

Metacognitive Strategy Instruction for Reading Comprehension Skills; An Investigation on an Advanced Level ESL Classroom of a Public School in Kegalle Education Zone

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Abstract—Language learning strategy theory is developed in the field of linguistics and cognitive science. Yet, one of with multitude of approaches employed by the researchers in the field of linguistics and cognitive science. The postulated theories on Strategy-Based Instructions (SBI) reflect that language learning strategies are teachable and learners can be benefited from coaching in learning strategies. In this study, the significance of the strategy-based instruction was tested by implementing metacognitive strategy instructions to enhance reading comprehension skills in English as a Second Language (ESL) classroom. The study aims at examine the validity of the claim; the language proficiency level of the ESL students can be enhanced by implementing strategy-based language teaching approaches in ESL context. Moreover, the primary objective of the study determines how effective and explicit instruction in metacognitive strategies assist students to enhance their reading comprehension skills in secondary level education. A sample of grade 13 students in St. Joseph Balika Vidyalaya, Kegalle has been investigated by assigned them into an experimental group and a control group. Chamot & O'Malley's (1994) Cognitive Academic Language Learning Approach (CALLA) is chosen to apply in the metacognitive strategy training. The metacognitive strategy instructions were implemented for the experimental group with the intention of developing their reading comprehension skills. Yet, this approach is not used for the control group. In order to identify the validity and the reliability of teaching metacognitive strategies a pre-test and a post-test which comprise reading comprehension test items were administered. A quantitative data analysis approach was implemented where the analysis of the pre and post test scores of the experimental group depicted a statistically significant progress. Thus, the study elucidates that the strategy-based language teaching should be incorporated into the methodology followed in language classes, particularly in EFL context.

Key words: Strategy Based Instructions, Metacognitive Instructions, Reading Comprehension

I. INTRODUCTION

The language learning strategy theory is developed with the multitude of approaches employed by the researchers

the difficulties with researching language learning strategies is that they cannot usually be observed directly; they can only be inferred from language learner behavior (Griffiths, 2004, p.11). Signifying the professed phenomenon, the studies on this field can be categorized into three sub-domains including the studies involving successful and unsuccessful language learners, studies investigating factors affecting strategy choice and studies of the effects of strategy instruction. This research study addresses a crucial aspect related to the strategy instructions. According to Griffiths (2004), the postulated theory on strategy instructions reflects the fact that language learning strategies are teachable and learners can benefit from coaching in learning strategies (Griffiths, 2004, p.15). Many researchers including Oxford, 1990; Larsen-Freeman, 1991; Cook, 1991 elucidate this theory by referring to distinct pedagogical implications. In this regard, metacognitive strategies are crucial in English as a Second Language (ESL) context and learning reading comprehension skills are more challenging. This study suggested that the metacognitive strategy instructions can be implemented explicitly in the ESL classroom when teaching reading comprehension skills. Although considerable number of researchers have reflected the effect of using metacognitive strategy instructions in teaching/learning reading comprehension skills, no researcher has uncovered the influence of metacognitive strategy instructions in learning reading comprehension skills in Sri Lankan ESL classroom. This research gap led to do a profound analysis of the asserted domain. Thus, the research study observed how systematic implementation of metacognitive strategy instruction affected the reading comprehension skills of Grade 13 learners who learn General English in English as a Second Language Sri Lankan ESL context.

The overall design of the study took a qualitative approach, using a formal, objective and systematic process where data was utilized to test the following research questions:

What are the metacognitive strategies that can be used to reflect reading comprehension skills?

How does metacognitive strategy instruction systematically implement in the Sri Lankan ESL classroom?

What are the effect of implementing metacognitive strategies when doing reading comprehension activities?

learner strategies: ·Learning strategies are either

II. REVIEW OF LITERATURE

A. Language learning strategies

Bialystok (1983, cited in Wenden and Rubin 1987) states, 'there is little consensus in the literature concerning either the definition or the identification of language learning strategies'. In this regard, the contemporary language learning strategy theory is not precisely postulated. Yet, the theoretical framework of language learning theory comprises distinct ideologies. The rationale behind the distinct definitions of language learning strategies lay the platform for the theoretical basis. Distinct viewpoints regarding the learning strategy can be clearly elucidated through the diverse definitions of the researchers. One of the earliest researchers in the field, Rubin (1971) defines language learning strategy as behaviors, steps or techniques that language learners apply to facilitate language learning (Rubin, 1971 p. 43). Oxford (1990) depicts foreign or second language (L2) learning strategies are specific actions, behaviors, steps, or techniques students use -- often consciously -- to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1990). Chaudron (1988) refers to strategies as "cognitive operations that learners apply while in the classroom or other learning situations" (Chaudron, 1988, p. 109-110). Language strategies according to O'Malley are set of operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information" (O'Malley, 1985, p. 23). Oxford (1989' cited in Ellis, 1994, p. 531) defines the term as 'behaviors or actions', whereas Weinstein and Mayer (1986) argues learning strategies involve both behaviors and thoughts. Thus, these ideologies lead to the argument whether language learning strategies are behavioral (observable), mental (unobservable) or both. By evaluating diverse hypothesis, Ling (2009) emphasis that the disagreement is about the nature of the behaviors, on the presupposition the language learning strategies are behaviors and the third crucial distinction lies with learners' awareness of strategy use. (Ling, 2009, p. 199).

However, many researchers avoid making clear distinction on the issue of consciousness, and some suggest that learners cope with new information by deploying strategies consciously and these strategies would gradually become subconscious with repeated application and self-adaptation. Although each of these arguments describes learning strategies from a unique perspective, altogether they may have helped us get a general notion of what are

behavioral thus observable, or mental then not observable. Learning strategies could be either general approaches or specific actions or techniques adopted to learn a Target Language (TL). Learners are generally aware of what approaches or techniques they have used in language learning, despite some subconscious activities under certain circumstances.

B. Reading and Metacognition

Reading is considered to be one of the crucial skill taught in ESL setting. Reading is assumed to be the primary means for learning new information and gaining access to interpretations in almost each aspect of our daily lives (Grabe & Stoller, 2001). As Nunan (1999) affirms that reading involves highly complex cognitive processing operations (Nunan, 1999, p. 249). Thus, it is evident that reading is multi-dimensional in nature because it is a fluent, interactive and complex mental process which includes both reader and text in building meaning. In ESL environment, learning new information in target language is assumed to be the primary objective of reading. This study further narrows down the domain of reading by only focusing on reading comprehension. The dynamic relationship between the reading skill and reading comprehension depict the fact that reading comprehension is an interactive process of deriving meanings from a text (Rumelhart, 1977).

Metacognition or metacognitive awareness refers to be aware of one's own thinking process. Flavell defines metacognition as one's knowledge concerning one's own cognitive processes and products or anything related to them (Flavell, 1976, p. 232). He also depicts that metacognition includes 'the active monitoring and consequent regulation and orchestration' of information processing activities (Flavell, 1976, p. 232). Hence, as a complex cognitive process the learner requires metacognitive strategies to comprehend the text clearly. Baird (1990) asserts that the metacognition comprises three components including 'knowledge, awareness and control of one's own learning' (Baird, 1990, p. 184). Yet, according to Flavell 1979; Kuhn 2000; Veenman 1993; O'Neil and Abedi 1996, metacognition refers to two aspects; the students' self-awareness of a knowledge base in which information is stored about how, when, and where to use various cognitive strategies and their self-awareness and access to strategies that direct learning (e.g. monitoring difficulty level, a feeling of knowing). This self-awareness is developmental and lies on a

continuum. Proficient readers use one or more metacognitive strategies to comprehend texts. Pintrich and al. (2000) assert that metacognition has three principle aspects including metacognitive knowledge, metacognitive monitoring, self-regulation and control (Pintrich, Wolters and Baxter 2000).

C. Taxonomies on Language learning strategies

Distinct taxonomies on Language Learning Strategies have been introduced by distinct scholars. Rubin (1975) defined strategies as “the techniques or devices which a learner may use to acquire knowledge” and put forward that successful language learners have some distinguishing characteristics like having a strong desire to communicate, willingness to guess when unsure and not being afraid of being wrong or appearing foolish (Rubin, 1975). Rubin (1981) classified language learning strategies as direct and indirect. Direct strategies include clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning and practice while the indirect strategies are given as creating opportunities for practice and production tricks. A few years after her first classification, Rubin (1987) provided a more extensive point of view and classified language learning strategies under three groups: learning strategies, communication strategies and social strategies. Chamot and O’Malley (1985) defines learning strategies as “operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information” and classified them under three categories: meta-cognitive, cognitive and social (Chamot and O’Malley, 1985, p. 23). It can be said that they added the ‘social’ dimension to the taxonomy considering that the cognitive and meta-cognitive categories replaced Rubin’s direct and indirect strategies that constituted her early classification. On the other hand, as one of the outstanding researchers in this field, Stern (1992) divided LLSs into five strategy groups, which are management and planning strategies, cognitive strategies, communicative - experiential strategies, interpersonal strategies and affective strategies. His classification resembles that of Oxford (1990) in that the scopes of the categories overlap notably.

Chamot & O’Malley (1994) *Cognitive Academic Language Learning Approach (CALLA)* is chosen as the platform in this study where CALLA instructional sequence is used as a model to determine whether the existing approaches in the ESL context where I belong. Chamot & O’Malley (1994) affirms that the CALLA model has three interrelated components: *high-priority content topics, academic language development based on the content, and the explicit instruction in learning strategies that can help students understand and remember both the content and the language* (Chamot & O’Malley, 1994, p.263). The instruction sequence designed for CALLA has a five-stage cycle for introducing, teaching, practicing, evaluating, and applying content, language, and learning strategies. The cycle repeats as new content, language, and strategies are introduced. Yet, teachers do not need to follow the five stages in strict sequence because depending on the learning content and the strategies the sequence might

alter. Although the ESL teachers and students follow a similar sequence in teaching and learning process, some

valid aspects are absent in those approaches. Thus, it is crucial to signify the importance of these missing aspects because the successful application of CALLA instruction sequence enhance the metacognitive strategies of the students in reading.

Preparation:

The purpose of this stage is to make the students familiar with the topic/task which is going to be focused in the lesson. Preparation stage is parallel to the pre reading tasks implement by the teacher in the ESL classroom with the objectives of enabling students' prior knowledge regarding the topic which is going to be focused and the strategies that the students are already using for the type of tasks to be accomplished. Yet, Chamot & O'Malley's (1994) assert that differences are found in the way in which the teacher elicits knowledge grounded in students' native languages and cultures, builds in language development opportunities, and ensures that students understand that what they have learned through their native language is valuable and can help them learn new information in English (Chamot & O'Malley's, 1994 p.268).

Presentation:

Presentation stage is related to modeling the learning strategy where the students are exposed to new concepts, new language components and new strategies. This phase is similar to the while reading stage. Yet, the process highlighted in CALLA approach is more systematic, effective and reliable because the teachers have to model their own language and use of the strategy. For instance, the teacher can model the reading comprehension process based on a particular text by thinking aloud. When the teacher models processes such as reading comprehension and writing, students can observe how an expert reader or writer thinks and interacts with the task (Chamot & O'Malley, 1994). However, in the ESL context where the General English is taught, the majority of teachers never focuses on the modeling of the process which leads to the poor comprehension of the learners regarding the metacognitive strategies.

Practice:

In this stage, the students are allowed to practice the metacognitive strategies that they have learnt using authentic tasks. The reading comprehension skill can be improved by introducing the tasks which reflects the strategies including scanning,

skimming, inferring, summarizing, identifying facts from opinion. The Advanced Level General English textbook comprises multitude of tasks to enhance these strategies. Chamot & O'Malley (1994) argue that implementing collaborative tasks among the students help them to easily internalize the metacognitive strategies.

Evaluation:

The primary intention of this phase is to guide the learners to assess their success in accomplishing the learning strategies through metacognitive awareness. CALLA approach explicitly explains the tactics that can be used in this stage including debriefing discussions; learning logs; checklists of content, language, and strategies used; and open-ended questionnaires in which students express their opinions about the lesson and practice activities. On the other hand, according to Chamot & O'Malley (1994), learners' self-evaluation of a particular skill is determined by their comprehension of the lesson content, the awareness of their own language use, and the opinions on the strategies that have helped them (Chamot & O'Malley, 1994, p.269). In the ESL teaching context where General English is taught, the learners' comprehension of the lesson content and the language awareness is measured using the ongoing assessments and Summative assessments. Yet, the teachers rarely implement the tasks to orally express the learners' viewpoints on the strategies that they have used to accomplish a particular task. Collaborative discussion on the metacognitive strategies that have used to complete a given reading comprehension task is an effective communication medium to comprehend the learning strategies which can be used as an evaluation criterion.

Expansion:

In this final stage, the learning strategies are fully acquired by the learners and they should have necessary competencies to use those learnt strategies in diverse real-world contexts. The students will be able to reach to this final phase if the teachers effectively facilitate and monitor the students through language learning instructions. For instance, learners have to use the metacognitive strategies in reading not only to do a reading comprehension passage in the General English test paper in Advanced level examination, but also when they read diverse genre of reading materials including both literary and non-literary texts, simple and more cognitively demanding texts.

D. Asserted objectives and methods indicated in Advanced Level General English Syllabus

The Advanced Level General English syllabus is designed to enhance the four principle skills (Reading, writing, speaking and listening) in language learning. The suggested *Can do statement*; students can read fluently and accurately in order to process written information for personal, professional and academic purposes" and the eleven performance standards (Appendix 1) reflects the fact that the students should develop cognitive, metacognitive and communicative competencies related to reading skill. General English teacher's guide clearly depicts that teachers are required to apply different approaches and methods to make students competent readers to achieve

approaches to enhance the competencies of the students. Yet, it depends on the teaching capacity, efficiency and the skills of the teachers. Among the three strategy training models, generally, the *Top-down model* is used in this ESL context because the learner autonomy is respected. Erler & Finkbeiner (2007) argues that the Top-down model is characterized with higher-level processes such as discerning meaning at whole text level and using schemata or background knowledge to support comprehension (Erler & Finkbeiner, 2007, cited in Çubukçu, 2008, p. 86). Moreover, Chamot & O'Malley (1994) reflect three sub strategies in metacognitive strategy including Planning, Monitoring and Evaluation. (Chamot & O'Malley, 1994, p.263). The Advanced level general English syllabus focuses on all these sub strategies where the teacher should monitor the students to use these strategies to complete a reading comprehension task successfully. Following table depicts how the objectives to be accomplished in General English syllabus incorporate with the metacognitive strategies that is elucidated under CALLA approach.

Table 1: Metacognitive Learning Strategies taught in the CALLA and the objectives and methods used in A/L general English syllabus

<p>Planning: Advance organization</p>	<p>Preview Skim and Gist</p>	<p>Previewing the main ideas and concepts of a text; identifying the organizing principle.</p>	<p>Students are able to understand the main points and the supportive details of the comparatively complex and cognitively more demanding texts used in professional and academic purposes using the strategies including Scanning, skimming, identifying the topic of</p>
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Metacognitive strategies	Description	Definition	Objectives to be accomplished

			the text, inferring, discourse markers, cause and effect, distinguishing fact from opinion, and how to compare and contrast.
Organizational planning	Planning what to do; Outline	Planning how to accomplish the learning task; planning the parts and sequence ideas to express	Students are monitored how to accomplish the given reading comprehension task systematically.
Selective attention	Listen or read selectively	Attending to key words, Scan phrases, ideas, linguistic markers, types of information.	Students are taught how to use the strategy of scanning to select specific information from simple text and cognitively demanding text.
Self-management	Plan when, where, and how to study	Seeking or arranging the conditions that help one to learn.	This strategy depends on the preferences of the individual
Monitoring: Monitoring comprehension	Think while listening and think	Checking one's comprehension during listening or reading.	The thinking capacity of the learners differs. Yet the teacher guides

	while reading		students to think specifically in relation to the given reading task
Monitoring production	Think while speaking and Think while writing	Checking one's oral or written production while it is taking place.	The strategy is crucially focus on the writing and speaking skills. Yet, it can be incorporated with the reading skills also. For instance, if the students are asked to write an essay based on a specific theme of a given comprehension text.
Evaluating: Self-assessment	Check back, Keep a learning log and Reflect on what you learned	Judging how well one has accomplished a learning task	Student' content knowledge and range awareness is measured through assessment tools. Yet, the students are not motivated to evaluate their use of strategies orally.

The learner centered approach is generally preferred in ESL classroom. CALLA instruction is learner centered where the teacher's role is to show students how to recognize and make good use of their prior knowledge (both linguistic and cultural) (Chamot & O'Malley's, 1994 p.266). In addition, depending on the teaching and learning context, the

teacher can determine the use of strategy more or less

explicitly. In ESL context where the students learn General English, the instruction in learning metacognitive strategies are highly explicit at the beginning. Yet, with the training and the familiarization of the strategies, the instruction becomes less explicit.

the blanks. In this regard, skimming, intensive reading,

III. METHODOLOGY

A. Population and Sampling

The participants of the study were the Grade 13 students of St. Joseph Balika Maha Vidyala, Kegalle. The core subjects of the selected sample belong to the Arts stream where the students learn General English as a subject in the English as a Second Language (ESL) classroom. The sample was selected under probability sampling method. The sample consisted 30 students. Both the control group and the experimental group were composed of 15 learners, aging from 18 – 19 whose first language is Sinhala and the majority use English as their second language. The students can be placed between UTEL benchmark competency level 5 and 6.

C. Data Collection Tools

A pre-test and a post test is administered to measure the validity, reliability and the efficacy of the metacognitive strategy instruction. Both tests composed of two reading comprehension activities. Each activity consisted of three test items including True/False questions, multiple choice questions and a cloze test. The designed activities are similar to the reading comprehension task that the students are expected to do in the G.C.E Advanced Level Examination and they are based on the lessons included in the General English text book. Moreover, Finding the general idea in simple, literary and nonliterary extracts and understanding the main points and the supportive details of the comparatively complex and cognitively more demanding texts used in professional and academic purposes are the primary language sub skills. True/False questions, one of the principle technique of assessing the reading comprehension of the students is used to measure the ability of identify the main points in a descriptive passage. Four true/false questions have been used in the given activity. Three multiple choice questions have been included to measure the ability of skimming and intensive reading. Among the three types of multiple choice questions, *One-Best response type* is used with *the best answer variety* to determine the objectives of the test. A fill-in-the-blank type cloze deletion test has been used to assess the intensive reading ability of the students. The gist of the passage is given as summary where the students have to find the most relevant words from the passage for

identify the topic of the text, cause and effect inferring, distinguish facts from opinion and discourse makers are the key strategies that the learners should use.

B. Data analysis procedure

The findings of the study have been analysed through utilizing only quantitative data gathered from pre- and post-test results. The statistical analyses of the study were carried out by means of statistical techniques such as mean, standard deviation, frequencies and T-tests. While conducting statistical analyses, the threshold for significance was accepted as $p < 0.05$ and discussions and comments on the findings of the study were shaped in accordance with this significance threshold.

D. Procedure

The metacognitive strategies were introduced and implemented to the experimental group under the framework of this research. Two weeks had been allotted to introduce the strategies to the learners, implement the pre-defined strategies in the ESL classroom through series of activities and make use of these strategies effectively. The selected reading comprehensions are based on the lessons of the General English text book. These lessons were planned and delivered with the intention of laying a background knowledge and awareness about the strategies to be instructed. These model strategy applications were conducted with active participation of the students in order to pave the way for them to become autonomous strategy users. On the other hand, the second weeks of the two-week periods were used so as to show students a more detailed picture about the strategies in question and let them have an opportunity to practice these strategies on the texts selected for the study. The instruction in learning metacognitive strategies are highly explicit at the beginning. Yet, with the training and the familiarization of the strategies, the instruction becomes less explicit.

Moreover, Chamot & O'Malleys' (1994) *Cognitive Academic Language Learning Approach (CALLA)* is chosen as the platform where CALLA instructional sequence is used as a model to teach the metacognitive strategies. In the preparation stage, the prior knowledge regarding the English language and the ideas related to "English as a global language" has been discussed by having a

question and answer session. In the presentation stage distinct metacognitive strategies have been used. Thinking aloud is the technique implemented where the reading comprehension and writing is modeled in front of the class. Thus, the students can observe how an expert reader or writer thinks and interacts with the task. In addition, the students are exposed to following metacognitive strategy instructions.

Table 2: Comparison of the post-tests scores of the experimental and control group

	Mean	N	Std. Deviation	t	Significance
Pre-test	60.27	15	10.57		
				1.944	.062
Post-test	61.73	15	11.36		

---*Using strengths*: While reading, I exploit my personal strengths in order to better understand the text. If I am a good reader, I focus on the text; if I am good at figures and diagrams, I focus on that information.

--- *Inferring meaning* (through word analysis or other strategies): While I am reading, I try to determine the meaning of unknown words that seem critical to the meaning of the text.

--- *Using background information*: While I am reading, I reconsider and revise my background knowledge about the topic, based on the text’s content.

--- *Evaluating*: As I am reading, I evaluate the text to determine whether it contributes to my knowledge/understanding of the subject.

--- *Searching according to the goals*: I search out information relevant to my reading goals.

--- *Reading goals*: I evaluate whether what I am reading is relevant to my reading goals.

--- *Distinguishing*: As I am reading, I distinguish between information that I already know and new information.

--- *Deciding on the difficulty*: I note how hard or easy a text is to read.

--- *Revising*: While I am reading, I reconsider and revise my prior questions about the topic, based on the text’s content.

(Warden, 2014, p.6)

In the third stage, the students are allowed to practice the metacognitive strategies that they have learnt using authentic tasks. Three reading comprehension tasks selected from the General English text book which comprise strategies including scanning, skimming, inferring, summarizing, identifying facts from opinion have been given to the students. Students are guided to work collaboratively when doing the tasks. In the evaluation stage, a collaborative discussion on the metacognitive strategies that have used to complete a given reading comprehension task has been administered to measure the improvement of the students. In the final expansion stage, the learners are expected to have necessary competencies in metacognitive strategies and they are guided to use the

Consequently, traditional approach is used for controlled group.

IV. FINDINGS

The aim of the research reflects the effect of metacognitive strategy instruction in teaching reading comprehension skills. Thus, the post test scores of the experimental group and the control group is analysed in the first phase. The related table is given below.

The analysis of the post-test scores of the experimental group and control group indicate no statistically significant difference ($p > 0.05$). This finding is contrary to the expectations of the researcher. According to the results depicted in the above table, the experimental group outperformed the control group in the post-test; yet, it is not adequate to exceed the significance threshold. The finding that there is not a statistically significant difference between pre- and post-test results of the two groups directed the researcher to analyze the within-group statistics. Hence, t-test was applied for the pre- and post-test scores of the experimental group and then the control group. The findings of the experimental group are given in the following table:

Table 3: Comparison of the Pre-test and Post-test Scores of the Experimental Group

	Mean	N	Std. Deviation	t	Significance
Pre-test	61.47	15	12.97		
				-15.16	.000
Post-test	70.07	15	12.48		

strategies in varieties of texts including literary or non- literary texts and simple or cognitively demanding texts.

A statistically significance difference between the pre-test and post-test performance of the students in the experimental group ($p < 0.05$) is indicated in the above table. The statistical analysis of the pre and post-test results of the experimental group conforms to the expectations of the researchers. It depicts a significant difference in terms of the progress achieved by the experimental students during the strategy training process. Thus, the primary objective of the study is realized where the implementation of metacognitive strategy instructions affected positively in the learning processes of reading comprehension skills.

Table 4: Comparison of the Pre-test and Post-test Scores of the Control Group

The statistical analysis of the pre- and post-test scores of the control group indicate a slight statistically significant difference between the pre-test and post-test performances of the students who were listed in the control group ($p > 0.05$). Yet, the significance level "0.062" is considerably close to the 0.05 threshold. The result emphasizes certain amount of progress that was achieved by the control group students during the strategy instruction period, although it does not turn out to be statistically significant. In this regard, the progress of the control group was expected because they were exposed to several reading texts during the process and the practices made in the class produced an increase in their scores. Yet, compared with the results of the within-group analysis of the experimental group, the control group yield no significant difference.

V. DISCUSSION

The statistical analysis of the findings indicates that the experimental group outperformed the control group. Thus, the findings/ results of the study suggest that systematic implementation of the metacognitive strategy instruction in ESL classroom helps the students to improve their reading comprehension skills. The perspective of this study is widen with the implication of the language strategies. The study also indicates that language learning strategies (LLSs) should be integrated into regular methodology employed in language classes, crucially in ESL classes. It is not a simple process to integrate and employ Language learning strategies. Factors including the problems with the unwillingness of the students, hardness to break old habits of both teachers and students, limited time render it more difficult to apply LLSs properly in ESL classes. However, through organizing the variables including time, strategy selection, student background and teachers' guidance, teaching ESL students to use LLS can be enhanced.

The indicated results are crucial in two folds. On the one hand, the experimental group was given a methodical training using metacognitive strategy instructions where their critical thinking and analytical skills have been improved. The suggested training programme has guided students to better comprehend the approach and identify why, when and how to apply metacognitive strategies in diverse tasks on reading. Gradually, they started to think

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	Mean	N	Std. Deviation	t	Significance
Experimental	70.067	15	12.48		
				1.944	0.574
Control	62.67	15	10.0617		

metacognitively about the strategies they could use to improve their reading comprehension to become not only better listeners and readers, but also autonomous and strategic learners. On the other hand, the teachers can facilitate the students to use distinct metacognitive strategies to comprehend the given reading comprehension tasks and at the same time, the teachers can direct students to achieve the stated objectives in the syllabus which are related to metacognition.

VI. CONCLUSION

In conclusion, the primary concern of this study was the use of metacognitive strategy instruction in ESL classroom to teach the reading comprehension skills and measure the effectiveness of the implementation of the strategy instructions. The findings of this study constitute of constructive and contributive dimension for employing LLSs for reading comprehension and in broader sense, language learning. It seems that the integration of LLSs in ESL classroom executes the desired results in terms of the considerable progress made by the learners. Thus, it is crucial to adapt an inclusive point of LLSs in curricula which are based on teaching English in second language context.

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