Comparing native and non-native speaking children's metacognitive monitoring accuracy: A longitudinal study

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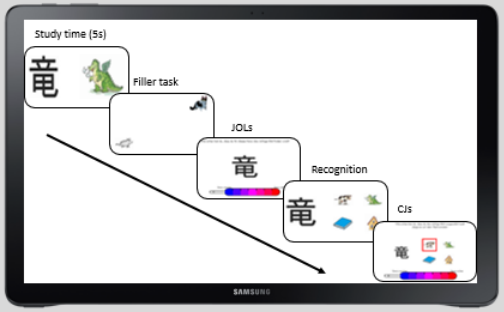
Metacognitive monitoring is the ability to **monitor and judge one's ongoing cognitive processes** (Schneider & Löffler, 2016). Monitoring is positively related to self-regulated learning and test performance, and hence highly relevant for academic achievement (Roebers, Krebs, & Roderer, 2014). Monitoring skills are **usually represented and assessed verbally**, and thus may be related to language competences . A population that **typically underperforms** in language related tasks are **non–native speaking children** (OECD, 2012). These children speak a different language at home than the language of instruction. Thus, our **aim** in the present research was to explore if monitoring accuracy differs between **native** and **non–native** speaking children and if this could be a potential explanation for performance differences in the long term.

Method



Subjects

44 native ($M_{age} = 10.14y\ (0.33)$; ♀ = 48 %) and 44 non-native children ($M_{age} = 10.15y\ (0.33)$; ♀ = 48 %) were matched according age and gender

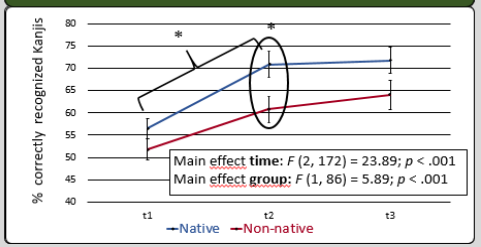
Design & DV

3 (T1 vs. T2 vs. T3) **x 2** (native vs. non- native) **mixed**

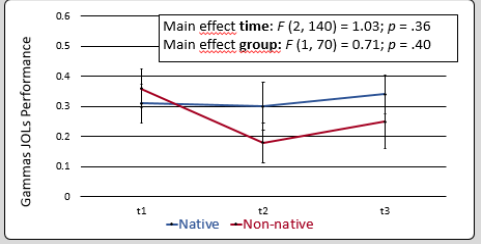
Performance = *M* % of correctly recognized Kanjis
Monitoring = $\gamma_{JOL;performance}$ & $\gamma_{CJ;\,Performance}$

Results

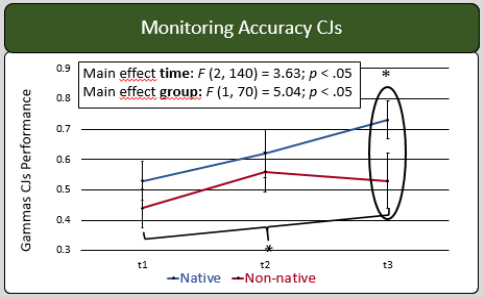
Mean performance Kanjis



Monitoring Accuracy JOLs



Monitoring Accuracy CJs



Conclusion

Implications

Not only **performance**, but also **monitoring accuracy (CJs)** may be higher for children who follow education in their native language.

Performance differences between native and non-native elementary school children may be related to differences in metacognitive accuracy.

Future Research

Future research could further address differences and commonalities in metacognition among native and non – native students. In particular, how this depends on the **type of judgment** (JOLs or CJs) and **the type of educational task**.

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