

The Effect Of Metacognitive Activities On Reading Comprehension Of English Language Learners

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Abstract: Through the analysis of the process of reading comprehension, this paper points out that reading is not a mechanical passive process, but a complex and dynamic cognitive psychological process. Metacognitive strategy plays an important role in reading comprehension. Relevant studies have shown that metacognition not only has a direct impact on students' English reading comprehension, but also exerts an indirect influence on students' English reading comprehension through affecting their English language level. In the teaching of reading comprehension, the study of metacognition is of great significance. This paper holds that metacognitive strategies can promote the improvement of students' reading comprehension in the process of reading, and proposes the enlightenment of metacognitive activities on English language learners' reading comprehension.

1. Introduction

In today's society with the explosion of knowledge, writing is still the best carrier of a large amount of information across time and space, and an important tool to help human beings transmit scientific and cultural information, communicate and spread civilization over a long distance. Reading refers to the process of acquiring the symbolic meaning of words. As one of the most basic language abilities, it has become an indispensable and important way to acquire knowledge and new information of science and technology in today's era. It is not only the learning goal of most English learners, but also an important learning tool for these learners. Therefore, teaching students to learn to read, master reading methods, develop good reading habits and cultivate efficient reading ability can be said to be the first shortcut for efficient English teaching in China's English teaching which lacks the actual environment of language teaching, which has extremely outstanding reality and urgency in China.

2. Metacognitive Concepts and Reading Metacognitive Strategies

Metacognition refers to the understanding and control of an individual's own cognitive ability and cognitive activities. Since J.H. Flavell, an American psychologist, put forward the concept of metacognition in 1976, metacognition has quickly become one of the research objects in cognitive psychology and educational psychology. In many studies on the definition of metacognition, different researchers have slightly different definitions of metacognition. However, most researchers agree with A. Rown and L. Ake that the knowledge about cognition and the regulation of cognition are two important components of metacognition.

Knowledge about cognition refers to the knowledge of an individual about his/her own cognitive resources and the compatibility between learners and learning situations, that is, the knowledge of an individual about his/her own cognitive abilities and cognitive strategies, as well as the knowledge of what cognitive strategies should be used under what problem situations and how to give full play to his/her abilities. It includes three aspects of strategic knowledge: declarative knowledge refers to the knowledge about "what", and refers to what strategies are. For example, summary is the reading strategy that summarizes the whole text; Procedural knowledge refers to the

knowledge of "how to do". It refers to the knowledge of "how to use strategies", such as how to browse, predict and summarize. Conditional knowledge is knowledge about "why" and "when" and refers to when and where the strategy can be applied.

3. The Relationship between Reading Comprehension and Metacognitive Strategies

Reading is one of the main ways of language input and the foundation of improving the comprehensive application ability of English. The improvement of English application ability is based on a large amount of language input, especially reading. The relationship between reading comprehension and metacognition can be traced back to the beginning of this century. Thondike, in 1917, saw understanding as an active and constructive process, involving a great deal of what is now called metacognitive activity. Understanding a passage, he said, is akin to understanding a mathematical problem, which consists of a series of activities: choosing the right elements of the situation and placing them in the right relationships according to their weight, influence and effect. When the brain receives the information of each word, it must select, suppress, weaken, emphasize, combine, and organize and so on under the proper procedure, intention and requirement.

Reading is not a mechanical passive process, but a complex and dynamic cognitive psychological process. Irwin divided reading comprehension into five processes: microscopic process, comprehensive process, macroscopic process, active cognitive process and active reading process. Micro process refers to the reader to individual sentences within the meaning of the unit for discrimination, slices, to the memory of individual thought units do building selection; Synthesis process refers to understanding and inferring the relationship between sentences and clauses. The macroscopic process is to derive the central idea from the important information and its relations and form the overall impression of the important content of the whole text. Active cognitive process means that readers get the author's implication through reasoning and construct their own understanding. Active reading refers to the process in which readers actively adjust their reading methods in order to understand the content of articles, and this process is also the use of metacognitive strategies. These five links occur at the same time and interact with each other constantly. In order to improve reading ability, the effectiveness of the interaction between the five links must be established. If readers lack the active consciousness of improving the five links in the process of reading, their reading ability will be greatly limited.

Therefore, modern psychology points out that the meta-component in the cognitive structure is the core of the whole system and occupies the position of commander in chief. However, reading comprehension is a complex process of psychological cognition. Only by actively identifying, extracting and re-constructing the theme meaning of an article from reading materials can individuals achieve good reading effects and improve their reading ability. In other words, effective reading requires metacognitive ability.

4. The Role of Metacognition in English Reading

Reading is a unique cognitive process of human beings. In this process, a series of complex cognitive activities are involved, from word recognition and sentence understanding to the construction of text meaning. Is reader using existing knowledge actively to expectations expressed by the written material information and decoding process, it includes "top-down" and "bottom-up" two processes of interaction, each process is inseparable from the readers for the participation of background knowledge and application of more from readers on the basis of the context of what is read by the hypothesis, prediction, verify and determine the large and complex logic understanding activity, especially in the process of "top-down", essentially a metacognitive activities. In this process, reading comprehension monitoring plays an extremely important role, which the reader must take their own reading process as the object of consciousness, actively try to monitor, and can take appropriate remedial strategies when necessary to solve the problems arising from the reading, in particular, the common metacognition in reading activities include setting up reading goals, adjust the reading speed and strategy according to the target and evaluation of reading materials,

remedial understanding mistakes, evaluate understanding level, etc. Therefore, an effective reading process is not only a cognitive process, but also a metacognitive process.

5. The Relationship between English Reading Comprehension and Metacognitive Ability

A large number of studies and explorations have shown that there is a significant correlation between reading and metacognition. For example, Kinnun et al. (1995) classify reading comprehension and comprehension monitoring into different levels, and then find that monitoring level is associated with comprehension level, and higher reading comprehension level is accompanied by higher comprehension monitoring level. Zabucky et al. (1992), in their study, examined the monitoring of reading comprehension by readers of different levels, and the results showed that good readers were more active in controlling their comprehension process than poor readers. The above research shows that effective reading comprehension cannot be achieved without readers' metacognition. If you want to be a good reader and have a high level of reading comprehension, you must actively monitor your reading process. Failure in monitoring may lead to serious reading problems. For individuals, metacognitive knowledge level and metacognitive activity level do not always correspond exactly. But from the overall trend, metacognitive knowledge can reflect the overall level of metacognition. Prinrich et al. have found that mastery of strategy knowledge is related to actual strategy use. Barnett found that reading comprehension was significantly correlated with strategy use and perceived strategy use.

Studies have shown that the combination of language activities and cognitive activities is the only way to acquire language communicative competence. In the process of foreign language learning, learners' psychological preparation for target language learning and their level of language awareness directly affect the effectiveness of foreign language learning. Metacognitive ability cannot be acquired only by the natural maturity of an individual, but must be achieved by necessary training and practice. Some researchers have also summarized the metacognitive strategies commonly used in English reading: pay attention to the notes in the text and use them to help understand the text; Pay attention to the printing characteristics of the article, identify key information; Adjust the reading speed according to the difficulty level; Underline or mark important points to help recall the content of the article. Predict the content of the article based on the title; Summarize and reflect on my own learning state; Set up a reading plan after class according to your own goals, and find out the English reading materials that meet your own level.

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