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INTEGRATING METACOGNITIVE STRATEGIES AND TEXT MEDIATION IN DEVELOPING READING COMPREHENSION COMPETENCE

Karimova Dilyoraxon Raximjon qizi
Doctoral Researcher (PhD Candidate),
Namangan State University
dilyoraxonkarimova07@gmail.com
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Abstract

This article examines the theoretical foundations and methodological possibilities of integrating metacognitive strategies and text mediation to develop reading comprehension competence among English philology students. Particular attention is given to planning, monitoring, and evaluating strategies and their application in text mediation activities. The study proposes a three-stage instructional framework that combines metacognitive regulation with purposeful information processing, reformulation, and audience-oriented communication to support learners' independent reading practices.

Keywords: reading comprehension competence, metacognitive strategies, text mediation, planning, monitoring, evaluating, CEFR Companion Volume, English philology students.

Introduction

The development of reading comprehension competence is one of the fundamental objectives of English language education, particularly in higher education institutions preparing future language specialists. Reading comprehension involves not only understanding linguistic structures and extracting information from written texts but also interpreting meaning, evaluating arguments, and applying acquired knowledge in different communicative contexts. Consequently, contemporary approaches to reading instruction increasingly emphasize the development of learners' strategic awareness and their ability to regulate the reading process independently.

Metacognitive strategies play a significant role in this process by enabling learners to plan, monitor, and evaluate their comprehension activities. According to Flavell (1979), metacognition involves individuals' knowledge and regulation of their own cognitive processes [1]. In reading instruction, this perspective highlights the importance of learners' awareness of reading objectives, comprehension difficulties, and strategies for overcoming them.

Alongside metacognitive regulation, text mediation has gained increasing attention within the Common European Framework of Reference for Languages (CEFR). The CEFR Companion Volume (Council of Europe, 2020) identifies mediation as an essential dimension of language use, encompassing activities through which learners process, reformulate, and communicate information to facilitate understanding [2]. In this context, text mediation provides opportunities for learners to transform reading comprehension into purposeful communicative activity.

The integration of metacognitive strategies and text mediation may therefore establish a methodological framework in which learners consciously regulate their reading processes while reconstructing and communicating textual information. This article aims to examine the theoretical foundations and methodological possibilities of integrating metacognitive strategies and text mediation to develop reading comprehension competence among second-year English philology students.

Main body

Theoretical Foundations of Metacognitive Strategies in Reading Comprehension

Metacognition is commonly associated with learners' awareness and regulation of their cognitive activities. Flavell (1979) conceptualized metacognitive knowledge and experiences as important components of cognitive monitoring, providing a theoretical foundation for examining how learners become aware of their thinking processes [1]. In reading comprehension, metacognitive regulation enables students to establish reading objectives, select appropriate strategies, identify comprehension difficulties, and assess the effectiveness of their reading performance.

Metacognitive strategies can be organized into three interconnected processes: planning, monitoring, and evaluating. Planning involves identifying reading purposes, activating prior knowledge, predicting textual content, and selecting suitable reading strategies. Monitoring refers to checking comprehension during reading, identifying unfamiliar concepts, and adjusting strategies when comprehension difficulties occur. Evaluating involves assessing whether reading objectives have been achieved and reflecting on the effectiveness of the strategies employed.

Grabe (2009) emphasizes the importance of strategic processes in second-language reading, particularly the interaction between linguistic knowledge, background knowledge, inferencing, and comprehension monitoring [3]. From this perspective, effective reading instruction should encourage learners not only to understand textual information but also to recognize how comprehension is constructed and regulated.

For English philology students, metacognitive strategies are particularly relevant when working with academic and informational texts that require interpretation, synthesis, and critical analysis. Their systematic application can support the transition from teacher-directed reading activities to increasingly independent comprehension practices.

Text Mediation as a Communicative Extension of Reading Comprehension

Text mediation represents a communicative process in which learners facilitate access to information by selecting, processing, reformulating, or explaining textual content for a particular audience. The CEFR Companion Volume (2020) distinguishes mediation activities such as relaying specific information, processing text, and explaining information presented in different forms [2]. These activities require learners to move beyond literal comprehension and adapt textual meaning to communicative purposes.

North and Piccardo (2016) discuss the development of mediation descriptors within the CEFR framework, emphasizing the importance of activities that facilitate understanding and communication across linguistic and conceptual boundaries [4]. Accordingly, text mediation may be considered a productive extension of reading comprehension because it requires learners to demonstrate their understanding through purposeful reformulation and communication.

For example, after reading an academic text about environmental sustainability, students may be asked to identify its main arguments, summarize the information, and explain the findings to an audience unfamiliar with the topic. Such an activity combines comprehension, information selection, paraphrasing, and audience-oriented communication.

However, text mediation should not be reduced to mechanical summarization or translation. Its communicative value depends on the learner's ability to identify relevant information, preserve essential meaning, and adapt explanations to the needs of the intended recipient.

Integrating Metacognitive Strategies and Text Mediation

The integration of metacognitive strategies and text mediation can be organized through a three-stage instructional framework corresponding to the planning, monitoring, and evaluating processes.

The first stage, planning-oriented mediation, involves preparing learners to engage with a text by establishing reading objectives and identifying the communicative purpose of the subsequent mediation task. Before reading, students analyze the intended audience, predict relevant information, and select appropriate reading strategies. For instance, when preparing to explain a scientific article to first-year students, learners may determine which concepts require clarification and which sections of the text contain essential information.

The second stage, monitoring-oriented mediation, focuses on regulating comprehension while processing textual information. Students identify key ideas, distinguish relevant details, check their interpretations, and reformulate complex information. During collaborative activities, they may compare interpretations and identify inconsistencies between the original text and their explanations. Monitoring therefore supports both the accuracy of reading comprehension and the quality of mediated information.

The third stage, evaluation-oriented mediation, requires learners to assess the effectiveness of their reading and mediation performance. Students evaluate whether their explanations preserve the original meaning, address the needs of the intended audience, and achieve the communicative objective. Reflective questions, peer feedback, and self-assessment checklists can be employed to facilitate this process.

Based on these stages, the following methodological sequence is proposed: establishing reading and mediation objectives → selecting reading strategies → monitoring textual comprehension → reformulating information for a target audience → evaluating comprehension and mediation outcomes.

This sequence integrates cognitive regulation with communicative language activity. Planning helps students establish clear purposes, monitoring supports accurate interpretation and information processing, and evaluation encourages reflection on both comprehension and mediation performance.

Methodological Implications for English Philology Students

The integration of metacognitive strategies and text mediation can be implemented through authentic reading tasks involving academic articles, educational reports, and informational texts. For example, second-year English philology students may read a text entitled The Role of Artificial Intelligence in Education and complete a mediation task requiring them to prepare a short explanatory summary for students with limited knowledge of the topic.

Before reading, learners identify the task objective and predict relevant content. During reading, they monitor their understanding, highlight essential arguments, and clarify unfamiliar concepts. After reading, they reformulate the information in accessible language and evaluate the accuracy, clarity, and appropriateness of their explanations.

Assessment of such tasks should address two related dimensions. The first concerns reading comprehension, including the identification of main ideas, interpretation of supporting details, and accuracy of inference. The second concerns mediation performance, including information selection, preservation of meaning, clarity of reformulation, and adaptation to the target audience.

Thus, integrating metacognitive strategies with text mediation provides a theoretically grounded approach to organizing reading instruction in which learners are encouraged to become both reflective readers and purposeful mediators of textual information. Nevertheless, the effectiveness of the proposed framework requires further empirical investigation in actual instructional settings.

Conclusion

The integration of metacognitive strategies and text mediation provides a theoretically grounded methodological approach to developing reading comprehension competence among English philology students. Metacognitive strategies enable learners to consciously regulate their reading processes through

planning, monitoring, and evaluating, while text mediation encourages the purposeful interpretation, reformulation, and communication of textual information.

The theoretical analysis suggests that combining these processes can support learners in identifying essential information, monitoring comprehension difficulties, preserving textual meaning, and adapting information to the needs of a target audience. The proposed three-stage instructional framework establishes a systematic connection between metacognitive regulation and mediation activities, facilitating the transition from guided reading practices to increasingly independent and reflective learning.

Furthermore, the integration of metacognitive strategies and text mediation offers methodological opportunities for developing students' strategic awareness, communicative competence, and independent information-processing skills. However, the effectiveness of the proposed framework requires empirical validation through classroom-based research involving English philology students.

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