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Constructing a Metacognitive Knowledge Framework for Post-Secondary EFL Reading Teachers' Summarizing Strategies Instruction with Expository Text: A Case Study, Phase I

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ABSTRACT

This article reports on the first phase of a case study done by a Chinese post-secondary EFL reading teacher on her exploratory inquiry into the metacognitive teaching knowledge needed by EFL Reading teachers to teach summarizing strategies with expository text to EFL undergraduates. Guided by a formalized model of instructional materials development, Phase I was an exploring process, starting from constructing a general metacognitive knowledge framework and proceeding to elaborate the detailed framework of the actual metacognitive knowledge needed by EFL reading teachers as to summarizing strategies instruction with expository text. The results of phase I were summarized in a monograph directed at teaching post-secondary EFL Reading teachers the framework and actual metacognitive knowledge they needed to know. This monograph was positively reviewed by a cross-sectional panel of 12 experts. This article concludes with a critical reflection on the methodology and value of this metacognitive knowledge exploration.

KEYWORDS

Metacognition; Metacognitive Knowledge; Theory Creation; Instructional Materials Development; English as a Foreign Language; Teacher Training

Cite this paper

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