognitive techniques. Devine (1993) commented that skimming a text for important information involves "the usage of cognitive strategy, whereas assessing the effectiveness of skimming for collecting information that is textual become a metacognitive method" (p.108). Metacognitive reading strategies tend to be categorized into three groups: planning (pre-reading), tracking (during reading), and assessing (post reading) techniques (Alsheikh & Mokhtari, 2011; Anderson, 2003; Baker, 2008; Devine, 1993; Iwai, 2007), and each group features a selection of techniques that need metacognitive processing regarding the part of readers (Pressley, 2002; Sheorey&Mokhtari, 2001).

Several other researchers like O'Malley and Chamot (1990) classified language strategy this is certainly only two: cognitive and practices being metacognitive. Both of these, as mentioned by Brown et al. (1983), fall under an even more term metacognition this is certainly impressive. Mokhtari and Reichard (2002) defined global practices as strategies that prepare the readers for reading (put differently., establishing an objective, previewing text faculties, skimming, predicting, and

activating prior knowledge). Meanwhile, the strategy being problem-solving employed to fix issues that will come right into the specific location when the text becomes rather difficult and tough to read through. These procedures feature reading aloud, slowing, re-reading, guessing this is associated with the term, and information that is imagining the writing. Eventually, the assistance techniques tend to be widely used to simply help the readers as they tend to be reading. The support techniques consist of using guide that is outside, paraphrasing what was read, note using, and annotating.

Favell's Theory of Metacognition

Metacognition could be connected with Favell's (1979, 1987) idea, and that can be dedicated to metacognitive comprehension and metacognitive experiences; metacognitive knowledge means acquired knowledge involving intellectual treatments thinking about understanding of person, task, and method, and metacognitive experiences are acclimatized to get a handle on cognitive processes. Moreover, metacognition might be understood even though the level that is greatest of a person's strategies which are mental to control thinking processes or thinking quantities to enable you to control comprehension or experiences. Flavell (1987, p. 2) split metacognition into metacognitive understanding and experiences which can be metacognitive which include a person's processes that are psychological. Flavell's (1987) metacognitive comprehension is without question the cognitive or psychological comprehension that addresses the notion of handling procedures that are emotional some activities. This comprehension requires a idea of intellectual jobs of specific tasks for handling and reasons being accomplishing specific

Significance of Metacognitive Reading Strategies

Metacognitive reading strategies are mindful means through which pupils track their extremely reading this is certainly very own including assessing the effectiveness of intellectual methods used. Metacognitive methods can sometimes include, for instance, preparing how to overcome the reading for the text, screening, and revising based on some correct time function easily obtainable (Devine, 1993). Auerbach and Paxton (1997) believe strategic reading can only come to be efficient anytime metacognitive methods, such as working towards a goal this is certainly reading that is most certainly certain tend to be earnestly used.

In accordance with Carrell, Gajdusek and smart (1998), kinds of specific metacognitive methods in reading may add: a) establishing objectives in reading, b) evaluating reading products, c) fixing miscomprehension, d) evaluating the ongoing knowledge of the writing, age) examining the writing and section construction to describe the author's intention, f) adjusting reading speed and 19 selective cognitive strategies consequently, and g) doing self-questioning to determine if the targets have already been achieved. Consequently, reading is a metacognitive, and a procedure this is certainly intellectual. One reason metacognition is significant is the fact that if students have no idea of anytime comprehension is wearing down and whatever they might do about any of it, methods introduced because of the teacher that is competent fail. As O'Malley et al. have claimed: "students without metacognitive methods are essentially students without possibility of way to review their particular progress, achievements, and guidelines and that can be future (1985: 561).

Study on second language reading implies that readers have a true quantity of techniques to support by themselves along with the acquisition, storage, and retrieval of data (Rigney, 1978). Research on metacognition has revealed that less proficient learners do not learn the purpose of reading and tend to focus on word-by-word reading in lieu of reading for meaning (Soleimani&Hajghani, 2013; Takallou, 2011). Harris et al. (1988) added that poor readers usually finish reading passages without even knowing that they have not comprehended them. Moreover, poor readers are less competent at adjusting their reading rate to fulfill the purpose of reading (Block, 1992). When they fail to understand a text, poor readers are not as flexible as fluent readers in utilizing and coordinating different strategies to solve the problem (Garner & Kraus, 1982; Takallou, 2011).Hosenfeld (1977) found considerable differences between effective and unsuccessful readers' think-alouds that could be use that is making of. It was found that your readers which are successful the meaning associated with the passageway in your mind, skipped unimportant words, read in broad expressions, utilized framework to guess word definitions, along with a self-concept this is certainly good a reader. The unsuccessful readers translated sentences, didn't think about the overall meaning of the passageway, skipped terms hardly ever, seemed up words in just a gloss, as well as a self-concept this is really bad a market having said that.

Additionally, research in developing students' reading proficiency becomes necessary, particularly research concerning metacognitive methods, to make Pakistani pupils separate readers who can successfully achieve targets which are reading. One example for this requirement is demonstrated by Channa, Yossatorn, and Yossiri (2012), which carried out a research that is qualitative investigate the perceptions of worldwide pupils studying in medical and manufacturing departments within one college in Thailand. Their study used techniques as pupils learned the language. The results advised that the usage techniques does motivate pupils to boost their particular performance in language comprehension. Likewise, other studies (Channa & Nordin, 2014; Channa et al., 2015; Channa&Nordin, 2015; Channa et al., 2016) disclosed that metacognition and cognition could develop understanding that is intellectual cognitive legislation of students' understanding and capability to discover the exact meaning of academic and professional texts. Similarly, Chamot and Kupper (1989) asserted that techniques such as summarizing, assessing, monitoring, elaborating, and deducting enables you to solve pupils comprehension this is certainly' reading. Nevertheless, it had been ambiguous just what (metacognitive) strategies pupils that are Pakistani with regards to reading comprehension of English-language texts before this analysis had been performed. Though study on reading strategies could notify us by what reading techniques ESL pupils typically make use of, scientific studies are nonetheless cursory in the regularity that is stage-wise the 'why' element of reading strategy use. Therefore, the present study identify the most frequently used reading strategies and to investigate metacognitive reading 27 strategies that students use in EFL classrooms to develop their proficiency of reading English texts at Kohat University of Science and Technology, KP, Pakistan

Material and Methods

The approach of this research project was sequential exploratory in nature so this study was conducted by utilizing mixed method research design that is both quantitative methods (questionnaire) and qualitative tools (semi-structured interviews). The main focus of the research was to investigate the use of metacognitive

reading strategies to overcome the barriers in comprehending the text at BS level. So, keeping into account the nature of research questions, mixed methods was a more reliable approach to investigate it.

Research Sites and Sample

Research sites include English department of Kohat University of Science and Technology in Khyber Pakhtunkhwa, Pakistan. The sample for the questionnaire comprised 150 BS students. They were learning English as a major subject. Moreover, 9 students were selected for interview.

Data Collection and Analysis Procedures

The study began with the administration of the questionnaire followed by interviews. The data collected through questionnaire was analyzed through using statistical software SPSS (Statistical Package for Social Sciences), Version 22. The data was presented in a descriptive manner in the form of tables by calculating frequencies and percentages for each of the items in the questionnaire. The information collected through semi-structured interviews were analyzed through thematic analysis.

Results and Discussion

What metacognitive reading strategies do students use in EFL classrooms for developing their proficiency of reading English texts at Kohat University of Science and Technology?

This question was answered by the students through questionnaire, close ended- question through questionnaire, and in depth semi-structured interviews. Analysis of the data revealed that the use of metacognitive reading strategies can overcome barriers in English reading comprehension. Analysis also shows some categories that helps more in comprehending the text in English such as Draw (item 22), Back (item 23), Revise (item 24), Consider (item 25), Distinguish (item 26), Reading goals (item 28), Search (item 29), Meaning (item 31), Strengths (item 33), Visual descriptions (item 34), Notes (item 36), Highlight (item 37), Margin (item 38), Underline (item 39), Read more (item 40), Re-read (item 41). Further analyses of data is given in the table 1 below.

Table 1
Metacognitive reading strategies that construct 'Analytic cognition' and 'Pragmatic Behaviours' component of the MRSQ

S.	Statement	A	B	C	D	E
1.	**Evaluate.** As I am reading, I evaluate the text to determine whether it contributes to my knowledge/understanding of the subject.	10.9 %	17.3 %	22.7%	29.5%	26.3%
2.	**Anticipate**. After I have read a text, I anticipate how I will use the knowledge that I have gained from reading the text.	8.2%	17.3%	26.4%	26.4%	21.8%
3.	**Draw**. I try to draw on my knowledge of the topic to help me understand what I am reading.	6.4%	20.9%	20.9%	31.8%	20.0%
4.	**Back.** While I am reading, I reconsider and revise my background knowledge about the topic, based on the text's content.	4.5%	14.5%	14.5%	29.1%	37.3%
5.	**Revise**. While I am reading, I reconsider and revise my prior questions about the topic, based on the text's content.	6.4%	16.4%	24.5%	28.2%	24.5%

6.	**Consider**. After I read a text, I consider other possible interpretations to determine whether I understood the text.	6.4%	15.5%	27.3%	28.2%	22.7%
7.	**Distinguish.** As I am reading, I distinguish between information that I already know and new information.	7.3%	14.5%	18.2%	36.4%	23.6%
8.	**Infer**. When information critical to my understanding of the text is not directly stated, I try to infer that information from the text.	10.0%	17.3%	25.5%	28.2%	19.1%
9.	**Reading goals**. I evaluate whether what I am reading is relevant to my reading goals.	8.2%	10.9%	20.9%	27.3%	32.7%
10.	**Search**. I search out information relevant to my reading goals	10.9%	10.9%	13.6%	30.0%	34.5%
11.	**Present later**. I anticipate information that will be presented later in the text.	6.4%	14.5%	31.8%	32.7%	14.5%
12.	**Meaning**. While I am reading, I try to determine the meaning of unknown words that seem critical to the meaning of the text.	3.6%	12.7%	9.1%	31.8%	42.7%
13.	**Current information**. As I read along, I check whether I had anticipated the current information.	6.4%	15.5%	32.7%	29.1%	16.4%
14.	**Strengths**.While reading, I exploit my personal strengths in order to better understand the text.If I am a good reader, I focus on the text; if I am good with figures and diagrams, I focus on that information.	6.4%	10.0%	21.8%	23.6%	38.2%
15.	**Visualize descriptions**. While reading, I visualize descriptions in order to better understand the text.	7.3%	12.7%	18.2%	24.5%	37.3%
16.	**Hard.** I note how hard or easy a text is to read.	7.3%	11.8%	16.4%	34.5%	30.0%
17.	**Notes**. I make notes when reading in order to remember the information.	4.5%	19.1%	21.8%	20.9%	33.6%
18.	**Highlight**. While reading, I underline and highlight important information in order to find it more easily later on.	7.3%	7.3%	7.3%	35.5%	42.7%
19.	**Margin**. While reading, I write questions and notes in the margin in order to better understand the text.	5.5%	19.1%	20.0%	27.3%	28.2%
20.	**Underline**. I try to underline when reading in order to remember the information.	9.1%	4.5%	12.7%	29.1%	44.5%
21.	**Read more**. I read material more than once in order to remember the information.	9.1%	7.3%	19.1%	28.2%	36.4%
22.	**Re-read**. When I am having difficulty comprehending a text, I re-read the text.	4.5%	10.9%	12.7%	26.4%	45.5%

Notes Making

The data revealed that students use metacognitive reading strategy that is making notes to comprehend the text in English. As the data collected through questionnaire also showed that 33.6% of the students use notes making strategy in order to remember and understand the information or text (item 36). As shown in Table 1 of Item 15 "I make notes when reading in order to remember the information".

The interviews also supported the quantitative findings. As one of the respondent commented when asked about different reading strategies to comprehend a text"*I note key terms, key phrases for making headings for easy comprehension*". Similarly, another one commented: "*I make notes and write it in the margin in order to better understand the text*"

Highlight Important Information

Another sub-theme emerged from data analysis was highlighting important information. Data showed that majority of the students use highlighting reading strategy to understand the text. As Item 16 in Table 1 showed that 42.7% of the students use highlight strategy.

Qualitative data also supported this finding. As one of the student responded when asked about reading strategies:"*I highlight difficult words or phrases and later check it in dictionary if I don't understand at the moment*". Another student commented:"*If I am reading purposely I highlight certain key words and it help me later in mind-mapping to better memorize and understand the text*".

Read More

It is seen in the data that read more strategy is also useful in comprehending the text. Majority of the students use read more strategy in order to understand the text. 36.4% of the students always use this strategy as shown in the Table 1, "I read material more than once in order to remember the information".

Interviews also supported this finding. As student commented:"*If I don't understand the reading content at first sight, I read it twice or trice to understand the text*".

Re-Read

The analysis of the data also revealed that 45.5% of the students use re-read strategy as Item 41 in the Table 1 showed and stated as, "When I am having difficulty comprehending a text, I re-read the text.

Interviews also supported this finding. When students were asked about what they do when they can't comprehend the text, they replied we re-read the text. As one of the student commented:"*I when get stuck during reading a text, I re-read it in order to better understand the text*"

The data analyzed in the current study showed that students use the pragmatic strategies more frequently in comprehending the text. The strategies such as notes making, highlighting the important information, read more and re-read strategy for comprehension. This might be due to the nature of the pragmatic reading strategies that are simple and appropriate for the less sophisticated readers (Taraban et al., 2004). Also, they use analytic strategies such as evaluation, revising background knowledge, reading goals, searching information, strengths and visualize descriptions for better understanding of the text.

Discussion

Reading is commonly regarded as a necessary ability for all language learners. Learners who read critically and extensively will be able to apply what they've learned to improve their speaking, listening, and writing skills. As a result, students should work on improving their reading skills because it will make it easier for them to access knowledge and information from both online and offline sources (Chavangklang & Suppasetseree, 2018). As a result, having more opportunities to read English writing

resources does not guarantee that every student will read successfully and utilise the materials supplied, as understanding levels vary based on a range of circumstances. If the readers do not read frequently, even literature written in their home tongue can be difficult to understand. Reading comprehension, on the other hand, is perplexing in and of itself, as it is made up of a number of components, processes, and reasons (Galakjani&Sabouri, 2016). Durkin (1993) stated that reading is a process when the interactions between the text and the reader occur. Reading is also intentional thinking that the reader tries to catch meanings from the text they are reading. Besides, comprehension is considered the core objective of the reading process that the reader aims to construct meanings through the text (Taladngoen et al,2020).

Taraban, Rynearson, and Kerr (2004) who developed the Metacognitive Reading Strategy Questionnaire (MRSQ), found that the metacognitive reading strategies within the questionnaire comprised an analytic-cognitive component aimed at reading comprehension, and a pragmatic behavioural component aimed at studying and academic performance. The analytic-cognitive component particularly assessed students' efforts to comprehend a text. The strategies such as evaluating reading goals and inferring information were the examples of the analytic-cognitive components. The pragmatic-behavioural components involved the physical actions and included strategies such as underlining and highlighting. Taraban et al (2004) pointed out that the analytic cognitive and pragmatic-behavioural were consistent with the existing literature and research on reading strategies that students read to comprehend and to remember.

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Conclusion

Since the spread of English as an instructional language in many educational system all over the globe has created several challenges for educational researchers and practitioners alike. Chief among these challenges is how to enable English as foreign language (EFL) learners to comprehend academic texts (e.g., Alderson, 2000; Huang, 2006; Koda & Zehler, 2008). Because reading is a complex problem-solving act of general and specific communication, it is currently established that proficient reading, even in one's native language, entails a successful interaction of a host of reader-related, text-based, and context-specific factors (Ghaith, 2018). As the present research focused on the objective that is metacognitive reading strategies experienced by the students in comprehending the text to overcome barriers in the comprehension process. So the data revealed that the data analyzed in the current study showed that students use the pragmatic strategies more frequently in comprehending the text. The strategies such as notes making, highlighting the important information, read more and re-read strategy for comprehension. This might be due to the nature of the pragmatic reading strategies that are simple and appropriate for the less sophisticated

readers (Taraban et al., 2004). Also, they use analytic strategies such as evaluation, revising background knowledge, reading goals, searching information, strengths and visualize descriptions for better understanding of the text. All the stakeholders have to play their role to make sure that the use of metacognitive reading strategies is effective and also the maximum benefits can be derived from it. Furthermore, it is hoped that the present research can establish awareness among educators and pupils concerning the importance of metacognitive reading strategies in improving their comprehension ability.

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