

EFFECTIVENESS OF METACOGNITIVE INTERVENTIONS IN TERTIARY EFL CONTEXTS: EVIDENCE FROM A SYSTEMATIC REVIEW AND META-ANALYSIS



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KEY TERMS

Metacognition

Thinking about thinking - how students can best use their knowledge of their strengths and weaknesses to improve their learning

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

What does the literature say about the effectiveness of metacognitive interventions in learning English as a foreign language?

WHAT EVIDENCE IS SUMMARISED?

29 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Encourage your students to think about and analyze their learning situation: What are their strengths and weaknesses? How can they use them to improve?
- Not all learners learn alike. Have your students think about what works for them.
- Be open to how your students want to learn.

WHAT DOES IT FIND?

- Most of the studies reported positive outcomes. The results of the meta-analysis “demonstrates a high potential of metacognitive interventions” (p.11).
- However, small sample sizes, heterogeneity, and publication bias limit these findings.
- An increase in metacognition can lead to better self regulation, problem solving, self-efficacy, and self-confidence.