

The effect of metacognitive and cognitive Strategies upon EFL learner's reading comprehending developments with emphasizing to student's linguality knowledge

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Abstract: Reading comprehension ability is the potency of students that they can grasp the meaning of the written texts and the reading text details and the main ideas. Furthermore, the ability of reading comprehension activated the learners to communicate with the writers. To understand the main ideas of the written texts helps the learner to be aware and to get particular messages from the texts. The metacognitive and cognitive knowledges can help the readers to analyze, to summarize, to judge, and to distinguish the main idea of the reading texts and also the more details about the writer viewpoints to predicate and decision making to monitor the text contents too.

Key words: Metacognitive strategies, cognitive strategies, reading strategy

Introduction

Reading is a complex cognitive activity which is essential for adequate functioning and to gain information in the today's communities. Nowadays, to outburst of researches in SL reading have been focused on readers' strategies.. Research in second language reading suggests that learners use a variety of strategies to assist them with the acquisition, storage, and retrieval of information (Rigney, 1978).Comprehension or reading tactics exhibit how readers to conceive of a task, how they make sense of what they read, and what they do when they do not understand. It is most emphasized in traditional EFL/ESL courses and even today is the focal center of English as a foreign language (EFL) instructions in some countries (Susser& Robb, 1990). Reading skill is an instrument to facilitate the communicative fluency in each of other language skills.

Reiss (1983) contends that "the more our students read, the more they become familiar with the figurative and imaginative dimensions and also creativeness native speakers of the language." The other researchers emphasized upon the importantly about reading and addressed it separately. Rivers (1981) believes that reading is the most important activity in any language class (p. 259). According to Flavell; the metacognitive involves about the active monitoring and subsequent adjusting and controlling of the information processing. For example it includes these elaboration strategies such as the building of connected to the prior knowledges, or memory strategies such as note taking.

According with Pintrich (2000) that combined the function of a discrepancies of self-discipline theorists through a common framework that included the following factors:

1. Forethought, planning and activating
2. To monitor
3. Controlling and self-awareness
4. Apropos reacting and reflecting

The cognitive process is a mental procedure that includes the thinking strategies to solve the problems, decision making, to learn new knowledge and to understand the previous experiments.

English language teaching as a second or foreign language (ESL/EFL) has four basic skills: reading, listening, speaking and writing which have been identified as the four policies in language learning. Reading is considered especially valuable under the foreign language context because it is one main source for students to achieve language content (Ediger, 2001), therefore it is important that students become advanced in the reading process. Alfassi stated that students should "understand the meaning of text, critically to assess the message remember the content, and apply the new-found knowledge flexibly.

Reading strategy

Reading subterfuges which are too much important for what they showed about the way that the readers manage to interact with the text materials and how those strategies are related to reading comprehension developments. The researchers offer a variety of theoretical definitions of reading strategies in the literature, during the past decades. Duffy (1993), and Richards and Renandya (2002, p. 278) stated that reading strategies means, plans for solving problems encountered in constructing meaning. According to Brantmeier (2002) reading strategies are "the comprehension processes that readers use in order to make sense of what they read." According with Garner; reading strategies are essentially deliberate, planned activities used by active learners, over and over to remedy apparent cognitive failure. In the same way, reading strategies are defined by Afferbach, Pearson, and Paris (2008) as: deliberate, goal directed

attempts to control and modify the reader's efforts to decode text, understand word, and construct meanings out of text.

Reading comprehension

Reading comprehension is perpetual developmental strategy that is to receive and to interpret the encoded information of the written texts. In fact it occurs while the readers are extracting and to integrate the different types of text contents and then to combine them with their prior knowledges which have been stored in their memories. It is an active and also a complex procedure in which it involves to understand the reading texts and to interact with them and to interact with the writer's intentions and their purposes to write the text.

Reading to understand

Reading Understanding: According with The R&D Program in Reading Comprehension (RAND Reading Study Group, 2002, p. 11), often referred to as the RAND Report, defined reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text and the purpose of reading."

Student's linguistics knowledge for reading comprehension

There are several differences which affected upon the reading comprehension development between the L1 and the L2 readers that include; the linguistic level, educational proficiencies, the sociocultural and also the institutional differences. There is two types of different characters among the L1 and the L2 readers:

1: linguistic differences

2: processing differences

Linguistic differences: The research results revealed that the L2 readers commenced their reading processes with a different linguistic knowledge resources of the first language readers. Ordinary, the L1 students approximately know around 5000-8000 new words and expressions orally while they have six years old and when their reading abilities are being progressed. During that age, they can store very enrich knowledges of morphology and the syntactic structures of language.

According to Koda (2007):

In contrast with the L1 reading, L2 reading involves two languages. The dual language involvement implies continual interaction between the two languages as well as incessant adjustments in accommodating the disparate demands each language imposes For this reason, L2 reading is cross-linguistic, and thus, inherently more complex than first language reading.

The false cognates or the near cognates had influenced upon the word cognition in the reader mind. Also the linguistic differences; at the discourse, syntactic or the orthographic levels can mislead and misconceptions for the L2 readers particularly at the beginning stages of learning procedures. The L2 readers due to their dominancy upon two language knowledges they have a professional level about to develop a standard level of metalinguistic information which to support their reading comprehension developments.

To process differences: According to that view the professionals or the L2 ones have a very slowly word recognition ability and also a more less accurately ranges about word processing which they leaded to slowing while they began to read. In summary, while L2 readers are limited in linguistic resources and their experiences with their native language may interfere with L2 reading processing, they enjoy the advantage over L1 readers in terms of experience with their native language and the world, as most L2 readers are older in age than L1 readers. Reading researchers are therefore suggested to conduct studies examining the differences and similarities between L1 and L2 reading processes which will inform classroom instructions in reading comprehension. In addition, given linguistic processing, educational, developmental, and sociocultural differences between L1 reading and L2 reading, it is recommended that findings and implications from L1 reading research be examined carefully before it's application to L2 reading research and instruction.

The reading comprehension's relevant models

The models provide a description and representation about the different reading theories to interpret how the reading comprehension process works and to which factors it has been involved. There is two important models: the information processing model and the multiple component model.

Conclusion

Reading is a mental and cognitive process which combined of two abilities: The ability to decode and for comprehension. It is a cognitive ability which helps to learn the new knowledges about the word meanings and structures. The meta-cognitive process helps learner to monitor, self-awareness, to analyze and to control the cognitive ability during reading comprehension.

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