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# **Developing Metacognitive strategies and determining their effect on the academic reading skills freshmen students of the english section in facuities of education**

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The present study aimed at developing the knowledge about and use of three main metacognitive stragies (smart :aself – monitoring approach to reading, sq4r : survy, question, read, recite, write and reviw, and kwl plus : know, want to know, learned plus summarization) and determining their effect on academic reading skills of freshmen students in faculties of education. Sixty – nine first year students in the English section at benha faculty of education participated. It was hupoththesized that direct instruction in metacognitive reading strategies positively affects academic reading skills. Paired samples t-test, blak's adjusted gain ratio and w2 were epplied to the data obtained from thw pre-post application of the tools to determine whether the purpose of the study was achieved.