MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED EL-BACHIR EL-IBRAHIMI UNIVERSITY

BORDJ BOU-ARRERIDJ

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND FOREIGN LANGUAGES

FINAL DISSERTATION

Dissertation Submitted for the Requirements of the Master Degree

Option: Didactics of Foreign Languages

Theme

Investigating EFL teachers' and learners' attitudes towards the implementation of meta-cognitive reading strategies:
Case study of third year students of English at Mohamed Al Bachir Al Ibrahimi University

Submitted by:

Djenat REMMACHE

Leila ZAITER

Supervised by:

Dr. Salim BOUHERAR

Publicly defended on / / in front of the jury composed of:

Mr. Mohamed LAOUBI	**MCA**	**President**
Dr. Salim BOUHERAR	**MCA**	**Supervisor**
Ms. Kenza NEZZAR	**MAA**	**Examiner**

The academic year 2021-2022

DEDICATIONS

I dedicate this work to my family, especially my parents, for their unconditional love, support, and patience. They are the only ones who have been present for me at every step of my education, and who made me believe in everything, but failure and surrender. May Allah bestow them with His grace and paradise.

I owe a special thanks to my dear husband, who has accompanied me and encouraged me throughout this journey.

To my dissertation partner, Leila, with whom I was able to easily overcome the challenges.

This work is dedicated to all those who contributed to this work with concrete or emotional support. May Allah bless you with success.

Djenat Remmache

I am dedicating this work to my beloved grandmother **"Yema"** or let me say my mother who was my guardian angel and everything in my life. She raised me, loved me, and taught me how to be a strong woman, she has meant and continues to mean so much to me. May Allah have mercy on you my dear and may Allah give me the strength to accept that you are no longer of my world.

A special feeling of gratitude to my grandfather **"Ramadan"** who treated me like a daughter, gave me his love and support in my educational journey.

I would like to dedicate this work to my loving parents, **"Redouane"** and "**Souad"** who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

To my husband and my soulmate, **"Haithem"**, who has been a constant source of support and encouragement during the challenges of education and life. I am truly thankful for having you in my life.

To my lovely sister **"Hanifa"** for always standing by my side and to all my sisters.

A special thanks for my dissertation partner **"Djenat"** for being a very kind and understanding person during our work journey.

Leila Zaiter

ACKNOWLEDGEMENTS

Praise to Allah for the completion of this humble work

First and foremost, we would like to express our greatest gratitude to our supervisor, Dr. Salim Bouherar, who has supported us throughout the writing of this dissertation with his patience and knowledge. We are indebted to him for his excellent guidance and precious advice. It has been an honor to have such a kind and competent person as a supervisor.

We do not forget, of course, to express our gratitude to our participants (teachers and students), who have cooperated kindly, and without whom this work would not have been possible.

Special thanks to all our colleagues, and all our friends who encouraged us throughout this journey.

Words fail to express our gratitude to our families who have provided us with their encouragement, love, and support.

To all of you, thank you.

ABSTRACT

The present research was conducted to investigate the attitudes of EFL teachers and learners at Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj in Algeria towards the implementation of metacognitive reading strategies in class. The purpose of this research was to determine whether EFL teachers include metacognitive reading strategies in their classrooms as well as whether EFL students implement these strategies in their reading. Moreover, it sought to determine whether EFL teachers and learners are aware of the important use of metacognitive reading strategies. This study was based on a quantitative research design. The data were collected through questionnaires and it was distributed to 27 third-year EFL students and 11 teachers who were randomly chosen. The findings demonstrated that EFL third-year students at Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj sometimes implement metacognitive reading strategies in their reading. However, students are not aware of the importance of implementing metacognitive reading strategies and how it affects their reading comprehension positively. In addition, the results showed that EFL teachers at Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj generally teach and use metacognitive reading strategies in their classrooms. This research was an attempt to raise teachers and students awareness about the important use of these strategies as well as highlight their effectiveness in overcoming reading comprehension difficulties.

Key words: Mohamed Al Bachir Al Ibrahimi University EFL learners, Mohamed Al Bachir Al Ibrahimi University EFL teachers, reading attitudes, reading comprehension, metacognitive strategies, metacognitive awareness

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

M: Mean

SD: Standard deviation

%: Percent

List of Tables

List of Figures

Table of Content

General Introduction

1. Background/Rational

Reading is a fundamental skill for learning a foreign language as it is an important gateway for gaining and learning more knowledge. Anderson (2003) viewed reading as an essential skill that most English learners must master in order to succeed in their studies. Reading comprehension is a complicated process, and students often struggle to derive meaning from written material (Grabe & Stoller, 2002). EFL (English as a Foreign Language) learners' reading comprehension may be influenced by factors such as their background knowledge, their target language proficiency, and their metacognitive knowledge. Many approaches to reading instruction have emphasized the significance of EFL/ESL students metacognitive strategies for text comprehension. Sheorey & Mokhtari (2001), who conducted research on metacognitive awareness and the use of reading strategies among L2 readers, defined metacognitive strategies for reading as "intentional, carefully planned techniques by which learners monitor or manage their reading"(p.436).

Based on previous studies, EFL learners in Algeria face difficulties in reading comprehension even after years of learning the English language. In fact, much of the research into metacognition in Second Language (L2) reading revealed that readers' metacognitive strategies are related positively to their success in their L2 reading comprehension. Therefore, using metacognitive strategies in reading texts may enhance the reading comprehension of EFL learners, and not using these strategies may negatively affect their reading comprehension and academic success (Zhang & Sheepho, 2013).

This study aims to investigate the attitudes of EFL teachers and learners at Mohamed Al Bachir Al Ibrahimi University in Algeria towards the implementation of metacognitive strategies in reading texts. In particular, this study seeks to find out whether EFL teachers at Mohamed Al Bachir Al Ibrahimi University teach metacognitive strategies to their students and whether EFL learners use these strategies in their reading. There is a need to investigate whether these learners actually use metacognitive reading strategies because knowing this fact will shed light on the reasons why they have reading comprehension difficulties. Through this research, students will be more aware of the importance of using metacognitive reading strategies, which will lead them to acquire these

strategies to enhance their reading comprehension. The investigation presented in this study will convey valuable information for future research that will explore the use of metacognitive strategies more in depth in the context of EFL learners at Mohamed Al Bachir Al Ibrahimi University.

2. Statement of the Problem

Based on our experiences and observations as second year master students at the university of Mohamed Al Bachir Al Ibrahimi, undergraduate students are required to read a variety of works and materials, compared to what they were expected to read at the pre-university level. Yet, many of them face difficulties in reading comprehension. These difficulties may be attributed to different factors, including the misuse of reading strategies, particularly metacognitive reading strategies. Researchers emphasized the role of metacognitive skills in improving comprehension, and suggested that both teachers and students should employ metacognitive reading strategies in the classroom (Fairbanks, 2010; Tarricone, 2011; Hattie 2012).

3. Aims of the Study

Considering the effectiveness of the metacognitive reading strategies, this study aims to investigate the attitudes of EFL teachers and learners at Mohamed Al Bachir Al Ibrahimi University in Algeria towards the implementation of metacognitive reading strategies. In particular, it aims to determine whether EFL teachers at Mohamed Al Bachir Al Ibrahimi University in Algeria teach metacognitive strategies to their students and whether EFL learners use these strategies in their reading. Moreover, it seeks to determine whether EFL teachers and learners are aware of the important use of metacognitive reading strategies to achieve better reading outcomes. Thus, this research attempts to raise teachers and students' awareness about the importance of employing these strategies, and to highlight their positive outcomes through challenging the current reading difficulties.

4. Research Questions

The research is an attempt to answer the following questions:

1/ Do EFL learners at Mohamed Al Bachir Al Ibrahimi University use metacognitive learning strategies in reading?

2/ Do EFL teachers at Mohamed Al Bachir Al Ibrahimi University teach their students to use metacognitive strategies?

3/ Are EFL teachers and EFL learners at Mohamed Al Bachir Al Ibrahimi University aware of the importance of the use of metacognitive reading strategies?

5. Research Methodology

This study is designed as a quantitative study, aiming to understand teachers' and students' attitudes towards the implementation of metacognitive reading strategies. Hence, a descriptive research is applied in our research. To achieve the objective behind this study, the questionnaire was employed as an instrument for data collection. A questionnaire of 18 questions was distributed to a random sample of third year students of English at Department of Foreign Languages, Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj, and another questionnaire of 22 questions was designed for teachers in the same university. This study involved 11 teachers and 23 students. Another aim of the questionnaires is to examine the extent to which teachers and students are aware of the importance of metacognitive strategies to achieve better reading outcomes. The data gathered from the questionnaires were analyzed using the statistical software "Microsoft Excel". Data was analyzed statistically and were demonstrated through tables and graphs.

6. Significance of the Study

As this research contributes to the understanding of metacognitive reading strategies by providing information, it is intended to make a significant contribution towards raising both teachers' and students' awareness to the importance of implementing metacognitive reading strategies so that they do so. In particular, it is significant to students who seek to develop their level of comprehension at the level of metacognitive reading. It is also significant to teachers who aim to improve their teaching by incorporating metacognitive strategies into the teaching process. In addition, this study is intended to emphasize the importance of the role of teachers in developing

students' metacognitive awareness which will enable them to overcome their reading comprehension difficulties. Overall, the current study would add a contribution to the field of reading comprehension research.

7. Structure of the Dissertation

The present study is divided into three chapters. Chapter one is about the literature review which provides a general overview of the theoretical part of the study, which is about metacognitive strategies. Chapter two, which is the practical part, discusses the research methodology design, population, and sampling procedures, as well as a description of the instruments used to collect data. It also explains why the instruments were chosen, how they were piloted, and how they were used. Chapter three is devoted to the quantitative analysis and the interpretation of the results obtained from both teachers and students' questionnaires. The results are statistically displayed, using descriptive statistics. A conclusion that addresses the questions raised in the introduction brings the dissertation to a close. It also includes research contributions, and recommendations for further research, as well as for teachers and students.

1. Chapter One: Metacognition and Reading: Highlighting needs, realities, and expectations

1.1. The Importance of Reading in EFL

Reading has a great influence on people in everyday life. The importance of reading in the acquisition of a second or foreign language has increased significantly in the previous decade (Karbalaei, 2010). Reading is considered a main pillar of the process of acquiring a new language. According to Alderson (1984), reading is the most significant of the four essential skills in English language learning. It is viewed as an interactive process between the reader and the writer, in which the former must first decode the passage's message in order to be able to comprehend it. Baker (2013) describes reading as a process in which the reader activates a range of knowledge within the reader's mind rather than just extracting information from the text. Noor (2011) acknowledges that reading is one of the most fundamental aspects of language learning. Reading in English as a Foreign Language is one of the language skills that have to be mastered by language learners. Reading is very important in a lot of aspects of the EFL learners' learning journey. Numerous studies investigating the role and significance of reading have shown that learners who read effectively and use reading strategies are more proficient and achieve better academic results (Snow, 2002; Koda, 2007; Chege, 2012; Keskin, 2013; Dubravac, 2016). Reading provides new information to EFL students, develops their critical thinking, synthesizing, and interpreting skills, which enable them to progress in their foreign language learning (Richards, 1976; Grabe, 2009; Noor, 2011). It helps EFL students become more familiar with the vocabulary and grammatical rules that allow them to express themselves. Koch (1974) affirms that reading enables EFL students to improve their grammar, vocabulary, and writing skills in the target language. Both Carson (1993) & Kolawole (2009) claim that reading improves learners' spelling skills and expands their vocabulary. In other words, it facilitates the development of literacy skills, which are necessary for efficient communication in a variety of situations. According to Krashen (2004), spending a lot of time reading is more profitable and useful for learners to acquire a foreign language. He claims that devoting time to reading is more beneficial than devoting time to repetitive memorizing of new

words. Palani (2012) believes that academic achievement requires effective reading. Thus, reading is one of the skills that a learner of a foreign language should learn.

The more EFL learners read, the better their comprehension will be. Reading's primary purpose is comprehension (Duke & Pearson, 2011; Grabe, 2009). This demonstrates that comprehension is required for meaningful reading to occur. Reading would be useless without comprehension. Grabe & Stoller (2002) define reading comprehension as the capacity to retrieve and correctly understand needed information from a given text. In other words, reading comprehension is the ability to read text, process, and understand its meaning based on the context. Reading requires not only comprehension, but also necessitates critical and creative processing of reading materials.

EFL students who read a lot acquire English better and faster than those who do not. Realizing the importance of reading for EFL students, it is crucial for EFL students to have good reading proficiency. Mahfoodh (2007) states that reading proficiency refers to the reader's ability to properly and effectively comprehend written statements or any sort of textual material.

1.2. Reading Strategies

In reading, students need to employ a variety of strategies to assist them in acquiring, storing, and retrieving knowledge. Reading strategies are intentional, internally changeable psychological approaches intended at enhancing the efficacy of, or compensating for, reading comprehension failures on specific reading tasks. According to Pani (2004), reading strategies are the mental activities required when readers approach a text to construct meaning of what they read. Additionally, Barnett (2002) uses the term reading strategy to refer to the comprehension processes that readers use to make sense of what is written. The aim of reading strategies is to understand the meaning of the given text (Thompson, 1988). Therefore, applying reading strategies means having the ability to self-regulate when dealing with written material.

Oxford (1990) classifies reading strategies into six categories which are cognitive, memory, compensation, metacognitive, affective and social strategies. Cognitive strategies are direct language learning strategies which can help students process meaning in the target language consciously, such as note taking, summarizing, prediction and using context clues. The memory ones include methods for remembering and retrieving information. Compensation strategies involve inferencing, guessing, and the use of dictionaries, among other things. Metacognitive reading

strategies are about taking charge of reading and monitoring comprehension while reading. Affective strategies refer to techniques used by learners to self-encouragement and reduce their anxiety. The final set of strategies are the social ones and those involve cooperation with other individuals such as working with peers, questioning and asking for correction Oxford (1990). However, it should be noted that there are no good or bad reading strategies and that all depends on the readers and what they want to achieve through their reading (Oxford, 2001).

The use of reading strategies and their impact on students' reading comprehension performance has been the focus of attention of many researchers (Hyland, 1990; Singhal, 2001; Sheorey & Mokhtari, 2001; Zhang, 2001;Karbalaei, 2010). Reading strategies are among the most effective ways to improve reading comprehension skills. Skillful readers use a variety of strategies to construct meaning from a given text (Carrell, 1989; Sheorey & Mokhtari, 2001; Zhang, 2001). Hence, being able to properly apply strategic reading skills is an important aspect of being a skilled reader. Karbalaei (2010) suggests that readers who are able to self-regulate and use several reading strategies can achieve a high level of comprehension when reading a text. Singhal (2001) adds that reading strategies are employed to enhance learning and comprehension. Hyland (1990) argues that reading strategies assist readers in getting specific detail, finding the main idea or theme, learning, remembering, summarizing and doing research. Students can become proficient and independent readers by learning and mastering a variety of reading methods (Booth & Swartz, 2004).

Therefore, reading strategies are effective techniques that can be used by EFL learners to succeed in reading comprehension. They provide students with the knowledge and skills to successfully manage their reading effectively. One of the most popular strategies applied in reading comprehension is metacognitive strategies.

1.3. Metacognitive Reading Strategies

Metacognitive reading strategies are strategies that are intended to increase readers' reading comprehension, and their ability to assess how well they have understood what they have read (Zhang & Sheepho, 2013). These strategies facilitate learners to learn language successfully.

Chamot & O'Malley (1990) have classified the metacognitive strategy into three categories of metacognitive strategies which are planning, monitoring, and evaluating strategies. Firstly, planning strategies is the process of organizing one's thoughts in order to reach a certain objective.

According to Zare-ee (2008), planning consists of choosing the most effective techniques to implement. Prediction, strategy sequencing, and time allocation are a few examples. Previewing a title, an image, a picture, a heading or subheading, and the text structure help readers activate their prior knowledge that will prepare them for reading (Israel, 2007). In this category, students may ask themselves questions such as: what is my prior knowledge that will help me do this task? What should I do first? What is my expectation of doing this task? How long will it take me to accomplish this task?

Secondly, monitoring strategies are used while reading. Enhancing the efficiency of reading comprehension is the goal of reading monitoring. These strategies include self-questioning, looking for the essential information, determining the important parts of the text, summarizing, vocabulary knowledge, and checking understanding (Pressley, 2002; Israel, 2007). Therefore, monitoring is the process of checking up on one's own reading comprehension and text performance. Students must evaluate their progress on a task to verify whether they are on the correct path. This self-monitoring is made easier if they devote time to the planning stage and have a clear idea of what they want to achieve. When students are doing the task, they can ask themselves: how am I doing? Am I on the right track? What strategies am I using? Should I accomplish this assignment in a different way or strategy? What other things/information should I need?

Thirdly, evaluating strategies reflect the conclusion of the individual's reading. Thus, they occur after reading a text or at the end of a task. Evaluating strategies falls into three categories: self-assessment, self-evaluation, and self-reflection. Students should spend time after finishing a task, reflecting on what went well and what they would do differently next time. When students are evaluating their task, they can ask themselves: how well did I do? What did I learn from doing this task? Do I need to redo the task? What could I have done differently?

Students may benefit from the implementation of planning, monitoring, and evaluating strategies in the classroom since they will be able to comprehend texts better and thus learn more effectively. Students' comprehension will increase if they know when and how to use regulatory skills and incorporate them into instructional activities in the classroom (Cross & Paris, 1988). For instance, students can employ self-questioning, in which they ask questions to themselves that activate different parts of their cognitive process, such as planning how to approach a task,

assessing the effectiveness of the strategies used, and assessing their learning outcomes. These activities encourage students to reflect on their work as they are performing it.

1.4. The Role of Metacognitive Strategies in Class

Metacognitive strategies are strategies that improve students' learning by developing their self-awareness. The capacity to comprehend and control one's own thought processes is beneficial for students of all ages and academic levels. A key element of effective learning and academic performance is metacognition. Students learn more effectively when metacognitive skills are taught and encouraged in the classroom.

The use of metacognitive thinking and strategies enables the learners to quality-control their thinking and reasoning and then shift their cognition and behavior to increase their chances of successfully achieving their goals. It also allows students to become more creative, flexible, and independent learners. Metacognition is beneficial to students with unique educational needs because it helps them absorb learning activities, organize themselves, and manage their own learning. Students who use metacognitive methods to complete learning tasks outperform those who do not (Mason, Boldrin & Ariasi, 2010; Dignath & Buettner, 2008). Boosting students' metacognition in the classroom is a good technique to make sure they are learning effectively. They also help them to determine what works and what does not, as well as determining what they would do differently next time if they encounter a setback, failure, or mistake.

Improving metacognition is beneficial in all disciplines because it focuses on how individuals learn rather than what they learn. As a result, colleges and institutions must actively work to enhance all students' metacognitive reading skills. In this regard, teachers should teach and encourage students to employ metacognitive skills in all areas, since the more they practice, the more effective they become.

1.4.1. Teaching Metacognition in EFL

Metacognition is considered particularly important in education. Researchers emphasize the importance of metacognition in improving learning and teaching. Tarricone (2011) states that metacognition is essential to learning. Fairbanks (2010) & Hattie (2012) claim that implementing metacognition in classrooms can help teachers to support their own and their students' development.

Furthermore, enhancing metacognitive development in the classroom will make students able to learn effectively as well as become efficient learners. In other words, when teachers emphasize developing strong metacognitive abilities, learners will develop an awareness of the learning process and be able to control their learning. This leads learners to enhance their capacity for self-regulation, increase their ability to manage their motivation, and become more independent. "A 'metacognitive' approach to instruction can help students learn to take control of their learning by defining learning goals and monitoring their progress in achieving them" (Masters, 2020, p. 51).

The development of metacognitive ability among students is the role of teachers. They should present to students different types of helpful strategies in the context of their learning, model their application, and provide opportunities for students to test and apply them as part of the learning process. Clearly, before discussing teaching strategies, teachers will need to know different things if they want to teach metacognition effectively. According to educational research, the key aspect of effective teaching is a good understanding of content and pedagogy. Zohar & Schwartzer (2005) state that teachers should know several thinking patterns, skills, or strategies on a metacognitive level. Teacher's knowledge about metacognition and metacognitive pedagogy could be developed through professional development programs aimed at improving teachers' metacognitive knowledge. These programs will make teachers more aware of metacognitive processes and allow them to question their preconceptions of metacognition and critical thinking. To illustrate, an Australian teacher who had experienced an extensive professional development course in applying metacognition in Information and Communication Technology (ICT) learning said that:

> at first I was not so sure about metacognition… Learning how to learn. I did not have much time for it. I did not know about it and was shying away from it. But now I say to the kids 'we have to learn about how to learn'. I have taken this approach on board with the kids. We can't just do things, we need to think about different ways and approaches to problems. This has been a big improvement for me. (Phelps et al., 2004, p. 64).

Furthermore, Mevarech & Kramarski, (2014) believe that teachers should provide effective metacognitive guidance for their students; this effective metacognition needs to be explicit with prolonged instructions and should inform learners of its benefits. Thus, teaching metacognition should be explicit and include a good understanding and explanation of why using a certain way in approaching one's thinking will be beneficial. This is why teachers must be confident in their

understanding of metacognition. In addition, other studies highlight the importance of thinking about instructional strategies that foster metacognitive thinking in terms of three broad categories: planning, monitoring, and evaluating strategies (Ellis, 2014). For instance, planning is considered the most important instructional method for teaching any type of metacognitive strategy. Both monitoring and evaluating strategies are targeted at analyzing or describing task performance. The only difference between them is that the analysis of monitoring strategies occurs during task performance, while the analysis of evaluating strategies occurs after task performance.

Generalisability, transferability, and subject- specificity are three important features of metacognitive strategies. Generalizable metacognitive strategies mean that we can give wide classifications of metacognitive strategies (plan, monitor, evaluate). Also, regardless of the context, metacognitive strategies can suggest habits of mind and behaviors that can be metacognitively beneficial. For example, teachers remind themselves and their students to look at a problem from multiple angles or to plan how to approach a task, this will be useful in most, if not all learning contexts. However, not all metacognitive skills are necessarily transferable. Using metacognitive strategies in multiple subjects can improve student achievement more than learning metacognitive strategies in only one subject. In contrast, Adey & Shayer (1993) argue that 11 years old student will be able to improve his/her results in different domains such as science, maths, and English if he/she receives metacognitive instruction in science alone. Other researchers (Bereiter, 1995; Fuchs, 2003; Billing, 2007; Conner, 2007; Monteiro, 2020) claim that transfer in metacognitive strategy is more likely to be effective when teachers provide guidance. Teacher guided transfer, or 'teacher cueing', is when the teacher suggests the possibility of skill transfer, for example, "have you seen a problem like this before? Perhaps like the one we looked at last week? How did you solve that problem?" If we accept teacher-guided transfer, there is stronger evidence for metacognition as a transferable skill. In addition to that, using subject-specific strategies with explicit and specific learning goals in mind will make the metacognition effective on students learning. This demands several implications and a good understanding of how metacognition should be approached in embedded teaching practice.

Before discussing specific teaching strategies, we should mention that teaching and developing metacognition are interrelated. The teacher's knowledge about the way of guiding practice in a range of contexts and problems will ensure successful metacognitive instruction. Successful reading

strategies focus on how to monitor comprehension. The National Reading Panel in the USA (2000) found that the effective metacognition-based teaching models were the reading comprehension strategies that are designed to help student monitor their comprehension. Recently, educators in the U.S tend to make their students focus on understanding the process of writing rather than the product of writing, which allows for the development of metacognition in writing. Like reading, students who increasingly experience writing have good metacognition skills, such as the ability to plan, revise, and detect problems. Harris (2009) claims that using metacognitive strategies in the teaching process develops students' writing. Moreover, Harris (2013) came up with an approach to improve writing called 'Self- Regulated Strategy Development (SRSD), which can be defined according to him as six flexible, recursive and highly interactive stages with a gradual release of responsibility for writing to students. The six stages include: develop and activate knowledge needed for writing and self-regulation, discuss it–discourse is critical, model it, memorize it, support it, and independent performance.

Education systems should support teachers to become good metacognisers to make their students good metacognisers as well. A good metacogniser will be able to plan, organize, set goals, translate, evaluate, monitor and revise, as well as, will be an independent learner. Students with well-developed metacognition can make decisions about their learning. They will easily monitor what they know, what they need to learn, and adjust their learning behaviors accordingly.

1.4.2. The Importance of Metacognitive Strategies Awareness

The implementation of metacognitive strategies allows learners to become successful learners since these strategies enhance their learning process. According to Allwright (1990) & Little (1991), the goal of using metacognitive strategies is to make learners aware about the suitable way to learn the target language effectively and efficiently as well as, develop their problem-solving skills and enable them to become autonomous learners who have the ability to evaluate themselves easily. There is a belief among researchers that metacognitive strategies play a more significant role than other learning strategies in the learning process because if learners understand how to control their learning through using these strategies, the process of acquiring language will be easier (Anderson, 2003). For this reason, learners need to be aware of the importance of using

metacognitive strategies so that they can use them effectively in their learning, which will improve their skills.

According to numerous studies, the process and the outcome of learning are affected by learners' metacognition awareness (Palmer & Goetz, 1988; Victori & Lockhart, 1995; Purpura, 1997; Boekaerts, Pintrich & Zeidner, 2000; Zimmerman & Schunk, 2001; Mokhtari & Reichard, 2002; Bolitho et al., 2003; Eilam & Aharon, 2003). Through the development of learners' metacognition, learners can be aware of the learning process and strategies that can lead them to success. Zhang & Goh (2006) claim that when learners are equipped with metacognitive strategy awareness, they will understand their own thinking and learning process and consequently, they will choose and use the learning strategies as well as monitor their own performance, solve problems and evaluate themselves. Furthermore, educational psychology studies have confirmed that the use of metacognitive strategies is important to improve learning because they allow students to plan, control, and evaluate their learning (Oxford, 2002). To illustrate, O'Malley & Chamot (1990) state students without metacognitive strategies are basically learners without guidance or opportunity to plan, evaluate, or review their achievements and future learning paths. Thus, metacognitive strategies help learners understand themselves and the tasks they engage in and eventually help students to gain higher achievement and better learning outcomes (Wenden, 1991). Flavell (1979) believes that metacognitive strategies awareness can lead the learners to select, evaluate, and revise strategies in light of their relationships with one another and with their own abilities and interests. Chari (2010) states that metacognitive strategies make learners active in the process of learning and enable them to manage and direct their own learning and also to find the best ways to practice and reinforce what they have learned. In addition to that, Wenden (1998) claims that metacognitive knowledge influences the self-regulation of learning in planning, monitoring and evaluating skills, and these skills can constitute self-directed language learning. In other words, learners who know what they are doing during the process of learning will succeed to plan, control and evaluate their learning and gain better learning outcomes.

It is essential that students become aware of the importance of metacognitive strategies so that they can progress effectively by using them in their everyday learning. For instance, students may use metacognitive reading strategies to enhance their reading comprehension. One of the learning strategies that contributes to students becoming competent readers is the metacognitive strategy.

According to studies, successful comprehension does not occur automatically. Rather, successful comprehension requires directed cognitive effort, referred to as metacognitive processing. Several studies have shown that there is a significant positive correlation between metacognitive strategy use and reading comprehension (Liu, 2004; Phan, 2006).

1.5. The Application of Metacognitive Activities to Overcome Reading Comprehension Difficulties

Metacognition is a critical component of reading that facilitates ESL/EFL learners' reading comprehension (O'Malley & Chamot, 1990; Mokharti & Reichard, 2002; Mokhtari & Sheorey, 2008). According to previous researchers cited, metacognitive strategies increase a reader's ability to construct meaning and to analyse the text they are reading. The term metacognition was first used by Flavell (1976) who describes metacognition as someone's conscious ability to understand, control, and regulate his or her own cognitive process to reach maximum learning. He also defined metacognitive reading strategy as the perceived use of reading strategies while reading to enhance comprehension (Flavell, 1979). Metacognitive strategies in reading refer to strategies designed to improve readers' reading comprehension, to enhance their knowledge of awareness and control, and to evaluate their comprehension achievement (Zhang & Sheepho, 2013).

Many studies have found that students who are able to employ metacognitive strategies, such as planning, monitoring, and evaluating in their reading process, are more effective than those who do not. Wang (2009) claims that a metacognitive strategy has various benefits on students' reading comprehension. In their famous study, Pressley & Afflerbach (1995) affirm that expert and highly skilled readers utilize specific metacognitive strategies before, during, and after reading to enhance comprehension and understanding of the materials read. Additionally, Wen (2003) also states that EFL students with high reading comprehension levels utilize metacognitive reading strategies. Furthermore, Sheorey & Mokhtari (2001, p. 445) states that "skilled readers are more able to reflect on and monitor their cognitive processes while reading". There is a strong claim that better readers use metacognitive strategies. According to Dimmitt & McCormick (2012), the use of metacognitive strategies in reading will make learners proficient readers as well as, the use of these metacognitive strategies differs skilled readers from unskilled ones. Furthermore, when students become proficient

readers, they will be able to decode words and sentences and they also will be able to choose the suitable strategy when they do not understand a word or a sentence. Lan (2014) believes that the effectiveness of metacognitive reading strategies can differ from one student to another based on several aspects, such as: age, language used at home, reading ability, as well as the types of texts used.

Therefore, there is a positive relationship between metacognitive reading strategies and reading comprehension. Studies concluded that metacognitive reading strategy is one of the main important factors to facilitate students' reading comprehension.

1.5.1. Reading Comprehension Difficulties

Learning a foreign language includes mastering its four skills: reading, writing, listening, and speaking. Out of those four skills, reading represents a fundamental area in the foreign language learning process. Reading is a complex mental process in which the reader must extract meaning from a text. Learners tend to find difficulties in reading comprehension. These difficulties may arise from insufficient lexical and syntactic knowledge, language inaccessibility, poor reading strategies, and lack of schemata (Grabe & Stoller, 2011).

Insufficient lexical and syntactical knowledge are the major reasons behind EFL learners' difficulties regarding reading comprehension. For instance, students who have difficulties in comprehending long and complex sentences usually do not understand the author's main idea of the text. According to Nuttal (2005), complex noun groups, nominalizations, co-coordinating conjunctions, participle phrases are the cause of many reading comprehension issues since those elements make texts more complex to be understood by EFL learners. Moreover, insufficient vocabulary leads to many obstacles in reading comprehension since lexis has a very important role for a successful reading. Hudson (2007, p.227) states that "vocabulary is a considerable factor in reading ability". Moreover, researchers discovered that depth of vocabulary knowledge affects foreign language students' reading comprehension more than any other factor. Learners may struggle with words that have similar lexical forms, while other words appear to be similar at the morphological level. Furthermore, many EFL students appear to find it difficult to distinguish between multiple meanings of the same word, such as homophones and morphemes. Hudson (2007) claims that a large vocabulary can facilitate comprehension. When students have a large vocabulary,

they will have no difficulty in comprehending the entire text, and this comes through regular reading, in which learners will acquire new words and then enhance their vocabulary knowledge, making the reading process much simpler and easier for them.

The lack of background knowledge and cultural knowledge are other sources of reading comprehension difficulties for many EFL learners. Background knowledge is a key aspect in assisting learners in comprehending a text. Stevens (1980) defines background knowledge as what one already knows about a topic. It is also called schemata, which Nuttal (2005) refers to as a mental structure. According to Anderson & Pearson (1984), having prior knowledge of the reading content facilitates learners' comprehension by making predictions, setting expectations, making inferences, and retaining the information. Accordingly, when a student has some prior knowledge of the topic, it is much easier for him/her to comprehend a text because, when reading, the learner activates his existing schemata and inserts new information into them. For this reason, EFL learners may face difficulties when reading a particular topic for the first time without having any prior knowledge about it, because they are unable to activate their prior knowledge. Moreover, cultural knowledge affects the learners' reading comprehension as much as background knowledge does. Alderson (2000) demonstrates that when students read culturally familiar texts, they read more quickly and with more comprehension than when they read culturally unfamiliar texts. For instance, learners translate and interpret unfamiliar idioms and proverbs word for word, preventing them from acquiring the true meaning. Thus, the lack of background and cultural knowledge may hinder the learners' comprehension of texts.

Lack of reading strategies is also identified as one of the problems that impact reading comprehension efficiency among EFL students. Reading comprehension strategies are crucial since they enable the learners to comprehend the meaning of the text easily. However, many EFL students find it difficult to understand a text because they have not been taught how to employ reading comprehension strategies. According to Grabe & Stoller (2002) without developing reading comprehension strategies, students will focus on decoding letters and words instead of focusing on meaning. EFL learners need to develop their reading strategies in order to enhance their comprehension. According to Chamot & O'Malley (1990), reading strategies present a term that is concerned with activities, methods, and processes for developing students' reading comprehension. One type of these strategies is metacognitive reading strategy. According to

Hudson (2007), this strategy is considered as a higher-order executive skill which consists of planning, monitoring, and evaluating a reading process.

Besides the problems tackled previously, there are other ones that may hinder EFL students' comprehension of a text. According to Perfetti, Marroni, & Foltz (1996), limited vocabulary, a lack of acceptable previous knowledge and syntactic expertise, a lack of reading interest, inability to recall, a short attention span, and finally, a non-strategic reader are all factors that contribute to readers' difficulties in reading comprehension. The lack of linguistic knowledge, background and cultural knowledge, as well as the lack of reading strategies, are the major problems that EFL learners face in reading comprehension.

1.5.2. Metacognitive Activities

The use of metacognitive activities or strategies effectively enables learners to be aware of their thinking and use this awareness to control what they are doing when performing a particular task. According to Anderson (2005), metacognitive activities play a remarkable role in learning. When learners understand how to use these activities, they can improve their language acquisition. Chamot and O'Malley (1990) state that after learners complete the learning activities like metacognitive activities, they will be able to evaluate themselves. Moreover, Wang (2009) found out that using strong metacognitive strategies in language learning can empower second language students. Vandergrift (2005) confirms that students who use metacognition activities frequently are more motivated than students who do not use them. Zhang (2019) & Teng (2020) claim that metacognitive strategies have an important role in learning, the effective use of these strategies makes EFL learners progress, and be more autonomous in learning. Teng (2020), Zhang (2016), & Dabarera, (2014) believe that using metacognitive activities will ease students' lifelong learning.

1.5.2.1. Pre-reading Activities

According to Silinskas (2012), pre-reading activities provide readers with a comprehensive and necessary background that enables them to organize activities and comprehend reading materials. Chastain (1988) claims that pre-reading activities can motivate students to read given reading materials. As a result, they will be able to complete the activities effectively with less effort, they will also gain confidence to participate in the activities. In other words, teachers should believe that

pre-reading activities will help their students engage in reading and understand the information easily. Students who do not have previous knowledge before reading because they could not understand the topic will fail to comprehend the text or the book. Pre-reading activities work to foster the previous knowledge that students have acquired at their schools or home or even through peers. The previewing vocabulary pre-reading strategy is a metacognitive strategy that is very fruitful because it provides the students with the necessary knowledge that they need to use while reading. In addition, Hawkins (2010) confirms that using vocabulary previewing before reading makes students show great performance on the vocabulary matching tasks and in the comprehension sections, as well as understand reading materials better. Furthermore, the study of De Corte (2001) proves that when educators explain difficult vocabulary for their students before reading by using synonyms, descriptions, or a definition, they perform better than students who did not receive the same strategy.

1.5.2.2. While-reading Activities

Students need to handle not only pre-reading activities to understand the reading materials but also while-reading activities (during reading). While-reading activities are those the students apply while they are in the process of decoding the reading. Skimming and scanning are two of the most useful skills in reading. According to Anand (2013), skimming can help the students to identify the general idea of the text in a short time while the students use scanning when they want answers to a particular question. In other words, it is a quick search that the students use to get some important information. Moreover, Negash (2008) states that skimming makes the students able to predict the purpose of the reading material, the main idea, and some of the developing or supporting ideas, while in scanning, students try to get specific information. In addition, Susanti (2013) argues that skimming and scanning helps students overcome reading difficulties and improves their reading comprehension. Teachers should encourage their students to practice skimming and scanning because they will both effectively help students to stop using inefficient reading attitudes like reading word by word, reading aloud, moving lips, and translating. Furthermore, Alderson (2000) suggests that skimming is a metacognitive skill that only good readers use. Mark (2009) believes that we can use skimming as a pre-reading technique. According to him, it is a pre-reading technique in terms that it allows students to connect their previous knowledge about the topic to

what is in the text, and it helps them to know what is the focus of the reading passage as well build comprehension.

1.5.2.3. Post-reading Activities

According to Chastain (1988), post-reading activities or after-reading activities help students to understand any ambiguous meaning in the reading material. For instance, summarizing is a post-reading activity that is important in reading comprehension. Wormeli (2005) defines summarization as complex processes where students spend time "restating the essence of text or an experience in as few words as possible or a new, yet efficient, manner" (p. 2). When students summarize, they are able to focus only on the major elements of a text and decide what is important. In other words, this strategy allows students to review what they read. Furthermore, Purwandani (2015) finds that the use of summarizing activities in teaching reading makes students able to get the main idea of the text easily. Carnine, Silbert, & Kameenui (1997) argue that summarizing enables students to remember easily what they have read by reducing the information in the passage to key ideas. In the field of English reading, the summarizing strategy is beneficial to students' understanding, retention, and organization. Corbeil (2000) points out that the process of summarizing in a second language is considered a valuable assessment tool that language teachers can use to investigate students' progress towards the acquisition of second language reading comprehension skills. In addition to that, Duke & Pearson (2002) claim that practicing summarizing improves both students' ability to summarize and comprehend texts. Corder-Ponce (2000) says that summarization is likely the most important of all the reading strategies accessible to students for effective learning and comprehension. Kathayut (2011) also confirms in his research that allowing students to practice more summarizing will improve students' reading comprehension and summary writing ability. In addition, Casazza (1993) claims that good readers are capable of differentiating the key ideas in a text and summarizing them by using an appropriate organizational method.

2. Chapter Two: Research Methodology

This chapter explains the methodology used in the study to arrive at the findings. It provides a general overview of the practical part of this study, where both the research method and the approach used to conduct this study are described. Moreover, it includes a brief description of the research population and sample with a brief discussion of the participants' profile and the sampling procedure. The tools we used to collect our data, as well as the reasons behind our choice, are also discussed, followed by an explanation of how data were analyzed. In addition, this chapter ends with the limitations of the study.

2.1. Research Approach

Considering the effectiveness of the metacognitive reading strategies, this study aims to gain more understanding of EFL teachers' and learners' attitudes towards implementing metacognitive reading strategies at Mohamed Al Bachir Al Ibrahimi University in Algeria. Specifically, it aims to find out whether EFL teachers at Mohamed Al Bachir Al Ibrahimi University in Algeria teach metacognitive strategies to their students, and whether EFL learners use these strategies in their reading. To achieve these aims, a quantitative approach is chosen to conduct this research, since this type of approach is aimed at discovering how many people think, act, or feel in a specific way. Another reason is for the results to be measurable and replicable. Numerical data were collected and analyzed by us. Thus, primary data were collected. Data may provide an honest picture of the conducted research without discrepancies. In addition, this research approach eliminates the possibility of subjectivity or biased interpretations to some extent. Hence, a descriptive research will be relied on in our research. This allows us to observe characteristics and relationship as they exist in the University of Mohamed Al Bachir Al Ibrahimi.

2.2. Research Method

To achieve the objective behind this research, quantitative data collection instruments were employed in this study. The instrument used as a method of data collection is the questionnaire. Questionnaires are defined "as printed forms for collecting data'' (Seliger & Sohamy, 1998, p.172).

Such tools contain questions and other items designed to solicit information appropriate for analysis (Babbie, 1990). We opted for this tool because of the multiple benefits it provides. First, questionnaires provide a holistic overview of the use of metacognitive reading strategies. Walliam & Baiche (2001) argue that the questionnaire is a good method which enables the researcher to ask questions and receive answers without having to talk to every member of the sample. Moreover, the questionnaire's impersonality is one of its key aspects. Questions do not change whatever the replies are and they are the same for all respondents. Furthermore, there are no geographical limitations when it comes to the location of the respondents when using questionnaires. Another factor that influenced our decision to use questionnaires is the time and cost savings they offer. In other words, questionnaires are a means of saving time, since data can be solicited from a great number of informants in a short period of time. Questionnaires are characterized by their ability to be successfully used with a wide range of people in a variety of contexts (Dornyei, 2003).

To answer the research questions, we have designed two questionnaires: one for teachers and the other for students. The questionnaires aim to elicit teachers' and students' attitudes towards the implementation of metacognitive strategies in reading as well as to examine to which extent teachers and students are aware of the important use of metacognitive strategies to achieve better reading outcomes. The questionnaires share many common points to understand the teachers' and students' attitudes. The teachers' questionnaire is consisted of a 22item survey and the students' questionnaire was a 18 item survey, which were stated in English, developed and administered by us. The teachers' questionnaire contained three sections: 1) Personal information; 2) Teachers' perceptions on students' reading abilities; 3) The use of metacognitive reading strategies. The two first sections consisted of multiple-choice questions and only one open-ended question. The format of the third section of the teachers' questionnaire, which was the most important part of the questionnaire, was modeled as a 4-point Likert Scale to measure respondents' attitudes by asking the extent to which they agree or disagree with a particular statement. Regarding the students' questionnaire, it was also divided into three sections: 1) Personal information; 2) Reading difficulties; 3) The use of metacognitive reading strategies. Like the teachers' questionnaire, the two first sections consisted of multiple-choice questions and only one open-ended question. Regarding the main part of the questionnaire, the third one, it was based on a 4-point Likert Scale for determining how frequent (Never-Rarely-Frequently-Always) students use metacognitive reading

strategies. Using this coding implies that the higher the option chosen by the respondents, the stronger the frequency would be. Since our aim is to investigate the attitudes of teachers and learners, the use of the Likert Scale in the main part of both questionnaires is the most suitable option as it is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes. We have opted for this type of questions because they yield quantifiable data to figure out to what extent teachers and third year university students of English perceive metacognitive reading strategies.

2.3. Participants and Setting

The target population refers to 'the collection of cases in which the researcher is ultimately interested and to which he or she wishes to make generalizations' (Sim & Wright, 2000, p.111). The study was conducted in the department of foreign languages at Mohamed Al Bachir Al Ibrahimi University in Algeria. The population consisted of third-year students of English as a Foreign Language and teachers of English as well. The rationale behind choosing undergraduate students of English was that students at this level were supposed to have higher levels of proficiency compared to first and second year undergraduate students. Senior students of English at this level seemingly have had more exposure to L2 reading through their study courses than first and second-year students who have insufficient input and who are still gaining knowledge in the target language. Accordingly, the participants were assumed to comprehend the items of the questionnaires very well since they received enough input. The population represented a total number of 230 students. The participants were females and males. However, several factors made it impossible for us to collect data from the whole population such as time limits, financial means, and accessibility. As Singh (2006) asserted, conducting research without the use of sampling is difficult. Since the study of the whole population is impracticable in view of the available resources, a sample was proposed as a solution to improve the accuracy of the results. The process of selecting a sample is essential to statistical analysis, and its representativeness is crucial to the population's accuracy. Moreover, other strategies included in this method are simple random sampling, systematic sampling, and stratified sampling (Dornyei, 2003). For this study, we opted for a random sampling strategy, also known as probability sampling, to ensure a reliable representation of the whole population. Therefore, we needed to select a sample of the population that we could question

and that was representative of the whole population. The reason for this decision is that we do not seek for specific features in our selected teachers and students. Thus, the population from which we have selected our sample is uniform, and each member of the entire population under investigation had an identical chance of being chosen. It also has a less risk of bias. As a result, the participants in this study consisted of 27 undergraduate third year EFL students, as well as 11 teachers of English.

2.4. Data Collection

The data were collected in the spring semester of the academic year 2021-2022 in the above mentioned university. As already mentioned, data were collected through questionnaires. Both questionnaires were designed by using Google Form. The students' questionnaire was submitted online using a social media platform, namely Facebook, by sharing the link of the questionnaire on the students' Facebook group with an explicit recruitment notice after obtaining approval from the group moderators. Regarding teachers, they were contacted via electronic mail to elicit participation. We sent them emails that include a clear explanation of the purpose of these emails as well as a link to the teachers' questionnaire. Teachers willingly provided EFL students at Mohammed Al Bachir Al Ibrahimi University their email addresses so that they could contact them in the case of need. As a result, teachers are more likely to notice, open, read, trust, and consider our request to participate in the research. Students' responses were fully completed, which means the response rate was 100%. On the other hand, 8 teachers responded through the Google form questionnaire and 3 of them responded through a paper-pencil questionnaire. The 11 responses results were included also in the analysis. Teachers' responses were fully completed, just like the students', allowing us to claim a 100% response rate. The participants were given an unlimited time to complete the questionnaire. Each participant was guaranteed anonymity and assured his/her feedback would be kept confidential. They were also told that there would not be any wrong or right answers to any of the items on the scales. In addition, a pilot study was conducted with 3 students who were not included as respondents in the main study. It helped us in properly constructing the questions and ensured that the questions were asked in a consistent manner. This increased chances of getting clearer findings in the main study.

2.5. Data Analysis

After the required data were collected, the data gathered from the questionnaires were analyzed using the statistical software “Microsoft Excel”, which is usually used for smaller data and more descriptive analysis, as in our case. One of Microsoft Excel's key benefits is that it is a practical platform for entering and maintaining research data, as well as being very simple to learn and use. Data were analyzed by using tables, descriptive statistics, and graphs. The statistical output of Microsoft Excel contains numbers that describe the properties of our data. We used graphs and statistical output together to maximize our understanding. It is worth mentioning that no participant was excluded from the study as they had answered all the items and no carelessness had been observed by the researchers. There were no missing data in this study.

2.6. Limitations

Limitations are a great way to make researchers discuss what they did discover and how their findings were influenced by obstacles. The negative sides of the study can help researchers make their research better by learning from mistakes and doing their best to improve their work.. Regarding our study, three notable limitations affected our study. The first limitation was working with just one method of data collection, which is the “quantitative method”. It would be more beneficial if the qualitative method, in addition to the quantitative one, could be included. Triangulation or mixed methods would increase the validity of our research as well as investigate the generalizability, trustworthiness, and transferability of our findings. Jick (1979) noted that triangulation allows researchers to be more confident in their results, as well as stimulates the development of creative ways of collecting data. The main reason why we were not able to use mixed methods was due to time constraints. Additionally, we faced difficulties in having access to reliable previous studies. The majority of online materials, such as books and articles, are expensive and belong to foreign sites, which makes the process of downloading them hard, if not impossible. While at our university, they do not even exist. The literature review is considered a key step in any research because it helps researchers determine the scope of existing studies in the chosen area. Thus, it is recommended for other researchers to conduct replications of the current study using

mixed methods to examine the results and have control over other factors that may affect the aim of this study.

2.7. Ethics

Ethics in research is very important. It provides forth ethical principles and guidelines for researchers to follow in order to conduct successful research. Ethics in research allows researchers to further educate themselves and monitor their activities in the conduct of research to ensure a high ethical standard. In our case, we did our best to conduct the research in accordance with ethical standards in order to maintain research integrity and avoid research misconduct. We constantly have reminded ourselves that we should not think only of our interests while we conduct the research. We ensured that our research participants were not placed in a harm's way and we recognized that we have a moral commitment to deliver maximum benefits to them. As researchers, we should not falsify, fabricate, and misrepresent data and results. Therefore, we honestly reported the data and results of our study, including the methods and procedures employed in the data-gathering. In addition to that, we tried to avoid all forms of bias in research, such as bias in data analysis and interpretation. Voluntary participation is necessary for any research. We did not force the participants to participate in our research; the participants willingly volunteered to participate, and they were free to opt-in or out of the study at any point in time. The participants also did not need to provide a reason for leaving the study. After all, they were taking the time to help us in the research process, so we should respect their decisions without trying to change their minds. Furthermore, personally identifiable data such as names, phone numbers, email addresses were not collected. Only basic information were collected, like age and gender. As a result, we did not know who the participants were, and we did not link any individual participants to our data. By doing that, we guaranteed anonymity. The respondents were assured that their responses would be kept confidential, and were only going to be used for the study. Anonymity and confidentiality were quite important for the success of our research and it helped us to protect participants' privacy.

3. Chapter three: Results and Discussion

This chapter is mainly concerned with the descriptive statistics obtained through the questionnaires using Excel analysis of the mean, standard deviation, frequencies and percentages.

3.1. Students' Questionnaire Analysis

The level of metacognitive reading strategies used by students was measured using the mean. The mean scores refer to three different levels of usage. According to this, high scores are considered 3.5 or higher, moderate level 2.5 to 3.4, and 2.4 or lower is the indication of low level of metacognitive reading strategies (Sheorey & Mokhtari, 2002). In addition, standard deviation was calculated to determine if the responses are uniformed depending on the variation of participants answers. If the standard deviation is close to the mean, that describes that the responses are not widely varied. These descriptive statistics helped to calculate the frequency of overall strategy use. The latter showed the frequency of the students' use of metacognitive reading strategies in reading process. To know the overall mean score, the mean scores of the strategies were added up and divided by the numbers of items in each to get the overall mean frequency.

Table 01: *The Score Description of Strategy*

Interval Score	**Scale description**
3.5 or higher	High
2.5 – 3.4	Moderate
2.4 or lower	Low

Table 02: *Frequency Scales of Strategy Use (Oxford, 1990)*

Mean score	Frequency	Evaluation
4.5 – 5.0 3.5 – 4.49	High	Always or almost always used Usually used
2.5 - 3.49	Moderate	Sometimes used
1.5 – 2.49 1.0 – 1.49	Low	Generally not used Never or almost never used

Table 02 shows three scales reflecting to the classification of metacognitive strategies of the students' reading strategy. The most often strategy used by the students can be identified by the high mean score, while the lowest score indicates the strategies that are rarely or even never used by students.

3.1.1. Personal Information

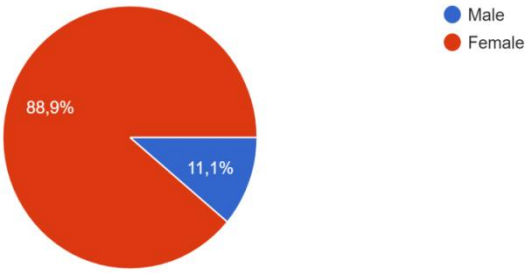

Figure 01: *Students' Gender*

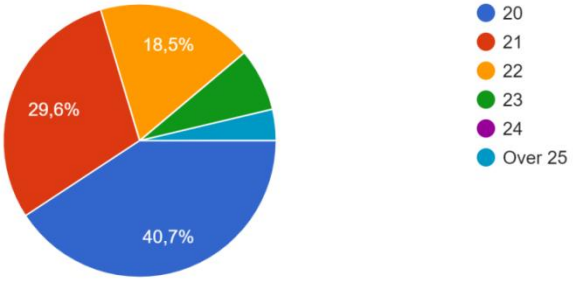

Figure 02: *Students' Age*

Table 03: *Student's Gender*

Choices	Frequency	Percentage
Male	3	11.1%
Female	24	88.9%

Table 04: *Student's Age*

Choices	Frequency	Percentage
20	11	40.7%
21	8	29.6%
22	5	18.5%
23	2	7.4%
24	0	0%
Over 25	1	3.7%

Figure 1 demonstrates that 88.9% of the respondents are female and only 11.1% are male. Figure 2 shows that the majority of students (40.7%) are 20 years old.

3.1.2. Reading Difficulties

Question 1:

Table 05: *Students Reading Habits*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	1	3.7%	2.407	0.693
Frequently	3	11	40.7%		
Rarely	2	13	48.1%		
Never	1	2	7.4%		

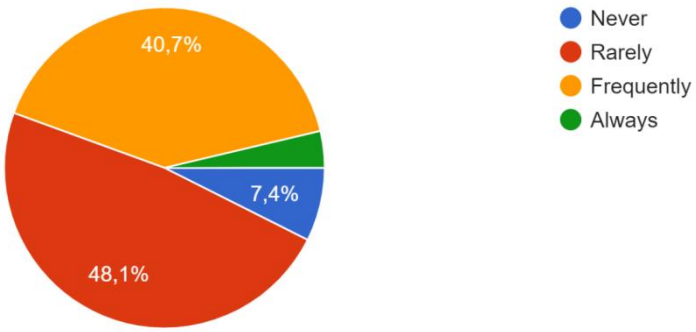

Figure 03: *Students Reading Habits*

This question is designed to know how frequently students read. The percentage of participants who reported that they read *always* is equal to 3.7%, which can be considered as a very low percentage compared to the total number of answers. Out of 27 respondents, 13 students (48.1%) claim to rarely read. 40.7% of students frequently read and 7.4% never read. Table 05 demonstrates that students' reading habits are reported to be at a low level (M=2.407, SD= 0.693). Thus, this indicates that students *generally do not* read.

Not reading enough may negatively affect students' reading comprehension. There is a significant positive correlation between reading habits and reading comprehension, which means reading comprehension achievement would be enhanced if reading habit is maintained and vice versa. That is to say, students must improve their reading habits to improve their reading comprehension.

Question 2:

Table 06: *Types of Students' Reading in Class*

Choices	Codes	Frequency	Percentage	Mean	SD
Literary works	5	14	51.9%	3.523	2.104
Educational works	4	11	40.7%		
Scientific works	3	2	7.4%		
English learning works	2	5	18.5%		
Subject-related works	1	8	29.6%		

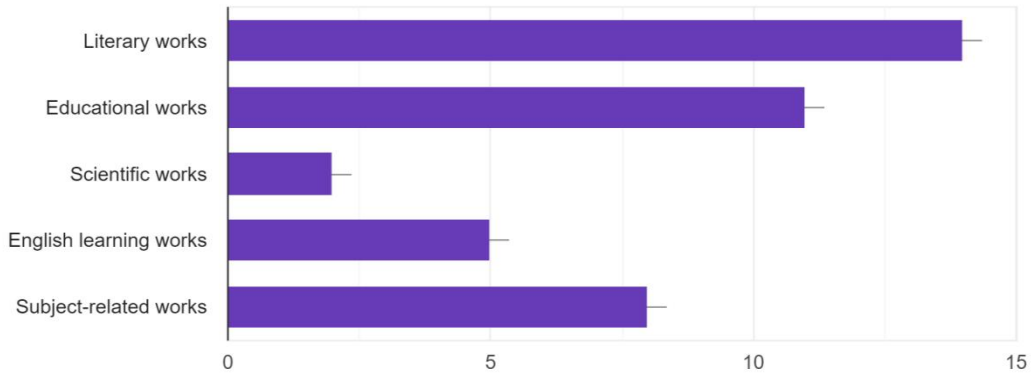

Figure 04: *Types of Students' Reading in Class*

This question is developed to know the type of reading students are required to read in class. The results show that the majority of students agree on the fact that they mostly read literary works (51.9%) as well as educational works (40.7%). Students are expected to read a plethora of literary works in the module of Literature. Eight students (29.6%) stated that they read subject-related works. Five students (18.5%) claimed to read English learning works in class and only 2 students (7.4%) reported that they read scientific works.

Question 3:

Table 07: *Students Facing Reading Difficulties*

Choices	Frequency	Percentage
Yes	17	63%
No	10	37%

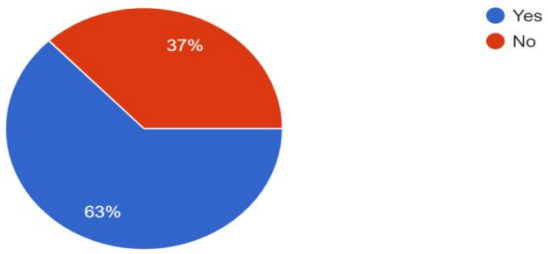

Figure 05: *Students Facing Reading Difficulties*

This question is intended to know whether students face reading difficulties. It is a close ended question where students are asked to respond either by yes or no. According to the results shown in table 07 as well as figure 05, the majority of students (63%) reported to face difficulties in reading.

Question 4:

Table 08: *Major Causes Behind Students' Reading Comprehension Difficulties*

Choices	Codes	Frequency	Percentage	Mean	SD
Lack of reading comprehension strategies	4	4	14.8%	2.266	1.318
Lack of reading habits	3	12	44.4%		
Lack of vocabulary knowledge	2	16	59.3%		
Lack of background knowledge	1	8	29.6%		

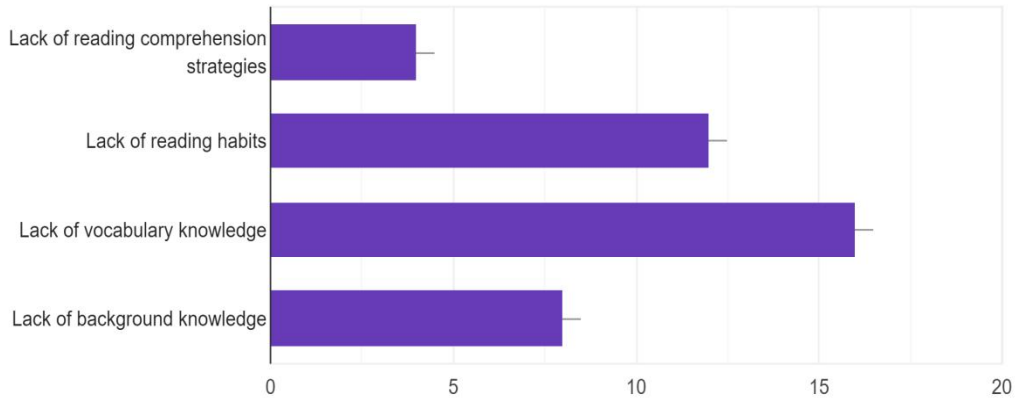

Figure 06: *Major Causes Behind Students' Reading Comprehension Difficulties*

In this question, we wish to know students' perception towards the major causes behind their reading comprehension difficulties. The results obtained show that the majority of students (59.3%) agreed on the fact that the major cause behind their reading comprehension difficulties is the lack of vocabulary knowledge. The lack of reading habits is believed to be one of the causes at 44.4%. Eight students (29.6%) said that the lack of background knowledge affects negatively their reading comprehension. Only four students (14.8%), which is the lowest percentage, claimed that the lack of reading comprehension strategies is one of the major causes behind their difficulties in reading comprehension. Students consider that not using reading comprehension strategies is not a major problem for them. The importance of reading strategies seems to be underestimated by the majority of students; they are not aware of how it may affect their reading comprehension.

Question 5:

This question is an open-ended question that seeks to discover the modules in which students have the most difficulties in reading. The majority of respondents declared that they face difficulties in reading comprehension in the module of literature. There are many ways in which literary texts can be difficult to comprehend, but most of the difficulties arise from the fact that literary language differs significantly from everyday spoken language, especially classical literature which includes ancient works that are still widely read today.

3.1.3. The Use of Metacognitive Reading Strategies

Question 1:

Table 09: *Students' Implementation of Reading Strategies*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	5	18.5%	2.333	1.054
Frequently	3	6	22.2%		
Rarely	2	9	33.3%		
Never	1	7	25.9%		

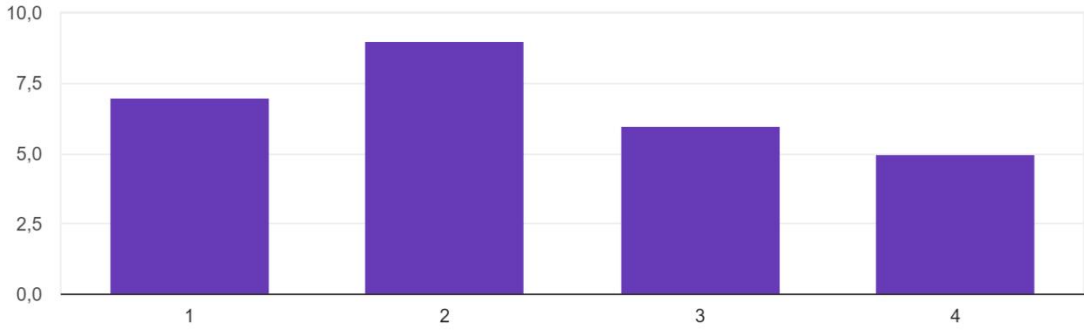

Figure 07: *Students' Implementation of Reading Strategies*

This question sheds light on an important factor in reading comprehension which is metacognitive reading strategies. From this question, we want to know how frequently students use these reading strategies. According to the results of table 09, the majority of students (33.3%) claimed to rarely use reading strategies. Seven students (25.9%) stated to never use them. Whereas, only 18.5% of students reported to use these strategies. The mean is equal to 2.333 with a standard deviation of 1.054 which means that students *generally do not use* reading strategies.

The fact of not using reading strategies may be one reason behind students' reading comprehension difficulties. As mentioned in Chapter One, the implementation of metacognitive reading strategies may be very beneficial in helping students acquire comprehension skills necessary to become proficient readers.

Question 2:

Table 10: *Purpose Setting for Reading*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	7	25.9%	2.703	1.011
Frequently	3	9	33.3%		
Rarely	2	7	25.9%		
Never	1	4	14.8%		

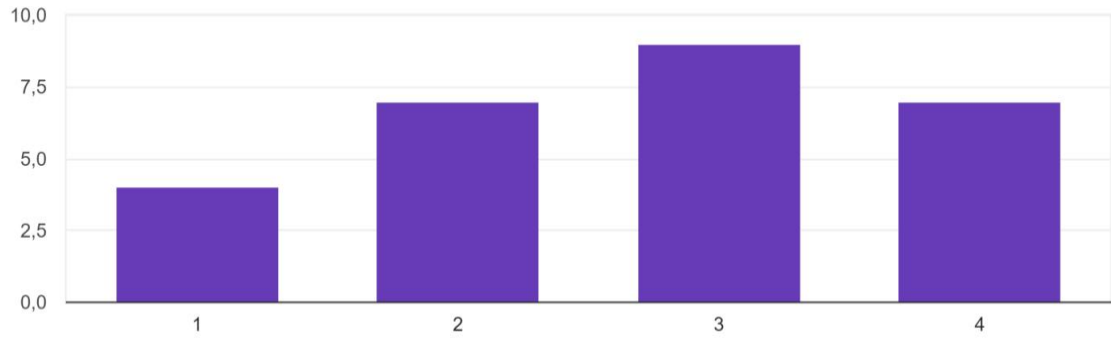

Figure 08: *Purpose Setting for Reading*

The aim of this question is to know how frequently students set a target about their purpose of reading a text. The above results shown in table 10 reveal that the mentioned strategy is reported to be used at a moderate level (M= 2.703, SD= 1.011). This indicates that students *sometimes* set a purpose for reading a text before reading it.

Setting a purpose for reading means approaching texts with a specific goal. It helps students understand texts by focusing their attention on important points by reading deeply and carefully. Setting a specific reason for reading may prevent readers from being overwhelmed. One advantage is that they will recall more information. Thus, it makes reading an active rather than passive activity. A proficient reader should be able to read fluently for a specific goal while also comprehending and making sense of what they are reading.

Question 3:

Table 11: *Prior Knowledge Activation*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	9	33.3%	3.037	0.838
Frequently	3	11	40.7%		
Rarely	2	6	22.2%		
Never	1	1	3.7%		

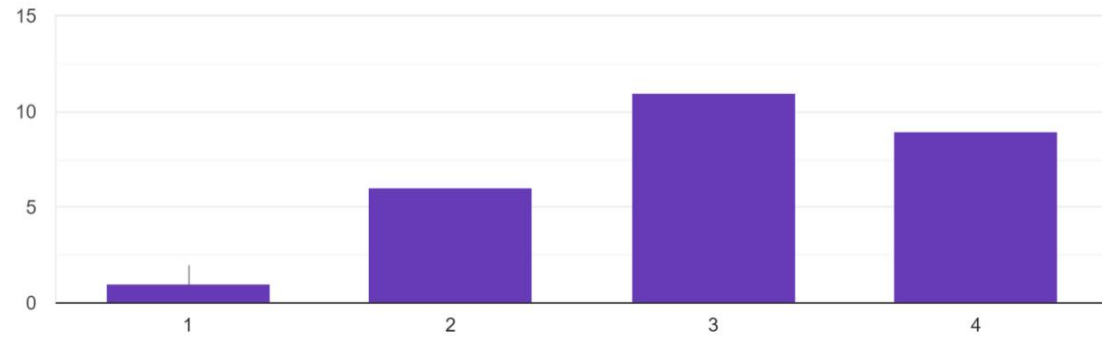

Figure 09: *Prior Knowledge Activation*

This question is devoted to investigate how frequently students activate their background or prior knowledge to help them understand what they read. The majority of pupils (40.7%) declared to frequently activate their background knowledge, whereas only one student (3.7%) claimed to never do that. These results show that students activate their knowledge at a moderate level of use (M=3.037, SD=0.838) which means that students *sometimes* use this strategy. Activating prior knowledge is a strategy that may improve students' comprehension by connecting new information to what they already know.

Question 4:

Table 12: *Prediction of the Text's Content Based on the Title*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	16	59.3%	3.407	0.782
Frequently	3	6	22.2%		
Rarely	2	5	18.5%		
Never	1	0	0%		

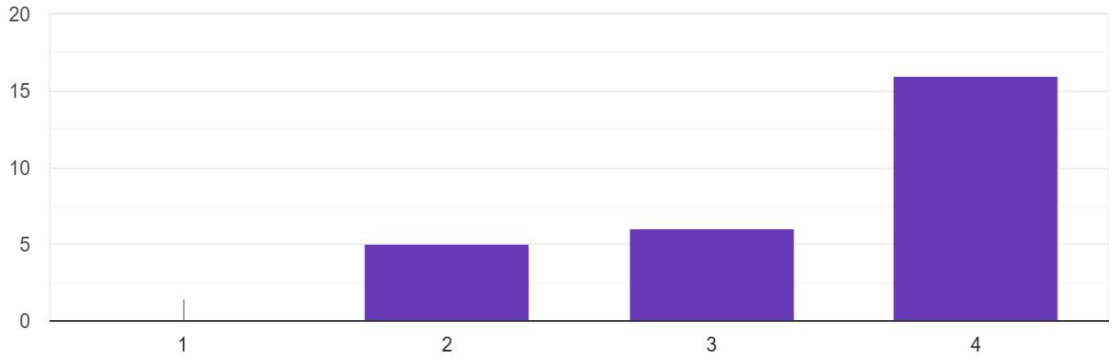

Figure 10: *Prediction of the Text's Content Based on the Title*

This question is intended to know how frequently students try to predict the content of the text from the title. As indicated in table 12 and figure 10, a high proportion of respondents (59.3%) stated that they always try to predict the content of the text from the title. Five students (18.5%) claimed to rarely do that. This strategy is reported to be used at a moderate level (M=3.407, SD= 0.782). Thus, it demonstrates that students *sometimes* predict the text's content based on the title they read.

Making predictions is a helpful reading comprehension strategy. As students read, they may mentally revise their prediction as they gain more information. Making predictions allows readers to think critically. This will allow students to become actively involved in the reading process.

Question 5:

Table 13: *Text's General Idea Comprehension through Skimming*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	15	55.6%	3.333	0.860
Frequently	3	7	25.9%		
Rarely	2	4	14.8%		
Never	1	1	3.7%		

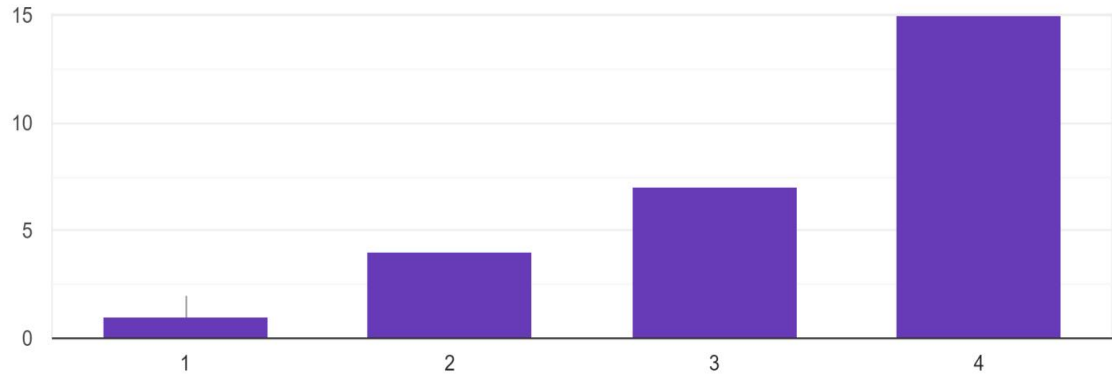

Figure 11: *Text's General Idea Comprehension through Skimming*

The reason behind developing this question is to discover how frequently students skim over the text to get the general idea of it. The results displayed in table 13 and figure 11 show that out of 27 respondents, merely half of the students (55.6%) reported that they skim the text to get the general of it, whereas only one student claimed to never use this strategy. Therefore, skimming is reported to be used at a moderate level (M=3.333, SD=0.860) implying that students *sometimes* use this strategy.

Skimming is a reading method that helps comprehend and concentrate on the main ideas of the content. It is useful for gaining a quick overview of a text or getting familiarized with it. It enables to cover large amounts of content in a short amount of time. Skimming a text that is already read is also an efficient way to refresh the memory of large amounts of information. However, it is less

appropriate for novels, poetry, and short stories. It is more beneficial to skim non-fiction texts such as textbooks, journal articles, and essays.

Question 6:

Table 14: *Meaning Deduction of Unknown Words from Context*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	15	55.6%	3.333	0.816
Frequently	3	6	22.2%		
Rarely	2	6	22.2%		
Never	1	0	0%		

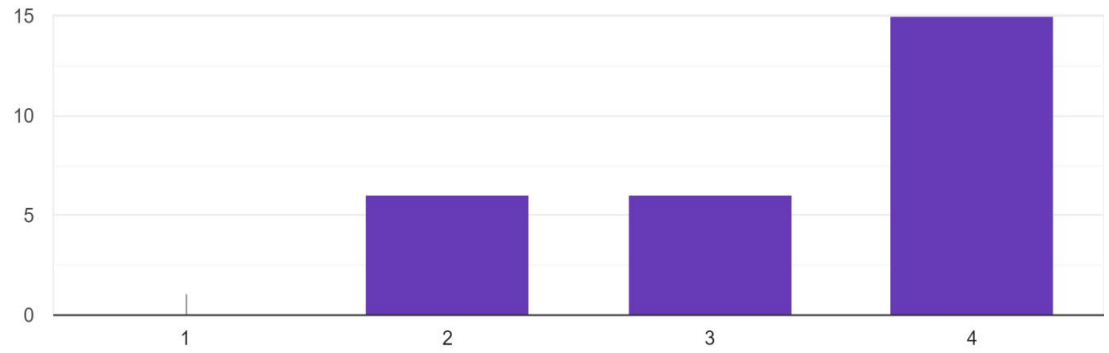

Figure 12: *Meaning Deduction of Unknown Words from Context*

This question aims to explore how frequently students try to deduce the meaning of unknown words from context while reading. The context cues provided by the surrounding words might help readers understand the meaning and structure of a new word, as well as how it is employed. Fifteen (55.6%) students always guess the meaning of unfamiliar words. However, this is not the case of the remaining students. Six students (22.2%) said that they frequently use this reading strategy which is equal to the number of students who claimed to rarely use it. The above results represent that the fact of deducing meaning of unknown or unfamiliar words from context is reported to be used at a moderate level (M=3.333, SD= 0.816). This indicates that students *sometimes* use this strategy.

Question 7:

Table 15: *Self-questioning and Content Reflection*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	8	29.6%	2.814	1.019
Frequently	3	10	37%		
Rarely	2	5	18.5%		
Never	1	4	14.8%		

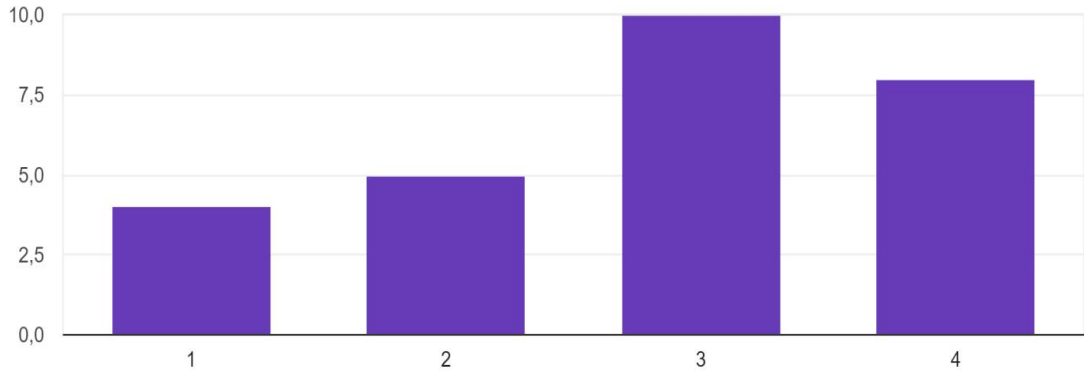

Figure 13: *Self-questioning and Content Reflection*

This question is designed to know how frequently students ask themselves questions and reflect upon the content while reading. The number of students who assumed to use this strategy is equal to 10. Table 15 demonstrates that the mean is equal to 2.814 with a standard deviation of 1.019. This means that the mean score is around the average level. Thus, self-questioning and content reflection while reading is used at a moderate level of use. In others words, students *sometimes* use this strategy.

Self-questioning is an evaluative technique where students assess their own comprehension of the topic by asking pertinent questions to themselves before, during, and after reading. In other words, it allows the students to better understand the material by clarifying what they are reading. Self-questioning helps the reader engage with the text by reflecting more deeply on the content of the reading. Moreover, it directs the reading of passive readers, allowing them to become active readers.

Question 8:

Table 16: *Note Taking while Reading*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	4	14.8%	2.629	0.948
Frequently	3	14	51.9%		
Rarely	2	4	14.8%		
Never	1	5	18.5%		

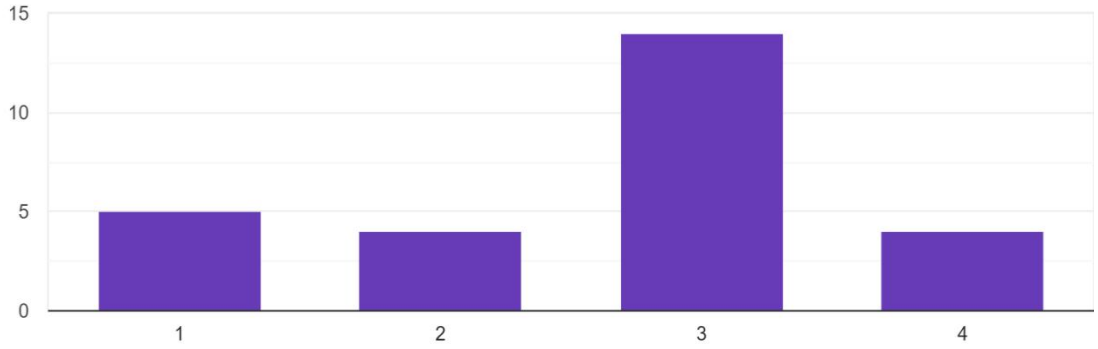

Figure 14: *Note Taking while Reading*

The development of this question is an attempt to discover how frequently students take notes while reading in order to remember the information. The results show that the majority of students (51.9%) claimed that they frequently take notes while reading. The above results reveal that the mean score is equal to 2.629 with a standard deviation of 0.948. The mean scores range between 2.5 and 3.4 which means that students take notes while reading at a moderate level of use. Thus, they *sometimes* use this strategy. These results suggests that the majority of students seem to be aware of the importance of note-taking which help them focus while reading, keep track of what was read so that it can be found easily later, organize thoughts, and keep track of what was thought while reading.

Question 9:

Table 17: *Highlighting/Underlining Key Information*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	15	55.6%	3.370	0.823
Frequently	3	8	29.6%		
Rarely	2	3	11.1%		
Never	1	1	3.7%		

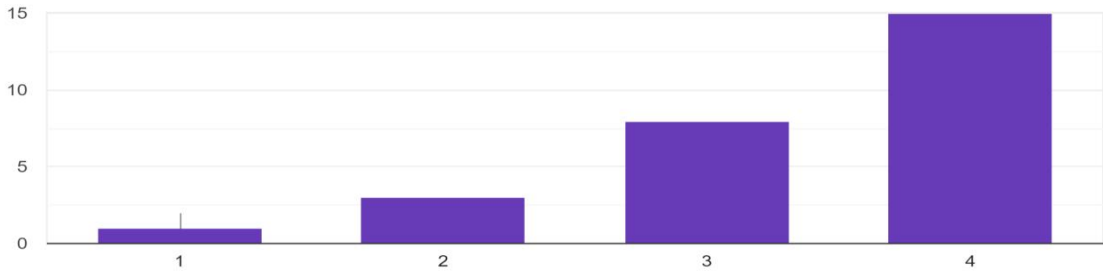

Figure 15: *Highlighting/Underlining Key Information*

This question seeks to discover how frequently students underline or highlight important information in order to find it more easily later on. As indicated in table 17 and figure 15, a great number of students (55.6%) affirmed to always highlight and underline key information. Eight students (29.6%) claimed to frequently use this strategy, and three other students (11.1%) declared to rarely use it. Therefore, this strategy is also reported to be used as a moderate level (M=3.370, SD= 0.823). Accordingly, it demonstrates that students *sometimes* highlight or underline important information in a text.

Students highlight or underline the most significant parts of a text which help them organize what they have read. This strategy helps them focus on identifying the ideas that are central to understand the reading of a text. A general rule is to underline no more than 25% of the text. Isolating important details during subsequent review sessions becomes problematic if too much information is underlined or highlighted.

Question 10:

Table 18: *Reading Summarizing or Paraphrasing*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	7	25.9%	2.481	1.101
Frequently	3	5	18.5%		
Rarely	2	9	33.3%		
Never	1	6	22.2%		

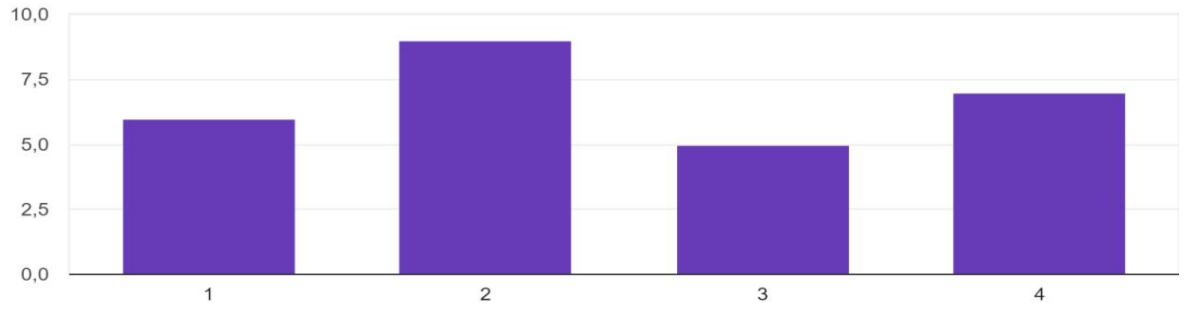

Figure 16: *Reading Summarizing or Paraphrasing*

This question is developed to know how frequently students summarize or paraphrase what they read to reflect on important information. It also improves their memory during reading. As shown in table 18, the highest percentage of students (33.3%) stated to rarely summarize or paraphrase. 25.9% of students claimed to always do that. Five students frequently affirmed to use this strategy and six students affirmed to never use it. Hence, the fact of summarizing or paraphrasing is said to be used at a low level (M=2.481, SD= 1.101) implying that student *generally do not use* this strategy. A reason behind such results may be due to the fact that summarizing and paraphrasing are generally seen as difficult tasks even though summarizing and paraphrasing help students focus on the most important points for easier and better comprehension.

Question 11:

Table 19: *Text' Re-reading for Better Understanding*

Choices	Codes	Frequency	Percentage	Mean	SD
Always	4	17	63%	3.296	0.974
Frequently	3	2	7.4%		
Rarely	2	7	25.9%		
Never	1	1	3.7%		

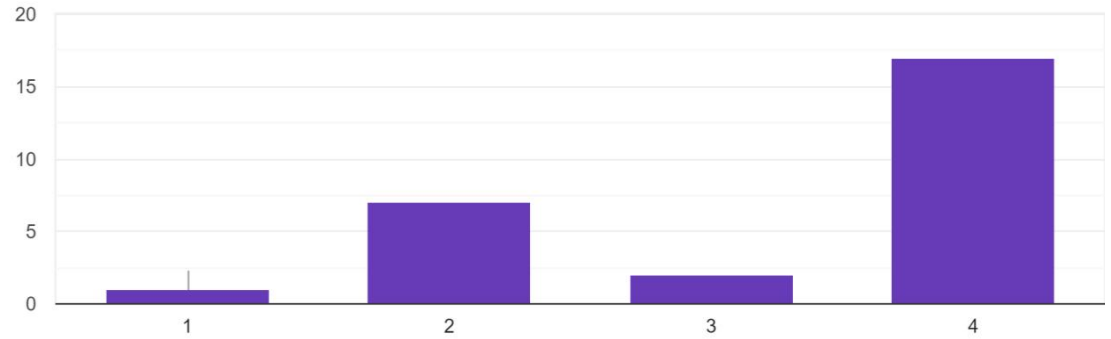

Figure 17: *Text' Re-reading for Better Understanding*

The last question is intended to know how frequently students re-read a text. Re-reading provides an opportunity to develop a deep understanding of a text. When students read a text two or three times, they improve their understanding, especially if their purpose is to determine how information is presented or arranged in that text. The percentage of participants who affirmed to always re-read for better understanding is equal to 63%, which can be considered as a high percentage compared to the total number of answers. Seven students (25.9%) stated to rarely re-read a text. This strategy is reported to be used at a moderate level (M=3.296, SD=0.974). Hence, it shows that the strategy of re-reading is *sometimes* used by students.

3.1.4. Level of Metacognitive Reading Strategies Use

The mean scores of the questionnaire's items were added up and divided by the numbers of items to get the overall mean score that show the frequency of the students using metacognitive reading strategies in reading process. The result of the questionnaire indicates that the average of the items of strategies is equal to 2.758 which is ranged between 2.5 and 3.4. Hence, the study reveal that the strategies are *moderately* being used by the learners in this study.

3.2. Teachers' Questionnaire Analysis

3.2.1. Personal Information

Question 1:

Table 20: *Teachers' Gender*

Choices	Frequency	Percentage
Male	7	63,6%
Female	4	36,4%

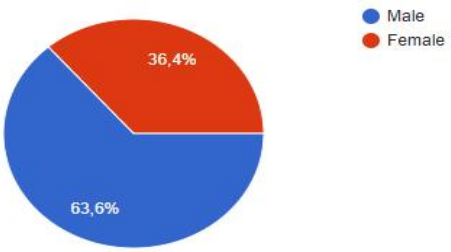

Figure 18: *Teacher's Gender*

Figure 18 and table 20 demonstrates that 63,6 % of the respondents (7) are male and 36,4% are female (4).

Question 2:

Table 21: *Teachers' Degree*

Choices	Frequency	Percentage
MA	4	36,4%
Phd	7	63,6%

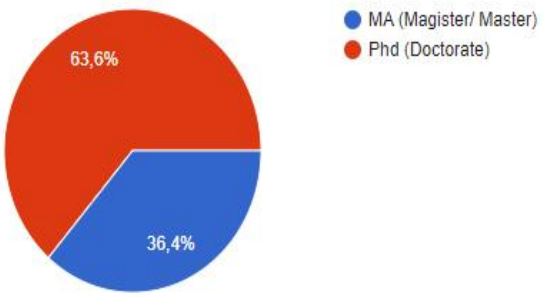

Figure 19: *Teachers' Degree*

Figure 19 shows that the majority of teachers (63,6%) have got PhD.

Question 03:

Table 22: *Teachers' Experience in Teaching English*

Choices	Frequency	Percentage
Between 0-05	4	36,4%
Between 05-10	3	27,3%
Between 10-20	1	9,1%
Over 20 years	3	27,3%

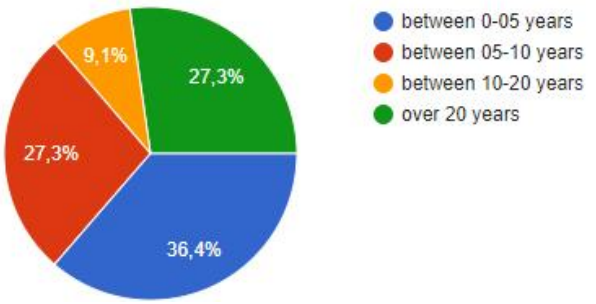

Figure 20: *Teachers' Experience in Teaching English*

Out of the eleven teachers questioned, four of them representing 36.4% have a teaching experience ranging from zero to five years. Three teachers' experience (27.3%) is ranged from five to ten years of teaching experience. Only one teacher (9.1%) has a teaching experience that is ranged between ten and twenty years. Whereas three teachers (27.3%) have more than 20 years of teaching experience.

3.2.2. Teachers' Perception on Students' Reading Abilities

Question 01:

Table 23: *Types of Reading Used in Class*

Choices	Codes	Frequency	Percentage	Mean	SD
Literary works	5	3	27.3%	1.714	1.300
Educational works	4	5	45.5%		
Scientific works	3	3	27.3%		
English learning works	2	1	9.1%		
Subject-related works	1	8	72.7%		

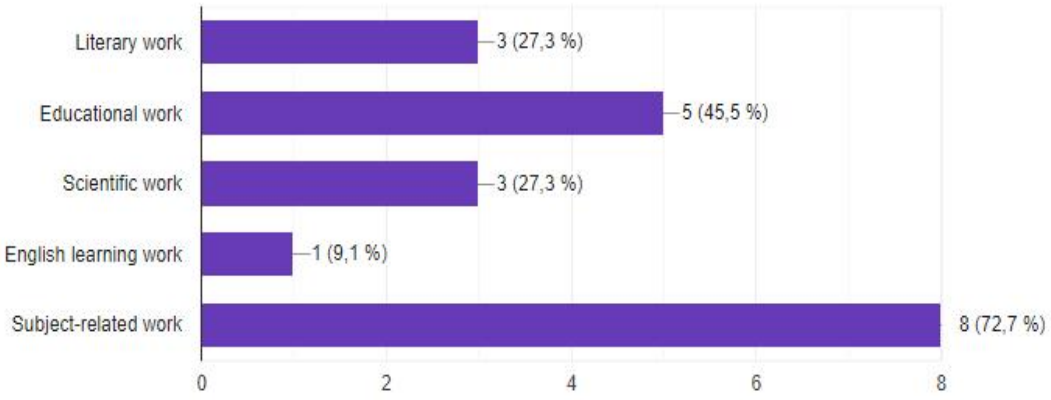

Figure 21: *Types of Reading Used in Class*

This question is developed to know the type of reading teachers use to teach reading in their classes. Table 23 shows that a great number of teachers (72.7%) use subject-related works in order to teach in class as well as educational works (45.5%). Three teachers (27.3%) claimed that they use Literary works and three others (27.3%) also stated that they use scientific works. However, just one teacher (9.1%) reported to use English learning works.

Question 02:

Table 24: *Students Facing Reading Comprehension Difficulties*

Choices	Frequency	Percentage
Yes	9	81.8%
No	2	18.2%

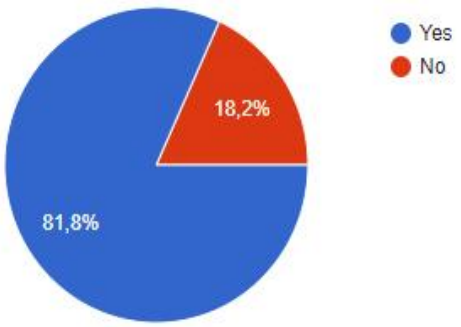

Figure 22: *Students Facing Reading Comprehension Difficulties*

This question is intended to know whether students face reading difficulties in class. The results obtained from a closed-ended question where teachers are asked to respond either by yes or

no show that the majority of teachers (81.8%) agreed on the fact that the majority of students face reading comprehension difficulties in class. As a comparison, the result of the same question in the students' questionnaire also shows that the majority of students face reading difficulties. Thus, reading comprehension difficulties can be considered as a serious issue.

Question 03:

Table 25: *The Major Causes behind Reading Comprehension Difficulties*

Choices	Codes	Frequency	Percentage	Mean	SD
Lack of reading comprehension strategies	4	7	63.6%	3	0.904
Lack of reading habits	3	9	81.8%		
Lack of vocabulary knowledge	2	7	63.6%		
Lack of background knowledge	1	4	36.4%		

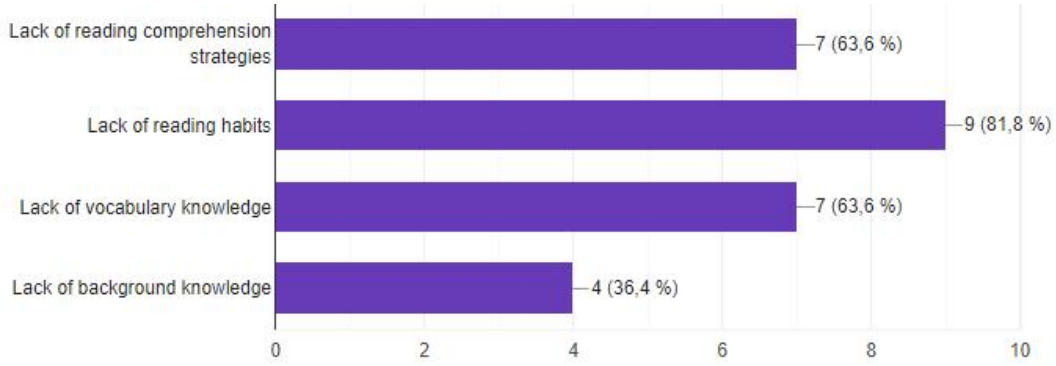

Figure 23: *The Major Causes behind Reading Comprehension Difficulties*

In this question, we desire to know teachers' perception towards the major causes behind students' reading comprehension difficulties. The above results reveal that the majority of teachers (81.8%) believe that the major cause behind students reading comprehension difficulties is the lack of reading habits. In other words, students do not read. A category representing 63.6% of teachers claimed that the lack of reading comprehension strategies is one of the major causes behind students' reading comprehension difficulties. Another category representing 63.6% agreed on the fact that students face reading comprehension difficulties because of the lack of vocabulary

knowledge. However, only four teachers (36.4%) stated that the lack of background knowledge is one of the major causes behind students' reading comprehension difficulties. Based on these results and the ones of the question 5 of the second part of the students' questionnaire, teachers and students have different perspectives on what causes reading comprehension difficulties.

Question 04:

This question is an open-ended question that investigates teachers' opinions about the modules in which students struggle the most in reading. The majority of respondents affirm that students face difficulties in reading comprehension in the modules of literature and linguistics. As we have mentioned before in students' questionnaire analysis question number 5, students usually find difficulty in comprehending literary texts because of their language which is quite different from the language that they use to speak every day. Linguistics texts may be difficult to comprehend due to the fact that it represents new linguistics terms, sentences and patterns that students may have never met before.

3.2.3. The Use of Metacognitive Reading Strategies

Question 01:

Table 26: *The Importance of Raising Students' Awareness about Reading Strategies*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.909	0.301
Disagree	2	0	0%		
Agree	3	1	9.1%		
Strongly agree	4	10	90.9%		

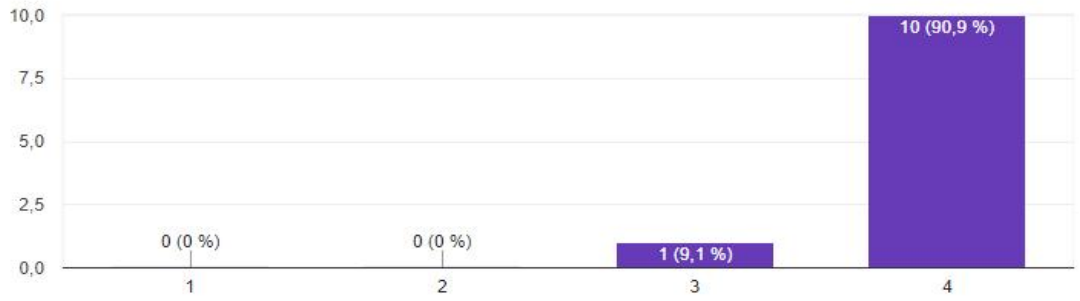

Figure 24: *The Importance of Raising Students' Awareness about Reading Strategies*

The aim of this question is to know teachers' perception towards the importance of raising student's awareness about reading strategies. Most of the teachers (90.9%) strongly agree on the importance of raising students' awareness about reading strategies. The above results reveal that the mean score is equal to 3.909 with a standard deviation of 0.301 which means that teachers usually raise student's awareness about reading strategies.

Indeed, students should be aware that reading strategies especially metacognitive reading strategies are important and useful. A student with reading strategies awareness is a successful learner who can easily select the suitable reading strategies that can lead him/her to gain comprehension skills as well as reading proficiency.

Question 02:

Table 27: *Asking Questions Related to a Particular Text*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.454	0.687
Disagree	2	1	9.1%		
Agree	3	3	27.3%		
Strongly agree	4	7	63.6%		

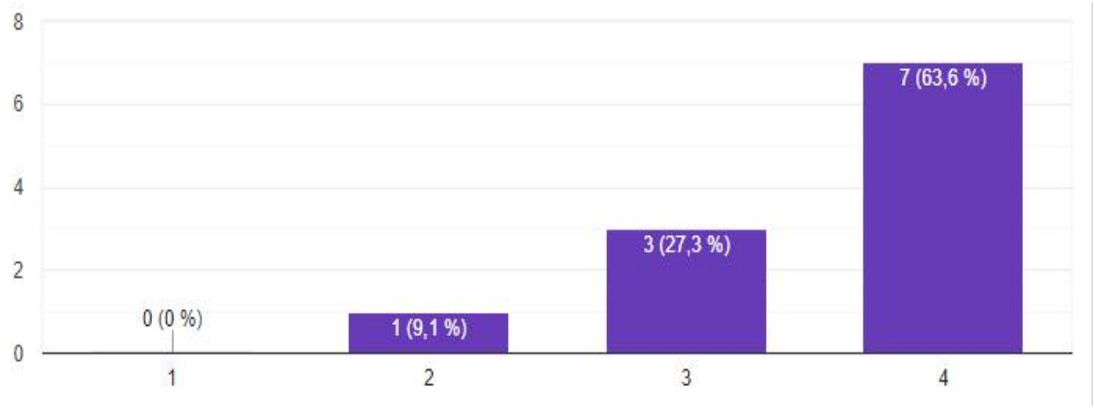

Figure 25: *Asking Questions Related to a Particular Text*

To this question, 63.6% strongly agree asking their students questions related to a given reading material. 27.3% of the same sample agree, whereas 9.1% disagree thinking that asking students questions related to a particular text during the reading session is not a necessary step. The mean is equal to 3.454 with a standard deviation of 0.687 which means that teachers *sometimes* ask questions as a reading strategy in their classes.

Questioning helps students or readers engage with the text. Teachers should always ask students questions about the text before, during, and after they read in order to encourage critical reading. Critical reading means engaging in what you read. A student with critical reading will be able to enhance clarity and comprehension. In addition, teachers who ask their students good questions while reading will help them to learn how to build interest with the text and become stronger readers.

Question 03:

Table 28: *Dividing the Reading Lesson into Pre/While/Post-Reading Activities*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.454	0.820
Disagree	2	2	18.2%		
Agree	3	2	18.2%		
Strongly agree	4	7	63.6%		

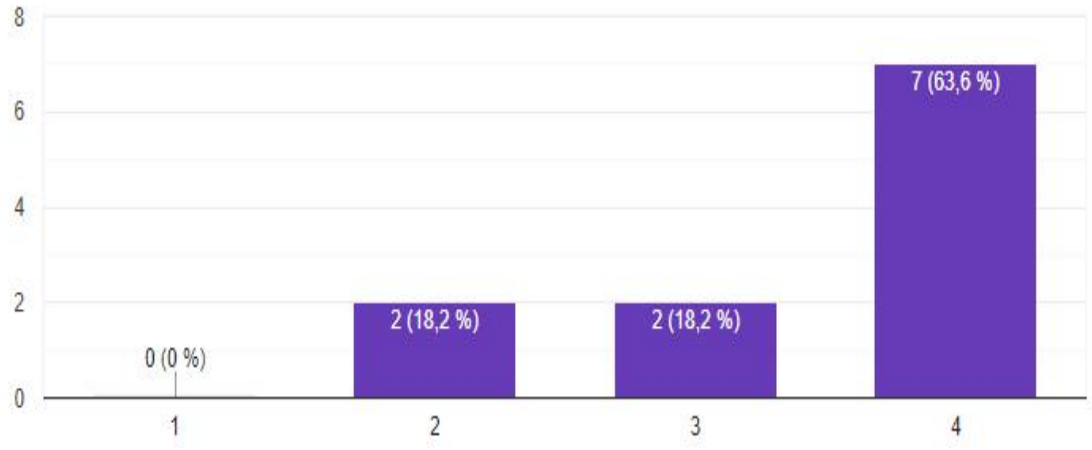

Figure 26: *Dividing the Reading Lesson into Pre/While/Post-Reading Activities*

As a response to this question and as indicated in table 28 and figure 26, 63.6% of teachers strongly agree that dividing a lesson into pre, while and post- reading activities is a good idea. 18.2% of teachers agree to the same idea, as well as 18.2% disagree and consider dividing the reading lesson into pre-while and post reading activities as unnecessary. The mean scores is ranged

between 2.5 and 3.49 which means that teachers *sometimes* divide the reading lesson into pre, while and post- reading activities.

Dividing the reading lesson into pre, while and post- reading activities is very beneficial. First, pre or "before" reading activities make students activate prior knowledge and set a purpose for reading. Second, while or "during" reading activities help students monitor their understanding. Third, post or "after" reading activities give students the opportunity to summarize, reflect, discuss, and respond to a text. To conclude, pre, while and post-reading activities help students improve their comprehension abilities.

Question 04:

Table 29: *Making Students Guess the Text's Topic Based on the Title*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.545	0.522
Disagree	2	0	0%		
Agree	3	5	45.5%		
Strongly agree	4	6	54.5%		

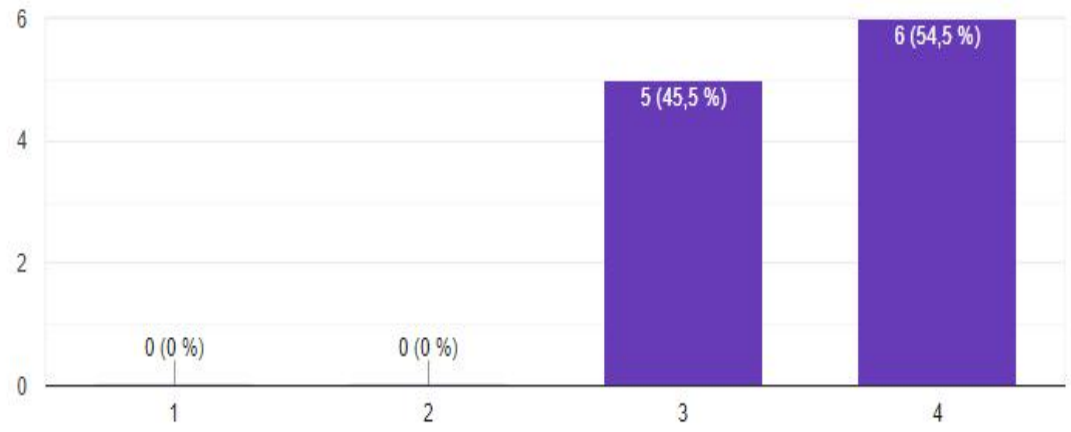

Figure 27: *Making Students Guess the Text's Topic Based on the Title*

In what concerns asking students to guess the topic of the text through looking at the title, six teachers (54.5%) strongly agree, as well as five teachers (45.5%) agree to this. Table 29 demonstrates that the mean is equal to 3.545 with a standard deviation of 0.522. This means that

this strategy is used at a high level of use. In other words, teachers *usually* ask their students to *predict* or *guess* the text's subject based on the title.

Asking students to start by reading and considering the title is actually a pre-reading strategy. A good title gives readers a clear picture of the content and directs readers to the primary concept. In addition, trying to guess the subject of the text from the title will help students to become actively involved in the reading process and use more their critical thinking and problem solving skills.

Question 05:

Table 30: *Encouraging Students to Activate their Background Knowledge*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.727	0.467
Disagree	2	0	0%		
Agree	3	3	27.3%		
Strongly agree	4	8	72.7%		

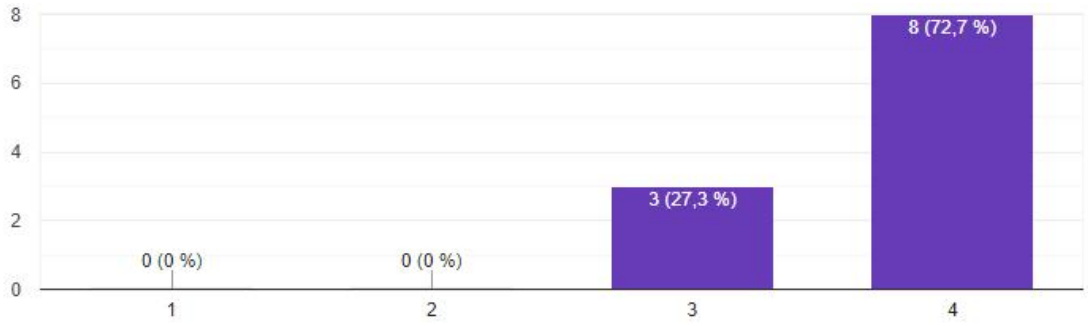

Figure 28: *Encouraging Students to Activate their Background Knowledge*

The reason behind developing this question is to discover if teachers encourage students to activate their background knowledge related to the content of the text. The majority of the respondents (72.7%) strongly agree while 27.3% show their agreement to the idea of encouraging students to activate their background knowledge. Background knowledge activation is reported to be encouraged by teachers at a high level (M=3.727, SD=0.467) implying that teachers *usually* encourage their students to activate their background knowledge. When teachers encourage students to activate their background knowledge or make connections between the lesson and their students'

backgrounds, students' comprehension can be improved. The more students are familiar with a topic, the simpler and easier it is for them to understand it.

Question 06:

Table 31: *Encouraging Students to Consult a Dictionary when Facing Unfamiliar Words*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	1	9.1%	2.818	1.078
Disagree	2	4	36.4%		
Agree	3	2	18.2%		
Strongly agree	4	4	36.4%		

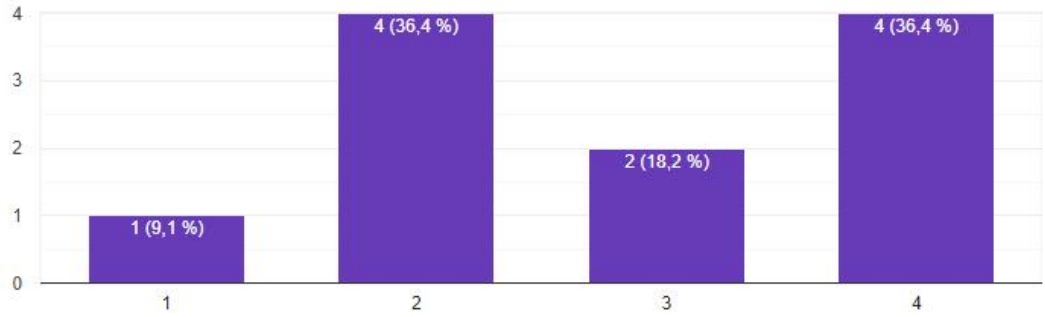

Figure 29: *Encouraging Students to Consult a Dictionary when Facing Unfamiliar Words*

This question is devoted to know if teachers encourage their students to consult a dictionary when facing unfamiliar words. The percentage of teachers who declare to strongly agree (36.4%) on the idea of consulting a dictionary every time students face new or unfamiliar words is equal to the percentage of teachers who disagree to the same idea. 9.1% of teachers strongly disagree opting for this as unessential. Therefore, consulting a dictionary when facing unfamiliar words is reported to be encouraged to be used at a moderate level (M=2,818, SD=1,078) implying that teachers *sometimes* encourage their students to use this strategy.

However, due to the fact that consulting dictionaries is not a metacognitive strategy, teachers should avoid encouraging their students to use it to some extent while reading. Indeed, there are many disadvantages of using dictionaries in reading, for example, if students use bilingual dictionaries every time, they face new words in reading they may rely too much on their language, rather that thinking and working in English. In addition, when students consult dictionaries every time they face new words, many useful metacognitive strategies are eliminated and ignored, such as prediction, and guessing the meaning of these words from context.

Question 07:

Table 32: *Encouraging Students to Guess the Meaning of Unfamiliar Words from Contextual Clues*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.727	0.646
Disagree	2	1	9.1%		
Agree	3	1	9.1%		
Strongly agree	4	9	81.8%		

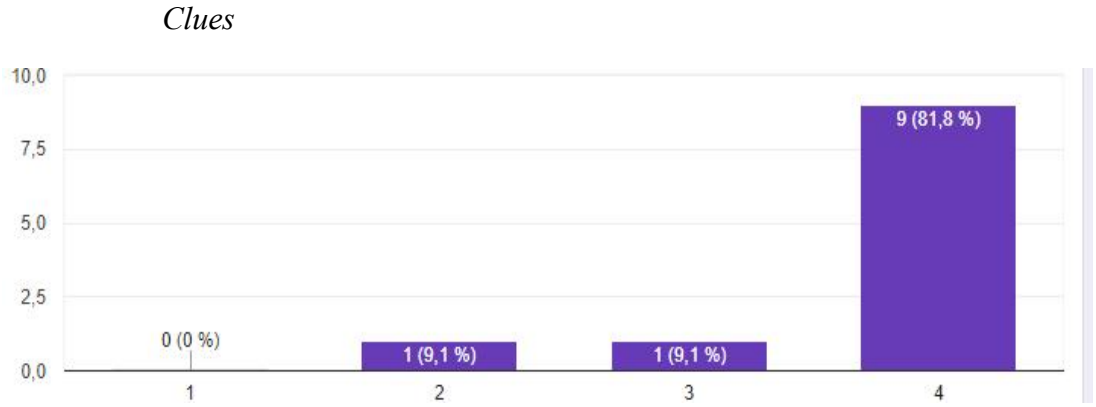

Figure 30: *Encouraging Students to Guess the Meaning of Unfamiliar Words from Contextual*

This question is intended to know whether teachers encourage their students to guess the meaning of unfamiliar words from contextual clues. The majority (81.8%) of the respondents strongly agree that encouraging students to use the contextual-guessing strategy helps them in comprehending the reading material. The mean score range is between 3.5 and 4.49. This means that teachers *usually* encourage their students to use this strategy.

Guessing from context strategy is used usually to overcome vocabulary problems that students face in reading sessions. Thus, it plays a great role in improving students' reading comprehension. According to McCarthy (1990), contextual-guessing strategy is considered as the most important strategy that students use to uncover the meaning of unfamiliar words. He also claimed that only good learners will use this strategy when they face difficulty in reading, or any situation where asking someone or consulting the dictionary was not possible or appropriate. Ying (2001) points out that guessing the meaning from context strategy makes students pay attention to the whole text units such as sentences and clauses while they read, students will comprehend the unknown words and at the same time the whole text. In addition to that, Ying (2001) believes that this strategy will raise

students' motivation to read as well as make them autonomous learners and able to make their reading more effective.

Question 08:

Table 33: *Note Taking/ Highlighting/ Underlining Important Information*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.545	0.522
Disagree	2	0	0%		
Agree	3	5	45.5%		
Strongly agree	4	6	54.5%		

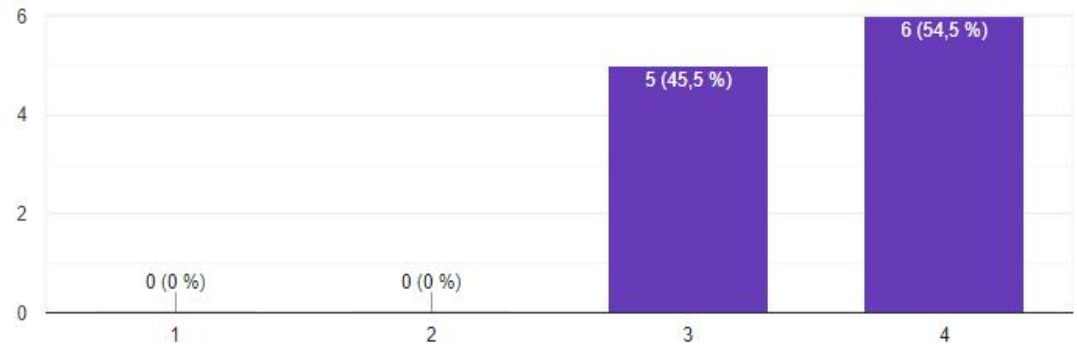

Figure 31: *Note Taking/ Highlighting/ Underlining Important Information*

The development of this question is an attempt to discover if teachers ask students to use the strategies of note-taking, highlighting and underlining the important information while reading. Six teachers (54.5%) strongly agree they ask their students to take notes, highlight or underline the important information while reading, whereas, 45.5 % of teachers answered with a positive agreement. The above results reveal that the mean score is equal to 3.545 with a standard deviation of 0.522. The mean scores range between 3.5 and 4.49. Thus, teachers *usually* ask their students to use this strategy while reading.

Question 09:

Table 34: *Asking Students to Re-read a Text for Better Understanding*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.909	0.301
Disagree	2	0	0%		
Agree	3	1	9.1%		
Strongly agree	4	10	90.9%		

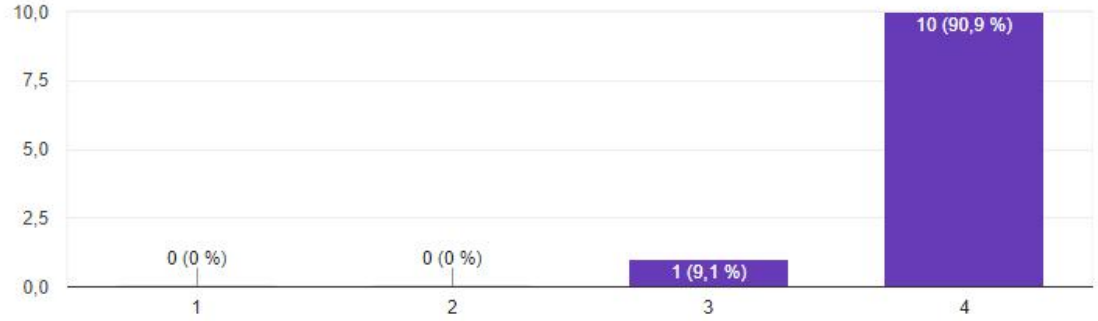

Figure 32: *Asking Students to Re-read a Text for Better Understanding*

This question is developed to know whether teachers ask their students to re-read a text for better understanding. Ten teachers (90.9%) strongly agree as well as the remaining one agree to the fact of asking students to re-read the text for better understanding. As indicated in the table, the mean equal to 3.909 with a standard deviation of 0.301. This means that teachers *usually* ask their students to re-read the text for better understanding.

Re-reading is an important reading strategy. It provides students an opportunity to develop a deep understanding of a text, and answer more complex questions. Students who use re-reading strategy will develop their reading skills, vocabulary and confidence.

Question 10:

Table 35: *Developing Inference Skills*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.636	0.504
Disagree	2	0	0%		
Agree	3	4	36.4%		
Strongly agree	4	7	63.6%		

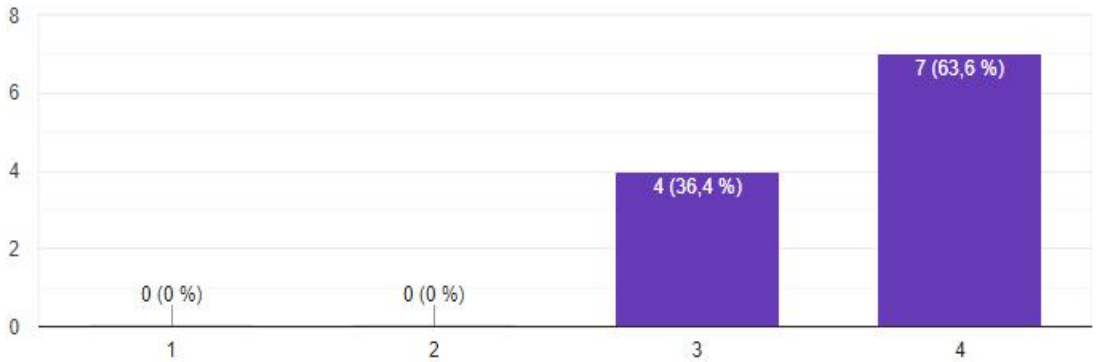

Figure 33: *Developing Inference Skills*

In what concerns teaching students to develop inference skills, the majority of the sample 63.6% strongly agree and 36.4% agree. The mean score is higher than 3.5, and the standard deviation is equal to 0.504. Hence, it shows that teachers *usually* teach their students how to develop inference skills.

Inference is a "foundational skill" that requires higher order thinking skills which can be difficult for many students. However, teachers can teach it through explicit instruction in inferential strategies. When students make an inference this means using what they know to make a guess about what they do not know or reading between lines. Good readers usually make inference to comprehend what they read and later on retrieve their own knowledge of events of the text. Inferences may occur in the form of conclusion, predictions, or new ideas and teaching students to use this technique will encourage more critical reading and better understanding and enjoyment of the text.

Question 11:

Table 36: *Asking Students to Use Text's Questioning Strategy*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3	0.774
Disagree	2	3	27.3%		
Agree	3	5	45.5%		
Strongly agree	4	3	27.3%		

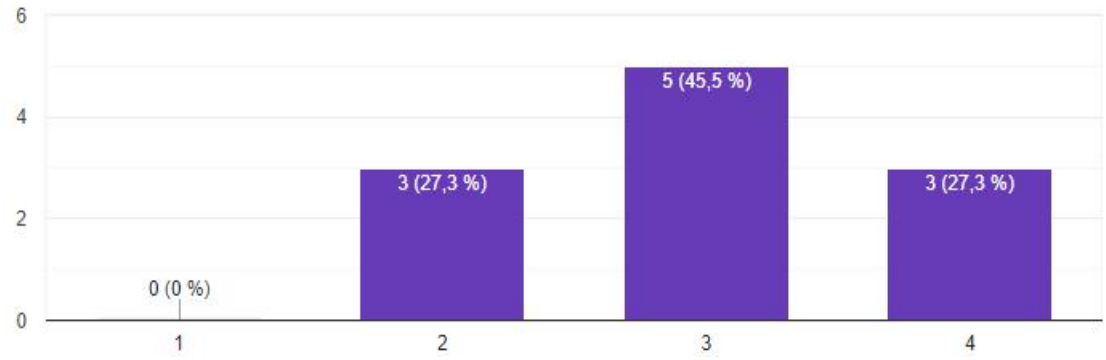

Figure 34: *Asking Students to Use Text's Questioning Strategy*

This question is designed to know whether teachers ask their students to make questions about their reading texts. Five teachers (45.5%) agree and three others (27.3%) strongly agree that they ask students to use text' questioning strategy when reading. Whereas, 27.3% of the respondents disagree. According to the results of table 36, the mean is equal to 3, with a standard deviation of 0.774. This indicates that teachers *sometimes* ask their students to develop their own questions about a text.

Generating questions about a text may increase students' reading comprehension. It may help them also to check their understanding and review important information. Furthermore, developing questions give students the opportunity to make predictions and then later change their thinking.

Question 12:

Table 37: *Asking Students to Summarize*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.454	0.687
Disagree	2	1	9.1%		
Agree	3	4	36.4%		
Strongly agree	4	6	54.5%		

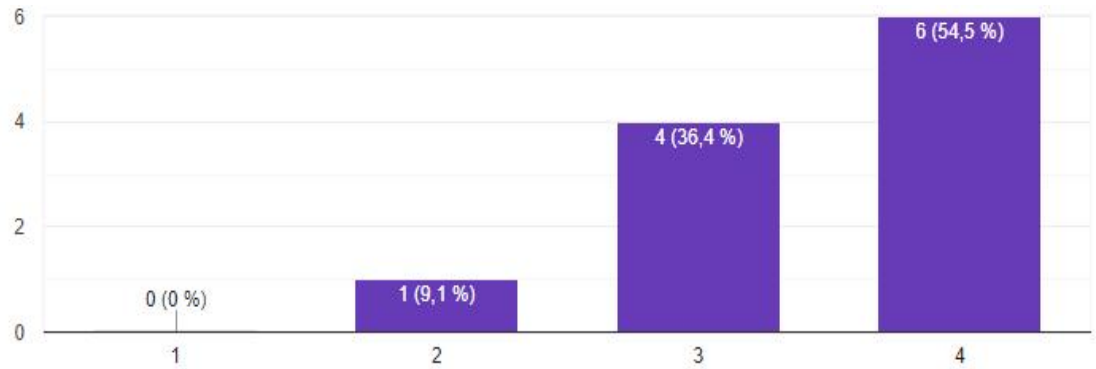

Figure 35: *Asking Students to Summarize*

In response to the statement which investigates whether teachers ask students to use summarizing as a reading strategy, 54.5% of the teachers strongly agree and 36.4 % agree. Whereas, only 9.1% of them disagree. Therefore, asking students to summarize their reading is reported to be

used at a high level (M=3.454, SD=0.687) implying that teachers *sometimes* ask their students to use summarizing as a reading strategy.

Summarizing is a significant critical reading skill. It teaches students how to comprehend the most important ideas in the text, how to ignore irrelevant information, and how to create a new text by using their own words. Summarizing as a reading comprehension strategy can help students to involve and use other reading skills such as inferring.

Question 13:

Table 38: *Discussion of the Text after Reading*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	2.909	0.831
Disagree	2	4	36.4%		
Agree	3	4	36.4%		
Strongly agree	4	3	27.3%		

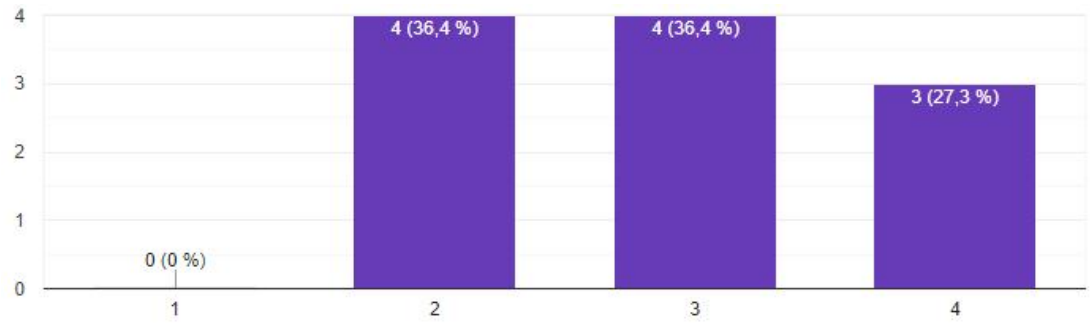

Figure 36: *Discussion of the Text after Reading*

This question has to do with whether teachers ask students to discuss the text after reading. The same percentage of teachers (36.4%) agree as well as disagree towards the statement. Moreover, 27.3% of them strongly agree. Table 38 demonstrates that the mean is equal to 2.909 with a standard deviation of 0.831. This means that the mean score is around the average level. Hence, it shows that teachers *sometimes* ask their students to discuss the text after reading.

Encouraging students to open a discussion group after reading is very beneficial for them. Discussing the text after reading helps students to comprehend materials presented orally as well as

learn to listen to one another and build on one another's ideas. However, sometimes it can be difficult to make students engage in the discussion because they may not be comfortable as they may be shy or even scared of saying the wrong answer.

Question 14:

Table 39: *Teaching Reading Strategies in the Classroom*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.454	0.820
Disagree	2	2	18.2%		
Agree	3	2	18.2%		
Strongly agree	4	7	63.6%		

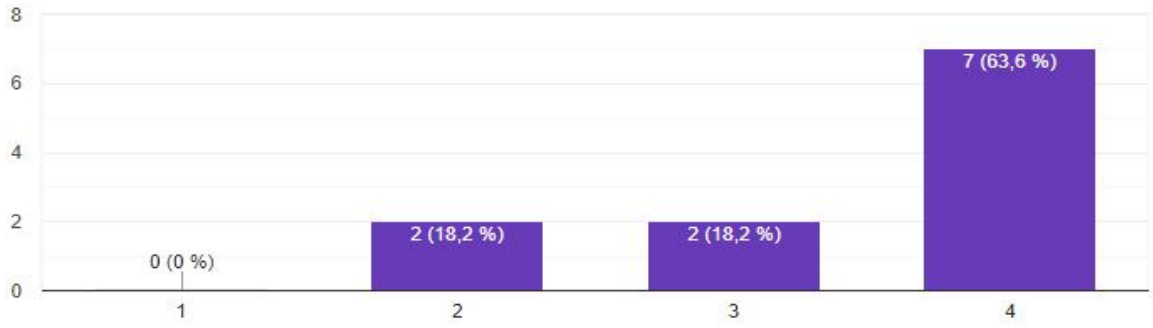

Figure 37: *Teaching Reading Strategies in the Classroom*

The development of this question is an attempt to discover whether teachers include reading strategies in their classrooms. Reading strategies are important and by teaching them, teachers show students how good readers think. Teaching reading strategies provide students with the needed tools that can make them aware of their thinking, build confidence in their ability to think and analyze the reading materials as well as make students' thinking visible and audible. The results obtained show that the majority of teachers (63.6%) believe that it is the job of teachers to teach reading strategies in the classroom. The above results reveal that the mean score is equal to 3,454 with a standard deviation of 0,820. The mean scores range between 2.5 and 3.49 which means that teachers *sometimes* teach and use reading strategies in their classrooms.

Question 15:

Table 40: *Metacognitive Reading Strategies Training*

Choices	Codes	Frequency	Percentage	Mean	SD
Strongly disagree	1	0	0%	3.454	0.687
Disagree	2	1	9.1%		
Agree	3	4	36.4%		
Strongly agree	4	6	54.5%		

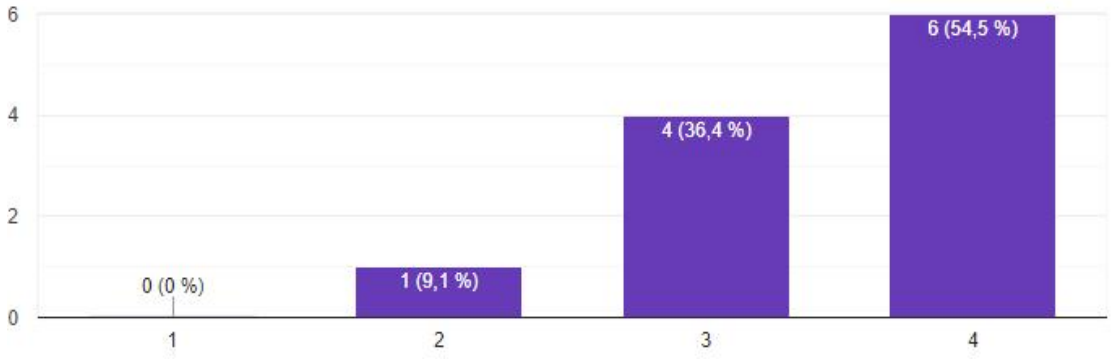

Figure 38: *Metacognitive Reading Strategies Training*

Concerning the last question, the results obtained show that the majority of teachers (54.5%) strongly agree on the fact that Algerian teachers need more training about how to teach metacognitive reading strategies. Whereas, 36.4% of them agree to the same idea. In order to teach metacognition, teachers should understand the pedagogy of metacognition which refer to teachers' ability in selecting the appropriate strategies in a specific point of time for a specific goal. Teachers must offer students the best needed strategies in an appropriate period of time. To sum up, teachers can improve most aspects of teaching skills including metacognitive awareness through appropriate Teacher Training Program. Unfortunately Algerian government do not give much importance for such kinds of training. Indeed, training in the field of teaching is missing in Algeria.

General Conclusion

This chapter concludes the study by answering the current study's research questions in relation to the results of the previous chapter. It also provides research contributions, and recommendations based on the limitations of the research. The conclusion is taken from the data analysis and some recommendations are given to EFL lecturers, EFL students, and researchers who are willing to conduct a similar research.

1. Addressing the Research Questions

The first research question of this study is to determine whether EFL learners at Mohamed Al Bachir Al Ibrahimi University use metacognitive learning strategies in reading. As mentioned in the previous chapter, the results indicated that the average of the strategy items is categorized as a moderate level of use (M=2.758). The results of this study lead the conclusion that students at Mohamed Al Bachir Al Ibrahimi University level sometimes apply metacognitive reading strategies in reading.

The second research question of this study is to investigate whether EFL teachers at Mohamed Al Bachir Al Ibrahimi University teach their students to use metacognitive strategies. The overall results obtained through the questionnaire revealed that the majority of teachers (63.6%) believed that it is their job to teach reading strategies in the classroom which means that teachers generally teach and use reading strategies in their classrooms. Therefore, teachers have a positive attitude toward implementing metacognitive strategies in reading.

The third research question investigated whether teachers and learners are aware of the importance of implementing metacognitive reading strategies. According to the results discussed in the previous chapter, the majority of students (33.3%) claimed to rarely use reading strategies and seven students (25.9%) stated to never use them. However, the results of the others questions showed that students use metacognitive reading strategies at a moderate level which appears to be contradictory. Thus, the findings of this study generally imply that students are not fully aware of the reading strategies they use in their reading to have a better comprehension. In other words, they employ certain reading strategies without realizing they are doing so. It can be concluded that, they are unaware of the significance of employing metacognitive reading strategies. In addition, a high

proportion of teachers (90.9%) strongly agree on the importance of raising students' awareness about reading strategies. 54.5% of teachers strongly agree and 36.4% agree on the fact that Algerian teachers need more training about how to teach metacognitive reading strategies. Based on these findings, it can be concluded that teachers are aware of the importance of implementing metacognitive strategies in reading.

2. Research Contributions

The findings of this research are expected to make a significant theoretical and practical contribution to the body of knowledge. Investigating the attitude of teachers and students towards the implementation of metacognitive reading strategies provides data that might help in suggesting implications for effective EFL instruction. This research is meaningful to teachers and curriculum designers to reflect on their current teaching approach; it allows teachers to evaluate their implementation of metacognitive reading strategies in their classrooms as well as to improve their efforts to incorporate them into the teaching process. Teaching students about metacognition in reading is useful to let students think by themselves. Moreover, as this study provides valuable information about metacognitive reading strategies, it is intended to make a significant contribution towards raising the students' awareness of the importance of implementing metacognitive reading strategies which will enable them to deal with different problems they encounter while reading a text. Making EFL students aware of metacognitive reading strategies might help them have a more positive English reading experience and acquire control over their own learning. Furthermore, the result of this research can be useful as a reference for future researchers who want to conduct research on the same or related topic.

3. Recommendations

3.1. **For Teachers and Students**

Considering the importance of metacognition in the learning process in EFL contexts, colleges and institutions should actively enhance metacognitive reading skills among their students. As metacognitive reading strategies are one of the main important factors to facilitate students' reading comprehension, teachers should teach their students metacognitive skills in addition to the language. Metacognitive reading strategy awareness promotes both performance and understanding of one's

reading comprehension. For this reason, teachers should promote awareness by simply informing students about effective reading strategies starting from planning, monitoring and evaluating. Students will be motivated to attempt various methods when they encounter difficulties if they receive feedback and are fully informed of the relationship between strategy use and success or failure. Therefore, teachers are encouraged to explain to students why, when and how to use metacognitive strategies in the reading process. Besides, students are also encouraged to become more self-aware of their own strategy use. When students read, they should consider metacognitive strategies for improving their reading comprehension so that they may become not only better readers, but also critical and strategic learners. Moreover, teachers should be trained to assist students in understanding themselves as readers to enhance their reading comprehension performance by using metacognitive strategies. In other words, any educational program should contain metacognitive strategy training.

3.2. **For Future Research**

There are a number of recommendations for further research. First, the findings of this study are based on a sample from university students. Metacognition is developmental; therefore the findings from university students cannot be generalized to other levels of education. Hence, further research to investigate metacognitive reading strategy implementation among pupils from primary, middle, and secondary schools is recommended. Moreover, this study used questionnaires to investigate teachers' and students' attitudes towards the implementation of the metacognitive reading strategies. Further research should be done to investigate the same variables using different tools such as interviews, focused discussion groups or think-aloud approach to see whether the findings will concur. In addition, the gender and age factors were disregarded in this study. There is, therefore, a need to replicate this study with a different population to examine whether significant gender differences in metacognitive knowledge exist among them. Besides, this study only focuses on reading comprehension. For other research, there is necessity to conduct a study in writing, speaking or listening skills.

References

Adey, P. & Shayer, M. (1993). An Exploration of long- term tar- transfer effects following an extended intervention program in the high school science curriculum. *Cognition and Instruction*, *11*(1), 173- 1–29.

Alderson, J. C. (1984). *Reading in a foreign language: A reading problem or a language problem*.

Alderson, J. C. (2000). *Assessing reading*: Cambridge University Press.

Anand, M. (2013). English for Academic and Professional Skills. *The English and Foreign Language University*. Hyderabad New Delhi

Anderson, N. J. (2003). Metacognitive reading strategies increase L2 performance. *The Language Teacher*, 27, 20-22.

Anderson, N. J. *(2005).* L2 Learning strategies. In E. Hinkel. (Eds.), *Handbook of Research in Second Language Teaching qnd Learning* (pp. 757-771). Mahwah, NJ: Lawrence Erlbaum.

Anderson, R.C. & Pearson, P.D. (1984). A Schema-theoretic view of basic processes in reading comprehension. In Pearson, P.D., Barr, R., Kamil, M. L., & Mosenthal, P. (Eds.), *Handbook of Reading Research*. White Plains, NY: Longman.

Babbie, E. (1990). *Survey research methods*, 2nd Edition. California: Wadsworth Publishing Company.

Baker, L. (2013). Metacognitive strategies. In J. Hattie & E.M. Anderman (Eds.), *International guide to student achievement.* New York: Routledge

Barnett. (2002). Postgraduate students' use of reading strategies in L1 and ESL Contexts: Link to success (pp1-14). *International Education Journal*, 5-4

Bereiter, C. (1995). A dispositional view of transfer. In A. McKeough, J. Lupart, & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 21–34). Routledge.

Billing, D. (2007). Teaching for transfer of core/key skills in higher education: Cognitive skills. *Higher Education*, *53*, 483–516.

Boekaerts, M., Pintrich, P., and Zeidner, M. (2000). *Handbook of self-regulation*. San Diego: Academic Press.

Bolitho, R., Carter, R., Hughes, R., Ivanic, R., Masuhara, H., and Tomlinson, B.(2003). Ten questions about language awareness. *ELT Journal*, 57(3), 251-260.

Booth, D., & Swartz, L. (2004). *Literacy techniques: Building successful readers and writers* (2nd ed.). Ontario, Canada: Pembroke Publishers Limited.

Carnine, D., Silbert, J. & Kameenui, E.J. (1990). *Direct instruction reading.* Ohio: Merril Publishing Company.

Carrell, P. L. (1989). Metacognitive awareness and second language reading. *The Modern Language Journal*, 73(2), 121-134.

Carson, J., & Leki, I. (1993). Reading in the composition classroom. *Second language perspectives*. Boston: Heinle and Heinle.

Casazza, M.E. (1993). *Using a model of direct instruction to teach summary writing in a college reading class.* Journal of Reading, Vol.3 (3), 202-208.

Chamot, A.U., O'Malley, J.M. & (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.

Chari, M., Samavi, A. and Kordestani, D. (2010). Investigating psychometric characteristics of metacognitive reading strategies scale among Iranian high-school students. *Psychiatry Studies*, 6, 1-22.

Chastain, K, (1988). *Developing Second-Language Skills Theory and Practice*. ORLANDO: Harcourt Brace Jovanovich, Inc.

Chege, E. W. (2012). *Reading comprehension and its relationship with academic performance among standard eight pupils in rural Machakos* (Unpublished Doctoral dissertation, Kenyatta University).

Conner, L. N. (2007). Cueing metacognition to improve researching and essay writing in a final year high school biology class. *Research in Science Education*, *37*(1), 1–16.

Corbeil, G. (2000). *Exploring the effects of first-and second-language proficiency on summarizing in French as a second language.* Canadian Journal of Applied Linguistics, 3(1-2), 35-62.

Corder-Ponce, W. L. (2000). Summarization interaction: Effects on foreign language comprehension and summarization of expository texts. *Reading Research and Instruction*, 39(4), 329-350.

Cross, D. R., & Paris, S. G. (1988). *Developmental and instructional analyses of children's metacognition and reading comprehension*. J. Educ. Psychol., 80, 131-142.

Dabarera, C., Renandya, W. A., & Zhang, L. J. (2014). *The impact of metacognitive scaffolding and monitoring on reading comprehension*. System, 42, 462-473.

De Corte, E., Verschaffel, L., & Van De Ven, A. (2001). Improving text comprehension strategies in upper primary school children: A design experiment. *British Journal Of Educational Psychology*, 71(4), 531.

Dignath, C., Büttner, G. (2008). Components of fostering self-regulated learning among students. A meta-analysis on intervention studies at primary and secondary school level. *Metacognition Learning* 3, 231–264.

Dornyei, Z. (2003). *Questionnaires in Second Language Research*. Muhwah, New Jersey:Lawrence Erlbaum.

Dubravac, V. (2016). The impact of English on language use in the Bosnian press. In L. Buckingham (Ed.), *The status of English in Bosnia and Herzegovina*. Bristol, Buffalo: Multilingual Matters.

Duffy, G. (2009). *Explaining reading a source for teaching concepts, skills, and strategies.* New York: The Guilford Press.

Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed.) Newark, DE: International Reading Association.

Duke, N.K., & Pearson, P.D. (2002). *Effective Practices for Developing Reading Comprehension.*

Eilam, B., and Aharon, I. (2003). Students' planning in the process of self-regulated learning. *Contemporary Educational Psychology*, 28, 304- 334.

Ellis, A. K., Denton, D. W., & Bond, J. B. (2014). An Analysis of Research on Metacognitive Teaching Strategies. *Procedia - Social and Behavioral Sciences*, *116*, 4015–4024.

Fairbanks, Colleen, M., Gerald, G., Beverly, S., Faircloth, Ye He, Levin, B., Rohr, J., & Stein, C. 2010. Beyond Knowledge: Exploring Why Some Teachers Are More Thoughtfully Adaptive Than Others. *Journal of Teacher Education* 61 (1–2): 161–71. https://doi.org/10.1177/0022487109347874

Flavell, J. (1979). Metacognition and cognitive monitoring: A new area of cognitive- developmental inquiry. *American Psychologis*t, 34(10), 906-911.

Fuchs, L. S., Fuchs, D., Prentice, K., Burch, M., Hamlett, C. L., Owen, R., Hosp, M., & Jancek, D. (2003). Explicitly teaching for transfer: Effects on third- grade students' mathematical problem solving. *Journal of Educational Psychology*, *95*(2), 293–305.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge: Cambridge University Press.

Grabe, W., & Stoller, F. L. (2002). *Teaching and Researching Reading.* London: Pearson Education Longman.

Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd Ed.). Great

Harris, K. R., Graham, S., Brindle, M., & Sandmel, K. (2009). Metacognition and Children's Writing. In D. Hacker, J. Dunlosky, & A. Graesser (Eds.), *Handbook of Metacognition in Education* (pp. 131-153). Mahwah, NJ: Lawrence Erlbaum.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge.

Hawkins, R. O., Musti-Rao, S., Hale, A. D., Mcguire, S., & Hailley, J. (2010). Examining listening previewing as a class wide strategy to promote reading comprehension and vocabulary. *Psychology In The Schools*, 47(9), 903-916.

Hudson, T. (2007). *Teaching Second Language Reading.* Oxford: Oxford University Press.

Hyland, K. (1990). Providing productive feedback. *ELT Journal*, 44(4), 294-304. https://doi.org/10.1093/elt/44.4.279

Israel, S. E. (2007). *Using metacognitive assessments to create individualized reading instruction.* Newark, DE: International Reading Association.

Jick, T.D. (1979) Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*, 24, 602-611. https://doi.org/10.2307/2392366

Karbalaei, A. (2010). A comparison of the metacognitive reading strategies used by EFL and ESL readers. *The Reading Matrix, 10*(2).

Keskin, H. K. (2013). Impacts of reading metacognitive strategies and reading attitudes on school success. *International Journal of Academic Research*, 5(5), 312-317.

Khathayut, P & Premin, K. (2011). Summarizing techniques: The effective indicators of reading comprehension. *The 3rd International Conference on Humanities and Social Sciences.* Faculty of Liberal Arts, Prince of Songkla University.

Koch, R. E. (1974). *Relationships between reading interests and reading comprehension among fourth-grade and sixth-grade students.* University of Illinois at Urbana-Champaign.

Koda, K. (2007). *Insights into second language reading: A cross-linguistic approach*. Cambridge: Cambridge University Press

Kolawole, C. O. O. (2009). The state of reading in selected secondary schools in Oyo State, Nigeria. *An International Multi-Disciplinary Journal*, 3(1), 388-398.

Krashen, S. (2004). *The Power of Reading* (2nd Ed.). Englewood, CO: Libraries Unlimited.

Liu, H. J. (2004). The relationship between metacognitive strategies and English reading. Foreign Languages and Their Teaching, 12, 24–26

Mahfoodh, O.H. 2007. *Reading for EFL College Students.*

Mason, L., Boldrin, A. & Ariasi, N. (2010). Epistemic metacognition in context: evaluating and learning online information. *Metacognition Learning* 5, 67–90.

McCarthy, M. (1990). *Vocabulary.* Oxford: Oxford University Press.

McCormick, & Dimmitt. C, and Florence R. Sullivan. (2012). Metacognition, Learning, and Instruction. In *Handbook of Psychology,* Volume 7: Educational Psychology. 2nd ed., edited by Irving B. Weiner, William M. Reynolds, and Gloria E. Miller, 69–97. Hoboken, NJ: John Wiley.

Mevarech, Z., & Kramarski, B. (2014). *Critical Maths for Innovative Societies*. OECD Publishing.

Mokhtari, K., & Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2).

Monteiro, S., Sherbino, J., Sibbald, M., & Norman, G. (2020). Critical thinking, biases and dual processing: The enduring myth of generalisable skills. *Medical Education*, *54*(1), 66–73.

NEGSH Getachew. (2008). *A Comparative Study of the Methods of Teaching Reading Employed by the Televised Teacher and the Classroom Teacher with Especial Reference to Grad Nine*. Students of Jimma Town Senior Secondary Schools. ADD are ABABA University.

Noor, N. M. (2011). Reading habits and preferences of EFL post graduates: A case study. *Indonesian Journal of Applied Linguistics, 1*(1), 1-9.

Nuttall, C. (2005). *Teaching reading skills in a foreign language*. UK: Macmillan Publishers Limited.

O'Malley, M., & Chamot, A. (1990). *Learning strategies in second language acquisition.* New York: Cambridge University Press. http://dx.doi.org/10.1017/CBO9781139524490

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Publishers.

Oxford, R. (2002). Language learning strategies. In R. Carter and D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 166-172). Cambridge: Cambridge University Press.

Oxford, R. L.(2003). *Language learning styles and strategies: An Overview*. Oxford: GALA.

Palani, K.K. (2012). Promising reading habits are creating literate society. *International Reference Research Journal*, 2(1), 91-98.

Palmer, D. J., and Goetz, E. T. (1988). Selection and use of study strategies: The role of the studier's beliefs about self and strategies. In C. E. Weinstein, E. T. Goetz, and P. Alexander (Eds.), *Learning and study strategies: Issues in assessment, instruction, and evaluation* (pp. 77– 100). Orlando, FL: Academic Press.

Pani, S. (2004). Reading strategy instruction through mental modeling. *ELT Journal* 58, 355-362.

Park, Y.H. (2010). A relationship between reading comprehension and reading strategy use: Meta-analysis. *English Teaching.* 65(3). 3-21.

Perfetti, C. A., Marroni, M. A., & Foltz, P. W. (1996). Sources of comprehension failure: Theoretical perspectives and case studies. In C. Cornoldi & J. Oakhill (Eds.), *Reading comprehension difficulties: Processes and interventions.* Mahwah, NJ: Erlbaum.

Phan, N. (2006).Effective reading. Retrieved from http://www.asian-efl-journal.com/pta_october_06_np.php

Phelps, R., Graham, A., & Kerr, B. (2004). Teachers and ICT: Exploring a metacognitive approach to professional development. *Australasian Journal of Educational Technology*, *20*(1), 49–68. https://doi.org/10.14742/ajet.1367

Pressley, M., and McCormick, C.B. (1995). *Advanced educational psychology for educators, researchers, and policymakers.* New York: Harper Collins

Purpura, J. (1997). An analysis of the relationships between test takers' cognitive and metacognitive strategy use and second language test performance. *Language Learning*, 47, 289-325.

Purwandani, M. (2015). *Improving students' reading comprehension through summarizing activity.* Universitas Negeri Yogyakarta. Unpublished script.

Richards, J. C. (1976). *Teaching English for science and technology: selected papers from the RELC Seminar on the Teaching and Learning of English for Scientific and Technological Purposes in Southeast Asia, Singapore, 21-25 April, 1975*: Published by Singapore University Press for SEAMEO Regional English Language Centre.

Selinger, H. W., & Shohamy, E. (1989). Second Language Research Methods. Oxford: Oxford University Press.

Seyed Hossein Fazeli, M. E. (2010). *Language in India: some gaps in the current Studies of reading in Second/Foreign language learning.* (Vol. 10). issue4. (p.376-380).

Sheorey, R., & Mokhtari, K. (2001). Differences in Metacognition Awareness of Reading Strategies Among native and Non-native readers. System, 29(4), 431-449. http://dx.doi.org/10.1016/S0346-251X(01)00039-2

Sheorey, R., & Mokhtari, K. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25(3), 2-10.

Sheorey, R., & Mokhtari, K. (2008). *Reading strategies of first-and second-language learners: See how they read.* Norwood, MA: Gordon Publishers, Inc. New York: Cambridge University Press.

Silinskas, G., Lerkkanen, M.-K., Tolvanen, A., Niemi, P., Poikkeus, A.-M., & Nurmi, J.-E. (2012). The frequency of parents' reading-related activities at home and children's reading skills during kindergarten and grade 1. *Journal of Applied Developmental Psychology*, 33(6), 302–310. https://doi.org/10.1016/j.appdev.2012.07.004

Sim, J & Wright, C. (2000). *Research in Health Care: Concepts, Designs and Methods.* Cheltenham: Stanley Thornes (Publishers) Ltd.

Singh, K. Y. (2006). *Fundamental of Research Methodology and Statistics*. New Age International (P) Ltd., Publishers.

Singhal, M., (2001). Reading proficiency, reading strategies, metacognitive awareness and L2 readers. *The Reading Matrix,* 1(1).

Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Sanata Monica Rand Corporation.

Stevens, K.C. (1980). The effect of background knowledge on the reading comprehension of ninth graders. *Journal of Reading Behavior*, 12(2), 151- 154. Second Edition. New York: Cambridge University Press

Susanti, M. 2013. *An analysis of students' reading comprehension achievement by using scanning and skimming techniques for introvert and extrovert students at SMPN 29 Bandar Lampung.* Unpublished Thesis. Bandar Lampung: University of Lampung.

Tarricone, P. (2011). *The taxonomy of metacognition*. Psychology Press.

Teng, L.S.; Zhang, L.J. (2020). Empowering learners in the second/foreign language classroom: Can self-regulated learning strategies based writing instruction make a difference? J. *Second Lang. Writ*, 48, 1–12.

Thompson, I. (1988). Reading research and its curricular implications. *Slavic and East European Journal*, 32(4), 617–642.

Tierney, J. E. (Ed.). (2005). *Reading strategies and practices* (6th ed.). Boston, MA: Pearson Education, Inc.

Vandergrift L. (2005). Relationships among motivation orientations, metacognitive awareness and proficiency in l2 listening. *Applied Linguistics*, 26, 1, pp.70 – 90.

Victori, M., and Lockhart, W. (1995). *Enhancing metacognition in self-directed language learning.* System, 23, 223-234.

Walliam, N & Baiche, B. (2001). *Your research project: a step by step guide for the first-time researcher.* SAGE Publications.

Wang, M.-T. (2009). *Effects Of Metacognitive Reading Strategy Instruction on Efl High Awareness, And Reading Motivation.* A Dissertation Presented to The Graduate School of The University of Florida in Partial Fulfillment of The Requirements for the Degree of Doctoral of Philosophy.

Wen, Q. (2003). A Successful Road to English Learning. Shanghai: Shanghai Foreign Language Education Press.

Wenden, A. (1991). *Learner strategies for learner autonomy: Planning and implementing learner training for language learners.* New York: Prentice Hall.

Wenden, A. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515–537.

Woolley G. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties.* Springer Science+Business Media B.V. (p.15)

Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning.*

Ying, S. Y. (2001). Acquiring vocabulary through a context-based approach. *Forum Journal*, 39(1), 18.

Zare-ee, A. (2008). The relationship between cognitive and meta-cognitive strategy use and EFL reading achievements. Faculty of Foreign Language and Literature, Islamic Azad University, Roudehen Branch, Tehran, Iran. *The first regional conference on English language teaching and literature* (ELTL-1).

Zhang, D., and Goh, C. (2006). Strategy knowledge and perceived strategy use: Singaporean students' awareness of listening and speaking strategies. *Language Awareness*, 15,199-219.

Zhang, D.L.; Zhang, L.J. (2019). Metacognition and self-regulated learning (SRL) in second/foreign language teaching. *In Second Handbook of English Language Teaching*; Gao, X., Ed.; Springer Nature International: Cham, Switzerland, pp. 883–897.

Zhang, L. J. (2001). Awareness in reading: EFL students' metacognitive knowledge of reading strategies in an acquisition-poor environment. *Language Awareness*, 10, 268-288.

Zhang, L., & Seepho, S. (2013). Metacognitive Strategy Use and Academic Reading Achievement: Insights from a Chinese Context. *Electronic Journal of Foreign Language Teaching*. 10(1). 54-69.

Zhang, L.J.; Aryadoust, V.; Zhang, D.L. (2016). Taking stock of the effects of strategies-based instruction on writing in Chinese and English in Singapore primary schools. *In Quadrilingual Education in Singapore: Pedagogical Innovation in Language Education*; Silver, R.E., Bokhorst-Heng,W., Eds.; Springer Nature: New York, NY, USA; pp. 103–126.

Zimmerman, B. J., and Schunk, D. H. (2001). *Self-regulated learning and academic achievement.* Mahwah, NJ: Erlbaum.

Zohar, A., & Schwartzer, N. (2005). Assessing teachers' pedagogical knowledge in the context of teaching higher- order thinking. *International Journal of Science Education*, 27(13), 1595–1620. https://doi.org/10.1080/09500690500186592

Appendices

Appendix A

Students' Questionnaire Investigating the Implementation of Metacognitive Reading Strategies -Third Year

This questionnaire is designed for **research purposes**. It aims to collect data about students' attitudes towards the implementation of metacognitive reading strategies. The information collected will not be used for any other uses rather than **academic purposes.** By answering this questionnaire, you agree to be a voluntary part of this study. This will not affect your grade and there is no right or wrong answer. It would be very appreciated if you would kindly answer this questionnaire **honestly**. Thank you for your cooperation.

Please tick (√) the box that best corresponds with your status.

Section One: Personal Information

Your gender : Male ☐ Female ☐

Your age : 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ over 25 ☐

Section Two : Reading Difficulties

How often do you read?

Never ☐ rarely ☐ frequently ☐ always ☐

What type of reading are you required to read at class?

Literary works ☐

Educational works ☐

Scientific works ☐

English learning works ☐

Subject-related works ☐

Do you face difficulties in reading?

Yes ☐ No ☐

What are the major causes behind your reading comprehension difficulties? (You can tick more than one answer)

Lack of reading comprehension strategies ☐

Lack of reading habits ☐

Lack of vocabulary knowledge ☐

Lack of background knowledge ☐

Which module do you encounter the most difficulties in reading?
.....

Section Three : The use of metacognitive strategies

Please read each statement carefully, then indicate whether you 'never', 'rarely', 'frequently' or 'always' toward the statements by putting a check mark (√) in the right column.

Statements	Never	Rarely	Frequ-ently	Always
I use reading strategies for better reading comprehension.				
Before reading, I set a target about my purpose of reading a text.				
I activate my prior knowledge to help me understand what I read.				
I try to predict the content of the text from the title.				
I look quickly over the text to get the general idea of it.				
While reading, I try to guess the meaning of unknown words from context.				
While reading, I ask myself questions and reflect upon the content.				
I take notes when reading in order to remember the information.				
I underline and highlight important information in order to find it more easily later on.				
I summarize or paraphrase what I read to reflect on important information in the text.				
I reread the text for better understanding.				

Appendix B

Teachers Questionnaire Investigating the Implementation of Metacognitive Reading Strategies

This questionnaire is designed for **research purposes**. It aims to collect data about teachers' attitudes towards the implementation of metacognitive reading strategies. The information collected will not be used for any other uses rather than **academic purposes**. By answering this questionnaire, you agree to be a **voluntary** part of this study. It would be very appreciated if you would kindly answer this questionnaire to the best of your knowledge. Thank you for your cooperation.

Please tick (√) the box that best corresponds with your status.

Section One: Personal Information

Your gender : Male ☐ Female ☐

Your degree : MA (Magister/ Master) ☐ Phd (Doctorate) ☐

Your teaching experience :

between 0-05 years ☐ between 05-10 years ☐ between 10-20 years ☐ over 20 ☐

Section Two: Teachers' perceptions on students' reading abilities

What type of reading do you use in your teaching ?

Literary work ☐

Educational work ☐

Scientific work ☐

English learning work ☐

Subject-related work ☐

Students experience difficulties in comprehending texts or any written material.

Yes ☐ No ☐

What are the major causes behind reading comprehension difficulties? (You can tick more than one answer)

Lack of reading comprehension strategies ☐

Lack of reading habits ☐

Lack of vocabulary knowledge ☐

Lack of background knowledge ☐

Which module do you think your students struggle the most in reading?

.....

Section Three: The use of metacognitive reading strategies

Please read each statement carefully, then indicate whether you 'strongly disagree', 'disagree', 'agree' or 'strongly agree' toward the statements by putting a check mark **(√)** in the right column.

Statements	Strongly disagree	Disagree	Agree	Strongly agree
It is important to raise students' awareness about reading strategies.				
I ask various questions related to a particular text in order to prepare students to read the text.				
I divide the reading lesson into pre-reading, while reading and post-reading activities.				
I ask students to look at the title and guess the subject of the text.				
I encourage students to activate their background knowledge related to the content of the text.				
I encourage students to consult a dictionary when they come across unfamiliar words during reading.				
I encourage students to guess the meaning of unfamiliar words by using contextual clues.				
I ask students to take notes, highlight or underline the important information.				
I ask students to re-read for better understanding.				
I teach my students how to develop inferencing skills.				
I ask students to make questions about a text.				

I ask students to summarize what they read in their own words.				
I ask students to discuss the text after reading.				
It is the job of the teacher to teach reading strategies in the classroom.				
Algerian teachers need more training about how to teach metacognitive reading strategies.				

Résumé

Cette recherche a été menée pour étudier les attitudes des enseignants et des apprenants d'anglais de l'Université Mohamed El Bachir El Ibrahimi de Bordj Bou Arreridj en Algérie envers l'implémentation de stratégies de lecture métacognitives. L'objectif de cette recherche était de déterminer si les enseignants d'anglais incluent des stratégies métacognitives de lecture dans leurs classes et si les étudiants d'anglais emploient ces stratégies durant leurs lectures. De plus, cette étude a cherché à déterminer si les enseignants et les apprenants sont conscients de l'importance de l'utilisation des stratégies métacognitives. Cette étude était basée sur un plan de recherche quantitatif. Les données ont été recueillies par le biais de questionnaires auprès de 27 étudiants de troisième année et de 11 enseignants choisis au hasard. Les résultats ont démontré que les étudiants d'anglais en troisième année à l'Université Mohamed El Bachir El Ibrahimi de Bordj Bou Arreridj mettent parfois en œuvre des stratégies de lecture métacognitives dans leurs lectures. Cependant, les étudiants ne sont pas conscients de l'importance de l'utilisation de ces stratégies et de la façon dont elles affectent positivement leur compréhension de la lecture. En outre, les résultats ont montré que les enseignants d'anglais à l'Université Mohamed El Bachir El Ibrahimi de Bordj Bou Arreridj enseignent et utilisent généralement des stratégies métacognitives de lecture dans leurs classes. Cette recherche est une tentative de sensibilisation à l'utilisation importante de ces stratégies ainsi que de mettre en évidence leur efficacité pour surmonter les difficultés de compréhension de la lecture.