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**The Relationship between Metacognitive Awareness of Reading Strategies and Academic Achievement among Sample of Al-Hussein Bin Talal University Students**

**Muwafaq S. Bsharah**

**Mahmoud S. Bani Abdelrahman**

**Abstract**

This study aimed at investigating the level of metacognitive awareness of reading strategies components among university students, and whether these components differ according to the students' gender and faculty type, and whether academic achievement differs among students with high / low level of metacognitive awareness of reading strategies. The sample of the study consisted of (167) male and female undergraduate students from Al-Hussein Bin Talal University. To achieve the aims of the study, Mokhtari & Reichard metacognitive awareness of reading strategies scale was used. The results of the study revealed that the students' level of metacognitive awareness of reading strategies on global reading strategies and problem solving strategies was high, and support reading strategies component was moderate, that female students scored significantly higher than male students on the three components (global reading strategies, problem – solving strategies, and support reading strategies). The results also revealed that there were statistically significant differences in academic achievement between students with high / low metacognitive awareness of reading strategies on problem – solving strategies, and support reading strategies in the favor of students with high level metacognitive awareness of reading strategies. Keywords: Metacognitive Awareness, Reading Strategies, Academic Achievement.

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Developmental Psychology

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Cognitive Psychology

.(Otani, Robert & Widner, 2005)

( 1970)

.(Sehneider & Lookl, 2002)

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(Flavel, 1979, p. 907)

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(Sternberg, 1994, p.122)

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.(Woolfolk, 1995, p. 219) "

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(Driscoll, 1996, p.95)

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(Willen & Phillips, 1995)

:(Awareness)

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:(Action)

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.(Serag, 2000)

Reading is Thinking

.(2011

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(Jacobs & Paris, 1987)

.(Pressley & Afflerbach, 1995)

" (Garner, 1987, p.52)

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.(Barnett, 1988, p.152) "

(O'malley & Chamot, 1990, p.45)

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.(National Reading Panel, 2004)

.(2006 )

Guthrie & Wigfield, 1999; )

.(Alexander & Jetton, 2000

(Mokhtari & Reichard, 2002)

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:(Global Reading Strategies) -1

:(Problem – Solving Strategies) -2

:(Support Reading Strategies) -3

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(Sheorey & Mokhtari, 2001)

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(Mokhtari & Reichard, 2002)

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(MARSI)

(12 – 6)

(Alsheikh, 2003)

(Mokhtari & Reichard, 2004)

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(Wu, 2005)

(204)

(2006)

(196)

(Martinez, 2008)

(Oviedo)

(Zhang & Wu, 2009)

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(Hong, 2009)

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Guthrie & Wigfield, )

.(1999; Alexander & Jetton, 2000

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(Mokhtari & Reichard, 2002)

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(Mokhtari & Reichard, 2002)

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(Mokhtari & Reichard)

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73	19	53		
%43.1	%11.40	%31.7		
95	30	65		
%56.9	%18	%38.9		
167	49	118		
%100	%29.3	%70.7		

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(MARS) Metacognitive Awareness of Reading Strategies

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(Mokhtari & Reichard, 2002)

(Mokhtari & Reichard)

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(Mokhtari & Reichard )

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(85)

(0.90 - 0.88)

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				<b>Mokhtari &amp; ) (Reitchard</b>	
0.84	0.89	0.77	0.82	0.92	
0.81	0.90	0.75	0.84	0.79	
0.73	0.88	0.68	0.83	0.87	

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0.57	4.06	8	
0.52	3.28	9	

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(3.82)

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(Hong, 2009)

(Martinez, 2008)

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( $\alpha = 0.05$ )

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0.51	3.21	0.59	3.93	0.49	3.69		
0.54	3.11	0.72	3.84	0.59	3.64		
0.52	3.18	0.62	3.90	0.49	3.83		
0.53	3.37	0.50	4.20	0.47	3.94		
0.49	3.31	0.50	4.12	0.49	3.90		
0.52	3.35	0.50	4.17	0.47	3.93		
0.53	3.30	0.55	4.08	0.49	3.83		
0.52	3.23	0.61	4.01	0.54	3.80		
0.52	3.28	0.57	4.06	0.50	3.82		

(4)

.(0.05 =  $\alpha$  0.061 = )

.(0.05 =  $\alpha$  0.993 = )

(Snedecor & Cochran, 1989) Bartlett's test of Sphericity

.( 0.05 =  $\alpha$ )

(277.88) ( $\chi^2$ )

(5) (Two Way Manova)

**(Two Way Manova)**

**(5)**

	F					
0.00	8.90	2.15	1	2.15		0.061 = 0.05=
0.01	6930.84	2151.29	1	2151.29		
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0.59	0.30	0.072	1	0.07		0.993 = 0.05=
0.38	0.77	0.24	1	0.24		
0.36	0.85	0.23	1	0.23		

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	F					
0.98	0.001	0.00	1	0.001		x
0.92	0.003	0.003	1	0.003		
0.85	0.04	0.01	1	0.01		
		0.24	163	39.38		
		0.31	163	50.59		
		0.27	167	43.73		
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(Linkin, 1993)

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0.74	20.18	0.27	3.22	43	0.27	4.37	47	
0.001	14.74	0.48	3.35	43	0.27	4.54	47	
0.01	14.40	0.41	2.70	43	0.29	3.76	47	

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