

مجلة الذكوات البيض المحمّدية
العدد ١٨ المجلد الثالث

الذكوات البيض

اسم مشتق من الذكوة وهي الجمرة الملتهبة والمراد بالذكوات
الربوات البيض الصغيرة المحيطة بمقام أمير المؤمنين علي بن أبي
طالب {عليه السلام}

شبهها لضياؤها وتوهجها عند شروق الشمس عليها لما فيها
موضع قبر علي بن أبي طالب {عليه السلام}
من الدراري المضيئة

{در النجف} فكأنها جمرات ملتهبة وهي المرتفع من الأرض، وهي ثلاثة
مرتفعات صغيرة نتوءات بارزة في أرض الغري وقد سميت الغري باسمها،
وكلمة بيض لبروزها عن الأرض. وفي رواية إنّها موضع خلوته أو إنّها
موضع عبادته وفي رواية أخرى في رواية المفضل عن الإمام الصادق
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المؤمنين؟ قال: يكون ملكه بالكوفة، ومجلس حكمه جامعها وبيت
ماله ومقسم غنائم المسلمين مسجد السهلة وموضع خلوته
الذكوات البيض

تُعنى بالبحوث والدراسات الإنسانية والفكرية والاجتماعية
تصدر عن دائرة البحوث والدراسات
ديوان الوقف الشيعي

الذكاء البشري



مجلة علمية فكرية فصلية محكمة تصدر عن
دائرة البحوث والدراسات في ديوان الوقف الشيعي



العدد (١٨) السنة الخامسة رمضان ١٤٤٧ هـ آذار ٢٠٢٦ م

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الذَّكْوَاتُ الْبَيْضُ

مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصَلِيَّةٌ مُحْكَمَةٌ تَصَدُرُ عَنْ
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العدد (١٨) السنة الخامسة رمضان ١٤٤٧ هـ آذار ٢٠٢٦ م

العنوان الموقعي

مجلة الذكوات البيض

جمهورية العراق

بغداد /باب المعظم

مقابل وزارة الصحة

دائرة البحوث والدراسات

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دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدّة والقيمة العلمية والمعرفة الكبيرة وسلامة اللغة ودقة الوثيق.
- ٢- أن تحوي الصفحة الأولى من البحث على:
 - أ. عنوان البحث باللغة العربية .
 - ب. اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
 - ت. بريد الباحث الإلكتروني.
 - ث. ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
 - ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word) ٢٠٠٧ أو ٢٠١٠ وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنيّة للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4).
٥. يلزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة باللغة (٧٥,٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
 - أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
 - ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). والملخصات (١٢)أما فقرات البحث الأخرى؛ فيحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام الإلكتروني (تعليقات ختامية) في نهاية البحث. بحجم ١٢.
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدّة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكّمين على بحثه وفق التقارير المرسله إليه وموافاة المجلة بنسخة مُعدّلة في مدّة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمطالبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لاتعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للنجوم السري من ثلاثة خبراء لبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مسهل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم
- أو البريد الإلكتروني: (hus65in@Gmail.com) (off reserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة
- ٢٢- لا تلزم المجلة بنشر البحوث التي تُخلُّ بشروط من هذه الشروط .

مجلة علمية فكرية فصلية محكمة تصدر عن
دائرة البحوث والدراسات في ديوان الوقف الشيعي



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العدد (١٨) السنة الخامسة رمضان ١٤٤٧ هـ آذار ٢٠٢٦ م



Title Investigation of the Relation between ESL Students Beliefs Metacognition and Strategic

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فصلية محكمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية

المستخلص:

تبحث هذه الدراسة في العلاقة بين المعتقدات والمعرفة ما وراء المعرفة وتقنيات القراءة لدى الطلاب العراقيين الذين يتعلمون اللغة الإنجليزية كلغة أجنبية (EFL). الهدف هو فهم ومعالجة الصعوبات الأكاديمية التي يواجهونها في فهم القراءة. تعد الكفاءة في فهم القراءة قدرة أساسية في التعليم المتقدم، ولكنها غالبًا ما تكون غير متطورة بشكل كافٍ بين العديد من متعلمي اللغة الإنجليزية كلغة أجنبية (EFL)، خاصة في العراق. ويرجع ذلك في الغالب إلى تقييد وصولهم إلى مواد القراءة باللغة الإنجليزية وقلة الحماس. تهدف هذه الدراسة إلى استكشاف تأثير معتقدات القراءة لدى الطلاب، والأساليب ما وراء المعرفة، والدافعية على أداء القراءة لديهم، من خلال البناء على الأبحاث السابقة في هذا المجال. وتسعى الدراسة إلى التأكد من الأساليب الأكثر والأقل استخدامًا، وموضوعات القراءة المفضلة، والعوامل التي تؤثر على دوافع الطلاب. علاوة على ذلك، فهو يحلل الارتباط بين هذه الخصائص وتأثيرها على فهم القراءة. يهدف هذا المشروع إلى استخدام منهجية بحث استكشافية لتزويد المعلمين برؤى قيمة حول كيفية تحسين قدرات القراءة لدى الطلاب في بيئة اللغة الإنجليزية كلغة أجنبية في العراق. وسيتم تحقيق ذلك من خلال مواءمة الأساليب التعليمية مع معتقدات المتعلمين وممارسات ما وراء المعرفة، مما يؤدي في النهاية إلى تحسين نتائج القراءة.

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Abstract:

This study investigates the correlation between beliefs, metacognitive knowledge, and reading techniques among Iraqi students who are learning English as a foreign language (EFL). The aim is to understand and tackle the academic difficulties they encounter in reading comprehension. Proficiency in reading comprehension is an essential ability in advanced education, but it is often insufficiently developed among numerous English as a Foreign Language (EFL) learners, especially in Iraq. This is mostly owing to their restricted access to English reading materials and a lack of enthusiasm. This study aims to explore the impact of students' reading beliefs, metacognitive methods, and motivation on their reading performance, by building upon previous research in the field. The study seeks to ascertain the most and least frequently employed tactics, favored reading subjects, and the factors that influence students' motivation. Moreover, it analyzes the connections between these characteristics and their influence on reading comprehension. This project aims to use an exploratory research methodology to offer educators valuable insights on how to improve students' reading abilities in the Iraqi EFL setting. This will be achieved by aligning instructional tactics with learners' beliefs and metacognitive practices, ultimately leading to improved reading outcomes.

1.1 Introduction

One of the most important study abilities in higher education is reading comprehension. Academic and technical courses both need extensive readings, so students must be able to understand what they read in order to thrive in their academic careers and beyond (Babapour, 2019). Unfortunately, as evidenced by Educational Testing Service's (2014) Test of English as a Foreign Language Internet-Based Test (TOEFL iBT®) and International English Language Testing Service's (2014) IELTS test reports, reading, along with writing, is one of the least developed linguistic skills in Iraq, as it is in many other countries around the world





(Majadly, 2020). This is due to students' lack of exposure to English reading activities (Alsamadani, 2001) as well as their lack of desire and drive to read. According to Al-Jarf (2007), this may be due to non-challenging reading teaching, which leaves pupils' cognitive and metacognitive reading skills underdeveloped. This study was intended to verify prior research results on the reading comprehension performance of Iraqi EFL students in order to solve the aforementioned academic issue in Iraq. It also sought to determine if students are aware of and use various cognitive and metacognitive techniques while reading academic materials. This study attempted to determine the most often used and least commonly used strategies throughout the whole reading process, the reading topics that students like, and their level of motivation to read, as well as the reasons behind their motivation. The significance of the connections between these three kinds of data was then determined. The goal of this research was to see whether being aware of and using metacognitive reading techniques increases reading motivation, and if these two variables have a direct correlation with reading comprehension.

Problem Statement

The purpose of this research is to investigate at the connection between ESL readers' beliefs, metacognition, and reading techniques while dealing with academic writings (Ghafournia, 2013). This is predicated on the notion that completing complicated cognitive activities like reading requires more than just knowing what to do and how to do it (Kim, 2006). The way one thinks about learning in general and reading, in particular, may impact one's performance (Schunk, 1991; Pintrich, Marx & Boyle, 1993). Furthermore, existing research in the field of beliefs has not gone far enough to investigate the degree to which a learner's belief system may account for the way EFL/ESL readers read and the types of reading techniques they use (Moss, 2011). Furthermore, nothing is known regarding the relationship between metacognitive skills and learners' beliefs and reading methods (Bridgwater, 2019; Ka-

rimi, 2015).

This may highlight the need for further study and a solid theoretical basis before attempting to alter language learners' views in the classroom. Furthermore, the metacognitive skills of L2 readers in evaluating the efficacy of a kind of strategy should be considered in successful strategy usage (Vaughn, 1999). Carrell (1989) looked at the link between LI participants' metacognitive knowledge of the many kinds of reading techniques they use and their reading comprehension scores (Babapour, 2019; Majadly, 2020; Mendieta, 2015). However, there has been relatively little research done to determine whether there are significant differences in terms of beliefs held and the range of metacognitive strategies used between L2 students with high metacognitive knowledge and those with low metacognitive knowledge, as well as whether there are any notable differences in terms of the extent to which they adopt and use these strategies. There is also a need to investigate how belief variables combine with metacognition to affect ESL students' strategic performance in a particular domain, such as reading (Mendieta, 2015). As a result, the first part of this study will look at how beliefs about reading interact with metacognitive knowledge. The second part will look at how differences in academic beliefs among students are related to differences in metacognitive knowledge about reading and strategic reading performance. So stated, there are three goals to this research (Babapour, 2019).

First and foremost, it is intended to assist reading instructors in helping their students acquire higher-level thinking and reading skills. Second, it is a reaction to recent research that shows how metacognition may help students and instructors enhance their thinking and reading processes to increase reading performance. Third, it is a reaction to the demand to examine students' views and encourage metacognitive techniques consistent with their beliefs and work for them in their particular learning environment.

Research Questions

This research presents an experimental and an exploratory study





intended to address the above-stated differences in beliefs and the processing strategies used in L2 reading processes. This involves the following research questions:

RQ1: Is there any relationship in metacognitive knowledge and reading performances?

RQ2: Are there any relationships between beliefs about reading and reading performances?

RQ3: Is there any relationship between motivation about reading and reading performances reading performance?

Research Objectives

The specific research objectives of this study are:

RO1: To Investigate the relationship in metacognitive knowledge and reading performances.

RO2: To Investigate the relationships between beliefs about reading and reading performances.

RO3: To Investigate the relationship between motivation about reading and reading performances reading performance.

Significant of the study

Reading has been defined as the interactions that take place between the reader and the text, and throughout these interactions, a great deal of activity takes place. While reading, the reader is not only focusing on the text, attempting to interpret and determine what it means and how it is connected to other things, but he is also considering what he is reading, the meaning it holds, and how it is connected to other things that he is familiar with. One possibility is that he may actively contemplate the challenges or the ease with which he is reading, as well as the means by which he can overcome the challenges or continue to enjoy the pleasure of reading. It is possible that he is utterly oblivious to the way he is reading and the events that are taking place around him, or that he is thoroughly absorbed in the act of reading. When the same reader reads the same material at different times or with a different goal in mind, the process is likely to be unpredictable and different for each individual reader. There is a greater possibility that

the process will be different for different readers, depending on the texts they are reading, the time they are reading them, and the reasons they are reading them. It is possible that the reader is more interested in attempting to get to the author's original intentions than in constructing a personal interpretation of a work. On the other hand, the reader may be equally interested in both of these things. The level of engagement that a reader has in the process of reading is determined by their previous experiences in terms of learning how to read as well as the ways in which reading fits into their lives when they are reading. Therefore, understanding the process of reading is presumably important to an understanding of the nature of reading. Earlier research into reading used a product approach; however, the importance of the processes through which readers arrive at the intended meaning has given way to numerous research in this area. Moreover, in the past fifteen years the notion of beliefs has made great contribution to the development of learning strategies and academic achievements of L2/FL learners. But few researchers have investigated the impact of learner's beliefs on the strategy use of L2/FL learners. Most of research in this area has focused on the academic attributions and achievement motivation of the readers. In point of fact, students who are learning a second language are not usually aware of the unique learning styles that they possess; yet, almost all students, particularly those who are older, have strong thoughts and opinions regarding the manner in which they should receive instruction. The majority of the time, these ideas are founded on previous learning experiences and the notion, whether correct or incorrect, that a specific mode of instruction is the most effective way for individuals to acquire knowledge. There has been a relatively small amount of study conducted in this area; nonetheless, the data that is currently accessible suggests that learner beliefs can be powerful mediating elements in their experiences while they are in the classroom. The types of learning strategies that learners choose to employ in order to acquire new information will be influenced by





their preferences for learning, which may be a result of their learning style or their views regarding the manner in which languages are acquired. Teachers can make use of this information to assist students in broadening their repertoire of learning strategies and, as a result, developing greater flexibility in the ways in which they approach language learning. Therefore, the purpose of this study is to determine whether or not individual factors, such as beliefs about the reading process as a component of their cultural orientations, make a significant contribution to the reading strategies that are utilized, and if they do, how can these factors be taken into consideration in reading instruction so that readers of L2/FL become aware of their own reading strengths and weaknesses? Furthermore, it has been recognized that the perceptions, beliefs, attitudes, and metacognitive information that students bring with them to the learning scenario are a substantial contributory component in the learning process as well as the eventual success (Barnett, 1988). This is the case in the context of the classroom setting. Therefore, it is vital to identify the beliefs of learners and think on the potential impact that these beliefs may have on language learning and teaching in general, as well as in more specific areas such as their reading methods; this can inform the design of future syllabuses and the practice that teachers engage in during the course.

Literature Review

The review of the literature will explore research and theories in the areas of beliefs, metacognition, reading models and strategies and their interrelationship with one another. In addition, issues related to conceptualization and measurement of these variables will be discussed.

Beliefs about Learning and Reading

The concept of belief has been interpreted in a variety of ways within the realm of research, and these interpretations vary according to the theoretical orientations that have been utilized. Learner beliefs, for instance, are considered to be a component

of the “underlying mechanism of metacognition” (Flavell, 1987) in the field of cognitive psychology. This mechanism encompasses everything that individuals know about themselves as learners and thinkers, including their objectives and requirements. Wenden (1999), on the other hand, rejects the premise that was presented earlier and considers beliefs to be distinct from metacognitive knowledge. She argues that beliefs are “value-related and tend to be held more tenaciously” than metacognitive knowledge. Her beliefs can be broken down into three categories: personal, task-oriented, and strategic. Other definitions of beliefs, depending on the sorts of theoretical perspectives that are followed, have been traced in the literature as follows: mini-theories (Hosenfeld, 1978), insights (Omaggio, 1978), and culture of learning (Contazzi & Jin, 1996). These definitions are in addition to the ones that have been described above.

However, according to Aebersold and Field (1997), beliefs are considered to be a component of the cultural orientation of the individual learner when it comes to reading research activities. They argue that the cultural orientation of learners causes them to form attitudes toward the text that they read, and that these attitudes are a result of the educational experiences that learners acquire at home, in their communities, and in schools. For instance, individuals who acquire the ability to read through the experience of reading “sacred scripts such as the Bible or the Koran, absorb the belief that text equals truth” (ibid, 27). When a person is taught to read through the process of having stories read to them and being challenged to imagine, question, interpret, and answer questions, they develop the kind of reading abilities that are needed in an American institution. In addition, people whose culture places a greater emphasis on oral traditions could use a text as the foundation for either creative or playful expression.

Research in both first and second language learning indicate that there is a close relationship between learner beliefs and strategy use. They posit that the beliefs learners hold are “stable and fall-





ble" (Cotterall, 1989; Flavell, 1979, 1987; Wenden, 1987, 1998, 1999; Yang, 1999). However, some studies show that beliefs change or evolve over time (White, 1999). Based on her own experience in learning a third language, Hosenfeld contends that the view of characteristics of second language learners' beliefs as stable is "incomplete". Rather, some beliefs are "emergent" and some of the insights emerging during the learning processes can develop into beliefs that can play a central role in learning a second language. She further suggests that we need to "unpack" moments of change of beliefs by different learners in different contexts and carry out longitudinal studies of second language learners to better identify the characteristics of beliefs.

Metacognition

According to Boland (1993) and Taraban et al. (2000), reading is one of the most important factors that may be used to predict overall academic performance. According to Schneider and van, who were referenced in Guthrie and Wigfield (2000), reading should not be seen as "an ability acquired only in elementary school," but rather as "knowledge, skills, and attitudes which develop in an ongoing manner throughout life" (p.27). This characterization is not entirely accurate. Accordingly, the concept that successful readers are learners who are self-regulated, self-motivated, and engaged, and who comprehend and utilize literacy for a variety of reasons is fundamental to the view of reading as "knowledge, skills, and attitudes" (Alexander & Jetton 2000; Guthrie & Wigfield, 2000). Researchers have sought to study the roles that metacognitive and motivational components of reading play as a result of this perspective. Therefore, language teaching theoreticians and researchers have paid a significant amount of attention to metacognition. As a consequence of this, various aspects of metacognition, such as metacognitive knowledge about reading and metacognitive strategy use, have been extensively investigated (Guthrie & Wigfield, 2000; Morrow & Young, 1997).

In the early 1970s, John Flavell was the first person to use the phrase

“metacognition.” This concept was derived from the term “metamemory,” which had been conceived of by the same researcher several years before (Flavell 1971). “Increasing the quantity and quality of children’s metacognitive knowledge and monitoring skills through systematic training may be feasible as well as desirable,” he wrote in his seminal study on metacognition (p. 906). This statement is considered to be a landmark publication in the field of metacognition. The term “cognitions about cognitions” or “thinking about one’s own thinking and learning processes” is frequently used in the academic literature to refer to metacognition. Flavell (1979, 1981) and Garner (1987) are two examples of authors who have used these terms. There were a great number of subsequent definitions that followed Flavell’s, and these definitions frequently portrayed a distinct understanding and emphasis of the processes that are associated with metacognition. Metacognition is a concept that has been extensively researched and found to be an essential component of scholastic success (Flavell, 1979; Schneider, 1999). Metacognition encompasses both the knowledge and control of cognition. Metacognition, according to the arguments of certain educators (for example, Biehler and Snowman, 1993; Eggen and Kaucbak, 1995), is the knowledge that an individual possesses regarding their own cognition. For instance, Biehler and Snowman (1993) define metacognition in connection to cognition as “ways in which information is processed, i.e. the ways in which it is attended to, recognized, encoded, stored in memory for various lengths of time, retrieved from storage, and used for one purpose or another.” Metacognition pertains to the processing of information. The term “metacognition” refers to the information that we have regarding these “operations and how they might best be used to achieve a learning goal” (p. 390). There are some educators that broaden the notion of metacognition to encompass self-regulation of one’s own cognition. Some examples of these educators include Collins (1994), Leahey and Harris (1997), and Maitland (2000). Metacognition is defined as “the knowledge,





awareness, and monitoring of one's own cognition" (p. 221) by Leahey and Harris (1997) for the purpose of describing the concept. According to Gunstone (1991), the metacognitive learner is assumed to be defined by the ability to detect, assess, and, when necessary, recreate existing ideas. In a nutshell, it is related to the learners' knowledge, awareness, and control of the processes by which they learn.

Cognitive Strategies

According to McDonough (1999), direct instruction in effective methods has the potential to strengthen readers' metacognitive knowledge base, which in turn leads to improved reading performance. As stated by Garner (1992), in order for strategies to be effective in improving reading, they need to be utilized in a flexible manner. Furthermore, in order for the strategy to be utilized in a flexible manner, it is necessary for the reader to determine when the strategy is appropriate and where to apply it (p. 245). It is the contention of Urquhart and Weir (1998) that providing students with information about reading strategies that are both effective and ineffective can assist in improving their reading efficiency. In addition, they assert that readers can benefit from having an awareness of both top-down (reader-driven) and bottom-up (text-driven) processing processes. On the other hand, Oxford (1992-1993) asserts that readers frequently employ tactics that are reflective of the learning styles that they favor. For instance, readers who have an analytical learning style employ methods such as contrastive analysis, whereas readers who have a global learning style employ tactics that assist them in locating the big picture (such as guessing, scanning, and predicting). Furthermore, she argues that students might go beyond their preferred method of learning in order to make use of a number of helpful tactics that they previously found to be unsettling. Nevertheless, according to Scarcella and Oxford (1992), such strategy instruction may result in "style wars" between instructors and students' respective styles. Furthermore, Many et al. (1996) argue that effective learners ap-

proach a reading assignment in a variety of ways, employing a variety of methods. It is further stated by Chamot and Rubin (1994) that the utilization of strategies differs from one good learner to another, "indicating that the good language learner cannot be described in terms of a single set of strategies but rather through the ability to understand and deploy...effective strategies" (p. 772). This, in turn, led some educators (for example, Machowicz, 1998; Zhang and Feng, 1997) to propose that students should be introduced to a variety of reading techniques so that they can choose those that correspond to the sort of material they are reading and the purpose for which they are reading it. Moreover, Chan (1996) proposes that the education of strategies ought to be highly individualised, taking into consideration "differences in short-term memory, knowledge base, learning style, and student preferences" (p. 125).

Underpinning theory

Schema Theory

According to Armstrong and Newman (2011), proponents of this theory emphasized the significant role that the reader's prior experiences and knowledge, which are what are officially referred to as "schemata," play in the process of reading comprehension. In addition to this, it asserted that the schemas of each human are unique (Tracy & Morrow, 2006, page 51). Therefore, the reader is the one who determines the meaning or the degree of leaning. An someone who spends the most of their time gardening will either have a profound understanding of the subject matter or will easily acquire fresh information regarding it. Script knowledge, knowledge of text structure, and information about language are the three forms of schemata that are most commonly utilized by a reader.

The fact that "a spoken or written text does not in itself carry meaning" (Hermosa, 2006, page 120) is another significant aspect of the schema theory. According to this theory, meaning is created through the interactions between various perspectives/voices or schemata (or texts), which provide the foundation for reading comprehension. Furthermore, the majority of the time, these encounters





result in the formation of tensions or divergent points of view, and the more intense these interactions might become, the higher the quality of comprehension would be (Wilkinson & Son, 2011).

Research model

Based on the theoretical background and the recent literatures, the following research framework has been formulated:

Figure 1: Research Model for this study

Hypothesis

H1: There is a significant relationship between beliefs about reading and metacognitive reading strategies and reading performance

H2: There is a significant relationship between beliefs about reading and reading performance

H3: There is a significant relationship between motivation in reading and reading performance.

Research Design

The research design directs all research activities. There are three types of research designs, namely exploratory, descriptive, and explanatory research (Babbie, 2004; Saunders et al., 2007). These research designs are different in addressing different research objectives, formulating different research questions, methods and hypotheses. based on the research objectives of this study, this study follows the guideline of exploratory research design.

Population

As opposed to what is commonly assumed, the term "population" in the context of sampling technique does not just relate to the people, but it also refers to a complete collection of cases from which a sample can be obtained (Saunders et al., 2014). It is therefore possible that the phrase "study population" would be a more appropriate one, as it would encompass all of the components from which samples are actually gathered (Babbie, 2014). Furthermore, the term "target population" refers to people of the population that possess a particular feature that is relevant to the research that is being conducted. According to Churchill and Iacobucci

(2015), this trait is typically identified by the research question or scope. Although there is the possibility of conducting research that investigates every member of a population, this is a challenging endeavor. As a result, the characteristics that are used to identify the target population ought to be properly defined and put into practice in order to facilitate the selection of appropriate samples that are to be included in the target population. According to Sudman (2013), the costs and efforts associated in selecting the target group would be reduced in proportion to the degree of precision with which these qualities are established. For the purposes of this study, the research population consists of Iraqi students..

Sampling

Sampling frame refers to the part of the study population that researchers have access to for conducting the research (Babbie, 2014; Churchill & Iacobucci, 2015; Saunders et al., 2017). It is important for the success of the research to select a sample frame that best represents all elements of the target population. Moreover, the sample frame should be complete as incomplete samples would result in inaccurate findings (Saunders et al., 2017). Because of consistent changes in population, it is impractical always to find a complete sample frame which would result in some percentage of incorrectness in the research findings (Churchill & Macobucci, 2015). Therefore, researchers are required to be aware of this constraint and should report the degree of uncertainty (confidence rate) in their sampling frame. Usually, a confidence rate of 95% is acceptable in a business research environment (Sophonthumapham, 2019). Based on the Krejcie & Morgan (1970) table, the sample size of this study is 384 students.

Instruments

In this study, a self-administered questionnaire will be developed for collecting data. The questionnaire is developed in three steps. In the first step, in accordance with the research hypotheses, several questions will be constructed based on similar prior studies. In the second step, a questionnaire pre-test will be conducted to de-





termine accuracy and stability of these questions. In the third step, final adjustments will be made based on pre-test outcome as well as applying the internal consistency reliability method to examine the reliability of scales in the questionnaire. The questionnaire will be adapted from the previous researches and will be measured based on the five point Likert scale ranging from “strongly disagree”=1 to “Strongly Agree”= 5.

Data Analysis

The main goal of statistical techniques is to detect the extent to which different independent factors are affecting dependent variables of the research (Coorley, 2016). Statistical Package for Social Sciences (SPSS) 21 will be utilized for analyzing preliminary data while Smart PLS will be used for analyzing the measurement and structural models and test the research hypotheses.

Time Line

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