**metacognition and skill of reading**

**among higher secondary students**

**Dissertation submitted to**

**TAMILNADU TEACHERS EDUCATION UNIVERSITY, CHENNAI**

**In partial fulfillment of the requirements for the degree of**

**Master of education**

**BY**

**ARULJINI.J.R**

**Reg. No:M1211374**

**Lo**

**N.V.K.S.D.COLLEGE OF EDUCATION**

**ATTOOR**

**KANYAKUMARI DISTRICT**

**JUNE 2013**

ARUL JINI.J.R.,

M.Ed .Student,

N.V.K.S.D College of Education,

Attoor,

Kanyakumari District.

**DECLARATION**

I hereby declare that this dissertation entitled “METACOGNITION AND SKILL OF READING-AMONG HIGHER SECONDARY STUDENTS” is an orginal work done under the guidance and supervision of Mr.C.Bright,Assistant Professor in English, N.V.K.S.D. College of Education, Attoor and submitted to Tamilnadu teachers Education University, Chennai in partial fulfillment of the requirements for the award of degree of Master of Education. This work has not been submitted either in whole or in part for the award of any degree, diploma or similar title to any university.

Place:Attoor

Date: ARULJINI.J.R.,

BRIGHT.C.,

Assistant professor in English,

N.V.K.S.D College of Education,

Attoor,

Kanyakumari District.

**CERTIFICATE**

This is to certify that the dissertation entitled “Metacognition and skill of reading among higher secondary students” is a bonafied work done by ARULJINI.J.R., ( Reg. No.M1211374 ) a M.Ed. scholar during the academic year 2013 at the centre for Research in Education,N.V.K.S.D.College of Education,Attoor under my guidance and supervision and submitted in partial fulfillment of the requirements for the degree of Master of Education.This work has not formed on the basis for the award of any degree, diploma or other similar title.

Place:Attoor

Date: BRIGHT.C.,

**ACKNOWLEDGEMENT**

At first I thank God ,the Almighty for sustaining me with strength and health throughout the course of my study and for helping me to complete my dissertation on time.

I owe my profound gratitude to Mr.C.Bright, Assistant Professor in English and Dr.R.P.Deepa, Assistant Professor in Education for his valuable guidance and all the help by the way of classification and verification whenever I approached him.

I heartly thank Dr. B.C.Sobha ,Principal, N.V.K.S.D.,Attoor for her scholarly suggestions and valuable guidance throughout the work .I am also gratified to Mrs.P.Sheela, Librarian and Mr.Jayamohan, Library Assistant, N.V.K.S.D college of Education,Attoor, for helping me to do fruitful reference work .I state my sincere thanks and faithfulness to other staff in my college for their guidance to my dissertation.

I am also thankful to the Principals and Teachers of various school for their support in collecting data regarding my dissertations.

I am thankful to and fortunate enough to get constant encouragement and support in the steps to keep forward from my husband and son.

ARULJINI .J.R.

**CONTENTS**

List of chapters

List of Tables

Page No

ChapterI:Introduction 1-10

ChapterII:Review of related literature 11-40

ChapterIII:Methodology 41-54

Chapter IV:Analysis and interpretation 55-70

Chapter V:Findings and conclusion 71-77

Reference 78-80

Appendices

**List of tables**

|  |  |  |
| --- | --- | --- |
| Table No . | Name of the table | Page No. |
| 3.1 | Selected Schools | 44 |
| 3.2 | Sex wise distribution | 45 |
| 3.3 | Locality wise distribution | 46 |
| 3.4 | Religion distribution | 46 |
| 3.5 | Community wise distribution | 47 |
| 3.6 | Type of school wise distribution | 50 |
| 3.7 | Weightage to the form of questions | 56 |
| 4.1 | Descriptive Statistics for Metacognition | 56 |
| 4.2 | Level of Metacognition in percentage | 57 |
| 4.3 | Comparison of Metacognition based on gender | 58 |
| 4.4 | Comparison of Metacognition based on locale | 59 |
| 4.5 | Comparison of Metacognition based on religion | 60 |

|  |  |  |
| --- | --- | --- |
| 4.6 | Comparison of Metacognition based on community | 61 |
| 4.7 | Comparison of Metacognition based on type of school | 62 |
| 4.8 | Comparison of scheffe’s procedure of Metacognition based on type of school | 63 |
| 4.9 | Descriptive statistics for skill of reading | 64 |
| 4.10 | Level of reading in precentage | 65 |
| 4.11 | Comparison of Reading skill based on gender | 66 |
| 4.12 | Comparison of Reading skill based on locale | 67 |
| 4.13 | Comparison of Reading skill based on religion | 68 |
| 4.14 | Comparison of Reading skill based on community | 68 |
| 4.15 | Comparison of Reading skill based on type of school | 70 |
| 4.16 | Correlation Table |  |

CHAPTER I

INTRODUCTION

* **Need and significance of the present study**
* **Statement of the problem**
* **Operational Definitions of the terms**
* **Objectives of the present study**
* **Hypotheses framed for the present study**
* **Methodology in brief**
* **Organization of the report**

CHAPTER-I

INTRODUCTION

The main aim of education is to develop all round personality of a person, by giving knowledge. Knowledge sharpens our mind . Knowledge is the key which locks human power and happiness. Knowledge removes ignorance. It is knowledge that makes a man resourceful and hence acquisition of knowledge about the world we live in is basic to all educational programmes.

Man has acquired the capability to control and modify his environment, to suit his purpose through education. One acquires knowledge, skills, healthy habits and other virtues to become a complete man through education. Education leads us to think a lot and make us to act accordingly. When we are aware of what we are thinking and for what we are thinking, we can say that we are in the highest level of thinking.

Thinking can reach the highest level, which can be termed as “Metacognition”. Metacognition refers of an awareness of our cognitive process like thinking and learning. It is synonymous with knowing about what we know or do not know. It extends beyond the mere awareness of cognitive processes or activities to the deliberate and conscious control of these activities. In the opinion of Ashman and Conway (1989), it is an is an individual’s capacity to monitor and regulate his or her mental processes while approaching a new learning task or solving a problem.

Metacognition argues that teachers need to help children develop metacognitive awareness, and identify the factors which enhance metacognitive development. Metacognitive thinking is a key element in the transfer of learning. The child’s development of metacognitive skills is defined as ‘meta-learning’. ‘Meta-teaching’ strategies can help mediate the metacognitive skills of children and stimulate children’s metacognitive thinking.

Different fields define, Metacognition very differently. Metacognition refers to the study of memory-monitoring and self-regulation, meta-reasoning, awareness or consciousness and auto-consciousness. In practice these capacities are used to regulate one’s own cognition, to maximize one’s potential to think, learn and to evaluate proper ethical or moral rules.

Reading is a cognitive process that occurs in a context than in a context than in isolation. The meaning of a text is not found in the sentences themselves but is derived from the previous knowledge stored in the reader’s mind and the processes through which the reader tackles it. Children’s reading abilities are often attributed to family factors such as socio-economic status and parental education levels, individual factors such as intelligence, student feelings toward reading and memory, and sometimes educational factors such as teaching methods another important factor that is related to reading skills of an individuals is metacognition abilities. Reading skills are very important to the success of individuals. Reading is the process of recognition, interpretation and perception of written or printed material. Reading is an important activity in the life. It is a part of our life.

Metacognition training is seen as an option, and it requires that teachers are first aware of metacognition skills, strategies and concepts, are able to effectively pass that knowledge on to their students and that students are than able to identify and utilize appropriate strategies for success in reading situations.

Metacognition enable us to be successful learners and has been associated with intelligence (Pressley, 1987). It is essential for successful learning. Language learners are often overwhelmed by too much of unfamiliar vocabularies. If they gain consciousness in using metacognitive reading.

need and significance of the study

Education upgrades one’s knowledge which helps people to solve their problems. Metacognition helps to perform many cognitive tasks more effectively. Metacognologists are aware of their own strengths and weakness. The present study stresses on the awareness of metacognition and how it helps in improving reading skill. A cognitive strategy is an internally organised skill that selects and guides the internal processes involved in defining and solving novel problems. Metacognition is a skill by means of which the learner manages his own thinking behaviour. The efficacy of an individual’s cognitive strategies exerts a crucial effect upon the quality of his thought. Metacognition simply means an awareness of one’s own thinking. It helps to be conscious of what they know and can do. For attaining this they should be taught how to draw purposefully on that knowledge and to deploy it when working on problems. It means one should be encouraged to think actively about their thinking. Metacognition is becoming an overused term.

Reading is a cognitive process. The meaning of a text is not found in the sentences themselves but is derived from the previous knowledge stored in the reader’s mind and the processes through which the reader tackles it. Reading is the chief avenue to the temple of knowledge. The knowledge is growing so fast that the students of today are required to read more than to speak and write. Reading has, as one of its purposes, the development of critical thinking and faculty of awareness about the various problems in the society. As the reader gets involved more and more in the content of what he reads more critically, he would become aware of the implications of what he reads. Reading a book or passage without assimilating it is like eating a meal without digesting it. Reading comprehension skills increase the pleasure and effectiveness of reading.

This study leads to know the fact that metacognition is an important part of reading skill. Efficient reading according to Greenwood (1981) depends on having a purpose for reading which usually determines the appropriate type of reading and the relevant skills to be used. Reading skills is used to cultivate metacognition. This skill make, the ability to understand and manipulate our own congnitive process.

Taking all these into consideration the investigator has selected “Metacognition and Skill of Reading” for the study.

Statement of the problem

The present study is entitled as “meta cognition and the skill of reading” Among higher secondary students”.

Operational definitions of terms

The key terms used in this study are explained as follows.

**Meta cognition:**

Meta cognition is a knowledge used to monitor and regulate his or her cognitive process such as problem solving, reasoning or learning a new task.

**Skill of Reading**

Skill of Reading is one’s ability to read at the printed or written symbols and translating them with proper sounds or sense and find deeper meaning in text for later use.

**Higher Secondary Students**

Students who are studying in XI and XII standards of various higher secondary school students in Kanyakumari district.

OBJECTIVES OF THE STUDY

1. To construct and validate the Reading skill test
2. To study the metacognition of higher secondary students.
3. To study the reading skill of higher secondary students.
4. To compare the mean scores of metacognition of higher secondary students with respect to
   1. Gender
   2. Locality
   3. Religion
   4. Community
   5. Type of the school
5. To compare the mean scores of reading skills of higher secondary students with respect to
   1. Gender
   2. Locality
   3. Religion
   4. Community
   5. Type of the school
6. To study the correlation between meta cognition and reading skills of higher secondary students.

**HYPOTHESES FRAMED FOR THE PRESENT STUDY**

1. There is no significant difference in the mean scores of meta cognition of male and female higher secondary students.
2. There is no significant difference in the mean scores of meta cognition of rural and urban higher secondary students.
3. There is no significant difference in the mean scores of meta cognition among Hindu, Christian, Muslim higher secondary students
4. There is no significant difference in the mean scores of meta cognition among different community higher secondary student
5. There is no significant difference in the mean scores of meta cognition of higher secondary students based on their type of the school.
6. There is no significant difference in the mean scores of reading skills of male and female higher secondary students.
7. There is no significant difference in the mean scores of reading skills of rural and urban higher secondary students.
8. There is no significant difference in the mean scores of reading skills among Hindu, Christian, Muslim higher secondary students.
9. There is no significant difference in the mean scores of reading skills higher secondary students from different community.
10. There is no significant difference in the mean scores of reading skills of higher secondary students based on their type of the school.

METHODOLOGY

**Methods**

For the present study the investigator adopted Normative Survey Method.

**Sample**

The sample consists of 400 higher secondary school students studying in various schools in Kanyakumari district.

**Tools**

The tools used were:

1.General data sheet

2.Metacognitive inventory scale (developed byRekha M.R. and C.Bright)

3. Reading Skill test in English language (constructed by the investigator and guide)

**Statistical Techniques**

The collected data were analyzed using the following statistical techniques namely

1. Arithmetic Mean
2. Standard Deviation
3. T-test
4. ANOVA
5. Pearson’s Product Movement Method of Correlation.

**DELIMITATIONS OF THE PRESENT STUDY:**

1. The investigator has taken only 400 higher secondary school students as sample for the present study
2. The investigator has not covered all the schools in Kanyakumari district in Tamil Nadu due to lake of time.
3. Reading skill test is not validated due to lack of time

**ORGANIZATION OF THE REPORT:**

Chapter-1 deals with introduction ,need and significance of the study,statement of the problem,operational definition of the terms, procedure of the study,objectives of the study, hypotheses framed for the study, de-limitations of the present study.

Chapter- II deals with theoretical overview of metacognition and reading sill in English language and review of related literature.

Chapter-III deals with the methodology of the present study . This chapter consists of method adopted for the study, tools used, sample for the study and statistical techniques used.

Chapter-IV deals with analysis and interpretation of the collected data

Chapter–V deals with findings, conclusions, educational implications, suggestions for further study

CHAPTER II

REVIEW OF RELATED LITERATURE

* Introduction
* Theoretical overview
* Indian studies
* Abroad studies

CHAPTER-II

REVIEW OF RELATED LITERATURE

The phase ‘review of literature’ consists of two words. The term ‘Review’ means to organize the knowledge and ‘Literature’ means the knowledge of a particular area of investigation of any discipline which includes theoretical, pratical and its research studies.

The purpose of review is to enable the researcher to define the limits of his field.It helps the researcher to delimit and define his problem.The important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies (Lokesh Koul,1992)

Research begins with ideas and concepts that are related to one another through hypothesis,that is expected or anticipated relationships.These expectations are then tested by transforming the ideas and concepts into procedures for the collection of data.Results based on these data are then interpreted and extended by converting them into new concepts.

**DEFINITION OF REVIEW OF LITERATURE**

“The literature in any field forms the foundation upon which all future work will be built.If we fail to build the foundation of knowledge provided by the review of literature our work is likely to be shallow and naïve and will often duplicate work that has already been done better by some one else”-- W.R.Borg

**Section – A**

**THEORETICAL OVERVIEW**

Metacognition is defined as “thinking about thinking”. The term ‘Metacogntion’ was introduced by Flavell in 1976 to refer to the individuals own awareness and consideration of his or her congnitive process and strategies. It refers to that uniquely human capacity of people to be self-reflexive, not just to think and know but to think about their own thinking and knowing.

Actually defining metacognition is not so simple. Although the term has been part of the vocabulary of educational psychologists for the last couple of decades, and the concept has been there for a long as humans have been able to reflect on the cognitive experiences, there is much debates over exactly what metacognition is. One reason for this conclusion is the fact that these are several terms currently used to describe the same basic phenomenon eg. self, regulation, executive, control, meta memory etc. These terms are often used inter changeably in the literature.

Educational psychologists have long promoted the importance of metacognition for regulation and supporting student learning more recently, for 21st century skills has identified self-directed learning as one of the life and career skills necessary to prepare students for post-secondary education and the work force. Metacognition are aware of their own strength and weakness, the nature of the task at hand and available tools or skills.

**Metacognitive skills:**

Metacognition refers to learners automatic awareness of their own knowledge and their ability to understand ,control and manipulate their own cognitive processes. Metacognitive skills are important not only in school,but throughout life.For that it is essential that are effective manager be a person who has learned to learn.Metacognologists are aware of their own strengths and weakness, the nature of the task at hand and available “tools” or “skills” .A broader repertoire of tools also assists in goal attainment. Metacognition skills include conscious control of learing,planning,selecting strategies,monitoring the process of learning,correcting errors,analyzing the effectiveness of learing strategies and changing learning behaviors and strategies and changing learning behaviours and strategies when necessary.

**Components of metacognition:**

The major components of metacognition are as follows:

1.**Metamemory:**

This refers to the learners awareness of and knowledge about their own memory systems and strategies for using their memories effectively. Metamemory includes awareness of different memory strategies ,knowledge of which strategy to use for a particular memory task and knowledge of how to use a given memory strategy most effectively.

2.**Metacomprehension:**

This term refers to the learners ability to monitor the degree to which they understand information being communicated to them, to recognize failures to comprehend and to employ repair strategies when failures are identified.Learners with poor metacomprehension skills often finish reading passages without even knowing that they have not understood them. On the otherhand,learners who are more adopt at metacomprehension will check for confusion or inconsistency and undertake a corrective strategy, such as re-reading,relating different parts of the passage to one another,looking for topic sentences or summary paragraphs or relating the current information to prior knowledge (see Harris et.al.,1988

**3.Self-Regulation:**

This term refers to the learners ability to make adjustments in their own learning processes in response to their perception of feedback regarding their current status of learning. The concept of self-regulation overlaps heavily with the preceding two terms;its focus is on the ability of the learners themselves to monitor their own learning and to maintain the attitudes necessary to invoke and employ these strategies on their own.

**4.Metacognition Knowledge:**

Metacognitive knowledge is also called as metacognitive awareness .It is what individuals know about themselves and others as cognitive processors.

**5.Metacognitive regulation;**

It is the regulation of cognitive and learning experience through a set of activities that help people control their learning.

**6.Metacognitive Experiences:**

Metacognitive Experiences are those experiences that have something to do with the current, on- going cognitive endeavour.

**Metacognitive strategies:**

Metacognition is ‘stable’ in that learners intial decisions derive from the pertinent fact about their cognition through years of learning experience. Simultaneously, it is also ‘situated’ in the sense that it depends on learner’s familiarity with the task,motivation and emotion.Individuals need to regulate their thoughts about the strategy they are using and adjust it based on the situation to which the strategy is being applied.Metacognition is investigated by examining their person knowledge,task knowledge and strategy knowledge.Strategies for promoting metacognition include self-questioning,thinking aloud while performing a task and making graphic representation of one’s thoughts and knowledge.Metacognition means beyond, beside or with the cognitive.Therefore metacognitive strategies are actions which go beyond purely cognitive devices,and which provide a way for learners to co-ordinate their own learning,plan of learning and evaluating the learning.Metacognition is essential for successful learning.

The important conscious act of a meta strategy is the ‘conscious’ awareness that one is performing a form of higher order thinking.Metacognitive strategies is an awareness of the type of thinking strategies being used in specific instances and it consists of the following abilities:making generalizations and drawing rules regarding a thinking strategy,naming the thinking strategy,explaining when,why and how such a thinking strategy should be used, when it should not be used,what are the disadvantages of not using appropriate strategies and what task characteristics call for the use of the strategy. Metacognitive strategies are used to help an individual achieve a particular goal.

Knowledge is considered to be metacognitive if it is actively used in a strategic manner to ensure that goal.Simply possessing knowledge about one’s cognitive strengths or weaknesses and the nature of the task without actively utilizing this information to oversee learning is not metacognitive.

**Process of metacognition:**

The metacognitive process enhances learning by guiding students thinking and by helping the learner follow a wise course of action as he or she thinks through a problem, makes decisions or attempts to understand a situation or text.In this rapidly changing world,the challenge of teaching is to help students develop skills that will not become obsolute.Metacognitive are essential for the twenty-first century because they enable students to cope successfully with new situations.

Learners who are well developed Metacognitively:

* Are confident that they can learn.
* Make accurate assessments of why they succeed in learning.
* Think clearly about inaccurancies when failure occurs during tasks.
* Actively seek to expand their repertoire of strategies for learning.
* Match strategies to the learning task,making adjustments when necessary.
* Ask for guidance from peers or the teacher.
* Take time to think about their own thinking.
* View themselves as continual learners and thinkers.

In the field of educational psychology,metacognition is an emerging concept.Metacognitive activities are there in everyone’s daily life.Metacognition enables an individual to become a successful learner.It is being associated with intelligence.Metacognition refers to higher order of thinking which involves active control over the cognitive process engaged in learning. Metacognition is often referred to as thinking about thinking and it can be used to help students ‘ learn how to learn’. It is an essential aspect in the process of learning.The gradual growth of cognitive abilities such as ability to attend, perceive ,discover, recognize, image, conceptualize, remember etc is reffered as the development of cognitive skills.It also refers to consequent growth in knowledge and adjustments to the environment.The nuturitional,emotional and social factors of the learners influence the cognitive development.

Metacognition is the key element in learning.It refers to the highest level of thinking that involves active control over the process of thinking that is used in learning situations.It is cent percent fact that individuals with high level of metacognitive skill and knowledge identify block to learning as early as possible and change strategies to ensure goal attainment.

Metacognition plays a vital role to improve reading skill. Reading is a cognitive process that occurs in a context than in isolation.

Language is the divine gift of God and it is the language which distinguishes human beings from animals. Language is an essential part in human life. Everyone from birth to death make use of it.Language is more than the apparently simple stream of sound that flows from the tongue of the speaker.

Malinowski defined “language as a type of speech in which ties of union are created by a mere exchange of words”.Language includes all those verbal and non-verbal actions of human beings that are related to the communication of ideas.

According to Webster “Language is the general name for human communication through speech or writing of birth”. Language is one of the most important characteristic forms of human behaviour. Language is a tool to express one’s thought and feelings. It is impossible to imagine a life without language and conversation. Language learning is more a matter of skill rather than knowledge. According to Chomsky, language development is the result of the progressive gain of maturity the unfolding of the child’s genetic capability for language.

**Importance of English:**

There are many languages throughout the world to communicate with each other.Of all the languages in the world today,English deserves to be regarded as a world language.It has been playing an important role in our educational sysyem as well as in our national life .English is the world’s most widely spoken language.In every sphere of life whether social,political,academic,cultural or economics it holds a significant value.It has been responsible for great cultural changes in the free world.English is an important language for the purpose of interstate correspondence and as the language of trade and commerce between different parts of the country

English functions as a link language. From the cultural point of view, English helps in bringing people of diverse culture close to each other. English is the key to the store – house of knowledge. English as an important library language plays a vital role in higher education. At present English is the medium of instruction in scientific and technical subjects.

A person with knowledge of English stands good chances of employment anywhere and everywhere in the world. Nowadays, it is an essential qualification for the job seekers to find jobs. We are living in a computer era. The language of computer is English. Unless, one knows English, it is very difficult to know the latest developments in all the branches of knowledge.

English has also greatly contributed to the growth of knowledge in India, particularly in the field of science and technology. Now English is used as a national link language, as an international language and as a library language.

“Language is the soul of intellect and reading is the essential process by which that intellect is cultivated beyond the common place experiences of everyday life”-(Charles Scriber).

English language consists of four important skills – listening, speaking, reading and writing. Among them reading may be defined as the act of receiving meaning from the written words. It is a developmental process beginning with learning sound – symbol correspondence to words and sentence patterns in new combinations.

**Reading skill:**

Reading is a decoding process. Reading may be defined as the act of receiving meaning from the written word. It is a very complete process and involves many physical, intellectual and often emotional reactions. Further it entails the ability to recognize graphic, symbols and their corresponding vocal sound. Reading indicates towards knowing of the language. It is a source of recreation. Reading is a good source of self-education.

Reading gives the learner a full control over words and patterns which they come across during the process of speaking. Reading is the process of recognition, interpretation and perception of written or printed material. Reading is an important activity in the life. It is a part of our life. Reading is a process involving a group of skills like recognizing the letters of a language, identifying the meaning of worlds, deducing the meaning of unfamiliar words etc.

Reading a book or passage without assimilating it is like eating a meal without assimilating it is like eating a meal without digesting it. Reading comprehension skills increase the pleasure and effectiveness of reading.

According to W.S.Gray, “Reading is a form of experience.It brings us in contact with the minds of great authors,with the written accounts of their experience made by them in various field”

According to C.C.Fries, “Our main purpose in developing the ability to read among our children is that we wish to put them in possession of the power of gaining pleasure and profit from the printed page”.

**Characteristics of reading**

Characteristics of reading are as follow.

1. Reading is purposeful
2. It enhances vocabulary
3. It is selective
4. It is based on text
5. It helps during the process of speaking
6. It makes a person knowledgeable
7. It involves complex cognitive skills
8. It can be oral as well as silent.

**Various types of Reading**

Reading is of many types as follows.

**i) Reading for pleasure**

After a days hardwork, in the evening or before going to work in the morning one spends sometime looking into the newspapers, magazines etc.

**ii) Reading during leisure**

While staying at home, during journey in holidays and sometime while being confine to bed for various reasons, one reads to pass the time.

**iii) Reading for studies**

The biggest number of readers probably read lots of books. Even the students read books before and during examinations.

**iv) Reading to keep abreast of the latest knowledge**

To be up-to-date with the latest information one should read the subject of one’s choice, now and then and thus be ready with current ideas.

**v) General Reading**

All of us read letters, circulars, notices, signboards, leaflets, papers, files, instructions, briefs, bills, receipts, cash memos, cheques, reports, prescriptions and a lot of other items.

**vi) Silent Reading**

The students have to read a lot of matter silently. They do it during the classes, tests, examinations and while in a library.

**vii) Loud Reading**

This is done while in a class and while explaining some matter to some one else. This is done by a teacher and a student also, while reading a lesson.

**viii) Intensive Reading or Critical Reading**

It is a done while we try to gather facts or arriving at some conclusions from facts, already supplied or collected.

**ix) Extensive Reading**

This is also known as wide reading which is based on a large and varied field from where we have to gather. The desired information, for our survey or report.

x)**Rapid Reading:**

There are plenty of materials in the form of newspaper,journals ,reports etc.If we want to read all daily, we cannot do other work except reading.It is not essential to read all the materials with same speed.So we have to develop fast reading habits.These are of great value to any reader.

**Characteristics of Rapid Reading:**

1. Rich Vocabulary.
2. Accurate perception.
3. Rapid visual perception.
4. Wider span of recognition.
5. Concentration.
6. Better Attention

**Process of Reading**

The process of reading may be broadly divided into three stages.:

The first stage may be called the ‘recognition stage’. At this stage the learner simply recognizes the graphic counter parts of the phonological items. The learner recognizes a spoken word in its written form.

The second stage is ‘Structuring stage’. At this stage the learner sees the syntactic relationships of the items and thereby understands the structural meaning of the syntactic units.

The third stage is called ‘interpretation Stage’. This is the highest level in the process of reading. At this stage the learner comprehends the significance of a word, a phrase or a sentence in the over all context of the entire discourse.

**Strategies to teach Reading**

1. Exercises should be provided to improve the reading rate as well as all the important study skills require quick, efficient and imaginative reading.
2. The second language teacher should pay special attention to silent reading. This is because the students who want to learn English will have to read a lot. So as to have knowledge of the language and only silent reading enables him to do it at some speed.
3. The teacher should guide the students to comprehend the patterns of relationship and between words and their meanings.
4. The teacher should develop the study skills such as skimming, scanning, recording and revising. A good student reader makes a survey at first, looks out for specific information and also formulates questions.
5. The students should be made to seek a full understanding of the text with its argument, it symbolic, emotional and social overtones, the attitudes and purposes of the author and the linguistic means, the author employs to achieve his purpose.

Smith and Dechant remarked that reading invoive the following abilities.

* Ability to associate meaning with the graphic symbols.
* Ability to understand words in context and to select the meaning that fits the content.
* Ability to read in through units
* Ability to understand units of increasing size,the phrases,clause,sentence ,paragraph and whole section.
* Ability to acquire word meaning.

**INDIAN STUDIES RELATED TO METACOGNITION AND SKILL OF READING**

Annaraja and Sheeja conducted a study (2012) on “Metacognitive Awareness of secondary Teacher Education Students”.

The objectives of this study were to study the metacognitive awareness of secondary teacher education students in Kanyakumari district and to study whether there was any significant difference in metacognitive awareness with respect to gender,type of college and locality of college.

There existed significant difference between male and female secondary teacher education students in their knowledge of cognition and metacognition. While comparing the meanscores ,female secondary teacher education students were found to be better than the male students. There existed significant difference between aided and unaided college secondary teacher education students in their regulation of cognition. In comparison of the mean scores the unaided college students were better than aided college students

There existed significant difference between rural and urban college secondary teacher education students in their regulation of cognition.When the meanscores were compared urban college students were found to be better than rural college students.

Prescilla (2012) conducted a study on ‘Developing the skills of Reading Aloud”

This study was to evaluate the skills of reading aloud among the English medium pupils of standard eigth. The objectives of this study were to study the

effect of self –designed instructional material on correct pronunciation, word grouping,comprehending the contextual meaning of the vocabulary and comprehending the feeling behind the written word.

The analysis of the objectives on the components of developing the skills of reading aloud through presentation and resulted in the conclusion that the instructional material had improved the level of reading aloud among the first language.English learners of standard eigth .There was a marked difference between the Pre-test and Post-test scores.It showed the effectiveness of the instructional material which was used in developing the skills of reading aloud among the pupils of standard eigth

Bindu,sumod(2011) conducted a study on “Reading Comprehension in English in relation to Achievement motivation”.

The objectives of this study were to study the reading comprehension in English among the students of standard nine of Kottayam district.To study whether there was any significant difference in reading comprehension in English with respect to gender,type of school and locality of school and to study the relationship between reading comprehension in English and achievement motivation among the students of standard nine Kottayam district.

The findings revealed that seven percentage of the students had high reading comprehension and seventy five percent of the students had average reading comprehension.Seventeen percent of students had high achievement motivation and most of students had average achievement.While comparing the mean scores female students were found to be better than male students.There existed significant difference between the aided and unaided nineth school students.In comparison of the mean scores the aided schools scored better than government school students.The students of rural area students scored better than the town area school students.There existed positive relationship between the reading comprehension in English and achievement motivation and positive relationship between the components of reading in English and achievement motivation.

Devaki and Pushpam (2011) conducted a study on “Metacognitive Ability and Academic Achievement in chemistry among eleventh standard students”

The objective of the study was to find out the association between Metacognitive Ability and Academic Achievement in chemistry among eleventh standard studentsw with respect to the sex,locality,medium,group taken by the students,family income.

The major findings of the study were, there was significant association between Metacognitive Ability and Academic Achievement in chemistry.Girls possessed higher metacognitive ability and academic achievement than boys. Rural school students had higher metacognitive ability than the urban school students. Metacognitive ability of government school students was slightly higher than aided school students whereas the corporation school students was lower than the other two schools.Medium group taken by the students,familyincome did not influence the metacognitive ability.

Raton(2010) conducted a study on “Self-regulated learning of high achievers”.

The study was to identify self-regulated learners among the high achievers; to find out dominant components and characteristics operative inself-regulated learners and also to achieve these objectives for so high achievers of senior secondary classes were selected conveniently as a sample.

The analysis revealed that sustained motivation was the dominating dimension operative in self-regulated learners.These learners were deficient in use of strategies.Science group girls were the most self-regulated among the entire group.The girls had more tendency of self-regulated learning than boys do.

Shankar and Srinivasan(2010) conducted a study on “Reading Difficulties of eigth standard students in Periyanaickanpalayam”.

The objectives of the study were to find the level of reading difficulties, reading rate,reading comprehension ability,reading efficiency and analyze the word recognition rate of eigth standard students with respect to gender.

The findings revealed that out of sixty eight students 67.53% students possessed greater reading difficulties, 30.47% students possessed less reading difficulties, 51.55% boys possessed reading difficulties and 48.45% girls possessed reading.

Jesa conducted a study (2009) on “Acquisition of Grammatical competence in constructivisit approach to English Langage Teaching”.

It was found that ten basic grammatical items scored below 25% of which prepositions and use of past perfect tense showed zero score for the selected sample.The investigator concluded that in a poor environment, acquisition of the structure of a foreign language was very poorly in ten basic areas.English grammer and there was need for contextualized presentation of grammatical items to facilitate process objectives.

Ramganesh conducted a study (2008) on “Effect of Metacognitive strategy on enchancing Teaching Competency in Mathematic among prospective teachers”

The aims of the present study were to develop and validate the metacognitive strategy for teaching mathematics at school level, to orient the trainees in their problem solving in mathematics to metacognitive strategy. To find out the influence of metacognitive strategy on teaching competency in mathematics among prospective teachers and also to know whether graduate or post graduate teachers in their teaching competency in mathematics from the research it was found out that qualification of student-teachers had no influence in their teaching competency in mathematics in the post test.It was heartening to note that metacognitive strategy enchances teaching competency of student –teachers irrespective of their qualifications and listening in Kanyakumari district.

Kumaran and Singkham (2006) made a study on “The Effect of Study Skills on Reading Comprehension”

The aim of the study were to determine the effect of the knowledge of reading comprehension.If the knowledge and type of skills are significant to reading comprehension,then the aspect of the reading skill should be emphasized.

The findings of this research reject the null hypothesis that there is no relationship between study skill and reading comprehension ability .Moreover,the findings support the view of those who believe that applying study skills in university curriculum will help and increase the reading comprehension ability of the students.

Devaki and Pushpam (2004)conducted a study on “Metacognitive Ability and Academic Achievement in Chemistry among XI standard students”

The investigator aimed to assess the association between Metacognitive ability and academic achievement in chemistry among XI standard students and also to study the Metacognitive ability of the sample with respect to sex ,location of the school, medium of instruction,group taken by the students,family income, types of management, nature of school,quqlification and occupation of the parents.

There was significant association between Metacognition ability and academic achievement.It was found that there is significant difference between Metacognitive ability of boys and girls.Girls possessed higher Metacognitive ability than the boys.There was significant difference in the Metacognitive ability of rural and urban school students. The rural school students had higher Metacognitive ability than the urban.The Metacognitive ability of government school students was slightly higher than the private school students. Coeducational school students had higher Metacognitive ability than other two school students,Medium of instruction,group taken by the students and family income do not influence the evidence from the findings that qualification and occupation of the parents had no influence on the Metacognitive ability of the students

Loknath and Shanthakumar (2004) conducted a study on “English Learning Difficulties Metacognitive Awareness of Students”.

The objectives of this study were to develop diagnostic tools to identify learning difficulties of record language learners(English) at higher secondary school level.To develop cognitive awareness questionnaire and to find out the difference between English learning difficulties students and normal students in their metacognition awareness.

The findings revealed that at higher secondary level, the students are having language learning difficulties in huge proportions. There were close link between language learning difficulties and metacognitive strategy deficits.

Joycilin(2004) conducted a study on “Cognitive Style and Reading Comprehension of Standard IX Students” .

The aim of this study were to find out the cognitive style of standard IX boys and girls and the relationship between cognitive and the skill of reading comprehension in English of reading comprehension, reading the lines and its components and also reading beyond the lines and its components.

It was found that the cognitive style of standard IX boys and girls does not significantly influence their skill of reading comprehension in English .In the sub-skill of reading the lines,understanding the context was associated with the cognitive style of standard nineth students.Reading between the lines,reading beyond the lines and the sub-skills were not associated with standard IX students cognitive style.

**FOREIGN STUDIES RELATED TO METACOGNITION AND SKILL OF READING:**

Sagarra,Nuria and Elis (2011) conducted a research entitled, “A Study in Second Language Acqisition”.

This experimental study was to investigate the limited attainment of adult language acquisition in terms of association learning phenomenon whereby earlier learned cues attentionally block those that are experience later.

From experiment :1, it is found that previous experience with adverbial cues bodly acquire verbal tense, morphology and in contrast, early rxperience with tense block later learning of adverbs.The experiment:2 demonstrate long term transfer effecs.Natural speakers of Chinese languages which do not exhibit verb,tense,morphology,fail to acquire inflectional cues were adverbial and verbal cues are equally available.

Hugh W.Catts (2009) conducted a study on “The Narrow view of Reading promotes a broad view of comprehension”.

This study aimed to know how the comprehension improves by the narrow view of reading.

Although the narrow view of reading seemed restrictive,it actually leads to a broad view of comprehension.The later view which is consistent with current research, proposes that comprehension is an active process in which readers use background knowledge and a range of cognitive processes to construct coherent representation of text.

Ngozi (2009) conducted study on “Metacognitive Strategies on Classroom Participation and Student Achievement in Senior Secondary school science Classroom”.

The present study aimed to examine the effects of metacognitive strategies on classroom participation and student achievement in senior secondary school science classroom”.

The investigator concluded that metacognitive strategies were the most effective in enhancing academic achievement followed by Think-Pair-Share.Metacognitive strategies and Questions were infused in the classroom in order to help the students to learn efficiency ,retain information longer and generalize skills.

Heather (2010), conducted a study on “Foreign Language Learning Disabilities-An activity theory perspective of three middle school students”

The main objectives of this study were to find the contributes to the existing literature on the foreign language learning of students with language learning disabilities by conducting a comprenensive investigation of the performance of three students

The study examines a small group of three students and its specificity prevents generalizing to all students with language learning difficulties who participate in foreign language programs.

Ulrike Bavendick (2007) conducting a study on “Identifying students needs for the fear abroad preparation with Metacognitive strategies”

The aim of this study was to examine student needs in preparing for the year abroad, looking at the relationship between Metacognitive strategies and linguistic development during the year about.The study was also to know how students subjectivities relate to their linguistic development.

The investigator found that there existed significant difference between Metacognitive strategies and linguistic development

Hayashi and Asako (2000) conducted a study on “Japanese English Bilingual Children :A Comparative study of attitude towards bilingualism, language proficiency and language use of Japanesh students in three different bilingual education programme in the united states and in Japan”.

The investigator aimed to find the students attitudes towards bilingualism and towards the Japanese language their actual language use and their language proficiency in both Japanese and English.

The students in all three programs-English Immersion Programme in California,Transitional Bilingual Education had positive attitudes towards bilingualism.The students language use in English and Japanese different significantly among the three programmes in U.S used English much more frequently than did the student in Japan.The students inJapan had very limited opportunity to use English .The English proficiency of the students in Japan was much lower than that of the students in U.S.In contrast the students in the U.S. had various opportunities to use Japanese in and outside the school.As a result the Japanese language proficiency of the students in the U.S.progressed even though their Japanese proficiency was lower than that of the students in the English Immersion Programme in Japan.

Intakhal(2000) conducted a study on “Difficulties in the teaching of English vocabulary.The Bilingual Context of Saudi Arabia”.

The objectives of this study were to find whether the teaching of English may not be achieved, unless the teaching of vocabulary is included.Vocabulary matters a lot in the classroom or even outside other elements of English language are pronunciation,meaning,spelling and grammar.

The major findings were theclassroom experience are referred to, in the fore=going pages,may lead to an awareness among the teachers in general and teaches of the Arab countries in particular to develop an insight into such problem that hinder the teaching learning process.This may enable a teacher to go for evolution of some fruitful strategies,for teaching of English such students who have a bilingual background.English has got been deait with U.S.A.like the way it is achieved in India,even where the students are taught method and teachers come across with such problems however type and extend may vary between two countries.Thus it would be modest step towards improvement of English language teaching,if teachers become aware of such type of problems and causes.

CHAPTER-III

METHODOLOGY

* Plan and Procedure
* Sample of the study
* Tools used
* Data collection Procedure
* Statistical Techniques used

CHAPTER-III

METHODOLOGY

Research is a careful and exhaustive investigation of a phenomenon with an objective of advancing knowledge .The method or approach to be employed depends on the nature of the problems selected and the kind of data necessary for its solution .In other words ,it is an application of scientific method in solving a problem.

According to P.M.Cook ”Research is an honest, exhaustive ,intelligent searching for facts and their meanings or implications with reference to a given problem”. It is the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data.The best research is that which is reliable, verifiable and exhaustive. So that, it provides information in which we have confidence.

Educational Research involves application of scientific method to the solution of educational problems .The ultimate aim of Educational Research is to provide knowledge as well as helps the educator to achieve his goal by the most effective method. In general, it will be termed as Research Methodology.

Research Methodology refers to the method which the investigator used in his research work .It paves the way to solve the research problem systematically. In it we study the various steps that are adopted by an investigator .They are identifying problems, review of literature, formulation of hypotheses ,datacollection ,analysis of data, interpreting results and finally conclusion .It is carefully recorded and reported. Methodology occupies a very important place in any type of research as the validity and reliability of the findings depend upon the method adopted.

Methodology is an important aspect of any kind of research work .Each research study has its own objectives .The procedure adopted by the research works for the realization of these objectives is known as methodology .Methodology is the science of orderliness .It is the means , procedure or the technique adopted for an orderly arrangement of facts and principles.

**METHOD USED IN THE PRESENT STUDY**

The purpose of this study is to find out the Metacognitive skills and skill of reading in English language of higher secondary students of Kanyakumari district. Since the problem selected is concerned with Survey type the investigator has selected the Normative Survey method for conducting the present study.

**Normative survey method**

The normative survey method of educational research describes and interprets what exists at present. In this method, we concerned with conditions or relationships that exists, practices that prevail, attitude that are held, processes that are going on, influences that are being felt and trends that are developing . This method is very common

Characteristics of Normative Survey Method

The main characteristics of the survey method are as follows:

1. Surveys may be qualitative or quantitative.
2. It deals with clearly defined quantitative.
3. It is essentially cross sectional.
4. It involves clearly defined problems
5. It requires careful analysis and interpretation of data gathered.
6. It requires logical and skillful reporting of the findings.

THE SAMPLE

The investigator has used stratified random sampling technique .It has been done on the basis of gender,religion,community,type of school.The sample consists of 400 higher secondary students in various schools of Kanyakumari district

**Table:3.1.List of schools selected**

|  |  |  |
| --- | --- | --- |
| **SL.NO** | **Selected schools** | **Total** |
| 1 | G.H.S.S.Thuckalay | 36 |
| 2 | G.H.S.S. Arumanai | 32 |
| 3 | H.S.S. Arumanai | 40 |
| 4 | L.M.S. Boys Higher Secondary School Marhtandam | 34 |
| 5 | Government Girls Higher Secondary School Marthandam | 45 |
| 6 | St.Thomas Matric Higher Secondary School Kulasekaram | 48 |
| 7 | Good Shephered Matric Higher Secondary School Marthandam | 52 |
| 8 | Child Jesus Matric Higher Secondary School Unnamalakadai | 36 |
| 9 | ABC Matric Higher Secondary School Kollemcodu | 35 |
| 10 | M.J.K.M.M.S.C.Higher Secondary School,Marthandam | 42 |
|  | Total | 400 |

**Distribution of sample based on the background variables**

Table:3.2.Sex wise distribution of sample

|  |  |  |
| --- | --- | --- |
| **Gender** | **Count** | **Percent** |
| Male | 211 | 52.75 |
| Female | 189 | 47.25 |
| Total | 400 | 100 |

Table:3.3. Locality wise distribution of sample

|  |  |  |
| --- | --- | --- |
| **Locality** | **Count** | **Percent** |
| Rural | 250 | 62.5 |
| Urban | 150 | 37.5 |
| Total | 400 | 100 |

|  |  |  |
| --- | --- | --- |
| **Religion** | **Count** | **Percent** |
| Hindu | 149 | 37.25 |
| Christian | 181 | 45.25 |
| Hindu | 70 | 17.5 |
| Total | 400 | 100 |

Table 3.4.Religion wise distribution of sample

Table:3.5.Community wise distributin of sample

|  |  |  |
| --- | --- | --- |
| **Community** | **Count** | **Percent** |
| FC | 120 | 30 |
| BC | 197 | 49.25 |
| MBC | 83 | 20.75 |
| Total | 400 | 100 |

Table :3.6. Type of school wise distribution of sample.

|  |  |  |
| --- | --- | --- |
| **Type of school** | **Count** | **Percent** |
| Government | 113 | 28.25 |
| Aided | 145 | 36.25 |
| Private | 142 | 35.5 |
| Total | 400 | 100 |

THE TOOLS

For collecting the data the investigator used the following tools for data collection

1. General data sheet
2. Meta cognitive inventory scale prepared by M.R.Rekha and Mr C.Bright[2011-2012]
3. Reading skill test in English prepared by J.R.Arul Jini and Mr C.Bright [2012-2013]

**Description of the tools**

**I .General data sheet**

The general data sheet was prepared by the investigator to collect data of the students regarding variables such as name, gender, locality, religion, community and type of the school .A copy of general data sheet is given in appendix a.

**II. Meta cognitive inventory scale:**

This inventory was used for the present study was constructed and validated byM.R.Rekha and Mr.C.Bright.This inventory aimed at measuring metacognitive skills.It has four dimension with 40 statements .The various dimensions of metacognitive inventory scale are self-planning, self-monitoring, meta-comprehension and self-evaluation. It consists of positive statements alone .For each statement three choices were given. They were always, sometime ,never. The respondent has to tick anyone of the choices which he thinks correct In the metacognitive inventory scale, for each statement a score of 2,1,0 was given. The collected response sheets were scored with the help of this scoring key prepared by the investigator.The responses were scored by assigning for the categories Always[2],Sometimes[1],and Never[0] as all are positive items.

.A copy of metacognitive inventory scale is given in appendix b.

Establising Reliability and Validity of the test

Reliability and validity are essential to the effectiveness of any data gathering proces

Reliability

Reliability is an important criterion of a measuring tool .It refers to consistency of the test . The reliability of the test was found to be 0.77 showing that the scale is reasonably reliable one.

Validity

The validity of the test may be defined as accuracy with which the test measures when it suppose to do. A test is valid, if it is telling the truth validity implies truthfulness. Test validity and test propose are closely related.A test is valid and test proposes for which it was designed. In determining the validity of a test one has to make use of principles of one or a combination of a various types of validity. Face validity and content validity are the two validities established for this tool.

Reading skill Test

The Reading Skill test was prepared by investigator and guide.The reading skill of higher secondary students in English

The proficiency of higher secondary students in English was measured using the proficiency test in English constructed by the investigator for the purpose of the study. Since it was a test on the language skills of reading ,weightage was given in the educational objectives of application and skill. And also the difficulty levels of the questions were taken into account

A test is a procedure for measuring ability, performance developed during the course of learning or acquired by experience.

The test consists of objective type and short answer type questions.The total time for the test was 45 minutes.The test has been conducted for 75 marks. In the proficiency in reading skill test it carries 75 marks.Each questions carry 1 mark

**Table 3.7. The details of the test are given below:**

|  |  |  |
| --- | --- | --- |
| **S.NO** | **Content** | **Marks alloted** |
| 1 | Short answer type | 30 |
| 2 | Fill in the blanks | 15 |
| 3 | Match the following | 10 |
| 4 | True or False | 10 |
| 5 | Rearranging the sentences | 10 |
|  | Total | 75 |

**Administration of the tools:**

For the administration of the tool,the investigator visited 10 schools which are students in Kanyakumari district as per the schedule fixed.The permission for administering the tool was obtained from the Head Master of all schools.Before administering the test,the investigator explained the purpose of her study and give directios and instructions clearly.The respondents were given copy of Reading Skill Test,Metacognitive Inventory Scale and General DataSheet.The response sheet were collected from the respondents after making the responses.

.

**STATISTICAL TECHNIQUES USED FOR THE STUDY**

1. Arithmetic Mean
2. Standard Deviation
3. T-test
4. ANOVA
5. Co-efficient correlation

**Arithmetic Mean:**

Mean is the most stable and it is suitable for statistical calculation.

A.M=A+×

A –Assumed mean of the score obtained

f –Frequency of each class interval

d –Deviation of scores from the assumed mean

N –Total frequency

C Class interval of the frequency

**Standard Deviation(σ)**

Standard deviation is the most widely used measures of dispersion.It is used in so many statistical operations.Standard deviation is amore occurate and justified measures of disperation.

σ=C

Where,

σ-Standard deviation

C-Class interval

d2 –Squares of the deviation of score from the assumed mean.

f – frequency of each class

N - Total frequency.

**t-test**

The t-test has a wide number of application in statistics. It can be used to the test the significance of difference between the means of two independent groups. By using the mean and standard deviation of two groups ,t-value is calculated. The calculated t-value is compared with table value of t at 0.05 level and 0.01 level.

t =

Where,

M1 -Arithmetic mean of 1st sample

M2 -Arithmetic mean of 2nd sample

σ 1 -Standard deviation of 1st sample

σ 2 - Standard deviation of 2nd sample

N1 -Number of students in 1st group

N2 -Number of students in 2nd group

**ANOVA**

To find out whether there is any significant difference among means of more than two random samples, we use the F-test.The analysis of variance leads with variances, rather than with standard deviations and standard error

F= Mean square variance between groups/ Mean square variance within groups

**Pearson’s Product Movement Correlation coefficient**

Correlation coefficient was calculated using Pearson’s product moment method.

r =

r –Pearson product moment

N –Total number of students

x –Arithmetic mean for group 1

y –Arithmetic mean for group 2

**Coefficient correlation**

The coefficient of correlation ‘r’ can generally be high / substancial / low / negligible.Garret(1969) presents the following classification for interpreting the various values of’r’ as

If ‘r’ is from 0.00 to ± 0.20 their exists indifferent / negligible correlation

If ‘r’ is from ± 0.20 to ± 0.40 the correlation is low.

If ‘r’ is from ± 0.40 to ±0.70 the correlation is substantial.

If ‘r’ is from ± 0.70 to 0.0 the correlation is very high.

If ‘r’ is ± 1 the correlation is a perfect correlation.

The classification of ‘r’ is broad and can only be accepted as general guide with certain reservations.

CHAPTER IV

**ANALYSIS AND INTERPRETATIONS**

**CHAPTER IV**

Analysis and interpretation are the basic components of a research process.Analysis of data implies studying the tabulated material inorder to determine inherent facts.It involves breaking down existing complex factors to simple parts and putting the parts together in new arrangement for the purpose of interpretations.

Interpretations are the search for the broader meaning of research findings. Without interpretations, analysis is not completed and analysis cannot proceed without interpretation. Both are thus interdependent. In the present study the data collected were analyzed using the following statistical technique.

1. Percentage
2. Arithmetic Mean
3. Standard Deviation
4. T-test
5. ANOVA
6. Pearson correlation

**Descriptive Statistics**

**Table :4.1.Descriptive Statistics for Metacognition**

|  |  |
| --- | --- |
| Mean | 32.08 |
| SD | 6.59 |
| Count | 400 |

From the above table 4.1 it is clear that the total number of sample selected for the present study was 400.The arithmetic mean scores obtained for the total sample was 32.08 and standard deviation was 6.59.

**Percentage distribution of different levels of metacognition**:

**Table:4.2 Levels of metacognition**

|  |  |  |
| --- | --- | --- |
| **Metacognition** | **Count** | **Percent** |
| Low | 83 | 20.75 |
| Medium | 246 | 61.50 |
| High | 71 | 17.75 |
| Total | 400 | 100.00 |

From the table 4.2. it is clear that 20.75% of the higher secondary students have low level of metacognition, 61.50% of the higher secondary students possess medium level of metacognition and 17.75% of the higher secondary students have medium level of metacognition.

**Comparison of mean scores of metacognition among higher secondary students based on background variables:**

Comparison of mean scores of metacognition among male and female higher secondary students

Ho1:Null Hypothesis:

There is no significant difference in the mean scores of Metacognition of male and female higher secondary students.

**Table 4.3 Gender based comparison**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | Mean | SD | N | t | P | Remark |
| Male | 32.26 | 6.46 | 211 | 0.57 | 0.567 | NS |
| Female | 31.88 | 6.75 | 189 |
|  | |

From the table 4.3, the calculated value (t-0.57;p>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of metacognition of male and female higher secondary students” is accepted. Mean scores of metacognition of higher secondary students do not statistically differ with their gender. Thus from the mean scores, it is confirmed that male and female higher secondary school students possess same level of metacognition.

**Comparison of mean scores of metacognition of rural and urban higher secondary students:**

Ho2:Null Hypothesis:

There is no significant difference in the mean scores of metacognition of rural and urban higher secondary students

**Table:4. Locale wise comparison**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Locale | Mean | SD | N | t | p | Remark |
| Rural | 32.9 | 6.84 | 252 | 3.42 | 0.00 | Sig.at 0.01 level |
| Urban | 30.68 | 5.90 | 148 |

From the table 4.4 the calculated value (t-3.42;p<0.01) is significant at 0.01 level.Therefore the null hypothesis, “There is no significant difference in the mean scores of metacognition of rural and urban higher secondary students” is rejected. It is clear from the table that the mean scores of metacognition of rural thathigher secondary students is 32.9 which is significantly higher othanf urban higher secondary students whose mean score is 30.68. Hence the rural higher secondary students were found to have significantly superior metacognition than that of urban higher secondary students.

**Comparison of mean scores of metacognition among higher secondary students based on religion:**

Ho3: Null Hypothesis:

There is no significant difference in the mean scores of Metacognition among Hindu ,Christian and Muslim higher secondary students.

**Table :4. 5:Religion wise comparison**:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Religion** | **Mean** | **SD** | **Source** | **Sum of**  **squares** | **df** | **Mean** | **f** | **P** | **Remark** |
| Hindu | 32.39 | 6.17 | Between  Gp | 31.91 | 2 | 15.95 | 0.37 | 0.694 | NS |
| Christian | 31.78 | 6.92 | Within  GP | 17312.37 | 397 | 43.61 |
| Muslim | 32.21 | 6.65 | Total | 17344.28 | 399 |  |

From the table 4. 5,the calculated value (F-0.37;P>0.05)is not significant at any level.Therefore the null hypothesis, “There is no significant difference in the mean scores of metacognition of Hindu, Christian and Muslim higher secondary students” is accepted. That is metacognition of higher secondary students do not statistically differ with their religion. From the mean scores it is confirmed that Hindu, Christian and Muslim higher secondary students possess same level metacognition.

**Comparison of mean scores of metacognition among higher secondary students based on community.**

Ho4:Null Hypothesis:

There is no significant difference in the mean scores of metacognition of higher secondary students based on their community.

**Table:4:6.Community wise comparison**:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Community** | **Mean** | **SD** | **Source** | **Sum of Squares** | **df** | **Mean square** | **F** | **P** | **Remark** |
| FC | 31.44 | 6.33 | Between  GP | 77.50 | 2 | 38.75 | 0.89 | 0.411 | NS |
| BC | 32.25 | 6.52 | Within  GP | 17266.78 | 397 | 43.49 |
| MBC | 32.6 | 7.14 | Total |  | 399 |  |

From the table 4. 6 the calculated value (F-0.89, P>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of metacognition of higher secondary students based on their community”.That is metacognition of higher secondary students do not statistically differ with their community. From the mean score it is confirmed that FC, BC, AND MBC higher secondary school students possess same metacognition while comparing the means.

**Comparison of mean scores of metacognition among higher secondary students based on type of school**

Ho5: Null Hypothesis:

There is no significant difference in the meanscores of metacognition of higher secondary students based on their type of the school.

**Table:4.7.Type of school wise comparison**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of school** | **Mean** | **SD** | **source** | **Sum of squares** | **df** | **Mean**  **squares** | **F** | **P** | **Remark** |
| Government | 33.57 | 6.7 | Between Gp | 548.41 | 2 | 274.20 | 6.48 | 0.002 | Sig at 0.01 level |
| Aided | 32.36 | 6.95 | Within Gp | 16795.87 | 397 | 42.31 |
| Private | 30.68 | 5.88 |  | 17344.28 | 399 |  |

The calculated F value (F -6.48,P<0.002) is significant at 0.01 level.Therefore the null hypothesis, “There is no significant difference in the meanscores of metacognition of higher secondary students based on their type of their school” is rejected.From the mean scores it is confirmed that metacognition of higher secondary students statistically differ with their type of school.The result does not help to identify exactly the pairs of groups which differ statistically, Hence Scheffe’s multiple comparison is used for further analysis.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type of school** | **Mean** | **SD** | **N** | **Pair** | **Scheffe’s** | **Remark** |
| Government | 33.57 | 5.7 | 113 | A vs C | 0.340 | NS |
| Aided | 32.36 | 6.95 | 140 | B vs C | 0.093 | NS |
| Private | 30.68 | 5.80 | 147 | A vs C | 0.002 | Sig at 0.01 level |

**Table.4.8.Comparison of Scheffe’s procedure of metacognition based on type of school.**

From the table 4.8, it is clear from the mean scores that the metacognition of government students whose mean score is 33.57 which is significantly higher than that of aided students whose mean score is 32.36.The metacognition of government higher secondary students is significantly higher than that of private higher secondary students whose mean scores is 30.68. The aided and private students possess same metacognition while comparing the means. Hence the government higher secondary students were found to have significantly superior metacognition than those of aided and private higher secondary students.

**Skill of reading of higher secondary students**

**Table:4.9 Descriptive statistics for skill of Reading**

|  |  |
| --- | --- |
| Mean | 60.95 |
| SD | 6.56 |
| Count | 400 |

From the above table 4.9 it is clear that the total number of sample selected for the present study was 400. The arithmetic mean scores obtained for the total sample was 60.95 and standard deviation was 6.56

**Percentage distribution of different level in reading skill in English**

**Table 4.10 Levels of reading skill**

|  |  |  |
| --- | --- | --- |
| **Skill of Reading** | **Count** | **Percent** |
| Low | 93 | 23.25 |
| Medium | 229 | 57.25 |
| High | 78 | 19.50 |
| Total | 400 | 100 |

From the table 4.10, it is clear that 23.25% of higher secondary students have low reading skill in English ,57.25% of the higher secondary students have medium reading skill in English and 19.50 % of the higher secondary students have high level of reading skill. This indicates that most of the higher secondary students have medium level of reading skill.

**Comparison of meanscores of skill of reading among higher secondary students based on background variables:**

Comparison of mean scores of metacognition of male and female higher secondary students

Ho6:Null Hypothesis:

There is no significant difference in the mean scores of reading skills of male and female higher secondary students.

**Table 4.11. Gender wise comparison**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Gender** | **Mean** | **SD** | **N** | **t** | **p** | **Remark** |
| Male | 61.14 | 6.32 | 211 | 0.61 | 0.545 | NS |
| Female | 60.74 | 6.82 | 189 |

From the table 4.11 ,the calculated value(t-0.61,p>0.05)is not significant at any level.Therefore the null hypothesis, ‘‘There is no significant difference in the mean scores of reading skills of male and female higher secondary students” is accepted. That is skill of reading of higher secondary students do not statistically differ with their gender.Thus from the results it is confirmed that the mean scores of reading skill of male students is 61.14 which is significantly higher than that of female higher secondary students.

**Comparison of mean scores of skill of reading of rural and urban higher secondary students:**

Ho12:Null Hypothesis:

There is no significant difference in the mean scores of reading skills of rural and urban higher secondary students.

Table 4. 12,Locale wise comparison:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Locale** | **Mean** | **SD** | **N** | **t** | **P** | **Remark** |
| Rural | 60.90 | 6.53 | 252 | 0.19 | 0.85 | NS |
| Urban | 61.03 | 6.63 | 148 |

From the table 4.12 the calculated t value (t-0.19;p>0.05) is not significant at any level. Therefore the null hypothesis, “There is no significant difference in the mean scores of reading skills of rural and urban higher secondary students” is accepted.That is reading skill of higher secondary students do not statistically differ with their locale.From the mean scores it is confirmed that rural and urban higher secondary students possess same reading skill.While comparing the means urban higher secondary students secure more than the rural higher secondary students.

**Comparison of meanscores of skill of reading among Hindu, Christian and Muslim higher secondary students:**

Ho8: Null Hypothesis:

There is no significant difference in the mean scores of reading skills among Hindu,Christian and Muslim higher secondary students.

**Table:4. ,Religion wise comparision**.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Religion** | **Mean** | **SD** | **Source** | **Sum of scores** | **df** | **Mean squares** | **F** | **P** | **Remark** |
| Hindu | 60.40 | 6.88 | Between GP | 81.23 | 2 | 40.61 | 0.94 | 0.390 | NS |
| Christian | 61.39 | 6.03 | Within GP | 17081.77 | 397 | 43.03 |
| Muslim | 60.99 | 7.16 | Total | 17163.00 | 399 |  |

From the table 4.13 ,the calculated value (f-0.94,p>0,05)is not significant at any level.Therefore the null hypothesis, “There is no significant difference in the mean scores of skill of reading among higher secondary students” based on religion is accepted.While comparing the mean squares of skill of reading among higher secondary students based on their religion do not statistically differ.Thus from the results it is confirmed that Hindu, Christian and Muslim higher secondary students possess same reading skills.

**Comparison of mean scores of skill of reading among higher secondary students from different community:**

Ho14:Null hypothesis:

There is no significant difference in the mean scores of reading skills in English of higher secondary students from different community.

**Table 4:1 4,Community wise comparison:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Community** | **Mean** | **SD** | **Source** | **Sum of scores** | **df** | **Mean square** | **F** | **P** | **Remark** | |
| FC | 61.13 | 6.4 | Between GP | 47.43 | 2 | 23.72 | 0.55 | 0.577 | NS |
| BC | 61.12 | 6.49 | Within GP | 17115.57 | 397 | 43.11 |
| MBC | 60.28 | 6.98 | Total | 17163.00 | 399 |  |

From the table 4.14 ,the calculated value of(f-0.55,p>0.577) is not significant at any level.Therefore the null hypothesis, “There is no significant difference in the mean scores of reading skill in English of higher secondary students from different community” is accepted.That is skill of reading of higher secondary students do not statistically differ with their community.From the mean scores it is confirmed that FC,BC,MBC higher secondary students possess same reading skill

**Comparison of mean scores of reading skill in English based on type of school:**

Ho10:Null Hypothesis:

There is no significant difference in the mean scores of reading skill in English of higher secondary students based on their type of the school.

**Table 4. 15:Type of schoolwise comparision**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Type of school** | **Mean** | **SD** | **Source** | **Sum of squares** | **df** | **Mean square** | **f** | **P** | **Remark** |
| Government   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Background characteristics | | Pearson Correlation | P | Remark | | Total |  | 0.073 | 0.145 | NS | | Gender | Male | 0.161 | 0.019 | Sig.at 0.05 level | | Female | -0.015 | 0.838 | NS | | Community | FC | 0.145 | 0.114 | NS | | BC | 0.080 | 0.264 | NS | | MBC | -0.014 | 0.900 | NS | | Religion | Hindu | 0.098 | 0.234 | NS | | Christian | 0.121 | 0.105 | NS | | Muslim | -0.065 | 0.593 | NS | | Locale | Rural | 0.033 | 0.602 | NS | | Urban | 0.161 | 0.051 | NS | | Type of school | Government | -0.053 | 0.577 | NS | | Aided | 0.121 | 0.154 | NS | | Private | 0.144 | 0.082 | NS |   Aided | 60.65 | 6.64 | Between GP | 16.7 | 2 | 8.37 | 0.19 | 0.824 | NS |
| 61.17 | 6.4 | Within GP | 17146.3 | 397 | 43.19 |
|  | | | | 17163.0 | 399 |  |

From the table 4.15, the calculated value(f-0.19;p>0.05) is not significant at any level.Therefore the null hypothesis, “There is no significant difference in the mean scores of reading skill of higher secondary students based on their type of the school”is accepted. That is skill of reading of higher secondary students do not statistically differ with their type of school.From the mean scores it is confirmed that Government, Aided and Private higher secondary students possess same reading skill

**The relationship between metacognition and skill of reading in English based on background characteristics:**

Table4.16 Correlation

There exist negligible correlation between Metacognition and Reading Skill

**CHAPTER V**

**Resume of the study**

The study under investigation is entitled as “Metacognition and Skill of Reading among higher secondary students.

A Sample of 400 students who were in the age group of 13 to 15 years were selected from different schools in kanyakumari district of Tamilnadu. Here the investigator used normative survey method. The technique used for selecting the sample was random sampling.

For collecting data the tools employed were metacognitive inventory scale and proficiency test to measure metacognition and skill of reading and personal data sheet.

The data were subjected to statistical analysis like mean, standard deviation, test of significance (t- test),Pearson moment method(correlation),ANOVA.

**Objectives of the present study:**

1. To construct and validate the Reading skill test.
2. To study the Metacognition of higher secondary students.
3. To study the reading skill of higher secondary students.
4. To compare the mean scores of metacognition of higher secondary students with respect to
   1. Gender
   2. Locality
   3. Religion
   4. Community
   5. Type of the school
5. To compare the mean scores of reading skills of higher secondary students with respect to
   1. Gender
   2. Locality
   3. Religion
   4. Community
   5. Type of the school
6. To study the correlation between meta cognition and reading skills of higher secondary students.

**Hypotheses:**

On the basis of the objectives the following hypotheses have been formulated for the present study.

1. There is no significant difference in the mean scores of meta cognition of male and female higher secondary students.
2. There is no significant difference in the mean scores of meta cognition of rural and urban higher secondary students.
3. There is no significant difference in the mean scores of meta cognition among Hindu, Christian, Muslim higher secondary students
4. There is no significant difference in the mean scores of meta cognition 5among different community higher secondary students
5. There is no significant difference in the mean scores of meta cognition of higher secondary students based on their type of the school.
6. There is no significant difference in the mean scores of reading skills of male and female higher secondary students.
7. There is no significant difference in the mean scores of reading skills of rural and urban higher secondary students.
8. There is no significant difference in the mean scores of reading skills among Hindu, Christian, Muslim higher secondary students.
9. There is no significant difference in the mean scores of reading skills higher secondary students from different community.
10. There is no significant difference in the mean scores of reading skills of higher secondary students based on their type of the school.

***Major findings of the study***

1. There exists no significant difference between male and female higher secondary school students in their mean scores on metacognition. (t = 0.57,t > 0.05)
2. There exists no significant difference between male and female higher secondary school students in their mean scores on skill of reading. (t =0.61, p > 0.05)
3. There exists significant difference between rural and urban higher secondary school students in their mean scores on metacognition. (t =3.42, p<0.01)
4. There exists no significant difference between rural and urban high school students in their mean scores on skill of reading. (t=0.19, p > 0.05)
5. There exists no significant difference among Hindu, Christian, Muslim higher secondary students in their mean scores on metacognition. (F =0.37, p > 0.05)
6. There exists no significant difference among Hindu, Christian, and Muslim higher secondary students in their mean scores on skill of reading. (F = 0.94, p > 0.05)
7. There exists no significant difference among BC, FC, MBC higher secondary school students in their mean scores on metacognition. (F = 0.89, p > 0.05)
8. There exists no significant difference among BC,FC,MBC higher secondary students in their mean scores on Skill of reading (t = 0.55,p >0.05)
9. There exists no significant difference among students from govt, aided and unaided schools in their mean scores on metacognition. (F = 6.48, p < 0.01)
10. There exists no significant difference among students from govt, aided and unaided schools in their mean scores on skill of reading (F = 0.19, p>0.05)

***Conclusion:***

The study is conducted to find out metacognition and skill of reading among higher secondary students.The findings of the study revealed that the higher secondary students from different schools possess medium level of metacognition and skill of reading. There should be nimperative need to enhance their metacognition and skill of reading as these are very essential for the students for their development in studies.The study recommended that the concern teachers in various schools should have take necessary step and training for developing better Metacognition and skill of Reading

**Educational Implications**

1. The students should be encouraged to read books, Journals, English magazines, newspapers and so on to improve reading skill.
2. Lot of language skill activities can be included in the curriculum.
3. Kinesthetic activities must be provided to the students.
4. ESL learning instruction must be based on an understanding of students ’Metacognitive knowledge and must be directed towards helping them to develop their cognitive knowledge.
5. Language class should be made more effective and qualified persons should be appointed to teach English.

**Suggestions for further researches**

Given below are some of the areas where further investigations are contemplated.

1. The present investigation is conducted on higher secondary school students only, it can be college students
2. The geographical area selected was only one educational district namely kanyakumari district of Tamilnadu. This can extended to other district also.
3. Advanced statistical techniques and regression equation could be employed, so that the findings could be more systematic and empirical based.
4. The study is conducted on few dimensions of Metacognition only .It can be extended to study other dimensions also

The investigator hopes that the present investigation will be useful for future researchers in the area and also that the results of the present study will be used to guide students to achieve their motive.

**REFERENCE**

**Books:**

Andrade, Jackie and Mary Jon,(2001).*Cognitive Psychology.*London:Bios scientific Publication

Gupta,P.K.,Anil Gandhi and Bhatnagar, S.S.(2006).Teaching of English Meerut:Surya

*REFERENCE:*

BOOKS:

Agarwal, J.C., (1996).*Educational Research*. An introduction, New Delhi Arys Depot.

Best john.W and James Khan (1990)Research in education.New Delhi:Kilander Prentice hall of India Pvt.ltd.

**Bindu David and Sumod (2011) Reading comprehension in English in relation to achievement motivation. Hyderabad: Neelkamal Publication**

Bose,(1979).Teaching of English a modern approach, New Delhi:Doaba House Publication.

Kohli, A.L.(2006). Techniques of teaching English in the New Millenium. New Delhi: Danpat, Rai Publishing Company.

Kothari C.R(1985)Research Methodology, methods and Techniques. New Delhi: Willay Eastern ltd

Kuhn, Deanna,(1996).Handbook of Chilhood of cognitive Development. :Sage Publications

Rai, Geetha,(2003). *A New Approach to Teaching English. Meerut :*Vinay Rakheja

Publishers.

Sanchdeva, M.S. (2003). *Anew Approach to Teaching English in India. Ludiana: ..Tandan Publications.*

Sharma, R.A. (1998). Advanced Statistical in Education and Psychology. Meerut: Surya Publishers.

Sharma,R.A.(2008). Teaching of English Meerut:Vinay Rakheja Publishers.

**Unpublished Dissertations:**

Asha,A.M. (2010). Proficiency in the skill of writing in English –A study on IX standard English medium student –Unpublished dissertation –Tamil Nadu Teachers Education University.

Rekha.M.R. (2012). Metacognition and proficiency in English Language –A Study on Prospective Teachers –Unpublished dissertation-Tamil Nadu Teachers Education University.

Web Sources:

Collins. (2002).Proficiency. Retrieved on 20th February 2013 from [www.the](http://www.the) freedictionart.com/proficiency.

Halpern, P.F. (1996), “Thought and Knowledge”. [www.amazon.com/s](http://www.amazon.com/s)

.Flavell, (1979). Metacognition. Retrieved on 4th March 2013 from [www.en.wikipedia](http://www.en.wikipedia) .org/Metacognition.

Jacob:Children’s metacognition about reading .Retrieved on 25th April 2013 from <http://scholar.google.co.in>.

Zhijun Wen, (2007). Reading Skills for college students .Retrieved on 4th March 2013 from [www.nflrc](http://www.nflrc) .Lawaii .edu/rfl.

**Journals:**

Shankar and Srinivasan (2010) ,Identifying Reading Difficulties of Standard VIII students in Periyanaieken Palayam.Edutrack,9(11), 37-41.

Ismail Masoud and Naji (2000), Reducing Grammatical Errors Through self-Correction.The Journal of English Language Teaching ,34(4) 5-10

Khan,Intakhad,Allam, (1995).Difficulties in the Learning of English as a second language. The Educational Review,17(2),170.

Reddy,Devaki, (2004) .Vocabulary through games.The Journal of English Language teaching ,11(5),22-23.

Lokanadha Reddy and Shatakumari (2004) .English language learning difficulties: Metacognitive awareness of students.The Jounnal of English Language teaching, 11(5),31-35

Prescilla D’Souza (2010), Developing the skills of Reading Aloud.Edutrack,11(8), 40-42