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قد قبل للنشر في مجلة العلوم التربوية والنفسية وسيُنشر في الأعداد القادمة
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The Effect of Self-Regulation Programme on Iraqi EFL University Learners' Reading Comprehension

**A REPRINTED RESEARCH PAPER
BASED ON M.A. Thesis**

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Abstract

Reading is considered as a fundamental skill for academic learning of EFL and because of the low level of Iraqi EFL students' performance of reading comprehension at the college level, Therefore, there is a need to provide students with a range of strategies of self-regulation to enable them to know what to use when they read any text. the present study is an attempt at designing a self-regulation programme in reading comprehension. The study aims at investigating the impact of using self-regulation programme on college students' reading comprehension performance. The sample of the study consists of sixty 2nd year students in Al-Qadissiyah university were randomly assigned to experimental and control groups. The experimental group was taught in self-regulatory programme in reading comprehension for ten sessions,8 weeks, while the control group is trained according to the traditional prescribed textbook method in reading comprehension. It is hypothesized that there is no statistically significant difference between the mean scores of the experimental group and those of the control group in reading comprehension performance in the post-test. Based on the findings of the study, the researcher concludes that the proposed programme plays a significant contribution in developing students' reading comprehension performance.

1. An Introductory Note

The present study is distributed into two sections. The first section presents the theoretical background about the current study. It sheds light on self-

regulated learning (henceforth SRL), reading comprehension and self-regulation in reading comprehension. The second one shows methodology and procedures followed.

1.1 Self-Regulated Learning

1.1.1 Definition of Self-Regulated Learning

Self-regulation learning (henceforth SRL) has emerged as a significant new construct in education (Boekaerts, 1999: 445) specifically in the context of higher education where learners are anticipated to be independent learners skilled of taking full duty of their learning. Self-regulation (henceforth SR) is a significant skill for learners to familiarize themselves to the challenging environment of university learning (Lichtinger and Kaplan, 2011:9-8).

SR can be defined as the ability to develop skills, knowledge and attitudes which can be transmitted from one learning context to another (Boekaerts, 1999: 446). It includes self-generated feelings, thoughts and activities that are deliberate and cyclically modified to the achievement of personal goals (Zimmerman, 2000: 14).

SRL refers to managing and planning time; organizing, coding and rehearsing information strategically; concentrating on instruction; creating a fruitful work environment; and using social means effectively (Schunk and Zimmerman, 1997:195).

Zimmerman (1990:4) defines SRL as the degree to which learners are metacognitively, motivationally, and behaviorally active in their learning process and in attaining their goals.

1.2 Definition of Reading Comprehension

Reading is an extremely important skill and undoubtedly the most significant skill for second or foreign language learners (Grabe, 1991:375).

Snow (2010:413) points out that it is the operation of simultaneously extracting and constructing meaning during involvement and interaction with

written language. It contains of three elements: the text, the reader, and the activity for reading.

Reading comprehension is a flexible and ongoing cognitive and constructive process (Woolley ,2011:14). To comprehend, readers must utilize information they already had to organize, interrupt, filter and reflect upon the inward information from the page. Active interpretation of any text include a combination of word recognition skills, linking of update information to prior knowledge and relating suitable strategies such as making connections, questioning, specifying the major idea, inferring and predicting (Westwood ,2008:31). Therefore, reading comprehension is the process of making meaning from text. The goal is to achieve an overall understanding of what is described in the text rather than to gain meaning from isolated words or sentences. (Woolly,2011:15).

1.3 Self-Regulation in Reading Comprehension

Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of information and concepts presented in a text (Westwood ,2008:31) This reliance suggests that an active reader constructs meaning through the combination of existing and new knowledge, and the flexible use of strategies to regulate, foster, monitor, and maintain comprehension (Alexander and Jetton, 2000:289).

Reading is most in essential of self- regulation because it challenges students to organize multiple sorts of information (e.g., what learning entails in a given topic area; about a topic; reading tasks; and to plan and accomplish use of various strategies) (Vacca et al., 2006:17).

According to Davis and Gray (2007 :31-32) readers should use self-regulated strategies to entirely use their abilities to comprehend texts. In other words, SRL leads to involve reading comprehension when self-regulated

readers adjust and monitor their performance in order to encounter their individual learning requirements.

Literature also shows that students' use of motivational beliefs and cognitive learning strategies for self-regulation increases their success (Camahalan, 2006 as cited in Donnelly, 2011: 16). On the other hand, if they do not use these beliefs and strategies effectively, they may fail (Pekrun et al., 2002:99). Thus, if readers know how and when to apply the metacognitive strategies, they can easily build meanings from the text. That is, the learners should ask themselves why, how, where, when, and with whom they will learn these skills. The answers for these questions depend on their motivational beliefs (Eccles and Wigfield, 2002:124-125).

Students must, therefore, organize their motivational beliefs and cognitive self-regulated learning strategies to increase their success in English language learning in general, and reading development in particular. Self-regulated learners reach learning tasks in a confident and manner mindful, set goals proactively, and improve plans to understand their own learning and approach their learning goals (Zimmerman and Cleary, 2009:253-254).

1.3.1 Philip's model (2005): A Self-Regulated Approach to Strategic Learners(SRSL).

Philip (2005) proposed model which called Self-Regulated Approach to Strategic Learners(SRSL). The SRSL processing framework assist to facilitate the learner's active practice of strategies. It includes four actual strategies which are adopted by the researcher, they are: Planning, Comprehension Monitoring, Problem- Solving, and Evaluation (Philip,2005:13).

Planning refers to the process of the selection of suitable strategies and the distribution of resources that affect performance (Schraw,1998:115) It involves identifying learning goals, essential task, aspects, potentially valuable learning techniques and related personal characteristics, and. It also

involves asking question like what, who, how, when, where and why (Philip,2005:13).

Comprehension Monitoring, refers to one's on-line awareness of task performance and comprehension (Schraw,1998:115). This phase involves assessing goal progress to determine how well tactics are working. The learners need to monitor their understanding of reading text. This may contain those strategies like double-checking ones understanding and joining selectively to familiar terms to simplify one's comprehension (ibid.:13-14).

Problem solving indicates figuring out solution for given tasks. This implicates strategies like making inference from contextual clues and making logical or intelligent guess and note taking. Finally, Evaluation refers to assessing the products and efficiency of one's learning (Schraw,1998:115). It refers to learners reflect on how well it went. This process permits them to see if they device their plans successfully and to check how well strategies attained helped (Philip,2005:13-14).

The rationale for using SRSL is to enable an effective and appropriate combination of strategies uses. This is important because according to Chamot (1995:383), strategies are often more influential when they are used in suitable combinations. It follows that the learner should be able to activate his/her prior knowledge that is connected to the text content in question. By engaging strategies in appropriate combinations, the learner is able to strategies his/her reading move for a more active understanding of the text (Philip, and Hua,2006:7).

It is worth observing at this point that the SRSL framework is recursive in nature as it accommodates the tangible steps in mental processing. Moreover, the SRSL is structured in such a way that it allows learners to involve each macro-strategy systematically. The order of use of each strategy, however, is not exactingly successive. The SRSL model takes into consideration the fact

that learners may have learnt the different features of a certain strategy, but uses of those features in actual context may involve some small or massive modifications.

That is to say, the SRS� approach plays as a strategic processing framework for actual applications and use of strategies in academic reading. It is important for learners to involve SRS� in academic reading task to the point of automaticity as it allows learners to recognize not only what strategies to use, but also when, where, and how to use them (Philip and Hua, 2006:15).

Finally, the most important is that, strategic readers are characterized by the selection of appropriate strategies that fit the particular text, purpose, and occasion (ibid:16).

1.3.2 Self-regulation Strategies in Reading Comprehension

Zimmerman (1990:5) defines SRL strategies as actions and processes directed at acquirement of information or skills that contain purpose, agency, and instrumentally perceptions by learners.

According to Philip' model (2005) and (Harvey and Chickie-Wolfe ,2007:170-180; Westwood,2008:36-45), the main strategies of reading Comprehension in Self -regulation are described below:

1.Previewing

Previewing is a pre-reading strategy which involve surveying the text before reading. In this strategy, learners by making use of contextual clues (titles, pictures, headings), they activate prior knowledge before reading (Swaffar et al.,1991:2).

The main aim of previewing strategy is to help readers make guess or predict about what is in the text, and thus stimulate effective top-down processing for reading comprehension (Dehn,2008:294).

2.Skimming

Skimming is the technique used to look up a specific word in the text. Skimming refers to the search for particular words or ideas by moving our eyes quickly down the page and do not read word by word. (Harvey and Chickie-Wolfe,2007:175). It helps get a general understanding as students learn how to obtain a good idea of what a passage is about, size up material, and judge its relevance to a topic (Vacca et al.:413).

3.Scanning

Scanning is a pre-reading strategy. It enables students to obtain a general impression of the material's value and whether it will be sufficient and helpful. Reading the first and last sentence of each paragraph is a scanning strategy that provides readers quick answers to questions they may ask about the relevance of a particular material, because often the main ideas are embedded in the first or last sentences of the paragraphs (Harvey and Chickie-Wolfe,2007:175).

4.Predicting

Predicting means using knowledge of the text type and purpose to create predictions about discourse structure, using knowledge about the writer to make guesses about writing style, vocabulary and content, using knowledge of the subject matter to make expectations about vocabulary and content and check understanding (Klingner et al. 2007:134).

Woolley (2011:183) contends that predicting is the basic of comprehending. Predicting directs the readers' attention to the important points within the text and enables them to prepare and infer to what they are going to read.

5.Questioning

Comprehension is enhanced when learners ask themselves questions about the material as they read it, especially if they question material at a deeper level. (Harvey and Chickie-Wolfe,2007:177).

The answers of questions help student actively shape the text's meaning. Questions help readers also to focus on the most important parts of text, and they help them to fill in the key information. Authors tend to write with several questions in mind that they intend to answer with their text. When students ask similar questions during reading, they will lead them to where the author wants them to go. The question answer blend (in concert with predictions and inferences) becomes a set of 'bearings' that readers take in order to find their position in a text (Zwiers,2010:122).

6.Visualizing

Zimmerman (1998:77) proposed that use of imagery may help in building effort and also serve as a valuable guide for new learning. In other words, visualization permits readers to form mental images of what they are reading about. Via visualizing, good readers can better recall the main ideas or events in a passage.

Imagery involves creating mental pictures to help learning and retention, such as making an image of a person's face to aid remember his name. These images can be dynamic as well as static (Zimmerman and Cleary, 2009:251). As a result, learning to visualize while reading significantly improved comprehension and retention of the information (Dehn,2008:294).

7.Comprehension Monitoring (Self-Monitoring)

Comprehension monitoring helps learners determine whether they are properly applying procedural and declarative knowledge to material to be learned, evaluate whether they comprehend the material, decide whether their strategy is effective or whether a better strategy is needed, and recognize why strategy use will improve learning (Schunk ,2012:423). Monitoring comprehension requires putting awareness into action. It is the difference between knowing and doing. The practices of checking in with reader himself/her to assess if his/her objectives are being met, deciding if a change in approach has to be made, selecting an adjustment that would be

appropriate, and evaluating the outcome of his/her efforts (Koenig, 2010 :108).

8.Making Inferences

Inference can be defined as the process of combining the current text information with one's individual experience so as to form meaning that is not directly found in the text. In other words, inference means making links and creating educated guesses that go beyond the writers exact words. Inference can be seen as taking little 'thinking steps' of the safe side of the literal and seeing if they lead to where the author intends. If the inference is correct, this means we have something new, and will have that learning better fixed in our brain (Zwiers, 2010:99). That is to say, through inferencing, readers pass from the semantically surface text-based level to the semantically deep level (Perfetti, 1999:188-189).

9.Use of Fixing-Up Strategies

Fix-up strategies means the strategies that learners adopt when they feel that their understanding is not going on well. Using the fix-up strategy is one of the significant tools students can develop to improve reading comprehension (Koenig, 2010:.107-106).

The fix-up strategy such as rereading is often accomplished in conjunction with self-questioning; when students cannot answer questions about the text these cues prompt them to reread. Checking for consistencies involves determining whether the text is internally consistent, that is, whether parts of the text contradict others and whether conclusions that are drawn follow from what has been discussed (Schunk ,2012:423).

10.Taking notes

Taking notes involve learners to make meaningful paraphrases of the most important key ideas stated in text. It is similar to summarizing except that the

former is not restricted to immediately obtainable information. While taking notes, students might incorporate new textual material with other information in individually meaningful ways (Schunk,2012: 422).

The aim of taking notes are to integrate and apply information. Students generally require training in how to take good notes for this method to be effective. Taking Notes work best when the notes include content highly relevant to the learning goals (ibid.).

11.Summarizing

Woolly (2011:183) defines summarizing as a complex activity which implicates following the essence of the story, sorting main ideas from the details, integrating main ideas from different paragraphs throughout the text.

In summarizing students put into their own words the main ideas expressed in the text. Limiting the length of students' summaries forces them to classify main ideas (Schunk,2012:419). Summary writing helps as a foundation for more creative, complex processes (e.g., critical essay, report, research paper writing) that people are often required to perform in academic (McNamara,2007:489-490).

2. Methodology and Procedures

This section is devoted to illuminate the steps followed by the researcher in implementing the experimental part of the present study and attaining its aims. More specifically, it involves selecting the experimental design; selecting the population and sample; the construction of the “a self-regulation programme in reading comprehension” (henceforth SR programme), designing the pre-posttest and the experimental procedure.

2.1 The Experimental Design

Experimental design refers to a procedure in quantitative research in which the researcher determines whether a materials or activity make a difference in outcomes for participants. The investigator assesses this impact by giving one

group one set of activities and prevent the set from another group (Creswell, 2005:21).

Due to the natures and aims of the present study, the experimental design has been used by selecting two groups randomly and assigning them to an experimental (henceforth EG) and control group (henceforth CG). The independent variable is administered only to the experimental group. That is to say, the EG is taught by using suggested SR programme, while the CG is taught according to the traditional prescribed syllabus of teaching reading comprehension. Both groups submit to a pre-test for the sake of equalization and then to a post-test to measure the influence of the dependent variable. The scores of the both groups on the post-test of the reading comprehension are then compared and if the EGs' scores are found to be significantly different from those of the CG, the difference is attributed to the independent variable (using SR programme).

2.2 Population and Sample of the Study

The population of the study is limited to second year students at the Departments of English Language, Colleges of Education at all Iraqi universities during the academic year 2017-2018. Second year students at the Department of English Language /College of Education / Al-Qadissiya university represent the sample of the study. The researcher has selected randomly section (A) which includes 30 students to be the CG, and section (B), which includes 30 students to be the EG. This means that section B would receive the treatment SR programme while section (A) would receive the traditional prescribed syllabus of teaching reading comprehension. Both groups are matched on the level of parents' education, age, and pre-performance in reading comprehension.

2.3 Instruments of the Study

The main instrument of the present study includes a SR programme in reading comprehension and a reading comprehension test that measure

students' reading comprehension performance have been constructed in order to achieve the aims of the study:

2.3.1 Construction of the Self -Regulation Programme in Reading Comprehension

2.3.1.1 Programme Design

A SR programme in reading comprehension is designed by the researcher to help students master some strategies which are enable them to extract beneficial information and to understand or get meaning from any kind of written material. In designing the proposed SR programme, the researcher has adopted Philip's model: Self-Regulated Approach to Strategic Learners(SRSL) (2005).

In Philip s model (2005), four actual stages of instruction are used to develop SR in reading comprehension: (PL) Planning, (CM)Comprehension Monitoring (PS), Problem- Solving, (EVA) Evaluation (Philip,2005:13-14).

The proposed SR programme consists of two parts. The first part contains two distinct units (Direct Explanation and Modeling). The second part consists of eight units for independent practice. The following are the main parts in each unit which are designed according to the model adopted by consulting different sources of reading comprehension books, textbooks, journals, internet and specialists in ELT and Linguistics:

1.Planning: in this stage of the unit students involves identifying learning goals, potentially valuable learning techniques and related personal characteristics. It also involves asking question like what, who, how, when, where and why. Student read sample reading comprehension, making an overviews of and the learner may engage skimming and scanning strategies to assistance predict the content of the reading task.

2. Comprehension Monitoring: This involves assessing goal progress to determine how well tactics are working. The learners need to monitor their understanding of reading text. This may contain those strategies like double-checking ones understanding and joining selectively to familiar terms to simplify one's comprehension.

3. Problem solving: Problem solving, which includes figuring out solution for given tasks. This implicates strategies like making inference from contextual clues and making logical or intelligent guess.

4. Evaluation permits students to see if they device their plans successfully and to check how well strategies attained helped. Evaluation refers to learners reflect on how well it went. Strategic learners assess whether they met their goals for the task and if they did not they will reason it out while finding alternative ways to implement strategies. It follows that learners will continue using a specific strategy if the evaluation of such strategy usefulness is positive but modify it if its effectiveness displays insufficient impact towards the achievement of learning goals (Philip,2005:13-14). This SR programme requires two hours of class work per unit, with homework assignment within each unit.

2.3.1.2 Validity of Self-Regulation Programme

The suggested SR programme has been exposed to a jury of experts to determine its validity. They are university instructors specialized in ELT and Linguistics. The jury members agreed on the validity of the SR programme (see table 1)

Table (1)

The Academic Ranks, Names, and Locations of the Jury Members

No.	Academic Rank	Name	College/ University
1	Prof., Ph.D. in ELT	Duha A. Al-Qaraghooly	College of Education for Woman, University of Baghdad

2	Prof., Ph.D. in ELT	Fatin Al-Rifa'i,	College of Education (Ibn Rushd), University of Baghdad
3	Prof., Ph.D. in ELT	Shaima' A. Al-Bakri	College of Education(Ibn Rushd), University of Baghdad.
4	Prof, Ph.D. in ELT	Shatha Al-Saadi, ,	College of Education for Woman, University of Baghdad

2.3.2 The Pre- Post Test

The term test can be viewed as a process of presenting a standard set of questions to be answered (Mehrens and Lehmann,1991:14).

A reading comprehension pre-posttest has been conducted to both groups of students, i.e. the CG and the EG. The purpose of the pretest is to equalize the study subjects in their previous level in reading comprehension and the main purpose of posttest is to evaluate the effectiveness of the experimental procedures.

The pre-posttest involves one passage. The passage, which has been chosen according to the jury's members opinion, is adopted from (Peterson's Master TOFEL Reading Skills,2007:126-127).

Accordingly, the test contains the following activities:

1. Multiple choice items (7 items); one score for each item. They are various to involve recognition, inferring meaning and finding synonyms.
2. Synonyms items (4 items); two scores for each item.
3. Answer the following questions (5 items); 3 scores for each item. The scoring of this question is as follows:
 - a. Three scores for a full answer.
 - b. Two scores for an incomplete answer.
 - c. One score for a few related words.
 - d. Zero score for an unrelated answer or no answer.
4. Writing a summary (10 marks); the scoring of this question is as follows:

- a. Ten to nine scores for a full answer without spelling and grammatical mistakes.
- b. Eight to seven scores for a full answer with simple spelling and grammatical mistakes.
- c. Six to five scores for an inadequate answer with grammatical and spelling mistakes.
- d. Four to three scores for an incomplete answer but the idea is right.
- e. One to two scores for writing a few relevant words.
- f. Zero score for an unrelated answer or no answer.

The students are directed to read the chosen passage carefully and to answer the questions involved to it. They have to select the correct letter listed in each item, whether a, b, c or d. Then, they give the synonyms of the vocabulary in English, also student should answer all the questions in the third question. Finally, student have to give a summary about the main ideas in the passage. The total number of items is 17, and the total score is 40.

2.3.2.3 Face Validity of Pre-Post Test

Validity refers to the accuracy of clarifications made from test performance, with performance typically taking the form of scores (Goldstein and Beers,2004:27).

To ensure face and content validity of the tests, it was checked by a jury of experts in the fields of ELT and Linguistics who are asked to give their modifications, agreement, or any additional points concerning the test and the scoring scheme. It is necessary to note that both the test and the scoring scheme are judged as being valid for measuring the reading comprehension performance of the students by all jury members by using the percentage of agreement, which means 100% agreement.

2.3.2.4 Pilot Administration of the Test

The pre-posttest has been piloted on a group of 46 students at 2nd grade student section (c) Department of English Language, University of Al-Qadissiyah to represent the pilot sample of the study.

The purposes of piloting the test was to ensure the clarity of the test instruction and estimate the time required by the students to work out the test items. The time required by the students to answer the test questions fluctuates between 50 to 60 minutes. Therefore, the average time required for answering the test is 55 minutes. This shows that the time of one lecture is enough for answering each test. The results of the pilot administrations have revealed that the directions of the tests are clear and there is no ambiguity in the test items.

2.3.2.5. Item Analysis

Item analysis refers to a process of interpreting and calculating statistics for specific items on a test (Clauser and Hambleton ,2012:296).

In the second piloting the Test, the test has been piloted on a group of selected randomly from Al-Kufa and Babylon universities on 3rd and 5th October 2017. The test has been given to 100 EFL students at the Colleges of Education at Universities of Al-Kufa (60) and Babylon (40). The purpose is to determine the difficulty level and discrimination power of test items and calculate the reliability of the tests.

The following steps were adopted in analyzing the items of the tests:

1. scoring the test papers,
2. organizing the papers from the highest to the lowest score,
3. choosing 27% of the papers with the highest scores and 27% of the papers with the lowest scores,
4. organizing the number of the testers in the upper and lower groups who answered each item correctly,
5. estimating the difficulty level of each item, and
6. estimating the discriminatory power of each item.

The difficulty of an item, according to Heaton (1975:178), shows how easy or difficult the specific item proved in the test, and is calculated by distributing the number of students who got the item correct in the upper and lower group by the total number of students who tried to answer the item. It means The level of difficulty denotes the average performance of learners on an item. item difficulty signifies the quantity of students who answer the item correctly. That is to say, if the item obtained a low percentage, it will be difficult; conversely, if the item gained a high percentage, it will be easy. Therefore, if test items are too difficult or too easy, they will lack the necessary power of discrimination (Clauser and Hambleton,2012:297-298). The item whose difficulty level ranges from 20% to 80% seems to be acceptable (Bloom, 1971:66 as cited in Hussein, 2011:96). Item discrimination indicates the extent to which the item discriminates between the examinees, by separating the abler examinees from the less able (Heaton, 1975: 179). It means to the degree to which an item correctly differentiates among the examinees on the behavior domain of interest(Whiston,2009:84).

2.3.2.5.1 Objective Items

The number of the test objective items are :7 multiple choice items, and 4 synonyms items (scoring either 2 marks or zero). Since the rate of the difficulty level of all objective items ranges between 0.35 and 0.63, they are considered acceptable (see Table 2.2). The same table shows that all the objective items have also acceptable discriminatory power since its values range between 0.37 and 0.59. Table 3.8 below shows the difficulty and discrimination power of these objective items.

Table 2.2: Item Analysis of the Pre-Posttest Objective Items

Item no.	Upper	Lower	Difficulty Level	Discrimination Power
1.	16	6	0.41	0.37

2.	17	5	0.41	0.44
3.	19	9	0.52	0.37
4.	21	8	0.54	0.48
5.	24	8	0.59	0.59
6.	20	5	0.46	0.56
7.	18	4	0.41	0.52
8.	15	4	0.35	0.41
9.	14	5	0.35	0.41
10.	22	12	0.63	0.37
11.	23	10	0.61	0.48

Ebel (1972:35) as cited in Hussein, 2011:96) indicate that the acceptable discrimination of an item should be more than 0.19. It is found that all the items have satisfactory discrimination level because it ranges between 0.37 and 0.59.

The effectiveness of distractors is also examined in the present study, because it considered as an important indicator of item analysis. The effectiveness of a multiple-choice item strongly depends on its distractors. If two distractors in a four-choice item are implausible, the question becomes ineffective. The best distractor is one that involves the common mistakes that students will make (Mehrens and Lehmann,1991: 136-137). By using this procedure, the results refer that the values are negative and all the distractors are effective because they are primarily being selected by the students who did not master the material. Table 2.3 indicates that all the distractors are effective and functioning in the right way.

Table 2.3

Effectiveness of Distractors Coefficients for the Pre- posttest

Item no.			
1.	a/ -0.37	c/ -0.037	d/ -0.074

2.	b/ -0.074	c/ -0.111	d/ -0.074
3.	a/ -0.074	b/ -0.037	c/ -0.037
4.	b/ -0.111	c/ -0.074	d/ -0.111
5.	a/ -0.148	b/ -0.158	d/ -0.037
6.	a/ -0.111	b/ -0.037	d/ -0.074
7.	b/ -0.037	c/ -0.111	d/ -0.037

2.3.2.5.3 Subjective Items

The number of subjective items are (5) “Answering Questions”, and a “summarizing” question. As for the subjective items of “Answering Questions”, the difficulty level ranges between 0.43 and 0.52, whereas the discriminatory power ranges between 0.44 and 0.78 as shown in (see Table 2.4). Both of them are considered acceptable.

Table 2.4: Item Analysis of the Pre- Posttest Subjective Items “Answering Questions”

Item no.	Upper				Lower				Difficulty Level	Discrimination Power
	0	1	2	3	0	1	2	3		
1.	1	2	10	14	15	10	1	1	0.49	0.60
2.	2	2	8	15	12	11	2	2	0.52	0.52
3.	4	3	9	11	16	6	3	2	0.44	0.44
4.	0	3	9	15	25	1	1	0	0.43	0.78
5.	3	4	8	12	18	5	2	2	0.44	0.51

Concerning the item analysis of the test subjective items, the “Summarizing” question has acceptable difficulty level and discriminatory power which are found to be 0.51 and 0.33 respectively as evident in (See Table 2.5).

Table 2.5

Item Analysis of the Pre-Posttest Subjective Item (the Summarizing Question)

Upper											Lower												
0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	Def.	Dis.
1	1	2	1	2	2	2	4	6	2	5	10	8	6	4	1	2	1	2	1	1	1	0.51	0.33

2.3.2.6 Test Reliability

A good research is to have measures that are reliable. Reliability refers to the consistency of the outcomes from an instrument (Blankenship ,2010:122). It means that scores from an instrument are consistent and stable. Learner answers certain questions one way; the learner should consistently answer closely related questions in the similar way. Also, scores need to be stable. When the Scores are nearly the same when researchers administer the instrument several times at different times (Creswell, 2005:159). In other words, reliability means results are replicable.

By applying Kuder- Richardson formula 20 the reliability is found to be 0.84 which indicates the objective items in the test are reliable and acceptable (Mehrens and Lehmann,1991: 256). Concerning the subjective test items, first, Alpha Cronbach Formula is used to obtain the internal consistency and reliability among the (6) components of the test. The reliability coefficient is found to be 0.75 which is considered acceptable.

Secondly, Inter-scorer reliability method, the researcher randomly selects 20 papers from pilot students ‘papers responses in order to examine the reliability of the subjective questions and she scores them. The same papers have been scored by another scorer* after two weeks by using Cooper formula, it has been shown that there is an agreement between the two scoring (i.e. the first and the second scoring for the same papers). The result has

indicated that the Correlation Coefficient of reliability is (0,95) which indicate high degree of reliability.

2.4 Data Analysis

The researcher uses t-test formula for two independent samples to manipulate the data of the posttest in order to achieve the aim and to verify the hypothesis (see table 2.6).

* The following is the name of the scorer: Asst.Lec., Assmaa Abdul Ameer Obais/College of Education/University of Al-Qadissiyah.

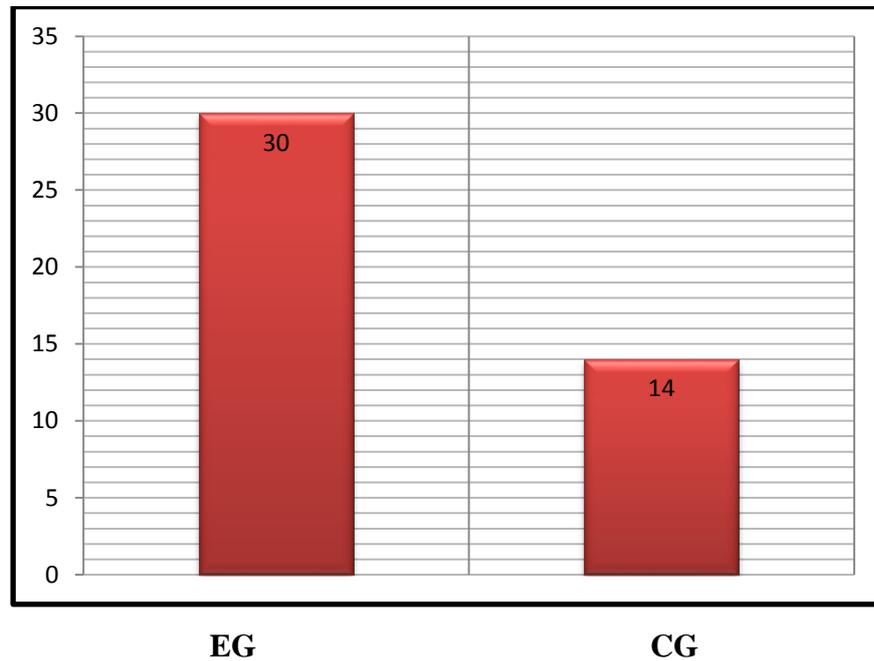
Table (2.6)
The Statistics of the Overall Performance of the Study Subjects on the Reading Comprehension Pre-Posttest

Variable	Group	No.	M	SD	t-value		Level of significant
					Calculated	Tabulated	
Reading Comprehension	EG	30	30.000	2.983	14.301	2	0.05
	CG	30	13.53	5.557			

The mean score of the EG is 30.000 with an SD of 2.983 and that of the CG is 13.53 with an SD of 5.557. Hence, there is a statistically significance difference in the overall performance of both groups on the posttest in favour of the EG because the calculated t-value (14.301) is higher than the tabulated value (2.00) at 0.05 level of significance and 58 degrees of freedom (see Graphic 1).

Graphic (1)

**Mean of the Experimental and the Control Groups' Reading comprehension
Performance in the Post-Test**



The result shows that there is a statistical significant difference between the two groups in the reading comprehension performance of the post- test in favour for the EG. Thus the hypothesis which indicates that " there is no statistically significant difference between the mean score of the experimental group which is taught by using self-regulated strategies and those of the control group which is taught reading comprehension by using the prescribed textbook in the reading comprehension performance of the post -test " is rejected.

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أثر برنامج تنظيم الذات في الاستيعاب القرائي لدى طلبة الجامعة العراقيين دارسي اللغة الإنكليزية

بحث ماجستير مستقل تقدمت به

سعاد عبدالامير متعب

بإشراف أ.م.د. سعيديه وداعه حسن

الملخص

يعتبر الاستيعاب القرائي من اهم المهارات في التعليم الاكاديمي، وبسبب انخفاض مستوى اداء الطلبة فيه، فهناك حاجة الى تزويد الطلبة بمجموعة من ستراتيجيات تنظيم الذات ضمن برنامج صمم لغرض مساعدتهم في تحسين اداءهم . تهدف الدراسة الحالية إلى تصميم برنامج لتنظيم الذات في الاستيعاب القرائي لغرض تدريس مهارات الاستيعاب القرائي ومن ثم ايجاد أثره في ارتفاع مستوى أداءهم في الاستيعاب القرائي. ولتحقيق هدف الدراسة تم اختيار ستين طالبا من طلبة المرحلة الثانية في جامعة القادسية وتقسيمهم إلى مجموعة تجريبية درست باستخدام البرنامج المقترح وأخرى ضابطة تم تدريسها باستخدام المنهج الدراسي المقرر للاستيعاب القرائي. وافترضت الباحثة انه لا توجد فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مستوى أداء الطلبة في الاستيعاب القرائي. وبعد تحليل النتائج إحصائيا تبين انه توجد فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية أي أن للبرنامج اثر فعال في زيادة مستوى أداء الطلبة في الاستيعاب القرائي.