



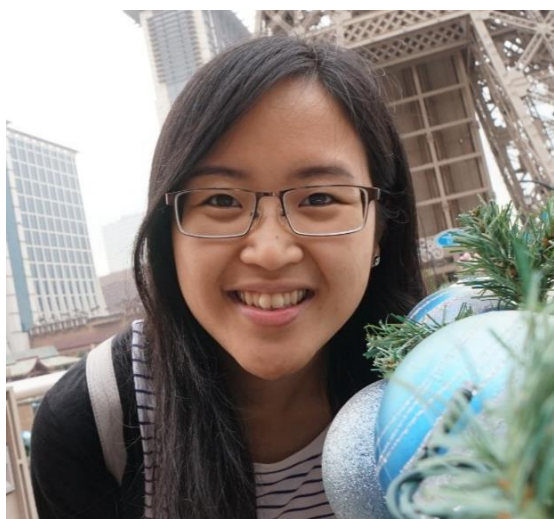
Department of Psychology
The University of Hong Kong

香港大學心理學系

Brown Bag Lunchtime Seminar (Via Zoom)
(Theme: Cognition and Neuroscience)

**Monitoring and Regulation in Reading Comprehension among Chinese children:
Exploring the Role of Comprehension Monitoring, Lexical Ambiguity Resolution and
Reading Strategy**

12:30 p.m. – 1:30 p.m. | May 17, 2022 (Tuesday)



Jocelyn Ching Yan KWOK

Ph.D. student

Department of Psychology

The University of Hong Kong

Abstract

Prior research has been exploring the underlying cognitive-linguistic skills associated with reading comprehension and sources of reading comprehension failure. One of the factors that has recently gained wide attention in reading research in Western alphabetic languages is monitoring and regulation in reading. Monitoring and regulation in reading has been considered as a higher-level or metacognitive process that influences reading comprehension beyond decoding and/or language comprehension.

The speaker will present three studies which aimed to provide a broader view on understanding the role of monitoring and regulation in children's reading comprehension. Study 1 examined the developmental contribution of comprehension monitoring to reading comprehension cross-sectionally across grade 1 to grade 3 children and longitudinally. The role of comprehension monitoring in atypical readers was also investigated. Study 2 investigated the monitoring and regulation of lexical ambiguity with ambiguous character strings in Chinese sentences by examining children's eye-movements with an experimental design. Study 3 explored children's reading strategy and its association with reading comprehension by tracking children's eye-movement. Eye Movement analysis with Hidden Markov Model (EMHMM) with co-clustering was used to cluster children's eye-movement patterns into two strategy groups.

Results in Study 1 revealed that comprehension monitoring was a significant predictor of children's reading comprehension above and beyond decoding- and language comprehension-related skills and was a unique weakness in poor comprehenders. Results in Study 2 showed that sensitivity to lexical ambiguity moderated the relationship between word recognition and reading comprehension. Furthermore, comprehension monitoring influenced the comprehension of sentences containing lexical ambiguity which was partially mediated by regulatory eye-movement transitions indicative of the use of comprehension-repair strategy. In Study 3, EMHMM with co-clustering discovered two representative eye-movement patterns that could explain unique variance on reading comprehension. The present findings inform theoretical and educational implications for including aspects of monitoring and regulation in the development of effective identification of and intervention for Chinese children with reading comprehension difficulties.

About the speaker

Ms. Jocelyn Kwok is in the final year of the Ph.D. with a specialization in Educational Psychology programme. Her research interests focus on reading comprehension and the associated cognitive processes in children.

Zoom

<https://hku.zoom.us/j/3951550048?pwd=SncvL3RYakEycUtpL29vdDJEEdlEwdz09>

Meeting ID: 395 155 0048 | Password: psyc



~All are Welcome~

Enquiry: rpsyc@hku.hk