Metacognitive Awareness of Reading Strategies in Freshmen University Students

الوعي بما وراء المعرفة الخاص باستراتيجيات القراءة لدى الطلاب الجدد بالجامعة

By

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Dissertation submitted in partial fulfillment of the requirements for MEd in Management Leadership Policy

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May 2014
Acknowledgements

Thanks to Allah The Almighty and Most Gracious for His gifts, and above all the people who supported me throughout the tiring but fruitful journey of obtaining the masters degree. Many have helped, supported and inspired me. I will be always grateful to my parents; my father who has taken me by hand to libraries and book fairs, has encouraged me to read and has taught me to be a critical reader, and my mother who supports me all the way and has taught me to pursue my dreams and never give up or be intimidated by how big they are.

My deepest appreciation is to my husband who has been always a great inspiration and support to me. He has believed in my potentials and has encouraged me to follow the academic path. I would like to dedicate my efforts to my three lovely daughters. While I was exhausted working on the study, they looked up to me, and they said that they were proud to have me as a mum. I wanted to show them practically that balance in life is achievable and that nothing is the limit when they have strong beliefs.

I would like as well to acknowledge the efforts of all my teachers who has taught me to critically analyze all ideas before accepting or rejecting them, and to dig deeper in order to build my own set of views based on evidence. They have contributed heavily in achieving where I am today. A special acknowledgement is dedicated to my supervisor, Dr. Clifton Chadwick, for his guidance, suggestions, and support. Further, I would like to extend my sincere thanks to Dr. Annie Crookes who trusted me and gave me the opportunity to run this study in her class. Last but not least, many thanks to all my friends who have been always there for me and I hope I have been there for them too.
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 (MARS1).

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. وبناءً عليه فإن قياسها أيضًا 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 الأكديمي في دولة الإمارات العربية المتحدة في حاجة ماسة للمزيد من الدراسات في مجال مهارات ما وراء المعرفة عند الطلاب والمعلمين المواطنين والوافدين.

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، والاستراتيجيات المستخدمة فعلياً أثناء القراءة بهدف الدراسة (عددهم 29). وقد تم تحليل النتائج كمحا. وخلصت الدراسة إلى أن الطلاب يمتونون بمستوى متوسط إلى مرتفع من الوعي، ولكن استخدامهم الفعلي للإستراتيجيات أثناء القراءة غير متسق مع مستوى الاستخدام المسجل. المزيد من النتائج تم عرضها كاشفين عن التطبقات النظرية والعملية لها.