



INTERACTIVE EFFECT OF META-COGNITIVE LANGUAGE LEARNING STRATEGIES-BASED INSTRUCTION IN ENGLISH AND SOCIO-ECONOMIC STATUS OF STUDENTS ON THEIR ACADEMIC ACHIEVEMENT IN ENGLISH

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ABSTRACT

This paper attempts to ascertain the interactive effect of meta-cognitive language learning strategies-based instruction in English and socio-economic status on academic achievement of students. For this purpose, an intervention programme based on meta-cognitive language learning strategies of about 32 hours was developed for students of standard eighth spreading over ten weeks. The aim of the research was to ascertain whether meta-cognitive language learning strategies-based instruction helps in improving students' English achievement scores, and if so, for which socio-economic level of students. Structured tools were used in the study. The participants of the study included 52 and 48 students in the experimental and control groups respectively. Students were found to be significantly influenced by the intervention programme as well as their socio-economic status. The effect size of the intervention programme on academic achievement in English of students was found to be 1.38 which is high in magnitude and that of the socio-

economic status was found to be 1.72 which is also high in magnitude. It also needs to be mentioned that students' socio-economic status had an effect on their English achievement scores.

KEYWORDS: meta-cognitive language learning strategies, socio-economic status, academic achievement in English.

INTRODUCTION:

Learning a second language is a socio-

psychological activity involving habit formation which is achieved through very active participation, adopting various learning strategies to effectively achieve a favourable performance of the learner in the production of the target language (Gardner, 1985; Noor, 2005; Nwogu, 2002). The attainment of communicative competence is often seen as a herculean task by the learner especially in an unfavourable environment. Previous studies have indicated that, employing learning strategies have the potentials to improve academic achievement. Similarly, socio-economic status of parents has been found to positively affect the learning ability of learners. Griffiths (2003) found a significant correlation



between employing language learning strategies and the degree of mastering language. It is observed that, families of high socio-economic status have the potentials of making available all the needed resource for general subject learning which includes learning a second or foreign language; this cannot be emphasized for those of less SES (socio-economic status). Similarly, Mattheoudakis and Alexiou (2009) found that, there are advantages that student from superior SES had over students of less socio-economically advanced background. This was in agreement with other literature (Katsikas&Kavvadias, 2000). Socio-economic status is the first important thing in determining what a student is and what he is going to be in future and what he feels about himself and others. It is the duty of parents to provide better environment and socio-economic status to their children.

RATIONALE OF THE STUDY

The purpose of this study is to investigate the effect of meta-cognitive language learning based instruction in English and socio-economic status on eight standard school students' academic achievement in English. The variables focused on in the present study include socio-economic status as a moderator variable and academic achievement in English as the dependent variable. The study is likely to enhance the use of meta-cognitive language learning strategies to improve students' academic achievement in English. Since strategy use has been emphasized explicitly as one of the objectives of the study, it heightens the importance and significance of this study. Through the findings of this study, the researcher hopes to provide empirical evidence on the effect of meta-cognitive language learning strategies on the students' academic achievement in English and also further provide implications for pedagogical practice for teachers.

NEED FOR THE STUDY

In Indian schools, meta-cognitive strategy training is not an internal part of teaching. Teachers do not seem to pay attention to these strategies while designing their lessons. Language skills do not receive its due importance and students do not seem to be sufficiently trained to use meta-cognitive language learning strategies. Although there have been a number of studies like this one in different contexts abroad, here the study emphasizes that more research is needed to investigate the role of metacognitive language learning strategy instruction in learning and improving English language.

RESEARCH QUESTION

Considering the purpose of this study and in an attempt to initiate more research in the field of meta-cognitive language learning in second and foreign language acquisition in India, the research question for this study has been formulated as follows:

What is the effect of meta-cognitive language learning strategy based- instruction in English training and socio-economic status of students on their academic achievement in English?

Review of Related Literature

Meta-cognitive Language Learning Strategies and Achievement in English

Adamu&Razak(2014) investigated the relationship between Language Learning Strategies used by secondary school students in Nigeria and their Parents' Socio-economic Status. The data for this research was provided by 559 respondents who study English as a second language and belonging to three varied socio-economic affiliations. A modified Oxford Study Inventory of Language Learning (SILL) questionnaire was used as the measurement instrument. Analysis of the data was done using SPSS version 16.0. This was done to assess the strategies employed and to understand their mean frequencies. A one-way ANOVA was conducted to determine the relationship between language learning strategy choice and socio-economic status of student's parents. The study found that, respondents highly used Language Learning Strategy (LLS) while learning English and within closely related frequency level. The study found significant relationship between socio-economic statuses of parents of the learner in the choice of Cognitive, Meta-cognitive, Social, Situational and Religious Strategies and no significance in the learner choice of Memory and Compensation strategies to learn English. Conclusively, the

findings of the study has pedagogical implications for English Language teachers and curriculum designers that could assist in understanding the English language learning patterns of secondary school students in Nigeria.

Sahu&Kalia (2014) studied psychological (alienation and locus of control), Social (Socio-Economic-Status), Educational (Study Habits and Academic Achievement) and vocational (Career Maturity) aspect of adolescents. A initial data of 350 senior secondary students of North, South, East, West and Central zone of Haryana State were gathered to analyze the main and interaction effect of academic achievement, locus of control and socio-economic-status on alienation, career maturity and study habits of adolescent students. A 2x2x 2 ANOVA design was adopted in the study. Whole data were reduced to 120 and kept under eight cells as requirement of the ANOVA analysis and objectives of the study. Main effect of all three independent variables i.e. academic achievement, locus of control and socio-economic-status of the study were found to be significant and negative on alienation and its five dimensions (powerlessness, self-estrangement, social isolation, meaninglessness and normlessness). Main effect of academic achievement, locus of control and socio-economic-status was found to be significant and positive on career maturity (Career attitude, Self-Appraisal, Occupational Information, Goal Selection, Career Planning and Problem Solving) and study habits (Comprehension, Concentration, Study Set, Interaction, Drilling, Support Recording, Language). Two way interaction effect of academic achievement and locus of control, academic achievement and socio-economic-status and locus of control and socio-economicstatus was found to be significant on a career maturity and on study habits. No two way interaction effect of academic achievement and locus and academic achievement and socio-economic-status was found on alienation. However significant two way interaction effect of locus of control and socio-economic-status was observed on alienation. A significant two way interaction effect of academic achievement, locus of control and socio-economic-status was found on all three dependent variables i. e. alienation, career maturity and study habits.

Kay, Page & Larkin (2014) investigated meta-cognitive awareness and reading strategy use of EFL Korean University students. The findings indicated that problem-solving strategies were the Korean students' most preferred strategies. The relationship between strategy use and reading proficiency was linear, while a curvilinear relationship between strategy use and English proficiency was found. While no significant difference in strategy use between females and males was found, senior and junior level students reported higher use of strategies.

Vijayalakshmi (2013) conducted research on meta-cognitive strategies to enhance slow learners in English language learning. In this paper the researcher has focused on the meta-cognitive perspective that is, the thinking process of the slow learner of the English language which would definitely be an innovative and great contribution to the English language educationalist to cater the needs of the slow learners. The search of the inner mechanism that makes the learner to delay in the second language acquisition processes is discussed from a language trainer perspective.

Eftekhary&Gharib (2013) conducted research on the effect of meta-cognitive strategy training on the listening performance of Iranian EFL (English foreign learners) beginner learners. To investigate the effect of meta-cognitive strategy instruction, sixty students were homogenized and divided into two control (n: 30) and experimental (n: 30) groups. The experimental group received meta-cognitive listening strategy training, but teaching program of the control group was restricted to the lesson plans presented by the course book. The major training instruments used in this study were Cognitive Academic Language Learning Approach (CALLA) and Meta-cognitive Awareness Listening Questionnaire (MALQ). The comparison of the test results of control and experimental groups using t-test at the end of the teaching course revealed the effectiveness of meta-cognitive listening strategy training of the experimental group.

Lei (2011) conducted research on meta-cognition in EFL (English foreign learners) pronunciation learning among Chinese tertiary learners. This study explores Chinese learners' meta-cognition in EFL pronunciation learning as well as the effectiveness of helping the learners to improve their English pronunciation by meta-cognitive instructions. By means of preliminary interviews and a questionnaire survey carried out in seven universities across mainland China, six factors of meta-cognition in EFL pronunciation were extracted via factor analysis. These were Task Knowledge of Pronunciation Learning; Person Knowledge of Pronunciation Learning;

Positive Experiences in Pronunciation Learning; Motivating Experiences in Pronunciation Learning; Learning Pronunciation by External Assistance; and Learning Pronunciation by Self-Effort. Based on Flavell's model of meta-cognition, the meta-cognitive model of pronunciation learning was constructed. In addition, following an eight-week meta-cognitive instruction with weekly journals kept by the participants, dynamic changes in meta-cognition were discovered. Moreover, as the results of pronunciation tests before and after the instruction showed, the participants manifested increased pronunciation proficiency after the instruction, suggesting that meta-cognitive instructions may be effective in improving learners' pronunciation in a foreign language.

Alireza (2010) conducted a research to compare of the meta-cognitive reading strategies used by EFL (English foreign language learner) and ESL (English second language learner) readers. One hundred and ninety undergraduate students (96 Iranians and 93 Indians) completed an instrument designed to measure the students' meta-cognitive awareness of reading strategies after performing a reading comprehension test. The result of this study indicated that the subjects in both groups reported a similar pattern of strategy awareness while reading academic texts although the two student groups had been schooled in significantly different socio-cultural environments. Regarding the difference existing among both groups, Indians reported more awareness and use of global support and total meta-cognitive reading strategies. Iranian students reported no significant difference in using problem-solving reading strategies. These findings explain some of the differences and similarities between EFL and ESL readers by employing meta-cognitive strategies in both contexts.

Shetty (2008) studied effectiveness of problem based learning in developing meta-cognitive skills in student-teachers. She found that student-teachers problem-based learning enhance through meta-cognitive strategies.

Wei (2008) conducted a study based on the theories of meta-cognition and learner autonomy, and by analyzing the relationship between meta-cognitive awareness training and learner autonomy theoretically and statistically, the paper argued that in ELT (English Language Teaching) meta-cognitive awareness training should go before the training of meta-cognitive strategies, and only when students are conscious about meta-cognitive awareness can they strengthen their effort, motivation and persistence, seek assistance from peers and teachers when needed, and provide self-instruction while learning and take responsibility for their learning.

Maghsudi & Talebi (2009) studied cognitive versus meta-cognitive strategies. The major aim of the study was to find out whether being mono or bilingual has any impact on the awareness and use of meta-cognitive, cognitive and total cognitive meta-cognitive strategies with respect to students' proficiency levels. The researchers found that mono and bilingual students differed significantly in their cognitive, meta-cognitive as well as total cognitive meta-cognitive strategy scores, meaning that bilinguals had significantly higher scores than monolingual students. Further, students with high proficiency had significantly higher scores than students with low proficiency in their cognitive, meta-cognitive and also total cognitive/ meta-cognitive strategies.

Vandergrift (2005) conducted research to study relationships among motivation orientations, meta-cognitive awareness and proficiency in L2 (second language) listening." This paper examines the relationships among motivation, meta-cognition, and proficiency in listening comprehension. Adolescent learners of French (N = 57) completed two questionnaires. A motivation questionnaire tapped student responses to three orientations related to motivation: amotivation, intrinsic, and extrinsic. A meta-cognitive awareness questionnaire tapped the meta-cognitive strategies students reported using when listening to authentic texts in French. As hypothesized, students reporting a greater use of meta-cognitive strategies also reported more motivational intensity, with some evidence of a self-determination continuum evident in the response patterns. Listening proficiency correlated negatively with amotivation; however, correlations with intrinsic and extrinsic motivation were not as high as anticipated.

Rasekh & Reza (2003) conducted research on meta-cognitive strategy training for vocabulary learning. The purpose of the present study was to shed light on the issue of strategy training. It investigated the effect of meta-cognitive strategy training through the use of explicit strategy instruction on the development of lexical knowledge of EFL students. The control and experimental groups received instruction on vocabulary learning strategies through a 10-week period of instruction. However, only the experimental group received meta-cognitive strategy training during the course of the semester. The training model used was based on the

framework for direct language learning strategies instruction proposed by Chamot and O'Malley (1994). The result of the study showed that explicit meta-cognitive strategy training has a significant positive effect on the vocabulary learning of EFL students.

Operational Definitions of the Terms

Meta-cognition: Meta-cognition refers to a learner's awareness of his/her own knowledge and cognitive processes and ability to understand, control and manipulate his/her own cognitive processes.

Meta-cognitive Strategies: Meta-cognitive strategies refers to methods used to help students understand the way they learn and refers to the processes designed for students to manage, monitor and evaluate their learning and 'think' about their 'thinking'.

Socio-economic Status: Socio-economic status refers to the extent of wealth, prestige and power enjoyed by a student and his/her family.

Academic Achievement in English: It refers to the marks obtained on a researcher-made test based on the selected units which were taught by meta-cognitive language learning strategies-based instruction and traditional method.

Statement of the Problem

Interactive Effect of Meta-cognitive Language Learning Strategies-based Instruction in English and Socio-Economic Status of Students on their Academic Achievement in English

Scope and Delimitations of the Study

In the present study, English medium schools from Greater Mumbai affiliated to the SSC board have been included. It excludes schools with other medium of instruction such as Marathi, Hindi, Urdu, Gujarati etc. The present study includes eighth standard students only. Students from other primary and secondary classes have been excluded. It also excludes schools affiliated to ICSE or CBSE boards. The present research studies interactive effect of meta-cognitive language learning strategies-based instruction in English and socio-economic status on English achievement of students. It has adopted the quantitative approach to the study rather than the qualitative approach.

AIM OF THE STUDY

To ascertain the interactive effect of the intervention programme and socio-economic status of students on their academic achievement in English.

OBJECTIVES OF THE STUDY

1. To ascertain the interactive effect of the intervention programme and socio-economic status of students on their academic achievement in English.
2. To compute the effect size of the intervention programme and socio-economic status of students on their academic achievement in English.

RESEARCH AND NULL HYPOTHESIS OF THE STUDY

H_1 : There is a significant interactive effect of the intervention programme and socio-economic status of students on their post-test academic achievement scores in English after adjusting for their pre-test academic achievement scores.

H_0 : There is no significant interactive effect of the intervention programme and socio-economic status of students on their post-test academic achievement scores in English after adjusting for their pre-test academic achievement scores.

Methodology of the present study

The study has adopted the quasi-experimental method of the pre- test post-test, non-equivalent groups

type. It can be described as follows:

The pre-test-post-test non-equivalent groups design:

$O_1 X O_2$

$O_3 C O_4$

Where,

O_1 and O_3 : Pre-test Scores & O_2 and O_4 : Post- test Scores

X: Experimental Group & C: Control Group

SAMPLE OF THE STUDY

In the present study, the sample has been selected consisting of one intact class each, of standard eighth from two different schools situated in Greater Mumbai. The experimental and the control groups included 52 and 48 students respectively. The schools were selected using simple random sampling technique (lottery method).

TOOLS OF THE STUDY

In the present study following tools was used by the researcher to collect data:

1. Socio- Economic Status Inventory by Patel(1997)
2. Academic Achievement test prepared by the researcher

Socio- Economic Status Inventory

This tool measures the monthly income, standard of living and privileges enjoyed by the family of the students. In this tool students indicate their material possessions, size of the family, occupational and educational status of the parents and their cultural and entertainment activities.

Table 1 shows the reliability of the socio- economic status inventory.

Table 1: Reliability of the Socio- Economic Status Inventory

Type of Reliability	Co-efficient of Reliability
Internal Consistency	0.96
Test-Retest	0.77

Achievement Test in English

The investigator prepared an achievement test based on the selected units which were taught by meta-cognitive language learning strategies-based instruction and traditional method. The prepared achievement test was shown to experts in the field of education and English and necessary modifications were made in the number and form of questions.

The details regarding the weightage given to objectives, content and difficulty level and the blue-print and the details of the scoring are as follows:

WEIGHTAGE TO OBJECTIVES

Here, the relative importance of each objective is to be considered. When the test was designed, due weightage was given to objectives viz. knowledge, comprehension, expression and appreciation.

A detailed description of weightage given to each objectives of the content is presented in the following table.

Table 2: Weightage to Objectives

Sr. No.	Objectives	Marks	Percentage
1	Remembering / Knowledge	04	16
2	Understanding / Comprehension	09	36
3	Application / Expression	10	40
4	Appreciation	02	08
Total		25	100

Weightage to Content

Here, the weightage is to be decided for different areas of the content which are included in the unit plan. When the test was prepared due weightage was given to each unit of the content. The main unit is divided in to subunits.

A detailed description of weightage given to each unit of the content is presented in the following table.

Table 3: Weightage to Content

Sr. No.	Content	Marks	Percentage
1	Grammar	05	20
2	Composition	05	20
3	Prose	08	32
4	Poem	07	28
Total		25	100

Weightage to Difficulty Level

The investigator included such type of items in the achievement test to cater to the above average, the average and the dull students. The weightage to difficult level of the test is given in the following table.

Table 4: Weightage to Difficulty Level

Difficulty level	Marks	Percentage
Easy	10	40
Average	06	24
Difficult	09	36
Total	25	100

Weightage to Form of Questions

For testing different abilities and sub-units, different forms of questions may be suitably used. In testing various learning outcomes the essay type, short-answer and objective type questions may be judiciously used.

Due weightage was given to form of questions as shown in the following table.

Table 5: Weightage to Form of Questions

Form of questions	Marks	Percentage
Essay type	07	28
Short answer type	08	32
Objective type	10	40
Total	25	100

Blue- print of the Achievement Test

Blue-print is a three-dimensional chart, specifying the content covered by the test in relations to the weightage assigned for different objectives and form of questions. It serves many useful purposes:

- It may help to improve the content validity of teacher made test.
- It defines the scope and emphasis of the test
- It relates objectives to the content
- It provides greater assurance that the test will measure learning outcomes and course content in a balanced manner.

The researcher prepared a blue-print for the achievement test and is shown in the following table.

Table 6: Blue- print of the Achievement Test

Objective	Remembering/ Knowledge			Understanding/ Comprehension			Applying/ Expression			Appreciation			Total
	E	SA	O	E	SA	O	E	SA	O	E	SA	O	
Prose Comprehension			2	2	4								08
Poem Comprehension			2		2	1					2		07
Grammar									5				05
Composition							5						05
Total	04			09			10			02			25

Scoring

The investigator with respect to the achievement test prepared the scoring key and marking scheme. The test was scored with the help of these scoring key and marking scheme. The minimum score on the tool was zero and the maximum possible score was 25.

Intervention Programme

The duration of the intervention programme was 32 hours. The control group was taught using the traditional method. The experimental group was taught by using the intervention programme based on CALLA (Cognitive Academic Language Learning Approach model) which had five steps-

- 1.Preparation (Activate background knowledge)
- 2.Presentation (Explain, Model)
- 3.Practice (Prompt use of strategies, Give feedback)
- 4.Self- Evaluation (Assess strategies)
- 5.Expansion (Support transfer)

The teaching units were selected from the syllabus prescribed for the schoolsaffiliated to the SSC board for the state of Maharashtra and included the topics on Noun, Adjective and Adverb Formation, Noun and Adjective Clauses, Remove and Use "too, enough, if/unless, so that...cannot, as soon as, nosooner....than, hardly had...when, scarcely had...when", text book poems and prose, Letter writing, Narrative essay, Expansion of ideas, Report writing and Speech writing.

TECHNIQUES OF DATA ANALYSIS

The present research used statistical techniques of ANCOVA and Wolf’s formula.

DATA ANALYSIS

Null Hypothesis 1: There is no significant interactive effect of the intervention programme and socio-economic status of students on their post-test academic achievement scores in English after adjusting for their pre-test academic achievement scores.

This hypothesis was tested using two-way ANCOVA in which the pre-test scores of students are controlled. The following table shows the relevant statistics of academic achievement scores in English by intervention programme and socio-economic status. Here, Experimental Group and Control Group are described by EC and CG respectively.

Table 7: Adjusted Mean of Academic Achievement in English by Intervention Programme and Socio-Economic Status

	Socio-Economic Status			
	Low	Medium	High	Total
	N	N	N	N
EG	5	18	29	52
CG	29	15	4	48
	34	33	33	100
	Mean	Mean	Mean	Mean
EG	11.9125	12.9693	12.9109	12.8351
CG	9.6984	10.1625	8.4708	9.7411
Total	10.024	11.6935	12.3727	11.35

Table 8 shows the ANCOVA for academic achievement scores in English by intervention programme and socio-economic status of students after partialling out the effect of the pre-test academic achievement scores in English.

Table 8: ANCOVA for Academic Achievement Scores in English by Intervention Programme and Socio-Economic Status of students

Source	SS	df	MS	F	P
Rows (IP)	216.92	1	216.92	35.57	<.0001
Columns (SES)	89.78	2	44.89	7.36	0.0011
Interaction (IPxSES)	-93.27	2	-46.63	-7.65	<.0001
Error	567.17	93	6.1		
Total	780.6	98			

The preceding table shows that (a) the F-ratio for rows i.e. intervention programme is significant at <.0001. Hence it may be concluded that the Mean Score on academic achievement scores in English of the experimental group is significantly greater than that of the control group. (b) The F-ratio for columns i.e. socio-economic status is significant at 0.05. Hence it may be concluded that the Mean Scores on academic achievement scores in English do differ significantly on the basis of socio-economic status. (c) The F-ratio for interaction effect of intervention programme and socio-economic status is significant at <.0001. Hence it may be concluded that the Mean Score on academic achievement scores in English of students differ on the basis of the interaction between intervention programme and socio-economic status.

Since the F-ratio for the interaction effect is significant, the t-test is done to ascertain which Mean scores differ from each other as shown in table 9.

Table 9: Mean difference in Academic Achievement Scores in English by Intervention Programme and Socio-Economic Status of students

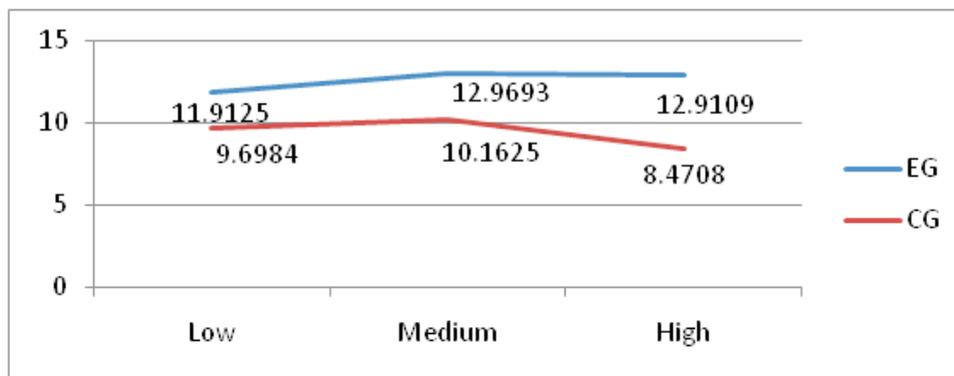
Group	Mean	N	t	I.o.s.
EG	12.8351	52	6.2631	S
CG	9.7411	48		
EG - L	11.9125	5	1.8515	NS
CG - L	9.6984	29		
EG - M	12.9693	18	3.2512	S
CG - M	10.1625	15		
EG - H	12.9109	29	6.3213	S
CG - H	8.4708	4		
L	10.024	34	2.6291	S
M	11.6935	33		
M	11.6935	33	1.1171	NS
H	12.3727	33		
L	10.024	34	3.8917	S
H	12.3727	33		

CONCLUSION

The intervention programme developed by the researcher for the students of the experimental group was effective. It means that intervention programme was effective for improving the academic achievement scores in English of students belonging to medium and high socio-economic status as compared to students belonging to low socio-economic status. The Mean Score on academic achievement scores in English of the students belonging to medium and high socio-economic status of the experimental group is significantly greater than that of the control group.

The interactive effect of meta-cognitive language learning strategy-based instruction in English and socio-economic status of students on the post-test academic achievement scores in English is shown in the following figure.

Figure 1: Interactive effect of Intervention Programme and Socio-Economic Status of students on Academic Achievement Scores in English



DISCUSSION

The intervention programme developed by the researcher is effective for improving the academic achievement scores in English of students. Moreover, the intervention programme is found to be more effective for students with high socio-economic status as compared to those with medium and low socio-economic status. The teaching of various meta-cognitive language learning strategies helped to improve students' scores. The higher the children's socio-economic status, the greater are their achievement scores in English.

Experimental group students belonging to high socio-economic status have higher academic

achievement scores in English as compared to control group which might have increased because of teaching meta-cognitive language learning strategies like selective attention, directed attention, organize/plan, advance organization, monitoring progress, self-evaluation, etc. Students belonging to low socio-economic status have scored less in their achievement test in English. There is a difference in the mean scores of academic achievement scores in English of students belonging to low, medium and high socio-economic status.

However, differences in socio-economic status of students, the process of employing meta-cognitive language learning strategies in learning English language differs due to different enabling learning environment. Consequently, to facilitate cognition, memory and practice of the new language, the affluent learner may enjoy the use of numerous learning chances such as current practical books in learning English, watching TV, using computers, video games, having lesson teachers to converse with, etc. while the less affluent learner socializes with teachers and fellow students in and out of classroom and plan for their study in the midst of all challenges, lacking basic support to aid meta-cognitive language learning strategies. In some homes, the parents are well educated and having well social background and wholesome personality, those parents, who nurture their children in a psychological fashion. Hence their children develop positive thinking about others and themselves. The socio-economic status of parents influences the manner in which meta-cognitive strategies affect the academic performance of child.

In order to bridge this difference strategy use should be integrated into English language school curriculum to provide students from less affluent backgrounds with learning opportunities and support that are obviously not available at the home level with emphasis on language practice with colleagues and better learners. Where such practices do not exist, principals and English language teachers should be supported to establish them. Government should also make adequate provision to equip secondary schools with relevant educational technology including modern ICT-based language laboratories especially in rural areas where such facilities are not readily available and where the economy of the dwellers is generally inadequate and parents are mostly uneducated and belong to low socio-economic status.

The effect size of the intervention programme on academic achievement in English of students was found to be 1.38 which is high in magnitude and that of the socio-economic status was found to be 1.72 which is also high in magnitude.

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