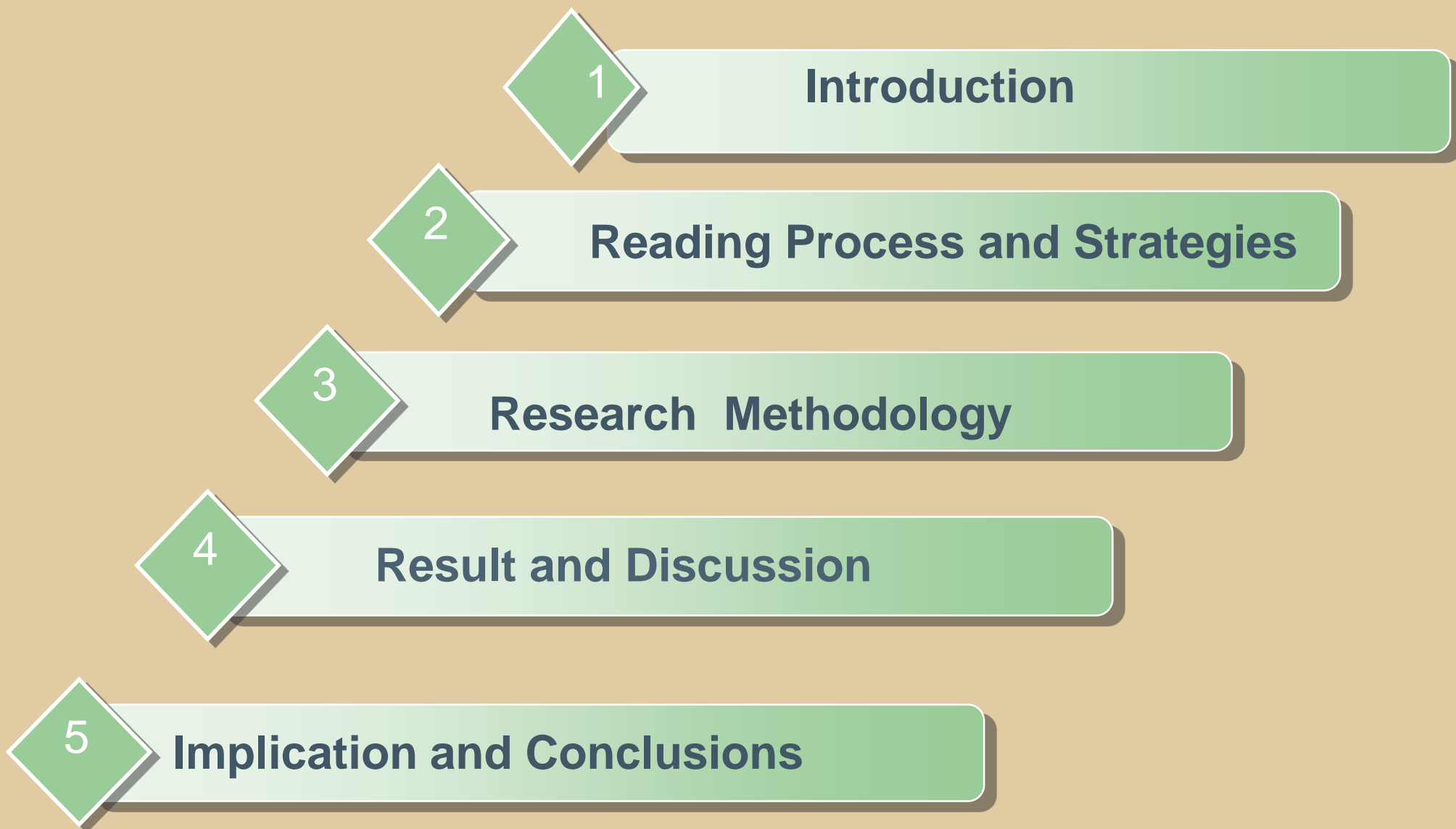


Distance Teaching of English Reading Based on Metacognitive Strategies

---Taking Inner Mongolia Radio & TV University
as an example



The main parts of the paper



Introduction

■ Research Background

■ Purpose of the Research

- 1.To find how frequently the first- year non-English majors use metacognitive strategies in their reading.
- 2.To find if there is any significant difference in metacognitive strategies use between male and female students .
3. To explore if there is any correlation between their use of metacognitive strategy and test performance , especially in reading section.

Reading Process and Strategies

■ Models of Reading Process

- Bottom up model
- Top down model
- Interactive model

■ Reading Strategies

- Definition and Classification of Reading Strategies

■ Metacognition and Metacognitive strategy

- Definition
- Definition and Classification of Metacognitive strategy

Research Methodology

■ Research Questions

- Question 1: How often do the TVU non-English major students use metacognitive strategies in their reading?
Which metacognitive strategies are used more frequently?
Which ones are used less often?
- Question 2: Is there any difference between male and female students in their use of metacognitive strategies in reading?
- Question 3: Is there any important correlation between students' reported metacognitive strategy use and their test performance on reading?



■ Subjects

---100 first-year TVU non-English majors (48 male students and 52 female students) in two natural classes

■ Instruments

---a questionnaire and an English final test paper

Results and Discussions

■ Frequency of Student's Metacognitive Strategy Use

strategies	Item No	Item Description	Mean
planning	1	I always make clear plans before reading	4.81
	2	I use my background knowledge to help my reading	3.26
	3	I clearly identify the purpose of the reading	43.2
	4	I choose different methods on reading according to the text	4.22
	5	I always preview the text before reading	4.72
Selective attention	6	I pay attention to important signal words to help my reading	2.67
	7	I always mark the important information in the reading	2.36
	8	I pay attention to important printing features in reading	3.27
	9	I pay attention to the topic sentences in the text in reading	3.33

	10	I always pay attention to the sentence structure in reading	2.89
Self monitoring	11	I guess the meaning of the new words during my reading	3.55
	12	According to the difficulties of the reading I adjust my reading speed	3.58
	13	I read more and repeatedly on difficult reading	3.37
	14	I propose some questions according to my thoughts about the article	3.09
	15	I frequently check to see if I understand the contents	3.02
Self evaluation	16	I summarize the main points of the text after my reading	2.32
	17	I evaluate how much I understand after my reading	1.74
	18	I evaluate whether the reading strategies are useful during my reading	2.97
	19	I evaluate the main point of the text after my reading	2.34
	20	I evaluate the advantage of the reading strategies and making plans for my future reading	3.32

■ Differences across Gender Groups

Item No	Item Description	Mean(Female)	Mean (male)	sig
1	I always make clear plans before reading	2.28	2.25	.887
2	I use my background knowledge to help my reading	2.34	2.37	.654
3	I clearly identify the purpose of the reading	2.67	2.75	.454
4	I choose different methods on reading according to the text	2.44	2.79	.659
5	I always preview the text before reading	3.14	2.41	.754
6	I pay attention to important signal words to help my reading	3.26	3.79	.634
7	I always mark the important information in the reading	2.77	2.87	.604
8	I pay attention to important printing features in reading	2.58	2.51	.775
9	I pay attention to the topic sentences in the text in reading	2.23	2.29	.454

10	I always pay attention to the sentence structure in reading	2.14	2.09	.344
11	I guess the meaning of the new words during my reading	2.84	2.37	.876
12	According to the difficulties of the reading I adjust my reading speed	4.47	3.78	.689
13	I read more and repeatedly on difficult reading	3.42	2.95	.754
14	I propose some questions according to my thoughts about the article	2.94	2.71	.432
15	I frequently check to see if I understand the contents	3.44	3.30	.178
16	I summarize the main points of the text after my reading	2.34	2.35	.654
17	I evaluate how much I understand after my reading	2.91	3.39	.612
18	I evaluate whether the reading strategies are useful during my reading	2.69	2.65	.511
19	I evaluate the main point of the text after my reading	2.58	2.69	.451
20	I evaluate the advantage of the reading strategies and making plans for my future reading	3.07	3.05	.127

■ Correlations between Metacognitive Strategy Use and Test Performance

		Score for questionnaire
Score for questionnaire	Pearson correlation	2
	Sig.(2-tailed)	1.8
	N	100
Score for reading	Pearson correlation	189
	Sig.(2-tailed)	201
	N	100

conclusion

- The first- year non –English majors use many kinds of metacognitive strategies in their reading comprehension, but with relatively low frequency.
- There is no significant difference between male students and their female counterparts in their metacognitive strategy use.
- Although there is no significant correlation between students` metacognitive strategy use and their scores in the section of reading comprehension in the final exam, their metacognitive strategy use and their total scores are positively correlated


Implications

■ Pedagogical Implications

1. Subjects do not completely notice or make good use of different kinds of metacognitive strategies in their reading.
2. Several categories of metacognitive strategies least frequently employed by the subjects deserve special attention.
3. The choice or preference of strategy use vary greatly from students to students because of their language proficiency.
4. Metacognitive strategy training is a long-term and complicated task for teachers.

■ Implications for Further Research

1. larger and more representative samples are needed (number of subjects).
2. More reliable data (Only one questionnaire).
3. Additional research needs to be conducted to study correlation between students' metacognitive strategy use and their English reading proficiency (limitation of final exam).



Thank you for your
listening