

Metacognitive Strategy Training and Vocabulary Learning of Chinese College Students

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Abstract

This paper attempts to tap the relationship between metacognitive strategy training and vocabulary learning of college students through a five week training program. It aims to answer the following question: Can metacognitive strategy training facilitate vocabulary learning of Chinese college students? Both questionnaire and tests were used in the study. One hundred and thirty-four students participated in the study; one class of 68 which received both cognitive vocabulary training and metacognitive training comprised the experimental group; the other class of 66 students served as the control group and received only cognitive strategy training without metacognitive component. The metacognitive strategy training for vocabulary learning of these students proved to be effective. The experimental group outperformed the control group in the post-training vocabulary test and the questionnaire displayed in what aspects the students improved on these metacognitive strategies.

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