

METACOGNITIVE AWARENESS AND STRATEGIES IN DEVELOPING READING COMPREHENSION IN A FOREIGN LANGUAGE

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Abstract:

Metacognition is vital in foreign language teaching because it allows the reader to consciously manage, evaluate and control their cognitive processes. Metacognitive awareness and the use of metacognitive strategies are closely related to effective reading comprehension and represent key aspects of successful reading. By being aware of their own ways of thinking and learning and by applying metacognitive knowledge to reading activities, students can truly learn and become strategic readers. This article explores metacognitive awareness and the application of metacognitive strategies in relation to reading comprehension, and aims to support and enhance this essential skill by proposing an intervention program. The main goal of the study was to verify the effects of the intervention program concerning the processes of both extensive and intensive reading plus strategy use. The data from an experiment conducted with 100 secondary school EFL learners at B1 level showed an overall improvement in reading comprehension performance within the experimental group. The intervention program had a considerable impact (statistically significant) on improving the performance of students in extensive reading. In intensive reading, no significant improvement was noted in students after completing the intervention. Based on the study's outcomes, we further conclude that students have increased awareness of their metacognitive strategies related to planning, monitoring, and self-evaluation. The students' statements indicate their active use of various strategies when working with texts. Our research findings point to several pedagogical implications, particularly the need for the continuous development of metacognitive strategies for improving reading comprehension and reading literacy. We suggest using the intervention program, self-reflective unfinished sentences, and flashcards as possible tools to raise learners' metacognitive awareness during reading comprehension.

Keywords: *Metacognitive awareness; Strategies; Reading comprehension; Types of reading; Intervention program.*