

## **Applying Metacognition into Reading Comprehension**

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**Abstract:** *Comprehension is the reason for reading, and vocabulary plays a significant role in comprehension. The application on how to adopt metacognitive domain into classroom of reading comprehension is significant to the role of learners. The question is reading instruction best promotes the development of comprehension and vocabulary. Considering the following reading comprehension with metacognitive process, this will allow students understanding in the extent to which learners will achieve their reading skills and possess proficient learners of English. This study will shed some light on integrated approaches in the reading classroom. The further investigation will need to conduct on others' skill of English — writing, speaking and listening in order to see students' achievement in the long term.*

**Keywords:** *EFL, metacognition, teaching, reading comprehension, learning .*

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### **I. Introduction**

Reading comprehension is considered the most desirable skill in higher education. It includes the importance of how to read comprehensively and how to improve reading skills in the most practical way. With a variety of teaching methodology in the English language instruction, it is mainly focused on the appropriate materials in reading comprehension which can foster students' reading skills in the right track.

Over several years, there have been arguments that students need to improve their reading comprehension in order to meet the university's expectation. This requires accountability and responsibility in managing their critical thinking which can be applied into the reading skills. If students can increase their critical thinking skills in the right track, they will eventually improve their comprehension for their university's life as well as mastering their reading skills.

Teaching reading among second language learners does not focus on the theoretical or scientific method; however, it is an approach that stimulates students' understanding by their cognitive learning. Because of a wide range of student's abilities, it is important that teaching reading should be parallel with reading for sustainable life or authentic situations. This has led to the question on how to apply critical thinking or cognitive strategy in the actual classroom.

Several arguments in teaching reading whether which approach would be effective on the most scientific evidence by educational contributors or administrators who have expected that all teachers will use effective approach in teaching reading to all students (Snow, Burns & Griffin, 1998).

Most scholars are expert in reading strategies which can be applied to the actual classroom. It is crucial that teachers use the most relevant research to cooperate both theoretical approach and classroom practices. This should be emphasized in the useful method for development of reading competency, effective curriculum, solid instruction and practical assessment.

However, there has been some relevant research on metacognition applied into reading comprehension by emphasizing through the "metacognition". Several investigations focus on metacognitive awareness of reading strategy and the relationship in a variety of perception approaches. All approaches have turned into the strategies used in reading comprehension.

It is also suggested that incompetent learners may possibly improve their reading skills in accordance with plausible training in reading strategies in which those have been successfully done by most competent learners.

In the same way, the evidence has shown that the metacognitive strategy training which can be applied into the actual classroom. This is straightforward to the manifestation of teaching English as a second language or foreign language classroom.

## **II. Learning strategies in reading comprehension**

It is important to notice that language learning strategies are all important operations or practical processes that learners of English can facilitate their comprehension in the target language. Learners acknowledge how they can acquire comprehension with effective learning methods on their own. It merely resulted in the reflection of identification when it comes to choosing the learning strategies and attempts to differentiate them in particular ways.

Several research have been justified by carrying out the framework which can be developed by Oxford (Oxford, 1990) in the effective teaching methods including metacognitive strategy, cognitive strategy, socio-affective strategy, possible scheme used by linguistics and scholars. (O'Malley, Kupper, Chamot, 1990).

### **2.1 How to use Metacognitive Strategies in Reading Comprehension**

The definition of metacognition refers to the comprehensive knowledge and self-regulation that one can use in the cognitive process while learning. This can be applied into reading comprehension through the effectiveness of metacognitive awareness (what we know) and metacognitive regulation and how to control the knowledge (knowing when, and how to use strategies and what we can do).

Inevitably, metacognition deems to have an important aspect towards learners' achievement, monitoring self-regulation, adapting, revising, summarising and evaluating. Importantly, students will be able to learn awareness of reading comprehension on their own. Therefore, it is essential how to teach reading values in the comprehension process. It is undeniable that most students should initially learn reading strategies in order to support comprehension --- self-monitoring and self awareness. This strategy can be applied into the actual classroom by learning with their own ability to understand (Baker, 2002, 2008; pressley, 2002).

It is justifiably notified that there are several reasons why metacognition is crucial that learners of English will be aware of comprehension and further applied in the classroom teaching. Breaking down into fragmentation by learning through heart, students will be able to understand the step of the process and comprehend the lesson deeply. Metacognition strategy is integrated with learner's collaboration and participation.

According to O's Malley et.al (1986:561), he claimed that if students learn something without metacognitive strategy, they will not eventually use appropriate learning strategy within a straightforward direction of understanding the knowledge. This also signifies in the reading comprehension skill in which students will be able to eventually integrate their reading skills. Consequently, they will achieve the goal of learning in the right track.

Moreover, metacognition assists students understanding by facilitating the consciousness and the level of awareness from what they have learnt. According to Snyder and CarigliaBull (1987), the notion of metacognition will eventually help students to recognize the actual situations in which they can practically use their knowledge in the real circumstances.

In terms of reading comprehension, cognitive domain will sustain the most practical form of knowledge acquisition. It requires the learners' interaction as well as using critical thinking in which it can be taken in the actual classroom of teaching reading strategies (Flavell, 1979).

Moreover, in order to achieve the task of comprehension and understanding the text, it is essential that learners should use metacognition by reviewing the lesson, emphasizing the content through their critical thinking. This evokes the owner's consciousness as well as deliberate strategies in use in reading comprehension.

Comprehension in reading may vary, depending on students' skills ranging from beginning, intermediate and advanced. It is important to make differentiation by applying critical thinking through knowledge of reading comprehension. There are a number of factors including former experiences, trustworthiness, beliefs, cultural aspects, instructional practices and procedures.

In terms of language instruction, learners of English, varying from a variety of skills in language comprehension, may improve their reading skills when they are equipped with the metacognition strategy. This requires consciousness and unconsciousness when the learners need to come up with reading comprehension and specific tasks.

The concept of metacognition that can be practically used in reading comprehension goes to the level of students' awareness in knowledge and reading skills. In fact, metacognition composes of the effective approaches for reading comprehension strategy. Combining with consciousness in reading, students will be able to use reading strategies to apply in the learning process. It also stimulates the actual utilization of reading comprehension by having differentiation and distinguishable skills of unskilled readers.

The notion of metacognitive process has been widely distributed in learning contribution, especially reading and writing. Reading strategy can be fundamentally applied with metacognitive processes in a wide range of effectiveness. The implication of metacognition goes with the deliberate learning, perception of active learning, effective procedures used by the readers. It is important to enhance the comprehension in the text as well as indication of student's demands and needs. In order to increase reading comprehension, learners will use metacognitive knowledge by making repetition and foster reading with a clear understanding. This can imply reading strategies, reading skills through the learners' development into active practices.

### **The importance of Metacognitive Strategy in Reading Comprehension**

Reading strategy seems to be one of the most demanding skills in English language acquisition. With metacognitive learning strategy, students will enhance their reading skills through the consciousness in which they can identify and monitor their strengths and weaknesses. The process of metacognitive strategy will enhance students' understanding including evaluation in terms of effectiveness or strategy being used.

Metacognitive strategy involves initial planning, thinking about what would be the best approach in reading text for comprehension. According to Devine (1993), it is necessary that assessment and elevation in language testing is mandatory for learners of English through critical thinking. Students will eventually enhance their reading skills by eliciting their own comprehension.

Effective strategies in the cognitive domain will certainly drive students' success as learners of English as well as significant improvement in reading comprehension. It includes the strategy that enhances students' understanding as considered in "support strategies", for example, the knowledge on how to apply the reading comprehension for further education. This can be effectively done by reviewing the dictionaries, how to take notes and how to remember the text with emphasizing the crucial text in reading. Therefore, this will lead to the successful learner to improve reading comprehension in the long run.

It is true that how to improve reading comprehension skills requires reading strategies applied by the prior knowledge and how to think critically and apply them in the text. It seems that metacognitive strategic knowledge will certainly enhance a student's understanding of the text through the rationale of reading comprehension in a sustainable way. Comprehension in particular context is also demanded in particular context, varying in the text types of reading comprehension. Metacognition can be evaluated in terms of usefulness and appropriateness for the varying context.

According to Auerbach and Paxton (2016), they claimed reading strategies can be the most evaluative approach in assessing the students' understanding, learning to proficient learners of English. Applied by using metacognitive strategies, the students can work on the reading skills in which they will eventually succeed in the reading and are actively used in the real circumstances. With the usefulness of metacognition, students will likely improve their reading comprehension skill which is important to improve others skills of English as a whole (Brown, 2016).

With the effectiveness of metacognitive strategies, teaching reading comprehension in the actual classroom is an important role in accessing the understanding and level of interpretation for further steps. Cognitive process will enhance the possibility that learners will understand the component and use their own prior knowledge in order to make their understanding of the lessons.

There are two components in identifying the usefulness of metacognition. It includes the knowledge of the metacognitive strategy by learning from the text, the other is the regulation of self to study and review by their own actions while reading different proposals. Varying in the different perspectives, metacognition can be widely used for different purposes. This can be led to a wide range of successful learners in terms of monitoring the reading comprehension as well as their learning styles. Metacognitive strategy is also indicated as an effective, proper, plausible strategy that learners of English will finally use for their comfortability, appropriateness and suitability. According to Brown (1986), the adjustment of changing in an array of critical thinking can be suitably evaluated with student's ongoing support and efforts in study with a full comprehension of the text. Therefore, this approach can be extensively applied in monitoring success of learners in the sustainable traits (Armbruster & Baker, 1986).

There is nothing to come up with the strategy used for enhancing reading skills, comprehension skills and analytical skills. With the consciousness of learners, this strategy is directly effective for reading improvement and improving student's strategic reading in different texts. Reasoning process that is the main core in this metacognitive function, it is likely to drive student's understanding with numerous effectivenesses. By facilitating the reader's consciousness as well as giving the direction of reasoning approach, students will likely to become proficient learners of English. Reading comprehension involves how to access the text comprehensively, understanding the meaning in context and giving reasons in the different situations and circumstances.

The array of plausible examples used in the strategic reading is mainly emphasized on the cognitive function, in which mostly applied in the reading skills improvement (Carrel, Gajdesuk and Wise, 1998). Specific and detailed approach in teaching reading comprehension consisted of the factors contributing that learners will become proficient. This includes setting up the objectives and goals in learning, then identifying the reading materials in which can be suitable for the learners. After that, it is important to evaluate and access the material for reading which differs from a student's abilities. Next, identifying the students' misunderstanding if necessary. This is an important approach in differentiating the strength and weakness in each individual student.

Once students know their weaknesses and strengths, it is easier to evaluate the possibility to teach them in effective, alternative approaches. The ongoing understanding of the text is crucial for students to make further interpretation and final evaluation. How to use cognitive domain in understanding the text contains the understanding of paragraph and structure outlines. This can be further added to explanation during teaching them to understand the varying text accordingly.

How to analyse the text form in each paragraph will assist to use metacognitive to differentiate how well they will eventually understand the text. The clarification and interpretation of the author's purposes and objectives contains the level of understanding the text in different ways. This will be done by having adjustment of misunderstanding and choosing selective cognitive strategies. Having questions and further analysed from the text may enhance the student's understanding by explicating the clarification in accordance with comprehension of the tone and implication of the text.

Using metacognitive in reading comprehension is what teachers should guide students in the classroom setting. Teaching reading can be worthwhile if the students can finally comprehend what they are being read. The deliberation of reading comprehension is likely possessed in a way that the readers can eventually interpret the effects and consequences of the reading strategies. It is indicated that the strategies used by explicating metacognitive processes will stipulate the array of understanding and students can regulate their efficacy in reading with deep interpretation of consciousness and deliberation.

According to Anderson (2009), it is important to note that reading strategies may fall into the cognitive process. This has contributed to the reader's understanding as well as the skills improvement in reading comprehension, data interpretation and text analysis. The readers will eventually become proficient readers without doubt by having automatic increase of the proficiency skills in English (Block & Pressley, 2007).

The conclusive techniques used by metacognitive is directly the process development in student's comprehension. According to Brown & Reynote (2002), the objective of reading comprehension is straightforward to the meaning interpretation and how to analyse the text the effective way. Routinely, students will become equipped with the metacognitive strategy to apply in their own consciousness with reading comprehension. This will show student's literacy and reflection on their memorization while reading the

different texts. The instructional setting in EFL classrooms will benefit the most by using strategy and being taught through the facilitation of metacognitive approach.

### **III. How to apply Metacognitive Strategy in the EFL classroom**

Varied in strategies used in reading comprehension, it is essential that learners focus on explicit learning materials in order to improve their reading skills in the long run. The definition of strategic training serves as the most appropriateness of explicit teaching reading of how to read, when to read, and why it needs to be read.

In order to train the metacognitive strategy in teaching reading comprehension, it is important to understand how to teach, and why students should use language-learning strategies to improve their reading comprehension skills. According to Cohen (1998), students may be asked to engage in a style-learning approach with metacognitive strategy. This ensures that they will become proficient learners, especially, reading comprehension (Ellis & Sinclair, 1989).

With the metacognitive strategy, it is likely to monitor how students will possess the reading skills in different ways. Training with a metacognitive approach may enhance student's literacy, varying in the different learner's skills. However, it is possible to motivate student's awareness on reading and apply this strategy in the long term.

To illustrate, the students participating in metacognitive training will enhance their comprehensible output in a wide range. According to Dansereus (1978), he conducted the training on metacognition with college students. This enhances the learning understanding with alternative learning methods.

Awareness is what students should determine themselves with a metacognitive strategy to reading the text comprehensively. If students cannot make their own interest or train their awareness, it is unlikely to limit the comprehension of the text by reading (Willing, 1987). How to contribute learning comprehension must be taken into consideration by facilitating students' critical thinking skills (Vogely, 1995).

Learning strategy will be alternative choices for students to select based on their preferences. This approach will enhance student's literacy, comprehension and understanding. Apart from this factors contributing to learning achievement, it is crucial that language learners should value their comprehension and use strategy effectively (Oxford, 2001).

In terms of accessing the strategy training, it is important to note that the goal of using metacognitive strategy is to encourage students to understand lessons based on their abilities. According to Cohen (1998), he pointed out that the best strategy training needs to be paralleled with a learning process in which students will ultimately receive overall comprehension.

This approach can be effective for learners of English to identify their weaknesses in reading comprehension. In order to improve student's cognitive thinking, it is important to manifest individualized training in a particular group of students. Moreover, how to promote students learning in the right track needs to be monitored in terms of learning autonomy, directiveness and evaluation. Lastly, the facilitators need to emphasize on learner's responsibility with the most usefulness in language learning.

Objectives and aims are both equally important in giving instructions and leading students to use their metacognitive strategy. Processing the final output of language learning will emphasize the learners' achievement and success. Effective instruction, with facilitation of metacognitive process, will directly measure the training in the most prosperous outcomes.

### **IV. Justification and Importance of the Study**

In an EFL classroom setting, it is essential to perform the task and process of the new information in the language classroom. Learners need to make the usefulness and effectiveness of different mechanisms and language strategies in which can be used and applied in the language classroom.

Learners can use metacognitive strategy in their learning in order to make their own understanding for reading. Texts in reading articles are varied that learners of English need to select and choose what they will consider the easiest part. Numerous problems in cognitive learning strategies should be raised into the collaboration with the learning goals.

Language learning process is not easy. It takes tremendous learning resources to enhance students' literacy skills. Different skills of learners of English will vary from different reading resources in which teachers of English will equip students in a variety of expectations. With different learner's abilities, how to instruct reading comprehension will need to carefully consider the reading texts which are likely to assess a student's understanding by their own familiar situations. This also requires planning to select appropriateness of reading research so that students will eventually become strategic readers.

Cognitive strategy has been wisely used in language instructions. It is required that students will need to use their logical thinking to solve unexpected problems from their background information and previous knowledge. Combining with other affective strategies, it is essential that students will be able to develop their communicative competence in the long term.

Language learning strategy can be used in an actual classroom when students can develop their skills, especially reading comprehension. This will lead into the communicative competence of learner's attribution (Lessard-Clouston, 1997). Facilitators or English teachers need to train themselves to be act-like role models in teaching critical thinking. Therefore, implementing a core critical thinking for reading comprehension is essential. Such a communicative goal -- like fluency and accuracy -- will be acquainted with metacognitive strategy.

According to Oxford (1990), he pointed out that language learning strategy is a core competency to enhance a student's comprehension and long lasting literacy skills. It is important to note that several language learning strategies -- like metacognitive strategy -- will direct students to become successful in the appropriate way. How to develop students' understanding, critical thinking, and usefulness of knowledge are required effective strategies in learning.

However, it is important to apply metacognitive strategy into reading comprehension. Due to the fact that these strategies will certainly enhance student's understanding and conceivable tasks in the long term. While assigning the reading tasks in the actual classroom, it is comparatively claimed that what makes the most sense in what they read, what will be read and how well they understand the text comprehensively. With metacognitive strategy, Block (1986) asserted that the understanding of the text while reading is the most core value in assessing a student's comprehension.

Reading strategies have been used in EFL classrooms in a wide range of objectives and settings. To choose what will be the best approach in enhancing the reading skills, it is necessary to provide a chance to all students to use metacognitive strategy to read the text or what they are being read. With facilitating the effective strategy through the mainstream of metacognitive strategy, students will identify the reading task in an attempt way.

Major research on reading comprehension strategies have widely concentrated on how students will understand the text based on their own understanding. Numerous research papers have indicated that a good reader will have better understanding with full comprehension. Thus, the reading strategy needs to see the most effective way in recognizing the meaning of the text. This can come up with the most suitable awareness in reading from easiness till difficulty. Metacognitive strategy can be applied with the complexity of reading and level of interpretation of complicated tasks in reading (Garner, 1987).

A great deal of research attempted to find out the best approach in reading strategy used in the EFL classroom (Pressley et al, 1992). EFL learners will learn how to read in different level, varying from the beginning until advanced levels. Reading strategy needs to be trained in accordance with the learner's abilities. To predict successful readers, it is required to assume from the student's strategy used to understand the reading text. Success in reading may depend on learner's attribution and intrinsic motivation. Metacognitive strategy is likely to be useful for all students who have a high caliber in understanding the texts. Therefore, adding metacognitive strategy in teaching reading will lead students to use their appropriate cognitive strategies.

According to Dansereus (1985), it is generally believed that students can choose their own cognition in order to achieve their learning goals. Many studies have shown that reading strategies can be taught to students, and when taught, strategies help improve student's performance in comprehension and recall tests. However, very

little data about the suitability and the applicability of English reading skills with regard to training strategies in an EFL and ESL reading classroom context has been collected.

As far as teaching English in EFL and ESL is concerned, it should be mentioned that English instruction devotes to grammar lessons, vocabulary, sentence-level exercises, while the development of communicative competence is totally neglected. Students rarely have exposure to English outside the classroom.

Additionally, passing entrance exams is another pressure for learners. Due to the pressure of entrance exams, the attitude of both EFL and ESL students toward learning English is also test-oriented. All of the aforementioned situations suggest that there is a need for an English reading program that can train students to become effective readers of English in the countries considered as EFL and ESL contexts with respect to teaching or learning English.

In the environment of EFL and ESL, researchers propose that the development of strategy training courses in a variety of English programs is required for learners to become efficient. Hence, it is important to understand the phenomenon specific to the non-proficient EFL and ESL learners and to seek pedagogical remedy to both contexts by adopting the reading strategy and teaching materials intended for the general EFL and ESL learners.

The result of this study can be a clue and example for teachers to refine their teaching methodology in English reading courses and to create an optimum language learning environment in order to achieve educational excellence. Finally, research evidence may not be useful in education if findings are not applied in classroom settings. Even though metacognitive strategies are considered to be of value for adequate text comprehension, classroom teachers often fail to teach this process.

While some teachers used these strategies more often, most of the teachers did not consider it necessary to see that the students were aware of the use of such strategies.

Another issue that adds to the peculiarity of this problem is that most teachers are not able to teach these strategies to students because they are not aware of them.

### **V. Conclusion**

Metacognitive process in reading for comprehension is essential towards learning comprehension and ignites student's understanding in the long term. Metacognitive strategies training, including EFL and ESL context can be practically used in effective instruction. It shines some light on issues in metacognitive reading strategies training and how it will impact on improving student's literacy skills, especially comprehension performance.

Inevitably, the main effectiveness of using metacognitive strategy will possibly be used in the writing process as well as reading comprehension, especially in higher education. This will be needed for further investigation on how effectiveness for low learners to foster their reading comprehension skills as a whole.

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