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**Activating Metacognitive Strategies on Enhancing Reading Skill
among High School Students**

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KEYWORDS Conscious Awareness. Cognitive Control. Monitoring Reading. Strategy Use. Self-regulation

ABSTRACT An investigation into the effect of metacognitive strategy application on High School Students' Reading Comprehension was carried out with 80 students from the middle school, Kalapet, Pondicherry. The results showed that metacognitive strategy use and cognitive control process has its effect on the reading comprehension of high school students. The significant correlation between their awareness on metacognitive strategies and their reading comprehension indicates the developed self-awareness and reading comprehension. The outcome of the treatment proved the possibility of development of regulatory skills among high school students which in turn helped them to acquire reading comprehension. It is recommended that language teachers should build metacognitive awareness among students and facilitate reading strategies for enhancement of Reading Comprehension.