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## **TEACHING METACOGNITIVE READING STRATEGIES TO ESP STUDENTS**

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*В статье кратко рассматриваются практические подходы к метакогнитивным стратегиям в обучении чтению и их роли в понимании научного текста.*

**Ключевые слова:** метакогнитивный, стратегии обучения чтению, студенты ESP.

*Some practical issues of teaching metacognitive reading strategies and their significance in scientific text reading comprehension are briefly regarded in the paper*

**Keywords:** metacognitive, teaching strategies, ESP students.

Reading literacy is extremely important in education since a written word transmits all kinds of information and knowledge. Successful education greatly depends on the understanding of a written text. Reading, as an intellectual skill, is especially important while learning from texts and it greatly influences the success in education. Language researchers presume it is of high importance to investigate reading strategies in order to help students better understand a written academic text. That is especially important in LSP (Language for Specific Purposes) if we take into consideration the difficulty and specificity of written texts in specific fields [1, c. 267]. The awareness and the use of cognitive and metacognitive strategies are closely related to the efficiency of reading process. Exploring the metacognitive awareness of reading strategies should have an important impact and implications for developing students' reading efficiency.

Metacognition has been defined as “one’s knowledge concerning one’s own cognitive processes” and is commonly referred to “thinking about one’s thinking” [3, c. 113–115]. Having a well-developed metacognitive skill is associated with improved learning. While some students develop metacognitive skills on their own, others need an explicit instruction.

According to some metacognitive theories, metacognition includes two domains: knowledge of cognition and regulation of cognition. Knowledge of cognition includes knowledge about oneself as a learner, knowledge about learning strategies, and knowledge about why and when to use the given strategy. Regulation of cognition includes the ability to plan, monitor, regulate and evaluate your learning process.

### **Approaches to incorporating metacognitive strategies:**

1. Be intentional about teaching metacognitive skills. When designing your course, identify opportunities in which to incorporate strategies to teach metacognitive skills. For example, you might decide to build metacognitive strategies into an assignment, or around your midterms. Decide when to focus on self-regulating skills and to focus on guiding students to think metacognitively about course content.

2. Be explicit when teaching metacognitive skills. Talk about metacognitive skills with your students; define metacognition and explain why developing a metacognitive skill is important during and after university. If you have structured your course so that specific themes, relationships or contrasting perspec-

tives emerge give students your road map or use activities such as a concept map to help them identify them themselves. In other words, don't assume that the students will automatically see relationships that might be obvious to you.

3. Don't overdo it. Pick your spots and let other opportunities go. Students would be overwhelmed if most or all of the strategies were incorporated into one course.

### **Instructional strategies to foster self-regulation skills.**

Many of the following strategies are based on Kimberly Tanner's 2012 article "Promoting Student Metacognition".

Encourage goal-setting. Prompt students to consider why they are taking your course, what grade they want to earn and how they plan to achieve that goal. For example, have students work in groups to brainstorm strategies for earning an "A" in the course.

Build in ways for students to "stop and take stock" during the class. Ask students to make a pause for 1-2 minutes and think about what they are doing at that moment (i.e. taking notes, engaging in off-task activities, working on another course). After the pause, this could be a good time for students to ask questions.

Prompt students to think about how they prepare for class. At the beginning of class, show a slide "How have I prepared for class today?" Ask students to write their answers, to set response options. Showing multiple response options enables students to see strategies that they might not have thought of on their own.

Emphasize the importance of learning versus the correct answer. After posing a question to the class, give students time to discuss how they arrived at the answer they chose. Specifically ask to consider their process, the main reason for choosing the response, how confident they were about the answer, etc.

Use a lecturer wrapper. A wrapper is a strategy that immediately precedes and follows an activity, assignment, or test. Wrappers are useful because they help students to self-monitor and reflect on the learning process. At the end of class ask students to submit the three most important ideas from class then present the three ideas that you consider to be the most important. The immediate feedback will help students to self-monitor their learning.

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