METACOGNITIVE READING TO ENHANCE EMOTIONAL INTELLIGENCE

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Abstract: In the current scenario, the focus on the human being is changing from the physical aspects towards the totality of physical, cognitive and affective variables. This kind of change is being noticed and slowly brings the change in the educational system. According to Goleman (1995), the emotional mind is far quicker than the rational mind, springing into action without even pausing to consider what it is doing. Earlier the emotions of human beings are not expressed and neglected. But now the emotions of human beings are given importance and valued. The changing scenario clearly indicates that emotional intelligence must be prioritized. To enhance emotional intelligence various strategies have been adapted among which metacognitive reading is one of the methods to enhance emotional intelligence. The focus of this paper is to explore the metacognitive reading strategies to enhance Emotional Intelligence as it helps to take up the individual responsibilities and accept the differences of others.

Introduction: In the current scenario, the focus on the human being is changing from the physical aspects towards the totality of physical, cognitive and affective variables. This kind of change is being noticed and slowly brings the change in the educational system. According to Goleman (1995), the emotional mind is far quicker than the rational mind, springing into action without even pausing to consider what it is doing. Earlier the emotions of human beings are not expressed and neglected. But now the emotions of human beings are given importance and valued. The changing scenario clearly indicates that emotional intelligence must be prioritized. To enhance emotional intelligence various strategies have been adapted among which metacognitive reading is one of the methods to enhance emotional intelligence. The focus of this paper is to explore the metacognitive reading strategies to enhance Emotional Intelligence as it helps to take up the individual responsibilities and accept the differences of others.

Literature Review: The idea of Emotional Intelligence is generated as an interest in both lay and scientific field. It has been found that emotional as well as social skills are correlated to success in many areas of life which includes student learning, quality relationships and the performance in academic (Brackett & Salovey, 2004; Sutten & Weatley, 2003). Emotional Intelligence is described as it is the ability to check one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions' (Salovey & Mayer, 1990). Sternberg (1985) through his research urged educators and scientists to place an emphasis on creative abilities and practical knowledge that could be acquired through careful navigation of one's everyday environment. Recently, a few researches have been done to find out whether emotional intelligence has any role in academic achievements. It has also been found out that there is a relationship between intrapersonal, stress management, and general mood competencies (Pishghadam, 2008).

Metacognition refers to the ability to understand one's learning. Metacognitive awareness is an important element in learning and crucial to the development of learner autonomy (Wenden, 1991;

Wilkins, 1996). Metacogniton is generally defined as the activity of monitoring and controlling one's cognition Ormrod, 2004; Young & Fry, 2008). Metacognitive Knowledge seems to involve reflective understanding of the process under consideration and of the actor's role in it (von Wright, 1992). The concept of metacognition would be incomplete without consideration of Self-Regulated Learning (SRL) since the literature often discusses them concurrently (Hacker, Dunlosky & Graesser, 2009; Schraw, Crippen, & Hartely, 2006; Zimmerman & Schunk, 2011). Afflerbach et al. (2008) mentioned that a beginning learner who asks him or herself questions to clarify his or her comprehension of course material performs a deliberate metacognitive act of self-questioning that serves the learner's goal of monitoring and building better comprehension. The relationship between metacognitive awareness, the use of strategies and reading comprehension has been analysed by several specialists (Dhieb-Henia 2003; Kusiak 2001; Malcolm 2009; Salatachi and Akyel 2002; Zenotz 2012; Zhang 2001).

Importance of Reading: Reading is an important activity to be done to keep ourselves the learning attitude. Learning attitude is considered to be one of the most important qualities for the learners to be intensifying the social responsibilities. Reading helps the learners to stimulate their creativity which can be done only with the wide knowledge of the subjects. It also motivates the learners to have more clarity. Reading books always help the learners to develop the habit of thinking. Thinking habit will help the learners to be conscious of the works they do. Reading also enhances to smash the constraints from the mind and helps to go the beyond the routine style of thinking. It even enhances the patience level of the learners. It also helps to keep the mind in solace. Reading as well helps the learners to improve the vocabulary of the language used for learning. As the learners start reading it will help them to develop their writing skills. But the learners to some extend fail to do reading as they find it difficult to involve in reading.

Theories of Reading: Researchers have derived various theories to make the learners to become aware of the strategies of reading. If the learners become aware of the theories it will help them to feel easy to enhance their knowledge through reading. It also improves the comprehensive level of the learners. The theories of reading are bottom-up, top-up, schemata and metacognition.

Bottom up Theory: According to Nunan (1991), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the '***bottom-up***' view of reading. McCarthy (1999) has called this view '**outside-in**' processing, referring to the idea that meaning exists in the printed page and is interpreted by the reader then taken in.

The Top-down Theory: The *'top-down'* model is in direct opposition to the *'bottom-up'* model. According to Nunan (1991) and Dubin and Bycina (1991), the psycholinguistic model of reading and the top-down model are in exact concordance. Goodman (1967; cited in Paran, 1996) presented reading as a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Here, the reader rather than the text is at the heart of the reading process.

Schema Theory: The schema theory of reading also fits within the cognitively based view of reading. Rumelhart (1977) has described schemata as *"building blocks of cognition"* which are used in the process of interpreting sensory data, in retrieving information from memory, in organising goals and subgoals, in allocating resources, and in guiding the flow of the processing system. Rumelhart (1977) has also stated that if our schemata are incomplete and do not provide an understanding of the incoming data from the text we will have problems processing and understanding the text.

Metacognitive Theory: According to Block (1992), there is now no more debate on *"whether reading is a bottom-up, language-based process or a top-down, knowledge-based process."* It is also no more problematic to accept the influence of background knowledge on both L1 and L2 readers. Research has gone even further to define the control readers execute on their ability to understand a text. This control, Block (1992) has referred to as metacognition.

Strategies of Metacognition: Metacognition is becoming aware of one's own thinking, especially during reading. Klein et al. (1991). Metacognitive strategy is mainly used by the strategic readers as they are very clear about the plan and purpose of their reading. Metacognitive theory helps the learners to identify the purpose of the reading before reading. They will even become aware of the form or type of the text before reading. They also start thinking about the general features and character of the text and try to identify the key structures of the sentences. It will also help the learners to identify the topic sentence and the supporting details of the paragraph. Learners try to locate the purpose of the authors' and also try to skim and scan the text. Continuous predictions will occur during the reading which will help the learners to become clear and precise of the content.

Usage of Metacognitive Strategies: Varieties of texts can be used for using metacognitive strategies but the initial guidance must be given the learners to choose the text. The learners are given the input about the text in the beginning of the class and they will be provided with the text. The input about the text will help them become aware of the text and they would get an idea about the text. When they start reading the text they will become conscious about the content and start observing the process of their thoughts. Then it will help them to make predictions on vocabulary, grammar aspects and the content as well. This kind of familiarity of the text will help them to gain more knowledge which will in turn help them to associate with the previous knowledge. This helps the learners to broaden their knowledge.

Relationship between Metacognitive Reading and Emotional Intelligence: In the recent years, more researches are being done to identify various strategies to facilitate the learners to become aware of metacognition and to strengthen emotional quotient of the learners. It would help them to become autonomy of their own lives. So the learners can be helped in understanding the importance of reading as it is one of the components to enhance skills like comprehensive skills, critical thinking and analytical thinking. If the learners are provided with the awareness of metacognitive reading they can become emotionally strong to accept the changes or challenges they come across. It also helps them to improve their proficiency level of their language. It helps the learners to get reduced with their anxiety and negative feelings which in turn help them to emerge as a great leader.

Conclusion: Hence, it is understood that the metacognitive awareness for the learners will help them to do more comprehensive reading. The learners can adhere to the self regulatory mode to attune themselves to any situation. They can become more individualistic and competitive personalities which is the demand of the world in the recent years. Emotionally strong learners find it easy to accommodate themselves in this transitory world. Thus, the learners are to be guided and motivated with such awareness and learning process to help themselves to lead their life on their own.

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