The 21st Century English Language Reading Classroom in Montenegro: the Influence of Metacognitive Strategies on University Students' Attitudes Regarding the Process of Reading in English

Marija Mijušković
Saša Simović
University of Montenegro

ABSTRACT: In this paper the authors discuss the effect of the use of metacognitive strategies on students' attitudes about the process of reading in English as their foreign language. A survey was conducted among university students in order to establish their attitudes about their involvement in the reading process when they apply metacognitive strategies. The results of comparing the students' knowledge with the level of their reading comprehension imply that students who apply metacognitive strategies in reading have a much more positive attitude towards the process of reading in English.
Keywords: Foreign language reading classroom; teaching reading skills; metacognitive reading strategies; learner autonomy.

El aula de lectura en inglés del siglo XXI en Montenegro: La influencia de las estrategias metacognitivas en las actitudes de estudiantes universitarios, en relación al proceso de leer en inglés.

RESUMEN: En este trabajo de investigación, los autores discuten la influencia del uso de estrategias metacognitivas en la actitud de los estudiantes durante el proceso de leer en inglés como lengua extranjera. Se realizó una encuesta a estudiantes universitarios con el fin de determinar su actitud al aplicar estrategias metacognitivas en el proceso de lectura,. Comparando las respuestas dadas por los estudiantes en relación a sus conocimientos, los cuales son medidos por el nivel obtenido en lectura comprensiva, los resultados apuntan a que los alumnos que aplican estrategias metacognitivas en la lectura muestran actitudes más positivas durante el proceso de leer en inglés.
Palabras Claves: Aula de lectura para lenguas extranjeras; habilidades de enseñanza y lectura; estrategias metacognitivas para la lectura; autonomía del lector.

1. Introduction

According to current research on EFL methodology in the academic setting, the notion of successful learning of English as a foreign language demands the competence of higher-order thinking skills, meaning the learners' abilities to think critically, analyze problems,

synthesize and evaluate the process of learning (Chamot, 2009) and, in this, way taking responsibility for their learning (Chamot, Barnhardt, El-Dinary, Robbins, 1999).

Thus, as Jeftić (2004:47) notes, "reforms in the ELT methodology, directing towards a capacity in higher-order thinking skills, need to be put into practice where both teachers and learners are faced with major challenges". Such challenges include:

> teaching methodology, which will advocate projects that encourage the
> development of logical and critical thinking skills, reasoning processes
> such as induction, deduction, comparing, analyzing, synthesizing,
> decision-making, problem-solving and the preparation of relevant,
> meaningful projects and more complex, brain-compatible, in-depth activities
> (Jeftić, 2004: 48).

In order to address this critical view, methodologists worldwide have advocated the adoption of strategy-based approaches to teaching FL language skills, where students are encouraged to actively engage in the learning process (Çelik, 2014: 724) or where teaching is oriented towards "teaching learners how to learn" (Brown, 2000: 130). This active involvement in the learning process provides a focus for instruction in learning strategies (Chamot, 2009) where particular emphasis is put on instructing learners to use metacognitive strategies. Metacognitive strategies, which are described by Brown (2000: 124) as "executive function strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning", are considered essential for successful language learning (Oxford, 1990). More precisely, this refers to a teaching–learning context where the use of metacognitive strategies enables students to become confident and autonomous learners of English (Gough, 2009), to develop skills and confidence in learning, to reflect on what they do, why they do it and to improve their practical skills (Thornbury, 2006).

Providing students with appropriate metacognitive instruction makes them more aware of their learning processes and production as well as how to regulate those processes for further effective learning. In fact, metacognitive awareness brings the students autonomy to make informed decisions about their learning. Therefore, through the basic phases of planning, monitoring and evaluating, students are encouraged to take charge of their own learning. (Rahimirad, 2014: 31).

This also backs up the point made by Chamot (2009) where she states that students are able to learn how to use these strategies for various tasks by means of the "plan/organize", the "monitor/identify" and the "evaluate learning tasks" sets of metacognitive strategies (2009: 58). These strategies, which are becoming synonymous with higher-order thinking skills (Jeftić, 2006), tend to be independent of specific learning tasks and to have broad applications (McAvoy, 2009) ranging from language skills, such as listening, speaking, reading and writing to language systems such as grammar and vocabulary (Hedge, 2005).

Hence, one of the most important characteristics of these strategies is the fact that they are highly applicable to language skills, especially to reading skills (Salataci and Akyel, 2002; Fung, Wilkinson and Moore, 2003). The reason for this lies in the fact that there is a strong connection and interrelation between the processes of reading and metacognition (Pressley and Afflerbach, 1995; Alexander and Jetton, 2000, Iwai, 2011).

2. Theoretical Background

2.1. Metacognitive Strategies and the Development of Reading Comprehension

Among the methodological approaches that have been designed towards reading and learning, in general, the effectiveness of metacognitive strategies as both an intensive and extensive approach to developing reading comprehension has been extensively documented (Oxford, 1990; Wenden, 1991; McDonough, 1995; Krudenier, 2002; Nuttall, 2005; Hedge, 2005; Chamot, 2009; McAvoy, 2009; Gough, 2009; Miles, 2010; Almasi and Fullerton, 2012). Metacognitive strategies, also known as "executive processes that help learners plan for a task, […] determine how successfully the plan is being carried out, and then evaluate the success of their performance on the task, thus promoting self-regulation of the learning process" (Chamot, 2009: 58), facilitate understanding, remembering, the linking of background knowledge with new findings, planning, organization, the use of selective attention while reading, the making of "thoughtful revisions" (2009: 51) and evaluation of the manner and the level of reading comprehension.

The benefits of metacognitive strategies for successful reading comprehension have been particularly stressed by Oxford (1990), who notes that these strategies provide a way for readers "to coordinate" (1990: 136) their own reading process, to reflect upon the ideas of the text, maintaining their reading focus by "the conscious use of metacognitive strategies such as paying attention, overviewing/linking with already familiar material, organizing, setting goals and objectives, considering the purpose and planning for a language task, to help learners arrange and plan their language in an efficient, effective way" (1990: 136). In the course of this experience, learners are involved in a dynamic relationship with the text where the reader grapples with a text to make sense of it (Hedge, 2005).

> Students who do not employ metacognitive strategies while reading do not realize when the text does not make sense [...] These students just keep reading and turning pages, without any awareness that they have lost the meaning. Since these students do not know that they are no longer comprehending what they are reading, they have no ability to use strategies such as re-reading, or reading ahead to try and regain an understanding of the text. When the reading is complete, they are not able to summarize or talk about what they have read (Almasi and Fullerton, 2012: 174).

This is why metacognitive strategies are essential in teaching reading. These strategies are the tools that teachers use to teach students to truly comprehend what they read, to think critically and to know how to learn.

2.1.1. Learners' Attitudes Towards the Use of Metacognitive Strategies in Reading

While the advantages and the effectiveness of metacognitive strategies for developing reading comprehension have been clearly recognized and established, they can only be realized if students use them consciously or if they are inclined towards or trained in their

use. This means that a strategic approach to developing reading skills should be an integral part of each foreign language classroom, especially in the academic context. Still, as Nuttall (2005: 128) points out, "so little use is made of reading", so students who are unaccustomed to such an activity often express annoyance with and a lack of interest in reading activities. Mainly, the strategies that students use in the reading process are either those which form part of the students' textbooks or, additionally, those that some – but not necessarily all – teachers apply as extra activities besides the textbook strategy content. Yet, this is not sufficient to become an efficient reader or form a positive attitude towards a metacognitive, or reflective, way of reading. As Nuttall (2005: 127) also notes: "teachers have to create the right conditions for reading to become a valued part of every student's life" so that they can also feel enjoyment when they read and have a positive attitude towards it. Both analysts and teachers claim that reading in a second or foreign language presents a problem (McDonough, 1995) due to the lack of appropriate strategic reading instruction which justifies the learners' negative attitudes about reading".

It was a problem back in the 80s' and 90s' where it was reported that little reading was being done in the classrooms, noting that this was also the case in many other countries. Therefore, researchers such as Hosenfeld (1984), and Carrel et al. (1989) asserted that improvements in reading proficiency and learners' positive attitudes towards both using metacognitive strategies in learning reading vocabulary and improving reading comprehension (Cohen, 1998) can only be caused by appropriate and well-prepared strategy instruction or training.

Likewise, practitioners in the 20th century took a long time to realize that reading classrooms need appropriate instruction based on the use of effective strategies that help readers to read in a more comprehensive, effective and enjoyable way (O'Malley and Chamot, 1990; Cohen, 1998), encouraging them to think about reading assignments in the classroom in a positive manner.

In another critical review of research on a strategic approach to reading and improving students' attitudes to reading in a positive direction, Miles (2010: 162) conducted his latest research into what it is that good readers do; he offers a repertoire of metacognitive strategies in the form of "both intensive and extensive approaches to reading with a wide range of engaging topics" and a full range of reading skill activities. The results of this could imply that, if students use these strategies more frequently and in an appropriate way in the given context, their attitudes towards reading could be improved or at least positive, even among those who are weaker or slower readers (Nuttall, 2005).

In terms of these viewpoints, Scarcella and Oxford (1992) proposed four categories of factors influencing reading and learners' corresponding attitudes concerning the use of metacognitive strategies in reading: (1) grammatical competence; (2) sociolinguistic competence; (3) discourse competence; and (4) strategic competence (Ling, 2011).

Grammatical competence refers to the readers' grammar knowledge which has an impact on understand the meaning. Sociolinguistic competence is the readers' ability to use language appropriately in various social contexts. Discourse competence refers to the knowledge of acceptable patterns in written and spoken language which can help interpret the texts. Strategic competence refers to the readers' ability to use a variety of language strategies while reading. (Ling, 2011: 8). Throughout these categories, strategic competence plays a significant role in the learner's construction of views about the positive influence of metacognitive strategies for their reading comprehension (Ling, 2011).

2.2. Metacognitive Strategies and Reading Comprehension in the Montenegrin Context

In accordance with the current standards for teaching and learning worldwide, the Montenegrin educational system has placed a great deal of emphasis on the implementation of approaches aimed at autonomous learning (Pešić, 1995; Bogojević, 2003; Lalović, 2010; Goranović, 2011; Perić, 2011), which inevitably refers to a strategy-based approach (Cohen, 1998) and the use of metacognitive strategies (Dickinson, 1996).

The educational system in Montenegro has been going through educational reforms since 1998 (Goranović, 2011) which have involved all educational institutions including higher education institutions, such as the University of Montenegro (Jeftić, 2006). In general, the higher education reforms grew out of the need to improve quality and productivity at the University of Montenegro, to eradicate teacher-dominated lectures (Jeftić, 2006) and put more of a focus on a learner-oriented classroom and autonomous learning (Perić, 2011).

However, researchers such as Jeftić (2006) indicate that there are still traces of traditional methods that remain a serious obstacle to achieving the goals of learner-centred education, and these are present in the teaching of all language skills at the university level. Traditional methods include learning by rote, passive learning without active involvement in acquiring vocabulary, grammar or language skills, such as listening, speaking, reading and writing (Hedge, 2005). For these skills there is a lack of teaching and learning of strategies that could help students to learn meaningfully (Jeftić, 2007). The demands for educational reforms in Montenegro, especially within the university setting and in the departments of foreign languages (Jeftić, 2006), are also justified by the recognition of these traditional methods in the teaching curricula, too, which have been the same for years without any improvement or any idea to change it for the sake of the students, who are themselves future FL teachers. This can be explained by a failure by teachers to update their teaching skills and knowledge, which they need to be working on constantly in order to teach their students to become autonomous and 'good language learners' (Nuttall, 2005).

> In a learner-centered approach, the role of the teacher is that of a facilitator, who is facilitating language learning for all practical and communicative purposes by giving students control over their own learning (Walia, 2012: 129).

This also implies that teachers should also work on their own teaching strategies and abilities to transfer their knowledge and skills to their students in order to make them strategic, autonomous learners. Therefore, the educational reforms also relate to developing teachers to be committed professionals who guide their students to become actively involved in the process of learning (Brajković, 2011).

Furthermore, Lalović (2010) points out the significance of the term 'active learning' based upon a constructivist view of the learning process (Piaget and Vygotsky, in Vučeljić, 2001). On the other hand, only Lalović (2010) mentions terms such as metacognitive knowledge and the processes within it, which are called metacognitive strategies. Most of his work is devoted to the significance of these strategies in the learning process. Still, he did not base his research on the use of these strategies in teaching and learning language skills, and because of this the effects on students' knowledge and their attitudes towards them are understated and not researched enough.

Similarly, Perić (2011) prefers a constructivist-based approach to education and finds that it leads to positive results and improved knowledge in students. It stresses the importance of the teacher's knowledge and skills in transferring knowledge about metacognitive or reflective learning. On the other hand, these conclusions are mainly based on theoretical views and the educational needs in Montenegro, where the main problem is the lack of practical application of the skills and strategies whereby we could concretely find out about the knowledge and attitudes of students towards this way of learning or reading.

This concern particularly addresses an urgent need to include metacognitive strategies in developing reading skills and to raise students' awareness of both active reading and developing metacognitive skills (Spasić, 2007).

3. Methodology

As the researchers' goal was to investigate the attitudes of students towards the use of metacognitive strategies within all three phases of reading within the *Textual Analysis* course, a quantitative approach to this research was employed (Seliger and Shohamy, 1989), using an experimental research model as a means of reporting attitudes among two groups of students. More precisely, one group was an experimental group exposed to metacognitive reading instruction (Chamot, Barnhardt, El-Dinary, Robbins, 1999) while the control group received no instructional framework.

3.1. Setting and Participants

The participants in the study were 65 university students of the Department of English Language and Literature, University of Montenegro belonging to C1 and C2 referential level according to the Common European Framework of Reference (CEFR) (Bogojević, 2003). This Department offers four years of English studies providing students with a degree-level qualification as a teacher of English language and literature. All of the students who participated in the research attended the regular course of *Textual Analysis* during all three years of their English studies. The *Textual Analysis* course is one of five core teaching courses making up the subject called Contemporary English. At the beginning of the study, students were divided into experimental and control groups according to the results of a reading comprehension pre-test. There were 12 students in the experimental group and 13 students in the control group from the first year of studies; there were 10 students in both the experimental and control groups from the second year of studies; similarly, from the third year of studies both the experimental and control groups contained ten students. All the students were females.

The *Textual Analysis* course was designed to prepare students to improve their reading, writing, use of English, listening and speaking (Gude and Duckworth, 2002). "Texts are taken from fiction or non-fiction, journalism and sometimes from promotional and informational material" (Gude and Duckworth, 2002: 4). When it comes to reading, the texts are focused on content, purpose, cohesion, coherence, text structure, global meaning, the main idea, text exemplification, comparison and reference (Gude and Duckworth, 2002) where the type of reading tasks range from multiple choice to gapped text (Norris, 2008).

From analysis of the abovementioned textbooks, the researcher concluded that the sections on reading in the textbooks need to be enriched with a broader repertoire of metacognitive strategies due to the fact that there are only a few included, such as scanning, skimming and personalizing (Norris, 2008; Gude and Duckworth, 2002). Hence, the researcher enriched the instructional framework of the Textual Analysis course with three groups of metacognitive strategies: *Centering your learning, Arranging and planning your learning* and *Evaluating your learning* (Oxford, 1990: 20) where there are additional classifications within the main group, such as *Overviewing and linking with already-known material*, *Paying attention*, *Finding out about language learning, Organizing, Setting goals and objectives, Identifying the purpose of a language task – purposeful listening, reading, speaking, and writing, Planning for a language task, Looking for practice opportunities, Self-monitoring* and *Self-evaluating*.

3.2. Data collection

With reference to researchers such as Seliger and Shohamy (1989), and Brown and Rodgers (2002), a questionnaire was designed to measure the belief systems of both language teachers and learners. Consequently, the researchers chose to collect the data for this study via a set of questions examining the respondents' (learners') opinions about metacognitive strategies used in the three phases of reading. The questionnaire used in this study had three major sections, containing statements about the metacognitive strategies used in the pre-reading phase, in the during-reading phase and in the post-reading phase.

The questionnaire was taken and adapted from O'Malley and Chamot's (1990) classification of language learning strategies, allowing respondents to complete it with minimum effort. Since the aim of the questionnaire was to measure students' attitudes towards the use of metacognitive strategies in reading and due to the fact that the original questionnaire also contains questions for measuring the use of cognitive and social strategies in all language skills and not just reading skills, the questionnaire was adapted. This is the reason why the new version includes only questions referring to the metacognitive strategies used in reading. So, eleven questions were left out from the original questionnaire. The adapted version contains 26 questions divided into three sections.

Cronbach's alpha has been used to estimate the reliability of the questionnaire where values higher than 0.80 are regarded as highly reliable. According to the results of Cronbach's alpha coefficient (presented in Table 1) the questionnaire is considered reliable.

Table 1: Reliability of the questionnaire

Cronbach's alpha	The number of questions in the questionnaire
0.976	26

The first question measured the extent of students' agreement on the basis of the use of the metacognitive reading strategy – *identifying the purpose of the task*. The second question measures the use of the *activating background knowledge* reading strategy, while the third one measures the metacognitive strategy of *answering the questions*. The fourth

question refers to the strategy of *predicting*, while the fifth question measures the use of the metacognitive strategy of *scanning*. The sixth and the tenth questions measure the extent of the use of the metacognitive strategy of *planning*. In the seventh question students are asked to measure the extent of their use of the strategy called *get an idea of a text's organization*, while the eighth question relates to the extent of using the strategy of *selective attention*. The last question of the first part of the questionnaire concerns the strategy of *skimming*.

The second part of the questionnaire contains nine questions where the extent of students' agreement is measured on the basis of nine metacognitive reading strategies, such as *scanning, selective attention, verifying predictions, monitoring, directed attention, planning, answering questions, evaluating* and again *monitoring*. The third part of the questionnaire involves seven questions examining the extent of students' use of metacognitive strategies of *evaluating*.

Students were required to read the statements and to indicate the extent of their agreement on the basis of the options provided on a five-point Likert scale: totally disagree (1); disagree (2); partially agree (3); agree (4); and totally agree (5). Both experimental and control groups' questionnaires were collected and only fully completed questionnaires were taken into consideration. All 65 questionnaires were taken into account since all these questionnaires were fully completed.

A reading comprehension test was also used as the instrument for collecting data and checking the level of students' reading comprehension due to the instruction within the *Textual Analysis* lessons.

The reading comprehension pre-test was conducted with the aim of the researchers evening out the groups in terms of knowledge on the basis of the results of the test. A reading comprehension post-test was carried out to check whether there was any improvement between the experimental and control groups, checking the hypothesized improvement in reading comprehension scores due to the instruction the experimental groups received.

The test is aimed at the C1 and C2 levels and is selected from the TOEFL standardized test[1] for testing reading comprehension of learners of English as their foreign language.

4. RESULTS

The data was analyzed in two different ways. Firstly, both the experimental and control groups' answers to the questionnaire were observed (Figures 1 and 2) in order to obtain data about hypothesized differences between the experimental groups and the control groups. In other words, we wanted to examine whether the instruction given in the experimental groups worked: whether it raised reading awareness and improved reading comprehension more than in the control groups. Additionally, we wanted to find out whether the instruction influenced a greater extent of recognition of these strategies in the questionnaire by the selection of a higher score in the questionnaire (according to the given five-point Likert scale).

Secondly, the results in the reading comprehension post-test were analyzed (Figure

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[1] The reading comprehension test was taken and chosen from the TOEFL website. Retrieved on 15 August 2011 from http://www.testpreppractice.net/TOEFL/Free-TOEFL-Practice-Tests/Reading Comprehension-5.aspx.

3) in order to examine the influence of the reading instruction in experimental groups by comparing the test results with control groups.

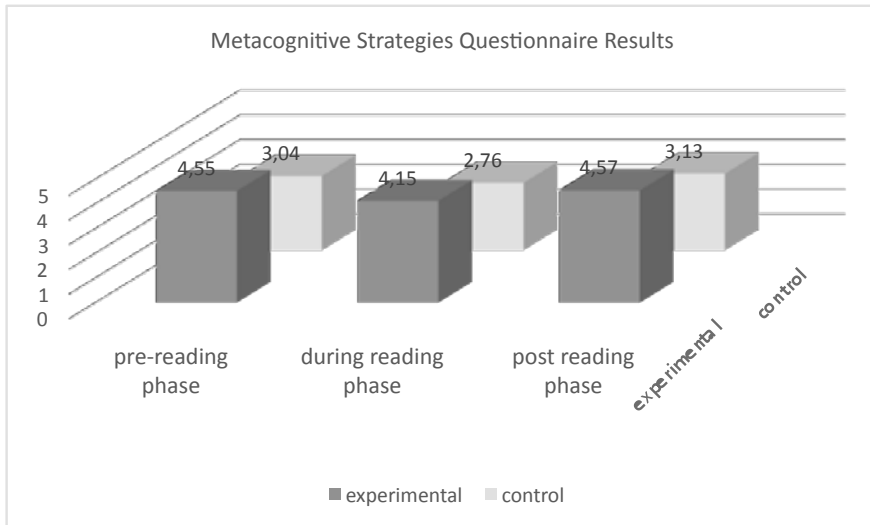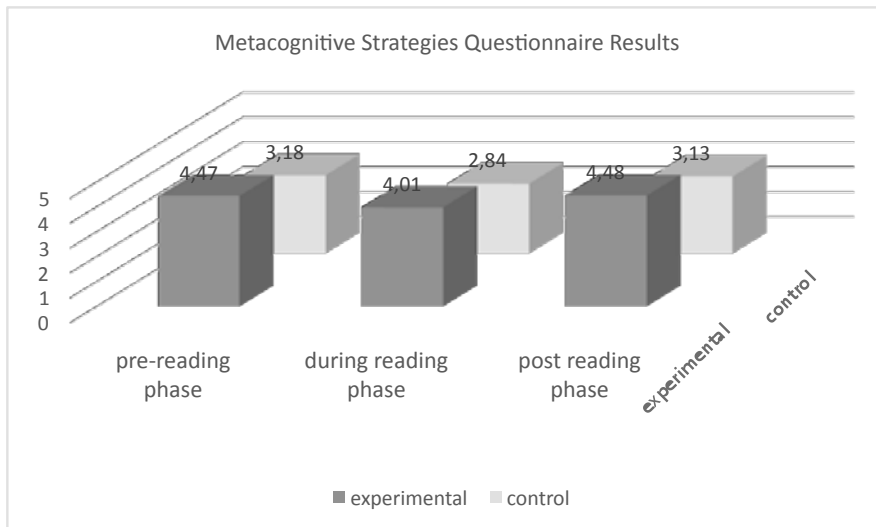**Figure 1.** *The questionnaire results for the second year of studies*

Metacognitive Strategies Questionnaire Results

Figure 2. *The questionnaire results for the third year of studies*

Metacognitive Strategies Questionnaire Results

When it comes to the questionnaire results for the first year of studies, no statistical differences were detected, which could be explained by the possibility that the instruction

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was not clear or motivational enough for the students of the first year of studies, or else that they did not take the instruction seriously.

On the other hand, first-year students come from different high schools and possess different levels of English. Moreover, their inclination towards strategic thinking or, better to say, strategic reading, depends on the skills or strategies they also gained in their high schools from their English teachers. All high school pupils in Montenegro who want to become students of English language and literature can apply for English studies three months before the beginning of the new academic year. There is no entrance exam and the final list of accepted students for the first year of studies is drawn up according to points calculated from the students' marks from English and Montenegrin from all four years of their high school studies. So, the results of our study could imply that first-year students had not got used to the reflective thinking achieved by the use of metacognitive strategies and that it was perhaps difficult for them to answer the questionnaire. Also, it is possible that they are not successful readers and have not recognized the importance of metacognitive reading strategies, because they have not gained the skills and strategies to use them, and do not recognize and value the importance of using these strategies in reading. Perhaps it will take time for them to acquire these skills – more time than in other groups whose attitudes towards the use of metacognitive strategies in reading were positive (second- and third-year students).

Figure 3. *Reading comprehension post-test results*
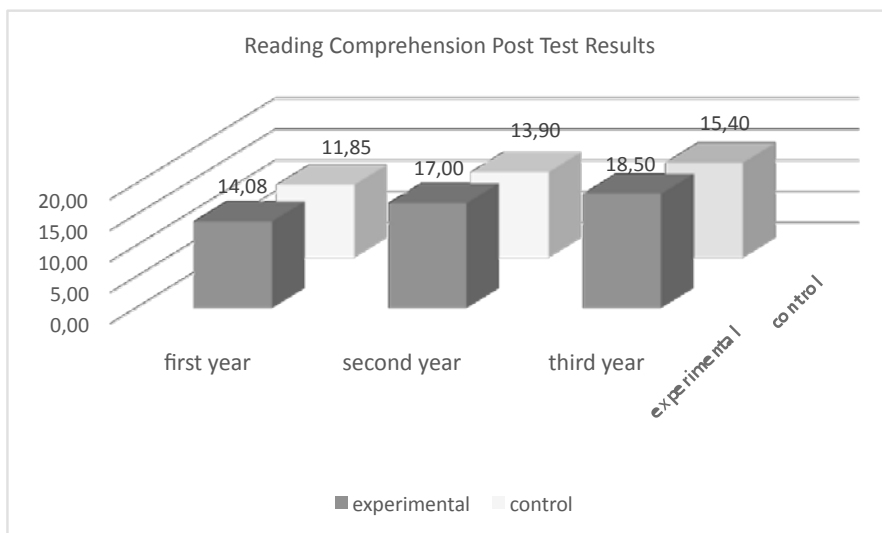
This increase in students' results could be explained by the fact that students already know what they are to expect in *Textual Analysis* lessons. On the other side, the results in the last year could be explained by students' readiness to read actively, to fully comprehend the text and use intentionally metacognitive strategies whilst doing that.

5. Discussion

Data shown in Figure 1 present the general attitude of second-year students towards the use of metacognitive strategies within all three stages of reading.

Data were analysed with the SPSS 17.0 statistical package where the mean values (M), t-test and p coefficient were used to measure the questionnaire results. The mean values for all three stages of reading both experimental and control groups are shown in Figure 1 where it is evident that the experimental groups were more successful, identified metacognitive strategies and chose higher numbers in the Likert scale. When it comes to the t-test results, in the pre-reading phase it is $t(12) = 6.869$, $p = 0.000$ which means that with 99% certainty we observe a statistically significant difference between the experimental and control groups. Within the during-reading phase the results are $t(12) = 6.866$, $p = 0.000$ which also means that with 99% certainty we observe a statistically significant difference between the experimental and control groups. It is the same situation in the post-reading phase where $t(12) = 7.024$, $p = 0.000$.

The data shown in Figure 2 presents the general attitude of second year students towards the use of metacognitive strategies within all three stages of reading.

The mean values for all three stages of reading in both the experimental and control groups are shown in Figure 2 where it is evident that the experimental groups were more successful, identified metacognitive strategies and chose higher numbers in the Likert scale. When it comes to the t-test results, in the pre-reading phase it is $t(18) = 3.329$, $p = 0.004$ which means that with 99% certainty we observe a statistically significant difference between the experimental and control groups. Within the during-reading phase, $t(12) = 3.318$, $p = 0.004$ which also means that with 99% certainty we observe a statistically significant difference between the experimental and control groups. It is the same situation in the post-reading phase where $t(12) = 3.598$, $p = 0.002$.

Figure 3 shows the mean values of the test results from the reading comprehension test conducted in both the experimental and control groups in order to examine the effectiveness of the instruction given to the experimental groups. The results that all experimental groups had better results than the control groups. Additionally, the t-test for the first year of study is $t(23) = 3.443$, $p = 0.002$ which means that with 99% certainty we observe a statistically significant difference between the experimental and control group. The same statistical difference applies to the second and third years of studies where the t-test values are $t(18) = 3.051$, $p = 0.007$, while in the case of the second year of studies, $t(18) = 2.653$, $p = 0.016$, so that with 95% certainty we observe a statistically significant difference between the experimental and control group.

The results that we came across imply positive effects of metacognitive strategies, where the groups of students who had used them expressed positive perceptions towards the usage of these strategies in reading.

6. Conclusion

Based on the overall results, we can conclude that all those learners who had metacognitive strategy instruction during the *Textual Analysis* course recognized the importance of metacognitive strategies for their better reading comprehension by marking them highly

on the Likert five-point scale given in the questionnaire. In other words, metacognitive strategies were beneficial to developing their reading skills which is also justified by their reading comprehension test results.

On the other hand, the results that come from the control groups are lower, and students did not mark those strategies as highly effective for their better reading comprehension. Some students in the first year of studies did not demonstrate their ability to recognize metacognitive strategies and their role in reading comprehension.

In such a manner, the present study might be limited by not having a longer period of time to apply the instruction so that those students who do not possess higher-order thinking skills (Jeftić, 2006) or, more precisely, reading skills, within this context of our research, are able to acquire those skills and apply them to reading within a longer period of time.

Additionally, since the results obtained by the small sample size (N = 65) are positive with a few exceptions in the first year of studies, a recommendation is given to conduct research with a larger sample size in order to examine the full effectiveness of the use of metacognitive strategies in the process of reading in a foreign language over a longer period of time.

As Markstein and Hirasawa (1990) suggest, advanced learners should meet reading challenges if they want to reach their learning goals. They can do it by reading different genres of texts in the classroom where they practice the use of different strategies, mainly metacognitive ones, due to the fact that these strategies provide active reading.

Given that metacognitive strategies are regarded as the most effective ones out of all the other types of strategies for developing proficiency in reading (Oxford, 1990), it is recommended that students' awareness about metacognitive strategies, as ways of acquiring language and learning actively, should be raised within either the educational system in Montenegro or a foreign language teaching context. On the other hand, teachers should be aware that they also need skills to be able to transfer knowledge about the methods and approaches to active learning in order to prepare students for reading different types of texts in a foreign language. The use of metacognitive strategies, according to the results of the experimental groups within this research, can help to promote a more positive attitude among students towards their constant use in reading different genres of texts.

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