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# 山西师范大学

## 研究生硕士学位论文

关于元认知策略培训与大专英语专业

学生泛读水平提高的实证研究

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
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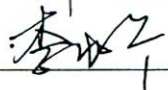
**Title:** An Empirical Study of the Effect of Metacognitive Strategy Training on the Improvement of Extensive Reading Ability for College English Majors

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## Abstract

Reading comprehension is one of the most important approaches in English learning, and thus how to improve the reading level becomes one of the major parts in English teaching. And extensive reading, as an important form of reading, is also an indispensable way to learn English. Distinct from intensive reading, the aim of extensive reading is to foster “fluent, independent and confident readers”, which is student—centered and aims to develop students’ ability to finish reading by themselves. The teaching adopting learning strategies has broken the traditional teaching mode which is teacher—centered. It emphasizes the active involvement of students, which has become the trend of contemporary teaching.

The metacognitive strategy, as a very important branch in the learning strategy, highlights students’ individual self-awareness, self-controlling, and the monitoring of the process of learning consciousness, which leads to the strategy using autonomy, which has a positive impact on teaching. For these reasons, this research has selected meta-cognitive strategy training conducted at class to discuss whether it can help to improve students’ reading level. A large number of researches home and abroad on meta-cognitive strategy training and English reading have manifested that meta-cognitive strategy training had positive effects on English reading. Studies in our country, these studies focused on the university students of English majors and non-English majors, lack of studies on college English majors. In this study, the author focused on the relationship between the metacognitive strategy and improvement of college English majors’ English reading level and gave the analysis of impacts on the different reading levels’ students.

The study selected two English majors’ classes as the participants in Shanxi normal university Linfen College. At the very beginning of the experiment the author let all students do the metacognitive strategies questionnaire and the reading comprehension test, then the

author let the EC take the sixty-week metacognitive strategies training, while the CC didn't get the training. After the training, two classes' students took the metacognitive strategies questionnaire and another test again, and then we used quantitative and qualitative analysis to conclude the result. We could get such results as follows: 1. After the metacognitive strategies training, college English majors' consciousness of using metacognitive strategies was improved. 2. After the metacognitive strategies training; college English majors' reading achievement could be improved. 3. After the metacognitive strategies training, the middle-level group who got the most significant improvement, benefits more. The consciousness of using metacognitive strategies in low-level students improved most compared to the other two levels' students. 4. The monitoring strategy had the closest relationship to the reading performance, which was the key effect to English reading level.

The result of this study confirmed the positive role of metacognitive strategies to English reading, meanwhile gave specific studies of the high-, low-, and middle levels students' impacts by the metacognitive strategies training, which has practical and instructive significance to the reading teaching, as the inspiration for English teaching.


**【Key Words】** Metacognitive strategies; Reading-level; English majors  
in college; Extensive reading

**【Type of Thesis】** Application

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摘    要

阅读理解作为英语学习的重要途径，使提高学生的英语阅读水平成为教学的重点内容之一。英语泛读作为阅读的重要形式，是英语学习的重要途径。与精读教学不同，其教学目的在于培养“流利、独立与自信的读者”，侧重于以学生为中心，培养学生自我完成阅读的能力。而运用了学习策略的教学打破了传统教学中以教师为中心的模式，注重学生的积极参与，侧重以学生为课堂的中心，已然成为了当代教学的趋势。元认知策略作为学习策略中最重要的分支，强调学生个体的自我认识，自我调控，要求对自身认知过程的意识进行监控调整，从而达到自动化的程度。对于泛读教学具有积极的意义。鉴于此，本研究选择在泛读课堂上进行元认知策略培训，从而探讨元认知培训后学生是否阅读水平有所提高。大量的国内外对于元认知策略培训与英语阅读的研究表明，元认知策略培训对于英语阅读有积极促进作用。在国内的研究主要集中对于本科英语专业与非英语专业的元认知策略与阅读的研究，对于专科生方面较少。本研究主要是对于专科生元认知策略培训，探讨元认知培训后学生的英语是否阅读水平有所提高。

本文选取山西师大临汾学院外语系 11 级的两个平行班级 11b1, 11b2 作为实验班和控制班。首先进行两个班级前测，即元认知策略使用调查问卷和英语阅读测试。前测得出的结论是：问卷调查得出学生在英语阅读中使用元认知策略意识缺乏；从英语阅读测试成绩得出的结论是：两个班的英语阅读水平相当，可以进行实验研究。第二步进行实验，对实验班进行了为期十六周的元认知策略培训：即在英语泛读课堂上采取元认知策略讲授和元认知策略应用相结合的培训方法；对控制班采取传统的授课模式。十六周的培训结束后，对两个班学生进行后测，即元认知策略问卷调查和阅读理解测试。后测得出的结论是：实验班学生使用元认知策略意识普遍增强；实验班和控制班学生阅读理解成绩都有所提高，相比控制班，实验班优等生成绩提高不明显，中等生成绩提高明显，

差等生成绩提高略微明显。本论文研究得出的结论是：1 与控制班相比，元认知培训后实验班学生元认知策略的学习意识明显增强；2 与控制班相比，元认知培训后实验班后测阅读成绩有所提高；3 与控制班相比，元认知培训后差等生策略使用意识增强较明显，中等生阅读成绩提高较明显；4 经过相关分析，元认知策略中的监控阅读过程策略与阅读后测成绩相关性最明显。

本文研究结果进一步证实了元认知策略对于英语阅读起到的积极作用这一观点，并针对专科生阅读水平优中差等学生对于元认知的影响作了研究，对于元认知策略运用于阅读教学具有一定现实意义及指导意义，对于英语教学具有一定启示。通过研究，研究者最大的收获是学生使用元认知策略意识增强。由于实验时间较短，相对于短时间提高的成绩，学习策略使用意识增强对于实验班学生来说获益是长远的。

**【关键词】** 元认知策略；英语泛读；英语阅读水平；专科英语专业学生

**【论文类型】** 应用型

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# 1 Introduction

## 1.1 Background

With the progress of modern society, learning English is more and more important, which has been paid more and more attention. As a foreign language, without native language environment, reading English materials is the main way for most Chinese students to learn English. Therefore, it is very important to develop students' reading skills that can improve their reading level in English teaching. What's more, in the variety English examinations, reading comprehension states a large part in the whole paper compared to listening, writing and speaking. That stresses the reading important status in English teaching.

College education as the important component in Chinese institution of colleges and universities plays a very important role in the area of Chinese education. Since 1990s, college education began to develop rapidly, the number of students in college increased significantly, while lack of teachers. So teachers were often busy with the management tasks and finishing the teaching tasks, they ignored the learning skills and usage of leaning strategies of students. Since 1999, with the reformation of education and enrollment expansion, more and more students have the opportunity to receive the higher education. For the college students, their college entrance examination scores of students are lower; what's more English is their weakness. For the English major in college, the high expectation for their English level, which makes English majors confused in English learning process. Reading is the important way to get the information, and account for a large proportion of the various types of examinations, so how to guide students reading effectively on the basis of their learning strategies is very necessary.

How to improve students' reading level become more important. Reading comprehension plays an important role in general proficiency. Anderson puts that "*Reading is an essential skill for English as second language students, reading is the most important skill to master.*" However, it is difficult for students to improve their reading proficiency. Many feel that although they spend much time on it, they can't improve their reading ability. And also the primary of the reading aim is to foster students' reading ability. In fact, some researches extended that students reading level depend on their background, physical and psychological conditions, and so on, not only their teachers' teaching knowledge.

Training Reading skills is one of the most important parts in English teaching, however, many teachers and students are lack of its importance, leading to the situation of high input, low output. In the traditional education, teachers are considered as the center in a class

teachers' teaching and reading exercises are key points to students' reading level, which ignores the active participation of students in the reading process. Reading comprehension is not a simple activity but the complex activity which needs decode the vocabulary, getting text structure, strategies to get the main idea that can help students get the clear comprehension. In another word, reading comprehension is just a cognitive process which needs more skills. Consequently, we can focus on the description and investigation the reading process to improve the reading proficiency instead the reading outcome.

The learning strategy is the complex program in order to improve the effectiveness and efficiency of learning. The learning strategy can be explained as follows: 1. learners use initiatives to achieve the learning tasks; 2. the learning strategy is the essential for effective learning; 3. learners' learning plans, rules, methods and skills are learning strategies; 4. students get the learning strategies and progress through learning and exercises. As the model of teacher-center shift to the model of student-center, the learning strategy which guides the students learning by themselves using strategies is the main trend of the current education research. We must consider that the metacognitive strategy, as a very important branch in the learning strategy, gradually attracted the high attention in pedagogy and psychology areas. As the higher level of learning strategies, different researchers have different views, such as O'Malley, and Chamot ' agreed that the metacognitive strategy was to understand and summarize the learning process: planning and arrangement the process, monitoring and evaluating their learning. The purpose of it was to make students more autonomy to learn.

The knowledge of metacognitive strategies plays a very important role in language teaching, which makes the dominant position of the students in class and improves their ability of learning autonomy. The essence of metacognitive strategies theory is the emphasis on students' individual self-awareness, self-controlling, and the monitoring the process of learning conscious, which leads to the strategy using autonomy. In abroad, most studies have proved that metacognitive strategy training has the positive role to the native language learning and the foreign language learning. In china, language learning strategy has been developed recent years. There were many studies in the areas of metacognitive strategies applied in English listening and speaking but in English reading was random.

## **1.2 Significance and Objectives**

The author searched a large number of data which showed that the metacognitive strategy could improve the English reading Students could plan and monitor their reading process after they knew the metacognitive strategies. Block(1992) had proved that after the

training of the metacognitive strategies, students had the obvious improvements in their reading comprehension. Some professors in abroad had proved that non-proficient readers use less reading strategies than proficient readers do. Readers can improve their reading level through the metacognition which can guide them adjust their reading behavior to the reading material (Bonds 1992). In China, there are some researches aimed to show the effectiveness of metacognitive strategies training. They train students' ability to plan, monitor and evaluate their learning process (Ji Kangli, 2002). In our country, most of researches about this field are related research and theoretical studies, while empirical researches in this area are few. The studies about the non-English majors and metacognitive strategies in university are much more than the English majors and metacognitive strategies. There is no specific study in metacognitive strategy training and the improvement on English reading for college English majors, so the author make this study of inserting metacognitive strategies into the English reading learning of English major in college. Considering college students' psychological and knowledge-level characteristics, the author searched an effective teaching method to improve students' reading level.

In this study, the author would give answers to the following questions:

(1) Compared with the control class, have the students in the experimental class improved their awareness of using meta-cognitive strategies after the experiment?

(2) Compared with the control class, is there an obvious improvement in score for the experimental class? And in what aspects does it reflect?

(3) Through the meta-cognitive strategies training, which group of students benefits most among the students of high, medium and low score?

(4) Which aspect of meta-cognitive strategies has more influence on the scores in reading?

### **1.3 Layout of this thesis**

The thesis gave five chapters: Chapter one introduced the background information about this study in the metacognitive strategy, and the objective of this research; Chapter two gave the relevant literature review and theories of metacognitive theory and relevant researches both at home and abroad on reading, and metacognitive strategies; Chapter three was the design process of metacognitive strategies training on students including the training steps, instruments, and data collection; Chapter four gave the results and discussions of the training. Chapter five is the conclusion of this study, including the summary of the study, the pedagogical implications and the limitations and suggestions.





## 2 Theoretical Frameworks and Literature Review

### 2.1 Extensive Reading

#### 2.1.1 Definition of Extensive Reading

Extensive reading (ER) is an important aspect of English teaching and learning as a foreign/second language reading program. Longman Dictionary of Language Teaching and Applied Linguistics defined ER as “*reading intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading*”. Bell (2001) states that ER is a type of reading instruction program that has been used in ESL or EFL settings, as an effective strategy of developing reading fluency, comprehension, and vocabulary development. Day and Bamford (2004) argue strongly for including extensive reading in the L2/FL curriculum. They mention that not only can extensive reading improve reading ability; it can also enhance learners’ overall language proficiency.

A number of studies have been done in the area of extensive reading. The first person applied the term ER in foreign language pedagogy was Palmer (quoted by Day and Bamford, 1998). According to Palmer, ER took on a remarkable meaning when it was applied to second language instruction because it was “*real-world reading with a pedagogical purpose*”. Besides, there was not a definitely definition of ER so far in the pedagogical area. Bell (2001) adds that extensive reading leads to increasing reading rate as well as general language proficiency. Writing proficiency is also considerably impacted by reading extensively (Asraf and Ahmad, 2003). It is not surprising that it helps students become better readers. Research in both L1 and L2 shows that we learn to read by reading. The more our students read the better reader they would become. Learners encounter the same words over and over again in context, which result in vocabulary learning (Horst, 2005). While Read (2000) emphasizes the role of large vocabulary knowledge in reading comprehension and its relationship with fluency, Renandya and Jacobs (as cited in Richard & Renandya, 2002) argue strongly for including extensive reading in the second or foreign language curriculum.

In summary, the basic meanings of extensive reading are to read more, increase their sense of the target language. Readers have to conclude up from the researcher’s ideas and views and fuse them together, which is to learn through reading, to summarize and develop their points of view. The aims of extensive reading are to foster good reading habits, develop positive reading emotions, and improve reading competence, similarly, the application of extensive reading to second language class aims at cultivating “*fluent, independent and confident*” second language readers.

### **2.1.2 Characteristics of Extensive Reading**

The term “extensive reading” was originally coined by Palmer (1997) to distinguish it from “intensive reading”. As we know, in our daily class, intensive reading is usually the classroom-oriented program. Learners mainly study the linguistic details, such as grammatical forms, discourse markers and so on of a passage to get the literal meaning. Extensive reading is mainly to get a general understanding of a text which uses skimming, scanning and so on strategies.

Day and Bamford (1998) proposed ten characteristics of ER which provides some pedagogical implications for ER instruction. ER is a type of reading which means reading large quantities of long (more than a few paragraphs) texts suitable for readers’ linguistic competence. Readers enjoy the freedom to choose reading materials that are of interest and use to them with a focus on obtaining global understanding instead of acquiring detailed linguistic knowledge. Their reading efforts, in turn, are rewarded with pleasure and information derived from reading. Extensive reading can be carried out both in and out of classroom. We can easily get that all the reading activity just by students, teachers are as guide in the extensive reading program.

### **2.1.3 Summary**

In this part, author first gave the definition of extensive reading, features of extensive reading, and last gave the goal of extensive reading. For the reading comprehension, the author also gave the difference of the extensive reading and intensive reading which were the extensive reading as the “reading for fluency”, and the intensive reading as the “reading for accuracy”. In the teaching class, extensive reading need students as the center and teachers as guide, which is different as the intensive reading’ teacher-center in classroom.

## **2.2 Metacognitive strategy**

### **2.2.1 The definition of metacognition**

Metacognition is firstly widely known by the American development psychologist John Flavell in 1976, and the literal meaning is the knowledge of cognition and regulation of cognition. This phrase is produced by his research on metamemory in a group of pupils and preschool children. In his research, he let the pupils and children study a set of texts, until they are sure of recalling them. The result indicates that pupils could monitor and evaluate their current memory capabilities, while preschool children couldn’t. This skill is called metacognition.

### 2.2.2 The definition of metacognitive strategies

Metacognitive means beyond, beside, or with the cognitive and so metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. It is the strategy that monitors and adjusts the strategy of cognitive strategies. Metacognitive strategies include “*check the results to solve the problem, the next step, to monitor the effectiveness of inspection and correction of behavior and evaluation of learning strategies*” (“(Baker and Brown, 1984, p.354). Flavell(1979) report that, metacognitive strategies are the use of cognitive or other behaviors to attach the learning objectives, which means metacognitive strategies are skills to use the metacognitive knowledge, and determined by the user’s metacognitive knowledge level. Cohen (2007) gives metacognitive strategies as actives of “*the plan of before learning, the monitor during learning and the evaluation after learning*”. These strategies allow learners plan, management and evaluation to control their cognitive. Omalley and Chamot(2001, p.44) gives the definition as “*including planning, monitoring, evaluation and the execution skills in a higher level learning process*”. Above all, metacognitive strategies include people’s awareness and knowledge of using learning strategies, and the ability of management and adjustment of using learning skills.

From above, we could get that studies began to realize the importance of metacognitive strategies which are activities of planning, monitoring, managing, evaluating the learning process and at last doing the self-assessment.

### 2.2.3 Classification of metacognitive strategies

Among the classification, O’Malley and Chamot’s classification scheme and Rebecca oxford’s classification scheme are most famous.

There are three parts in Oxford’ (1990)’ metacognitive strategies which are centering your learning, arranging and planning your learning, and evaluating your learning.

Such as the figure below:

A. <i>centering your learning:</i> <ol style="list-style-type: none"><li>1. <i>overviewing and linking with already known material;</i></li><li>2. <i>paying attention;</i></li><li>3. <i>delaying speech production to focus on listening.</i></li></ol>
B. <i>arranging and planning your learning:</i> <ol style="list-style-type: none"><li>1. <i>finding out about language learning;</i></li><li>2. <i>organizing;</i></li></ol>

<ul style="list-style-type: none"> <li>3. <i>setting goals and objectives;</i></li> <li>4. <i>identifying the purpose of a language task;</i></li> <li>5. <i>planning for a language task;</i></li> <li>6. <i>seeking practice opportunities.</i></li> </ul>
<p>C. <i>evaluating your learning:</i></p> <ul style="list-style-type: none"> <li>1. <i>self-monitoring;</i></li> <li>2. <i>self-evaluating.</i></li> </ul>

Another classification by Chamot and O' Malley(2011) is on the basis of information processing, which is the more specific classification. This classification divided metacognitive strategies into seven sets: planning, directed attention, selective attention, self-management, self-monitoring, problem identifying and self-evaluation.

*Such as the figure below:*

<p>A. <i>planning:</i></p> <ul style="list-style-type: none"> <li>1. <i>advance organization;</i></li> <li>2. <i>organizational planning.</i></li> </ul>
B. <i>directed attention</i>
C. <i>selective attention</i>
D. <i>self-management</i>
<p>E. <i>self-monitoring:</i></p> <ul style="list-style-type: none"> <li>1. <i>comprehension monitoring;</i></li> <li>2. <i>production monitoring;</i></li> <li>3. <i>auditory monitoring;</i></li> <li>4. <i>visual monitoring;</i></li> <li>5. <i>style monitoring;</i></li> <li>6. <i>strategy monitoring;</i></li> <li>7. <i>plan monitoring;</i></li> <li>8. <i>double-checking monitoring.</i></li> </ul>
F. <i>problem identifying</i>
<p>G. <i>self-evaluation:</i></p> <ul style="list-style-type: none"> <li>1. <i>production evaluation;</i></li> <li>2. <i>performance evaluation;</i></li> <li>3. <i>ability evaluation;</i></li> <li>4. <i>strategy evaluation;</i></li> <li>5. <i>language evaluation.</i></li> </ul>



On the basis of the classifications, the author chose meta-cognitive strategies as follows in the training: strategies of centering attention, setting aims and plans, self-management and monitoring, and evaluation.

## **2.3 Metacognitive strategy and Extensive reading**

As for the extensive reading, the application of extensive reading to second language class aims at cultivating “fluent, independent and confident” second language readers. And extensive reading can be carried out both in and out of classroom and the reading activity mainly by students; teachers are as guide in the extensive reading program in the teaching class, in another word, extensive reading is mainly the students’ job. Meta-cognitive strategies are actions of selves-control that learners can coordinate their own learning process. Extensive reading was students’ job, and also meta-cognitive strategies are selves control, which are the same. We could get that meta-cognitive strategies may influence the extensive reading. So the author chose this experiment in extensive reading to improve the relations.

The author did some research in the area of reading and metacognitive strategies:

### **1) Research abroad**

Most of studies abroad have improved that using metacognitive strategies can improve the reading proficiency and many researchers had extend the relationship between them. The findings showed that proficient readers usually use such nine metacognitive strategies: preparation before reading, control attention, selective attention points, self-management, preparing materials in advance, self-monitoring, delay performance, self-evaluation and self-consolidation.

Among the researches, there were indirect relations between the metacognitive strategies and reading comprehension. Such as Myers and Paris(1978), who did a interview in 8-12 years old children about the reading comprehension, concluded that older students were more aware the strategies effect than the younger students. There were also direct relations between them, such as Paris and Myers(1981), find that good reader could use strategies in reading activity, but the poor readers knew less about the strategies.

Palinsca and Brown(1984,1989) gives six metacognitive strategies: making clear of the reading target, pay attention to the notes, activate the relevant background knowledge , evaluate the inner consistency and compatibility between the reading part and background knowledge, self-monitoring, conduct and validate the conduction.

Carrel (1989) reveals that metacognitive strategies can progress students’ second language reading.

Another study about Barnett(1989), who gives four tasks in his research. The first one was to give students unfamiliar text then recalled what they remember; the second task was to ask students the background questions before they read a passage; the third one was to request students continue the ending of a passage; the last one was to ask students do a 17-item questionnaire in English which included the reading strategies they used in their reading activities. After doing the analyses ,Bannet gives out such result: students who consider and remember context can understand more in reading than students who use this strategy less. We can get that reader's clear metacognitive awareness of strategies influences their reading comprehension obviously.

Chamot and O'Malley(1987) report that the metacognitive strategies is the general and applied to all learning, so first, developing learners' metacognitive strategies is necessary.

Muniz-sxicegood(1994) gives an experimental study, which takes 95 students to the study. After the six weeks metacognitive strategies training, the students which takes the raining have great progress.

Bamford and Day (1998) point out that the strategies using in reading, which is the interaction with the reading materials. Readers map their background knowledge with the materials. Researchers give the opportunities to practice the reading strategies.

Carrel (1998) gives that readers just knowing the cognitive knowledge is not enough, the most important is how to use them.

Bruce and Robinson(2000)conduct an experimental research in reading process find that after the training the low-level readers improve their reading comprehension.

## **2) Studies in our country**

Wen Qiufang(1996) is the first person who apply the metacognitive monitoring on English learning strategies, as the beginning of the development of metacognitive strategies in English learning in China.

Liu Dandan(2002) reviews that the proficient learner use reading strategies more than the beginners.

Meng Yue(2004)'study show that most students are interested in the reading strategies training. After the reading strategies training, students can improve their reading comprehension level, their reading speed and accuracy.

Yang Xiaohu and Zhang Wenpeng (2002)' questionnaire shows that metacognition also have great influences on their English proficiency. Their metacognition status was tightly and positively related to their EFL reading performance.

Ji Kangli (2002) indicates that after the metacognitive training, readers'awareness and

ability of using strategies have improved. This training also helps readers learning autonomy and thinking independently.

Lau (2003) does a research in Hong Kong, in which he compare the poor readers and good reader in using the reading strategies. He find that good readers can better use the complex strategies and metacognitive strategies, for good readers have more intrinsic motivation in reading than poor readers and the more intrinsic motivation, the more reading strategies are used that strategy attribution contribute reading development through the positive using strategies.

Du (1997) does an experimental research on the metacognition of 15-17years old children and get that age might influence metacognitive development but was not the only factor.

Liu Chunyan(2005) makes an investigation that after the metacognitive training, students have made some progress, but their monitoring of metacognitive cannot be satisfactory.

To sum up, development of metacognitive strategies in reading abroad was advanced, whereas slow development in china. Although more and more people began to pay attention to these metacognitive strategies in learning study, the study in reading section is still inadequate. And in the college English majors' section is also inadequate. However, in this study, the author tries to study the relationship between the metacognitive strategies and the improvement of college English majors' reading level through the extensive reading.





### **3 Methodology of This Study**

Research subjects: sophomores of English major in Linfen College of Shanxi Normal University. At first, all the sophomores of English majors, 150 in number, were asked to take part in a questionnaire. Second, two average classes—11b1 and 11b2, were chosen to do the research. The author chose 11b1 as the control class, and 11b2 as the experimental class. There were 97 students in total. In the control class 11b1, there were 2 boys and 47 girls; while in the experimental one, 2 boys and 46 girls. The ages of the students in the two classes were between 18 and 21, who all had 6 years of English learning experience.

#### **3.1 Measuring instruments**

##### **3.1.1 Questionnaire**

In order to be better understood by the students, all the questions of the questionnaire were written in Chinese. The questionnaire was divided into two parts: the first part was personal information aiming to know the students' basic information, such as their names, ages, genders, and time for English study. The second part was questions for the use of meta-cognitive strategies, the question design referred to the questionnaire of metacognitive strategies, containing 21 questions for the use of meta-cognitive strategies, which can be divided into 3 categories: setting study aims and plans, self-monitoring and self-management in reading, and the evaluation of the reading process and effects. The questionnaire took form in Likert scale, in which 150 questionnaire papers were extended, and 139 effective papers are finally taken back.

##### **3.1.2 Reading comprehension tests**

PETS2 is an exam that the English majors took part in the second term of the first year, and the full name is Public English System, Grade Two. Therefore, the author adopted the reading scores of the PETS for the students of the first year in the college as the pre-test scores. PETS3 is one exam that the sophomores of English major in Linfen College must pass; the full name is Public English System, Grade Three. The author applied the reading scores in the PETS3 past exam paper of December, 2011 as the post-test reading scores. The two test papers are authoritative, needing no reliability and validity analysis. The full marks of both the two exam papers are 35 grades. The author's criteria of grouping was that those who got 20-35 grades belonged to high score level group, those who got 10-20 grades belonged to medium score level group, and those who got below 10 grades belonged to the low score level group.

### **3.1.3 Weekly record**

Reading weekly record is another measuring instrument in this experiment to do the qualitative analysis of the learners' meta-cognitive strategies use after class. The reading weekly record included the following contents: what article I'm going to read this week; what reading skills I have applied; what the self-evaluation of this time's reading is; what problems I have come across in reading; what the solutions to these problems are; what the extra-curricular reading plans for the next week are.

### **3.1.4 Interview**

According to the post-experiment questionnaire and the results of the test paper, 6 students were chosen from the experimental class as interviewees. To lighten the stress of the students, there was no sound record but only a few notes made during the interview. And it included both group and personal interview. The questions for the interview were also about the students' use of meta-cognitive strategies and the related problems after the training.

### **3.1.5 Training material**

As this research integrates meta-cognitive strategies training into the general class of extensive reading teaching, the training material is the textbook 《Reading to Develop Your Ideas》 students' book 1.

## **3.2 Research questions**

A. Compared with the control class, have the students in the experimental class improved their awareness of using meta-cognitive strategies after the experiment?

B. Compared with the control class, is there an obvious improvement in score for the experimental class?

C. Through the meta-cognitive strategies training, which group of students benefits most among the students of high, medium and low score level?

D. Which aspect of meta-cognitive strategies has more influence on the scores in reading?

## **3.3 Data analysis and discussion**

Qualitative and quantitative approaches were adopted. The data was analyzed qualitatively through the software SPSS13.0. And the weekly records and interview are analyzed quantitatively.

## **3.4 Metacognitive strategy training**

The training took the form of being integrated into the class, and it took place at the

students' extensive reading class. The training lasted for 16 weeks, and the students had 4hrs' of extensive reading class every week. The teachers of the two classes and the teaching progress were the same. The author inserted the meta-cognitive strategy training into the lessons of the experimental class, while the control class was given classes following the regular pattern.

For the control class, the author taught in the way of conventional extensive reading. Extensive reading class aimed to develop students' ability of reading comprehension and logical thinking, and improve their reading speed. Moreover, through the training in class, students' reading skills-such as scan, and skip-would be enhanced. In conventional extensive reading class, teachers frequently reminded students not to read the passage word by word, either to look up the dictionary as soon as encounter new words. Students were required to speculate the meaning of new words. The teacher only gave analysis on details which influence the main idea. And let students did the tasks and gave answers afterwards. Then teacher gave the right answers. Take the unit one in the text book for example, the title of it is "Parents and Children", the teacher first let students talk about the pre questions "1. How much do you love your parents? Do you love them a lot, or not so much? Why? 2. Reflect on your childhood. Are you still impressed by some incidents that took place between you and your parents? If yes, what are the incidents and why are they still fresh in your memory?" which could lead students into the topic of context, then gave the limited time 10minutes to students to read the context and find the answers of 5questions after the context. At last the teacher gave the right answers and analyzed the main sentences of the context.

For the experimental class, the main goals of the training were promoting the students' awareness of using meta-cognitive strategies and making them grasp and use meta-cognitive strategies in their later study which could improve their English reading level. The training referred to the class training pattern of dividing each class into 5 stages—at preparatory stage, it aimed to foster the students' all kinds of meta-cognitive strategies awareness; at instructive stage, the teacher instructed learning strategies and adopted demonstration, in which the teacher demonstrated to the students when and how to use these meta-cognitive strategies by reading articles; at practice stage, it aimed to foster students use meta-cognitive strategies in language learning; at evaluation stage, it aimed to foster the students' ability to evaluate the use of meta-cognitive strategies; at extensive stage, it aimed to foster the students' ability to transfer the meta-cognitive strategies, and it encouraged students to apply the learning strategies to new environments and other language learning fields. Take the unit one in experimental class for example, first the teacher told the meta-cognitive strategy of

selective attention, then teacher divided students into 5 groups, every group discussed the text and gave the main idea. Then the teacher gave the right answers and analyze the sentences which were demonstrated to the students when and how to use these strategy of selective attention in the reading comprehension. At last the teacher let students read the three other texts in this unit in the same way which aimed to foster students to practice the strategies in their reading comprehension. The students were request to give records after class to the knowledge of this strategy in the process which aimed to foster the students' ability to evaluate the use of strategy of selective attention.

The training contents: meta-cognitive strategies: strategies of selective attention, setting aims and plans, self-management and monitoring, and evaluation.

### **3.4.1 Promoting the students' awareness of using the strategy of selective attention**

Strategy of attention denotes focusing attention on learning process. Applying appropriate strategies to focus attention on learning is very important to the effects of study. The specific procedure was: the teacher required the students to lay the emphasis of reading on the whole text, and generalize the main idea of the text through reading; the students analyzed the text structure, and if there was a disagreement within the group, they can discuss until reach an agreement, and if still can't, they can ask the teacher for advice; the students generalized the main idea of each paragraph according to the discourse structure they had partitioned, and found out the key words of each paragraph; the students underlined the sentences that they confused, and then they discussed them within the group, learning to understand the content of the text by the help of notes. It not only helped the students understand the contents they should pay attention to at different reading stages, but also prompted the students' awareness of using the strategy of selective attention.

### **3.4.2 Setting reading aims and plans**

Green&Oxford shows that setting study goals is an important aspect of learning process. And as setting aims and plans are closely related, they two were put together. Setting study goals refers to the aims achieved and the skills grasped after finishing the reading, and the goal can be either short-term or long-term. Although what we are practicing is quality-oriented education aiming to improve students' ability to use language, the criteria to measure the students cannot be without exams, and thus the long-term goal of the students was set as improving the scores in reading through training. Once the students set the goals, the teacher required the learners to make reasonable reading plans according to their real

situations under the guidance of the teacher. As this experiment was carried out at class, the reading plans usually referred to short-term plans of every week, reflected specifically in the pre-class preparation for reading. At the beginning of every week, the students were required to make the reading plan for the next week in written form and hand it to the teacher, and when it comes to the end the next week, the students were required to generalize the completion of the plan for this week, and communicate with other classmates and the teacher in order to discover one's own weakness and adjust it in time and to make feasible reading plans. In this process, the teacher's monitoring and guidance and the students' collaboration were the guarantee of the completion of the reading plans.

### **3.4.3 Fostering the students' ability to self-monitor**

The strategy of self-monitoring refers to the monitoring of the process, method, effect, and the performance of the plans. It is a process in which the learners solve problems by using all kinds of strategies flexibly according to specific conditions. It is just because the learners have this awareness of monitoring and adjusting that they can constantly correct errors, adjust goals, change strategies and make progress. In the process of strategies training, the teacher can show the students some strategy by demonstration. For example, the teacher can tell the students explicitly they should ask themselves some questions (Have I understood this part? What's the main idea of this part? Why can't I understand the meaning of this paragraph or sentence? How can I solve these problems?) after finishing reading one paragraph. The students' understanding of the read contents will be deeper and deeper as they ask themselves constantly. Meanwhile the teacher adopted the training pattern of thinking aloud, in which the students described the thinking process of self-monitoring through self talk. Group learning is the best way to complete thinking aloud, through which the members of a group can know each other's learning methods and reading strategies, and propose improving measures.

### **3.4.4 Fostering the students' ability of self-evaluation**

Self-evaluation is one important part of reading process. It is a reflection of self-consciousness, and an inner motivation to inspire people to work actively. Self-evaluation can make students study and estimate the problems they come across in reading. In order to guide the students to better complete self-evaluation, the students will think about the following questions after finishing the reading each time: how much contents that I have learnt do I understand (This part is mainly done through answering questions related to the contents of the text)? Have I reached my reading goals? What are the problems in the reading? What are the solutions to these problems? (Such as reading what you don't understand

repeatedly, turning to the teacher or classmates, etc.) What strategies have I applied to reading, and is it possible that these strategies are applied to new reading tasks? Besides the students' self-evaluation of one's reading, the companions' evaluation also played an important part. The companions' evaluation was mainly the one of the completion of the reading task in the form of group discussion. The group members respectively stated their process of reading analysis, and shared each other's learning experience after reading. Through discussion, the students had a deeper comprehension of their reading process, and meanwhile used some effective reading strategies of other classmates for reference.

In the whole process of training integrated into the class, the students were guided to plan before reading, monitor in reading and evaluate after reading, and are advised to use the corresponding meta-cognitive strategies according to different reading activities and tasks. To strengthen the reading strategies, the teacher required the students to record weekly, make the reading plan for every week, and illustrate how they manage their reading progress, monitor their reading process and evaluate correctly their reading results.



## 4 Results and Discussions

In this part, the author contrasted and analyzed the reading questionnaires of the pre- and post-test and the scores of reading test papers, and analyzed qualitatively the contents of the weekly record and interview of the students in the experimental class and the correlation between each factor in meta-cognitive strategy training and reading scores, and gave answers to the research questions.

### 4.1 Data analysis of the metacognitive strategy usage

The author analyzed the data of the questionnaires of the pre- and post-test of the experimental class and the control one, and compared the two tests, and the following are the comparative results:

In this part, the author mainly got the data of metacognitive strategies usage of all students both before and after the training. The author used the independent samples t-test and paired samples t-test to analyze the questionnaire data collections of the experimental class and control class.

#### 4.1.1 The data analysis of the metacognitive strategy usage of the two classes

As the Table 1-1 showed, we could get the differences in the metacognitive strategies usages in the pre-questionnaire test and the post-questionnaire test of the two classes.

At the beginning, the Mean for experiment students was 2.6956, and SD was .39862; the Mean for control class was 2.7482, SD was .39135, that there were no significant differences.

After the training, the Mean for experiment students improved to 3.0512, and SD was improved to .60126, the Mean for control class was didn't improve but reduced to 2.6942, SD was reduced to .37855, that there were significant differences.

Table 4-1 Statistics of the strategy use of the two classes in pre- and post- tests

	CLASS	N	Mean	SD
PRETEST	CC	49	2.7482	.39135
	EC	48	2.6956	.39862
POSTTEST	CC	49	2.6942	.37855
	EC	48	3.0512	.60126

From the statistic we could get the result: for CC , compared with pretest, there were no

difference in their using metacognitive strategies; for EC, compared with pretest, their using metacognitive strategies were improved.

Table 4-2 was to analyze the improvement of strategy usage for EC and CC. We used the Paired-samples t test. We could see that the Mean difference of strategy use for EC between pretest and posttest was higher than CC. The  $P=0.005<0.05$ , so the improvement of strategy using after the training was obviously. In contrast, for CC, the  $P=0.356>0.05$ , which showed the Mean of difference in strategy using between pretest and posttest was not obviously. This result showed that, after taking the strategy training, the using of metacognitive strategies in experiment class students improved obviously. The control class didn't take the training, so there were no obviously changes in the using of metacognitive strategies in reading study.

Table 4-2 Paired-samples T test analysis of strategy use for experiment class and control class  
S1=strategy use in pretest S2=strategy use in posttest

CLASS	N	df		NEAN	SD	t	Sig(2-tailed)
CC	49	48	PairS1-S2	.05403	.35642	.638	.356
EC	48	47	PairS1-S2	-.35561	.52029	-4.107	.005

So, above all the analysis, we could easily get the answer of the first question, compared with the CC, after the metacognitive strategies training, college English majors' consciousness of using metacognitive strategies was improved in EC.

#### 4.1.2 The data analysis of the metacognitive strategies use of the three levels' readers

The author divided the students into three levels: high-, middle-, and low- levels readers by their pretest scores in both classes. The full marks of both the two exam papers are 35 grades. The author's criteria of grouping was that those who got 20-35 grades belonged to high score level group, those who got 10-20 grades belonged to medium score level group, and those who got below 10 grades belonged to the low score level group.

As the Table 4-3 showed, the Mean difference of high-score readers was the lowest among the three levels; the middle-score readers' Mean difference of strategy use was the middle; the low-score readers' Mean difference was the highest.

The result indicated that the awareness of using metacognitive strategies of high-score students changed the least, which might because the high-score students use these strategies all the time; the awareness of using metacognitive strategies of middle-score students was

improved statistically significant ( $p=0.029<0.05$ ); the strategy use of low-score students improved greatly significant ( $p=0.020<0.05$ ,  $0.020<0.029$ ), which could be conducted to the lack of strategy use knowledge and strategy knowledge before, so they got remarkably improvement.

Table 4-3 Paired-sample T tests of strategy use for the high- middle- and low-score readers of experiment class in pre- and post- questionnaires:

levels	N	df	MEAN	SD	t	Sig(2-tailed)
High-score readers	8	7	-.23650	.93537	-.751	.796
Middle-score readers	33	32	-.36137	.61203	-3.438	.029
Low-score readers	9	8	-.83201	.73642	-2.946	.020

In summary, after the training, the middle- and low-score students got the significant improvement in the awareness of using metacognitive strategies.

## 4.2 The Data analysis of the reading scores

The author compared the students' scores in pre-reading test and post-reading test of the EC and CC by doing Independent Samples T-Test and Paired Samples T-Test. All the data were analyzed with SPSS13.0.

As the Table 4-4 showed, we got these:

The Mean score in posttest of CC were 1.6968 higher than the pretest.  
 $20.5136-18.8168=1.6968$

The Mean score in posttest of EC were 6.2960 higher than the pretest.  
 $25.2600-18.9640=6.2960$

We could get that both of them had been improved than the pretest.

In the pretest, the mean score in EC were 0.1492 higher than CC. They had no significant difference.  $18.8168-18.9640=0.1492$

In the posttest, the Mean score in EC were 4.7464 higher than CC.  
 $25.2600-20.5136=4.7464$

Table4-4 Statistics of the pre- and post-tests' reading scores of the two classes

	class	N	Mean	Std.Deviation	Std.Error Mean
pretest	CC	49	18.8168	4.65669	1.02061
	EC	48	18.9640	4.59438	1.04806
posttest	CC	49	20.5136	5.85731	1.21665
	EC	48	25.2600	4.83582	1.09052

We could get that although the mean score had improved in posttest, after the training, the EC had better improvement than CC.

Concluding the above data analysis, we got that with the metacognitive strategies training, students' reading achievement improved more obviously.

### 4.3 Data analysis of the pre- and post-tests' reading scores of three levels' readers

The author divided the students into three levels: high- , middle-, and low- levels readers by their pretest scores in both classes.

As Table 4-5 showed, in EC, the Mean score were 0.42 lower than the pretest for the high-level readers, which were not improved but reduced ( $25.6200-25.2=-0.42$ ). The Mean score were 6.5123 higher than the pretest for the middle-level readers ( $26.0000-19.4877=6.5123$ ); The Mean score were 10.9 higher than the pretest for the low-level readers ( $20.5-9.6=10.9$ ). Among these data, we could see that the high-level readers had the lowest standard deviation compared to the other two levels readers. The low-level readers had the most improvement. For the middle-level readers the SD in pretest was 1.93557, in posttest was 6.05866. The low-level reader's SD was .82300 in pretest, and SD was 4.00000 in posttest. Its improvement was the most remarkable and its alteration was the most distinguished.

As this form showed, in the control class, from pretest to posttest, the change of the Mean in high-level readers was -3.8800( $22.6667-26.5467$ ); the change of the Mean in middle-level readers was 4.0061( $21.0588-17.0527$ ); the change of the Mean in low-level readers was 3.9000( $15.5000-11.6000$ ). Among these data, we could see that the Mean in high-level readers' reading scores got no improvement, and the middle-level and low-level readers got the similar improvement, which we could conclude that without the metacognitive strategy training, the middle-level readers and low-level readers still got some improvement.

Table 4-5 the Statistics of Reading Test for Three Levels' Readers in EC and CC.

Three Levels 'Readers in EC					
levels		pretest		posttest	
	N	M	SD	MEAN	SD
High-level readers	8	25.6200	.97312	25.2	3.8035
Middle-level readers	33	19.4877	1.93557	26.000	6.05866
Low-level readers	9	9.6000	.82300	20.5000	4.00000
Three Levels 'Readers in CC					
High-level readers	9	26.5467	2.81109	22.6667	6.63939
Middle-level readers	30	17.0527	.95524	21.0588	5.85984
Low-level readers	9	11.6000	2.78494	15.5000	3.82182

Compared CC and EC, we used the Independent-samples T-test analysis to report the difference of three-levels' readers' reading improvement.

As the Table 4-6 showed, for the high-level readers, the Mean difference between CC and EC was 0.9267 and  $t=0.603$ ,  $p=0.4>0.05$  in the pretest; in the posttest the Mean difference were -2.5333 and  $t=-0.567$ ,  $p=0.421>0.05$ . We could get the conclusion that there was no significant difference in the scores of the high-level readers in pretest and posttest both for CC and EC.

We could conclude that although the high-level readers' reading in EC had the least improvement among the three level readers, the improvement of high-level readers had no meaningful to the relationship of training.

The Mean difference of the middle-level readers between CC and EC was -2.4350 and  $t=-2.041$ ;  $p=0.045<0.05$  in the pre-test; the Mean difference was -4.9412 and  $t=-2.039$ ,  $p=0.043<0.05$  in the posttest. We could see that there were significant differences. The middle-level students in EC were improved greatly after the training.

The Mean difference of the low-level readers between CC and EC was 2.0000 and

$t=1.162$ ;  $p=.243>0.05$  in the pretest; the Mean difference was  $-5.0000$  and  $t=-2.045$  in the posttest;  $p=.068>0.05$ . We could see that there were no significant differences. The scores were improved significantly for low-level readers in EC. In CC the scores were also improved significantly. At this sense, there was no significant improvement after the training,

Table 4-6 Independent-samples T-test analysis of the Difference in Three-level readers' reading improvement

		T	Sig.(2-tailed)	Mean Difference
High-level readers CC-EC	pretest	.603	.400	0.9267
	posttest	-.567	.421	-2.5333
middle-level readers CC-EC	pretest	-2.041	.045	-2.4350
	posttest	-2.039	.043	-4.9412
low-level readers CC-EC	pretest	1.162	.243	2.0000
	posttest	-2.045	.068	-5.0000

We could conclude that, the metacognitive strategy training could improve the achievements of reading comprehension. The middle-level readers' reading in EC had the most significant improvement among the three level readers; the improvement of middle-level readers was significant in the experiment.

To sum up, above all the analysis, we could get the answer of the third question: After the metacognitive strategies training, the middle-level group who got the most significant improvement benefited more.

#### **4.4 The correlation analysis of metacognitive strategies' usage and the reading scores**

The author made the Pearson correlation analysis between the post questionnaire and posttest reading scores. The questionnaire had the four categories' metacognitive strategies: planning, evaluating and monitoring. By this we would get that which strategy affected the reading scores most. Then we could get the answer of the fourth question.

As the Table 4-7 showed, the Pearson correlation between post-reading and planning was .280, between post-reading and evaluating was .374, between post-reading and monitoring was .596. We could conclude that all the strategies had positive effects to the

post-reading scores. The monitoring Pearson correlation was the highest, and the only one whose sig. (2-tailed) was .038(.038<0.05), which indicated that the monitoring strategy affected the reading scores greatly. The other two strategies' sig. (2-tailed) were .098>0.05, .071>0.05, which meant the other two strategies' correlations were not significant.

Table 1-7 Pearson correlations of the post-reading and the five metacognitive strategies

	Pearson correlation	Sig. (2-tailed)
Post-reading and planning	.280	.098
Post-reading and evaluating	.374	.071
Post-reading and monitoring	.596	.038

In summary, we could answer the fourth question: compared with the other four strategies, the monitoring strategy had the closest relationship to the reading performance.

## 4.5 Weekly records

In this chapter, three typical diaries of the students were selected to be analyzed. Student Zhang's reading diary: "My reading aims are to improve my reading ability, enlarge vocabulary, learn some reading skills and pass the PET3 examination. Every week I will read for 6 hours, and if time allows, I will read more. This week I have read 'Loving her in my heart'. At first I read the title, guessing that 'her' may refer to a girl or a woman. However, only after I finished the article, did I discover that 'her' refers to a female dog. And then I quickly skimmed through the whole passage to acquire the gist of it. Finally, I carefully read this article. In the reading process, I met some new words, whose meaning I can't infer from the context, and therefore, I looked them up in the dictionary. Then I read this article for another time, and I think I have understood most of the contents." Student Bian's diary: "This week I have read the English version of *Jane Eyre* of Bookworm. My top aim for reading is to enlarge my vocabulary. As to my reading plan, I think half an hour a day is appropriate. The most important thing is to stick to the reading plan, and read more of the Bookworm. New words and sentence structures are under my control. And comparatively speaking, the plots are more attractive to me. I feel confident when reading. Bookworm is proper to serve as extra-curricular reading materials. And this term I will keep on reading it." Student Wang's diary: "This week, in order to practice the meta-cognitive strategies that the teacher instructed

in class, I have persisted reading three articles in the Newspaper 21<sup>st</sup> Century. It took me 30 minutes every day to read an article. This week my reading aim is to generalize the main idea and analyze how the author organizes the paragraphs. I found the articles of the 21<sup>st</sup> Century are easy for me to generalize the main idea, and the structures of the articles are also very clear. Gist and text structure can help me better understand the articles. From the 21<sup>st</sup> Century of this week I have learnt some new words and expressions, and I'm very satisfied with this week's reading work. And next week I will continue reading 21<sup>st</sup> Century.” Student Zhang's diary illustrates that her reading aim is to improve reading ability, enlarge vocabulary, learn some reading skills, and pass PET3 exam. Besides, she made a plan of reading for 6 hours every week. In her diary, she told us his reading contents of this week and how she read this article. She recorded that she adopted the strategies of guessing from the context and referring to the dictionary. At last, she evaluated her reading, holding the opinion that she has understood most contents of the text. From the diary, we know that Student Bian's reading aim for this week is to enlarge vocabulary, and thus he has chosen his interesting Bookworm Jane Eyre. He evaluated his language competence, thinking the new words and sentence structures in Bookworm were within his ability, and therefore, he has decided that he will adopt Bookworm as the extra-curricular reading materials. Student Wang is very clear that her reading aim for this week is to link the reading to the meta-cognitive strategies the teacher has taught in class. Before the reading, she made scientific and detailed reading plans. She evaluated the articles in 21<sup>st</sup> Century by herself, thinking that the articles' main idea was easy to generalize, and the text structures were also very clear. And meanwhile, she has also evaluated this week's reading, and she thought that she has learnt some new words and expressions. Finally, she made the reading plan for the next week. Through the analysis of the three students' diary, we found that they adopted consciously meta-cognitive strategies, for example, they all made extra-curricular reading plans, were able to find extra-curricular reading materials and finish them. In reading process, they adopted the strategies of guessing the meaning, analyzing the paragraph structures in the text, and generalizing the gist, etc. What's important is that their ability of self-evaluation has been significantly improved, and they can evaluate reasonably the difficulty of the reading materials and reading effects.

## **4.6 Interviews**

After the training ends, the author selected six students of the experimental class to interview, two students respectively at the high, medium and low score level. The following are the records of the interview that the author has organized:



Students of medium score level reflected: it's difficult to grasp all the knowledge of the reading material, but they all find that they have made great progress in this subject. In the class, we are not stuffed knowledge like ducks, but hunt for knowledge like hunters. We have learnt a lot of learning and thinking methods beyond the text book. The teacher taught us how to study, and this skill can benefit us for a lifetime.

Students of low score level reflected: I can grasp all the meta-cognitive strategies taught by the teacher, but there is a big problem in practice. I feel seriously inferior about English and I even feel scared as soon as I see English letters. And the new words in the article make me even more head-thumped, making me unable to concentrate and continue reading smoothly. So I still feel that the training hasn't improved my score, but makes me more frustrated.

Students of high score level reflected: through the training, they just realized that they had used the related strategies before, such as setting aims and making plans, concentrating when reading, and finding the topic sentence, etc. They only didn't know they were meta-cognitive strategies originally. And now they got to know that these are very good learning strategies, and they would keep using them from now on. And one of the student's scores in post-test was significantly below that in the pre-test. By looking into the situation, we know that it was because the dormitory room caught fire the night before the test, and the student couldn't fall asleep until 2 o'clock in the night as being scared, which terribly influenced the student's performance.

The students of high score group applied meta-cognitive strategies all the time, which illustrates that there is a positive relation between reading scores and meta-cognitive strategies; however, one student's score was influenced because she didn't sleep well due to external factors, which shows that use of strategies is just one method to improve scores, and external factors can also influence the improvement of scores. For the students of medium score group, the meta-cognitive strategy training made them acquire learning methods and ideas, and made them feel they benefited a lot from it. For students of low score group, they could grasp the knowledge of meta-cognitive strategies, but they lacked confidence and interest in English. New words were barriers which made it difficult for them to improve their scores. And it illustrates that besides the use of meta-cognitive strategies, students' confidence, interest, vocabulary and so on are also the important aspects that influence reading scores. Considering this result, the author has referred to related materials, finding there are many factors influencing reading scores, including: 1) the reader's mental state, such as reading interest, attitude, motivation, and skills, etc.; 2) the reader's store of knowledge, such as vocabulary,

knowledge of grammar, and the background knowledge of the author, etc. To sum up, all the students have acquired some knowledge of meta-cognitive strategies and their awareness of using meta-cognitive strategies has been improved. There are other factors influencing the improvement of reading scores, and it's not sufficient to have only learning strategy training for improving students' reading level

## **4.7 Summary**

In this part, the author analyzed the questionnaires of the pre- and post-test, the results of the reading test and the students' weekly record and interview, using both qualitative and quantitative approaches. Through this experiment, we concluded that the effect of the meta-cognitive strategy training was evident. The questionnaires of the pre-test and post-test for the meta-cognitive strategy training illustrated that the students' awareness of using meta-cognitive strategies was significantly improved after the meta-cognitive strategy training. Through statistic analysis of the results in the pre-test and post-test of the experimental class and the control one, it demonstrated that there was no remarkable difference in the reading scores in the pre-test, but there was in the post-test: through 16 weeks of training, the students in both of the classes improved their reading scores, and the scores of the experimental class was higher. It indicated that the students' reading scores were improved through meta-cognitive strategy training. According to the scores in the pre-test, the students of the two classes were respectively grouped into high, medium, and low score level groups. And the data in of the experiment showed that the scores of students in the medium score level group were improved more notably than other groups and this group of students benefited the most from the meta-cognitive strategy training when we compared each group of the experimental class with that of the control one . It indicated that the students in the medium score level group benefited the most. At last, the author analyzed the correlation between every specific meta-cognitive strategy and the reading scores, and concluded that strategy of monitoring played a critical role in improving reading scores.

## **5 Conclusion**

### **5.1 Summary of major findings**

This research is an empirical one that is directed at the meta-cognitive training for the English majors of junior college. Through the analysis of the questionnaire for the awareness of using meta-cognitive strategies, it turned out that the students of junior college knew little about meta-cognitive strategies, and they lacked this kind of knowledge in everyday study. Therefore, this research was directed at this feature and did a meta-cognitive strategy training experiment on the sophomores of English major in Linfen College, aiming to improve the students' awareness of using meta-cognitive strategies, and meanwhile uncovered that the use of meta-cognitive strategies is helpful in improving students' reading level. The research also analyzed meticulously the improvement of reading level of the students in high, medium and low score groups and the relationship between the specific meta-cognitive strategies and reading level. And it provides guidance for teaching.

In the research, not all the students' scores were improved after the training. The author learnt through analysis that meta-cognitive strategy is just one factor in improving students' reading level, and there are many other factors influencing reading, such as lack of vocabulary, insufficiency of study motivation, and ignorance of language background, etc. And therefore, the author suggests that, in the future teaching process, the teacher should apply these elements comprehensively, and teach with a purpose according to different levels of students, and thus it can obtain the results of improving reading on a whole level. In this experiment, the author's biggest benefit was that the students' awareness of using meta-cognitive strategies was improved, which has a far-reaching impact on the improvement of the students' scores.

### **5.2 Pedagogical implication**

Through this experiment, we can see that the meta-cognitive strategy training can significantly improve students' awareness, which can lead them to plan, monitor, and evaluate their learning process in English reading. Therefore, the teacher and the students must fully recognize the importance meta-cognitive strategies in English reading. The teacher can take all kinds of measures to integrate meta-cognitive strategies into classroom teaching, and steadily extend these strategies into the study of other subjects. This research analyzed that the students of low score level were blocked more often by vocabulary and confidence in study in reading process. In the future teaching, the students of low score level group can be taught by inspiring their confidence, and guiding them to memorize words in study. In the reading

process, the strategy of monitoring has significant impact on the reading score, so the teacher should pay more attention to using monitoring strategies.

Meta-cognitive strategy training helped the students to plan, monitor, and evaluate their reading effectively, which made them to shift their perspectives in language study, place themselves in the right position, change passive study into active one, and gradually develop a habit of independent study. Systematical meta-cognitive training and guidance in present college English class is an effective approach to improving teaching effects. And it has a significant influence on correcting students' inappropriate English learning methods and strategies, increasing confidence and interest in language study, and improving the ability of independent study.

### **5.3 Limitations of this research**

A few limitation of this study are worth addressing:

First, the sample of participants was small. All subjects were English majors of two classes in Linfen college, we couldn't get all the college students had such results. We could get more explicit result if we get a bigger sample.

Second, we choose English majors as the participants in the same college, we couldn't get that if all the college students no matter English majors or not could benefit from the metacognitive strategies training.

Third, sixteen-week training was a little short. The longer students got training of metacognitive strategies, the better they would grasp the skills. Practice makes perfect, if we had a long time, then we would get a better result.

Finally, in this study, the author didn't consider the effect of students' motivation, attitude, gender, personality and so on to the reading process and reading level.

### **5.4 Ending**

This study searches the improvement of extensive reading level and the usage of metacognitive strategies, which provides the indication to teaching and learning in reading. As other studies, this study has its limitation, so in this searching area, we need more and more studies to consummate. This study has the significance meaning to English teaching, so can be a proficient guide to studies in the area of English reading.

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## Appendix I

# Questionnaire

姓名 班级 性别 年龄

同学们，你们好！

您现在看到的是一份调查问卷，这份问卷的目的旨在了解你们在进行阅读时的习惯和态度。答案没有对错之分，您只需如实地选择符合自己的选项即可，而不是您想做到的，或您认为应该做的。本调查只用于教学研究，与您的成绩无关，所有信息均会为您保密。谢谢您的合作和支持！

问卷包括 21 道题，每道题之后都有 5 个阿拉伯数字，分别代表 5 种不同的情况，如下所示：（注：此处的阅读 指的是书面阅读，默读，而不是朗读）

- 1 完全或几乎完全不适合我的情况
- 2 通常不适合我的情况
- 3 有时适合我的情况
- 4 通常适合我的情况
- 5 完全或几乎完全适合我的情况

请选择符合您的真实情况的选项，并在相应的阿拉伯数字上打(√)。

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. 我所进行英语阅读学习都有明确的目标。                                     | 1 | 2 | 3 | 4 | 5 |
| 2. 除了老师布置的预复习任务及作业外, 我有自己的英语阅读计划。                         | 1 | 2 | 3 | 4 | 5 |
| 3. 为了保证有足够的英语阅读时间, 我很好地安排自己的学习日程。                         | 1 | 2 | 3 | 4 | 5 |
| 4. 我在课外主动阅读英文报纸、杂志或小说来提高自己的英语水平。                          | 1 | 2 | 3 | 4 | 5 |
| 5. 我选择适合自己英语水平的材料来阅读。                                     | 1 | 2 | 3 | 4 | 5 |
| 6. 我根据不同的阅读任务和目的而选择不同的阅读方法, 如略读、扫读、快读、精读等。                | 1 | 2 | 3 | 4 | 5 |
| 7. 我会根据自己的阅读情况, 对学习计划和目标进行适当的调整。                          | 1 | 2 | 3 | 4 | 5 |
| 8. 我了解自己的个性特点, 知道哪些特点有利于自己的英语学习, 哪些特点阻碍自己的进步, 因而能发挥自己的优势。 | 1 | 2 | 3 | 4 | 5 |
| 9. 我有意识地培养和训练自己在英语学习上的毅力。                                 | 1 | 2 | 3 | 4 | 5 |
| 10. 我会根据学习情况, 采用不同的阅读方法。                                  | 1 | 2 | 3 | 4 | 5 |
| 11. 我在阅读过程中及时检查所有的阅读方法是否恰当, 并及时调整不当的方法。                   | 1 | 2 | 3 | 4 | 5 |

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | 1 | 2 | 3 | 4 | 5 |
| 12. 我在阅读过程中根据阅读时间和阅读数量调整自己的阅读速度。              | 1 | 2 | 3 | 4 | 5 |
| 13. 在完成某项学习任务时, 我会考虑怎样做更为有效。                  | 1 | 2 | 3 | 4 | 5 |
| 14. 选择合适的环境和时间进行阅读训练 (在效率最高的时间段练习, 环境清静) 。    |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| 15. 我能想办法使自己集中精力排除其他干扰学习。                     | 1 | 2 | 3 | 4 | 5 |
| 16. 对于自我的英语水平有个清晰的认识, 知道自己哪里不足哪里优势。           |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| 17. 我会写学习日记, 记下学习心得体会。(阅读的计划, , 遇到的问题, 自己的水平) |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| 18. 我评价自己在英语阅读上所取得的进步, 分析仍然存在的问题。             | 1 | 2 | 3 | 4 | 5 |
| 19. 我评价自己所使用的阅读策略, 从而找出存在的问题和解决方法。            |   |   |   |   |   |
|   | 1 | 2 | 3 | 4 | 5 |
| 20. 我在阅读后总结一下自己的表现是否满意。                       | 1 | 2 | 3 | 4 | 5 |
| 21. 我在阅读后找出自己的弱点并考虑今后的改进措施。                   | 1 | 2 | 3 | 4 | 5 |

## Appendix II

2011 年 9 月 PETS3 Reading Comprehension

Part A

Directions:

Read the following three texts. Answer the questions on each text by choosing A, B, C or D. Mark four answers on the ANSWER SHEET by drawing a thick line across the corresponding letter in the brackets.

Text 1

No one knows exactly how many disabled (残废的) people there are in the world, but estimates suggest the figure is over 450 million. The number of disabled people in India alone is probably more than double the total population of Canada.

In the United Kingdom, about one in ten people have some disability. Disability is not just something that happens to other people. As we get older, many of us will become less mobile (可动的), hard of hearing or have failing eyesight.

Disablement can take many forms and occur at any time of life. Some people are born with disabilities. Many others become disabled as they get older. There are many progressive disabling diseases. The longer time goes on, the worse they become. Some people are disabled in accidents. Many others may have a period of disability in the form of a mental illness. All are affected by people's attitude towards them.

Disabled people face many physical barriers. Next time you go shopping or to work or visit friends, imagine how you would manage if you could not get up steps, or on to buses and trains. How would you cope if you could not see where you were going or could not hear the traffic? But there are other barriers: prejudice can be even harder to break down and ignorance inevitably represents by far the greatest barrier of all. It is almost impossible for the able-bodied to fully appreciate what the severely disabled go through, so it is important to draw attention to these barriers and show that it is the individual person and their ability, not their disability, which counts.

46. The first paragraph points out that \_\_\_\_\_.

- [ A ] it is possible to get an exact figure of the world's disabled people
- [ B ] there are many disabled people in the world
- [ C ] the number of disabled people in India is the greatest
- [ D ] India has not much more disabled people than Canada

47. The key word in Paragraph 4 is \_\_\_\_\_.

[A] barriers [B] ignorance [C] disability [D] prejudice

48. The last word of the passage "counts" most probably means \_\_\_\_\_.

[A] "is most important" [B] "is included" [C] "is considered" [D] "is numbered"

49. Which of the following statements is NOT true according to the passage?

[A] There are about 10 percent disabled persons in the UK.

[B] The whole society should pay due attention to the barriers faced by the disabled people.

[C] Even the able-bodied may lose some of their body functions when they get older.

[D] There still exists prejudice against the disabled which results mainly from ignorance.

50. It can be concluded from the passage that \_\_\_\_\_.

[A] we should try our best to prevent disablement

[B] we must take a proper attitude towards the disabled

[C] the able-bodied people will never fully understand the disabled

[D] both physical and mental barriers are hard to break down --

Text 2

A small piece of fish each day may keep the heart doctor away. That's the finding of an extensive study of Dutch men in which deaths from heart disease were more than 50 percent lower among those who consumed at least an ounce of salt water fish per day than those who never ate fish.

The Dutch research is one of three human studies that give strong scientific backing to the longheld belief that eating fish can provide health benefits, particularly to the heart.

Heart disease is the number-one killer in the United States, with more than 550,000 deaths occurring from heart attacks each year. But researchers previously have noticed that the incidence (发生率) of heart disease is lower in cultures that consume more fish than Americans do. There are fewer heart disease deaths, for example, among the Eskimos of Greenland, who consume about 14 ounces of fish a day, and among the Japanese, whose daily fish consumption averages more than 3 ounces.

For 20 years, the Dutch study followed 852 middle-aged men, 20 percent of whom ate no fish.

At the start of the study, the average fish consumption was about two-thirds of an ounce each day with more men eating lean (瘦的) fish than fatty fish.



During the next two decades, 78 of the men died from heart disease. The fewest deaths were among the group who regularly ate fish, even at levels far lower than those of the Japanese or Eskimos. This relationship was true regardless of other factors such as age, high blood pressure, or blood cholesterol (胆固醇) levels.

51. Which of the following is NOT true according to the passage?

- [A] The Dutch research has proved that eating fish can help to prevent heart disease.
- [B] Heart doctors won't call your house so long as you keep eating fish each day.
- [C] Among all the diseases heart disease is the most dangerous in America.
- [D] There is a low incidence of heart disease in such countries as Japan and Greenland.

52. The phrase "this relationship" (in Line 3, Para. 5) refers to the connection between \_\_\_\_\_ and the incidence of heart disease.

- [A] the amount of fish eaten [B] regular fish-eating
- [C] the kind of fish eaten [D] people of different regions

53. The passage is mainly about \_\_\_\_\_.

- [A] the high incidence of heart disease in some countries
- [B] the effect of fish eating on people's health
- [C] the changes in people's diet
- [D] the daily fish consumption of people in different cultures

54. Why is heart disease the most dangerous killer in the United States?

- [A] Because American people drink too much spirits.
- [B] Because there are a great number of fat people there.
- [C] The author doesn't give a definite answer.
- [D] Because American people eat too much fatty fish.

55. How many lives could probably be saved each year in the United States by eating fish according to the Dutch study?

- [A] 550,000. [B] 275,000.
- [C] 110,000. [D] 852.

Text 3

Being assertive (过分自信) is being able to communicate with other people clearly. If you felt that you had expressed what was important to you and allowed the other person to respond in their own way then, regardless of the final outcome, you behaved assertively. It is important to remember that being assertive refers to a way of coping with confrontations (对抗). It does not mean getting your own way every time or winning

some battle of wits against another person. In practice assertive behaviour is usually most likely to produce a result which is generally acceptable to all concerned, without anyone feeling that they have been unfairly treated.

Assertiveness is often wrongly confused with aggression (侵犯行为). An aggressive confrontation is when one or both parties attempt to put forward their feelings and beliefs at the expense of others. In an assertive confrontation, however, each party stands up for their personal rights, but each shows respect and understanding for the other's viewpoint.

The reason why assertiveness may not come naturally is that we often tend to believe that we must talk around a subject rather than be direct, or that we must offer excuses or justifications for our actions.

In fact we all have a right to use assertive behaviour in a variety of situations. We are often schooled early in life to believe that sometimes our own need to express ourselves must take secondary place. For example, in dealing with those in privileged positions such as specialists, we often feel that speaking assertively is, in some way, "breaking the rules". Everybody has certain basic human rights, but often we feel guilty about exercising them.

56. According to the passage, an assertive person \_\_\_\_\_.  
 [ A ] makes other people feel unfairly treated  
 [ B ] puts forward his ideas at the expense of others  
 [ C ] does not show respect to other people  
 [ D ] speaks out what he wants to say forcefully
57. Which of the following is NOT the reason that many people prefer not to be assertive?  
 [ A ] They would rather be aggressive than be assertive.  
 [ B ] It's often better to give people hints than to be straightforward.  
 [ C ] Their needs to express themselves take secondary place before important persons.  
 [ D ] They tend to give excuses and justifications for their actions.
58. The last word of the passage "them" refers to \_\_\_\_\_.  
 [ A ] rules [ B ] actions  
 [ C ] personal rights [ D ] privileged positions
59. According to the passage, one should not only express himself clearly and directly, but also  
 [ A ] make other people accept his ideas  
 [ B ] be careful with his manner  
 [ C ] allow others to speak in their own way

[D] watch other people's response

60. In this passage, the author intends to encourage people to \_\_\_\_\_.

[ A ] fight for their personal rights

[ B ] be aggressive when they talk to others

[ C ] assert themselves regardless of whether others suffer or not

[ D ] be assertive at any time

### Part B

Directions:

Read the following paragraphs in which 5 people talk about the way American consumers borrow.

For questions 61 to 65, match name of each speaker to one of the statements(A to C) given below. Mark your answers on your ANSWER SHEET.

Mark Lilla Young consumers often have not established their credit ratings. Many do not have steady in-comes. They might have difficulty borrowing money from an agency in business to make loans. Parents or relatives are usually their best source of loans. Of course, the parents or relatives would have to have money available and be willing to lend it. You might even get an interest-free loan. However, a parent or relative who lends should receive interest the same as any other lender.

Chris Roddy

For most consumers the cheapest place to borrow is at a commercial bank. Banks are a good source of installment loans which may run for 12 months or up to 36. Most banks also make single payment loans to consumers for short periods@30, 60, or 90 days. A typical interest rate is 3 cents per \$100 per day. Suppose that you used \$100 of your credit and repaid it in 30 days. The cost would be 90 cents.

Karen Barber

Another possible source of loans is a life insurance policy. Anyone who owns this type of insurance may borrow up to the amount of its cash value. The amount the insurance company will pay in case of death is reduced by the amount of the loan. For example, suppose that someone with \$10,000 of insurance borrows \$2,000 and dies leaving the loan unpaid. The insurance company would pay only \$8,000 to the person entitled to receive the money.

Louise Richard

Borrowing from pawnbrokers is both easy and expensive. In exchange for a loan the borrower leaves some item of value such as jewelry, a camera, a musical instrument, or

clothing. Usually the amount of money received is far less than the actual value of the item left. When a borrower repays the loan plus interest, the pawnbroker returns the item. If the loan is not paid within a year, the pawnbroker gets his or her money by selling the item.

Jodie Morse

When money is urgently needed, people may agree to pay any price for a loan. Too late, they may find themselves in the clutches of loan sharks. A loan shark is an unlicensed lender because their rates are higher than the law allows, sometimes 1,000 percent or more a year. Borrowers are hardly ever able to repay their loans. It is all they can do to pay the interest. Borrowers who fail to pay the interest on time have been threatened with injury.

Now match each of the persons to the appropriate statement.

Note: there are two extra statements.

Statements

61. [A] A person can borrow as much as his life insurance's cash value.
62. [B] The lender gets huge profits.
63. [C] The borrowers may not take as long as they want to repay their loans.
64. [D] If the loan is not paid in a year, the item belongs to the lender.
65. [E] Borrowing from their parents or relatives is the easiest or the best loan source for the young consumers.
- [F]The consumers without good credit can borrow money from their parents or relatives.
- [G]The interest rate of the commercial bank is the lowest. For example, the cost would be 360 cents if you borrowed \$200 and repaid it in 60 days.