**Predictive and Discriminatory Indicators of the Beliefs about Reading and Metacognitive Reading strategies of Academic Talented and Non-Talented from the University Students**

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**Abstract:**

This study aims to reveal whether beliefs about reading and metacognitive strategies of reading are predictors of academic excellence among college students. The study also aims to detect discriminatory signs of such beliefs and those strategies between academic talented and non-talented students.

The transition from the traditional negative view to the most active and positive view of reading has revealed the presence of two broad categories of beliefs about reading: the first represents the most negative beliefs and represent a negative view of reading, and the second represents the most positive beliefs that correspond to the active view of reading.

The researchers pointed out that the students with negative beliefs about reading will tend to show a limited understanding of the nature and purpose of reading, hence, the idea that the active reading beliefs could be a good predictor to understand the text has been crystallized.

According to some researchers who pointed out that some readers have active beliefs and inquire about the author, the purpose of reading, the type of text, and supporting context when attempting to understand the text. These represent the most active and positive beliefs related to interaction and treatment of the text. On the other hand, there are some readers who show passive acceptance for the writer or his ideas, they translate these negative beliefs to a set of beliefs that are consistent with the transfer and translation of the ideas and concepts included in the text. Since reading is an active process, learners who hold negative beliefs may find difficulty in understanding the texts; therefore, it is expected that they would be underachievers.

On the other hand, metacognitive awareness should also be a good predictor of reading comprehension that leads to success in imparting the meaning of the text; however, there are some studies which have not confirmed that yet. In addition to that, the metacognitive strategies of reading were not predictive indicators of reading comprehension.

Therefore, the objective of this study is to investigate the potency of predictive indicators of metacognitive strategies of reading and its relationship to academic achievement according to the student's beliefs about reading for academic achievement, and their power to discriminate between academic talented and non-talented from the university students, and this could be accomplished according to the student's beliefs about reading.

The researcher used the descriptive method in accordance with the procedures of predictive studies to detect predictive indicators of these study variables, and also use the descriptive method in accordance with the procedures of comparative studies to detect discriminatory power of these variables between academic talented and non-talented from university students.

The study sample consisted of 358 students from the universities: Damietta, Mansoura and Kafr El-Sheikh, Arab Republic of Egypt, the age level was between (21 - 24) years, representing literary, artistic, social, humanitarian, and scientific disciplines, the students responded on the reading believes inventory prepared by the researcher according to directions Kara-Soteriou (2007) to measure the same intended beliefs that measured by reading beliefs Inventory (RBI), which is designed to assess whether the readers have a negative or positive view about reading. RBI is composed of 15 items; 9 items are related to the most negative views about reading, and 6 items are related to the more active and positive views about reading, using 5 points scale based on Likert-style.

Also, the participants have been responding on metacognitive awareness of reading strategies prepared by Mokhtari and Sheorey (2002); the researcher prepared an Arabic version of it, which is measuring three components: Global Strategies of reading, problem-solving strategies, and support strategies. The global strategy of reading focuses on how students are monitoring their reading, and so the problem-solving strategies include how the students are solving the problems of reading while, the support strategies include the possible techniques that can help the readers.

The results showed a single model includes a variable of metacognitive awareness of global strategies of reading that predict the general academic achievement of the university’ students, also it was found that there is a single model of discriminatory function which includes the positive beliefs about reading to distinguish between academic talented and non-talented from university’ students.

These results imply the necessity to consider the student's beliefs about reading and his training in using and applying of metacognitive strategies of reading to ensure his integration into understanding the literacy texts and achieving the purpose of reading, to ensure the academic excellence.

**Key words:**

**Predictive and Discriminatory Indicators, Beliefs about Reading, Metacognitive strategies of Reading, Academic Talented, University Students**