Metacognitive Awareness of Reading Strategies
Among Thai Pre-service English Teachers

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Abstract
This study was designed to examine the metacognitive awareness of reading strategies that included global reading strategies, problem-solving strategies, and support strategies, of Thai pre-service English language teachers. The sample of the study consisted of 111 Thai pre-service English teachers who voluntarily completed a survey of reading strategies. The results indicated that the participants usually used reading strategies. They mostly used and got aware of problem-solving strategies but the supporting strategies was leastly used in their reading. At the end of the study some recommendations are made for foreign language teachers and teacher educators.

Key Words: Metacognitive Awareness, Awareness, Pre-service Teacher, Reading, Reading Strategies