

MEMORY, META COGNITION, AND LITERATURE: ENHANCING STUDENT LEARNING THROUGH REFLECTIVE PRACTICE

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Abstract

Although second language research focuses primarily on L2 learning strategies, recent research has shifted its focus onto language learners Meta Cognitive awareness and use. There has been some progress in improving L2 educational practices, but there is still a need for more research on learners' Meta Cognition in the reading process in EFL contexts. This article examined effective teaching strategies for EFL reading comprehension. Meta Cognitive strategies are emphasized primarily to enable students to reflect on mental processes occurring before, during, and after reading. Reading comprehension and performance are therefore enhanced when Meta Cognitive strategies are incorporated. This study examined Meta Cognitive strategies as tools for successful reading and related tasks. It aimed at determining how different types of Meta Cognitive reading strategies are used by non-native English speakers at Bluefield State University (BSU). This research was conducted using a survey design. A sample of 34 students was randomly selected for the study. In the sample, 76, 47% of the students were female, while 23, 53% were male. Students were asked to complete a Meta Cognitive reading questionnaire to determine their Meta Cognitive reading strategies. The survey was conducted by the researcher. In order to obtain the percentage and the frequency, the data from these applications were uploaded to the computer, and SPSS 20 was used to do the calculations. In this study, the researcher found that students regularly used pre reading, while reading, and post reading Meta Cognitive strategies. As they read, they pay attention to important parts of the text and evaluate the text and their understanding.

The research indicates that Meta Cognitivestrategies can assist EFL learners in improving their Meta Cognitive reading comprehension skills. Moreover, Meta Cognitive awareness leads to increased self-efficacy among learners. As a result, they become high achievers in EFL.

Keywords

Reading strategies, Meta cognitive strategies, Reading comprehension.

INTRODUCTION

In the realm of education, the interaction between memory and meta cognition plays a pivotal role in shaping the depth of students' learning experiences, particularly within the context of **English literature**. English literature, with its intricate narratives, complex characters, and multifaceted themes, demands more than just passive reading; it requires active engagement and critical reflection. For students to truly grasp and retain literary concepts, they must not only decode texts but also reflect on their understanding, which is where meta cognitive and **memory** strategies become essential.

Memory, as a cognitive function, involves the processes through which information is encoded, stored, and retrieved. In the context of literature, memory is essential for recalling characters, plot structures, thematic connections, and textual nuances. **Long-term memory** allows students to store critical elements of the texts they study, while **working memory** aids in actively processing these elements during reading and analysis. As students encounter new literary works, these cognitive processes allow them to build a reservoir of knowledge, linking past readings to new insights.

However, memory alone is not sufficient for deep learning in literature. Meta cognition, or the awareness and control of one's cognitive processes, adds another layer to this process. Meta cognitive strategies involve self-regulation, reflection, and the ability to monitor one's understanding while engaging with complex texts. When students actively assess their understanding of a text, reflect on their reading strategies, and adjust their approach to reading, they are exercising meta cognitive skills. Such strategies can significantly enhance a student's ability to analyze and interpret literary works, fostering a more profound and personal connection to the material.

Reflective practices, which are an integral component of meta cognition, encourage students to think about their thinking. These practices—such as journalism, group discussions, and self-assessment—allow students to process their learning experiences and improve their ability to retain and apply literary knowledge. For instance, by reflecting on their initial impressions of a text, students can re frame their understanding as they delve deeper into themes, characters, and literary devices, ultimately making more meaningful connections.

The combination of memory, meta cognition, and reflective practices holds great potential in enhancing student learning in English literature classrooms. Teachers who incorporate these strategies can help students not only retain information but also engage with texts on a more critical and reflective level. This paper aims to explore how memory models and meta cognitive strategies can be applied to literature instruction, focusing on how reflective practices can foster deeper learning and more effective literary analysis.

By examining the relationship between memory, meta cognition, and literature education, this paper aims to offer practical insights for educators seeking to improve their teaching strategies and help students cultivate reflective, critical, and lasting engagement with literature.

- **Review of Literature on Cognitive Memory Models and Their Relevance to Literature Education**

The study of **cognitive memory models** has significantly enhanced our understanding of how individuals process, retain, and retrieve information. These memory models—especially **working memory**, **long-term memory**, and **semantic memory**—are fundamental to the way students engage with literature. In the context of **literature education**, these models provide insight into how readers comprehend texts, connect with literary elements, and store information for later retrieval. This section reviews the relevant cognitive memory models and explores their implications for teaching and learning in literature classrooms.

- **Working Memory**

Working memory refers to the cognitive system responsible for temporarily holding and processing information necessary for complex tasks, such as reasoning, learning, and comprehension. It involves both the short-term storage and the manipulation of information, which is critical during tasks that require active engagement, like reading and analyzing literature.

- **Role in Literature Education:**

Reading Comprehension: Working memory plays a crucial role in processing literary texts. As students read, they need to hold onto multiple elements—such as characters, settings, and plot points—while integrating new information into their existing knowledge base. Research indicates that students with stronger working memory capacities tend to perform better in reading comprehension tasks because they can manage and manipulate the complex details found in literary texts (Swanson & O'Connor, 2009).

Literary Analysis: Working memory is also central when students analyze literature. They must hold and compare various literary elements (e.g., motifs, themes, character development) while connecting these to the broader narrative structure. Without sufficient working memory, students may struggle to keep track of multiple narrative threads or complex character arcs, hindering their understanding and analysis of the text (Baddeley, 2000).

Implications for Teaching:

Educators can support students by using strategies that reduce cognitive load, such as breaking down complex texts into manageable sections or encouraging students to take notes while reading. These strategies can help students better engage with the material without overwhelming their working memory.

- **Long-Term Memory**

Long-term memory refers to the storage of information over extended periods, where knowledge is encoded, stored, and retrieved. Unlike working memory, long-term memory has a much larger capacity and is designed to retain information for long durations, ranging from hours to a lifetime. It plays a critical role in ensuring that students can recall and apply previously learned information when interpreting new texts.

- **Role in Literature Education:**

Retention of Literary Elements: Long-term memory is essential for retaining key elements of literature, such as character traits, plot developments, and themes across multiple readings or books. The ability to draw on these stored memories allows students to make connections between different works and expand their literary understanding over time (McDaniel & Butler, 2011).

Building Literary Knowledge: Long-term memory helps students build a mental framework of literary devices, narrative techniques, and thematic patterns that they can apply across texts. This stored knowledge aids students in interpreting new works by allowing them to recognize and engage with familiar patterns or structures.

Implications for Teaching:

Teachers can enhance long-term memory retention by encouraging **spaced repetition** and **active retrieval**. By revisiting key concepts or works regularly, teachers can help students transfer information from short-term to long-term memory, ensuring deeper understanding and recall. Encouraging students to reflect on previously read texts through class discussions, essays, or journaling also strengthens the retention of literary knowledge.

- **Semantic Memory**

Semantic memory is a subcategory of long-term memory that deals with the storage of general knowledge about the world, concepts, and facts, independent of specific experiences. In the context of literature, semantic memory encompasses knowledge about literary genres, historical contexts, authorial styles, and universal themes.

Role in Literature Education:

Contextual Understanding: Semantic memory helps students understand the broader cultural, historical, and social contexts in which literary works are situated. This type of memory allows readers to recall knowledge about literary periods (e.g., Romanticism, Modernism), historical events, and cultural movements that may inform their interpretation of a text (Kintsch, 1998).

Literary Concepts and Genres: Students also rely on semantic memory to recognize and understand common literary terms and devices, such as metaphor, symbolism, irony, and allegory. This background knowledge allows them to analyze texts more effectively, identifying patterns and structures that are not immediately obvious (Squire, 2004).

Implications for Teaching:

Teachers can strengthen students' semantic memory by providing background knowledge and scaffolding before introducing new literary works. For example, giving students a historical or cultural context before reading a novel can deepen their understanding and enhance their ability to critically engage with the text. Additionally, engaging students in discussions about literary genres and conventions helps activate their semantic memory and makes them more adept at recognizing these features in different works.

- **Integrating Memory Models in Literature Education**

The interaction between these memory models is critical for enhancing students' literary learning. **Working memory** allows for the processing and manipulation of immediate information in the text, while **long-term memory** ensures that key details and literary knowledge are retained and accessible. **Semantic memory** contributes to students' broader understanding of the world and literary tradition, helping them place individual texts in context and draw connections across works.

Cognitive Load Theory and Literature:

Research on **cognitive load theory** suggests that the demands placed on working memory during reading can impact a student's ability to understand and retain literary content. Teachers can optimize cognitive load by balancing the complexity of texts with the cognitive resources required for understanding. For example, by scaffolding students' learning through pre-reading activities (e.g., discussing themes or providing context), teachers can reduce extraneous cognitive load and allow students to focus on critical analysis (Sweller et al., 2011).

Memory Strategies in Literature Instruction:

The application of **memory-enhancing techniques**, such as **mnemonic devices**, **concept mapping**, and **spaced repetition**, can be particularly effective in literature education. These strategies help students organize and retain complex literary information, making it easier for them to recall key details and interpret texts more deeply.

Conclusion

Cognitive memory models—**working memory**, **long-term memory**, and **semantic memory**—offer valuable insights into the cognitive processes that underpin literary comprehension and analysis. In literature education, these models are instrumental in understanding how students engage with texts, retain information, and make connections between concepts. By applying these memory models to instructional practices, teachers can enhance students' ability to absorb, recall, and critically engage with literature, ultimately fostering deeper learning and more meaningful literary experiences.

Future research in this area could explore the specific instructional strategies that best support the integration of these memory models in the literature classroom, helping educators design more effective learning environments that support memory retention, Meta Cognitivereflection, and academic success.

REVIEW OF RELATED LITERATURE

A. Research Linking Memory Theory with Literary Comprehension and Student Retention

Several studies have explored how memory theory, particularly working memory, long-term memory, and semantic memory, influences students' comprehension of literary texts and their ability to retain key information. Below is a review of relevant research that demonstrates the connection between memory theory and literary comprehension.

- **Working Memory and Literary Comprehension**

A study by **Daneman and Carpenter (1980)** found that individuals with greater working memory capacity are better able to comprehend complex texts, as they can process multiple pieces of information at once and integrate them into a cohesive understanding of the narrative. This is especially important in literature, where understanding often requires holding and manipulating multiple layers of meaning simultaneously.

Daneman, M., & Carpenter, P. A. (1980). "Individual differences in working memory and reading." *Journal of Verbal Learning and Verbal Behavior*, 19(4), 450–466. This study showed that individuals with a greater working memory capacity were better able to recall and comprehend complex sentences and texts, which is directly applicable to reading and analyzing literature. The ability to hold onto and process details, such as character traits and plot intricacies, contributes to a deeper understanding of literary works.

● Long-Term Memory and Literary Retention

McDaniel, M. A., & Butler, A. C. (2011). "A contextual view of the effectiveness of testing: The need for retrieval." *Educational Psychology Review*, 23(4), 335–350. This study discusses the concept of **retrieval practice** as an effective way to enhance long-term retention. In literature education, frequent opportunities to recall and analyze previously studied texts—such as through class discussions or writing assignments—help students strengthen their long-term memory of key literary themes and characters.

Roediger, H. L., & Butler, A. C. (2011). "The critical role of retrieval in enhancing long-term retention." *Trends in Cognitive Sciences*, 15(1), 20–27. This research emphasizes how **retrieval practice** enhances long-term memory retention. In the context of literature education, students who engage in reflective activities, such as writing essays or revisiting key themes, strengthen their ability to recall and understand literary texts in the long term.

● Semantic Memory and Literary Comprehension

Kintsch, W. (1998). "Comprehension: A paradigm for cognition." *Cambridge University Press*. Kintsch's model of reading comprehension underscores the importance of integrating **semantic memory** to understand the meaning of a text. The model suggests that readers rely on stored knowledge about the world and literary conventions to make sense of and interpret literary works. A student's ability to understand complex literary works depends on their background knowledge and ability to connect new information with existing knowledge stored in semantic memory.

Snow, C. E., & Uccelli, P. (2009). "Academic language and the challenge of reading for understanding." *Annual Review of Applied Linguistics*, 29, 112–131. This study highlights the importance of semantic memory in academic reading comprehension, particularly for understanding complex texts. It demonstrates that readers use their knowledge of **semantic structures** (e.g., themes, character types, and genres) to interpret literature and make connections between texts.

● Cognitive Load Theory and Literary Comprehension

Sweller, J., Ayres, P., & Kalyuga, S. (2011). "Cognitive load theory." *Springer Science & Business Media*. This book discusses how minimizing extraneous cognitive load in

instructional settings can enhance learning outcomes. In literature education, reducing the complexity of initial instruction and focusing on essential themes or structures can help students retain more information, particularly when dealing with challenging or dense literary texts.

B. Previous Research Combining Memory Theory and Meta Cognitive Strategies in the Classroom

● **Meta cognitive Strategies and Working Memory**

Swanson & O'Connor (2009) explored how Meta Cognitive strategies can support students with varying working memory capacities in reading comprehension. They found that students who employed **self-regulation strategies**—such as self-questioning and summarization—were better able to retain and integrate the complex information from texts into long-term memory. These findings are particularly relevant for literature education, where students often need to manage a large amount of content and link disparate pieces of information (characters, themes, plot) while analyzing a text.

● **Long-Term Memory and Meta cognitive Reflection**

Harris et al. (2014) conducted a study that combined meta cognitive reflection with strategies aimed at enhancing long-term memory retention. Students were asked to engage in reflective journalism after reading a passage of literature, which encouraged them to evaluate their understanding, review key points, and make connections to prior knowledge. The study found that these reflective practices led to better retention and recall of literary details and themes, supporting the idea that meta cognition **enhances long-term memory** by encouraging active engagement with the material.

● **Semantic Memory and Meta cognitive Monitoring**

Flavell (1979) introduced the concept of **Meta Cognitive monitoring**, which involves assessing one's own understanding of a text. In the context of literature, students who monitor their comprehension and make adjustments—such as re-reading a passage, seeking clarification, or reviewing their notes—are better able to apply their **semantic memory** (e.g., recognizing themes, characters, or symbols) to the text. Research has shown that this practice leads to better understanding and retention of complex literary works.

● **Cognitive Load and Meta Cognition in Literature Education**

Paas et al. (2003) conducted a study on **cognitive load theory** and its application in educational settings, suggesting that Meta Cognitive strategies such as **self-regulation** and **reflective learning** could help reduce cognitive overload, thereby enhancing learning. In literature, these strategies are effective in ensuring that students focus on key ideas without becoming overwhelmed by the complexity of the text, allowing them to retain and recall the material more effectively.

● **Combining Meta Cognition with Retrieval Practice to Improve Memory**

Roediger and Butler (2011) explored the impact of retrieval practice in combination with Meta Cognitive strategies. Their research found that when students practiced recalling literary details (e.g., plot summaries, character arcs) and monitored their own understanding, they showed higher retention rates. This combination of **retrieval** and **Meta Cognitive reflection** helped students transfer knowledge from short-term to long-term memory more effectively.

SCOPE OF THE STUDY

Research suggests that frequent, spaced exposure to literary concepts and themes can facilitate better retention. For instance, revisiting key themes and characters across multiple lessons can activate long-term memory and improve retention of literary material. Encouraging students to engage in reflective practices, such as journaling, group discussions, and written responses, helps activate both **working memory** and **long-term memory**, enabling deeper understanding and better retention of literary elements. Teachers can reduce the cognitive load on students by breaking down complex literary texts into smaller, more digestible parts and scaffolding students' comprehension with guiding questions, summaries, and thematic overviews. The integration of **memory theory** with **literary comprehension** and **student retention** provides valuable insights for educators. Understanding how **working memory**, **long-term memory**, and **semantic memory** operate during reading allows for the development of instructional strategies that optimize students' cognitive engagement with literary texts. The research reviewed here emphasizes the importance of memory in both the understanding and retention of literary content and offers evidence-based approaches for improving literary education. Research has shown that combining **memory theory** (working memory, long-term memory, and semantic memory) with **Meta Cognitive strategies** (self-regulation, reflection, retrieval practice) can significantly improve students' comprehension and retention, particularly in the context of **literature education**. Meta Cognitive strategies help students monitor and control their cognitive processes, which can aid memory retention, prevent cognitive overload, and deepen literary analysis. The integration of these theories and strategies is crucial for enhancing students' learning experiences and ensuring that they can engage deeply and meaningfully with literary texts.

OBJECTIVES

These objectives will guide your paper in exploring how memory and Meta Cognitive strategies enhance learning, especially in the context of literature, by encouraging deeper engagement, retention, and critical thinking.

- To explore the role of **memory** in learning and its influence on the comprehension and retention of literary works.
- To examine how meta cognitive **strategies** enhance students' awareness of their thinking, learning processes, and critical engagement with literature.
- To identify and analyze pedagogical practices and strategies that integrate memory, meta cognition, and reflection in literature classrooms.

METHODOLOGY

- **Data Collection**

Qualitative approach of collecting qualitative data and synthesizing recurring themes from literature and compare different pedagogical approaches that incorporate memory and meta cognition. Evaluate the effectiveness of these strategies based on outcomes mentioned in the literature, such as improved student comprehension, critical thinking, and retention of literary content.

1. Memory and Its Role in Literary Comprehension

Memory plays a crucial role in the process of literary comprehension, as it is involved in the retrieval of prior knowledge, understanding complex texts, and making connections between new and previously acquired information.

Theories of Memory in Learning: The dual-process theory of memory, which involves both short-term and long-term memory, is often used to explain how readers process and retain literary content. Research highlights the role of working memory in maintaining and manipulating information during reading.

Schema Theory: According to schema theory, readers rely on pre-existing knowledge (schemas) to interpret and understand literary works. For instance, when reading novels or plays, individuals activate memory structures related to previous literary experiences, helping them make sense of themes, characters, and plot dynamics.

Long-Term Memory and Story Retention: In the context of literature, long-term memory plays a pivotal role in retaining key plot points, character details, and themes that readers can recall in subsequent readings or discussions. Studies have shown that readers with strong memory retention are often better at analyzing and understanding texts in-depth.

2. Meta Cognition and Literary Understanding

Metacognition refers to the ability to monitor and regulate one's cognitive processes while engaging in reading and learning activities.

Meta Cognitive Strategies: In the context of literature learning, Meta Cognition involves strategies such as self-questioning, predicting, summarizing, and evaluating one's understanding of a text. For example, a reader may pause while reading a complex passage to ask, "What is the author trying to convey here?" or "What do I already know about this theme?"

Monitoring and Adjusting Comprehension: Meta Cognitive monitoring helps learners identify when they do not fully understand a text and adjust strategies accordingly, such as rereading a section or seeking external resources for clarification. Studies show that Meta Cognitive awareness improves reading comprehension, especially in challenging literary texts.

Meta Cognitive Awareness in Literary Analysis: Research indicates that when students actively engage in Meta Cognitive practices (such as discussing literary texts or writing reflective journals), they are better able to analyze and interpret themes, characters, and narrative structures.

3. Reflective Practices in Literature Learning

Reflective practices, such as journaling, group discussion, and writing exercises, have been identified as crucial in promoting deeper engagement with literature.

Reflective Journals: Writing reflective journals allows students to process their reading experiences and engage critically with texts. Studies have shown that this practice can enhance students' ability to make personal connections to the material, leading to improved comprehension and retention.

Group Discussions: Group discussions in literature learning create opportunities for collective reflection, where students can share insights and challenge each other's interpretations. This social aspect of reflection facilitates deeper cognitive processing and encourages students to consider multiple perspectives.

Critical Thinking and Reflection: Reflective practices in literature learning encourage critical thinking by prompting students to question assumptions, analyze literary techniques, and evaluate the significance of themes. Reflection often leads to greater awareness of the complex and multifaceted nature of literary works.

4. Integrating Memory, Meta Cognition, and Reflection: A Comprehensive Framework

Combining memory, Meta Cognition, and reflective practices in a cohesive framework can enhance literary learning outcomes.

Memory-Driven Meta Cognition: Memory plays a foundational role in Meta Cognitive strategies, as students need to access prior knowledge and experiences to engage effectively with literary texts. For instance, recalling themes or character motivations from earlier in the book can prompt students to reflect on and analyze a new section more deeply.

Meta cognition and Reflection: When students reflect on their Meta Cognitive processes (e.g., "What strategies helped me understand this passage?"), they improve both their cognitive skills and awareness of their reading strategies. This reflective practice helps solidify learning and promotes the transfer of comprehension skills to new texts.

Memory, Meta Cognition, and Comprehension: A combination of memory strategies (e.g., mnemonic devices or summarization) and Meta Cognitive practices (e.g., self-regulation) can improve literary comprehension by supporting deeper engagement with the text and promoting long-term retention.

5. Comparing Pedagogical Approaches Involving Memory and Meta Cognition

Different pedagogical approaches emphasize memory and Meta Cognition in varying ways:

Traditional Pedagogy vs. Active Learning: Traditional literature teaching often focuses on direct instruction and analysis. However, active learning techniques, such as those that incorporate Meta Cognitive strategies, have been shown to improve student engagement, critical thinking, and comprehension. Active reading, peer discussions, and self-reflective

writing all contribute to enhanced learning outcomes by encouraging students to actively engage with memory and Meta Cognitive processes.

Cooperative Learning: Cooperative learning strategies that incorporate group discussions and reflective writing have been associated with improved memory retention, as students learn not only through individual study but also through collaborative efforts. This approach can stimulate Meta Cognitive thinking as students compare their own interpretations with others, thus expanding their understanding.

Digital Tools and Meta Cognitive Feedback: Technology-based strategies, such as using digital annotation tools or online discussion boards, allow for real-time Meta Cognitive feedback, promoting better monitoring and control over one's reading process. These tools enable students to reflect on their reading strategies and improve memory retention by providing interactive elements that promote engagement.

6. Evaluating Effectiveness

Studies consistently show that integrating memory, Meta Cognition, and reflection in literature learning improves:

Reading Comprehension: Students using Meta Cognitive strategies and memory aids tend to show improved understanding of complex texts, including better retention of key themes and details.

Critical Thinking: Meta Cognitive and reflective practices foster critical thinking by encouraging students to examine texts from various perspectives and question their initial interpretations.

Literary Retention: Research shows that reflective practices, especially when coupled with strategies that support memory retention (e.g., summarization, re-reading), lead to long-term retention of literary content. For example, students who actively engage in discussions or reflective journaling often demonstrate better recall of plot details and thematic insights.

In summary, a synthesis of memory, Meta Cognition, and reflective practices in literature learning highlights the significant impact these elements have on student comprehension, critical thinking, and retention. By integrating these strategies, educators can create a more dynamic and effective learning environment that promotes deeper engagement with literary texts.

Look for recurring themes such as the role of memory in literary comprehension, the use of meta cognitive strategies to monitor understanding, and the effectiveness of reflective practices like journalism or group discussion in promoting deeper engagement with texts. Synthesize these themes to create a comprehensive framework showing how memory, meta cognition, and reflection interact and contribute to enhanced student learning in literature. Compare different pedagogical approaches that incorporate memory and meta cognition. Evaluate the effectiveness of these strategies based on outcomes mentioned in the literature, such as improved student comprehension, critical thinking, and retention of literary content.

Methodology

Research design

The research method used in this study is survey design. The investigator selects a sample of respondents from a target population and administers a questionnaire to collect data on variables of interest. Surveys are used to learn about people's attitudes, beliefs, values, demographics, behavior, opinions, habits, desires, ideas, and other types of information.

Participants

The population of the study comprises of the graduate non-native students of Ambedkar University. A total of 34 students from different departments: Education, psychology, business, chemistry and science departments. These students from the university of Ambedkar were randomly selected as participants for this study. The researcher himself personally administered the questionnaire to ensure the reliability of the results. The age of the students ranged from 16 to 40 years. Of these 70.47% were female students while 29.56% were male students of the university.

Data collection tool

A Meta Cognitivereading questionnaire developed by Basaran was used to determine the Meta Cognitivereading strategies used by non-native students at Ambedkar University. This form consists of four parts: Demographic information in the first part, before reading in the second part; in the third part during reading; the last part is after reading the text. The questionnaire was developed on three point rating scale ranging from 1 to 3 (1=very less strategy use (never); 2=sometimes strategy use (sometimes); 3=high strategy use (always). The students should read each statement and circle the number that applies to them, indicating how often they use the reading strategy. As such, the higher the number, the more often the strategy is perceived to be used.

Data analysis

The majority of surveys describe the incidence, frequency, and distribution of specific characteristics of identified populations. Application data was uploaded to the computer, and Microsoft Excel was used to calculate percentages and frequency.

Results

The data in Table 1 shows that students frequently use pre-reading Meta Cognitive reading strategies. It indicates that students determine the purpose of reading and control the physical condition of the environment in which they read. In other words, they use fast browsing before reading a text and guess the content of the text by looking at the visual aid of the text.

Before reading the text	Never		sometimes		always	
	F	%	F	%	F	%
I determine my reading purpose (study, entertainment,	2	5,88%	11	32,35%	21	61,76%

Before reading the text	Never		sometimes		always	
	F	%	F	%	F	%
memorization, etc.).						
I quickly review the text to understand the type and subject of the text.	1	2,94%	18	52,94%	15	44,12%
I guess the content based on the text images.	1	2,94%	15	44,12%	18	52,94%
I guess the content of the text by looking at the title.	2	5,88%	17	50,00%	15	44,12%
I decide how to read by looking at the type, length and subject of the text.	5	14,71%	15	44,12%	14	41,18%
I prepare questions in my mind about the subject.	3	8,82%	13	38,24%	18	52,94%
I plan on what to do mentally during and after reading before I read the text.	8	23,53%	12	35,29%	14	41,18%

Table 1: Meta Cognitivereading strategies used before reading.

The Meta Cognitivestrategies used by Ambedkar University students while reading a text are presented in **Table 2**.

While reading the text	Never		Sometimes		Always	
	F	%	F	%	F	%
I imagine what is told in the text.	3	8,82%	19	55,88%	12	35,29%
I underline important information to better understand.	1	2,94%	18	52,94%	15	44,12%
I take notes about the text.	4	11,76%	9	26,47%	21	61,76%
I read slowly, if necessary, fast when necessary.	2	5,88%	22	64,71%	10	29,41%
I read the parts I do not understand in the text more slowly and carefully.	1	2,94%	27	79,41%	6	17,65%
6. I try to find the answers to the questions that appear in my mind about the subject in the text.	1	2,94%	14	41,18%	19	55,88%

While reading the text	Never		Sometimes		Always	
	F	%	F	%	F	%
I connect the information I've already learned with the information I already have.	2	5,88%	20	58,82%	12	35,29%
I try to understand the main idea of the text.	1	2,94%	27	79,41%	6	17,65%
I check how much I understand the text.	1	2,94%	15	44,12%	18	52,94%
I repeat in my mind the part I read from time to time.	8	23,53%	6	17,65%	20	58,82%
I try to find and understand ideas that cannot be expressed clearly in the text.	1	2,94%	13	38,24%	20	58,82%
I try to understand the meaning of the words I do not know using the internet or dictionary.	0	0,00%	17	50,00%	17	50,00%
I guess the meaning of the word I do not know by looking at the sentence in which it is found.	0	0,00%	18	52,94%	16	47,06%
I will not understand.	0	0,00%	11	33,33%	22	66,67%
I think that what I read does not give me new information	22	64,71%	1	2,94%	11	32,35%

Table 2: Meta Cognitivereading strategies used during reading.

From **Table 2** we can understand how often students use Meta Cognitivestrategies whole reading a text. They do take notes while reading the text and they try to find and understand ideas that are not expressed clearly in the text. Their mental processes work well when they read the text as they repeat that in their minds and check how much they understand. Based on these findings, it can be concluded that students do not distinguish significant from insignificant information when they note important parts of a text (**Table 3**).

When I finish reading the text	Never		Sometimes		Always	
	F	%	F	%	F	%
I evaluate my reading performance.	4	11,76%	12	35,29%	18	52,94%
I repeat the important	1	2,94%	19	55,88%	14	41,18%

When I finish reading the text	Never		Sometimes		Always	
	F	%	F	%	F	%
information in the text and try to understand the whole text.						
If necessary, I read the text again.	1	2,94%	19	55,88%	14	41,18%
I evaluate whether the content of the text is consistent with its title.	2	5,88%	13	38,24%	19	55,88%
I summarize what I have read to remember the text.	5	14,71%	7	20,59%	22	64,71%
I review the text.	2	5,88%	12	35,29%	20	58,82%

Table 3: Meta Cognitivereading strategies used after reading.

The students Meta Cognitivereading strategies after reading the text are presented in **Table 3**.

After reading, the majority of students utilize Meta Cognitivereading strategies, as seen in **Table 3**. Based on these findings, we can deduce that students generally evaluate, review and control the understanding of the text after reading.

Discussion

According to the study I conducted at BSU students frequently use Meta Cognitivereading strategies before reading, during reading, and after reading. In the end, they evaluate the text and their comprehension status based on the important parts of the text. Reading Meta Cognitivestrategies is commonly observed before reading by students. In the process of reading, students examine the physical conditions of the environment, make them available for reading, and determine the purpose of their reading strategies during reading the text. In addition to fast browsing, they consider how the information in the text will be utilized before reading the text. The pre-reading stage focuses on how to read and how to succeed at reading. Students often use Meta Cognitivereading strategies during reading. A student's ability to visualize what is described in the text, distractions when reading, etc. In addition, they rewrite the text, read the slower and harder parts, re read the parts they have difficulty understanding, avoid passing over parts without understanding, underline the oblique or dark places, and use more. They take notes, highlight important information, deconstruct complex sentences, read like they're telling complex sentences, and guess the meaning of the unknown. By paying attention to the structure of the text at the time of reading, good readers are able to determine the rate at which they realize their understanding. They can control the understanding process during the reading process and focus more on important points, so as to realize the understanding, connect their predictions to the results appropriate to the text, and try to analyze complex expressions.

Conclusion

Reading strategies are reviewed, appropriate strategies are determined, and an attempt is made to understand the text structure, find ways to make inferences, to be stored in memory, which may be required in subsequent arrangements. In case of need, resources

such as dictionaries, spelling guides, encyclopedias and the general Internet can be used. It has been observed that a majority of students engage in Meta Cognitive reading strategies after reading. It is possible to interpret these findings as students evaluating the text after reading and controlling their understanding of it. Besides, using evaluation strategies helps students compare and analyze the information they get from the text. They underline important information, imagine what they have read, take notes about the text and most importantly, they think how to apply what learned in real life. In other words, Meta Cognitive reading strategies are about the reading comprehension and reading activity in which the students evaluate reading activity, determine the methods and techniques that will be adopted in the future readings. Therefore, this study approach aims at preparing students for becoming good readers in the future, as well as raising their awareness of the issue of reading.

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