



# **Metacognitive Awareness of Reading Strategies in Freshmen University Students**

الوعي بما وراء المعرفة الخاص باستراتيجيات القراءة لدى الطلاب  
الجدد بالجامعة

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## **ABSTRACT**

Metacognitive awareness presents a prerequisite for metacognition development among individuals. Researchers confirm that instruction of metacognition should be domain specific to motivate learners to adopt the practices that enhance their cognition and metacognition. Hence, the measurement of metacognition should be also domain specific. This has encouraged us to use Metacognitive Awareness of Reading Strategies Inventory (MARSİ).

The richness of the academic context in a country as U.A.E. is in desperate need for more investigations in the field of metacognition of its local and international students, and teachers.

In this study, we examined the level of metacognitive awareness of reading strategies of freshmen university students ( $N = 169$ ), followed by an examination of the reported strategy use of a subsample ( $n=29$ ) compared to their actual strategy use when reading for studying. The results were quantitatively analyzed. One of the main findings in this study is that the students have medium to high levels of awareness, yet lack consistency between their self-reported and actual strategies. These findings and more are discussed in details demonstrating the theoretical and empirical implications.

**Keywords :** metacognitive awareness – reading strategies – freshmen college students – actual strategy use.

## الملخص

يعتبر الوعي بمهارات ما وراء المعرفة من المتطلبات الأولية لتنمية هذه المهارات عند الأفراد. يؤكد الباحثون أن تدريس مهارات ما وراء المعرفة يجب أن يتم داخل سياق محدد لتحفيز المتعلمين لتبني الممارسات التي تنمي مهارات ما وراء المعرفة. و بناءً عليه فإن قياسها أيضاً يجب أن يتم داخل سياق محدد. و هذا ما شجعنا على استخدام وسيلة القياس المنشورة 'مقياس مستوى الوعي بمهارات ما وراء المعرفة الخاصة باستراتيجيات القراءة'.

إن غنى المشهد الأكاديمي في دولة الإمارات العربية المتحدة في حاجة ماسة للمزيد من الدراسات في مجال مهارات ما وراء المعرفة عند الطلاب و المدرسين المواطنين و الوافدين. في هذه الدراسة، تم بحث مستوى الوعي بمهارات ما وراء المعرفة الخاصة باستراتيجيات القراءة عند طلاب السنة الأولى الجامعية (عددهم 169)، ثم تبع ذلك بحث الفوارق بين الاستراتيجيات المسجلة، و الاستراتيجيات المستخدمة فعلياً أثناء القراءة بهدف الدراسة (عددهم 29). و قد تم تحليل النتائج كمياً. و خلصت الدراسة إلى أن الطلاب يتمتعون بمستوى متوسط إلى مرتفع من الوعي، و لكن استخدامهم الفعلي للاستراتيجيات أثناء القراءة غير متنسق مع مستوى الاستخدام المسجل. المزيد من النتائج تم عرضها كاشفين عن التطبيقات النظرية و العملية لها.

**الكلمات الرئيسية:** مهارات ما وراء المعرفة – استراتيجيات القراءة – طلاب السنة الأولى الجامعية – الاستخدام الفعلي للاستراتيجيات.