A Case Study of the Application of Metacognitive Reading Strategies in L1 and L2
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Yi-Jiun Jou 周怡君

Department of Applied Foreign Languages, Cheng Shiu University

Abstract

Reading, whether in L1 or L2, is a cognitive enterprise, can be treated as a result of the interaction among the reader, the text, and the context (Flavell, 1979). Reading comprehension has been considered one of the most sufficient capacities in one’s native language as well as foreign languages. However, one of the major reasons resulting in the unskilled or low reading comprehension is students’ lack the awareness of reading strategy knowledge needed to successfully comprehend expository texts (Dreyer, 1998; O’Malley & Chamot, 1989). Metacognitive strategies refer to the behaviors undertaken by learners to plan, arrange, and assess their own learning (Oxford, 1990). Many studies have focused on the significant role of Metacognitive strategies in reading (Lengkanawati, 2004; Oxford, 1990; Phakiti, 2003; Taraban, Rynearson, & Kerr, 2004). This study aims to investigate students’ use of metacognitive reading strategies in their first and second languages while reading academic materials. Participants are the technological university students in southern Taiwan. It will demonstrate the differences between students’ using metacognitive reading strategies in their native language, Chinese and second language, English. The result of study hopes to shed light on some directions for guiding language learners in applying reading strategies wisely and effectively.

Key words: Metacognition, Metacognitive reading strategies.

I. INTRODUCTION

Reading is defined as a decoding process for the purpose of extraction of meaning from written texts (McDonell, 2003). Research revealed that reading is not a linear process but one in which that readers constantly form hypotheses, test predictions, and use their knowledge of the world and of the knowledge to construct meaning (Coaky, 1979). Whether in a first or second language context, reading involves the reader, the text, and the interaction between the reader and text (Seng &