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The Effectiveness of a Meta-comprehension Strategy to Develop Secondary School Students' EFL Creative Understanding and Reading Skills


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Article Info	Abstract
<p>Article history Received: 27 August 2024 Accepted: 22 September 2024 Published: 10 January 2025</p>	<p>The present research targeted enhancing secondary school students' EFL creative understanding and reading skills using the meta-comprehension strategy. The quasi-experimental design was used in the study. The study included sixty secondary school first year students. They were selected from Al-Gafariya Secondary School, Abo Hammad Educational Directorate, Al-Sharkia Governorate, Arab Republic of Egypt. The participants of the study were split into two equal groups: experimental and control groups. The experimental group was instructed using the meta-comprehension strategy whereas the control one received regular instruction. The treatment of the study lasted for three months during the first semester of the academic year (2023-2024). During this time, the researcher carried out fourteen sessions; each session took (90) minutes. To reach the goals of the study, the researcher designed instruments including; an EFL creative understanding checklist, a pre/posttest, and a rubric, an EFL creative reading checklist, a pre/posttest, and a rubric. The Statistics Package for Social Science (SPSS) program was used for analyzing the obtained data. The study outcomes showed that the experimental group outperformed the control one in mastering EFL creative understanding and reading skills using the meta-comprehension strategy. Thus, the meta-comprehension strategy had a great positive impact on promoting secondary school first year students' EFL creative understanding and reading skills.</p>
<p>Keywords EFL creative understanding skills, EFL creative reading skills, and meta-comprehension strategy</p>	
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Introduction

English is the most used language for communication around the world. So, learning English has become a necessity, especially for students. It requires their perception and mastering of its main four skills; reading, writing, listening, and speaking. But, nowadays students need to learn creative skills to be able to face the challenges of the present age.

Creative understanding is one of these creative skills that students need to learn. According to Moorman and Ram (1999), creative understanding is a mental process by which a novel concept is understood. The creative understanding process is greatly required to ensure that students do not only repeat a piece of knowledge they have just received from another source. That is, creative understanding is the task of examining a concept and predicting future states and events based on it.

Lattoui (2022) believes that students reach the level of creative understanding when their reading enables them to produce a creative work. This creative work differs according to their ages, thinking levels, and school grades. Creative understanding skills include that students introduce new titles for the reading text, write new and various suggestions to develop the text, introduce creative solutions to some of the problems in that text, and finally, develop a new paraphrase to the text.

Mustafa (2012) and Gilakjani (2016) summarize the main creative understanding skills in: activating and using background knowledge, generating and asking questions, making connections, making inferences, predicting, summarizing, visualizing, understanding monitoring, skimming, scanning, and guessing meaning from context.

In a related study, Al Anazi (2012) aimed to explore the effectiveness of using different types of multimedia presentations to teach reading texts on both motivation and creative understanding of King Saud University students in KSA. The study consisted of 79 participants of King Saud University female students. The participants were divided into three

equal groups. The first and second groups represent the experimental groups. The third group is the control one. Results indicated that using different types of multimedia presentations in EFL reading contexts enhance the students' motivation and their creative understanding.

In another study, Joaah (2014) combined the creative understanding skills with the creative reading skills. The study aimed at investigating the effectiveness of the reciprocal teaching strategy in developing creative reading understanding skills among secondary school students. The sample of the study consisted of 40 girls of the first year secondary school students at the Twelfth Secondary School in Abha, KSA. The participants were divided into two equal groups: an experimental group and a control one. Results proved that the reciprocal strategy is effective in developing secondary school students' EFL creative reading understanding.

Creative reading is another important creative skill for secondary school students. For Mustafa (2012), creative reading is the highest type of reading. It includes novel concepts that students have to use in order to understand to comprehend the text. So, students should attempt to incorporate the text into their own backgrounds. To achieve this, they should be capable readers at a number of levels. That is, they graduate from simple decoding of words into internal concepts to the active involvement of the text and building of complex mental words.

Adams (2012) points out the creative reading process is reading for reaching implied meanings, forming reactions to what is read, and making critical evaluations. In creative reading, students are expected state the original ideas that are not explicitly mentioned in the text. This helps students become active participants in the reading process. As a result they can add to what is expressed by the writer.

Rodriguez (2012) stresses the importance of developing creative reading skills in EFL classrooms. It was justified that creative reading activities affect EFL learners' empowerment,

engagement, motivation, independent reflection and higher-order thinking. Creative reading skills enable students to explore material and understand it in more profound manner.

Furthermore, Adams (2012) mentions that creative reading skills are the students' basic abilities to read for implied and inferred meanings. Nassar (2019) concludes that creative reading consists of four basic skills. These skills are fluency, flexibility, originality and elaboration. Each basic skill includes a number of important sub-skills.

Numerous previous studies were made to assure that creative reading is very essential in the EFL classrooms. In his study, Albaker (2014) aimed at evaluating the creative reading level of the first preparatory class. The sample of the study consisted of 123 students. The participants were divided into two equal groups; experimental and control. Results revealed that creative reading helps in developing students and increasing their thinking abilities. Thus, the new ideas that students acquire, criticize and edit from the text encourage them to create new, original and creative ideas that help in modifying their problem solving abilities.

In another study, Masoud (2014) succeeded in developing EFL creative reading skills among first year secondary school students by utilizing Higher-Order Questioning Techniques. The participants were 25 selected from Quesna secondary school for boys, Egypt. The findings of the study showed that the higher order questioning techniques are more effective in developing secondary school students' creative reading skills.

Based on the above discussion, developing students' EFL creative understanding and reading skills is an issue that should be examined in detail. Therefore, the researcher used a meta-comprehension strategy for developing secondary school students' EFL creative understanding and reading skills. Recently, current studies on understanding and reading have been paying more attention to a metacognitive ability known as meta-comprehension.

Meta-comprehension can be described as students' knowledge about their competence of the written material. It is the knowledge that helps them know if they understood a text,

which parts of the text were more difficult and which strategies actions they should carry out to improve their comprehension (Schmitt and Sha, 2009).

Reid et al., (2016) assure that meta-comprehension is the relationship between students' ratings of comprehension of the textual material and his actual performance on a comprehension test. Most commonly, meta-comprehension is measured at the end of a text, asking students to make throughout comprehensive judgment by answering themselves this question;" How well do you think you understood the text?".

Moreover, Nadeem and Omar (2018) assert that meta-comprehension strategy helps students be meta-cognitive about reading processes and make decisions about a text. This means that students become able to effectively use their schema of reading strategies to meet the specific needs of that text. Therefore, meta-comprehension helps students choose which comprehension strategies are essential for different texts. This, in turn, helps them stay focused.

Deda (2021) examined the level of meta-comprehension awareness in international primary school students before, while, and after reading narrative texts. The participants were 19four-grader, ten boys and nine girls, attending an international school. The findings revealed that at the age of ten, students demonstrate a certain amount of metacomprehension while reading narrative texts.

In a recent study, Mohamed and Abdallah (2022) investigated the effectiveness of using meta-comprehension strategies for enhancing pupil's writing performance skills and reducing writing apprehension among primary school pupils. The participants were 40 pupils in the fifth year from El-Shobban Al-Muslimeen Language School in Benha at Quliobeya Governorate, Egypt. The participants of the study were divided into two equal groups; experimental and control. Results revealed that using meta-comprehension strategies were

effective in enhancing pupils' writing performance skills and reduce their writing apprehension among primary school pupils.

Context of the Problem:

The researcher noticed that secondary school first year students got low levels in most EFL creative reading and understanding skills. The problem of the present study is cleared through; working as an EFL teacher in a secondary school, reviewing previous studies which treated EFL creative understanding and reading skills, holding interviews with EFL teachers who assured that most secondary school first year students had difficulties in EFL creative understanding and reading skills., and conducting a pilot study on a group of (30) first year students selected from Al-Gafariya Secondary School.

Results, in Table (1), proved that most of the piloted participants demonstrated a low standard concerning EFL creative understanding skills. Results, in Table (2), indicated that students had a low level of EFL creative reading skills.

Table 1

EFL Creative Understanding Skills Pilot Test Results

Sub-skills	Sub-skill score	Min.	Max.	Mean	SD	Percent %
Making connections	4	1	3	1.70	0.73	42.5%
Making inferences	4	1	2	1.75	0.44	43.7%
Predicting meaning from the context	4	1	3	1.60	0.68	40%
Skimming, scanning	4	1	3	1.90	0.445	47.5%
Summarizing	4	1	3	1.60	0.68	40%
Asking questions	4	1	3	1.95	0.69	48.7%
Total	24	9	15	10.50	1.50	43.7%

Table 2*EFL Creative Reading Skills Pilot Test Results*

Sub-skills	Sub-skill score	Min.	Max.	Mean	SD	Percent %
Fluency in deriving the objectives of the reading text.	6	2	4	2.90	0.79	48.3%
Flexibility of generating questions about information not mentioned directly in the text.	6	2	4	2.80	0.77	46.7%
Elaboration of new related information to the existing reading text.	6	1	3	2.90	0.64	48.3%
Originality of summarizing the ideas of the reading text.	6	2	4	2.55	0.69	42.5%
Total	24	9	15	11.15	1.84	46.4%

Statement of the Problem:

The problem of the present study is that a great number of secondary school first year students have lacked most EFL creative understanding and reading skills. Hence, this study is an attempt to enhance secondary school first year students' EFL creative understanding and reading skills by utilizing the meta-comprehension strategy.

Significance of the Study:

This study might hopefully benefit EFL secondary school students, teachers, curriculum designers and researchers as follows:

- EFL secondary school students: It might identify the functions of the meta-comprehension strategy, develop EFL creative understanding skills and promote EFL creative reading skills.
- EFL teachers: It might provide them with a practical description of an influential strategy that might be effective in enhancing students' EFL creative understanding and reading skills and determine some problematic areas that Arab speakers of English encounter in learning the spoken language and find solutions for them.

- EFL curriculum designers: It might help draw their attention to adopt new methods of teaching that aim at changing the role of the student from a passive recipient to an active positive learner who is willing to participate in the EFL classroom.
- EFL researchers: It might pave the way for them on utilizing meta-comprehension strategy in teaching EFL creative understanding and reading skills.

Procedures of the study:

For achieving the study goals, the researcher carried out the following procedures:

1. reviewing relevant literature and previous studies related to EFL creative understanding and reading skills.
2. designing EFL creative understanding and reading skills checklists needed for secondary school first year students and submitted these checklists to a group of TEFL jury members to verify their validity.
3. modifying the checklists according to the jurors' opinions and suggestions.
4. Surveying relevant literature and previous studies related to meta-comprehension strategy.
5. outlining the rationale, aims, objectives, content, teaching methods, learning activities, instructional aids, roles of teacher and students, evaluation, and procedures for a supportive learning environment for implementing the meta-comprehension strategy.
6. preparing the sessions of the meta-comprehension strategy.
7. submitting a session of the strategy to a group of TEFL jury members and modified it according to their opinions and suggestions.
8. designing EFL creative understanding and reading skills tests and rubrics, introduced them to a group of TEFL jury members for validity and modified these tests and the rubrics according to the jurors' opinions and suggestions.
9. piloting the EFL creative understanding and reading skills tests to a group of (30) secondary school first year students, other than those participated in the study treatment, for reliability.

10. nominating the study participants from Al-Gafariya Secondary School, Abo Hammad Educational Directorate, Sharkia Governorate, to form the experimental and control groups.
11. pre-administrating the EFL creative understanding and reading skills tests to both groups.
12. teaching the experimental group participants utilizing the meta-comprehension strategy while the participants of the control group were taught using regular instruction.
13. post-administrating the tests to both groups.
14. analyzing the data statistically using the appropriate statistical methods.
15. comparing the results of both pre-post administrations.
16. discussing and interpreting the results in light of the study hypotheses.

Study Design

The current research made use of the quasi-experimental design. It was adopted to investigate the effect of the meta-comprehension strategy on developing secondary school students' EFL creative understanding and reading skills. So, two groups were nominated to be the participants of this current research. The study instruments were pre /post administrated to both groups.

Participants

Sixty secondary school first-year students enrolled in the academic year 2023/2024 were assigned to form the experimental and control groups with equally (30) participants in every group. Those participants were chosen from Al-Gafariya Secondary School, Abo Hammad Educational Directorate, Sharkia Governorate, Egypt. The experimental group participants received instruction through meta-comprehension strategy for promoting their EFL creative understanding and reading skills, whereas the control group participants received a traditional

instruction. Results of the experimental and control groups pre- administration of EFL creative understanding skills test are presented in Table (3).

Table 3

T-test Results of the Experimental and Control Groups Pre-Administration of EFL Creative Understanding Skills Test. (N=30)

Skills	Group	Mean	Std. Deviation	t-value	Df	Sig.
Activating and using background knowledge	Experimental	1.83	1.37	0.093	58	0.926 not sig.
	Control	1.87	1.41			
Generating and asking questions	Experimental	1.80	1.40	0.457	58	0.649 not sig.
	Control	1.63	1.43			
Making connections	Experimental	1.73	1.26	0.499	58	0.620 not sig.
	Control	1.57	1.331			
Making inferences	Experimental	1.93	1.36	0.093	58	0.927 not sig.
	Control	1.97	1.43			
Predicting	Experimental	1.90	1.30	0.097	58	0.923 not sig.
	Control	1.87	1.36			
Summarizing	Experimental	1.73	1.29	0.395	58	0.694 not sig.
	Control	1.60	1.33			
Visualizing	Experimental	1.93	1.36	0.285	58	0.776 not sig.
	Control	2.03	1.35			
Understanding monitoring	Experimental	1.67	1.47	0.267	58	0.790 not sig.
	Control	1.57	1.43			
Skimming	Experimental	1.43	1.38	0.093	58	0.926 not sig.
	Control	1.47	1.38			
Scanning	Experimental	1.50	1.36	0.92	58	0.927 not sig.
	Control	1.53	1.46			
Guessing meaning from context	Experimental	1.70	1.29	0.197	58	0.844 not sig.
	Control	1.63	1.33			
Total	Experimental	19.17	4.49	0.330	58	0.742 not sig.
	Control	18.77	4.88			

Table (3) revealed that t-value (0.330) is not statistically significant at the level of (0.05).

That is, that there were no statistical significant differences between the mean scores of

experimental and control groups in the pre-administration of EFL creative understanding skills test. So, both groups are homogenous and almost at the same level of performance before implementing the meta-comprehension strategy.

Table 4

T-test Results of the Experimental and Control Groups Pre-Administration of EFL Creative Reading Skills Test. (N=30)

Skills	Group	Mean	Std. Deviation	t-value	Df	Sig.
Fluency	Experimental	2.73	1.36	0.642	58	0.523 not sig.
	Control	2.97	1.50			
Flexibility	Experimental	2.23	1.33	1.021	58	0.312 not sig.
	Control	2.57	1.19			
Originality	Experimental	2.97	1.11	0.460	58	0.647 not sig.
	Control	2.83	1.15			
Elaboration	Experimental	2.53	1.31	1.408	58	0.165 not sig.
	Control	2.97	1.07			
Total	Experimental	10.30	3.21	1.183	58	0.242 not sig.
	Control	11.60	2.23			

Table (4) shows that t-value (1.183) is not statistical significant at (0.05) level. This indicates that there were no statistical significant differences in the pre-administration of EFL creative reading skills test between the experimental and control groups. Therefore, both groups were homogenous and almost at the same level of performance before implementing the meta-comprehension strategy.

Instruments of the Study:

Concerning the EFL creative understanding and reading skills, the researcher designed two checklists as prerequisite procedures for designing the skills tests. Also, two rubrics (for creative understanding and reading skills) were designed as post procedures for scoring these tests. These instruments are detailed as follows:

For EFL Creative Understanding Skills:

a. An EFL Creative Understanding Skills Checklist:

This checklist is considered a prerequisite procedure for designing an EFL creative understanding test.

- *Checklist Purpose:* This checklist was designed for determining and surveying the required EFL creative understanding skills needed for secondary school first year students.
- *Checklist Content:* The EFL creative understanding skills checklist included (22) items. These items were thought to be appropriate for secondary school first year students. The checklist items were rated by TEFL jury members into three levels; (very important, important and less important). Each level of importance had an estimated value.
- *Checklist Validity:* The checklist was submitted to (22) TEFL jury members to validate it. The jury members were kindly asked to modify, omit, or add whatever they consider necessary to the checklist. They expressed their approval of it, so it was proved to be valid.
- *Checklist Administering:* The checklist was introduced to (22) TEFL jury members during the first semester of the academic year 2023/2024 to determine its importance and appropriateness for secondary school first year students.

b. An EFL Creative Understanding Skills Test:

- *Aim of the Test:* The researcher designed the test to pre-post assess the participants' performance level in the identified EFL creative understanding skills before and after implementing the strategy.

- *Description of the Test:* The test included eleven items. Each item assessed one skill of the eleven identified EFL creative understanding skills. Each item was given four marks. Totally, eleven skills were assessed by eleven questions. The test total score was (44) marks.
- *Test Validity:* For testing the test validity, the researcher submitted it to TEFL jury to evaluate each item. The jury members were also requested to evaluate the whole test in terms of correctness, number of questions, scoring, time and suitability for secondary school first year students' level. The TEFL jury approved the test questions.
- *Test Reliability:* The internal consistency method was used for verifying the reliability of the test. Cronbach's Alpha was calculated by SPSS program. The test was administrated to a group of (30) secondary school first year students enrolled in Al-Gafariya Secondary School. Those students were not in the study groups.

Table 5

EFL Creative Understanding Skills Test Reliability.

No.	EFL Creative Understanding Skills	Total Test Reliability Using Cronbach's Alpha
1	Activating and using background Knowledge	0.81
2	Generating and asking questions	
3	Making connections between ideas	
4	Making inferences of different ideas	
5	Predicting future events	
6	Summarizing main ideas of the text	
7	Visualizing incomplete expressions	
8	Understanding monitoring	
9	Skimming the reading text	
10	Scanning the reading text	
11	Guessing meaning from context	

Table (5) proves the reliability of EFL creative understanding skills test as a whole using Cronbach's Alpha. The reliability coefficient of the test using Cronbach's Alpha is (0.81) which is a high reliable value. So, the EFL creative understanding skills test was statistically reliable.

- *Test Piloting and Timing:* The researcher administrated the test to a pilot group of (30) secondary school first year participants other than the participants of the study. They were nominated from Al-Gafariya Secondary School, Abo Hammad Educational Directorate, Sharkia Governorate, Egypt. Based on the outcomes of piloting the test, it was concluded that the participants needed (40) minutes to answer the test questions.
- *Scoring the Test:* The test was scored by using the EFL creative understanding skills scoring rubric. To score the test, (4 marks) were given for each item (question). Thus, the whole score was (44) marks. Specifications of EFL creative understanding skills test are shown in table (6).

Table 6*EFL Creative Understanding Skills Test Specifications Table*

No.	EFL Creative Understanding Skills	Question /Item Number	Score
1	Activating and using background Knowledge	1	4
2	Generating and asking questions	2	4
3	Making connections between ideas	3	4
4	Making inferences of different ideas	4	4
5	Predicting future events	5	4
6	Summarizing main ideas of the text	6	4
7	Visualizing incomplete expressions	7	4
8	Understanding monitoring	8	4
9	Skimming the reading text	9	4
10	Scanning the reading text	10	4
11	Guessing meaning from context	11	4
	Total	11	44

- *Administration of the Test:* The researcher administered the EFL creative understanding skills test to the study groups during the first semester of the academic year 2023/2024. It was pre-administered on the eighth of October, one day before the treatment. After that, the treatment started on the ninth of October 2023. The test was post administered one day after the treatment, which ended on the twenty eighth of December 2023.

c. An EFL Creative Understanding Skills Test Scoring Rubric:

The scoring rubric is a post requisite procedure to score EFL creative understanding skills test.

- ***The Scoring Rubric Purpose:*** The researcher designed a rubric to pre-post assess secondary school first year students' performance levels in the validated EFL creative understanding skills. More specifically, it was designed for scoring the participants' varied responses for each question.
- ***The Scoring Rubric Description:*** The test included eleven items. For scoring each item; there were four levels (Excellent- Very Good- Good- Fair). Four marks were given for each item. Thus, (44) marks were the total score of the test.
- ***The Scoring Rubric Validity:*** The researcher introduced the scoring rubric to (22) TEFL jury members in the first semester of the academic year 2023/2024. They were kindly requested to validate the suitability of the rubric to measure the targeted EFL creative understanding skills, and its appropriateness for the study participants. The jurors indicated that the rubric was valid and comprehensive.

For EFL Creative Reading Skills:

a. An EFL Creative Reading Skills Checklist:

This checklist is a prerequisite procedure for designing the EFL creative reading skills test.

- ***Checklist Purpose:*** The researcher designed the checklist to determine and survey the required EFL creative reading skills for secondary school first year students.
- ***Checklist Content:*** The EFL creative reading skills checklist included (20) items derived from four main skills: fluency, flexibility, originality and elaboration. These skills were thought to be appropriate for secondary school first year students.

- *Checklist Validity:* The researcher submitted the checklist (22) TEFL jury members to validate its importance and suitability of its skills for the study participants. The jurors were kindly requested to omit, add, or modify whatever they consider necessary to the checklist. Jury members expressed their approval of the checklist, so it was proved to be valid.
- *Checklist Administering:* The EFL creative reading skills checklist form was introduced to (22) TEFL jury members during the first semester of the academic year 2023/2024 to determine its importance and appropriateness for secondary school first year students. Also, the jury members were kindly asked to modify, omit or add to the checklist whatever they consider important.

b. An EFL Creative Reading Skills Test

- *Aim of the Test:* The test was designed to pre-post assess secondary school first year students' level in the identified four main EFL creative reading skills before and after implementing the meta-comprehension strategy.
- *Description of the Test:* The test consisted of twelve items, reflecting the four EFL creative reading skills, divided into four sections. Each skill was measured by three items (questions). Each item was given (3) marks. Totally, four main skills were assessed by twelve items. (36) marks were the full score of the test.
- *Validating the Test:* To test the EFL creative reading skills validity, the researcher submitted the test to (22) TEFL jury members to evaluate each item of it. The jury members generally showed their approval of the test, but some modifications were suggested.
- *Test Reliability:* For verifying the reliability of the test, the internal consistency method was utilized. Cronbach's Alpha was calculated using SPSS program. The test

was administered to (30) secondary school first year students enrolled in Al-Gafariya Secondary School. Those students were not in the study groups.

Table 7

EFL Creative Reading Skills Test Reliability using Cronbach Alpha

No.	EFL Creative Reading Skills	No. of Items	Cronbach's Alpha
1	Fluency	3	0.88
2	Flexibility	3	0.76
3	Originality	3	0.73
4	Elaboration	3	0.85
Total		12	0.79

Table (7) proves the reliability of the EFL creative reading skills test using Cronbach's Alpha. The reliability coefficient of the test using Cronbach's Alpha is (0.79) which is a high reliable value. So, the result proves that the EFL creative reading skills test was statistically reliable.

- *Test Piloting and Timing:* The test was administrated to a pilot group of (30) secondary school first year students other than the participants of the study. They were selected from Al-Gafariya Secondary School, Abo Hammad Educational Directorate, Sharkia Governorate, Egypt. After piloting the test, it was approved that (40) minutes would avail ample time for participants to answer the questions of the test.
- *Scoring the Test:* The test was scored by using the EL creative reading skills scoring rubric. For scoring the test, three marks were given for each item (question), as follows; (three marks) were given for a comprehensive and completed answer of the item, (two marks) were given for a brief answer, (one mark) was given for an uncompleted answer, and (zero mark) for a left answer. So, the full score of the test was (36) marks. EFL creative reading skills test specifications are shown in table (8).

Table 8*EFL Creative Reading Skills Test Specifications Table*

No.	EFL Creative Reading Skills	Question /Item Number	Score
1	Fluency	1,2,3	9
2	Flexibility	4,5,6	9
3	Originality	7,8,9	9
4	Elaboration	10,11,12	9
	Total	12	36

- *Administration of the Test:* The test was administered to the study groups (experimental and control groups) in the academic year 2023/2024 during the first semester. The test was pre-administered on the eighth of October, one day before the treatment. After that the experiment started on the ninth of October 2023. The test was also post administered one day after the experiment, which ended on the twenty eighth of December 2023.

c. An EFL Creative Reading Skills Scoring Rubric:

The scoring rubric is considered a post requisite procedure to score EFL creative reading skills test.

- *The Scoring Rubric Purpose:* Prepared by the researcher, the rubric was designed to pre-post assess secondary school first year students' performance level in the validated EFL creative reading skills. More specifically, it was designed to score the participants' varied responses for each item.
- *The Scoring Rubric Description:* The researcher designed the rubric in order to calculate the participants' responses in EFL creative reading skills test. That test included twelve items. Each item was given three marks. For scoring each question;

there were four levels (Excellent- Very Good- Good- Fair). Three marks were given for each item. Thus, (36) marks were the full score of the test.

- *The Scoring Rubric Validity:* The scoring rubric was submitted to (22) TEFL jury members in the academic year 2023/2024 during the first semester. They were kindly requested to validate the rubric suitability and appropriateness for the study participants' levels. The jurors indicated that the rubric was valid and comprehensive.

The Study Material (The Meta-comprehension Strategy):

Rational of the Meta-comprehension Strategy:

According to Alawneh and Yadak (2016), meta-comprehension is a vital dimension of metacognition. In meta-comprehension, students have to use their abilities to make learning judgments. It is essential to reveal if students recognize that they comprehend what they read, i.e. their meta-comprehension level, or not. Miguez-Alvarez et al. (2021) pinpoint that meta-comprehension is the students' meta-cognitive ability to estimate their comprehension and subsequent learning of text materials. This ability helps them realize whether or not they understand a text.

Deda (2021) states that meta-comprehension strategy skills can be measured by employing Schmitt's (1990) Meta-comprehension Strategy Index (MSI). The meta-cognitive strategies measured by the MIS are classified into six steps: predict and verify, preview, set purpose, self-question, draw from background knowledge, and finally, summarize and apply fix-up strategies.

Objectives of the Meta-comprehension Strategy:

More specifically, by the end of implementing of the strategy, the participants would be able to:

A. Concerning EFL creative understanding skills:

1. Form schemas and activate previous knowledge.
2. Ask pertinent questions in the reading text.
3. Make connections between prior experiences and new knowledge.
4. Draw conclusions to integrate current information with previous knowledge.
5. Make predictions to obtain meaning from the reading material.

B. Concerning EFL creative reading skills:

1. Get the goals of a reading text.
2. Derive new vocabulary from the spelling of existing ones.
3. Suggest many titles for a reading material.
4. Arrange the incidents of a story.
5. Ask thought provoking questions related to the reading text.

Content of the Meta-comprehension Strategy:

The strategy comprised fourteen lesson sessions selected from six units from secondary school first year students' textbook. Every session took about (90) minutes. These sessions were carried out to promote secondary school first year students' EFL creative understanding and reading skills. The six units utilized in the strategy were selected from secondary school first year students' EFL textbook.

Discussion and Interpretations of the Study Results:

The current study results were discussed according to relevant literature, previous studies, pre- and post-tests results. These results are detailed as follows:

- Participants of the experimental group outperformed their peers of the control group in EFL creative understanding and reading skills post-tests.
- The post administrations exceeded the pre ones in the means of scores of the EFL creative understanding and reading skills tests.
- That, the meta-comprehension strategy had a great positive influence on enhancing secondary school first year students' EFL creative understanding and reading skills.

On the pre results, it was obvious that the participants of the experimental group had difficulties in EFL creative understanding and reading skills. The experimental group participants, taught through meta-comprehension strategy, had better performance than their peers in the control one as shown in post results of the EFL creative understanding and reading tests. There were statistically significant differences at (0.05) between the means of scores of both groups for the experimental group. So, meta-comprehension strategy had an approved influence on promoting the experimental participants' EFL creative understanding and reading skills.

Conclusion:

It could be concluded that:

- For EFL Creative Understanding Skills:
 - The recent study proposed evidence that secondary school first year students' EFL creative understanding skills can be developed via the meta-comprehension strategy.

- Teaching EFL creative understanding skills utilizing the meta-comprehension strategy brings about remarkable learning outcomes.
- The study outcomes proved that utilizing the meta-comprehension strategy developed the experimental group participants' EFL creative understanding skills.
- For EFL Creative Reading Skills:
 - The study outcomes revealed that EFL creative reading skills can be developed via meta-comprehension strategy.
 - Participants were active and enthusiastic during the sessions of implementing meta-comprehension strategy and, this in turn, encouraged them to learn effectively.
- For the Meta-comprehension Strategy
 - Meta-comprehension strategy created a supportive learning environment that offered enjoyment and confidence to read and comprehend different texts.
 - It provided students with an enriching educational climate that enabled them to creatively understand and read.

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