

The level of Students' Awareness of the Self-monitoring Strategy of Reading Comprehension Skills in Jordan and its Relationship with the Desire to Learn

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ABSTRACT

This study was carried out to investigate the level of students' awareness of the self-monitoring strategy of reading comprehension skills in Jordan and its relationship with the desire to learn. The sample of the study was selected purposefully and consisted of (523) students from the eighth, ninth, and tenth grades for the second semester 2011/2012. The researchers had developed two questionnaires; one for the self-monitoring and the other one for the desire to learn. The results of this study showed that the level of the desire to learn was high among the students while self-monitoring strategy for learning to read was moderate. Also, there were statistically significant differences between self-monitoring strategy and the desire to learn due to sex variable in favor of females. Also, the results indicated that there was a positive correlation between self-monitoring and the desire to learn while there was no difference in the strength of the relation due to grade or the educational level of parents.

Keywords: Self-Monitoring, Reading Comprehension Skills, The Desire to Learn.

INTRODUCTION

The world is witnessing great changes in various aspects of human life, and with the tremendous scientific and technological progress we live in a small world. Over time, our knowledge becomes insufficient to cope with these rapid changes. As human mind is the base of this scientific and technological progress, it becomes necessary to invest and develop human skills and capacities of the individual to be able to deal with these changes. Knowledge in itself is a goal and is highly regarded, but it is not sufficient unless one benefit from it to cope with these rapid changes and relate it more closely to learning because learning means expanding experience and not retrieving it. In such world, English reading comprehension has become essential for obtaining new and updated information because most information is stored and written in English. Most Arab students in general and particularly Jordanian students (Al-Salah, 2004; Al-Zoubi, 2005; Al-Momany, 2009) cannot understand English texts at hand as well as how to

benefit from these texts which in turn affects their desire to read English texts. The researchers claim that the main reason behind this problem is that Jordanian students lack metacognitive reading comprehension skills and strategies needed to read effectively although they store huge number of vocabulary and a lot of grammar. Another reason for the low level of reading comprehension among Jordanian students is that teachers do not provide students with suitable strategies to achieve true understanding of English texts and become self-learners to make use of the text they read. In attempt to improve students reading comprehension the researchers conducted this study to investigate students' awareness of the metacognitive strategies "self-monitoring strategy" on Jordanian students and its relation to the desire to learn.

Theoretical Background of the Study

Flavell (1979) was the first to introduce the term metacognition. He focused in his first studies in this area to improve children's ability to remember by helping them to think about the tasks they face, and then employ strategies that will develop their processes to remember. Since then, metacognition had received a considerable attention by language teaching theoreticians, as well as reading researchers.

In the literature, some educators (e.g., Biehler and

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Snowman, 1993; Eggen and Kauchak, 1995) argue that metacognition is one's knowledge about one's cognition. Other educators (Brown, 1987; Collins, 1994; Schraw and Dennison, 1994; Ormrod, 1995; Leahey and Harris, 1997; Maitland, 2000; Gill, 2001; El-Koumy, 2004; Marzano, 2004; Zimmerman, 2004) expand this to include self-regulation of one's own cognition.

Moreover, O'Malley, Chamot, Mazanares, Russo, and Kupper (1985) believes that metacognition is a term which expresses procedural functional strategies which require planning for learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after learning is completed.

Similarly, Butler (1996) asserts that metacognition is an area that offers effective learning techniques for students who do not automatically reflect on, evaluate, and address breakdown in their learning process or behavior. He further adds that successful students have the ability to think about why something is not working and then do an action that helps to solve that problem.

By the same token, El-koumy (2004) states that metacognition cognition involves two major types of knowledge: knowledge about one's own cognition that involves cognitive strategies. The second one is knowledge about self-regulation that involves metacognitive strategies. Although some confusion has arisen in some other definitions of metacognitive in literature, all definitions refer to the processes controlled by cognitive functions.

Components of Metacognition

The components and elements of metacognition are varied depending on the multiplicity definitions addressed by scientists in their models which describe this kind of thinking. Flavell (1979) asserts that metacognitive consists of two main components: metacognitive knowledge and metacognitive experiences. The metacognitive knowledge refers to the individual knowledge about his/her cognitive processes and how to control them. While metacognitive experiences refer to the use of metacognitive strategies. Metacognitive strategies are sequential processes use of the individual to adjust cognitive activities and to make sure of achieving the cognitive goal (as understand the text).

The Importance of Metacognitive Strategies

The importance of metacognitive strategies lies in the

fact that they enhance thinking in the field of learning. These strategies enable students to attribute the success of their learning for themselves. Also, they increase students' self-confidence and provide them with the opportunity to use their skills to improve their performance. Moreover, metacognitive thinking helps students to transfer their learning into other tasks and experience. In addition, metacognitive thinking helps students to follow mental activity steps, develop conceptual maps, and monitor their plans with the possibility of correcting when they do not achieve the expected results. Finally, metacognitive thinking develops students' ability to self-evaluation in order to improve their performance which in turn increases students' desire to learn.

Self-monitoring Strategy as one of the Metacognitive Strategies

Self-monitoring is a metacognitive strategy and plays an important role in the academic task. It focuses on an individual's ability to monitor progress towards his/her goals. It helps students to restore lost comprehension and to adapt reading strategies to handle failure when comprehension breaks down (El-Koumy, 2004).

According to Zimmerman (2004) using self-monitoring strategy encourage students to keep a record of the number of times they worked on particular learning tasks, the strategies they used, and the amount of time they spent working. This practice allows students to think about their progress and make changes as needed. He adds that self-monitoring strategy enhances reading for it helps students to know the effect of the strategy they use and provides them with the opportunity to find better strategy when the goal is not met.

Other educators (Williamson, 1996; Yang 2002; Berkeley, Simpkins, and Brigham, 2007) assert that one way to self-monitor reading comprehension is through ask and answer questions related to the content before reading, while reading, and after reading. Before reading questions will help students to consider their background knowledge, While reading questions will help students self-monitoring their understanding, and finally after reading questions will help students to summarize what they have read. They add that these questions will help students to guide their thinking through the reading process and comprehend more of what they read easily.

For example, Yang (2002) proposed the following questions that can be used by the students while reading:

- a) Do I have a clear understanding of what I am reading?
- b) Does the task make sense?
- c) Am I reaching my goals?
- d) Do I need to make changes?

Desire to learn

The desire to learn is considered as the most important pre-requirement for learning. Despite the vast sums of money spent annually on establishing school buildings, hiring teaching staffs, and equipping schools and classrooms with all resources to benefit from, yet all that remains of little use if students are not interested in learning.

The desire to learn is a critical issue in learning. Researchers and educators found that there is a strong relationship between the desire to learn, the level of achievement, the formation of positive attitudes towards school, and generating students behavior to continue being active. Pintrich and Degroot (1990) presented a model, which is considered the most model used by researchers, to understand the personal factors that affect the desire to learn. The model identified three components of desire related to self-monitoring behavior:

- 1- Value: students' goals and their beliefs about the importance of the task. (Why do I do this work?)
- 2- Expectancy: students' beliefs about their ability to perform the task or work. (Can I do this work?)
- 3- Emotional (affective): emotional reaction about the task.(How do you feel about the task?)

The relationship between self-monitoring and the desire to learn

The main goal of education is to develop students' character and sharpen their self- awareness toward their learning behavior as well as foster in them a spontaneous desire to learn. To achieve this goal self-monitoring strategy is essential.

Researchers and educators (Brokowski, Carr, and Rllinger, 1990; Hanson, 1996; Rutherford, Quinn, and Mathur, 1996; Joslin, 2000; Smith, 2004) assert that self-monitoring strategy is a natural step toward becoming independent learner and take responsibility for their own behavior, performance, and provide them with sense of achieving successful experiences. Brokowski, Carr, and Rllinger (1990) emphasizes on the relationship between self-monitoring strategy and the desire to learn that includes positive assessment, inner control center, and clear beliefs on the reasons of success and failure.

Hanson (1996) adds that self-monitoring reflects a shift from reinforcement by others to self-reinforcement of appropriate behavior that enhances students desire to learn. Similarly, Joslin (2000) believes that using self-monitoring strategy affects students' desire to learn in a positive way and expands their ability to assess and monitor their own learning. Along the same line, Jordan (2004) points out the cognitive and metacognitive strategies are useful tools that help students to solve their learning problems and increase their desire to learn. Similarly, Smith (2004) assures that self-monitoring is an effective strategy in increasing more appropriate behaviors on a task in the classroom, boosting completion of assignments, improving academic performance, and stimulating their desire to learn as well as to be continually interested in learning.

Significance of the Study

In the area of reading, many researchers (Pressley, Brown,El-Dinary,Afflerbach1995 ; Myers, 1998; Paris and Stahl, 2005) assert that self-monitoring strategy play an important role in involve the readers monitoring of whether the written material is successfully understood coupled with active reading strategies in which enhance and repair students' comprehension. In the view of the above, the significance of the current study lies to shed light on the importance role of self-monitoring strategy as one of the metacognitive strategy which provides students with the ability to comprehend reading texts by themselves. Also, it allows them to use their skills to get the heart, deeper meaning of what they read, and help them to transfer their experience of every task to others.

Moreover, this study may provide students with the opportunities to enhance and adjust their thinking during the process of reading as well as increase their confidence in their abilities to foster their desire to learn. Since the ultimate goal of education is to prepare students to become independent and to be able to read English text by themselves, this study was conducted to measure the level of students' awareness of self-monitoring strategy on a sample of Jordanian students 'in private educational schools.

Hopefully, this study will help in enhancing the shift towards changing the applications of reading comprehension skills in classrooms in order to remedy the inherited ills of learning and teaching English reading comprehension skills in our schools. It is also hoped that this study will increase the awareness of educators and

curriculum designers on self-monitoring strategy through including this strategy in the activities. More specifically, the researchers hope that this study will increase teachers' awareness of the importance of their role in motivating students to acquire this strategy and to transfer it to other situations and subjects. Finally, we hope that teachers have to make greater effort in their attempts to encourage students to use and reuse continually the self-monitoring strategy because it will help them to comprehend English texts which could in turn to foster their desire to learn.

Statement of the Problem

The idea of the study arose from the researchers' observation that some Jordanian EFL students do not comprehend reading texts and keep asking questions about the importance of the reading material at hand as well as its benefits in academic or life skills. These questions reflect their awareness of their own abilities, awareness of the task, the strategies (cognitive or metacognitive) that they intended to use, and the problem they are trying to solve. All these required an awareness of their ability to perform the task because of its crucial impact on their learning, which in turn will help the students to determine the amount of time needed according to their abilities and extent of confidence. As the learning process includes facing problems and new educational situations require students to control the outcomes, students try to look for the reasons behind their failure or success in performing the tasks.

Purpose of the Study

The purpose of the study is to investigate the level of students' awareness of the self-monitoring strategy of reading comprehension skills and their desire to learn in private schools in Amman. These schools are; National Orthodox School, Rosary College, and Theodora's School.

Questions of the Study

- 1) What is the level of self-monitoring strategy among higher basic stage students?
- 2) What is the level of the desire to learn among higher basic stage students?
- 3) Is there a significant statistical correlation relation at the level of ($\alpha = 0.05$) between self-monitoring and desire to learn among basic stage students?
- 4) Is there a difference between self-monitoring and desire to learn among higher basic stage students

according to gender and class?

Operational definitions of terms

The terms below, wherever seen in this study, have the following definitions.

Self-monitoring: Self-monitoring strategies are plans used to increase independence in academic, behavioral, and self-help. It refers to one of the components of the metacognitive strategies. In the present study, self-monitoring strategy is where students practice observing their reading skills used and recording one's own comprehension. When students self-monitoring, they continuously redirecting their reading to facilitate their comprehension.

Desire to learn: It is a motivation to learn for mastery and to achieve the desired goals of education that direct students' behavior to learn. In the present study, students' marks on the scale items which were adapted by the researchers were as follows: (1) trends toward the internal goals, (2) trends toward the external goals, (3) job value, (4) learning control beliefs, (5) self-efficacy, and (6) test anxiety.

Reading comprehension skills: It is the level of understanding of a text through the process of looking at a series of written symbols and getting meaning from them. In the present study, it refers to students' basic reading skills based on developing their early reading skills from decoding words and letters to meaning and understanding.

Limitations of the Study

1- This study was limited to eighth, ninth, and tenth grade students of the upper stage in a private school in the Directorate of Private Education. These schools are; National Orthodox School, Rosary College, and Theodora's School during the second semester 2012.

2 - The tools used in the study namely metacognitive and desire to learn scale.

Review of Related Researches

Several studies were conducted in the area of teaching reading comprehension skills for EFL students for many years because reading was considered important skills to acquire knowledge. Yang (2002) conducted a study examined the effect of self-monitoring strategy on both proficient and less proficient readers'. The participants of the study were 54 freshmen from English classes at the Department of Business Management and the Department

of Space Design in National Yunlin University of Science and Technology. The texts were selected from English Reading Collection for College Students. The results indicated that proficient readers displayed more competencies in monitoring their thinking process all the time and decoded words that had not been decoded before. Besides, the study revealed that better self-monitoring strategy could be achieved and enhanced with the help of the teacher through teachers-student interaction.

Vehovec (2002) investigated the effect of the self-monitoring strategy on reading accuracy and fluency of second-grade poor readers, and the study lasted for five months. The participants were assigned to four groups; one experimental and three control groups. The improvement in reading accuracy was obtained only in the self-monitoring group while the improvement in reading fluency was obtained in the two reading groups, but only the self-monitoring group showed further improvement.

Smith (2004) examined the relationship between two variables self-monitoring ability and desire to learn. The sample of the study consisted of fifty-four students from the ninth grade. The researcher used metacognitive thinking interview to measure the level of metacognition and self-monitor strategy measure for adolescents. The results indicated that there was a relationship between metacognitive level of thinking and desire to learn. Also, the study revealed that there were gender differences. The desire to learn was associated with males rather than females in the educational phase only while self-monitoring skills were in favor of females.

Another study conducted by Sungur (2007) examining the relationship of using self-monitoring strategy and desire to learn in science. The sample consisted of 391 school students and the researcher used (Motivate Strategies for Learning Questionnaire) MSLQ questionnaire to measure desire to learn and self-monitoring strategy. The results showed that the internal goals, belief value of the task, desire to learn, and performance were predictable while using the metacognitive strategies. While using metacognitive strategies mediated beliefs and effort regulations. The researcher concluded that students have to be motivated when using any metacognitive strategies.

Hamzah and Abdullah (2009) examined the effect of meta-cognitive strategies in reading and writing on learning English Language effectively among other

strategies. The researchers used six types of learning strategies; memory, cognitive, compensation, meta-cognitive, effective, and social strategies. The sample of the study consisted of 400 students from Institution of Higher Learning (IHL) in East Coast region of West Malaysia. The students were categorized in two categories: more successful learners and less successful learners. The researchers recorded their interviews with the students then they analyzed the data. The findings of the study showed that students of meta-cognitive (self-monitoring strategy) learning style performed better in learning English effectively than the other learning styles.

Sungur and Senler (2009) in their study aimed at identifying the metacognitive knowledge and its relation to achievement, desire to learn, and class environment of students in the basic grades in Turkey. The sample consisted of 141 students (14-17 years), whom were selected from Turkish public schools with the same educational characteristics. The results indicated that most students used correction strategies and all motivation variables except threat had been positively associated with metacognitive.

Commentary

In the view of the above studies, self-monitoring strategy is considered an important strategy for EFL students reading comprehension because it will help students to meet the demands of the real and global world. Also, the importance of self-monitoring strategy lies in the fact that it will promote students autonomy even after finishing their school which will affect their desire to learn positively. Despite the importance of the self-monitoring strategy, interests in this strategy are rare in Arab world in general and in Jordan particularly. As we seen from the previous studies Yang (2002) examined the effect of self-monitoring on proficient and less proficient students from departments of business, science and technology. Similarly, in this study, students were proficient and less proficient ones since it is natural that the level of students varies in any major. Both studies examined self-monitoring strategy on English reading comprehension. On the contrary, this study differs from Yang's (200) study where the researchers selected students majoring English Literature. The studies of Vehovec (2002), Hamzah and Abdullah (2009) as this study examined the effect of self-monitoring strategy on reading comprehension skill, but the sample of their studies differ from this study. Vehovec sample was

second grade students and Hamzeh and Abdullah (2009) sample where from institution of Higher Learning in East Coast region of West Malaysia.

Regarding the studies of the relationship between self-monitoring strategy and the desire to learn none of the previous studies (Sungur, 2007; Sungur and Senler, 2009; and Smith, 2004) selected their sample from the university level and from the same major. So this study came to fulfill the shortage in this area and distinguishes this study.

Design and Methodology

Population of the study

The population of the study is all students from

private education schools in Amman first directorate in Jordan in their second higher basic grades (eighth graders, ninth, and tenth) of the academic year 2011-2012. These schools are; National Orthodox School, Rosary College, and Theodora’s School.

Sample of the Study

The sample of the study consisted of (523) students and was selected purposefully to achieve the aims of the study. Besides, the administrative staff of these schools was very helpful and co-operative with the researchers. Moreover, students in these schools were very fluent in English for English is their second language and plays an important part in teaching-learning process.

Table 1. Frequencies and percentages according to the study variables

| | categories | frequency | rate |
|--------|------------|-----------|-------|
| Sex | male | 340 | 65.0 |
| | female | 183 | 35.0 |
| grades | eighth | 86 | 16.4 |
| | ninth | 174 | 33.3 |
| | tenth | 263 | 50.3 |
| total | | 523 | 100.0 |

Variables of the study

Independent variables:

- a) Sex; male, female
- b) Grades; eighth, ninth, and tenth

Dependent variables:

- a) Self-monitoring strategy
- b) The desire to learn

Instruments of the Study

The instruments used in the study were self-monitoring reading questionnaire and the desire to learn scale.

Self-monitoring reading questionnaire

The questionnaire which was used in this study is to assess students ’awareness of using self-monitoring in English reading of Jordanian students. The questionnaire has been developed and tested by reviewing an extensive body of recent research literature on metacognition and reading comprehension. (Pressley, Brown, El-Dinary, Afflerbach1995; Alexander and Jetton, 2002; Anderson, 2002: Pressley, 2002). The questionnaire consisted of twenty items that covered self-monitoring strategy used in reading and with the use of (5)-Likert scale items from "I always use" to "I never use". The items of the questionnaire cover self-monitoring strategy that take

place at multiple stages of reading process; before, during, and after reading.

The scale consisted of (31) items as follows: (1) Self-monitoring in pre- reading stage (6) items, (2) Self-monitoring during reading stage (10) items ,(3) Self-monitoring after reading (15) items.

Validity of the Instrument

The questionnaire was given to five juries specialized in educational psychology, measurement and evaluation, and English language methodologists. They were asked to express their views and comments about the appropriateness of the items and to which they belong, its comprehensiveness, items clarity, and accuracy and correctness of the language. Also, they were asked to suggest any further items in the questionnaire to delete or modify in the questionnaire as a feedback for the researchers. Based on the juries' opinions and according to their modifications the questionnaire was modified accordingly and consisted of (31) items.

To ensure the validity of the self-monitoring questionnaire, it was it was administered to thirty- seven students out of the subjects of the study. The correlation coefficient was calculated according to the domain to which it belongs, and it was (0.80-0.35). While the

correlation coefficient of the questionnaire as a whole was (0.77-0.34).

It should be noted here that researchers have their own criterion for accepting or deleting some of the scale items if its correlation coefficient to the domain to which it belongs and to the whole scale is not less than (0.30). So the correlation coefficient of the scale according to the domain to which it belongs was calculated and it was (0.77-0.35). Also, the correlation coefficient of the scale according to its domains and the scale as a whole was

calculated as well and it was (0.68-0.80). Therefore, the scale was accepted by all its items.

Reliability of the Instrument

The scale reliability was verified through the test-retest method on a group out of the participants of the study and consisted of (37) students. The period between the two tests was two weeks. The results were calculated by using Pearson's correlation coefficient between the two tests for the whole scale and for the domains. Show in table (2).

Table 2. Reliability coefficients for self-monitoring scale as a whole and its domains through Cronbach Alfa and retest reliability

| Self-monitoring scale's domains | Cronbach Alpha | Re-test reliability | Item numbers |
|---------------------------------|----------------|---------------------|--------------|
| Pre-reading | 0.73 | 0.81 | 6 |
| During reading | 0.77 | 0.84 | 10 |
| After-reading | 0.75 | 0.83 | 15 |
| Total | 0.85 | 0.84 | 31 |

As shown in table (2) the highest value of Cronbach Alfa was for the During reading (0.77) and the lowest Alpha was (0.73) for the Pre-reading. For the whole scale Alpha was (0.85), and the highest Pearson correlation was (0.84) for During reading. The lowest Pearson correlation was (0.81) for Pre-reading and for the whole scale was (0.84). Based on the above the researchers believe that the scale is highly valid, reliable, and suitable for the study.

Scale Correcting

The scale consisted of (31) items in its final form and the participants had to tick in front of the item that suits him/her. Every item's mark ranged between one mark and zero. So the highest mark was 31, and the lowest one was zero. To determine the level of the desire to learn for the study sample, the means were classified according to the following criteria: range=2 (scale weight) - 1=1, then the value of the term $1/3=0.33$ and accordingly; low (0-0.33), middle (0.34-0.67, and high (0.68 and more).

Desire to Learn Scale

The researchers built a tool to measure the desire to learn based on the literature and previous studies. Both analyzed the desire to learn concept and its components. The most important ones in which the researchers refer to were Bandura studies (1977- 2006) and Pajares (1997). Also the researcher based on the motivation to learn strategies for Pintrich, Smith, Garcia, and McKeachie (1991). The scale consisted of the following: (1) trends toward the internal goals 4 items, (2) trends toward the

external goals 4 items, (3) job value 6 items, (4) learning control beliefs 4 items, (5) self-efficacy 8 items, and (6) test anxiety (5) items.

Validity of the Instrument

The scale was given to five juries specialized in educational psychology, measurement and evaluation, and English language. They were asked to express their views and comments about the appropriateness of the items to which it belongs and its comprehensiveness, clarity of the items, and accuracy and correctness of the language. Also, they were asked to suggest any further item in the scale, to delete or modify any inappropriate item in the scale as a feedback for the researchers. Based on the juries' opinions and according to their modifications the scale was modified accordingly and consisted of 31 items. The scale validity was verified through the test-retest method on a group out of the participants of the study and consisted of (37) students. The group was chosen randomly and the period between the two tests was two weeks. The results were calculated by using Pearson's correlation coefficient between the two tests. The correlation coefficient of the scale according to the item and its domain was (0.78-0.40). Also, the correlation coefficient of the scale as a whole was (0.71-0.33). It should be noted here that researchers have their own criterion for accepting or deleting some of the scale items if its correlation coefficient to the domain to which it belongs and to the whole scale is not less than (0.30). So the correlation coefficient of the scale according

to the domain to which it belongs was calculated and it was (0.77-0.35). Also, the correlation coefficient of the scale according to the domains and the scale as a whole was calculated as well and it was (0.68-0.80). Therefore, the scale has been accepted by all its items.

Reliability of the Instrument

The scale reliability was verified through the test-retest method on a group out of the participants of the study and consisted of (37) students. The period between the two tests was two weeks. The results were calculated by using Pearson's correlation coefficient between the two tests for the whole scale and for the domains. Show in table (3).

Table 3. Reliability coefficients for desire to learn scale as a whole and its domains through Cronbach Alfa and retest reliability

| Desire to learn scale's domains | Cronbach Alpha | Re-test reliability | Item numbers |
|---------------------------------|----------------|---------------------|--------------|
| Internal desire | 0.65 | 0.83 | 4 |
| External desire | 0.64 | 0.87 | 4 |
| Task value | 0.65 | 0.83 | 6 |
| Control believes learning | 0.68 | 0.82 | 4 |
| Self-efficacy | 0.69 | 0.80 | 8 |
| Test anxiety | 0.65 | 0.86 | 5 |
| Total | 0.79 | 0.84 | 31 |

As shown in table (3) the highest value of Cronbach Alfa was for the desire to learn (0.69) and the lowest Alpha was (0.64) for the internal desire. For the whole scale Alpha was (0.79), and the highest Pearson correlation was (0.79) for external desire. The lowest Pearson correlation was (0.80) for self-efficacy and for the whole scale was (0.84). Based on the above the researchers believe that the scale is highly valid, reliable, and suitable for the study.

Scale Correction

The scale consisted of (31) items in its final form and the participants had to tick in front of the item that suits him/her. Every item's mark ranged between one mark and zero. So the highest mark was 31, and the lowest one was zero. To determine the level of the desire to learn for the study sample, the means were classified according to the following criteria: range=2 (scale weight) - 1=1, then

the value of the term $1/3=0.33$ and accordingly; low (0-0.33), middle (0.34-0.67, and high (0.68 and more).

Statistical Analysis

To answer the questions of the study, arithmetic means and standard deviations were used. Pearson correlation coefficient was used to answer question number one and two. In order to answer question number three and four the researchers used Fisher (Z).

Data analysis and discussion

All statistical tests were carried out using the Statistical Package for Social Science (SPSS version 15).

The first question: What is the level of self-monitoring among higher basic stage students?

To answer this question means and standard deviations for the level of self-monitoring among higher basic stage students. Table (4) presents the results.

Table 4. Means and standard deviations for the level of self-mentoring among higher basic stage Students in descending order by means

| Domains | Means | SD | No | Rank | Level |
|----------------|-------|------|----|------|---------|
| Post-reading | .65 | .230 | 3 | 1 | Average |
| During reading | .64 | .238 | 2 | 2 | Average |
| Pre-reading | .61 | .271 | 1 | 3 | Average |
| Total | .64 | .205 | | | Average |

Table (4) shows that the means ranged from (0.61-0.65) .The post-reading stage came in the first rank with the highest means totaling (0.65) and in the average level.

During reading stage was in the second rank with a means of (0.64). Meanwhile, pre-reading stage came in the third rank with a means of (0.61) and the total means

of the self-monitoring was (0.64) in the average level. The above table revealed that students used self-monitoring strategy after reading more frequently than pre-reading or post-reading. This might be due to the fact that students have learned self-monitoring strategy and used it frequently because it helped them in (1) identify the main idea, (2) summarize the information, and (3) reflect on what they have learned. Along with this interpretation, the findings of this study were consistent with the results of Don-ley and Spires (1999) Caverly, Nicholson, and Radcliffe (2004) who found that self-monitoring strategy had positive effects on students' reading performance, and it improved their awareness in applying the appropriate strategies when reading. In contrast, pre-reading stage came in the third rank. This

result has two explanations. One explanation is students' lack experiences in using self-monitoring strategy which in turn discourage them to use the strategy and followed their own strategies. A second explanation is students need a practice and careful observation to fostering self-monitoring strategy on using such strategy which in turn will help them ease this transition into literacy for many students. Along with these interpretations, Schwartz (1997) and Serafini (2010) assert that students need practice and close attention to support using such strategy.

The second question: What is the level of the desire to learn among higher basic stage students?

To answer this question means and standard deviations for the level the desire among higher basic stage students. Table (5) presents the result.

Table 5. Means and Standard deviations for the level of desire to learn among higher basic stage students in descending order by means

| Domain | M | SD | Level | No | Rank |
|-----------------------------|-----|------|---------|----|------|
| Beliefs of learning control | .82 | .227 | High | 4 | 1 |
| External | .80 | .256 | High | 2 | 2 |
| Internal | .74 | .247 | High | 1 | 3 |
| Self-effeciacy | .73 | .268 | High | 5 | 4 |
| Task value | .71 | .273 | High | 3 | 5 |
| Test Anxiety | .57 | .293 | Average | 6 | 6 |
| Total | .72 | .156 | High | | |

Table (5) shows that the means ranged from (0.57-0.82) as the beliefs of learning control domain came in the first rank with the highest mean totaled (0.82) followed by the external domain with a high mean of (0.80). Then the internal domain in the third rank with a high mean totaled (0.47). While, test anxiety domain came in the final rank with an average mean of (0.74). Furthermore, the totaled mean of the motivation for learning totaled (0.72) with a high level.

According to the researchers, this could be attributed to the fact that the desire to learn is an essential component in learning and for learning (Brown, 1987). Also, the desire to learn is important in acquiring new knowledge and complicated skills as well as adopting effective ways in dealing with new information during the learning process which in turn will lead to positive results (Chan, 1996). In addition, the high level of the desire to learn of students is due to the fact that students at this stage have the ability to control their behavior as well as their ability to influence learning environment in order to get higher achievement. In support of this

finding, Butler (1996) asserts that students with high desire to learn use it in dealing successfully with the task despite facing difficulties, frustration, or obstacles which could in turn encouraged the students to use self-monitoring strategy. In support with this interpretation, the study of Park (1992), Chan (1996), Smith (2004), kinichi(2006), Sungur (2007), Contiuh, (2008), Sungur and Senler (2009) concluded that the desire to learn was associated positively with self-monitoring strategy.

Meanwhile, the external domain came in the second rank and according to the researchers this result could be attributed to the method used at schools that depends on getting the highest marks and memorization. In the third rank, was the internal motivation which was due to students' perceptions regarding marks and the evaluation by others. While self-efficacy came in the fourth rank, this refers to student ability to success and to accomplish the educational tasks. Finally, test anxiety came in the final rank which could be attributed to students' awareness and ability to control their emotions, where a small amount of anxiety was useful for learning and

increased their interests in the academic subjects.

The third question: Is there a significant statistical correlation relation at the level of ($\alpha = 0.05$) between self-monitoring and desire to learn among basic stage students?

To answer this question Pearson correlation coefficient was calculated for the relation between self-monitoring and desire to learn among basic stage students. Table (6) presents the results.

Table 6. Pearson coefficient for the relation between self-monitoring and the desire to learn among basic stage students

| | | Pre-reading | During reading | Post-reading | Self-monitoring total |
|-----------------------------|---------------------------|-------------|----------------|--------------|-----------------------|
| Internal | Correlation Coefficient R | .249(**) | .439(**) | .426(**) | .459(**) |
| | Sig | .000 | .000 | .000 | .000 |
| | No | 523 | 523 | 523 | 523 |
| External | Correlation Coefficient R | .313(**) | .437(**) | .419(**) | .470(**) |
| | Sig | .000 | .000 | .000 | .000 |
| | No | 523 | 523 | 523 | 523 |
| Task value | Correlation Coefficient R | .235(**) | .385(**) | .419(**) | .431(**) |
| | Sig | .000 | .000 | .000 | .000 |
| | No | 523 | 523 | 523 | 523 |
| Beliefs of learning control | Correlation Coefficient R | .222(**) | .311(**) | .389(**) | .383(**) |
| | Sig | .000 | .000 | .000 | .000 |
| | No | 523 | 523 | 523 | 523 |
| Self-efficacy | Correlation Coefficient R | .084 | .352(**) | .354(**) | .345(**) |
| | Sig | .054 | .000 | .000 | .000 |
| | No | 523 | 523 | 523 | 523 |
| Test Anxiety | Correlation Coefficient R | .290(**) | .160(**) | .117(**) | .197(**) |
| | Sig | .000 | .000 | .007 | .000 |
| | No | 523 | 523 | 523 | 523 |
| Total motivation | Correlation Coefficient R | .371(**) | .547(**) | .553(**) | .599(**) |
| | Sig | .000 | .000 | .000 | .000 |
| | No | 523 | 523 | 523 | 523 |

Sig: at (0.05) **Sig at: (0.01).

Table (6) shows that there is a positive correlation relationship at the level of ($\alpha=0.01$) between self-monitoring and desire to learn among higher basic stage students. According to the researchers, the positive relationship between self-monitoring strategy and the desire to learn was due to students' better performance in reading which in turn helped them to realize and appreciate their own effort and ability. Also, self-monitoring might have helped them to recognize that this strategy can be controlled and be used in other situations which could in turn increase their desire to learn. Along with the same interpretation, Brokowski, Carr, and Rellinger (1990) state that better performance enhances using the metacognitive strategies and encourages them to attribute their successful to their effort only. This in

turn built their confidence and fostered their desire towards learning. This interpretation was supported by Scarborough (1986), Geydon, (1993), Landine (1994), and Anderson (1995) studies which indicated that there were strong relationship between self-monitoring strategy and the desire to learn.

The fourth question: Is there a difference between self-monitoring and the desire to learn among higher basic stage students according to gender and grade

To answer this question the correlation relationship between self-monitoring and motivation among higher basic stage students according to class was calculated. Moreover, Fisher (z) value was calculated to obtain the differences in the relationship strength among those variables. Table (7) presents the results.

Table 7. Correlation coefficients between self-monitoring and desire to learn among higher basic stage students according to gender and class and Fisher (Z) test of differences

| | | R | No | Z |
|--------|--------|----------|-----|-------|
| Gender | male | .495(**) | 340 | *2.64 |
| | Female | .739(**) | 183 | |
| Class | Eighth | .456(**) | 86 | 1.07 |
| | Ninth | .599(**) | 174 | |
| | Eighth | .456(**) | 86 | 1.53 |
| | Tenth | .649(**) | 263 | |
| | Ninth | .599(**) | 174 | 0.51 |
| | Tenth | .649(**) | 263 | |

Table (7) shows that there are significant statistical differences at the level of ($\alpha = 0.05$) in the correlation relationship between self-monitoring questionnaire and the desire to learn scale to the gender in favor of females. There are two possible explanations for this result. One explanation is that females depend on their effort rather than on their ability. Along with this explanation, Woolfolk (2001) asserts that unlike females, males tend to explore problem solving and to overcome any difficulties may appear while learning. Similarly, Al Ootom (2005) found that there are differences between females and males in terms of mechanical, mathematics, and scientific aspects in favor of males. In contrast, Tawfiq (2006) found that there were no difference between females and males in their metacognitive strategies and achievement due to gender. A second explanation is that in a society based on bias for boys, females rely on their effort to excellence and success in order to have a prosperous future. In addition, there were no significant differences between self-monitoring strategy and students' grade. This result can be related to students' age. As students get older, their metacognitive skills improved accordingly. Costa and Kellick (2001) asserts that as students get older they tend to become responsible on their achievement and control their own

learning. This finding is due to the fact that students as they got older their independence increases, and they become less dependent on their parents. In line with this finding, Topcu and Tuzun (2009) state that it is a fact students at this age are affected by non-family groups whether by their style or patterns of thinking.

Conclusion and Recommendations

The purpose of this study was to investigate self-monitoring strategy for learning to read of higher basic stages students in Jordan and its relationship with the desire to learn. On the basis of the results of the study, it was concluded that self-monitoring strategy influenced students' desire to learn. However, such results could not be taken for granted, but need to replicate the experiment with different grades and sample size. In addition, the researchers encourage teachers to use self-monitoring strategy for its benefit in increasing autonomy and improving the academic performance of the students. Finally, the students in the study deemed that the self-monitoring strategy were useful and could give them valuable progress in English reading.

However, the researchers encourage teachers to use self-monitoring strategy for its benefit in increasing autonomy and desire to learn.

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مستوى المراقبة الذاتية لمهارات استراتيجيات تعلم القراءة، لدى طلبة الاردن وعلاقتها بالرغبة للتعلم

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ملخص

هدفت الدراسة إلى تعرف مستوى المراقبة الذاتية لاستراتيجيات تعلم القراءة لدى عينة من طلبة التعليم الأساسي في الاردن وارتباطها بالرغبة للتعلم لديهم، وللتحقق من هدف الدراسة تم تطبيق استبانتيين من تطوير الباحثين وهما استبانة المراقبة الذاتية لاستراتيجيات تعلم القراءة، واستبانة الرغبة للتعلم، على عينة قوامها (523) طالبا وطالبة، من الصفوف (الثامن، التاسع، العاشر الأساسي) من مدارس التعليم الخاص في مديرية تربية عمان الاولى للفصل الدراسي الثاني 2012/2011. ودلت النتائج إلى ارتفاع الرغبة للتعلم لدى الطلبة، ورغبة متوسطة بالنسبة للمراقبة الذاتية لاستراتيجيات تعلم القراءة، وكان هناك فروق ذات دلالة إحصائية في متغير الجنس بين المراقبة الذاتية لاستراتيجيات تعلم القراءة والرغبة للتعلم لصالح الإناث، وكذلك وجود علاقة ارتباطيه موجبة بين المراقبة الذاتية لاستراتيجيات تعلم القراءة والرغبة للتعلم، وعدم وجود اختلاف في قوة العلاقة تعزى للصف. الكلمات الدالة: المراقبة الذاتية، مهارات الاستيعاب القرائي، الرغبة للتعلم.

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