

Lenses on metacognition: Teachers' perceptions toward strategies in reading in a Pakistani context

Mansoor A. Channa^{a, b*}, Zaimuariffudin S. Nordin^a, Insaf A. Simming^b, Ghulam S. Buriro^b

^a *Cognitive Sciences Department, University Malaysia Sarawak (UNIMAS), Sarawak, Malaysia*

^b *Quaid-e-Awam University of Engineering, Science, and technology, Nawabshah, Pakistan*

* Corresponding author. E-mail: mansoor.english@yahoo.com

The research in the field of metacognition for developing reading is not new; metacognition has been used for many years to identify ways to develop students' reading comprehension. Most previous research has addressed either primary or secondary level students. However, notably few studies have been conducted at the undergraduate level. This study has attempted to initiate strategies to assist first-year engineering students in developing their reading abilities within a Pakistani context. The primary objective of this research was to identify what strategies first-year engineering students use in developing their reading at Quaid-e-Awam University of engineering science and technology in Pakistan. This study used qualitative instruments that included semi-structured interviews with teachers and classroom observations during read-aloud sessions. The data were organized through NVivo version 8 for obtaining nodes, codes, and main themes for interpreting the results. The results of this study demonstrated that teachers should use metacognitive strategies for developing students' reading abilities. Findings also revealed that reading strategies, such as text scanning, guesses from contextual clues, drawing on prior knowledge, and using a dictionary, are the most important strategies to use for developing the reading skills and comprehension of engineering students. This study has suggested metacognitive strategies be used for promoting students' reading abilities and that teachers should design and develop more courses using these strategies to enhance the reading and listening skills of engineering students.

Keywords: metacognitive, reading strategies, comprehension development, cognitive

Introduction

This research aimed to investigate the present metacognitive strategies used by teachers from engineering departments in Pakistan to promote reading comprehension. Research on metacognition originated from attempts to develop familiarity with how students learned and believed in metacognitive strategies for the