Abstract

In recent years much attention has been paid to the research findings on the dynamics of ‘process of learning’ and that ‘How to learn’ can be used to improve academic excellence in an appreciable mode. When process instruction becomes the content of instruction, transfer of learning is enhanced because learning is decontextualized and crystallized. It shifts towards the fluid use of skills, the management of operations and fueling of dispositions as learners use, apply and transfer these behaviours to relevant situations. Meta cognition, which is the core component in various forms of higher order thinking, is the key to effective and skillful transfer. The need to cultivate learners’ use of Meta cognitive strategies has been emphasized in the related literature. In fact, a skillful practitioner should make the learning as a mindful engagement and offer opportunity to internalize ideas and make critical connections that are personally relevant to their particular cognitive schema through the active implementation of differentiated instructional modalities.

The present study sought to determine the effectiveness of Meta cognition and learning styles upon the learning of Malayalam language at secondary level. To ensure the methodological triangulation both quantitative and qualitative procedures for data collection and analysis have been adopted in the present study. Pertinent data with regard to this research were gleaned from interview with the stakeholders of education, learning style inventory, implementation of meta cognitive classroom practices, assessment on the awareness on meta cognition, test scores, strategy evaluation proforma, observational checklist, collection of linguistic discourses and student generated rubric.

The pre test post test nonequivalent group design served as the blueprint for the study and the sample comprised of a cross section of select experts and school practitioners in the field of Malayalam language, teacher educators and secondary school students. The results of the study highlights the positive impact of meta cognitive classroom practices namely Graphic Organizer, Self Questioning and Problem
Solving towards building an enriched learning climate and reiterates the effect of differentiated instructional practices towards achieving academic success to a greater extent. Meta cognitive experiences might come in the form of Planning, Monitoring and Evaluating the content. To foster meta cognitive skills among learners, a learning landscape for ‘planning’ is a constituent element which is meant for designing the content by considering the objectives, time frames, learning activities to be undertaken, resources to be used and the like. ‘Monitoring’ addresses the differentiated ways for evaluating the learning and ‘Evaluating’ meant for the assessment towards the attainment of learning objectives in a natural setting. The worthiness of Meta cognitive classroom practices were analyzed through the implementation of qualitative tools. The study is expected to establish a positioned firm for the developmental process of learning and the urgency to employ differentiated instructional practices among the learners at secondary school level.