

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ





شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغييرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار





بعض الوثائق الأصلية تالفة

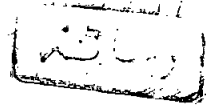




بالرسالة صفحات لم ترد بالأصل



*Ain Shams University
Women's College for Arts, Science and Education
Curriculum and Instruction Department*



***The Effectiveness of the Cognitive and Metacognitive
Strategies on Developing Secondary School Students'
Receptive Skills***

Dissertation

Submitted in Fulfillment of the Requirements
For the Ph.D. Degree in Education
(Curriculum & English Language Methodology)

By

Amal Ahmed Farid Abou-Hadid
Assistant Lecturer, Faculty of Education,
Helwan University

Supervised By

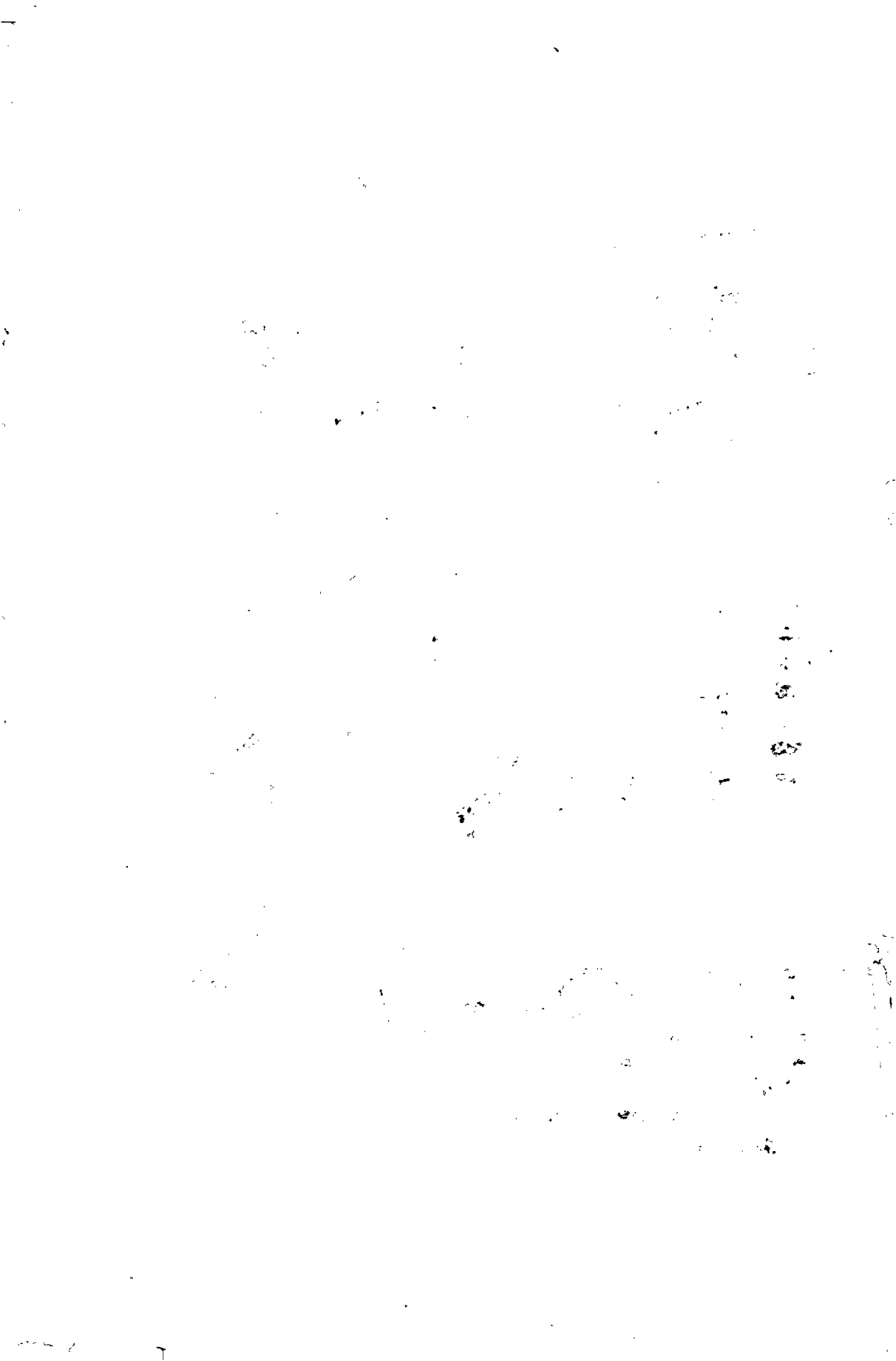
Dr. Aida Abdel Maksoud Zaher
Chairperson of the Curriculum
Department & professor of E.F.L
Methodology, Women's College.
Ain Shams University

Dr. Zainab Aly El-Naggat
Professor of Curriculum &
English Language Methodology
Faculty of Education
Ain Shams University

Dr. Moneera El-Saiedy
Professor of Curriculum
Women's College for Arts,
Science and Education.
Ain Shams University.

2000





Abstract

Name of the researcher:

Amal Ahmed Farid Abou-Hadid

Title of the research:

The Effectiveness of the Cognitive and Metacognitive Strategies on Developing Secondary School Students' Receptive Skills.

A Dissertation Submitted in Fulfillment of the requirements for the Degree of Doctor of Philosophy in Education (Curriculum and English Language Methodology).

The purpose of the present study was to develop students' listening and reading comprehension skills.

The study is partly analytical and partly experimental. Students' book was analyzed, literature and previous studies were reviewed, Jury's recommendations were investigated to determine the listening and reading comprehension skills that should be acquired by students. Students' learning strategies were also investigated.

Students of the experimental and the control groups were randomly selected from Safya Zaghlool secondary school, Helwan Educational Zone. Students of the two groups received a pre-posttest on listening and reading comprehension skills. They also received a pre-post test in cognitive and metacognitive learning strategies.

Students' self-instructional skills were developed through a strategy training program in which students' metacognitive skills; i.e. planning, self-monitoring and self-evaluation strategies were developed. Students' cognitive skills; i.e. repeating, getting the idea quickly while listening and reading, guessing unfamiliar words, predicting next incidents, making inferences, taking notes, summarizing, highlighting, and using resources were also developed.

Experimental group students received a self-instructional program emphasizing the use of the cognitive and metacognitive

strategies for the purpose of developing their listening and reading comprehension skills.

Control group students' received six listening and reading comprehension passages via the traditional way.

Students of the two groups were then post-tested to determine the effectiveness of the program on developing students' listening and reading comprehension skills.

Results reveal significance on the post-tests in favor of the experimental group in all the listening and reading comprehension skills under investigation.

Thus, the hypotheses of the study were confirmed and students' receptive skills were developed.

Acknowledgements

The researcher is deeply grateful to her supervisors:

- 1) Professor Dr. Aida Abdel-Maksoud Zaher.
- 2) Professor Dr. Zeinab Aly El Naggar.
- 3) Professor Dr. Moneera El-Saiedy.

The researcher is also grateful to the assistance and support of the people who helped her in the execution of the statistical part of the study.

- 1) Professor Dr. Amina Kazem.
- 2) Dr. Shehata Mahrouse.

The researcher would like to express her thanks to the Jury for their cooperation and their fruitful opinions:

- 1) Professor Dr. Rita Sadek.
- 2) Professor Dr. Salah El-Araby.
- 3) Professor Dr. Safaa El Assaar.
- 4) Professor Dr. Kawthar Abou Haggar.
- 5) Dr. Abdel Rehim Saad
- 6) Dr. Mohamed Farouk Ali
- 7) Dr. Maha Fathy
- 8) Ms. Deena Boraie
- 9) Mr. Reda Fadel

Thanks must also be given to the people in the following schools:

- 1) Safya Zaghoul Secondary School for girls.
- 2) Helwan Secondary School for girls.

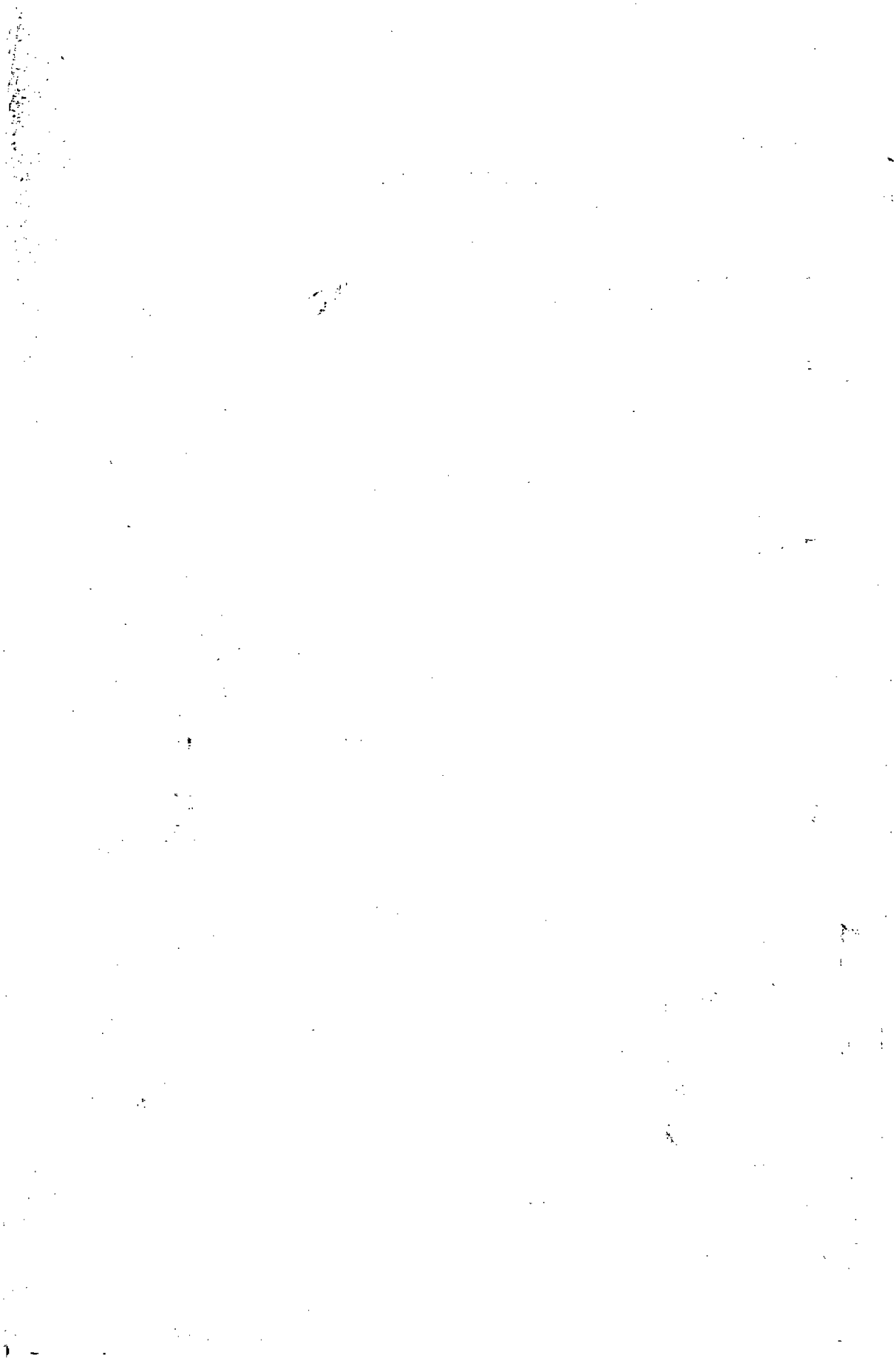


Table of Contents

	Page
Chapter One	
Introduction and research problem.	1
Introduction	1
Statement of the problem	8
Research hypotheses	9
Significance of the study	9
The delimitations	10
Operational definition of terms	11
Chapter Two	
Theoretical Background and review of related literature	13
Introduction	13
Part one	13
First: Thinking and metacognition	15
- Components of metacognition	15
1. Knowledge and control of self	15
2. Knowledge and control of process	16
a. planning	16
b. self-monitoring	17
c. self-evaluation	20
Second: Learning and cognitive learning strategies	21
a. Language comprehension and the procedure of comprehending listening and reading materials	22
b. Listening and reading as receptive cognitive skills and strategies	24
c. The procedure of developing each cognitive skill and strategy	29
- Cognitive and metacognitive strategies and motivation.	37
- Strategy training and developing student's cognitive and meacognitive skills	39
- Studies conducted on learning strategies	41
Part two	
Self-instruction	46
Self-instruction and the metacognitive learning strategies	48

Self-instruction and the cognitive learning strategies	48
Previous studies in self-instruction	50
Conclusions	52
Chapter Three	
Method and procedure	54
1. Design of the study	54
2. Subjects	55
3. Instrumentation and materials	55
a. Pre-post tests in listening and reading	56
Validity of the test	61
Reliability of the test	62
b. Pre-post test in cognitive and metacognitive strategies	62
Validity of the test	65
Reliability of the test	65
c. The strategy inventory for language learning	66
The program	67
a. Program aim and objectives	69
b. Materials and activities of the program	73
c. Learning procedure	75
Procedure of the first part of the program	75
Stage 1	75
Introduction	75
Stage 2	75
Training and modeling the use of cognitive and metacognitive strategies	75
Phase 1	75
Strategy awareness activity	75
Phase 2	76
- Learners' guide to the cognitive learning strategies.	76
- Learners' guide to the metacognitive learning strategies.	76
Step 1	76
Direct instruction of the aim, rules, benefits and use of the procedure of cognitive and metacognitive strategies	76

Step 2	76
Modeling and practicing the use of the cognitive and metacognitive strategies	76
Step 3	76
Production	76
Step 4	76
Evaluation	76
Procedure of the second part of the program	77
Pre-reading and pre-listening stage	77
Aim	77
Procedure	77
The while reading and while listening stage	78
Aim	78
Procedure	78
The after reading and after listening stage	80
Aim	80
Procedure	80
Evaluation system	81

Chapter Four

Statistical analyses, results, and discussion of results	82
Introduction	82
Testing the hypotheses of the study	84
Testing the first hypothesis	84
Testing the second hypothesis of the study	89
Testing the third hypothesis of the study	92
Testing the fourth hypothesis of the study	95
Testing the fifth hypothesis of the study	99
Discussion of results	102

Chapter Five

Summary, Conclusions and Recommendations	106
Summary	106
Conclusions	112
Recommendations	114
Suggestions for further research	115
Bibliography	116

Appendices	
Appendix (A) The jury	125
Appendix (B) The program	126
Appendix (C)	
Questionnaire to determine the most important listening and reading skills	286
Appendix (D)	
Reading comprehension test	289
Appendix (E)	
Listening comprehension test	297
Appendix (F)	
Strategy inventory for language learning	302
Appendix (G)	
Test in cognitive strategies	306
Appendix (H)	
Test in metacognitive strategies	313