CONTENTS

ACKNOWLEDGEMENTS					
ABSTRACT					
LIST OF FIGURES AND TABLES					
CHAPTER 1 :		INTRODUCTION			
1.1	:	The Background of the Study	1		
1.2	:	Statement of the Problem	3		
1.3	:	Aims of the Study	4		
1.4	:	Definition of Terms	6		
1.5	:	Significance of the Study	9		
CHAPTER 2	:	REVIEW OF RELATED LITERATURE			
2.1	:	The Theoretical Framework	10		
2.2	:	Metacognition and Reading	11		
2.3	:	Reading Strategies	14		
2.4	:	Competent Comprehenders	16		
2.5	:	Verbal Reports and Reading Strategies	17		
2.6	:	Review of Studies on Strategy Use	20		
2.7	:	Methodological Issues Related to Research on			
		Metacognitive Strategies	25		

28

2.8 : Summary

CHAPTER 3 :		METHODOLOGY			
3.1	:	Research Design			
3.2	:	Subjects			
3.3	:	Materials	32		
3.4	:	Instruments	32		
3.5	:	Data Collection Procedures			
3.6	:	Data Analysis 3			
CHAPTER 4 :		FINDINGS			
4.1	:	Subjects' Performance on the IRA	38		
4.2	:	Subjects Performance on the Reading Tasks	39		
4.3	:	Types of Strategies Used by the Subjects	42		
4.4		The Frequency and Types of Strategies Used by the High			
		Proficiency and Low Proficiency ESL Subjects	45		
4.5	:	Subjects' Use of Strategy According to Strategy Category	45		
		4.5.1 Subjects' use of Comprehension Enabling Strategies	46		
		4.5.2 Subjects use of Comprehension Extending Strategies	48		
		4.5.3 Subjects' use of Comprehension Monitoring Strategies	49		
4.6	:	Subjects' use of Strategy According to Gender and			
		Language Background	50		
		4.6.1 Subjects' Strategy Use According to Gender	50		
		4.6.2 Subjects' Strategy Use According to Language			
		Background	55		
4.7		The Nature of Strategy use with Verbal Reports	57		

CHAP	TER 5	:	DISCL	USSION AND CONCLUSION			
	5.1 :		Discus	ssion of the Main Findings	63		
			5.1.1	Subjects' Awareness of Reading Strategies	63		
			5.1.2	Subjects' Frequency and Use of Strategy Types	64		
			5.1.3	Subjects' Use of Comprehension Enabling Strategies	65		
			5.1.4	Subjects' Use of Comprehension Extending Strategies	66		
			5.1.5	Subjects' Use of Comprehension Monitoring Strategies	68		
			5.1.6	Subjects' Use of Strategies According to Gender and	69		
				Language Background			
			5.1.7	Summary	73		
	5.2	:	Classr	room Implications	73		
	5.3	:	Limita	tions of the Study and Recommendations	77		
	REFERENCES						

APPENDICES

LIST OF FIGURES AND TABLE

Figure 1	Brown's Components of Metacomprehension	13
Table 1	Subjects'score on the IRA	38
Table 2	Subjects' Performance on the Cloze Tasks	40
Table 3	Subjects' Performance on the Cloze Tasks	
	According to Gender	40
Table 4	Subjects' Performance on the Cloze Tasks	
	According to Language Background	41
Table 5	The High Proficiency ESL Subjects' Frequency	
	and Ranking of Strategy Use	44
Table 6	The Low Proficiency ESL Subjects' Frequency	
	and Ranking of Strategy Use	44
Table 7	The Low proficiency ESL Subjects' Strategy	
	Use According to Strategy Category	45
Table 8	The High Proficiency ESL Subjects' Strategy	
	Use According to Strategy Category	46
Table 9	Strategy Use According to Gender and	
	Language Background (Male)	53
Table 10	Strategy Use According to Gender and	
	Language Background (Female)	54