

A Metacognitive Strategy to Improve Saudi EFL Learners' Lecture Comprehension

Authors : Abdul Wahed Al Zumor

Abstract : Saudi EFL Students majoring in English face difficulties in academic lectures listening comprehension in content courses like linguistics, applied linguistics or literature theories. To validate this assumption, a questionnaire assessing students' lecture comprehension experience was administered. The findings have shown that Saudi EFL learners face a great challenge in lecture comprehension at advanced levels. Literature has suggested a myriad of techniques which can enhance academic lecture comprehension. This study has used "reciprocal peer-questioning and responding technique" as an integral part of the academic lecture occupying the last ten minutes. Improvement in experimental students' scores in these courses has been noticed.

Keywords : EFL learners, lecture comprehension, content courses, peer questioning

Conference Title : ICSRD 2020 : International Conference on Scientific Research and Development

Conference Location : Chicago, United States

Conference Dates : December 12-13, 2020