METACOGNITIVE STRATEGY TRAINING AND CHINESE EFL STUDENTS' ACADEMIC READING COMPREHENSION

张烁 | 著

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Abstract

Currently, metacognitive strategy use is one of the factors that contribute to the success of English academic reading comprehension. This quasi-experimental study investigated the effects of metacognitive strategy training on EFL students' academic reading comprehension. The present study aimed to investigate 1) the metacognitive strategies the high and low proficiency students employed in academic reading comprehension; 2) the effects of metacognitive strategy training (MST) had any on the academic reading comprehension; 3) the relationship between the students' metacognitive strategy use and their English reading comprehension achievement; 4) the attitude of the students towards the MST. Fifty-eight third year English major students taking an 18-week the Advanced English Course at Guizhou University, China, were selected to participate in the present study. Data for quantitative analyses were collected from metacognitive strategy questionnaires, reading comprehension test, semi-structured interviews. Data for qualitative analyses were obtained from questionnaire, in-depth interviews, writing journals.

The findings revealed that there were significant main effects of

metacognitive strategy training on the students' reading comprehension. Before training, the high and low proficient students both reported the moderate use in metacognitive strategies, while after training; both groups' overall strategy use fell into the high level. Differences in the metacognitive strategies use between the high and low proficient students were found and analyzed. The results also revealed the significant correlation between metacognitive strategies and reading comprehension test scores, it confirmed that metacognitive strategies play a significant role in effective reading. Also, the findings demonstrated that planning and monitoring strategies were powerful predictors with a Beta value of .341 and .368 respectively to predict students' English proficiency. However, the relationship between evaluating strategy use and reading achievement was not of a casual type, it was not linearly correlated. Furthermore, the data from the questionnaire and the students' written feedback were analyzed to find the students' attitudes towards the MST. It was found that the majority of the students had a positive tendency, while neutral and negative attitudes also exist in a small number.

This research contributes to the exploration of the effects of metacognitive strategy training on reading comprehension. The findings of this study could be great help in the teaching and learning of reading comprehension in the Chinese EFL context by revealing some new areas for future investigation.

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Key words

metacognitive strategy training, reading ability,
academic reading comprehension, Chinese university students

摘 要

元认知策略的研究由来已久，但是，何种元认知策略培训模式能切实提高英语学习者阅读水平的研究却为数不多。本研究是阅读能力的习得研究，考察元认知策略培训对于中国高校学生英语阅读能力的影响。本研究考察了以下几个问题。第一，高水平和低水平的学生在阅读理解中的元认知策略使用情况；第二，元认知策略培训对其阅读理解的影响；第三，学生的元认知策略使用和英语阅读理解成绩的关系；第四，学生对于元认知策略培训的认识。三个班共58名英语专业三年级的学生参加了为期18周的教学实验。定量分析的数据来自元认知策略问卷调查、阅读理解测试以及半结构化访谈的结果，定性分析的数据来自问卷调查、半结构化访谈以及书面反馈的结果。

研究结果表明，元认知策略培训能显著提高学习者的英语阅读理解水平。元认知策略培训后，高水平和低水平学习者的元认知策略使用水平均达到了较高水平，本研究对两者元认知策略使用的不同及其原因也做了深入分析。同时，研究结果表明，元认知策略和阅读理解成绩之间相关性显著，充分证明了其在阅读过程中的重要性。其中，计划策略和监控策略对于阅读成绩的预测力最强，而评估策略和阅读成绩之间并非任意性关系，非线性相关。此外，对

问卷调查和学生书面反馈的数据分析表明，大部分的学生对元认知策略培训持肯定的态度，也有少数持中立或者或否定的态度。本研究表明，元认知策略培训教学模式能有效提高学生的阅读能力，该发现对中国英语教学具有一定的启示意义。最后，本研究对EFL阅读教学提出了相关建议。

关键词

元认知策略培训，阅读能力，阅读理解，中国大学生

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Lian Zhang

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