

Sutilak Meeampol 2009: Development of Metacognition in Reading English as a Foreign Language of Bangkok University Undergraduate Students. Doctor of Philosophy (Curriculum and Instruction), Major Field: Curriculum and Instruction, Department of Education. Thesis Advisor: Assistant Professor Mantmart Leesatayakun, Ph.D. 140 pages.

The purposes of this research were 1) to study the development of undergraduate students' metacognition in reading English as a foreign language and the effects of the development on these students' reading and 2) to find out the students' opinions toward the development.

The subjects were 40 students purposively selected from 500 second-year Bangkok University undergraduate students , who enrolled in EN212: Advanced English during the second semester of 2007.

The researcher had studied how metacognition in reading English as a foreign language could be developed. Then the lesson plans including teaching and learning materials for intensive and moderate teaching of reading strategies were constructed, based on direct teaching and thinking aloud of twenty-nine reading strategies adapted from the Metacognitive Awareness of Reading Strategies Inventory (MARSII). The data gathering tools were a set of reading strategies questionnaire, a standardized reading test for the pre- and post- assessment, a set of questionnaire about students' opinions toward the development of metacognition in reading English, and students' reflective journal. After 20 hours of teaching and learning, the data were collected and analyzed by calculating for numbers and percentage of questionnaire respondents. The standardized reading test scores were analyzed for mean, standard deviation, and t-test.

The research showed that metacognition in reading could be developed through teaching the subjects to use the reading strategies to monitor their comprehension in the reading process. The results showed that the subjects, especially those with low reading proficiency, had better reading scores in their posttest. This could be the results of the subjects' using more reading strategies, especially those of Global reading strategies intensively taught, as shown in the post reading strategies questionnaire results. The research also showed that the subjects had moderate opinions toward the development of metacognition in reading English, particularly their interest in the activities, confidence to use the reading strategies, and attitude toward reading in English.

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Student's signature

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Thesis Advisor's signature