

An Assessment of EFL College Students' Performance in Reading Comprehension and Their Metacognitive Reading Strategies

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Abstract

Standardized measures are usually adopted as an index to the students' reading comprehension. To mention as a problem here is that a large number of TOEFL or IELTS Kurdish test-takers complain about their struggles while taking a proficiency reading comprehension subtest. Students' performance, especially beyond the normal expectations, has imperative instructional implications. The goal of the present quantitative study is to assess not only the learners' reading comprehension ability, but some of the processes that give rise to comprehension (called reading comprehension strategies). This study attempts to examine 3rd grade college-students' performance on a time-limited, group-administered test of reading comprehension, on the one hand, and to investigate their performance on their adopted metacognitive reading strategies by using a questionnaire, on the other hand. The reading comprehension Subtest was taken from the standardized IELTS exam which was administered to 72 subjects who were students in both of the English Departments from the Colleges of Education and of Basic Education at Salahaddin University-Erbil in academic year (2016-2017) in Iraqi Kurdistan Region. The study endeavors to respond to a number of questions pertaining to **the students' achievement level, their employed metacognitive reading strategies, and the effect of their adopted strategies on learners' reading comprehension performance.**

Keywords: reading comprehension, metacognitive reading strategies, standardized measures, quantitative study.

INTRODUCTION

The increasing instructors' preference for the students' reading comprehension prerequisites has grown quite enough since instructors require college students to have more assignments to be submitted in good time as compared to high school environment. The present study investigates the learners' performance in a reading comprehension test and their adopted meta-cognitive strategies reported in a questionnaire to highlight the effect of their adopted metacognitive reading strategies on their performance in reading comprehension. The learners always blame about their poor results in their reading comprehension sections in different test types, namely: IELTS, TOEFL tests. The researcher tries to answer a number of questions regarding the college students' performance in reading comprehension and its metacognitive strategies in order to achieve the aims of the present research via utilizing a test and a questionnaire.

READING STRATEGIES

Both first and second language reading research has recently begun to focus on reading strategies. The term *strategies* is used deliberately, rather than the more traditional term *skills* in the current study. *Skills* refer to information-processing behaviors that are automatic (Carrell, 1998). Furthermore, *skills* are applied to a text unconsciously. In contrast, *Strategies* are actions chosen deliberately (or consciously) to chalk up special goals (Paris, Lipson & Wixson, 1983; Carrell, 1998).

METACOGNITION

Metacognition denotes "thinking about thinking" (Anderson, 2002, p. 23). This term was first devised by Flavell in the 1970s. According to Byrd, Carter, and Waddoups (2001), it is described or defined as self-awareness of mental process.

Others agree that metacognition denotes the knowledge and control which people have over their cognitive processes. As a whole, metacognitive encompasses awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluating (Baker, 2002, 2008; Presley, 2002; karbalaei, 2010).

METACOGNITIVE READING STRATEGIES

The current knowledge of metacognitive reading strategies has been fashioned considerably by research on what expert readers care for (Bazerman, 1985; Pressley & Afflerbach, 1995). Through such reading strategies, a reader allots considerable attention to controlling, monitoring, and evaluating the reading process (Pressley, 2000; Pressley, Brown, El-Dinary, & Afflerbach, 1995). Furthermore, Sheorey and Mokhtari (2001) indicated that it is the connection of conscious awareness of the strategic reading processes and the actual use of reading strategies that differentiates the expert from inexperienced readers. Studies suggest that unsuccessful learners are without sufficient strategic awareness and monitoring of the comprehension process.

Strategies pertaining to reading can be grouped into three categories of metacognition which are: *planning, monitoring, and evaluating strategies* (Pressley & Afflerbach, 1995; Israel, 2007).

Planning strategies are employed before reading. An example of planning strategies is to activate learners' background knowledge to get ready for reading (Israel, 2007; Almasi,

2003). Besides, showing a title, image, illustration, heading, or subheading can enable readers understand the summary of the writing. Perhaps readers also display the gist of the text and its structure (Almasi, 2003; Paris, Wasik, & Turner, 1991). Students could find out whether their text has a certain structure, such as cause and effect, question and answer, or compare and contrast. Additionally, setting the intention or aim of reading can be considered as a planning strategy as well (Pressley, 2002; Paris, Wasik, & Turner, 1991).

Monitoring strategies take place during reading. Such monitoring strategies include; comprehension of vocabulary, self-questioning (reflecting on whether they comprehended what they have read until now), summarizing, and inferring the main idea of each paragraph (Israel, 2007; Pressley, 2002). Readers could try to connect the text to their life experiences and to another text they have read before. Readers may also discover and concentrate on significant information or necessary words, including *but*, *however*, *on the other hand*, *in addition*, *also*, and *in conclusion*. Besides, to exemplify another monitoring strategy here, it is deciding which part of the passage can be stressed or disregarded on the basis of the aim of the task (Hudson, 2007).

Evaluating strategies are adopted after reading. For instance, after reading a text, readers may consider how to apply what they have comprehended to other circumstances. They may identify with the author, a narrative, or main character, and may have a better viewpoint of the situation in the text than they did initially (Iwai: 2001).

To sum up, metacognitive reading strategies are categorized into three clusters of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies. Furthermore, each cluster or category has many different types of sub-strategies which demand readers' metacognitive processing.

LITERATURE REVIEW

Studies on the connection between metacognition and reading comprehension have developed through a number of various stages. In their initial stages, research centered on the examination of the relationship between metacognition and reading comprehension from the developmental angle. Brown (1985) and Baker and Brown (1984) were among the first driving forces in this area of study. After studying the field, they decided that young learners do not have enough knowledge of metacognitive strategies when they are comprehending, knowing what they need to have information about and what they have comprehended, knowing where they fail to understand, and knowing what they require to do so as to improve or fix comprehension failure.

Feng and Mokhtari (1998) surveyed the reading strategies of 20 students who were Chinese proficient while reading easy and difficult texts in English and Chinese. They discovered that readers strongly requested a wide-ranging supply of strategies while reading in English and Chinese. Though, the large number of the strategies adopted while reading were employed more often in English than in Chinese. Moreover, more strategies were adopted when the students read texts they considered difficult rather than their easier counterparts.

In addition, Sheorey and Mokhtari (2001) investigated differences in the metacognitive and observed use of reading strategies among 105 United States (US) and English as Second Language (ESL) university students in the US. They concluded first, that

both the US and ESL learners proved a high amount of different reading strategies awareness. Second, both groups attributed the same priority to categories of reading strategies in the study, despite their reading ability or gender. Third, both ESL and US high-reading-ability students reveal relatively similar degrees of performance in cognitive and metacognitive reading strategies which was higher than lower-reading ability learners, and while the US high-reading-ability learners appear to think carefully about supporting reading strategies rather than their low-reading-ability US subjects, ESL learners ascribe high significance to support reading strategies, irrespective of their reading ability level.

Mokhtari and Reichard (2004) also examined whether significant differences exist between first and second language readers in their metacognitive awareness and perceived use of particular strategies while reading for academic purposes in English. In this research, 350 college learners were examined who were 141 American and 209 Moroccan students. As a result of measuring their metacognitive awareness of their reading strategies in the study, the learners showed that, apart from the two groups different educational and socio-cultural settings, similar patterns of strategy awareness and use have been reported in the study while reading academic materials in English. Both communities revealed a moderate to high awareness amount of reading strategies. In relation to the strategies types described by the students, Moroccan learners reported using specific types of strategies more frequently than their American counterparts.

In spite of the very quickly increasing research on different areas of second and foreign language readings, a few investigations have focused on finding out the types of metacognitive reading strategies adopted by EFL and ESL readers when they are reading in English. Furthermore, except for a few studies, most of the research on the first and second language learners' adopted reading strategies focused on students studying at the primary or secondary schools or in pre-university curricula. Besides, there is no research currently existing about the metacognitive use of reading strategies in the Iraqi Kurdistan Region. Though, tertiary education learners have to read a large amount of academic readings in English, several of them enrolling at university study are impromptu learners as their college prerequisites (Dreyer & Nel, 2003).

The researcher wanted to conduct the present study in order to find answers to the questions concerning college students' reading comprehension performance in a time-limited test excerpted from IELTS Standard Test on the one hand, and their utilization of reading comprehension strategies on the other to notice the effect of such strategies on their performance.

METHODOLOGY

Subjects

The population in the present study consisted of 72 college students including 36 from college of Education and 36 from college of Basic Education. The students were juniors majoring in English Language Teaching.

The Tools of the Study

Reading Comprehension Test

The reading comprehension test was taken from the standardized IELTS Examination (Cambridge English IELTS 9 with Answers: 2013). The time allocated to the test was 20

minutes (as it is fixed in the IELTS Reading Subtest). The reading passage was followed by 10 questions: six multiple-choice (with A, B, C, and D options) plus 4 True-False questions (having *Yes/ No/ Not Given* options) shown in Appendix 1.

Questionnaire

A questionnaire was constructed on the basis of the three major categories of reading comprehension strategies (namely: *planning*, *monitoring*, and *evaluating strategies*) for the purpose of eliciting information about the participants' adopted strategies in reading comprehension. The questionnaire consists of 55 items and each item has two variables (*Yes*, and *No*) so as to indicate the learners' adopted strategies as manifested in Appendix 2.

The Research Questions

The objectives were to find answers to the following three questions concerning college students' reading comprehension performance on the one hand, and their usage of reading comprehension strategies on the other:

1. What is the college students' level of achievement in reading comprehension test?
2. To what extent do they adopt the metacognitive reading strategies?
3. What is the effect of metacognitive reading strategies use on their performance in reading comprehension test?

Procedures:

First, the subjects were provided with the reading comprehension test in order to answer the questions in 20 minutes time-limit (as the allocated time in each IELTS reading subskill). The researcher gave an overview of the purpose of the study, and a description of the test with an explanation of the steps involved in completing it. Later, the subjects were given the metacognitive reading strategies questionnaire after having completed the reading comprehension test. After that, the participants were instructed to read each of the questionnaire items, and then to tick the items as "Yes" or "No" which best indicated their perceived application of the strategies already employed in responding to the reading comprehension test.

RESULTS**Table 1.** The Frequency and Percentage of Learners' Performance in the Reading Comprehension Test

| Question No. | The Frequency of | | | The Percentage of | | |
|-------------------------------|------------------|-------------------|-------------------|----------------------------------|-------------------|-------------------|
| | Correct Answers | Incorrect Answers | Skipped Questions | Correct Answers | Incorrect Answers | Skipped Questions |
| 1 | 25 | 46 | 1 | 34.7% | 63.9% | 1.4% |
| 2 | 26 | 42 | 4 | 36.1% | 58.3% | 5.6% |
| 3 | 13 | 56 | 3 | 18.1% | 77.8% | 4.2% |
| 4 | 17 | 45 | 10 | 23.6% | 62.5% | 13.9% |
| 5 | 19 | 50 | 3 | 26.4% | 69.4% | 4.2% |
| 6 | 18 | 52 | 2 | 25.0% | 72.2% | 2.8% |
| 7 | 18 | 45 | 9 | 25.0% | 62.5% | 12.5% |
| 8 | 6 | 56 | 10 | 8.3% | 77.8% | 13.9% |
| 9 | 27 | 32 | 13 | 37.5% | 44.4% | 18.1% |
| 10 | 23 | 40 | 9 | 31.9% | 55.6% | 12.5% |
| The Total Frequency of | | | | The Average percentage of | | |
| | Correct Answers | Incorrect Answers | Skipped Questions | Correct Answers | Incorrect Answers | Skipped Questions |
| | 192 | 464 | 64 | 26.66% | 64.44% | 8.91% |

The table above shows the reading test questions, the frequency and percentage of the students' performance in the test.

Table 2. Metacognitive Reading Strategies Adopted by the Sample

| The Categories | Item No. | Frequency of used strategies | Percentage of used strategies | Each Category Percentage | Overall Percentage |
|------------------------------|----------|------------------------------|-------------------------------|--------------------------|--------------------|
| <i>Planning Strategies</i> | 1 | 50 | 69.4% | 38.33% | 31.97% |
| | 2 | 12 | 16.7% | | |
| | 3 | 9 | 12.5% | | |
| | 4 | 9 | 12.5% | | |
| | 5 | 32 | 44.4% | | |
| | 6 | 40 | 55.6% | | |
| | 7 | 30 | 41.7% | | |
| | 8 | 45 | 62.5% | | |
| | 9 | 17 | 23.6% | | |
| | 10 | 32 | 44.4% | | |
| <i>Monitoring Strategies</i> | 11 | 38 | 52.8% | 33.97% | |
| | 12 | 19 | 26.4% | | |
| | 13 | 15 | 20.8% | | |
| | 14 | 31 | 43.1% | | |
| | 15 | 34 | 47.2% | | |
| | 16 | 23 | 31.9% | | |
| | 17 | 38 | 52.8% | | |
| | 18 | 38 | 52.8% | | |
| | 19 | 19 | 26.4% | | |
| | 20 | 22 | 30.6% | | |
| | 21 | 10 | 13.9% | | |
| | 22 | 9 | 12.5% | | |
| | 23 | 7 | 9.7% | | |
| | 24 | 44 | 61.1% | | |
| | 25 | 39 | 54.2% | | |
| | 26 | 40 | 55.6% | | |
| | 27 | 23 | 31.9% | | |
| | 28 | 45 | 62.5% | | |
| | 29 | 23 | 31.9% | | |
| | 30 | 34 | 47.2% | | |
| | 31 | 28 | 38.9% | | |
| | 32 | 11 | 15.3% | | |

| | | | | | |
|------------------------------|-----------|--------------|---------------|--|--------------|
| | 33 | 21 | 29.2% | | |
| | 34 | 36 | 50.0% | | |
| | 35 | 28 | 38.9% | | |
| | 36 | 22 | 30.6% | | |
| | 37 | 10 | 13.9% | | |
| | 38 | 33 | 45.8% | | |
| | 39 | 32 | 44.4% | | |
| | 40 | 30 | 41.7% | | |
| | 41 | 24 | 33.3% | | |
| | 42 | 19 | 26.4% | | |
| | 43 | 1 | 1.4% | | |
| | 44 | 12 | 16.7% | | |
| | 45 | 12 | 16.7% | | |
| | 46 | 19 | 26.4% | | |
| 47 | 16 | 22.2% | 23.61% | | |
| <i>Evaluating Strategies</i> | 48 | 11 | | | 20.8% |
| | 49 | 18 | | | 25.0% |
| | 50 | 23 | | | 31.9% |
| | 51 | 25 | | | 34.7% |
| | 52 | 18 | | | 25.0% |
| | 53 | 28 | | | 38.9% |
| | 54 | 2 | | | 2.8% |
| | 55 | 7 | 9.7% | | |

The learners' results in table 2 concerning the questionnaire show the frequency and percentage of the students' employed strategies in each item, also show the percentage of each the three categories of metacognitive reading strategies as well as the overall percentage of all the used strategies by the sample.

DISCUSSION AND CONCLUSIONS

The learners' results in the time-limited test show the extent to which the learners have been able to answer the questions correctly:

The learners performed very poorly in the test due to having very low percentage of their correct answers to each question as their correct answers percentage is between 8.3-37.5 (as displayed in Table 1). The average percentage of the correct answers is also very low (i.e., 26.66 %). Thereby, the college students' level of achievement is very low in reading comprehension questions. Moreover, the table indicates the frequency and percentage of unanswered (or skipped) questions (i.e., 64 questions and 8.91 percent) which are probably as

a result of lack of enough time to answer the test amply in the limited time (in 20 minutes as the assigned time in IELTS Reading Subskills).

The practitioners' answers to the questionnaire show the extent of their employed metacognitive reading strategies *before*, *during*, and *after* answering the reading comprehension test:

In Planning Strategies category, among ten strategies, slightly higher than half of the students have indicated that they have applied three strategies which are: *identifying the purpose of reading the text*, *reading any titles or subtitles of the text*, and *focusing on the length of the text* (i.e., **69.4%**, **55.6%**, and **62.5%** respectively as illustrated in items 1, 6, and 8 in Table 2) whilst they have very poorly adopted the other seven strategies (as statistically calculated in Table 2).

In Monitoring Strategies category, among thirty-seven strategies, almost half of the practitioners are successful in applying numerable strategies as in items 11, 17, 18, 24, 25, 26, and 34 whereas they have employed the other thirty strategies very poorly as shown in Table 2.

In Evaluating Strategies category, the subjects have shown in their questionnaire results that a small number of them are relatively capable of utilizing any of the eight evaluating strategies as manifested in Table 2.

Besides, the percentage of the students' employed reading strategies reveal that they do not sufficiently adopt such strategies in each of the three categories namely, *planning*, *monitoring*, and *evaluating strategies* (i.e., **38.33%**, **33.97%**, and **23.61%** successively). Furthermore, they poorly employ such strategies overall which is **31.9%** in the whole questionnaire (displayed in Table 2).

While reading comprehension strategies are plans or steps that good readers use to understand what they are reading, the majority of subjects are not likely to have benefited from consciously practicing these strategies properly on the basis of their poor performance in the test questions (as illustrated in Table 1), and of their relatively high failure in adopting metacognitive reading strategies aptly in the questionnaire (as displayed in Table 2).

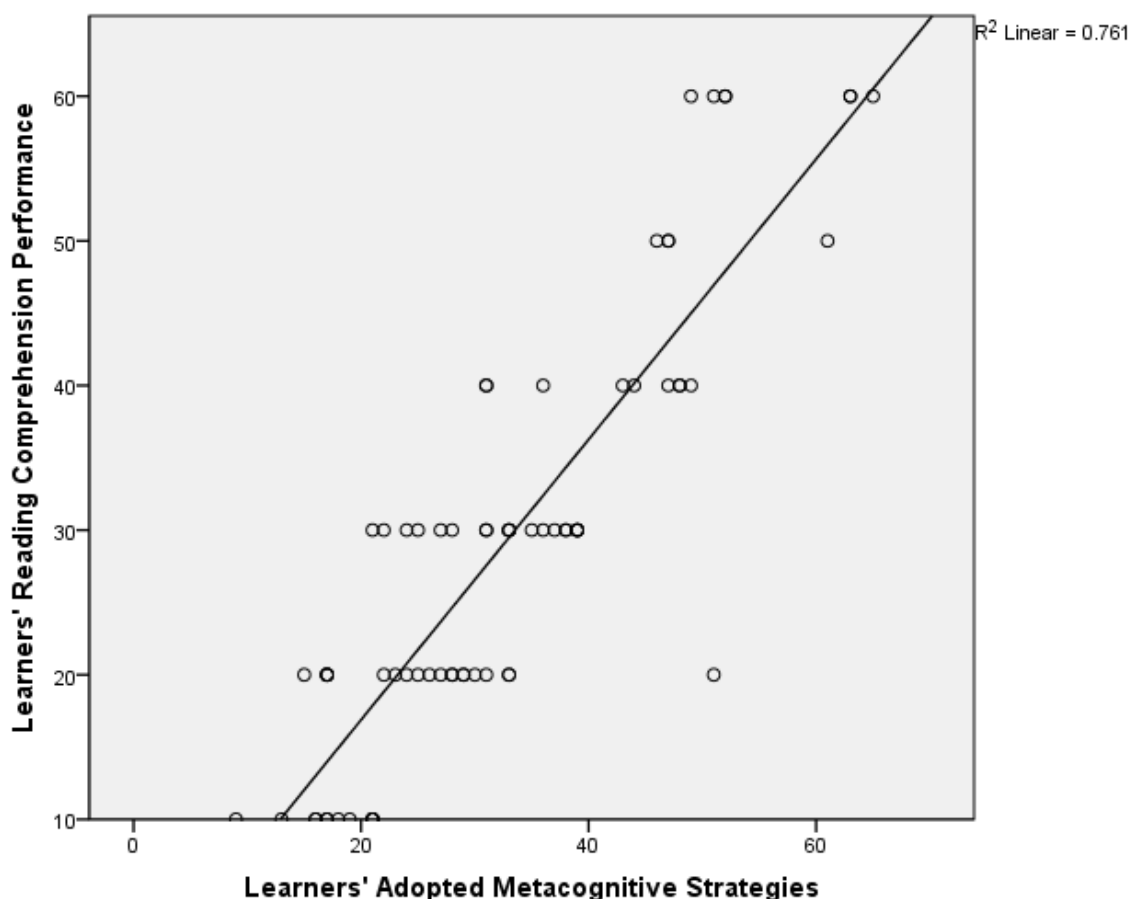


Figure 1: The Relationship between Students’ Reading Comprehension Performance and Their Adopted Metacognitive Strategies

As shown in figure (1), the strength of linear relationship between the students’ performance and their reportedly adopted metacognitive strategies can be interpreted with the above illustrated Scatterplot in SPSS which reveals a significant linear ratio in percentage. That is to say, both the learners’ reading comprehension performance and their reported metacognitive strategies are in direct linear relationship at about 76% whereas approximately 24% of the students’ results cannot be affected or interpreted by their reported strategies.

| | | Learners' Reading Comprehension Performance | Learners' Adopted Metacognitive Strategies |
|---|---|--|---|
| Learners' Reading Comprehension Performance | Pearson Correlation Sig. (2-tailed) N | 1 72 | .872** .000 72 |
| Learners' Adopted Metacognitive Strategies | Pearson Correlation Sig. (2-tailed) N | .872** .000 72 | 1 72 |

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 2: The Significance of Pearson Correlation Coefficient between Learners' Reading Comprehension Performance and their Applied Metacognitive Strategies.

Furthermore, Figure (2) shows the Pearson Correlation Coefficient Value which has been computed in SPSS Programme in order to find out the positive or negative and strong or weak relationships between the learners' performance in the test and their applied strategies. Since the value of correlation coefficient is bigger than zero and close to plus one (i.e, 0.872), the relationship is strong and positive.

Hence, this uncovers the high explicit effect of metacognitive reading strategies use on colleges students' performance in reading comprehension tests –The higher they adopt the strategies consciously, the better they can perform in the reading comprehension tests accordingly; or vice versa.

Thus, that could be because of a number of reasons, to mention some:

They are highly unexperienced in adopting the metacognitive reading strategies. They show lack of ability to read a text selectively or take out what is important and discard what is insignificant on the basis of the purpose of reading. Similarly, they often select ineffectual and aimless strategies with little strategic decisions or plans. Furthermore, the students lack the actual use of metacognitive reading strategies. Also, they are slow readers as a result they have skipped some questions (left them unanswered). That could be because of not studying or less practicing such strategies consciously in reading comprehension tests.

RECOMMENDATIONS

1. On the basis of the learners' performance in reading comprehension test and its strategies, teachers and reading specialists can use the present study information to make effective decisions for teaching reading comprehension in the hope of making instructional adjustments accordingly. How the students are approaching the task and what kinds of skills, abilities and strategies they have could be in favor of instructions in reading comprehension.
2. Teachers should not feel good about just collecting information concerning students' results in reading comprehension tests because the data are not used to make instructional decisions about the learners. Instead, the teachers had better plan for how to make the learners understand their cognitive and metacognitive mistakes and/ or errors in reading comprehension tests.
3. Students should be provided very quickly with their reading comprehension results and error remedy.
4. The instructors should improve the learners' ability to read rapidly through implementing some related reading strategies in the class (for example, skimming, scanning, relying on context meanings rather than lexical meanings, etc.) in order to catch up with reading passage and answering its questions.
5. Teachers should explain the metacognitive reading strategies in five complete elements:
 - a. *What the strategy is;*
 - b. *why to learn it;*
 - c. *how to use it;*
 - d. *when and where it should be used; and*
 - e. *how to evaluate its use.*

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Appendix 1: *The IELTS Reading subtest for Assessing Students' Reading Comprehension Achievement.*

Dear students! Read the following passage carefully and then answer the followed questions:

The Development of Museums

A. The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'although it is now evident that tangible artifacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems *ipso facto* real.' Such conviction was, until recently, reflected in museum displays. Museums used to look-and some still do-much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

B. Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience,' the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the USA the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticized as an intolerable vulgarization, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

C. In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is generally evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted 'theming' as a relevant tool, and theme parks are moving towards more authenticity and

research-based presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers' Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

D. Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreated historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities.

E. It could be claimed that in order to make everything in heritage more 'real', historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretations, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

F. Human bias is inevitable, but another source of bias in the presentation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, places and cathedrals have a longer lifespan than the dwellings of ordinary people. The same applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived the walled town, an area more than five times smaller than modern

Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicate that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres.

Q1/ Choose the correct letter, A, B, C, or D:

1. Compared with today's museums, those of the past.....

- A did not present history in a detailed way.
- B** were not primarily intended for the public.
- C were more clearly organised.
- D preserved items with greater care.

2. According to the writer, current trends in the heritage industry.....

- A** emphasises personal involvement.
- B have their origins in York and London.
- C rely on computer images.
- D reflect minority tastes.

3. The writer says that museums, heritage sites and theme parks.....

- A often work in close partnership.
- B try to preserve separate identities.
- C have similar exhibits.
- D** are less easy to distinguish than before.

4. The writer says that in preparing exhibits for museums, experts.....

- A should pursue a single objective.
- B have to do a certain amount of language translation.
- C should be free from commercial constraints.
- D** have to balance conflicting priorities.

5. In paragraph E, the writer suggests that some museum exhibits.....

- A fail to match visitor expectations.
- B are based on false assumptions of professionals.
- C** reveal more about present beliefs than about the past.

D allow visitors to make more use of their imagination.

6. The passage ends by noting that our view of history is biased because.....

A we fail to use our imagination.

B only very durable objects remain from the past.

C we tend to ignore things that displease us.

D museum exhibits focus too much on the local area.

Q2/ Do the following statements agree with the information given in the Reading Passage? (Use: TRUE, FALSE, or NOT GIVEN accordingly):

7. Consumers prefer theme parks which avoid serious issues. (False)

8. More people visit museums than theme parks. (Not Given)

9. The boundaries of Leyden have changed little since the seventeenth century.
(False)

10. Museums can give a false impression of how life used to be. (True)

Appendix 2: The Students' Questionnaire for Investigating their Metacognitive Reading Strategies

Dear students! This questionnaire is constructed for a research entitled, "*An Assessment of EFL College Students' Performance in Reading Comprehension and the Meta-cognitive Reading strategies*" in order to know the students' reading comprehension achievement in a time-limited test and the psycholinguistic analysis (attempts or guesses analysis via finding a window to the mind) in College of Basic Education in the students' answers.

Please, tick carefully each of the following items in **Yes** or **No** options. Your contribution is highly appreciated.

Regards

A. Before starting to read the text, did you try to.....

| No. | Items | Yes | No |
|------------|--|------------|-----------|
| 1 | identify the purpose of reading the text? | | |
| 2 | identify the form or type of the text? | | |
| 3 | identify or underline a topic sentence? | | |
| 4 | highlight or follow supporting details toward a conclusion? | | |
| 5 | read the questions followed? | | |
| 6 | read any titles or subtitles of the text? | | |
| 7 | read the conclusion? | | |
| 8 | focus on the length or amount of the text? | | |
| 9 | count the paragraphs in the text? | | |
| 10 | think that you could not catch up with answering it (finish it in the limited time)? | | |

B. while reading the text, did you

| N | Items | Yes | No |
|----------|---|------------|-----------|
| 11 | use or try to use a dictionary? | | |
| 12 | ask or try to ask a teacher to help you in reading comprehension? | | |
| 13 | predict what is going to happen to combine what has come with what is to come? | | |
| 14 | skip some insignificant parts? | | |
| 15 | read the whole text? | | |
| 16 | read the text word by word to understand better? | | |
| 17 | focus on reading groups of words together simultaneously? | | |
| 18 | sometimes pause at certain places to understand and arrange information better? | | |
| 19 | sound out (talk out loud) something if you did not understand it? | | |
| 20 | monitor your understanding to evaluate whether your reading way was meeting the goals? | | |
| 21 | try to memorize an author's point of view? | | |
| 22 | try to connect the text to your life-experience? | | |
| 23 | try to connect the text to another text you have read before? | | |
| 24 | think of the basic meaning of a phrase or sentence to understand the whole text? | | |
| 25 | think of the implied meaning like, " <i>reading between the lines</i> " to understand the whole text? | | |
| 26 | think of understanding information across sentences or a paragraph? | | |
| 27 | think of the whole passage meaning to understand the unknown words meaning? | | |
| 28 | think of the neighboring words to understand the meaning of a word? | | |
| 29 | hold a pen in hand while reading to highlight or underline some parts of it? | | |
| 30 | usually read a line more than once before moving to the next? | | |
| 31 | usually read a paragraph more than once before moving to the next? | | |
| 32 | highlight the words like, <i>therefore, as a result, in conclusion</i> ? | | |

| | | | |
|----|---|--|--|
| 33 | highlight or underline the keywords in a sentence or paragraph? | | |
| 34 | ask questions like, “ <i>what is the purpose of this paragraph?</i> ”? | | |
| 35 | read fast? | | |
| 36 | read in normal speed? | | |
| 37 | read slow? | | |
| 38 | read fast for skimming? | | |
| 39 | read fast for scanning? | | |
| 40 | Skim for gist (general idea or meaning) of the text? | | |
| 41 | Scan for exact matches of specific piece of information like a name or date...etc.? | | |
| 42 | use ‘search-reading’ for predetermined information without being able to rely on exact word matches? | | |
| 43 | take notes? | | |
| 4 | Highlight the difficult words? | | |
| 45 | construct meaning from world knowledge (everyday things, including social and cultural norms)? | | |
| 46 | construct meaning from topical knowledge (information about a topic)? | | |
| 47 | construct meaning from linguistics knowledge (phonology, morphology, semantics, syntax, pragmatics.... etc.)? | | |

C. After reading the text, did you.....

| No. | Items | Yes | No |
|------------|---|------------|-----------|
| 48 | argue with the writer in order to interact with him? | | |
| 49 | ask questions like, “ <i>why did the author write this?</i> ”? | | |
| 50 | know what the text said | | |
| 51 | know what the text means | | |
| 52 | know what the text does (or tries to do)? | | |
| 53 | know how the text works? | | |
| 54 | take a lesson from the passage to apply in other situations in your life? | | |
| 55 | critically analyze and evaluate the information in the text? | | |

هه‌لسه‌نگاندنی توانای قوتاییانی کۆلیژی زمانی ئینگلیزی وهک زمانیکی بیانی له خویندنه‌وه به تیگه‌یشتن و ستراتیژییه‌ته‌کانی بیرکردنه‌وه له خویندنه‌وه

تحسین حسین رسول

مامۆستای یاریده‌ده‌ر

به‌شی زمانی ئینگلیزی، کۆلیژی په‌روه‌رده‌ی بنه‌ره‌تی
زانکۆی سه‌لاحه‌ددین-هه‌ولێر، هه‌ریمی کوردستانی عێراق

پوخته

پێوانه ستاندارده‌کان وهک پێوه‌ریک به‌کارده‌هێنرین بۆ دیاریکردنی ئاستی قوتایی له خویندنه‌وه به تیگه‌یشتن. کیشه‌ی ئەم لیکۆلینه‌وه‌یه بریتیه له‌وه‌ی که ژماره‌یه‌کی زۆر له‌و خویندکارانه‌ی که تاقیکردنه‌وه‌ی (TOEFL) و (IELTS) ده‌کهن گازانده له تیگۆشانیان ده‌کهن له کاتی کردنی به‌شه تاقیکردنه‌وه‌ی خویندنه‌وه به تیگه‌یشتن. توانای قوتاییان، به تایبه‌تی گهر خراپتریت له‌وه‌ی که لییان چاوه‌روان ده‌کریت، گرنگی تایبه‌تی له باشکردنی پرۆسه‌ی فێرکردن هه‌یه. نامانجی ئەم لیکۆلینه‌وه‌یه چهنده‌تییه بریتیه له هه‌لسه‌نگاندنی نه‌ک به ته‌نها توانای فێرخوازان له خویندنه‌وه به تیگه‌یشتن، به‌لکو هه‌لسه‌نگاندنی هه‌ندیک پرۆسه‌شه که دهنه هۆی خویندنه‌وه به تیگه‌یشتن (که پێیان ده‌وتریت ستراتیژییه‌ته‌کانی خویندنه‌وه به تیگه‌یشتن). ئەم لیکۆلینه‌وه له لایه‌ک هه‌ولده‌ات تاقیکردنه‌وه‌یه‌ک له توانای خویندکارانی قونای سێی کۆلیژ بکات له تاقیکردنه‌وه‌یه‌کی کات دیاریکراوی به کۆمه‌لی خویندنه‌وه به تیگه‌یشتن، له لایه‌کی تره‌وه پشکنینیک بۆ تواناکانیان له ستراتیژییه‌ته‌کانی بیرکردنه‌وه له خویندنه‌وه له ریگه‌ی به‌کارهێنانی راپرسییه‌ک ده‌کات. به‌شه‌تاقیکردنه‌وه‌ی خویندنه‌وه به تیگه‌یشتن له تاقیکردنه‌وه‌ی ستانداردی (IELTS) هه‌وه وه‌رگیراوه و دابه‌شکراوه‌ته سه‌ر سامپلێکی ۷۲ خویندکاری له هه‌ردوو به‌شی زمانی ئینگلیزی له کۆلیژی په‌روه‌رده و کۆلیژی په‌روه‌رده‌ی بنه‌ره‌تی له زانکۆی سه‌لاحه‌ددین-هه‌ولێر بۆ سالی خویندنی (۲۰۱۶-۲۰۱۷) له هه‌ریمی کوردستانی عێراق. ئەم لیکۆلینه‌وه‌یه هه‌ول ده‌ات که وه‌لامی ژماره‌یه‌ک پرسیار بداته‌وه سه‌باره‌ت به ئاستی به‌ده‌سته‌ینانی خویندکاران له خویندنه‌وه به تیگه‌یشتن و ستراتیژییه‌ته‌کانی بیرکردنه‌وه‌یان له خویندنه‌وه، هه‌روه‌ها کاریگه‌ری ستراتیژییه‌ته به‌کارهێنراوه‌کانیان له‌سه‌ر توانای فێرخوازان له خویندنه‌وه به تیگه‌یشتن.

دۆزینه‌وه‌ی ستراتیژییه‌ته‌کانی خویندنه‌وه‌ی خویندکاران شیکردنه‌وه‌یه‌کی گشتگیری هه‌له‌کان به هه‌له‌چنه‌کان و مامۆستایان ده‌ات بۆ دیاریکردنی خالی به‌هێز و لاواز بۆ نمونه چ ستراتیژییه‌تیکی خویندنه‌وه به‌کار(نه‌هێنراوه و بۆچی خویندکاریک کیشه‌ی له ستراتیژییه‌تیکی دیاریکراوی خویندنه‌وه هه‌یه. وشه سه‌ره‌کییه‌کان: خویندنه‌وه به تیگه‌یشتن، ستراتیژییه‌ته‌کانی بیرکردنه‌وه له خویندنه‌وه، پێوانه ستاندره‌کان، لیکۆلینه‌وه‌ی چهنده‌تییه‌تی.

تقييم اداء طلبة الكلية دارسي اللغة الانكليزية كلغة اجنبية في القراءة بالاستيعاب واستراتيجيات التفكير فيها

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خلاصة

المقاييس العالمية تستخدم كمعايير لتحديد مستوى الطالب في القراءة بالاستيعاب. مشكلة هذا البحث هي ان مجموعة كبيرة من الطلبة يشكون من محاولاتهم حينما يُقدّمون على امتحان ال (TOEFL) و ال (IELTS) في الجزء الخاص بالقراءة بالاستيعاب. اداء الطلبة، وخاصة اذا كان اسوء مما كان متوقعا منه، فان العملية التعليمية بحاجة الى مراجعة.

هدف هذا البحث نوعي، والذي هو ليس عبارة عن تقييم قدرة الطالب على القراءة بالاستيعاب فقط، وانما تقييم بعض العمليات التي تكون سببا في القراءة بالاستيعاب ايضا (والتي تسمى استراتيجيات التفكير في القراءة). هذا البحث يحاول اختبار اداء طلاب المرحلة الثالثة في امتحان القراءة بالاستيعاب محدد الوقت وجماعي هذا من جانب، من جانب اخر يقوم باختبار استراتيجياتهم التفكيرية في القراءة بالاستيعاب عن طريق استخدام الاستبيان. الجزء المخصص بالقراءة بالاستيعاب مأخوذ من الاختبار العالمي ال (IELTS) وموزع على نموذج مكون من ٧٢ طالبا في قسم اللغة الانكليزية في كليتي التربية والتربية الاساس في جامعة صلاح الدين اربيل للسنة الدراسية (٢٠١٦-٢٠١٧) في اقليم كردستان العراق. هذا البحث يحاول ان يجيب على مجموعة من الاسئلة حول مستوى تحصيل الطلاب من القراءة بالاستيعاب واستراتيجياتهم التفكيرية في القراءة، فضلا عن تاثير الاستراتيجيات المستخدمة في اداء الطلاب في القراءة بالاستيعاب.

ايجاد استراتيجيات القراءة للطلاب يعطي تحليلا شاملا بالاطفاء للمصححين والمدرسين، لتحديد النقاط القوية والضعيفة، مثلا اي استراتيجيات (لم) تستخدم، ولماذا تكون لديه مشكلة مع استراتيجية محددة في القراءة.

مصطلحات اساسية: القراءة بالاستيعاب، استراتيجيات التفكير في القراءة، المقاييس العالمية، البحث الكمي.