

# **REACTION: RECOGNITION TO RECALL: SELF-QUESTIONING TO ENHANCE STUDENTS' METACOGNITION OF ORGANIZATION AND DEMANDS OF TEXT**

Ramona Teal  
West Georgia College

The paper presents literature and research which does seem to present strategies to enhance students' metacognition. The author proposes a self-questioning technique for students to utilize during the survey segment of study-reading in preparing for a test on a content area chapter. The process begins at the recognition level and progresses through to recall into application as students determine which study aids were available in the chapter and which were not. Students were asked to select appropriate study strategies based on the absence or presence of instructional aids.

Tomlinson presents a convincing means of getting marginally prepared college students to develop productive study skills. The holistic approach to helping students learn how to study has proven successful in the past and this study confirms the appropriateness of the total approach. In addition, this approach delineates a method which provides students with structured survey skills as they utilize the SQ3R Strategy.