

The 21st Century FL Reading Classroom: Learning How to Read

Marija Mijušković

Department of English Language and Literature, Nikšić, University of Montenegro,
MONTENEGRO.

ape.maja@t-com.me

Address: Neksan V/6/16, Nikšić, Montenegro

ABSTRACT

The study investigates the reading proficiency of university students of English as a foreign language as well as the ways of teaching and acquiring this skill. The ways this skill is approached within this study are metacognitive strategies where reading proficiency and its improvement and development are followed and assessed over one academic year. Also examined is the way that metacognitive strategies, as ways of teaching and learning how to read, are incorporated into the reading lesson syllabus and whether the instruction was effective in the ways it improved students' reading proficiency. The participants included in the study are 3 university teachers of Textual Analysis and 65 university students of EFL (C1 and C2 reference level), divided into three experimental and three control groups, according to the results of the reading comprehension pre-test. During reading lessons, all experimental groups were exposed to metacognitive reading strategies instruction for the duration of both semesters, which places this study as a longitudinal type of research work. Detailed research data was collected by means of quantitative analysis of tools including a reading comprehension post-test and a metacognitive strategy questionnaire for students and a metacognitive strategy questionnaire for teachers. The results of the study revealed that the experimental groups achieved better results in their reading comprehension post-test than the control groups. Also, according to the analysis of the metacognitive strategy questionnaire, the experimental groups used more metacognitive strategies than did the control groups. When it comes to the teachers' questionnaire, we found out they paid particular attention to metacognitive strategy instruction. In this case, the positive effect of its use is stated in this paper. The results of this research imply that this research could be useful for future studies in the field of teaching and acquiring reading skills as well as being applicable to the remaining three language learning skills.

Keywords: reading proficiency, EFL, metacognitive strategies, Textual Analysis syllabus, reading comprehension post-test, metacognitive strategy questionnaire

1. INTRODUCTION

The EFL classroom of the 21st century is characterized by the way that foreign language learning is actually more the act of conducting learners towards thinking about their own way of thinking, in order to be more precise, and towards becoming autonomous in learning. Autonomous learning was recognized even in the previous century through the work of many authors, for example, David Crystal, and reached its peak in 21st century both theory and practice.

Nowadays, the active role of a learner is set as a principle. It is evident that there are individual differences between learners, especially in terms of their personality and motivation which can influence the results of teaching in the classroom. According to this, learners are responsible for their own improvement. In such manner, research studies are devoted not only to how teachers teach but how learners learn. (Kristal, 1987: 368)

In such a way, 21st century foreign language teaching is learner-oriented with special emphasis on modern and effective approaches to teaching language skills, especially reading (Jeftić, 2006). In such a manner, teachers base their teaching on using different strategies in order to develop and improve reading comprehension in their learners in such a way that those learners can use their strategies in an independent way, thinking about their own learning process, i.e. learning to read actively, monitoring and evaluating their own reading process using different strategies in their tasks (a metacognitive strategy of planning, a metacognitive strategy of monitoring, and a metacognitive strategy of evaluating).

In order to apply a theoretical framework, and various different results in practice when it comes to using this modern way of approaching reading skills, teachers use their background knowledge and practitioners' experience in the classroom to improve their teaching syllabus by changing it, improving and implementing new methods in their reading classroom. To be more precise, mainly metacognitive strategies, most often defined as actions which go beyond purely cognitive devices, ... which provide a way of learners to coordinate their own learning process (Oxford, 1990:136) are used in order to guide learners towards autonomy and independence in learning.

On the other hand, teachers are obliged to check and assess students' progress in learning which is strategy-based too. It means that learners can write or report about their learning experience, explaining the ways they approached learning as well as how these particular ways helped them to improve, for example, in reading proficiency. There are so many ways of assessing learners' development such as writing journals or diaries, answering the questionnaires about the ways the learning is approached, or the ways they learned how to read, etc.

It is important to emphasize that a strategic approach to reading is helpful and useful to learners because they are aware of what they are doing in the classroom within each reading task they get. Thanks to the use of metacognitive strategies, they reveal the importance of active learning where they can see their strengths and weaknesses in the reading process. More importantly, the use of reading strategies help them to enhance their reading proficiency in the way that they plan, monitor and evaluate their learning, that is, their reading process actively or in a comprehensible way. In such a manner, they learn how to read.

On the other hand, teachers should also have background knowledge about the approach they are using in the classroom. Additionally, besides knowledge they need skills to teach. In the case of our study, teachers cooperated with the author of the study who gave them all the necessary instructions in the form of regular meetings, consultations, joint preparation of each lesson based on the implemented *Textual Analysis* syllabus with metacognitive strategies.

The following section of the paper, gives a more detailed insight into the theoretical framework of language learning strategies, the importance of their implementation in the teaching syllabus with special emphasis on the use of metacognitive reading strategies and the importance of strategic reading for long-term learning.

2. LITERATURE REVIEW

2.1. Theoretical Framework

There are so many learning and instructional theorists who took an interest in language learning strategy issues at the beginning of 20th century (Dansereau, 1985; Wenden, 1991; Rubin, 1991; Naiman, et al, 1995). Their attitudes and research results lay a strong foundation for further research in the 21st century when language learning strategies and their place in the foreign language classroom reached their highest peak in ELT methodology studies. There are so many different and useful results (Brown, 2002; Cubukcu, 2008; Deneme, 2008; Đorović, 2008; Đorović, 2011) that can help teachers to orient their teaching towards learner autonomy and conduct their own research in order to improve not just learners' skills but also their own background knowledge and teaching skills.

Instructional theories and research studies relied on results from a previous age and put emphasis on the data they did not finish due to the lack of instruments, clearly defined aims or choice of the age or the learning level of sample.

Hence, they started with a strategy definition which dates back to a previous age. Initially, it was defined as leadership or ways of conducting war. More recently, it is compared with the term tactics and in that way is

characterized as a tool for achieving strategic success. These old definitions were very interesting to the 20th century language learning strategy researcher, Rebecca Oxford (1990), who analysed these definitions within the language classroom context; she defined strategies as “conscious actions for achieving a goal.” (Oxford, 1990:7)

On the other hand, in education, this term is changed into *learning strategies* where Oxford also gave a general definition of them as “... specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Ibid, 1990:8)

In a general sense, language learning strategies are oriented towards achieving communicative competence. In order to achieve it, learners need to interact in a meaningful context of language use. In this situation, learning strategies provide an active role and interaction in the learning situation. For example, metacognitive strategies help learners to regulate their learning, focus their attention on what they are learning and what their task is about, to plan and evaluate their learning progress in order to gain communicative competence.

In the context of the foreign language classroom, language learning strategies have a special place, especially when it comes to the development of language skills, such as listening, speaking, reading and writing.

Strategic tasks or the use of different learning strategies for development of the skills belong to modern approaches to teaching and learning in the EFL classroom.

The aims of studies about language learning strategies were not only based on their effectiveness in learning. Also, most of the studies, especially early studies, were based on identification of different types of strategies and their classification (Chamot& O’Malley, 1982; Brown, 1982; Wenden, 1983; Dansereau, 1985; Rubin, 1987; Oxford, 1990; Naiman et al, 1995) where a special place belongs to Rebecca Oxford’s taxonomy of language learning strategies. It is said that her taxonomy is widely accepted as the most appropriate of all taxonomies offered in the field of language learning strategy research. In this way, Oxford divided all strategies into two main categories, direct and indirect types of strategies. To be more precise, metacognitive strategies, together with affective and social strategies, belong to the indirect type of strategy categorization.

2.2. Classification of metacognitive strategies

Metacognitive strategies are regarded as special ways for learners to approach the realization of given tasks. They enable learners to learn actively. Rebecca Oxford claims that the aim of strategy use is to improve communicative competence. In the strategy taxonomy that she offered, metacognitive strategies help learners regulate their own learning and relate to planning, organizing, planning and evaluation of their own learning (Ignjačević, 2009:67). The following diagram shows the classification of metacognitive strategies according to the taxonomy Rebecca Oxford offered.

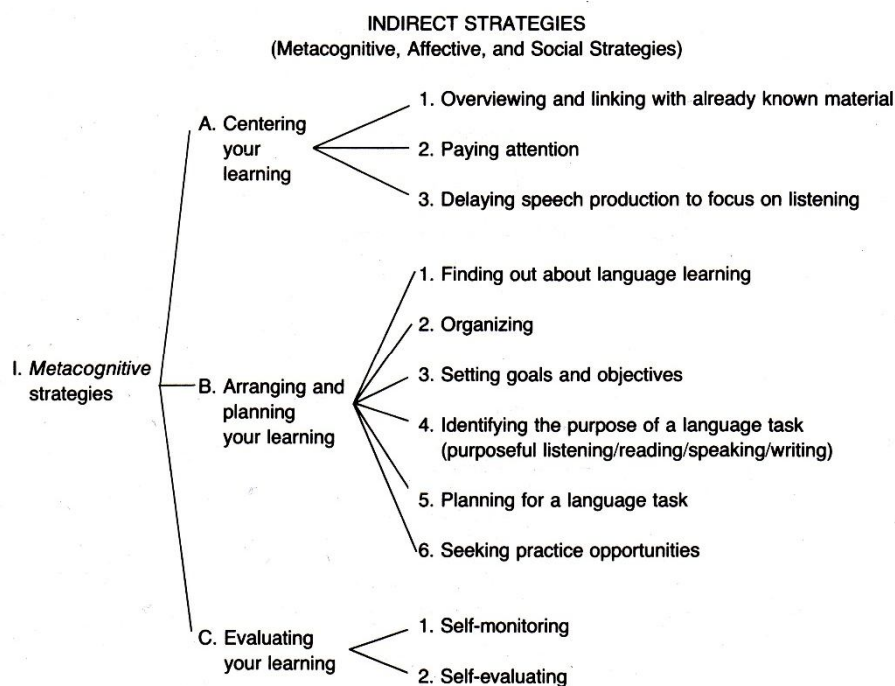


Figure 1: Diagram of metacognitive strategies

According to the diagram, we can conclude that metacognitive strategies are grouped into three main categories such as *Centering your learning*, *Arranging and planning your learning*, and *Evaluating your learning*. Also, all three groups are categorized into further types of metacognitive strategies. For example, the first category *Centering your learning* contains three metacognitive strategies (*Overviewing and linking with already known material*, *Paying attention*, and *Delaying speech production to focus on listening*); *Arranging and planning your learning* contains six types of metacognitive strategies (*Finding out about language learning*, *Organizing*, *Setting goals and objectives*, *Identifying the purpose of a language task*, and *Seeking practice opportunities*); *Evaluating your learning* consists of two metacognitive strategies – *Self-monitoring* and *Self-evaluating*.

It is said that metacognitive strategies are applicable to all language skills and, as such, are recommended for classroom use. Since the focus of our study is reading skill, we can conclude by stating that all the metacognitive strategies from the diagram, except *Delaying speech production to focus on listening*, are applicable to the development of reading comprehension.

2.3. Metacognitive strategies and strategic reading

Reading in a foreign language classroom is considered a very complex skill for teaching and learning. It is also known that the ultimate aim of this skill is reading comprehension. To be more precise, reading skill is based on isolating visual information from a text. This process of comprehension or understanding is takes place on different levels ranging from the level of a word, sentence to that of the entire text, where the process of understanding the whole text is considered the most complex one.

All readers use their background knowledge while reading and link it with new information in the text in order to understand what they are reading. Regardless of the amount of readers' background knowledge, it is

very often necessary to read the text a few times in order to achieve the main aim of reading – comprehension. Actually, reading a text more times requires more strategies to be used in the process. Each new time the text is read, it requires the use of different strategies. For example, the learner reads the text several times in order to understand it better and each new time he/she reads the text he/she uses a different strategy such as asking questions about the text, skimming or scanning.

In this way, strategies are defined as actions which help readers to construct the meaning of the text (Alexander, Graham and Harris in Vehovec-Kolić and Muranović 2004:96).

The reading process is realized in three phases – pre-reading, during reading and post-reading where different strategies can be used in each phase. For example, in the pre-reading phase we could use the following metacognitive strategies: *activating background knowledge*, *inferencing*, *setting the goals and objectives of reading*. During the reading phase the metacognitive strategies of *organizing*, *identifying the purpose of the task*, *seeking practice opportunities*, etc. are being used. In the final phase of reading, the post-reading phase, *summarizing* and *paraphrasing* are the most commonly used metacognitive strategies in order to evaluate what and how the reader has comprehended the text.

Reading in a foreign language classroom has been the subject of many modern studies in the 21st century. Many practitioners based their studies on research and findings about the positive effects of strategic classroom approaches to developing the reading comprehension of FL readers (Alexander and Jetton, 2000). They all came to the same conclusion that comprehension is an active process of interaction between a reader and a text where the reader reads it meaningfully by using strategies in order to comprehend the text more efficiently. Metacognitive strategies for reading

“involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning, and evaluation of how successful learning has been after working on language in some way. So, when learners preview the next unit of their course book, read carefully through the teacher’s comments on their written work, or review the notes they have made during class, they are using metacognitive strategies.” (Hedge, 2000:78)

3. PURPOSE OF THE STUDY

The study investigates the reading proficiency of university students of English as a foreign language as well as the ways of teaching and acquiring this skill. To be more precise, the research was based on the following objectives:

1. To find out about the current reading proficiency of university students of English as a foreign language through reading comprehension pre-test results and to divide these students into experimental and control groups to homogenize the groups according to the knowledge they show in the test.
2. To examine whether implementation of metacognitive strategies in the reading lessons syllabus raises students’ awareness about the usefulness of metacognitive strategies for better and more effective reading proficiency, through the use of a metacognitive strategy questionnaire for students.
3. To examine whether implementation of metacognitive strategies in the reading lessons syllabus (*Textual Analysis* lessons) influences teachers’ awareness about the usefulness of metacognitive strategies in teaching reading and whether the instruction being implemented in the syllabus was effective towards students’ better reading proficiency, through the use of a questionnaire for teachers.
4. To find out about the difference in reading proficiency between the experimental and control groups at the beginning of the study and at the end of the study according to the results of a post-reading comprehension test in order to check whether the experimental groups are more successful in their test results due to the instruction they have had in reading lessons.

4. RESEARCH QUESTIONS

1. What is the current reading proficiency of all the groups attending the Textual Analysis course?
2. Does the implementation of metacognitive strategies in the reading lesson syllabus raise the students' awareness about the usefulness of these strategies for better and more effective reading proficiency?
3. Does the implementation of metacognitive strategies in the reading lesson syllabus raise teachers' awareness about the usefulness of these strategies in teaching reading and do teachers believe that the students' reading proficiency is better due to the use of metacognitive reading strategies?
4. Do the results of the reading comprehension post-test differ between the experimental and control groups due to the instruction the experimental groups had in reading lessons?

5. HYPOTHESES

Four null hypotheses were tested for the study:

1. There is no significant mean difference in reading proficiency between the experimental and control groups based on the reading comprehension pre-test.
2. Implementation of metacognitive strategies in the reading lesson syllabus raises the students' awareness about the usefulness of these strategies for their better and more effective reading proficiency where the experimental groups are have better results in the metacognitive strategy questionnaire, due to the instruction they had within the reading lessons.
3. Implementation of metacognitive strategies in reading lessons raises teachers' awareness about the usefulness of these strategies in teaching reading where students' reading proficiency is better due to the use of these strategies in solving reading tasks. This will be justified by the responses teachers give in the questionnaire.
4. The results of the reading comprehension post-test differ between the experimental and control groups in favour of the experimental groups.

6. METHOD

The study conducted is a quantitative type of research. It was conducted at the Faculty of Philosophy in Nikšić, Montenegro, at the Department of English Language and Literature. Since the research was conducted for the duration of two semesters within one academic year, this research is also a longitudinal type of research. The participants were 65 students of English belonging to the C1 and C2 reference levels¹ and three teachers who taught reading lessons, more precisely, *Textual Analysis* lessons. They taught these lessons twice a week for a duration of 90 minutes. The first and second years of the studies belong to the C1 reference level while the C2 level refers to the third year of studies in the abovementioned department. Before the research started, the sampling technique was oriented towards homogenizing the groups in reading comprehension proficiency. A reading comprehension pre-test was conducted where the students were divided into three experimental and three control groups. This means that the first-year group had 12 students in the experimental groups and 13 students in the control groups while the second-year group and third-year group had 10 students in both groups. This made up a sample size of 65 students.

¹ The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR is a guideline used to describe achievements of learners of foreign languages across Europe. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. In November 2001 a European Union Council Resolution recommended using the CEFR to set up systems of validation of language ability. The six reference levels (see below) are becoming widely accepted as the European standard for grading an individual's language proficiency. Taken from http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages. Retrieved 18 May 2014

Before the beginning of the research, the teachers were given the new Textual Analysis syllabus design which was implemented with metacognitive strategies for the realization of reading tasks. The author of the research had developed the existing Textual Analysis syllabus and enriched it with activities, that is metacognitive strategies, for the realization of reading tasks within the textbook used in *Textual Analysis* lessons. Additionally, the teachers were given lessons plans for the realization of the syllabus. The author of the research also helped them in the preparation of the lessons, giving instructions or advice as needed in these situations. They also had weekly consultations about the lesson plans and procedure and whenever it was necessary. Metacognitive strategy instruction was used only in the experimental groups in order to check whether there is any difference in reading comprehension post-test results and answers in the metacognitive strategy questionnaire between the experimental and control groups.

At the end of the study, two questionnaires were filled in, one by students and the other by teachers. The metacognitive strategy questionnaire for students comprised 26 items where students examined each item about what they do before, during, and after reading. They gave their responses by ticking the box (on a 1–5 point rating scale) that best indicated how well the statement described their opinion about reading. All 26 items contained one metacognitive strategy that had been used in the study, i.e. during the Textual Analysis course. The questionnaire was taken from Chamot and O'Malley's classification of language learning strategies (1990) and adapted by the researcher. This classification refers to all language strategies and all language skills so that the questionnaire was adapted according to the aims of the research where only metacognitive strategies and reading skill are included.

The teachers' instrument comprised 16 items. The aim of the questionnaire for teachers was to investigate the teachers' background knowledge of metacognitive reading strategies, their understanding of the importance of metacognitive strategies in reading skills, and the students' ability to use appropriate metacognitive reading strategies. The respondents were requested to indicate their opinion on a multiple-choice scale of answers, where A and B answer options indicated a positive and high opinion about the question.

The instruments were validated by an expert from the Department of Psychology majoring in statistical analysis of scientific and research papers in the field of social sciences. In this way, data was analyzed in the SPSS 17.0 software program for the mean, standard deviation, t-test and ρ coefficient for testing the hypotheses.

7. RESULTS

The results of the study are presented in tables according to the research questions and null hypotheses.

Answering the Research Questions

Research Question 1

What is the current reading proficiency of all groups attending *Textual Analysis* lessons?

Table 1: Results of the reading comprehension pre-test

Groups	N	Mean	
		Experimental	Control
1 st year	25	10.9	10.7
2 nd year	20	13.3	12.5
3 rd year	20	14.5	13.6

Table 1 shows that students' current reading proficiency (before the beginning of implemented instruction) is similar.

Research Question 2

Does implementation of metacognitive strategies into reading lessons syllabus raise students' awareness about usefulness of these strategies for better and more effective reading proficiency?

Table 2: Results of the Metacognitive Strategy Questionnaire

Second year	Pre-reading strategies		During reading strategies		Post-reading strategies	
	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
Mean	4.55	3.04	4.15	2.76	4.57	3.13
SD	0.26	0.64	0.22	0.60	0.23	0.60
N	20					
Third year	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
	Mean	4.47	3.18	4.01	2.84	4.48
SD	0.76	0.95	0.74	0.84	0.70	0.97
N	20					

Table 2 shows that the implementation of metacognitive strategies in the reading lesson syllabus raises students' awareness about the usefulness of these strategies for better and more effective reading proficiency within the second and third year of studies. However, results within the first year do not show a higher level of awareness.

Research Question 3

Does the implementation of metacognitive strategies in the reading lesson syllabus raise teachers' awareness about the usefulness of these strategies in teaching reading and do teachers believe that students' reading proficiency is better due to the use of these strategies in solving reading tasks?

Teachers' responses were not qualitatively analysed due to the sample comprising only three teachers, who are the only teachers of Textual Analysis. Their responses were qualitatively observed where A and B responses are regarded as positive and a high opinion about metacognitive strategies, their background knowledge about them, the effectiveness of their use and their benefit for students' reading proficiency.

Research Question 4

Do the results of the reading comprehension post-test differ between the experimental and control groups due to the instruction that experimental groups have in reading lessons?

Table 4: Results of the reading comprehension post-test

Groups	N	Mean	
		Experimental	Control
1 st year	25	14.08	11.85
2 nd year	20	17	13.9
3 rd year	20	18.5	15.4

Table 4 shows that the results of the reading comprehension post-test differ in favour of the experimental groups.

Testing Null Hypotheses

Null Hypothesis 1: there is no significant mean difference in reading proficiency between experimental and control groups based on reading comprehension pre-test results.

Table 5: T-test analysis of the mean difference in reading proficiency between the experimental and control groups

Variable	Respondent	N	Mean		df	t-test	ρ
			Exp.	Con.			
Results of the test	Students	25	10.9	10.7	23	0.321	0.054
		20	13.3	12.5	18	1.536	0.752
		20	14.5	13.6	18	1.934	0.069

Table 5 shows that there is no significant mean difference between the experimental and control groups in their reading proficiency. According to the value of the ρ coefficient used for testing the hypothesis, hypothesis 1 is justified.

Null Hypothesis 2: implementation of metacognitive strategies into the reading lesson syllabus raises students' awareness about usefulness of these strategies for their better and more effective reading proficiency where the experimental groups have better results in the metacognitive strategy questionnaire, due to the instruction they have within reading lessons.

Table 6: T-test analysis of the mean difference in students' responses on the Metacognitive Strategy Questionnaire

Second year	Pre-reading strategies		During-reading strategies		Post-reading strategies	
	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
Mean	4.55	3.04	4.15	2.76	4.57	3.13
SD	0.26	0.64	0.22	0.60	0.23	0.60
N	20					
ρ	0.000		0.000		0.000	
Third year	Experimental group	Control group	Experimental group	Control group	Experimental group	Control group
Mean	4.47	3.18	4.01	2.84	4.48	3.13
SD	0.76	0.95	0.74	0.84	0.70	0.97
N	20					
ρ	0.004		0.004		0.002	

In Table 6, the ρ coefficient for students' responses in all parts of the questionnaire (pre-reading strategies, during-reading strategies and post-reading strategies) is 0.000 which means that with 99% confidence we are certain that we have a statistically significant difference. In that case, for the 2nd year of studies, the hypothesis is justified. Also, the ρ coefficients for the third year of studies (0.004 for the first and the second part of the questionnaire, and 0.002 for the third part of the questionnaire) imply that with 99% confidence we are certain we have a statistically significant difference between the experimental and control groups and that the hypothesis is justified for the third year of studies as well.

When it comes to the first year of studies there are no mean differences in students' responses on the MSQ so in this case hypothesis 2 is rejected.

We therefore justify null hypothesis 2 and conclude that there is a significant mean difference in the responses of the experimental and control groups in the case of the second and third years of studies and that implementation of metacognitive strategies in the reading lesson syllabus raises students' awareness about the usefulness of these strategies for their better and more effective reading proficiency where the experimental groups are more successful in the metacognitive strategy questionnaire, due to the instruction they have within reading lessons.

In the case of the first year of studies this hypothesis is rejected and could be explained by the possibility that students were not motivated or that the instructions were not clear or that they were not interested in learning at all.

Null Hypothesis 3: implementation of metacognitive strategies in reading lessons raises teachers' awareness about the usefulness of these strategies in teaching reading where students' reading proficiency is better due to the use of these strategies in solving reading tasks.

This hypothesis is justified according to the teachers' choice mainly of A and B answers.

Null Hypothesis 4: results of the reading comprehension post-test differ between the experimental and control groups in favour of the experimental groups.

Table 7: T-test analysis of the mean difference in the reading comprehension post-test between the experimental and control groups

Groups	N	Mean		SD		t-test	ρ
		Experimental	Control				
1 st year	25	14.08	11.85	1.50	1.72	3.443	0.002
2 nd year	20	17	13.9	2.05	3.07	2.653	0.016
3 rd year	20	18.5	15.4	1.65	2.76	3.051	0.007

Table 7 shows that the experimental groups were more successful in the reading comprehension test than the control groups and that there is a statistically significant difference between the groups based on all given results and the ρ coefficient that implies with 95% confidence (first and second years) and 99% confidence (third year) we can claim that we have a statistically significant difference. Based on this, null hypothesis 4 is justified.

8. DISCUSSION AND CONCLUSIONS

The findings of this study on the reading proficiency of university students at the beginning and the end of the study are shown in Table 1 and Table 7. They show that there is a difference in the reading comprehension test results at the beginning and at the end of the study and these are in favour of the experimental groups. The results show that the reading proficiency of students is improved in comparison to the beginning of the study and this is in favour of the experimental groups which had metacognitive strategy instruction over one academic year.

The findings about the impact of metacognitive strategy implementation in the Textual Analysis syllabus reveal that it raises students' awareness about the usefulness of metacognitive reading strategies for their better and more effective reading proficiency. This is reflected in Table 2 with the results of the metacognitive strategy questionnaire for students. When it comes to the MSQ results in the case of the first year of studies, we did not find any statistical difference; we explained that this situation could result from a lack of motivation, interest or a lack of proper understanding or follow up of the instruction.

We also found that teachers have a very high opinion about metacognitive strategies, they find them very useful and effective for better reading proficiency among students. Teachers' responses were observed qualitatively where they gave 8 A answers and 8 B answers. These answers are regarded as highly positive

for this questionnaire showing at the same time a positive attitude towards this strategic approach in reading and the students' ability to use them. The data was not quantitatively analyzed because there were only three teachers involved in the study, because they were the only teachers of Textual Analysis at the university.

9. RECOMMENDATIONS

1. More teachers, even those who do not teach *Textual Analysis* but who teach English as a foreign language at university, could be included, educated with a strategic approach to teaching not just reading skills but the other three skills of listening, speaking and writing.
2. Inclusion with this approach could be realized through different seminars or training where teachers could gain background knowledge about metacognitive strategy use and the skills to teach them in the classroom as well.
3. Even though teachers who were involved in this study, as the only teachers of *Textual Analysis*, had some background knowledge about metacognitive strategies and their use, thanks to the author of the study, and they also wished to improve their knowledge by participating in training or seminar meetings.
4. The MSQ results of the first year of studies imply that there should exist a model of teaching that could help teachers in the classroom with those students who are not motivated or do not understand the instruction clearly. Furthermore, they should apply ways of assessing students' development more often with immediate feedback. Tests are the most common way of assessing the skills and they are carried out at the end of the term and do not necessarily show the real knowledge of students.
5. What we recommend as an additional type of assessment, apart from final tests, are different types of reflections by students about their learning. These can be writing diaries, journals, learning logs, etc. where students can analyze their own progress, where they plan, monitor, evaluate their learning, and where they think about their own thinking or learn how to learn. In such cases, students receive immediate feedback from teachers whereby their motivation could be enhanced and where possible problems, seen in the first year questionnaire in this study, could be avoided.

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