

Karla Hrbáčková,
Vlastimil Švec,
Czech Republic

The Impact of Metacognitive Strategies on Reading Comprehension in an Early Literacy Workshop

Abstract

This preliminary study investigates metacognitive strategies displayed by young children and their impact on increasing reading comprehension during their involvement in a reading intervention programme from February to July 2004. The purpose of this study is (a) to explore the nature of existing metacognitive experience in the second, third and fourth grade classrooms and (b) to determine whether children who had participated in an early literacy workshop demonstrate reading comprehension achievement. To document and reflect metacognitive awareness of reading strategies students engaged in a literacy workshop. The teacher in this workshop provides instrumental support to student's awareness and regulation comprehension strategies before, during and after reading. This metacognitive intervention was observed and videotaped by the research assistant and compared with reading achievement.

Key words: *metacognitive strategies, reading comprehension, young children, literacy workshop.*