

Assessment of the Knowledge and the Use of Metacognitive Reading Strategies among ESL Learners

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Metacognitive awareness can be categorised as one of the most influential strategies in developing effective readers. It becomes very useful for university undergraduates as they are expected to involve in extensive reading for their academic activities. Further, this enhances the learner autonomy and critical thinking skills. Hence, the current study aimed to assess the awareness and the use of metacognitive strategies among the selected sample of English as a Second Language (ESL) learners in Sri-Lankan universities. The online survey was carried out as a descriptive cross-sectional study. An online questionnaire developed in English was used to gather data. The questionnaire was shared on social media platforms for a period of two weeks. The questionnaire comprised of two sections, one focused on demographic information, and a separate section was allocated for the Metacognitive Awareness of Reading Strategies Inventory (MARSİ). Informed consent of the participants was obtained before the data collection. The data analysis was performed using SPSS 23.0, including the descriptive statistics, independent sample t-test and Turkey Post hoc test on one-way ANOVA. The majority of the participants were female (62.9%; n=83) Law undergraduates. With regard to the self-evaluation, majority of the study participants (51.5%; n=68) were identified as average readers. The study findings have revealed that the mean values of the GRS, PSS and SRS were at a medium level. Hence, it is recommended to make necessary interventions to understand awareness of metacognitive strategies of reading among university undergraduates. It will also be useful in implementing new strategies in language teaching, planning and helping the students to improve their critical thinking skills and mindfulness.

Keywords: *metacognitive awareness, undergraduates, reading skills*