



SNAP TO READ

THE INFLUENTIAL IMPACTS OF METACOGNITIVE READING STRATEGIES IN MODERN EFL READING CONTEXTS

Kristian Florensio Wijaya
Sekolah Internasional Cita Hati
kristianwijaya500@gmail.com

First received: August 13, 2022

Final proof received: November 10, 2022

Abstract:

The presented modern EFL reading learning complexities cannot be constantly overlooked by second language reading instructors since language learners oftentimes experience dispiriting, energy-draining, and frustrating reading experiences. Aligned with these above-mentioned L2 reading learning issues, it is indispensably important for EFL educators to start incorporating metacognitive reading strategies during the ever-changing literacy programs. Previous researchers strongly noted that the precise utilization of metacognitive reading strategies can provide a sound foundation for EFL learners to gain deeper insights into their chosen reading texts and exert better controls on the ongoing reading learning dynamics. This current-small scale library study was enacted as an attempt to exhaustively investigate the specific influential impacts promoted by metacognitive reading strategies in modern EFL reading contexts. To meet this study's major demand, the researcher critically selected thirty pieces of literature that corresponded with this research area. As observed in the obtained research results, metacognitive reading strategies can pave a new enlightening pathway for globalized EFL learners to transfigure into more competent L2 readers and attain more satisfying reading learning outcomes. Finally, worldwide EFL educationalists should activate metacognitive reading strategies at

the onset of their literacy programs to enable learners to become self-initiators possessing a higher level of intellectual curiosity and orchestrate a vast range of efficient reading strategies to meet the targeted reading learning demands.

Keywords: Metacognitive reading strategies, EFL reading, library study

INTRODUCTION

Literacy skills can be deemed as one of the pivotal competencies that should be fully possessed by globalized EFL learners to survive and thrive in their educational journeys. Chutichaiwirath and Sitthitikul (2017) believe that EFL learners will have broader opportunities to attain more satisfying target language achievements when they transform into more life-long and motivated readers. However, EFL learners in this global era tend to encounter various daunting challenges when assigned to read plenty of target language texts due to their limited vocabulary and underdeveloping reading comprehension levels.

This arising issue is in line with Maftoon (2014) reporting that the majority of EFL learners experience frustrating and debilitating reading activities concerning their scant development of lexical knowledge and reading skills. To better mitigate all these above-mentioned L2 reading impediments, EFL teachers can internalize metacognitive reading strategies in their daily-based reading dynamics. The simplest term for this approach was originally derived from metacognition defined as an individual's profound awareness to gain more potent control of their cognitive processes to reach their desired learning objectivities. Asy'ari et al. (2019) state that metacognition can be interpreted as people's capabilities to manage their cognitive aspects to fully obtain their pre-determined learning goals.

In L2 reading contexts, this psychological construction evolved into metacognitive reading strategies in which EFL learners are obliged

to plan, monitor, and evaluate their designated reading enterprises to internalize more efficient reading strategies. This conception is closely correlated with Kalsoom et al., (2021) averring that highly metacognitive L2 readers are more prone to plan, monitor, and evaluate their reading progresses to appropriately implement suitable reading strategies in the future. Thus, the major aim of activating EFL learners' metacognitive reading strategies is to allow them to raise their exhaustive awareness regarding the selected reading strategies they attempt to utilize. By doing so, they can significantly foster their reading comprehension levels and achieve more gratifying reading outcomes. This assertion strengthened the argument of Ahmadi et al., (2013) avowing that by equipping EFL learners with metacognitive reading strategies at the onset of L2 literacy exposure, they will potentially transfigure into more competent and successful readers.

To release all the above-mentioned fruitful reading outcomes, it is worth advocating for EFL teachers to juxtapose the metacognitive strategies with their current learners' reading proficiency, needs, and conditions. By carrying out such an action, EFL teachers can promote more positively sound, supportive, and enjoyable reading circumstances where learners are strongly motivated to improve their reading comprehension skills, explore a wide array of challenging texts, and confront specific reading obstructions. These valuable reading merits are tightly interwoven with Fayazi-Nasab (2016) mentioning that it is indispensably important for EFL teachers to ascertain that the implemented reading strategies are compatible with the particular reading situations faced by learners to bring about more persistent reading habits to this reading community.

Furthermore, a huge difference creating a gap between proficient and less proficient L2 readers pertains to the efficiency of reading strategies use. It is worth emphasizing that competent L2 readers constantly activate their prior knowledge, guess the unfamiliar

meanings from the targeted texts, possess a more profound awareness of the entire text organization, and utilize inferences. While struggling L2 readers interact with their chosen reading texts passively, translate the unknown sentences frequently, and consult the unfamiliar words with the dictionary continually. All these distinctive characteristics seem in accord with Wang (2016) acknowledging that proficient L2 readers consistently incorporate a vast array of effective reading strategies beneficial to construct clearer discernment of their texts. On the other hand, low proficient readers oftentimes undergo taxing and unpleasant reading journeys since they merely follow the texts without making use of varied appropriate reading strategies.

According to Mariam (2016), there are three streams subdivided from metacognitive reading strategies namely problem-solving, global reading, and support reading strategies. Through the means of these three major strategies, EFL teachers will have wider opportunities to make more critical discernment concerning the most suitable metacognitive reading strategies to be further incorporated into their classrooms based on the diverse-wide ranging reading skills possessed by learners. Migdadi and Baniabdelrahman (2016) adduce that by fully activating problem-solving, global reading, and support reading strategies, EFL teachers can intensively provide more meaningful reading support for their learners since they have discovered the metacognitive reading strategies best suit the learners' reading styles.

In these subsequent lines, the researcher attempted to delineate all three aforesaid metacognitive reading strategies. Through problem-solving strategy, EFL learners extensively learn how to become more critical, strategic, and resilient readers while being crammed with a wide variety of arduous reading texts. This explication is substantiated by Ali and Razali (2019) arguing that in the support of a problem-solving strategy, EFL learners learn to apply particular reading strategies to overcome various reading barriers hindering their existing reading

processes. With the accompaniment of a global reading strategy, EFL learners can infuse more obvious reading objectivities within their minds to fully comprehend the presented information forming in the texts. Omar and (2020) propounds that target language learners can traverse more proper reading tracks while activating a global reading strategy at the outset of their literacy programs. Ultimately, a support reading strategy allows EFL learners to orchestrate a vast array of reading strategies to meet the demands of the reading activities. This purpose is in conformance with Rasinski et al., (2017) articulating that EFL learners can potentially master various meaningful reading approaches while being armed with support reading strategy since they are well-trained to become more judicious decision-makers and critical readers.

There were five prior studies relevant to the main theme of this present small-scale library study. The first study was conducted by Bria and Mbato (2019) revealing that graduate university EFL learners display more mature reading behaviors and possess a higher level of metacognitive awareness compared to undergraduate university EFL learners. Iftanti and Shofiya (2018) discovered that extensive reading programs had successfully elevated university EFL learners' profound awareness regarding the compatibility and applicability of their chosen reading strategies influential for their significant elevation of reading motivation.

In a further study, Mohseni et al., (2020) strongly suggested worldwide EFL teachers internalize metacognitive reading strategies as parts of their literacy programs to elevate their learners' reading comprehension skills to the fullest potential. Mukhlif and Amir (2017) highly encouraged globalized EFL teachers to equip learners with decent metacognitive reading strategies to significantly improve their reading comprehension skills. Lastly, Suminto and Mbato (2020) prompted Indonesian EFL teachers to start applying

metacognitive strategy at the commencement of primary school educational enterprises to establish more commendable, positive, and compassionate characters propelling their learners to transform into more competent academicians possessing excellent characters. Although these five studies had conducted an in-depth investigation of the important role of metacognitive and metacognitive reading strategies, more specifically-obtained research results are needed to shed more enlightenment for globalized educators regarding the stronger reasons encouraging them to incorporate metacognitive reading strategies in their variegated reading vicinities. Thus, this present small-scale library study was a proactive attempt made by the researcher to exhaustively investigate the influential impacts promoted by metacognitive reading strategies in modern EFL reading contexts. To fulfill this major research aim, one following research problem was posed namely: (1) what are the influential impacts promoted by metacognitive reading strategies in modern EFL reading contexts?

Reading Strategies

Since reading is one of the complex literacy enterprises where academicians are demanded to not merely comprehend the essential information from their texts, it is notably essential to concurrently equip them with a more profound awareness of the reading strategies use. Deliany and Cahyono (2020) strongly encourage Indonesian EFL teachers to not only teach their learners to gain a deeper understanding of the targeted reading texts but also gain more insightful awareness regarding the particular reading strategies they attempt to utilize. By committing to doing this action, EFL learners will have a higher probability to become more proficient L2 readers capable of incorporating a wide range of efficient reading strategies.

This argumentation is mutually interlinked with Soodla et al., (2019) holding a strong belief that competent L2 readers are well-considered proactive academicians who are skillful at internalizing

a vast array of effective reading strategies to resolve some specific reading hurdles successfully. This positive reading attribute should be fully possessed by EFL learners unless they can potentially undergo unpleasant, energy-draining, and frustrating reading experiences in the long-term period. Again, the constant practice of efficient reading strategies cannot be detached from the role of metacognition in which EFL learners exert more potent control on their cognitive processes to obtain their desired reading goals.

This inevitable truth is strongly supported by Dardjito (2019) stating that highly metacognitive L2 readers generally instill more obvious reading targets in their mindset allowing them to continuously reflect on their cognitive aspects to achieve the intended reading objectivities. This automatic reading strategies optimization is attributable to the solid integration between metacognition and selected reading strategies utilization paving a more enlightened way for EFL learners to sustainably plan, monitor, and evaluate their reading performances. Shih and Huang (2018) phrase that when EFL learners have become more aware of their metacognition development and selected reading strategies, they will be more capable of regulating their existing reading activities for a better purpose.

Metacognitive Reading Strategies

There are four essential components represented in metacognitive reading strategies namely metacognitive knowledge, metacognitive experiences, metacognitive objectives, and metacognitive strategies. Duman and Semerci (2019) cluster metacognitive reading strategies into four major streams such as metacognitive knowledge, experiences, objectives, and strategies. Anchored on all these theoretical frameworks, EFL learners can transform into more proficient and strategic L2 readers when they are capable of integrating these four major streams of metacognitive strategies with their chosen reading strategies. This belief is in harmony with Soodla et al., (2019) stating

that EFL learners can transfigure into more competent target language readers upon consolidating their chosen reading strategies with the four main types of metacognitive reading strategies.

Furthermore, internalizing metacognitive reading strategies also denotes EFL learners' proactive regulation toward the designated reading strategies utilized to plan, monitor, and evaluate their current reading enterprises. This contention echoes the theory Abu-Snoubar (2017) strongly motivates EFL learners to activate their metacognitive reading strategies at the commencement of L2 literacy exposure to gain more apprehensible insights from their texts and foster their reading comprehension skills. In a similar vein, highly-metacognitive L2 readers are also labeled as skillful at underlining some specific unfamiliar words forming in their texts, jotting down particular important information, and inculcating more exhaustive awareness concerning the implemented reading strategies.

Zhang and Zhang (2019) highly recommended worldwide EFL learners become more proactive information seekers, take some important notes, and gain a more profound awareness of the reading strategies used while engaging in various reading enterprises. Nurturing this subset of proactive reading actions is indispensably crucial since EFL learners can potentially become more self-reliant and life-long L2 readers capable of identifying the best metacognitive reading strategies working best for their present reading contexts. This perspective aligns with Rastegar et al., (2017) unearthing that EFL learners instilling the robust development of metacognitive reading strategies are better in realizing the entire reading dynamics they tap into eventually resulting in the continual establishment of their independent and life-long learning characters.

Hence, globalized EFL teachers need to introduce their learners to how, when, and why they can appropriately utilize the metacognitive reading strategies to overcome particular reading hindrances. This

suggestive advice is congruent with Fitriasia et al., (2015) highly prompting EFL teachers to expand their learners' understanding of when, why, and how to harness certain metacognitive reading strategies to progressively make them become more successful L2 readers. The ultimate impactful benefit of nurturing these reading approaches is EFL learners can significantly elevate their reading performances, achievements, and outcomes to the utmost potential since they have become more highly cognizant of the compatibility as well as the applicability of metacognitive reading strategies in their reading situations. Ahmadi et al., (2013) declare that L2 readers can be deemed as successful and proficient academicians only if they can exhibit gratifying reading outcomes, achievements, and performances accompanied by the meaningful internalization of metacognitive reading strategies harmonious with their reading dynamics.

METHOD

This present small-scale qualitative investigation was conducted with the accompaniment of a library study to generate renewable insights and perspectives regarding the specific research areas. Because of such reasons, the researcher conscientiously selected thirty pieces of metacognitive reading strategies literature. Speaking specifically, these prior thirty pieces of literature heed more profound attention to exploring the significance, criticality, and conceptuality of metacognitive reading strategies in a wide variety of L2 reading domains. Thus, these 30 pieces of literature ranged from 2014 until 2022 year to generate more contextual and up-to-date research results compatible with nowadays L2 reading enterprises.

Furthermore, there were two fundamental reasons prompting the researcher to conduct this library investigation. Firstly, worldwide EFL learners frequently lack motivation and clear objectivities while reading voluminous challenging reading texts resulting in poor

reading performances. Hence, the researcher held a strong contention that the specific research results yielded by this study can shed more enlightenment for EFL teachers to meaningfully internalize metacognitive reading strategies in their daily-based reading learning activities to provide more intensive reading assistance for learners to become more successful target language readers. Secondly, globalized EFL teachers are still highly desirous of applying traditional and passive reading approaches in their particular reading dynamics impacting the learners' abilities to fully comprehend the specific information forming in their texts.

Therefore, the subsequent research results are expectantly hoped to pave a renewable pathway for EFL teachers to gradually internalize metacognitive reading strategies at the onset of literacy programs to transfigure their learners into more strategic, proficient, and independent L2 readers. In the data analysis processes, the researcher subcategorized the most-appeared research results yielded by the previous thirty pieces of literature in some specific major themes to ascertain the robustness, comprehensibility, and relevance of these findings to be implemented in multivariate reading dynamics. More in-depth argumentations and explications would be strengthened by the specific research results produced by these thirty previous pieces of literature to make the data more valid and precise.

FINDINGS AND DISCUSSION

This section attempted to delineate some specific influential impacts promoted by metacognitive reading strategies in modern EFL reading contexts. Two major specific themes were thematically clustered namely: (1) Metacognitive reading strategies gradually transform EFL learners into more proficient L2 readers and (2) metacognitive reading strategies enable EFL learners to obtain more fruitful reading learning outcomes. The in-depth data explications can

be discerned in the following lines.

THEME 1: Metacognitive Reading Strategies Gradually Transform EFL Learners into More Proficient L2 Readers

Table 1: Metacognitive Reading Strategies Gradually Transform EFL Learners into More Proficient L2 Readers

Theme 1	Authors
Metacognitive Reading Strategies Gradually Transform EFL Learners into More Proficient L2 Readers	Ahmadian and Pasand (2017); Ahmed (2020); Amini et al., (2020); Annury et al., (2019); Boyraz and Altinsoy (2017); Dardjito (2019); Deliany and Cahyono (2020); Dundar (2016); Ghaith and El-Sanyoura, (2019); Al-Mekhlafi (2018); Meniado (2016); Raštegar et al., (2017); Rianto (2021); Shehzad et al., (2020); Zhang and Guo (2020).

The breaking point of successful metacognitive reading strategies implementation must have resulted in the advanced reading proficiency possessed by EFL learners. In keeping with this first major specific theme, there is a wide range of factors prompting this holistic reading learning outcome to happen. As alluded to before, the precise internalization of metacognitive reading strategies allows EFL learners to instill a higher degree of reading ownership and implement appropriate reading strategies harmonious with their current reading situations. This finding hinged upon Ahmed's (2020) study unfolding that a predominant number of university EFL learners have become more responsible for their reading enterprises and activated more proper reading strategies after they are exposed to metacognitive reading strategies.

Another indispensable factor that allows positive trajectories for the successful internalization of metacognitive reading strategies is the long-lasting reading endeavor inculcated by EFL learners. Highly-

metacognitive readers are more liable to discover ample challenging texts constantly. By carrying out this initiative, these readers have progressively transformed into more life-long academicians highly desirous of rejuvenating their knowledge and skills. This finding strengthened the prior study of Amini et al., (2020) finding out that EFL learners having been equipped with metacognitive reading strategies are more determined to persistently deal with varied challenging reading texts and actively participate in continual reading dynamics outside of the classroom walls compared to other learners companions who have not been introduced to metacognitive reading strategies. In a similar vein, proficient L2 readers can be labeled as academicians who are skilled at planning, monitoring, and evaluating their reading learning processes. They are also capable of orchestrating a range of efficient reading strategies to overcome specific reading obstacles. Annury et al., (2019) noted that highly-metacognitive and competent L2 readers have more tendencies to plan, monitor, and evaluate their reading learning dynamics by releasing a set of meaningful reading strategies beneficial to mitigate the designated reading barriers.

To embody all these laudable reading behaviors, it is worth suggesting for EFL teachers precisely identify learners' present reading competencies, needs, and conditions to promote more positively-sound reading learning surroundings where learners have broader opportunities to develop their reading comprehension levels into the potential and be more aware of the significance of their chosen reading strategies. This finding lends support to Deliany and Cahyono (2020) strongly recommend EFL teachers incorporate more appropriate reading learning enterprises sustaining the further advancement of learners' reading comprehension development eventually resulting in the full attainment of satisfying reading learning outcomes. With the accompaniment of metacognitive reading strategies, EFL learners can also potentially transform into more efficient problem-solvers,

judicious decision-makers, and critical readers possessing advanced reading skills. Again, all these positive reading behaviors are fully ingrained since learners have gained a more profound awareness of when, why, and how to apply some specific reading strategies.

Ghaith and El-Sanyoura (2019) have likewise emphasized the critical importance of metacognitive reading strategies in globalized reading learning dynamics in which EFL learners are more skillful at resolving various reading hurdles, stipulating reading strategies working best for their reading situations, and activating their critical thinking skills while reading plenty of reading texts. In the last line of argument, the accurate internalization of metacognitive reading strategies can allow EFL learners to experience more pleasurable reading learning activities by becoming more proactive and independent readers. As an effect of activating these two commendable reading characters, learners will be more likely to attain more gratifying reading learning achievements. Such finding is in agreement with Rastegar et al., (2017) discovering that in the support of metacognitive reading strategies, EFL learners have gradually transformed into more spirited and optimistic L2 readers attaining satisfying reading achievements.

THEME 2: Metacognitive Reading Strategies Enable EFL Learners to Obtain More Fruitful Reading Learning Outcomes

Table 2: Metacognitive Reading Strategies Enable EFL Learners to Obtain More Fruitful Reading Learning Outcomes

Theme 1	Authors
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Metacognitive Reading Strategies Enable EFL Learners to Obtain More Fruitful Reading Learning Outcomes	Abusaeedi and Khabir (2017); Algraini (2021); Ali and Razali (2019); Bećirovic et al., (2017); Chutichaiwirath and Sitthitikul (2017); Ismail and Tawalbeh (2015); Jafarpanah and Farahian (2016); Linda et al., (2015); Razi (2014); Seedanont and Pookcharoen (2019); Suharni (2017); Taghinezhad et al., (2015); Tavakoli (2014); Thongwichit and Buripakdi (2021); Zarei (2018).
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It is well-acclaimed that through the implementation of metacognitive reading strategies, EFL learners will have wider opportunities to achieve more fruitful reading learning outcomes. This influential impact took place since they can internalize a vast array of efficient reading strategies to obtain more comprehensible insights from their targeted texts. When learners have successfully gained a more in-depth understanding of the texts, they can significantly increase their reading comprehension levels. Following this argumentation, Abusaeedi and Khabir (2017) strongly advise EFL learners to be more cognizant of their applied metacognitive reading strategies to sustainably elevate their reading comprehension levels leading to the betterment of the reading learning dynamics. After fully obtaining more fruitful reading learning outcomes and advancing the targeted reading comprehension levels to the utmost levels, EFL learners are concurrently committed to exploring a wide array of challenging reading texts with minimum assistance from their teachers.

In other words, these learners can be deemed as self-regulated and motivated L2 readers knowing the best reading circumstances, strategies, and situations working best for the entire reading learning trajectory. This positive reading learning action has a close linkage with Bećirovic et al., (2017) highly prompting worldwide EFL teachers to fine-tune the pre-determined reading learning vicinities in accord with the learners' current reading levels and preferences to immensely

elevate their reading learning motivation to discover voluminous texts possessing distinctive genres contributable for their prospective reading skills development.

Thus, it is of crucial importance for EFL teachers to not merely introduce learners to general but also specific metacognitive reading strategies they attempt to utilize. This fundamental standpoint needs to have resided within our mindset to familiarize learners with the real-time reading complexities where they are adept at orchestrating a subset of reading strategies corresponding with their reading enterprises. Ismail and Tawalbeh (2015) mention that it will be cumbersome for EFL teachers when compelling their learners to activate one-size-fits-all reading strategies amid the taxing reading learning challenges they are confronting. Instead, they need to be fully armed with a complete set of meaningful reading strategies supportive for invigorating their metacognitive and reading proficiency growth.

The further incorporation of metacognitive reading strategies can potentially pave a more enlightening way for EFL learners to identify their specific reading strengths and weaknesses. By accurately unearthing these essential areas, learners are strongly determined to gain more potent controls on their existing reading processes, which in turn, results in the occurrence of fruitful reading learning outcomes and satisfying reading achievements. This conception is parallel with Jafarpanah and Farahian (2016) elucidating that it is urgently pivotal for EFL teachers to intensively address more supportive reading learning assistance for learners to better understand their particular strengths and weaknesses to make them become more self-reliant readers capable of determining the most suitable reading enterprises corresponded with their reading proficiency growth.

On top of these above-explicated meritorious reading learning rewards, it is indisputably important for EFL teachers to keep in mind that fruitful reading outcomes should be strongly correlated with their

learners' cognitive and affective learning streams. Simply put, EFL learners can be perceived as successful target language readers only if they are skillful at comprehending a vast variety of arduous reading texts, enjoying their ongoing reading processes, and broadening their specific understanding of the designated reading topics. This fundamental principle seems to accord with the finding of Linda et al., (2015) believing that meaningful and fruitful reading learning outcomes can be fully obtained by EFL learners when they have instilled a higher degree of commitment to reading ample challenging reading texts, undergone more favorable reading learning activities, and expanding their particular understanding of the subject-specific reading topics. Moreover, it is worth accentuating that the proper internalization of metacognitive reading strategies also has a tight-knit relationship with EFL learners' reading competencies development and self-efficacy belief. It can be further parsed that highly-metacognitive L2 readers are more prone to monitor their particular understanding of the chosen reading texts constantly to gain deeper insights from the specific information forming in their passages.

The above-explained argumentation can be tailored to the prior finding of Taghinezhad et al., (2015) arguing that the focal point of incorporating metacognitive strategies is to lead EFL learners to get closer to more fruitful L2 reading learning attainment. Thus, they further add that EFL teachers must fulfill learners' understanding with adequate knowledge of metacognitive reading strategies to enable them to exert better controls on the cognitive processing impactful for the significant enhancement of their reading comprehension. Although it takes plenty of time for the aforesaid benefits to emerge, it is inescapable for modern EFL teachers to continually implement metacognitive reading strategies in their reading learning vicinities since learners can progressively transfigure into more proficient L2 readers fully attaining fruitful reading learning outcomes.

This assertion is compatible with the previous finding of Tavakoli (2014) markedly showcases a tremendous difference between highly-metacognitive and struggling L2 readers in terms of managing the existing reading learning dynamics, raising more exhaustive awareness regarding the specifically-utilized reading strategies, and interacting with variegated reading genres. Again, it is becoming progressively essential for EFL teachers to not only inform learners about the benefactors of metacognitive reading strategies but also train them on how to maximize the usefulness of this set of strategies in their daily-based reading enterprises.

CONCLUSION

In summary, it can be fairly deduced that the precise and meaningful incorporation of metacognitive reading strategies can address more robust empowerment for the ongoing reading learning enterprises undergone by EFL learners. This coveted L2 reading learning outcome took place since learners have been more adept at optimizing their specific reading strategies in harmony with the reading complexities they confront with. As a result, EFL learners can progressively transform into more autonomous, well-tempered, strategic, and competent L2 readers highly desirous of exploring a wide array of challenging reading texts both inside and outside of the reading classroom contexts. Due to the ever-changing nature of L2 reading climates, modern EFL educators need to promote a better-facilitated L2 reading learning atmosphere where learners encounter broader opportunities to orchestrate manifold effective reading strategies corresponded with their reading situations.

By doing so, they have successfully solidified their reading comprehension growth and metacognitive reading strategies use resulting in the exponential advancement of their reading performances, skills, and achievements. Given the importance of acknowledging a

certain number of shortcomings forming in this study, it is worth suggesting for future researchers replicate this current small-scale library investigation with greater use of metacognitive reading strategies literature to generate more generalizable research results to be accurately implemented in diverse-wide ranging L2 reading learning circumstances. Therefore, all above-explained research findings should not be blindly generalized in other distinctive L2 reading learning contexts. Furthermore, there is also an additional necessity for prospective researchers to profoundly conduct more intensive investigations toward the potential drawbacks promoted by metacognitive reading strategies in advanced reading classroom settings to reinforce EFL educationalists' preparedness in devising probable reading learning strategies best suit learners' further metacognitive and reading skills growth. Above all aforementioned research limitations, this current small-scale library study had provided more insightful perspectives for worldwide EFL teachers concerning the potential meritorious literacy values promoted by metacognitive reading strategies by which second language learners will encounter more meaningful reading learning avenues and experience more constructive reading experiences based on the metacognitive-informed decisions.

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