

Assessing Students' Metacognitive Awareness of Reading Strategies

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This article describes the development and validation of a new self-report instrument, the Metacognitive Awareness of Reading Strategies Inventory, which is designed to assess adolescent and adult readers' metacognitive awareness and perceived use of reading strategies while reading academic or school-related materials. There were 3 strategy subscales or factors: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies. The reliability and factorial validity of the scale were demonstrated. After a brief review of the literature, the development and validation of the instrument are described, and its psychometric properties are discussed. In addition, directions for administering and scoring the instrument are provided, and suggestions for interpreting the results obtained are offered. Finally, the scales' implications for reading research and instruction are discussed.

Recent trends within the domain of reading comprehension have led to an increasing emphasis on the role of metacognitive awareness of one's cognitive and motivational processes while reading (Alexander & Jetton, 2000; Guthrie & Wigfield, 1999; Pressley, 2000; Pressley & Afflerbach, 1995). Indeed, researchers agree that awareness and monitoring of one's comprehension processes are critically important aspects of skilled reading. Such awareness and monitoring processes are often referred to in the literature as *metacognition*, which can be thought of as the knowledge of the readers' cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension.

The construct of metacognition has been richly built through the efforts of several prominent researchers representing diverse research traditions using various data sources. Although it is a challenge to account for all the characterizations of metacognition, we attempt, in our brief review, to reflect the richness of inquiry behind the construct, which provides a foundation for developing a valid and reliable instrument aimed at measuring readers' metacognitive awareness and control of the strategic processes invoked while reading. Researchers generally agree that *metacognition* refers to the "knowledge about cognitive states and abilities that can be shared among individuals while at the same time expanding the construct to include affective and motivational characteristics of thinking" (Paris & Winograd, 1990, p. 15). In his classic article "Metacognition and Cognitive Monitoring," Flavell (1979) described the process of cognitive monitoring as occurring through the actions and interactions of four classes or interrelated phenomena: Metacognitive knowledge, metacognitive experiences, goals (or tasks), and actions (or strategies). Other researchers (e.g., Wade, Trathen, & Schraw, 1990) have used examples of students' reflections about their thinking while reading to illustrate what they do when they read. Readers' reflections show how they plan, monitor, evaluate, and use information available to them as they

make sense of what they read. Such reflections unveil judgments about the readers' thinking processes that serve as conventional descriptions of metacognition. Recent conceptions of reading comprehension depict efficient readers as strategic or "constructively responsive" readers who carefully orchestrate cognitive resources when reading (Pressley & Afflerbach, 1995).

Researchers investigating reading comprehension monitoring among skilled and unskilled readers have long recognized the importance of metacognitive awareness in reading comprehension because it distinguishes between skilled and unskilled readers. Paris and Jacobs (1984) provided an illustration of the differences between these two types of readers:

Skilled readers often engage in deliberate activities that require planful thinking, flexible strategies, and periodic self-monitoring. They think about the topic, look forward and backward in the passage, and check their own understanding as they read. Beginning readers or poor readers do not recruit and use these skills. Indeed, novice readers often seem oblivious to these strategies and the need to use them. (p. 2083)

Skilled readers, according to Snow, Burns, and Griffin (1998), are good comprehenders. They differ from unskilled readers in "their use of general world knowledge to comprehend text literally as well as to draw valid inferences from texts, in their comprehension of words, and in their use of comprehension monitoring and repair strategies" (p. 62). Pressley and Afflerbach (1995) pointed out that skilled readers approach the reading task with some general tendencies. For example, they tend to be aware of what they are reading; they seem to know why they are reading; and they have a set of tentative plans or strategies for handling potential problems and for monitoring their comprehension of textual information.

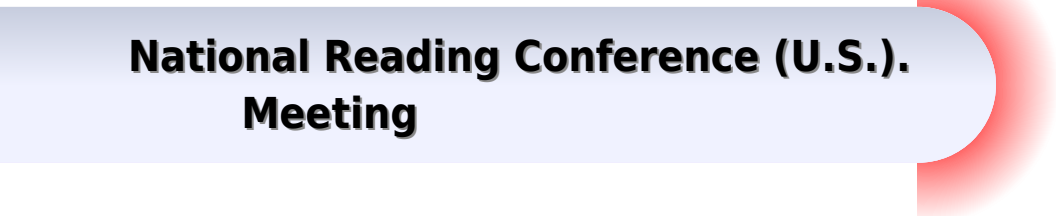
Unskilled readers (typically young developing readers and some inexperienced adolescents and adults), on the other hand, are quite limited in their metacognitive knowledge about reading (Paris & Winograd, 1990). They do relatively little monitoring of their own memory, comprehension, and other cognitive tasks (Flavell, 1979; Markman, 1979) and tend to focus on reading as a decoding process rather than as a meaning-getting process (Baker & Brown, 1984). In addition, they are less likely than skilled readers to detect contradictions or resolve inconsistencies in understanding text

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Assessing Students Metacognitive Awareness Of Reading

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Assessing Students Metacognitive Awareness Of Reading:

A Survey to Assess Students' Metacognitive Awareness of Reading Strategies Used in the Master of Arts Program in English for Careers, Thammasat University Sasirin Akkararitwuthhikun, Mahāwitthayālai Thammasāt. Language Institute, 2013

Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of *Assessing Readers* continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books

Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons

Metacognitive and Cognitive Strategy Use in Reading Comprehension Limei Zhang, 2017-10-09 This book examines the relationship between Chinese college level test takers strategy use and reading test performance using a Structural Equation Modelling Approach With a large sample of Chinese college level test takers the book investigates the underlying structure of the EFL reading test It suggests implications for classroom teachers and testing researchers about the relationship between metacognitive and cognitive strategy use in testing contexts

Improving Reading Comprehension through Metacognitive Reading Strategies Instruction Kouider Mokhtari, 2016-11-02 This book addresses the need to help all students including English learners improve their ability to read with understanding so that they can succeed not just in their language and literacy classes but also in their subject area classrooms The book brings together a group of experts representing the fields of first and second language reading whose chapters contribute in different yet complementary ways to the goal of this book Improve students reading for understanding across languages with metacognitive awareness and use of reading strategies instruction

Metacognition in Literacy Learning Susan E. Israel, Cathy Collins Block, Kathryn L. Bauserman, Kathryn Kinnucan-Welsch, 2006-06-17 This volume provides the first comprehensive research based examination of metacognition in literacy learning Bringing together research findings from reading linguistics psychology and education it is logically organized as follows Part I provides the theoretical foundation that supports the teaching of metacognition Parts II and III provide new methods for metacognitive assessment and instruction in

literacy contexts at all grade levels and Part IV provides new information on integrating metacognition into professional development programs Key features include Chapter Structure Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters Contributor Expertise Few volumes can boast of a more luminous cast of contributing authors see table of contents Comprehensiveness Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy based metacognition This volume is appropriate for reading researchers professional development audiences and for upper level undergraduate and graduate level courses in reading and educational psychology

Handbook of Metacognition in Education Douglas J. Hacker, John Dunlosky, Arthur C. Graesser, 2009-06-15 Providing comprehensive coverage of the theoretical bases of metacognition and its applications to educational practice this compendium of focused and in depth discussions from leading scholars in the field represents an intersection of education cognitive science and technology serves as a gateway to the literature for researchers and practitioners interested in one or more of the wide array of topics included and sets the standard for scholarship for theoretical research and practical applications in this field The Handbook of Metacognition in Education covering Comprehension Strategies Metacognitive Strategies Metacomprehension Writing Science and Mathematics Individual Differences Self Regulated Learning Technology Tutoring and Measurement is an essential resource for researchers faculty students curriculum developers teachers and others interested in using research and theory on metacognition to guide and inform educational practice

Embedding Cognitive and Metacognitive Reading Strategies Instruction in Tertiary Education Mohammed Msaddek, 2025-09-29 The current book manifests the core importance of metacognition in improving the multifaceted process of reading in English as a foreign language at the higher education level The unique property of the book is that it puts a bright spotlight on the usefulness of integrating meta cognitive reading strategy training in the sphere of higher education Further it features that the acquisition of cognitive and metacognitive reading strategies among college level learners is contingent upon explicit direct instruction It is intended for university professors language teachers teacher trainees university level learners educators scholars researchers and curriculum designers Indeed it serves as a potential frame of reference for understanding the metacognitive mechanisms and strategic behaviors that are involved in the cognitive process of advanced level reading Thus the book offers a diversity of insights views and implications relative to the metacognitive act of reading in English as a foreign language within the tertiary education landscape It underpins that strategy instruction enhances EFL reading performance

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygouris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy

knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides

Assessing Readers Rona F. Flippo, Kristin Gehsmann, Juliet Halladay, 2021-06-28 The third edition of *Assessing Readers* continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches Designed to assist educators and reading specialists in making informed decisions about not only what to assess but also how it provides teachers with a menu of qualitative assessment options encouraging them to consider their own values and beliefs in light of the goals they have for the students they teach Building on nearly four decades of theory research and practice it is up to date with current research and offers specific assessment instruction and organizational ideas and strategies With an emphasis on comprehension motivation and engagement and developing strategic knowledge *Assessing Readers* offers a road map for teachers trying to meet the demands of increasingly rigorous standards Features include examples of student centered assessment ideas for organizing and managing differentiated instruction sample lesson plans and authentic case studies Accessible and practical the third edition empowers pre service and in service teachers alike encouraging them to think about the importance of their assessment and instructional choices and supporting them with the tools they need to achieve their goals and meet the needs of all students Changes in the Third Edition A new focus on literacy development and developmentally responsive instruction Expanded coverage of emergent literacy and the assessment of foundational skills including concepts about print storybook reading phonological and phonemic awareness alphabet knowledge and concept of word in text A new section on assessing vocabulary and morphological knowledge Expanded coverage of response to instruction intervention RTI New information on assessment and instruction of culturally and linguistically diverse students Increased attention to issues of social justice educational equity and anti bias practices

Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of

academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in secondary schools It examines current challenges and evidence based strategies in reading comprehension This book covers topics such as language learning reading strategies and teacher training and is a useful resource for academicians

researchers and scientists *Research in English Language Teaching* Ruth Roux,Alberto Mora Vázquez,Nelly Paulina Trejo Guzmán,2012-10-26 Research in English Language Teaching Mexican Perspectives Teacher research takes different forms and serves a variety purposes but it is conducted by teachers individually or collaboratively with the basic aim of understanding teaching and learning in context In Mexico teacher research is starting to gain momentum and newcomers search for guidance and examples This book can be used by English language teachers teacher educators and student teachers who want to develop their professional expertise by investigating learning and teaching in a systematic and organized way It is also useful for undergraduate students of EFL teaching and applied linguistics who need to produce a thesis or experienced teachers who want to develop a research project for the first time Research in English Language Teaching Mexican Perspectives combines basic general knowledge and practical advice with reports of research conducted in Mexican educational contexts PART ONE offers an overview of research and discussion on the teaching research nexus and different ways to meet the challenges of doing research PART TWO presents accounts of recent research in the national context written by teacher researchers working for different public higher education institutions These accounts reflect diverse theoretical approaches topics methods of data collection and analysis and styles of reporting PART THREE includes basic guidelines to write the most common research genres thesis conference paper and research article The final section contains a glossary of research terms *Handbook of Reading Research, Volume V* Elizabeth Birr Moje,Peter P.

Afflerbach,Patricia Enciso,Nonie K Lesaux,2020-06-02 In a time of pressures challenges and threats to public education teacher preparation and funding for educational research the fifth volume of the Handbook of Reading Research takes a hard look at why we undertake reading research how school structures contexts and policies shape students learning and most importantly how we can realize greater impact from the research conducted A comprehensive volume with a gaps and game

changers frame this handbook not only synthesizes current reading research literature but also informs promising directions for research pushing readers to address problems and challenges in research design or method Bringing the field authoritatively and comprehensively up to date since the publication of the Handbook of Reading Research Volume IV this volume presents multiple perspectives that will facilitate new research development tackling topics including Diverse student populations and sociocultural perspectives on reading development Digital innovation literacies and platforms Conceptions of teachers reading readers and texts and the role of affect cognition and social emotional learning in the reading process New methods for researching reading instruction with attention to equity inclusion and education policies Language development and reading comprehension Instructional practices to promote reading development and comprehension for diverse groups of readers Each volume of this handbook has come to define the field for the period of time it covers and this volume is no exception providing a definitive compilation of current reading research This is a must have resource for all students teachers reading specialists and researchers focused on and interested in reading and literacy research and improving both instruction and programs to cultivate strong readers and teachers

Global Perspectives on Effective Assessment in English Language Teaching Fernández Álvarez, Miguel, Montes, Amanda Lira Gordenstein, 2023-08-25 English language programs depend on the effective assessment of the measure of student proficiency for purposes of placement advancement and completion A variety of approaches may be adopted depending on the program its objectives and the students it serves Teachers and administrators in many contexts may also be required to meet institutional accountability expectations often externally imposed and related to accreditation standards The need for appropriate and accurate assessment of student learning whether internally sought or externally required provides the opportunity for teachers and administrators to consider current practices implement reforms and because of ongoing assessment findings improve student learning through curricular change teacher training and modification of classroom practice Global Perspectives on Effective Assessment in English Language Teaching explores approaches models principles and techniques related to effective assessment at the classroom and program levels Covering topics such as language program evaluation curriculum alignment and alternative assessment methods this book is ideal for classroom teachers administrators researchers and students

Multiple Literacies for Dance, Physical Education and Sports Stephen G. Mogge, Shelly Huggins, Jaye Knutson, Elin E. Lobel, Pamela Segal, 2023-03-14 This book explores a spectrum of literacies relevant to dance physical education and sports It examines conceptions of movement literacies disciplinary literacies and traditional school literacies It includes theory research and instructional practice related to the uses of traditional print multimedia and embodied physical literacies These literacies function independently but are also overlapping and mutually reinforcing in comprehensive instructional planning As movement and activity related fields continue to explore the potential for multiple literacies this book introduces numerous possibilities both conceptual and practical for consideration Pre service and in service teachers in dance and physical

education programs will learn how to integrate multiple literacies in curriculum design and teaching Graduate students will examine theoretical premises of movement and disciplinary literacies and become familiar with original research on these topics Teachers school administrators coaches and athletic directors will use the book in order to guide the inclusion of movement and activity based fields in the disciplinary literacy agenda now common in Pre K through secondary schooling Media rich chapters including photographic video and other graphic images allow students to access concepts through multiple modalities

International Research in Education Sciences IX Filiz Arzu Yalın,2024-05-01 This study titled International Research in Educational Sciences IX consists of 4 chapters The topics of this valuable work which emerged with the outstanding efforts of a total of 5 researchers include discussion of the challenges posed by digital education examination of studies on leadership metacognitive reading strategies of university students and examination of master s theses on foreign language teaching

Bilingualism and Bilingual Deaf Education Marc Marschark,Gladys Tang,Harry Knoors,2014-06-02 This edited volume brings together diverse issues and evidence in two related multidisciplinary domains bilingualism among deaf learners in sign language and the written spoken vernacular and bilingual deaf education The volume examines each issue with regard to language acquisition language functioning social emotional functioning and academic outcomes

Individual Learner Differences in SLA Janusz Arabski,Adam Wojtaszek,2011-09-02 Beginning from the conflict between individual learner differences and the institutionalized often inflexible character of formal language instruction Individual Learner Differences in SLA addresses the fact that despite this apparent conflict ultimate success in learning a language is widespread Starting with theoretically based chapters the book follows the thread of learner differences through sections devoted to learner autonomy differentiated application of learning strategies diagnostic studies of experienced learners management of the learning process and reports on phonological attainment and development of language skills Rather than providing an overview of all individual variables the book reveals how some of them shape and affect the processes of language acquisition and use in particular settings

Proceedings of the International Conference on Education, Humanities, and Management (ICEHUM 2022) Yaoping Liu,Saichol Chujuarjeen,2023-04-25 This is an open access book This event is co organized by the Institute of Science Innovation and Culture ISIC and Research and Development Institute RDI Rajamangala University of Technology Krunghthep Thailand This year s ICEHUM 2022 was held online and onsite on 26 November 2022 The theme of this conference is Leading and Being Sustainable in the COVID 19 New Normal This conference aspires to bring to light new standards models and reference guides that will help humanity rise above the challenges of COVID 19 leading men and women to embrace the new normal no longer uncertain but living a sustainable existence

Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching Zou, Bin,Thomas, Michael,2018-02-23 Technology has become an integral part of our everyday lives As today s teachers prepare to instruct a new generation of students the question is no

longer whether technology should be integrated into the classroom but how The Handbook of Research on Integrating Technology Into Contemporary Language Learning and Teaching is a critical scholarly publication that examines the relationship between language education and technology and the ability to improve language education through technological advances Featuring coverage on a wide range of topics such as computer assisted language learning flipped instruction and teacher education this publication is geared toward researchers practitioners and education professionals seeking relevant research on the improvement of language education through the use of technology

Embracing Diversity in the Learning Sciences Yasmin B. Kafai, William A. Sandoval, Noel Enyedy, Althea Scott Nixon, Francisco Herrera, 2012-10-12 More than a decade has passed since the First International Conference of the Learning Sciences ICLS was held at Northwestern University in 1991 The conference has now become an established place for researchers to gather The 2004 meeting is the first under the official sponsorship of the International Society of the Learning Sciences ISLS The theme of this conference is Embracing Diversity in the Learning Sciences As a field the learning sciences have always drawn from a diverse set of disciplines to study learning in an array of settings Psychology cognitive science anthropology and artificial intelligence have all contributed to the development of methodologies to study learning in schools museums and organizations As the field grows however it increasingly recognizes the challenges to studying and changing learning environments across levels in complex social systems This demands attention to new kinds of diversity in who what and how we study and to the issues raised to develop coherent accounts of how learning occurs Ranging from schools to families and across all levels of formal schooling from pre school through higher education this ideology can be supported in a multitude of social contexts The papers in these conference proceedings respond to the call

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