

## The Effect of Teaching Metacognitive Strategies on Iraqi EFL Preparatory Students School Reading Comprehension performance

Samar Faez Yaseen

Assist Prof Dr. Sundus AJ. Kamil

College of Education Ibn Rushd

for Human Sciences

University of Baghdad

**Keywords:** Metacognitive Strategies. Iraqi EFL Preparatory Students School .Reading Comprehension performance

### Summary:

Reading is a sensory process in language, which is linked to linguistic psychology, where it begins with writing symbols and ends at the sense explained by the reader, and this is the essential interaction between language and thinking in reading. Reading comprehension skills permit learners to read efficiently, learn effectively, problem-solve, strategize, conceptualize, and prosper. Reading comprehension skills are based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skills, learners necessarily and continually focus on decoding letters and words to the detriment of the reading process rather than pursuing the progression to meaning and understanding.

The current study aims to find out the effect of teaching metacognitive strategies on the student's reading comprehension performance two hypotheses are assumed to be established. First, there are no statistically significant differences between the mean post-test scores of the reading comprehension performance among the experimental and control groups among Iraqi EFL preparatory school students. Second, there are no statistically significant differences in the effect size of the independent variable (Metacognitive Strategies) in developing the dependent

variable (Reading Comprehension) among Iraqi EFL Preparatory School Students. For carrying out the aims of this study, and validating its hypotheses, a sample of eighty students have been randomly chosen from the fifth preparatory school students in Shams Alhurra secondary school for girls for the academic year (2022-2023). The two groups are equally divided in to two groups, group (A) represents experimental group that consists of (40) students who have been taught according to metacognitive strategies. Group (B) control group which also consists of (40) students who have been taught according to the traditional method.

Making a pre and post reading comprehension test. Both groups have been equalized in such variables such as educational level of parents, English scores in preceding schooling year, and the pre-test of both groups. Three questions are composed to combine a post-test. Alpha-Cronbach method has been used to confirm the reliability coefficient. The discrimination power and difficulty level for each item have been determined via statistical analysis of the items. The entire sample has been exposed to the post-test as a result. The data gathered from the post-test findings have been statistically examined using the formula for the T-test of two independent and paired samples. According to the results, there is a statistically significance difference between the mean score of the two groups in the of the reading comprehension performance post-test, and the effectiveness of these strategies in developing the dependent variable (reading comprehension) among Iraqi EFL preparatory school students. Based on the findings and conclusions of this study, appropriate recommendations and suggestions for future studies are put forward.

## Introduction

### 1.1 The Problem and its Significance

Language learning demands the necessity of both accessible and creative abilities that show an impact on students' dominance of language. Reading is

accepted to be the establishment in learning a language; it is an efficient way to cultivate students' information on language (Akbar & Farid, 2012) .

Comprehension is the significant capacity to realize a written text. As Grabe and Kaplan (2009) define, reading comprehension is the practice of altogether digging up and building significance through connection with the written language. Reading comprehension development entails the interface between a reader's prior knowledge and the information acquired from the composed language (Anderson, 2003).

It has been observed that many students in preparatory schools struggle with reading comprehension (Tawfeeq, 2020). For instance, during tests, students often show little interest in responding to all the reading comprehension questions, particularly those requiring them to recall details from the reading comprehension texts. Nevertheless, most students are prepared to rely on luck when responding to true/false and multiple-choice questions. Additionally, because the traditional way of teaching reading comprehension predominates; most of English language teachers' methods are insufficient for developing reading skills (Khaleeliya, 2016).

## 1.2 Aims

The present study aims to:

- 1 .Find out the effect of teaching metacognitive strategies on student's reading comprehension performance.

## 1.2 Hypotheses

It is hypothesized that:

1. There are no statistical significant differences between the mean post-test scores of the reading comprehension performance between the experimental and control groups among Iraqi EFL preparatory school students.
2. There are no statistically significant differences in the magnitudes effect of the independent variable (Metacognitive Strategies) in developing the dependent

variable (Reading Comprehension) among Iraqi EFL Preparatory School Students.

#### 1.4 Value

The current study is expected to be of value to;

1. EFL Preparatory teachers to highlight the use of metacognitive strategies as strategy to be applied in their classrooms to improve their students' reading comprehension performance .
2. researchers and experts in curriculum design to develop students' reading comprehension performance .

#### 1.5 Limits

This study is limited to the following;

1. Iraqi EFL Fifth preparatory school students .
2. The academic year for.(2023-2022)
3. The textbook "English for Iraq" for fifth preparatory school students (Olivia et al.,2013).

#### 1.6 Definition of Basic Terms

##### 1.6.1 Metacognitive Strategies

Metacognitive strategies are "knowledge concerning one's cognitive processes and products or anything related to them" (Flavell,1976, p. 232).

The operational definition of Metacognitive strategies is a strategy of three components for teaching fifth preparatory school students' reading comprehension performance .

##### 1.6.2 Reading Comprehension Performance

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with a written language (Leu, 2006)

The operational definition of reading comprehension is reconstructing a message from a written passage by employing the micro and macro processes and the reader's earlier knowledge.

#### 1.6.4 EFL Preparatory Students

They are Iraqi students studying English as a foreign language. The preparatory stage should be passed through after the intermediate stage. It consists of three levels of grades. Preparatory school students are aged between (15-17). Passing this level of schooling qualifies students to enter colleges and complete their higher education.

### 2.Theoretical Background

#### 2.1The Aspects of Metacognition

Metacognition has three main aspects: metacognitive knowledge, metacognitive monitoring, and self-regulation and control and is viewed in two dimensions: 1. the knowledge of cognition, which is made up of three factors such as declarative knowledge (abilities and characteristics that affect cognitive processing), procedural knowledge (using or implementing strategies), and conditional knowledge (assessment and reflection on the effectiveness of the strategies used) and 2. the regulation of cognition which includes planning, monitoring, testing, revising, and evaluating strategies used (Pintrich,2000).

Louca (2003) describes metacognition as cognition about cognition because it entails examining the brain's processing during the reading/thinking process. Reading as a cognitive process implies that metacognition or awareness and regulation of one's thinking during the reading process could lead to better Comprehension.

According to Iwai (2011), metacognition is critical to reading comprehension since it is essential to developing 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 read tasks. Koda (2007) defines metacognitive reading strategies as planned, intentional, goal-directed, and future-

oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task. In fulfilling a task using metacognition, a learner plans and activates, then monitors, controls, reacts, and reflects (Pintrich, 2000). Iwai (2011) summarizes the process of metacognition in three steps: 1. Planning; 2. Monitoring, and 3. Evaluation. Metacognitive reading strategy awareness is essential in reading comprehension and education.

### **Metacognitive Strategies**

According to Dawood (2021), strategies are any set of plans, specific activities, techniques, habits, ideas, or behaviors the learners apply to facilitate the understanding, acquisition, receiving, and use of knowledge.

According to Flavell (1976, P.232), metacognitive knowledge is "... one's knowledge concerning one's cognitive processes and products or anything related to them". In the context of reading comprehension, metacognition ensures that the students can construct meaning from information. They should be able to reflect on their thinking process, identify reading strategies while reading and manage how they read; it is a segment of a learner's stored world knowledge that includes cognitive tasks, goals, actions, and experiences that have to do with people, it primarily consists of knowledge or beliefs about what factors or variables act and interact in ways that affect the course and outcome of cognitive enterprises (Marimuthu, 2016).

### **O'Malley and Chamot Model of Metacognitive Strategies**

Metacognitive strategies are called "higher-order executive skills" (O'Malley & Chamot, 1990, p. 55).

Metacognitive strategies, according to O'Malley and Chamot (2001, p. 8), "involve thinking about the learning process, planning for learning, and self-evaluation after the learning activity has been completed." O'Malley and Chamot (1990) divided metacognitive strategies into three categories: (1) planning, (2) monitoring, and (3) evaluating, based on information-processing theory and procedural and declarative knowledge.

O'Malley and Chamot maintained that the "planning" process used in the production system's conditional clause is a method for resolving disputes between conflicting action statements. O'Malley and Chamot's theory is further classified into the following categories, "planning" entails setting the direction for language production and reception. "Planning" includes five strategies: (1) Advance organizers; (2) Directed attention; (3) Selective attention; (4) Self-management; (5) Functional planning .

"Monitoring" is a response to ambiguity in language comprehension when a person chooses a best guess of the message's meaning based on the meanings already accessible. Being conscious of one's actions is another way to define "monitoring." In this subcategory, there is just one tactic: (6) Self-review.

"Evaluation" refers to the mental act of consciously reviewing learning results and one's advancement in a new language. Only one tactic falls under this category: (7) A self-evaluation.

According to O'Malley and Chamot (2001), the first type of metacognitive strategy, planning, includes two types of strategies: advanced organization and organizational planning. The second type, self-monitoring, entails assessing, confirming, or improving one's linguistic task performance or understanding. It incorporates more focused metacognitive techniques, such as Monitoring one's language production, including checking, confirming, or making necessary corrections. It is mainly used in speaking and writing; 3. Monitoring by ear; 4. Monitoring by sight; 5. Monitoring by styling; 6. Monitoring by strategy; 7. Monitoring by plan; and 8. It is monitored by double-checking.

Five metacognitive strategies fall under the last category, self-evaluation. They are 1. Production evaluation; 2. Performance; 3. Ability; 4. Strategy; and 5. Language evaluation.

## 2 The Concept of Reading Comprehension

According to Brunfaut (2021), reading is one of the critical skills in language learning. It reinforces the skills students acquire in speaking, listening, and writing. Most people spend their time reading an article, a book, a newspaper, and others; it is commonplace in teacher education that teachers tend to teach by the methods used by the teachers who taught them.

According to Hussein (2022), Reading Comprehension is a receptive skill that demands a mental process in which the reader actively decodes a written text's lexical and grammatical properties to understand its meaning. However, reading is not only producing sounds in the printed symbol but also making sense to comprehend the text; through reading, people can increase their vocabulary, obtain knowledge, and so forth; hence, readers need excellent reading comprehension to achieve the purpose of reading so, Comprehension is an active process that produces the meaning for the printed language then concerns with a new word (Ardiana, 2015).

In addition, Temple (2014) argues that Comprehension is the readers understand the content of the text by involving prior knowledge, knowledge of structure, and the readers' active looking information (Hussien, 2022).

Comprehension means making sense of what one reads; a reader who comprehends text is active. Comprehension is a complex process to produce meaning from the text by involving prior knowledge to understand the text (Mawlood, 2022).

Understanding is the process that helps students change the symbolic form of the text to interpret and extrapolate ideas, concepts, and information. It is to form a mental image or replica of the information in the text (Sadler, 2009).

Reading Comprehension is a central element in any language teaching program, whether native or foreign language; in the foreign language learning situation, practice and exposure to the foreign language is not usually adequate. Hence,



reading can compensate for that inadequacy since, through reading, the learner deals with most aspects of language. Accordingly, careful planning and competent teaching methods are necessary (Burhan, 2018).

Furthermore, reading comprehension is constructing meaning by coordinating several complex processes, including word reading, word and world knowledge, and fluency (Pearson, 2014).

According to Obeed (2018), reading may be considered as the process of recognition and perception of the written or printed material, i.e., understanding the meaning of the written material and covering the conscious strategies that lead to understanding.

Thus, students need to actively process what they read to be successful at reading comprehension. That processing skill requires students to have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge; that reading comprehension is a complex cognitive ability that requires the capacity to integrate text information with the knowledge of the listener/reader and results in the elaboration of a mental representation(Roch, 2015) .

Furthermore, Torres (2009) states that reading comprehension involves the processes of constructing conceptual knowledge from the readers' cognitive skill and motivation in the text; good Comprehension of reading helps gain excellent knowledge quickly; nevertheless, most people still have low Comprehension of reading and the problems appear because they are infrequent practicing reading. As a result, reading comprehension can be obtained by reading many kinds of sources frequently.

### **Methodology and Procedures**

#### **The Experimental Design**

According to Richards and Schmidt (2010) The experimental design, is one of the methods used in academic research to evaluate or test a hypothesis in order to determine the nature of the relationship that develops between the dependent and

independent variables. While Best and Khan (2006) define it as "the blueprint of methods that enable the researcher to test hypotheses by obtaining reliable conclusions regarding the connection between independent and dependent variables.

The control group is taught by using the conventional teaching method described in the teacher's book, whereas the experimental group is taught using the metacognitive strategy (independent variable). As a consequence, two sets of fifth-grade female students in preparatory schools make up the study's sample. The test results for the dependent variables in each group are compared to see whether there are any statistically significant differences. The experimental design of the study is shown in table (3.1)

**Table (3.1)*****The Experimental Design***

	Reading	Independent Variable	Reading
Experimental Group	comprehension	metacognitive	comprehension
	Pretest	Strategy	Posttest
	Reading	_____	Reading
Control Group	comprehension		comprehension
	Pretest		Posttest

**3.2 Population and Sample**

The population of the present study covers the 5th stage preparatory school students in Baghdad Governorate. Among the preparatory schools in Baghdad directorate, Iraqi EFL fifth preparatory Shams Alhurra secondary school for girls for the academic year (2022-2023) randomly selected. The number of the 5th stage student is (126) which are divided into three sections. Two of these three sections are randomly chosen; section A which includes 40 students to be the experimental group and section B which includes 40 to be the control one. As shown in table (3.2)

1323	العدد 16 / كانون الاول/ 2023 التصنيف الالكتروني: - مج(4) - العدد(4) - ج(3)	مجلة إكليل للدراسات الانسانية
------	---	-------------------------------

**Table (3.2)**

***Sample of the Study***

Group	Section	Number of students
Experimental	A	40
Control	B	40
Total	-----	80

**The Reading Comprehension Post Test**

A reading comprehension posttest is constructed to accomplish the first aim of this study. The reading comprehension test is constructed in lights of the 5th Preparatory students' text- book, to assess reading comprehension performance, metacognitive strategies for fifth Preparatory students to be suitable to students' level and interest see Appendix (). These topics are introduced to the jurors in the field of ELT. see appendix ()

The test consists of a text book a text adopted from fifth Preparatory students' book, this text is followed by three questions as follows:

1. The first question consists of six questions, the students are required to respond to the questions and to complete the gaps from the text, each item is scored out of two, the total is twelve.
2. The second question consists of four questions, the students are required to fill in the blanks from the text, each item scored out of one, the total is four
3. The second question consists four questions, the students are required Match the words and phrases in list A with their meaning in list B from the text each item scored out of one, the total is four.

**Table (3.8)The (RC- Post Test)**

No. of Q.	Types of Q.	No. of Items	Total Scores
1	Responding to the questions	6	12
2	Fill in the blanks	4	4
3	Matching	4	4
Total		14	20

## Results

### 4.1.1 Results Related to the First Hypothesis

In order to examine the first hypothesis which is " There are no statistical significant differences between the mean post-test scores of the reading comprehension performance between the experimental and control groups among Iraqi EFL preparatory school students." After the administration of posttest on both groups, the data obtained is statistically manipulated. t \_ test formula for two independent samples is used to find the statistical differences between the two groups. See Table 4.1

**Table (4.1) Two Independent Samples T-Test To Find Out the Statistical Significance of Differences Between The Two Groups According to the post-Test Variable**

Group	No.	Mean	S.d	T-Value		Level of Significance	Judgment
				Computed	Tabulated		
Ex.	40	16,050	1,782				Significant in
Cont.	40	12,475	1,999	8,440	2,000	0,05	favour of the
							Experimental
							Group

As shown in table ( 4.1 )it is found that the mean score of the experimental group is (16,050) and that of the control group is (12,475) . The computed t for the experimental group is found (8,440) of which is higher than the critical t value which is (2.000) at level of significance (0.05) .This means that there is a statistically significance difference between the mean score of the two groups in the of the Reading Comprehension Performance post-test. So, the null hypothesis is rejected.

### 4.1.2 Results Related to the Second Hypothesis

In order to verify the second hypothesis which reads that "There are no statistical significant differences in the magnitudes effect of the independent

variable (Metacognitive Strategies) in developing the dependent variable (Reading Comprehension) among Iraqi EFL Preparatory School Students”.

Cohen’s Formula has been used which indicates that if the effect size is lower than (0.50), this refers to the fact that the magnitudes effect is weak , but if it is between (0.50- 0.80) this indicates that the magnitudes effect is high .Using this formula, it is shown that the magnitudes effect of the independent variable is as explained in Table ( 4.2 ) below :

**Table (4.2) The Magnitudes Effect of the Independent Variable (Metacognitive Strategies) in Developing the Dependent Variable (Reading Comprehension) Among Iraqi EFL Preparatory School Students**

magnitudes effect	Standard Deviation of Control Group	Control Group Mean Scores	Experimental Group Mean Scores
1.788	1 .999	12 .475	16.050

As results shown in Table ( 4.2 ) above , the computed coefficient value of the magnitudes effect of the impact of the independent variable ( Metacognitive Strategies ) has been statistical significant with high effect .This result refers to the effectiveness of these strategies in developing the dependent variable (reading comprehension) among Iraqi EFL preparatory school students .

#### 4.2 Discussion of the Results

1. The results achieved in this study indicate the following:

Students in the experimental group show a better total performance progress than those of the control group. This finding is attributed to the metacognitive strategy which assists the experimental group to improve their overall reading comprehension performance , and show a high level for corrective learning direction associated with real text passages ,have successfully worked out to process the texts and to get the contextual meaning of the passage without being restricted with the exact meaning of words. This is shown through the development in their performance during the semester.

2. Students are found to benefit greatly from the metacognitive strategy because they can build meaning from information, reflect on their own cognitive processes, recognize reading strategies as they go together, and regulate how they read. This helps students become more confident and improves their performance in reading comprehension.
3. The most important findings regarding using the metacognitive strategy in teaching is the link of reading which is obtained by comprehending the positive effects of metacognitive strategy that is used for improving reading comprehension performance. Teaching reading comprehension using metacognitive strategy has an experimental influence on students' performance because of students' development in summarizing and reconstructing readings by them and acquire the basic abilities that are necessary.
4. Metacognitive strategy proves effectively to have a positive effect on students' performance. Students in the experimental group are found to do well in reading comprehension. This is realized through the post-test.
5. Establishing an effective influence on the learning environment and atmosphere enables students create connections and learn as a group.
6. According to the metacognitive strategy students are encouraged to express themselves and interact with others, including other students and the teacher.

#### 4.3 Conclusions

According to the results and the findings of the experimental work, conclusion are drawn:

1. Through the use of metacognitive strategy, it is found that it has positive effect on improving Iraqi EFL preparatory school students' reading comprehension performance.
2. Teaching reading according to the following the metacognitive strategy updates away from the traditional way , this strategy focuses on student reduces

teacher's intervention in a way to let students be more active specially in reading comprehension.

3. Metacognitive strategy makes joining between micro and macro skills that moving students to get the higher cognitive level to create and evaluate their own work and others work.

#### 4.4 Recommendations

In the light of the conclusions drawn, a number of recommendations are forwarded:

1. Introduce metacognitive technique in the classroom helps students develop a deeper understanding of their own learning processes.
2. Use a variety of teaching technique, such as group discussions and individual reflective activities, to help students internalize metacognitive strategies.
3. Encourage students to monitor their own comprehension of reading material by asking them to summarize what they have read or identify key concepts.
4. Provide regular feedback to students on their use of metacognitive strategies and their reading comprehension performance.
5. Use technology tools, such as online quizzes and interactive reading exercises.

#### 4.5 Suggestions for Further Studies

This area can be further investigated by suggesting some indications that can be found appropriate for further topics:

1. Conduct a longitudinal study to examine the effects of teaching metacognitive strategies on students' reading comprehension performance .
2. Compare the effectiveness of different teaching methods for metacognitive strategies, such as explicit instruction, modeling, and guided practice.
3. Investigate the role of individual differences, such as cognitive abilities and motivation, in the effectiveness of teaching metacognitive strategies for reading comprehension.

## References

- Pintrich, P. R. (2002). The role of metacognitive knowledge in learning, teaching, and assessment. *Theory into Practice*, 41(4), 219-25.
- Pintrich, P. R. 2000. "Multiple Goals, Multiple Pathways: The Role of Goal Orientation in Learning and Achievement." *Journal of Educational Psychology* 92 (3): 544-555.
- Dawood, Z. A. A. (2021). Direct Language Learning Strategies in EFL. *Alustath journal for human and social sciences*, 60(1), 115-132.
- Brown, A., Bransford, J. D., Ferraraand, R., and Campione, J.C. (1983). Learning, remembering and understanding. In J. H. Flavell & E. M. Markman (Eds) *Carmichael's Manual of Child Psychology*, Volume 1. New York: Wiley.
- Marimuthu, R., Muthusamy, C., & Veeravagu, J. (2016). Metacognitive strategy training through the cognitive academic language learning approach (CALLA) as a way to improve reading comprehension performance among students of an English language course at UiTM Penang. *Malaysian Journal of ELT Research*, 7(1), 64-93.
- Hussein, M.T (2022) The Effect of Reciprocal Teaching Strategy on the Fourth Preparatory School Students' Reading Comprehension Performance and Retention. *Alustath Journal for Human and Social Science*, 1.(224)
- Ardiana, A. (2015). Improving the students reading comprehension in narrative text through patterned partner reading. *None*, 4(2), 140-155.
- Mawlood, A. A., & Abbas, N. J. (2022). Teachers' Attitudes Towards Reciprocal Teaching Strategies for Improving High School Students' Reading Skills. *Journal of Language Studies*. Vol, 5(4), 117-135.
- Sadler, C., & Sugai, G. (2009). Effective behavior and instructional support: A district model for early identification and prevention of reading and behavior problems. *Journal of Positive Behavior Interventions*, 11(1), 35-46.
- Burhan, B. A. (2018). The Effect of Developing Lexical Meaning on Iraqi EFL Students' Performance in Reading Comprehension. *ALUSTATH JOURNAL FOR HUMAN AND SOCIAL SCIENCES*, 225(1), 45-68.
- Pearson, P. D. (2014). The roots of reading comprehension instruction. In *Handbook of research on reading comprehension* (pp. 27-55). Routledge.
- Obeed, R. S. (2018). The Effect of Collaborative Reading on Iraqi EFL Intermediate School Pupils' Reading Comprehension. *Alustath Journal for Human and Social Science*, 1.(224)



Roch, M., Florit, E., & Levorato, C. (2015). Follow-up study on reading comprehension in Down's syndrome: the role of reading skills and listening comprehension. International journal of language & communication disorders, 1-12.

Torres, N. G., & Constain, J. J. Á. (2009). Improving reading comprehension skills through reading strategies used by a group of foreign language learners. How, 16(1), 55-70.

Richards, J. C., & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics (3rd Ed.). London: Pearson Education.

## اثر تدريس استراتيجيات ما وراء المعرفة في أداء الاستيعاب القرائي والاحتفاظ لدى طلبة المدارس الإعدادية العراقيين دارسي اللغة الإنجليزية لغة أجنبية

أ.م.د. د. سندس عبد الجبار كامل

الباحثة: سمر فائز ياسين

كلية التربية- ابن مرشد للعلوم الإنسانية

كلية التربية- ابن مرشد للعلوم الإنسانية

جامعة بغداد

جامعة بغداد



[sundus.a@ircoedu.uobaghdad.edu.iq](mailto:sundus.a@ircoedu.uobaghdad.edu.iq)



[samaralnoemy@gmail.com](mailto:samaralnoemy@gmail.com)

الكلمات المفتاحية: استراتيجيات ما وراء المعرفة، الاستيعاب القرائي، طلبة المدارس الإعدادية العراقيين.

### الملخص:

تهدف الدراسة الحالية إلى التحقق من كيفية تأثير تدريس استراتيجيات ما وراء المعرفة على أداء الطلاب في الفهم القرائي. ولتحقيق أهداف الدراسة تمت صياغة الفرضيتين التاليتين: أولاً، لا توجد فروق ذات دلالة إحصائية بين متوسط درجات الاختبار البعدي لأداء الفهم القرائي بين المجموعتين التجريبية والضابطة بين طلاب المرحلة الإعدادية دارسي اللغة الإنجليزية كلغة أجنبية. ثانياً، لا توجد فروق ذات دلالة إحصائية في حجم تأثير المتغير المستقل (استراتيجيات ما وراء المعرفة) في تطوير المتغير التابع (الفهم القرائي) بين طلاب المرحلة الإعدادية دارسي اللغة الإنجليزية كلغة أجنبية. لتنفيذ أهداف هذه الدراسة، والتحقق من صحة فرضياتها، تم اختيار عينة عشوائية من ثمانين طالبة من طالبات الصف الخامس الإعدادي من مدرسة شمس الحرة الثانوية للبنات للعام الدراسي (2022-2023). تم تقسيم المجموعتين بالتساوي إلى مجموعة (أ) تمثل مجموعة تجريبية تتكون من (40) طالبة تم تدريسهم وفقاً لاستراتيجية ما وراء المعرفة. المجموعة (ب) تشير إلى المجموعة الضابطة التي تضم أيضاً (40) تلميذاً تم تدريسهم وفقاً للطريقة التقليدية. تم إجراء اختبار استيعاب القراءة والحفظ قبلي وبعدي. تمت معادلة كلا المجموعتين في متغيرات مثل المستوى التعليمي للأباء، ودرجات اللغة الإنجليزية في العام الدراسي السابق، والاختبار القبلي لكلا

المجموعتين. يتكون الاختبار من ثلاثة أسئلة. تم استخدام طريقة Alpha-Cronbach لتأكيد معامل الموثوقية. تم تحديد قوة التمييز ومستوى الصعوبة لكل عنصر من خلال التحليل الإحصائي للعناصر. تم فحص البيانات التي تم جمعها من نتائج ما بعد الاختبار إحصائياً باستخدام معادلة اختبار T ل عينتين مستقلتين ومزدوجة. وفقاً للنتائج، يوجد فرق ذو دلالة إحصائية بين متوسط درجات المجموعتين في أداء الفهم القرائي والاختبار اللاحق للقراء، وفعالية هذه الاستراتيجيات في تطوير المتغير التابع (فهم القراءة) بين طلبة المدارس الإعدادية دارسي اللغة الإنجليزية كلغة أجنبية. بناءً على نتائج واستنتاجات هذه الدراسة تم تقديم التوصيات والاقتراحات المناسبة للدراسات المستقبلية.