The Effect of Using Metacognitive Strategies on SIOP Lesson Plans to Activate EFL Learners' Reading Awareness and Comprehension

Hsiu Chiao Fan, Ph.D

Department of Applied English Studies, China University of Technology

Abstract

The aim of this research study was to explore whether the extent to which using metacognitive strategies on SIOP lesson plans can develop EFL learners' reading awareness and comprehension. One hundred and fifty first-year students at one northern science and technology University of Taiwan participated in the study. The main research questions were "whether there are differences in the reading scores between the group that receives metacognitive strategy (think aloud, text structure, and summarization) training and the group that receives no metacognitive strategy training," "whether there are differences in the reading scores between good readers and poor readers," and "whether the differences in the reading scores among groups of the first factor (metacognitive and control) are the same across groups of the second factor (good readers and poor readers)." The statistical techniques including descriptive statistics, two-way ANCOVA, and a partial correlation were utilized through the SPSS statistics software to compute all needed measurement in the study. The results indicated that the experimental group outperformed the control group. The use of metacognitive strategies on SIOP lesson plans produced a strong achievement effect on the reading awareness and comprehension.

Keywords: SIOP lesson plan, metacognitive strategies, think alouds, text structure, reading instruction.

運用後設認知策略在 SIOP 課程設計中激發 EFL 學習者的閱讀覺知和理解能力之效果研究

范秀嬌

中國科技大學 應用英語系 助理教授

摘要

本研究的目的是在探討使用後設認知策略透由 SIOP 課程設計是否能激發 EFL 學習者的閱讀覺知和理解能力之效果。台灣北部一所科技大學的一百五十名一年級學生參加此項研究。研究問題主要是「接受後設認知策略培訓的實驗組與未接受後設認知策略培訓的對照組之間的閱讀理解分數是否存在顯著差異?」「閱讀理解分數在優讀者與弱讀者之間是否存在顯著差異?」「比較第一因素（後設認知實驗組和控制組）與第二因素（優讀者與弱讀者）在閱讀理解分數差異上是否有不同?」透過 SPSS 統計軟體包括描述性統計，二因子共變變異數分析和部分相關的統計技術來計算研究中所需的一切測量值。研究結果顯示，實驗組優於對照組, 透過 SIOP 課程設計的後設認知策略對於閱讀覺知和理解程度產生了很大的正面效果。

關鍵詞：SIOP 課程設計，後設認知策略，有聲思維法，文本結構，閱讀教學