

**The Effect of Metacognitive Strategies on Reading
Comprehension Ability of Grade three Students in one of
the Iranian Schools in Dubai.**

تأثير استراتيجيات ما وراء المعرفة
في قدرة الطلاب على قراءة و فهم الموضوعات و ذلك لطلاب الصف الثالث
في إحدى المدارس الإيرانية في دبي

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Abstract

The concept of metacognition, which is defined as ‘thinking about thinking’, has become a case of concern in field of Educational Psychology. Many researchers have highlighted the crucial role of metacognition in reading comprehension ability of students. This study focuses on the impact of teaching metacognitive strategies on reading comprehension ability of grade 3 students in one of the Iranian schools in Dubai through quantitative and qualitative methods of data collection from both students and their teachers by means of test scores and interviews. In order to answer the research questions descriptive and inferential statistics were used. Results of the study shows that the students who received special metacognitive strategy training program for a period of 8-week scored higher as compared to other students who received no treatment. The research reveals that there is positive impact on student’s achievement in reading comprehension, which indicates that metacognitive strategies affected the reading ability of students.

ملخص

إن مفهوم "ما وراء المعرفة"، والذي يعرف بـ: "تفكير التفكير"، قد أصبح موضع اهتمام مجال علم النفس التعليمي. وقد اهتم الكثير من الباحثين بالدور المحوري لهذا المفهوم في قدرة الطلاب على القراءة. وتركز هذه الدراسة على تأثير استراتيجيات ما وراء المعرفة التعليمية على القدرة على القراءة لطلاب ثلاثة صفوف دراسية في إحدى المدارس الإيرانية في دبي من خلال الطرق الكمية والكيفية لتحصيل البيانات من كل من الطلاب ومدرسيهم عن طريق وسيلة درجات الاختبار، والمقابلات الشخصية. وللإجابة على أسئلة البحث، تم استخدام الإحصائيات الوصفية وإحصائيات استدلالية. تظهر نتائج الدراسة أن الطلاب الذين تلقوا برنامج تدريبي على استراتيجيات ما وراء معرفة خاصة لمدة 8 أسابيع أحرزوا درجات أعلى مقارنة بالطلاب الآخرين الذي لم يتلقوا أي تدريب. وتبين الدراسة وجود تأثير إيجابي على إنجاز الطلاب في القراءة، والذي يبين أن استراتيجيات ما وراء المعرفة قد أثرت على قدرة الطلاب على القراءة.

*To my husband
For his support and patient.*

*To my parents and sister
Whose consistent love, supports, encouragements and guidance were and
always will be immeasurable*

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Table of Contents

Chapter 1: Introduction	1
1.1. Statement of the problem	3
1.2. Rationale	4
1.3. Research questions	5
1.4. Hypothesis	5
1.5. The organization of the research	5
1.6. Limitations	7
Chapter 2: The Literature Review	8
2.1. Defining Metacognition	8
2.2. Measuring Metacognition	13
Chapter 3: Methodology	17
3.1. Research design	17
3.2. Participants	17
3.3. Instrumentations	18
3.3.1. Student's score	18
3.3.2. Teacher interview	18
3.4. Data collection methods	19
3.4.1. Pre implementation phase	19
3.4.2. Post implementation phase	20
3.5. Training program	20
3.5.1. Teacher training program	20
3.5.2. Students training program	21
3.6. Ethical considerations	21
Chapter 4: Data Analysis	23
4.1. Analysis of student's score	23
4.1.1 Descriptive statistics	23
4.1.1.1. Overall analysis	24
4.1.1.2. Graphs	25
4.1.2. Inferential statistics	30
4.1.2.1. Paired t-test	30
4.1.2.2. Independent sample test	32
4.1.3. Summary of section	35

4.2. Analysis of teacher's interview	36
4.2.1. Analysing experimental group teacher	36
4.2.2. Analysing control group teacher	42
4.3. Summary of section	48
Chapter 5: Discussion and Conclusion	49
5.1. Summary of the research	49
5.2. Findings and discussion	49
5.3. Students test score	49
5.4. Teachers interview	50
5.5. Conclusions	51
5.6. Recommendations	52
References	54
Appendix 1	65
Appendix 2	66
Appendix 3	68
Appendix 4	70

List of Figures

Figure 2.1. Factors Affecting Metacognition	11
Figure 4.1: Student's scores in the pre test	26
Figure 4.2: Student's score in the post test	27
Figure 4.3: Overall mean score of students	27
Figure 4.4: Histogram of pre test	28
Figure 4.5: Histogram of post test	29

List of Tables

Table 4.1. Group Statistics	24
Table 4.2. Paired Samples Statistics	30
Table 4.3. Paired Samples Correlations	31
Table 4.4. Paired Samples Test	31
Table 4.5. Group Statistics	32
Table 4.6. Independent Samples Test	33
Table 4.7. Group Statistics	34
Table 4.8. Independent Samples Test	34