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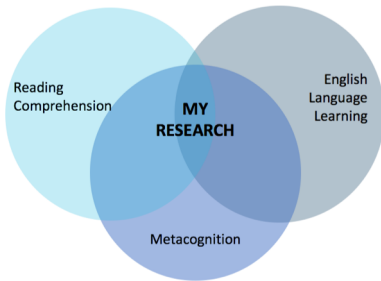
English Language Learners' Use of Metacognitive Strategies in Reading Comprehension Tasks: Effects of English Proficiency and Task Language

Olivia Curreri '19

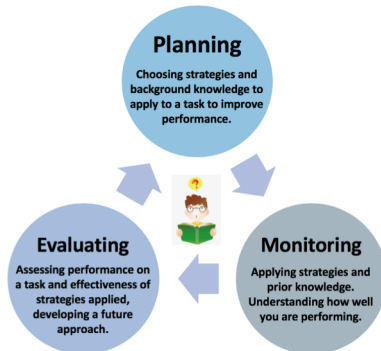
Advisors: Professors Dina Anselmi & David Reuman

INTRODUCTION

This study investigates the gap in previous literature regarding the intersection of metacognition, reading comprehension, and English Language Learning (ELL).



METACOGNITION



(Boghian, 2016)

RESEARCH QUESTIONS

1. How do ELL students with different levels of English proficiency vary in their use of metacognition on reading comprehension tasks?
2. Do ELL students perform better and use more metacognitive strategies when a reading comprehension task is in their native language?
3. Is there a relation between metacognition and performance on the reading task?

STUDY DESIGN

Participants will include 30-42 students in 7th or 8th grade. Participants will all be proficient in Spanish and have varying levels of English Proficiency. Participants will complete tasks such as the samples below in both English and Spanish.

Sample Demographic Questionnaire

What language(s) do you speak at home? (Please list all that apply)

Sample Reading Comprehension Passage

Trampolines may be fun, but they can also be dangerous. Experts estimate that more than 100,000 people hurt themselves while using one each year. Clubs and gyms use large safety nets and rubber padding to make it safer. Most trampoline injuries happen at home. Since trampolines are more affordable than ever, injuries are even more common.

Sample Reading Comprehension Question

Which statement would the author most likely **disagree** with?

- a. The basic idea of a trampoline has been around for a long time.
- b. Nissan and Griswold owe much of their success to circus performers.
- c. Most club and gym trampolines are safer than most home trampolines.
- d. Trampolines are dangerous and not much can be done to make them safer.

Sample Metacognitive Strategy Use Questionnaire

10 questions in each of three sections answered on a 5-point Likert scale from 1 (*not at all true for me*) to 5 (*very true for me*)

Planning: I pre-read questions before I read the text

Monitoring: When text became difficult, I re-read it to increase my understanding

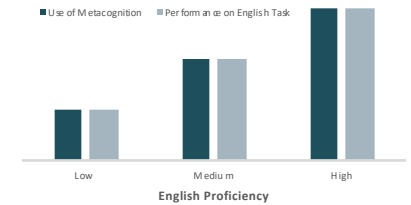
Evaluating: I checked to see if my guesses about the text were right or wrong

POTENTIAL BENEFITS

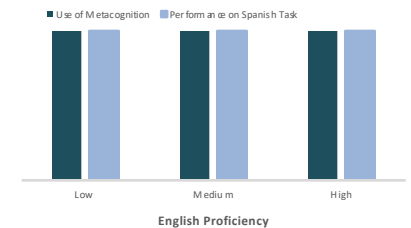
- Help ELL teachers use existing metacognitive strategies to improve academic achievement
- Help ELL teachers incorporate more metacognition into their curriculum in the future
- Students may learn English faster and more effectively if they are using metacognition

PREDICTED RESULTS

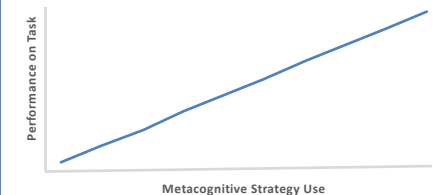
1. Students with higher English proficiency will use more metacognition and perform better on the English reading task.



2. All groups will perform similarly and use similar metacognitive strategies on the Spanish task.



3. Students who use more metacognitive strategies will perform better on the reading tasks, regardless of language or proficiency.



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