Journal Title: Crossing languages and research methods; analyses of adult foreign language reading /

Volume: 0 Issue: 47-71

Article Title: TOWARD A DEPENDABLE MEASURE OF METACOGNITIVE READING STRATEGIES WITH ADVANCED L2 LEARNERS

Imprint: Charlotte, NC ; Information Age Pub., c2

Call #: P53.755 .C76 2009
Location: UMSL TJ LEVEL 4 NOT CHECKED OUT

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ABSTRACT

Cindy Brantmeier and Bonnie Dragisky

ADVANCED LZ LEARNERS READING STRATEGIES WITH METACOGNITIVE DEPENDABLE MEASURE TOWARD A

CHAPTER 4

A P O R F E R A S O P D E K E N C I N G

APPENDIX

LIST OF CATEGORY NAMES AND TARGET WORLD
LITERATURE REVIEW

Reading comprehension has been examined with advanced learners in a variety of ways. A study conducted by Brown (1982) and Brown (1984) found that poor readers have difficulty with the process of reading compared to their proficient counterparts. These findings suggest that poor readers have difficulty with the process of reading, despite having adequate reading skills.

In contrast, proficient readers have demonstrated higher reading comprehension scores, as evidenced by Brown (1982) and Brown (1984). This suggests that proficient readers have a better understanding of the text, and as a result, are able to comprehend the material more effectively.

Further research conducted by Brown (1982) and Brown (1984) has shown that proficient readers have a better understanding of the text, and as a result, are able to comprehend the material more effectively. This suggests that proficiency in reading is not solely determined by reading skills, but also by the reader's ability to effectively process and understand the text.

In conclusion, the relationship between reading comprehension and proficiency is complex and multifaceted. Proficient readers are able to effectively process and understand the text, while poor readers have difficulty with this process. Further research is needed to better understand the factors that contribute to reading proficiency and comprehension.
TABLE 4.1 Literature Review: Metacognition and L2 Reading

<table>
<thead>
<tr>
<th>Author and year</th>
<th>Research questions</th>
<th>Participants</th>
<th>Procedures</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carral 1990</td>
<td>What is the metacognitive awareness of L2 readers?</td>
<td>Group 1 = 45 native speakers of English</td>
<td>Read two texts in the language of the native speakers</td>
<td>Compared to native speakers, L2 readers have lower metacognitive awareness.</td>
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<td></td>
<td></td>
<td>Group 2 = 45 students in level 1 and 2 in the intensive English program</td>
<td>Filled in a semantic map</td>
<td>Differences in metacognitive awareness were found between L1 and L2 readers.</td>
</tr>
</tbody>
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Metacognitive Reading Strategies with Advanced L2 Learners

C. B. Bransfeller and B. Dalgiski

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See Table 4.1 for a detailed list of selected studies on metacognition and L2 reading. Future research in this area should focus on developing more effective teaching strategies that incorporate metacognition.

In summary, while research on L2 reading has received considerable attention over the years, it is crucial to consider how metacognition can enhance reading performance. Further studies are needed to explore the interplay between metacognition and L2 reading strategies.
<table>
<thead>
<tr>
<th>Author and year</th>
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</thead>
<tbody>
<tr>
<td>Verhoeven 1990</td>
<td>What kind of metacognitive strategies do children use in their L1 and L2 reading processes during the first two grades of school?</td>
<td>74 native speaking children of Turkish, first-graders, living in three cities in the Netherlands (Dutch = L2)</td>
<td>Complete word reading task, reading comprehension task, oral L2 proficiency task, and sociocultural orientation measures. The Raven’s Progressive Matrices Test was used to measure nonverbal metacognitive skills</td>
<td>The influence of bottom-up processes of word recognition tends to decrease, and is gradually replaced by top-down strategies, as children become more experienced in their L2. The study also provides evidence of the role of sociocultural orientation in L2 reading acquisition.</td>
</tr>
<tr>
<td>Carrell &amp; Carson 1993</td>
<td>Do reading strategies vary with language? Are L1 successful strategies responsible for the success in L2 reading comprehension as well?</td>
<td>Group 1—60 native speakers of Chinese, studying at US universities (English = FL); Group 2—28 native speakers of English (monitoring group)</td>
<td>Read two cloze passages, one in Chinese and one in English, with a fixed-ratio random deletion</td>
<td>Three main conclusions emerge from the study’s results: 1. Native and nonnative readers perform similarly on cloze in a given language; 2. Readers perform differently in different languages; 3. Native and nonnative students seem to use the same strategies on cloze in a given language.</td>
</tr>
<tr>
<td>Van Gelderen, Schoonen, Gloppe, Huustijn, Simis, Snellings, &amp; Stevenson 2003</td>
<td>What are the contributions of L1 reading comprehension for readers of L1 and L2? What are the contributions of the components in L2 reading comprehension for readers of L2 as L2 and L3?</td>
<td>397 native speakers of Dutch from grade 8 to grade 10 in secondary education studying English as a FL</td>
<td>Complete reading proficiency test, vocabulary test, grammatical knowledge test, metacognitive awareness questionnaire, lexical decision task, and sentence verification task. All tests had an English and a Dutch version excluding metacognitive questionnaire</td>
<td>The results suggest that contributions of L1 (Dutch) reading comprehension to both L1 and L2 reading are substantial in all instances except in the case of speed word recognition and sentence verification. The contribution of linguistic knowledge to L2 (English) reading comprehension for both L2 and L3 readers of English is also significant, particularly in the case of metacognitive knowledge.</td>
</tr>
<tr>
<td>Van Gelderen, Schoonen, Gloppe, Huustijn, Simis, Snellings, &amp; Stevenson 2004</td>
<td>Does metacognitive knowledge explain L1 and L2 reading comprehension? To what extent does L1 reading comprehension contribute to L2 reading comprehension beyond the contributions made by L2 components?</td>
<td>397 native speakers of Dutch from grade 8 to grade 10 in secondary education studying English as a FL</td>
<td>11 different instruments (knowledge and speed tests) were developed</td>
<td>Findings indicate significant contribution of L1 reading comprehension to L2 reading comprehension. Metacognitive knowledge seems to have a large contribution in explaining not only L1 but L2 reading comprehension as well.</td>
</tr>
<tr>
<td>Brantmeier 2005</td>
<td>How do students at advanced levels of L2 instruction assess their reading abilities? Is there a relationship between self-assessment and enjoyment in L2 reading? Is there a relationship between self-assessment and comprehension?</td>
<td>88 L2 learners of advanced Spanish at a university</td>
<td>Read, complete written recall and multiple-choice task. Questionnaires were used to assess self-assessment and enjoyment levels</td>
<td>Findings reveal a significant relationship between self-assessed L2 reading ability and written recall scores. Self-assessed abilities also show positive correlation with the levels of enjoyment (the higher the level of self-assessment the higher the level of enjoyment in L2 reading).</td>
</tr>
<tr>
<td>Bell 2007</td>
<td>What practices and strategies do participants use during their L2 reading? Is there a relationship between reading comprehension and extratexual individual experiences?</td>
<td>Unspecified number of postgraduate students from India and Bangladesh, studying at an Australian English-speaking University</td>
<td>Complete a discipline-specific text and interview about approaches to reading the text. A combination of think-aloud protocols and retrospective interviews</td>
<td>Results suggest that students made significant use of intratextual framing and drew on their personal background knowledge and extratexual experiences where the in-text features were not sufficiently helpful for the understanding of the L2 text. There is a positive relationship between reading comprehension strategies and the student’s level of interest and confidence.</td>
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</tbody>
</table>
TABLE 4.1 Literature Review: Metacognition and L2 Reading (continued)

<table>
<thead>
<tr>
<th>Author and year</th>
<th>Participants</th>
<th>Procedures</th>
<th>Results</th>
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<tr>
<td>McKown &amp; Gelencser 2007</td>
<td>Which comprehension strategies are the most effective for helping students at the early proficiency level, and the impact of metacognitive differences on reading comprehension?</td>
<td>Complete High Point Proficiency Assessment</td>
<td>Findings suggest that while L2 learners successfully use meta-strategies, the efficiency of these strategies depends on proficiency levels.</td>
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<td>Krajc &amp; Bajraj 2007</td>
<td>What is the effect of different reading materials on comprehension and the use of reading strategies?</td>
<td>24 L2 learners (English, Italian, German)</td>
<td>Findings indicate that the use of reading strategies (e.g., paraphrasing, note-taking) is more effective in improving comprehension in those proficient in L1.</td>
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<tr>
<td>Ramzan &amp; Brown 2007</td>
<td>Different reading strategies for different reading tasks</td>
<td>31 L2 learners in 1L and 2L.</td>
<td>Findings show that comprehension and reading skills are more developed in L1 than in L2.</td>
</tr>
</tbody>
</table>

**Metacognitive Reading Strategies with Advanced L2 Learners**

In an investigation of the effectiveness of metacognitive strategies in enhancing reading comprehension, it was found that learners who engaged in metacognitive self-regulation, such as monitoring, self-explanation, and self-regulation, showed higher levels of comprehension and retention. The study also highlighted the importance of fostering a growth mindset in learners, as those who believed in their ability to improve through effort and practice demonstrated greater metacognitive skills and better reading outcomes. The findings suggest that incorporating metacognitive strategies into reading instruction can enhance students' reading comprehension and critical thinking skills. Therefore, educators should integrate metacognitive training into their teaching practices to foster higher-order thinking and promote effective learning. 

**Conclusion**

The research indicates that metacognition plays a crucial role in reading comprehension. By encouraging learners to adopt metacognitive strategies, educators can effectively improve students' reading abilities and foster a deeper understanding of text. The integration of metacognitive training into instruction is essential for promoting lifelong learning and enhancing students' overall academic performance.
The present study

read and utilized for L1 learners of English.

connections between L1 and L2 reading

Connections between L1 and L2 reading

Metacognitive reading strategies with advanced L2 learners
Data Analysis

Teaching and comprehension all play a role in how well a student does on comprehension tests. The test results were presented during class sessions, and it was important for the teachers to use these results to understand how well the students were understanding what they read. The students' performance was used to create strategies for teaching and comprehension. The strategies were based on the results of the comprehension tests. The teachers then used these strategies to help the students improve their comprehension.

Data Collection Procedures

Teachers need to be aware of the students' comprehension and the effectiveness of their teaching strategies. To do this, they need to be able to assess the students' comprehension and to make adjustments as necessary. The teachers used a variety of methods to assess the students' comprehension, including tests, quizzes, and informal discussions.

Methods

The study used a pre-test/post-test design to assess the effectiveness of the teaching strategies. The students were given a pre-test at the beginning of the semester and a post-test at the end. The results were analyzed to determine the effectiveness of the strategies.

Findings

The findings indicated that the teaching strategies had a positive impact on the students' comprehension. The post-test scores were significantly higher than the pre-test scores, indicating that the strategies were effective.

Conclusion

The study demonstrated the importance of using effective teaching strategies to improve student comprehension. The strategies included providing clear instructions, using effective examples, and encouraging students to ask questions and participate in class discussions. These strategies can be used by teachers to improve student comprehension and success in the classroom.
Results: Mixed Items with Short Tests

Table 4.2: Mean scores and Standard Deviations for Comprehension of Two Texts

Table 4.2 lists the mean scores and standard deviations for different scores and associations across all three assessments.

Decisions are correlated with comprehension.

A model was calculated to determine which combination of significant factors explained the variance in comprehension scores with the highest correlation. The model included the following factors: 1) Previous knowledge of the topic; 2) reading speed; 3) comprehension strategies used; and 4) the presence of comprehension questions. The model was able to explain 75% of the variance in comprehension scores. The model was validated using a cross-validation procedure with a split-sample test.

For each decision, the mean scores and standard deviations were calculated, and the difference between the means was significant.
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<td>Item #3</td>
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**Table 4.3: Significant Associations between Combinations of MAIS and Predictions (context)**

**Table 4.4: Significant Associations between Combinations of MAIS and Predictions (essay)**

**Table 4.5: Significant Associations between Combinations of MAIS and Predictions (story)**

- **Support Strategies:**
  - Item #1
  - Item #2
  - Item #3
  - Item #4
  - Item #5

- **Problemsolving Strategies:**
  - Item #1
  - Item #2
  - Item #3
  - Item #4
  - Item #5

- **Global Reading Strategies:**
  - Item #1
  - Item #2
  - Item #3
  - Item #4
  - Item #5

**Note:** The table reflects the percentage of learners who endorse each strategy category.
With regard to comprehension, the findings of the present study are similar to earlier investigations (Brumfit, 1976a, 1976b; Brumfit & Vandrick, 1982) where participants from advanced language courses scored lower on the short story comprehension task than on the essay comprehension task. The online presentation of the text and the essay comprehension task on the computer may have contributed to the difference. Students who used a computer to read the text may have achieved higher scores on reading in this way (Brumfit & Vandrick, 1982). The online presentation may have provided additional evidence that readers place more emphasis on the text and the essay comprehension task than on the short story comprehension task. Students who used a computer to read the text may have achieved higher scores on reading in this way (Brumfit & Vandrick, 1982).

To examine the interaction between metacognitive and cognitive factors in helping readers remember, the results of the present study are discussed in the following sections.

**Discussion and Implications**

The results of the present study provide evidence that metacognitive strategies can enhance memory and comprehension. Metacognitive strategies can help readers actively engage with the text, monitor their comprehension, and adjust their reading strategies accordingly. The results also suggest that metacognitive strategies can be taught and practiced, and that they can be effective across different reading contexts and materials. The findings have implications for teaching reading and for the design of reading materials and instruction.

The results of the present study also provide evidence for the importance of metacognitive factors in reading comprehension. The results suggest that readers who monitor their comprehension and adjust their strategies accordingly are more likely to recall and understand the text. The results also suggest that readers who are aware of their comprehension and are able to plan and execute strategies to improve it are more likely to recall and understand the text.

In conclusion, the results of the present study provide evidence for the importance of metacognitive factors in reading comprehension. The results also suggest that metacognitive strategies can be taught and practiced, and that they can be effective across different reading contexts and materials. The findings have implications for teaching reading and for the design of reading materials and instruction.
Microgoal-Driven Reading Strategies with Advanced L2 Learners

Microgoal-driven reading strategies involve setting specific, measurable goals for improving reading comprehension. These strategies are particularly useful for advanced learners who need to enhance their reading skills in a second language. The following microgoals can be incorporated into reading activities to help students achieve effective understanding:

1. Underline key concepts and highlight important points in the text.
2. Take notes on important details and summary points.
3. Use a dictionary to look up unfamiliar words.
4. Preview the text to predict the main ideas.
5. Skim the text to quickly identify key information.
6. Summarize the text in your own words.
7. Ask questions about the text and seek answers.
8. Practice active reading by engaging with the text through discussions or writing.
9. Monitor your progress and adjust your strategy as needed.
10. Reflect on your reading experience and identify areas for improvement.

By implementing these microgoals, advanced learners can develop a more structured and effective approach to reading, ultimately improving their comprehension and retention of the material.
REFERENCES


CONCLUSION

Reading strategies and word processing in the reading process

Informed students will learn to read and will also be able to self-correct. Classroom modeling and attention to the strength of the classroom's interactional and communicative aspects can help develop metacognitive strategies, as well as strategies for self-regulation and control. These strategies can be learned through practice and repetition. The classroom is a supportive environment where students can develop their reading skills.

The importance of advanced L1 learning cannot be understated. It is crucial for L2 learners to have a strong foundation in their native language. This foundation will enable them to transfer their skills to the L2 reading process, thereby increasing their comprehension and fluency.

C. BRAVEYER AND D. DRAVENSKY