

Abstract

This study aimed at investigating Birzeit students' perceived use of metacognitive reading strategies while reading English texts. Another objective of this study was to examine the differences between high proficiency students and low proficiency students in their strategy use. Furthermore, the correlation between subjects' reading strategy use and their reading comprehension achievement was explored as well to see if their reading strategy use can be used as a predictor variable to predict their reading achievement.

To this end, both quantitative and qualitative methods were utilized to obtain information and to reach more accurate results about Birzeit students' perceived use of reading strategies as well as their comprehension level. The three instruments namely, Survey of Reading Strategies (SORS), the reading comprehension exam, and the retrospective interviews were employed to collect the data from 180 participants of Birzeit students. Results revealed that Birzeit students reported using these strategies with high and medium frequencies. Their use of metacognitive reading strategies arranged in a descending order; problem solving, supportive strategies, and global strategies. Moreover, the mean scores of the use of these strategies by high proficient students outnumber those of low proficient students. Results also showed that there is a low correlation between students' use of problem solving strategies and their reading comprehension achievement. A trivial positive correlation was also observed between students' use of global strategies and their reading comprehension achievement. Finally, a weak, negligible and negative correlation was observed between students' use of supportive strategies and their reading comprehension achievement. Based on these findings, the current study recommends that instructors should focus on raising students'

awareness of the importance of using the reading strategies and provide them with sufficient instruction and training in applying these strategies. This study also recommends that reading instruction should supplement learners with adequate and extensive reading activities.