

**REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**INVESTIGATING METACOGNITIVE AWARENESS LEVEL OF EFL
STUDENTS IN USING READING STRATEGIES**

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MASTER'S THESIS

MERSİN / MAY 2020

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ÇAĞ UNIVERSITY
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DEDICATION



To my beloved family...

ETHICS DECLARATION

Student's
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Thesis Title: Investigating Metacognitive Awareness Level of EFL Students in Using Reading Strategies

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

04/05/2020

Yunus BİLGİN

ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude to my supervisor, Dr. Deniz ELÇİN for his invaluable scientific support, guidance and suggestions during the whole course of my Master's Thesis preparation period. He was very patient and kind whenever I needed his help and support; and without his priceless suggestions and contributions, I would not have been able to finish this thesis.

I would also like to express my deepest thanks to all of the instructors in the MA program, especially to Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, Prof. Dr. Jülide İNÖZÜ, Dr. Seden TUYAN for their invaluable contribution to my professional development. Their precious efforts helped me too much during the preparation of this thesis.

I owe a great deal of appreciation to my wife, Ebru, and my sons, Süleyman Nazif and Ali Emre, for their support, love and encouragement they provided.

Special thanks to my friends and colleagues Burhan ÜZÜM, Adnan AYDINTÜRK, Ferit ŞAHİN and Assoc. Prof. Dr. Aydın GÖRMEZ for their support and motivation they gave during my MA period.

Finally, I would like to thank to all of the participants of this study. Without their participation, it would be impossible to complete this study.

ABSTRACT**INVESTIGATING METACOGNITIVE AWARENESS LEVEL OF EFL
STUDENTS IN USING READING STRATEGIES****Yunus BİLGİN****Master's Thesis, Department of English Language Education****Supervisor: Dr. Deniz ELÇİN****May 2020, 70 Pages**

English language is generally called as Lingua Franca, which is learned as a second language or foreign language in most of the world. In our country, students officially begin learning English in the 2nd grade of primary school. From the 2nd grade to the 12th grade, English is taught as foreign language. After their high school education, students, also, continue learning English as a selective or compulsory course during their university education. Upon speaking with other colleagues, the researcher has decided on conducting a study on metacognitive awareness of learners in reading. The participants of the study were 260 randomly chosen preparatory class students a state university locating in the eastern part of Turkey. For the purpose of assessing their metacognitive awareness levels and reading strategies, the participants were applied MARSİ scale (Metacognitive Awareness on Reading Strategies Inventory) developed by Mokhtari and Reichard (2002). Additionally, interviews were carried out with 31 randomly selected participants to see their supposedly reading difficulties and some beliefs in English language. One-way ANOVA and Independent Sample T-test were applied to the inventory. There appeared a statistically significant difference in terms of gender on behalf of females. That is, their metacognitive awareness and frequency of use of reading strategies were more than males. However, there was no difference between participants in terms of department. Moreover, it was observed that the students use Global Reading Strategies, which is one of subcategories of the scale, more commonly. Consequently, it was concluded that while gender played a significant role on students' metacognitive reading strategy use, department did not so. Besides, it was found out that students used some strategies more than the other during their reading development processes.

Key Words: Metacognitive awareness, English learners, EFL, reading, metacognition

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİN OKUMA STRATEJİLERİ KULLANIMINDAKİ BİLİŞÜSTÜ FARKINDALIK DÜZEYİNİN İNCELENMESİ

Yunus BİLGİN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

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Mayıs 2020, 70 Sayfa

İngiliz dili genellikle dünyanın birçok yerinde ikinci veya yabancı bir dil olarak öğrenilen dünya dili olarak adlandırılır. Ülkemizde, öğrenciler resmî olarak İngilizce öğrenmeye ilkökul 2’de başlar. İngilizce, ilkökul 2’den 12. sınıfa kadar yabancı dil olarak öğretilir. Lise eğitimlerinden sonra da öğrenciler İngilizceyi seçmeli veya zorunlu bir ders olarak işlemeye devam ederler. Diğer meslektaşlarıyla gerçekleştirdiği sohbetler üzerine araştırmacı öğrencilerin okumadaki bilişüstü farkındalıkları üzerine çalışma yapmaya karar vermiştir. Çalışmaya dâhil olan katılımcılar Türkiye’nin doğusundaki bir devlet üniversitesinden rastgele seçilmiş 260 tane hazırlık öğrencisiydi. Bilişüstü farkındalık seviyelerini ve okuma stratejilerini ölçmek amacıyla katılımcılara Mokhtari ve Reichard (2002) tarafından geliştirilen MARSİ ölçeği (Okuma Stratejilerindeki Bilişüstü Farkındalık Envanteri) uygulanmıştır. Buna ek olarak, 31 tane rastgele seçilmiş katılımcıyla okumadaki muhtemel zorlukları ve İngilizceye yönelik bazı tutumlarını görmek amacıyla röportajlar yapılmıştır. Envantere, tek yönlü varyans analizi ve bağımsız örneklem testi uygulanmıştır. Burada, cinsiyet bakımından kadınlar lehine anlamlı bir fark olduğu ortaya çıkmıştır. Yani, bilişüstü farkındalıkları ve okuma stratejisi kullanma sıklıkları erkeklerinkinden fazla çıkmıştır. Ancak, bölümler açısından katılımcılar arasında anlamlı bir fark bulunamamıştır. Ayrıca, öğrencilerin, envanterin alt bölümlerinden biri olan Küresel Okuma Stratejilerini daha yaygın bir şekilde kullandıkları gözlemlenmiştir. Sonuç olarak, öğrencilerin bilişüstü okuma strateji kullanımları üzerinde bölümün anlamlı bir etkisinin olmadığı, cinsiyetin ise önemli bir rol oynadığı çıkarımında bulunulmuştur. Bununla birlikte, okumalarını geliştirme sürecinde öğrencilerin bazı stratejileri diğerlerinden daha sık kullandıkları ortaya çıkmıştır.

Anahtar Kelimeler: Bilişüstü farkındalık, İngilizce öğrenenler, EFL, okuma, bilişüstü

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ABBREVIATIONS

EFL	: English as a Foreign Language
ESL	: English as a Second Language
L1	: First Language / Mother Tongue
L2	: Second Language
GLOB	: Global Reading Strategies
PROB	: Problem-Solving Strategies
SUP	: Support Reading Strategies



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CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

"Employ your time in improving yourself by other men's writings so that you shall come easily by what others have laboured hard for." says Socrates to make the importance of reading clear. Birch (2007) describes reading as "it is useful to think of reading first as a kind of information processor and second as a kind of expert decision maker, because those concepts capture some essential characteristics of the reading process". As it can be understood from these expressions, this unique activity is beneficial to people from different social groups. Reading consciously is important for understanding what is written, otherwise it will be a futile activity. This awareness or a kind of ability is, also, regarded as metacognition.

The term metacognition is defined as the knowledge you have of your own cognitive processes (your thinking) (Flavell, 1979). Flavell, who is seen as the founder of the field, introduced this term. Since it was named, it has been one of the main focuses of many studies, especially social sciences. It is known that from very early ages humankind has been trying to understand the background of people's behaviours. At that point, psychology helps us to find out what the humankind is after, and/or why people behave in a specific way. However, in psychology, someone tries to understand someone else's behaviour and/or mind, not his/hers (Wikipedia, n.d.). Within this context, metacognition is related to self, learner themselves.

As it can be understood from the word *metacognition*, it is related to beyond cognition. That is, its scope consists of the behaviours beyond the cognitive aspect of mankind. While *cognition* means someone's understanding what they do, *metacognition* means a person's managing their own thinking and learning processes. This is why it is called "thinking about thinking" (Anderson, 2002). This phenomenon helps learners themselves to manage their skill developing processes more fruitfully. Being one of the main skills of second language learning process, reading can be developed more fruitfully with the help of metacognitive processes according to many studies conducted about the subject. In this research, possible effects of metacognition on the preparatory class students' reading strategies were investigated and some suggestions for related problems were proposed accordingly.

1.2. Statement of the Problem

The students in Turkey begin their English learning nearly at the beginning of their primary school, and it lasts until the end of high school. After high school, the students start their university education. In Turkey, the condition for starting university education is through getting a certain mark in an exam prepared and conducted by a certified institution called OSYM (Assessment Selection and Placement Centre). The students are placed at various universities according to the mark they get. Some programs of universities have a compulsory or selective English course. During the conversations carried out with the instructors and students in the researcher's department, it was revealed that the students have difficulties mostly with reading course. For this reason, the scope of this study included the students' metacognitive abilities in reading course.

1.3. Research Questions

The investigated research questions of the study are as following:

1. What metacognitive reading strategies do the participants use?
2. How does gender influence the participants' metacognitive reading strategy use?
3. How does type of department influence the participants' metacognitive reading strategy use?

1.4. Aim of the Study

The aim of this study was to investigate and find out the preparatory class students' metacognitive reading strategies and whether there are significant differences between the students' metacognitive awareness in terms of gender and department. Studies revealed that reading is an effective way of learning English, therefore metacognitive reading ability may have a significant effect on the students' developing their language learning process. The scope of this study was to look behind the learners' metacognitive awareness levels in reading and interpret this phenomenon in terms of several variables such as gender and the learners chosen departments.

1.5. Significance of the Study

Reading related issues have been investigated for a long time. Being one of the main skills of second language learning process has made the researchers study on the problems of reading process, and how this skill could be developed better and more effectively is what the scholars related to this subject have been trying to answer. Sheorey and Mokhtari (2001) carried out a study, in which the researchers examined the differences between native speakers and non-native speakers in terms of using reading strategies. Their findings revealed similar results for both groups above. That is, both native speakers and non-native speakers showed similar habits in terms of using reading strategies during their reading development processes. Yüksel and Yüksel (2011) also conducted a similar study, in which 200 ELT students showed similar attitudes compared to each other towards using reading strategies.

Metacognition, according to literature, is a broad concept developed over cognition, in which the learners chosen tactics or strategies may play an essential role on a language skill. Within this scope, investigating metacognitive awareness levels of the learners might contribute to not only their reading ability, other language skills as well.

1.6. Limitations of the Study

This study might be limited as;

1. Firstly, and the most importantly, the number of the participants is a limitation to the current study because the size of the participants is limited with the preparatory class students of a university located in the eastern part of Turkey. There were 260 participants contributing this study, and this might provide the research with limited data and results. It might have been better if similar studies could have been conducted in western universities in Turkey.
2. As this study is mainly related to reading skill of the students, the relation between metacognitive strategies use and other language skills might also be investigated. Whether or how they affect language learning process of the learners could be researched within the same learning environment.

1.7. Definitions of Key Terms

First Language: The language that a person has been exposed to from birth. It is also known and called as native language or mother tongue.

Foreign Language: A language that you learn intentionally apart from your first language. It is also called as *L2*.

EFL: English as a foreign language.

ESL: English as a second language.

ELT: English language teaching.

Metacognition: There are several different definitions of this term. Flavell (1976), who is accepted as the founder of this term, defines the word as “one's knowledge concerning one's own cognitive processes and products or anything related to them”. Oxford (1990) interprets this term as “metacognitive means beyond, beside, or with the cognitive”.

Strategy: The way a learner follows to achieve a skill or acquire knowledge.

Reading Strategies: According to Cohen (1986) reading strategies are mental processes that readers consciously choose to use in accomplishing reading tasks.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, first, the historical development of second language learning/teaching was investigated in detail. Then, metacognition and reading strategies were defined. How and why these two terms emerged and how metacognition affect reading development were studied to reveal if there is any connection between these terms. Besides, other studies carried out in this field were reviewed to explain what kinds of studies have been carried out on the similar or related subjects. The aim in this chapter is to provide the readers with information about the background of the study.

As it is known, many people try to learn a foreign language for different purposes. As English is called as *Lingua Franca*, it is one of the mostly learned languages. Whether the reason is to develop academically or to get promotion in professional life, people use different strategies to develop their English. The aim here is to understand to what extent metacognition and reading strategies have relation with each other and to see whether some variables, such as gender or departments, have any influence on chosen strategies.

2.2. Historical Background

How a language is learned has been in question for a long time. Early studies in the field go back to 1960s with behaviourist approaches. Initially, behaviourism, an approach to human psychology put forward and developed by John B. Watson in the early 1900s, was seen as the key approach to understand the language acquisition process. Human behaviour is at the centre of behaviourism to explain the nature of a person's learning process. Researchers studying on second language learning/teaching took this idea into consideration and this belief brought about many different second language teaching methods.

The most widely known method was Grammar Translation Method, which was initially used to teach classical languages like Latin and Greek (Larsen-Freeman, D. & Anderson, M., 2011). As Larsen-Freeman and Anderson (2011) stated, earlier in the 20th century, this method was used for the purpose of helping students to read and

appreciate foreign language literature. However, it later became one of the main second language teaching methods after mid-1900s. As it can be understood from its name, translation was the main source of learning a second language. Another method in second language learning was Direct Method, which requires teaching a second language through giving grammatical rules directly to the learners. Some other methods, such as Audio-Lingual Method and Total Physical Response, occurred as the ones influenced by behaviourism. All of these methods had one thing in common: they were teacher-centred, and individuals, i. e. learners, were not taken into consideration.

Then, in 1970s, Noam Chomsky came up with a new theory in language learning process called Innatist Theory. The main focus of this theory was that a person has language learning ability innately. Being affected by Chomsky's ideas, Krashen put forward a new second language learning approach called Natural Approach. Similar to Chomsky's ideas, Krashen thinks a person can learn a foreign language as far as the person is given or exposed to one level further. He calls this as 'i + 1'. So, 1970s was a new era for second language learning. During this period, the focus changed from teacher to learner. But there was still a good way to go, because the learner's ability of learning a second language was thought to be related to innate abilities. This approach stayed powerful until the beginning of 1990s.

In the 1990s, the focus started to change from innate abilities to cognition. Cognitive theories and methods started to occur during this period. What cognitive researchers put forward was that cognition was behind the second language learning process. They likened human mind to computer in terms of storing, integrating and retrieving information (Lightbown & Spada, 2013). Lightbown and Spada (2013) stated that cognitive psychologists saw first and second language acquisition as drawing on the same processes of perception, memory, categorization, and generalization. The important aspects in cognitive approach were interacting, noticing, processing, and practicing.

The above mentioned approaches and theories mostly take psychological aspects of human into consideration, and see language learning, whether first language (L1) or second language (L2), as a psychological process, not social. However, for about two decades, socio-cultural approach has come forward and the focus is now on social aspect of human, too. Vygotsky, a Russian scholar, is seen as the founder of this theory. He believed that the scientific psychology should not ignore consciousness of human. This belief made his theory distinct from the other theories of his time. But his ideas

were not accepted until forty years ago. While the psychological theories viewed thinking and speaking as related but independent processes, the socio-cultural theory views speaking and thinking as tightly interwoven (Lightbown & Spada, 2013). The main idea here is that as an interactive being, a learner can learn a second language through being involved in interactions and thinking on the learned or acquired language. Not only interaction, not only thinking, but both of them are essential in learning an L2. Today, the socio-cultural theories are valid and developing.

2.3. Metacognitive Awareness and Reading Strategies

As time passed and new theories on language learning developed, the theories became more complex, because they were affected by the other theories, especially by newer ones. While initial theories consisted of just a few basic rules or components; such as translation or habit formation, modern theories have become much more complex and they include many different components, such as learner beliefs or learning strategies.

Considering the historical background of second language learning theories, as mentioned above, some scientists drew attention cognitive aspect of human being. However, subsequent studies revealed drawbacks of paying attention only to cognition. At this point, the term, metacognition, came out. While cognition is a person's ability to understand anything in a daily or academic life, metacognition is a further step that makes the person manage their own cognitive processes, that is, direct their learning or development processes. According to Paris (1978), metacognition might be an element common to all problem-solving tasks. As it is beyond the cognition, it might be concluded that metacognitive skills make the learning process of a foreign language more productive, and help students learn an L2 more consciously, regardless of their gender. According to Proust, Beran, Brandl and Perner (2012), Flavell was the first to make an accurate distinction of the term. However, later studies showed that metacognition is a kind of awareness, and this is why it is called as metacognitive awareness.

Being one of main skills of second language learning, reading is among the most beneficial activities a person can practice, because it requires cognitive action to be fruitful. When this unique activity is used to develop academically, just reading may not be sufficient. Although reading requires cognitive aspect, a learner can use it as a

second language development tool. This also can be achieved by having some strategies while reading, i. e. reading strategies. These strategies might be very important because they have a potential to help the learners to develop their English level. If a learner is aware of his/her reading strategies in terms of metacognition, they will realize their English learning process effectively and consciously.

2.3.1. Metacognition.

There are different definitions of metacognition from various scholars. As the founder of the phenomenon, metacognition, Flavell (1976) describes metacognitive knowledge as “one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g., the learning-relevant properties of information or data” (p. 232).

Oxford (1990) defines metacognition as “Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.” Schraw and Dennison (1994) think of metacognition as the ability to reflect upon, understand, and control one's learning. Nelson (1996), for example, sees metacognition as a construct that refers to thinking about one's thinking or the human ability to be conscious of one's mental processes. On the other hand, Wenden (1998) sees the term metacognition as knowledge about learning that is a part of a learner's store of acquired knowledge and a system of related ideas, relatively stable, early developing and an abstraction of a learners' experience.

Proust et al. (2012) argued that previous scientists tried to explain and define the term metacognition in different ways; that is, from different aspects, thus creating one-sided definitions. This means they correctly defined the concept from one aspect, but their definitions might not be completely correct from other aspects. So, according to Proust et al. (2012), the definition should be as following: “Metacognition is the set of capacities through which an operating cognitive subsystem is evaluated or represented by another subsystem in a context-sensitive way.” Proust et al. thought this definition would be neutral between the exclusive and the inclusive readings. So, the problems with the other definitions, according to Proust et al., were solved by this one.

2.3.2. Reading strategies.

Reading is defined as an interactive cognitive process in which readers interact with text. During reading process, readers constantly form hypotheses, test predictions and use their knowledge of vocabulary and language to construct meaning (Carrell, 1989; Zhang, 2001). Reading could be developed by using some strategies. It is known that learners use various strategies to elevate their reading skills. Readinghorizons.com (n.d.) defines reading strategies as “Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and reading comprehension skills benefit every student.”

2.3.2.1. General features of good readers.

As Carrell (1988) states; reading is the most important language skill. Grabe and Stoller (2001) also think so, and they define reading as the ability of drawing meaning from the text and interpreting this information in an appropriate way (2002). In the light of these statements, it can be understood that reading is a complex cognitive process requiring not only physical activity, but also some mental processes simultaneously. So, is it possible to call someone as *good reader* if these mentioned processes are performed during reading? Yildirim and Ozdemir (2014) carried out research on pre-service teachers in a Turkish university to find out what the participants’ perception of good readers is. The most preferred item of the inventory applied to the participants was “Good readers understand what they read”; and the subsequent item was “Good readers are able to read all the words correctly in what they read”. These results indicate that a good reader is the one who applies both cognitive and physical processes.

According to Smith (1954), “comprehension” is the main aim of a good reading, defining reading as a one-sided communication. In the mentioned research, the researcher distinguishes thought questions from memory questions in terms of reading comprehension questions; and, states memory questions, unlike thought questions, do not require complex mental activity. So, it is understood that good readers can use their cognition at different levels.

Apart from the researchers mentioned above, some researchers take *reader* into consideration in a holistic view. Ur (1999), for example, states that good readers have 10 characteristics in common. These characteristics range from language to vocabulary

to reading strategies. Ur (1999) defines these characteristics as the differences between good and poor readers.

In the light of what the researchers say about being a good reader, it can be concluded that the deeper a reader tries to understand the text, the better the reader gets. While trying to become a good reader, everyone applies different strategies.

2.3.3. Relation between metacognitive awareness and reading strategies.

The definitions and functions of metacognitive awareness and reading strategies were tried to make clear in the previous parts. In this part, how and in which aspects metacognitive awareness and reading strategies are connected is interpreted.

Learners that use their metacognition during the learning process consciously use some strategies to develop their reading skills. Both male and female learners use some strategies according to their needs; however, a study revealed that female learners use certain reading strategies more frequently than the male ones (Sheorey & Mokhtari, 2001).

Koriat (1998) tells about the importance of metacognition:

“Most cognitive processes are normally accompanied by metacognitive operations that supervise and control various aspects of these processes. Thus, when we make an appointment, we often have to take precautions not to miss it, and these precautions depend on our assessment of their effectiveness as well as on our assessment of the chances of missing the appointment if these precautions are not taken. After performing a planned action (e.g. locking the door) we may wonder whether we have done so, and if we are not sure, we may go back to double-check.” (p. 16)

As it is understood from what Koriat says, being conscious is important even for a daily event. Additionally, Lundberg and Mohan (2009) say learners must be able to accurately judge their knowledge in order to know where to focus their efforts when they study. If students are confident in their understanding, they can move on to more difficult concepts. According to a study carried out by Sheorey and Mokhtari (2001), non-native readers frequently use reading strategies; thus, their metacognitive awareness was high.

In the light of these studies and their findings, it can be said that metacognitive awareness is quite necessary and important while using reading strategies. The more

conscious a learner is the further he/she can develop his/her English comprehension and level.

2.4. Studies on Metacognitive Awareness and Reading Strategies

This part gives examples of studies carried out by researchers on the subject of metacognitive awareness on reading strategies. As it was stated in the first part of this study, the aim of this study was to carry out a research on the effect of metacognitive awareness on reading strategies of preparation class students' at some eastern universities in Turkey. It is vital to keep in mind that the main focus of this study, in terms of participants, is preparatory class students studying English Bachelor's Degree programs. There are not too many studies in the field to be examined, so this study may help future researchers to carry out more studies and make some more suggestions to the field.

2.4.1. Studies conducted in Turkey.

This section provides analysis of different studies performed in Turkey, especially in universities. The findings of the studies were analysed and some conclusions were reached.

One significant study was carried out by Yüksel and Yüksel (2012) on Turkish EFL (English as a Foreign Language) students. The study was designed to determine metacognitive awareness of Turkish EFL learners studying ELT in Anadolu University on their reading strategies applied during academic reading. The results indicated that they usually used academic reading strategies ($M=3,70$). Thus, it might be claimed that the participants in this study were often aware of these strategies and they used them frequently. According to what the researchers said these results were consistent with the findings of Sheorey and Mokhtari's (2001) study that non-native readers frequently use reading strategies; thus, their metacognitive awareness is high.

Another significant study was carried out by Ghasemi (2010) as doctoral dissertation. The mentioned research was carried out in two different countries. The research was conducted in 7 different universities, three of which located in Iran and the rest of which located in Turkey. The researcher aimed to find out the relation between cognitive and metacognitive reading strategy use. The participants of the research were chosen amongst bachelor's degree students studying English. While conducting the

research, the researcher analysed the results in terms of sex and different groups. As the researcher stated, considering how frequently the participants use cognitive and metacognitive reading strategies, the results indicated obvious and significant differences between the investigated groups. In the light of the results, the researcher found out that there is a significant and mutual relationship between the use of cognitive and metacognitive reading strategies. Additionally, the researcher found out that there is not a significant difference between the sexes, although the number of female participants was more than that of males.

Razı (2010) conducted a quasi-experimental study on English Language Teaching students to investigate the effect of Metacognitive Reading Strategy Training Program (METARESTRAP) that was developed by the researcher of the mentioned study himself. Participants of the mentioned study were comprised of preparatory class students and freshmen. According to what the researcher stated in the result section, METARESTRAP had significantly developed participants' reading comprehension skills by outperforming the conventional reading instruction. That is, it can be inferred from the researcher's comment, the participants showed developing metacognitive awareness in terms of using reading strategies with the help of appropriate instruments.

Bahadır (2011) conducted a research on EFL students and instructors at a university locating in Turkey. The students comprised preparatory class students. After carrying out the study, the researcher concluded that the students can be as successful as they think of themselves. One of the significant conclusions made by the researcher was there is a similarity between the students' and teachers' belief. It can be understood from the researcher's discussions that the teachers and students both can raise the students' metacognitive awareness level.

The participants of a study carried out in one of the Turkish universities were chosen amongst various departments of faculty of education (Cihanoglu, 2012). As it can be understood, the participants were teacher candidates, and their metacognitive awareness level based on their gender, being day or evening class students, and the school type the students had been graduated from before university was aimed to be investigated. The researcher found out that there is no significant difference in terms of variables. Additionally, the researcher came up with a conclusion that the results of the mentioned study can be considered as a proof of the fact that it is hard to measure metacognition by using a scale or inventory. So, it is vital to help the students develop a sense of awareness in terms of language learning process.

A similar study was carried out by Sarıcoban (2015) at another Turkish university and the participants of the mentioned research consisted of the first year students studying English Language Teaching. In that study, the aim was to examine the pre-service teachers' metacognitive awareness in terms of various variables. The variables of that study were consisted of grade level, willingness of selecting teaching profession, and performing teaching profession after graduation. Surprisingly, the results indicated that these variables have positive effect on metacognitive awareness in the participants' academic studies. It is, also, suggested to the teachers to let the students be aware of the instruments they need to develop themselves, especially while studying.

A study conducted at two different universities in Turkey revealed a different aspect of metacognitive awareness studies (Şahin, 2015). The mentioned study was carried out on future science teachers studying at different grades of their department. The findings revealed that there is not a significant relation between metacognitive awareness of the students and their gender, neither at which university they study. However, their grades have a significant effect on their metacognitive awareness level; that is, their level of education has a positive effect on their metacognitive awareness level. Most probably, this is because the more the students reach their graduation, the more they are motivated.

Doğan (2016) found out by conducting a study at a Turkish university to investigate what variables affect the learners' English language learning process. The researcher carried out the study on preparatory class students other than studying an English bachelor's degree. The participants that were taking compulsory preparation class were students from different departments of faculty of engineering. The researcher found out that there is no significant relation between the students' general metacognitive awareness and academic success in foreign language learning.

As it is obvious from the studies analysed above, the effect of metacognitive awareness may differ from study to study. Some studies showed positive relation between metacognitive awareness and succeeding in reading strategies, while some did not. Considering these studies, it is difficult to make a general comment on the effect metacognitive awareness on the use of reading strategies.

2.4.2. Studies conducted in other countries.

In this current part, the studies conducted out of Turkey were analysed and some conclusions were reached.

Mokhtari and Reichard (2004) carried out a study on Moroccan and American college students, who spoke English as L1 or L2. The researchers tried to find out whether being native or non-native English speaker affect the readers' strategy use or not. The findings seem to indicate that metacognitive awareness of a range of strategies when reading in English is similar in adults with high levels of competence in reading – whether English is first (or only) language or a second (or third) language.

One of the significant studies was conducted in the USA with both the native English speakers and ESL students (Sheorey & Mokhtari, 2001). The participants were college students, and the students' use of reading strategies when reading academic materials were examined in the mentioned study. By doing this, the researchers aimed to investigate the participants' metacognitive awareness level when using reading strategies. The results of the mentioned study revealed that both native speakers and ESL students use reading strategies by displaying metacognitive awareness. Next, regardless of their gender, the participants showed almost the same order of importance towards the categories of reading strategies. Last but not least, the results revealed that students with high reading ability tended more to use cognitive and metacognitive reading strategies than those with low reading ability.

Zhang (2001) investigated metacognitive awareness of reading of EFL students from two different universities in a north-western city of People's Republic of China. As the researcher stated in the mentioned study, while conducting the study, Flavell's (1987) concept was used as the theoretical framework. The results of the mentioned study showed that the participants' proficiency level is effective when choosing metacognitive reading strategies. Just like the findings of Sheorey and Mokhtari's study, the mentioned study revealed that students with high scores are better than those having low scores in terms of using metacognitive reading strategies.

Another study that was carried out in People's Republic of China investigates the relation between metacognitive awareness on reading strategy use (Zhang, Aryadoust, & Zhang, 2013). Participants of the mentioned study were consisted of undergraduate non-native English learners. Test Takers' Metacognitive Awareness Reading Questionnaire (TMARQ) was applied to the participants in order to get the

needed data. The findings of the mentioned study revealed that using questionnaires like TMARQ lets the teachers help the learners develop metacognitive awareness on the use of reading strategies.

Negretti and Kuteeva (2011) carried out their research in a major university locating in Sweden. The participants of the mentioned study consisted of future English teachers studying third semester of their education. The researchers aimed to find out if there is any relation between metacognitive awareness and learning a second language effectively, or not. According to the results of the mentioned study, using metacognitive framework when teaching an L2 fosters the learning process, and this way it has a positive effect on the learners.

Another significant study was conducted by Dahlin (1999) in Sweden to English learners studying different fields and courses. The participants of the mentioned study were selected amongst freshmen to investigate their metacognitive reading comprehension when reading academic texts. The mentioned study revealed that there is no significant relation between metacognitive awareness and coming from any domain. How a learner can use its metacognitive awareness, whether on reading strategy use or something else, is not affected by its background. The more a learner tries to learn, the further metacognitive aspect develops within.

Significant studies were analysed and one of them was carried out in Tehran, was applied to EFL learners from four different universities (Rahimi & Katal, 2012). Although the mentioned study is about the learners' listening skill, the main focus of it was to investigate the learners' metacognitive abilities to develop their listening skill. As mentioned above, that study consisted of EFL learners and their metacognitive strategy use was examined. The results revealed that there is a strong relation between the level of the students' metacognitive strategy use and perceived readiness to develop a foreign language learning in general. The researchers stated that one another significant relation was the Internet use hours. So, it can be said that using metacognitive strategies help the learners develop skills while learning a foreign language.

Another study conducted on university students about listening skill was carried out by Yeganeh (2012) in Iran. The students were investigated from various aspects; however, the main comparison was on being monolingual or bilingual. In the mentioned study, the participants were chosen amongst EFL students equally according to being monolingual and bilingual. A questionnaire was applied to participants in order collect

the needed data. The results indicated that the number of languages spoken affect how effectively a learner uses metacognitive strategies. The researcher stated that bilingual students had higher levels of metacognitive strategy use. Whether the study was applied on the participants' listening skills, the finding is valid for second language learning process in general. Last, there is no finding about differences between genders.

Studying on bilingual learners has always been focus of researchers' attention. Differences in their habits and the way they succeed acquiring a foreign language has always been a good topic to study. One of these kinds of studies was conducted in an American university on two different bilingual groups of students (Carrell, 1989). One group consisted of students from Latin American countries speaking Spanish as L1 and English as L2; the other group consisted of American students speaking English as L1 and Spanish as L2. The mentioned study is significant, because in one part of the study the researcher investigates the difference between the participants' reading abilities in both first and second language. As for the main part of the research, the main focus was investigating the relationships between the participants' metacognitive awareness of various reading strategies and their reading ability in both languages. The researcher of the mentioned study made a difference between the participant groups according to the language they were learning. The native Spanish speakers were seen as ESL (English as Second Language) learners, which meant the students speak English as *second* language. However, the native English speakers were seen as learning Spanish as a *foreign* language. That led the researcher to find out that Spanish L1 group used *global* reading strategies, and the other group used *local* reading strategies. And, what the researcher recommended in accordance with the mentioned study was that first the learners should be helped to find out what is already present in them in terms of reading strategies. Later, they might be led to discovering new strategies.

The studies on metacognitive strategy use are not confined to the university students. Yussen and Bird (1979) conducted a study on kindergarten classes and primary school students at the very beginning of the research field in the US. The participants were applied some tests to obtain data related to their metacognitive awareness levels. The results surprisingly revealed that the participants had metacognitive awareness toward what they were doing. One significant difference among the participants was that the primary school students were more accurate in terms of metacognitive performance.

In a study conducted at a university locating in Jerusalem, the students' abilities to use metacognitive processes while reading and the effect of using them were examined (Cohen, 1986). One finding the researcher of the mentioned study found out is that the strategies cannot be grouped as good or bad, but they can be said to be grouped as strategies promoting reading comprehension or not. This means there aren't bad metacognitive strategies, there are strategies used in wrong ways.

Karbalaei (2010) conducted a study on some EFL and ESL readers to find out if there is any significant difference in terms of metacognitive reading strategy use during reading academic texts written in English. Participants of his research consisted of nearly 200 undergraduate students from two different socio-cultural environments: One group was Iranian and the other group was Indian learners of English. The researcher of aforesaid study applied a test as data collection tool. Results indicated that there were no significant differences between those participants. However, Indians were found out to use global reading strategies more frequently than Iranian learners. Except for this, there was no difference between those two groups of different socio-cultural backgrounds.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This current study was conducted to find out what metacognitive reading strategies the preparatory class students use and to investigate the effect of gender and department on choosing the strategies. In this section, the method to define the relation between the variables of the study was investigated. In this regard, brief information about the design of the research was given, how the participants were chosen, data collection tools and procedure, and the data analysis process were explained.

3.2. Research Design

The research design used for the current study was survey research design, which is suitable for finding out how the participants of the current study distribute themselves on two variables in terms of metacognitive reading strategies use (Fraenkel et al., 2011). The study was conducted on English preparatory class students of a Turkish university located in the eastern part of Turkey. The survey research design was selected for the study as the researcher aimed to find out if there were any relation between metacognitive reading strategies use of the participants and two variables: gender and department. In this regard, the participants were applied an inventory and some of the participants were interviewed. The data collection tools were explained in the following sections in detail.

3.3. Participants of the Study

As it is known, there are numerous variables affecting a foreign language learning process. This study focused mainly on two variables. In this part of the study, the participants were analysed statistically in terms of their gender and department. The participants' numbers and percentages were given in detail in the tables.

The participants of this research were chosen randomly amongst English bachelor's degree preparatory class students. During the sampling process simple random sampling was applied (Fraenkel et al., 2011). The participants were comprised of students from an eastern Turkish university. There were 74 students, who were

studying at English Language Teaching; 30 students, who were studying at Translation and Interpreting; 156 students, who were studying at English Language and Literature. As many English bachelor's degree preparatory class students of this university as possible were included in the study. Three subcategories occurred while the participants' departments were investigated. These subcategories consisted of the English bachelor's degree programs found in the university, where the study was conducted. Departmental distribution of the participants was given in Table 1.

Table 1.

Distribution of the participants in terms of department

Department	Frequency	Percentage (%)
English Language Teaching	23	8.85
English Language and Literature	200	76.92
Translation and Interpreting	37	14.23
Total	260	100.00

The other variable of the research was genders of the participants. As the participants were chosen randomly, the numbers of female and male participants were not equal. There were 260 participants from a Turkish university. Of all participants, there were 186 females (%71.5) and 74 males (%28.5). Gender distribution was revealed in Table 2.

Table 2.

Gender distribution

Groups	Frequency	Percentage (%)
Female	186	71.5
Male	74	28.5
Total	260	100.0

As shown in Table 2, totally the participants were 260 students, 186 of whom were females and 74 of whom were males. Additionally, the participants' ages ranged from 18 to 36. They were grouped in three different age ranges: Group 1 age range was 18-24; Group 2 age range was 25-30; and Group 3 age range was 31-36. Although the age range was high, a great number of the participants (249 of them) were at the first age group. As most of the participants newly graduated from high schools, the first group consisted of most of the participants, and very few of the participants consisted in the other two groups. The numbers and percentages of the participants were given in Table 3.

Table 3.

The age groups of the participants

Groups	Frequency	Percentage (%)
18-24	249	95.8
25-30	6	2.3
31-36	5	1.9
Total	260	100

3.4. Instruments

In order to collect accurate and reliable data, the researcher used two different instruments. One of the instruments was an inventory developed by Mokhtari and Reichard (2002) called MARSİ (Metacognitive Awareness of Reading Strategies Inventory). The other instrument was interviewing. Some of the participants were interviewed about metacognitive strategies use. Detailed information about the instruments was given in the following sections of the study.

3.4.1. Inventory.

In order to collect the needed data, Metacognitive Awareness of Reading Strategies Inventory (MARSİ) that is created and validated by Mokhtari and Reichard (2002) was applied to all of the participants. The inventory is a five-point Likert scale each item of which ranges from 1 "*I never or almost never do this*", 2 "*I do this only*

occasionally”, 3 “I sometimes do this” (about 50% of the time), 4 “I usually do this”, and 5 “I always or almost always do this”.

3.4.1.1. Reliability of the inventory.

Reliability of the inventory was analysed by applying Cronbach’s Alpha to all subcategories and to the inventory as a whole.

Table 4.

Reliability of the inventory.

Strategy Type	Number of Items	Cronbach's Alpha
Global Reading Strategies	13	0.785
Problem Solving Reading Strategies	8	0.675
Support Reading Strategies	9	0.729
Total:	30	0.887

As it is seen in Table 4, in the reliability analysis of the inventory, Cronbach’s Alpha coefficient was .88. Reliability coefficients of the subcategories were, also, found out to be efficient (Can, 2019).

3.4.1.2. Items of the inventory.

As it was explained in the previous part, each point meant a frequency degree. In addition to the frequency of the items, Mokhtari and Reichard (2002) created three sub-categories. One of these sub-categories was *Global Reading Strategies* (GLOB), which aimed to reveal the participants’ global reading skills. This subcategory consisted of 13 items:

- 1 “I have a purpose in mind when I read.”
- 3 “I think about what I know to help me understand what I read.”
- 4 “I preview the text to see what it’s about before reading it”
- 7 “I think about whether the content of the text fits my reading purpose.”
- 10 “I skim the text first by noting characteristics like length and organization.”
- 14 “I decide what to read closely and what to ignore.”
- 17 “I use tables, figures, and pictures in text to increase my understanding.”

- 19 *"I use context clues to help me better understand what I'm reading."*
- 22 *"I use typographical aids like bold face and italics to identify key information."*
- 23 *"I critically analyze and evaluate the information presented in the text."*
- 25 *"I check my understanding when I come across conflicting information."*
- 26 *"I try to guess what the material is about when I read."*
- 29 *"I check to see if my guesses about the text are right or wrong."* consist Global Reading Strategies subcategory of the inventory.

The next one was *Problem-Solving Strategies* (PROB), which aimed to discover the participants' problem solving skills. This subcategory consisted of 8 items:

- 8 *"I read slowly but carefully to be sure I understand what I'm reading."*
- 11 *"I try to get back on track when I lose concentration."*
- 13 *"I adjust my reading speed according to what I'm reading."*
- 16 *"When text becomes difficult, I pay closer attention to what I'm reading."*
- 18 *"I stop from time to time and think about what I'm reading."*
- 21 *"I try to picture or visualize information to help remember what I read."*
- 27 *"When text becomes difficult, I re-read to increase my understanding."*
- 30 *"I try to guess the meaning of unknown words or phrases."*

And the last subcategory was *Support Reading Strategies* (SUP), which aimed to discover how the participants do supportive reading. And this subcategory included 9 items:

- 2 *"I take notes while reading to help me understand what I read."*
- 5 *"When text becomes difficult, I read aloud to help me understand what I read."*
- 6 *"I summarize what I read to reflect on important information in the text."*
- 9 *"I discuss what I read with others to check my understanding."*
- 12 *"I underline or circle information in the text to help me remember it."*
- 15 *"I use reference materials such as dictionaries to help me understand what I read."*
- 20 *"I paraphrase (restate ideas in my own words) to better understand what I read."*
- 24 *"I go back and forth in the text to find relationships among ideas in it."*
- 28 *"I ask myself questions I like to have answered in the text."*

This inventory has been used by many researchers since it was released and helped them to carry out fruitful studies. It, also, helped us to determine how often the participants use metacognitive reading strategies when reading academic materials.

3.4.2. Interview.

Interviewing is a useful data collection tool while conducting academic research. According to Griffiths & Oxford (2014) interviews and stimulated recall methods are among the best alternatives to collect data, but researchers need to be careful about not overgeneralization of their findings when dealing with particular learners in particular learning contexts. In order to understand how the participants manage their English reading skills, 31 of them were interviewed. The interviewees were chosen randomly amongst the students of three departments that were included in the current study. The interviewees were asked some questions concerning metacognitive aspects of reading development processes. The questions were developed in accordance with the inventory items and discussed with some of the colleagues to ensure the validity of the interviews. The interview questions were:

1. How do you try to develop your English reading skill as a foreign language learner?
2. How do you decide on what to read or not?
3. What kinds of strategies do you apply when you do not understand the text while reading?

3.5. Data Analysis Procedure

The applied inventory provided quantitative data, which were analysed by using Statistical Package for the Social Sciences (SPSS). The analysis of variance (ANOVA), Descriptive Statistics and Independent Samples T-test were applied during the analysis process. This way of analysis provided accurate results for the study. Apart from the inventory, some of the participants were applied interviews. The interviews were analysed by applying content analysis, through which codes were generated. The generated codes were subcategorised according to the three subcategories of the inventory.

CHAPTER IV

4. RESULTS

4.1. Introduction

This part gives information about the findings by evoking the necessary parts of the study. Then, in the next part, the results were discussed and some suggestions were made.

First of all, the main aim of this study was to investigate the participants' metacognition levels in English reading and to find out what types of strategies they use while developing their reading skills. Furthermore, the effect of gender and department were aimed to be revealed. In line with this purpose, an inventory was applied to the participants and interviews were carried out. The results of the study were analysed by using SPSS program. And, finally, the results obtained from this study and the previous ones were compared.

4.2. Inventory Results

The main data collection tool of the current study was the inventory that was developed by Mokhtari and Reichard (2002). It was applied to the randomly chosen English preparatory class students of a Turkish university. The reliability of the inventory was analysed and the results were given in one of the previous parts. In this section of the study the items of the inventory were analysed in terms strategy subcategories and the inventory as a whole.

4.2.1. Inventory Skewness and Kurtosis coefficients.

First of all, to find out whether the distribution of the inventory was normal, Skewness and Kurtosis coefficients were analysed. The results were given in Table 5.

Table 5.

Inventory Skewness and Kurtosis Coefficients

Strategy Type	Skewness	Kurtosis
Global	-.469	.577
Problem-Solving	-.539	-.218
Support	-.296	-.105
Total	-.421	.104

As it is shown in Table 8, the Skewness and Kurtosis coefficients of both the inventory and the subcategories remained between (-1, +1) range, which means the distribution of the inventory was normal (Can, 2019). It was found out that the Skewness coefficient of the inventory was -.42, and the Kurtosis coefficient was .10. So, while analysing the data, parametric tests of Independent Samples T-test and One-way ANOVA were applied.

4.2.2. Average usage of strategy types.

The most and least chosen items of the inventory were analysed in the previous sections. In this part, the overall usage of the strategy types was analysed. The average usage results were given in Table 6.

Table 6.

Average of strategy usage

Strategy Type	Participants	Min	Max	Mean	Std. Deviation
Global Reading	260	1.54	4.92	3.45	.59
Problem-Solving	260	2.25	5.00	3.90	.58
Support Reading	260	1.44	5.00	3.37	.69
Total	260	1.77	4.87	3.54	.55

Considering the mean values of strategy types given in Table 6, it is obvious that the students use Problem-Solving Strategies most, and Support Reading Strategies least. These results are compatible with the interviewees' statements as mentioned in the next parts of the current study. It, also, might be concluded that the learners, first, try to

overcome the problems they face while reading. By overcoming the problems, the learners have the chance to raise their reading skill levels.

4.2.3. Inventory items.

The inventory of the current study consisted of 30 items. In this part of the research, first, the items of the inventory were analysed statistically; then, the most and least chosen items were analysed in detail. The statistical analyses of the items were given in Table 7.

Table 7.

Descriptive statistics of the inventory items

Items	N	Mean	Std. Deviation
1. "I have a purpose in mind when I read."	260	4.00	0.877
2. "I take notes while reading to help me understand what I read."	260	3.10	1.274
3. "I think about what I know to help me understand what I read."	260	3.31	1.125
4. "I preview the text to see what it's about before reading it."	260	3.93	1.122
5. "When text becomes difficult, I read aloud to help me understand what I read."	260	2.89	1.394
6. "I summarize what I read to reflect on important information in the text."	260	3.12	1.211
7. "I think about whether the content of the text fits my reading purpose."	260	2.99	1.208
8. "I read slowly but carefully to be sure I understand what I'm reading."	260	3.97	1.026
9. "I discuss what I read with others to check my understanding."	260	3.11	1.266
10. "I skim the text first by noting characteristics like length and organization."	260	3.41	1.222
11. "I try to get back on track when I lose concentration."	260	3.77	1.113
12. "I underline or circle information in the text to help me remember it."	260	3.74	1.282
13. "I adjust my reading speed according to what I'm reading."	260	3.73	1.088
14. "I decide what to read closely and what to ignore."	260	3.63	1.106
15. "I use reference materials such as dictionaries to help me understand what I read."	260	3.93	1.160

16. "When text becomes difficult, I pay closer attention to what I'm reading."	260	4.06	1.099
17. "I use tables, figures, and pictures in text to increase my understanding."	260	2.86	1.399
18. "I stop from time to time and think about what I'm reading."	260	3.68	1.074
19. "I use context clues to help me better understand what I'm reading."	260	3.47	1.183
20. "I paraphrase (restate ideas in my own words) to better understand what I read."	260	3.46	1.206
21. "I try to picture or visualize information to help remember what I read."	260	3.77	1.188
22. "I use typographical aids like bold face and italics to identify key information."	260	2.19	1.214
23. "I critically analyze and evaluate the information presented in the text."	260	3.08	1.117
24. "I go back and forth in the text to find relationships among ideas in it."	260	3.54	1.143
25. "I check my understanding when I come across conflicting information."	260	3.84	0.997
26. "I try to guess what the material is about when I read."	260	4.20	0.887
27. "When text becomes difficult, I re-read to increase my understanding."	260	3.93	1.046
28. "I ask myself questions I like to have answered in the text."	260	3.45	1.105
29. "I check to see if my guesses about the text are right or wrong."	260	4.00	0.948
30. "I try to guess the meaning of unknown words or phrases."	260	4.34	0.825
Valid N (listwise)	260		

4.2.3.1. The most chosen items.

In this section of the study the most chosen items of the inventory were analysed. While analysing, the items were compared with the interviews. The answers of the interviewees and the compared items were also mentioned when it was necessary.

In this research, the most chosen item of the inventory was the 30th item. This was an item of Problem-Solving Strategies subcategory. The mean value of the item was measured as 4.34, which was top for the inventory. It consisted of a sentence: "I try

to guess the meaning of unknown words or phrases.” That can be understood as the students try to find out the meaning of the unknown words by estimating according to what is written in the text. A similar statement was expressed by interviewee 15 (see excerpt 1)

Excerpt 1 “I try to figure out the meaning according to the text I’m reading.”
(interviewee 15)

Another participant also stated:

Excerpt 2 “I read the next sentence and try to associate the meaning.”
(interviewee 11)

One of the interviewees’ was revealed to be a little bit different from the others by expressing an extra help:

Excerpt 3 “First, I will read; then, I’ll try to guess the meaning of unknown word; finally, I will look it up in a dictionary.” (interviewee 8)

Some other interviewees expressed similar statements like these three participants in their interviews.

The second most chosen item was the 26th item, which was an element of Global Reading Strategies items. The mean value of the item was 4.20. The item was built as: “I try to guess what the material is about when I read.” This item might reveal how the reading materials are chosen by the students. Some of the interviewees responded in a similar way to this item. For example, one of the participants expressed:

Excerpt 4 “I read the first sentences of the text. If I like the topic, I keep reading.” (interviewee 5)

A similar statement was expressed by another participant:

Excerpt 5 “First, I take a glance at the text, and if it attracts me I will read it.”
(interviewee 18)

The statements regarding checking the topic of the texts was expressed by some other interviewees, too.

The third most chosen item was measured to get 4.06 mean score. The item was the 16th item of the inventory. This item was an item of Problem-Solving Strategies subcategory, and was created as: “When text becomes difficult, I pay closer attention to what I’m reading.” Focusing on what is read was one of the most used metacognitive reading strategies used by English learners. The data about these three items were shown in Table 8.

Table 8.

The most chosen items of the inventory

Item	N	Mean	Std. Deviation
I30	260	4.34	0.825
I26	260	4.20	0.887
I16	260	4.06	1.099

As it is understood from the results, two of the most chosen items were Problem-Solving Strategies. It might be interpreted that the preparatory class students of English bachelor's degree programs in Turkey mostly use problem-solving strategies while developing their English reading skill. These results correspond with Table 6, which reveals the averages of strategy types of the inventory.

4.2.3.2. The least chosen items.

Amongst all of the items of the inventory, three of them were noticed to be chosen the least. These least chosen items and the participants' answers to the interview questions were compared in this part.

First of all, the least chosen item of the inventory was the 22nd item. The item's mean value was 2.19. This item was one of the Global Reading Strategies items, and it consisted of a sentence: "I use typographical aids like bold face and italics to identify key information." That means the students, in general, do not care about typographical aspects of the reading materials.

The second least chosen item was the 17th item that got 2.86 mean score. This item was, also, one of the Global Reading Strategies items that expressed: "I use tables, figures, and pictures in text to increase my understanding." Here, it is understood that the students take tables, figures or pictures into consideration more than typography while reading in English.

The third least chosen item of the inventory was the 5th item, of which mean score was 2.89. Unlike the other two items, this item was one of the Support Reading Strategies items. As it is understood from the subcategory of the item, this item was to investigate how the participants use supportive reading strategies. This item was created

as: “When text becomes difficult, I read aloud to help me understand what I read.” It can be said that reading aloud is not a favourite strategy for the English learners.

Just in line with these results, none of the interviewees mentioned what was stated in the least chosen items. Although they expressed some strategies they use when they do not understand the texts, nobody mentioned reading aloud, or tables and figures, or typographical aids. The values and other results related to these three items were given in Table 9.

Table 9.

The least chosen items of the inventory

Item	N	Mean	Std. Deviation
I22	260	2.19	1.214
I17	260	2.86	1.399
I5	260	2.89	1.394

Two of the least chosen items of the inventory were Global Reading Strategies items. Considering the subcategories of the inventory, it could be said that English preparatory class students in Turkey use global reading strategies least.

In addition to the most and least chosen items of the inventory, the participants stated some common strategies they use in order to develop their English reading skill, which did not exist in the inventory. Besides, most of the participant mentioned about more than one strategy.

The most common answer to the interview was one of the replies given to the first question of the interview: 17 of the interviewees stated they read books to develop their English reading skill. A good deal of the interviewees stated they watch movies or series in English. This was, also, expressed by 12 of the interviewees as answer to the first question. They meant watching movies or series in English with English subtitles. This strategy was thought to be effective by the interviewees. Another reply was *learning vocabulary*. This strategy was expressed by 6 of the interviewees; and few participants stated they read articles in the process of developing English reading skill.

As the most common answer to the second question of the interview, 10 of the participants stated they check the level of the reading material while deciding on what

to read. The level of the books, magazines, articles, etc. was expressed to be important in choosing reading material. About 30% of the interviewees, 9 participants, stated they check whether the topic interests them or not. It could be concluded that the learners' interest has an impact on choosing reading material. Another answer to the second question was expressed as *context*. The context of the reading material was stated by 5 of the participants as a strategy to decide on reading material.

The last question of the interview was about what strategies the participants use to overcome the problems when they don't understand the text while reading; and 12 of the participants stated they use dictionary in that situation. So, they look the unknown words up in a dictionary to make the text clear. Some of the interviewees expressed they read the text again when they don't understand it. Reading again might help them to figure out what is told in the text. Few of the participants, 6 interviewees, expressed they ask someone when they have difficulties with understanding the text. *Considering the text* was given as a reply to the third question by 6 of the interviewees. They expressed that when they have problems with understanding a text or part of a text, they consider the text as whole by comprehending the previous and next parts of the reading material.

As it can be concluded from the interviewees' replies, the students use different kinds of strategies in the process of developing their English reading skill. No matter how frequently they use these strategies, the students try to choose the most suitable strategies to develop English reading ability during L2 learning process.

4.3. Effect of Gender on Using Metacognitive Awareness

As one of the aims of the study, the effect of gender was investigated on the habits of preparatory class students' use of metacognitive reading strategies. More than 70% of the participants were females, and the rest were males. By applying Independent Samples T-test, the mean values of both genders were obtained. The results were given in Table 10.

Table 10.

Metacognitive reading strategy awareness in terms of gender

Strategy Types	Gender	N	Mean Value	Std. Deviation	t	df	P value																																
Global Reading Strategies	Female	186	3.5356	0.59457	3.603	258	0.001																																
	Male	74	3.2495	0.53261				Problem-Solving Strategies	Female	186	4.0034	0.57414	4.420	258	0.001	Male	74	3.6588	0.54948	Support Reading Strategies	Female	186	3.4964	0.67316	4.860	258	0.001	Male	74	3.0541	0.63396	Total	Female	186	3.6486	0.54271	4.803	258	0.001
Problem-Solving Strategies	Female	186	4.0034	0.57414	4.420	258	0.001																																
	Male	74	3.6588	0.54948				Support Reading Strategies	Female	186	3.4964	0.67316	4.860	258	0.001	Male	74	3.0541	0.63396	Total	Female	186	3.6486	0.54271	4.803	258	0.001	Male	74	3.3000	0.48906								
Support Reading Strategies	Female	186	3.4964	0.67316	4.860	258	0.001																																
	Male	74	3.0541	0.63396				Total	Female	186	3.6486	0.54271	4.803	258	0.001	Male	74	3.3000	0.48906																				
Total	Female	186	3.6486	0.54271	4.803	258	0.001																																
	Male	74	3.3000	0.48906																																			

After conducting Independent Samples T-test, it was revealed that the results for GLOB (Global Reading Strategies) was on behalf of females ($t=3.60$ and $P<0.05$). Similarly, the results for PROB (Problem Solving Strategies) were on behalf of female participants ($t=4.42$ and $P<0.05$). The results for SUP (Support Reading Strategies), also, revealed to be on behalf of females ($t=4.86$ and $P<0.05$).

These results revealed a statistically significant difference for females. Compared to the males, the females had higher metacognitive awareness levels. And this ascertained that gender plays a significant role on strategy use and metacognitive awareness. Although the results of three strategy types were on behalf of the females, they revealed that the females used Problem-Solving Strategies more than the other two strategy types. This is compatible with the results given in Table 6, which shows the averages of strategy use.

4.4. Effect of Department

Whether the departments of the participants they study have any effect on the students' habits of using metacognitive reading skills during English development process was investigated through analysing the participants' answers by applying One-way ANOVA test.

As mentioned above, the participants were the students from three different English bachelor's degree programs of an eastern Turkish university. The departments

of the participants were ELT, ELL (English Language and Literature), and TI (Translation and Interpreting). The results were given in Table 11.

Table 11.

Metacognitive reading strategy awareness in terms of department

MARSI	School Type	N	Mean	St. Deviation
Global Reading Strategies	ELT	23	3,4314	0,44537
	English Language and Literature	200	3,4596	0,63153
	Translation and Interpreting	37	3,4387	0,43092
	Total	260	3,4541	0,59093
Problem-Solving Reading Strategies	ELT	23	3,9022	0,60061
	English Language and Literature	200	3,8863	0,59073
	Translation and Interpreting	37	4,0101	0,56395
	Total	260	3,9053	0,58701
Support Reading Strategies	ELT	23	3,2802	0,74826
	English Language and Literature	200	3,3728	0,70545
	Translation and Interpreting	37	3,4144	0,57536
	Total	260	3,3705	0,69061
TOTAL	ELT	23	3,5116	0,52268
	English Language and Literature	200	3,5473	0,57504
	Translation and Interpreting	37	3,5838	0,42460
	Total	260	3,5494	0,55012

The participants' metacognition points and Standard Deviation values were investigated in order that the students' metacognitive reading awareness level differences could be analysed. As seen in Table 11, there was difference between departments in terms of using Global Reading, Problem-Solving and Support Reading Strategies. Although it was found out that all of the departments mentioned in this study chose Problem-Solving Strategies most, their level changed. ELT students ($M=3,90$) were found out to use PROB second most while ELL students ($M=3,88$) were found out to be third. However, Translation and Interpreting students were revealed to use

Problem-Solving Strategies ($M=4,01$) most amongst the departments that were subject to the study.

For the purpose of finding out if there was a significant difference between the values One-Way ANOVA test was applied. Before this test, Levene test was applied to find out the homogeneity of the groups, and it was revealed that the groups were homogenous ($p>0.05$). The results of ANOVA test were given in Table 12.

Table 12.

One-Way ANOVA test

Strategy Type		Sum of		Mean		
		Squares	df	Square	F	Sig.
Global Reading Strategies	Between Groups	.027	2	.013	.038	.963
	Within Groups	90.415	257	.352		
	Total	90.441	259			
Problem-Solving Reading Strategies	Between Groups	.479	2	.240	.694	.501
	Within Groups	88.829	257	.346		
	Total	89.308	259			
Support Reading Strategies	Between Groups	.260	2	.130	.271	.763
	Within Groups	123.270	257	.480		
	Total	123.529	259			
TOTAL	Between Groups	.077	2	.039	.127	.881
	Within Groups	78.304	257	.305		
	Total	78.381	259			

As it is shown in Table 12 there was no statistically significant difference between the departments in terms of Global Reading Strategies subcategory ($f=0.038$ and $P>0.05$). Additionally, there was no statistically significant difference between the departments in terms of Problem-Solving Strategies subcategory ($f= 0.694$ and $P>0.05$). Similarly, it was revealed that there was no statistically significant difference in terms of Support Reading Strategies subcategory ($f= 0.271$ and $P>0.05$). As it can be concluded from these results, department type does not play an important role on chosen metacognitive reading strategies.

CHAPTER V

5. DISCUSSION

5.1. Introduction

In this part of the study, the findings of the research were discussed and compared with former studies conducted by other scholars and researchers. The discussion was formed as analysing the research questions of the current study one by one. After analysing the results and findings of the research, some suggestions for further studies were offered at the end of the part.

5.2. Conclusions and Discussions

In this section of the study, the research questions were discussed and compared with studies found in literature.

Research Question 1:

1. What metacognitive reading strategies do the participants use?

The first question of the current study aimed to investigate what kinds of metacognitive strategies the learners employ while developing their reading skill. The data were gathered through an inventory and interviews. According to what the inventory results indicated, students use various metacognitive reading strategies during their English learning process. As the inventory had three subcategories, the discussions were carried out by considering these subcategories. One of the subcategories was GLOB (Global Reading Strategies) that had highest number of items. Of all items, 13 of them were GLOB items. The second subcategory was PROB (Problem-Solving Strategies) that aimed to investigate how the learners overcome the difficulties they face during reading. This subcategory had 8 items. With 9 items, the last division of the inventory was SUP (Support Reading Strategies) that measured the participants' supportive activities to reading development.

Three of the most chosen items came to fore and they were mentioned in the previous parts. Two of these items, the most chosen one and the third most chosen one, were PROB items. The second most chosen item was a GLOB item. The participants seemed to favour using problem-solving strategies more than the other ones. This might

be because reading is a process to learn making sense of texts (Tierney, 2005). The learners try to comprehend a new language; so, they first try to overcome obstacles they face. The interviews with the participants also revealed that the learners use problem-solving strategies most. Amongst the answers to the three questions of the interview, the participants mostly answered the question about their problem-solving abilities. While the interviewees responded the other two questions simply, they stated much more while answering the problem-solving question.

These findings contrast with the findings of the study carried out by Mokhtari and Reichard (2004). They investigated first and second language readers' metacognitive awareness in reading. In their research, the participants were Moroccan and American college students. They applied MARSII to the participants to investigate what type of metacognitive reading strategy the students use. The most chosen item of the Moroccan students was found out to be item 19 ($M=4.46$) that is one of the GLOB items. The same item was found out to be chosen by American students, too. Although the score was lower ($M=3.95$), American students, also, use GLOB strategies most.

The findings of the current study is partly compatible with findings of a study carried out by Karbalei (2010), who compared Iranian and Indian EFL college students' metacognitive awareness levels by applying MARSII. According to the results of his research, Indian students, like the students of the current study, chose one of PROB items most. The Indian students were revealed to choose item 8 ($M=4.23$) most. However, the Iranian students, unlike the Indian ones, chose item 15 ($M=4.13$), which is one of the SUP items, most.

Considering the findings mentioned here, it could be concluded that learners might have a tendency to use different types of metacognitive reading strategies at different frequencies. Regardless of their English proficiency levels, it could be said that the participants might follow some strategies while learning English with the aim of developing their reading ability.

Research Question 2:

2. How does gender influence the participants' metacognitive reading strategy use?

One of the variables investigated in the current study was gender. The effect of gender was researched and the results were analysed in previous parts. As it was shown in Table 10, the results were analysed in terms of both strategy types and total. The

findings of this research indicated that there was a significant difference between genders on behalf of females ($M=3.64$) in terms of metacognitive reading strategy use. Males' ($M=3.30$) metacognitive reading strategy awareness level was lower in all three subcategories and overall analyses.

However, the findings of the current study are partly compatible with Sheorey and Mokhtari's (2001) findings. Their study was conducted on ESL and American students. Males of the ESL students showed a higher metacognitive awareness level than the females in three categories. But the overall results were too close ($M=3.33$ for males, and $M=3.34$ for females). Unlike ESL students, American students showed similar attitude towards metacognitive awareness in reading. Although there are differences in scores, the females ($M=3.19$) of American participants got higher values than the males ($M=2.97$) from the inventory in all aspects.

In contrast to the results of the current study, findings of a study conducted by Wu (2014) revealed there is no significant difference between males and females in terms of metacognitive awareness levels. In his study, he applied a hypothesized model to investigate the participants in many aspects. One of these aspects was metacognitive awareness and gender relation. According to Wu's research, the two genders use metacognitive strategies almost equally. This result contrasts with the current research result.

The results of a study carried out by Phakiti (2003) contrasts with the results of the current study. Phakiti (2003) conducted research by applying a multiple-choice test and a questionnaire consecutively on 384 Thai EFL students to investigate the learners' English learning processes from various aspects, including metacognitive reading strategy use in terms of gender difference. Surprisingly, the results indicated high metacognitive strategy use on behalf of male students ($M=3.62$). The results for the female learners was not so low but there was a significant difference between them and males ($M=3.43$). The results of Phakiti's (2003) study revealed that amongst Thai EFL learners, males use metacognitive strategies more than females, and the results were surprising to the researcher himself as he stated in his study.

Another study revealing similar results with Phakiti's (2003) study was conducted to investigate effect of gender on using metacognitive strategies by Tercanlioglu (2004) by applying a revised form of SILL (Strategy Inventory for Language Learning; Oxford, 1990) to 184 pre-service teachers studying ELT at Anadolu University of Turkey. The participants were comprised of 44 male and 140

female students. The results of Tercanlioglu's (2004) study contrasted with the results of the current research as they revealed information supporting that male students use metacognitive strategies more than females.

Although participants of a study conducted by Kolić-Vehovec, Bajšanski, and Zubković (2010) were consisted of elementary and high school students, the research revealed similar results in terms of gender differences. Kolić-Vehovec et al. (2010) investigated effects of age and gender on Croatian elementary and high school students' metacognitive strategy use in reading. The results revealed that both age and gender had an impact on metacognition. Girls, in the light of the results of their study, had higher metacognitive reading strategy use during their learning process. Similar results were obtained from a study conducted by Kolić-Vehovec and Bajšanski (2006). The participants of the latter research were, also, consisted of elementary school students, and girls were revealed to have higher strategy use during their learning process.

Arrastia, Zayed and Elnagar (2016) carried out a study that consisted of 160 participants. Almost half of the participants (73) were males, and the others (87) were females. The participants, 75 of whom were freshers and 85 of whom were fourth-graders, were pre-service EFL teachers at a university locating in Egypt. The researchers conducted their study by applying MARSII. The researchers investigated effect of gender on metacognitive reading strategy use. Results were similar to the results of the current study revealing female students had much use of metacognitive reading strategies. Additionally, Arrastia et al. (2016) analysed the results by applying descriptive statistics to find out the average of items in terms of subcategories. Female participants obtained higher values than male ones for each subcategory; and the results were similar to that of the current study in terms of subcategories.

A research conducted by Ansarin and Zeynali (2012) directly focused on the effect of gender on strategy use in the process of learning English. Participants of the mentioned study consisted of 149 EFL students, 103 of whom were females. Though the context might differ a little, the results obtained from their research were similar to the results of the current study. Ansarin et al. (2012) found out that female students use metacognitive strategies more than male ones.

Goh and Foong (1997) obtained results similar to this study by conducting research on 175 Chinese university students. The researchers aimed to investigate effects of frequency, proficiency and gender on ESL learners' English learning process.

Similarly, in their study, Goh and Foong (1997) found out that female students showed significantly higher levels of metacognitive strategy use than male students.

The results of the current study are in line with the findings of research carried out by Lee and Oxford (2008) to investigate strategy use and awareness of Korean EFL learners. Their research revealed similar findings with this study in terms of gender and strategy use relation. Female participants showed higher strategy use awareness than male participants, which means female participants use strategies during their English learning process more than male ones. These results are in line with the research conducted by Kummin and Rahman (2010), too. Participants of their study were consisted of 50 undergraduate Malaysian students. Results of the mentioned study, also, revealed that female learners use metacognitive strategies more than males even if it there was not a significant difference between the genders.

Considering the results of many studies given here, it could be understood that the results change from research to research. This might be because, as Green and Oxford (1995, p.291), "gender difference trends in strategy use are quite pronounced within and across cultures". However, considering the current research, it might be concluded that females tend to use metacognitive reading strategies more than males. The reason behind this situation might be, taking what the female students themselves expressed in the interviews in general into consideration, the female students read more and like indoor activities. However, the male students might have a tendency to do outdoor activities. This difference between the genders might have effect on the results on behalf of female participants.

Research Question 3:

3. How does type of department influence the participants' metacognitive reading strategy use?

This last research question aimed to find out the effect of department on using metacognitive reading strategies. As it could be seen in Table 11 there was no significant difference between the students of departments mentioned in the current study. The results were so close to each other indicating no significant differences. The findings about the effect of department are compatible with the findings of Cihanoglu (2012), who investigated metacognitive awareness of EFL learners in terms of several variables. However, the results revealed there was no significant difference in terms of department.

As it might be understood the findings, departments of the participants had no significant effect on metacognitive reading strategy use. This might be because of two reasons. First of all, the students actually begin reading English materials in preparatory class. They might need to start using their metacognitive skills after starting preparatory education. The other reason might be that the learners study a common curriculum in preparatory classes regardless of their departments. This could hinder any differences to occur.

5.3. Implications of the Study

According to the findings of this research, it was understood that the EFL learners in Turkey use different types of metacognitive reading strategies. The students choose the most suitable strategies in order to develop their English reading ability. Additionally, it was found out that gender play an important role on metacognitive reading strategy use. The reason behind this result might be that learning a foreign language is a verbal process. Another reason might be the population of the females in this research. As it was mentioned, females were far more than the male participants. Additionally, no significant difference was found out in terms of departments. Besides, there are too few studies on the effect of departments of the learners.

5.4. Suggestions for Further Studies

As the aim of the current study was to investigate the habits of preparatory class students, who study an English bachelor's degree program, some different study recommendations might be researched as further studies. In this part, some of these recommendations were mentioned.

1. As the participants of this research were preparatory class students and there was no significant difference in terms of department, a long-term case study could be conducted to study the development of some of the students' metacognitive reading strategy use. This way, the difference between departments might be found out more effectively.
2. As mentioned above, this study was conducted in the eastern part of Turkey. As there are some important and comparatively developed cities in the western part

of Turkey, a study with the same context can be carried out in the western part to investigate the differences.

3. The current study focused on metacognitive reading strategy use. So, it can be researched if there is any correlation between metacognitive reading strategy use and the other language learning skills.



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7. APPENDICES

Appendix 1. Research Ethics Committee Approval

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Yunus BİLGİN
ÖĞRENCİ NO	20178026
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP- YAPILMADIĞI	2019 / 2020 – Güz Dönemi Kaydını Yeniledim.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Investigating Metacognitive Awareness Level of EFL Students in Using Reading Strategies
TEZİN AMACI	Bilişüstü farkındalık konusunda sorun yaşayan öğrencilerin sorunlarını tespit etmek ve öneriler sunmak.
TEZİN TÜRKÇE ÖZETİ	Yabancı Dil Olarak İngilizce Öğrenenlerin Okuma Stratejileri Kullanımındaki Bilişüstü Farkındalık Düzeyinin İncelenmesi
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	YOK
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ	

- İLÇESİ)	
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	YOK
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	YOK
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (.....) Sayfa Ölçeği. 2) (.....) Sayfa Anketi. 3) (.....) Sayfa Formları. 4) (.....) Sayfa

ÖĞRENCİNİN ADI - SOYADI: Yunus BİLGİN		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır		
		TARİH: 01/ 11/ 2019		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu İngilizce Eğitimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı: Deniz ELÇİN	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Dr. Öğr. Üyesi	Unvanı:	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	
İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası:	İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası: Enstitü Müdürlüğünde evrak aslı imzalıdır	
/ / 20	/ / 20	/ / 20	/ / 20	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası:	İmzası : Enstitü Müdürlüğünde evrak aslı imzalıdır	İmzası :	İmzası Enstitü Müdürlüğünde evrak aslı imzalıdır
/ / 20	/ / 20	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 04 / 11/ 2019 - 10 / 01/ 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE				
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Appendix 2. Metacognitive Awareness on Reading Strategies Inventory (MARSI)

Değerli arkadaşlar!

Bu ölçek İngilizce hazırlık sınıfı öğrencilerinin okuma stratejileri ile ilgili üst bilişsel farkındalıklarını nasıl kullandıklarını belirlemek üzere geliştirilmiştir. Maddelerde belirtilen davranışları ne sıklıkla sergilediğinizi ilgili maddeyi işaretleyerek belirtiniz. Şimdiden teşekkürler...

Yüksek lisans öğrencisi Yunus BİLGİN

A. Katılımcı Bilgileri

Adınız ve Soyadınız:

Yaşınız:

Cinsiyetiniz:

Üniversitenizin ve Bölümünüzün Adı:

B. Sorular

1- Kaç yıldır İngilizce öğreniyorsunuz?

-

2- Ders dışında okuma yapıyor musunuz? Yapıyorsanız, ne sıklıkla okuyorsunuz?

-

3- Okuyacağınız metne ya da kitaba nasıl karar veriyorsunuz?

-

4- Okuma yapmanın size ne kattığını düşünüyorsunuz?

-

5- Okuduğunuzu daha iyi anlamak için özel olarak ne yapıyorsunuz?

-

6- Okuduğunuz metinde bilmediğiniz kelimeleri nasıl anlamlandırırsınız?

-


7- Size göre ders dışı okuma yapmak İngilizce öğrenirken en çok hangi dil becerisini etkilemektedir?

-

C. Okuma Stratejileri Üst Bilişsel Farkındalık Envanteri

MADDE	STRATEJİLER					
		Asla ya da neredeyse hiç	Nadiren	Ara sıra	Genellikle	Daima ya da neredeyse her zaman
1	Okurken aklımda bir amaç vardır.	1	2	3	4	5
2	Okurken, okuduğumu anlamak için notlar alırım.	1	2	3	4	5
3	Okuduğumu anlamama yardımcı edecek neler biliyorum diye düşünürüm.	1	2	3	4	5
4	Okumaya başlamadan önce ne konuda olduğunu anlamak için metni gözden geçiririm.	1	2	3	4	5
5	Metin zor geldiğinde okuduğumu anlamak için yüksek sesle okurum.	1	2	3	4	5
6	Metindeki önemli noktalar üzerinde düşünmek için okuduğumu özetlerim.	1	2	3	4	5
7	Okuma amacımla metnin içindekilerin uyup uymayacağını düşünürüm.	1	2	3	4	5
8	Okuduğumu anladığımdan emin olmak için yavaş ama dikkatli okurum.	1	2	3	4	5
9	Anladığının doğru olup olmadığını kontrol etmek için başkalarıyla tartışırım.	1	2	3	4	5
10	Öncelikle uzunluk ve düzenleme gibi konulardaki özelliklerine okumadan önce göz gezdiririm.	1	2	3	4	5
11	Konsantrasyonumu kaybedersen tekrar dikkatimi toplarım.	1	2	3	4	5
12	Hatırlamama yardımcı olsun diye metnin bazı bölümlerini yuvarlak içine alırım veya bu bölümlerin altını çizerim.	1	2	3	4	5
13	Okuma hızımı okuduğum metne göre ayarlarım.	1	2	3	4	5
14	Neleri dikkatle okuyup neleri önemsemeyeceğime karar veririm.	1	2	3	4	5
15	Okuduğumu anlamama yardımcı olması için sözlük gibi kaynaklardan yararlanırım.	1	2	3	4	5
16	Metin zor geldiğinde okuduğum şeye dikkatimi daha çok veririm.	1	2	3	4	5
17	Metni anlamam kolaylaşsın diye tablo, resim ve şekillerden faydalanırım.	1	2	3	4	5
18	Okuduklarım hakkında düşünmek için zaman zaman dururum.	1	2	3	4	5
19	Okuduğumu daha iyi anlamama yardımcı olması için içerik ipuçlarını kullanırım.	1	2	3	4	5
20	Okuduğumu daha iyi anlamak için metindeki düşünceleri kendi sözcüklerimle yeniden ifade ederim.	1	2	3	4	5
21	Okuduğumu hatırlamama yardımcı olsun diye metnin bazı bölümlerini zihnimde resimler veya görsel olarak canlandırırım.	1	2	3	4	5
22	Ana bilgiyi belirlemek için kalın font ve yatık harf gibi yazınsal yardımlar kullanırım.	1	2	3	4	5
23	Metindeki bilgi ve bulguları değerlendirip analiz ederim.	1	2	3	4	5
24	Metinde ileri ve geri gidip düşünceler arasındaki ilişkileri bulurum.	1	2	3	4	5
25	Çelişen bilgilere rastladığımda düşüncelerimi gözden geçiririm.	1	2	3	4	5
26	Okurken metnin ne hakkında olduğunu tahmin ederim.	1	2	3	4	5
27	Metin zorlaşırsa anlamama yardımcı olsun diye yeniden okumalar yaparım.	1	2	3	4	5
28	Metinde cevaplanmasını istediğim soruları kendime sorarım.	1	2	3	4	5
29	Metin hakkındaki tahminimin doğru ya da yanlış olduğunu kontrol etmek için görmek isterim.	1	2	3	4	5
30	Cümle ya da kelimelerin bilinmeyen anlamlarını tahmin etmeye çalışırım.	1	2	3	4	5

Appendix 3. Ethic Demand of Institute of Social Sciences of Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ **1158-798**
KONU: Tez Anket İzini Hakkında

08.11.2019

VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178026 numaralı) **Yunus BİLGİN**, “**The effect of metacognitive awareness on preparatory class students’ reading strategies**” konulu tez çalışmasını Siirt Üniversitesi öğretim elemanı Öğr. Gör. Dr. Deniz ELÇİN’ in tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında halen **Üniversiteniz Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü Hazırlık Sınıfında halen öğrenim görmekte olan öğrencileri** kapsamak üzere kopyası Ek’de sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

**Enstitü Müdürlüğünde kalan
asal sureti imzalıdır
Prof. Dr. Ünal AY
Rektör**

EKLERİ: İki sayfa tez anket formu ve İki sayfa tez etik kurul izin formu fotokopisi.

A.Yapar Bayboğan Kampüsü, Adana-Mersin Karayolu 33800 Yenice-Mersin / TÜRKİYE T. +90 (0324) 651 48 00 F. +90 (0324) 651 48 11
www.cag.edu.tr



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1158-798
KONU: Tez Anket İzini Hakkında

08.11.2019

SIIRT ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178026 numaralı) **Yunus BİLGİN**, "The effect of metacognitive awareness on preparatory class students' reading strategies" konulu tez çalışmasını Siirt Üniversitesi öğretim elemanı Öğr. Gör. Dr. Deniz ELÇİN' in tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında halen **Üniversiteniz Yabancı Diller Yüksek Okulu Mütercim Tercümanlık Bölümü Hazırlık Sınıfında halen öğrenim görmekte olan öğrencileri** kapsamak üzere kopyası Ek'de sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Enstitü Müdürlüğünde kalan
asıl sureti imzalıdır
Prof. Dr. Ünal AY
Rektör

EKLERİ: İki sayfa tez anket formu ve İki sayfa tez etik kurul izin formu fotokopisi.



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1158-748
KONU: Tez Anket İzni Hakkında

08.11.2019

BİNGÖL ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178026 numaralı) **Yunus BİLGİN**, "The effect of metacognitive awareness on preparatory class students' reading strategies" konulu tez çalışmasını Siirt Üniversitesi öğretim elemanı Öğr. Gör. Dr. Deniz ELÇİN' in tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında halen **Üniversiteniz Fen Edebiyat Fakültesi İngiliz Dili ve Edebiyatı Bölümü Hazırlık Sınıfında halen öğrenim görmekte olan öğrencileri** kapsamak üzere kopyası Ek'de sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulanabilmesi için gerekli iznin verilmesi hususunu bilgilerinize sunarım.

Enstitü Müdürlüğünde kalan
asal sureti imzalıdır
Prof. Dr. Unal AY
Rektör

EKLERİ: İki sayfa tez anket formu ve İki sayfa tez etik kurul izin formu fotokopisi.



T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 1158 - 798
KONU: Tez Anket İzin Hakkında

08.11.2019

İNÖNÜ ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20178025 numaralı) **Yunus BİLGİN**, "The effect of metacognitive awareness on preparatory class students' reading strategies" konulu tez çalışmasını Sirt Üniversitesi öğretim elemanı Öğr. Gör. Dr. Deniz ELÇİN' in tez danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışması kapsamında halen **Üniversiteniz Eğitim Fakültesi İngilizce Öğretmenliği Bölümü Hazırlık Sınıfında halen öğrenim görmekte olan öğrencileri** kapsamak üzere kopyası Ek'de sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulanabilmesi için gerekli izin verilmesi hususunu bilgilerinize sunarım.

Enstitü Müdürlüğünde kalan
asıl sureti imzalıdır
Prof. Dr. Ünal AY
Rektör

EKLERİ: İki sayfa tez anket formu ve İki sayfa tez etik kurul izin formu fotokopisi.

Appendix 4. Petition to Siirt University for research

T.C.
SİİRT ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU MÜTERCİM-TERCÜMANLIK BÖLÜM
BAŞKANLIĞI'NA

Üniversiteniz Sosyal Bilimler Meslek Yüksekokulu'nda Uygulamalı İngilizce ve Çevirmenlik Bölümü'nde Öğretim Görevlisi olarak çalışmaktayım. Hâlihazırda Çağ Üniversitesi'nde İngiliz Dili Eğitimi anabilim dalında yüksek lisans okumaktayım. Yüksek lisans tezim için uygulamam gereken anket ekte tarafınıza sunulmuştur. İlgili ekin Mütercim-Tercümanlık bölümü Hazırlık sınıfı öğrencilerine uygulanması hususunda;

Gereğini ve bilgilerinize saygılarımla arz ederim.

Ekler:

Ek-1: Çağ Üniversitesi Tez Etik Kurulu Onayı

Ek-2: Tez Anket Formu

Öğr. Gör. Yunus BİLGİN

Enstitü Müdürlüğünde evrak aslı imzalıdır

Appendix 5. Approval of Siirt University

Evrak Tarih ve Sayısı: 11/09/2020-E.11179



T.C.
SIIRT ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 93523311-020-
Konu : Araştırma ve Anket Uygulama
Olur'u Hk.

Sayın Öğr. Gör. Yunus BİLGİN
Öğretim Görevlisi

Yabancı Diller Yüksekokul Müdürlüğü bünyesinde eğitim verilen Hazırlık Sınıflarına tezinizde kullanmak üzere anket yapmanız Müdürlüğümüzce uygun görülmüştür. Gereğini bilgilerinize sunarım.

Dr. Öğr. Üyesi Tahir YAŞAR
Müdür