



A SHORT REVIEW OF RESEARCH ON METACOGNITION TRAINING WITH ELEMENTARY STUDENTS

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Abstract

Reading is an important skill to be mastered at a very early age. Apart from the awareness of print and phonological sensitivity, other factors like vocabulary knowledge, cognitive, and metacognitive skills gain importance through different levels of reading performance. Supporting comprehension, metacognitive strategies are recommended by many experts. This review, therefore, aimed to understand what experimental research on metacognitive strategy training has revealed about elementary students' reading performance. Covering an analysis of six studies, this paper found out being explicitly trained with metacognitive strategies has a beneficial effect on reading comprehension. Children's reading comprehension and performance improved significantly. Besides, teachers' being knowledgeable about metacognition and how to teach metacognitive strategies, reading texts' being familiar to students, and instructional methods which benefit from the concept of scaffolding can be related to effective metacognitive strategy trainings. Considering the limitations of the studies, some implications for future research were provided.

Key Words: Metacognition, metacognitive training, reading, comprehension, experimental research.