# Compare Online Metacognitive Reading Strategies Used by Iranian Postgraduate Students with Internal and External Locus of Control

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**Abstract :** Online learning environment is becoming more popular among learners because of their multiple information representations. Despite the growing importance of online reading strategies among adult learners, little attention has been carried out to postgraduate EFL learners. This study is quantitative research designed and aimed to investigate metacognitive reading strategies employed by Iranian postgraduate learners to read online academic texts. This study is conducted by over 50 Iranian postgraduate students studying in different Malaysian universities. This study used two different survey questionnaires, namely, 1) background questionnaire and 2) OSORS questionnaire. The collected data were analyzed using SPSS. The findings of the study emphasized metacognitive reading strategies used by different aged adult learners. The results of the survey questionnaires revealed that adult learners use global reading strategies as well as problem-solving strategies and support reading strategies. Also, through one-way analysis of variance toward age factor revealed that it has no meaningful changes on metacognitive reading strategy usage. This means that metacognitive reading strategies used by adult learners are independent of age variable. Drawing from findings, adult learners have learning goals, and since they have more exposure to online academic texts, they are able to use different metacognitive online reading strategies that affect their understanding of academic texts.

**Keywords :** online reading strategies, metacognitive strategies, online learning, independent students, locus of control
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