

Title: Improving reading comprehension in reading and listening settings: The effect of two training programmes focusing on metacognition and working memory

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Summary:

This research aims to examine combined effect of Metacognition and Working Memory (WM) on the training of reading and listening comprehension. In the past studies, it was not clear that how listening comprehension works and whether a programme based on verbal language could also be effective for improving reading comprehension, instead of written material. Thus, this research examines the feasibility of improving text comprehension by comparing the impact of two training programmes, using both Metacognition and WM.

The study involved a sample of school children (age range 9–11 years old) in eight classes and they were divided into three groups: 1) Reading group that completed reading comprehension training, 2) Listening group that completed listening comprehension training, and 3) Active control group that had standard reading comprehension lessons. Also, eight classes were set similarly in terms of students' abilities, their teachers' experience, motivation, and expertise. For the experimental groups, sessions that the participating students took consisted of three components: Metacognition, WM, and integration skills. students were provided a listening format (lists of sentences, words or digits) and asked to write the information they had to recall in a dedicated booklet. The students were also assigned to connect information within a given text between a text and a picture, and between two different texts for the purpose of training integration skills.

The result suggested that both the two training programmes had a significant impact on the children's achievement. However, the Reading group generated greater and longer-lasting improvements than the Active control group and Listening group.