Metacognitive Online Reading Strategies among English students

ABSTRACT:

This study purposed to identify the metacognitive online reading strategies that Libyan undergraduate Students' used at Sirt university , Moreover ,it investigates the relationship between metacognitive online reading strategies and English language performance among Libyan undergraduate Students' .This study employed quantitative method ;an Online Survey of Reading Strategies (OSORS) questionnaire by (Anderson, 2003). This study involved 50 Libyan undergraduate Students' at English department in Sirt university .Data analysis was done using SPSS version 20.0 for quantitative data.

Keywords: metacognitive online reading strategies, English language performance, undergraduate students.

Introduction

In learning language ,Reading is one of the main skills that learners should master it . Reading skills are interactive processes that take place when readers go through the text and try to comprehend it Rumelhart (1980) and Birch (2007). There are many readers strategies readers usually apply as skimming, adjusting pace, rereading, predicting, drawing conclusions and using prior knowledge, to understand the text and the subject matters of the texts while reader is reading it. Many scholars stated that skilled readers apply more cognitive awareness and cognitive strategies compared to less skilled readers (Diane, 2009)

Now days people widely use of internet in academic and non-academic settings. The electronic materials, which are available in the internet, make readings in English increasingly available. Many EFL learners are not yet aware about the importance of online reading process. There are many researchers who stated the effectiveness of using metacognitive online reading strategies on EFL learners reading comprehension (Wafa, 2002; Aly et. al., 2010; Alireza, 2010) lacks research and requires more attention. There is an urgent need to investigate metacognitive online reading strategies in context of EFL learners as the effective use of this strategy increases the

students' awareness of the text. In addition, a successful learner knows how to use this strategy (Alireza, 2010).

Acoording to Wafa ,(2002). Arab learners faced difficulties to comprehend reading materials as well as the lack of use the metacognitive reading strategy and do not use their background knowledge.Therefore, the Arab EFL learners need to increase their metacognitive awareness of specific reading strategies that it is necessary for proficient reading in different levels of study (Alireza, 2010).

In related to study ,Reading online strategies of EFL learners in undergraduates in Saudi Arabia University was studied by Al-Nujaidi (2003)to explore and the relationship between reading comprehension and reading strategy. The study has shown Arab (EFL) learners' experience of utilizing reading strategies, knowledge about using reading strategies and sufficient exposure to strategies were the significant factors connected to the participants' attitude towards reading comprehension ability.

As the limited number of studies on metacognitive online reading strategies and EFL learners, specifically the Libyan learners, has led to the present study. This study focuses on metacognitive online strategies among Libyan undergraduate students in Sirt university . This study attempts to fill the gap in literature by conducting a study on Libyan undergraduate students in Sirt university in order to investigate their online metacognitive reading strategies (problem solving strategies, global strategies or support strategies) used by them. The relationship among the metacognitive online reading strategies, their English performance at reading courses .

Objectives of study

1. To identify the online metacognitive reading strategies used by Libyan undergraduate students at Sirt university.
2. To investigate the relationship between metacognitive online reading strategies and Libyan undergraduate students' English reading performance.

Questions and Hypotheses

1- What are the metacognitive online reading strategies that EFL Libyan by Libyan undergraduate students at Sirt university use when reading online?

مجلّــة جامعة خليج الســـدرة للعلــــوم الإنســـانية.
Metacognitive Online Reading Strategies among English students

العدد التاسع – ديسمبر 2023م

أ. امـــــل صـــــــالــــح ســـاسي

2- Is there a significant relationship between metacognitive online reading strategies used and English reading performance of EFL Libyan undergraduate students at Sirt university?

Scope Of The Study

This study was conducted on 50 students, and which is considered as a reliable sampling. It was conducted on Libyan undergraduate students at Sirt university
. However, different and larger sampling may yield different findings.

Previous studies

Reading can be defined as an interactive process that takes place between the text and the reader's processing strategies and background (Rumelhart (1980); Birch (2007)). "Reading is the process of constructing meaning from written texts. It is a complex skill requiringthe combination of a number of interrelated sources of information" (Anderson et.al. 1985) reading in this study referred to the interactive process between the Iraqi students and the reading materials which have to read and understand. Reading strategies play important role for understanding the texts , also are taken as mental processes that readers consciously choose to use in accomplishing reading task (Cohen 1990: 83-84).In this study strategies refer to the methods Libyan undergraduate students use to enhance their understanding while they are reading texts.

ONLINE READING STRATEGIES

Online reading strategy is one of the four important skills because "reading is assumed to be the central means for learning new information" (Hui 2011:279). The internet and computer have become an important aspect to develop and enhance students around the world according to the globalization needs. Furthermore, online reading strategies are the techniques that the reader uses to interact with all online material. Coiro (2003) reveals that electronic online texts set up new supports in addition to new challenges that can have a great influence on an individual's ability to comprehend what he or she reads. Online reading, then, serves as the reading source for learners. However, some learners tend to read print text but according to the development of the internet and the facilities provided to the student it seems that online material can help students. Hsin et. al (2009:1)

stated that "With increasing globalization and the rise of the World Wide Web, online reading has become a major source of input for L2 readers."

METACOGNITIVE READING STRATEGIES OF EFL LEARNERS

Yoku (2011:153) conducted a study about the effect of metacognitive reading strategies on EFL learner. The study investigated reading theories and practice for EFL/ESL students. It evaluated the three clusters of metacognitive planning, monitoring and evaluating. Yoku stated that "metacognitive reading strategies are classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies, and each group has a variety of strategies that require readers' metacognitive processing"

The three reading strategies that students use when reading online material are global, problem solving and support strategies. In global strategies, the learner plans to monitor the reading, for example by previewing the text, he has purpose in his mind when he reads and predicts or guesses the text (Mokhtari & Sheorey 2002). In addition, he has an overview idea about the online text. The second strategy is problem solving strategies. These are the processes the reader use when he directly deals with the text. The reader uses this when the reading material becomes difficult and he or she tries to make it easy by guessing the meaning of the unknown words, rereading, visualization information and stopping to read for a moment when stress or confusion occurred. The third strategy is support strategy. The reader uses this strategy to help him understand and comprehend the reading text, such as using online dictionary, note taking and highlighting the textual information (Mokhtari & Sheorey 2002).

METHOD

RESEARCH DESIGN

A quantitative approach is considered to be appropriate for this study because the statistical data that is presented to answer the research questions. According to Creswell, et al,"one of the real advantages of quantitative methods is their ability to use smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study."

Population and sample

The sampling procedure was purposive sampling. The researcher selected 50 libyan undergraduate students at Sirt university –Libya who have been learning English for many years at English department (Art faculty ,Sirt university).

Research instrument

This study used questionnaire to collect data. The Online Survey of Reading Strategy (OSORS) which was created by Sheorey & Mokhtari 2001 was used in this study. OSORS is a list of thirty eight (N=38) items that measure metacognitive online reading strategies.

DATA ANALYSIS

The SPSS (Statistical Package for Social Sciences, version 20) was used to provide statistical information about the Libyan English undergraduate students' use of Metacognitive Online Reading Strategies and its relationship with their English language performance at reading courses . Pearson Product Moment Correlation was utilized to answer the research questions.

RESULTS AND ANALYSIS

Q1. What are the metacognitive online reading strategies that EFL Libyan undergraduate students use when they read online? The descriptive analysis was using the mean and standard deviation of the three domains of metacognitive online reading strategies namely, global, problem solving and support were done to identify the most and the least domain used by them

The Domains Descriptive Statistics

	N	Mean	Std. Deviation
Problem Solving Strategies	50	3.1920	5.79190
Global Strategies	50	3.17834	7.96620
Support Strategies	50	3.0920	3.52560

As shown in table 1, the mean and the standard deviation were calculated for each strategies average to compare between them in terms of use. According to Anderson (2003) stated that the OSORS designed in term of a five point Likert scale. Thus score which is 2.4 or below is considered low strategy use, where as 3.5 or above represents high strategy use and 2.5 to 3.4 indicates moderate strategy use, At table 1, has shown that (problem online reading strategies) domain pointed the highest mean score at 3.1920, which pointed to that this domain is the most used by EFL Libyan undergraduate students' when they read online and the standard deviation were 5.79190. The second strategy namely, global online reading strategies obtained the medium score compared to other strategies its mean score of 3.17834, which showed that EFL Libyan undergraduate students' were moderate users of this domain when they read online. The students' responses to this domain are distributed at standard deviation of 7.96620. The last domain namely, support online reading strategies has recorded the lowest score at 3.0920 mean point, which indicates that this domain is the least used domain by EFL Libyan undergraduate students' when they read online. The standard deviation is 3.52560, indicating the distribution of students' responses from the mean for this domain. Depend on the finding above ,These results can be concluded as the most used domain was global online reading strategies and the support online reading strategies domain was the least used by EFL Libyan undergraduate students'.

Q2- Is there a significant relationship between metacognitive online reading strategies and English language performance of EFL Libyan undergraduate students'?

		Overall strategies	English reading Score
Overall Strategies	Pearson Correlation	1	.651**
	Sig. (2-tailed)		.000
	N	50	50
English reading Score	Pearson Correlation	.651**	1
	Sig. (2-tailed)	.000	
	N	50	50
**. Correlation is significant at the 0.01 level (2-tailed).			

As can seen from table 2 there is a strong positive relationship (r = .651) between metacognative online reading strategies and Libyan undergraduate students' English performance. Based on the results, r = .651, p < .01, the two variables were positively correlated. In other words, there was a significant relationship between the overall

metacognitive online reading strategies and Libyan undergraduate students' English performance.

DISCUSSION AND CONCLUSION

The results have shown undergraduates are also moderate users of metacognitive online reading strategies. The support metacognitive online reading strategies are the least used domain by EFL Libyan undergraduate students when they read online. These findings are parallel to the findings of Omar (2014) that was conducted on Libyan postgraduate students in Libya. The study found that problem solving strategies domain was the most used strategies, support metacognitive online reading strategies domain was the least used strategies by the participants. The study also found that they were moderate users of overall metacognitive online reading strategies. The current study is also parallel with Sitindaon, Wijaya, & Salam (2013) who conducted a study on the level of metacognitive reading strategy used in online environment by Indonesian English language students. The data revealed that 66.7% of students were moderate strategy users, 25 % were high strategy users, and 12.5% were low strategy users. Ostovar-Namaghi & Noghabi (2014) also had similar results with this study. Their findings showed that the Iranian Master of Science (MSc) students were moderate users of metacognitive reading strategies while reading academic text in both online and printed form. The findings obtained from the correlational analysis of the Overall Metacognitive Online Reading Strategies and its domains with English language performance of EFL Libyan undergraduate students showed that there is a significant (P = .002, < 0.01) relationship. This was similar to results of study done by Al-Nujaidi (2003). He investigated the relationship among the online reading strategies, reading comprehension performance and reading strategy of EFL learners in undergraduate programs in a university in Saudi Arabia. The study revealed that Arab (EFL) learners' experience of utilizing reading strategies, knowledge about using reading strategies and sufficient exposure to strategies were found to be the significant factors connected to the participants' attitude towards reading comprehension ability.

In summary, the findings of the quantitative part of this study showed that there was a significant difference in metacognitive online reading strategies reported by Libyan undergraduate students   In addition, there was a significant relationship between metacognative online reading strategies and Libyan undergraduate students'English performance. The findings supported findings from previous studies.

Recommendations and Pedagogical Implications

Researcher recommends other studies could be done on a larger sample size so that the findings can be generalized. It is further suggested that the study correlates metacognitive online reading strategies with other variables such as motivation and personality. It is advisable to conduct similar studies in other different settings or to compare between two different settings in terms of metacognitive online reading strategies. It is also recommended to conduct in different level of study, for example at postgraduate levels.

The findings drew attention to the need to teach students reading strategies and the methods to improve the use of metacognition in reading texts both print and online which are necessary mechanisms of reading instruction. Acquiring skills in metacognitive online reading strategies would help students to be more adept at monitoring and self-regulatory strategies which could improve their comprehension and retention of information when reading online texts.

Educational practitioners and policy makers could utilize the findings of this study to formulate new educational elements in teacher training where teachers could be trained to teach students how to use metacognitive online reading strategies effectively and how to best use digital resources in classrooms.

Reference

Abdulrahim. (2010). Effects on long-term vocabulary instruction on lexical access and reading comprehension. Journal of Educational Psychology, 74, 506-521.

Alexender. (2000). The influence of language proficiency and comprehension skill on situation-model construction. Discourse Processes, 21, 289-327.

Alireza. (2010). Concurrent and retrospective verbal reports as tools to better understand the role of attention in second language tasks. International Journal of Applied Linguistics, 13, 201-221.

AlNujaidi .(2003) Reading instruction that increases reading abilities. Journal of Reading, 34, 510-516.

Anderson, N. J. (1991). Individual differences in strategy use in second language reading and testing. Modern Language Journal, 75, 460-472.

Anderson, N. J. (2002). The role of metacognition in second/foreign language teaching and learning. ERIC Digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics. Retrieved August 8, 2002, from www.cal.org/ericcll/digest/ 0110anderson.html.

Anderson, N. J., & Vandergrift, L. (1996). Increasing metacognitive awareness in the L2 classroom by using think-aloud protocols and other verbal report formats.

Block, E. (1986). The comprehension strategies of second language readers. TESOL Quarterly, 20, 163-194.

Block, E. (1992). See how they read: Comprehension monitoring of L1 and L2 readers. TESOL Quarterly, 26, 319-342.

Brich. (2007). Intellectual and metacognitive skills of novices while studying texts under conditions of text difficulty and time constraint. Learning and Instruction, 14, 621–640.

Brown, A. (1980). Metacognition, executive control, self-regulation, and other more mysterious mechanisms. In Weinert, F., & Kluwe, R. (Eds.), Metacognition, Motivation, and Understanding (pp. 65-116). Erlbaum, Hillsdale, NJ.

Chamot, A. U., & Keatley, C. W. (1998). Learning strategies of adolescent low-literacy Hispanic ESL students. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Coiro, "Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies". The Reading Teacher, vol. 56, pp.458–464, 2003.

Coiro, J. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. Reading Online [http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic /rt/2-03_Column/index.html]

Diane (2009). The relation between intellectual and metacognitive skills in early adolescence. Instructional Science, 33, 193–211.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. American Psychologist, 34, 906-911.

Griva (2009). Student teachers' perceived use of online reading strategies. International Journal of Education and Development using Information and Communication Technology (IJEDICT), vol. 6, pp. 102-113, 2010

Hsin, f. (2009). metacognitive strategy awareness and reading comprehension. retrieved from www.findbooks.org

Hui-Lung Chia, "Reading activities for effective top-down processing", English Teaching Forum, January, 39(1), (2011)

Janzen, J. (2001). Strategic reading on a sustained content theme. In J. Murphy & P. Byrd (Eds.), Understanding the courses we teach: Local perspectives on English language teaching. Ann Arbor, MI: The University of Michigan Press.

Kuhn. (2000). Reading-based exercises in Second Language vocabulary learning: An introspective study. The Modern Language Journal, 84, 196-213.

Macaro, E. (2001). Learning strategies in foreign and second language classrooms. London: Continuum.

Mohmoud.(2006). "Online Reading Strategy Use and Gender Differences: The Case of Iranian EFLLearners". Mediterranean Journal of Social Sciences, vol. 3 pp. 173-184, 2012.

O'Malley, J. M., & Chamot, A. U. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. New York: Newbury House Publishers.

Phakiti, A. (2003). A close look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. Language Testing Journal, 20(1), 26-56.

Rumelhart, D. E. (1980). Toward an interactive model of reading. In Dornic, S. (Ed.), Attention and Performance, 6, 573-603. New York: Academic Press.

S. Taki, and G. H. Soleimani, "Online Reading Strategy Use and Gender Differences: The Case of Iranian EFLLearners". Mediterranean Journal of Social Sciences, vol. 3 pp. 173-184, 2012.

Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. System, 29, 431-449.

Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. System, 29, 431-449.

Sheorey, R., & Mokhtari, K. (2001).Differences in the metacognitive awareness of reading strategies among native and non-native readers. System, 29, 431-449.

Wafa .(2001) reading metacognitive strategies among Palestine.