

**The Effect of Self-Monitoring and Self-Evaluating
Strategies on Reading Comprehension**

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The Effect of Self-Monitoring and Self-Evaluating Strategies on Reading Comprehension

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Abstract

The present study investigated the effect of explicit teaching of two metacognitive strategies, i.e., self-monitoring and self-evaluating on reading comprehension of pre-university students. Participants were 100 female pre-university students with the age range of 17-20.

A Nelson test was administered to ensure the homogeneity of the students. They were assigned to three different groups: one was considered as control group, and the other two were experimental ones.

The first group (the control group) received neither instruction nor practice on the two metacognitive strategies. They followed the usual instructional procedure. The first experimental group received instruction on self-monitoring strategy, and the second experimental group received instruction on self-evaluating strategy. Then these two experimental groups practiced these strategies in their classrooms for a month.

A reading comprehension test, i.e. pre-test, was administered to all three groups to check the reading comprehension ability of the participants. After one month instruction and practice, another reading comprehension test was administered to three groups to check the usefulness of metacognitive strategies.

Three one-way ANOVAs were applied. One for general proficiency test in order to determine the homogeneity of the three groups, one for the pre-test to show the equal ability of the three groups in reading comprehension, and one for the post-test to find any significant differences among the mean scores of the two experimental groups and the control group.

Results show that although both metacognitive strategies had some positive effects on reading comprehension ability of the learners, their effects were not significant.

In order to locate the differences between the two experimental groups, a Post-hoc Scheffe test was utilized. It showed that the effect of self-monitoring strategy on reading comprehension ability

of preuniversity students was more considerable than the effect of selfevaluating strategy. This might be due to the fact that the first experimental group (self-monitoring) tried to eliminate its difficulties each session, but the students of the second experimental group (selfevaluating) compared their performance with their previous ones each session.

Following the findings of this study, the researcher would like to suggest that foreign language educators should not waste time on teaching these strategies explicitly. Also there is no need for syllabus designers to allocate specific time to strategies and strategy training.

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