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Enhancing general capabilities and metacognitive awareness of first-year students using a strategy for active reading during the pandemic

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Abstract
Reading is one of the essential skills required to enhance English fluency. Unfortunately, due to the pandemic that swept the entire world, activities about enhancing reading skills came to a standstill. In this scenario, a new metacognitive reading strategy was devised, which accentuates the L2 learners to channel their thinking process. It also makes them aware of the crucial role of the thinking process in developing one's linguistic capabilities. The sudden and untoward emergence of the deadly COVID in 2019 wreaked havoc across the world as it spread to many countries, rendering many people unable to work and forcing them to remain at home in captivity. Many studies have attempted to dissect the impact of this pandemic from many perspectives. However, this research focuses on how it has rendered schools and colleges shut, leading all activities about education to a temporary halt. It also aims to dwell on how it has left a lasting impact on children aged 0 to 14. Even though COVID-19 held us captives for almost a year, people continued to have regular access to the internet to keep themselves updated. It also helped them keep their reading habit intact. This habit is heartening to the researchers to determine the L2 learners' reading awareness level. As a result, the MARSI questionnaire was used to assess L2 learners.

A general survey was undertaken among the first-year Engineering students to bring out the latent spirit in reading. The questionnaire also aimed to light the techniques that students adopt to comprehend a passage by reading. The survey brought forth a shocking revelation that the students lack reading skills to a great extent, and reading does not enthrall them. It also brought forward that they have never been exposed to extensive reading ever since they started attending schools. If the students learn to channel the way their thinking works, it will allow them to widen their knowledge. The researchers used the MARSI Questionnaire to determine their awareness of metacognitive techniques. This awareness will assist learners in understanding metacognitive strategies that would serve as a platform to increase their independent reading and improve their English proficiency.

Keywords: Metacognitive Awareness, General Capabilities, Active Reading, Pandemic

1. INTRODUCTION

The concept of reading in the twenty-first century has developed in various ways. The world's view of reading measurement shifted, but the directions and mode of delivery have also evolved. Besides the conventional study hall mode, instructors choose alternate exercises methods like flipped study hall and entire online homeroom. These choices give the students a personalized experience and insight from the regular study hall. Though the concept called e-reading was already existent, it reached the pinnacle thanks to the impact of Covid. (Moore et al., 2011).

Ever since its outbreak in the year 2019, Covid has wreaked havoc worldwide, affecting every sector possible. Of all, education has been affected in the worst manner. Schools and colleges have had an acute impact on Covid. Some believe that the web or having access to the internet was the only possible solution to keep the reading habit of the students intact when learning necessarily takes place at home. As schools were feared to turn into a hotspot of the exceptionally potential spread of infection, they remained shut down for several months. In the wake

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of such compelling situations, one had to retort to different methods to keep the children learning. As a result, online teaching was necessitated, but many apprehensions on whether teaching online would be as effective as classroom teaching. However, they were all proven wrong as it turned out to be effective, and people had to rely on it for several months that followed. The virtual classroom concept has become a possibility thanks to the rapid progress of science and technology. However, there was no answer when the question arose about whether this teaching method would focus on the students' reading ability. Generally, reading is the focal point of the training cycle. Distance reading has advanced and is known by various terms like the umbrella concept with distance guidance, internet reading, virtual reading, e-reading, online reading, and innovation intervened reading.

Later, when an investigation was taken to see how far online teaching has enhanced their reading, it brought out the benefits of online teaching. It helps in the prompt evaluation, conduct of online tests, working out, self-testing, assignments, etc. These benefits can be utilized as a kind of perspective for a hypothetical web-based reading system.

The subsequent examination aimed to bring out the effect of wiki-put together global coordinated effort project. It also proposed incorporating technology such as Web 2.0 devices into everyone's future study halls.

*Innovation is the ability to see changes as opportunities.*The subsequent investigation phase focused on the classroom environment that used a computer to aid reading languages (CALL). Since the confined homeroom or study room became a potential substitute for a regular classroom, the investigation looked into how the swapped study hall would help in language acquisition. The specialist attempted to investigate how well the instructor can amplify its standards from the online phase of a swapped study hall in the current examination. Not only can the educator exclusively utilize the underlying process as the idea conveyance, but the entire reading measure as the public authority supports it through the service of training as the method of getting the hang all through the pandemic.

The fourth phase of the analysis looked into how far the concept called e-reading has affected the children. The analysis findings brought out the necessity of evolving

an entirely new strategy that will cater to the needs of both the teachers and students. It has to cater to the requirements of the students in case of pandemics too. It should prompt the students to attain excellence in reading. It also exhorted the evolution of a judicious mixture of innovation and conservative methods.

When COVID-19 laid its deadly hands on almost every country imaginable, it culminated in the death of millions of people. The flare-up was first noticed in Wuhan, China, in December 2019. Every country advised its citizens to be cautious and to stay indoors. To arrest the further spread of Covid, a curfew was imposed in many countries. For a more extended period in developing countries, curfew wreaked havoc on their exchequer. People were strictly advised not to step out, touch their face before washing their hands, and not to host any relatives. Though the government initiated every action possible to arrest further spread, it spread as people in many countries started vacationing.

Bhutan initially proclaimed shutting schools and establishments and decreasing business hours during the second seven-day stretch of March 2020. As The number of cases dropped, the lockdown was gradually lifted as it has caused a complete drain on the people's purses. Initially, people were allowed to work. Later, when the government knew that further spread was entirely under control, it reopened the schools. Children studying lower grades were strictly advised not to venture to schools as reopening was meant only for grown-ups. The entire nation was placed under lockdown. The effect was extensive, and people had not fully overcome the battle with Covid. A few schools, universities, and colleges have ceased vis-à-vis instructing. There is a need to develop and carry out elective instructive and evaluation techniques. The pandemic has given us a lesson to inculcate innovative ideas in teaching. All the efforts of the techno wizards have culminated in computerized reading.

The examination illuminates various advantages and disadvantages of online teaching and computerized reading like the absence of an internet demonstrating framework, educators' limited openness to internet-based instructing, the data gap, an unfavorable environment for reading at home, value, and scholarly brilliance in advanced education and so on. The entire article attempts to explore the effects of COVID-19 on language teaching around the world. The challenges it posed the hardships

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the teachers and parents encountered are vividly described. Amid nowhere, teaching had to occur when curfew was imposed. Hence the teachers had to shift their focus to online teaching. There was indeed a shift in the way teachers delivered quality education online. Despite the difficulties that both teachers and students face, internet reading and distance reading offer solutions to continue learning in the wake of complex situations.

Adapting to changes like traditional reading to science education is also a unique experience for teachers and students that they must familiarize themselves with as no other options were available. Teachers had to follow "Instruction in Emergency" to teach the children online.

The concept of E-reading played a significant role and positively impacted the students by giving them a completely new and personalized experience. Teachers and students who vehemently believed that the best traditional teaching method challenged adjusting to a new reading environment. In contrast, students and teachers who were ready to welcome innovative ideas embraced the new reading environment. For internet-based reading, there is also no one-size-fits-all teaching method. Instead, there are a variety of subjects with varying requirements. Different subjects, as well as age groups, necessitate different approaches to internet reading.

Additionally, browser adaptation kindles the spirit and desire to learn in a virtual environment, requiring limited development. Though governments, forefront laborers, and other officials are now back to work despite the flare-up, schools and colleges are yet fully operational and back on track. The article also comprehensively explains how reading in children could be kept active.

The ability and inclusiveness of information and communication innovation (ICT) for both teaching and reading may be required to use accurate and suitable teaching methods for online training. Some of the tools used for online teaching include integrated correspondence and collaboration stages like Microsoft Teams, Canvas, Google Classroom, and Blackboard, which enable educators to create informative classes and prepare and prepare skill advancement initiatives. To coordinate classes easily, they include options for workplace communication, video chat, and record storage. In addition, they typically permit the sharing of a wide range of contents, including PDF, Word, sound, Excel documents, and recordings.

These tools play a significant role in closely following up reading in children besides making evaluation less laborious. The blended reading is a direct approach for delivering reading, including articles, prerecorded videos, and YouTube links before the class. The time spent in the online classroom is used to enhance knowledge through discussion with the faculty. It is a very appealing method of enabling abilities such as rational reflection, critical thinking, and self-coordinated reading. Teleconferencing and flexible cloud-based teaching are examples of virtual classrooms. Various platforms like Big Blue Button, Elias, model, and Skype are increasingly being developed.

2. METHODS
Members

The detailed study was undertaken among 34 Engineering students, of whom 20 were women students. Before the study, they were all asked for their consent to be a part of the study. Their contribution to the explorative research was quite propitious.

The members of this investigation have been meticulously chosen to meet the criteria set for investigation. During the research, meticulous observation of internet reading and study home concept was undertaken. It was also noted that the educator guided his or her class in such an intriguing manner that the analyst thought her "imagination" in directing its classes was worth mentioning. Therefore, some hypothetical points of view can be used to research the teacher's creative ways in traditional online media.

Setting

As in the case of every country, Indonesia, too, was severely affected by Covid. It had its reigns for quite a few months in Indonesia. As the number of cases kept soaring, schools and colleges were mandated to remain shut. As the pandemic held us incarcerated for almost a year, education in many parts of the world came to a standstill. There was no learning during the initial days when almost 95% of the countries imposed curfew in their countries. The situation prevailing was not easy to deal with. It was feared that schools might become active hotspots of the potential spread of infection. Indonesia was no exception, and the teachers were advised to gratify their urge by teaching online. 'Research from residence' was

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mandated because the administration did not want to jeopardize the children's access to education.

The investigation was undertaken in central Indonesia. First, the analyst approached the public secondary school in the capital city. Each school represented a typical one with several students ranging from 600 to 800. Therefore, it was decided to induct the grade ten students for the assessment and research. Before the investigation, an analyst met the teachers to brief them on the research objective and how it should be carried out.

TECHNIQUES AND DATA ANALYSIS

The process commenced after the teachers briefed us on their reading challenges. As the presence of the researcher and the analyst was feared to impact the students, it was mandated that they refrained from venturing into the classroom. It was also opined that their presence might pose a threat and affect the student's natural reading ability. It was also believed that even the untoward interruption of the researcher might affect the Hawthorne effect. Its instructor used a variety of computerized platforms, including Google Classroom, YouTube, WhatsApp, Zoom, and Google Docs collaboration.

As stated, the researcher took consent forms to document all activities. At every stage of the research, the fruition of the students was recorded through Google Classrooms, YouTube connections, Google Constructions, WhatsApp, and Zoom documents. These additional data have been used to analyze the teacher's educational methodology to educate the students. Apart from that, an instrument is used to measure the students' reading skills as scheduled by the teacher. The details, like how long the students took to get acclimatized to reading online, were meticulously recorded.

DISCOVERIES

As the second wave of Covid started again with much acceleration, the plight of everyone was compounded. Though people had just resumed normalcy, the Indonesian government had no other option but to extend lockdown till July 2021. Individuals were expected to work from home to refrain from going out. It also had an impact on the students and their learning abilities.
Initially, its instructor created a WhatsApp group for students. It served as a juncture where a wide range of thoughts could be shared. Moreover, any query can be addressed at the earliest. If anyone encountered difficulties, it came to their rescue immediately. It is advantageous because proportional communications may take place depending on the situation.

Furthermore, the benefits of it are endless. When someone wants to share or transfer documents such as Word, Excel, PowerPoint, photographs, video clips, web links, and others, its scientist, who was among the first to be a part of the gathering, predicted that teachers would become immensely reliant on WhatsApp group. Nevertheless, the reading process would come crashing down. It is also likely to make them addicted to smartphones. Smartphone adoption has been the top priority in recent times. However, when it is encouraged by online teaching, it can hurt the children. Scientists have opined that smartphone addiction makes a child dull and imbecile. Despite all odds, if technology is used judiciously, it will benefit the students on a large scale.

DIFFICULTIES IN TEACHING WITH READING

It is universal that when we adapt to new technology, there will be initial hiccups as time is required for anyone to get acclimatized to new trends. While referring to gadgets, one may encounter many obstacles. A subset of problems highlighted as well as illustrated by various academicians is encapsulated:

Inclusiveness, reasonableness, ability to adapt, reading teaching approach, deeply embedded reading, and instructive method are some of the most prominent difficulties that e-reading incurs. Furthermore, online learning is not feasible as they are poverty-stricken and underprivileged. Technology-assisted teaching is a dream for many from underdeveloped countries. As a result, it has become critical for youngsters to participate in disconnected activities and personality reading. If the guardians are held up with work, there is no parental guidance, making them distracted and disoriented. There will be viable issues regarding actual work locations that are beneficial for various ways of education. Some academically gifted students from financially disadvantaged backgrounds cannot access and pay the burden of internet reading.

Evaluations online are comparatively less laborious, and it is completed online with a lot of experiments, vulnerability, and disarray among educators. The evaluation tool varies depending on the capability and

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the aptitude of the teachers. It depends on the learners too. Due to students' preponderance, appropriate steps to counter indictable offenses are yet to be implemented in many educational institutions. The closure of educational institutions has impacted internal evaluations and assessments besides fundamental capabilities such as official education documents.

Due to the pandemic, all activities about education were brought to an abrupt end. Prestigious tests like NEET, conducted every year in India, were postponed sine die. However, there is no denying that online teaching has the other side. Extensive and unstructured spending time on the internet reading uncovered children in the direction of potentially damaging content. Besides, it also poses a significant danger of virtual harassment.

Internet-based reading comes at a heavy price that many will not bear. For instance, in Bhutan, most of the students hail from rural areas where the chief occupation is farming. As the parents are poor farmers, they may not afford the exuberant online learning. Students are inhabited with assisting protectors to ranch activities such as farming, keeping a close eye on steers, and family duties. A few students even proposed deferring the experiment till evening because they had to render a helping hand to their parents working on the fields. As they are obliged to follow the arduous routine, they find it demanding and extracting. As a result, this becomes difficult for them all to keep up with the activities.

Parents of children in smaller classes believe that it is wiser to enable the children to repeat the following year. Even though there is free Internet access, most students do not use cell phones or television at home. In addition, because of the closure of businesses and places of work, work is becoming rarer for a massive population.

Most students are ready to embrace the concept of online, face-to-face courses (video); however, a few students (financially strained) have expressed that its intimate instructional approach devours so many network packets. Moreover, its teachers are already losing as to whom to pay close attention to. On the other hand, some bright ones may benefit from pre-recorded videos; in either case, it could restrict affiliations.

Online teaching, which became a trend due to Covid, has also become an advantage as it has culminated in a stronger bond between instructors and parents than in any present reality. During such an ongoing crisis, children with disabilities require extra and unusual assistance.

The possibilities of using applications like Online Classes, Zoom, online educational climate, web-based communications, and different collecting conversations like Telegram, Messenger, WhatsApp, and We Chat are being evaluated on how they could be used innovatively to train the students.

The online teaching platform offers exceptional Liberty for participation, creative arrangements, and readiness to learn from others and discover different apparatuses. Online Education has given a chance to educate and gain knowledge in novel ways. The conservative method was teacher-cantered as the teacher was considered to be a repository of knowledge and intellect.

DISCUSSION

As the deadly hands-on Covid started spreading among kids, it sent shockwaves to the entire world. The anxious parents did not want to take a chance by sending their kids to school as, by the end of July 2021, it has affected 99.6 percent of students, affecting 1.765 billion kids in addition to young people in 200 countries. When people's lives were at stake, there arose no necessity of learning for quite a few days. Later, when people realized that it was not going to end soon, making reading possible but also accessible became a critical requirement. The teaching methods available for in-person reading do not apply to online reading. Even though various instructional methods have been devised for online and distance reading, instructors who are mechanically in reverse require an appropriate proficient turn of events and should prepare to cater to the requirements of the students. Supportive cognitive development assessments with incoming classes are an essential aspect of online distance education. This online distance education has been noted to be difficult for teachers. Maslow without first Flower is a common expression through educational circles. It should be the goal of internet-based reading to continue training during a pandemic or in the wake of complex situations. The term is frequently used to ensure that students are safe, but their basic needs are met before beginning internet-based reading. Inappropriate behavior at residence and child abuse are on the rise as the perpetrators are numerous at home and in the neighborhood, causing a psychological disruption and

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threat to students. Online teaching has also helped eradicate independent learning or tuition centers. There are reports of students exiting or picking to end tutoring in Bhutan.

CWSN or children with special needs face many challenges when it comes to reading. They may need extra preparation, assistance as well as direction. Many parents lack the spirit to meet such requirements disrupting the reading of such a batch of students. When the focus is on CWSN, there are also SEN, i.e., students' exceptional educational needs. To quest the thirst for learning for such students, there is a need to contribute time and resources to investigate and discover better options for their needs (SEN). Another disadvantage of online teaching is that when the students submit their assignments or projects, it becomes challenging to verify their work's authenticity and genuineness. Another area of investigation is the evaluation because no legitimate initiatives have been developed and largely controlled.

SURVEYING STUDENTS

In this investigation, the analyst discovered the cycle of appraisal directed by the educator. The instructor conducted the developmental evaluation during reading interaction by giving them online exercises and forthrightly trying to know of a student's progress on the internet. Such similar tests would offer the instructors and students comfort as they could have prompt input when a test is completed. In the interim, talking ability was evaluated throughout a video identify.

The outpatient appraisal was also an evaluation performed by the educator to supplement its tests. Students were asked to collect the outcomes of the project to receive an extra rating. These evaluations were also appropriate on behalf of such students since, in addition to working on the project, the method for collecting information and prior information used for the employment was expressive. A few stages like Google Docs permitted the students to work cooperatively and continuously.

3. CONCLUSION

The research undertaken on the impact of COVID-19 on teaching as well as reading all around the globe concludes that suitable methods of teaching besides different instructional stages of elevated emergency service and essential education must be investigated further.

Internet transmit power is somewhat limited due to fewer passageways. Information multipacks were also expensive compared to the wages of individuals in several agricultural countries, leading to a lack of accessibility. Therefore, intervention at the strategic planning level is required to progress the current situation. In addition, a detailed research study is recommended for further investigation and examination of powerful instructional methods for internet education and reading. Another research area is the need to develop instruments for real-world evaluations and appropriate criticism. Finally, the reasonableness and accessibility for all students of various financial backgrounds are recognized as just a test, whereby the instructional device developer could focus on customization.

Additionally, response threshold mediation is required. Given the current situation, educational frameworks worldwide, such as Bhutan, must contribute to the professional advancement of instructors, particularly in the areas of ICT and compelling teaching methods. Making internet-based shows that are creative, innovative, and intuitive through simple apparatuses is another area of data innovation.

The pandemic has taught both educators and students a big lesson about the value of utilizing multiple internet instructional tools. Once classes resume after the COVID-19 pandemic, instructors and students should be encouraged to continue using such online results to improve instruction and reading.

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