

METARESTRAP

(Metacognitive Reading Strategy Training Programme)

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WEEK 1

Introduction to metacognitive reading strategies

- ❖ Introduction to metacognition and metacognitive reading strategies.
- ❖ Why do we need to learn metacognitive reading strategies?
- ❖ Principles of METARESTRAP.

Planning strategies

- ❖ Plan your time, identify your goals, and motivate yourself to read the text.
- ❖ Preview the text to find out information relevant to your reading goals (skimming, scanning, skipping)

WEEK 2

Background knowledge strategies

- ❖ Identify the genre of the text
- ❖ Activate your relevant schema (e.g.: refer to the title or pictures)
- ❖ Distinguish between already known and the new information.
- ❖ Check the text against your schemata.

WEEK 3

Question generation and inference strategies

- ❖ Form questions from headings and sub-headings.
- ❖ Anticipate/Self-question the forthcoming information in the text.
- ❖ Answer your questions / clarify your predictions while reading the text.
- ❖ When information critical to your understanding of the text is not directly stated, try to infer that information from the text.
- ❖ Infer pronoun referents.

WEEK 4

Annotating strategies

- ❖ Underline/highlight important information.
- ❖ Paraphrase the author's words in the margins of the text.
- ❖ Summarize.
- ❖ Write questions/notes in the margins to better understand the text.

WEEK 5

Visualizing strategies

- ❖ Draw graphic logs.
- ❖ Refer to graphic organizers (semantic mapping / clustering).

WEEK 6

Context-based evaluative strategies

- ❖ Re-read the text in case of difficulty.
 - ❖ Read the text in short parts and check your understanding.
 - ❖ Determine the meaning of critical unknown words.
 - ❖ Distinguish main ideas from minor ones.
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Principles of METARESTRAP

- When you learn a new strategy, tell what the strategy is, demonstrate how to use it, explain why you need it, when and where you can use it, and how you can evaluate your use of the strategy.
- Prepare yourself for reading the text by activating your relevant schemata before reading the text, engage in reading actively while reading it, and reduce information in accordance with its importance while retaining important information after reading it.
- Read as much as possible after school on a wide range of topics which are appropriate to your level by practising newly learned strategies to transfer them to new situations.
- Read individually and silently. Do not subvocalize while reading.
- Read different texts by using various strategies and also adjust strategies in accordance with your aims and/or problems you encounter in reading.
- Guess unknown words by getting help from the content and also by paying attention to prefixes, suffixes, familiar roots, grammar which may indicate information, and semantic clues related with the topic. Use a dictionary only as a last resort in case of a prevention of overall meaning.
- Pay attention to discourse markers in the text since they indicate relations and discriminations of ideas.
- Tolerate ambiguity in a text and try to maintain reading for a while even if you are unsuccessful.