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**METACOGNITIVE AWARENESS AND USE OF READING STRATEGIES BY THE STUDENTS OF FORMS 11 AND 12 IN PARKSEPA SECONDARY SCHOOL**

**MA thesis**

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**Abstract**

Reading comprehension is a skill equally important in one´s native language as well as any foreign language acquired. Reading is considered a major source of input and therefore, examining and promoting all the subskills that influence reading should be a target for every language instructor. The present paper focuses on metacognition in relation to reading strategies when reading in English as a foreign language. The main aim of the conducted study was to examine the metacognitive awareness and use of reading strategies by a group of high-school students attending Parksepa Secondary School in Võru county.

The first part of the paper provides an overview of metacognition and metacognitive readings strategies: the definition of the terms, historical background, classifications of metacognitive strategies and their importance to reading. Also, a short overview of research into the field is given, by describing briefly the studies similar to the current study in their essence.

The second part of the paper begins with stating the research questions, after which the descriptions of the conducted case study, the research instuments used, the sample and the method of research are given. Following, the paper presents the results of the study with the concurrent analysis of the main findings. In this section, also the major similarities and differences between the results of other similar studies and the current study are pointed out.

The final section of the paper provides a discussion of the results and the implications made for future research. Also, the limitations of the present case study are pointed out, making suggestions for similar, but more thorough studies.

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## Introduction

It is almost impossible to overvalue the importance of reading proficiency in English in today´s world, especially in academic context. At universities, as well as during their secondary-school studies, young people are faced to reading and comprehending rather challenging academic and informative texts in English, from which they gain the required knowledge. Therefore, all factors that contribute to better understanding and managing these texts, should definitely be examined and promoted. The use of metacognitive reading strategies is widely believed and also proved to have a great influence on reading comprehension. Thus, helping to make his or her students conscious, strategic readers should be every foreign language teacher´s pursuit. However, it is not an easy task to control and guide one´s mental processes while reading, which makes research into the field of metacognitive reading strategies an effort worth undertaking.

While metacognitive awareness and use of reading strategies has been an increasingly popular research topic in various countries and cultural environments all over the world, the related studies in Estonia are almost non-existent. Therefore, the present paper aimed at illuminating the way how Estonian students perceive their use of reading strategies. As it is a case study, a group of students from one county school were examined. The majority of other studies in this field have focused on university students; however, the author of the current paper decided to examine students at secondary-school level, as the findings could provide her as an English teacher at this level with useful and practical knowledge. Despite being small-scale, the study might still give some applicable information for our practising language instructors, and be a basis for more detailed studies.

The present paper aimed at answering the following research questions: how high is the metacognitive awareness and use of reading strategies among high-school students in Parksepa  Secondary School? Is there a relationship between the use of reading strategies and the reading comprehension achievement of the students? What are the most used strategies and strategy group(s) by the students while reading informative texts?

# 2 LITERATURE REVIEW

## 2.1 Metacognition and its importance to reading

A concept that has become increasingly popular in recent decades and is widely discussed by various researchers and theorists in the field of reading as well as in other areas related to language learning and learning in general is metacognition (Brown and Palincsar, 1987; Flavell, 1976; Kraayenoord, 2010; McCormick, Dimmitt and Sullivan, 2013; Tarricone, 2011; Zimmerman and Moylan, 2009, etc.). Metacognitive awareness is seen as the prime factor of proficient strategic reading, especially while reading academic texts (Yüksel and Yüksel, 2011). Therefore, in a school or university context, the concept of metacognition and students´ metacognitive awareness in reading should definitely be considered by educators. As McCormick, Dimmitt and Sullivan (2013: 69) put it, "sophisticated metacognition is a quality found in academically successful students, so we should foster the development of metacognition to support the development of academic skills in students."

## 2.2 The definition of metacognition

The term of metacognition is claimed to have been first introduced by Flavell, who is considered to be the founder of social cognitive developmental psychology, in 1976. Having introduced Piaget into American psychology, he developed his theory of ´metacognition´ or ´metaconsciousness´, according to which, metacognition is defined as "one´s knowledge concerning one´s own cognitive processes and outcomes or anything related to them" (Flavell, 1976: 232, in Iwai, 2011: 151). According to Flavell´s theory, the term comprises of what one knows about cognition, including knowledge about oneself as

a learner, about the aspect of the current task, and about the strategies needed to execute the task effectively (Baker, 2009). Flavell (1977) and Flavell, Miller, and Miller (2002, in Iwai, 2011: 151) emphasise that for the *formal operational stage* (in children older than 11 years) in Piaget´s theory of cognitive development, the development of metacognitive skills is crucial. They also state that metacognition is fundamental in several areas, including oral skills, reading, writing, language acquisition, etc.

However, Flavell and Brown (1978), who is also a leading developmental psychologist, were not the first to examine the phenomena called metacognition, despite the fact they are credited with introducing the term. From the threshold of the twentieth century, reading researchers were recording the importance of monitoring and regulating one´s reading comprehension. Similarly, from at least the 1960´s, memory researchers were examining the feelings of knowing and memory monitoring. Furthermore, the abovementioned psychologist, Piaget and also Vygotsky included processes considered as metacognitive in their theories of children´s thinking (Baker, 2009 in Karbalaei, 2010: 167).

Anderson (2002, in Karbalaei, 2010) has defined metacognition as ´thinking about thinking´. The general view is that metacognition refers to a knowledge and control we have over our cognitive processes (Karbalaei, 2010). When it comes to reading, it is commonly referred to metacognitive awareness and metacognitive control or regulation. Thereby, the concept ´metacognitive´ involves awareness and control of planning, monitoring, repairing, revising, summarizing and evaluating. Different strategies are acquired to support one´s comprehension in reading, which is one´s awareness of strategies, and one also learns how to employ these strategies in an effective way, which can be considered as one´s control of strategies (Baker and Pressley, 2002 in Karbalaei, 2010: 166).

## 2.3 Metacognitive learning and reading strategies

Various theorist and researchers use the term `metacognitive strategies´ in their discussion or analysis of metacognitive processes in language learning (Kraayenoord, 2010; Mokhtari and Sheorey, 2002; Wallace, 1992). As a learning strategy is generally seen as an individual´s comprehension approach to a task, then metacognitive strategies require learners to think about their own thinking as they engage in academic tasks, as well as directing and controlling their cognitive strategy processing for successful performance. When it comes to reading, metacognitive strategies are the activities that make readers aware of their thinking while completing reading tasks. According to the definition provided by The New South Wales Department of Education and Training (2010), metacognitive reading strategies are planned, intentional, goal-directed activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task. Sheorey and Mokhtari (2002) have defined metacognitive reading strategies as deliberate, conscious procedures used by readers to improve text comprehension.

When one focuses on term `metacognitive` strategies, it might lead to a question of `cognitive´ strategies and the difference between the two. Flavell (1981) has offered a rather explicit distinction between them: strategies used to make cognitive progress are `cognitive strategies`, while strategies used to monitor cognitive progress are ´metacognitive strategies` (Cambridge Assessment International Education).

While abovementioned authors and researchers all employ the term ´metacognitive strategies´ in their discussion, Grabe (2009: 222), contrarily, seems to find it irrelevant to use this notion, or to oppose them to cognitive strategies. As he sees it, metacognition is rather an awareness of how to use various strategies in order to achieve important general goals in reading, such as goal setting, monitoring, evaluation, etc. He believes that each

type of reflective awareness engages a number of cognitive strategies. However, Grabe (2009: 222) also notes that strategy research is definitely a controversial area in reading and thus it is rather evident that researchers tend to have different views, which, in turn, proves once again the need for further and more detailed research in reading strategies and strategy instruction.

## 2.4 Classification of metacognitive learning and reading strategies

Metacognitive learning strategies, including reading strategies, are broadly believed to have certain characteristics. Chamot and O´Malley (1985b, in Brown, 1987) suggest that metacognitive learning strategies consist of three main components. According to them, these strategies involve executive processes for learning, monitoring one´s comprehension and production, and evaluating how well one has achieved a learning objective (Chamot and O´Malley, 1985b: 17, in Brown, 1987). Chamot and O´Malley (1990) have pointed out three types of metacognitive reading strategies. The first is *directed attention*, which is deciding in advance to attend to a learning task and to ignore irrelevant distractors, as well as maintaining attention during task execution. The second type is *self-management*, which can be considered as understanding the conditions that help a reader successfully accomplish language tasks and arranging for the presence of those conditions, and also controlling one´s language performance to maximize use of what is already known. The third type pointed out by Chamot and O´Malley (1990) is *problem identification*, which is identifying the central point in a task that needs resolution, or identifying an aspect of the task that hinders its successful completion.

Similarly to aforementioned authors, Oxford (1990: 137) believes that metacognitive learning strategies include three strategy sets, which are *centering your*

*learning*, *arranging and planning your learning*, and *evaluating your learning*. *Centering your learning* comprises overviewing and linking with already known material and paying attention. *Arranging and planning your learning* includes finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task (e. g. purposeful reading), planning for a language task and seeking practice opportunities. The final group of strategies, *evaluating your learning*, is formed by self-monitoring and self-evaluating.

According to Iwai (2011: 152), reading-specific strategies can be classified in three clusters of metacognition, which are: *planning, monitoring* and *evaluating* strategies (Israel, 2007; Pressley and Afflerbach, 1995 in Iwai, 2011: 153). *Planning strategies* are employed prior reading. Activating learner´s background knowledge, getting prepared for reading and setting the goal for reading are some examples of planning strategies. *Monitoring strategies* are used during reading. Self-questioning, summarizing and inferring the main idea of each paragraph are monitoring strategies, to give some examples (Israel, 2007; Pressley, 2002 in Iwai, 2011). *Evaluating strategies* occur after reading. Thinking about how to apply what one has read to other situations, for instance, is an evaluating strategy. Thus, each described group has a variety of strategies that require readers´ metacognitive processing (Iwai, 2011: 153).

Despite the minor differences in specification and classification of metacognitive learning and reading strategies, there seems to be a rather uniform understanding of their essence in the academic world.

## 2.5 Research into metacognitive reading strategies

A great number of researchers and theorists who have explored the role of metacognition in learning in general as well as in language learning and reading argue that there is a clear relation between mastering such strategies and being a successful learner. Johnson (2001), for instance, insists on the usefulness of metacognitive strategies to the learners, by stating that recent research has clearly suggested that metacognition is crucial for academic success in general, not only in language learning. Kraayenoord (2010: 285) goes even further, claiming that while some of the evidence gathered from numerous studies may suggest that the instruction of direct or cognitive strategies enhances the reading comprehension of both good and poor readers, the instruction of metacognitive and comprehension-related strategies may be more relevant to and effective with problematic readers.

Likewise, Alderson (2000) supports the idea of the importance of metacognitive strategies in reading. He believes that the ability to use metacognitive strategies effectively and to monitor reading plays a substantial role in skilled reading. According to him (2000: 60), good and less fluent readers can be distinguished by the effectiveness of using metacognitive strategies, and the same characteristic varies in younger and older readers.

Mokhtari and Reichard (2002) and Pressley (2006) also believe that skilled secondary level readers use more metacognitive strategies compared to less proficient and younger readers. They also use these strategies more often, consciously engaging with text in a variety of ways. Skilled readers use a range of planning strategies to establish their goals for reading, to monitor the efficiency of their strategies and check whether their goals are being met, and to self-evaluate their comprehension and make the necessary adjustments.

Oxford (1990: 138), on the other hand, believes that although metacognitive strategies are crucial, learners´ use of these strategies is rather occasional and without any deep understanding of their importance. She points out that, according to several studies of second and foreign language learning, metacognitive strategies are less often used by students compared to cognitive strategies. Furthermore, students are rather limited in their range of metacognitive strategies. Therefore, Oxford stresses that we should learn much more about the essential metacognitive strategies, by conducting similar studies.

According to Zhang (2013), many studies have revealed the positive effect of utilizing metacognitive strategies in the reading process, which clearly illustrates the positive relationship between metacognitive strategies and reading comprehension. As she found that investigation of the use of metacognitive strategies by Chinese English majors is scarce, she conducted a study on metacognitive strategy use and academic reading achievement in Chinese context. The findings of the study revealed that metacognitive strategies and English reading achievement were closely related to each other and metacognitive strategies played an important role in Chinese English majors' EFL reading. What Zhang also emphasises is the need for more empirical and theoretical studies in the field of metaconitive reading strategy use and training, which would certainly contribute to EFL reading comprehension.

Karbalaei (2010) conducted a study to explore the possible difference in EFL and ESL undergraduate Iranian and Indian students´ use of metacognitive reading strategies. In order to examine the students, Karbalei (ibid) used a reading comprehension test and MARSI (Metacognitive Awareness of Strategies Inventory) developed by Sheorey and Reichard (2002). The author concluded that both groups (ESL and EFL students) exhibited similar patterns in using metacognitive strategies, despite the different sociocultural context (Karbalei, 2002: 175).

In order to explore the relationship between EFL learners´ metacognitive reading strategies use and their reading comprehension, Rastegar, Mehrabi Kermani and Khabir (2017) conducted a survey involving 120 Iranian EFL university students. For that purpose they used SORS (Survey of Reading Strategies) developed by Sheorey and Mokhtari (2002) and a reading comprehension test. Rastegard, Mehrabi Kermani and Khabir found, that there was a significant positive relationship between the use of overall metacognitive reading strategies and the reading comprehension of the participants.

Although the interest in and the number of studies related to metacognitive reading strategies has increased in recent years, the need for further and complementary studies exists. Reading, either in one´s native or a foreign language is clearly a complex process, and any investigation that contributes to reaching a deeper understanding of it is definitely worth undertaking.

# 3 THE EMPIRICAL STUDY

## 3.1 Research questions

While the concept of metacognition has been recently paid more and more attention to in numerous areas, including language learning and reading, the need for further studies definitely exists. Even small-scale studies composed in order to search answers for rather specific questions (Hokkanen, 2015; Maasum and Maarof, 2012; Meniado, 2016; Rastegar, et al, 2017; Yüksel and Yüksel, 2011) may help contribute to better understanding and application of metacognition – what it is and how we can exploit it. The present thesis aims at studying the metacognitive awareness and use of reading strategies among high-school students of Parksepa Secondary School – how they perceive their use of strategies while reading school-related texts, what are the most used strategy type(s) and also, if there is a connection between the use of metacognitive reading strategies and their performance in a reading comprehension test.

## 3.2 Participants

The study involved the students of forms 11 and 12 of Parksepa Secondary School in Võru county. The reasons why this particular age group was chosen for the study was their general level of English (older learners have proven to be better in strategy use) and the fact that they have to read a lot of informative texts in preparation for a compulsory national examination in a foreign language. The sample included 60 students, an equal number of 30 students from both forms. The numbers of girls and boys involved were correspondingly 36 and 24. The level of English and previous learning experience of the participants varies, as they came to Parksepa Secondary School from different basic schools in South-East Estonia. In Parksepa Secondary School, however, the vast majority of the participants are taught by the same teacher.

## 3.3 Research instruments and procedure

The research instruments are a translated and adapted version (see *Appendix 1*) of MARSI (Metacognitive Awareness of Reading Strategies Inventory) developed by Khouider Mokhtari and Carla Reichard in 2002, a reading test (see *Appendix* 2) comprising 5 reading tasks and a post-questionnaire (see *Appendix 3*) for answering right after completing the reading test.

In MARSI, metacognitive reading strategies are measured in three broad groups. These groups are Global Reading Strategies (GLOB), which are generalized or global reading strategies, aimed at setting the stage for the reading act (e.g. setting a purpose for reading; previewing the text content; predicting what the text is about, etc.); Problem-Solving Strategies (PROB), which are localized, focused repair strategies used when problems emerge in understanding textual information (e.g. re-reading for better understanding; checking one´s understanding upon encountering conflicting information, etc.) and Support Reading Strategies (SUP), which are strategies involving the use of support mechanisms or tools aimed at sustaining responsiveness to reading (e.g. use of reference materials like dictionaries and other support systems).

MARSI contains 30 statements involving different metacognitive reading strategies, and the participants had to circle the answers that applied to them on a 5-point Likert skale (from 1 meaning "I never or almost never do this" to 5 "I always or almost always do this").

MARSI was translated into Estonian in order to avoid problems in understanding all the statements the students had to evaluate. The abbreviations marking the three types of strategies (GLOB, SUP and PROB) in front of the statements were also eliminated from the translated version, as they might have caused confusion and raised questions in the participants. However, the types of strategies were considered in the analysis of the results.

The translated version of MARSI was handed out about a week before the reading test and the post-questionnaire, as it was meant to reveal the students´ general awareness of their use of reading strategies. Furthermore, several researchers of other countries have used MARSI in their studies, giving the author of the present thesis an opportunity to compare the results with the Estonian students´ performance.

The texts and the tasks in the reading test were taken from the ExamEnglish[2] web page. According to the information given on the site, the level of the test is CEFR level B1, however, as the results revealed, some of the tasks included into the test proved to be more challenging compared to others, which makes the certainty of the stated level questionable. Level B1 was chosen by consulting the English teacher of the participating students, taken into consideration their average language proficiency.

The reading test consisted of five different types of reading tasks chosen from the aforementioned page, such as true, false or no information, missing sentences, inference (who says what?), matching the questions with the paragraphs and multiple choice. The topics of the reading texts included a job application, innovative ways of learning, hotel reviews, health and a memorandum for the stuff.

The post-questionnaire was handed out right after completing the reading test and it was designed for illuminating the students´ perception of using strategies while doing the reading tasks of the test. The students were given a choice of an equal number of strategies from each three types (global, support and problem-solving) for all five reading tasks, and they had to mark the strategies they believe they used while performing the tasks. In addition, the examinees could add their own strategies or comments at the end, in case they used a strategy or activity that was not presented in the choice. Finally, the participants had to comment on the reading tasks, by pointing out the most difficult and time-consuming, as

[2] http://www.examenglish.com/CEFR/b2.htm

well as the easiest tasks in the test. The participants had an hour and a half to complete the reading test and the post-questionnaire. The given time limit was tested with the help of two pilot students previously.

## 3.4 Data analysis

To analyse the results of the study, various quantitative methods were used. Microsoft Excel 2010 version was used for executing statistical analysis. To examine statistically significant relationships between variables, a Pearson Product-Moment Correlation Coefficient was calculated.

## 3.5 Results of the analysis

### 3.5.1 Metacognitive Awareness of Reading Strategies Inventory (MARSI)

The general aim of the present study was to investigate the use of metacognitive reading strategies by Estonian secondary-level students, or to be more precise, how they perceive their use of these strategies. In addition, the study seeks to find out, which group of metacognitive reading strategies is mainly used by students. However, such research enables only to expose the strategies they believe they use, as it would be a rather complicated task to examine the exact procedures they undergo while reading.

One of the research instruments used in the present study was MARSI (Metacognitive Awareness of Reading Strategies Inventory) by Mokhtari and Reichard (2002). In MARSI, the reading strategies are divided into three categories or subscales, which are global, support and problem-solving strategies. MARSI includes 30 statements, 13 of which involving global reading strategies, 8 problem-solving strategies, and 9 support reading strategies. The statements are rated on 5-point Likert scale (1 meaning "I never or almost never do this", 2 "I do this only occasionally", 3 "I sometimes do this", 4

"I usually do this" and 5 "I always or almost always do this"). Therefore, the possible scores of the respondents for global, problem-solving and support reading strategies are correspondingly 13-65, 8-40 and 9-45, whereat higher score means higher use of the strategies (Mokhtari and Reichard, 2002).

In order to analyse the overall use of metacognitive reading strategies by the examined students, as well as of the three subscales used in MARSI, the mean values of the answers marked on the 5-point Likert scale were calculated. According to the scoring rubric of MARSI, the score 3.5 or higher indicates high use of reading strategies, 2.5 - 3.4 means medium use and 2.4 or lower indicates low use of strategies.

### 3.5.2 The overall use of reading strategies

The study revealed that the overall average for using reading strategies while reading school-related texts is 2.87, which indicates that the examinees´ use of strategies is of medium frequency. According to the results, the girls tend to use reading strategies slightly more often than the boys. The overall average for using reading strategies of the female respondents was 2.93, compared to the male participants´ corresponding number of 2.79 (see Table 1). As these means fit into the "Medium" interval (2.5 - 3.4) according to Sheorey and Reichard (2002), it can be claimed that both boys and girls forming the sample use reading strategies moderately. In fact, these findings can hardly be surprising, as metacognitive reading strategies are a subject that has not been included into the National Curriculum of Estonia, neither has it been considered in the syllabus of English by the school. When to compare the results with the findings of similar studies conducted in other countries[3] (Yüksel and Yüksel, 2011; Maasum and Maarof, 2012; Hokkanen, 2015), the overall average of using reading strategies among Estonian students is lower. It

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[3] It should be clarified that the examined students elsewhere were university undergraduates, except in Finland (Hokkanen, 2017), where the sample was formed by high-school students.

might be caused by the abovementioned reason of insufficient or non-existent instruction of metacognitive strategies, as well as simply not being aware of the processes and activities occurring while reading.

Table 1.  The overall use of reading strategies

|  | All respondents (N=60) | Girls (N=37) | Boys  (N=23) |
|---|---|---|---|
| **Overall average** | 2.87 | 2.93 | 2.79 |
| **Standard deviation (SD)** | 0.56 | 0.54 | 0.9 |

### 3.5.3 The three strategy groups

In order to examine which group of strategies the participants used most while reading academic and school-related texts, the average for each subscale was calculated. The study revealed that the reading strategy group the examinees believed they used most is problem-solving. The average for this subscale was 3.5 (SD=0.62), which indicates high use of these strategies. Global reading strategies were the second most used type with the average of 2.9 (SD=0.64), presenting medium use of these reading strategies. Support reading strategies were the least used group of strategies, as the average for this subscale was only 2.2 (SD=0.63), referring to a rather low use. Figure 1 below shows the average for each subscale of the inventory in a diagram form.

When to consider the gender disparities in the use of the reading strategies of different subscales, it can be pointed out that the girls showed higher use in the each three group than the boys. The most significant difference between the mean values of the scores was in support reading strategies, where the corresponding number for the girls was 2.4 (SD=0.66) and for the boys 2.0 (SD=0.55).

Figure 1. The distribution of students´ metacognitive awareness in three strategy types
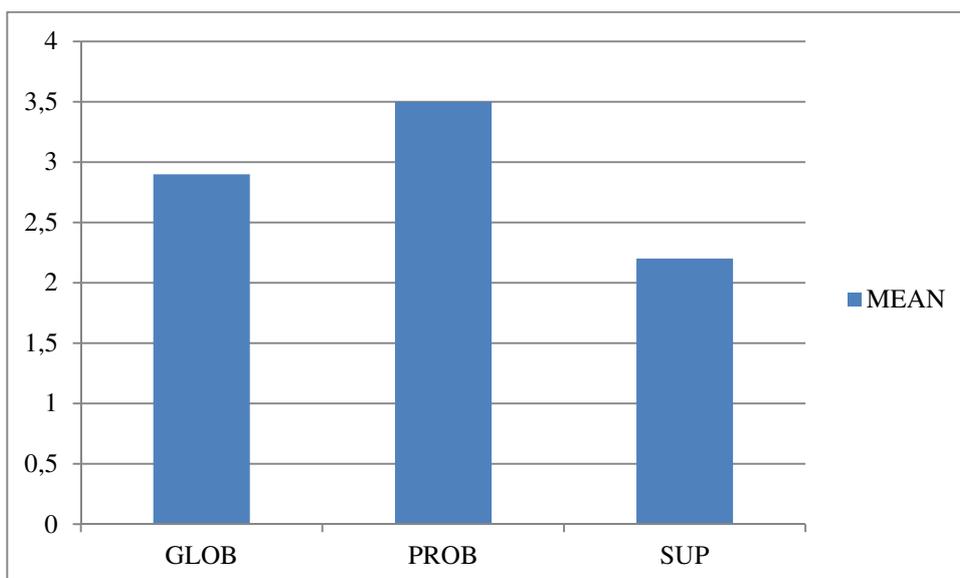


Note: GLOB – global reading strategies; PROB – problem-solving reading strategies; SUP – support reading strategies

However, both means indicate low use of support strategies. In case of the two other strategy groups, the disparities are minor. Nevertheless, despite the small difference in the problem-solving subscale, it is important to point out that with the average of 3.5 (SD=0.62), the female examinees can be considered frequent users of these strategies, the male respondents, on the other hand, only moderate users with the average of 3.4 (SD=0.63) (Figure 2).

The findings show similarities to the results of some other related studies mentioned above. In the study conducted among Finnish high-schoolers, the author also found that the most used strategies belong to problem-solving subscale, while support reading strategies were the least reported and used type (Hokkanen, 2015).

Figure 2. Gender differences in using three types of reading strategies
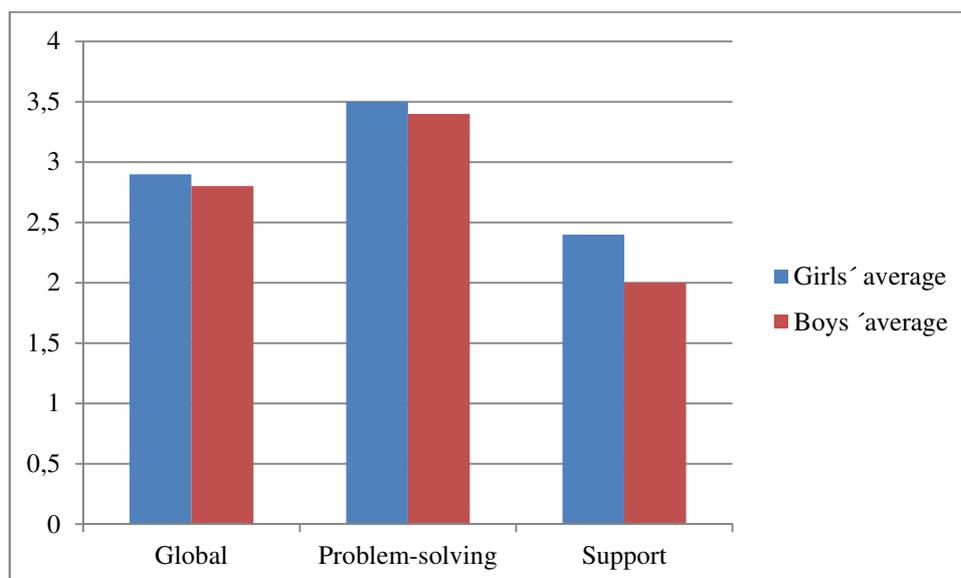


Yüksel and Yüksel (2011) investigated Turkish EFL students enrolled at Anadolu University, and found that the participants mostly reported using problem-solving strategies while reading academic texts in English. This subscale was followed by global reading strategies, and support reading strategies were again the least used strategy type. However, Turkish students appear to be more aware of various reading strategies, as all three subscales showed considerably higher mean values compared to Estonian students.

Maasum and Maarof (2012) examined 41 undergraduate students from Malaysian public university, and similarly to abovementioned authors, found that the most used strategy type was problem-solving, being followed by global strategies and leaving support strategies the least used category. It should be pointed out once again that the means of all three subscales were noticeably higher, compared to the results of the present study (for problem-solving 4.10; global 3.75 and support 3.38).

Thus, it can be argued that using the three types of reading strategies in different countries and cultural context show a similar pattern, yet the overall awareness of

strategies and their using frequency among Estonian students is somewhat lower. Such difference may derive from various factors, like the language proficiency and the previous learning experience of the students. Furthermore, as Mokhtari and Reichard (2002) have put it, the use of these strategies depend on the reading ability in English, the type of the material read, and the reader´s purpose for reading it.

### 3.5.4 Individual reading strategies

To point out the individual strategies the participants ranked the highest in MARSI, a problem-solving strategy re-reading proves to be the most known and used one, as the statement number 27 *when text becomes difficult, I re-read to increase my understanding* (see *Appendix 4*) collected the highest score. Also belonging to problem-solving subscale, number 11 *I try to get back on track when I lose concentration* and number 16 *when text becomes difficult, I pay closer attention to what I´m reading* are actions similarly often employed by the examined students. From the same group of strategies,  number 13 *I adjust my reading speed according to what I´m reading* and number 4 *I preview the text to see what it´s about before reading it* from global reading strategies category also collected high scores in the current study.

While support reading strategies was the least used strategy group, the lowest scored individual strategies also belong to this subscale. The study revealed that taking notes while reading is a strategy not very often used by the participants (number 2 *I take notes while reading to help me understand what I read*). In addition, the students believed they do not summarize what they read or picture information frequently (statements number 6 and 21 respectively), the latter of which is a problem-solving strategy. Number

19 *I use context clues to help me better understand what I´m reading* was also a statement that collected a relatively low score (from global strategies subscale).

Considering these results, it appears that the students are most aware of the strategies that help them cope with difficulties they encounter during reading, such as re-reading, getting back on track and paying closer attention to the text being read. Visualizing information and using context clues, on the other hand, might be strategies that they do not perceive or apprehend clearly enough. Note-taking, summarizing and reflecting on the information in the material being read might be too time-consuming as activities for the students.

As regards the individual reading strategies in MARSI, it would be a rather interesting fact to point out that in the previously mentioned study among Malaysian undergraduates (Maasum and Maarof, 2012), the strategies with the highest average scores were also paying closer attention to what one´s reading, re-reading and getting back on track from problem-solving subscale, whereas taking notes and summarizing from support reading strategies group were the least used ones. In the study among Finnish secondary school students (Hokkanen, 2015), both in older and younger age groups, getting back on track and re-reading were also among the most often used reading strategies. However, in the study among Turkish university students (Yüksel and Yüksel, 2011), summarizing text information was one of the strategies with the highest average score.

### 3.5.5 Reading comprehension test

The present study also aimed at investigating if there is a relationship between the students´ reading competence and their metacognitive awareness and use of reading strategies. In order to find a possible relation, a reading comprehension test was conducted.

As stated in section 4.2.1, the study revealed that the female participants use reading strategies slightly more often compared to the male examinees. However, when the average scores in the reading comprehension test were examined, it was found that the boys performed better compared to the girls. The reading comprehension test comprised of five different types of reading tasks. Table 2 below shows the maximum possible scores for each task of the test and also the types of the tasks.

Table 2. The Reading Comprehension Test

| | Type of task | Max score of a task (Total score 64) |
|---|---|---|
| **Task 1** | True/false/no information | 14 |
| **Task 2** | Missing sentences | 9 |
| **Task 3** | Who says what? (inference) | 14 |
| **Task 4** | Matching the sentences with the paragraphs | 13 |
| **Task 5** | Multiple choice | 64 |

### 3.5.6 The results of the readings comprehension test

The overall average for the reading comprehension test was 41.1 (SD=7.84). The average score of the boys was 42.6 points (SD=7.99), which is 66 per cent of the maximum score, whereas the girls´ average score was 40.1 points (SD=7.69), which is 62.6 per cent of the maximum score, as shown in Table 3 below.

Table 3. The average scores of the reading comprehension test

| | Average score (max 64) | Task 1 (max 14) | Task 2 (max 9) | Task 3 (max 14) | Task 4 (max 13) | Task 5 (max 14) |
|---|---|---|---|---|---|---|
| **Girls (points)** | 40.1 | 9.1 | 1.9 | 8.6 | 11.5 | 8.8 |
| **Boys (points)** | 42.6 | 10.6 | 2.8 | 7.5 | 12 | 9.8 |
| **Girls (%)** | 62.6 | 65.2 | 21.3 | 61.7 | 88.7 | 63.3 |
| **Boys (%)** | 66.7 | 75.7 | 31.4 | 54.0 | 92.3 | 70.4 |

The girls performed better than the boys only in Task 3, when the reading tasks are analysed separately (M=8.6, compared to the boys´ M=7.5). These findings are somewhat discrepant, as several previous studies mentioned in the theoretical part of the present paper lead to a presumption that better readers are more aware of reading strategies and use them more often than weaker ones. However, it is clear that there are various factors that might have influenced the results of the present study, such as the qualities of the particular reading test and the characteristics of the sample. In addition, girls might just be more studious and attentive readers, despite the more mediocre results, which may explain their higher use of strategies according to MARSI.

### 3.5.7 The relationship between reading comprehension achievement and the awareness of reading strategies

In order to elicit a possible relation between the results of the reading comprehension test and the students´ metacognitive awareness of reading strategies, a Pearson Product-Moment Correlation Coefficient was conducted. Table 4 shows the descriptive statistics of the variables.

Table 4. The descriptive statistics of the variables

|  | N | Range | Min | Max | Mean | SD | Variance |
|---|---|---|---|---|---|---|---|
| OMRS | 60 | 86 | 45 | 131 | 86.18 | 16.73 | 279.94 |
| RCA | 60 | 30 | 24 | 54 | 41.1 | 7.83 | 61.51 |

Note: OMRS = Overall Metacognitive Reading Strategies Use; RCA = Reading Comprehension Achievement.

The analysis of the data showed that the Pearson correlation coefficient between the overall use of reading strategies and reading comprehension achievement was 0.24.

Therefore, it can be concluded that there is no significant relationship between the overall use of reading strategies and reading comprehension achievement. In order to examine a relationship between the same variables among the female and male respondents separately, a Pearson correlation coefficient for both groups was calculated. The results indicate that there is no statistically significant relationship between the boys´ metacognitive reading strategies use and their reading comprehension achievement (r = -0.01) and that there is a weak negative correlation (r = -0.37) between the same variables of the girls.

Thus, it can be concluded that the overall use of reading strategies and the reading comprehension achievement of the participants of the present study are not statistically related. These findings are rather discrepant, in the light of the results of several other similar studies mentioned in the theoretical part of the current paper. In the study among 120 Iranian university undergraduates (Rastegar, et al, 2017), for instance, it was found out that there is a statistically significant relationship between the participants´ overall use of reading strategies and their reading comprehension achievement (r=0.65). However, there are several limitations and factors in case of the current study that might have influenced the results, such as the characteristics of the particular reading comprehension test being used (the types and difficulty of tasks, etc.), insufficient motivation of the participants and the lack of previous instruction of metacognition in relation to reading strategies. Furthermore, these results may provide practising language teachers with useful information about the possible shortcomings of their instructions and motivate them to pay more attention to the topic of metacognitive awareness of reading strategies in the future.

### 3.5.8 Post-Questionnaire

The third instrument used in the current study was a post-questionnaire (*Appendix 3*) composed by the author of the thesis. The questionnaire was based on MARSI by Mokhtari and Reichard (2002), including also some additional questions about the tasks in the reading comprehension test.

First, the post-questionnaire gave an opportunity to investigate the use of reading strategies directly after doing some reading tasks. In addition, it helped to find out which reading strategies the examined students believed they used during the particular reading comprehension test. In addition, it was the author´s wish to investigate whether students used more strategies while doing more difficult and time-consuming tasks compared to easier ones, and whether there were any specific strategies used more often than the others.

The post-questionnaire included questions about the most difficult and time-consuming as well as the easiest tasks in the test. Further, a choice of an equal number of reading strategies from each subscale (three global, three problem-solving and three support reading strategies) was given for each task. In addition, the students had an option to add any other strategies or activities they believed they used while doing the tasks.

### 3.5.9 The use of reading strategies according to Post-Questionnaire

As stated above, the post-questionnaire gave an opportunity to examine the students´ overall use of reading strategies right after taking a reading comprehension test. Before analysing the use of reading strategies in relation to different task types, an overview of how the participants perceived their overall use of strategies according to post-questionnaire is given.

The results of the post-questionnaire revealed that the overall average score for using strategies while doing the reading tasks in the reading comprehension test is 19.5

(SD=6.45), whereat the maximum possible score was 45. The overall average for the reading comprehension test was 41.1 (SD=7.84), which is 64.6% of the maximum score. In order to examine if there is a relationship between the reading comprehension achievement and the use of reading strategies while doing the reading test (according to the post-questionnaire), a Pearson Product-Moment Correlation Coefficient was conducted. The result r=0.06 indicates, that there is no statistically significant relationship between the abovementioned variables. Further, to examine a relationship between the same variables among the female and male participants separately, Pearson correlation coefficients were calculated. The correlation coefficient r for the girls and boys correspondingly was 0.01 and 0.22, which indicates that their reading comprehension achievement and the use of reading strategies in a reading comprehension test are not significantly related. In case of the male participants, however, the relation is somewhat stronger.

When the students´ performance in individual tasks is analysed, it appears that the boys performed better than the girls in all tasks except task 3, in which their average score in percentages was 54 compared to the girls´ corresponding indicator 61.7 (see Table 5 below). As seen in Table 5, the girls´ average for using strategies in this task was also higher than the boys´ average (4.5 and 3.9 respectively). The girls showed higher average for using reading strategies also in the rest of the tasks (Table 5); nevertheless, their reading achievement proved to be lower than of the boys´.

One possible explanation for such results might be that the male students of the examined sample are generally slightly better readers than the female students. Due to experiencing more difficulties while working with texts, the girls might be more diligent and attentive towards the processes and actions taking place while reading and therefore, they also report more of using reading strategies.

Table 5. The average scores of tasks in percentages and the average use of strategies

| | Girls | | | | |
|---|---|---|---|---|---|
| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
| Score (%) | 65.2 | 21.3 | 61.7 | 88.7 | 63.3 |
| Mean of using strategies (max 9) | 4.7 | 3.6 | 4.5 | 3 | 4.6 |

| | Boys | | | | |
|---|---|---|---|---|---|
| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
| Score (%) | 75.7 | 31.4 | 54 | 92.3 | 70.4 |
| Mean of using strategies (max 9) | 3.6 | 3.3 | 3.9 | 2.6 | 3.8 |

The results of the post-questionnaire indicate that the reading achievement of the examined students did not depend on how much they believed they used reading strategies during the reading comprehension test. Figure 3 below illustrates the average scores and the average use of reading strategies in each five task included into the reading comprehension test of the study.

Figure 3. The average use of reading strategies and task scores in percentages
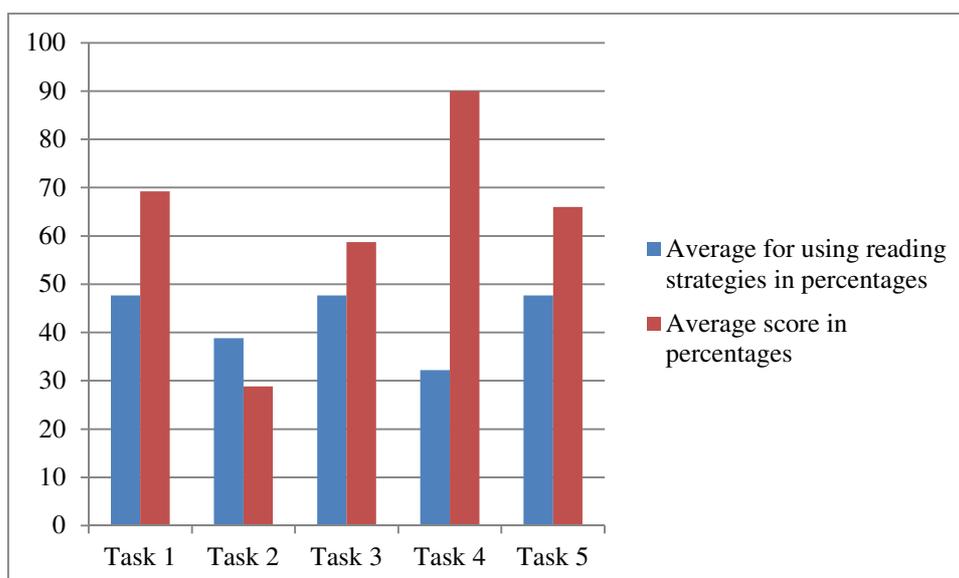


It can be seen from the chart that the students had used fewer strategies while doing the tasks with the lowest (Task 2) and the highest (Task 4) average score, compared to

those of a medium score. Therefore, it can be argued that the performance in a specific task is not related to awareness and use of reading strategies during this task, in the case of the current study.

### 3.5.10 The students´ evaluations of the tasks

The final aim of the present study was to investigate, which reading strategies are used in case of challenging and time-consuming, as well as easier reading tasks, which do not require that much effort. The students forming the sample were asked about the most complicated, the most time-consuming and the easiest task or tasks, directly after completing the reading comprehension test. It was also requested to give reasons for their answers in the questionnaire.

The results of the post-questionnaire revealed that the most challenging reading task in the test was Task 2 (*missing sentences*), which was pointed out by the vast majority of the examined students. The prevalent reasons for regarding this task complicated was the difficulty of the text, unknown vocabulary and an inconvenient task type. In addtition, Task 1 (*true, false or no information*) was often mentioned as a difficult one, and the major reason for being challenging was again the type of the task. According to the respondents, this task type is confusing and it is often difficult to distinguish between *false* and *no information* situations. Several students, mainly boys, had named Task 5 (*multiple choice*) as one of the most difficult ones. The major reasons in this case were the profusion of information and the need for making some calculations in the task.

As regards the easiest tasks in the reading comprehension test, Task 4 and Task 3 were most often referred to (*matching the sentences with the paragraphs* and *who says what?* respectively). The most common reasons were the comprehensibility and clarity of

texts and instructions, which made matching easy for the respondents. Also, Task 5 was regarded as an easy one by a number of participants, who explained that *multiple choice* as a task type is manageable for them.

When it comes to the most time-consuming tasks in the test, the results are not overly consentient. Similarly to the question concerning the most challenging task, the prevalent answer here was also Task 2. According to the students´ explanations, the text of the task was complicated and confusing and therefore, it required a lot of thinking, concentration, re-reading and reading slowly. The reasons were rather similar in case of the other time-consuming tasks pointed out, such as Task 3, Task 5 and Task 1. The examinees found that all the mentioned tasks contained numerous details and thus, they had to re-read a lot. One participant commented that Task 3, in which she often had to re-read, would have been much easier if she had taken notes while reading.

There were also some noteworthy gender characteristics that appeared from the answers of the participants. The male respondents, for instance, often regarded *multiple-choice* an easy task type as it did not require much effort. They also used phrases like "logical solutions" and "it came naturally" for explaining why certain tasks were easier compared to the others. The female participants, on the other hand, assessed the tasks mainly according to complicacy of the text and vocabulary. These findings seem to support the author´s former speculations about boys often being more indolent, but at the same time more successful as readers, whereas girls tend to be more diligent and attentive while reading.

### 3.5.11 Task-specific reading strategies

The previous paragraphs provided an overview of the students´ opinion of the tasks in the reading comprehension test. Further, it was a matter of interest which strategies were mainly used in case of the tasks that were more complicated and time-taking or, on the contrary, less challenging for the examined students.

The most challenging task for the students forming the sample proved to be Task 2. It was also considered to be one of the most time-consuming as the text was difficult and required a lot of re-reading and concentration. It should be pointed out here that the average score for this task was clearly the lowest (see Figure 3 above). According to the post-questionnaire, the strategies that were most used while doing this task was statement 27 – *I re-read difficult parts in the text* from problem-solving strategies category; and statement 24 – *I went back and forth in the text to find relationships among ideas in it*, which belongs to support strategies group. Both strategies were marked by 48 students (see Table 6 below). This coincides with the students´ explanations discussed previously, according to which they had to re-read a lot while doing Task 2. A problem-solving strategy 13, *I adjusted my reading speed according to what I´m reading,* was marked by 32 participants. This strategy is also typically used for coping with a difficult text. The least used reading strategy in case of Task 2 was statement 10 from global strategies group: *I skimmed the text first by noting characteristics like length and organization*, which was marked by one student only.

All in all, only a few students had added their own activities or strategies under the given ones. For Task 2, one examinee wrote that she compared the text and the sentences that had to be added, and another commented that she had read the missing sentences first.

The task that was considered the easiest in the reading comprehension test was Task 4. The actual results also confirmed this opinion, as the average score for Task 4 was clearly the highest (Figure 3). There were two strategies most used while doing this task: a global reading strategy number 4 - *I previewed the text to see what it´s about* and a support reading strategy number 24 – *I went back and forth in the text to find relationships among ideas in it,* both marked by 36 students. These strategies were followed by a problem-solving strategy number 8 – *I read slowly but carefully to be sure I understand what I was reading* (used by 23 students). The least used strategy was number 5 from support strategies group: *when text became difficult, I read aloud to help me understand what I read* (with 4 markings).

Task 4 was generally regarded as logical, clearly instructed and comprehensible by the participants. Therefore, it seems rather logical that they did not find reading aloud that necessary. Previewing the text and going back and forth, on the other hand, appeared to be rather useful as strategies in case of a matching task.  For this task, the examined students did not add any additional activites or strategies they had used.

Finally, Task 5 is being scrutinized, as it was seen as one of the most time-consuming tasks in the test by the examined students. The main reason for being time-taking was the profusion of details in the text and the need for making some calculations in order to choose the correct answer from the choice. On the other hand, for several students, Task 5 was one of the easiest ones, due to the type of the task (multiple choice).  The strategy that was most used when doing this task was again number 24 – *I went back and forth in the text to find relationships among the ideas in it* (marked by 49 students). It was followed by strategy number 27 – *When the text became difficult, I re-read to increase my understanding* (46 markings of use) and number 10 – *I skimmed the text first by noting characteristics like length and organization* (41 markings). The least used strategy for

Task 5 was a support reading strategy number 2 – *I took notes while reading to help me understand what I read*, which was used by six students according to the post-questionnaire.

Table 6. The most and least used reading strategies in five tasks

| Task | Three most used strategies | The least used strategy | Average of using strategies (max 9) |
|---|---|---|---|
| **Task 1** - True/ False/ No information | 27[4]. *When text became difficult, I re-read to increase my understanding* **PROB**<br>24. *I went back and forth in the text to find relationships among ideas in it.* **SUP**<br>13. *I adjust my reading speed according to what I´m reading.* **PROB** | 12. *I underlined or circled information in the text to help me remember it.* **SUP** | 4.3 |
| **Task 2** - Missing sentences | 27. *When text became difficult, I re-read to increase my understanding* **PROB** / 24. *I went back and forth in the text to find relationships among ideas in it.* **SUP**<br>30. *I tried to guess the meaning of unknown words or phrases.* **PROB** | 10. *I skimmed the text first by noting characteristics like length and organization.* **GLOB** | 3.5 |
| **Task 3** - Who says what? | 24. *I went back and forth in the text to find relationships among ideas in it.* **SUP**<br>10. *I skimmed the text first by noting characteristics like length and organization.* **GLOB**<br>13. *I adjusted my reading speed according to what I was reading.* **SUP** | 3. *I thought about what I know to help me understand what I read.* **GLOB** | 4.3 |
| **Task 4** - Matching the sentences with the paragraphs | 4. *I previewed the text to see what it was about before reading it.* **GLOB** / 24. *I went back and forth in the text to find relationships among ideas in it.* **SUP**<br>8. *I read slowly but carefully to be sure I understand what I was reading.* **PROB** | 5. *When the text became difficult, I read aloud to help me understand what I read.* **SUP** | 2.9 |
| **Task 5** - Multiple choice | 24. *I went back and forth in the text to find relationships among ideas in it.* **SUP**<br>27. *When text became difficult, I re-read to increase my understanding* **PROB**<br>10. *I skimmed the text first by noting characteristics like length and organization.* **GLOB** | 2. *I took notes while reading to help me understand what I read.* **SUP** | 4.3 |

As a frequent need for re-reading was mentioned by the majority of respondents in case of Task 5, the most used strategies re-reading and going back and forth in the text appear to be justified here. When it comes to the least used strategy, taking notes would

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[4] The number in front of each strategy corresponds to its statement number in MARSI

have been rather helpful in case of this task, as one of the examinees later commented. Unfortunately, also for this task, the students did not add any other activities they had used.

# 4 DISCUSSION AND IMPLICATIONS FOR FUTURE RESEARCH

The present study aimed at seeking answers to following research questions – how high is the overall awareness and use of metacognitive reading strategies among the high-school students in Parksepa Secondary School when reading school-related texts in English, is there a relationship between their use of reading strategies and reading comprehension achievement, and finally, what are the main reading strategies and strategy types used?

The results revealed that the metacognitive awareness and use of reading strategies by the students participating in the study was relatively low, compared to the results of several other similar studies (Hokkanen, 2015; Maasum and Maarof, 2012; Yüksel and Yüksel, 2011). The average scores of the whole sample, as well as of the boys and girls separately showed medium use of reading strategies. However, the numbers clearly indicate that the examined students do not perceive and report of using reading strategies as much as the examined young adults in other countries. Partly, it can be caused by the age difference (as the majority of the mentioned studies focused on university undergraduates). Further, a highly probable reason for that is the lack of common instruction of metacognition in relation to reading strategies in Estonia. Evidently, it depends greatly on every language teacher´s individual methods and content of instruction, but as regards our National Curriculum, this topic has not been clearly included. The participants of the current study have also not been trained to recognize or use metacognitive reading strategies as such, and therefore, the moderate average scores of use should not be overly surprising.

The conducted reading test gave an opportunity to find out whether the students´ reading comprehension and their use of reading strategies were related. To examine the

statistical relationship between the students´ overall metacognitive awareness of reading strategies and their reading comprehension achievement, a Pearson correlation coefficient was calculated. The results indicated that there was no statistically significant relationship between the named variables. The examined girls reported a higher use of reading strategies, however, their reading comprehension achievement was lower compared to the boys. Nevertheless, no statistically significant relationship between the reading test results and the use of reading strategies in either gender group was found. Similarly to MARSI, the results of the post-questionnaire also indicated that the reading comprehension and the perceived use of reading strategies of the participants were not related. These findings are inconsistent with the results of the other formerly mentioned studies. Such discrepancy may derive from various factors and limitations of the present study, such as the relatively small size of the sample, the absence of corresponding preparatory work with the participants and their language teacher(s), low motivation of the students involved, the qualities of the reading test, etc. However, an indisputable conclusion that can be drawn from these results is that the need for more detailed and large-scaled studies in this matter definitely exists in Estonia.

Despite the fact that the results of the current study did not confirm the relation between the perceived use of reading strategies and reading comprehension achievement while reading informative texts, there were still findings that might be interesting as well as useful for practising language teachers and researchers. For instance, the pattern of using different types of reading strategies proved to be rather similar to the other aforementioned studies. It appeared that the most used category of reading strategies (according to MARSI) by the current examinees as well as Finnish, Turkish and Malaysian students, is problem-solving strategies. Furthermore, the least used group, also being the same in all the mentioned countries, is support reading strategies. In addition, the current

study revealed some similarities between the individual strategies most and least used by the students. For instance, re-reading, going back and forth in the text, getting back on track and adjusting one´s reading speed appear to be frequently used, despite the nationality of the users, while taking notes and summarizing are strategies not very often used.

Finally, the present study investigated the strategies that are used in case of challenging, time-consuming and easily manageable tasks. It was found out that while doing the most time-consuming and challenging tasks, the students tend to use mainly problem-solving strategies, such as re-reading and trying to get back on track after losing concentration, which help them cope with a difficult text and vocabulary. The support strategies, such as summarizing and taking notes, are not that often used, according to the reports of the students. The reason behind it might be that these strategies are rather time-consuming and demand an extra effort. It would definitely be useful for language teachers to know the exact reasons why certain strategies are used more often compared to the others, and how the type of a task or text influences the use of strategies. These matters would be an interesting as well as applicable subject for more detailed studies.

Last, it should also be pointed out that despite the difficulty or easiness of the task, the reading strategies that were most used were often the same. These findings seem to confirm the argument by Oxford (1990) pointed out in the theoretical part of the current paper, according to which students tend to be rather limited in their range of metacognitive strategies. The results might indicate that students are more familiar to and conscious of certain strategies, especially without a special instruction of metacognition in relation to reading strategies.  This, once again, proves the necessity for further studies, which would help to illuminate the way how readers perceive and assess the mental activities taking place when they read. The results of the present study, however, may encourage practising

language teachers to pay more attention to their students´ metacognitive awareness of reading strategies, and focus on teaching those strategies not that often reported by the examined students.

**Conclusion**

Metacognitive awareness and use of reading strategies while reading informative and school-related texts in English has so far been a rather uninvestigated field in Estonia. Therefore, the current paper sought to exemplify this subject by conducting a small-scale case study among secondary-school students from one county school (Parksepa Secondary School). It is also important to point out once again that the examined students had not been provided any preparatory instruction of metacognition in relation to reading strategies.

The results revealed that the students forming the sample reported medium use of reading strategies, according to the scoring rubric of MARSI (Metacognitive Awareness of Reading Strategies Inventory). Compared to examined university undergraduates in several other countries, as well as to high-school students in Finland, the average of using strategies by Parksepa Secondary School students was somewhat lower. The latter also reported a lower use of strategies in all three strategy groups (problem-solving, global and support reading strategies) presented in MARSI.

However, the pattern of most and least used strategy groups among the students of different nationalities was similar. It was found out that the Estonian students, similarly to the Finnish, Malaysian and Turkish young adults examined, used problem-solving reading strategies the most, and support reading strategies the least.

The study also revealed that for doing difficult and time-consuming, as well as easy reading tasks, the participants mostly used problem-solving strategies, such as re-reading and paying closer attention to difficult parts of the text. Support reading strategies, like summarizing and taking notes, were reportedly the least used. A finding that is also worth

pointing out is the limitedness of the strategies reported by the students, which might be a sign of not being aware or conscious of the other reading strategies.

Despite the statistical analysis did not reveal a significant relationship between the use of reading strategies and the reading comprehension achievement of the students, the results may still raise some important questions worth further investigation: how much would have a preparatory instruction of metacognitive strategies influenced the results; or what is the exact role of reading proficiency when it comes to using strategies, are just a few examples.

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**Appendix 1**

Klass:  11 /  12

Sugu:  N /  M

**Metakognitiivne teadlikkus lugemisstrateegiatest**

**JUHIS:** Alljärgnevalt on välja toodud laused, mis väljendavad tegevusi, mida inimesed teevad, kui nad loevad **akadeemilisi** või **kooliga** seotud materjale (**teabetekste**). Igale väitele järgneb viis numbrit (1, 2, 3, 4, 5) ja iga number tähendab järgnevat:

- **1** tähendab „Ma ei tee seda kunagi või peaaegu mitte kunagi."
- **2** tähendab „Ma teen seda ainult vahetevahel."
- **3** tähendab „Ma mõnikord teen seda." (umbes pooltel kordadel)
- **4** tähendab  „Ma tavaliselt teen seda."
- **5** tähendab „Ma teen seda alati või peaaegu alati."

Pärast iga väite lugemist ringita number (1, 2, 3, 4 või 5), mis kehtib sinu puhul, kasutades juuresolevat skaalat. Pea meeles, et selles küsimustikus sisalduvatele väidetele pole õigeid ega valesid vastuseid.

| STRATEEGIAD | SKAALA | | | | |
|---|---|---|---|---|---|
| 1. Lugedes pean meeles oma eesmärki. | 1 | 2 | 3 | 4 | 5 |
| 2. Teen lugemise ajal märkmeid, et paremini mõista, mida loen. | 1 | 2 | 3 | 4 | 5 |
| 3. Ma mõtlen sellele, mida tean, et loetavat paremini mõista. | 1 | 2 | 3 | 4 | 5 |
| 4. Ma vaatlen teksti enne lugema asumist, et näha, millest see räägib. | 1 | 2 | 3 | 4 | 5 |
| 5. Kui tekst muutub keeruliseks, loen valjusti, et tekstist paremini aru saada. | 1 | 2 | 3 | 4 | 5 |
| 6. Teen loetust kokkuvõtteid, et peegeldada olulist infot tekstis. | 1 | 2 | 3 | 4 | 5 |
| 7. Mõtlen selle üle, kas teksti sisu vastab minu lugemise eesmärgile. | 1 | 2 | 3 | 4 | 5 |
| 8. Loen aeglaselt, aga hoolikalt, et olla kindel, et loetust aru saan. | 1 | 2 | 3 | 4 | 5 |
| 9. Arutlen teistega loetu üle, et kontrollida oma arusaamist tekstist. | 1 | 2 | 3 | 4 | 5 |
| 10. Esmalt sirvin teksti, pöörates tähelepanu selle omadustele, nagu pikkus ja ülesehitus. | 1 | 2 | 3 | 4 | 5 |
| 11. Püüan taas järele saada, kui mõistan, et ei ole enam lugemisele keskendunud. | 1 | 2 | 3 | 4 | 5 |
| 12. Ma joonin alla või ringitan informatsiooni tekstis, et seda paremini mäletada. | 1 | 2 | 3 | 4 | 5 |
| 13. Ma kohandan oma lugemise kiirust vastavalt sellele, mida loen. | 1 | 2 | 3 | 4 | 5 |
| 14. Otsustan, mida lugeda hoolikamalt ja mida vahele jätta. | 1 | 2 | 3 | 4 | 5 |

| | 15. Kasutan teatmikke, nagu sõnaraamatud, et tekstist paremini aru saada. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | 16. Kui tekst muutub keeruliseks, pööran loetule rohkem tähelepanu. | 1 | 2 | 3 | 4 | 5 |
| | 17. Kasutan tabeleid, jooniseid ja pilte tekstis, et seda paremini mõista. | 1 | 2 | 3 | 4 | 5 |
| | 18. Aeg-ajalt katkestan lugemise ning mõtlen loetu üle. | 1 | 2 | 3 | 4 | 5 |
| | 19. Ma kasutan kontekstilisi (kaastekstilisi) juhtlõngu, mis aitavad mul teksti paremini mõista. | 1 | 2 | 3 | 4 | 5 |
| | 20. Ma parafraseerin (sõnastan ideed ümber), et teksti paremini mõista. | 1 | 2 | 3 | 4 | 5 |
| | 21. Ma üritan informatsiooni piltlikustada või ette kujutada, et paremini mäletada, mida loen. | 1 | 2 | 3 | 4 | 5 |
| | 22. Ma kasutan tüpograafilisi abivahendeid, nagu rasvane või kaldkiri, et eristada võtmeinformatsiooni. | 1 | 2 | 3 | 4 | 5 |
| | 23. Ma analüüsin ja hindan kriitiliselt informatsiooni, mis tekstis sisaldub. | 1 | 2 | 3 | 4 | 5 |
| | 24. Liigun tekstis edasi ja tagasi, et leida selles sisalduvate ideede vahel seoseid. | 1 | 2 | 3 | 4 | 5 |
| | 25. Ma kontrollin oma tekstist aru saamist, kui puutun kokku vasturääkiva informatsiooniga. | 1 | 2 | 3 | 4 | 5 |
| | 26. Üritan mõistatada, millest see tekst räägib, kui ma loen. | 1 | 2 | 3 | 4 | 5 |
| | 27. Kui tekst muutub keeruliseks, loen mitu korda, et sellest paremini aru saada. | 1 | 2 | 3 | 4 | 5 |
| | 28. Esitan endale küsimusi, millele soovin tekstist vastuseid leida. | 1 | 2 | 3 | 4 | 5 |
| | 29. Ma kontrollin, kas minu oletused teksti kohta on tõesed või mitte. | 1 | 2 | 3 | 4 | 5 |
| | 30. Ma üritan mõistatada tekstis olevate tundmatute sõnade või sõnaühendite tähendust. | 1 | 2 | 3 | 4 | 5 |

**Appendix 2**

**READING COMPREHENSION TEST**

*1. Read this extract from a job application form.*

I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients and visitors, taking phone calls, audio and copy typing and checking stock. I also had to keep the petty cash and mail records. Through this work, I developed my verbal and written communication skills. I had to speak confidently to strangers and deliver clear messages. I enjoyed working in a team environment. I believe the office appreciated my friendly manner and efficient work.

*Are the following statements true or false? Write 'not in text' if the information is not there.*

1. The candidate has a qualification in accounting. ………………………….

2. The candidate has a university degree in accounting. …………………………….

3. The candidate has worked as an accountant before. …………………………...

4. The candidate worked with an accounting firm as a receptionist. ………………………

5. The candidate is familiar with some accounting software. ……………………………

6. The candidate has worked as part of a team in an office environment. …………………

7. The candidate has experience of record-keeping. ……………………………

8. The candidate wants to learn on the job. ………………………………..

9. The candidate has a maths qualification. ……………………………….

10. The candidate can work by herself. ………………………………

11. The candidate intends to study a further accounting course. …………………………

12. The candidate believes herself to be a careful worker. ……………………………

13. Deadlines do not stress the candidate. ……………………………………

14. The candidate is applying for a job in a large firm. ………………………………..

*2. Choose the correct location in the text for the following sentences. Fill in the gaps with the numbers only.*

**1**. We have local apocalypses in our world today, in the form of earthquakes, hurricanes and terrorist attacks.
**2**. TV shows have long launched spin-off products in the form of merchandise and video games.
**3**. If successful, the edutainment experiment could spawn a huge range of other TV show/university hybrid courses.
**4**. Part of this experiment is to find out whether the power of television can reduce the high drop-out rate characteristic of MOOCS.
**5**. Until now, online learning experiences have been able to deliver great videos and quizzes, but student interaction was minimal and the experience for learners has been impersonal.
**6**. Experts from the Centre for Education and Employment have reservations about the value of such online courses where there is no formal assessment or contact between the students and those delivering the courses.
**7**. The course will consist of eight modules including a physics module on 'the science of decay', a public health module on the study of epidemics and a mathematics module on population dynamics.
**8**. The University of California, which has a huge reputation to uphold, said that there had been no dumbing down in the design of the course.
**9**. Millions of students sign up for online education courses each year.

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The boundaries between education and entertainment are beginning to blur, and a new type of learning, in which education merges with entertainment, is emerging – 'edutainment'. _____ But now US television company AMC has teamed up with the University of California to produce an online course based on the TV show, *The Walking Dead,* which features apost-apocalyptic world ridden with zombies.

With an audience of 10 million, student numbers for the course are expected to be in the hundreds of thousands. _____

Academics from the University of California say that the online course will be a 'legitimate educational experience' and tackle serious issues from the fields of science, public health, nutrition, psychology and sociology. _____ However, students will gain no formal qualifications or credits on successful completion of the course.

_____ It insisted that all modules had been made as academically rigorous as those taught on the university grounds.  One lecturer in social science stated that the university already used contemporary media examples to make theories more relevant to students, and this course was merely taking this concept one step further. 'The curriculum is very real,' says Josh Coates, head of Infrastructure and designer of the online platform. _____ 'The fact that the context is this fictional world of an apocalypse is incidental.  This course gives us the opportunity to educate people about the science of disasters.'

The market for massive open online courses, or MOOCs, is rapidly expanding. _____ However, millions fail to complete the courses, suggesting that they pose a real challenge to online learners. _____

The university is taking this opportunity to hone the way it delivers online courses. _____
   With the increasing demand for online courses, these are issues that universities looking to invest in online learning are increasingly having to face.

_____ They believe that TV shows may serve to attract students, but the academic element still needs to outweigh the entertainment value for a university course to be officially recognized and respected.

### 3. Read 4 reviews for a hotel.

The Coach Hotel
Rating: ★★★☆☆    164 reviews

**Patsy190** writes:
6 of us stayed here for the weekend. The first thing we noticed on entering our room was how small it was. Our rooms were clean, but the bed cover was stained.  The furniture was really outdated, especially the bathroom, which had an old pink suite and linoleum on the floor. The 'shower' was a hose that you fit onto the taps.  The sink was in the bedroom, right next to the television sockets which seems pretty unsafe to me. We had dinner there, and it was well-cooked, but we were still hungry afterwards because the servings were so tiny. The drinks prices were extortionate - £5 for a small glass of wine. My friend ordered a brandy and coke, but the waitress brought him whisky and coke. When we complained, she just walked off!  Not impressed. I would like to say it was cheap and cheerful but at £120 a night, it was neither - overpriced and depressing more like.

**MellowBunny** writes:
Just returned from a 3 day break here, and thought that the Coach Hotel was very good value for money. I had requested a quiet room and this was noted at reception. I got a great room - large, comfortable and clean, with a seating area overlooking the racecourse. The only disappointing thing was that there were no tea/coffee facilities in the room - not even a kettle. The furniture and decor was not particularly up-to-date, but that's what you would expect from an old hotel. There was a wide selection of well-cooked food on offer. At breakfast I had poached eggs, and they were done to perfection. In the evening, I had a delicious three-course meal, and I wasn't kept waiting for ages between courses, which is definitely a plus when you're dining alone. I found the staff friendly and always willing to help.

**TomWheeler** writes:
The hotel's is just 200 metres walk away from the racecourse, so it's really convenient. There's plenty of space to park. The bed was comfortable with clean cotton sheets. Good power shower. I would agree with some of the less favourable reviews on the site too, though. The room definitely needed some attention – it smelt musty and the furniture was old, cheap and battered.  The bin hadn't been emptied from previous guests, and there was other rubbish on the floor. The fan in the bathroom was very loud, and the plumbing made strange noises in the night. The walls were thin too. Breakfast was okay, but there wasn't much of it.

**JadeUnicorn** writes:
Don't be fooled by the pictures online. What you see is definitely NOT what you get!  First, it's not close to the city centre – it's at least a 35 minute walk. Furniture was old and dated, although the bed was comfortable. Tiny bathroom, with an absurdly loud extractor fan. No lock on the bathroom door and no toiletries, not even soap. There were cobwebs all over the hotel. The dining room is dark and uninviting, with no windows except one tiny one. The food simply was the type that gives Britain a bad name. Instant coffee and cheap sausages. Service was poor, with staff clearing the table while we were still eating.

*Which reviewer says the following? Write 'two reviewers' when two reviewers agree, and 'all reviewers' if all reviewers agree.*

1. The hotel was too expensive. ……………………………………….

2. The decor was old-fashioned. ……………………………………….

3. The service was poor. …………………………………………..

4. The service was good. …………………………………………..

5. The bed clothes were dirty. ……………………………………

6. The room was dirty. …………………………………………..

7. The room was big. …………………………………………..

8. The location was bad. ……………………………………

9. The shower was inadequate. …………………………………….

10. The food was bad quality.  ……………………………………

11. The food was good. ………………………………………….

12. The food portions were small. …………………………………..

13. The room did not have everything the reviewer expected. …………………………

14. The room wasn't quiet. ………………………………….

**4.** ***Read about the illness Norovirus. Choose the correct question for each paragraph.***

*What if my children are infected?*

*What are the risks?*

*When should I see a doctor?*

*What are the symptoms?*

*Should I go and see my doctor?*

*What is Norovirus?*

*Can I get it again if I´ve already had it?*

*How can I stop the disease spreading?*

*Should I take any medication?*

*What are the signs that I´m dehydrated?*

*How long should I stay home?*

*How can I avoid dehydration?*

*Should I eat anything?*

……………………………………………….

Norovirus is a common stomach bug. It is also called the Winter Vomiting Bug because it is more prevalent in winter. It is caused by a very small virus and it is easily passed on from one person to another.

……………………………………………………
If you recover from norovirus, there is no reason why you should not catch it again. The virus changes constantly, so your body cannot build up resistance.

…………………………………………………….
Norovirus causes sickness and diarrhoea. You may also feel headaches, abdominal pains, or you may have a high temperature.

…………………………………………………….
Although unpleasant, norovirus is not dangerous. Most people make a full recovery within a couple of days. The biggest danger is from dehydration.

……………………………………………………
Drink plenty of water. You should drink more than usual to replace fluids lost in vomit and diarrhoea.  An adult should drink around 1.2 litres per day.

…………………………………………………….
Obviously, you will feel thirsty and your mouth will be dry. You may get headaches or feel dizzy. Your urine will be dark and the quantity of urine small.

……………………………………………………
You can take Paracetamol or other pain-killers for any aches and pains, but there are no drugs that eradicate the virus.

…………………………………………………..
No.  Because it is highly contagious, you risk passing it on to other people who are already in a weak state. Stay at home and rest.

……………………………………………………
Take care to give them plenty of water or fruit juice. You can also use rehydration salts. Babies can drink milk as usual. If you are pregnant, don't worry, as there is no risk to the unborn child.

……………………………………………………
Only if your symptoms last longer than a few days, or if you are already suffering from a serious illness.

…………………………………………………........
Yes, but stick to foods which are easy to digest such as soup, bread, rice and pasta. Avoid spicy foods.

……………………………………………………
Wash your hands frequently, and avoid putting your fingers in your mouth.  Be aware that the virus can also spread via towels and flannels, so don't share them.  Keep all surfaces clean and disinfected, not just in the bathroom but in other areas too.

……………………………………………………
You will be infectious for a few days after your symptoms have passed, so avoid direct contact with people for at least 48 hours after your symptoms pass. Stay away from work and keep young children out of school.

5. *Read the text and answer the questions.*

**Memorandum**

To all staff

The hospital is always trying to cut its carbon footprint, and to do this, we want to encourage staff, visitors and patients to use environmentally-friendly forms of transport to and from the hospital. Therefore, we are making the following changes, which will come into effect from 1st April:

Car Park A will stay as a staff car park, but, to encourage car sharing, it will only be available to cars containing 3 passengers or more. This rule will be in place between 7am and 6pm. A car park attendant will monitor users. Note that cars do not have to leave the car park with three passengers. The parking fee will remain at the current price of £1 an hour up to a maximum of £5 per day. If you are interested in car sharing and wish to find members of staff who live in your area or along your route, please click on the link on the human resources page of the hospital website. Car Park C, previously a staff-only car-park, will now be open to visitors at the increased cost of £2/hour up to 5 hours, and £1 an hour after that. These new rates will also apply to staff/visitor Car Park E. Car Park B will only be open to blue card holders. Only senior and emergency staff are eligible for this card.

Car park D will no longer be in use, as it will make way for an improved bus park. The current bus service (Service 56D) from the city centre will be replaced by two services. The service will be available to staff, patients and visitors alike.

Service 57A will run from: Hebdon Town centre, Hebdon Station, Critchley Park and Ride, Grafton Street Train Station, Portchester City Centre (Bus Stop D on Mill Yard) to the hospital. The service will run 24 hours a day every 20 minutes between 7am and 7pm and once an hour during the night.

Service 62A will run from Oldgrave Town Centre, Kings Wood Park and Ride and Polegate Park and Ride to the hospital every 15 minutes between 7.30 am and 7.00 pm and once every 30 minutes thereafter.

The buses will have a flat rate of £1 per journey. Staff will be able to buy a bus pass valid for 20 trips for just £15. These can be purchased on the bus.

Staff can also purchase a *Go!* pass from the human resources website. The *Go!* pass costs £45 and entitles users to park at any of the city's park and ride services for just £2 a day. It is valid for one year.

There will also be an improved lock-up shed for bicycles and motorcycles in the former car park D. Hospital staff may wish to take advantage of the voucher giving 50% off all cycles and cycle accessories bought from *Perkin's Wheels*, which is downloadable from the Human Resources website. Note that you will have to show your staff ID card at the store when making purchases. There will be a fix-it session once a fortnight in car park D on Fridays at 2pm- 5pm. At this time, bicycle mechanics from *Perkins Wheels* will give advice on bicycle upkeep and make minor bicycle repairs free of charge.
We hope you will take advantages of these schemes.

1 Under the rules, staff can only park in car park A at noon if...

a. they hold a blue card.
b. there are three people in the car.
c. they stay for a maximum of 5hours.

2 The cost to park in Car Park A for 4 hours will be...

a. £1
b. £4
c. £5

3 Staff should _____ to find people to share a car with them.

a. go online
b. visit the human resources department
c. speak to their departmental manager

4 After April 1st, Car Park C will be for...

a. staff only
b. visitors only
c. staff and visitors

5 The cost to park in Car Park C for 8 hours will be...

a. £8
b. £13
c. £18

6 The cost to park in Cark Park E for 4 hours will be...

a. £4
b. £7
c. £8

7 The cost to park in Car Park B is ...

a. the same as car parks C & E.
b. the same as car park A
c. not given in the text.

8 A member of staff who does not have a blue card can park in...

a. car parks A, C & E.
b. car parks C, D & E.
c. car parks A, C & D.

9 Joe comes into Portchester by rail. Which bus service should he use to get to the hospital?

a. 56D
b. 57A
c. 62A

10 Joe sometimes works the night shift. What is the maximum time he may have to wait for a bus from the hospital to the station?

a. 59 minutes
b. 14 minutes
c. 29 minutes

11 Jane has to make 8 return trips to the hospital from Oldgrave Town Centre for treatment. How much money will she save by buying a bus pass?

a. £1
b. £4
c. £7

12 Sheila has a Go! pass, but she doesn't have a bus pass. Every day she parks at Kings Wood Park and Ride and uses the bus service to get to the hospital and back. How much does this cost her per day?

a. £2
b. £3
c. £4

13 What forms of transport will be able to use Car Park D after April 1st?

a. buses and cars
b. buses, bicycles and motorbikes
c. buses, cars, bicycles and motorbikes

14 Which is NOT true about Perkin's Wheels?

a. It sells bicycles and motorbikes
b. It will sell goods to staff at half price
c. It will fix staff member's bikes for no charge

**Appendix 3**

*Sugu: M / N*              *Klass: 11 / 12*

*Lugemise ajal kasutame teksti paremaks mõistmiseks teatud strateegiaid, enamasti alateadlikult. Siinkohal palun Sul tagasi mõelda sellele, **kuidas** Sa tehtud lugemistesti ülesannete tekste lugesid.*

1. Millised harjutused olid sinu jaoks selles lugemistestis

a. kõige keerulisemad? Nr: ........................................

   Miks?......................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

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   ...............................................................................................................................

   ...............................................................................................................................

b. kõige lihtsamad? Nr: ...............................................

   Miks?......................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

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   ...............................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

2. Millised harjutused olid sinu jaoks kõige aeganõudvamad?

   Nr:................................................................

   Põhjenda!................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

   ...............................................................................................................................

...........................................................................................................................................

.............................................................................................................................

3. Tähista linnukesega ∨ need tegevused, mida sa tegid **iga lugemisülesande puhul**. Kui arvad, et tegid midagi sellist, mida loendis ei ole, siis lisa see kindlasti!

**Lugemisülesanne 1.**

| | |
|---|---|
| | *vaatlesin esmalt teksti ja selle struktuuri* |
| | *mõtlesin lugema asudes oma eesmärgile* |
| | *püüdsin tuletada meelde, mida eelnevalt antud teemast (tööle kandideerimine) teadsin* |
| | *lugesin keerulisi kohti mitu korda* |
| | *kohandasin oma lugemise kiirust vastavalt tekstile* |
| | *liikusin tekstis edasi-tagasi, leidmaks seoseid* |
| | *joonisin alla olulised kohad tekstis* |
| | *sõnastasin ideid mõttes ümber, et teksti paremini mõista* |
| | *tegin lugemises pause, et sisu üle mõelda* |

**Lisa oma tegevus(ed)**

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**Lugemisülesanne 2.**

| | |
|---|---|
| | *üritasin mõistatada võõraste sõnade ja väljendite tähendusi* |
| | *lugesin keerulisi kohti mitu korda* |
| | *üritasin loetut ette kujutada, et seda paremini mäletada* |

| | |
|---|---|
| | *liikusin tekstis edasi-tagasi, et seoseid leida* |
| | *tegin lugemise ajal märkmeid, et teksti paremini mõista* |
| | *joonisin alla olulist infot* |
| | *mõtlesin sellele, mida antud teemast tean* |
| | *üritasin enne lugema asumist mõistatada, millest tekst räägib* |
| | *kasutasin ümbritseva teksti abi, et teatud kohtadest paremini aru saada* |

**Lisa oma tegevused**

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**Lugemisülesanne 3.**

| | |
|---|---|
| | *pöörasin esmalt tähelepanu teksti ülesehitusele ja pikkusele* |
| | *mõtlesin sellele, mida tean või olen ise kogenud seoses antud teemaga* |
| | *lugesin teatud kohti hoolikamalt ning teatud kohad jätsin vahele* |
| | *kohandasin lugemise kiirust vastavalt tekstile* |
| | *üritasin loetut ette kujutada, et seda paremini mäletada* |
| | *aeg-ajalt tegin lugemises pause, et teksti üle mõelda* |
| | *tegin mõttes loetust kokkuvõtteid, et olulist infot peegeldada* |
| | *liikusin tekstis edasi-tagasi, leidmaks seoseid* |
| | *pidasin lugema asudes silmas oma eesmärki* |

**Lisa oma tegevus(ed)**

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**Lugemisülesanne 4.**

| | |
|---|---|
| | *vaatlesin teksti enne lugema asumist, et näha, millest see räägib* |
| | *mõtlesin sellele, mida antud teemast (noroviirused) tean* |
| | *kui puutusin kokku vastukäiva infoga, kontrollisin oma tekstist aru saamist* |
| | *üritasin mõistatada tundmatute sõnade ja väljendite tähendusi* |
| | *lugesin aeglaselt, aga hoolikalt, et tekstist paremini aru saada* |
| | *lugesin keerulisi kohti mitu korda* |
| | *lugesin valjusti, kui tekst  muutus keeruliseks* |
| | *kasutasin sõnastikku, et tekstist paremini aru saada* |
| | *liikusin tekstis edasi-tagasi, leidmaks seoseid* |

**Lisa oma tegevus(ed)**

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..........................................................................................................................................
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**Lugemisülesanne 5.**

| | |
|---|---|
| | *uurisin esmalt teksti pikkust ja ülesehitust* |
| | *kui tundsin, et pole enam lugemisele keskendunud, püüdsin taas järjele saada* |
| | *joonisin alla olulist infot tekstis, et seda paremini mäletada* |
| | *lugesin teatud kohti hoolikamalt ja osa teksti jätsin vahele* |
| | *üritasin loetut ette kujutada* |
| | *püüdsin tekstis leiduvat infot analüüsida ja kriitiliselt hinnata* |
| | *liikusin tekstis edasi-tagasi, leidmaks seoseid* |
| | *lugesin keerulisi kohti mitu korda* |
| | *tegin lugemise ajal märkmeid* |

**Lisa oma tegevus(ed)**

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**AITÄH!**

**RESÜMEE**

TARTU ÜLIKOOL

ANGLISTIKA OSAKOND

**Diana Pilv**

**Metacognitive Awareness and Use of Reading Strategies by the Students of Forms 11 and 12  in Parksepa Secondary School**

**Parksepa Keskkooli 11. ja 12. klassi õpilaste metakognitiivne teadlikkus lugemisstrateegiatest ning nende kasutamine**

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Lehekülgede arv: 63

Annotatsioon:

Käesoleva töö eesmärgiks oli uurida Eesti ühe maakonnakooli 11. ja 12. klassi õpilaste metakognitiivset teadlikkust lugemisstrateegiatest ning nende kasutamist teabetekstide lugemisel inglise keeles võõrkeelena. Samuti sooviti antud uurimustöö käigus välja selgitada, milliseid lugemisstrateegiaid ja strateegiate tüüpe uurimuses osalevad õpilased kõige sagedamini kasutavad ning milliseid strateegiaid kasutatakse keeruliste ja ajamahukate, ning samuti lihtsate lugemisülesannete tegemisel. Lisaks eelmainitud eesmärkidele püüti statistilise  analüüsi abil selgeks teha, kas uurimusse kaasatud õpilaste lugemistesti tulemused on seotud nende strateegiate kasutamise sagedusega.

Töö esimeses osas on välja toodud metakognitsiooni ja metakognitiivseid strateegiaid puudutavad põhiaspektid ja peamised mõisted, samuti mõned antud tööga sisult ja metoodikalt sarnanevad uurimused mujalt maailmast. Mainitud uurimuste tulemusi on töö empiirilises osas võrreldud ka antud uurimuse tulemustega. Töö teisest osast leiab lugeja uurimusküsimused ning ülevaate käesoleva uurimuse metoodikast. Järgnevalt on esitatud uurimuse tulemused koos analüüsiga, ning seejärel järeldused ja soovitused tulevasteks uurimusteks samas valdkonnas.

Antud töö tulemusena selgus, et uuritavad õpilased kasutavad üleüldiselt lugemisstrateegiaid kesmisel määral, kuid võrreldes teistes riikides läbi viidud uurimustes osalejatega siiski vähem. Samas olid strateegiate tüübid, mida kõige enam ning kõige vähem kasutati, sarnased. Selgus, et vaatamata rahvusele märkisid õpilased kõige rohkem probleemilahendamis-strateegiate kasutamist ning kõige vähem toetavate strateegiate kasutamist. Töö käigus selgus veel, et antud uurimusse kaasatud õpilased kasutavad peamiselt probleemilahendamis-strateegiaid nii keeruliste kui ka lihtsamate lugemisülesannete puhul. Vaatamata sellele, et uuritavate  õpilaste lugemistesti tulemuste ning lugemisstrateegiate kasutamise vahel olulist seost ei leitud, võimaldab antud uurimus

teha järeldusi, mida saavad kasutada võõrkeeleõpetajad oma töö täiustamiseks. Samuti võiks antud töö olla lähtepunktiks edasistele, ulatuslikumatele uurimustele.

Märksõnad:

metakognitsioon; lugemisstrateegiad; probleemilahendus-strateegiad; globaalsed strateegiad; toetavad strateegiad.

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