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**Developing EFL Students' Reading Strategies through the implementation
of Meta-cognitive Activities**

The Case of 2nd year M'sila University

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Requirements for the Degree of Master**

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Dedications

We would like to give a special and heartfelt dedication to **our dear fathers** and **dear mothers**, who we owe more than we say not only for giving us life, loving us and feeding us, but especially, for educating us under their principles, encouraging us to study where everything seemed to be lost and supporting our studies, and making us be what we are. “We love you too much”.

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Soumia & Manel

Abstract

The present study focuses on a home teaching situation concerned with how to approach a reading text where tertiary students are still working with the traditional approach that emphasizes more a teacher's centered manner where learners look holistically at a text applying their cognitive powers neglecting the metacognitive reading strategies that instigate the learner to reflect, plan, evaluate and question his own learning. Hence the study aims at filling that gap and highlighting what learners are missing in their daily encounter with reading material. To make this study more feasible, a lesson demonstration was presented to second year EFL learners with two questionnaires .Also, two questionnaires were handed to teachers. In short, the work aims at bringing a kind of awareness to the teachers' as well as students working with reading. Hence, the present work will eventually focus on how to make those readers read metacognitively through a wide array of strategies and classroom activities.

Key Words

Reading comprehension, Metacognition, Metacognitive reading strategies

Table of Contents

Contents:	Page
Declaration	
Dedications	I
Acknowledgments	II
Abstract	III
Table of content	V
List of Tables.....	IX
List of figures	X
General Introduction	
1. Statement of the Problem.....	1
2. . Research Questions and Hypotheses.....	1
3. Aim of the Study.....	2
4. Hypothesis	2
5 Literature Review.....	2
6. Reaserch Methodology.....	3
7. Chapter devision.....	4
8. Significance of the Study.....	4
<u>Chapter One: Part one</u>	
Introduction	6
1.2 Definition of reading.....	6
1.2.1. What is reading?	6.
1.2.2 What is reading comprehension?.....	7

1.3 The evolution of the understanding of Reading.....	8
1.3.1 Reading as a passive skill.....	8
1.3.2 Reading as an active skill	9
1.3.3 Reading as an interactive skill.....	9
1.4 Categories of Reading.....	10
1.5 Types of reading.....	10
1.6 Models of Reading.....	10
1.6.1 The Bottom-up Model of reading.....	11
1.6.2 The Top-Down Model of Reading.....	11
1.6.3 The Interactive Model of Reading.....	12
1.7 Reading as a Process.....	12
1.7.1. Schema Theory.....	13
1.7.2 Schema.....	13
1.7.3. Schema Types.....	14
Conclusion	
Part Two	
Introduction	
1. Definition of Cognition.....	16
2. Definition of Metacognition.....	16
3. Metacognitive Reading.....	17
4. Classroom instruction using Reading metacognitive strategies.....	18
4.1 Goal setting	19
4.2 Self- regulation.....	20
4.3 Planning.....	20
4.4 Self -Monitoring.....	21
5. Application of metacognitive activities through the three reading phases.....	22
5.1. Pre-reading Activities.....	22
5.2. While reading Activities.....	22
5.3. Post reading Activities.....	23
6. Reading Strategies.....	23

6.1. Definition of strategy.....	23
6.2. Relationship between Strategies and Skills	24
6.3. Classroom Reading Strategies.....	24

Conclusion

Chapter Two: Research Methodology

Part One:

Introduction

Research Approach and Design.....	28
Approach.....	28
Methods.....	28
Sample Population	28
Instrumentation.....	29

Conclusion

Part two: Data analysis and interpretation

2.1 Analysis of Students’ Questionnaire (needs analysis)	29
2.2 Analysis of Teachers’ Questionnaire.....	42
2.3 Analysis of Reading Phases Questionnaire.....	50
2.3.1 Pre-reading phase.....	50
2.3.2 While reading phase.....	53
2.3.3 Post reading phase.....	57
Discussion of Results	60
Recommendation.....	63

General Conclusion

References

Appendices

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Resume in French

LIST OF TABLES

Table2. 1: Students description to novice teachers' level of confidence.....	29
Table2.2 : On the importance of grammar structure in comprehension.....	30
Table 2.3: On predicting meaning from titles/ subtitles.....	31
Table 2.4 : Guessing the meaning from association and context.....	31
Table 2.5 : On reading the text before answering the questions.....	32
Table 2.6 : On skipping the new words when reading.....	33
Table 2.7 : On teacher's lack of help at reading.....	33
Table 2.8: The use of personal experience in understanding the text.....	34
Table 2.9: Using Analysis to understand complicated sentences.....	34
Table 2.10: Using the title to understand the whole text.....	35
Table 2.11: On reading the first/last paragraphs to get main ideas.....	36
Table 2.12: guessing meaning of new words from contextualization.....	36
Table: 2.13- Interpretation through reading.....	37
Table: 2.14 – the teacher and classroom activities.....	37
Table: 2.15- on text reading and analysis.....	38
Table: 2.16- Predicting the gist from key words.....	39
Table: 2.17- on grasping the gist of a text.....	40
Table:2.18- On performing reading routine activities.....	40
Table: 2.19- On techniques of how to approach a text.....	40
Table :2.20- On tackling the reading text in the classroom.....	41
Table 2.21 – On Teachers' experience in teaching English.....	42
Table 2.22- Experience in teaching written expression.....	42
Table 2.23 – frequency on teaching reading.....	43
Table 2.24- on reading frequency enough or not.....	44
Table 2.25- On the major difficulties met by students when reading.....	44

Table 2.26 -traditional approach to reading.....	45
Table 2.27 -teaching pre-while and post reading in class.....	46
Table 2.28 -Students and reflective reading tasks.....	46
Table 2.29 -the role of pre-reading activities in facilitating students’ reading tasks.....	47
Table 2.30 -remediating students’ insufficiency in reading.....	47
Table 2.31 -teaching reading methods.....	48
Table 2.32 -pre-reading activities implemented in the classroom.....	49
Table 2.33. Statement one-results.....	50
Table 2.34. Statement two-results.....	50
Table 2.35. Statement three-results.....	51
Table 2.36. Statement Four-results.....	52
Table 2.37. Statement Five-results.....	52
Table 2.38. Statement six-results.....	53
Table 2.39. question seven results.....	53
Table 2.40. Statement eight results.....	54
Table 2.41. Statement nine results.....	55
Table 2.42. statement Ten results.....	55
Table 2.43. statement Eleven results.....	56
Table2.44. statement Twelve results.....	57
Table 2.45. statement Thirteen results.....	58
Table 2.46. statement Fourteen results.....	58
Table 2.47. statement Fifteen results.....	59

List of figures

Fig 2.1 : Statistical representation on Students description to novice teachers’ level of confidence...	30
Fig 2.2 : Statistical representation on the importance of grammar structure in comprehension.....	30
Fig 2.3: Statistical representation on predicting meaning from titles/ subtitles.....	31
Fig 2.4 : Statistical representation on guessing the meaning from association and context.....	32
Fig 2.5: Statistical representation on reading the text before answering the questions.....	32
Fig 2.6 Statistical representation on skipping the new words when reading.....	33
Fig 2.7: Statistical representation On teacher’s lack of help at reading.....	33
Fig 2.8: Statistical representation on the use of personal experience in understanding the text.....	33
Fig 2.9 Statistical representation on using Analysis to understand complicated sentences.....	34
Fig 2.10: Statistical representation on using the title to understand the whole text.....	35
Fig 2.11: Statistical representation on reading the first/last paragraphs to get main ideas.....	36
Fig 2.12: Statistical representation on guessing meaning of new words from contextualization.....	36
Fig 2.13: Statistical representation on interpretation through reading.....	37
Fig 2.14 :Statistical representation on the teacher and classroom activities.....	38
Fig 2.15: Statistical representation on text reading and analysis.....	38
Fig2.16 -Predicting the gist from key words.....	39
Fig 2.17: Statistical representation on grasping the gist of a text.....	39
Fig2.18: Statistical representation on performing reading routine activities.....	40
Fig 2.19: Statistical representation on techniques of how to approach a text.....	41
Fig:2.20: Statistical representation on tackling the reading text in the classroom.....	41
Fig2.21: Statistical representation on Teachers’ experience in teaching English.....	42
Fig 2.22: Statistical representation on experience in teaching written expression.....	43
Fig2.23: Statistical representation on frequency of teaching reading.....	43
Fig 2.24: Statistical representation on reading frequency enough or not.....	44
Fig2.25: Statistical representation on the major difficulties met by students when reading.....	45

Fig 2.26: Statistical representation on traditional approach to reading.....	45
Fig 2.27 : Statistical representation on teaching pre-while and post reading in class.....	46
Fig 2.28: Statistical representation on Students and reflective reading tasks.....	46
Fig 2.29: Statistical representation the role of pre-reading activities in facilitating students' reading tasks.....	47
Fig 2.30: Statistical representation on remedying students' insufficiency in reading.....	48
Fig 2.31: Statistical representation on teaching reading methods.....	49
Fig 2.32: Statistical representation on pre-reading activities implemented in the classroom.....	49
Fig.2.33 Statement one-results statistical graphic representation.....	50
Fig.2.34 statement two-results statistical graphic representation.....	51
Fig.2.35 Statement three-results statistical graphic representation.....	51
Fig.2.36 Statement Four-results statistical graphic representation.....	52
Fig.2.37 Statement Five-results statistical graphic representation.....	53
Fig.2.38 Statement Six-results statistical graphic representation.....	53
Fig.2.39 Statement Seven results statistical graphic representation.....	54
Fig.2.40 Statement Eight results -statistical graphic representation.....	55
Fig.2.41 Statement Nine results statistical graphic representation.....	55
Fig.2.42 Statement Ten results statistical graphic representation.....	56
Fig.2.43 Statement Eleven results statistical graphic representation.....	57
Fig.2.44 Statement twelve results statistical graphic representation.....	57
Fig.2.45 Statement Fourteen results statistical graphic representation.....	58
Fig.2.46 Statement Fifteen results -statistical graphic representation.....	59
Fig.2.47 Statement Fifteen results -statistical graphic representation.....	60

General Introduction

1. General Introduction

Over the last few decades, learning has witnessed a high interest within the field of education, as well as in most L2 learning contexts which directed attention towards students' learning centredness . Yet, the focus has stressed reading comprehension as one of the main sources, providing learners with the essential input in L2 learning process (Harmer 2007). Furthermore, reading comprehension has also been identified as a cognitive skill used by students to comprehend what they read. Waller (1984) stated that:

“ Reading traditionally was considered as a cognitive task where the cognitive processes play a major role in reading. Only recently have several authors (Baker & Brown, in press, Brown 1980 , Brown & Smiley 1977 ,Foresst pressley & Gilties 1983, Mayers & Paris 1978, Forrest& Barron,1977) suggested that reading might involve metacognition as well as cognition” (p 5-6).

Salim Razi believes that “ Metacognition has a significant impact on improving reading comprehension, both in L1 and FL” (p 289). However, only a few investigations have addressed the implementation of metacognitive activities to develop reading comprehension skills. Consequently, the aim of this study is to raise both students and teachers' awareness about metacognitive reading strategies and how to implement them in the classroom.

2. Statement of the Problem

Through our experiences and through what we have observed, students at the level of the university namely undergraduate students do not use metacognitive reading strategies when reading texts. Hence, they face difficulties harnessing the contents of texts and easily comprehend them. For an effective treatment of this case, the researchers suggest classroom reading strategies implementation use for both teachers and students.

3. Research Questions

In the light of the above, this study attempts to answer the following questions:

1. To what extent do 2nd year EFL students use the metacognitive strategies?
2. What are the impact using metacognitive strategies on students' reading strategies?
3. Are teachers aware about the importance of metacognitive strategies when reading texts ?

4. Aims of the Study

This could be interpreted as follows:

1. To check and detect the frequently used metacognitive strategies in a second year reading class
2. To investigate whether students developed their reading strategies through the use of metacognitive strategies and the impact that ensues.
3. To raise teachers' awareness about the importance of metacognitive strategies when reading texts.

5. Hypothesis

If the teacher implements metacognitive activities in the class, will 2nd EFL student develop and use their reading strategies effectively?

6. Literature Review

Within the the past decades, there had been much attention between psychologists and educators about *metacognition*. T.Gary (1984) stated that according to Flavell (1976), metacognition refers to "one's knowledge concerning one's own cognitive processes and products or anything related to them." For him, metacognition also includes "the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective" (p.1).

Moreover metacognition helps students know themselves as learners and how they are aware of monitoring their metacognitive processes and actions used during learning. Metacognition was based on the work of developmental psychologists John Flavell who developed the application of information-processing activities that occur during transaction. In addition, the use of metacognition and cognitive strategies engages two levels of thinking. The first level involves applying a cognitive strategy to solve a problem; the other encompass using metacognition to select and monitor the impact of that strategy (Wilson - Conyers 2016)

According to the theorist Brown (1987), metacognition referred to the state of one's knowledge and the control of one's own cognitive system. Based on these definitions, many researchers agreed that there were two distinct processes taking place: monitoring and control. However, at the time that these ideas were advanced, there was little direct evidence to suggest that people did use the output of their monitoring to control their behavior (p 16). Moreover, metacognitive strategies in terms of reading help

students to ‘think about thinking’ (before, during, and after) they read. (Channa et al. 2015) as cited in Boulware-Gooden et al 2007 p 182).

On the other hand, Hou 2013 (as cited in Cook 2011) , states that reading comprehension has been identified as the cognitive skill that people use to comprehend what they read. Although reading in a native language (L1) is not the same as reading in a second language (L2), reading in L1 and L2 still share a similar process that can be influenced by various factors in different patterns (p.10). Wardah((2014) Reading as an activity that involves the reader, the text, to get information through written text, and build the meaning based on the reader’s prior knowledge . It is important to be learned and mastered by every learner, it is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

According to Elosúa et al.(2013), reading comprehension is often a complex process that is achieved within working memory and requires a great deal of cognitive resources, including storage and processing efficacy. Moreover, it is hence a task in which the executive processes are highly implicated. The specific training program focused on working memory’s executive functions is an example of what researchers might do to grasp how, when and why the reading comprehension process can be improved in the school setting.

Metacognitive reading strategies are employed to monitor or regulate the cognitive strategies (Çakıcı 2017 , as cited in Devine,(1993). Moreover, metacognitive strategies help students to focus their attention to understand the content, to connect prior knowledge with new information and to code them in their minds (Çakıcı 2017 , as cited in Paris & Jacobs, (1984)

7. Research Methodology

In this study, the researchers have opted for a holistic approach where the implementation of metacognitive activities are displayed and sought. Hence, an exploratory method is displayed through which learners are supposed to detect the use and practice of metacognition in reading. A triangulation method is used- both qualitative and quantitative methods are used in answering the what, the how and the why questions besides gathering statistics. In addition, the researchers also used description and argumentation to justify their choices.

The population selected is Second year LMD at Msila University, with a population of 70 students and 10 teachers. The whole population was administered a Questionnaire related to reading Needs

Analysis and a post reading questionnaire to 35 students as an evaluation to their outcome after experiencing a lesson using metacognitive activities through pre-reading, while reading and post reading. In addition, another questionnaire was also administered to teachers about how they teach reading with their respective classes .

8. Chapter Division

The work is divided into two chapters- Part one deals with reading-definition and characteristics, its evolution, its categories, its types, its models and as a process. Part Two is related to cognitive versus metacognitive strategies including definition of cognition, metacognition, classroom Instruction metacognitive reading Strategies, definition of strategy, reading strategies and categories of metacognitive reading Strategies and developing EFL Students' Reading Strategies through the implementation of Metacognitive Activities. Chapter Two: Part One deals with Research Design and Methodology whereas Part Two treats the analysis of Findings including the analysis of students' and teachers' questionnaires in addition to recommendations .

9. Significance of the Study

The current study would be a contribution in the research on developing reading comprehension strategies. In particular, it is significant for teachers who aim to achieve the amelioration of the reading skill. In addition, it addresses the teachers raising awareness on the use of metacognitive strategies in a reading class. And it is significant to students who seek to develop their level of comprehension at the level of metacognitive reading.

Chapter One: Part one: Reading and its Characteristics

Chapter One: Part one: Reading and its Characteristics

Introduction

Reading is a very important skill, where everyone is required to read on a number of different occasions and take reading as a vehicle to collect some information, to enrich one's stock of vocabulary and knowledge of language, to enlarge one's culture about a specific knowledge area or to read for pleasure.

Reading, through time, has witnessed many stages from passive to active to interactive. In fact, reading is an interactive process combining top-down and bottom-up processing (Barnett,1989); as a result, it is very important for students to use appropriate reading strategies to increase their comprehension. Those strategies range from cognitive to metacognitive thus giving an array of choices to choose from when reading.

According to Richek et al.(1996) ,the reading process is made up of multiple components: word recognition, fluency, comprehension, an understanding of vocabulary and language structures, active learning, and enjoyment of reading (Richek, Caldwell, Jennings, & Lerner, 1996). Grabe (1991) lists the five most important areas of current research which are still prominent: “schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations” (p. 375)

1.2. Definition of reading

As there is no clear cut definition to reading, the researchers attempted to list many definitions to enrich the readers' repertoire and enhance them to form a global view about..

1.2.1. What is Reading?

For Carroll reading is “the activity of reconstructing a reasonable spoken message from a printed text, and making meaning responses to the reconstructed message that would be made to the spoken message” (62).In another view, J. Harmer, sees reading as “an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages” (Harmer 153). Seen from a psychological perspectives,. K. Goodman describes reading as “a

psycholinguistic guessing game in which the reader reconstructs as best as he can a message which has been encoded by a writer as a graphic display” (qtd. in Eskey et al 74).

Many researchers did not stop and confine reading just in one definition, for example, F. Davies emphasises the mental and cognitive aspects -he says: “Reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time” (Davies 01).He reiterated saying that reading is an interaction between a writer and a reader which results in the transmission of a message between them. In this respect, reading is to some extent similar to listening because both of them require an encoder (speaker, writer), a decoder (hearer, reader) and a means of communication which can be an oral or a written message.

In addition, while Rasinski, T. &Padak, N. (2000) define reading as realizing written symbols, pronouncing them, translating the ideas, and understanding the text to interact with the words and respond to those symbols, Lynskey, A. &Stillie, M. (2009) mention that reading is a mental contemplative process where the readers understand and interact with written symbols in order to take advantage, solve problems, and use them in life situations.

Sharing the same view, Razi (2004) speculates that reading is a mental process which includes psychological interpretation of symbols received by the reader through the eye, thus creating a linking between personal experience and meanings of these symbols. For Kibry, J. (2006) reading is a sensory process in language, which is linked to the linguistic psychology, where it begins with writing symbols and ends at the sense explained by the reader and this is the basic interaction between language and thinking in reading. To end, Grabe and Stoller (2002: 9) define reading as “... the ability to draw meaning from the printed page and interpret this information appropriately”.

1.2.2. What is Reading Comprehension?

Reading comprehension is a whole process where the reader has to go through a written message in order to understand its gist. Hence, this operation is purely cognitive when the mental elements help the reader form an idea about but sometimes understanding a text goes beyond what we read and what we see.

Reading comprehension is generally defined as a process by which meaning is constructed through coordinating a number of complex processes such as reading of words, knowledge of words, text organization, strategies and even knowledge of the world (Cain, Oakhill, & Bryant, 2004 ; Fuchs,

Fuchs, Hosp, & Jenkins, 2001 ; Paris, Carpenter, Paris, & Hamilton, 2005 ; Paris, Wasik, & Turner, 1991 ; Perfetti & Hogaboam, 1975).

According to F. Grellet (1981: 3), understanding a written text means extracting the required information from it as efficiently as possible. Therefore, we may say that a person has understood a text if he/she succeeds to get the necessary information in the most effective way. Nunan (1999) questions why people read and he lists the things that he reads in an ordinary day. According to the list, he argues that he reads different things with different aims; so he uses different strategies for different tasks. For example, reading a label on a bottle of milk does not require the same strategies as reading academic texts.

Williams (1984 :02) , mentions that reading is « the process whereby one looks at and understands what has been written ».For him understanding or comprehension shapes the process of reading . The reader has to be selective during reading to gain sense or meaning . So, Williams linked processing reading cognitively with the metacognitive act of understanding .

In contrast, Widdowson(1979 :56) describes reading process as “ not simply a matter of extracting information from the text but rather ,it is one in which the reading activates a range of knowledge within the reader’s mind” .This definition is no longer limited to describing reading as a cognitive process , but more elements were integrated and taken into consideration .As explained by Widdowson , reading is mainly about the interaction that exists between the reader and the written symbols and focuses on the importance of the already gained knowledge (schemata) .

1.3. The Evolution of the Understanding of Reading:

Throughout history, the views about reading have taken several forms. During the 40’s, 50’s and early 60’s, reading was seen a passive skill where the recipient tries to decode the encoded message. By the late 60’s and the beginning of 70’s, the views about reading have completely changed. The common belief soon changed to view reading as an active rather than a passive skill which requires the use of different strategies to understand the sense of the message. By the late of the 70’s, reading has been recognised as an interactive skill where the reader is supposed to interact with the text to infer the implicit meaning.

1.3.1. Reading as a Passive Skill

According to Carrell, reading was given a passive status. The reader’s role was seen to just decode the printed words in order to reconstruct the author’s intended meaning. Readers were expected to build

up meaning for a text from the smallest units at the ‘bottom’ (letters and words) to larger units at the ‘top’ (phrases, clauses, inter sentential linkages) (Carrell 02). All the readers had to do is to open their mind and passively let the meaning enter their minds as it is intended by the author..

1.3.2. Reading as an Active Skill

During the late 60s and the beginning of 70s, the development of studies like those of Goodman 1967 and 1971, Kolers 1969, Wardhaugh 1969, Smith 1971, brought a revolution to the understanding of reading; F. Grellet, advocating this view, argues: “reading is an active skill which constantly involves guessing, predicting, checking and asking oneself questions” (08). Thus, the reader is actively involved in a variety of activities which enable him to get the meaning of a passage.

- **A:** Activate prior knowledge.
- **C:** Cultivate vocabulary.
- **T:** Teach for comprehension.
- **I:** Increase reading rate.
- **V:** Verify reading strategies.
- **E:** Evaluate progress.

1.3.3. Reading as an Interactive Skill

With the moving time and the development of research, reading has taken another form-reading is no longer conceived passive or active but rather interactive. In 1977, Rumelhart introduced the so-called ‘Interactive Model of Reading’ which marked the beginning of a new understanding of reading where readers interpret the author’s meaning using their prior knowledge, purposes of reading, and the contextual constraints of the literacy event.

As Rosenblatt (1978) depicts, reading is a process of transacting, instead of simply interacting with texts, where readers, taking an active role to construct meaning from the texts. (Beach, 1993), are provided with an experience that they can live through. Readers can find meanings in the texts based on their own ideas, interests, and needs. Advocators (e.g., Ali, 1994; Davis, 1989, 1992; Elliot, 1990) of the reader-response approach claim that literature in a foreign language classroom can make the learning experience much more enjoyable and stimulating for learners than classroom instruction that requires

mere acquisition of the linguistic components of the text. Most importantly, integrated with such an approach, literature reading is not necessarily intimidating for non-native language learners (Liaw, 2001).

1.4. Categories of Reading

There are five categories for reading comprehension according to Lynskey and Stillie (2002:43). These categories are:

- 1- Literal comprehension:** answering questions by direct reference to the text. These answers are usually explicitly stated in the passage.
- 2- Reorganizational comprehension:** classifying, collecting and organizing information may be collected from more than one source.
- 3- Inferential comprehension:** detecting information implied in a passage. This demands thinking and deduction beyond what appears in the passage.
- 4- Evaluation comprehension:** interpreting and evaluating the writers' assumptions or intentions, often by comparison with the readers' own experience or opinions.
- 5- Appreciative comprehension:** responding to a passage with enjoyment, and with awareness of its language usage and emotion. It is obvious here that these skills are not clear-cut and separate. There is a considerable overlap between categories.

1.5. Types of Reading

- 1. Skimming:** It is a quick reading or quickly running one's eyes over a text to get the gist of it.
- 2. Scanning:** It is a deep reading to a text to get to find a particular piece of information or detailed data.
- 3. Extensive reading:** reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding and it is good and well oriented for home tasks.
- 4. Intensive reading:** reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

1.6. Models of Reading

One important question that researchers in the field of reading have been trying to answer is "what goes on in the visual system and the brain during the process of reading" (Davies 57). This simply

means that researchers give more importance to how readers read and how the mind and the eyes will have it. In general, there are three main models of the reading process: the bottom-up, the top-down, and the interactive models.

1.6.1. The Bottom-up Model of Reading

The reader is seen to move progressively from smaller to larger units of language in his way to understanding; hence, taking an ascending order. So, according to Zakaluk, a reader starts first by reading letters, then associating these letters with their appropriate sounds, then they combine the letters to read words, then sentences then paragraphs and so forth. In other words, reading is a data-driven process (bottom-up) in which:

- (1) letters are transformed into phonemic representations;
- (2) phonemic representations are then transformed into word representations;
- (3) words are next assigned meaning;
- (4) words are combined into meaning-bearing sentences;
- (5) meaningful associations are formed; and
- (6) information is finally stored. (Zakaluk on-line pages).

Many researchers and theorists in the field disagree with this approach because they believe this bottom approach takes time and does not yield to good understanding. On the contrary, they think efficient readers take the reverse direction when reading; that is, they move from top to down. In other words, the bottom-up process of reading is defined as a serial model where the reader begins with the printed word, recognizes graphics stimuli, decodes them to sound, recognizes words, and decodes meanings (Paran 1997; Alderson 2000).

According to Grabe and Stoller (2002), the reader goes through a mechanical pattern by creating a piece-by-piece mental translation of the information in the text (Anderson 1999) where the interaction between the reader and the text includes little or no inference from the reader's own background knowledge.

1.6.2. The Top-Down Model of Reading

The top-down model of reading reverses the order in that thinking and meaning are included at a very early stage and the processing sequence proceeds from prediction to progressively smaller units (Davies 58). The top-down approach in which the importance of prediction, guessing and 'going for gist' are promoted at the expense of attention to letters and words has also been criticised. Davies reiterates

that good readers do in fact rely on graphic information which may be more efficient than endeavouring to ‘predict’ words based only upon context and language structure.

Grabe and Stoller (2002) stress that top-down models assume that reading is primarily directed by reader goals and expectations, that is why top-down models characterize the reader as someone who has a set of expectations about the text information and samples enough information from the text to confirm or reject these expectations. Top-down approaches emphasize the importance of schemata, and the reader’s contribution, to the incoming text (Alderson 2000).

Eskey (1988) points out the limitations of top-down models. According to him, top-down models require the prediction of meaning by using context clues and combining them with background knowledge. However, this model is valid for skilful and fluent readers who are autonomous at reading, so the model does not work well with less proficient readers.

1.6.3. The Interactive Model of Reading

Rumelhart (1977) introduced the so-called ‘Interactive Model of Reading’ as an alternative to both bottom-up and top-down approaches. The interactive model does not dictate the direction of processing information during the act of reading. Instead, the reader is seen to be able to draw simultaneously, but selectively, upon a range of sources of information: visual, orthographic, lexical, Semantic, syntactic and schematic (Davies 64).

1.7. Reading as a Process

According to Chastain (1988), the reading process means an active cognitive system operating on printed material in order to comprehend the text. He states that during the writing process, the writer tries to activate background and linguistic knowledge to create meaning; and then the reader’s task is to activate background and linguistic knowledge to recreate the writer’s intended meaning. Then the reader should go beyond the printed material to get the writer’s intended meaning.

Harmer (2001) states that a reader uses a variety of clues to understand what the writer is implying or suggesting, in that way the reader is able to see beyond the literal meaning of the words. *Schema*, which is defined as background knowledge that enables the reader to make predictions for more successful interactions, plays a vital role in that interpretation since successful interpretation depends to a large extent on shared schemata.

Goodman (1988: 11) mentions two views on reading. The first view accepts reading as “...matching sounds to letters”, whereas the second view defines it as a mystery, that “nobody knows how reading works”. MacLeish (1968: 43) proposes that “[t]he readers of all written languages are

“getting” sounds from the printed page”. He describes a writer as one who encodes meaning to sound. It does not matter whether encoding is oral or silent; encoding then is carried on from sound to orthography. He describes a reader as one who first decodes from orthography to sound (oral or silent) and later on from sound to meaning.

1.7.2. Schema Theory

The use of prior knowledge in understanding a text is paramount for the reader because he needs some history, some data and knowledge about the text in hand. This is what is known by schema. Schema theory deals with the reading process, where readers are expected to combine their previous experiences with the text they are reading. Since each reader has different background knowledge, it is culture specific. Schema theory was developed by the gestalt psychologist Bartlett “...who observed how people, when asked to repeat a story from memory, filled in details which did not occur in the original but conformed to their cultural norms” (Cook 1997: 86).

Carrell and Eisterhold (1983) emphasize the function of schemata in text and language comprehension and claim that any text either spoken or written does not itself carry meaning. Carrell and Eisterhold (1983: 556) claim that “... a text only provides directions for... readers as to how they should retrieve or construct meaning from their own, previously acquired knowledge.” Anderson (1999) reinforces this idea and claims that a reader’s comprehension depends on her ability to relate the information that she gets from the text with her pre-existing background knowledge.

1.7.2. Schema

The notion of schema is related with the organization of information in the long-term memory that cognitive constructs allow (Singhal 1998). Schemata are accepted as interlocking mental structures representing readers’ knowledge (Perkins 1983; Zaher 1987; Anderson and Pearson 1988; Cook 1997; Alderson 2000; Brown 2001; Harmer 2001) of ordinary events (Nassaji 2002).

So, background knowledge – also known as prior knowledge – is supposed to consist of two main components: “our assimilated direct experiences of life and its manifold activities, and our assimilated verbal experiences and encounters” (Swales 1990: 83). In the reading process, readers integrate the new information from the text into their pre-existing schemata (Nuttall 1996; Wallace 2001). Not only do schemata influence how they recognize information, but also how they store it. According to Harmer (2001), only after the schema is activated is one able to see or hear, because it fits into patterns that she already knows.

1.7.3. Schema Types

To understand the importance and the role background knowledge have on reading comprehension, Carrell and Eisterhold (1983), Carrell (1987; 1988b) and Alderson (2000) draw a distinction between schemata types. By *formal schema*, they point to background knowledge relating to the formal and rhetorical organizational structures of different types of texts. Carrell (1985) says reading comprehension is affected by the reader's formal schemata interacting with the rhetorical organization of a text.

Content schema is defined as background knowledge of the content area of the text that a reader brings to a text (Carrell and Eisterhold 1983; Carrell 1987; Alptekin 1993; 2002; 2003; Singhal 1998; Stott 2001) such as knowledge about people, the world, culture, and the universe (Brown 2001). Carrell and Eisterhold propose that appropriate content schema is accessed through textual cues. According to Alderson (2000), readers need knowledge about the content of the passage to be able to understand it.

Yule (1996: 87) points out that *cultural schemata* are developed "...in the context of our basic experiences". Bedir (1992: 8) mentions cultural schemata and he defines it as "...the background knowledge about cultural aspects of the language being learned..." Ozyaka (2001) defines cultural schema as culture-specific world knowledge. To comprehend a text, appropriate culture schemata and scripts are considered to be necessary.

Conclusion

Reading is a multifaceted process where the reader is often passive waiting for the information to come to his mind. However, this does not seem the right process for often texts do not cast their shadows easily on the reader who has to deploy many tools in order to explore texts. Cognitive abilities are often limited in understanding the text that requires seeing beyond. Hence, the use of metacognition is necessary. Readers need to question the text, interact with it, and plan before hand resort to the schemata to support his predictions. So, to fully understand the text at hand, need some monitoring, planning, evaluating, questioning and often perusing beyond the stated facts and the hidden meaning .In fact, reading is a process where pre-reading opens up the appetite, while the during reading confirms the predictions and the post reading closes up and wraps up everything-It is there that the complete sense of the text is reached.

Chapter One: Part Two: Cognitive versus metacognitive Reading Strategies

Introduction

Reading is essentially a mental process where the mind is consecrated to decipher the reading material and process to its transformation using thinking as a main ingredient in addition to the creative mind. Hence, to be able to comprehend a text, the reader resorts to his mental potential as preparation for learning where he stands as a resolute reader monitoring his own learning, orchestrating the different schemes, evaluating his own learning pace as well as the different strategies he has used to understand such a reading material.

However, a great number of students do not really master the metacognitive reading strategies that enable them to better read, to go beyond the written text and extrapolate. The present work focuses on how to make those readers read metacognitively through a wide array of strategies and classroom activities. Thus, the entire work will be devoted to reading, reading strategies and the use of metacognition in reading through classroom implemented tasks that second year tertiary students will use through a demonstration lesson.

3. Definition of Cognition

According to (Neisser, 1967), the term 'cognition' refers to all the processes by which the sensory input is transformed, reduced, elaborated, stored, recovered, and used. It is concerned with these processes even when they operate in the absence of relevant stimulation, as in images and hallucinations ... Given such a sweeping definition, it is apparent that cognition is involved in everything a human being might possibly do; that every psychological phenomenon is a cognitive phenomenon. (p. 4)

Cognitive strategies help facilitate the reading process including the way readers understand texts and infer meanings from. Cognitive strategies can be divided as - recognizing, using topics, guessing from the context, using a dictionary, writing down, imagery, activating background information, summarizing, using linguistic clues, using text markers, skipping the difficult parts' and repeating words or phrases. However, metacognitive reading strategies are higher order performance methods that refer to the planning, monitoring, and evaluating the success of a learning activity (Pressley & Afflerbach, 1995).

4. Definition of Metacognition

Metacognition involves "active monitoring and consequent regulation and orchestration of cognitive processes to achieve cognitive goals" Flavell, 1976, p. 252). Almasi, J. F. (2003) describes metacognition as "thinking about thinking." Several classification schemes have been used to group, analyze, and evaluate these strategies (Flavel,; 1979) and even though there are important differences

among them, overall, three general categories consistently appear namely cognitive monitoring, cognitive regulation, and a combination of both.

Anderson (1991), based on previous research, has suggested five main components for metacognition. They include:

- 1- Preparing and planning for learning.
- 2- Selecting and using learning strategies,
- 3- Monitoring strategy use.
- 4- Orchestrating various strategies,
- 5) Evaluating strategy use and learning.

Reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing. Flavell (1976,1979) considered metacognition as “a very powerful predictor of learning performance.” Based on a meta-analysis of studies, Wang, Haertel, and Walberg (1990) concluded that, “Metacognition is the most important predictor of learning performance in general. The distinction between metacognitive knowledge and metacognitive skills has been generally accepted.”

Metacognitive knowledge refers to the declarative knowledge one has about the interplay between personal characteristics, task characteristics, and available strategies in a learning performance, (Flavell,1979). Metacognitive skills, on the other hand, refer to the procedural knowledge that is required for the actual regulation of, and control over one’s learning performance, (Brown &DeLoache, 1981). Metacognitive strategies are the learner's deliberate mental behaviors for directing and controlling their cognitive strategy processing for successful performance. Hence, thanks to these metacognitive elements that readers can extrapolate the meaning from any exposed text.

Kuhn defined metacognition as, "Enhancing (a) metacognitive awareness of what one believes and how one knows and (b) met a strategic control in application of the strategies that process new information" (p. 178).Brown A &DeLoche (1981) revealed that students' comprehension was not reinforced by merely reading more text. If the students used even one of the strategies, for example summarizing, comprehension was bettered. If students were given a set of strategies that they could apply at their discretion, comprehension was greatly upgraded.

5. Metacognitive Reading

For (Baker, 2002, 2008; Pressley, 2002) , metacognition includes awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating. Essentially, we learn awareness

of our comprehension processing. More specifically, we learn strategies that support our comprehension (our awareness of strategies) and we learn how to carry out these strategies effectively (our control of strategies).

On the other hand, Louca (2003) describes metacognition as cognition about cognition because it entails examining the brain's processing during the reading / thinking process. Iwai (2011) sees metacognition as a key to reading comprehension since it is found essential in the development of some linguistic, cognitive, and social skills. In the field of reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks that treat the three level phases of reading- pre-while and post reading.

6. Classroom instruction using Reading Metacognitive Strategies

Many teachers, according to recent researches, do not give metacognitive reading its due. In this respect, Almasi, J. F. (2003) said even though metacognitive strategies are considered valuable for adequate text comprehension, classroom teachers often do not teach this process. Barnett, M. (1988), managed to identify four activities they believe work in comprehension-fostering and comprehension-monitoring activities. These activities are self-questioning, summarizing, clarifying, and predicting.

Reciprocal Teaching (RT) is another technique used by Palincsar and Brown and which research has proved effective in the sense that the strategies employed in RT are important (Rosenshine & Meister, 1992), how readers would spend their time in the learning task, spend more of their time in goal-oriented searching and periodically reminded themselves of their current goal. As a remedy and recommendation for the lack of teaching to metacognition in reading, Xu (2012 PP 1432 – 1433) reports that students should be trained to use metacognitive strategies in their learning English language skills. Besides he believes that students must be trained to monitor themselves and this can be done in three aspects:

- The first is to instruct student to self-monitor their learning plan and regulate the plan accordingly.
- The second is to guide students to cultivate self-monitoring methods including diaries, which is a reflective first hand account by a student of his language learning experience, and his reflection on reaction to the process. Additionally, it is useful to guide students to write stage summary, which summaries' his progress or limitations of a certain kind of stage. The teacher's supervision, by pointing out the students limitations, is also beneficial to students

learning of English. From monitoring, students can check verify and correct his errors of the cores of learning.

- The third is to direct the students to strengthen self-monitoring on their autonomous learning process under internet. Teachers should create a harmonious and supportive classroom atmosphere in oral English class under internet, and teacher' role can be changed from teacher-centered into student-centered.

According to Lenz,(2005:77), the stages of instruction that are most often cited as being effective in helping a student learn a comprehension strategy are :

- 1- Orient students to key concepts, assess, and ask students to make a commitment to learn.
- 2- Describe the purpose of the strategy, the potential benefits, and the steps of the strategy.
- 3- Model thinking aloud the behavioral and cognitive steps / actions involved in using the strategy.
- 4- Lead verbal practice and elaboration of the key information and steps related to the strategy.
- 5- Provide for guided and controlled practice of the strategy with detailed feedback from the teacher and / or knowledgeable peers.
- 6- Gradually move to more independent and advanced practice of the strategy with feedback from the teacher and / or knowledgeable peers.

Svjetlana, et. al. (2014) state that meta-cognitive knowledge of the reading strategies is key to and essential for successful monitoring and control of reading with the purpose of good text comprehension. The students need to know reading strategies and they must be willing to use them as appropriate. The knowledge and use of various meta-cognitive strategies assist students to effectively learn from texts.

Cubukcu (2008) argues that unskilled readers can become skilled readers and learners of texts if they are given instruction in effective strategies and taught to monitor and check their comprehension while reading. In the same vein, Al Melhi (2000) asserts that training in meta-cognition in language learning strategies helps learners to develop their listening and reading skills and raise their language proficiency levels. Similarly, Eluemuno and Azuka-Obieke (2013) maintain that the meta-cognitive skills acquired in reading can promote the acquisition of language skills such as listening, speaking, reading and writing.

Learners should be incited to use the metacognitive vital elements when reading-A set of characteristics in this respect need to be cultivated accordingly. These are ranged as follows

4.1. Goal setting

Goal setting is an important part of self –regulation and can be essential to other self-regulation strategies. Students need to be trained to set goals for themselves that are both specific and

challenging, but not too difficult. Setting goals is part of one's organizational plan which sets up from an intrinsic motivation that lies within the readers' heart.

4.2. Self – regulation

One effective tool that students can use to upgrade academic performance, regardless of ability, is self-regulation. Self-regulation is the process by which students take charge of their own learning, monitoring their behavior and progress and making adaptations along the way to get from idea to execution. This is just a matter of how to manage one's time and effort. If the good reader knows how to self-regulate himself, this is a sign of self control and monitor that is not given to anyone but to the diligent strategic readers.

4.3. Planning

Metacognitive planning strategies, according to Kluwe, (1982:212), are those directed at the regulations of the course of the students' own thinking. They help to:

- 1- Allocate sources to the current task.
- 2- Determine the order of steps to be taken to complete the task; and to set the intensity or the speed at which one should work on the task.

Livingston (2003) noted that, "self-questioning strategy may be employed in reading as a means of tapping knowledge (cognitive) or as a means of monitoring the activity of reading (metacognitive)". Rosenshine and Meister (1992) indicated that, "question generation may be an efficient strategy for promoting higher-level thinking. Wilson and Smetana (2011, 1) cited a classroom teacher simulating the self-questioning strategy in front of her students, saying:

Before I read, I have to activate my prior knowledge. I read the title first... and I ask myself, „What do I already know about this topic? “ To answer this On my Own“ question, I remind myself that in class yesterday we talked about how the Battle of Bull Run was the first major battle of the Civil War. Then I wonder, Why am I reading this?“ Another „On my own“ question! Now, I need to create a purpose. My purpose is developed from the title. It is to learn about the Battle of Bull Run and what it has to do with the Civil War.

According to Rawson, O'Neil, and Dunlosky (2011), "self-testing has two benefits. First, it improves learners' monitoring accuracy, which in turn results in the effectiveness of controlling their learning. Second, like self-questioning, self-testing can directly sharpen memory of the learned concepts, so that readers can correctly remember and better retain the learned material.

4.4. Self-Monitoring

O'Malley and Chamot (as cited in Safosto, 2015, P. 16) classify self-monitoring and self-evaluation as meta-cognitive strategies. Self-monitoring has been underlined in instruction of reading skills as part of learners' taking responsibility for their own learning. It supplies learners with both the opportunities and strategies to continue their learning beyond the classroom (Velde, Zhuang, and Kang, 2012). Jensen (2011) defines self-monitoring as paying close attention to one specific aspect of language in terms of grammar or pronunciation. It helps learners remember to produce the accurate version of language. Covarrubias and Stone (2014) define self-monitoring as the extent to which students regulate or monitor their behaviors in classroom and believe that it is an important factor in performance and endorse that self-monitoring strategies correlate positively with academic achievement.

Blakey and Spence (1990: 2) stated that, “learners should ask themselves what they know and what they do not know at the beginning of a research activity. As the research activity progresses, their initial statements about their knowledge of the research activity will be verified, clarified and expanded”. Ratner (1991, p. 32) views the questioning of given information and assumptions as a vital aspect of intelligence: Learners should pose questions for themselves before and during the reading of learning material and pause regularly to determine whether they understand the concept; if they can link it with prior knowledge; if other examples can be given; and if they can relate the main concept to other concepts.

Here Muijs and Reynolds (2005, p. 63) argue that the connection of prior knowledge and new concepts should take place during the lesson and not only when a new concept is introduced. This integration of prior knowledge and new concepts enables the learner to understand the unified and interconnected nature of knowledge, while also facilitating profound understanding of subject matter, (Ornstein & Hunkins, 1998).

Metacognitive knowledge or awareness is knowledge about ourselves, the tasks we face, and the strategies we employ (Baker & Brown, 1984)

According to Kluwe (1982: p. 212), metacognitive monitoring strategies help to:

- 1- Identify the task on which one is currently working.
- 2- Check on the current progress of that work.
- 3- Evaluate that progress and predict what the outcome of that progress will be.

Garner, (1987) concluded that overall reading comprehension is influenced by how accurately one can monitor comprehension during reading. In fact, monitoring one's reading could be reinforced thanks to other metacognitive strategies such as think-aloud, self-questioning, and self-regulating, which I discuss below.

5. Application of metacognitive activities through the three Reading Phases

Schema theory is related to the use of background knowledge before starting reading. It helps a lot in comprehending a text and paves the way for processed and sequenced organized plan of work. Pre-reading activities play a vital role in schema theory reading models (Chen and Graves 1995; Demiriz 1998). Karakas (2002) states that reading activities try to prevent failure so that they can support the reader's interpretation of the text. Reading activities are usually subcategorised as *pre-reading*, *while-reading*, and *post-reading* activities (Ur 1996).

5.1. Pre-reading Activities

According to Chastain (1988), pre-reading activities motivate readers to read the text and when they are motivated – prepared for the reading activity – they complete the activity better and with less effort and are eager to participate in the activity since they have gained confidence. Lewin(1984), on his part, recommends that language teachers – like other course teachers – should encourage learners to evaluate what they read. It is in the pre-reading phase that teachers' role is vital to the degree that it can facilitate, break down the difficult words, prepare the ground for reading and help readers form an idea about the text, plan, predict and be ready to extrapolate into the components of the text beforehand.

Hence, activating readers' prior knowledge of a topic before they begin to read may help students' comprehension (Carrell and Eisterhold 1983; Grabe 1991; Ur 1996). Ur also argues that tasks make the activity more interesting since the readers have a purpose in reading and also the reading teacher may see how well the text is understood with the help of tasks given before and/or after reading.

5.2. While reading Activities

Hyland (1990), Nunan (1999) and Brown (2001) discuss scanning and skimming activities. According to Brown, skimming and scanning are thought to be the most valuable reading strategies. Through skimming, a reader is able to predict the purpose of the passage, and gets the writer's message (Flowerdew and Peacock(2001). On the other hand, Brown proposes that readers scan to get specific information in a text, such as names, dates, etc. Similarly, Alderson (2000) proposes that skimming is a metacognitive skill that is used by good readers. Bachman and Cohen (1998) and Flowerdew and Peacock (2001) also state that skimming allows readers to read for general understanding. Scanning and skimming work better if they are supported with evaluation activities (Karakas 2002).

Hyland (1990) states that, through surveying, the reader previews the text content and organisation where she uses referencing and non-text material. Karakas (2002) proposes that readers better

comprehend if they are asked to state their ideas about the topic of the text and then evaluate it with their friends in the class and the activities *reciprocal teaching*, *evaluating*, *inferring* and *re-reading* provide a dialogue between the reader and the writer while the activities *scanning*, *skimming* and *clarifying* draw a clear mental picture for the reader.

5.3. Post reading Activities

According to Chastain (1988), post-reading activities help readers to clarify any unclear meaning where the focus is on the meaning not on the grammatical or lexical aspects of the text. Ur (1996) discusses *summarize* as a kind of post-reading activity where the readers are asked to summarise the content in a sentence or two. Karakas (2002) proposes that the readers interpret the text and illustrate the relationship between the questions and their answers by using activities such as *summarising*, *question and answer*, and *drawing conclusions* and it is possible to catch the missing parts of the mental picture through *thinking aloud*, *discussion* and *summarizing*.

6. Reading Strategies

Rather than passively reading a text to capture its main gist, strategic readers must analyze it, internalize it and make it their own thanks to the strategies they use. Hence, for an effective understanding, active readers use strategies to understand what they read before, during, and after. They use their prior knowledge to think about the topic, they associate it with their previous knowledge, make predictions about the approximate meaning of the text, preview the text by skimming and scanning to get a sense of the overall meaning. Indeed, the process of comprehension is both interactive and strategic, so in order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies (Tierney, 1982).

6.1. Definition of strategy

According to Barnett (1989), the term "strategy means the mental operations involved when readers purposefully approach a text, to make sense of what they read" (p. 66). In other words, reading comprehension requires the integration and application of multiple strategies or skills. Those strategies involve memory, cognitive, compensation, metacognitive, affective, social, and test-taking strategies (Caverly, 1997; O'Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985; Oxford, 1990; Zhang, 1993).

Brown (2007 :.119) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." He differentiates between strategies and styles. Styles are "consistent and rather

enduring tendencies and preferences within an individual". Styles are what distinguish you from others they are rather consistent and defy changes. Strategies on the other hand, vary within individuals from moment to moment as the specific problems and contexts change.

6.2. Relationship between Strategies and Skills

The relationship between the reading strategies and reading skills can be confusing. However, it recently started to be clear according to (Afflerbach, et al 2008) that a strategy is used “to describe aspects of reading that involve intentional control and deliberate direction of behavior”). In other words, students must consciously decide to employ a particular strategy in order to construct meaning from a text. (363)

In addition, (Geary2006: 66) mentions, “Reading strategies are part of a set of skills that students need to use as they read. Students engage in the use of not only one, but probably several strategies as they read. In a study done by McKown and Barnett's (2007), they stated that teaching children reading strategies helped them improve their comprehension skills. They added that, reading strategies helped children who had learning problems and had troubles with organizing their thoughts. Moreover, Zimmerman and Hutchins(2003: 5-6) think that in order to help children become more proficient readers, certain reading strategies should be explicitly taught in order to help students grow as readers. These specific strategies include:

- a- Creating mental pictures of what they are reading;
- b- Using background knowledge to make connections;
- c- Asking questions before, during, and after they read;
- d- Making inferences during and after reading;
- e- Determining the most important ideas or themes; f- Synthesizing information.

6.3. Classroom Reading Strategies

One of the first attempts to discover these strategies is Olshavsky's study (1976-77) which identified nine strategies from an L1 context: personal identification, use of context, synonym substitution ,stated failure to understand a word or clause, rereading ,inference, addition of information, hypothesis and use of information about the story. Pani (2004) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read... Good readers apply more strategies more frequently ...and more effectively than poor readers.”

Brown (2001), for example, points out that "reading for comprehension is a matter of developing appropriate, efficient comprehension strategies" (ibid P. 306). He goes on to enumerate ten such strategies: 1. Identify the purpose in reading. 2. Use graphemic rules and patterns to aid in bottom-up reading. 3. Use different silent reading techniques for relatively rapid reading. 4. Skim the text for main ideas. 5. Scan the text for specific information. 6. Use semantic mapping or clustering. 7. Guess when you aren't certain. 8. Analyze vocabulary. 9. Distinguish between literal and implied meanings. 10. Capitalize on discourse markers to process relationships. Interestingly enough, there have been some studies which have enumerated poor readers' characteristics.

Another early researcher in this specific area is Hosenfeld (1977). In her research about reading strategies, Hosenfeld found that good readers tended to use these strategies:

Keep the idea of the passage in mind ,skip unknown words, read in broad phrases ,guess the meaning of unknown words from context , identify the grammatical categories of words examine any illustrations , read the title and make inferences from it , use orthographic information (e.g. capitalisation) , refer to the side gloss, use a dictionary as a last resort, look up words correctly , continue if unsuccessful at decoding a word or phrase , recognise cognates use their knowledge of the world and evaluate their guesses .

A rather recent strategy that is being used by many EFL teachers in their reading classrooms is the KWL strategy. It is called the know-want to know-learn strategy and was first suggested in 1986 by D. Ogle, USA, as a reading comprehension strategy (Tsoneva on-line pages). The abbreviation KWL stands for what I know (K), what I want to know (W) and what I have learned (L). The KWL strategy helps the readers comprehend what they read and understand what they have read. It has three main steps which may be presented in the form of a three-column table that should be drawn by students before they start reading.

What I know?	What I want to know?	What I have learned?

The researchers believe this is a sound table that questions the use of prior knowledge, the planning of the intended actions and the questioning in the form of self evaluating as a feedback.

Conclusion

Using metacognitive strategies help students become better readers and to be active thinkers while they read. It also facilitates engagement and interaction by keeping students motivated through activating their prior knowledge. On the other hand, metacognitive strategies enable the students to be more active in the learning Process. With the metacognitive strategies use , the teacher doesn't direct the learners, but provides support from them to be able to learn on their own. While in traditional methods, there is a teacher – centered classroom which neglected the students' role.

Metacognitive strategies help students to be more interactive in their teaching. It is another outlet for learners to get aware of their proper learning while self planning, self regulating and self monitoring to come at last to self evaluating their own progress. Comprehension to any text will certainly depends on the sound use of metacognitive strategic ideas rather than on personal blind and routinely oriented actions.

Chapter Two: METHODOLOGY

Part One:

2.1. Introduction

This chapter is mainly devoted to research design and methodology where researchers try to give a general overview about the approach and the methods used in this study as a first part. In the second part, an idea about data collection tools and the types of questionnaires administered to both teachers and students are also mentioned and minutely studied. In addition, this part ends with data analysis, findings and recommendations pertaining to the same study. In the the third part we will briefly treat how EFL Students' Reading Strategies through the implementation of Metacognitive Activities are developed.

2.2 Research Approach and Design

2.2.1. Approach

In this study, the researcher uses a classroom educational holistic approach which reveals an overwhelming view about the classroom implementation of metacognitive activities. Hence, an expository method is displayed through which learners are supposed to practice metacognition in reading.

2.2.2. Methods

Since the topic is mostly of causal relationship, a cause effect to the mentioned variables, a mixed method (triangulation) is used. A qualitative method is mostly sought; hence focusing more on the what, the why and the how process. In addition, a quantitative method is also used to gather statistics and numerical data as displayed in the questionnaires. The study is (quasi-experimental (field study) and descriptive (a case study)where questionnaires to students and teachers as data collection tool are also used.

2.2.3. Sample Population

Webster (1985) states that “a sample is a finite part of statistical population whose properties are studied to gain information about the whole.” The topic requires a case study for its implementation with Second year EFL students- Hence, the population selected is Second year LMD at M'sila University, with a population of 70 students. Only 30 students. In addition, 10 questionnaires were also handed to teachers.

2.2.4. Instrumentation

Questionnaires are defined “as printed forms for collecting data (Seliger and Sohamy, (1998.172) .Such tools contain questions and other items designed to solicit information appropriate to analysis “(Babbie, 1990:377). The whole population was administered a Questionnaire related to reading Needs Analysis questionnaire. Another questionnaire was also administered to teachers about how they teach reading with their respective classes .A post reading questionnaire was also administered to the sampling population that consists of 35 students as an evaluation to their outcome after experiencing a lesson using metacognitive activities through pre-reading, while reading and post reading.

Hence, the division of the questionnaires is as follows: Students’ first questionnaire comprises 20 questions related to general information about the way they used to study reading in the class- This is just before the lesson demonstration and the implementation of the activities Then another second questionnaire was administered to students that comprises 20 other questions related to their post reading outcome and feedback. Besides these, a questionnaire was administered to teachers’ including 10 questions.

Part Two: Data Analysis and Interpretation

This part is mainly concerned with the quantitative and qualitative analysis obtained through the questionnaires.

2.1 Analysis of the Students’ Questionnaire (Needs Analysis)

Q1: I always answer the questions on the text by reading the text silently for many times.

	Number	Percentage
Yes	16	64%
No	09	36%

Table2. 1 : Students description to novice teachers’ level of confidence.

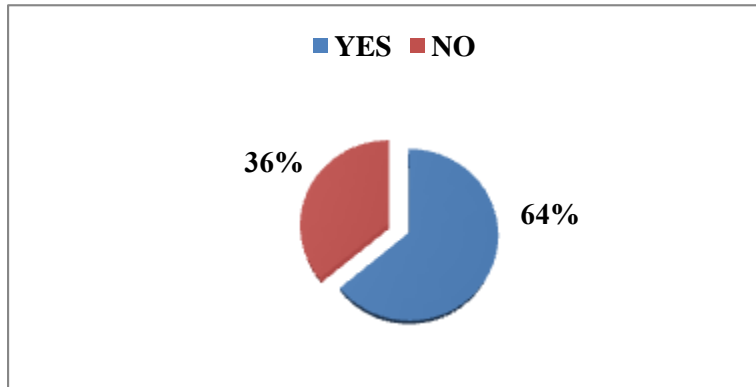


Figure 2.1 : Statistical representation on Students description to novice teachers’ level of confidence.

The majority of students (64%) confess they read the text silently for many times before they start doing activities. In contrast, only 36% confirmed the opposite.

Q2: I do not bother with the grammatical structure of sentences while reading in English.

	Number	Percentage
Yes	17	68%
No	08	32%

Table2.2: on the importance of grammar structure in comprehension

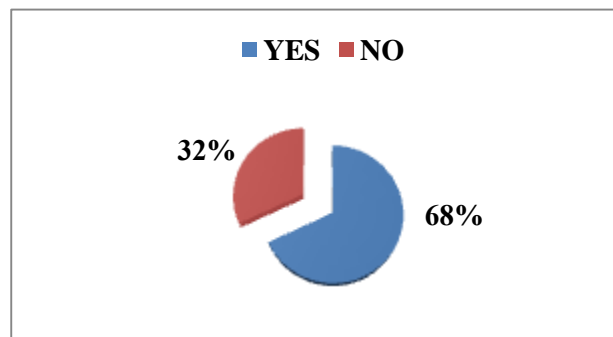


Figure 2.2 : Statistical representation on the importance of grammar structure in comprehension

Concerning the grammatical structures and their effect on reading, 68% of students say ,when reading in English, there is no problem with grammatical structures; whereas 32% attributed their difficulties when reading in English to the grammatical structures that sentences offer.

Q3: I predict the main idea of the whole passage from its title or subtitles.

	Number	Percentage
Yes	21	84%
No	04	16%

Table 2.3:On predicting meaning from titles/ subtitles

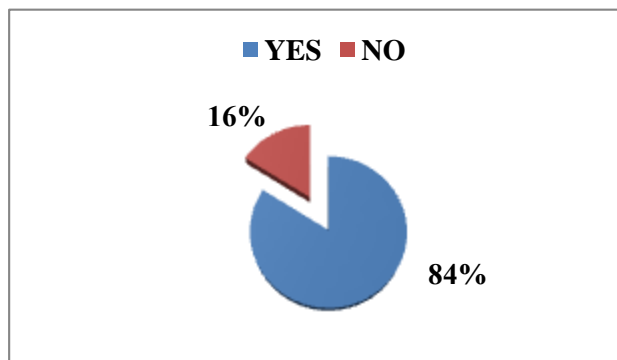


Figure 2.3 : Statistical representation on predicting meaning from titles/ subtitles

Indeed, some 84% of students admit they can form a global view about the text from its displayed title and subtitles. However, only a small portion(16%) expressed the opposite.

Q4: I guess the meaning of new words by making associations and context

	Number	Percentage
Yes	14	56%
No	11	44%

Table 2.4: Guessing the meaning from association and context

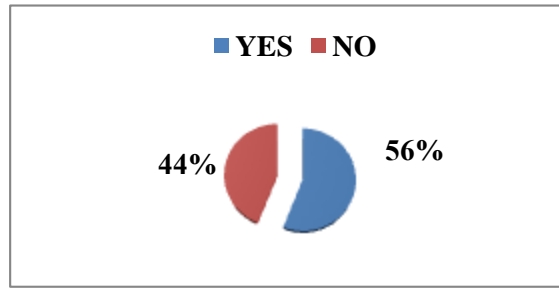


Figure 2.4 : Statistical representation on Guessing the meaning from association and context

The majority of students making 56% opt for the view of guessing the meaning of the new lexis through association and context, whereas only 44% opted for the opposite view.

Q5: I start directly reading the text to form an idea about before answering the questions

	Number	Percentage
Yes	19	76%
No	06	24%

Table 2.5 :On reading the text before answering the questions

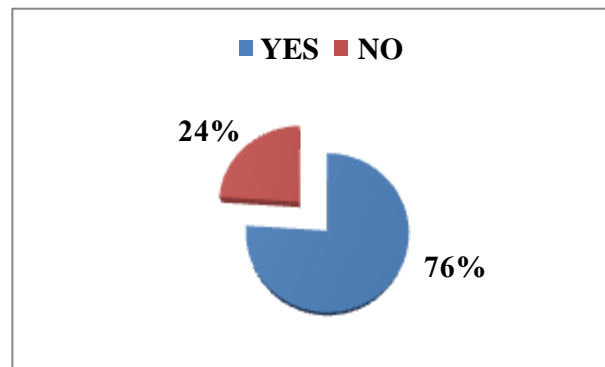


Figure 2.5: Statistical representation on reading the text before answering the questions

Most of the students (76%) think they should read the text many times before answering the questions. However, only 24% of them see quite the opposite.

Q6 :When I read English texts, I skip the words that are new to me because the teacher does not allow us to use the dictionary

	Number	Percentage
Yes	12	48%
No	13	52%

Table 2.6: On skipping the new words when reading

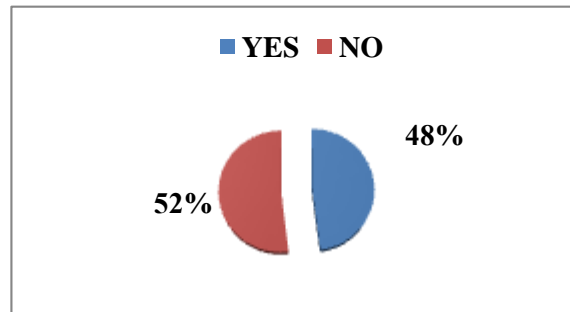


Figure 2.6: Statistical representation on skipping the new words when reading

Most of students (52%) admit they have to consider the new words and do not skip them; while (48%) of students skip the new lexis because the teacher does not allow them to use the dictionary.

Q7: The teacher does not prepare the text for us and does not help explain to us the new voc on the board

	Number	Percentage
Yes	20	80%
No	05	20%

Table 2.7 :On teacher's lack of help at reading

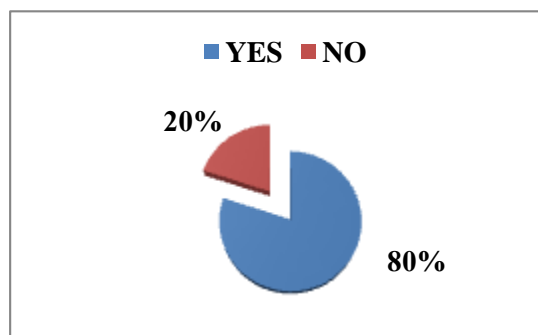


Figure 2.7: Statistical representation On teacher’s lack of help at reading

Most of the students (80%) said the teacher does not prepare the text for them and does not help them with vocabulary explanation. Only (20%) said they can rely on themselves.

Q8 :I try to guess the main ideas of the text on the basis of my personal experience

	Number	Percentage
Yes	16	64%
No	09	36%

Table 2.8:The use of personal experience in understanding the text

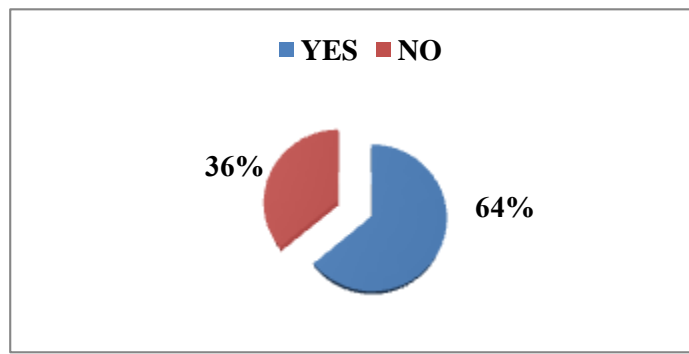


Figure 2.8: Statistical representation on The use of personal experience in understanding the text

Quite satisfactorily, some 64% of the students rely on their own personal linguistic experience to get the main ideas of the text; whereas 36% could not really use their own.

Q9:I try to understand complicated sentences by analyzing their structure.

	Number	Percentage
Yes	12	48%
No	13	52%

Table 2.9:Using Analysis to understand complicated sentences

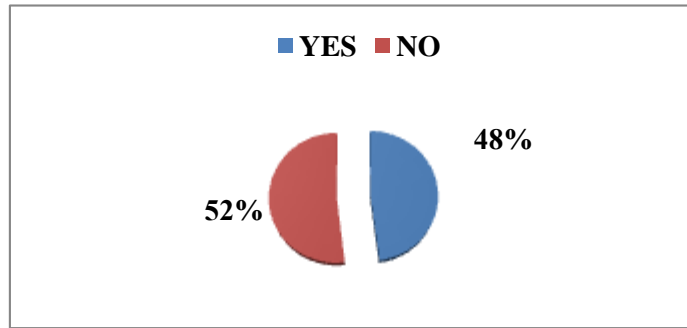


Figure 2.9: Statistical representation on Using Analysis to understand complicated sentences

The majority (52%) of students oppositely expressed their views in analyzing the structures to understand complicated sentences; while (48%) resort to the analysis.

Q10:By just reading the title I understand the whole text

	Number	Percentage
Yes	20	80%
No	05	20%

Table 2.10:Using the title to understand the whole text

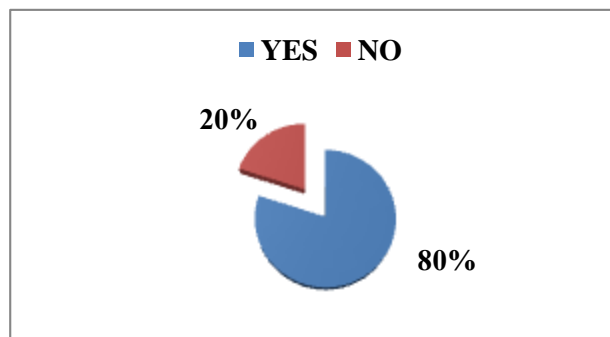


Figure 2.10: Statistical representation on Using the title to understand the whole text

Almost all the students (80%) are for the idea of exploiting the title for getting the whole meaning of the text. However, for (20%), this is is not enough.

Q11.I grasp the main ideas of the reading material through quickly reading the first and the last paragraphs

	Number	Percentage
Yes	12	48%
No	13	52%

Table 2.11: On reading the first/last paragraphs to get main ideas

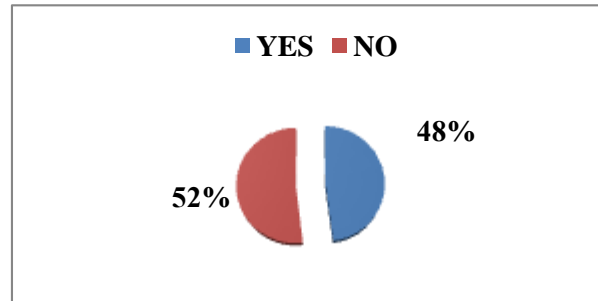


Figure 2.11: Statistical representation on reading the first/last paragraphs to get main ideas

52% of students deny grasping the main ideas of their reading material from just having a quick reading to the first and last paragraphs while 48% expressed quite the opposite view and claimed it is feasible for them to achieve this.

Q12. I guess the meanings of new words in context when reading in English.

	Number	Percentage
Yes	22	88%
No	03	12%

Table 2.12: guessing meaning of new words from contextualization

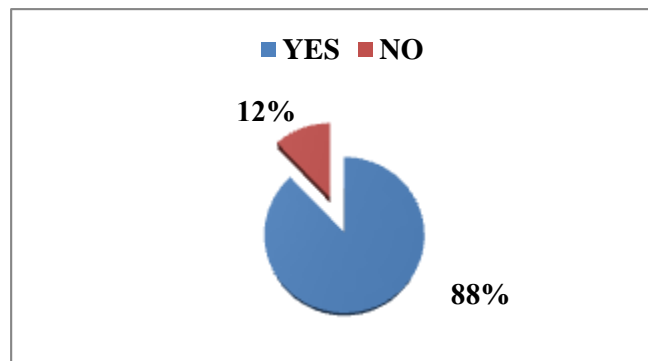


Figure 2.12: Statistical representation on guessing meaning of new words from contextualization

The majority of students (88%) consider the importance of context as a vital element in guessing new vocabulary. Only (12%) of students cannot guess the meanings of the new lexis, maybe, they are not accustomed to.

Q13.I try to interpret the writer’s intention just while reading and when I finish reading

	Number	Percentage
Yes	08	30%
No	19	70%

Table: 2.13-Interpretation through reading

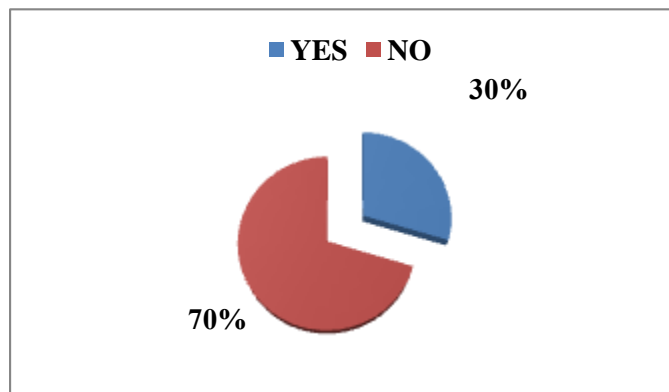


Figure 2.13: Statistical representation on Interpretation through reading

Most of the students making some 70% refused the idea that they can interpret the writer’s intention while reading and when they finish. However, 30% of them claimed positively and showed their abilities to interprets the writer’s intention

Q14.The teacher gives us the text with many activities and asks us to read it and do the tasks

	Number	Percentage
Yes	18	72%
No	07	28%

Table: 2.14 –the teacher and classroom activities

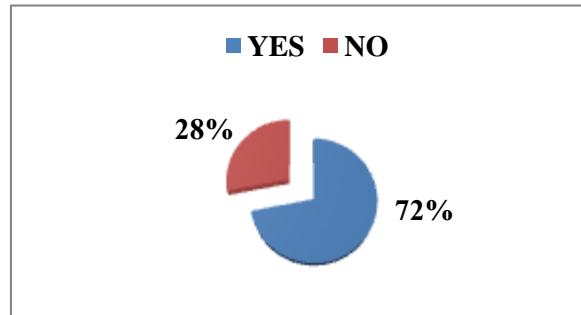


Figure 2.14: Statistical representation on teacher and classroom activities

The majority of students (72%) confess that the teacher does not bother himself a lot so he gives his students a text and the activities and let them work alone. However, only 28% claim the opposite.

Q15. The teacher has never shown to us how to read a text or how to analyze it

	Number	Percentage
Yes	20	80%
No	05	20%

Table: 2.15-on text reading and analysis

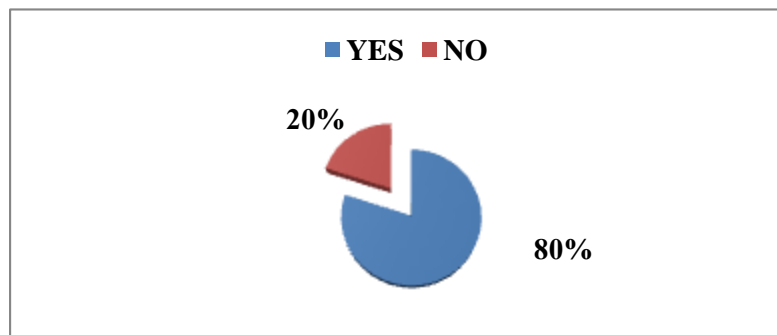


Figure 2.15: Statistical representation on text reading and analysis

Most of the students (80%) admit that their teachers have never shown to them how to read and how to analyze a text; a fact that only 20% of students refute.

Q16.I predict the main idea of the whole passage from key words.

	Number	Percentage
Yes	16	64%
No	09	36%

Table: 2.16-Predicting the gist from key words

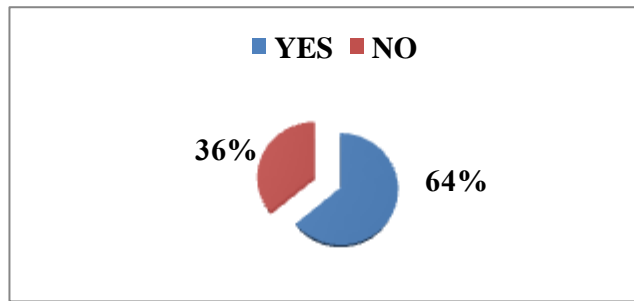


Figure 2.16: Statistical representation on Predicting the gist from key words

Most of active readers (64%) claim they can predict the main idea of the text just from the key words while only 36% seem to find difficulties doing so.

Q17.I try to grasp the general idea of a sentence before going to read the next sentence.

	Number	Percentage
Yes	19	24%
No	06	76%

Table: 2.17-on grasping the gist of a text

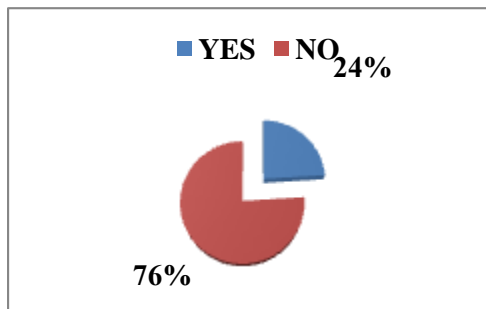


Figure 2.17: Statistical representation on grasping the gist of a text

Most of the students (76%) claim they cannot understand a sentence before moving to the next whereas (24%) of them find it easy to proceed in this way.

Q18. We always do the same activities on reading-synonyms, antonyms and questions on the text

	Number	Percentage
Yes	18	72%
No	07	28 %

Table: 2.18-On performing reading routine activities

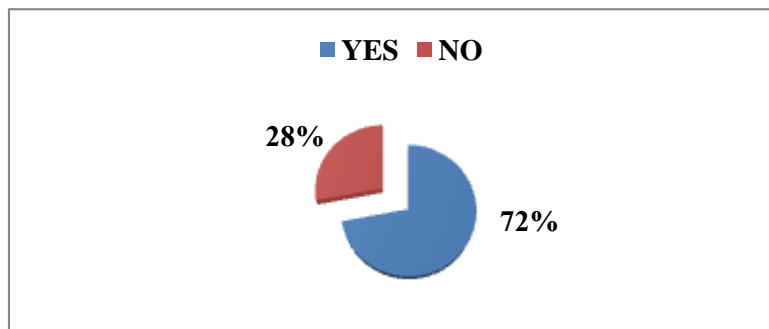


Figure 2.18: Statistical representation on performing reading routine activities

Most students admit they perform the same activities in the class; whereas some 28% of students refuse this idea, and that their teachers vary in the use of the different classroom activities.

Q19. I have never seen brainstorming activities or planning how to read a text before

	Number	Percentage
Yes	17	68%
No	08	32%

Table: 2.19-On techniques of how to approach a text

(68%) of students said their teachers have never shown to them how to plan for reading a text or how to use brainstorming activities; while some (32%) of students admit they have already been introduced to this.

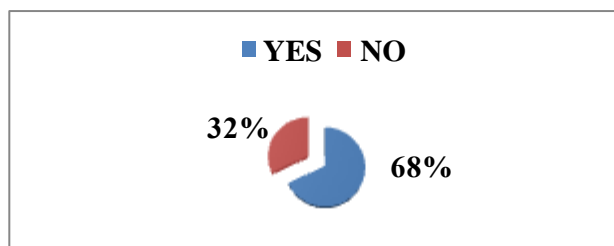


Figure 2.19: Statistical representation on techniques of how to approach a text

Q20. The teacher does not allow us to work in pairs or in groups and dislikes discussions about the text.

	Number	Percentage
Yes	06	24%
No	19	76%

Table :2.20-On tackling the reading text in the classroom

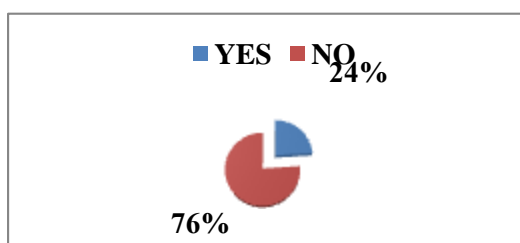


Figure 2.20: Statistical representation on tackling the reading text in the classroom

Most of the students (76%) reject the idea of not working in pairs or in groups and not maintaining discussions about the text. However, (24%) of them claim the opposite.

2.2. The Analysis of Teachers' Questionnaires

1. Experimental information On reading:

Q1: How long have you been teaching reading?

	Number	Percentage
0-05	06	60%
05-10	04	40%
10-20	00	00
over 20	00	00

Table 2.21 –On Teachers' experience in teaching English

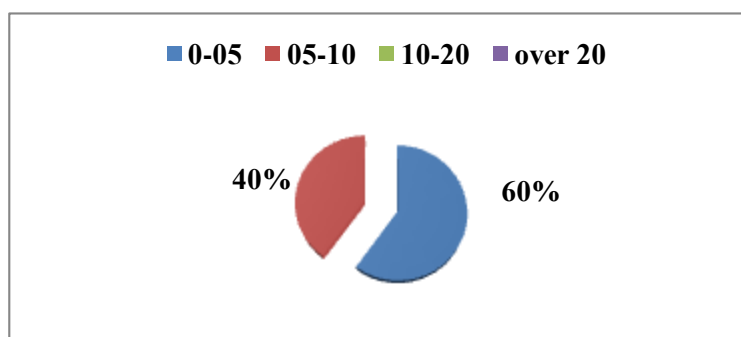


Figure 2.21: Statistical representation on Teachers' experience in teaching English

Out of the 10 teachers questioned, six of them representing 60% have got an experience from Zero to five years whereas 04 of them (40%) range from five to ten years of experience. In general, those teachers are new and fresh teachers.

Q2: How long have you been teaching written expression?

Experience	Number	Percentage
1-5	03	30%
05-10	07	70%
10-15	00	00
more than 15	00	00

Table 2.22-Experience in teaching written expression

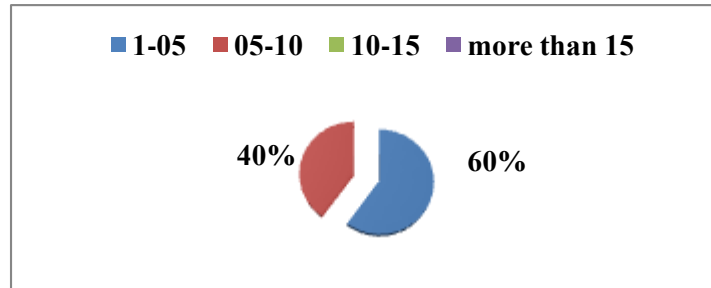


Figure 2.22: Statistical representation on the experience in teaching written expression

As to the number of years teachers have taught written expression, 03 of them only representing 30% showed an experience of one year to five whereas only 07 of the others representing 70% ranging from five to ten.

2. Teachers’ perceptions on students’ Reading

Q 1-How often do you teach reading?

Frequency	Number	Percentage
Once in a week	00	00
once in a month	02	20%
very rarely	08	80%

Table 2.23 –frequency on teaching reading

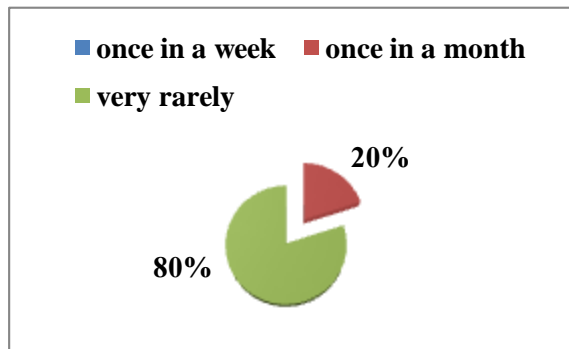


Figure 2.23: Statistical representation on frequency on teaching reading

Concerning the frequency teachers teach reading, 02 teachers only confessed they teach it twice per month representing 20%; whereas eight teachers representing some 80% answered they teach it very rarely. his shows that reading comprehension is not given importance and it is often included in the module of written expression and not as a separate module.

Q 2- Do you think that it is enough? Say why?

Answer	Number	Percentage
Yes	00	00
No	10	100%

Table 2.24-on reading frequency enough or not

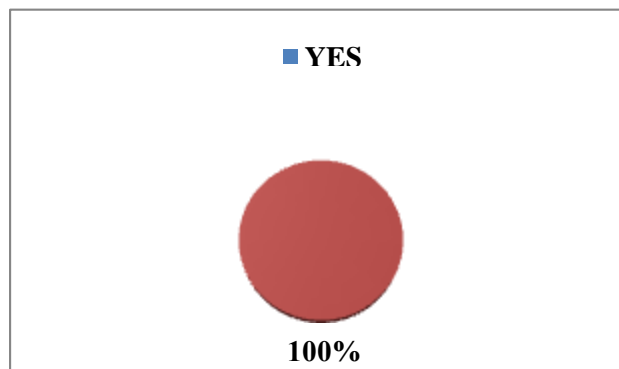


Figure 2.24: Statistical representation on reading frequency enough or not

As to the question related to whether reading is given enough time for the total sum of teachers opted for no .This is an indication that reading is rarely taught in the class and is neglected.

Q3-What are the major difficulties met by students when reading?

Major difficulties	Number	Percentage
difficult texts	02	20%
students' lack of vocabulary	07	70%
students' inability for text analysis	01	03%

Table 2.25- On the major difficulties met by students when reading

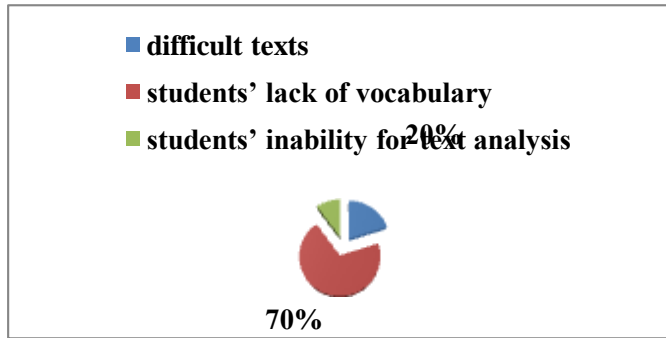


Figure 2.25: Statistical representation on the major difficulties met by students when reading

Concerning the major difficulties met by students when reading, two teachers attributed those difficulties to the difficult texts, making 20% ; seven other teachers related their causes to students' lack of vocabulary (70%), whereas one teacher attributed these constraints to students' inability to analyze texts (03%).

4- In your opinion, what is a traditional approach to reading?

traditional approach to reading	Number	Percentage
reading is a passive process	00	00
students are guided by teachers' answers	07	70%
students do not make efforts reading the text	03	30%

Table 2.26-traditional approach to reading

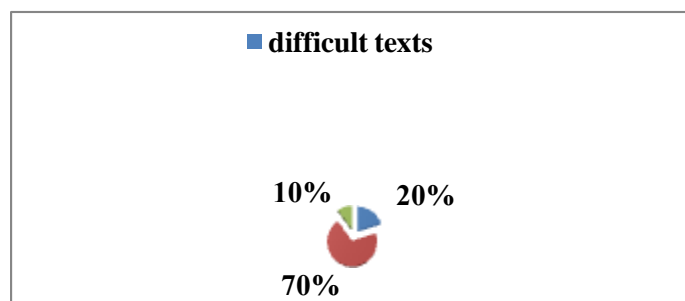


Figure 2.26: Statistical representation on traditional approach to reading

As to what is a traditional approach to reading, seven teachers answered that teachers guide the students in their answers, hence making the majority with 70%; whereas three teachers making 30% said the students do not know how to read, they do not make efforts in reading the texts.

Q 5- Do you teach pre-reading, while reading and post reading in your class?

Answer	Number	Percentage
Yes	00	00
No	10	100%

Table 2.27 -teaching pre-while and post reading in class

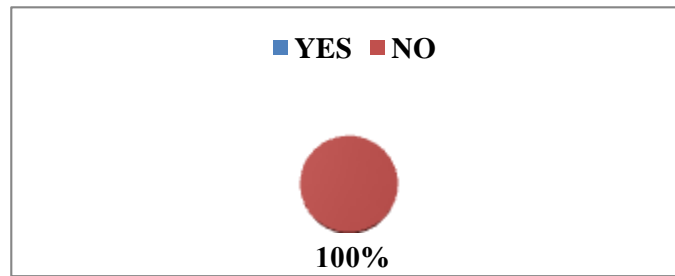


Figure 2.27: Statistical representation on teaching pre-while and post reading in class

Concerning the process of reading where the three phases-pre-reading, while reading and post-reading are taught in teachers’ respective classes, the majority of teachers ten out of ten representing (100%) said they never used this method. This meant they used to teach reading in a traditional way.

Q6-Do you give your students reading tasks that demand cognitive and reflective thinking?

Answer	Number	Percentage
Yes	06	60%
No	04	40%

Table 2.28 -Students and reflective reading tasks

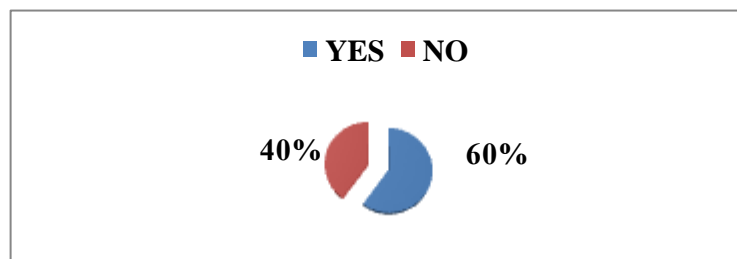


Figure 2.28: Statistical representation on students and reflective reading tasks

As to the nature of reading and the quality of tasks that demand cognitive and reflective thinking, six teachers out of ten representing 60% answered yes while four of them some 40% answered with no.

Q 7-In your opinion, do pre-reading activities help facilitate the students’ reading tasks?

Answer	Number	Percentage
Yes	09	90%
No	01	10%

Table 2.29-the role of pre-reading activities in facilitating students’ reading tasks

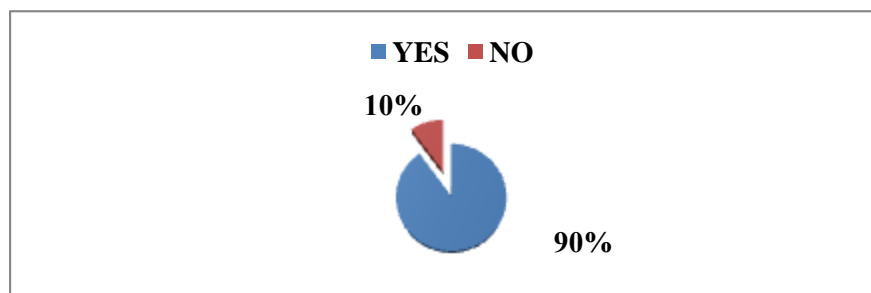


Figure 2.29: Statistical representation on the role of pre-reading activities in facilitating students’ reading tasks

As to whether pre-reading activities facilitate the reading tasks, nine teachers opted for yes making some 90% ; whereas only one teacher making 10% answered with no.

Q 8- According to you, what would be the best way to remedy students’ insufficiency in reading?

Answers	Number	Percentage
Encourage reading practice	00	00%
Focus more on intensive/extensive reading	08	80%
Use metacognitive strategies when reading	00	00%
Explore the hidden meanings of texts	02	20%

Table 2.30-remedying students’ insufficiency in reading

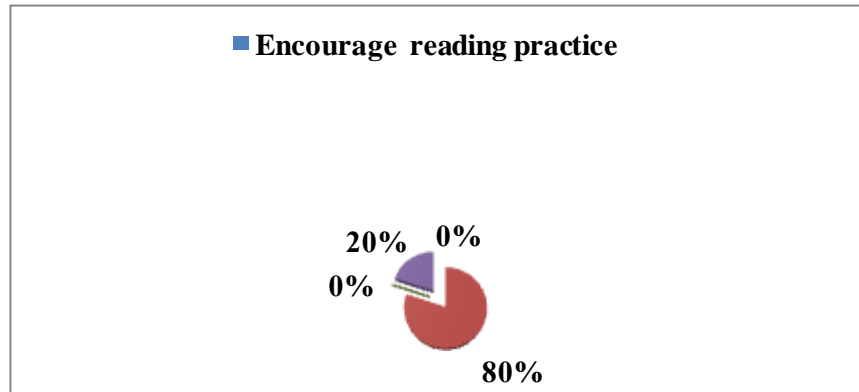


Figure 2.30: Statistical representation on remedying students' insufficiency in reading

As to best methods to remedy the students' insufficiency in reading, eight teachers suggested to focus more on intensive/ extensive reading, making 80% of the total ; whereas only two teachers making a sum of 20% suggest to explore the hidden meanings of texts-to use dictionaries, and to read between and behind the lines.

9. In your opinion, which method is more effective in teaching reading?

Answers	Number	Percentage
Process reading method where pre-while and post reading are used	03	30%
The use of metacognitive activities from beginning to end where students reflect, plan and monitor what they read	02	20%
Preparing the ground for readers before they start reading through mind mapping, brainstorming etc	02	20%
Encourage readers to read between and behind the lines	03	30%

Table 2.31-teaching reading methods

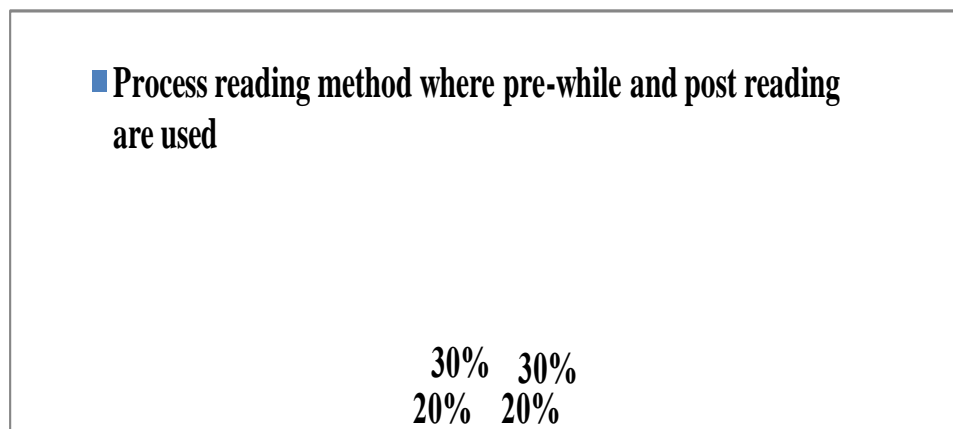


Figure 2.31: Statistical representation on teaching reading methods

Concerning the best and suitable method to promote the teaching of reading, three teacher suggested the use of Process reading method where pre-while and post reading are used making 30%, three teachers (30%) suggest to encourage readers to read between and behind the lines, two other teachers (20%) opted for the use of metacognitive activities from beginning to end where students reflect, plan and monitor what they read; whereas two teachers suggest preparing the ground for readers before they start reading through mind mapping, brainstorming etc...

Q 10. What are some of the Pre-reading activities that you can implement in the Classroom?

Answers	Number	Percentage
• Clustering	01	10%
• Brainstorming	02	20%
• Mind mapping	01	10%
• Guessing, predicting,	06	60%

Table 2.32-pre-reading activities implemented in the classroom

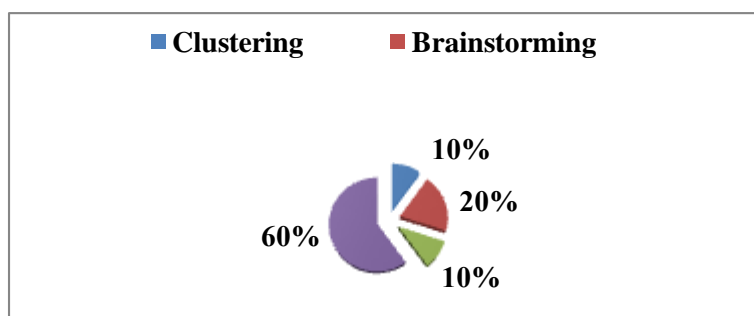


Figure 2.32: Statistical representation on pre-reading activities implemented in the classroom

In what concerns teaching the pre-reading activities that can be implemented in the classroom, six teachers making 60% of the total suggested the use of guessing and predicting the meaning of texts before reading, two teachers (20%) suggested brainstorming, one (10%) proposes mind mapping and another one was fore clustering. On the whole, there is a multitude of answers that can be all accepted, depending on the class situations.

2.3. The Analysis of Reading Phases Questionnaire

READING Phases QUESTIONNAIRE

1. Pre-reading Phase:

1. With pre-reading activities I could easily predict what the text is about .

strongly agree agree disagree strongly disagree

• Strongly Agree	20	80%
• Agree,	05	20%
• Disagree	00	0%
• Strongly disagree).	00	0%

Table2 .33. Statement one-results

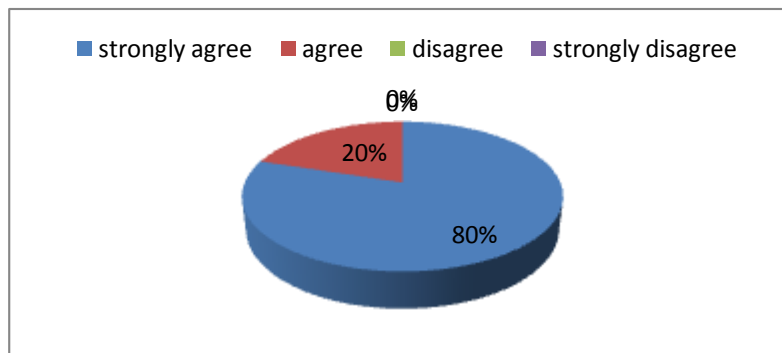


Figure 2. 33 Statement one-results statistical graphic representation

Most of students making (80%) strongly agree about the use of prediction in the pre-reading phase to know what the text is about, whereas only (20%) admit they could not do so.

2. The key words given by the teacher helped me a lot in previewing the contents of the text.

strongly agree agree disagree strongly disagree

• Strongly Agree	25	100%
• Agree,	00	0%
• Disagree	00	0%
• Strongly Disagree.	00	0%

Table 2.34. Statement two-results

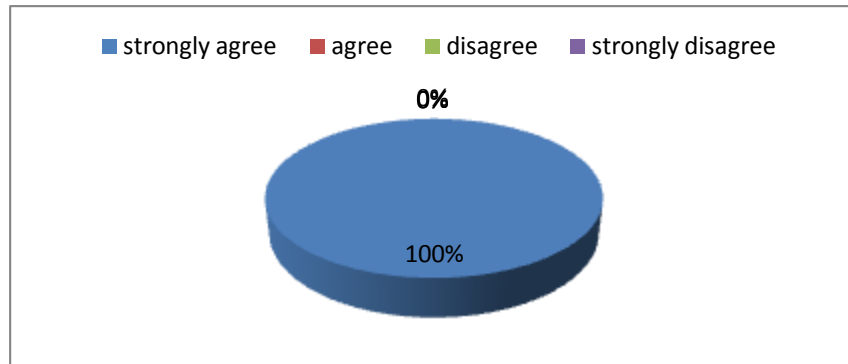


Figure 2.34: Statement two-results statistical graphic representation

In what concerns the use of vocabulary as a preparation to the text in the pre-reading phase, the total majority of the students (100%) strongly agree of its utility in understanding the text.

3. Using prior knowledge was a crucial element in making associations with the new Information.

strongly agree agree disagree strongly disagree

Strongly Agree	10	40%
Agree	15	60%
Disagree	00	0%
Strongly Disagree).	00	0%

Table2.35.Statement three-results

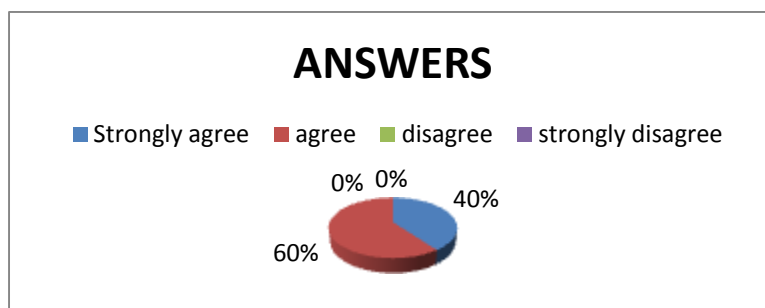


Figure 2.35: Statement three –results statistical graphic representation

60% of students agree on the use of prior knowledge as a vital element in making associations with the new material, whereas (40%) strongly agree opting for this as essential.

4. Planning and having a purpose in mind before reading a text is very important

strongly agree agree disagree strongly disagree

Strongly Agree	05	20%
Agree	15	60%
Disagree	05	20%
Strongly Disagree)	00	0%

Table2.36 Statement four results



Figure 2.36: Statement four-results statistical graphic representation

As to having a purpose in mind and planning before reading and analyzing a text,(60%) of students agree while 20% of them strongly agree and 20% of other students disagree. This shows that these 20% category have never used their metacognitive strategies.

5. It is good to live with the text-this makes the reader more aware of the contents.

strongly agree agree disagree strongly disagree

Strongly Agree	18	72%
Agree	07	28%
Disagree	00	0%
Strongly Disagree)	00	0%

Table2.37.Statement five results



Figure 2.37: Statment five-results statistical graphic representation

Most of students (72%) strongly agree that living with the text, appreciating its value, enjoying its pleasure and orchestrating it adds and helps them in understanding it, whereas only 28% are satisfied with it through their simple agreement.

2. While reading Phase

6. The while-reading phase helped me a lot in guessing the title of the text.

strongly agree agree disagree strongly disagree

Strongly Agree	12	48%
Agree,	12	48%
Disagree	01	4%
Strongly Disagree).	00	0%

Table2.38 Statement six-results

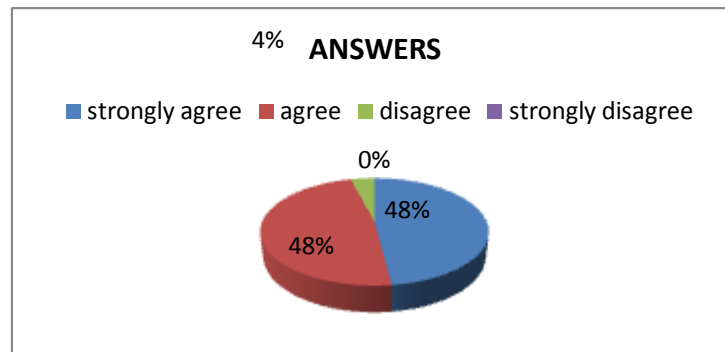


Figure 2.38: Statement six-results statistical representation

In an equal manner, 48% of students answered the statement with strongly disagree, another category representing 48% of agree against only 4% of them who believe the while reading phase does not help them guess the title of the text.

7. I prefer to leave the meaning of the dictionary at the end.

strongly agree agree disagree strongly disagree

Strongly Agree	04	16%
Agree	14	56%
Disagree	07	28%
Strongly Disagree)	00	0%

Table2.39 .Statement seven-results

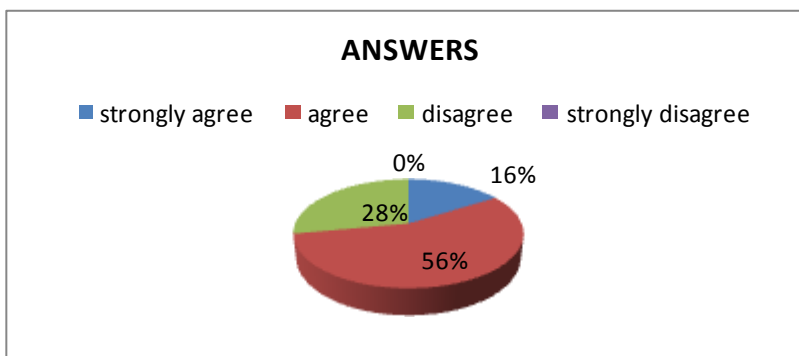


Figure 2.39: Statement seven results statistical graphic representation

Some 56% of the students agree they would leave the use and the meaning of the dictionary at the end, whereas 7% agree versus only 07% who disagree thinking that they have to start looking for the meaning of the words right from the start which the majority oppose.

8. I always resort to the different context clues and sign posts to help me understand the text.

strongly agree agree disagree strongly disagree

Strongly Agree	04	17%
Agree	19	79%
Disagree	01	4%
Strongly Disagree).	00	0%

Table2.40 .Statement eight-results



Figure 2.40: Statement eight-results statistical graphic representation

As a response to this statement 79% of students answered with a positive agreement confirming thus their strong use and adherence to the different context clues and sign posts to help them understand the text. In the same trend, 17% of them showed they strongly agree whereas only 4% did not agree. This portion of the population showed they did not have any idea about the use of context clues or sign posting.

9. I always read the text then stop then I ask myself questions and reflect upon the contents.

strongly agree agree disagree strongly disagree

Strongly Agree	01	04%
Agree	17	68%
Disagree	07	28%
Strongly Disagree)	00	0%

Table2.41 .Statement nine-results

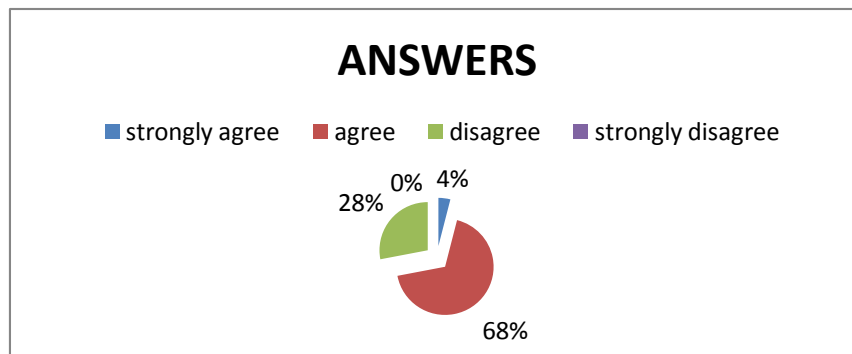


Figure 2.41: Statement nine-results statistical graphic representation

To this question, 68% claimed and showed their entire agreement to the idea of reading, pausing and self-reflecting about the text under hand. Similarly 4% of the same sample strongly agree as opposed to 28% who showed their complete disagreement to these acts while reading.

10. After knowing how the text is constructed into main paragraphs, I sum it up.

strongly agree agree disagree strongly disagree

Strongly Agree	02	8%
Agree,	13	52%
Disagree	10	40%
Strongly Disagree).	00	00

Table2.42.Statement ten-results

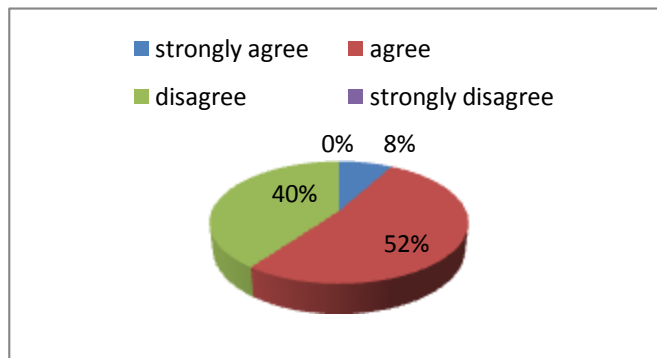


Figure 2.42: Statement ten-results statistical graphic representation

In response to the statement stating that knowing the paragraph of the text helps a lot in summing it up, 52% agree, 8% strongly agree whereas, 40% disagree thinking that knowing the different paragraphs divisions has nothing to do with the summary.

11. Following my teacher’s instructions and using my personal metacognitive reading strategies as planning, monitoring, I can now predict how the meaning is constructed

strongly agree agree disagree strongly disagree

Strongly Agree	02	08%
Agree	22	88%
Disagree	01	04%
Strongly Disagree).	00	0%

Table2.43.Statement eleven-results

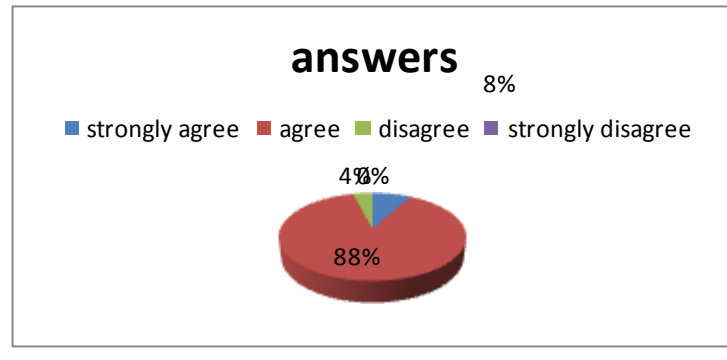


Figure 2.43: Statement eleven-results statistical graphic representation

The majority of students making 22% agree using their teachers’ instructions as well as their own personal planning and monitoring to help them predict how the meaning is constructed, 8% strongly agree whereas 4% disagree.

3. Post-reading Phase

12. After going through pre-reading and while reading I think my new approach to reading has tremendously changed

- strongly agree agree disagree strongly disagree

Strongly Agree	14	56%
Agree,	11	44%
Disagree	00	0%
Strongly Disagree).	00	0%

Table2.44.Statement twelve-results

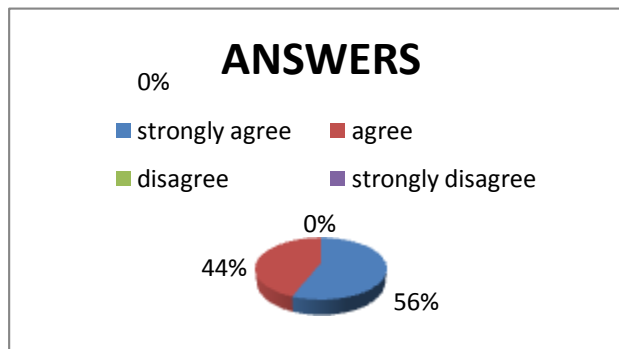


Figure 2.44: Statement twelve-results statistical graphic representation

In response to this statement which is related to the use of pre-reading and while reading phases and their effects on the reading behaviour of the readers , 56% of the students strongly agree that their approach to reading has tremendously changed against 44% of students who opposed this view. This shows that the majority of students have never been taught that in reading the process comprises three phases that build upon one another.

13. Now, in my post reading I can evaluate and think critically about any text.

- strongly agree agree disagree strongly disagree

Strongly Agree	05	20%
Agree	19	76%
Disagree	01	04%
Strongly Disagree).	00	0%

Table.2.45.Statement thirteen-results



Figure 2.45: Statement thirteen-results statistical graphic representation

76% of students agree that after their post reading they can comment and evaluate and think critically about any reading material. Some 20% strongly agree; whereas only 4% disagree with this idea.

14. With the metacognitive reading activities practiced in the class, I can now monitor myself-

- strongly agree agree disagree strongly disagree

Strongly Agree	20	80%
Agree	05	20%
Disagree	00	0%
Strongly Disagree).	00	0%

Table .2.46.Statement fourteen-results



Figure 2.46: Statement fourteen-results statistical graphic representation

80% strongly agree with some other 20% of them agree that after practice using some metacognitive strategies, they can now monitor their own learning. This is a positive step that confirm the role of the pre and while reading.

15. Thanks to what I have learnt in reading metacognitively, I can now summarize, paraphrase, make judgments and interpret contents of texts.

strongly agree agree disagree strongly disagree

Strongly Agree	13	52%
Agree	12	48%
Disagree	00	0%
Strongly Disagree).	00	0%

Table2.47.Statement fifteen-results



Figure 2.47: Statement fifteen-results statistical graphic representation

52% of students agree to the idea that after having learnt some strategies on how to read metacognitively, they are now able to summarize, paraphrase, make judgments and interpret the contents of any reading material. In addition, some other 48% of students have expressed their views positively and shared the same idea.

Discussion of the Results

1. Discussion of the Students' Questionnaire-(Reading Needs Analysis)

As has been noted through the analysis of students' responses, the researchers confirmed that students practice silent reading to understand the gist ; yet they are not geared towards realistic activities as most of the students claim. Most of the reading activities are routinely oriented, a fact that creates monotony in the class. Most of the students do not know how to construct the main ideas and macrostructure of the texts, . They are not familiar with the text structure and do not make use of it to organize the main ideas,. Some of them said they predicted the meaning from just reading the title or the first paragraph of it, while others resort to word association and context to decipher the intended meaning.

Most students also claim they have little prior knowledge and do not know how to activate their knowledge to facilitate text comprehension, so they start reading the text directly without any brainstorming or planning activities. For some, they have never been introduced to previewing and brainstorming. Hence, they have difficulties in drawing inferences to achieve in-depth understanding of the texts especially when their teachers does not allow them to use dictionaries, or work together. For some, it is often easy to use their personal experience to understand the text but for the majority they lack metacognitive ability, and are not aware of the problems that emerge during reading and do not know how to monitor their reading process. In a nutshell, students experience great difficulties in

reading and they need to be introduced to techniques of reading using cognitive and metacognitive strategies.

2. Discussion of Teachers' Questionnaire

As the analysis of the questionnaire has shown, the teachers questioned were fresh teachers with one to 10 years of experience with some little experience in teaching reading and with less teaching frequencies-Hence, as reading is not a separate module, most teachers of written expression rarely teach it. Consequently, the amount of time allotted for reading is not enough at all. So, of course many problems and difficulties arise according to the majority of teachers' answers-These constraints were to a total sum due to the lack of vocabulary students suffer from in addition to the difficult texts provided by teachers and to the students' lack of efforts when confronting a reading material.

According to most teachers, they still teach using the traditional way of approaching reading; that is, everything is provided by the teacher. In what concerns the teaching of reading as a process, most of the teachers acknowledge they do not work with the three phases of reading. However, the majority of teachers agreed to give students cognitive and reflective tasks on the reading material. And though they do not use the pre-reading phase, they admit this has a lot of benefits and facilitates the students' reading. To remedy the constraints faced by the majority of students, teachers suggest students need to focus more on intensive and extensive reading in addition to explore the reading material to its fullest by exploring hidden meanings.

As to which method is the best for an effective reading, teachers suggest the use of the process method that extends through the pre-, the while and the post-reading. Some others suggest the use of metacognitive activities where students reflect, plan and monitor what they read, whereas an equal amount of teachers see the preparation of the reading ground through the use of mind mapping brainstorming and encouraging readers to read between and behind the lines.

3. Discussion of Three phases Reading Questionnaire

For the **pre-reading phase**, the majority of students (80%) strongly agree, against 20% of those who agree to predict easily what the text is about .However, for question two, a total number of students (100%) strongly agree that what the teacher provides them with as key terms and lexis help them a lot in predicting what the text will be about.

Using prior knowledge in making associations with the new information was a crucial point for 60% who agree against 40% who strongly agree. Hence, prior knowledge use as a technique is very beneficent. Planning and having a purpose in mind before reading is a point to which 60% agree and 20% strongly agree against 20% only who disagree. As to conscientious reading and living with the text while reading it, 72% of the students strongly agree with, in addition to 28% who agree. A common fact that reinforces conscious presence of the wit.

For the while **reading phase**, most of learners admit this helped them a lot in finding the title of the text after many readings. As an answer to the question related to the use of the dictionary to explain the difficult words, 56% and 16% respectively strongly strong agree and agree to leave the meaning of the dictionary at the end against 4% who disagree. For the majority, they resort to the dictionary only after using all the techniques as context clues, sign posting, synonym, antonym and word association. As to the application of metacognitive techniques as stop reading, asking oneself questions and reflecting upon the text, 68% of students agree, 8% strongly agree against 28% who disagree-a fact that shows that this number has never used metacognitive strategies in reading.

As to the question related to summing up the text after knowing how it is constructed, 52% agree, 8% strongly agree against 40% who disagree. This indicates that nearly half still work with traditional summary writing 88% of the students agree while 08% strongly agree with the idea of following the teacher's instructions in using metacognitive strategies as planning and monitoring to predict how the text is construed and how the meaning is explicitly deducted.

For the post reading phase ,the majority of students answer positively in what concerns the benefits of using the pre-and the while reading and their effects on the tremendous changes about how to read. Accordingly, 56% answer with strongly agree and 44% answer with agree. A great majority opted for the idea that finishing post reading, students now can evaluate and think critically about any reading text. On the perfect use of metacognitive activities in the class, students positively answered with 80% strongly agree and 20% agree to the idea that they can now monitor their own learning. For the final question, the majority of students ,some 52% answered with strongly agree and 48% answered with agree to the idea that after using the metacognitive reading strategies when reading, they can now summarize any reading material, they can also paraphrase and make judgment and interpreting contents .

4. Discussion of the lesson-

Prior to the lesson, a questionnaire was administered to 50 second year students. The questionnaire was related to whether students used reading metacognitive strategies in their respective classroom with the teachers or not. Two days after, the lesson on metacognitive reading strategies

It was taught to a second year class-English stream on March 25th. The lesson comprised three reading phases-pre-while and post reading with different activities. A detailed lesson plan is provided on Appendix (D). What was noticed through the students' feedback during the processing of the different activities was their interest in the different tasks. Students did appreciate the lesson demonstration that was brief and very purposeful. Students did understand the importance of using metacognitive activities in their reading. They found it an easy way to understand the reading material in comparison to traditional reading that tends to be rather teacher's centered. Students were working to their own paces and the teacher's intervention was but directive.

Recommandations

The teacher's orientations and set up purposes as helping readers create predictions and anticipate events through extrapolation was clearly implemented. The teacher empowered the students with some strategic reading insights in how to select, sort out the good information from the trivial and helped learners imagine, speculate and effectively write appropriate answers to rightful questions through the use of visual and graphic representations. When learners learn how to use and construct visual or graphic representations, they learn a reading strategy that allows them to identify what parts of text are important and how the ideas or concepts are related (Vacca and Vacca, 1999, p. 400).

The teacher encouraged learners to read between and behind the lines and while reading they need to find out the supporting arguments. Readers are independent makers of meaning. They view text as a construct. They construct their own meaning. They question the author's values against their own values; they differentiate between fiction and reality; they are able to discuss and evaluate forms of narration and cultural values of the implied author (Thomson, 1987).

- Students are encouraged to draw on their own personal experiences, feelings, and opinions so that they become more actively involved both intellectually and emotionally in learning English, and hence this aids acquisition (Lazar, 1993).

- *The use of the personal growth model* which focuses on assisting students in reading literature more effectively so as to help them develop and grow “as individuals as well as in their relationships with the people and institutions around them” (Carter & Long, 1991, p. 3).

Hence Students need to deepen their notions about reading through intensive actions of give and take techniques-ask themselves what they should give to texts and what should they take from.

- Reading any texts should be seen not as a linear act but a non linear meta-cognitive act which demands mental effort and a combined reasoning, predicting, readjusting and awareness rising.

It is recommended that awareness raising about learning strategies can raise the learners’ level of metacognition and as such should be a regular feature in language classrooms. This can be done easily and efficiently by simply training instructors to conduct these awareness raising sessions. (*Asian Journal of Language Teaching, Linguistics and Literature Vol 13 2007*)

- Learners should learn how to read texts critically and be aware of their thought processes (Fish 1980).
- Learners need direction to review their progress in reading and being metacognitively aware can help them understand how they learn (O’Malley et. al 1985).
- When learners employ suitable strategies effectively they are able to read and understand texts much more efficiently (Nambiar 2005).

Conclusion

As a result of the analysis, the researchers have come to the conclusion that students did appreciate the lesson, they have profited from the different activities laid for this purpose. The results have shown a significant positive feedback from most of the learners who showed their readiness to improve their reading from a traditional view to a more improved one using reading metacognitive strategies.

The questionnaire of the teachers also showed a realistic confession from most of the teachers who admitted their deficiencies in using reading metacognitive strategies in their respective classroom.

The results ,through the implementation of the lesson demonstration ,was very significant for the researchers who formulated an insightful overview about how reading is taught and how it is not given its due merit whether in the syllabus design or as a separate credit to be taught.

On the whole, the analysis was very significant in terms of its statistics; it really mirrored the students as well as the teachers' aspirations in showing certain contentment towards the implementation of metacognitive strategies in reading.

General Conclusion

The theme of our work is to enable both students and teachers to implement metacognitive strategies in reading. To devote a comprehensive analysis of this work, our work consists of two chapters. The first chapter which consists of two parts-The first part is devoted entirely to theoretical part related to reading and its rationale. This has been introduced in order to give a general overview of reading background and the different orientations that could guide the future readers.

Part two bears a detailed discussion of the different types of reading strategies namely the cognitive and the metacognitive, the butter and bread section of our study. This part is its entirety reveals the cornerstone of appropriate reading including definition, types of strategies as cognitive and metacognitive strategies.

In addition, the researchers have fully developed these two concepts because students even at tertiary level ignore what is meant by cognitive and metacognitive strategies which, in fact, posed a great problem for some teachers who are still confused when approaching a reading text. Teachers, on their turn, witnessed a gap in their own conception of how to teach reading using metacognitive strategies.

In chapter two, the researchers exposed the different methods, the population, the sampling, data collection tools were revealed in the use of questionnaire to both teachers and students. Section one

treats research design and methodology, description of both questionnaire and the research process ending in statistical figures besides the qualitative use of the data collected.

Section two of chapter two is just a practical orientation towards the collection, the analysis of the data collected. as represented through tables and figures. Questions were fully treated one by one leading to the teachers' and students' own self-conception and self satisfaction with the treated questions. The researchers, after the analysis, were fully convinced of the existence of certain constraints at the level of the university. This gap has to be refilled with a more conscientious awareness from the part of the students and the teachers. Teachers themselves frankly confessed through their personal answers in the questionnaire that they lack some notions about metacognition in reading and wish to upload what they lacked.

To note then is the focus on this file to encourage learners to better skim through the process of reading-namely the pre-the while and the post reading. These three phases enable learners to use some activities as brain storming, word association, planning, previewing, reflecting activating prior knowledge, questioning, summarizing etc.

Since both teachers and learners come to the awareness stage that what is actually practiced in teaching reading is still not updated, recommendations in this respect were issued for a future use so that these principles would be amply exchanged. The researchers, for the interest of their recipients, see it a mandatory process to put into practice in the form of recommendations that would be applied in the teachers' respective classrooms.

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APPENDICES

Appendix A

University of M'sila-Department of English

On reading Needs Analysis questionnaire

Questionnaire on English Reading Comprehension-Second Year

Name _____ Class _____ Group _____ -

This questionnaire is designed for research purposes. The information collected will not be used for any other uses. Your names will be confidential. We will appreciate your cooperation and help.

	Yes	No
1. I always answer the questions on the text by reading the text silently for many times		
2. I do not bother with the grammatical structure of sentences while reading in English.		
3. I predict the main idea of the whole passage from its title or subtitles.		
4. I guess the meaning of new words by making associations and context		
5. I start directly reading the text to form an idea about before answering the questions		
6. When I read English texts, I skip the words that are new to me because the teacher does not allow us to use the dictionary		
7. The teacher does not prepare the text for us and does not help explain to us the new voc on the board		
8. I try to guess the main ideas of the text on the basis of my personal experience		
9. I try to understand complicated sentences by analyzing their structure.		
10. By just reading the title I understand the whole text		
11. I grasp the main ideas of the reading material through quickly reading the first and the last paragraphs.		
12. I guess the meanings of new words in context when reading in English.		
13. I try to interpret the writer's intention just while reading and when I finish reading		

14. The teacher gives us the text with many activities and asks us to read it and do the tasks		
15. The teacher has never shown to us how to read a text or how to analyze it		
16. I predict the main idea of the whole passage from key words.		
17. I try to grasp the general idea of a sentence before going to read the next sentence.		
18. We always do the same activities on reading-synonyms, antonyms and questions on the text		
19. I have never seen brainstorming activities or planning how to read a text before.		
20. The teacher does not allow us to work in pairs or in groups and dislikes discussions about the text.		

Thanks for your help and cooperation.

Appendix B

University of Msila-Department of English

Questionnaire for Teachers

This questionnaire serves as a data collection tool for an academic research. We will be so much thankful if you could take the time and the energy to share your ideas by answering the questions below. Your cooperation is very important and will be of much help for this research work.

1.Experimental information On reading:

1- Teaching reading experience:

0-05 05-10 10-20 over 20

2- How long have you been teaching written expression?

1-5 5-10 10-15 More than 15

2. Teachers' perceptions on students' Reading

1-How often do you teach reading ?

Once in a week once in a month very rarely

2- Do you think that it is enough? Say why?

Yes No

.....
.....

3-What are the major difficulties met by students when reading?

.....
.....

4- In your opinion, what is a traditional approach to reading?

.....
.....

5- Do you teach pre-reading, while reading and post reading in your class?

Yes No

6-Do you give your students reading tasks that demand cognitive and reflective thinking?

Yes No

7-In your opinion, do pre-reading activities help facilitate the students' reading tasks?

Yes No

If no, please elaborate on:

.....
.....

8- According to you, what would be the best way to remedy students' insufficiency in reading?

.....
.....
.....

9. In your opinion, which method is more effective in teaching reading?

.....
.....

10. What are some Pre-reading activities that you can implement in the Classroom?

.....

Thanks for your cooperation

Appendix C

University of M'sila-Faculty of Letters and Foreign Languages code:.....

Department of English-Second year

Students' Reading Phases- QUESTIONNAIRE

This questionnaire is designed to collect data about students' reading metacognitive strategies. It aims at identifying students' opinions and attitudes towards the effective use of metacognition in reading. The researchers will be very grateful for your answers and thank you for your cooperation

Circle the option which best describes your opinion about each of the following statements. (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

1. Pre-reading Phase:

1. With pre-reading activities I could easily predict what the text is about .

strongly agree agree disagree strongly disagree

2. The key words given by the teacher helped me a lot in previewing the contents of the text.

strongly agree agree disagree strongly disagree

3. Using prior knowledge was a crucial element in making associations with the new information.

strongly agree agree disagree strongly disagree

4. Planning and having a purpose in mind before reading a text is very important

strongly agree agree disagree strongly disagree

5. It is good to live with the text-this makes the reader more aware of the contents.

strongly agree agree disagree strongly disagree

4. While reading Phase

6. The while-reading phase helped me a lot in guessing the title of the text.

strongly agree agree disagree strongly disagree

7. I prefer to leave the meaning of the dictionary at the end.

strongly agree agree disagree strongly disagree

8. I always resort to the different context clues and sign posts to help me understand the text.

strongly agree agree disagree strongly disagree

9. I always read the text then stop then I ask myself questions and reflect upon the contents.

strongly agree agree disagree strongly disagree

10. After knowing how the text is constructed into main paragraphs; I sum it up.

strongly agree agree disagree strongly disagree

11. Following my teacher's instructions and using my personal metacognitive reading strategies as planning, monitoring, I can now predict how the meaning is constructed

strongly agree agree disagree strongly disagree

3. Post-reading Phase

12. After going through pre-reading and while reading I think my new approach to reading has tremendously changed

strongly agree agree disagree strongly disagree

13. Now, in my post reading I can evaluate and think critically about any text.

strongly agree agree disagree strongly disagree

14. With the metacognitive reading activities practiced in the class,I can now monitor myself-

strongly agree agree disagree strongly disagree

15. Thanks to what I have learnt in reading metacognitively, I can now summarize, paraphrase, make judgement and interpret contents of texts.

strongly agree agree disagree strongly disagree

Thanks for your cooperation

Appendix D

LESSON PLAN

Level: 2nd year tertiary level

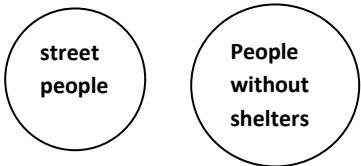

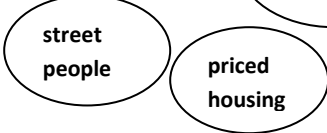
Lesson: 01

Lesson Focus: The Use of Reading Metacognitive Strategies in a Process Reading (pre-while and Post reading phases)

Learning Objective: By the end of the lesson, students will be able to do the activities

Target Competencies: interact – read metacognitively and dpo activities as indicated

Domains: Oral – reading and Writing

Time	Frame work	Procedure	Focu s	Objectives	Materials/a ids	obs
(05 mns'		<p>Activity One: -Guessing from words (using prior knowledge)</p> 	T/PPs	To recycle prior knowledge and introduce some vocab. items related to	strips of papers containing the lexis BB	
(05 mns)			PPs/ PPs			
(05 mns)				To check learners' ways on how to guess	Pictures • board	
(05 mns)		<p>Activity Two : Guessing from Pictures-T shows pictures of some homeless people</p>	T/ PPs	To help learners to reflect upon and check the way they reason	handouts	
15 mns)		<p>Activity Three : Brainstorming (questions to discuss)</p> <p>1.Many people flee their houses because of many problems- Do you agree or not? 2.The government is not responsible for giving a house to everyone-To what extent do you believe this to be true?</p>	PPs/ PPs	To enable learners to speculate and reflect	Handouts	
		<p>Activity Four: Comment on the quotes/ Discuss the proverb-</p>		To elicit from the pupils the	White board	

	<p>1. East or West, Home is best- 2. “Home is the starting place of love, hope and dreams.” 3. “The magic thing about home is that it feels good to leave, and it feels even better to come back.” 4.“Home is where love resides, memories are created, friends always belong, and laughter never ends.” 5. “A house is made of bricks and beams. A home is made of hopes and dreams.”“Home is not a place...it’s a feeling.”“With you, I am home.”</p>	<p>T/PPs PPs/T</p>	<p>right answer. To help learners guess, use context clues, signposts</p>	<p>Handouts.</p>	
(10mns)	<p>The Title of the text:.....</p>	<p>T/PPs PPs/T</p>			
(10mns)	<p>The sad situation of the homeless remains a problem. It is difficult to estimate how many people are homeless because the number depends on how the homeless are defined. There are street people - those who sleep in bus stations, parks, and other areas. Many of these people are youthful runaways.</p>		<p>To check sst organization to the text</p>		
05mns)	<p>There are the so-called sheltered homeless - those who sleep in government supported or privately funded shelters. Many of these individuals used to live with their families or friends. While street people are almost always single, the sheltered homeless include numerous families with children. Conservatives argue that many homeless are alcoholics, drug users, or mentally ill. In contrast, many liberals argue that homelessness is caused by a reduction in welfare benefits and by excessively priced housing. They want more shelters to be built for the homeless.</p>	<p>PPs/T</p>	<p>To identify the main elements of the text</p>		
15mns)					
10mns		<p>PPs/ PPs</p>	<p>To cultivate the metacognitive strategies used in understanding a text</p>	<p>Handouts.</p>	<p>(Homework)</p>
			<p>To help learners pause,reflect, plan,and evaluate their own progress in the use of metacognitive strategies. .To check</p>		

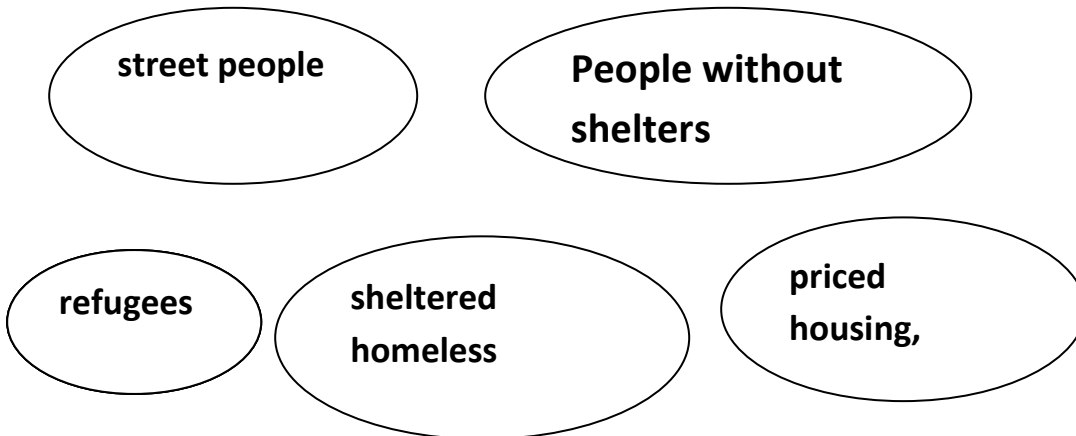
	<p>Activity One: Developing a plan for the organization of the text-study of the Format Tell what type of text is it? How is this text structured (introduction, body, conclusion,)?</p> <p>Activity Two: Identifying the important elements of the passage through -identifying synonyms, antonyms, text clues (10 mns) Read the text then ...</p> <p>1. <u>Find synonyms</u> to- escapees- living alone- various- advantages-</p> <p>2. <u>Find antonyms</u> to- publically- liberals- physically- increase-</p> <p>3. Give a title to the text</p> <p>4. <u>Read and underline</u> the different context clues and sign posts that help you understand the text</p> <p>Activity Three: In Just a few sentences think about the key learning that has just happened and what the whole lesson was about. What were the most important ideas from today's lesson ? what did you find most interesting in the lesson of today? How did today's content relate to what you previously know and to what extent your own evaluation to what you have known progressed?</p> <p>Activity Four: Sum up the text in a few lines (oral practice)</p> <p>Activity: Write three ways in which your thinking about the new approach to reading has changed over the time period .Complete this task on your own on a piece of paper and be ready to share your discussions with the class.</p>		<p>learners' summaries</p> <p>To cultivate in learners' mind how to monitor their own learning, evaluate and reflect upon their own learning</p>		
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Appendix E

University of M'sila-Department of English-Second Year Experimental Work

Pre- reading Phase

Activity One: (05 mns): -Guessing from words (using prior knowledge)



Activity Two (05 mns) : Guessing from Pictures-T shows pictures of some homeless people

Activity Three (05 mns) : Brainstorming (questions to discuss)

1. Many people flee their houses because of many problems- Do you agree or not?
2. The government is not responsible for giving a house to everyone-To what extent do you believe this to be true?

Activity Four: (05 mns) Comment on the quotes/ Discuss the proverb-

1. East or West, Home is best-
2. "Home is the starting place of love, hope and dreams."
3. "The magic thing about home is that it feels good to leave, and it feels even better to come back."
4. "Home is where love resides, memories are created, friends always belong, and laughter never ends."
5. "A house is made of bricks and beams. A home is made of hopes and dreams." "Home is not a place...it's a feeling." "With you, I am home."

Give a title to the text: The Title of the text:.....

The sad situation of the homeless remains a problem. It is difficult to estimate how many people are **homeless** because the number depends on how the homeless are defined. There are **street people** - those who sleep in bus stations, parks, and other areas. Many of **these** people are youthful runaways. There are the so-called **sheltered homeless** - those who sleep in government supported or privately **funded shelters**. Many of these individuals used to live with their families or friends. While **street people** are almost always **single**, the **sheltered homeless** include **numerous families with children**. **Conservatives argue that many homeless are alcoholics, drug users, or mentally ill.** In contrast, many **liberals argue that homelessness is caused by a reduction in welfare benefits and by excessively priced housing.** **They want more shelters to be built for the homeless.**

While –Reading (10mns)

Activity One: Developing a plan for the organization of the text- study of the Format

- Tell what type of text is it? How is this text structured (introduction, body, conclusion,)?

Activity Two: Identifying the important elements of the passage through -identifying synonyms, antonyms, text clues (10 mns)

Read the text then ...

1. Find synonyms to- escapees- living alone- various- advantages-
2. Find antonyms to- publically- liberals- physically- increase-
3. Give a title to the text
4. Read and underline the different context clues and sign posts that help you understand the text

Activity Three: In Just a few sentences think about the key learning that has just happened and what the whole lesson was about. What were the most important ideas from today’s lesson ? what did you find most interesting in the lesson of today? How did today’s content relate to what you previously know and to what extent your own evaluation to what you have known progressed? (05mns)

Activity Four: Sum up the text in a few lines (05 mns) (oral practice)

Post Reading (Homework)

Activity: Write three ways in which your thinking about the new approach to reading has changed over the time period .Complete this task on your r own on a piece of paper and be ready to share your discussions with the class.

Résumé

La présente étude se concentre sur une situation d'enseignement à domicile concernant la manière d'aborder un texte en lecture, où les étudiants de deuxième année travaillent encore avec l'approche traditionnelle, qui met davantage l'accent sur la manière centrée sur l'enseignant, où les apprenants regardent de manière holistique un texte appliquant leurs pouvoirs cognitifs en négligeant les stratégies de lecture métacognitives qui incitent l'apprenant à réfléchir, planifier, évaluer et remettre en question son propre apprentissage. L'étude vise donc à combler cette lacune et à mettre en évidence ce que les apprenants manquent dans leur rencontre quotidienne avec du matériel de lecture. Pour rendre cette étude plus réalisable, une démonstration de cours a été présentée aux apprenants de deuxième année EFL avec deux questionnaires. De plus, deux questionnaires ont été remis aux enseignants. En bref, le travail vise à sensibiliser les enseignants ainsi que les étudiants de mieux visionner leurs approche envers la lecture. Par conséquent, le présent travail se penchera éventuellement sur la façon de faire lire métacognitivement à ces lecteurs par le biais d'un large éventail de stratégies et d'activités en classe.