A study of the relationship between critical reading development and metacognitive reading strategies

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The study is to investigate the relationship between metacognitive strategies and critical reading development. This investigation has two research questions: 1) how are metacognitive strategies realized in English reading class?; 2) how are metacognitive strategies interpreted in terms of critical reading development? This study employed quantitative and qualitative methods. The findings of this study indicate that there is a statistically significant difference in the use of reading strategies, and reading with a metacognitive approach helps students critically understand texts from different perspectives by questioning and reflecting upon their opinions. This suggests that students were led to use certain strategies while reading books extensively. Finally, the results of this study suggest that pedagogical methodologies centered on metacognitive critical thinking need to be taught in the classroom, which would positively influence the student critical reading and critical thinking skills. Incorporating metacognitive strategies is essential to developing engaged, self-directed learners.

I. INTRODUCTION

The teaching of English literacy in Korea has been focused on language skills or the interpretation of text. Students usually read a passage in the text, understand the meanings of vocabulary words, try to find main ideas, and draw inferences. This kind of reading class has long been viewed as involving passive participants from the learners through mainly
an intensive reading approach and subsequently responding to decoding questions (Yang, 2010). This attitude has been based on preparing for the college entrance examination and its format (Yang, 2010). Under these conditions, it seems unnecessary to ask questions of the text and find learners’ own meaning in their reading process.

Considering the important fact, however, that reading is a gateway to personal development, and to social, economic and civic life (Holden, 2004), we need to redefine the teaching of English reading in classrooms. At this point, critical literacy helps us to go beyond that passive recipient of knowledge by questioning critically and seeing underneath, behind, and beyond texts (Stevens & Bean, 2007). This critical approach allows readers to read texts in deeper and more meaningful ways. As learners examine the underlying values and reflect on the ways in which we are placed to view the world, they are able “to use language to compose creatively and comprehend critically” (Robinson & Robinson, 2003, p. 27). A strategy instruction provides experiences for learners to develop strategic ability in their reading process because it enables even learners with limited language abilities to find their way in comprehending reading texts by means of effective strategy use.

Along with this point, the importance of learning metacognitive skills have been studied in terms of fluent reading such as adjusting reading rate, skimming, previewing, and monitoring reading practices, as well as self-regulation (Anderson, 2003; Carson & Longhini, 2002; Oxford, 1990; Sheorey & Mokhtari, 2001). Another study points out that metacognitive strategies promote academic learning and motivation (Paris & Winograd, 1990). However, there have been little research about how students come to recognize metacognitive strategies in their reading process and how they explore their critical reading. This study, hence, is aimed at examining and exploring the use of metacognitive strategies in a critical reading class. The study addresses the following two research questions:

1) How are metacognitive strategies realized in English reading class?
2) How are metacognitive strategies interpreted in terms of critical reading development?
II. LITERATURE REVIEW

1. Critical Literacy

In language education, critical literacy has been focused the relationship between literacy and language learning, emphasizing the meaningful interaction with reader and text (Auerbach, 1992; Brown, 1999). How learners interact with texts and other learning materials is based on the premises that literacy practices are situations in broader social relations and literacy is a symbolic system used both for communicating with others and for representing the world to ourselves (Barton, 2007). Under the current system of English education in Korea which has put much more value on decoding and increasing basic language skills including word recognition and analyzing linguistic structures, the critical literacy approach seems to be important in terms of interpreting meaningfully the ideas and messages in the texts as the part of their lives and being allowed the opportunities that consider and clarify their own attitudes and values (Duzer, Florez & Cunningham, 2003).

One of the important rationales of critical literacy in our classrooms is that critical literacy approach makes learners be involved actively in their own education. Freire (1998) refers this active interaction to the dialogic communication between teachers and learners. He highlights, "only dialogue, which requires critical thinking, is also capable of generating critical thinking. Without dialogue there is no communication, and without communication, there can be no true education." (Freire, 1993, p. 73). That is, a dialogic classroom is not surface level interaction where everyone is allowed to equally share their opinion. Rather, dialogic education expects teachers to listen to their learners to learn about their stories and problems, which promotes sharing ownership of their studying between the teacher and learners, where learner participation in decision making is an important part. Freire also contrasts this dialogic communication with a "banking model" of education, where the teacher is the holder of the knowledge and learners are just objects of learning. In this theory, he asserts that educators should consciously help their learners to become active learners with the goal of preventing their classrooms from
being a “banking model” which views a learner just empty bank account to be deposited by the teacher holding knowledge.

The critical literacy approach is to read a text not only reflectively but also in a skeptical and analytical way and then to realize the value of the text (Kurland, 2000; Goldman & Wiley, 2002), while making their own meanings in the context they face (Wallace, 2003). When learners begin to recognize their ability including the use of strategies to gain access to information sources and their own voices to name their world, and to critique and analyze their own situations, they will begin to understand that they possess the power to change their world. Along these lines, to fully understand a text and critically analyze the texts, there has been a strong effort towards developing effective strategies to enhance critical reading and higher level thinking skills in reading (McDonald, 2004).

2. Metacognitive Strategies

Metacognition involves awareness of one’s cognitive process and its regulation. To put it simply, metacognition includes assessing the requirements of the problem, constructing a solution plan, selecting an appropriate solution strategy, monitoring progress towards the goal, and modifying the solution when necessary (Mayer & Wittrock, 1996). Effective learners are characterized as being cognitively and affectively active in their learning process. They are seen as being capable of learning independently and deliberately through identification, formulation, and restructuring of goals, use of strategy planning; development and execution of plans; and engagement in self-monitoring (Wang & Peverly, 1986). If learners can be taught to regulate their behaviors, these regulatory activities enable self-monitoring and executive control of one’s performance (Rivers, 2001).

As learners gain such metacognitive information, the teacher should gradually shift the responsibility to the learner through having negotiated interactions. If readers are to regulate effectively their use of strategies while reading, knowledge of metacognitive learning strategies is highly essential (Johnson-Glenberg, 2000). Many second language researchers have also
placed great emphasis on a direct relationship between ESL students’ reading strategies and their conceptions of literacy (Alfassi, 1998; Johnson–Glenberg, 2000). They point out that readers’ application in reading practice is believed to contribute to efficient reading and reading attitude, because exploring reading strategies leads to greater sensitivity to the learning process (Israel, 2007; Nunan, 1995). Critical reading demands the reader to make judgments about what they read. This attitude of reading requires posing and answering questions about the text and the author.

More practically, Sheorey and Mokhtari (2001) developed an instrument called Metacognitive Awareness of Reading Strategies Inventory (Marsi), which is aimed to elicit metacognitive skills information from language students (Appendix 1). In Marsi, three factors are considered: 1) the first factor, Global Reading Strategies, asks 13 items about a global analysis of a text. This global reading strategies are centered around generalized and intentional reading strategies for the reading act; 2) the second factor, Problem–Solving Strategies, has 8 items that are oriented around strategies for solving problems when text becomes difficult to read. The problem–solving strategies provide readers with action plans that allow them to move through text skillfully; 3) the third factor, Support Reading Strategies, shows 9 items engaged with the use of outside reference materials including taking notes and other practical strategies that might be used as functional or support ones.

As a result, Marsi provides learners with strategic knowledge and the means for self-understanding which may lead them toward critical consciousness of discovering their own voices. Marsi is also expected to invite the learners to build up pedagogically meaningful experiences by encouraging active participation through dialogical communication as they implement metacognitive strategies.

III. METHODOLOGY

1. Participants

The study was conducted in a college where English reading 1 was a required course within the general education offerings. The class of 30 to
35 students took one 100-minute session per week over a 16-week term. In this reading-focused class, teachers were required to help students comprehend the meaning of the main text and explain difficult grammar points and vocabulary, which was considered as an intensive reading approach, emphasizing the analysis of language structure.

This college, however, added an extensive reading approach to this intensive reading-focused class in order to rekindle students’ enjoyment of reading that is naturally a part of reading, which was also expected to improve students’ reading competency. Generally 20 minutes of each 100-minute class would be given to extensive reading, and then 15% of the students’ final grade was evaluated through extensive reading activities. Students selected English stories in the library of Department of General Education, which offered ‘Graded Readers’ and suggested reading for youth in the States by the publishing companies such as Macmillan Heinemann ELT Guide Readers, Penguin Readers, Oxford Bookworms Starters, and Cambridge Readers. The genres and the topics of books range from sports, world history, the humanities, thriller, crime, classic, fantasy, play, and adventures to nonfiction. Ultimately, in this study, a total of sixty students taking the English 1 reading class participated, all of them in the researcher’s classes.

2. Data Collection

The present research rested on the combined data methods of a quantitative and a qualitative method. First, students were asked twice to respond to a questionnaire which was a form of the self-report measure. The quantitative method, MARSI was conducted twice as the pre and the post test. At the beginning of the term, the features of each metacognitive strategy was clearly explained to the students. Then students were asked to report their reading strategies before extensive reading started, which was the pre-test. While being involved with extensive reading, they were encouraged to apply various strategies, and at the end of the term, they filled out the same questionnaire to reflect their strategies used in their reading as the post-test. This quantitative instrument offers more valid and reliable data for measuring readers’
meta-cognitive awareness and control of the strategic processes while reading. It is comprised of 30 items, each calculated with a 5-point, Likert-type scale. The higher the number that students indicate applies to them, the more frequent the use of the particular strategy is reflected. The 30 items listed in the MARSI belong to three categories: global strategies, problem solving strategies, and support strategies.

Second, the researcher asked students to respond in a reading log and book reports after reading a book, which was designed to reflect students’ attitudes to reading for pleasure. The students could read the books of their choice for their pleasure. They were also allowed to exchange a book for another one if they found a book to be too difficult or they did not enjoy it. The goal of reading logs was centered on the fact that students’ awareness of reading strategies would be increased by responding to the log and book reports that asked for students’ alternative ideas of stories, which is based on the critical theory. They were asked to keep reading logs after each class. The intended goal of the logs was to explore metacognitive strategies, through which learners could develop the capacity to reflect upon their own thinking and thereby monitor and manage it (Green & Ocxford, 1995). In short, students were asked to read four books and respond to log having regular self-monitoring, open-ended questions including:

A: What emotions did the book invoke: laughter, tears, smiles, anger? Or was the book just boring and meaningless?
B: Is there an idea in the book that makes you stop and think or prompts questions?
C: Which character is your favorite? Is there a character you hate/ detest/ despise? Why?
D: What are your favorite lines/quotes? Explain why these passages caught your attention.
E: Write down your thoughts of the book. (Sometimes books touch you, reminding you of your own life, as part of the larger human experience. Are there connections between the book and your own life?)

In sum, the purpose of this activity is to allow students to think about their
perceptions of reading and thinking, and to determine if they were able to make reasonable associations between cognitive stages and reading stages, which is to help students in terms of how to discuss the same issues of texts in different ways. Through an interactive process, the reading log can help increase the understanding of texts. As a result, each student was asked to write three reading logs and one book report about four books.

Third, the researcher employed two group interviews. Each interview with a group of 5 students took around 30 minutes—there were a total of 60 students divided into 12 groups. In each group interview, the researcher asked students to express freely their reading experiences. The interview questions are as follows:
(1) What is your favorite book? What is your standard to choose books?
(2) If you were not satisfied with the overall topics, themes and plots of the books you read, what made you dissatisfied?
(3) What did you find most memorable while reading the books? What was the most difficult thing?
(4) If you consider reading books in English not interesting, what are the reasons?
(5) For which aspects is reading books in English helpful?

To make it clear, the research questions and their methods are shown in the following table 1.

<table>
<thead>
<tr>
<th>Research Question 1</th>
<th>Research Question 2</th>
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</thead>
<tbody>
<tr>
<td>(Quantitative method)</td>
<td>(Qualitative method)</td>
</tr>
<tr>
<td>Questionnaire (pre, post test)</td>
<td>Group interview (twice)</td>
</tr>
<tr>
<td></td>
<td>Reading log (three times)</td>
</tr>
<tr>
<td></td>
<td>Book report (once)</td>
</tr>
</tbody>
</table>

3. Data Analysis

This self-report instrument, MARSI, shows how readers assess and perceive their strategies while they were engaged in extensive reading. In other words, the researchers expected to see how they plan, monitor, evaluate and use information when they comprehend their reading contexts. Such reflections could track the readers’ thinking processes as
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descriptions of metacognition. The data from the survey was analyzed using SPSS. Descriptive statistics were used to answer the research questions. In order to determine the most and least used strategy, tests of mean and standard deviation were used. To see if there was a statistically significant difference in using a reading strategy between before and after extensive reading, an independent samples t test was applied. To determine significance throughout the study, the standard p<0.05 was used.

Additionally, group interviews were recorded and studied. Students’ reading logs and books reports were collected and analyzed to find the common thread of themes. After that, the data were categorized.

IV. FINDINGS AND DISCUSSION

The findings of this study are discussed following the two research questions: How are metacognitive strategies realized in English reading class?: How are metacognitive strategies interpreted in terms of critical reading development?

1. How are Metacognitive Strategies Realized in English Reading Class?

According to the result of MARSI, the overall mean score of strategies used in the pretest is 2.76 and 3.34 in the post-test, which belongs to the medium level of the mean of metacognitive strategy used. To interpret the mean score of the strategy used, the study referred to Oxford’s (1990) scoring guide which indicates high use of strategy for a mean of 4.1 or higher, moderate use if the mean is 2.5 to 4.0 and low use if the mean is 2.4 or lower. It is remarkable that students generally employed problem solving strategies the most (Table 2). In the pre and the post-test, the top three strategies are about problem solving although the rankings changed: I try to get back on track when I lose concentration (Problem solving strategy 11); When the texts becomes difficult, I pay closer attention to what I’m reading (Problem solving strategy 16); When the text becomes difficult, I reread to increase my
understanding (Problem solving strategy 27). Another point that we need to pay attention to is that support reading strategy 15 (*I use reference material such as a dictionary to help me understand what I read*) in the pre-test is replaced by global strategies in the post-test.

Global reading strategy 17 (GLOB 17: *I use tables, figures, and pictures in the text to increase my understanding*) was identified as one of the most used strategies in the pre-test. Interestingly enough, however, is not preferred by students in the post-test. Instead, GLOB 23 (*I critically analyze and evaluate the information presented in the text*) and GLOB 26 (*I try to guess what the material is about when I read*) rank as the most used strategies. This indicates that students’ attitudes began to change through being exposed to extensive reading using metacognitive strategies, which may finally lead to the attitude of critical literacy. That means, students seemed to explore new reading strategies—guessing, inferencing, and even criticizing while reading for pleasure—instead of relying on their familiar reading styles of decoding language structure and the author’s meaning and focusing on dictionary or grammar knowledge.

### Table 2. The most used metacognitive reading strategies

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
<th>Rank</th>
<th>Item</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*PROB 11</td>
<td>3.767</td>
<td>.963</td>
<td>1</td>
<td>*PROB 16</td>
<td>4.117</td>
<td>.884</td>
</tr>
<tr>
<td>2</td>
<td>*PROB 16</td>
<td>3.583</td>
<td>1.078</td>
<td>2</td>
<td>*PROB 27</td>
<td>4.017</td>
<td>.873</td>
</tr>
<tr>
<td>3</td>
<td>*PROB 27</td>
<td>3.450</td>
<td>1.095</td>
<td>3</td>
<td>*PROB 11</td>
<td>3.967</td>
<td>1.024</td>
</tr>
<tr>
<td>4</td>
<td>*GLOB 17</td>
<td>3.433</td>
<td>1.280</td>
<td>4</td>
<td>*GLOB 23</td>
<td>3.767</td>
<td>.963</td>
</tr>
<tr>
<td>5</td>
<td>*SUP 15</td>
<td>3.417</td>
<td>1.029</td>
<td>5</td>
<td>*GLOB 26</td>
<td>3.767</td>
<td>.104</td>
</tr>
</tbody>
</table>

*PROB 11: I try to get back on track when I lose concentration.
*PROB 16: When the texts becomes difficult, I pay closer attention to what I’m reading.
*PROB 27: When the text becomes difficult, I reread to increase my understanding.
*GLOB 17: I use tables, figures, and pictures in the text to increase my understanding.
*SUP 15: I use reference material such as dictionary to help me understand what I read.
*GLOB 23: I critically analyze and evaluate the information presented in the text.
*GLOB 26: I try to guess what the material is about when I read.
In this study, the students’ different attitudes to reading and employing new strategies are verified by a t-test, which shows the significant differences between pre-test and post-test. As a conclusion, the t-value is -2.107 and p-value is 0.39 in the paired t-test (Table 3). That means, there is a statistically significant difference in the use of students’ reading strategies before and after extensive reading; students used more metacognitive reading strategies, especially problem solving and global reading strategies while they were reading English books extensively.

The most significantly different reading strategies between the pre-test and post-test are four items—critically analyzing and evaluating the information presented in the text (GLOB 23), checking my guesses (GLOB 29), guessing the meaning of unknown words (PROB 30), and visualizing information to help me remember (PROB 21). These strategies might seem to be not familiar for students having been exposed to intensive reading practice. However, in extensive reading, they had the opportunity to experience actual strategy practice, which encouraged students to become critical in their thinking. This finding suggests that students were trained in meta-cognitive knowledge of strategy use.

<table>
<thead>
<tr>
<th>Item</th>
<th>Global Strategy</th>
<th>Mean</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>I critically analyze and evaluate the information presented in the text.</td>
<td>2.1667</td>
<td>3.7667</td>
</tr>
<tr>
<td>29</td>
<td>I check to see whether my guesses about the text are right or wrong.</td>
<td>2.4333</td>
<td>3.5333</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Problem Solving Strategy</th>
<th>Mean</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>I try to guess the meaning of unknown words or phrases.</td>
<td>2.6333</td>
<td>3.7500</td>
</tr>
<tr>
<td>21</td>
<td>I try to picture or visualize information to help me remember what I read.</td>
<td>2.3000</td>
<td>3.3000</td>
</tr>
</tbody>
</table>
This finding resonates with the point that emphasis on problem solving, reading globally, and other critical learning pedagogy are implemented to enhance critical thinking.

2. How are Metacognitive Strategies Interpreted in Terms of Critical Reading Development?

To investigate this research question, qualitative methods are used: group interviews, reading log and book reports are analyzed, which show how students have explored their new journey of using metacognitive strategies. The reading logs were a valuable self-reflection and learning assessment tool for students. Its entries revealed that students were able to define and identify their responses when they reflected on their experiences and opinions, and analyzed, and evaluated critically stories.

After interpreting all qualitative data, the researcher classified theme into three groups: 1) students begin to raise their voices; 2) students explore their own values in their contexts; 3) students enjoy ownership in their studying. The findings suggest that students are making constructive changes in the way they read, process, and interpret written material, while applying metacognitive strategies.

(1) Students Begin to Raise Their Voices

 Students participated actively in extensive reading, not like passive learners who receive and accept the teacher's direction and only one answer. They began to express their opinions and doubts, and critically evaluated the stories. The following excerpts from students show how they explore the alternative interpretations of the same texts, their own meaning making. The following data were originally written in Korean, English, or both Korean and English by students, which were translated or modified for more appropriate interpretation in this study.

Excerpt 1. from a book report

Not limited to just reading books, going beyond that, I came to reveal the author's hidden
message and criticize the social system while answering to each question on the reading log. Actually I wanted to answer in English each question; however, I replied to them in Korean after wrestling with an English dictionary to express my ideas in English. As the old saying goes, this too will pass. Something burdensome and difficult would be a big help for me in the end.

Excerpt 2. from a reading log. Title: American life. Level 2.
We see America in movies or TV. The States is illustrated by positive attitudes such as fighting for justice and humankind, or getting a dream and success. Actually, American is the fourth biggest country in the world, and one of the richest countries. So someone expect that the US can be the role as a world’s police. But the US is the one of the unequal countries among the advanced countries. So, the American dream is a fiction.

Excerpt 3. from a reading log. Title: Amistad. Level 3
The lawyer considers a slave as a tool; this scene makes me think, because there is no legal basis. The black slaves were normal citizens who were kidnapped. So, they are not slaves. My favorite line is “where is justice?” If there was justice, they would not have been kidnapped, and then they would not have been slaves.

Excerpt 4. from a reading log. Title: Who was Albert Einstein? Level 3
When Einstein returned to Germany, he got divorced. At that time, Germany was full of tumultuous political events in the middle of militarism. As a pacifist, suffering from pressure out of government; and having a hard time from his divorce, Einstein devoted himself to complete his Theory of Relativity. And finally he made it. At this point I felt his determination and goal-directed attitude.

(2) Students Explore Their Own Values in Their Contexts

When language learners cannot find their own meaning in their language studying, they decide to whether continue their studies or not (Lantolf & Pavlenko, 2001). In other words, when language learners can find their values in their contexts or their local culture, they would continue their language study. In this research, students seem to find their own values while reading books. Simply, they are able to “hold their own” in the meaning making process in the classroom (Lantolf & Pavlenko, 2001).
Excerpt 1. from a reading log. Title: Belle Prater’s boy. Level 3.
I have pains and traumas, this and that, as other people do. One’s attractions are not just on her looks. Rather there are some other attractive things such as mind, speech, wit, personality. So I think that we can’t judge someone’s charms easily. It is desirable after considering everything about the person.

The following excerpt displays the reader’s honest emotion, which exhibits that deeper reading was emotional and related to the way reading made them feel. This also makes students relaxed.

Excerpt 2. from a reading log. Title: Love actually. Level 4.
After reading this book, the first thing I did was to call my parents, brother, and friends saying “I love you.” While reading this book, I realized that living together with my family for 21 years, I had never said that I love them. And, I considered it natural not to say ‘I love you’ for my friends who have been with me over 16 years....I learned many valuable, important things from books, which I did not learn from studying in majors and for college entrance exam.

Excerpt 3. from a reading log. Title: Madame Doubtfire. Level 3.
It was in the military service that I really missed my family and longed for their love. I think everything is based on a family, their love. I guess that Mr. Daniel’s mind is like my emotions for my parents during my vacation from the army because Mr. Daniel always missed his children so much. Back in my adolescent period, I was a bit of a rebel and often slept over my friends’ homes. But I fixed this bad attitude after finding that my parents were so delighted with being with me. One day, I bought lunch for them. They were extremely happy, which really touched me. I felt guilty at my indifference and negligence to my parents. I was ashamed of myself spending too much money on myself, shouting that this was my money. After that, I changed a lot. The family is most precious. This book reminds of the importance of family to me.

The above excerpts indicate that students exploit new reading strategies to express their opinions in their interactive process of meaning making. These imply that choice and the affective aspects of reading can help foster more motivation in the classroom.
Students Enjoy Ownership in Their Studying.

Holden (2004) conceived of reading as a "creative activity" that is far removed from the passive pursuit. Reading for pleasure is also described as a hermeneutic, interpretative activity, which is shaped by the reader’s expectations and experiences as well as by the social contexts in which it takes place (Graff, 1995). In this process, students begin to feel their ownership in their reading.

Excerpt 1. from a group interview.
One good thing for extensive reading is that I can choose books myself. This is better than reading the same book for an entire class. I liked most discussing our reading logs in each group during class. It is more valuable than studying textbooks to share our stories, give questions and comments each other, and show our impressions about books. Besides, at the individual presentation, it is new and interesting that the students who read the same book as I read have different feelings and impressions about the same book.

Excerpt 2. from a group interview.
I could concentrate on reading books. Reading English stories was fun. I think reading stories in English is really important. We, Korean students have been familiar with textbooks and learning grammar. Some students don’t like reading books in English because of their busy schedule, but for me, it didn’t take much time, and was fun. Most of all, it’s is really good to choose a book by ourselves.

I am ashamed to say that I just have learned how to read novels recently. Before this, I wrote book reports without knowing the meaning of a book report. Following the entries of the reading log, I came to know the basic concept of a book report. I read the level 3 books, but I am afraid to level 4. It’s not easy to changes in just one term.

One of the greatest benefits of reading extensively, students become self-directed and confident with their reading, after having a sense of achievement to complete reading books. This helps students enjoy positive experiences leading to more active language learners who grow more competent. The benefit is: not limited to just marginalized EFL learners.
After a long silence, I wrote a reading log. On the list, there was a question, asking what made me think, so I thought and thought... First, it was not easy to write in English my response, but it got easier a little bit. Learning English vocabulary is important for me. I tried to be comfortable with books. In fact, compulsory reading is burdensome, but I know it will be a good habit. Writing a reading log helped enhance my English competence—it will raise my critical thinking skills as well as comprehension and writing skills.

Being self-directed, the learners seem to be in control of their own learning and consequently to have their voices in their learning. All the above data prove that students were able to respond to a constructed framework, which required students to demonstrate the application of critical thinking skills to reading books and showed that their thinking process were significantly improved.

VI. DISCUSSION AND CONCLUSION

This study is based on the premise that strategies that advance critical thinking could support and enhance critical reading pedagogy since critical thinking is essential to achieve critical reading performance. Critical reading development implies a challenging approach to reading and textual practices of Korean students because critical literacy suggests to examine meaning within texts, consider the purpose for the text and the writers’ motives. In other words, critical literacy “shows us ways of looking at texts to question and challenge the attitudes, values and beliefs that are hidden under the surface” (Brown, 1999, p, 43), through which critical literacy can make language learners consider their own lives, responses, and realities in relation to the text. Accordingly, this approach would contribute to learners’ more thoughtful comprehension about texts.

The results of this study confirm that metacognitive reading strategies are related to the critical thinking skills that positively influences students to be more engaged in active, self-directed study in the learning process which allows for their own meaning making. Through practicing applying metacognitive
strategies, students shape themselves into becoming critical in their thinking. Both the research and students recognize the value of choice in education, which lead to a sense of ownership over the learning process and leads to an increase motivation. When students can select their own texts to read, they will be more motivated to read. With such strategic ability, the learners would acquire a high level of confidence in their language learning. That is, students in this study were allowed to give their own voice within the context of regulation and participation as they discovered strategy use through metacognitive knowledge in reading tasks.

The findings of this study assert the importance of using metacognitive strategies, in which the reader is actively reflecting on their reading, thinking and learning. By encouraging students to reflect on their own reading process, teachers can help students to use metacognitive reading strategies that will aid in text comprehension. Successful instruction of reading strategies allows learners to interact with texts, which allow learners to go beyond the surface level of decoding and have ownership of their studying. The teacher can help learners use strategies effectively in their language learning by encouraging learners to question existing knowledge and find their own values, rather than presenting one answer and one solution. This process leads learners to discover their own voices and meaning making, which encourages learners to continue their language learning.

REFERENCES


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APPENDIX 1

**Marsi Questionnaire**

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<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOB</td>
<td>1</td>
</tr>
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</table>

1. I have a purpose in mind when I read.
<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOB 3</td>
<td>I think about what I know to help me understand what I read.</td>
</tr>
<tr>
<td>GLOB 4</td>
<td>I preview the text to see what it’s about before reading it.</td>
</tr>
<tr>
<td>GLOB 7</td>
<td>I think about whether the content of the text fits my reading purpose.</td>
</tr>
<tr>
<td>GLOB 10</td>
<td>I skim the text first by noting characteristics like length and organization.</td>
</tr>
<tr>
<td>GLOB 14</td>
<td>I decide what to read closely and what to ignore.</td>
</tr>
<tr>
<td>GLOB 17</td>
<td>I use context clues to help me better understand what I’m reading.</td>
</tr>
<tr>
<td>GLOB 22</td>
<td>I use typographical aids like boldface and italics to identify key information.</td>
</tr>
<tr>
<td>GLOB 23</td>
<td>I critically analyze and evaluate the information presented in the text.</td>
</tr>
<tr>
<td>GLOB 25</td>
<td>I check my understanding when I come across conflicting information.</td>
</tr>
<tr>
<td>GLOB 26</td>
<td>I try to guess what the material is about when I read.</td>
</tr>
<tr>
<td>GLOB 29</td>
<td>I check to see whether my guesses about the text are right or wrong.</td>
</tr>
<tr>
<td>SUP 2</td>
<td>I take notes while reading to help me understand what I read.</td>
</tr>
<tr>
<td>SUP 5</td>
<td>When text becomes difficult, I read aloud to help me understand what I read.</td>
</tr>
<tr>
<td>SUP 6</td>
<td>I summarize what I read to reflect on important information in the text.</td>
</tr>
<tr>
<td>SUP 9</td>
<td>I discuss what I read with others to check my understanding.</td>
</tr>
<tr>
<td>SUP 12</td>
<td>I underline or circle information in the text to help me remember it.</td>
</tr>
<tr>
<td>SUP 15</td>
<td>I use reference material such as a dictionary to help me understand what I read.</td>
</tr>
<tr>
<td>SUP 20</td>
<td>I paraphrase (restate ideas in my own words) to better understand what I read.</td>
</tr>
<tr>
<td>SUP 24</td>
<td>I go back and forth in the text to find relationships among ideas in it.</td>
</tr>
<tr>
<td>SUP 28</td>
<td>I ask myself questions I like to have answered in the text.</td>
</tr>
<tr>
<td>PROB 8</td>
<td>I read slowly but carefully to be sure I understand what I’m reading.</td>
</tr>
<tr>
<td>PROB 11</td>
<td>I try to get back on track when I lose concentration.</td>
</tr>
<tr>
<td>PROB 13</td>
<td>I adjust my reading speed according to what I’m reading.</td>
</tr>
<tr>
<td>PROB 16</td>
<td>When the text becomes difficult, I pay closer attention to what I’m reading.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROB</td>
<td>18 I stop from time to time and think about what I’m reading.</td>
</tr>
<tr>
<td>PROB</td>
<td>21 I try to picture or visualize information to help me remember what I read.</td>
</tr>
<tr>
<td>PROB</td>
<td>27 When the text becomes difficult, I reread to increase my understanding.</td>
</tr>
<tr>
<td>PROB</td>
<td>30 I try to guess the meaning of unknown words or phrases.</td>
</tr>
</tbody>
</table>

Examples in: English
Applicable Languages: English
Applicable Levels: Secondary
Key words: Critical literacy, Metacognition, Reading Strategy, Self-directed Study.

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