

MASTER'S THESIS

Metacognitive awareness and reading strategies of students in a vocational college

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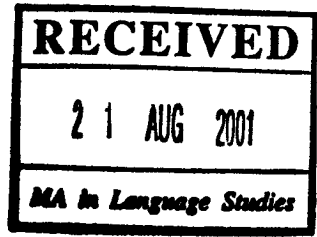
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**METACOGNITIVE AWARENESS
AND READING STRATEGIES
OF STUDENTS IN A VOCATIONAL COLLEGE**

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ABSTRACT

The present study attempted to study whether a relationship between metacognitive awareness and reading strategies exists and what relationship it is. Twenty students of a vocational college were sampled to reply to a questionnaire and six of them further attended think-aloud tasks. The results reflected that students generally have high metacognitive awareness of self and moderate awareness of task. However, the awareness of reading strategies is low, especially in the Low Awareness Group. When we compare the reading strategies the High Awareness Group and Low Awareness Group reported having used during the think-aloud tasks, the former outnumbered the latter in all strategies of Local Strategies and General Strategies, in terms of types of strategies and frequency of use. Moreover, the High Awareness Group used many more General Strategies which are more demanding on self-motivation, assessment, and attachment. The results indicated that the difference between readers of high awareness and low awareness falls on not only the variety and frequency of reading strategies, but also the great difference in the frequency of using specific General Strategies, which are more oriented towards readers' feelings and self-assessment than the text's structure and content.

摘要

本文旨在研究超認知理解及閱讀策略是否有關，和有何關係。二十位職業培訓學院學生參與問卷調查，其中六位更接受邊讀邊大聲想的實驗。調查結果反映學生普遍對自我之超認知理解甚高，對工作之超認知理解中等。但是對閱讀策略之超認知理解則頗低，尤以低認知組別更甚。相比高認知組別及低認知組別於邊讀邊大聲想的實驗中所報告之閱讀策略，前者使用低層次策略和高層次策略均使用得更多，策略種類也較多。此外，高認知組別相對地更大量使用要求自我推動、評估、及投入之高層次策略。結果顯示高超認知理解及低超認知理解讀者的分別不僅在於閱讀策略之種類及次數多寡，也在於使用某些高層次策略的次數差距甚大，而這些策略均具有較傾向讀者本身的情感與評估，稍離文章的結構及內容之特點。

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