

**Title**

A comprehension-monitoring intervention: Effects on online comprehension strategies in children with poor comprehension

Authors

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Background

Children with poor oral and written comprehension skills have problems in understanding written and oral text. One weakness of poor comprehenders is a difficulty in monitoring of their own ability to construct an appropriate situation model while reading or listening to a message.

Aims

The aim of this study is to investigate effects of a comprehension monitoring intervention on children's online reading strategies.

Methods & Procedures

Ninety-seven 4th and 5th grade students from 11 different schools participated in the study (49 scoring in the lower 25% of their class on a reading efficiency test, 48 in the top 50%). Participants were assessed on oral language and reading tests, and were randomly assigned to either a comprehension-monitoring or to a control group. Both before and after the intervention, participants' online strategies during reading along with their ability to answer questions that did/did not require inference generation were measured by monitoring their eye movements.

Results

Compared to children in the control condition we expected that less skilled participants would take longer to answer questions and show longer overall reading times, to make more and longer fixations and to make more regressions. We expect these differences to decrease after comprehension monitoring intervention in the comprehension-monitoring group.

Conclusions & Implications

Results will allow us to compare the impact of the intervention in comprehension monitoring in children with and without poor comprehension and oral language skills.