Vol 5 Issue 9 June 2016

ISSN No : 2249-894X

Monthly Multidisciplinary Research Journal

Review Of Research Journal

Chief Editors

Ashok Yakkaldevi
A R Burla College, India

Ecaterina Patrascu
Spiru Haret University, Bucharest

Kamani Perera
Regional Centre For Strategic Studies,
Sri Lanka

Welcome to Review Of Research

RNI MAHMUL/2011/38595 **ISSN No.2249-894X**

Review Of Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

Regional Editor

Manichander Thammishetty
Ph.d Research Scholar, Faculty of Education IASE, Osmania University, Hyderabad.

Advisory Board

Kamani Perera
Regional Centre For Strategic Studies, Sri Lanka

Ecaterina Patrascu
Spiru Haret University, Bucharest

Fabricio Moraes de AlmeidaFederal
University of Rondonia, Brazil

Anna Maria Constantinovici
AL. I. Cuza University, Romania

Romona Mihaila
Spiru Haret University, Romania

Delia Serbescu
Spiru Haret University, Bucharest, Romania

Xiaohua Yang
University of San Francisco, San Francisco

Karina Xavier
Massachusetts Institute of Technology (MIT), USA

May Hongmei Gao
Kennesaw State University, USA

Marc Fetscherin
Rollins College, USA

Liu Chen
Beijing Foreign Studies University, China

Mabel Miao
Center for China and Globalization, China

Ruth Wolf
University Walla, Israel

Jie Hao
University of Sydney, Australia

Pei-Shan Kao Andrea
University of Essex, United Kingdom

Loredana Bosca
Spiru Haret University, Romania

Ilie Pintea
Spiru Haret University, Romania

Mahdi Moharrampour
Islamic Azad University buinzahra Branch, Qazvin, Iran

Titus Pop
PhD, Partium Christian University, Oradea,
Romania

J. K. VIJAYAKUMAR
King Abdullah University of Science & Technology,Saudi Arabia.

George - Calin SERITAN
Postdoctoral Researcher
Faculty of Philosophy and Socio-Political Sciences
Al. I. Cuza University, Iasi

REZA KAFIPOUR
Shiraz University of Medical Sciences
Shiraz, Iran

Rajendra Shendge
Director, B.C.U.D. Solapur University, Solapur

Nimita Khanna
Director, Isara Institute of Management, New Delhi

Salve R. N.
Department of Sociology, Shivaji University, Kolhapur

P. Malyadri
Government Degree College, Tandur, A.P.

S. D. Sindkhedkar
PSGVP Mandal's Arts, Science and Commerce College, Shahada [M.S.]

Anurag Misra
DBS College, Kanpur

C. D. Balaji
Panimalar Engineering College, Chennai

Bhavana vivek patole
PhD, Elphinstone college mumbai-32

Awadhesh Kumar Shirotriya
Secretary, Play India Play (Trust),Meerut (U.P.)

Govind P. Shinde
Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai

Sonal Singh
Vikram University, Ujjain

Jayashree Patil-Dake
MBA Department of Badruka College Commerce and Arts Post Graduate Centre (BCCAPGC),Kachiguda, Hyderabad

Maj. Dr. S. Bakhtiar Choudhary
Director,Hyderabad AP India.

AR. SARAVANAKUMARALAGAPPA UNIVERSITY, KARAIKUDI,TN

V.MAHALAKSHMI
Dean, Panimalar Engineering College

S.KANNAN
Ph.D , Annamalai University

Kanwar Dinesh Singh
Dept.English, Government Postgraduate College , solan

More.....

ISSN: 2249-894X Impact Factor : 3.1402(UIF) Volume - 5 | Issue -9 | June - 2016

Review Of Research

AN EXPERIMENTAL STUDY OF ENHANCING STUDENTS' ACHIEVEMENTS IN ENGLISH THROUGH METACOGNITIVE AND ATTENTION STRATEGIES

K. Mohan
Ph.D., Research Scholar in Education , Karpagam University, Coimbatore .

Co - Author Details :

K. V. Jeevarathina
Professor & Head Dept. of Education Karpagam Academy of Higher Education , Coimbatore .

ABSTRACT

This study aims to develop appropriate metacognitive and attention strategies to enhance the level of students achievements in English. An experimental design has been adopted. "Metacognitive and attentuin" strategies are the independent variables and achievement in English is the dependent variable. The execution consists of six phases spread over 10 weeks. 47 standard 12 of a local school were the sample selected for the study. Three tools were developed and validated to assess Metacognitive and attention strategies and achievement in English. The data for metacognitive and attention strategies and achievements in English on pre, progeressive and Post Test were collected and computed for analysis. Gradual increase in the dependent variable via., Students achievement in English from initial assessment to final assessment indicates the influence of independent variable namely Metacognitive and attention strategies.

KEYWORDS :Metacognition, Attention, Achievement in English – Strategies

INTRODUCTION

The role of teaching – Learning English is the most important in the Process of development and transformation of society. The main challenge of teaching is to help students develop skills which

will not become obsolete – Metacognitive strategies are one set of such skills.

They facilitate "learning to learn" indentified as essential for the twenty first century. (Saravanakumar, Ar.2005). They will enable students successfully cope with new situations. Teachers and school library / Media specialists and the wealth of resources facilitates the development of good thinkers who will be successful problem – Solvers and life – long learners. (Yuruk, et all 2003). Metacognitive strategies are indispensable for identifying and selecting from the vast wealth of information that is readily available today.

In general cognitive strategies have been more successful in increasing sustained voluntary attention in classroom settings than approaches that assume a passive learner

(Saravanakumar, Ar.2012) Research on active learning, motivation and cognitive strategies have produced effective tools for classroom teaching and learning process.

Students' Achievements in English is also a function of the teachers capacity to create a rich and multidimensional environment for deprived children. Effective teaching depends on the methodology and technology of teaching. Teaching is process in which the teachers and students create an interactive environment, in such a way the students become effective and productive learners. (Beeth, et.al, 2003) Information constantly reaches our brain. When and how is it stored in our long term memory? How can teachers take advantage of the processes to help students retain the information and recall it when ever needed (Saravanakumar, AR., 2013) These are possible only by a teacher who can harness metacognitive and attention strategies in the teaching – learning process. So this study aims to develop appropriate metacognitive and attention strategies on enhancing students achievements in English and validate them

OBJECTIVES OF THE STUDY

1.To identify the problems experienced by students in learning English.
2.To assess the metacognitive level of the students in learning English.
3.To assess the level of attention on enhancing students achievements in English.
4.To facilitate metacognitive and attention strategies among the students in learning English.
5.To implement the metacognitive and attention strategies on enhancing students achievements in English.
6.To find out the efficacy of metacognitive strategies in learning English.
7.To find out the efficacy of attention strategies in learning English.

DESIGN OF THE STUDY

Modify the strategies:

The government Higher secondary school is located in Sulur, Coimbatore District and it has 1000 students studying from standards VI to XII. Nearly 120 students are studying in XII standard in different sections. Of them, all the 47 students in a single class namely section "A" were taken as the sample for the study. Since the same group and the same teachers are involved, variation in terms of teacher competence and other environmental factors in the experimental situation are minimized.

The Phases of the Experiment:

Phase I

1.Understanding the importance of metacognitve and attention strategies.
2.Understanding the need for a learning technique for XII standard students to enhance their achievement in English.

Phase II

3.Administering Pre – assessment tools in metacognitive and attention strategies and also achievement in English.

Phase III

4.Selecting appropriate on metacognitive strategies

Phase IV

5.Implementing Metacognitive and attention strategies for 10 weeks.

6.Conducting Progressive assessments on metacognitive and attention stratigies and also achievements in English

Phase V

7.Administering Post – assessment tools in metacognitive and attention strategies and also students achievements using the same tools.

8.Recording the students level of achievements in English

Phase VI

9.Recording, categorizing and analyzing the pre-assessment, progressive assessment and Post-assesment,

10.Interpreting the results of the experiment after analyzing the data.

Construction and Validation of Tools

The following tools were developed and validated to assess memtacognitive and attention strategies and also achievement in English of the same subjects.

1.Metacognitive Strategy Inventory(MSI).

The tool finalized after consulation with field experts for validity had 26 items. The ability of the tool was established by spilt half method. The reliability co-efficient found to be 0.60 which is significant. Hence the tools is deemed to be reliable.

2. Attention Strategy Assessment Tool (ASAT)

The concentration of awareness on same phenomenon to the exclusion of other stimuli. It is applying one's mind, mental concentration awareness. It also defined as the act of fixing the mind upon any one object or class or objects or directing the energies of the mind to a definite purpose.

A tool was Constructed to measure the level of attention on the basis of the techniques of attention stimulus and validated in consultation with field experts. The investigator established its realibility by split-half method and the reliability co-efficient was to be 0.60.

3. This indicates that the tool is highly reliable.

Achievement Test in English:

The Achievement Tests constructed by the investigator were scrutinized by experienced teachers of English especially for content relevance and coverage. The content validity of Achievement Tests were established based on expert panel judgment.

The reliability of the tool was established by Split-half method. The reliability co-efficient was found to be 0.74 which was significant and tool is highly reliable.

DATA COLLECTION :

Metacognitive and attention strategies were designed by the investigator. Then, assessments of the initial levels of metacognitive and attention strategies and also achievement in English were made using the tools constructed and validated by the investigator. The strategies to develop metacognitive and attention were implemented for a period of 10 weeks. Pre and Post-assessments of metacognitive and attention and also achievement tests were made. Date on metacognitive and attention, and also achievement in English at intervals using the experiment for 10 weeks., at the end of it, scores were collected and computed for analysis. The scores of the 47 Students on the pre, progressive and at the end of the experiment on metacognitive and attention strategies and also students achievement in English were subjected to descriptive, differential and Multi Variable Statistical Analysis.

Presentation and Analysis of Data:

Table :1

Mean and S.D of Pre-Progressive and Post Experiment Metacognition scores

S.no	Metacognitive Strategies	No	Mean (Max Marks : 75)	S.D
1.	Initial Assessment	47	38.46	3.82
2.	Progressive Assessment I	47	41.25	4.09
	II	47	44.42	2.10
	III	47	48.87	2.08
3.	Final Assessment	47	53.02	1.79

From the above Data it is Observed that

1.The mean score of Metacognitive Strategies Score in Progressive assessment I is greater than the mean of metacognitive score in intial assessment.

2.The mean mean of Metacognitive Strategies Score in Programive assessment is greater than the mean score of assessment in progressive assessment I.

3.The mean score of Metacognitive Strategies in Progresive assessment is greater than the mean score of Metacognitive Strategies assessments II

4.The mean score of metacognitive strategies scrore in post experiment assessement is greater than the mean score of metacognitive strategies in progressive assessment III

5.The mean score of metacognitive strategies is post-experiment amendment is greater than the mean score of metacognitive strategies in intial assessments.

Table : 2

Mean and S.D of Pre and Post Experiment on Attention Strategies scores.

S.No	Attention Strategies	Mean (max Marks : 75)	S.D
1.	Initial Assessment	54.17	4.58
2.	Final Assessment	64.47	1.76

From the above table it is Observed that

1.The mean score of find assessment in Attention Strategies is greater than the mean score of initial assessment in Attention Strategies.

2.The mean score of Progressive assessment – II in Attention Strategies is greater than the mean score of progressive assessment I in attention strategies.

3.The mean score of Progressive assessment - III in Attention Strategies is greater than the mean score of Progressive assessment II in attention strategies.

4.The mean score of Post assessment in Attention Strategies are greater than the mean score of progressive assessment in attention strategies.

5.The mean score of post experiement in attention strategies are greater than the mean score of initial assessment in attention strategies.

Table : 3

Mean and S.D of initial progressive and Post experiment assessment scores of achievement in English.

S.No	Achievement in English	Mean (Max Marks : 50)	S.D
1.	Initial Assessment	20.34	6.48
2.	Progressive Assessment I	24.98	4.75
	II	30.00	5.28
	III	37.11	2.60
3.	Final Assessment	38.48	1.98

From the above tablet it is Observed that

1.The mean score of Achievement in English in Progressive assessment – I is greater than the mean score achievement in English in the initial assessment.

2.The mean score of Achievement in English in Progressive assessment – II is greater than the mean score of achievement in English progressive – I assessment.

3.The mean score of Achievement in English Progressive – III assessment is greater than the mean score of achievement in English in progressive assessment II

4.The Mean score of Achievement in English in Post – experiment assessment is greater than the mean score of Progressive assessment – III

5.The mean score of Achievement in English in Post – experiment assessment is greater than the mean score of Achievement in English in the initial assessment.

DISCUSSION :

There is a significant difference between pre and final mean scores on metacognitive strategies on an independent variable. The initial mean score is 38.46% and the final mean score is 53.02%. The difference in the mean scores can be attributed to the applying in metacognitive strategies.

Again, There is a significant difference between the initial and final assessment scores on Attention strategies. The other independent variable chosen for experiment, the mean score of initial assessment is 54.17% and the final mean score on attention strategies is 64.47%.

From this it is inferred that the attention strategies have been effective in enhancing the level of students attention.

There is a significant mean difference between pre and post assessment of scores in the dependent variable namely, achievement in English. The mean score of Pre test is 20.34% and Post test is 38.48%.

In order to assess the contribution of each of the independent variable to the variation in the dependent variable was completed. It was 0.86 for metacognition and 0.67 for attention for the difference between the initial and the final score in achievement in English.

The gradual but statiscally significant increase in the mean scores from the initial to post-test assessment of achievement in English through the successive phases of experiment indicates a positive relationship between the independent variables on the one hand and the dependent variable on the other.

CONCLUSION :

The world is becoming more and more competitive. Quality of the performance has become the key factor for personal progress. Parents desire that the their children should climb the ladder of performance to greater heights . This desire of higher level of achievements puts a lot of pressure on students, teachers, Schools and in general the education system itself. Infact, it appears as if the whole system of education revealed the academic achievement of students through various others outcomes.

Thus a lot of time and efforts are used for helping students to achieve better in their scholastic endeavors. In this way achievement in any subject can be improved through metacognitive and attention strategies. Teacher should be trained for imparting metacogntive and attention strategies in the classroom situation.

REFERENCE :

1.Abbott, John (1999) upside down and inside out. Why good schools alone with never be good enough to meet challenges of the 21st Century. Speech Delivered to the council of Scientific Society presidents, U.S District of Columbia.

2.Beeth, Michael E (2003). Teaching for conceptual change. Using status as a metacognitive tool Science Education. V:95, n 3.P 455-460.

3.Saravanakumar, AR (205). Effect of stumulus Variation on enhancing students Attention, Journal of Research in Education, Vol.6.No.1.P-1-3

4.Saravanakumar, AR (2013). Enhancing perceptive skills through Attention activation strategies in Learning Natural Science, Journal of Eductracts, Vol.17.No.8.

5.Saravanakumar, AR (2013). Reflection on Metacognitive strategies in teaching learning process. International Journal of Scientific Research Vol 1 issue 5 ISBN No. 2277-8170

Publish Research Article
International Level Multidisciplinary Research Journal
For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper,Summary of Research Project,Theses,Books and Books Review for publication,you will be pleased to know that our journals are

Associated and Indexed,India

- Directory Of Research Journal Indexing
- International Scientific Journal Consortium Scientific
- OPEN J-GATE

Associated and Indexed,USA

- DOAJ
- EBSCO
- Crossref DOI
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Review Of Research Journal
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.ror.isrj.org