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The Reading Comprehension Level of Seventh-grade Students in Jordan and its Relationship to Their Metacognitive Awareness Level of Text Reading Strategies in English

مستوى الاستيعاب القرائي لطلبة الصف السابع في الأردن وعلاقته بمستوى

وعيهم ما وراء المعرفي باستراتيجيات قراءة النصوص باللغة الانجليزية

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Authorization

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Declaration

I hereby declare that this thesis represents my own work which has been done after registration for the degree of Academic Administration and Curricula at The Middle East University and has not been previously included in a thesis or dissertation submitted to this or any other institution for a degree, diploma or other qualifications.

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to literature, and acknowledgement of collaborative research and discussions. The work was done under the guidance and supervision of Dr. Ahmad Tabieh.

Mohammad Khalid Abdanabi Al-Marahfeh

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Praise be to God, Lord of the Worlds, until it reaches its limit, and May blessing and peace be upon our prophet Muhammad, the Truthful, the Trustworthy. I also extend my thanks and gratitude to the venerable discussion committee, my supervisor professor Ahmad Tabieh and the professors of the department of curricula and instruction methods at the Middle East University, who did not hesitate to provide valuable advice and opinions, and to everyone who contributed to brining this thesis into existence.

Dedication

I dedicate this humble effort to the soul of my father, may God have mercy on him, to my dear mother, may God bless her life, to my dear wife, my sons and my daughters, who are the souls of my liver, to my brothers, sisters, friends, all my colleagues at school, and to everyone who prays God for me to be with goodness and happiness.

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The Reading Comprehension Level of Seventh-grade Students in Jordan and Its Relationship to Their Metacognitive Awareness Level of Text Reading Strategies in English

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Abstract

This study aimed to measure both the reading comprehension and metacognitive awareness level of using text reading strategies among seventh-grade students in the public schools in Na'ur district and to investigate the relationship between the reading comprehension level and the metacognitive awareness level of text reading strategies. The sample of the study involves 183 male students from the seventh-grade students learning English by providing a questionnaire of the Metacognitive Awareness of Reading Strategies Inventory (MARSI) and a Reading Comprehension Test (RCT). The text reading strategies were classified into Global, Problem-solving, and Supporting strategies. Meanwhile, the (RCT) consisted of twenty-five items multiple choice and other test items to measure their reading comprehension level in its sublevels: literal, deductive, critical, appreciation, and creative. The findings of the study revealed that (1) the students were at a moderate level of creative, deductive, and literal subskills levels and they were at a low level of critical and appreciation subskills levels; (2) the Seventh-grade students were at a moderate awareness level of text reading strategies and they were active strategies users; they preferred problem-solving strategies more than global and supporting strategies; (3) there was a significant correlation between the overall metacognitive awareness level of text reading strategies and the students' reading comprehension level;(4) the metacognitive awareness level of text reading strategies was the predictive factor of the students' reading comprehension level. In conclusion, the more the students' awareness level of metacognitive text reading strategies, is better their reading comprehension level of comprehending the reading texts.

Keywords: Reading Comprehension, Metacognitive Awareness, Reading Strategies.

مستوى الاستيعاب القرائي لطلبة الصف السَابع في الاردن وعلاقته بمستوى وعيهم ما وراء المعرفي باستراتيجيات قراء النصوص باللغة الإنجليزية

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الملخّص

هدفت الدراسة الحالية الى قياس مستوى الاستيعاب القرائي و مستوى الوعي ما وراء المعرفي في استخدام استراتيجيات قراءة النصوص لدى طلبة الصف السابع الاساسي الذكور في المدارس الحكومية في لواء ناعور و استقصاء العلاقة بين مستوى الاستيعاب القرائي، ومستوى الوعي ما وراء المعرفي باستراتيجيات قراءة النصوص باللغة الانجليزية لدى طلبة الصف السابع في الأردن، وشملت هذه الدراسة (183) طالبا من الصف السابع الذين يتعلمون اللغة الانجليزية في المدارس الحكومية في لواء ناعور حيث تم تزويدهم باستبانة الوعي ما وراء المعرفي باستراتيجيات قراءة النصوص لمعرفة مستوى وعيهم ما وراء المعرفي باستخدام استراتيجيات قراء النصوص، واختبار الاستيعاب القرائي.

صُنفت استراتيجيات القراءة إلى ثلاث استراتيجيات:(العالمية، حل المشكلات، والداعمة). وتكوَن اختبار الاستيعاب القرائي من خمس وعشرين فقرة الاختيار من المتعدد، وفقرات اخرى لقياس مستوى الاستيعاب القرائي في مستوياته الفرعية: الحرفي، الاستنتاجي، الناقد، التذوقي، والابداعي، وقد أظهرت نتائج الدراسة (1) أن مستوى الطلبة كان متوسطا في مستويات الاستيعاب القرائي الابداعي، والاستنتاجي، والحرفي، ومنخفضا في كل من المستوى الناقد، والتذوقي. (2) أن مستوى الوعي ما وراء المعرفي لطلبة الصف السابع باستراتيجيات قراءة النصوص كان متوسطا، وأنهم يفضلون استراتيجية حل المشكلات أكثر من الاستراتيجية العالمية، والاستراتيجية الداعمة. (3) أن هناك ارتباط دال احصائيا بين مستوى الوعي ما وراء المعرفي الكلي في استراتيجيات قراءة النصوص، ومستوى الاستيعاب القرائي. (4) أن مستوى الوعي ما وراء المعرفي باستراتيجيات قراءة النصوص قادر على التنبؤ بمستوى الطلبة في الاستيعاب القرائي. ونخلص إلى أن الطلبة الأكثر وعيا باستراتيجيات ما وراء المعرفة للقراءة هم الأفضل في مستوى الاستيعاب القرائي، وفهم النصوص المقروءة.

الكلمات المفتاحية: الاستيعاب القرائي، الوعي ما وراء المعرفي، استراتيجيات القراءة.

CHAPTER ONE

Background and Significance of the Study

Introduction

Language is the vessel of knowledge and culture for people through the ages because it is the means of communication among them. Therefore, without the presence of language, there would have been difficulty in communicating to receive the professional sciences and to meet their basic and other needs through various activities such as commerce, agriculture, industry, and others.

As a result, learning a language is critical for human communication, particularly when it comes to transferring information, expressing thoughts, expressing beliefs, and expressing feelings. (Dewi, 2021). English is seen as an international language in the context of global integration. English proficiency that comprises listening, speaking, and writing is seen as a desirable aim for students all over the world. (Ngoc, 2021).

Reading is an advanced mental skill-based activity that relies on an effective interaction between the reader who uses his background knowledge and cultural experiences to help him to extract or construct meaning from a reading text and the writer. From the previous definition, it can be concluded that reading is an active and interactive cognitive framework that includes the following: the text, the reader, awareness, and reading strategies to interact with each other in order to achieve its long-term goal, which is to extract and construct the meaning of the readable text (Cakici, 2017). During this process, the reader applies certain reading skills in order to comprehend the reading texts in an effective and active process. So, reading skills are the qualities that a reader has in order to extract and construct the meaning from a reading text properly. (Par, 2020)

It is unavoidable for students to have reading comprehension skills in order to be equipped with the features demanded by their age and to be lifelong learners. Thus, reading comprehension skills are the talents that a reader possesses to construct the meaning of a text through an active process and intentional action from the reader in interpreting a text. Reading comprehension occurs when students establish a link between what they read and their previous background knowledge to construct meaning from the reading text (Kula, 2021).

Reading comprehension skills were classified by (Goodman & Burke, 1996; Smith, 1997) into different reading comprehension levels, but they are limited to the following five levels: literal, deductive, critical, appreciative, and creative.

The literal level means understanding words, sentences, information, and events as expressly stated in the text. The deductive level means the student's ability to link meanings and infer relationships between ideas to understand the text. The critical level is intended to pass a judgment on the material read, linguistically and functionally, and evaluate it in terms of its impact on the reader, according to exact and appropriate criteria. The appreciative level is defined as the understanding based on an aesthetic contemplative experience that appears in the readers' sense of what the writer felt. The creative level refers to the use of facts, information, and concepts to reach new solutions to problems mentioned in the text or to predict new ideas that can be judged right or wrong. English language skills in general, and reading comprehension skills in particular, must be developed (Sun, et al., 2021).

According to Dugarrd, et al., (2017), reading comprehension assists the readers in general and EFL primary students in particular, by understanding mental images in texts through the interaction between the conceptual knowledge, which involves (knowledge

of vocabulary, meta-linguistic information,) and procedural knowledge which includes reading strategies.

Reading strategies are necessary and purposeful for text reading comprehension. They include how readers interact with written texts and how these strategies serve to improve reading comprehension, which includes mental planning (Do & Phan, 2020). Reading strategies is a group of specific, deliberate, goal-directed mental processes or behaviors, which govern and adjust the efforts of a reader to decode a text, understand vocabulary and construct the meaning of a reading text (Sun, et al., 2021).

Text comprehension is improved by reading strategies and increasing reading pace and this might also help a reader to read fast and to develop his comprehension's correctness (Fathi & Afzail, (2020). Reading strategies were classified into four categories depending on their function, which are affective strategy (AS), elaboration strategy (ES), (CS), monitoring strategy (MS), and organizational strategy (OS) (Sun, et al., 2021).

The reading stage theory provides a theoretical framework for the purpose of reading for students of various grades, from the beginning of learning to read in elementary school classes to the stage of becoming more professional in reading and up to the undergraduate level (Sun, et al.,2021). However, the perception of the evolution in the reciprocal impact of reading strategies and reading comprehension on each level remains ambiguous (Muijeslaar, et al., 2017). According to the cognitive theory of knowledge, it is recommended that students' awareness of reading strategies in their native language is more than their awareness of reading strategies in a second language. Also, upper grade students have a higher level of awareness of reading strategies than lower-grade students

because they have more background knowledge than students of lower grades (Miarsyah, Ristanto, Lestari, & Rahayu, (2021).; Sun, et al., 2021).

Reading strategies are also classified into three types based on their categories of reading strategies specifically, global (GLOB), problem-solving (PROB), and supporting strategies (SUP) as mentioned in the Metacognitive Awareness of Reading Strategies Inventory, which was developed by Mokhtari & Richard in (2002). These strategies are employed by EFL students to comprehend texts; (Par, 2020) henceforward; there is a need to explore the level of Jordanian primary students' metacognitive awareness of text reading strategies and its relationship to their reading comprehension level. Thus, it is needed to conduct more research in this area to address such a gap. Hence, the present study aimed to know the reading comprehension level and its relationship to the metacognitive awareness level of text reading strategies among seventh-grade students in Jordan.

Problem Statement

The students of the seventh-grade in Jordan face many difficulties in reading comprehension in the English language, and this was confirmed by the results of national tests, international tests, the recommendation of researchers in previous studies which were related to the reading comprehension, and the researcher's observation who works as an English language teacher (USSAID, 2010, PISA-PISA. 2020, Par,2020; Alqomoul,2021). Therefore, there was a necessity to measure the level of reading comprehension and the degree of its availability at this stage in its five-sub-levels (literal, deductive, critical, appreciation, and creative).

On the other hand, the seventh-grade students have significant difficulties in employing the appropriate text reading strategies to comprehend texts in English partially or completely. Because they don't know what they must do to achieve proper comprehension of the text (Dewi, 2021, Ngoc, 2021, Priskinanda, Nahak, Wea, Bram, 2021). Therefore, there was a need to measure the level of metacognitive awareness of text reading strategies to determine the relationship between the level of reading comprehension and the level of metacognitive awareness of text reading strategies.

Study Purpose

The current study aimed to measure the level of reading comprehension, the metacognitive awareness level of text reading strategies in the English language among male seventh-grade students in Jordan, to investigate the relationship between the level of metacognitive awareness of text reading strategies among male seventh-grade students and their reading comprehension level, and to build a model to predict the seventh-grade students' reading comprehension level.

Study Questions

1. What is the level of reading comprehension in the English language among seventh-grade students in Jordan?

2. What is the level of Metacognitive awareness of text reading strategies in the English language among seventh-grade students in Jordan?

3. What is the relationship between the reading comprehension level and the metacognitive awareness level of text reading strategies in English among seventh-grade students in Jordan?

4. To what extent can the metacognitive awareness level of text reading strategies in English predict the seventh-grade students' reading comprehension level?

Significance of the Study

The theoretical significance of this study was to demonstrate how the level of reading comprehension among Jordanian seventh-grade students. It also demonstrated if it was feasible to predict the reading comprehension level using the metacognitive awareness level of text reading strategies among seventh-grade students. This theoretically contributes to providing a list of the difficulties that students face, which can benefit decision-makers, curricula designers, educational supervisors, and teachers.

The study's practical significance was that it could provide a model to curricula designers, supervisors, teachers, and students to predict the reading comprehension level based on the degree to which students are employing reading strategies during reading process, in addition to providing an instrument to curricula designers, supervisors, and English language teachers so that, they can diagnose strengths and weaknesses in reading comprehension sub-levels, literal, deductive, critical, appreciative, and creative.

Definitions of Key Terms

Reading Comprehension Skills

Reading comprehension skills is defined as a meaning-making process that requires sophisticated mental skills and is dependent on good communication between the writer and the reader, which makes use of his previous knowledge (Kula, 2021). They are cognitive abilities, part of the generalized reading process, which a reader can deploy when interacting with written texts (Manoli & Papadopoulou, 2012).

The reading comprehension level is procedurally defined as the total degree which was obtained by the seventh grade –student in the overall questions that were related to the literal(LL), deductive(DL), critical(CL), appreciation(AL), and creative(Crl) reading

comprehension skills in the reading comprehension test which was prepared by the researcher.

Text Reading Strategies

Text reading strategies as defined by Phan, (2020) are deliberate plans and metacognitive repertoires that readers use flexibly and adaptively in reconstructing the texts in order to construct meaning from them. They are deliberate, goal directed attempts to control and modify the reader's efforts to decode text, understand words, and construct meanings of the text (Par,2020).

Metacognitive Awareness level of text reading strategies is procedurally defined as the total degree of the responses of the seventh-grade students on the scale of metacognitive awareness level of the strategies of reading global(GLOB), problem-solving(PROB), and supported(SUP) which were prepared by Mokhtari & Richard (2002).

Study Limits and Limitations

The Limits of this study were confined to the seventh-grade male students in Jordan's Na'ur District Education Directorate in the second semester of 2021-2022, lesson1 page (72)which was taken from Action Pack 7 students' book which the Ministry of Education has decided to adopt it for Jordanian schools in accordance with the approval of the Board of Education Decision No. 4/2011 in its meeting on 21/072011 for the 2011/2012 academic year, the reading comprehension list skills in reading comprehension sub-levels: literal, deductive , critical, appreciative, and creative which were prepared by the researcher , and the metacognitive awareness reading strategies inventory which was prepared by Mokhtari and Richard in 2002.

The limitations of the study were determined by the seriousness of the research sample, the level of its responses to the study instruments, and the extent of reliability and validity of the study instruments.

CHAPTER TWO

Review of the Literature

Conceptual Framework

Figure1. shows the conceptual framework of the thesis that aimed to measure the level of reading comprehension of seventh-grade students in Jordan and its relationship to their metacognitive awareness level of text reading strategies, and whether the level of metacognitive awareness of text reading strategies among seventh-grade students can predict their level of reading comprehension.

The reading comprehension level (1)

The prediction (4)

The awareness level of text reading strategies(2)

| Literal level |
| Deductive level |
| Critical level |
| Appreciation level |
| Creative level |

Relationship (3)

| Global strategies |
| Problem-solving strategies |
| Supporting strategies |
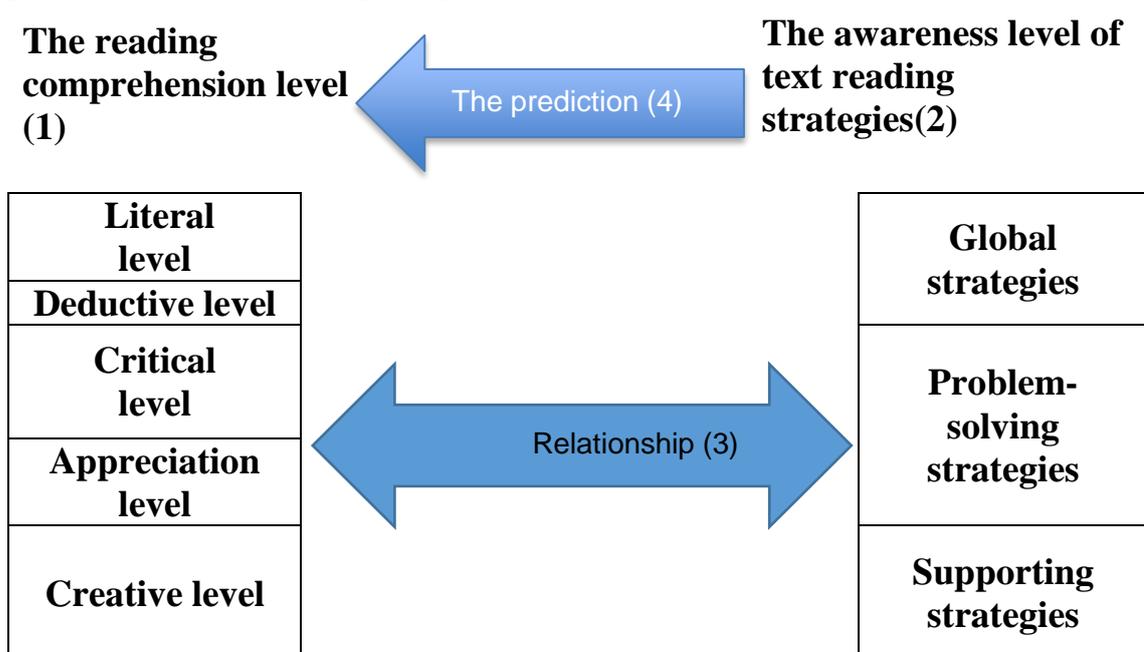
Figure1.*Conceptual framework*

Theoretical Framework

Reading Comprehension Skills

It is defined as a meaning-making process that requires sophisticated mental skills and is dependent on active interaction between the text and the reader, who makes use of his previous knowledge (Kula, 2021). Based on the definition it can be concluded that reading comprehension is understanding text which includes a positive interaction between the text and the reader who uses his background knowledge to comprehend

information from the text or extract the meaning of the reading text correctly (Mujiyanto & Bharati, 2018).

Reading comprehension used rarely during the twentieth century, but it widely used in the fifties. Throughout the past decade, English language research has focused on the importance of improvement the reading skills of language learners. Many researchers consider that focusing on the improvement of learners reading skills is a substantial step to improve other language skills such as speaking, listening, and writing (Haupt, 2015). There are diverse levels of reading comprehension: the literal level which refers to the comprehension of basic information within texts; the deductive level which is based on the literal comprehension level and a reader can predict events and infers meaning from context; the applied level which uses background knowledge to form an opinion about a text, retell it and gives answers to any question related to the text; the evaluative level where a reader can judge the text he reads based on the writer's tone, language, or writing style and it gives a reader the power to read between the lines; and the lexical level that involves that a reader can infer the meaning of target vocabulary items within texts. (Sun, et al., 2021).

Models of Reading Comprehension

According to Ahmadi, Ismail, & Abdullah, (2013) the models of reading comprehension divided into three essential types and are as follows

The bottom-up Model

The bottom-up model can be defined as the model which focuses on the teacher, the text, and readers who begin reading by understanding the words, the letters and gradually improve toward larger linguistics chunks to sentences, and actually ending in meaning.

In this type the reading process is depend on the words and readers construct meaning from context by recognizing words. In this model, separate words are emphasized in isolation and rapid word understanding is important in this model. Readers who employ

this model quickly become skilled readers. Moreover, readers who are successful at recognizing the words become proficient readers whose proficiency enable them to decode, understand frequent letter chunks, prefixes, suffices, and the original words quickly. So, this model can release more memory ability in the brain for reading comprehension. Additionally, this model that focuses on decoding word-by word, causes slow and taking a lot of time and effort in reading comprehension because short-term memory is overloaded, and readers forget easily what they have read when reading comes to an end. It can be concluded that readers can only remember words distinctly without integrating them into a unified recognizing.

The Top-Down Model

The top-down model refers to notion that readers' prior information and expectations assists them to construct meaning from a text. It based on the whole reading process. The readers in this model begins with certain expectations about the reading context derived from their prior information and then employ word information they have in decoding vocabulary to confirm and modify previous expectations. In this model, contexts have no meaning but they are readers who construct the meaning of the texts by fitting them to into their background knowledge. The top-down model looks at reading comprehension as a psycholinguistic predicting game and readers use their prior information to predict meaning. It can be concluded that, it is not necessary readers to read all of the vocabulary and sentences in the text or read the context, word by word, but rather select certain

vocabularies and phrases to comprehend the meaning of the reading text and some key words can enable the readers to recognize the text quickly.

The Interactive Model

The interactive model refers to a combination of both bottom-up and top-down models and emphasizes the interrelationship between readers and the texts. This model confirms that neither bottom-up or top-down models can by themselves describe the whole reading process. Moreover, this model looks at reading comprehension as a result of meaning construction between the reader and the text. Furthermore, the aim of this model stresses that proficient readers simultaneously synthesizes the information available to them from several knowledge sources of either bottom-up or top-down during reading process.

Reading Comprehension Strategies

Reading comprehension strategies are focused means of comprehending the writers' message. Their use was uncommon heard of until 1970s but they became widely used during the 1980s. Afflerbach; Pearson & Paris, (2008) stated that reading comprehension strategies are deliberate, goal-directed attempts to control and modify the reader efforts to decode text, understand words, and construct meaning of text. They are supposed to be important for students reading comprehension and to provide the students with the skills of how to control their reading effectively (Banditvilai, 2020). Reading strategies are the ways in which readers interact with written texts, their knowledge of the purpose of reading on the one hand, and the use of reading strategies that help them to comprehend the text through mental plans on the other hand. They include the interaction process between the readers and the written materials, which

includes identifying the objective for reading, focusing the significant parts of the reading text and resolving problems in order to grasp the text while reading (Do& Phan, 2020).

Reading Comprehension Strategies Classification

Iwai, (2011) classified reading strategies into three types depending on when they are used by a reader:

First, before reading which includes planning strategies such as previewing the material, looking at pictures and headers, and estimating the meaning of the reading text. Second, during the reading process where readers might employ monitoring strategies such as confirming unfamiliar terms or deciding which parts of the reading text to pay attention to. Third, after reading process, which includes evaluating strategies by which readers may reflect on the new knowledge they gained from the reading text and combined it to their previous background knowledge to apply what they learned in diverse contexts.

Adams, (2008) believes that strategies can be defined in the form of actions or procedures during reading process as follows:
Skimming is a reading technique for fast reading. The aim of skimming is to acquire an overview of the text structure and its main idea.

Scanning is a reading strategy that allows the reader to find specific information quickly. With scanning, readers already know before they begin what sort of information they are searching for. It can help students to learn to read and comprehend faster.

Making predictions is the using of existing knowledge to make predictions and formulate ideas as they read.

Questioning assists students to monitor their comprehension and stay engaged and interested in reading. (Banditvilai, 2020).

Par, (2020) referred to the types of English reading strategies that the reader employs in English text reading, which are the following: skipping the words which are not known, predicting the meaning, guessing meaning of unfamiliar words from context, avoiding constant translation, looking for cognates, having knowledge about the topic, drawing inferences from the topic, reading points of interests, studying pictures and illustrations, and purposefully reading to check comprehension.

In this study, the researcher adopted Mokhtari and Richard's classification (2002), who classified the text reading strategies into three types based on their categories of reading strategies; global, problem-solving, and support reading strategies. Global reading strategies (GLOB) which refer to those that deliberately are planned to monitor the reading process.

The global reading strategies include the following strategies: I have a purpose in my mind when I read, I think about what I know to help me to understand what I read, I preview the text to see what it's about before reading it, I think about whether the content of the text fits my reading purpose, I skim the text first by noting characteristics like length and organization, I decide what to read closely and what to ignore, I use tables, figures, and pictures in text to increase my understanding, I use context clues to help me better understand what I'm reading, I use typographical aids like bold face and italics to identify key information, I critically analyze and evaluate the information presented in the text, I check my understanding when I come across conflicting information, I try to guess what the materials about when I read, I check to see if my guesses about the text are right or wrong.

Problem solving strategies (PROB) which are the actions and procedures that reader directly use to better process difficult texts by guessing the word meaning from context clues and visualization of the text content. They include these strategies, I read slowly but carefully to be sure I understand what I'm reading, I try to get back on track when I lose concentration, I adjust my reading speed according to what I'm reading, when text becomes difficult, I pay closer attention to what I'm reading, I stop from time to time and think about what I'm reading, I try to picture or visualize information to help remember what I read, when text becomes difficult, I re-read to increase my understanding, and I try to guess the meaning of unknown words or phrases .

Support strategies (SUP) which aid the reader to comprehend the text by using a dictionary, taking notes, and underlining or highlighting textual information. They include these strategies, I take notes while reading to help me understand what I read, when text become difficult, I read aloud to help me understand what I read, I summarize what I read to reflect on important information in the text, I discuss what I read with others to check my understanding, I underline or circle information in the text to help me remember it, I use reference materials such as dictionaries to help me understand what I read, I paraphrase (restate ideas in my own words) to better understand what I read, and I go back and forth in the text to find relationship among ideas in it, I ask my self-questions I like to have answered in the text.

Kara, (2015) stated that the reading strategies classified into two types; direct and indirect strategies. The direct strategies include memory, cognitive, and compensation strategies. The indirect strategies involve metacognitive, affective, and social strategies. The following explain the two types: first, the memory strategy, which is the direct strategy that the readers use to store and receive information. Second, the cognitive

strategy, which is the direct strategy that readers use to get the meaning of a text by employing the available resources such as a dictionary. Third, the compensation strategy that directly assists readers to comprehend a text through the background knowledge that they have. Fourth, the metacognitive strategy is an indirect strategy that readers carry out in controlling the speed of reading. Fifth, affective strategy which is an indirect strategy that relates to readers' self-confidence. Sixth, social strategy which is an indirect strategy that is related to the social environment such as asking for correction or feedback.

Par, (2020) mentioned that researchers have examined different text reading strategies, which can be used effectively by readers. In addition, they have investigated main factors in relation to the use of these strategies. Some of these factors involve gender, readers' proficiency, reading purpose, and the type of the text.

Reading strategies are vital elements in improving readers' comprehension. They influence readers in adjusting their reading behaviors to deal with text difficulty, task's requirements, and any other variables of a context. Numerous research studies have revealed that there is a significant positive relationship between the readers who have high awareness of using reading strategies and their reading comprehension level. The findings of studies indicated that reading strategies are the most significant factors in developing reading comprehension skills and they have a key impact on the readers' comprehension ability (Banditvilai, 2020).

Metacognitive Awareness of Text Reading Strategies

Metacognitive awareness of text reading strategies is defined as readers' awareness of their responsibility to monitor, regulate, and control their learning processes. It includes knowledge of what strategies to use, how to manage, plan, monitor, and evaluate the comprehension, and which proper strategies are necessary for the task.

Types of Metacognitive Reading Strategies Awareness

According to Do & Phan, (2021) There are three kinds of metacognitive reading strategies awareness, specifically

Declarative awareness is defined as knowing about reasons or things that affecting readers' performance. It is the knowledge which includes information about individual knowledge as a learner, and about elements affects reader's performance. For instance, research investigating meta-memory or knowledge about memorial processes shows that readers have knowledge about the cognitive processes indicates that readers or students have knowledge about the cognitive processes that associated memory. It also indicates that good learners have more knowledge about their own memory and they are more likely than poor readers to use what they do know.

Procedural awareness that is to know how to do things. It is defined as knowing about the performance of procedural skills. Readers with a high level of procedural knowledge use skills more automatically, are more likely to sequence strategies effectively, and use qualitatively different strategies to solve problems.

Conditional awareness which is defined as knowing of readers why and what strategies to use. It refers to knowing when and why to apply different cognitive activities. Readers use various strategies most appropriate during their reading process to better regulate their reading comprehension.

The Regulatory Skills of Metacognitive Text Reading Strategies

The regulatory skills of text reading strategies divide into three essential skills and are as follows (Iwai,2011; Ahmadi, Ismail, & Abdullah, (2013); Do, &Phan,2021).

Planning skills

Planning skills includes the selection of appropriate strategies and the apportionment of the causes that affect reader's performance. For example, making predictions before reading, strategies sequencing, and apportionment time or attention selectively before beginning a task. Additionally, planning skills are the process of thinking about and organizing the tasks required to achieve a desired goal. They are an essential property of intelligent behavior to combine forecasting of developments with the preparation scenarios of how to react to them.

Monitoring skills

Monitoring skills is defined as a strategy that deals with information as a project development. The monitoring skills aim to progress the efficiency and effectiveness of a project or organization. They facilitate keeping the work on track, and help management to know when actions going wrong. Monitoring skills enable readers to determine whether the resources they have are sufficient and are being well used, whether the ability they have are sufficient and appropriate, and whether they are doing what they planned. Therefore, monitoring skills play critical role to improve personal conscious awareness of comprehension and text performance.

Evaluation skills

Evaluations skills refer to evaluating the conclusion and regulatory processes of readers' learning. They include re-evaluating readers' aims and conclusions. They are the comparison between of actual project impacts against the agreed strategic plans. Monitoring skills look at readers set out to do, at what readers have accomplished, and how they accomplished it. They facilitate reader's comprehension in their learning

process. Therefore, they need to be emphasized in the learning process and would motivate readers to control their progress in reading comprehension.

Shang, (2018); Muijselaar, et al., (2017) stated that there is a significant positive correlation between the reading comprehension and the awareness of reading strategy, and the primary students who have high awareness of text reading strategies applied reading strategy frequently in reading texts, and performed better in their reading comprehension.

Skillful readers depend on the metacognitive awareness which is seen as thinking about thinking and it has two parts: the metacognitive knowledge and the regulation knowledge. The metacognitive knowledge involves self-knowledge as readers, task knowledge and reading strategies. The self-regulation includes the abilities to plan, monitor, evaluate, and adjust reading comprehension (Adunyarittgun, 2021).

Previous Studies

A number of studies have dealt with this topic from different aspects, including:

Muijselaar, et al., (2017) conducted a study in the Netherlands to examine the developmental relations between the knowledge of reading strategies and the reading comprehension in a longitudinal study of 312 Dutch children from the beginning of fourth-grade to the end of fifth-grade. Measures for reading comprehension, reading strategies, reading fluency, vocabulary, and working memory. The study showed that there was a unique effect of the reading strategies on the reading comprehension and the reading comprehension on the reading strategies.

Rastegar; Kermani; & Kabir, (2017) performed a correlational study in Iran to explore the relationship between the EFL learners' metacognitive reading strategies use

and their reading comprehension achievement. The participants were selected from among senior BA students majoring in English Literature and English Translation. The findings of this study revealed that there was a significant positive relationship between the use of overall metacognitive reading strategies by the participants and their reading comprehension achievement.

Rajab, et al., (2017) piloted a study in Malaysia to investigate the metacognitive reading strategies that employed by undergraduate students. The study followed a qualitative research method. The findings of the study indicated that the undergraduate students have a great preference in utilizing the problem-solving strategies as compared to global reading strategies or support reading strategies.

Al-Mekhlafi, (2018) conducted a study in Oman using quantitative research method to investigate how frequently EFL learners studying in higher institutions think they use selected EFL reading strategies on a Likert scale of 1(low) to 5(high). The findings reported that there is a high use of all the three types of reading strategies by Elementary, Intermediate and Advanced Level EFL students in Oman. The findings also showed that there are no significant differences in the use of different types of reading strategies among learners of various levels.

Shemshadsara; Ahour&Tamjid, (2019) also performed a study in Iran to look into the effect of reading instruction by raising the students' awareness of different expository text structure on their reading comprehension ability. The study followed the experimental approach. The sample of the study was (60) students selected from the undergraduate EFL students. The classes were randomly assigned into the experimental group and control group. The study showed that raising the students' awareness of text

structure by adapting different expository texts resulted in the improvement of students' reading comprehension.

Banditvilai, (2020) conducted a study in Thailand using qualitative research method to investigate the effectiveness of reading strategies on reading comprehension of the second year English major. The data were collected from a questionnaire and reading tasks and semi-structured interviews. The study showed that the reading strategies had a positive effect on the students' reading comprehension. The students had favorable attitudes towards skimming, scanning, making predictions and questioning and they assisted them to comprehend the text better.

Par, (2020) piloted a correlational study in Indonesia to determine the relation between the use of reading strategies and reading achievement among EFL students. The sample of the study involved 56 EFL university students majoring in English. The study showed that the EFL students are active strategies users, there is a significance correlation between the overall reading strategies use and the students' achievement.

Do & Phan, (2021) conducted a study in Vietnam to identify the metacognitive awareness of reading strategies among Vietnamese students' male and female as a second language learner. The study applied the quantitative approach and the study sample was (123) English-majored undergraduates. The study showed that the reading strategies were used in academic text at medium frequently level with the high usage of problem-solving strategies, followed by medium usage of support and global strategies. In addition, it showed that the learners' proficiency levels were found to predict the level of metacognitive awareness in reading with high-reading- ability students applying reading strategies more frequently than poor-reading-ability ones.

Ngoc, (2021) performed a study at Dong Nai Technology University in Vietnam to investigate the relationship between non-English major students metacognitive reading strategies use and their reading comprehension performance. The sample was (82) students aged from19to 22. A quantitative method was applied in this study. The study showed that the students' metacognitive reading strategy use is at a moderate level. Additionally, it found that the proficient readers used metacognitive strategies more frequently more successfully and more appropriately than the less proficient readers.

Hamouda, (2021) conducted a study in Saudi Arabia using experimental research method to investigate the effect of lexical inference strategy instruction on Saudi EFL students' reading comprehension. Additionally, it sought to identify the lexical inference strategies used by Saudi EFL learners while they were inferring unknown words in text. Last, it attempted to find the relationship between the lexical inference strategies and the reading comprehension among Saudi EFL learners. The participants were randomly divided into two groups: the control and experimental group each of them consisted of (30) students. The findings of the study profound the impact of lexical inference strategy instruction on the experimental group's performance in understanding reading text. Hence, it was concluded that the lexical inference strategies were recommended to teach to improve the students' reading comprehension performance.

Adunyarittigun, (2021) piloted a study in Thailand used an exploratory mixed methods design to investigate what reading strategies Thai college EFL students who were identified as non-proficient readers are aware of and what reading strategies they use. Data were gathered from a questionnaire, think-aloud and interviews. The participants of the study were (600) second-year undergraduate students from different disciplines that includes both social sciences and humanities. The study showed that the

non-proficient readers viewed reading as a decoding process and that they were aware of different reading strategies. But they could not regulate the strategies to construct meaning from texts effectively and solve reading problems. Their unsuccessful reading was because of the interplay of factors such as a lack of word recognition skills and necessary syntactic knowledge, and ineffective regulation of reading strategies.

Kula, (2021) conducted a study in Turkey using pre-post-test experimental design with a control group to examine the effects of reciprocal teaching on the perceived reading comprehension self-efficacy of 2nd-grade pupils. Qualitative data was collected from the intervention group students and the classroom teacher who carried out the intervention lessons. Participants consisted of typically (34) developing 2nd-grade pupils from a primary school in Turkey. The study showed that the most difficult reciprocal teaching strategy was summarizing, while the easiest was prediction. In addition, there was a positive effect of the reciprocal teaching on the pupils' reading comprehension.

Sun, et al., (2021) pointed out a study followed official PRISMA guidelines on data collection and data analysis to synthesize the correlation between the reading strategy and the reading comprehension of four categories that includes monitoring strategy, affective strategy, elaboration strategy, and organization strategy based on Weinstein and Mayer's reading strategy model. The study meta-analysis included (57) effect sizes that represented (21,548) readers. All selected material came from an analysis empirical studies which were written in Chinese or English and published from 1998 to 2019. The study showed that Affective strategy, Elaboration strategy, Monitoring strategy, and Organization strategy had a similar correlation effect size with the reading comprehension.

Priskinanda, Nahak, Wea, Bram, (2021) conducted a study in that used an experimental testing method in Yogyakarta to investigate the ESL Senior High School Students' perception of Morphological Awareness Instruction and the students' vocabulary and the significant differences of students who are trained using Morphological Awareness Instruction to enhance their reading comprehension. The participants of the study consisted of (60) Tenth-grade students of senior high school who were selected randomly. The study showed that the Morphological Awareness Instruction significantly improved students' vocabulary skills and their reading comprehension.

Kang, (2021) designed a study in Korea to examine the contribution of English oral language comprehension ability and decoding skills to the reading comprehension of fifth-grade Korean learners. The measures administered in Kang's study included PA tasks, receptive vocabulary, word-and pseudo word reading, oral language comprehension, and reading fluency. The participants of the study were (95) Korean fifth-graders from public elementary school. The findings of the study not only supported the simple view of reading but also highlighted the indirect effects of oral language comprehension ability and phonological awareness on the reading comprehension abilities via the effects of decoding skills.

Gapping Table

Table 1. *shows what distinguishes the current study from previous studies.*

Study Title	Purpose	Sample and Sampling	Methodology
Muijselaar, et al.,(2017) Developmental relations between reading comprehension and reading strategies	To examine the relations between the knowledge of reading strategies and the reading comprehension	Longitudinal study of 312(157 boys and 155 girls) Dutch children from the beginning of fourth grade to the end of fifth grade who were in regular elementary schools; none of them received special education services.	Correlational study
Gap The present study focused on the metacognitive awareness of text reading strategies and the reading comprehension level. While this study focused on the reading strategies and the reading comprehension.			
Rastegar; Kermani;& Kabir, (2017) The relationship between Metacognitive Reading Strategies Use and Reading Achievement of EFL Learners	To explore the relationship between the EFL Learners' metacognitive reading strategies use and their reading comprehension achievement	The participants were (120)students selected from among senior BA students majoring in English Literature and English Translation	Correlational study
Gap: The present study dealt with the level of reading comprehension of seventh grade students who are part of the primary stage and its relationship with their awareness level of text reading strategies, while this study dealt with the undergraduate students who specialize in English literature and specialize in translation. Therefore, the present study was distinguished by its different stage in terms of age and education level.			
Rajab, et al., (2017) Metacognitive Reading Strategies among Undergraduates	To investigate the metacognitive reading strategies that utilized by the undergraduate students	The sample of the study was (54) undergraduate students	Descriptive quantitative approach
Gap: This study focused on the metacognitive strategies that the undergraduate students employ to determine the most employed by them when reading , while the current study focused on the level of reading comprehension at the primary stage , specifically seventh grade students, and its relationship to their level of metacognitive awareness of text reading strategies.			
Al-Mekhlafi, (2018) EFL learners metacognitive awareness of reading strategies.	To investigate how frequently EFL learners studying in higher education institutions think they use selected EFL reading strategies	The sample of the study consisted of (74) tertiary level EFL learners	A quantitative research method
Gap: The present study dealt with the level of reading comprehension of seventh-grade students from the primary stage and its relationship to their level of metacognitive awareness in text reading strategies, while this study dealt with the reading strategies that EFL learners believe to be the most effective in developing their reading skills, in higher education institution.			

Study Title	Purpose	Sample and Sampling	Methodology
Shemshadsara ;Ahour&Tamjid, (2019) Raising text structure awareness: A strategy of improving EFL undergraduate students' reading comprehension ability	The study looked into the effect of reading instruction on their awareness of different expository text structures on their reading comprehension ability.	60 students were randomly assigned into experimental and control groups.	Empirical study
Gap			
This study dealt with awareness of text structure strategy as strategy in improving reading comprehension through an empirical study. It also applied to undergraduate student stage, and this stage is older in terms of age and knowledge background, but the current study addressed the relationship between the level of reading comprehension of seventh-grade students and their level of metacognitive awareness of text reading strategies that were not covered by this study.			
Banditvilai, (2020) The Effective of Reading Strategies on Reading Comprehension	To investigate the effectiveness of reading strategies on reading comprehension of the second year English major students	The sample of the study were (59) second –year English major students	Empirical study
Gap: This study focused on the effectiveness of reading strategies on the reading comprehension of second-year undergraduate students who specialized in English language, while the present study dealt with students of the primary stage, specifically the seventh-grade, and therefore the present study covered this gap in addition to it focused on the level of reading comprehension and its relationship to their metacognitive awareness level of text reading strategies.			
Par,(2020) The relationship between reading strategies and reading achievement of the EFL students	The aim of the study was to determine the relationship between the use of reading strategies and the reading achievement	The sample was 56 EFL university students majoring in English	Correlational study
Gap			
This study focused on reading in terms of its strategies and its performance, while the present study focused on the reading comprehension level and the metacognitive awareness of text reading strategies.			
Do & Phan, (2021) Metacognitive Awareness of reading Strategies on second language Vietnamese Undergraduates	The study aimed to identify metacognitive awareness of reading strategies among Vietnamese students' male and female as a second language learner	The sample was 123 English majored undergraduates	Descriptive-quantitative approach
Gap			
The present study distinguished from this study by linking the metacognitive awareness of text reading strategies with the reading comprehension level. In addition, the present study focused on the primary stage while this study focused on undergraduate stage.			
Ngoc, (2021) The relationship between non-English major students' metacognitive reading strategies use and reading comprehension performance at Dong Nai Technology University	To investigate the relationship between non-English major students' metacognitive strategies, use and their reading comprehension performance	The sample was 82 students aged from 19 to22	Quantitative method
Gap: The current study also distinguished from this study by linking the metacognitive awareness of text reading strategies with the reading comprehension. While this study focused on the reading in terms of its strategies and its performance. In addition, the present study focused on the primary stage.			

Study Title	Purpose	Sample and Sampling	Methodology
Hamouda, (2021) The Effect of Lexical Inference Strategy Instruction on Saudi EFL learners' Reading Comprehension	To find the relationship between lexical inference strategies and reading comprehension among Saudi EFL learners	The participants were randomly divided into two groups: control and experimental group each of them consist of (30) students	Correlational study
Gap: This study examined the relationship between lexical intervention and reading comprehension among Saudi students as learners of English as a foreign language, while the present study addressed the level of reading comprehension of seventh-grade students and its relationship to their level of metacognitive awareness of text reading strategies, and this gap was covered by the present study.			
Adunyarittigun, (2021) Metacognitive Awareness of Reading and Reading Strategy Use by Non-proficient College Readers.	To investigate what reading strategies Thai college EFL students who were identified as non-proficient readers are aware of and what reading strategies they use.	The sample of the study was (600) hundred second-year undergraduate students from different discipline that includes social sciences and humanities.	Exploratory mixed method design.
Gap: This study dealt with the second year undergraduate students from the social sciences and humanities, who were identified as non-proficient readers to investigate the reading strategies that they were aware of and the strategies they use, while the present study examined the level of reading comprehension among primary school stage, specifically the seventh-grade, and its relationship to their metacognitive awareness level of text reading strategies in English and this gap covered by the present study.			
Kula, (2021) The effects of reciprocal teaching on perceived reading comprehension self-efficacy of 2nd grade pupils: Reflections of the pupils' and their teacher.	To examine the effects of reciprocal teaching on the perceived reading comprehension self-efficacy of 2nd-grade pupils.	The participants of the study consist of two typically developing 2nd – grade pupils groups: control group and experimental group and each of them consist of (17) students	Experimental study
Gap: This study dealt with the effects of reciprocal education on the self –efficacy of second-grade students in their perception of reading comprehension, while the present study addressed another topic and another description, which is the level of reading comprehension among seventh-grade students and its relationship to their metacognitive awareness level of text reading strategies in English.			
Sun, et al., (2021) The Relationship Between Reading Strategy and Reading Comprehension: A Meta-Analysis.	To synthesize the correlation between reading strategy and reading comprehension of four categories based on Weinstein and Mayer's reading strategy model.	The study meta-analysis included (57) effect sizes that represented(21,548) readers and all selected materials came from empirical studies published from 1998 to 2019.	PRISMA guidelines on data collection and data analysis
Gap: This study dealt with the relationship between reading strategy and the reading comprehension in its four categories according to Weinstein and Mayer model of reading strategy, while the present study adopted Mokhtari and Richards' model , which classified reading strategies into three types: global, problem-solving and supportive.			

Study Title	Purpose	Sample and Sampling	Methodology
Priskinanda, Nahak, Wea, Bram, (2021) Morphological Awareness Instruction for ESL Students' Vocabulary Development and Reading Comprehension.	To investigate The ESL Senior High School students' perception of morphological Awareness Instruction and the student's vocabulary and the significant differences of students who are trained using Morphological Awareness Instruction to enhance their reading comprehension.	The sample of the study consisted of (60) students of senior high who were selected randomly.	Empirical study
Gap: This study addressed the perception of morphological awareness instruction and students' vocabulary among high school students, especially students who received training on these instruction, and the significant differences after that in their reading comprehension, while the current study dealt with the level of reading comprehension of seventh-grade students and its relationship to their metacognitive awareness level of text reading strategies, therefore, the current study came to cover this gap.			
Kang, (2021) Does the Simple View of Reading Explain Korean Elementary EFL Learners' Reading Comprehension.	To examine the contribution of English oral language comprehension ability and decoding skills to the reading comprehension of fifth-grade Korean EFL learners.	The sample of the study were (95) Korean fifth-graders from a public elementary school	Empirical study
Gap: The study aimed to examine the contribution of oral English comprehension ability and decoding skills to the reading comprehension of fifth-grade students, while the current study examined the level of reading comprehension and its relationship to metacognitive awareness level of text reading strategies among seventh-grade students, so the current study came to cover this gap.			

The benefits of previous studies and the distinction of the current study

Through the researcher's review of previous studies that dealt with the topic of reading strategies and reading comprehension, the researcher clearly showed the importance of the role that reading comprehension play in their different classification in achieving reading comprehension among readers at their different levels of education from the primary stage to the undergraduate stage.

It also became apparent to the researcher that readers cannot be skillful in reading comprehension unless they have the ability to employ reading strategies appropriately when dealing with reading text.

In addition to the above, it became clear to the researcher that the subject of reading strategies and reading comprehension deserves more research because there are still many gaps that require researchers to address, and for this reason this study was distinguished from previous studies in terms of sample that it dealt with, who are students of the seventh-grade. It also, built a model by which it can predict the reading comprehension level of seventh-grade students.

CAPTER THREE
Methodology and Procedures

Study Design

The study followed a quantitative methodology, where the researcher used the descriptive approach to measure both the level of reading comprehension of seventh-grade students in English and their metacognitive awareness level of text reading strategies. The predictive correlative approach was used to investigate the relationship between the level of reading comprehension and the metacognitive awareness level of text reading strategies, and whether the students' metacognitive awareness level of text reading strategies in English can predict their reading comprehension level.

Population and Participants

The study population consisted of (1001) male seventh-grade students in the public schools in the Na'ur District of the Amman Governorate. The participants of the study consisted of (183) male seventh-grade students in selected public schools in the Na'ur District who are studying English language and were selected by using convenience sampling because of its proximity to the researcher's workplace. Table (2) shows the distribution of the sample members and the number of respondents.

Table 2. *Distribution of Sample members and number of respondents*

Number	School	N	Respondents
1	Prince Hashem Secondary School for Boys	25	22
2	Zaboud Elementary School for Boys	17	15
3	Umm Al-Basateen Elementary School for Boys	12	11
4	Manshiet Husban Elementary School for Boys	12	10
5	Husban Secondary School for Boys	24	20
6	Zaid Bin Thabet Elementary School for Boys	17	16

Number	School	N	Respondents
7	Elal Secondary School for Boys	15	13
8	Torky Secondary School for Boys	16	13
9	Al-Bara Ben Malik Secondary School for Boys	45	41
10	Abu Obeida Elementary School for Boys	28	22
Total		211	183

Study Instruments

The researcher used in this study two instruments to collect the data of the study:

The Reading Comprehension Test

The researcher prepared a reading comprehension test which was consisted of (25) items to measure the level of reading comprehension for the seventh-grade students in English language, where the test measured (5) sub-levels that make up the whole reading comprehension level as a whole, and these levels are literal reading comprehension level, which includes (9) sub-skills, deductive reading comprehension level, which includes (6) sub-skills, critical reading comprehension level, includes (6)sub-skills, appreciation reading comprehension level which includes(2)sub-skills and creative reading comprehension level that also includes (2) sub-skills, as shown in Table() .The test, in its initial form consisted of (25) items, (9) items were allocated for the literal level, (6)items for deductive level, (2) items for the appreciation level, and (2)items for the creative level, as shown in Table (3)

Table 3. *The skills of sub-levels of reading comprehension and the test question numbers*

Skills List	Question No.	Sub Question
Reading Comprehension Skills within Literal Level		
1-Identifying the main idea of the text.	1	1
2-Identifying the supporting details of the text.	6	11
3-Identify specific information of the text.	2	2
4- sequencing ideas of the text	4	-
5-determing the meaning of words.	1	2
6-determing the opposite meaning of words.	3	-
7-Reading maps and charts.	2	3
8-Recognizing pronouns, and the nouns that are related to.	1	3
9-Recognizing singular and plural nouns.	2	1
Reading Comprehension Skills with Deductive Level.		
10-Drawing implications.	6	2
11-Forming conclusion.	6	3
12- drawing interfaces of a text.	6	5
13-Attaching new learning to old information.	5	-
14-Making predictions.	6	4
15-Inferring character traits.	1	4
Reading Comprehension Skills within Critical Level.		
16-Differentiating between facts and points of views in a text.	6	8
17-Judging the accuracy of information given in the text.	6	10
18-Suggesting alternatives to specific situations in a text.	6	6
19-Summarizing a text briefly and correctly.	6	7
20-Evaluating information to choose the most important ideas.	7	-
21-Paraphrasing a text correctly.	6	13
Reading Comprehensions Skills within Appreciation Level.		
22-Determining the aesthetic images in a text.	6	12
23- Mentioning the ideas of a text, according to its significance.	7	-
Reading Comprehension Skills within Creative Level.		
24-Suggesting a variety of titles for a text.	6	1
25-Drawing solutions to a variety of problems given in a text.	6	9

Validity and Reliability of Study Instruments

Validity and Reliability of Reading Comprehension Test

Content Validity

The content validity was checked by presenting it to a panel of experts in English language teaching curricula and methods to verify the scientific accuracy, clarity and comprehensiveness of the test and the suitability of its paragraphs to the sub-skills to which it belongs. In addition to the suitability of distribution of grades, the modification is made accordingly.

The correlative validity of Reading Comprehension Test

To verify the correlative validity of the study instrument (the reading comprehension test), the researcher obtained the students' scores in reading comprehension from the school grade book, and then calculated the correlation coefficient between the students' 'grades in the school grade book and their grades in the reading comprehension test which was prepared by the researcher. The value of the correlation coefficient was (0.966) with a significance level of (0.00), and this value is statistically significant at (α=0.05), and this indicates that the reading comprehension test is valid.

Difficulty and discrimination coefficients were also found for the reading comprehension test items, and the table number (4) shows these results.

Psychometric Properties of Reading Comprehension Test

Table 4. *Item difficulty and item discrimination of reading comprehension*

Paragraph	Item difficulty (ID)*	Item discrimination (IS)**
1	.5000	.556
2	.7000	.798
3	.6667	.777
4	.7100	.744
5	.4667	.522
6	.6200	.793
7	.7000	.708
8	.5333	.387
9	.7000	.550
10	.6667	.482
11	.7333	.415
12	.5333	.620
13	.4000	.336
14	.5000	.556
15	.5667	.655
16	.7000	.395
17	.7667	.307
18	.6667	.345
19	.6333	.306
20	.3600	.560
21	.7000	.424
22	.7667	.599
23	.4700	.560
24	.7667	.465
25	.7000	.412

**less than 0: deleted paragraph, 0- 0.19: weak paragraph, 0.19-0.39: acceptable paragraph, greater than 0.39: good paragraph. *0.30 – 0.80: acceptable paragraph

Table (4) shows the values of the item difficulty and discrimination for the paragraphs of the reading comprehension test. It is noted that the item difficulty for the reading comprehension test ranged between (0.360-0.767), while the item discrimination ranged between (0.306-0.798). all items of the reading comprehension test have been reached to accepted level.

Internal Consistency of Reading Comprehension Test

The researcher calculated the correlation coefficients between the levels of the reading comprehension test by using Pearson correlation coefficient. Table (5) shows the results of the analysis.

Table 5. *Correlation between the levels of the reading comprehension test*

Domain Test		LL	DL	CL	A	CrL	Total
LL	Pearson Correlation	1	.580**	.798**	.910**	.528**	.938**
	Sig. (2-tailed)		.001	.000	.000	.003	.000
	N	30	30	30	30	30	30
DL	Pearson Correlation	.580**	1	.631**	.560**	.403*	.688**
	Sig. (2-tailed)	.001		.000	.001	.027	.000
	N	30	30	30	30	30	30
CL	Pearson Correlation	.798**	.631**	1	.937**	.729**	.939**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	30	30	30	30	30	30
A	Pearson Correlation	.910**	.560**	.937**	1	.637**	.962**
	Sig. (2-tailed)	.000	.001	.000		.000	.000
	N	30	30	30	30	30	30
CrL	Pearson Correlation	.528**	.403*	.729**	.637**	1	.729**
	Sig. (2-tailed)	.003	.027	.000	.000		.000
	N	30	30	30	30	30	30
Total	Pearson Correlation	.938**	.688**	.939**	.962**	.729**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

It is noted from table (5) that all the values of the correlation coefficients were highly and statistically significant, this significant indicated that the reading comprehension test is reliable.

Metacognitive Awareness of Text-Reading Strategies Scale

The researcher adapted metacognitive awareness scale based on Metacognitive Awareness of Reading Strategies Inventory (MARSI) which was prepared by Mokhtari and Richard (2002). The scale consisted of (3) sub-levels to measure the metacognitive awareness, namely, global reading strategies which consists of (13) terms, problem-solving strategies which consisted of (8) terms, and supportive reading strategies which consisted of (9) terms as shown in table number (6).

Table 6. *The metacognitive awareness scale*

TYPE	STRATEGIES	SCALE				
GLOB	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4. I preview the text to see what it is about before reading it.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUP	6.I summarize what I read to reflect on important information in the text.	1	2	3	4	5
GLOB	7. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	8. I read slowly but carefully to be sure, I understand what I am reading.	1	2	3	4	5
SUP	9.I discuss what I read with others to check my understanding.	1	2	3	4	5
GLOB	10. I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
PROB	11. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3	4	5

TYPE	STRATEGIES	SCALE				
PROB	13. I adjust my reading speed according to what I am reading.	1	2	3	4	5
GLOB	14. I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
PROB	16. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
GLOB	17. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	18. I stop from time to time and think about what I am reading.	1	2	3	4	5
GLOB	19. I use context clues to help me better understand what I am reading.	1	2	3	4	5
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	21. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOB	22. I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOB	23. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	24. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	25. I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOB	26. I try to guess what the material is about when I read.	1	2	3	4	5
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	29. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

The validity and reliability of the scale of metacognitive awareness of text reading strategies

The researcher adapted this scale because the validity of the metacognitive awareness scale of text reading strategies was examined by Mokhtari and Richard (2002). The scale was presented to three arbitrators to judge its clarity and suitability of its paragraphs to the field to which it belongs. It was also presented to (825) students to ensure its clarity and ease of items. The scale's factors validity was also verified, on a sample of 443 school students who revealed three factors: global reading strategies, problem-solving strategies, and supportive reading strategies.

The researcher also, adapted the reliability of the scale which was verified by Mokhtari and Richard (2002) through internal consistency, by calculating the Cronbach's alpha coefficient for the scale as a whole, and for each of the three dimensions. The values ranged between (0,308-0.773). Furthermore, the researcher verified the reliability of the scale after applying it to a pilot sample of (30) male Jordanian seventh- grade students. It was found that the Cronbach's alpha coefficient ranged between 0.77-0.83, and the correlation coefficient was calculated using the internal consistency of the scale, ranging between (0.78-0.88). table (7) shows the validity and reliability results.

Table 7. *Constructive validity and reliability*

Strategies	Pearson Correlation	Sig	Cronbach's alpha coefficient
PROB	0.78	0.00	0.81
GLOB	0.88	0.00	0.77
SUP	0.86	0.00	0.83
OVERALLM			0.80

Data Analysis (Processing Data)

- Correlation coefficients and item difficulty and discrimination index were used for calculating Reliability

- Frequencies, percentages, means and standard deviations were used to measure the metacognitive awareness level of text reading strategies and the level of reading comprehension in English among seventh-grade students in Jordan

- Correlation coefficients were used to determine the relationship between the level of reading comprehension and metacognitive awareness level of text reading strategies in English in Jordan.

- Linear Regression was used to predict the metacognitive awareness level of text Reading strategies by the level of Reading Comprehension.

Study Procedures

The researcher performed the following procedures to implement this study in the second semester of the academic year 2022:

- Feeling of the study problem and reviewing the previous studies

- Determining the population of the study and selecting the sample of the study

- Building a list of reading comprehension skills include the level of reading comprehension in its five sub-levels, literal, deductive, critical, appreciation, and creative

- Building a reading comprehension test to measure the level of reading comprehension in its five sub-levels, literal, deductive, critical, appreciation, and creative

- Adapting the metacognitive awareness of text reading strategies scale

- Examining the validity and reliability of the study instruments

- Getting start with the implementation of the study by applying the instruments and collecting data

- Coding the responses and making sure of their readiness

- Analyse the collected data and draw the results

- Discussing the results of the study, writing the conclusions, and recommendations of the study

CHAPTER FOUR

Findings and Results

Findings of the reading comprehension level in English language among seventh-grade students in Jordan

To answer the first question of the study, the means and standard deviations were calculated as shown in table (8).

Table 8. *Means and Standard Deviation of Reading Comprehension level*

Levels	N	Mean	Std. Deviation	Rank	Key to average
Creative Level	183	3.07	1.82	1	**moderate**
Deductive Level	183	2.92	1.30	2	**moderate**
Literal Level	183	2.66	1.48	3	**moderate**
Critical Level	183	2.22	1.42	4	**low**
Appreciation Level	183	2.10	1.94	5	**low**
Comprehension Level	183	2.53	1.22		**moderate**

*(2.49 or lower: Low, 2.5-3.49: Moderate, 3.5 or higher: High

Table (8) showed the findings of the analysis of the overall reading comprehension levels of seventh-grade students in which the means ranged between (2.10-3.07) with standard deviations between (1.30-1.94). The overall mean score was (2.53) with a standard deviation of (1.22). This finding indicates that the seventh grade students in Jordan have a moderate degree of the overall reading comprehension levels in English.

Furthermore, the most frequent reading comprehension level category was the creative level with mean (3.07) followed by the deductive level with mean (2.92), and, the literal level with mean (2.66). The least levels were the critical level with mean (2.22) and the appreciation level with mean (2.10).

At the creative level, the skill of *Suggesting a variety of titles for a text* was the highest with mean (.6995), while the skill of *Drawing solution to a variety of problems given in a text* was the lowest with mean (.5301). At the deductive level, the skill of *Inferring character traits* was the highest with mean (.6995), while the skill of *Making predictions* was the lowest with mean (.4590). At the literal level, the skill of *Defining the opposite meaning of words* was the highest with mean (2.5082), while the skill of *Recognizing pronouns and the nouns that are related to* was the lowest with mean (.4918). At the critical level, the skill of *Evaluating information to choose the most important ideas* was the highest with mean (2.0055), while the skill of *Paraphrasing a text correctly* was the lowest with mean (.4098). At the appreciation level, the skill of *Mentioning the ideas of a text, according to its significance* was the highest with mean (2.0109), while the skill of *Defining the aesthetic images in a text* was the lowest with mean (.5082).

Findings of the metacognitive awareness level of text reading strategies in English language among seventh-grade students in Jordan

To answer the second study question, the mean and standard deviations were calculated, and the criterion shown below table (9) was adopted for evaluation.

Table 9. *The means and standard deviation of metacognitive awareness level of text reading strategies*

Strategies	N	Mean	Std. Deviation	Rank	Level
PROB	183	3.69	0.65	1	**high**
GLOB	183	3.46	0.57	2	**moderate**
SUP	183	3.22	0.65	3	**moderate**
OVERALLM	183	3.45	0.47	**moderate**	

*2.33 or lower: Low, 2.34-3.67: Moderate, 3.68 or higher: High

*M: metacognitive awareness level

Table (9) showed the result of analysis. The mean scores ranged between (3.22-3.69) with standard deviations between (0.57-0.65). The overall mean score was (3.45) with a standard deviation of (0.47). With a moderate degree of assessment. The findings indicate that the seventh-grade students in Jordan have a moderate level of metacognitive awareness of text reading strategies.

Furthermore, the findings show that the most frequently reading strategy used by the seventh-grade students in Jordan in English was problem-solving (PROB) strategies with mean (3.69), followed by global strategies (GLOB) with mean (3.46). The least favored strategy used by the seventh-grade students was supporting strategies (SUP) with mean (3.22), which were at moderate level. The related data is presented in Table (9).

At problem-solving strategies (PROB) categories, the strategy of *I try to get back on track when I lose concentration* was the highest frequently reading strategy categories employed by the seventh-grade students in Jordan in English with mean (4.0383), and the lowest frequently reading strategy categories employed by the seventh-grade students was the strategy of *When text becomes difficult, I pay closer attention to what I'm reading* with mean (3.1202). At global strategies (GLOB) categories, the strategy of *I have a purpose* in *mind when I read* was the highest frequently reading strategy categories employed by the seventh-grade students in Jordan in English with mean (3.8033), whereas the strategy of *I think about what I know to help me understand what I read* was the lowest frequently reading strategy categories with mean (3.0383). At support strategies (SUP) categories, the strategy of *I underline or circle information in the text to help me remember it* was the highest frequently reading strategy categories employed by the seventh-grade students in Jordan in English with mean (3.8743), while the strategy of *When text becomes difficult, I read aloud to help me understand what I read* was the

lowest frequently reading strategy categories employed by the seventh grade-students in Jordan in English with mean (2.6995).

This finding indicates that the metacognitive awareness level of text reading strategies in English language among the seventh-grade students in Jordan was at moderate degree of assessment.

The findings of the relationship between the reading comprehension level and metacognitive awareness level of text reading strategies in English among the seventh-grade students in Jordan

Table 10. *Correlations between Reading Comprehension level and Metacognitive Awareness level of text reading strategies*

Reading Comprehension Levels		Metacognitive Awareness Level of Text Reading Strategies			
		GLOB	PROB	SUP	OVERALLM
LL	Pearson Correlation	.507**	.513**	.210**	.529**
	Sig. (2-tailed)	.000	.000	.004	.000
	N	183	183	183	183
DL	Pearson Correlation	.373**	.326**	.281**	.420**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	183	183	183	183
CL	Pearson Correlation	.921**	.826**	.213**	.833**
	Sig. (2-tailed)	.000	.000	.004	.000
	N	183	183	183	183
A	Pearson Correlation	.809**	.912**	.173*	.815**
	Sig. (2-tailed)	.000	.000	.019	.000
	N	183	183	183	183
Crl	Pearson Correlation	.206**	.172*	.835**	.533**
	Sig. (2-tailed)	.005	.020	.000	.000
	N	183	183	183	183
OVERALLRC	Pearson Correlation	.780**	.770**	.312**	.798**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	183	183	183	183

*. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

*LL: Literal level, DL: Deductive level, Critical level, A: Appreciation level, Crl: Creative level

To answer the third study question, correlation coefficients were calculated as shown in Table 10. It showed that there was a statistically significant correlation between the level of reading comprehension and the level of metacognitive awareness of text reading strategies, where the correlation coefficient is (0.798). It also showed that there was a statistically significant correlation between the literal level of reading comprehension and the overall metacognitive awareness level of text reading strategies, where the correlation coefficient was (.529). There was a statistically significant correlation between the level of literal reading comprehension and all levels of metacognitive awareness of text reading strategies, where the correlation coefficients ranged between (.210-.513). It also displayed that there was a statistically significant correlation between the deductive level of reading comprehension and the overall metacognitive awareness level of text reading strategies, where the correlation coefficient is (.420). In addition, there was a statistically significant correlation between the deductive level of reading comprehension and overall levels of metacognitive awareness of text reading strategies, where the correlation coefficients ranged between (.281-.373).

Furthermore, it indicated that there was a statistically significant correlation between the critical level of reading comprehension and the overall metacognitive awareness of text reading strategies, where the correlation coefficient was (.833). Moreover, there was a statistically significant correlation between the critical level of reading comprehension and all levels of metacognitive awareness of text reading strategies, where the correlation coefficients ranged between (.213-.921). In addition, it showed that there was a statistically significant correlation between the appreciation level of reading comprehension and the overall metacognitive awareness of text reading strategies, where the correlation coefficient was (.815), whereas the correlation coefficients ranged between (.173-.912).Moreover it showed that there was a statistically significant

correlation between the creative level of reading comprehension and the overall metacognitive awareness of text reading strategies, where the correlation coefficient was (.533), while the correlation coefficients ranged between (.172-.835).

The Finding of the effect of metacognitive awareness level of text reading strategies in English on the reading comprehension level of the seventh-grade students.

To verify this hypothesis, simple linear regression was used, the findings of which are shown in table (11).

Table 11. *Simple Linear Regression Analysis of the Effect of the Level of Metacognition on the Level of Reading Comprehension.*

Variable	Correlation (r) Coefficient	Impact ratio (R^2)	F value	sig
Metacognitive Awareness level	0.798	0.637	317.792	0.00

Table (11) showed that the level of metacognitive awareness of text reading strategies affected the level of reading comprehension, where the value of the correlation coefficients was (0.798), which indicates a high degree of correlation, and the level of metacognitive awareness of text reading strategies affected the level of reading comprehension by (%63.7).

Table 12. *the variance to test the significance of the relationship between the level of metacognitive awareness and the level of reading comprehension*

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	171.343	1	171.343	317.792	.000[b]
	Residual	97.589	181	.539		
	Total	268.932	182			

a. Dependent Variable: OVERALLRC

b. Predictors: (Constant), OVERALLM

Table (12) showed that depending on the calculated F value of (317,792) with a significance level of (0.00), and thus the researcher concluded the significance of the relationship between the level of metacognition and the level of reading comprehension.

Table 13. *Coefficients Model*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.694	.116		5.966	.000
	OVERALLM	.749	.042	.798	17.827	.000

a. Dependent Variable: OVERALLRC

Table (13) showed the (t, α, β) values of the effect of the level of metacognitive awareness on the level of reading comprehension, and the calculated value of (t)reached (17.827), with a significance level of (0.00), and this value was lower (α=0.05), and this indicated that there was a linear relationship between the level of metacognitive awareness of text reading strategies and the level of reading comprehension.

Moreover, a model can also be built to predict the level of reading comprehension through the level of metacognitive awareness of text reading strategies, as follows:

Y= 0.798 X + 0.694

Y: Reading comprehension level.

X: metacognitive Awareness level of text reading strategies.

[1-5]: Greater than or equal 1 and less than or equal 5

CHAPTER FIVE

Discussion and Recommendations

It becomes obvious that the moderate level of the seventh-grade students in the reading comprehension in its five sub-levels: literal level, deductive level, critical level, appreciation level, and creative level is a result of the accumulation of many causes and factors that can be summarized in the following points: the role of teacher, the role of student, the role of ministry of education, the role of the family and role of society or surrounding environment. The researcher will explain their impact on the reading comprehension level in details when discussing the level of reading comprehension next.

Discussing the Reading Comprehension Level

The Reading Comprehension level was at Moderate Level.

The finding of the present study shows that the level of reading comprehension in English for the seventh-grade students was moderately in the reading comprehension sub-levels included in the reading comprehension test which makes students face difficulty in reading comprehension. This finding is in line with the studies which conducted by Par, (2020); Alqomoul (2020), where it was found that the level of reading comprehension was moderate and that it is not only affected by the level of metacognitive awareness of text reading strategies, but there are other factors such as The role of the student, the role of the teacher, the role of the Ministry of Education and the role of the society or the surrounding environment affected the reading comprehension level. These factors mentioned in the study which conducted by Alqomoul, (2020) are as follows:

The role of metacognitive reading strategies awareness, it plays a significant role in reading comprehension and educational process. It motivates readers to read more and understand better the reading text. The metacognitive awareness of reading strategies

assists readers to plan, monitor, and evaluate their success of particular learning task. It facilitates the reading comprehension during reading process. In addition, it can help readers to be good and skillful readers.

The role of the student is represented in his motivation towards reading, his background knowledge about the topic, his mastery of reading comprehension level in its sub-skills, and his ability to use vocabulary and sentences that help him to achieve reading comprehension in appropriate method (Par,2020).

The teacher's role is to facilitate the student's learning of reading comprehension skills and motivate him to learn them by removing the psychological factor that stands in the way of their learning to help him achieve reading comprehension in an appropriate method in addition to facilitating the student's learning of text reading strategies and motivating the student to use metacognitive strategies related to reading texts. In addition to the teacher's consideration of the educational level, individual differences, learning style, and language proficiency (Par, 2020).

The role of the Ministry of Education is to provide the qualified teacher, the supervisor, and the reading material that takes into account the different age stages of the students, the appropriate physical environment in terms of schools and other necessary devices and equipment.

The role of the family: family plays an important role in society in general and in the educational process in particular, as it is responsible for providing the basic needs of its children such as food, drink, medicine, healthy housing, following up on its children and developing their learning by following up their level of reading and other language skills in various school subjects and also by providing stories, books, and others that motivate its children to read in comprehending manner.

The role of the society: Society plays a great role in the educational process by encouraging students to be creative and distinguished, and by providing material, morals, and other incentives that motivate students to learn (Alqomoul, 2020).

The Reading Comprehension level in Literal Level was at Moderate Level

The present study findings indicate that the literal level which means comprehending words, sentences, information and events as expressly stated in the text was moderate in the reading comprehension test, as a result of the students' average level in reading comprehending skills within the literal level, and this may be due to the weakness of the seventh grade students in the English language in general, and reading comprehension skills in particular, and metacognitive reading strategies which are related to the literal level of reading comprehension (Ngoc, 2021).

The Reading Comprehension level in Deductive Level was at Moderate Level

The present study finding shows that the deductive level which means the students' ability to link meaning and infer the relationship between ideas to comprehend the text was at a moderate level. Therefore, the researcher believes that this result is due to the students' weakness in the literal reading comprehension skills, which assist them to link meaning and conclude relationships between ideas to comprehend the text appropriately (Shemshadsara, Ahour, & Tamjid, (2019).

The Reading Comprehension level in Critical Level was at a Low Level

The present study findings indicate that the critical level which intended to pass judgment on the text read linguistically and functionally, and evaluate it in terms of its impact on the reader, according to exact and appropriate criteria was at a moderate level in the reading comprehension test. Therefore, the students' level in the critical level was low as a result of the students' weakness in critical reading comprehension skills, which

help them in issuing judgments on the reading texts linguistically and functionally, and the weakness in evaluating its impact on the reader according to accurate and appropriate task evaluation criteria (Rajab, et al., 2017).

The Reading Comprehension level in the Appreciation Level was Low

The present study findings show that the appreciative level which is defined as the comprehension based on aesthetic contemplative experience that appears in the reader's sense of what the writer felt was low as a result of the weakness in the appreciation reading comprehension skills among the primary students.

The reading comprehension level at the creative level was low.

The present study findings indicated that the creative level which refers to the use of facts, information, and concepts to reach a new solution to problems mentioned in the text or to predict new ideas that can be judged right or wrong was at a low level in the reading comprehension test. This finding indicated that English language teacher who are responsible about teaching English to students during the reading class because they assist students to have vocabulary knowledge, syntactic and semantic analysis of the texts, making inferential meaning, and awareness of strategy use. So, teachers play crucial role in improving the poor level of seventh-grade students in the creative reading comprehension skills, this makes students do not waste a long time in comprehending a reading text and this makes them able to understand the text and use text reading strategies properly (Rastegar, Kermani, & Khabir, 2017).

Discussing Metacognitive awareness

The metacognitive awareness level of text reading strategies in English was moderate.

The present study findings showed that the level of metacognitive awareness of text reading strategies use in English among seventh-grade students was at a moderate level according to the metacognitive awareness reading strategies subscales. This finding is in line with the research findings conducted in the EFL context by Abu-Snoubar, (2017), and Al-Mekhlafi, (2018) which indicated that the EFL students are generally moderate and strategic readers. Moreover, in the context of the overall metacognitive awareness of text reading strategies subscales, the present study indicated that the students used moderate to high-level reading strategies and this finding is in line with the findings of the study conducted by (Shang,2018).

The researcher believes that this result is not the responsibility of the student alone, but that there is a role for the student, the teacher, and the Ministry of Education, which is responsible for developing the curricula as follows:

The student's role is to learn metacognitive reading strategies that assist him in reading comprehension correctly, and to cooperate with his teacher to learn and apply them to the read texts.

The teacher's role: The teacher plays an important role in facilitating student learning to learn metacognitive reading strategies by training students to use and apply them during the reading process. In addition to appropriate for practicing reading comprehension in the classroom and others (Adunyarittgun, (2021).

The Ministry of Education plays a vital role in the education process by preparing the teacher and qualifying him to carry out the tasks required of him to the fullest extent,

the most of which is the application of modern strategies, providing the appropriate classroom environment for the students and preparing and improvement of the curricula that take into account the age group of students, tendencies, trends , and needs of students and the preparation of educational supervisors to achieve integration Between the student, the teacher, and the curriculum (Alqomoul,2020).

The metacognitive awareness level of problem-solving strategies (PROB) was high.

The present study findings indicated that the metacognitive awareness level of problem-solving strategies (PROB) use was at a high level. This finding is in line with the study conducted by Shang (2018) which indicated that the students favored problem-solving strategies, but this study finding is not in line with study findings conducted by Chen and Chen (2015) which revealed that the global reading strategies were the most reading strategies used by high school EFL students. These distinctions are possibly caused certain factors, such as different study setting, the level of the readers' language proficiency, text difficulty, and learning styles. In this study the most apparent factors influencing the differences are the teacher's role, students' purposes, attitudes, interests, background knowledge, the level of the education, learning styles, individual differences and the level of language proficiency of the seventh-grade students have a major effect on the awareness of the metacognitive strategies that the seventh-grade students use during reading process.

The metacognitive awareness level of global strategies (GLOB) was moderate.

The present study findings show that the metacognitive awareness level of global reading strategies use was at a moderate level. This present study finding is in line with the study findings conducted by Shang (2018) which indicated that the students used global reading strategies at a moderate level. The finding of the present study is not in

line with the study which was conducted by Chen and Chen (2015) which revealed that the most reading strategy used by EFL students was the global reading strategy.

The metacognitive awareness level of supporting strategies was moderate.

The present study findings indicate that the metacognitive awareness of support reading strategies was at a moderate level in the metacognitive awareness reading strategies use subscale. This finding is in line with the studies which conducted by Par, (2020), and Shang (2018). However, the finding of the present study is not in line with the study which conducted by Chen & Chen (2015) which revealed that the support reading strategy was the least used among the students.

Discussing the relationship between reading comprehension and metacognitive awareness level of text reading strategies is positive

The present study findings indicated that there is a positive significant relationship between the reading comprehension of seventh-grade students in English and their level of metacognitive awareness of text reading strategies use. The evidence for this that the students' awareness of metacognitive text reading strategies was moderately high knowledge in reading texts, which made them also achieve a moderate degree in the level of reading comprehension. This finding is in line with the study conducted by Par (2020) which indicated that there was a statistically significant and positive relationship between the overall metacognitive awareness reading strategies use and the students' reading comprehension level.

Moreover, the correlation between the metacognitive awareness reading strategies level and reading comprehension level among seventh-grade students was high. But this finding is not in line with the studies finding which conducted by Par (2020) which indicated that the correlation between reading strategies and reading comprehension was

at a moderate level and there are probably other factors influencing the students reading comprehension such as linguistic knowledge: grammatical knowledge and vocabulary.

Discussing the metacognitive awareness level of text reading strategies influence the reading comprehension level

The present study finding indicated that there is a linear relationship between the level of metacognitive awareness of text reading strategies and the reading comprehension level at a moderate level. This indicates that reading comprehension level was not merely contributed by the students' awareness of metacognitive text reading strategies. There are probably other factors that influence the reading comprehension level. This finding is in line with the study which conducted by Par (2020) which indicated that the reading comprehension level is not only affected by the metacognitive awareness level of text reading strategies but, there are other factors influencing the students reading comprehension level such as level of education, level of language proficiency, learning style, individual differences and linguistic knowledge which is vocabulary and grammatical knowledge.

The study agreed with the following studies (Muijselaar, et al., 2017; Banditvilai, 2020; DO &phan, 2021; Ngoc, 2021), which showed that there was a positive impact of the metacognitive awareness of reading strategies on the students' reading comprehension level. The studies also showed that the students' metacognitive awareness level of text reading strategies was at a moderate level. The study also agreed with (Rastegar, Kermani, & Khabir, 2017) study which indicated that there was a significant positive relationship between the overall metacognitive awareness of reading strategies and the reading comprehension level. The study also agreed with (Par, 2020) findings study

which suggested that the awareness of the use of different reading strategies is significant for the reading comprehension.

Conclusion

The aims of the study were to measure both the metacognitive awareness level of text reading strategies among seventh-grade students in Jordan in English and their reading comprehension level, and to determine the relationship between them, and if it was possible to predict the seventh-grade students' level of metacognitive awareness of text reading strategies by their level of reading comprehension. The conclusion of the study indicated that the level of metacognitive awareness of text reading strategies among the seventh-grade students affects their level of reading comprehension in English with a high degree of significant correlation; therefore, both levels were at a moderate degree among the seventh-grade-students.

Recommendations

- Paying curricula designers' attention to the levels of reading comprehension in the English language in the elementary stage by including its skills in reading texts.

- Training teachers on reading comprehension levels so that they can effectively teach and train students reading comprehension levels.

- Paying curricula designers' attention to the metacognitive text reading strategies and including them in the English language curricula with practical example for the elementary school students.

- Drawing teachers' attention to dedicating more time to the reading comprehension and applying the metacognitive reading strategies which are related to reading texts.

- Conducting a study on the extent to which teachers focus on the reading comprehension levels in their sub skills and applying the metacognitive strategies while teaching students reading texts.

- Conducting a study to improve the reading comprehension in its sublevels among the elementary stage students in Jordan using the metacognitive strategies related to the reading comprehension.

- Conducting an analytical study of the English language curricula at the elementary stage in Jordan and the extent to which they include the metacognitive reading strategies and the reading comprehension in its five sublevels: literal, deductive, critical, appreciation and creative.

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Appendices

Appendix (A)

Panel of Referees Committee

Number	Name	Rank	Specialization	University
1	Prof. Mohammad Hamzeh	Prof	Curricula and instruction methods	The Middle East
2	Prof. Elham Ashalabi	Prof	Curricula and instruction methods	The Middle East
3	Prof. Adnan Al Jadri	Prof	Curricula and instruction methods	Amman Arab
4	Dr. Muhareb Smadi	Associate Prof	Curricula and instruction methods	Balqa Applied University

Appendix (B)

Reading Comprehension Sub-levels

Skills List	Question No.	Sub Question
Reading Comprehension Skills within Literal Level		
1-Identifying the main idea of the text.	1	1
2-Identifying the supporting details of the text.	6	11
3-Identify specific information of the text.	2	2
4- sequencing ideas of the text	4	-
5-determing the meaning of words.	1	2
6-determing the opposite meaning of words.	3	-
7-Reading maps and charts.	2	3
8-Recognizing pronouns, and the nouns that are related to.	1	3
9-Recognizing singular and plural nouns.	2	1
Reading Comprehension Skills with Deductive Level.		
10-Drawing implications.	6	2
11-Forming conclusion.	6	3
12- drawing interfaces of a text.	6	5
13-Attaching new learning to old information.	5	-
14-Making predictions.	6	4
15-Inferring character traits.	1	4
Reading Comprehension Skills within Critical Level.		
16-Differentiating between facts and points of views in a text.	6	8
17-Judging the accuracy of information given in the text.	6	10
18-Suggesting alternatives to specific situations in a text.	6	6
19-Summarizing a text briefly and correctly.	6	7
20-Evaluating information to choose the most important ideas.	7	-
21-Paraphrasing a text correctly.	6	13
Reading Comprehensions Skills within Appreciation Level.		
22-Determining the aesthetic images in a text.	6	12
23- Mentioning the ideas of a text, according to its significance.	7	-
Reading Comprehension Skills within Creative Level.		
24-Suggesting a variety of titles for a text.	6	1
25-Drawing solutions to a variety of problems given in a text.	6	9

Reading Comprehension Level Scale Interpretation

Literal level subscale	Deductive level subscale	Critical level subscale	Appreciation level subscale	Creative level subscale	Overall Reading Comprehension Sublevels
1-	10-	16-	22-	24-	**- Literal**
					- Deductive
2-	11-	17-	23-	25-	**- Critical**
					- Appreciation
3-	12-	18-			**- Creative**
4-	13-	19-			
5-	14-	20-			
6-	15-	21-			
7-					
8-					
9-					
Literal score =	**Deductive score =**	**Critical score =**	**Appreciation score =**	**Creative score =**	**Overall score =**
Literal mean =	**Deductive mean =**	**Critical mean =**	**Appreciation mean =**	**Creative mean =**	**Overall mean =**

Key to average:

3.5 or higher = high   2.5-3.4= medium   2.4 or lower = low

Appendix (C)

Reading Comprehension Test

Student name: **Date:**

Read the notes from Ibn Battuta's journal. Then answer the following questions.

THE LONGEST JOURNEY

Ibn Battuta was a Moroccan scholar and traveler. He visited the Middle East, Turkey, North, East and West Africa, Southern and Eastern Europe, Central Asia, Southeast Asia, China and parts of India. Ibn Battuta met kings, ministers and other powerful men. He travelled for twenty-nine years. Historians read his travel notes to find out what happened in those times.

2nd Rajab 725(14th June, 1325) I am 22-year-old and I am leaving Tangiers today. My parents are very sad.**9th Ramadan 726(9th August, 1326) I am in Damascus. I am living at Malikite College. The Umayyad Mosque is the most beautiful mosque in the world**. New moon of Shawwal 726(1st September 1326). The Hijaz caravan is leaving Damascus for Medina and I am travelling with it. First we are going to the Castle of Karak. Kings use this fortress as a **refuge** in difficult times. I am very tired. After a march of two days, we are staying at Tabuk for four days to rest and to water camels. Now at last, we are travelling to Medina.1st week of September, (1344) I am staying in the palace of the Sultan of Ceylon. We met at the port, and he invited me to visit his palace. **He** gave me the best pearls in his kingdom as a present.

(1) Choose the correct answer from the following:

1-What is the **main idea** of the text?

A-Ibn Battuta's journal.

B-The Hijaz caravan.

C-The Umayyad Mosque.

2-The meaning of underlined word" **refuge**" is

A-a hotel.

B-a place for people to be safe.

C-a house for poor people.

3-The underlined pronoun "**he**" refers to

A-Sultan of Ceylon.

B-Ibn Battuta.

C-Ibn Battuta's father.

4-What is the **main characteristics** of Ibn Battuta?

A-Refuge and fighter.

B-Scholar and traveler.

C-Ruler and political.

(2) -Fill the blank spaces with the suitable words.

1- The singular form of **Men** is_____.

2- "We are staying at_____for four days to rest and to water the camels."

3- Find the location of **Makkah city** on the map?
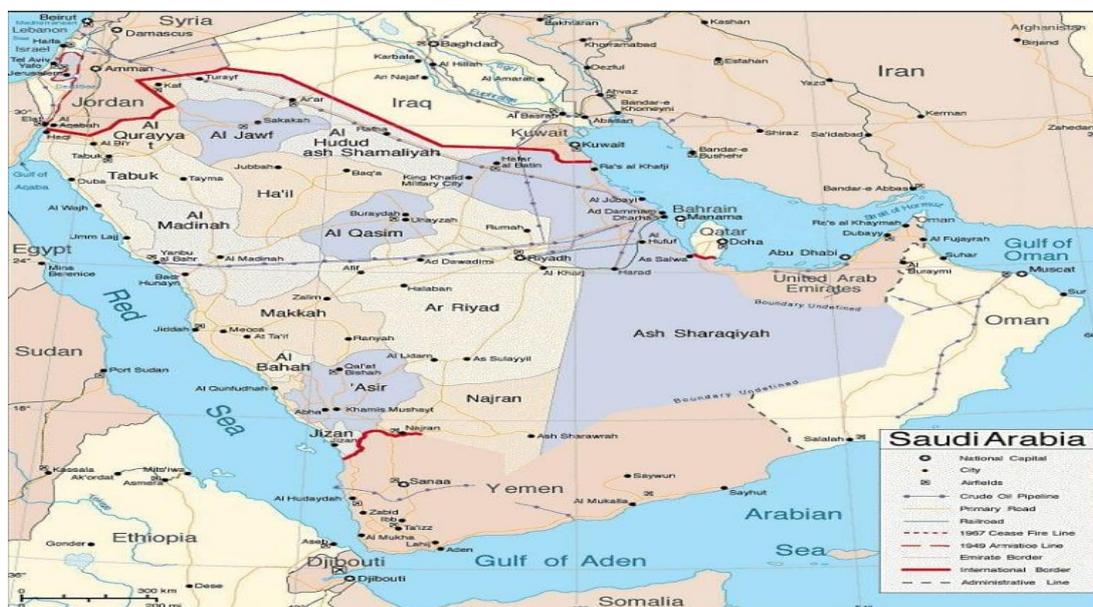
(3) Read the following words. Then match them with their opposite.

a-Take off   1 -Dangerous

b-Exciting   2-Boring

c-Safe   3-Land

d-Leave   4 -Young

e- Old   5 - Arrive

(4) Read the text, and put the following sentences in the correct order as they mentioned in the text.

_____I am living at Malikite College.

_____I am leaving Tangiers today.

_____I am staying in the palace of the Sultan of Ceylon.

_____He visited the Middle East.

_____ He travelled for twenty-nine years.

(5) Which of the following sentences describe the historical development of using transportation?

A- People used animals such as camels, horses and others before the invention of modern means of transportation.

B- People used modern means of transportation before using animals.

(6) Choose the correct answer.

6.1- The correct **title** for this text is

A-The traveler.

B-The artist.

C-The poet.

6.2-Ibn Battuta left Tangiers because

A-He was trader

B-He was scholar

C-He was inventor

6.3-The correct **conclusion** for Ibn Battuta journal is

A- He became a well-known scholar and traveler.

B-He became a minister in Ceylon Kingdom.

C-He became a famous artist.

6.4- Can you predict from the following sentences why did Ibn Battuta travel for twenty-nine years?

A- He loved travelling and exploring new places.

B- He was looking for work to earn a lot of money.

C- He thought that travelling is a difficult for him.

6.5- The message of Ibn Battuta journal is

A- The man shouldn't develop himself and stay in his own lifestyle.

B-The man should always develop himself to achieve his goals.

C-The man shouldn't develop his knowledge and live without goals.

6.6-If you were in the same situation of Ibn Battuta, how would you react.

A- Choose the same actions

B- Choose different actions

6.7- The suitable summary of the last note of Ibn Battuta.

A- The Sultan of Ceylon invited Ibn Battuta to visit his palace and gave him a present.

B-Ibn Battuta visited the palace.

C-Ibn Battuta was taken a present.

6.8-Do you think the following sentence is a fact or a point of Ibn Battuta's view.

"The Umayyad Mosque is the most beautiful mosque in the world".

A- Fact

B- a point of view or an opinion.

6.9-Ibn Battuta was very tired after a march of two days on camels. If you were in the same Ibn Battuta situation you would

A-Take a rest and water the camels.

B- continue your trip and don't water the camels.

6.10-On 14th June,1325 Ibn Battuta left Tangiers. Do you think in that time modern transportation was available? Choose the right answer

A-He travelled by boat and then by camels because the modern machines such as cars, planes and trains had not been invented in that time.

B- He travelled by camels because he didn't like to travel by cars, trains and planes.

C-He thought that cars, trains and planes are dangerous.

6.11-How much do you know about Ibn Battuta? What kind of work did he do?

A-He was a Moroccan and his work was scholar and traveler.

B- He was an Egyptian and his work was trader and an engineer.

C- He was Jordanian and his work was soldier.

6.12- In the notes of Ibn Battuta's journal, He illustrates Sultan life of Ceylon. Determine the sentence which obviously describes the generous of Sultan.

A- "He gave me the best pearls in his kingdom as a present".

B- "He visited the Middle East, Turkey, North, East and West Africa".

C- "We met at the port".

6.13- the correct paraphrase of the second note of Ibn Battuta journal.

A-Ibn Battuta talked about his arrival to Damascus.

B-Ibn Battuta talked about The Umayyad Mosque.

C-Ibn Battuta talked about Malikite College.

7- Read the important ideas that were taken from the text. Then order them logically as stated in the text from 1 to 5.

a-_____Now at last, we are travelling to Medina.

b-_____He gave me the best pearls in his kingdom.

c-_____We met at the port.

d-_____My parents are very sad.

e-_____ Kings use this fortress as a refuge in difficult times.

Appendix (D)
Metacognitive Awareness of Reading Strategies Inventory
(MARSI) Version 1.0
Kouider Mokhtari and Carla Richard © 2002

DIRECTIONS: Listed below are statements about what people do when they read <u>academic or school related materials</u> such as textbooks, library books, etc. Five numbers follow each statement (1, 2, 3, 4, 5) and each number means the following:

1- means "I **never or almost never** do this.

2- means "I do this **only occasionally."**

3- means "I **sometimes** do this." (About **50%** of the time   .
4- means "I **usually** do this."
5- means "I **always or almost always** do this."

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are **no right or wrong answers** to the statements in this inventory.

TYPE	STRATEGIES	SCALE				
GLOB	1. I have a purpose in mind when I read.	1	2	3	4	5
SUP	2. I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3. I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4. I preview the text to see what it is about before reading it.	1	2	3	4	5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
SUP	6.I summarize what I read to reflect on important information in the text.	1	2	3	4	5
GLOB	7. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	8. I read slowly but carefully to be sure, I understand what I am reading.	1	2	3	4	5
SUP	9.I discuss what I read with others to check my understanding.	1	2	3	4	5
GLOB	10. I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
PROB	11. I try to get back on track when I lose concentration.	1	2	3	4	5
SUP	12. I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	13. I adjust my reading speed according to what I am reading.	1	2	3	4	5
GLOB	14. I decide what to read closely and what to ignore.	1	2	3	4	5

SUP	15. I use reference materials such as dictionaries to help me understand what I read.	1	2	3	4	5
PROB	16. When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
GLOB	17. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
PROB	18. I stop from time to time and think about what I am reading.	1	2	3	4	5
GLOB	19. I use context clues to help me better understand what I am reading.	1	2	3	4	5
SUP	20. I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	21. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOB	22. I use typographical aids like bold face and italics to identify key information.	1	2	3	4	5
GLOB	23. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	24. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	25. I check my understanding when I come across conflicting information.	1	2	3	4	5
GLOB	26. I try to guess what the material is about when I read.	1	2	3	4	5
PROB	27. When text becomes difficult, I re-read to increase my understanding.	1	2	3	4	5
SUP	28. I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	29. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	30. I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

Reference: Mokhtari, K., & Richard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94 (2), 249-259.

Appendix (E)
Task Facilitation Book

MEU جـــامـعــة الــشــرق الأوسـط
MIDDLE EAST UNIVERSITY
Amman - Jordan

مكتب رئيس الجامعة
Office of the President

الرقم: د/خ/1177
التاريخ: 2022/3/2

معالي الأستاذ الدكتور وجيه موسى عويس الأكرم
وزير التربية والتعليم

تحية طيبة وبعد،،،

فتهديكم جامعة الشرق الأوسط أطيب التحيات وأصدق الأمنيات، وحيث إنَّ المسؤولية المجتمعية قيمة أساسية في تحقيق رسالة الجامعة ورؤيتها، وبهدف تعزيز وترسيخ أسس التعاون المشترك الذي يُسهم في تأدية الجامعة إلتزامها نحو خدمة المجتمع المحلي وتنميته، يرجى التكرم بالموافقة على تقديم التسهيلات الممكنة للطالب **محمد خالد عبد النبي المراهفة** ورقمه الجامعي **(401910029)** المسجل في برنامج ماجستير **المناهج وطرق التدريس/كلية العلوم التربوية**؛ والذي يتولى القيام بتوزيع استبانات وتطبيق اختبار في المدارس الحكومية في لواء ناعور؛ لاستكمال رسالته الجامعية والموسومة بعنوان "The Level of Reading Comprehension of Seventh Grade Students in Jordan and its Relationship to Their Metacognitive Awareness Level of Text Reading Strategies in English" ، علمًا أنَّ المعلومات التي سيحصل عليها ستبقى سرية ولن تُستخدم إلاَّ لأغراض البحث العلمي.

شاكرين لكم حسن تعاونكم واهتمامكم.

وتفضلوا بقبول فائق الاحترام والتقدير...

رئيسة الجامعة

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