Utilising Explicit Teaching of Metacognitive Strategies in Honing Reading Skills among ESL and EFL Learners: A Review

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Abstract
Reading has always been considered challenging by language learners. In line with this notion, many studies suggest that effective instructional approaches should be utilised to help these learners to improve their reading skills. Past studies have shown that one such potential instructional approach is the explicit teaching of metacognitive strategies in pursuit of aiding language learners to improve their reading skills. However, there are limited reviews that depicts the present studies which portrays the effectiveness of explicit teaching of metacognitive strategies for reading skills especially in ESL and EFL context. Therefore, this paper sought to fill in the gap by presenting a review of related published studies that researched on explicit teaching of metacognitive strategies to hone ESL and EFL learners' reading skills. 23 research studies were analysed in this review. The studies researched on explicit teaching of metacognitive strategies to English as a Second Language (ESL) learners and English as a Foreign Language (EFL) learners between the year 2016 to 2022 were selected from two different online databases, Google Scholar, and Educational Resources Information Centre (ERIC). The findings derived from the review outlined the effectiveness of utilising the teaching of metacognitive strategies explicitly that are higher achievement in reading tasks, self-regulated learning, active participation in reading tasks and motivation in reading. Furthermore, this review also revealed that the teaching of planning before reading, monitoring while reading and evaluating before reading should be supplemented as metacognitive strategies in reading lessons. This study proposes that further research should be carried out to investigate the challenges that are encountered by educators in teaching metacognitive strategies to ESL and EFL learners and as well as the challenges faced by these learners in absorbing the knowledge of metacognitive strategies taught to them.
Keywords: Metacognitive Strategies, Explicit Teaching, ESL Learners, EFL Learners, Reading Skills

Introduction
In light of the role of the English language, its acquisition would mean mastering the four major components which are listening, reading, writing, and speaking skills. It is undeniable

that reading skill is one the most challenging skills (Tigarajan et al., 2016). Reading skill is viewed as an important receptive skill, since mastering it generally improves general language skills (Ismail et al., 2017). Reading helps assist English as second language (ESL) learners in developing their cognitive skills as well as improve their level of comprehension in different daily reading tasks (Rohaizat & Aziz, 2021). Not only that, but effective readers are also found to possess a greater opportunity at broadening their horizons mentally, especially to achieve more accomplishments in the current twentieth-first century where individuals are expected to possess an adequate level of reading literacy to be in line with the current expeditious development of the world (Baba & Affendi, 2020). In line with this, being an effective reader is perceived as a necessary life skill that is crucial to survive in the 21st century (Scott & Saaiman, 2016). In a PISA report on International Students Assessment, learners worldwide are expected to become proficient and effective readers since reading is increasingly embedded into the upcoming faster-paced digital and screen-based 21st century culture (OECD, 2021). They are not only expected to possess reading skills besides learning how to think critically, assess information obtained from the internet, but are also expected to solve problems independently. Therefore, it is indisputable that acquiring reading skills plays a major role in becoming an effective language user. Without acquiring reading skills, one would be considered as not having intelligence and unknowledgeable (Chandran & Shah, 2019). However, numerous studies found that language learners' often face difficulties in mastering reading skills during English language learning (Ni et al., 2021; Eng et al., 2016; Liu et al., 2016). Some identified that these language learning difficulties result to the inability to achieve competence in the language among ESL learners (e.g. Kiew & Shah; 2020, Lim et al., 2018; Liu et al., 2016; Mansor, 2017) At the same time, such learning difficulties are also faced by English as Foreign Language (EFL) learners when comprehending reading materials in English due to their poor reading skills (e.g. Al-Jarrah & Ismail, 2018) and poor reading skills mastery (Qarqez & Rashid, 2017).

Reading comprehension is a complex process which may delay mastering reading skills among language learners (Grabe & Stoller, 2002). Many research studies looked into understanding learners' difficulties in mastering reading skills, that is their ability to comprehend what is being read (Noordan & Yunus, 2022, Dawi et al., 2021; Yunus et al., 2016). One of the best ways to hone reading comprehension is through the use of metacognitive strategies (Salataki & Akyel, 2002), which are individual mental process and actions that control learning efforts to construct and derive meaning of the textual context read (Albazi & Shukri, 2016). This is seconded by Mokharti et al (2018), observing that when learners are conscious of their metacognitive strategies that are available to be used when comprehending a text promptly, it directly accelerates the process of becoming good readers. A learner's success to obtain text comprehension to enhance reading skills depends on his level of awareness regarding the strategies used in aiding their comprehension (O'Malley & Chamot, 1990). Anderson (2002) postulated that language learners possess metacognitive awareness that aids problem solving. On the contrary, Anderson (1999); Cohen (1998) directed the focus towards strategy instruction, in other words, teaching of strategies to learners. The focus should be on teaching language learners on how to use strategies as a way to enhance reading skills. In this respect, it can be concluded that teaching strategies presents as a productive initiative that can be utilised to hone language learners' reading skills through the teaching of metacognitive strategies explicitly.

Although many focused on the importance of strategy awareness among learners (e.g. Habibian, 2015; Ismail & Tawalbeh, 2015; Halim & Supramaniam, 2020), there remain few looking into the importance of embedding these strategies explicitly in classroom teaching. Teachers usually make use of the questioning and eliciting answers technique without providing a direct instruction on how to use strategies while reading the text so that the learners are able to engage with questions asked (Durkin, 1981). This is further validated by Batang (2015); Guo (2018), whereby they stated that language learners are not exposed to strategies in the classrooms as it is not normal for educators to provide the instruction to these learners on how to make use of these strategies promptly to become successful language learners. In consonance with this, this review targets to shed light upon the potential of utilising teaching of metacognitive strategies explicitly to ESL and EFL learners with the aim of improving these learners' reading skills in the English language. Therefore, this review will address two research questions that were formulated to enlighten educators and stakeholders on the importance of facilitating reading lessons of ESL and EFL learners by explicitly teaching them metacognitive strategies. The research questions that are formulated to navigate this review are as below:

1. How does the teaching of metacognitive strategies enhance ESL and EFL learners' reading skills?
2. How to teach metacognitive strategies explicitly to ESL and EFL learners in order to hone their reading skills?

Methodology
An unbiased and extensive set of findings can only be procured for a literature review by using a broad search strategy which will help identify the inclusion and exclusion criteria in selection. A literature review is a portion of research that is navigated by using a direct and sheer set of steps with a potential to be replicated and updated (Winchester & Salji, 2016). Two online databases were exploited to source for articles to be used as references in this study, which are Google Scholar and Education Resources Information Centre databases (ERIC). The findings were driven by using exhaustive query phrases to gather a set of related research articles based on the research questions. These research articles were selected using keywords that encompass *'metacognitive strategies in ESL & EFL classrooms'*, *'effectiveness of teaching metacognitive strategies in reading classrooms'*, *'teaching metacognitive strategies in language classrooms'* and *'metacognitive'*. The selections were bound by the year of publication ranging from 2016 to 2022.

Procuring articles from these two databases were also obtained from using the Boolean search. In order to search for related articles in Google Scholar, the keywords *'teaching metacognitive strategies', 'reading skills' and 'ESL and EFL learners'* were used. The search for relevant and recent articles was limited through the use of the phrase *'Since 2016'* as a way to determine the publication year of the articles. This would ensure that the articles gathered are recently published within 5 years that ranges from 2016 to 2022. The advanced search function that was available in Google Scholar was also exploited by keying in *'teaching metacognitive strategies in ESL and EFL reading classrooms'* under the search criteria provided in the advanced search function, that is 'with the exact phrase'. The availability of this function in Google Scholar enabled procuring articles that are only related to teaching of metacognitive strategies to ESL and EFL learners in reading classrooms. In other words, articles that are not related to teaching metacognitive strategies were not included in the

articles that turned up while searching on Google Scholar. Meanwhile, the keyword *'teaching metacognitive strategies to improve reading skills'* were used to gather articles from the ERIC database. The peer-reviewed option given in the site was also checked to gain articles that are credible to be used as references for this study. Other than that, two other aspects that were given in the site were also refined, encompassing publication date and as well as the descriptor. The publication date was refined to 'Since 2016' just as same as what was done while searching articles on Google Scholar and whereas for 'descriptor', 'English (Second Language)', 'Metacognition' and 'Reading Skills' was chosen to avoid articles that are not related to the objectives of the study. An in-depth detail of procuring the twenty-three articles using the inclusion and exclusion criterion that were used to navigate the writing of this review is depicted in Table 1.

Table 1
Inclusion and Exclusion Criteria Relevant to this Review

Criterion	Inclusion Criterion	Exclusion Criterion
Focus of study	Using the teaching of metacognitive strategies	Does not use the teaching of metacognitive strategies
Features	Must employ the teaching of metacognitive strategies in reading lessons	Does not employ the teaching of metacognitive strategies in reading lessons
Field of study	Primary, Secondary and Tertiary level of education field	Not implemented in the education field
Language skill	Reading skills	Listening, speaking, and writing skills
Keywords	(a) Teaching of Metacognitive Strategies (b) ESL learners (c) EFL learners (d) Reading Skills	(a) Native learners (b) Writing Skills (c) Listening Skills (d) Speaking Skills
Context of study	ESL and EFL learners	Native learners
Year of Publication	Published 2016 - 2022	Not published 2016 - 2022

The selected 23 articles based on the inclusion and exclusion criteria are listed down in Table 2.

Table 2

Selected Articles for the Review

No	Authors	Findings
1.	AlAdwani et al (2022)	The mean level for the post-test in the experimental group were significantly higher than those of the control group whereby the metacognitive strategies introduced were able to enhance participants' reading skills.
2.	Al-Ghazo et al (2016)	The post-test scores of the reading comprehension test of the experimental group were significantly higher than those of the control group.
3.	Al-Kiyumi et al (2021)	There was a statistically significant difference between participants' reading comprehension skills in favour of the experimental group. The participants also showed positive attitudes towards using metacognitive strategies.
4.	Alsofyani (2019)	Impactful results for participants' application of metacognitive reading strategies after being exposed to the treatment.
5.	Al-Qahtani (2020)	The attitudes and reading comprehension skills of the experimental group improved significantly compared to the control group.
6.	Chin (2019)	L2 less proficient adult learners can become skilled readers through explicit instruction of metacognitive reading strategies with a combination of extensive reading approach.
7.	Degennaro (2018)	Significant difference in the post-test scores between the experimental group and the control group whereby the experimental group performed better after they were exposed to metacognitive strategies.
8.	Djudin (2017)	Metacognitive strategies play a powerful role in aiding learners' in improving their reading comprehension tasks.
9.	Gatcho and Hajan (2019)	An increase in post-test scores of the experimental group compared to the control group after the direct teaching of metacognitive strategies were employed.
10.	Halim et al (2020)	The participants of the study were found to utilise metacognitive strategies which helped them in comprehending the reading text and answering the reading comprehension questions given to them.
11.	Kung and Aziz (2020)	There was a significant increase in participants' awareness of metacognitive reading strategies to be used in reading tasks following the training that were given to them.

12.	Li et al (2022)	The independent sample t-test results showed that there was a significant difference between the experimental group and the control after the participants from the experimental group received metacognitive reading strategy instruction.
13.	Monkeviciene et al (2020)	Teacher-initiated activities stimulated and encouraged participants to find and apply more diverse ways of metacognitive monitoring and control.
14.	Muhid et al (2020)	The utilisation of metacognitive strategies had a positive effect on the participants' reading achievement, which reflected in their Reading Comprehension Test.
15.	Nath (2021)	Planned instruction helps improve participants' metacognitive awareness of strategies that can be used in reading tasks.
16.	Phan (2020)	The participants were able to distinguish and positively apply metacognitive strategies in reading tasks.
17.	Seedanont and Pookcharoen (2019)	An increase in students' awareness of reading strategies used in terms of sub-categories and IELTS reading test score improved with statistical significance.
18.	Tamin and Buyukahuska (2020)	A statistically significant increase in participants' perceived use of the metacognitive strategies in overall use.
19.	Tavakoli and Koosha (2016)	The participants in the experimental group showed greater achievement both in reading comprehension and self-efficacy compared to participants in the control group.
20.	Teng (2019)	The participants in the experimental group showed enhanced reading performance compared to those in the control group without metacognitive intervention.
21.	Thongwichit and Burikpadi (2021)	The participants in the experimental group had post-test scores that were significantly higher than their pre-test scores after going through the treatment.
22.	Usman et al (2017)	A statistically significant difference after utilising metacognitive strategies in reading comprehension of the experimental group compared to those in the control group.
23.	Yapp et al (2021)	The participants showed increment in the three waves of reading tests that were administered after they went through the intervention whereby there were tremendously significant increment between the second and third reading test.

Literature Review Findings and Discussion
RQ1: How does the teaching of metacognitive strategies enhance ESL and EFL learners' reading skills?

Teaching metacognitive strategies is often viewed as effective in honing language learners' reading skill while also improving on educators' pedagogical skills (Zhang et al., 2021). This review specifically focuses on the effectiveness of teaching metacognitive strategies explicitly to learners in order to improve reading skills. There are numerous benefits from teaching metacognitive strategies directly to learners, including better performance in reading lessons upon obtaining awareness of the strategies introduced explicitly which directly motivates them to become better readers in the target language (Yapp et al., 2021). Adding on to this, learners are also observed to be able to adapt and employ metacognitive strategies while mastering the other language skills (Philip & Hua, 2006). Hence, this review has put its focus on revealing four concepts on how teaching metacognitive strategies makes way for learners to improve on their reading skills, which are higher achievement in reading tasks, self-regulated learning, active participation in reading tasks and motivation in reading. As a whole, teaching metacognitive strategies helps improve learners' achievement in reading tasks, promote their independent learning in terms of completing reading tasks, cultivating their active participation in reading tasks and increasing their motivation towards becoming better readers. All these factors are the results of the teaching of metacognitive strategies at enhancing reading skills.

Higher Achievement in Reading Tasks

Reading skills plays a crucial role in acquiring a new language. One must have adequate reading skills in the language intended to obtain information and process what is conveyed in the language (Altay & Altay, 2017), which is a common challenge among ESL and EFL learners (Kasemsap & Lee, 2015). In order to facilitate second language and foreign language acquisition in English language, reading skills are useful to help build ESL and EFL language competence. Teaching metacognitive strategies helps improve learners' achievement in reading tasks (Tamin & Buyukahuska, 2020) where it was found that the teaching of metacognitive strategies in reading lessons have a positive impact on developing their reading skills. The metacognitive strategy program which was implemented among Turkish EFL learners consists of skimming, scanning, K-W-L visualisation, think aloud, annotating, reciprocal and self-assessment strategies, and seemed to have improved these learners' reading skills tremendously. To support this, Usman et al. (2017) also found that the teaching of metacognitive strategies in English language classrooms have positively improved learners' reading skills.

Teaching metacognitive strategies presents a positive impact on English language learners' achievement in reading. One study indicated this success in China University EFL learners, especially on their reading comprehension, motivation, and self-efficacy (Li et al., 2022). The end result of their study showcased the positive impact presented through the 16-week metacognitive strategy that helped the experimental group learners to outperform the control group learners in their reading comprehension test. In another research, Chin (2019) explored the effectiveness of teaching metacognitive strategies to less proficient ESL adult learners who were with reading difficulties. It was found that even the ESL adult learners who were viewed as less skilled readers, were able to hone their reading skills through direct

instruction of metacognitive reading strategies along with an exhaustive reading approach reading lessons.

Learners seem to be more engaged and successful in reading tasks when they are able to derive and make use of informed strategies in reading tasks once they are supplemented with explicit teaching of metacognitive strategies during reading lessons (Al-Qahtani, 2020). 40 EFL learners who were exposed to the teaching of metacognitive think-aloud strategy during English reading lessons, served as the experimental group whereas the other group underwent their usual sessions in English lessons. Results that were generated from both groups in the post-test showed that the reading skills of the learners in the experimental group indicated better reading performance than the control group. Similarly, Seedanont and Pookcharoen (2019) shedded light upon the benefits of teaching metacognitive strategies on the reading performance of Thai EFL learners. Forty-three Thai EFL learners from a private male school in Bangkok, Thailand participated in this study which lasted for ten weeks. The participants went through ten weeks of reading lessons that were combined with the teaching of metacognitive strategies to enhance their reading proficiency in whole. The positive impact of metacognitive strategy instruction in their reading lesson were evident went these participants IELTS reading test score improved with statistical significance which meant that these participants went through meaningful reading lesson over the ten weeks that was incorporated with the teaching of metacognitive strategies that resulted in them achieving higher improvement in terms of reading skills.

To conclude, based on the findings of the study discussed above, metacognitive strategy instruction in reading lessons reinforces the learners' reading skills which directly results in them becoming successful language learners. Therefore, teaching of metacognitive strategies explicitly in reading lessons augments learners' higher achievement in reading tasks which leads them to become skilful readers (DeGennaro, 2018; Kung & Aziz, 2020; Wu et al., 2021)

Self-Regulated Learning

According to Zimmerman (1989), learners are expected to be self-regulated to the extent they are able to metacognitively, motivationally, and behaviourally become active participants in directing their own learning. Whereas Pintrich (2000); Saks (2016) put forward the notion that self-regulated learning is a process where learners actively attain and satisfy their desire to be independent in their own learning. Rastegar et al (2017) claimed that numerous studies that focus on the teaching of metacognitive strategies explicitly to learners' have shown that one of the positive impacts it has on learners is that it promotes the learners' to be independent in their own learning.

Although learner's autonomy comes through their responsibility and initiative, teachers still play a huge role in helping these learners to prepare themselves to take charge in becoming an independent learner. Pershukova et al (2020), reinstated that language learners aren't ready to take on the responsibility of directing their own learning and this is where the teachers come in with their knowledge to help navigate the learners to be independent in their own learning. In this case, teaching of metacognitive strategies to ESL and EFL learners proves to be effective as it kicks in a positive effect in these learners to self-regulate their own learning to become skilful readers once they are exposed on how to utilise metacognitive strategies to take control of their reading processes. This was further validated by the findings found in a study conducted by Teng (2019) which investigated the benefits of

metacognitive reading strategy instruction for young ESL learners. The findings from the group discussion with the learners after the ten lessons which accommodated explicit teaching of metacognitive strategies revealed that the learners were able to self-direct and self-regulate themselves to be independent in using the metacognitive strategies taught to them whenever they encounter reading materials in English language inside and outside of school after they went through the intervention.

A study conducted on 117 Chinese University EFL learners that was aimed at investigating the impact of teaching metacognitive readings strategies revealed that the university learners in the experimental group were able to self-regulate their own learning in utilising the metacognitive reading strategies taught to them after the intervention (Li et al., 2022). The learners' when interviewed, conveyed that being explicitly exposed to these strategies have given them the kick-start for them to be independent in taking charge of their learning in order to better themselves in improving their reading skills. Corroborating with this, another study by Chin (2019) was also in line with the notion that the teaching of metacognitive strategies directly impacted learners' autonomy in being independent in their own learning. The findings from the instrument used in Chin's study, the reflective journals, showed that the ESL learners that were in the experimental group were very much encouraged to self-regulate their own learning in order to become better readers in English language. The ESL learners were observed to possess a positive attitude towards regulating their own learning once they were aware of the metacognitive strategies that can be made use in reading tasks.

Yot-Dominguez and Marcelo (2017) agreed that independent learning makes way for learners to make way for their own learning by developing strategies to support the process of the learning they undertake to become self-regulated learners. In this manner, the explicit teaching of metacognitive strategies help learners to facilitate their reading process by consciously making use of the strategies learned to achieve understanding while reading. Al-Kiyumi et al (2021) reported that the Omani EFL learners' that went through the intervention where they were taught metacognitive strategies held positive behaviours towards the employment of the strategies learnt after the intervention. The learners were observed to be capable in utilising metacognitive strategies that they have acquired during the intervention period in their usual reading tasks in their reading lessons later on. To further substantiate this, another study done by Al-Ghazo (2016) found that there were positive effects among the EFL learners when they were exposed to explicit instruction of metacognitive strategies in the strategy-based instruction period that was carried out with them. One of the positive effects that manifested on these learners was that the learners were found to be independent in the usage of the strategies taught to them once they were exposed to them. The researcher noted that the learners were independent to initiate collaborative work among the peers once they were able to make use of the strategies promptly in their reading tasks which directly prompted them to better their reading skills in English language.

In summation, it can be deduced that the teaching of metacognitive strategies to ESL and EFL learners enables them to be open to the world of self-regulated learning. When they are able to be independent in carrying out their reading tasks with the help of the metacognitive strategies they have learned, it directly enhances the ESL and EFL learners' competency in reading skills (Halim et al., 2020; Monkeviciene et al., 2020; Thongwichit & Burikpadi, 2021).

Active Participation in Reading Tasks

It is widely claimed that active learners' participation in the classroom facilitates both the acquisition of knowledge and skills (Pustika & Wiedari, 2019). When a learner becomes active in their learning, it allows the learner to go beyond the role of a passive listener and note taker in the lesson which allows the learner to direct and initiate their learning during the learning period in the classroom (Ganeser, 2020). Hence, to enable this to take place, an educator comes into the picture. The role of an educator presents a powerful impact on ensuring the participation level of a learner in the classroom. An educator becomes a facilitator in the classroom, in the sense that they are there to guide the learners in the direction of active learning which will enable them to discover what is being taught as they work along with their peers in a meaningful learning environment.

To relate back to this review, the teaching of metacognitive strategies by educators to ESL and EFL learners allows these learners to be active in the learning process. Halim et al (2020) in his study revealed that ESL learners were motivated to ask more questions regarding the reading task given to them when metacognitive strategies were taught to them explicitly along with the implementation of peer tutoring among the learners. It was also noted that these learners tend to share the knowledge they have gained about the metacognitive strategies that can be utilised in reading tasks to their peers in the same classroom as they are observed to be able to control their progress once they were aware of how these strategies work to lead them to become competent readers. Corresponding to this, AlAdwani et al (2022) studied the effect of using KWL (Know-Want-Learned) metacognitive strategy to improve reading comprehension skills of EFL learners in Kuwait revealed that the EFL learners that took part in learning to read with the strategy performed way better than the group that was learning to read traditionally. It was noted by the researchers that the usage of the KWL strategy in the teaching of reading turned the classroom atmosphere into a positive and meaningful environment as an active participation from the learners were observed during the discussion between the teacher and learners and as well as between the learners themselves.

In line with this, a study conducted with fifty-three Iranian EFL learners' indeed showcased that the explicit teaching of metacognitive strategies indeed increased the learners' positive attitudes towards acquiring reading skills as they were found to be actively involved in carrying out reading tasks as they were capable of employing the strategies taught to attain the goals set for the reading tasks that were assigned to them after going through the intervention sessions (Gatcho & Hajan, 2019). Seedanont and Pookcharoen (2019) further validated that the teaching of metacognitive strategies to learners' during reading lessons gets them to be active participants in their own learning session that in turn helps them to become better skilled readers in the English language. The researchers noted that the participants, the Thai EFL learners that were exposed to metacognitive strategies over the course of ten weeks in the study, were actively interacting among themselves that helped them to expand the knowledge they earned on metacognitive strategies that can be utilised to aid their reading processes. The sharing session that the learners shared not only between them but also with the teacher in the classroom as well presents a positive impact on them in acquiring the metacognitive strategies promptly.

In a nutshell, it can be summed up that the teaching of metacognitive strategies to learners in reading classrooms helps them to become an active participant in their own learning. When a learner becomes active in their own learning, they tend to perform better as they are confident in utilising the strategies, they have obtained in improving the targeted skill. In the context of this review, past studies have proved that the direct exposure of metacognitive strategies to both ESL and EFL learners in reading classrooms enables them to be actively involved in steering their own learning session that in turns paves way for them to enhance their reading skills in the target language (Alsofyani, 2019; Muhid et al., 2019; Nath, 2021). Hence, it is undeniable that the teaching of metacognitive strategies in reading lessons proves to be an effective aid in fostering reading skills among ESL and EFL learners.

Motivation in Reading

The importance of a learning environment that encourages learners to be motivated to learn cannot be overstated. Learners are entitled to be supplemented with a classroom environment that presents the opportunity for learners to be motivated to engage in their learning process (Chen et al., 2018). Relating back to this review, the teaching of metacognitive strategies explicitly to ESL and EFL learners' presents a learning environment in which the learners feel motivated to explore and implement the metacognitive strategies taught to them in order to enhance their reading skills. Many past studies have revealed in their findings that the direct exposure of metacognitive strategies to ESL and EFL learners indefinitely boosted these learners' motivation in engaging with the metacognitive strategies taught to them to aid their reading tasks processes (Iwai, 2009; Javed et al., 2015; Kasemsap & Lee, 2015).

Phan (2020) agreed that in regard to learners' engagement, the EFL learners that participated in the study conducted felt exuberant and spurred to be able to learn the employment of metacognitive note-taking strategy through the task given to them during the reading lesson. The knowledge that was imparted to them on this particular strategy made them feel motivated to attempt reading tasks confidently. This shows that the exposure on how to utilise the metacognitive note-taking strategy increased the learners' motivation to utilise the strategy in their reading tasks. Thongwichit and Buripakdi (2021) whereas put forward the notion that the teaching of metacognitive strategies has a fruitful impact on the ESL learners as the learners' motivation level is heightened once they are able to assess the strategies taught to them before taking advantage of them in their reading tasks. Djudin (2017) whereas amplified that as language learners become more skilled in the usage of metacognitive strategies to aid their reading tasks, the learners will gain confidence and become more strategic and independent learners especially in navigating through their reading tasks. The key point here is that when learners are exposed to these strategies directly in the classrooms rather than figuring them out on their own, the learners are confident and motivated to take charge of their learning process which in other words refers to learners' autonomy in self-directing their own learning process. He also added that rather than assuming that learners are aware of these metacognitive strategies, it is for the best that they are exposed to them explicitly in the classroom.

In line with this, many other past studies have corroborated that the teaching of metacognitive strategies indeed helps to motivate ESL and EFL learners to be feel more motivated as they are aware of the trick of utilising the strategies learned to tackle the reading

task given to them (Chin, 2019; Li et al., 2022; Tamin & Buyukahuska, 2020). To put into simpler words, when learners are conscious of the variety of metacognitive strategies which can be employed in various reading tasks, they further motivate them to make use of these strategies to become better readers. Hence, it can be put into a nutshell that the utilisation of teaching of metacognitive strategies amplifies ESL and EFL learners' motivation to make use of the strategies taught to become better readers.

RQ 2: How to teach metacognitive strategies explicitly to ESL and EFL learners in order to hone their reading skills?

This part of the study will review the literature found on metacognitive strategies that were made use by educators in improving their ESL and EFL learners' reading skills. The metacognitive strategies that were reviewed from an array of articles published ranging between the year 2016 and 2022 were based on the concept of planning, monitoring, and evaluating related to reading outputs. Metacognition in simple terms is referred to as understanding of your own thinking. In line with this notion, Gooden et al (2007) termed metacognitive strategies as strategies in terms of reading help learners' to 'think about their thinking' (before, during and after) they read. According to Semtin and Maniam (2015) whereas, metacognition strategy takes into consideration planning the learning session, monitoring whether the strategies used are successful and as well as evaluating the results of one's own learning. Hence, the role of an educator hereby would be to expose the learners to planning, monitoring, and evaluating as metacognitive strategy that they can make use of in enhancing their reading skills in the English language.

Planning before Reading as a Metacognitive Strategy

Researchers like Djudin (2017); Gatcho and Hajan (2019) stated that planning before reading is considered an effective metacognitive strategy that should be exposed to ESL and EFL learners in order for them to become skilled readers. Language learners are needed to be able to plan for learning strategies to be used while executing a reading task (Usman et al., 2017). To be able to do so, learners need to have an adequate knowledge on what strategies they can make use of before attempting to read a text and this is whereby the educators take up the role of disseminating the knowledge on metacognitive strategies that can be used by the learners through explicit strategy instruction in the classroom. Tavakoli and Koosha (2016) illustrated that accommodating the pondering and thinking on topic of the text and how the features can help in comprehending what is about to be presented in the text comes under a part of planning procedure before reading a text. Thinking and taking note about the pictures in the text, the design, headings, subheadings, author, and blurbs likewise also assumes a huge part in helping readers to make assumptions about the gist of the reading content, which also is considered as a part of the planning procedures before reading a text (Djudin, 2017).

Learners should also direct their thinking towards what they already know, what are the new connections they can make with their prior knowledge and what are the questions they want to get the answers for before reading a text (Teng, 2019; Li et at., 2022). Adding on, it was evident that directing learners to ponder on how a text might be structured could also help them in the process of upskilling their reading skills (Chin, 2019). Djudin (2017) further discussed that there are six types of text structures that are cause and effect, compare and contrast, sequence of events, problem and solution, description, and a combination of these text structures. Hence, helping learners to anticipate and direct their thoughts towards the

text structure will enable them to develop a plan before they undertake their reading task. Moving on, setting objectives before reading a text is also a strategy to be incorporated as a part in the planning stage by getting the learners to set and think of a realistic objective that they anticipate to achieve at the end of their reading task (Djudin, 2017; Li et al., 2022). Educating the learners to set realistic goals before reading a text enables them to set goals according to their own capabilities that ensures the accomplishment of the goal set towards the end of the reading task which directly motivates the learners' to further upskill their reading skills (AlAdwani et al., 2022). In summation,, after reviewing these past literatures, it is unquestionable that educators possess an impact in getting the ESL and EFL learners' to adopt planning as a metacognitive strategy by modelling to the learners on how to think and develop a realistic and attainable plan before a reading task to enable the learners to incorporate planning as a metacognitive strategy before attempting to read which makes way for them to enhance their reading skills.

Monitoring while Reading as a Metacognitive Strategy
A good reader is able to self-direct their reading process by supervising their text comprehension (Al-Ghazo, 2016) that gives a direct instruction on monitoring comprehension as well as justifying for the need to monitor comprehension, which enables the learners to take responsibility in taking charge of upskilling their reading skills. Li et al (2022) elaborated that a reader who can monitor his comprehension will constantly question the text. Questions like 'Do I understand what I just read?' helps monitor reading progress. Adding on to this, teaching the ESL and EFL learners to monitor their comprehension by utilising strategies such as making connections or inferences while reading, making use contextual clues in the text, identifying structures of a reading text, employing graphic organisers to list down crucial points in a text, writing comments while reading and even asking questions are also regarded as explicit teaching of metacognition strategies (Muhid et al., 2020).

Apart from that, there are also other metacognitive strategies that can be taught explicitly to learners such as thinking aloud, self-questioning, skimming, and scanning, K-W-L visualisation and note-taking skills that are also associated with monitoring of learners' reading and comprehension (AlAdwani et al., 2022; Halim et al., 2020; Phan, 2020; Tamin & Buyukahuska, 2020). For example, getting the learners to utilise think-aloud is one of the first ways that educators can get the learners to improve their reading skills (Seedanont & Pookcharoen, 2019). Younger learners are able to learn how to hold a book, associate printed words with their spoken counterparts by watching those that read to them. It is the same with ESL and EFL learners, whereby they are able to benefit from watching the educators model thinking aloud to them while reading a text. The process of modelling thinking aloud to learners evidently benefits learners in a positive way (Al-Qahtani, 2020). For an example, educators can read aloud, model stumbling upon an unfamiliar word and share their thoughts while encountering the particular word:

> "I have never seen this word before, but I can try to figure out the meaning of this word through context, so I will read through the rest of the sentence to get the meaning of the word. I will try a few times before I look up the definition before I continue reading."

To put it in a nutshell, teaching ESL and EFL learners to monitor their comprehension while reading a text by making use of the above-mentioned strategies that are associated with monitoring as metacognitive strategy would help to hone these readers' reading skills.

Evaluating after Reading as a Metacognitive Strategy
The next suggested metacognitive strategy on list is evaluating after reading a text. Teaching learners to evaluate after their reading is one of the metacognitive strategy that is found useful to help ESL and EFL learners to enhance their reading skills. One of the ways to teach evaluating as a metacognitive strategy to the learners is by getting them to evaluate the text read by thinking whether it contributed to their knowledge and understanding of the content of the text directly gets them to connect what is read and what is known to them before and after reading the text (Teng, 2019). This directly helps to become skilled readers as they are able to revise known knowledge and also newly gained knowledge through the evaluation that they have executed after reading the text. Adding on to that, when learners' finish reading, they should be taught to reflect and evaluate the reading strategy employed to pinpoint whether the use of strategies has been fruitful or whether there is a need to change and adopt other strategies in order to attain the objective they set before they read a text (Tavakoli & Koosha, 2016). This can be done by engaging the ESL and EFL learners in inner monologues by giving them a series of questions in the classroom. Educators can model the inner monologues that learners can ask of themselves after reading a text during evaluation such as : "What strategies have I used? Are they working? If they aren't, what can I do about it?". As supported by Seedanont and Pookcharoen (2019); Djudin (2017), getting learners to form inner monologues as in questions to ask themselves after a reading task, helps learners engage in a higher level of metacognition as they read.

Thus, teaching learners' to evaluate as a metacognitive strategy in reading classroom definitely would help ESL and EFL learners to improve their reading skills. As supported by Usman et al (2017), evaluating after a reading usually helps learners pinpoint the significant details of the information they have collected while reading a text which includes the reliability of the text, the authenticity of the ideas retrieved from the text, the amount of pleasure achieved while reading the text and finally one's own progress in terms of comprehending the text. When ESL and EFL learners' are able to do all these, then it definitely directly helps them to improve their reading skills which helps them to become skilled readers.

Conclusion
After reviewing the selected past studies, it is evident that teaching of metacognitive strategies has an impact on enhancing ESL and EFL learners' reading skills. There is strong evidence that illustrates the effectiveness of utilising teaching of metacognitive strategies explicitly to ESL and EFL learners to help learners to become better readers in English. In line with this, through this written review, the findings exposed and demonstrated the feedback for the research questions that were formulated earlier to navigate the direction of this review.

As for Research Question 1 (How does the teaching of metacognitive strategies enhances ESL and EFL learners' reading skills?), a review on the past studies showed that the teaching of metacognitive strategies explicitly in a reading lesson is effective in fostering

reading skills among ESL and EFL learners. The teaching metacognitive strategy explicitly proved to be able to curate higher achievement of learners in reading tasks, promote self-regulated learning among learners, enhance learners' active participation in reading tasks and increase learners' motivation in reading tasks. Whereas for Research Question 2 (How to teach metacognitive strategies explicitly to ESL and EFL learners to hone their reading skills?), past studies showed that ESL learners should be exposed by their educators to the metacognitive strategies namely planning before embarking on a reading process, monitoring while carrying out the reading process and evaluating after the reading process directly during reading lessons. These three strategies should be exposed to ESL and EFL learners by their language educators in their reading lessons by incorporating metacognitive strategy instruction to hone these learners' reading skills. Henceforth, educators around the world should take the initiative to supplement teaching of metacognitive strategies into reading lessons to ensure that the cruciality of exposing language learners to metacognitive strategies could be further reinstated to help them become skilled readers.

Although the research questions were answered through this review, this review was still impeded by two factors. First, most of the studies that were reviewed in this review chose their participants among secondary and tertiary level ESL and EFL learners. As such, further study should be conducted by investigating the effectiveness of teaching metacognitive strategies in enhancing reading skills among primary ESL and EFL learners. It is high time that the notion which surrounds the idea that younger learners will not benefit from metacognitive strategy should be discarded and further research should be carried out by getting them to be participants. Moving on, another limitation that was found while reviewing the past studies was that most of the studies were from foreign context and there were very minimal studies that focused on the Malaysian context. Limited studies were found in Malaysian context, hence paving way for future studies to be carried out with ESL learners in Malaysia.

While searching for past studies for this review, it was noted that most of the research out there dwelled on the effectiveness of teaching metacognitive strategy directly to ESL and EFL learners that further reinstated that utilising teaching of metacognitive strategy is indeed fruitful in honing ESL and EFL learners' reading skills. Despite numerous studies highlighting the effectiveness of utilising teaching of metacognitive strategy in reading lessons, there are still gaps that need to be addressed to further reinstate that the teaching of metacognitive strategies is indeed something that needs to be adopted into reading lessons by educators around the world. First of all, during the rigorous search for articles, it was noted that most of these studies focused on imparting knowledge on metacognitive strategies to secondary and tertiary level learners. Here, it can be seen that there were less studies exploring on whether the teaching of metacognitive strategies to primary learners would be able to kick start the journey of them becoming effective readers from a younger age. Hence, further research should be conducted on primary ESL and EFL learners to further reinforce the effectiveness of teaching metacognitive strategies in aiding learners to become skilled readers from primary level itself as stated earlier. Adding on, although there were many studies that highlighted the effectiveness of utilising metacognitive strategy instruction in reading lessons, there were less studies found on addressing the challenges faced by educators to impart the knowledge of these metacognitive strategies to their ESL and EFL learners and as well as challenges faced by the ESL and EFL learners' in absorbing the

metacognitive strategies taught to them directly during reading lessons. Henceforth, this review opens a new dimension in which future researchers out there can undertake to bridge the gap by addressing the challenges faced by educators and learners in the view of imparting and absorbing metacognitive strategies in reading lessons.

In summary, a review on past studies that were gathered in this review further reinforces that educators should open themselves up to adopt teaching metacognitive strategies to their ESL and EFL learners' rather than expecting them to be aware of these strategies on their own. On that account, it is important that educators work towards upskilling their knowledge and pedagogical skills in the field of teaching metacognitive strategies explicitly to their learners in order to help them become skilled readers.

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