BIBLIOGRAPHY

BIBLOGRAPHY

Adamson, H. D. (1993). **Academic Competence**, Theory and Classroom Practice:

Preparing ESL students for content courses. New York: Longman.

Aebersold and Field. (1997). **Reading to Reading Teacher**: Issues and Strategies for

Second. Language Classrooms. Cambridge.

Aegpongpaow, O. (2008). **A qualitative investigation of metacognitive strategies in**

Thai's students' academic reading. An unpublished thesis.

Srinakharinwirot University.

Alderson, J. C. (1999). Introduction: What is Reading? In J. C. Anderson & A. H.

Urquhart. (Eds.), **Reading in a Language** (pp. xv-xxvi). NY: London.

Alexander, P. A. & Jetton, T. L. (2000). Learning from Text: A Multidimensional

and Developmental Perspective. In M. L. Kamil, P.B. Mosenthal, P. D.

Pearson & R. Barr. (Eds.), **Handbook of Reading Research**. Mahwah, NJ:

Erlbaum 13(2): 285-310.

Allen, L. A. (2006). **Metacognition and Reading: Strategies for Struggling**

Readers. Doctoral Dissertation, Pacific Lutheran University. Available

from: UMI ProQuest Digital Dissertation, (UMI Order No. 1440263).

Almasi, J. (1995). The Nature of Fourth Graders' Sociocognitive Conflicts in

Perr-Led and Teacher-Led Discussions of Literature. **Reading Research**

Quarterly. 3(3): 314-351.

Al-Nujaidi, A. H. (2003). **The Relationship Between Vocabulary Size, Reading Strategies, and Reading Comprehension of EFL Learners in Saudi Arabia**. Unpublished Doctoral Dissertation, Oklahoma State University. Available from: UMI ProQuest Digital Collection, (UMI Order No. 3094023).

Alvermann, D. E., & Phelps, S. F. (2002). **Content reading and literacy** (3rd ed.). New York: A Pearson Education Company

Anderson, K. (2000). **The Reading Wars: Understanding the Debate Over How Best to Teach Children to Read. The National Right to Read Foundation**. Retrieved on December 12, 2010 from ttp://www.nrrf.org/ article_anderson6-18-00.htm.

_____. (2003). Scrolling, Clicking, and Reading English: Online Reading Strategies in a Second/Foreign Language. **The Reading Matrix**. 3(3): 1-33.

Anderson, N.J. (1991). Individual differences in strategy use in second language reading and testing. **The Modern Language Journal.** 75(4): 460-472.

_____. (1984). The role of metacognition in second language teaching and learning. **ERIC Digest**, Retrieved from http://www.cal.org/resources/digest/0110anderson.html.

Anderson, R. C. (1994). Role of Reader's Schema in Comprehension, Learning, and Memory. In R. B. Ruddell & Y. Singer. (Eds.), **Theoretical Models and Processes of Reading**, (4th Ed.). Neward, DE: International Reading Association.

Badrawi,N. (1992). The Reading Dilemma: Meeting Individual Needs. **English Teaching Forum** 30 (2): 6-35.

Baker, L. (2002). Metacognition in Comprehension Instruction. In C. Block & M. Pressley. (Eds.), **Comprehension Instruction: Research-based Best Practices** (pp. 77-95). NY: Guilford Press.

Baker, L. & Brown, A. (1984). Metacognitive Skills and Reading. In D. Pearson. (Eds.), **Handbook of Reading Research,** (pp. 353-387). NY: Longman.

Barnett, M. A. (1988). Reading through Context: How Real and Perceived Strategies Use Affects L2 Comprehension. **Modern Language Journal** 72: 150-162.

_____. (1989). **More than Meet the Eye**. Englewood Cliffs, NJ: Prentice-Hall.

Berkowitz, S. J. & Taylor, B. M. (1981). The Effects of Text Type and Familiarity on the Nature of Information Recalled by Readers. In M. Kamil. (Ed.), **Directions in Reading: Reading and Instruction** (pp. 157-167). Washington, DC: National Reading Conference.

Best, J. W. & Kahn, J. V. (1998). **Research in Education** (8th Ed.). Boston: Allyn and Bacon.

Block, E. (1986). The Comprehension Strategies of Second Language Readers. **TESOL Quarterly**. 20: 463-494.

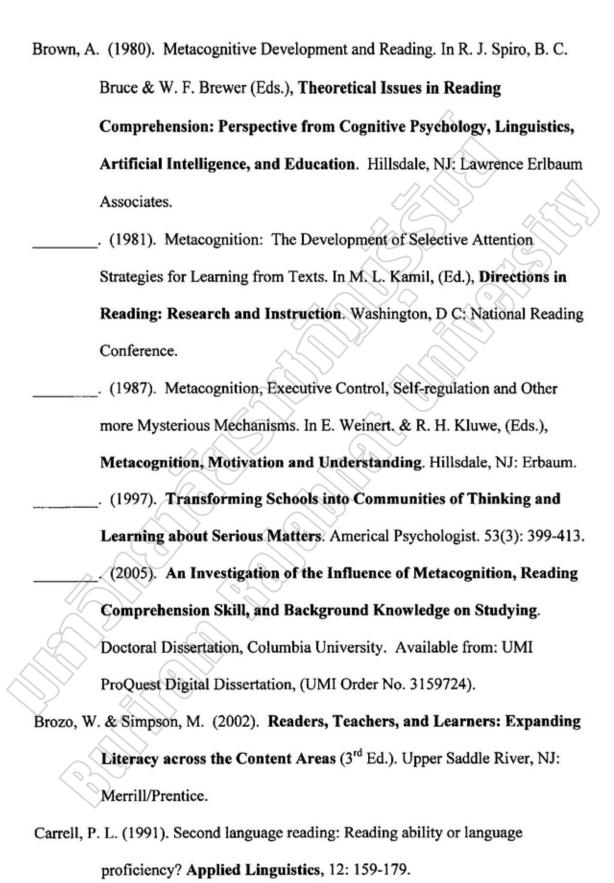_____. (1992). See How They Read: Comprehension Monitoring of L1 and L2 Readers. **TESOL Quarterly**. 26: 319-342.

Block, C. C. & Pressley, M. (2002). **Comprehension Instruction: Research Based Best Practices**. NY: Guilford Press, pp. 14-16.

Boersma, F.J., & Chapman, J.W. (1992). **Perception of ability scale for students – Manual**. California: Western Psychology Services.

Borkowski, J. G., & Muthukrishna, N. (1995). **Moving metacognition into the classroom: Working models and effective strategy teaching**. In M. Pressley, K. R. Harris, & J. T. Guthrie (Eds.), Promoting academic competence and literacy in school (pp. 477-501). San Diego, CA: Academic.

Boudreaux, M. K. (2007). **An Analysis of Metacognitive Reading Strategies and the Academic Performance of Middle School Students**. Doctoral Dissertation, Texas Southern University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3317488).

Brantmeier, C. (2002). Second Language Reading Strategy Research at the Secondary and the University Level: Variations, Disparities, and Generalizability. **Reading Matrix: An International Online Journal**.3 (2): 213-216.

Britton, B., Glynn, S., Meyer, B. & Penland, M. (1982). Effects of Text Structure on Use of Cognitive Capacity During Reading. **Journal of Educational Psychology**.74: 51-61.

Brooks, C. & Warren, R. P. (1970). **Modern Rhetoric** (3rd Ed.). New York: Harcourt, Brace and World.

Brown, A.L., J.D. Bransford, R.A. Ferrara and J.C. Campione. (1983). Learning, remembering and understanding, in J. H. Flavell and E. M. Markman (eds.), **Handbook of Child Psychology**. Cognitive Development. New York.

Brown, A. (1980). Metacognitive Development and Reading. In R. J. Spiro, B. C. Bruce & W. F. Brewer (Eds.), **Theoretical Issues in Reading Comprehension: Perspective from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education**. Hillsdale, NJ: Lawrence Erlbaum Associates.

_____. (1981). Metacognition: The Development of Selective Attention Strategies for Learning from Texts. In M. L. Kamil, (Ed.), **Directions in Reading: Research and Instruction**. Washington, D C: National Reading Conference.

_____. (1987). Metacognition, Executive Control, Self-regulation and Other more Mysterious Mechanisms. In E. Weinert. & R. H. Kluwe, (Eds.), **Metacognition, Motivation and Understanding**. Hillsdale, NJ: Erbaum.

_____. (1997). **Transforming Schools into Communities of Thinking and Learning about Serious Matters**. Americal Psychologist. 53(3): 399-413.

_____. (2005). **An Investigation of the Influence of Metacognition, Reading Comprehension Skill, and Background Knowledge on Studying**. Doctoral Dissertation, Columbia University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3159724).

Brozo, W. & Simpson, M. (2002). **Readers, Teachers, and Learners: Expanding Literacy across the Content Areas** (3rd Ed.). Upper Saddle River, NJ: Merrill/Prentice.

Carrell, P. L. (1991). Second language reading: Reading ability or language proficiency? **Applied Linguistics**, 12: 159-179.

Carrell, P. L. (1989). Metacognitive Awareness and Second Language Reading.

      Modern Language Journal.73: 120-133.

_____. (1998). Metacognitive Awareness and Second Language Reading.

      Modern Language Journal, 73, pp. 121-143. Lawrence Erbaun.

Carrell, P. L., Gajdusek, L. & Wise, T. (1998): Metacognition and EFL/ESL

      Reading. **Instructional Science**.26: 97-112.

Carrell, P. L., Pharis, B. G. & Liberto, J. C. (1989). Metacognitive Strategy Training

      for ESL Reading. **TESOL Quarterly**. 23: 647-678.

Chall, J., Jacobs, V. & Baldwin, L. (1990). **The Reading Crisis: Why Poor**

      Children Fall Behind. Cambridge, MA: Harvard University Press.

Chapman, J.W., & Tunmer, F.J. (1995). Students' perception of ability scale:

      Schema theory and ESL reading. **Journal of Educational**. 68(2): 57-58.

Chandavimon, M. (1998). Reading Comprehension: An Active Engagement or a

      Passive Experience? **PASAA**.28: 31-42.

Chun An Lin. (2009) The effect of a speed reading on EFL learners. **Journal of a**

      Reading in a Foreign Language.22 (2):193-194

Chumpavan, S. (2000). A Qualitative Investigation of Metacognitive Strategies Used

      by Thai Students in Second Language Academic Reading. **SLLT**. 9: 62-77.

Cohen, A.D. (1998). **Strategies in learning and using a second language**. London:

      Longman.

Cohen, A. D. & Scott, K. (1996). A Synthesis of Approaches to Assessing Language Learning Strategies. In R. L. Oxford (Ed.), **Language Learning Strategies Around the World: Cross Cultural Perspectives**. (pp. 89-102) US: Second Language Teaching and Curriculum Center University of Hawaii at Manoa.

Culver, T. F. (2008). **An Investigation of Study Guides and Quizzes to Improve College Students' Reading Compliance, Comprehension, and Metacognitive Strategies**. Doctoral Dissertation, Mississippi State University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3315169).

D' Angelo M. (1976). The Classification of Text. **Reading in a Foreign Language**. 23(1): 56-75.

Dhieb-Henia, N. (2003). Evaluating the Effectiveness of Metacognitive Strategy Training for Reading Research Articles in an ESP Context. **English for Specific Purposes**.22: 387-417.

Dinner, L. R. (2009). **Analysis of the Metacognitive and Affective Components of Learning on Reading Achievement of Striving Readers with and Without a Reading Disability**. Doctoral Dissertation, University of Kansas. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 33352776).

Dolly, D. R. E. (2005). **Freshmen Students' Perception of the Reading Process and Their Use of Metacognitive Reading Strategies**. Doctoral Dissertation, Oakland University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3988786).

Dreyer, C., & Nel, C. (2003). Teaching reading strategies and reading comprehension within a technology-enhanced learning environment. **System**. 31(3): 349-365.

Duffy, G. & Roehler, I. (1993). Improving Classroom Reading Instruction through the use of responsive elaboration. **Reading Teacher**. 40: 514-521

Durkin, D. (1970). What Classroom Observations Reveal about Reading Comprehension Instruction. **Reading Research Quarterly**. 14 (19): 481-533.

Dymock, S. J. (1998). **A Comparison Study of the Effects of Text Structure Training, Reading Practice, and Guided Reading on Reading Comprehension**. In T. Shanahan & F.V. Rodriguez-Brown. (Eds.), 47th Yearbook of the National Reading Conference (pp. 90-102). Chicago: National Reading Conference.

Dymock, S. J. & Nicholson, T. (1999). **Reading Comprehension: What is It? How Do You Teach It**? Wellington, New Zealand: New Zealand Council for Educational Research.

Englert, C. S. & Hiebert, E. H. (1984). Children's Developing Awareness of Text Structures in Expository Materials. **Journal of Educational Psychology**. 76: 65-74.

Fan, H. C. (2009). **The Effectiveness of Metacognitive Strategies in Facilitating Taiwanese University Learners in EFL Reading Comprehension.** Doctoral Dissertation, University of Kansas. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3354803).

Farstrup, A. E., Samuels, S. J. & Samuels, J. (2002). **What Research has to Say about Reading Instruction** (3rd Ed.). Newark, DE: International Reading Association.

Fitzgerald, J. (1995). English-as-a-second-language Learners' Cognitive Reading Process: A Review of Research in the United States. **Review of Educational Research**. 65(2):145-190.

Flavell, J. H. (1979). Metacognition and Cognitive Monitoring: A New Area of Cognitive Developmental Inquiry. **American Psychologist**. 34: 10-25.

Flemming, F. (1997). What pupils do: The role of strategic planning in modern foreign language learning. **Language Learning Journal**. 18:14-21.

Forget, K. E. (2004). **Comparative Effects of Content Area Reading Instruction on Rural Secondary Students' Attitudes, Metacognitive Strategy Awareness, and Reading Achievement**. Doctoral Dissertation, Bowling Green State University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3135428).

Gascoigne, C. (2005). Toward an understanding of the relationship between L2 reading comprehension and grammatical competence. **The Reading Matrix**, 5 (2): 25-33.

Gates. (1986). A Metacognitive Curriculum To Promote Children's Reading And Learning.**Journal of Educational Psychology**. 96(1): 31-42.

Gersten, R., Fuchs, L. S., Williams, J. P. & Baker, S. (2001). Teaching Reading Comprehension Strategies to Students with Learning Disabilities: A Review of Research. **Review of Educational Research**. 71: 279-320.

Ghonsooly, B., & Eghtesadee, A. R. (2006). Role of cognitive style of
    field-dependence/independence in using metacognitive and cognitive
    reading strategies by a group of skilled and novice Iranian students of
    English literature. **Asian EFL Journal.** 8(4): 119-150.

Ghonsooly, B. (1997). Introspection as a method of describing competence in L2
    reading comprehension. Unpublished Doctoral Dissertation. Stirling
    University.

Gillet, W.J., & Temple, C. (2000). **Understanding Reading Problems: Assessment
    and instruction** (5ᵗʰ ed.). New York, Addison Wesley Longman.

Goodman, K. S. (1995). **The reading process.** Interactive approaches to second
    language reading. NY: Cambridge University Press.

Goodman, K. S. (1967). Reading: A Psycholinguistic Guessing Game. In D. E.
    Gunderson. (Ed.), **Language and Reading**. Washington, DC.: Center for
    Applied Linguistics.

Grabe, W. (2009). **Reading in a Second Language: Moving from Theory to
    Practice**. New York: Cambridge University Press.

Grabe, W. & Stoller, F. L. (2002). **Teaching and Researching Reading**. Harlow:
    Pearson Education.

Grabe, W. (1991). Current developments in second language reading research.
    TESOL Quarterly. 25 (3): 375-406.

Grellet,F. (1981).**Developing Reading Skill**. Cambridge: Cambridge.University
    Press.

Graves, M. F., Juel, C. & Graves, B. B. (2004). **Teaching Reading in the 21ˢᵗ
    Century**. New York: Allyn and Bacon.

Green, A. (1998). **Verbal Protocol Analysis in Language Testing Research: A Handbook**. Cambridge: Cambridge University Press.

Guthrie, J. & Wigfield, A. (1999). How Motivation Fits into a Science of Reading. **Scientific Studies of Reading**.3:199-205.

Hacker, D. J. (1998). Self-regulated Comprehension During Normal Reading. In D. J. Hacker, J. Dunlosky, & A. Grasessar. (Eds.), **Metacognition in Educational Theory and Practices**, pp. 165-191. Mahwah, NJ: Lawrence Erbaum Associates.

Hammadou, J. (1991). Interrelationship among Prior Knowledge, Inference, and Language Proficiency in Foreign Language Reading. **Modern Language Journal**. 75 (1):27-38.

Handyside, M. B. (2007). **The Effects of Metacognitive Training on English Language Learner's Reading Comprehension**. Doctoral Dissertation, The Catholic University of America. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3257628).

Harris, E. P. (2009). **Awareness in Reading: Hebrew Day School Students' Metacognitive Knowledge of Hebrew Reading Strategies in Chumash**. Doctoral Dissertation, Yeshiva University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3386058).

Harter, S. (1981). A new self-report scale of intrinsic versus extrinsic orientations in the classroom: motivational and informational components. **Developmental Psychology**.17: 300–312.

Heilman, A.W., Blair, T.R., & Rupley, W.H. (1994). **Principles and practices of teaching reading**. Columbus, OH: Merrill. Prentice Hall.

Henia, N. (2003). Evaluating the effectiveness of metacognitive strategy

    training for reading research articles in an ESP context. **English for**

    Specific Purposes. 22(4): 387-417.

Horton, S. V. & Lovitt, T. C. (1994). A Comparison of Two Methods of

    Administering Group Reading Inventories to Diverse Learners. **Remedial**

    and Special Education, 15, pp. 378-390.

Huey. (1987). The Psychology & Pedagogy of Reading. **Journal of Psychology**.

    114(2): 273-315.

Huy, D. (2005). Investigate the effects of extensive reading about reading ability of

    Saigon Institute students. **Journal of Educational Psychology.** 10: 35–43.

Intaraprasert, C. (2004) An Investigation of Beliefs about **Learning English** by Thai

    and Vietnamese University Science-Oriented Students: A Cross- Cultural

    Perspective Nakhon Ratchasima: School of English, Suranaree University

    of Technology

Iwai, Y. (2009). **Metacognitive Awareness and Strategy Use in Academic**

    English Reading Among adult English as a Second Language (ESL)

    Students. Doctoral Dissertation, the University of Southern Mississippi.

    Available from: UMI ProQuest Digital Dissertation, (UMI Order No.

    3367175).

Jaengsaengthong, W. (2007). **The Study of Online Reading Strategies of**

    Graduate Students Majoring in English at Naresuan University.

    Unpublished M.A. Thesis. Naresuan University.

Jiménez. R., Garcia, G. & Person, P. (1996). The Reading Strategies of Bilingual
 Latina/o Students Who are Successful English Readers: Opportunities and
 Obstacles. **Reading Research Quarterly**. 31: 90-112.

Johnson, R. A. & Howard, C. A. (2003). The Effects of the Accelerated Reader
 Program on the Reading Comprehension of Pupils in Grades Three, Four,
 and Five. **The Reading Matrix**. 3: 87-96.

Katims, D. & Harmon, J. (2000). Strategic Instruction in Middle School Social
 Studies: Enhancing Academic and Literacy Outcomes for at-risk Students.
 Intervention in School & Clinic.35:280-289.

Kim, S. (1989). Types and sources of problems in L2 reading: A qualitative analysis
 of the recall protocols by Korean high school EFL students. **Foreign**
 Language Annals.28: 49-70.

Kletzien, S. B. (1991). Strategy use by good and poor comprehenders reading
 expository text of different levels. **Reading Research Quarterly**. 26: 67-86.

La-ongthong, S. (2002). **The Development of an English Reading**
 Comprehension Instructional Model Using Metacognitive Strategies
 for Undergraduate Students of Rajabhat Institute Buriram.
 Unpublished Doctoral Dissertation, Graduate School, Khon Kaen
 University. [ISBN 974-555-917-2]

Lee, K. R. (2007). **Strategy Awareness-raising for Success: Reading Strategy**
 Instruction in the EFL Context. Unpublished Doctoral Dissertation,
 University of Maryland, College Park. Available from: UMI ProQuest
 Digital Collection, (UMI Order No. 9413403).

Lee, M. L. (2006). **A Study of The Effects of Rhetorical Text Structure and English Reading proficiency on The Metacognitive Strategies Used by EFL Taiwanese College Freshmen**. Doctoral Dissertation, University of Idaho. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3247655).

Leipzig, D. H. (2001).What is Reading? Retrieved 8 23, 2011, from **Reading Rockets**: http://www.readingrockets.org/article/352.

Lenz, B.K., Ellis, E.S., & Scanlon, D. (1996). **Teaching learning strategies to adolescents and adults with learning disabilities**. Austin, TX: Pro-Ed.

Li, J. (2008). **Metacognitive Knowledge, Vocabulary Size and EFL Reading Comprehension of Chinese Tertiary Students**. Doctoral Dissertation, The Chinese University of Hong Kong (Hong Kong). Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3362971).

Li, S. & Munby, H. (1996). Metacognitive Strategies in Second Language Academic Reading: A Qualitative Investigation. **English for Specific Purposes**.15(3): 199-216.

Livingtoston, J. (1997). Metacognitive: An overview. Retrieved August 2010 from: http://gse.buffalo.edu/fas/shuell/CEP564/Metacog.htm.

Lucas, M. (1990). Personal journal reading as a classroom genre. In J. K. Peyton (Ed.), Students and teachers reading together, Washington, DC: TESOL. **Perspectives on journal reading**. 24(2): 65-97.

Mastropieri, M. A., Scruggs, T. E., Bakken, J. P. & Whedon, C. (1996). Reading

    Comprehension: A Synthesis of Research in Learning Disabilities. In T. E.

    Scruggs & M. A. Mastropieri (Eds.), **Advances in Learning and**

    Behavioral Disabilities: Intervention Research (vol. 10, pp. 201-227.

    Greenwich, CT: JAI Press.

Mei-yun, Y. (1989). Teaching efficient EFL reading. **English Teaching Forum**.

    17:13-16.

Melton, C. M., Smothers, B. C., Anderson, E., Replogle, W. H. & Thomas, L.

    (2004). A Study of the Effects of the Accelerated Reader Program on Fifth

    Grade Students' Reading Achievement Growth. **Reading Improvement**.

    41: 18-23.

Meyer, B. & Rice, E. (1984). The Structure of Text. In Pearson, P. D.; Barr, R.;

    Kamil, M. L. & Mosenthal, P. (Eds). **Handbook of Reading Research**

    (pp. 319- 352). New York: Longman.

Mikulecky, B. S. & Jeffries, L. (1996). More reading power: **Reading for Pleasure,**

    Comprehension Skills, Thinking Skills, Reading Faster, 2nd Ed,

    New York: Pearson Education.

Mokhtari, K. & Reichard, C. A. (2004). The Impact of Reading Purpose on the Use

    of Reading Strategies. In K. Mokhtari & R. Sheorey. (Eds.), **Reading**

    Strategies of First-and Second-Language Learners: See How They

    Read (pp. 85-97). Norwood, Massachusetts: Christopher-Gordon

    Publishers.

Monos, K. (2007). A study of the English reading strategies of Hungarian university students with implications for reading instruction in an academic context. **Malaysian Journal of ELT Research**. Retrieved from melta.org.my/Doc/MonosK_Eng_reading_strategies.pdf.

Morley, S. L. (2009). **Metacognitive Identities: Examining Sixth-grade Students' Thinking during Academic Reading**. Doctoral Dissertation, Northern Illinois University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3369792).

National Institute of Child Health and Human Development. (2000).

Noronha, A. (2008). **Effectiveness of skills- versus metacognitive strategy-based approaches on reading comprehension of college developmental students**. Florida International University.

Nunan, D. (1990). **Action research in the language classroom**. In J. C. Richards & and D. Nunan (Eds.), Second Language Teacher Education. New York: Cambridge University Press.

Nuttall, C. (1996). **Teaching Reading Skills in a Foreign Language**. Oxford: Heinemann.

O'Hara, J. D. (2007). **The Influence of Supplemental Instructional Approaches Upon The Comprehension, Metacognitive Awareness, and Motivation of Struggling Third-and Fourth-Grade Readers**. Doctoral Dissertation, University of Maryland, College Park. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3260283).

O'Malley, J. M. & Chamot, A. U. (1990). **Learning Strategies in Second Language Acquisition**. Cambridge: Cambridge University Press.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R. & L. Küpper.

(1985). Learning Strategy Applications with Students of English as a

Second Language. **TESOL Quarterly**. 19 (3): 557-584.

Orranuch, A. (2008). **A qualitative investigation of Meta-cognitive strategies in

Thai students'English academic reading.** Master's thesis. Graduate

school. Srinakharinwirot University.

Otero, J. (1998). Influence of Knowledge Activation and Context on Comprehension

Monitoring of Science Texts. In D. J. Hacker, J. Dounlosky & A. Graessar.

(Eds.), **Metacognition in Educational Theory and Practice**, (pp. 145-

164.) Mahwah, NJ: Lawrence Erlbaum Associates.

Oxford, R. S. (1990). **Language Learning Strategies: What Every Teacher

Should Know**. New York; Cambridge University Press.

Ozek. (2006). A Study on the use of Cognitive Reading Strategies by ELT Students.

Asian EFL Journal: 1-26.

Papaleontiou-Louca. (2008). **Metacognition and Theory of Mind.** Newcastle

University,UK. Available from UMI ProQuest Digital Dissertation, (UMI

Order No. 1847185).

Paris, S. (1984). The benefit of informed instruction for children's reading awareness

comprehension skills. **Child Development**. 55 (6). 616-625.

Paris, S. & Aka, E. (1986). Children's reading strategies, metacognition, and

motivation. **Developmental Review**. 73(5): 25-56.

Paris, S. G., Lipson, M. Y. & Wixon, K. K. (1983). Becoming a Strategic Reader.

Contemporary Educational Psychology, 3(12), pp. 121-125.

Pearson, PD & Gallagher, MD. (1983). **Developmental and Instructional Analyses of Children's Metacognition and Reading Comprehension,** pp.131-142.

Phakiti, A. (2003). A Closer Look at the Relationship of Cognitive and Metacognitive Strategy Use to EFL Reading Achievement Test Performance. **Language Testing.** 20: 26-56.

Pikuski, J.J. (1997). Business We should finish. **Reading Today.** 15(5): 10-15

Pinto, C. M. (2009). **A Study of Seventh Grade Students' Reading Comprehension and Motivation after Explicit Instruction in Self-Assessment and Metacognitive Reading Strategies.** Doctoral Dissertation, Widener University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3359976).

Pintrich, P.R. & De Groot E. (1990). Motivational and self-regulated learning components of classroom academic performance. **Journal of Educational Psychology.** 82(1) : 33-50.

Pintrich, P. R., Roeser, R., & De Groot, E. (1994). Classroom and individual differences in early adolescents' motivation and self-regulated learning. **Journal of Early Adolescence.** 14:139–161.

Pintrich, P. R., & Schrauben, B. (1992). **Students' motivational beliefs and their cognitive engagement in classroom academic tasks.** In D. H. Schunk & J. L. Meece (Eds.), Student perceptions in the classroom (pp.149–183). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Piyanukool, S. (2001). **Effects of Teaching Reading Through Text Structures.** Doctoral Dissertation (Reading), the University of North Texas. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3073547).

Pookcharoen,S. (2010). **Metacognitive Online Reading Strategies among Thai EFL University Students**. Doctoral Dissertation, Indiana University. Available from: UMI ProQuest Digital Dissertation, (UMI Order No. 3390322).

Pressley, M. & Afflerbach, P. (1995). **Verbal Protocols of Reading: The Nature of Constructively Responsive Reading**. Hillsdale NJ: Erlbaum.

Ra-Ngubtook, W. (1993). **A Comparison of the Effectiveness of 'Direct' and 'Embedded' Metacognitive Learning Strategy Training Models in English Reading Comprehension for Upper Secondary School Students**. Unpublished Master's Thesis, Chulalongkorn University, Bangkok, Thailand.

Registration Office of Buriram Rajabhat University. (2012). **Data of Reading in Business Course**. Buriram Rajabhat University.

Reis, S.(2007).Using Planned Enrichment Strategies with Direct Instruction to Improve Reading Fluency, Comprehension, and Attitude toward Reading: An Evidence-Based Study. **The Elementary School Journal**.108(1): 3-24.

Rellinger, E. & Pressley, M.(1990). The Role of Metacognition in Reading Accuracy Learning and instruction. **Australia Journal of Learning Disabilities**. 2(10) : 63-70.

Richards, J.; Platt, J.; Patt, H. (1999). **Longman Dictionary of language teaching and applied linguistics.** Essex: Addison Wesley: Longman second edition.

Richgels, D. J., McGee, L. M. & Slaton, E. A. (1989). Teaching Expository Text
Structure in Reading and Writing. In K. D. Muth. (Ed.), **Children's
Comprehension of Text**. Newwark, De: International Reading
Association.

Robson, C. (1993). **Real World Research: A Resource for Social Scientists and
Practitioner-Researchers**. Oxford: Blackwell.

Roe, B. D., Smith, S. H. & Burns, P. C. (2005). **Teaching Reading in Today's
Elementary Schools** (9th Ed.). Boston, MA: Houghton Mifflin.

Ruddell, M. R. (2001). Teaching content reading and writing. **The value of
independent study**. New York , Educom Review. 30(4): 1-5.

Ruddell, M.R. (1967). Theoretical Model and Processes of Reading, **Journal
Educational of Psychology**.2(6): 126-135.

Ruiqi, L. (2007). The effects of reading purpose and working memory capacity on the
processing of expository text. **Journal Educational of Psychology**. 94(4):
778-784.

Rumelhart, D. E. (1977). Toward an Interactive Model of Reading. In S. Dornic.
(Ed.), **Attention and Performance.** New York, Academic Press. 6: 573-
603.

Saenz, L. & Fuchs, L. (2002). Examining the Reading Difficulties of Secondary
Students with Learning Disabilities: Expository Versus Narrative Text.
Remedial and Special Education. 23: 31-41.

Salataci, R.. (2002). Possible effects of strategy instruction on L1 and
L2 reading. **Reading in a Foreign Language Journal**. 14(1): 1-17.

Sally, O. (1989). Teaching reading to advanced learners. **English Teaching Forum**. 27: 40-41.

Santulli, K.& Obach, M. (1995). Strategyintroduction, metacognition and motivation in the elementary school classroom. **Journal of Educational** 7(4): 275-300.

Sarig, G. (1987). High-level Reading in the First and in the Foreign Language: Some Comparative Process Data. In J. Devine, P. L. Carrell, & D. E. Eskey. (Eds.), **Research in Reading in English as a Second Language** (pp. 105-120). Washington, DC: TESOL.

Scheider, K & Pressley. (1997). **Helping students become strategic learners Guidelines for teaching.Cambridge.** MA: Brookline Books.

Schoonen, R., Hulstijn, J. & Bossers, B. (1998). Metacognitive and Language Pecific Knowledge in Native and Foreign Language Reading Comprehension: An Empirical Study among Dutch Students of Grades 6, 8, & 10. **Language Learning**. 48(1): 71-106.

Schunk, D.H. (1991).Self efficacy and academic motivation. **Educational of Psychologists**.26: 207-231.

Schunk, D.H. (1989). Self efficacy and achievement behaviors. **Educational Phychologists Review**. 1: 173-208.

Seliger, H. W. & Michael, H. L. (1983). **Classroom Oriented Research in Second Language Acquisition**. Rowley, Mass.: Newbury House.

Sheorey, R. & Mokhtari, K. (2001). Differences in the Metacognitive Awareness of Reading Strategies among Native and Non-native Readers. **System**.29: 431-449.

Smagoninsky, P. (2001). If Meaning is Constructed, What's it Made from? towards a

Cultural Theory of Reading. **Review of Educational Research**. 71:

133 - 169.

Smith, P. R. (2009). **The Effects of Reading Apprenticeship on Junior College**

Students' Metacognitive Awareness and Comprehension of Academic

Texts. Doctoral Dissertation, The University of Southern Mississippi.

Available from: UMI ProQuest Digital Dissertation, (UMI Order No.

3383761).

Song, M. J. (1998). Teaching reading strategies in an ongoing EFL university reading

classroom. **Asian Journal of English Language Teaching**. 8: 41-54.

Sonleitner, C. L. (2005). **Metacognitive Strategy Use and Its Effect on College**

Biology Students' Attitude towards Reading in the Content Area.

Doctoral Dissertation, Oklahoma State University. Available from: UMI

ProQuest Digital Dissertation, (UMI Order No. 1431108).

Spiro, R. J., & Taylor, B. M. (1980). On investigating children's transition from

narrative to expository discourse: **The multidimensional nature of**

psychological text classification . Urbana: University of Illinois, Center

for the Study of Reading.

Stanovich, K. E. (1980). Toward an interactive-compensatory model of individual

differences in the development of reading proficiency. **Reading Research**

Quarterly,16 (1): 32-71.

Swicegood, M. (1994). The effects of metacognitive reading strategy training on

reading performance and student reading analysis strategies of third-grade

bilingual students. **Bilingual Research Journal**. 18: 83-97.

Sugirin,S. (1999). **Exploring the comprehension strategies of EFL readers**:

A multi-method study. Unpublished M.A. thesis, University of New South

Wales. (ERIC Document Reproduction Service No. ED 428 548).

Tang, H. (1997). **The Relationship between Reading Comprehension Processes** in

L1 and L2, Reading Physiology; An International Quarterly18.(3): 249-301

Tapinta, P. (2006). **Exploring Thai EFL University Students' Awareness of their**

Knowledge, Use, and Control of Strategies in Reading and Writing.

Doctoral Dissertation, University of North Texas. Available from: UMI

ProQuest Digital Dissertation, (UMI Order No. 3254227).

Taylor, B. M. & Beach, R. W. (1984). The Effects of Text Structure Instruction on

Middle-grade Students' Comprehension and Production of Expository Text.

Reading Research Quarterly. 19 : 399-411.

Tercanlioglu, L. (2004). Pre-service EFL teachers' beliefs about foreign language

learning and how they relate to gender. **Electronic Journal of Research in**

Educational Psychology.10(3): 145–162.

Tong, L. A. (2009). **Conversations about Reading: An Evaluation of The**

Metacognitive Processes Middle School Students Utilize while Reading.

Doctoral Dissertation, Indiana University. Available from: UMI ProQuest

Digital Dissertation, (UMI Order No. 3363762).

Tsai, C. C. (2005). **Cognition and Metacognition of English Reading Strategies**

in Successful Taiwanese Comprehensive High School Student Readers:

Opportunities and Obstacles. Doctoral Dissertation, University of

Wyoming. Available from: UMI ProQuest Digital Dissertation, (UMI

Order No. 3199286).

Urquhart, A. & Weir, C. (1998), **Reading in a second language: Process, product and practice**, Pearson Education Ltd, Essex, United Kingdom.

Venezky, R. (2000). The Origins of the Present-day Chasm Between Adult Literacy Needs and School Literacy Instruction. **Scientific Studies of Reading**. 4: 19-39.

Ward, J. (1980). Technique for teaching reading. **English Teaching Forum**.180 : 1-12.

Weaver, C. & Kintsch, W. (1991). Expository Text. In R. Barr, M. Kamil, P. Mosenthal, & P. Pearson (Eds.), **Handbook of Reading Research** (Vol. 2, pp. 230-244). Mahwah, NJ: Erlbaum.

Weinstein, C., and Mayer, R. (1986).The teaching of learning strategies. In M.C. Wittrock (ed.). **Handbook of research on teaching** . New York: Macmillan. (pp. 315-327).

Wei, Y. (2005). **The relationship between phonological awareness and reading ability of Thai students in English and Thai primary schools of Thailand.** Curriculum &Instruction Theses and Dissertations UM Theses and Dissertations. (UMI No.3175161). ProQuest Information and Learning: Collage Park, MD.

Whitaker, C. P., Gambrell, L. B. & Morrow, L. M. (2004). **Language and Literacy Learning in Schools**. New York, NY: Guilford Press.

Willingham, D. T. (2006). The usefulness of brief instruction in reading comprehension strategies. **American Federation of Teachers**. 8(5): 39-50.

Wirotanan, J. (2002). **Reading strategies of university EFL Thai readers in reading Thai and English expository texts**. Ph.D. Dissertation, University of Pittsburgh.

Wongsuwan, S. (1992). **The analysis of the problems concerning text reading skills of the Mathayom Suksa 6 students in the demonstration schools affiliated to the Ministry of University Affairs in Thailand.** Unpublished master's thesis, Mahidol University, Bangkok, Thailand.

Wu, C. P. (2005). **An Investigation of Metacognitive Reading Strategies Used by EFL Taiwanese College Students to Comprehend Familiar Versus Unfamiliar Chinese and English Texts**. Unpublished Doctoral Dissertation, University of Idaho. Available from: UMI ProQuest Digital Collection, (UMI Order No. 3196084).

Yin, R. K. (1994). **Case Study Research: Design and Methods** (2nd Ed.). Thousand Oaks, CA: SAGE.

Zhang, L.J. and Wu, A. (2009). Chinese senior high school EFL students' metacognitive awareness and reading-strategy use. **Reading in a Foreign Language**. 21(1): 31-59.