



Enhancing Metacognitive Reading Strategies through Collaborative E-mailing

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Abstract

The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance (Anderson, 2002). To reach an optimal performance, it is crucial to create and support an active and intense exchange between members of the community (Notari, 2003). In collaborative learning, freedom and responsibility is afforded to learners (Bernard & Cayrol, 2001). The present study, conducted among both female and male EFL learners studying Academic General English course at Islamic Azad University (IAU) Varamin- Pishva Branch, attempted to discover the impact of collaborative e-mailing on the enhancement of metacognitive reading strategies of Iranian intermediate level EFL learners. After administering a modified version of the Comprehensive English Language Test (CELT), which had been standardized by the researcher as well as conducting a Metacognitive Awareness-of-Reading Strategies Inventory (MARS) Questionnaire, 50 homogeneous students were chosen as the subjects of the study (twenty-five students in each group). Right after taking a reading pre-test, the experimental and control groups received instruction on the area of reading skill, in ten sessions, each 2.15 hours. In the control group, the subjects were taught reading through traditional way, the experimental group were taught reading through collaborative e-mailing. After the treatment, both groups took part in reading post-test. After analyzing the data by using four t-tests, the obtained results showed that the performance of the subjects in the experimental group in the area of the reading skill was significantly better than that of the control group. More over, in order to determine whether collaborative e-mailing has had any effect on the metacognitive reading strategies improvement of the participants, their metacognitive awareness was measured. Findings from the analysis by four t-tests showed that the metacognitive reading strategies of the participants in the experimental group was significantly enhanced after the treatment. Therefore, it could be concluded that collaborative e-mailing has resulted in improving the metacognitive reading strategies of the EFL learners.