



Strategies For Developing Metacognitive Behaviours Of Secondary School Students In Reading English Language

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Abstract

Background: In the context of secondary education, where students encounter increasingly complex texts, the ability to engage in metacognitive processes becomes integral for effective comprehension and critical analysis. Acknowledging the challenges students face in employing metacognitive strategies and the pivotal influence of teachers, this research seeks to explore and enhance instructional methods that foster metacognitive development.

Objective: This study aims to investigate, identify, and propose effective strategies for developing metacognitive behaviors among secondary school students in the context of reading English language texts. The objectives include exploring specific challenges faced by students in employing metacognitive strategies, ascertaining the effective metacognitive behaviors observed in students with strong reading comprehension skills, and analyzing the influential role of teachers in shaping students' metacognitive development during English language reading.

Methodology: The study is qualitative type. The reviewed articles helped in gaining a nuanced understanding of the strategies, challenges, and influences associated with developing metacognitive behaviors in secondary school students during English language reading. The combination of empirical studies, case analyses, and reviews contributed to a comprehensive and well-informed exploration of the research theme.

Conclusion: The exploration of strategies for developing metacognitive behaviors among secondary school students in English language reading is poised to significantly impact educational practices. By identifying specific challenges, understanding effective metacognitive behaviors, and analyzing the influence of teachers, this study contributes valuable insights for enhancing instructional methods. The findings hold the potential to

inform educators and policymakers in designing targeted interventions that empower students to navigate the complexities of reading with heightened cognitive awareness. Ultimately, the study aspires to contribute to the cultivation of metacognitive competencies, fostering a generation of secondary school students equipped with the skills necessary for proficient and reflective English language reading.

Keywords: Metacognitive behaviors, Secondary school students, Reading, English language, Strategies, Teacher.

1. Introduction

In the realm of education, fostering metacognitive behaviors among secondary school students is recognized as a pivotal component in enhancing their reading skills, particularly in the context of the English language. Metacognition, referring to the awareness and control of one's thinking processes, plays a crucial role in academic achievement. It is the knowledge of the individual's characteristics, the nature of the cognitive processes to be completed, and the structure of the strategies chosen as a solution to these tasks, is defined as an ability that has a controlling role in monitoring and regulating the individual's cognitive process (Flavell, 1999, p. 22). It is any knowledge or cognitive process that refers to, monitors, or controls any aspect of cognition (Moses & Baird, 1999, p. 533). Metacognition is thinking about thinking or the monitoring and regulation of thinking (PapaleontiLouca, 2014, p. 523). It is "thinking about thinking" or "cognitions about cognitions" (Bruning, Schraw & Norby 2014, p. 79; Gilbert, 2005, p. 15; Hall, Bowman & Myers, 1999, p. 99; Karakelle & Saraç, 2010, p. 46; Tracey & Morrow, 2017, p. 78). Schraw & Sperling Dennison (1994, p. 460) described the metacognition as thinking, understanding, and controlling one's own learning. Metacognition means that one is aware of his/her own thinking processes and can control these processes (Özsoy, 2008, p. 719). Metacognition recognizes what a person is learning by recognizing himself/herself and organizes education and training activities accordingly (Özbay & Bahar, 2012, p. 159). Kuhn & Dean (2004, p. 270) stated that one is aware of his/her thoughts and manages them. Metacognitive behaviors involve thinking about one's thinking, encompassing a range of cognitive processes related to planning, monitoring, and evaluating one's own understanding and performance. It involve the awareness and control of cognitive processes. This includes the ability to set goals, plan strategies, monitor comprehension, and evaluate the effectiveness of one's thinking during various cognitive tasks." - Brown, A. L. (1987). "Metacognition, executive control, self-regulation, and other more mysterious mechanisms." As students engage in reading, the ability to reflect on and regulate their cognitive strategies becomes paramount. This introduction delves into the significance of metacognition in the realm of English language reading and outlines strategies aimed at nurturing these essential metacognitive behaviors among secondary school students. The acquisition of metacognitive skills is instrumental in empowering secondary school students to become more proficient and independent readers. The English language, with its nuanced vocabulary and diverse syntax, demands a higher level of cognitive engagement. Metacognitive behaviors, such as planning, monitoring, and evaluating one's comprehension, enable students to navigate the intricacies of English texts effectively. As students progress through secondary

education, the development of metacognitive competence becomes increasingly critical for success not only in language arts but also in various academic disciplines. The multifaceted nature of metacognition encompasses a range of cognitive processes that go beyond the mere act of reading. Students must learn to set specific goals for their reading tasks, strategically select appropriate comprehension strategies, and continually assess their understanding of the material. In the context of English language reading, this involves not only deciphering the literal meaning of words but also grasping the subtleties of language, context, and literary devices. Thus, metacognitive development becomes a dynamic process that unfolds as students engage with diverse and challenging texts. To cultivate metacognitive behaviors effectively, educators can employ a variety of strategies tailored to the unique needs and developmental stages of secondary school students. Explicit instruction on metacognitive processes, where teachers model and scaffold the thinking skills required for effective reading, provides students with a solid foundation. Additionally, incorporating reflective practices, such as journaling or group discussions, allows students to articulate and refine their metacognitive strategies. By creating an environment that encourages metacognitive awareness, educators can empower students to take ownership of their learning journey in the realm of English language reading. In summary, recognizing the pivotal role of metacognitive behaviors in English language reading, particularly at the secondary school level, underscores the need for intentional instructional strategies. As students become adept at planning, monitoring, and evaluating their cognitive processes, they not only enhance their reading comprehension but also develop valuable skills applicable across various academic domains. This exploration into metacognition sets the stage for a comprehensive examination of strategies aimed at nurturing these cognitive competencies among secondary school students.

1.1.Statement of the Problem

In the realm of secondary education, the development of effective reading skills in the English language is pivotal for academic success. However, students face challenges in employing metacognitive strategies during the reading process. The identification of these challenges constitutes the first dimension of our study. Students, at the secondary level, encounter difficulties in setting clear goals for their reading tasks, monitoring their comprehension, and adapting strategies when faced with challenging or unfamiliar texts. These challenges impede their overall reading proficiency and hinder the cultivation of metacognitive behaviors essential for advanced comprehension. Furthermore, understanding the effective metacognitive behaviors exhibited by students who demonstrate strong reading comprehension skills is critical for informing instructional practices. Proficient readers exhibit a range of metacognitive skills, from purposeful goal-setting and active monitoring of comprehension to flexible application of strategies. Identifying and understanding these behaviors guide educators in designing targeted interventions to nurture these skills in all students. Teachers serve as key facilitators in the learning process, and their impact extends beyond the transmission of content knowledge. This study aims to analyze how teachers, through explicit instruction, modeling, and the creation of a metacognitive-friendly environment, contribute to the development of students' cognitive self-awareness and regulation during reading activities. It seeks to explore the strategies employed by teachers to scaffold

metacognitive development and provide individualized support. By addressing comprehensively, the study aims to contribute valuable insights into the challenges students face, effective metacognitive behaviors, and the role of teachers in fostering metacognitive development during English language reading. Ultimately, the findings of this research endeavor will inform educational practices, providing educators with evidence-based strategies to enhance students' metacognitive skills and, consequently, their proficiency in English language reading. This study entitled as “**Strategies for Developing Metacognitive Behaviours of Secondary School Students in Reading English Language.**”

1.2.The Research Questions

1. What specific challenges do secondary school students encounter when attempting to employ metacognitive strategies during English language reading?
2. What metacognitive behaviors were observed in students who demonstrate strong reading comprehension skills in the English language?
3. How do teachers influence the development of metacognitive behaviors in secondary school students during English language reading?

1.3.Objectives of the Study

The research objectives of the study were delineated below

O₁: To identify specific challenges that students encounter when attempting to employ metacognitive strategies during English language reading.

O₂: To ascertain the effective metacognitive behaviors observed in students who demonstrate strong reading comprehension skills.

O₃: To analyse the influence of teachers in shaping students' metacognitive behaviors during reading English language.

2. The Review of Related Literature

- **Meher, V., Baral, R., & Bhuyan, S. (2021).** A Meta-Analysis on the Effectiveness of Metacognitive Strategies and Interventions in Teaching and Learning Process. *i-Manager's Journal on Educational Psychology*, 14(4), 47. The results of meta-analysis revealed that the effect size for brainstorming was 0.733, 0.885, and 0.508 which reflected large effect and for concept mapping strategy 1.04, 0.97 and 2.38 which represented large effect size. On the other hand, one study for think-aloud strategy indicated 1.12 effect size which is having a large effect, and the remaining two studies indicated 0.443 and 0.24 which revealed a medium effect size. Finally, one of the effect sizes of self-assessment revealed a large effect, i.e. 1.2 and the rest two revealed medium effect i.e. 0.375 and 0.238. The study recommended

promoting and encouraging brainstorming, concept mapping, think aloud and self-assessment in the teaching-learning process as the positive effect while large size effect was found in this process.

- **Teng, F. (2020).** The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *Literacy*, 54(1), 29-39. Results revealed that the young learners could articulate several knowledge factors that influenced their reading. In addition, learners reported a better understanding of the nature and demands of reading, a deeper awareness of metacognitive knowledge in improving reading comprehension and increased confidence in handling reading exercises. The learners also showed enhanced reading performance compared to those in a control group without metacognitive intervention. This study highlights the potential of metacognitive instruction to enhance primary school English learners' reading literacy.
- **Ali, A. M., & Razali, A. B. (2019).** A Review of Studies on Cognitive and Metacognitive Reading Strategies in Teaching Reading Comprehension for ESL/EFL Learners. *English Language Teaching*, 12(6), 94-111. This article provides a review of literature on 27 studies on the teaching of reading strategies (particularly cognitive and metacognitive reading strategies) for ESL/EFL learners, which reveals that ESL/EFL teachers need to keep updating their teaching methods to meet the ESL/EFL students' needs, particularly in the use of correct reading strategies. The authors also highlight some of the main issues that prevent ESL/EFL students from improving and developing their reading comprehension. Furthermore, the authors discuss and conclude the article by suggesting to ESL/EFL teachers some teaching strategies to be applied in the reading lesson to improve the ESL/EFL students' use of reading strategies.
- **Eluemuno, A., & Azuka-Obieke, U. (2013).** The effect of metacognitive skills on performance in English language among senior secondary school students in Anambra State, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(4), 678-685. The study revealed a positive relationship between metacognitive skills and academic performance such that developing metacognitive skills of a student will lead to the improvement of his/her academic performance in English Language. Thus, the need to inculcate the development of metacognitive skills in the school curriculum. This is considered important because of its impact in improving academic performance of students in English Language. The findings of the study may assist educators in developing instructional objectives for a better understanding of the effects of metacognitive skills on academic performance of senior secondary school students.

2.1. Research Gap

There is a dearth of research related to “**Strategies for Developing Metacognitive Behaviours of Secondary School Students in Reading English Language.**” Therefore researcher selected the title for the investigation.

3. Methodology of Study

In conducting a qualitative study focused on the strategies for developing metacognitive behaviors of secondary school students in English readings, the researcher has chosen a methodology that aims to capture the richness, complexity, and contextual details of the subject matter. The review of different articles explored the effectiveness of explicit metacognitive instruction in a secondary school setting. It provides insights into how targeted instruction on metacognitive strategies influences students' reading comprehension skills, offering practical implications for educators. It provided rich narratives and insights into students' metacognitive behaviors, shedding light on their thought processes and challenges. The reviewed articles helped in gaining a nuanced understanding of the strategies, challenges, and influences associated with developing metacognitive behaviors in secondary school students during English language reading. The combination of empirical studies, case analyses, and reviews contributed to a comprehensive and well-informed exploration of the research theme.

4. Analysis and Interpretation

The analysis and interpretation of the study were conducted based on the objectives of the study.

Pertaining to Objective 1:

O₁: To identify specific challenges that students encounter when attempting to employ metacognitive strategies during English language reading.

In the pursuit of effective English language reading comprehension, secondary school students often encounter a spectrum of challenges when attempting to employ metacognitive strategies. Metacognition, characterized by the conscious reflection on one's own cognitive processes, plays a crucial role in shaping reading behaviors. However, navigating the intricacies of metacognitive engagement can be formidable for students. Challenges stem from a lack of awareness regarding the significance of metacognitive strategies, difficulties in setting clear reading goals, inconsistent application of adaptive strategies, and struggles with monitoring comprehension in real-time. Additionally, external factors such as limited metacognitive instruction and a fear of making mistakes further impede the development and application of these cognitive regulatory skills. Understanding the specific challenges students face in employing metacognitive strategies during English language reading is fundamental for educators and researchers seeking to enhance students' reading proficiency and metacognitive competencies.

Students face various challenges when attempting to employ metacognitive strategies during English language reading. These challenges impede their ability to effectively monitor, regulate, and reflect on their own cognitive processes. Here are some specific challenges along with detailed explanations:

Lack of Awareness: Students lack awareness of the importance of metacognition in reading. They might not understand how monitoring their comprehension, setting goals, and adjusting strategies significantly impact their understanding of English language texts. This lack of awareness hinders the initiation of metacognitive processes.

Difficulty in Goal Setting: Setting specific goals for reading tasks were a challenging for students. They struggle to articulate clear objectives, leading to a lack of direction in their reading. Without well-defined goals, students not engage in purposeful metacognitive monitoring and adjustment of strategies.

Limited Strategy Repertoire: Some students possess a limited repertoire of metacognitive strategies. They rely on a single approach, such as decoding words, without considering broader comprehension strategies. A narrow set of strategies hinders adaptability and flexibility in different reading contexts.

Ineffective Monitoring: Students encounter difficulties in monitoring their understanding as they read. Ineffective monitoring manifest as an inability to recognize when comprehension breaks down or a failure to notice inconsistencies in their understanding. This lack of self-awareness can hinder the timely adjustment of strategies.

Inconsistent Strategy Application: Even when students are aware of metacognitive strategies, they struggle with consistently applying them. Factors such as distraction, lack of motivation, or time constraints lead to sporadic use of metacognitive processes, limiting their overall effectiveness.

Overemphasis on Surface-level Understanding: Some students focus predominantly on surface-level comprehension, such as decoding words, without delving into deeper levels of understanding. This limited engagement with the text prevent them from using higher-order metacognitive processes necessary for critical analysis and synthesis.

Cognitive Overload: Engaging in metacognitive processes requires cognitive effort. Students experience cognitive overload when attempting to simultaneously process the content of the text and regulate their thinking. This overload result in decreased efficiency in metacognitive functioning.

Fear of Making Mistakes: Students fear making mistakes or being unable to comprehend the text, leading to avoidance of metacognitive engagement. This fear hinders their willingness to experiment with different strategies and learn from the cognitive challenges they encounter.

Limited Metacognitive Instruction: In some cases, students does not have received explicit instruction on metacognitive strategies. The absence of guidance from teachers in developing these skills leave students without the necessary tools to navigate the complexities of English language reading.

Lack of Reflection: After completing a reading task, students neglect the reflective phase of metacognition. Without reflecting on their reading experience, they miss the opportunity to evaluate the effectiveness of their strategies, hindering the development of a metacognitive feedback loop.

Addressing these challenges requires targeted interventions that focus on raising awareness, providing explicit instruction, and fostering a metacognitive-friendly environment where students feel empowered to engage in thoughtful reflection and regulation of their cognitive processes during English language reading.

Pertaining to Objective 2:

O₂: To ascertain the effective metacognitive behaviors observed in students who demonstrate strong reading comprehension skills.

Students who exhibit strong reading comprehension skills demonstrate a repertoire of effective metacognitive behaviors that contribute to their proficiency in navigating complex texts. Metacognition, encompassing self-awareness and regulation of one's cognitive processes, plays a pivotal role in shaping how these proficient readers approach and comprehend English language materials. This cadre of successful readers engages in purposeful goal-setting, actively monitors comprehension, and adapts their strategies flexibly according to the demands of the text. Proficient readers also demonstrate a keen utilization of prior knowledge, engage in reflective practices such as self-questioning, and exhibit metacognitive awareness of the strategies they employ. Their metacognitive behaviors extend beyond surface-level understanding, encompassing a deeper analysis and synthesis of textual content. Exploring the effective metacognitive behaviors observed in students with strong reading comprehension skills offers valuable insights for educators and researchers seeking to foster these cognitive competencies in all students, ultimately enhancing their overall reading proficiency in the English language. Students who demonstrate strong reading comprehension skills exhibit effective metacognitive behaviors that contribute to their ability to understand and engage with texts. These behaviors involve a combination of strategic thinking, self-awareness, and adaptive approaches to the reading process. Here are some effective metacognitive behaviors commonly observed in proficient readers:

Purposeful Goal Setting: Proficient readers set clear and purposeful goals before engaging with a text. They establish objectives such as extracting specific information, understanding the main idea, or critically analyzing the content. This goal-oriented approach guides their reading strategies.

Active Monitoring of Comprehension: Strong readers continuously monitor their comprehension as they progress through a text. They are attentive to cues that signal understanding or confusion. This active monitoring allows them to identify breakdowns in comprehension and make real-time adjustments to their reading strategies.

Flexible Application of Strategies: Proficient readers possess a diverse repertoire of comprehension strategies and flexibly apply them based on the nature of the text. They use strategies such as predicting, summarizing, questioning, and making connections, adapting their approach to suit different genres and purposes.

Self-Questioning and Reflection: Effective readers engage in self-questioning to deepen their understanding. They ask themselves questions before, during, and after reading, fostering a reflective mindset. This metacognitive behavior encourages active thinking and promotes a deeper connection with the material.

Utilization of Prior Knowledge: Proficient readers draw upon their existing knowledge and experiences to connect with the content of the text. They relate new information to what they already know, facilitating a more meaningful and contextual understanding of the material.

Explicit Strategy Selection: Skilled readers consciously select and apply specific strategies based on the demands of the reading task. Whether employing visualization, inferencing, or other cognitive tools, they make deliberate choices to enhance their comprehension.

Regulation of Reading Speed: Effective readers regulate their reading speed based on the complexity and purpose of the text. They slow down to comprehend intricate passages or speed up for more straightforward information, demonstrating an awareness of the need for varying reading rates.

Monitoring and Adapting to Text Structure: Proficient readers pay attention to the structure of the text, recognizing headings, subheadings, and other organizational features. They use this awareness to anticipate content, make predictions, and navigate the text more efficiently.

Metacognitive Awareness of Strategies: Skilled readers possess metacognitive awareness, understanding the purpose and effectiveness of different comprehension strategies. They articulate why they choose specific approaches and how these strategies contribute to their overall understanding.

Self-Regulation of Attention: Proficient readers demonstrate the ability to maintain focused attention on the task of reading. They minimize distractions, resist the temptation of tangential thoughts, and sustain concentration throughout the reading process.

Monitoring for Inconsistencies and Ambiguities: Effective readers are vigilant in identifying inconsistencies or ambiguities within the text. They pause to clarify confusing passages, ask questions, and actively seek resolution to maintain a coherent understanding of the material.

These metacognitive behaviors collectively contribute to the development of strong reading comprehension skills, allowing students to approach texts with intentionality, adaptability, and a deep awareness of their cognitive processes. Teaching and encouraging these metacognitive behaviors can enhance students' overall reading proficiency.

Pertaining to Objective 3:

O₃: To analyse the influence of teachers in shaping students' metacognitive behaviors during reading English language.

Teachers wield a profound influence in shaping students' metacognitive behaviors during the intricate process of reading in the English language. Beyond the impartation of subject matter, educators serve as architects of cognitive development, guiding students towards a heightened awareness and regulation of their own thinking processes. This influence extends to the cultivation of metacognitive strategies, where teachers play a pivotal role in nurturing students' abilities to set reading goals, monitor comprehension, and adapt strategies

effectively. Through explicit instruction, modeling, and the creation of a metacognitive-friendly classroom environment, teachers can empower students to become active participants in their own cognitive growth. This symbiotic relationship between teachers and students underscores the significance of educators as facilitators of metacognitive development, shaping not only proficient readers but also individuals equipped with the metacognitive tools essential for navigating the complexities of English language reading. Understanding the multifaceted influence of teachers in this context holds substantial implications for refining pedagogical approaches and fostering an environment conducive to the holistic development of students' metacognitive competencies. Teachers play a pivotal role in shaping students' metacognitive behaviors during English language reading. Their influence extends beyond the transmission of content knowledge; they also contribute significantly to the development of students' awareness, monitoring, and regulation of their cognitive processes. Here the detailed explanation of how teachers affects students' metacognitive behaviors in the context of reading were given below:

Explicit Instruction on Metacognition: Teachers provide explicit instruction on metacognitive processes, explaining the importance of strategies such as setting goals, monitoring comprehension, and adjusting reading strategies. By explicitly teaching metacognitive skills, teachers equip students with the knowledge and vocabulary to understand and discuss their own thinking processes.

Modeling Metacognitive Behaviors: Teachers serve as role models by openly demonstrating their own metacognitive behaviors during reading. Through think-alouds, teachers articulate their thinking processes, showing how they set goals, monitor understanding, and adapt strategies. Modeling these behaviors provides students with concrete examples to emulate.

Scaffolding and Guided Practice: Teachers scaffold metacognitive development by providing support and guidance as students learn to apply strategies independently. This involve structured activities, guided practice sessions, or collaborative reading experiences where teachers gradually release responsibility, allowing students to take ownership of their metacognitive processes.

Individualized Instruction and Feedback: Recognizing the diverse needs of students, teachers provide individualized instruction and targeted feedback on metacognitive behaviors. Tailoring guidance to specific strengths and weaknesses helps students refine their strategies and develop a deeper understanding of how to regulate their reading comprehension effectively.

Creating a Metacognitive-Friendly Classroom Culture: Teachers foster a classroom culture that values metacognition. Encouraging open discussions about thinking processes, mistakes, and challenges creates a safe space for students to share and reflect on their metacognitive experiences. This culture promotes a positive attitude toward the development of thinking skills.

Integrating Metacognition Across Subjects: Teachers highlight the transferability of metacognitive skills by integrating metacognitive instruction across various subjects, including English language arts. Emphasizing that these skills are applicable in science, math, and other disciplines reinforces their importance and encourages students to generalize metacognitive practices.

Setting Expectations for Reflection: Teachers explicitly set expectations for reflective practices. This involve assigning reflective journals, prompting students to discuss their reading experiences, or incorporating regular class discussions on metacognitive strategies. This emphasis on reflection deepens students' awareness of their thinking processes.

Providing Tools and Resources: Teachers offer students tools and resources to support their metacognitive development. This include graphic organizers, checklists, or digital platforms that facilitate goal-setting, monitoring, and reflection. Providing these resources empowers students to implement metacognitive strategies independently.

Encouraging Metacognitive Dialogue: Teachers encourage metacognitive dialogue by fostering peer discussions. Collaborative activities, such as partner reading or small-group discussions, allow students to share and compare their metacognitive approaches, promoting a collective understanding of effective reading strategies.

Continuous Professional Development: Teachers themselves engage in continuous professional development to enhance their understanding of metacognition. Staying informed about research on cognitive processes and metacognitive strategies equips teachers with the knowledge to adapt their instructional practices and better support students.

In essence, teachers influence students' metacognitive behaviors by creating a supportive and intentional learning environment. Their role involves not only imparting knowledge but also nurturing students' cognitive self-awareness, helping them develop the skills needed for independent and effective reading in the English language.

5. Conclusion

In conclusion, the study on strategies for developing metacognitive behaviors among secondary school students in reading English language illuminates critical insights into the dynamics of cognitive engagement within the educational landscape. Through a thorough examination of specific challenges faced by students, the research has shed light on the multifaceted nature of metacognitive processes during English language reading. The identification of these challenges serves as a foundational step toward designing targeted interventions that address the nuanced needs of secondary school students, thereby fostering a more conducive environment for the development of metacognitive competencies. Moreover, the study delves into the effective metacognitive behaviors observed in students who demonstrate strong reading comprehension skills. By elucidating these behaviors, educators gain valuable guidance on the cognitive strategies that contribute to advanced comprehension. The findings highlighted the importance of purposeful goal-setting, active monitoring of comprehension, and the flexible adaptation of strategies. Understanding these behaviors provides a blueprint for designing instructional methods that cultivate metacognitive proficiency, empowering students to approach English language texts with a heightened level of cognitive awareness. Additionally, the analysis of the influence of teachers in shaping students' metacognitive behaviors unveils the significant role educators play

in fostering cognitive development. Through explicit instruction, modeling, and the creation of a metacognitive-friendly classroom culture, teachers emerge as pivotal facilitators in the metacognitive journey of secondary school students. This recognition underscored the need for continuous professional development for educators, ensuring they are equipped with the knowledge and strategies to nurture metacognitive competencies effectively. In summation, the study contributes to the broader discourse on metacognitive development in secondary education, offering actionable insights for educators and policymakers. The strategies proposed herein have the potential to transform English language reading instruction, creating an environment where students not only comprehend texts effectively but also become adept at regulating their own cognitive processes. As we navigate the complexities of education, the integration of these strategies stands as a beacon for cultivating a generation of reflective and proficient readers in secondary schools.

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