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Faculty of Letters and Languages
Department of English
Section of English

Investigating the Role of Metacognitive Strategies in Enhancing the Reading Skills among University Students: The Case of Second Year EFL Students at Tlemcen University

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Presented by

Ms. Nassima CHRA

Ms. Hadjer HACHEMAOUI

Supervised by

Dr. Soraya BENZERDJEB

Board of Examiners

Prof. Nawel BENMOSTEFA

Prof/MC/MA

President

Dr. Soraya BENZERDJEB

Prof/MC/MA

Supervisor

Dr. Kamila NEGADI

Prof/MC/MA

Examiner

2023 / 2024

Declaration

We hereby declare that this dissertation entitled “Investigating the Role of Metacognitive Strategies in Enhancing Reading Skill among University Students” is the result of our original research work and has not been submitted previously, in whole or in part, for the award of any degree or diploma at this or any other institution. We certify that all sources of information and data have been duly acknowledged, and that this dissertation is entirely our work, except where otherwise indicated. We also this work is free from plagiarism.

Nassima CHRA

Hadjer HACHEMAOUI

Date: / /

Dedication

I dedicate this work to my beloved parents “**CHRA MEBAREK and CHRA NACIRA**”, whose endless love, sacrifices, and unwavering support have been the foundation of all my achievements.

To my dear sisters and brother, for their constant encouragement, laughter, and belief in me, even in the most challenging times and to every teacher I’ve had along the way— from primary school to this very moment thank you for inspiring me, guiding me, and shaping the person I am today. Your dedication and passion have left a lasting mark on my journey.

This work is a tribute to all of you.

NASSIMA

I dedicate this work to my beloved parents, the pillars of our strength and success, your unwavering love, sacrifices, and endless support have always been our greatest source of inspiration.

Thank you for your standing with me through every step of this journey.

To our dear siblings and families who have been our constant supporters, thank you for your motivation and encouragement

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Abstract

Reading comprehension is a critical skill for EFL learners, yet many university students struggle with complex texts due to insufficient metacognitive strategies. The purpose of this research was to investigate how metacognitive strategies enhance reading skill among EFL university students. To reach this end, case study research was conducted with Second year License students in the Department of English, University of Tlemcen. Various research instruments were used to collect data an (online questionnaire for students and an interview for RC teachers). Qualitative and quantitative analyses of data confirmed the significant role of metacognitive strategies in enhancing reading comprehension among EFL university students. The data revealed that students using metacognitive strategies demonstrated improved reading comprehension compared to passive readers. The results indicated that metacognitive strategies significantly enhance students' ability to comprehend and analyze written material. This research emphasized the importance of integrating the teaching of metacognitive strategies in EFL curricula to promote efficient and autonomous readers. Ultimately, the study highlighted the transformative potential of metacognitive awareness on cultivating proficient and reflective readers.

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List of Acronyms

CST Cognitive Schemata Theory

EFL English as a Foreign Language

MCAG Metacognitive Mindfulness Direction

RC Reading Comprehension

SRL Self - Regulated Learning

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General introduction

General Introduction

In a society increasingly dominated by information the development of proficient reading skill is essential for both academic achievement and lifelong learning. Reading transcends the mere mechanical act of decoding symbols, it involves a complex array of cognitive processes that include comprehension, interpretation, and critical analysis. For university students who face difficult texts across various disciplines, effective reading is crucial. Nevertheless, a significant number of students experience difficulties with reading comprehension, which can affect their academic performance and overall engagement. Metacognition defined as the awareness and regulation of one's cognitive processes is pivotal in the enhancement of reading abilities. It consists of two primary elements: Metacognitive knowledge which relate to an individual's understanding of their own learning processes and Metacognitive regulation which refers to the strategies that learners utilize to manage their learning activities. The application of metacognitive strategies can greatly impact reading proficiency by equipping learners to plan, monitor, and assess their understanding and interaction with text. The incorporation of metacognitive strategies into reading instruction has received increasing focus in educational research especially with higher education context.

The capacity to self -regulate reading processes can empower students to become independent learners, cultivating skills that are vital not only for their academic pursuits but also for their personal and professional development. The significance of metacognitive strategies in enhancing reading skill is well acknowledged. However, there exist a knowledge gap in research concerning the specific ways in which university students currently apply metacognitive strategies. The effect of these strategies on their reading capabilities and overall effectiveness of these strategies in advancing reading proficiency. This understanding is vital for shaping educational practices and interventions designed to foster improved reading outcomes among university students by addressing this research gap.

General Introduction

This study aims to enrich the understanding of the role of metacognitive strategies in the enhancement of the reading skill, and contribute to the existing body of research on metacognitive strategies and reading skill by providing insights into the specific strategies employed by university students. These inquiries are summarized in the following questions:

Q1: What Metacognitive strategies are Second year License students currently using to improve their reading skills?

Q2: How do different Metacognitive strategies impact the reading comprehension?

Q3: Do second year EFL students who use Metacognitive strategies develop better reading skills?

To address the previously mentioned questions and fully understand these strategies, the following hypotheses are proposed.

H1: Second year EFL students frequently use metacognitive strategies such as self-regulation, self-monitoring, and summarizing to improve their reading skills.

H2: The use of Metacognitive strategies such as self-regulation and self-monitoring will significantly improve reading comprehension.

H3: Second year EFL students who engage in metacognitive strategies will improve critical thinking skills when analyzing complex texts.

This study employed a mixed method research design, combining both qualitative and quantitative methods. The research utilized an online questionnaire administered to Second year EFL University students, which collected quantitative data on Metacognitive strategies and reading comprehension. While also including open-ended questions to gather qualitative insights. Additionally, structured interview with RC teachers designed to elicit detailed insights into students' Metacognitive strategies and reading experiences.

General Introduction

This dissertation is organized into two chapters. The first chapter is designed for the literature review (theoretical framework), including some metacognitive strategies such as planning, monitoring, and evaluating. As it examined important theories such as Flavel's metacognitive model and self-regulated learning model. It's also devoted for some factors that may influence reading skill improvement. Furthermore, this chapter reviewed previous empirical studies on the effectiveness of metacognitive strategies in reading skill. While the second chapter is designed for data collection procedures and analyzation, these data were analyzed quantitatively and qualitatively. Additionally, it provides some suggestions for further research.

CHAPTER ONE: LITERATURE REVIEW

- 1.1 Introduction
- 1.2 Overview of Metacognitive Theory and its Application in Reading
- 1.3 Models Explaining how Metacognitive Strategies Enhance Reading Skills
 - 1.3.1 Flavel's Metacognitive Model
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1.8.3 Study 3: Longitudinal Studies Assessing the Sustained Effects of metacognitive strategy training on reading performance

1.9 Recommendations for incorporating metacognitive strategies in reading instruction for university students:

1.10 Conclusion

1.1 Introduction

In today's information-rich environment, the ability to comprehend written content is increasingly vital. Throughout their educational journeys, students encounter written materials extensively, making their academic achievements heavily dependent on their reading and comprehension abilities Logan et al., (2011, as cited in Immink, 2023). This is especially true for college or university students who are learning English as a Foreign Language, as their ability to understand academic texts is crucial Levine et al., (2000, as cited in Adisaturrahimi et al., 2024). Eskey (2005, as cited in Adisaturrahimi et al., 2024) emphasizes that while EFL students may not need to speak English in their daily lives, reading proficiency is essential for accessing the vast array of knowledge available in English. Moreover, reading comprehension serves as a fundamental skill necessary for academic success, particularly as students advance to high school, where they encounter increasingly intricate texts across diverse subjects. High school students are expected to not only grasp the literal meanings of texts but also to analyze, synthesize, and evaluate information, thereby enhancing their knowledge and critical thinking abilities. However, studies indicate that many high school students face challenges with advanced reading comprehension tasks, often stemming from a deficiency in strategies to effectively process and monitor their understanding Hudson & Lee, (2023, as cited in Ferdianto, 2024)

Metacognitive strategies, which are grounded in metacognitive theories, play a crucial role in addressing these challenges. The term "metacognition," first introduced by Flavel, refers to the awareness and regulation of one's cognitive processes Flavel (1979 as cited in Latifah et al., 2018). Metacognitive strategies are techniques that help individuals manage and organize their cognitive activities Schunk et al., (2008, as cited in Latifah et al., 2018). These strategies empower students to engage in self-regulation by planning, monitoring, and evaluating their comprehension. Metacognitive strategies encompass a range of activities, including the establishment of reading objectives,

anticipation of content, clarification of unfamiliar vocabulary, summarization of key information, and self-questioning to assess understanding (Skerrett and Bourke 2023, as cited in Ferdianto ,2024).

1.2 Overview of metacognitive theory and its application in reading

Flavel (1976) considered Metacognition as an individual's comprehension and awareness of their cognitive processes and results, along with any related elements. Moreover, Flavel (1979,1987) posits that metacognition encompasses two basic components which are metacognitive knowledge and Metacognitive experiences (Metacognitive regulation). First, Metacognitive knowledge involves the understanding of cognitive processes that individuals have acquired, which can subsequently be employed to regulate these processes. Flavel further categorizes Metacognitive knowledge into three types: knowledge pertaining to person variables, knowledge related to task variables and knowledge concerning strategy variables. Knowledge of person variables pertains to the comprehension of how individuals acquire knowledge and interpret information, alongside their awareness of their own learning processes. Task variables related to the Characteristics of the task at hand and the cognitive demands it imposes. Lastly, strategy variables encompass both cognitive and metacognitive strategies, as well as their effective application in various context. Second , Metacognitive regulation or experiences , as defined by Brown (1987) , refers to the application of Metacognitive Strategies .These strategies encompass a series of steps employed to manage cognitive functions and to confirm the achievement of cognitive objectives, such as comprehending a text , such processes are essential for overseeing and directing the learning experience , involving the planning and monitoring of cognitive tasks , along with evaluating the results of these tasks .

Reading comprehension as a cognitive activity, involves metacognitive awareness and the regulation of one's thought processes during reading. This involves the implementation of strategies such as planning, monitoring and evaluating individual's

understanding. Essentially, metacognitive strategies in reading requires individuals to reflect on their thinking while engaged in a reading task to manage their own learning (Çakici, 2017). A proficient reader begins by planning and organizing then observing and controlling their reading process through metacognitive practices. (Pintrich, Wolters & Baster, as cited in Çakici, 2017). Therefore, metacognition serves as a fundamental component, essential for achieving reading comprehension (Çakici, 2017).

1.3 Models explaining how metacognitive strategies enhance reading skills

This section explores three key theoretical models that clarify the relationship between Metacognition and reading proficiency: Flavel's Metacognition model, the Self-regulated Learning Model (SRL), and the strategic learning model. These frameworks demonstrate how metacognitive strategies empower learners to become more effective, autonomous readers.

1.3.1 Flavel's Metacognitive model

Flavell's (1979, as cited in Iwai, 2011) framework for metacognition serves as a cornerstone for contemporary research in this domain. His model delineates four primary categories: (1) metacognitive knowledge, (2) metacognitive experiences, (3) goals/tasks, and (4) actions/strategies. Flavell posited that individuals oversee their cognitive processes through the elements outlined in these categories. The first category, metacognitive knowledge, encompasses an individual's understanding or beliefs regarding the factors influencing cognitive activities. This knowledge pertains to one's cognitive processes and the various "cognitive tasks, goals, actions, and experiences" (p. 906), and is characterized by three components: person, task, and strategy.

The person component relates to an individual's awareness of their learning and cognitive processing capabilities. For instance, older learners tend to have a more accurate understanding of their memory strengths and limitations compared to younger learners (Flavell, Friedrichs, & Hoyt, 1970, as cited in Iwai, 2011). This component also

includes a learner's capacity to assess their reading strengths and weaknesses, reflecting their self-awareness regarding their abilities.

The task component, the second aspect of metacognitive knowledge, involves understanding the nature and demands of a given task. For example, an individual may recognize the difficulty level of a task and the necessary steps to achieve the desired outcome. Additionally, a learner might be aware that they require more time to comprehend an expository text than their peers (Iwai, 2011).

The strategy component, the third element, pertains to the methods employed to accomplish specific goals. A learner may recognize that note-taking is an effective strategy for summarizing a text. These three components—person, task, and strategy—are interconnected and play a crucial role when learners engage in metacognitive activities (Iwai, 2011).

The second category, known as metacognitive experiences, encompasses the internal reactions individuals have concerning their metacognitive processes. Flavell characterized metacognitive experiences as “any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise” (p. 906). For instance, during a conversation, a person may suddenly feel uncertain about the statements made by the other participant. This category includes an individual's awareness of their own failures, successes, uncertainties, or feelings of satisfaction regarding various matters (Iwai, 2011).

The third category in Flavell's cognitive monitoring framework is goals (or tasks), which he describes as “the objectives of a cognitive enterprise” (p. 907). In the context of reading, a goal or task might involve drawing a comparison between amphibians and reptiles based on information presented in a text (Iwai, 2011)

In the final category, learners employ actions or strategies to fulfill their cognitive and metacognitive goals. Specifically, metacognitive strategies are designed to facilitate

the monitoring of cognitive progress, regulate thought processes, and assess the achievement of cognitive objectives. It is important to recognize that all four components of Flavell's model of cognitive monitoring—metacognitive knowledge, metacognitive experiences, tasks or goals, and actions/strategies—can be interwoven throughout the processes of monitoring. (Iwai, 2011)

1.3.2 Self-regulated learning

Self-regulated learning (SRL), considered by Zimmerman (1989, as cited by Mohammadi et al., 2020), as the extent to which students engage metacognitively, motivationally and behaviorally in their own educational journey.

According to Pressley and Afflerbach (1995, as cited in Caverly et al., 2000) successful readers in academe employ strategies which includes: previewing the content of the text, establishing goals, linking new knowledge to existing information, holding ideas temporary, tracking their progress, engaging in critical reading to evaluate the presented concepts, and reflecting on content and strategies. In summary, proficient readers actively endeavor to construct meaning through cognitive, metacognitive, and emotional processes. This self-regulation of the reading experience has emerged as a central theme in the study of reading strategies.

Zimmerman (2002, as cited in Caverly et al., 2000) articulated that effective reading strategies can be categorized into three phases. The initial phase is forethought, which involves readers critically examining the task as delineated by the author and the objectives established by the instructor. During this phase, they formulate specific goals aimed at fulfilling the task and devise a strategic plan to reach these goals by selecting appropriate tactics and strategies. Additionally, readers draw upon their previous experiences and emotions in analogous situations to enhance their motivation and mobilize the necessary resources for goal attainment. The subsequent phase, known as performance, entails readers actively monitoring their progress towards the established

goals. In this phase, they regulate their cognitive and metacognitive focus, employ imagery when applicable, organize related concepts as they expand or modify their existing knowledge, and revert to corrective strategies when comprehension is lacking and goals remain unmet. Finally, the reflection phase allows readers to assess the achievement of their goals, attributing causes as they evaluate their strengths and weaknesses in understanding, as well as the strategies employed to construct meaning. This phase also fosters self-motivation, encouraging readers to persist with effective strategies in future endeavors.

Reading, as noted by Rycik and Irwin (2005, as cited by Mohammadi et al., 2020), requires self-regulation due to its complexity as a cognitive process that involves making sense from text, demanding learners to coordinate various pieces of information, including the knowledge about the subject matter, the application of diverse strategies and the ability to make inferences. Furthermore, the implementation of cognitive and Metacognitive strategies has been shown to enhance reading comprehension skills (Ghahari & Basanjideh, 2015, as cited by Mohammadi et al., 2020).

1.3.3 Strategic Learning Model

As articulated by O'Malley et al (1999, as cited in Abdat,2014) this model categorizes learning strategies based on their metacognitive processes, which include planning, monitoring, problem-solving, and evaluating. This model seeks to guide learners through four iterative processes that are not strictly linear but can be adapted according to the specific task and the dynamic interaction between the task and the learner.

To begin, the learner must assess a reading task by considering its overarching objectives, key components, and relevant personal attributes. Snowman (in Schunk 2000, as cited in Abdat,2014) refers to this as “strategic skills”. During this initial phase, the learner engages with the text by establishing the goals they aim to achieve by conclusion of the task, utilizing self-monitoring strategies. Subsequently, the learner enters the monitoring phase, where they repeatedly verify whether the narrative is coherent. If the learner experiences feelings of confusion or frustration, they may resort to social strategies, particularly when faced with more demanding tasks that require significant effort and time. Upon completing the task, the learner should reflect on their performance and assess whether the initial goals set prior to reading were met (self-evaluation). If the outcomes are unsatisfactory, the learner must revisit the material to identify points of comprehension failure and explore alternative strategies (problem-solving).

1.4 Previous research on the relationship between metacognition and reading proficiency

Metacognitive and reading comprehension are unequivocally associated. Metacognition includes metacognitive mindfulness, which may be major component of metacognition. Metacognitive methodologies can be utilized amid lessons to instruct understudies how to ended up metacognitively mindful .These methodologies are broadly utilized in reading comprehension sometime recently , amid , and after reading (Okking et al , 2018 b, Pressly and Gaskins , 2006).Concurring to Zhang and Seepho (2013, as cited in Immink, 2023) a peruser organizes and plans the perusing errand some time recently reading , decides what reading technique to utilize and on the off chance that this technique will lead to effectively completing a reading arrand .Amid reading , the peruser screens his understanding of the content and screens whether reading procedures can be utilized for comprehension issues amid reading . And after reading, readers assess whether they effectively succeeded the reading objective and whether they understood the composed materials. Metacognition could an ability that can be prepared, especially metacognitive mindfulness in problem solving spaces (Batha and Carroll, 2007, as cited

in Immink, 2023). A later meta-analysis inspected the impacts of methodology instruction on scholarly execution in composing, science, arithmetic, and reading comprehension. This meta-analysis includes ponders that includes metacognition in school setting, that pointed at scholarly execution and included control bunches. It was found that instruction on metacognitive information, which is a portion of metacognition, was important for reading comprehension and therefore beneficial for understudy accomplishment (Donker et al, 2014, as cited in Immink, 2023). As it were one consider in this meta-analysis centered on fourth review understudies, who had gotten few a long time of reading instruction and was performed by Guter man (2003, as cited in Immink, 2023) .

This ponder inspected the impact of utilizing the Metacognitive Mindfulness Direction (MCAG) on reading comprehension. Amid this ponder, three brunches of understudies were made . Understudies within the control bunches gotten no mediation or instruction and understudies in the fake treatment brunch as it .Were gotten the content instructions .Understudies within the so-called mediation gather gotten the MCAG on paper some time recently performing the reading assignment .Understudies might ask the reading assignment when they felt that the MCAG satisfactorily arranged them with items of earlier information and subject information of that assignment .It was found that the understudies were portion of the mediation gather, who had gotten the MCAG , accomplished a altogether higher score on the given . Reading assignment as compared to the control gather and fake treatment brunch. A think about Cubukcu (2002, as cited in Immink, 2023) inspected the utilize of metacognitive methodologies in reading comprehension among college understudies. Understudies within the exploratory bunch gotten the intercession, which 10 metacognitive procedures were at heart. These procedures were almost utilizing qualities, gathering meaning, utilizing foundation data, assessing, looking agreeing to the objectives, reading objectives, recognizing, choosing on the trouble, changing, and speculating the afterward points. Each lesson centered on

two diverse methodologies which understudies learned to apply. It was found that the instruction was successful, and understudies yielded superior reading comprehension results.

In brief, past thinks about propose the metacognition is useful for upgrading understudy execution in reading comprehension. Metacognition could be an expertise that can be prepared and includes arranging, checking, and assessing whereas reading or working on a reading assignment. Particularly when it comes to the higher arrange considering levels (e.g., issue understanding), metacognition was found to be exceeding compelling for reading comprehension accomplishment. In any case, it remains vague from inquire about whether this positive relationship moreover applies to fourth (Immink, 2023).

1.5 Factors influencing reading skill development

Dennis (2008, as cited in Gilakjani & Sabouri, 2016) asserts that reading comprehension is a multifaceted process that involves both recognizing textual symbols and deciphering their meaning. A few things influence one's ability to comprehend what they read. these include cognitive factors, sociocultural, and individual differences. These elements are explained in more detail in the section that follows.

1.5.1 Cognitive factors:

A reader must overcome a number of challenges in order to complete a written text because decoding the text requires integrating linguistic meaning with other crucial elements like reader's goals, objectives, and prior experiences, their reading motivations, and their conceptual abilities. High levels of cognitive resources are required for each of these characteristics. This research is constructivist in nature because in believes that reading comprehension involves a variety of cognitive processes , from top-down process to bottom -up processes , which range from the most basic patterns (decoding the texts letters and words)to understanding more complex structures (meaning construction) a

creation of meaning from more intricate structures , like the texts meaning or the incorporation of orthographic data .while efficient construction of the representation of text meaning facilitate the integration of new information and access to words while reading rapid decoding of words (vocabulary) facilitates the construction of sentences and text meaning. This is an example of how both types of processing interact during the comprehension of written text (Urrutia et al., 2024). While representation theories have sought to reveal the structures and processes of meaning, reading comprehension models have historically concentrated on processes , specifically the real- time description of activation (or suppression) mechanisms in working memory inside this domain , one can encounter theories like situation models (Urrutia et al., 2024) indexing models (Urrutia et al., 2024), and embodied theories of meaning (Urrutia et al., 2024).Nonetheless , none of them have offered an adequate explanation of that cognitive , emotional ,and linguistic aspect .As a cognitive aspect , the situation models theory my clarify the challenges of incorporating prior knowledge into the texts used in this study an its connection to working memory . At the linguistic level, Perfetti's lexical quality model (Urrutia et al., 2024) emphasizes the significance of vocabulary in reading comprehension, A factor assessed through two types of vocabulary texts in this study. Finally, regarding emotional factors, self-determination theory views motivation from multidimensional standpoint through a continuum that differentiate between various levels of extrinsic motivation to intrinsic motivation (Urrutia et al., 2024). All these models effectively account for the phenomenon of linguistic understanding in all its aspects (Urrutia et al, 2024).

1.5.2 Sociocultural factors:

Reading comprehension, as Silawi, Shalhoub -Awwad, and Earlier (2020, as cited in Garil, 2024) point out, is build up upon an establishment of handle techniques, earlier information, and conceptual capacities. Whereas all three are basic it's the improvement of earlier information , especially lexicon and foundation understanding that's so profoundly interwoven with a child 's encounters Hamra and Syartiana (2010) , together

with Cahyono and Widiati (2006, as cited in Garil, 2024) , emphasize this association noticing how a constrained can seriously obstruct comprehension this is not almost memorizing facts , it is approximately building the cognitive system essential to form a sense of complex writings. Which system is intensely influenced by the learning bolster a child gets both at domestic and in school. Are there somebody to assist within the house? These apparently little things, portion of the broader sociocultural setting, can make a word of distinction.

The capability to keep in mind subtle elements and draw conclusions as highlighted by Stop and Yoon (2020) and encourage investigated by Capin et al. (2022) and Ayça (2022, as cited in Garil, 2024), is significant not as it were for scholarly victory but too for problem- solving in common. An under study battling to get it math issue, for case might not be battling with math itself, but or may be with comprehension the dialect of the issue. This strengthens the significance of a solid establishment in reading comprehension.

Moreover, Karanja (2023, as cited in Garil, 2024) brings to light the basic part of self-esteem in reading improvement. Destitute readers often suffer from moo self-esteem, making a horrendous cycle where their need of certainty advance prevents their advance. This can be where the sociocultural angle gets to be indeed more apparent. A child's self -esteem is formed by their intuitive with family, peers, and the more extensive community. On the off chance that they feel bolstered and energized, they are more likely to drive forward even challenging. Buy if they are "coming up short" at perusing their self-esteem can dive, making in indeed harder for them to make strides coupled with perusing inspiration, as famous by Hamra and Syatriana (2020, as cited in Garil, 2024), these components make a complex web of impact.

1.5.3 Individual differences:

The individual differences that influence reading skills are:

1.5.3.1 Reader knowledge:

People who read or watch the same material end up developing different mental models or interpretations of it. For instance, 16 years -old -gang member named “Doug” who had carried out nine drive by shootings in the last year in Omaha, saw the movies "South central " and boys “the hood " as validations of his god and way of life (Hull 1993, as cited in Narvaez, n.d.).

Conversely, the majority of viewers of these films formed mental model that included a clear moral lesson regarding behaviors and life choices to steer clear of what factors contribute of these drastically different interpretations of the same material. Individual differences in the comprehension of texts along two lines, skill and reader knowledge. Reader skill concerns basic reading and language abilities such essential decoding skill like word recognition, vocabulary and memory, as well as higher level skills like reading strategies and forming influences. Readers with many of these skills are better understand text (e.g., Cunningham, Staniovic, and Wilson 1990, Plamer, Mcleoad, Hunt, and Nawison 1985). Doug anti-faced misunderstanding.

Second type of individual differences in research differences in specific knowledge given to the text by readers to text the constructivist theories typically believe that a person interprets or understands experiences by inferencing past experiences or knowledge. Cognitive schemata theory (CST) suggests that when a person is exposed to when information is received, a schema or knowledge framework is triggered to understand their data. (Derry ,1996, as cited in Narvaez, n.d.)

Proposes that three varieties of schemas exists or Frameworks that can be triggered in a person memory items (particular units of interconnected traits) cognitive domains (an initiated collections of memory items) and cognitive frameworks (a comprehension Understanding of a specific situation or experience). These activations may happen during reading (Narvaez, n.d.).

1.5.3.2 Socio-Moral cognitive development:

Generally, investigation into socio-moral development has concentrated on moral judgement (i.e. the rationale employed to support a particular action choice moral dilemma). Within this framework, researchers acknowledge that individuals perceive moral issues differently, influenced by developmental stage and educational background (e.g., 1984, Rest 1984). As people progress in moral judgment changes occur in how they interpret their responsibilities towards others. These changes can be seen as evolving moral schemas (a memory object and cognitive domains concerning how cooperation can be structured (Rest Narvecg, Bebeau, and Thoma 1999) with the advancement of moral judgement on individual's focus broadens enabling them to factor in the well being of increasingly more "Others" when envisioning ideal cooperative scenarios e.g., at the most basic schema, one primarily considers self, while in the most advanced type of schema, one also accounts for strangers it is possible that "Doug's misinterpretation of the anti-gang message was shaped by developmentally limited moral judgement schemas. The influence of moral judgement development on reading has been investigated in numerous studies. Narvaez (1998, as cited in Narvaez, n.d.) explored the impacts of moral judgement development on the recollection of narratives. Authentic intricate narratives were employed, featuring embedded moral reasoning at various stages of moral judgement. Moral judgement was integrated within a flow of contextual details. As in reality the narratives weaved together events along with individuals' realizations and interpretations of those occurrences. Participants were prompted not only to remember what actions generally take place in the narrative but also to reflect on what the protagonist was considering throughout the narrative (Narvaez, n.d.).

1.5.3.2 The degree to which cultural assumptions of the text match those of the reader:

Cultural understanding appears to influence comprehension in a manner similar to background knowledge. Likewise, when texts do not align with the anticipations or advanced knowledge frameworks of the reader, the reader is likely to misunderstand

(Bransford and Johnson, 1972), misremember (Steffensen, Joag-Dev, and Anderson, 1979), and even alter memory to match the reader's cognitive structures (Reynolds, Taylor, Steffensen, Shirey, and Anderson, 1982). A notable instance is Bartlett's (1932) foundational research with 'The War of the Ghosts' folktale, in which participants exhibited increasingly altered recall over time of this Native American narrative, shaping it to fit familiar story frameworks. Bartlett was the first to present proof of the impact of cultural anticipations on narrative recall. In later studies, Harris, Lee, Hensley, and Schoen (1988) discovered that routines from one culture were progressively misremembered over time by individuals from another culture, revealing a conceptual influence during memory retrieval. Readers utilize culture-based schemas to mentally visualize the text (e. g., Reynolds et al., 1982). For instance, when Harris et al. (1988, as cited in Narvaez, n.d.) instructed participants to remember texts about occurrences in a different culture, they observed distorted recall such as in the following. The text stated: "Ted was eager to go downtown to do some shopping for Carnival. He needed to buy some gifts for his parents and some new costumes for himself and his friends...He got on the bus at the rear door and found a seat in the back. After getting settled, he pulled out his wallet...He then carried a stack of fifties up to the cashier in the center of the bus...Ted passed through the turnstile and found a seat just behind the driver...When he arrived, he scrambled out the front door of the bus." Participants from the United States often recalled inaccurately that Ted boarded the front of the bus, paid, and sat down in the back. Participants from Brazil did not make these mistakes because the specific bus experience was a well-known schema.

One significant difference among large groups that has been examined in cross-cultural research is the orientation toward relationships in terms of individualism versus collectivism (Triandis, 1995, as cited in Narvaez, n.d). Regarding religious and political differences, variations in the orientation to human society and relationships can lead to value conflicts. In an individualistic orientation, each person is expected to care for

themselves and their immediate family, while in a collectivist orientation, individuals gain support from a tightly-knit ingroup in return for their loyalty (definitions are derived from Hofstede, 1991). Triandis and his associates (e. g., Kim, Triandis, Kagitcibasi, Choi, and Yoon, 1994) have researched the individualism-collectivism construct and propose that it represents cultural syndromes for which growing evidence at the individual level is being gathered. For instance, Triandis (1995, as cited in Narvaez, n.d.) indicates that in a dining environment, servers in locations with varied cultural orientations toward individualism-collectivism will.

1.6 Types of Metacognitive strategies in reading:

Metacognitive strategies can be classified into three categories: Planning, monitoring, and evaluating. Based on the taxonomy proposed by Mokhtari and Reichard, metacognitive strategies can be categorized into three types: Global strategies, which include planning; Problem-solving strategies which include monitoring and support strategies focus on evaluating (Al-Kiyumi et al., 2021).

1.6.1 Planning strategies:

Also known as global strategies, are utilized prior to the reading process. These strategies aim to equip the reader's mind to understand the essence of the text. Their effectiveness relies on promoting critical thinking, which facilitates learner's comprehension. Furthermore, they support the learners' active participation with the themes and concepts in the passage. Techniques employed during the pre- reading phase enable students to establish reading objectives; analyze titles and visuals; predict outcomes; and observe the structure, including titles and subtitles. Employing these strategies allows readers to develop a wide comprehension of the key concepts in the text. Additionally, they can assess whether the text adheres to specific structural formats such as description and episode, generalization and rule, idea and explanation, cause and effect, comparison and construct, inquiry and response or issue and resolution. Israel (2007, as cited in Al-Kiyumi et al., 2021c)

1.6.2 Monitoring strategies:

The second category of metacognitive reading strategies consists of monitoring or problem-solving strategies. This category includes techniques utilized while reading process to manage understanding. Such strategies are essential in influencing the cognitive processes of the reader. By using these strategies, students have the ability to organize their reading activities and foster active reading abilities that assist learners in understanding a text. Examples of monitoring strategies encompass assessing comprehension, pausing to write a summary, drawing connections, determining the main ideas and questioning. Israel (2007, as cited in Al-Kiyumi et al., 2021)

1.6.3 Evaluating Strategies:

Evaluating strategies, also known as problem-solving strategies, occurs after the reading process and they promote active learning. These strategies assist learners in cognitively processing the information they encounter in the text. They facilitate the read material by clarifying, connecting, questioning and cultivate critical insights derived from their reading. The application of post-reading strategies not only enhance learners' metacognitive skills but also contribute to improved comprehension and ultimately, more effective language acquisition. Israel (2007, as cited in Al-Kiyumi et al., 2021)

In brief, metacognitive strategies represents advanced executive skills that utilize awareness of cognitive processes. These strategies require reflection on the planning (before reading), monitoring (during reading) and evaluating (after reading).

1.7 Instructional approaches to teaching metacognitive strategies:

Instructional approaches to teaching metacognitive strategies focus on helping students plan, monitor, and evaluate their own learning processes. Effective methods include explicit instruction, scaffolded support, and collaborative learning to develop self-

regulation and critical thinking. This article explores three key instructional techniques to foster metacognitive growth in learners.

1.7.1 Explicit instruction methods for promoting metacognitive awareness:

Incorporating metacognitive strategies within the educational settings necessitates the establishment of an atmosphere that promotes self-awareness, reflection, and self-regulation among learners. Educators can employ a range of instructional methods, classroom activities, and supportive roles to facilitate these strategies (Ajayi,2024).

1.7.1.1 Instructional methods: Educators can explicitly instruct students in metacognitive skills by demonstrating the application of strategies such as goal setting, progress monitoring, a self-evaluation. They can assist students recognizing learning objectives devising plans for task completion, and reflecting on their advancement (Ajayi,2024).

1.7.1.2 Classroom activities: Interactive tasks such as journaling, collaborative discussions, and peer evaluations create avenues for students to hone their metacognitive abilities within authentic contexts. Educators can integrate prompts and inquiries that stimulate self-reflection and foster critical thinking throughout these activities (Garil, 2024)

1.7.1.3 Teacher's role: Educators are instrumental in facilitating the growth of students' metacognitive skills by offering constructive feedback, direction, and motivation. They provide structured support

to assist students in navigating the learning journey ultimately guiding them toward greater independence as learners (Ajayi,2024).

By incorporating metacognitive strategies into the educational environment, teachers enable students to engage actively in their learning processes, which can result in enhanced academic outcomes, improved problem-solving capabilities, and increased self-assurance in their skills (Ajayi,2024).

1.7.2 Scaffolded support techniques to facilitate metacognitive development:

Lin (2001, as cited in Kim & Anderson, 2022) posits that metacognitive engagement ought to encompass both cognitive and social dimensions of students learning. This includes the implementation of strategy training and the establishment of nurturing social environment that facilitates the acquisition of domain-specific knowledge as well as self-awareness in learners. Effective metacognitive reading strategies encompass a variety of techniques, including dialogical journaling, quick writes, prereading journals, post-reading journals, Multi-Genre Response, double-entry journals, and thinking cap questions, among others.

1.7.2.1. Pre-reading Journal Entry: A pre-reading journal serves as an introductory exercise for students prior to engaging with assigned texts, focusing on the overarching themes related to the subject matter.

1.7.2.2 Post-reading Journal Entry: A post-reading journal prompt designed for students following the discussion, analysis, or critique of an assigned reading. This prompt should delve into the topic with greater specificity than the pre-reading prompt.

1.7.2.3 Multi-Genre Response: A multi-genre response encourages students to investigate a topic through various creative formats that extends beyond the conventional methods typically employed in the course. For instance, a students may choose to respond to a chapter from a Psychology textbook by composing a poem or spoken word piece,

assembling a collection of visual elements (such as magazine clippings, drawings, or photographs), writing a letter, developing a historical timeline, crafting a monologue or one-act play, penning a brief narrative, composing personal essay, creating a science fiction piece, or designing a crossword puzzle.

1.7.2.4 Quick Writes: This technique enables students to engage with a reading selection by writing their thoughts on paper in a brief timeframe of one to three minutes. For instance, students may be tasked with interpreting a quote from the text, elucidating a scientific concept, assessing a proposed solution. The essential aspect of this exercise is that students articulated their responses in their own words, thereby demonstrating a comprehensive understanding of the material they have read.

1.7.2.5 Dialogical Journaling: This method requires students to create a structured response format on a sheet of paper divided into four columns. In the first column, students note three or four significant quotes from their reading assignments. The second column is reserved for their personal reflections on these quotes. Subsequently, students exchange their journals with peer, who then adds their responses in third column. The journal is passed to another peer, contributes their thoughts in the fourth column, addressing either the second or third column's responses. This collaborative approach fosters a more nuanced and critical engagement with the text.

1.7.2.6 Double-Entry Journals: the use of double-entry journals facilitates the pairing of information, which enhances students' ability to retain knowledge. In this method, students draw two columns on a sheet of

paper, ensuring that the content in the left is connected to that in the right column.

1.7.2.7 Thinking Cap Questions: Thinking cap questions serve as a valuable tool for promoting critical reading and analytical thinking among students. White cap questions focus on the information present or required within the text. Red cap questions delve into personal intuition and emotional responses. Gray cap questions address potential issues or negative aspects within the text. Yellow cap questions highlight advantages or positive elements. Green cap questions encourage the exploration or alternative or innovative ideas, while blue cap questions prompt metacognitive reflection, asking students to summarize the narrative or connect it to broader concepts or ideas.

Metacognitive reading strategies serve as a framework for reading assignments. This framework facilitates a process through which students can actively interact with the reading material and assess their understanding of it prior to the significant evaluation (Folk-Ross, 2002)

1.7.3 Collaborative learning activities to enhance metacognitive skills:

Collaborative learning involves the active participation of students in joint activities, including group discussions and peer feedback. This engagement fosters an environment where students can exchange and evaluate their metacognitive strategies, ultimately resulting in a more profound comprehension of the material and an increase in metacognitive awareness.

1.7.3.1 Group discussion: these sessions consist of students participating in organized dialogues concerning particular subjects or issues. Such discussions promote the expression of individual ideas, the consideration of various perspectives, and the critical assessment of differing opinions.

This collaborative approach enhances students' comprehension of the material, highlights areas where their knowledge may be lacking, and cultivates critical thinking abilities. Additionally, it nurtures a sense of belonging and encourages active engagement in the learning process (Ajayi, 2024).

1.7.3.2 Peer feedback: This activity involves students engaging in the review and provision of constructive critiques on one another's work. Organized peer feedback sessions facilitate developments of evaluative competencies and foster the ability to both give and receive criticism in a nurturing context. By evaluating their peers' submissions, students acquire valuable insights into their own learning trajectories and identify effective methodologies as well as common challenges. Feedback fellow students introduce varied viewpoints and can illuminate areas for enhancement that may have previously gone unnoticed (Ajayi, 2024).

Through the integration of these pedagogical strategies, educators enable students to evolve into more proficient and self-sufficient learners, equipped to navigate their educational journeys with increased independence assurance (Ajayi, 2024).

1.8 Empirical studies on the effectiveness of metacognitive strategies

This paper presents three empirical studies investigating the effectiveness of metacognitive strategies in improving reading skills, offering insights into their instructional impact, comparative efficacy, and long-term benefits.

1.8.1 Study 1: Examining the impact of metacognitive strategy instruction on reading skills

The significance of metacognitive strategies in improving reading comprehension has been extensively established in the field of educational research. O'Melley and

Chamot (1990, as cited in Al-Kiyumi et al.,2021) highlighted that learner lacking metacognitive strategies, in effect, students who navigate their educational journey without guidance or the ability to organize their learning, assess their learning, assess their progress, or reflect on their achievements and future goals. Similarly, Zhang and Seepho (2012, as cited in Al-Kiyumi et al.,2021) assert that metacognitive techniques are crucial for effective reading in a foreign language. Given these insights, it is essential for both higher education stakeholders recognize the significance of metacognitive reading strategies in order to enhance academic performance.

In a quasi-experimental investigation carried out by Al-Kiyumi, Al Seyabi, and Hassan (2021), the researchers sought to evaluate the impact of explicit instruction in metacognitive reading strategies of foundation-level EFL student in Oman. The study comprised two distinct groups: An experimental group that received specialized instruction in metacognitive strategies and a control group that participated in traditional reading instruction. To assess the results, the researchers utilized a pre-test reading comprehension, in addition to an attitude questionnaire designed to gauge students' perceptions of the instructional approaches employed. The research outcomes indicated notable enhancements in reading comprehension for the experimental group when compared to the control group, thereby affirming the beneficial effects of metacognitive strategy instruction on students' performance (Al-Kiyumi et al.,2021). Additionally, participants who engaged with this instructional approach reported heightened self-efficacy and motivation, which contributed to more positive attitudes towards reading. this observation is consistent with Pressley' s (2002) assertion that effective teaching practices bolster motivation and self-confidence among learners.

These findings highlight the necessity of incorporating metacognitive strategy training into the English as a Foreign language (EFL) curriculum to promote learner autonomy and develop effective reading skills. As noted by various researchers, explicit instruction that include modeling, opportunities for practice, and self-assessment can

significantly improve students' reading processes and overall academic achievement (ismail ,2014; Wenden ,1998; Chamot & Kupper,1989).

1.8.2 Study 2: Comparing the efficacy of different metacognitive interventions in reading improvement

A number of studies have investigated the relative effectiveness of various metacognitive interventions on reading comprehension. Below are two illustrative examples:

Study1: Meng (2017) in a comparative analysis, Meng (2017) examined the impact of self - questioning, summarization, and graphic organizers of the reading comprehension abilities of college students. the research involved 120 participants who were randomly divided into four distinct groups:

Self- questioning: participants were instructed to pose questions to themselves regarding the text, such as what is the main idea of this passage? or what does the author intend to convey ...?

- Summarization group: participants learned to distill the main points of a text concise summarizes.
- Graphic organizers group: participants were trained to utilize graphic organizers, including concept map and Venn diagrams, to structure and relate ideas.
- Control group: participants did not receive any instruction in metacognitive strategies

The findings indicated that the self -questioning and summarization groups exhibited significantly higher performance on reading comprehension assessments compared to the graphic organizers and control groups. This suggests that self-questioning and

summarization may serve as more effective metacognitive strategies for enhancing reading comprehension among college students.

Study 02: Kim et al., (2017) conducted a comparative study focusing on the use of graphic organizers and think-aloud protocols to assess their effects on reading comprehension in elementary school students. The study included 60 participants who were randomly assigned to one of three groups:

- Graphics organizers groups: participants were taught to employ graphic organizers, such as concepts maps and Venn diagrams, to structure and connect their ideas.
- Think-aloud protocols group: participants were instructed to articulate their thoughts while engaging with reading materials.
- Control group: participants did not receive any instruction in metacognitive strategies.

Results revealed that both the graphic organizers and think-aloud protocols groups demonstrated improved reading comprehension compared to the control group.

1.8.3 Study 3: Longitudinal studies assessing the sustained effects of metacognitive strategy training on reading performance

Research conducted through longitudinal studies has demonstrated that instruction in metacognitive strategies can lead to enduring improvements in reading performance over an extended period.

Fung et al. (2003, as cited in Habibian, 2015) illustrated that direct teaching of metacognitive strategies has a considerable effect on students' understanding in both their native and second languages. The study focused on seventh-grade ESL learners who underwent a training program lasting fifteen to twenty days. This program incorporated

methods for overseeing their reading activities, summarizing information, posing questions, clarifying concepts, and making inferences, with each session lasting thirty-five minutes (Fung et al., 2003, as cited in Habibian, 2015). The performance of participants in the think-aloud protocol following the training program demonstrated that the application of metacognitive strategies during the expository passage enhanced their skills in both languages, leading to an improvement in their capacity to make inferences.

In a similar vein, Auerbach and Paxton (1997, as cited in Habibian, 2015) carried out a study employing various assessment techniques, such as interviews conducted before and after the course, questionnaires that evaluated reading comprehension and strategy awareness, as well as reading interventions. Their findings revealed that following a semester of training focused on metacognitive awareness, students exhibited enhanced metacognitive awareness, which suggested a beneficial impact on their reading performance.

Moreover, in a research study by Habibian (2015), the effects of explicit instruction in metacognitive strategies on the reading skills of English major students were examined. The study involved 48 participants who were divided into experimental and control groups. Initial assessments of reading comprehension indicated no notable differences in their abilities. Over a span of twelve weeks, the experimental group underwent training focused on metacognitive strategies, which encompassed the monitoring and evaluation of their reading processes. After the intervention, their reading performance was assessed through comprehension tests, a questionnaire on metacognitive strategies, and semi-structured interviews. The findings revealed that the experimental group showed a significant enhancement in their application of metacognitive strategies and reported favorable views regarding their effectiveness in improving reading skills. The study concludes that explicit instruction not only enhances students' reading comprehension but also promotes a more profound understanding of their cognitive

processes, underscoring the significance of metacognitive strategy training within educational settings.

1.9 Incorporating metacognitive strategies in reading instruction for university students

A comprehensive understanding of the pivotal role of metacognition in reading, along with the most effective instructional methods, necessitates a thorough examination by administrators, curriculum developers, and subject coordinators. This scrutiny is essential for the integration of metacognitive strategies into reading instruction, ensuring that desired learning outcomes are achieved. Such recommendations extend beyond educators in foundational programs to include policymakers within the Ministry of Education. The instruction of metacognitive strategies is instrumental in fostering student autonomy in reading and enhancing critical thinking abilities. Research, including this study, has underscored the deficiency of these higher-order skills among Omani school graduates, who often find themselves ill-prepared for higher education (Al Seyabi & Tuzlukova, 2015; Cahyono & Widiati, 2006; Moss & Bordelon, 2007; Al-Mahrooqi, 2012; Sivaraman et al., 2014). Integrating these instructional strategies into the existing foundation program curriculum should be a manageable task for curriculum designers or subject coordinators, as it does not necessitate a complete overhaul of the course syllabus to achieve the desired outcomes. Stakeholders in both private and public colleges, as well as the Ministry of Education, ought to contemplate the establishment of training programs for trainee teachers and subject coordinators that focus on metacognitive reading strategies, thereby equipping current and future educators with essential knowledge. Furthermore, those responsible for developing teacher guides and student textbooks should ensure that sufficient time is allocated for the gradual instruction of these strategies within reading classes. Given that metacognitive strategies engage higher-order thinking skills, it is crucial to dedicate adequate time during the initial reading sessions to facilitate students' understanding and appreciation of these strategies. (Al-Kiyumi et al., 2021)

1.10 Conclusion

In summary, this literature review underscores the significance of metacognitive strategies in improving reading abilities among university students. The theoretical framework and empirical research presented illustrate the beneficial effects of these strategies on reading comprehension and overall academic performance. These strategies help students develop self-regulation by encouraging them to plan, monitor, and evaluate their reading processes, leading to deeper understanding of complex text. By recognizing the elements that contribute to the development of reading skill and adopting teaching methods that foster metacognitive awareness, educators can assist students in enhancing their reading capabilities, which enhances comprehension and retention. Additionally, metacognitive strategies improve critical thinking and problem-solving as students learn to analyze, question, and make connections within and across texts. They also contribute to self-directed learning, empowering to take responsibility for their academic growth and develop reading habits extend beyond the university setting. Looking ahead, it is essential to conduct further research to gain a more comprehensive understanding of how metacognitive strategies can be effectively incorporated into reading instruction at the university level. Ultimately, the integration of metacognitive strategies into reading pedagogy holds the promise of positively impacting students and advancing their education outcomes in higher education.

**CHAPTER TWO:
Research Design, Results and Recommendations**

- 2.1 Introduction
- 2.1 Section one: Description of the Research Methodology
 - 2.1.1 Research Design
 - 2.1.2 Sample population
 - 2.1.3 Data collection instruments
 - 2.1.4 The description of Questionnaire
 - 2.1.5 The description of interview
- 2.2 Section two: Results and Discussion
 - 2.2.1 Analysis of Students' Questionnaire
 - 2.2.2 The analysis of teachers' interview
- 2.3 Discussion of the main results
- 2.4 Suggestions for further research
- 2.5 Conclusion

2.1 Introduction

This chapter presents the methodological framework utilized in this dissertation to explore the role of metacognitive strategies in enhancing reading skill among university students. The chapter is divided into two sections. The first section is a description of the research methodology, which includes research design, sample population, and data collection instruments. The second section is about the results and discussion, which involves the analysis of students' questionnaire, the analysis of teachers' interview, and discussion of the main findings.

2.1 Section one: Description of the Research Methodology

This section outlines the methodological framework adopted to investigate how Metacognitive strategies contribute to the development of reading comprehension among EFL university students. It begins by detailing the research design, followed by sample population. The section then introduces the data collection instruments, with specific focus on two key tools: the students' questionnaire, and the teachers' interview.

2.1.1 Research Design:

The research design adopts a mixed-methods approach, combining both qualitative and quantitative data collection and interpretation techniques to explore the role of metacognitive strategies in enhancing reading skill among second year EFL students, aimed at pinpointing their use of various metacognitive strategies during reading tasks. The questionnaire will be designed to capture students' self-reported frequency and effectiveness of these strategies in improving reading comprehension and retention.

In parallel, the data collection tools include structured interviews with reading comprehension teachers. This interview will aim to collect detailed insights into teachers' perceptions regarding the application of metacognitive strategies in the classroom and their effect on students' reading performance. Additionally, the interviews will investigate teachers' perspectives on the advantages of incorporating these strategies into reading instruction.

By integrating both approaches, the research seeks to triangulate the results, offering a more comprehensive and nuanced understanding of how metacognitive strategies facilitates the development of reading skill in EFL settings. This approach will enable the examination of both students' experiences and teacher insights, thus providing a holistic view of the role of metacognition in enhancing reading abilities.

2.1.2 Sample population

This research was carried out with Second year EFL students at the University of Tlemcen. A random sample consisting of 31 second year EFL students taken from different groups, and 5 teachers of reading comprehension of EFL students at Tlemcen university. The students' sample was chosen based on their accessibility and availability during the data collection phase. Although this sample reflects the target population within the study's specific context, the small size may limit the broader applicability of the quantitative results to larger EFL students' populations. The interview with teachers offered important contextual insights, although the number of participants was constrained by their availability.

The researchers have chosen second-year EFL students at Tlemcen University for this research because they have foundational language skills, making them

receptive to metacognitive strategies that can enhance their reading abilities. At this stage, students face more complex texts, where these strategies can significantly improve comprehension and critical thinking.

2.1.3 Data collection instruments

This study data was collected using two primary research instruments questionnaire and structured interviews. Questionnaire was designed to gather quantitative and qualitative data on the role of metacognitive strategies in enhancing reading skill among university students and participants attitude toward these strategies. It consisted of 13 closed-ended questions, which was distributed to 31 participants from second year EFL students of Tlemcen University.

To complement the quantitative data the structured interview allowed flexibility for the interviewer to get deeper based on the responses, while still following a set of key questions. These interviews were conducted with 4 participants, chosen based on their experience on teaching reading comprehension.

2.1.4 The description of Questionnaire

Considered an essential instrument frequently employed for the collection of data on specific subjects and interests, the questionnaire stands as the predominant data gathering in the social sciences, utilized by researchers in statistical analysis (Doynyej ,2003). The students' questionnaire implemented in our research was designed to Second year EFL students at Tlemcen University. 31 students were chosen randomly to answer the questionnaire. The questionnaire encompassed both close-ended questions, with direct respondents to select one or more options from the provided choices, and open-ended questions that allow participants the liberty to express and elaborate on their thoughts. The reason behind choosing such tool is that it serves for gathering authentic data indirectly for the present work. Additionally, it is more efficient, easier, and less-time

consuming. Concerning the design, it consists of five distinct sections. The first represents informants' background where in the second section the researchers sought to elicit students' utilization of metacognitive strategies. The third section is devoted for the impact of such strategies on reading skill, where the fourth or the last section devoted for challenges faced by students to apply these metacognitive strategies and some recommendations.

2.1.5 The description of interview

The second tool used in our study is the interview, which has been addressed to 4 RC teachers of second year EEL learners at English department. It is a type of structured interview. The interview includes 9 previously determined questions with the ability to deviate from the guide whenever necessary to obtain more information. This structured interview explores the perspectives of RC teachers on the role metacognitive strategies in enhancing EFL university students' reading skill. The goal is to gather practical knowledge of each teacher about these strategies.

2.2 Section two: Results and Discussion

This section provides an analysis of data gathered from questionnaire and interviews, emphasizing the impact of metacognitive strategies on improving reading skills in university students. It offers a comprehensive review of students' responses, insights from interviews, and a discussion of the primary findings. The objective is to uncover significant patterns and assess the role of metacognitive strategies in fostering effective reading habits.

2.2.1 Analysis of Students' Questionnaire

Question 02: How frequently do you use metacognitive strategies in your reading assignment?

The analysis indicates that a majority of students frequently or consistently employ metacognitive strategies. This implies that many respondents recognize the advantages of overseeing their own reading processes; however, there is variability, as some individuals utilize these strategies less consistently.

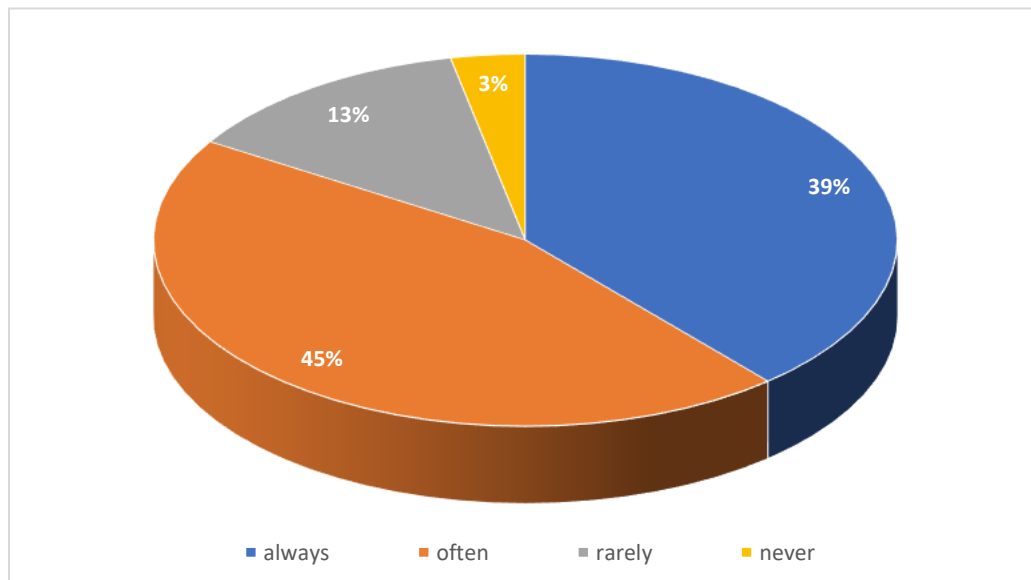


Figure 0.1 Using Metacognitive strategies

Question 03: which of the following metacognitive strategies currently use?

The table presented indicated that “summarizing” emerged as the most frequently chosen strategy, with “rereading difficult passages” and “self-questioning” receiving similar levels of selection. The strategy of “setting specific reading goals” enjoys moderate popularity, whereas methods such as “monitoring comprehension” and utilizing quizzes for assessment are less prevalent this implies that students generally prefer reflective strategies, such as summarizing and self-questioning, over more formal or externally imposed evaluative approaches.

Table 0.1 Metacognitive strategies currently used by students

Options	Number of students	Percentages of students
Summarizing	22	71%
Self-questioning	14	45,2%
Rereading difficult passages	14	45,2%
Setting specific goals	08	25,8%
Monitoring comprehension	02	06,5%
Others	01	03,2%

Question 04: Do you find that using metacognitive strategies help you comprehend and retain information more effectively while reading?

The findings indicate a significant positive attitude towards Metacognitive strategies among the participants. A total of 25 students, either agree or strongly agree that these strategies enhance their understanding and memory retention. Only 4 students expressed neutral stance. Merely 01 student strongly disagrees.

These results suggests that overwhelming majority of respondents perceive metacognitive strategies as advantageous for improving their reading comprehension and retention of information.

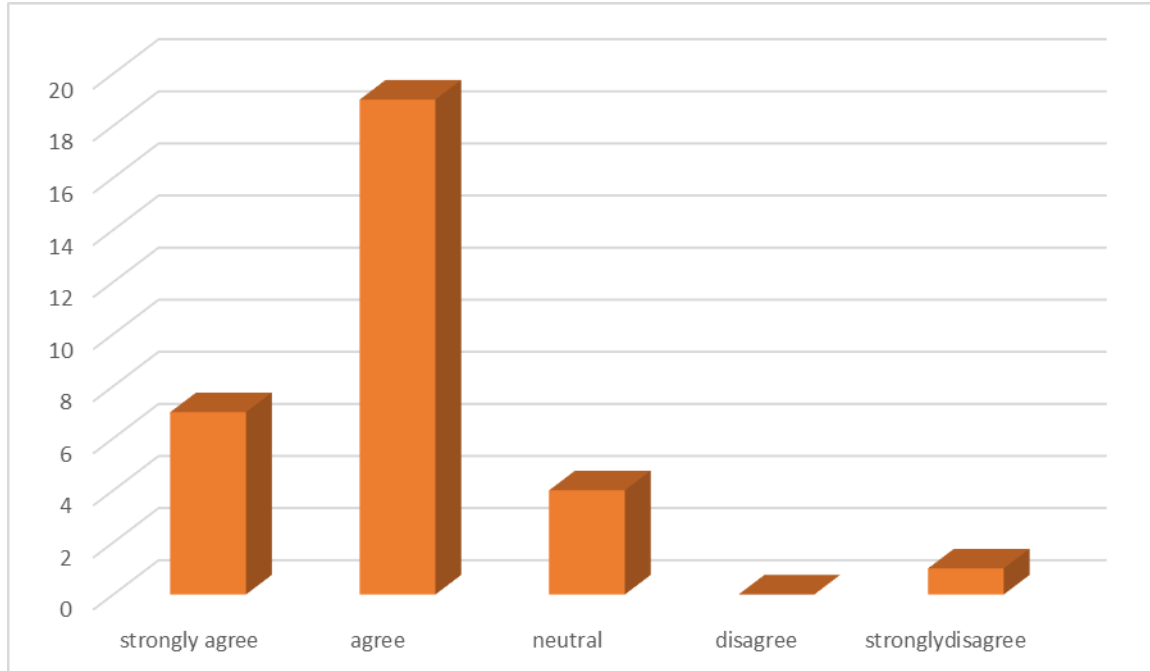


Figure 0.2 Students' attitudes toward the use of Metacognitive strategies

Question 05: How do you track your progress and assess the effectiveness of metacognitive strategies you are using to enhance your reading skill?

Students mainly assess the effectiveness of their metacognitive strategies through self-reflection, as indicated by 18 responses. Additionally, a significant number participate in discussion with peers or instructors, accounting for 13 responses, while a smaller group keeps reading journals, represented by 8 responses. This trend highlights a tendency towards introspective and collaborative evaluation methods rather than more formal tracking systems, indicating that students appreciate both personal insights and external feedback in their assessment of reading comprehension development.

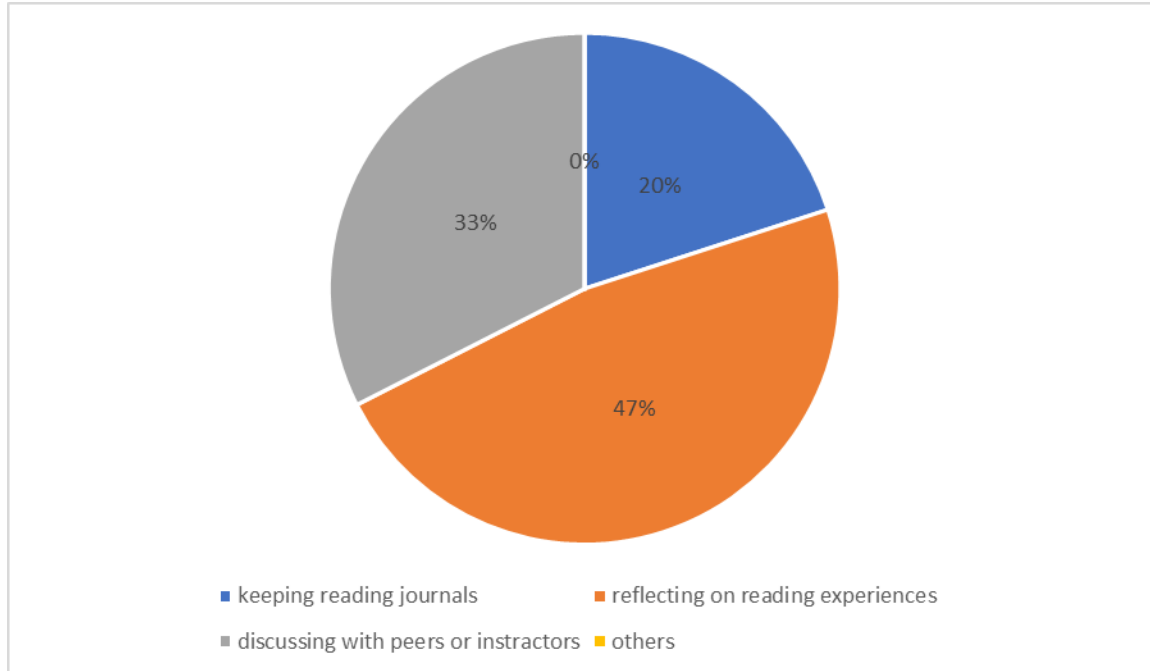


Figure 2.3 The way students assess the effectiveness of Metacognitive strategies

Question 06: How have metacognitive strategies impacted your reading comprehension skill?

The data indicates the number of students who perceive an effect on their reading comprehension abilities, categorized as positive, neutral, or negative. The findings reveal that metacognitive have positively influenced the reading comprehension skills of the majority of students, with 25 individuals reporting an enhancement (14 indicating significant improvement and 11 noting some improvement), while only 5 students observed no change. This implies that these strategies are generally effective for most participants.

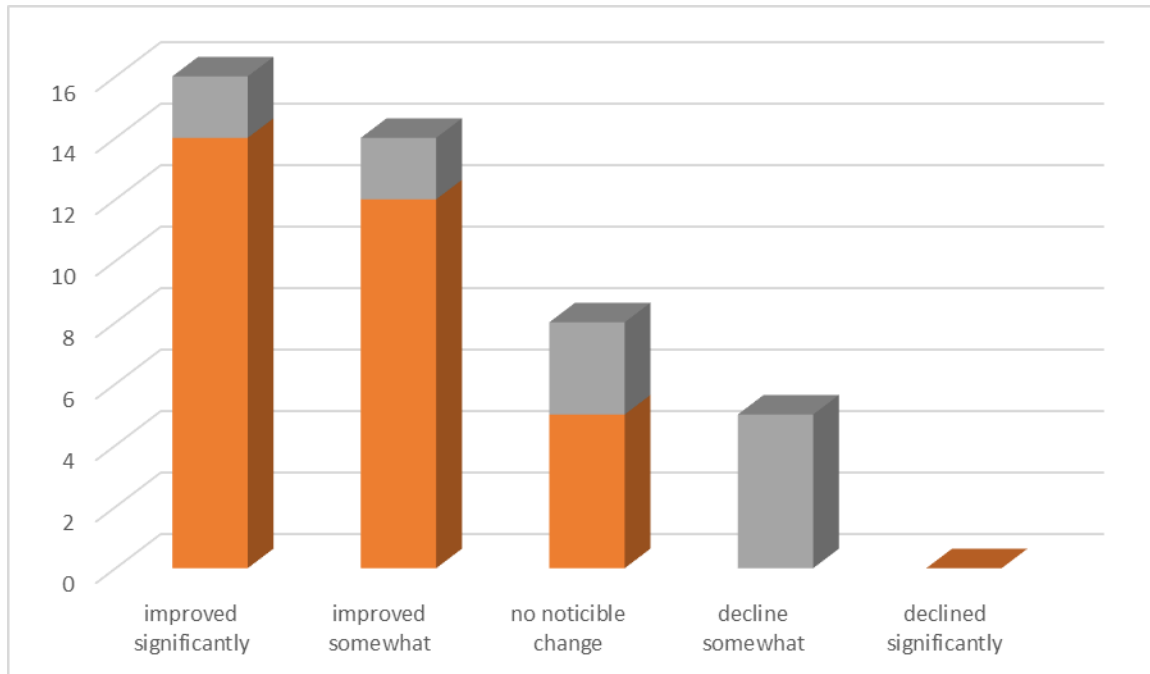


Figure 2.4 The way students assess the effectiveness of Metacognitive strategies

Question 7: Which specific metacognitive strategies have been most effective in improving your reading comprehension?

The analysis shows that the most impactful metacognitive strategies for enhancing reading comprehension include summarization, which was commonly cited by participants. Furthermore, self-questioning and self-assessment were recognized as valuable methods that enable readers to evaluate their understanding. Techniques such as visualization and annotation, along with think-aloud practices and the rereading of challenging sections. Moreover, the use of context clues and active reading strategies, such as posing questions during the reading process, were identified as means to boost comprehension. Collectively, these strategies promote engagement, self-awareness, and enhanced comprehension skills among university students.

Question 08: In what ways do you think metacognitive strategies can be helpful for university students?

The results indicate that metacognitive strategies are considered to be extremely advantageous for university students in various aspects. Firstly, they enhance learning efficiency and comprehension by allowing students to understand, monitor, and regulate their cognitive processes, which results in improved concentration and a more profound grasp of intricate subject. Secondly, these strategies promote academic autonomy, enabling students to take charge of their educational journey and cultivate skills that will benefit them throughout their lives. Furthermore, metacognitive strategies improve time management and exam readiness, assisting students in effectively organize their time and alleviating stress. They also contribute to the enhancement of reading and writing abilities, facilitating a better understanding and critical evaluation of the course content. Finally, these strategies stimulate critical thinking and problem-solving skills, which are essential for achieving academic success. In summary, respondents assert that metacognitive strategies play a significant role in enhancing students' academic performance and overall learning experiences.

Question 09: What challenges do you face in applying metacognitive to enhance your reading skill?

The primary challenges highlighted by respondents include a lack of time and difficulties in maintaining focus. Additionally, issues such as low motivation and insufficient knowledge of effective strategies are also common. These insights could guide the development of targeted support aimed at assisting students in overcoming these obstacles, such as time management training and workshops on techniques to enhance focus.

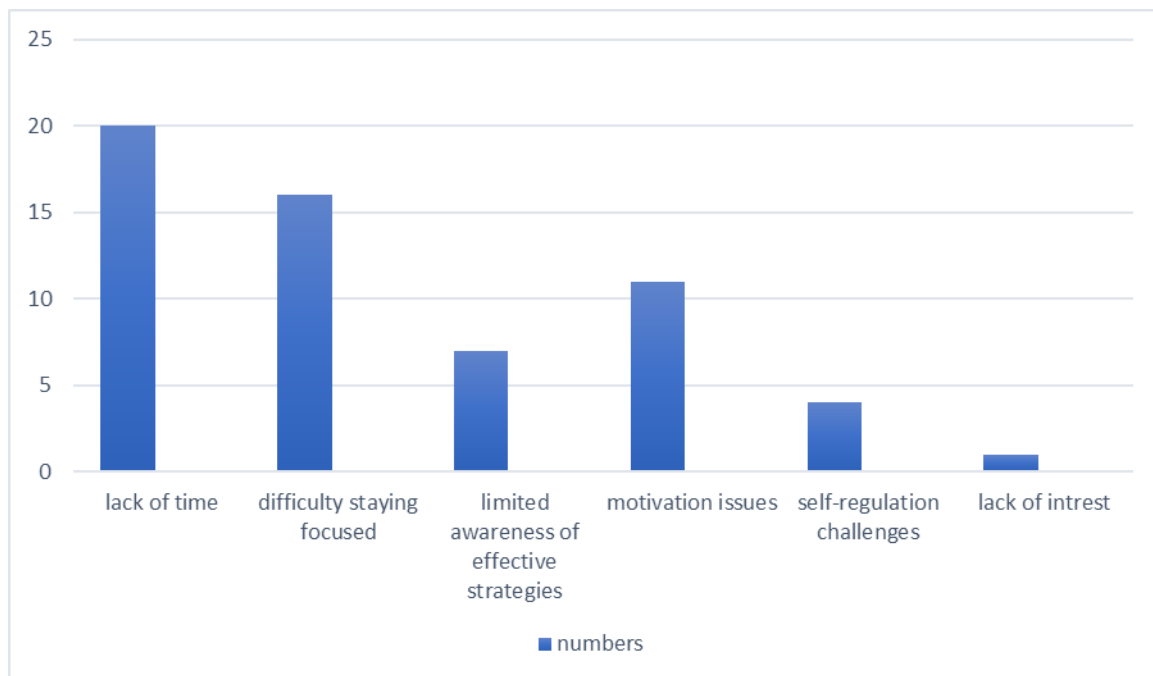


Figure 2.5 The difficulties faced by students in implementing metacognitive strategies

Question 10: How do you overcome or address these challenges when using metacognitive strategies for reading?

Students propose various methods to tackle the difficulties associated with employing metacognitive strategies in reading. They frequently divide texts into manageable segments, establish specific and attainable objectives, and engage in consistent practice. Modifying strategies, such as alternating between summarization and rereading, as well as soliciting feedback from classmates and instructors, are also prevalent techniques. Furthermore, strategies like maintaining concentration through organized time management, utilizing color coding for summarization, and incorporating AI tools can significantly improve their reading experience. In summary, creating a structured plan prior to reading and utilizing self-questioning techniques are highlighted as effective means to confront the challenges encountered when applying metacognitive strategies

Question 11: What recourses or support do you believe would help you better utilize metacognitive strategies for improving your reading skill?

Students assert that a variety of resources and forms of support can greatly improve their capacity to employ metacognitive strategies aimed at enhancing reading skills. They advocate for the availability of workshops, reading materials, interactive tools, and mentorship as important assets. Additionally, personalized feedback and opportunities for practice are regarded as critical for the successful implementation of these strategies. Online courses, collaborative study groups, and teacher guidance are also identified as essential components in the development of reading and learning competencies. Moreover, the incorporation of study guides, digital tools, and tutoring services is recommended to bolster the effective use of metacognitive strategies. In conclusion, a synergistic approach that combines educational resources, technological tools, and tailored support is considered crucial for the successful application of these strategies in reading.

2.2.2 The analysis of teachers' interview

The researcher uses a structured interview with teachers to obtain further insights. This section will focus on the analysis of interview conducted with reading comprehension teachers. The aim of these interviews was to gather more information that would enhance the understanding of teacher's perspectives regarding the role of metacognitive strategies in enhancing reading skill.

Q1. Do you think that your students are aware of the use of Metacognitive strategies in their reading?

The teachers offer varied opinions on whether students are aware of the use of Metacognitive strategies in reading skill. Some teachers believe that most of students use some Metacognitive strategies unconsciously such as planning, evaluating, highlighting, and clarifying words. One teacher said " they may use some strategies unconsciously like

selective attention, planning and Self-evaluation. Another teacher said that they certainly use some strategies, but they are not necessarily aware. They may use them unconsciously., such as underline and highlight sentences, clarifying difficult words. This means that while students may naturally use certain strategies, they lack awareness of their Metacognitive strategies. Another teacher emphasize that some students are aware of Metacognitive strategies but may do not use them consciously, explicit instruction and guided practice help them develop awareness and apply these strategies effectively in reading. Indicating the need for teachers to actively teach Metacognitive strategies and provide opportunities for students practice and apply these strategies.

Q2. Can you explain the importance of Metacognitive strategies such as self-regulation and self-monitoring in relation to reading comprehension for EFL students?

All teachers emphasize the vital role of Metacognitive strategies in EFL reading comprehension. One particularly response suggests that self-monitoring and self-regulation function as an internal compass during reading, guiding students through intricate texts and alerting them when they are straying from the main ideas. Another Teacher said that Metacognitive strategies help students become more independent readers by allowing them to plan, monitor, and evaluate their understanding. Another teacher expands on this by stating that such strategies covert passive readers into engaged learners, particularly when they establish specific objectives and frequently assess their comprehension. The responses consistently highlight how these strategies enable students to develop greater independence and effectiveness in their reading skill.

Q3. How do you incorporate the teaching of metacognitive strategies into your reading comprehension lessons for university students?

The teachers use different approaches to incorporate the teaching of Metacognitive strategies into their reading comprehension lessons. Teacher 01 describes his method “I start each reading session with explicit goal-setting activities and end with reflection exercises where students evaluate their comprehension”. Teacher 02 incorporate metacognitive strategies through think-aloud protocols during reading which help students understand how experienced readers processes text. Teacher 03 said “whenever a student suggests and answer, I ask him how he actually came to that conclusion. This helps me as a teacher to consider the kind of reasoning he followed”. These responses illustrate effective strategies for integrating metacognitive strategies in reading instruction.

Q4. In your experience, have you observed a correlation between the use of metacognitive and students’ reading comprehension skill?

The majority of teachers agree that there is a correlation between the use metacognitive strategies and students’ reading comprehension skill. As one teacher states that “students who actively use metacognitive tend to perform better in reading. They demonstrate a better in reading comprehension. They demonstrate a better grasp of main ideas, improved summarization skill, and greater ability to infer meaning from the text”. Another teacher observed that students who regularly employ self-monitoring strategies show marked improvement in their ability to understand complex academic texts.

Qu5. How do you assess the effectiveness of metacognitive strategies on improving university students’ overall academic performance?

The evaluation of the influence of metacognitive strategies on academic performance showcases a variety of methodologies. One teacher describes their approach: " I implement pre-and post- reading evaluations alongside student self -reflection journals to monitor progress. Another teacher notes that " the enhancement is apparent not only in

reading scores but also in students' capacity to articulate their thought processes and organize areas where they require assistance “.

6. Have you noticed an increase in students' confidence in their reading abilities after implementing metacognitive strategies in your teaching?

A prominent theme that arises from the feedback is the beneficial effect on student confidence. Teachers frequently report an increase in student self-esteem, with one stating that students who successfully apply these strategies demonstrate a greater willingness to engage with challenging texts on their own. Another teacher mentions that the " visible boost in confidence occurs when students can articulate their reading strategies and pinpoint where they need to implement different approaches.

7. How do you support and encourage students to actively engage in metacognitive strategies during their reading activities?

Teachers utilize a range of strategies to promote active engagement with metacognitive techniques. One effective method highlighted is establishing collaborative reading groups where students can discuss their strategy applications and learn from one another. Another teacher underscores the significance of Metacognitive strategies who initially provides structured support, then gradually decreasing assistance as students gain independence in their use of Metacognitive strategies

8. What advice would you give to other teachers who are looking to incorporate metacognitive strategies in their reading instruction for EFL students?

The collective insights of seasoned teachers are evident in their guidance to peers. A primary suggestion is to " begin with small steps and maintain consistency - Introduce one strategy at a time and allow students to fully grasp it before progressing. " Another important piece of advice is to " make the unseen processes visible by demonstrating your own metacognitive strategies during reading sessions “.

9. Do you have any additional insights or perspectives on the impact of metacognitive strategies on university students' reading comprehension and academic performance?

Teachers provide important viewpoints on the wider implications of metacognitive strategies. One teacher observes that these strategies go beyond mere reading comprehension.

2.3 Discussion of the main results

The researcher gathered regarding the role of metacognitive strategies in enhancing reading skill among university students through questionnaire to second EFL learners and structured interview to RC teachers. The analysis of data enabled a thorough investigation of the research questions outlined at the study's inception, along with the validation of the hypotheses. This section will discuss the primary findings obtained from the students' questionnaire and teachers' interviews in connection with the existing hypotheses. The objective of this section is to affirm the validity of the proposed hypotheses and subsequently determine whether to confirm or reject them

Concerning the first hypothesis, which asserts that university students frequently use metacognitive strategies such as self-regulation, self-monitoring, and summarizing to improve their reading skill, the researcher obtained relevant data that revealed interesting results. Based on the questionnaire data which is administered to second year EFL student at Tlemcen University, the hypothesis is validated. A significant majority of respondents reported "always" or "often" using metacognitive strategies in their reading assignment and the most commonly cited strategies were summarizing, self-questioning, rereading difficult passages and setting specific goals. This view was reinforced by reading comprehension teachers' responses throughout the interview. The teachers highlighted a strong focus on the regular application and educational incorporation, including self-regulation, self-monitoring, and summarization, to improve reading comprehension. Teachers implement these metacognitive strategies through various

activities, such as think-aloud, self-questioning, and summarization exercises. They noted that while students do employ metacognitive strategies, they often do so unconsciously, engaging in behaviors such as planning, underlining, highlighting, and seeking the meanings of difficult words.

The second hypothesis, which involves those metacognitive strategies, plays a significant role in enhancing reading comprehension, is supported by the data collected from the questionnaire. A substantial number of participants indicates that experienced marked improvements in their comprehension abilities, which many asserting that their skills “improved significantly” or “improved somewhat “after implementing techniques such as summarizing, self- questioning, and establishing specific reading goals. Additionally, the majority of respondents either “agree “or “strongly agree” that metacognitive strategies facilitate better comprehension and retention of information. This hypothesis also supported by reading comprehension teachers’ insights across the interviews. Teachers consistently emphasized that the application of these strategies plays a crucial role in supporting students’ understanding of texts. Teacher 02, for example, highlight how self-monitoring help students stay engaged and allows them to recognize comprehension, gaps while self-regulation enables them to adjust their approach to overcome such difficulties. The teachers’ responses collectively suggest that metacognitive strategies are highly effective tools for improving reading skill.

The third hypothesis, which asserts university students who engage in Metacognitive strategies will improve critical thinking skills when analyzing complex texts, is validated by the data collected from the students’ questionnaire, the findings show a significant positive correlation between the utilization of Metacognitive strategies and the enhancement of critical thinking skills. The data indicate that students who regularly apply Metacognitive strategies, such as summarizing, self-questioning and rereading difficult passages, experience notable advancement in their ability to analyze complex texts, engage in critical thinking and effectively solve problems. Importantly,

these students demonstrate enhanced analytical precision, improved comprehension, and an increase ability to evaluate arguments, making them proficient and autonomous readers. This hypothesis is also supported by the teachers' responses. Throughout the interviews, the teachers noted that metacognitive strategies empower students to analyze complex texts more effectively, engage in critical thinking, and solve problems proficiently. by implementing these strategies, students cultivate a more profound comprehension of the subject matter, enhance their analytical capabilities, and evolve into more autonomous learners. Therefore, these results obtained from students' questionnaire and teachers' interview confirm our third hypothesis.

2.4 Suggestions for further research:

Based on the insights gathered from the teachers involved in this research, several suggestions for future inquiries arrive, which could enhance our comprehension of metacognitive strategies of EFL reading comprehension. These suggestions are vital for the progression of both teaching methodologies and theoretical constructs in this domain. One prominent area for additional exploration is the gap between students' utilization and awareness of metacognitive strategies. While certain students exhibit the use of these strategies, a significant number remain either oblivious to their existence or struggle to implement them effectively. Future studies should aim to identify the most effective teaching methods for increasing students' metacognitive awareness. This may include comparative analysis of various instructional techniques, such as explicit instruction modelling, and guided practice ascertain which strategies lead to the most significant enhancements in students' conscious application of metacognitive strategies during reading. Moreover, research could investigate how these instructional methods can be tailored to accommodate diverse learning styles and educational contexts, ensuring that all learners benefit from metacognitive strategy instruction. Another important avenue for future research is to examine the wider effects of metacognitive strategies on students' academic growth. Teachers in this study indicate that these strategies not only improve

reading comprehension but also promote critical thinking, self-regulation, and overall academic performance. Ultimately, there is a pressing requirement for research dedicated to teacher education and professional development specifically concerning the instruction of metacognitive strategies. The effective incorporation of these strategies within EFL classrooms is significantly reliant on the knowledge and competencies of teachers. Future investigation should examine successful approaches for training teacher in the implementation of metacognitive strategy instruction and evaluating its effects on student learning outcomes. This may encompass research on the effectiveness of diverse professional development frameworks, including workshops, coaching, collaborative learning communities, aimed at enhancing teachers' capacity to promote metacognition among their students.

2.5 Conclusion:

In conclusion, the research employed a mixed -methods to explore the role of metacognitive strategies on the enhancement of reading comprehension among university students. The qualitative segment involved the distribution of a questionnaire to second year EFL students, whose responses were analyzed through statistical techniques to uncover patterns ana correlation between metacognitive strategies and reading comprehension. The qualitative segment enriched the quantitative results by conducting a semi-structured interview with teachers of reading comprehension. Thematic analysis was utilized to examine the teachers' perspectives regarding the role of metacognitive strategies on students 'reading skill. By integrating these approaches, the study not only measured the prevalence and effects of metacognitive strategies but also contextualized their implementation within actual classroom environment.

General conclusion

GENERAL CONCLUSION

In conclusion, reading is an essential skill for acquiring language, especially for learners of English as a Foreign Language (EFL), as it acts as a crucial pathway to academic success. Nevertheless, numerous EFL students face difficulties in reading comprehension due to unfamiliar vocabulary, intricate sentence structures, and a deficiency in effective reading strategies. To address these issues researchers and educators have highlighted the significance of metacognitive strategies that encompass planning, monitoring, and evaluating one's cognitive processes during reading. Metacognition often referred to as "thinking about thinking", is vital for improving reading skill by fostering learners' awareness of their comprehension processes. Techniques such as reviewing texts, self-questioning, summarizing, and reflecting on understanding allow students to engage actively with the content.

Therefore, this research was structured into two chapters. The first chapter established the theoretical framework, characterizing metacognitive strategies such as planning, monitoring, and evaluating. It examined significant theories, including Flavel's metacognitive model, Self-regulated learning model, strategic learning model, and factors influencing reading skill development. Additionally, this chapter reviewed previous empirical studies on the effectiveness of metacognitive strategies in reading skill. Subsequent chapter, the collected data were analyzed qualitatively and quantitatively, and based on the results the dissertation concluded with actionable suggestions.

Through designing and conducting an exploratory case study, and analyzing the collected data gathered from using an online questionnaire for second year EFL students and a structured interview with reading comprehension teachers, the three hypotheses were confirmed. The results proved the significant role of metacognitive strategies in enhancing reading skill among university students. First, the findings showed that university students frequently use metacognitive strategies such as summarization, setting goals, rereading difficult passages to improve their reading skill. Responses from

General Conclusion

students' questionnaire and insights from teachers underscored that summarizing, rereading difficult passages, self-questioning, setting specific reading goals were among the most prevalent strategies employed. Furthermore, metacognitive strategies especially self-regulation (including goal setting) and self-monitoring including (rereading difficult passages and self-questioning) were shown to significantly improve reading comprehension, the data showed that students who use these strategies exhibited enhanced critical thinking skills when analyzing complex texts.

The results of this research indicate that metacognitive strategies play a significant role in improving the reading skill of university students, which is particularly pertinent in our today's, information-centric world globalized. In an era characterized by the prevalence of digital media and swift information dominate, the capacity to engage in critical reading, process complex texts, and manage one's own understanding is increasingly vital. The study addresses worldwide educational issues regarding the declining deep reading abilities, particularly among EFL students, who frequently face challenges with academic and professional texts in English dominated fields. In professional environments, individuals are often required to evaluate reports, research articles, and technical documents, which necessitates a high level of reading comprehension.

The research provided valuable insights into the role of metacognitive strategies in enhancing reading skill among EFL university students. However, several limitations were highlighted. First, the research relied on questionnaire data, which not all participants completed every question, potentially leading to data gaps. Moreover, the sample size was restricted with only a limited number of students responding to the questionnaire, and some responses were given in Arabic, necessitating translation and possibly altering the interpretation. The teacher interviews also posed difficulties, not all teachers approached consented to participate, and those who did often required significant time commitments, which may affect the variety and depth of insights

General Conclusion

obtained. The study's focus on a specific EFL context limits the generalizability of the findings to other linguistic or educational environments.

Metacognitive strategies can enhance the autonomy and proficiency of EFL learners, enabling them to effectively engage with intricate academic texts, identify relevant information amidst an abundance of data, and fulfill the stringent literacy requirement of higher education and beyond.

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Appendices

Appendix A

Students' Questionnaire

The following questionnaire is designed to gather data about the use of metacognitive strategies, and their impact on your reading skill. Please respond honestly and thoughtfully to each question. Responses are confidential and your participation is greatly appreciated.

Section 1: Respondents' profile

1. Gender:
2. Age:

Section 2: Utilization of metacognitive strategies

Metacognitive strategies help you understand and improve how you read. They involve thinking about your own reading process and making adjustments to understand better. Examples include previewing a text, asking questions while reading, and summarizing key points afterward.

3. How frequently do you use metacognitive strategies in your reading assignments?

- Always
- Often
- Rarely
- Never

4. Which of the following metacognitive strategies do you currently use to improve your reading skills? (select all that apply).

- Setting specific reading goals
- Monitoring comprehension
- Self-questioning
- Summarizing
- Rereading difficult passages
- Other (please specify)

.....

.....

5. Do you find that using metacognitive strategies help you comprehend and retain information more effectively while reading?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6. How do you track your progress and assess the effectiveness of metacognitive strategies you are using to enhance your reading skill?

- Keeping a reading journal
- Reflecting on reading experiences
- Discussing with peers or instructors
- Other (please specify)

.....

.....

Section 3: Impact on reading skill

7. How have metacognitive strategies impacted your reading comprehension skill?

- Improved significantly
- Improved somewhat
- No noticeable change
- Decline somewhat
- Declined significantly

8. Which specific metacognitive strategies have been most effective in improving your reading comprehension?

.....

9. In what ways do you think metacognitive strategies can be helpful for university students?

.....

Section 4: challenges and barriers

10. What challenges do you face in applying metacognitive strategies to enhance your reading skills?

- Lack of time
- Difficulty staying focused
- Limited awareness of effective strategies
- Motivation issues
- Self-regulation challenges
- Other (please specify)

.....

11. How do you overcome or address these challenges when using metacognitive strategies for reading?

.....
.....

Section 5: Recommendations

12. What resources or support do you believe would help you better utilize metacognitive strategies for improving your reading skill?

.....
.....

13. What advice you give to university students who are struggling with implementing metacognitive strategies for reading comprehension?

.....
.....

Appendix

Teachers' interview

Thank you for agreeing to participate in this interview about the importance of metacognitive strategies in reading comprehension.

The interview will be conducted in a semi-structured format, meaning that we have a set of questions to guide our discussion, but feel free to expand and share any additional insights you have.

1. Do you think that your students are aware and use metacognitive strategies in their reading skill? (Could you give me examples of metacognitive strategies commonly used by students?)
2. Can you explain the importance of metacognitive strategies such as self-monitoring and self-regulation in relation to reading comprehension for EFL student?
3. How do you incorporate the teaching of metacognitive strategies into your reading comprehension lessons for university students?
4. In your experience, have you observed a correlation between the use of metacognitive strategies and students' reading comprehension skill?
5. How do you assess the effectiveness of metacognitive strategies on improving university students' overall academic performance?
6. Have you noticed an increase in students' confidence in their reading abilities after implementing metacognitive strategies in your teaching?
7. How do you support and encourage students to actively engage in metacognitive strategies during their reading activities?

8. What advice would you give to other teachers who are looking to incorporate metacognitive strategies in their reading instruction for EFL students?

9. Do you have any additional insights or perspectives on the impact of metacognitive strategies on university students' reading comprehension and academic performance?

Summary:

Reading comprehension is a critical skill for EFL learners, yet many university students struggle with complex texts due to insufficient metacognitive strategies. The purpose of this research was to investigate how metacognitive strategies enhance reading skill among EFL university students. To reach this end, case study research was conducted with Second year License students in the Department of English, University of Tlemcen. Various research instruments were used to collect data an online questionnaire for students and an interview for RC teachers. Qualitative and quantitative analyses of data confirmed the significant role of metacognitive strategies in enhancing reading comprehension among EFL university students. The data revealed that students using metacognitive strategies demonstrated improved reading comprehension compared to passive readers. The results indicated that metacognitive strategies significantly enhance students' ability to comprehend and analyze written material. This research emphasized the importance of integrating the teaching of metacognitive strategies in EFL curricula to promote efficient and autonomous readers. Ultimately, the study highlighted the transformative potential of metacognitive awareness on cultivating proficient and reflective readers.

Keywords: Reading comprehension, metacognitive strategies, EFL students

المخلص:

تُعدّ مهارة الفهم القرائي مهارة أساسية لمتعلمي اللغة الإنجليزية كلغة أجنبية (EFL)، ومع ذلك يواجه العديد من طلاب الجامعات صعوبات في التعامل مع النصوص المعقدة بسبب نقص الاستراتيجيات ما وراء المعرفة. كان الهدف من هذا البحث هو التحقيق في كيفية تعزيز استراتيجيات ما وراء المعرفة لمهارة القراءة لدى طلاب الجامعات الذين يدرسون اللغة الإنجليزية كلغة أجنبية. ولتحقيق هذا الهدف، أُجريت دراسة حالة على طلاب السنة الثانية ليسانس في قسم اللغة الإنجليزية بجامعة تلمسان. تم استخدام أدوات بحث مختلفة لجمع البيانات، مثل استبيان إلكتروني للطلاب ومقابلة مع أساتذة الفهم القرائي. وقد أكدت التحليلات الكمية والنوعية للبيانات الدور الهام للاستراتيجيات ما وراء المعرفة في تحسين الفهم القرائي لدى طلاب الجامعات في تخصص اللغة الإنجليزية. وكشفت البيانات أن الطلاب الذين استخدموا استراتيجيات ما وراء المعرفة أظهروا تحسناً في الفهم القرائي مقارنة

بالقراء السلبيين. وأشارت النتائج إلى أن استراتيجيات ما وراء المعرفة تعزز بشكل كبير من قدرة الطلاب على فهم وتحليل النصوص المكتوبة. وقد شدد هذا البحث على أهمية دمج تعليم استراتيجيات ما وراء المعرفة في مناهج اللغة الإنجليزية كلغة أجنبية لتعزيز كفاءة واستقلالية القارئ. وفي النهاية، سلطت الدراسة الضوء على الإمكانيات التحويلية للوعي ما وراء المعرفي في تنمية قراء ماهرين ومتأملين.

الكلمات المفتاحية: الفهم القرائي، استراتيجيات ما وراء المعرفة، طلاب اللغات الأجنبية

Rèsumè :

La compréhension de lecture est une compétence essentielle pour les apprenants EFL (anglais langue étrangère), pourtant de nombreux étudiants universitaires ont du mal avec des textes complexes en raison de stratégies métacognitives insuffisantes. L'objectif de cette recherche était d'examiner comment les stratégies métacognitives améliorent la compétence en lecture chez les étudiants universitaires EFL. À cette fin, une étude de cas a été menée auprès d'étudiants en deuxième année de Licence au département de langue anglaise de l'Université de Tlemcen. Divers instruments de recherche ont été utilisés pour collecter les données un questionnaire en ligne pour les étudiants et un entretien pour les enseignants de compréhension de lecture. Les analyses qualitatives et quantitatives des données ont confirmé le rôle significatif des stratégies métacognitives dans l'amélioration de la compréhension de lecture chez les étudiants universitaires EFL. Les données ont révélé que les étudiants utilisant des stratégies métacognitives ont montré une amélioration de la compréhension de lecture par rapport aux lecteurs passifs. Les résultats ont indiqué que les stratégies métacognitives améliorent significativement la capacité des étudiants à comprendre et analyser un matériel écrit. Cette recherche a souligné l'importance d'intégrer l'enseignement des stratégies métacognitives dans les programmes EFL afin de promouvoir des lecteurs efficaces et autonomes. En fin de compte, l'étude a mis en évidence le potentiel transformateur de la conscience métacognitive dans le développement de lecteurs compétents et réfléchis.

Les mots clés : La compréhension de lecture, les stratégies métacognitives, les apprenants EFL (anglais langue étrangère)

