

**The Impact of Linguality on the Cognitive and Metacognitive
Reading Strategies Awareness and Reading
Comprehension Ability**

Mojtaba Maghsudi* and Seyed Hassan Talebi**

**Department of English and **Department of Linguistics, Mysore University,
Mysore 570 006, Karnataka, India*

*E-mail: *maghsudim@yahoo.com **htalebi1@yahoo.com*

KEYWORDS Cognitive. Metacognitive. Reading Strategies. Linguality. Proficiency

ABSTRACT One major issue in discussions about cognitive versus metacognitive strategies involves separating what is cognitive from what is metacognitive. Cognitive strategies are used to help an individual achieve a particular goal (e.g., understanding a text) while metacognitive strategies are used to ensure that the goal has been reached (e.g., monitoring one's understanding of that text). The major aim of this study having an ex-post facto design was to find out whether linguality has any impact on the awareness and use of metacognitive, cognitive and total cognitive/metacognitive strategies in respective of students proficiency levels. Through out this study the researchers found that Mono and bilingual students differed significantly in their cognitive, metacognitive as well as total cognitive/metacognitive 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, metacognitive and also total cognitive/metacognitive strategies. However, the interaction effect between linguality and proficiency is found to be non-significant in the aforementioned strategies, indicating that the pattern of cognitive strategy scores are similar for students with low and high proficiency irrespective of the lingual background they have.