

ABSTRACT

The aims of this study were a) to determine the metacognitive strategies used by Thai students while reading an English text, and b) to determine the frequency of the metacognitive strategies used. The subjects were 30 first-year university students majoring in Elementary Education from the Faculty of Education, Prince of Songkla University, Pattani Campus, in the academic year 2007. The research instruments used in the study consisted of a) a reading text, b) think-aloud protocols, and c) unstructured interviews. The results revealed that the subjects used all of the 4 macro metacognitive reading strategies i.e. planning, monitoring, problem-solving and evaluating, and used 11 micro metacognitive reading strategies. All the subjects used monitoring and 86.66% (26) of the subjects used problem-solving metacognitive reading strategies.