

The Effect of Comprehension Monitoring-Strategy Training on EFL Low Achievers' Reading Efficiency, Recall and Perceived Self-Efficacy

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Abstract

The important role of comprehension monitoring has received much attention lately as recent reading research affirms that being equipped with a variety of reading strategies does not necessarily lead to reading efficiency. Readers still need a higher-level ability to use their reading strategies. Through comprehension monitoring, a reader can decide whether a particular type of strategy is appropriately utilized so that he/she can take strategic actions if any comprehension breakdowns occur. Therefore, this study aimed at finding out the effect of comprehension monitoring strategy training on their reading efficiency, recall and self-efficacy. The participants of the study were 48 EFL low achieving English majors enrolled in the fourth level at Riyadh Teachers' College, K.S.A. in the second term of the academic year (2006-2007). They were randomly assigned to either the treatment or control group; each consisted of 24 students. Both groups received the same reading practice. The treatment group was also trained in comprehension monitoring strategies whereas the control group was not given such training. The experiment lasted for 12 weeks. The participants' reading comprehension, recall and perceived reading self-efficacy were pre- and post-tested using two forms of a Reading Comprehension Test, a Cued Recall Protocol and a Foreign Language Reading Self-Efficacy Scale successively. All these tools were designed and administered by the researcher. Their silent reading rate was pre- and post-tested by timing their reading of the texts in the two forms of the Reading Comprehension Test. Findings showed that the participants of the treatment group outperformed those of the control group in reading comprehension

and recall indicating a significant effect of comprehension monitoring in this regard. The treatment group participants also outperformed those of the control group in reading rate. This provides evidence that comprehension monitoring - aversively to what has been previously believed - does not take place at the expense of reading rate. The treatment group participants also outperformed those of the control group in their foreign language reading self-efficacy; something which can be considered as an outcome of their overall improved reading performance. The study presented some recommendations and topics for further research.