



The effect of self-assessment on the development of reading comprehension skills: a case of first-year students at the English department, university of Algiers 2

أثر استخدام نماذج التقييم الذاتي في تطوير مهارات القراءة لطلاب السنة الأولى
إنجليزية لغة أجنبية بالجزائر

L'effet de l'auto-évaluation sur le développement des compétences de compréhension en lecture : un cas d'étudiants de première année au département d'anglais, université d'Alger 2

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ملخص

هدف الدراسة الرئيسي تمثل في تطوير مهارات القراءة في اللغة الإنجليزية كلفة أجنبية لدى طلاب السنة الأولى باستخدام نماذج التقييم الذاتي. اختيرت عينة الدراسة من مجتمع طلاب السنة الأولى قسم لغة إنجليزية، جامعة أبو القاسم سعد الله الجزائر. العينة ممثلة بعدد من طلاب السنة الأولى في قسم اللغة الإنجليزية كمجموعة تجريبية وكان عددهم 40 تلميذ وتلميذة. وقدمت الدراسة أداة بحث هي اختبار تجريبي لقياس مهارة القراءة قبل وبعد التجربة إضافة إل مقابلة حول إستراتيجيات القراءة التي اتبعها الطلاب. تم إخضاع البيانات للتحليل الإحصائي واللغوي، ولقد كانت أهم نتائج الدراسة هو وجود دلالات تشير إلى تحسينات في مهارات القراءة بعد استعمال نماذج التقييم الذاتي. الكلمات الدالة: التقييم الذاتي؛ مهارات القراءة؛ لغة إنجليزية لغة أجنبية؛ طلاب جامعيون؛ إستراتيجيات القراءة.

Abstract

This study aims at exploring how self-assessment helps students develop their reading skills. To collect data, a mixed-methods research paradigm was used which involved collecting both quantitative and qualitative data. The quantitative data were collected as part of a pre-experiment which involved administering a pre and post reading test and implementing a treatment. The qualitative data were gained by means of a semi-structured interview on participants' reading processes. Data were collected from a sample of 40

students enrolled in the English Department, University of Algiers 2. Quantitative data were analysed by calculating the mean score and the t-test, while qualitative data were analysed using content analysis. The findings indicated that self-assessment was a tool which helped the students to develop their reading strategies. It enabled them to set goals, plan, monitor, and evaluate their reading.

Keywords: Self-assessment; Reading Skills; EFL (English as a Foreign Language); University Students; Metacognition; Reading Strategies

Résumé

Cette recherche met l'accent sur l'auto-évaluation dans le cadre de l'ALE (Anglais Langue Etrangère). L'objectif de cette étude est d'examiner l'effet de l'utilisation de l'auto-évaluation sur le développement de la compréhension de l'écrit. Ceci est analysé dans le contexte des cours de première année universitaire, département de l'anglais, université d'Alger 2 avec un nombre de participants de 40 étudiants. La problématique est par conséquent la suivante: quel est le rôle de l'auto-évaluation dans le développement de compréhension de l'écrit. Pour répondre à la problématique, une expérience incluant la distribution des outils d'auto-évaluation pour des séances de lecture a été conduite. Les méthodes de collecte des données sont des tests de lecture et interview. Les données ont été analysées avec des méthodes statistiques et thématiques. L'analyse des réponses a montré que l'utilisation des outils d'auto-évaluation aide les étudiants à développer leur capacité à utiliser une gamme de stratégies de lecture.

Mots-Clés: l'auto-évaluation; compréhension de l'écrit; ALE (anglais langue étrangère); étudiants de l'université; stratégies de lecture.

Introduction

From the extensive literature and the empirical studies conducted on self-assessment, we can consider the role that self-assessment plays in improving reading comprehension skills. In line with this, this study was conducted to reach the aim of exploring the effect of using self-assessment on the development of reading comprehension skills, which are a pre-requisite to academic studies and evenly crucial to the development of academic writing skills knowing that academic writing depends on a huge extent on reading skills (Taylor, 2009, Meyers, 2014).

The purpose of this study was to investigate the impact of using self-assessment on the development of students' reading comprehension skills. To reach this aim, the following research question was advanced as part of this study: what is the effect of using self-assessment on reading

comprehension skills? To answer this research question, a hypothesis was stated that the use of self-assessment develops reading comprehension skills. To answer the research question, a mixed-methods research design was used which involved conducting a pre-experiment and a follow-up interview.

This study highlights the role of self-assessment, a lifelong learning skill that needs to be acquired by university students to help them monitor their learning without referring to their teachers constantly, and thus to become autonomous. Furthermore, the study emphasises the role that self-assessment plays in the development of reading comprehension skills, specifically its impact on students' use of reading strategies.

1. Review of the Literature

1.1 Self-assessment

Self-assessment refers to involving the students in assessing their learning process and outcomes of learning. It is associated with ideas of autonomy since it concerned with valuing the contribution of students in the evaluation process. Self-assessment is a metacognitive skill, which can steer students' ability to monitor the learning process.

As an assessment tool, self-assessment belongs to alternatives in assessment. Alternatives in assessment refer to "any method of finding out what a student knows or can do that is intended to show growth and inform instruction" (O'Malley and Valdez-Pierce, 1996, p. 1). They demonstrate an array of choices starting from using performance-based assessment, which involves the student in direct performance of the skills being measured to using self-assessment activities such as goal setting and checklists. Alternatives in assessment are also called authentic assessment because they portray what students can find in the real world including direct performance (e.g., reading texts) and self-evaluation (e.g., reflecting on the learning process and product). Especially, authentic assessment can prepare students for lifelong learning skills.

One of the main tools of authentic assessment is self-assessment. It can develop students' ability to be lifelong learners who are able to solve problems and to think critically about their learning performance (Tan, 2007). Self-assessment has been found to raise students' awareness of criteria and learning goals. This awareness can make them able to make judgments concerning their strengths and weaknesses and eventually to develop productive learning strategies. Self-assessment is necessarily a reflective practice. Accordingly, when students use it, they reflect by asking questions about their performance and eventually make decisions. The judgements they make necessitate application of criteria and standards of good work. In this vein, self-assessment is "engagement of learners with criteria of good

work and making judgements about the extent to which they have met these criteria and standards” (Boud, 1995, p. 5). This suggests that self-assessment is a process with different stages. First, it is a process of identifying criteria of good work, and this entails consideration of the characteristics and parameters of good work. Second, it involves making judgements. It is about scrutinising one’s own work in light of pre-established standards, and making decisions concerning the conformity of the work to the standards.

For these reasons, self-assessment is not limited to making specific judgement, which targets aspects of achievement (Boud, 1995) such as self-grading or self-testing. Nevertheless, it has two dimensions: process and product (Dochy, Segers, & Suijsmans, 1999). It is product-oriented, since it can be used to assess a final product in terms of how well a text was understood, and process-oriented because the self-assessor can use it to monitor or reflect on the process of reading (e.g., the techniques used to read a text).

The analysis of the definitions of self-assessment in the literature (Boud, 1995; O’Malley and Valdez-Pierce, 1996; Esteve et al., 2012; Yancey, 1998) pinpoints to different characterises of self-assessment. To mention, self-assessment is a process of making judgements, since it entails appraising one’s performance and making estimates. When students appraise their performance, they identify gaps, measure their achievement, and finally judge the quality of their work.

To add, self-assessment is a personalised feedback-construction process that occurs when the student reflects on his/her learning experiences. The feedback students construct is the result of reflecting on previous learning experiences and on background knowledge. In this vein, self-assessment acts as a mediation tool (Esteve et al., 2012), because students apply it to mediate between previous learning experiences and current ones.

Self-assessment is a metacognitive process, which is organised in a set of schemata. To conduct self-assessment, students need to deploy different sets of schemata; namely, self-knowledge, knowledge of content, task knowledge, and judgement (Yancey, 1998). To illustrate, they need to recognise their personal strengths and weaknesses for self-knowledge. Second, knowledge of content is necessary to decide the standards of quality work. Task knowledge is knowledge of strategies and techniques essential for conducting the task. Students can use this knowledge to assess the strategies they used. The last schema is judgement, which refers to ability to assess the conformity of one’s work to the pre-established criteria. Making judgements depends on making estimates of the quality of performance.

Self-assessment is a reflective process that involves students in an internal discussion about the effectiveness of their performance. Reflection occurs

when they recognise the standards of the task and compare them to their performance. Furthermore, self-assessment is a process of applying standards, which can be goals, norms, or criteria.

Self-assessment derives its theoretical premises from the principle of autonomy. Recently, the concept of language learner autonomy (Little, 2007) was advanced. It entails using the target language as a means for managing the learning process. This type of autonomy can result in the development of target language proficiency. This concept has two dimensions. First, autonomy in language learning is manifested at the level of both content and process of language learning. It refers to students' involvement in relation to determining objectives, selecting content of tasks and activities, selecting methods and techniques to be applied for task management, and evaluating what has been acquired. Second, autonomy in language use refers to the deliberate use of the target language for the execution of the first dimension of autonomy (i.e., autonomy in language learning). However, these two dimensions are seen as "mutually supporting and fully integrated with each other" (Little, 2007, p. 14), and therefore, result in the growth of target language proficiency (Little, 2012).

The concept 'language learner autonomy' is based on three interrelated principles: learner involvement, learner reflection, and target language use (Little, 2007). The principle of learner involvement refers to learners' responsibility in relation to setting goals, selecting content, selecting tasks and defining techniques, and finally evaluating what has been acquired. In order to make decisions in relation to these components, the learner has to deploy reflective thinking skills. The principle of target language use entails that the target language is the medium through which learners' involvement is enacted and reflective thinking is communicated (Little, 2007).

The characterisation of learner involvement at the level of evaluation is embodied in self-assessment. Autonomy in language learning is highly sensitive to the application of self-assessment as being a tool for acquiring autonomy (Gardner, 1999). The autonomy dimension is reflected in components such as problem-solving skills and metacognitive awareness which self-assessment employs.

Self-assessment is not only a substitute of teacher's evaluation or a tool for appraising performance. More importantly, it is a metacognitive process. When students self-assess, they steer metacognitive processes (Griffith & Ruan, 2008). Specifically, they process metacognitive strategies. Metacognitive strategies are defined as "routines and procedures that allow individuals to monitor and assess their ongoing performance in accomplishing a cognitive task" (Baker & Carter Beall, 2009, p. 349).

1.2. Metacognition and Skilled Reading

Metacognition is defined as “knowledge and cognition about cognitive phenomena” (Flavell, 1979, p. 906). It is a process of monitoring one’s cognitive processes. Metacognitive process’s function based on two clusters of information: knowledge of cognition and regulation of cognition (Brown, 1985, Baker & Brown, 1984; in Griffith & Ruan, 2008). Knowledge of cognition is the knowledge students have about their own cognitive processes, about the task, and about the compatibility between the two (ibid.). It is about knowing the nature and the requirements of the task, what the task needs, and which strategy is needed for successful completion of the task. Regulation of cognition is about solving problems that occur when we conduct a task. It involves monitoring the effectiveness of the strategies used, checking their outcomes, and planning action accordingly (Baker & Brown, 1984; in Griffith & Ruan, 2008).

When teachers use self-assessment, they prepare their students to develop metacognitive awareness. Students who develop metacognitive awareness know which cognitive strategies to use for a particular goal. They use the appropriate strategies to perform a task and simultaneously check if the strategies they selected are working as needed. If breakdowns happen, they use compensatory strategies to fix the problem (Baker & Carter Beall, 2009).

A review of the literature on the nature of reading processes reveals that theories on the nature of reading comprehension have evolved over time. In this vein, earlier views (e.g. Kingston, 1967; in Randi, Grigorenko & Stenberg, 2008) maintained that skilled reading is the result of using bottom-up processes which involve interpreting the written symbols of the text. This view stresses that the ability to decode the linguistic elements using knowledge of syntax is necessary to understand a text. Pearson & Fielding (1991, in Randi, Grigorenko & Stenberg, 2008) assumed that reading comprehension is more than interpreting the symbols written by the author and grouping them to make meaning.

Nevertheless, it is a process of using monitoring strategies such as summarising, asking questions of the text, making and checking the validity of predictions. Recent theories (e.g. Rosenblatt, 1978; in Randi, Grigorenko & Stenberg, 2008) highlighted the role of the reader as a meaning-maker. These theories maintain that reading comprehension depends on the interaction between the text and readers’ personal experiences. These experiences are articulated in terms of readers’ background knowledge. In other words, when readers use their background knowledge and previous experiences to interpret what they read, they understand the text better.

Prior knowledge is crucial to reading comprehension, because it helps the reader to use different strategies such as asking questions of the text, making

predictions, checking the accuracy of predictions, and making associations between what is being read and background knowledge. These strategies are needed for successful interpretation of the text. For instance, when readers deploy background knowledge to read a text, they are more likely to find the appropriate questions to ask of the text, to make predictions, and to check the accuracy of their predictions.

Skilled reading depends on the use of reading strategies, which function only when metacognitive processes are activated. Thus, to use reading strategies, readers need to have metacognitive awareness. They need to use metacognitive strategies such as planning reading, while-reading strategies which involve constructing meaning while reading, and finally reviewing and reflecting strategies. When readers prepare to read, they use strategies such as setting goals, skimming the text, and activating prior knowledge. To construct meaning while reading, readers use strategies such as organising information in the text, making predictions, making inferences, interpreting and evaluating one's understanding of the text, developing a representation of the text by integrating ideas, and monitoring understanding. Finally, reflecting on reading entails the use of strategies such as asking questions for understanding, summarising, and reading the text to achieve the goals set in the planning stage (Paris, Wasik, & Turner, 1991).

Therefore, it can be argued that metacognition develops reading comprehension skills. In this vein, teachers need to find ways to help students develop their metacognitive capacities. One way to achieve this goal is to use self-assessment of reading. Metacognitive students are self-regulated students (Griffith & Ruan, 2008). When they read, they tend to be actively engaged in the reading process by applying metacognitive strategies to plan reading, to construct meaning while reading, and to reflect on what they have read (ibid.).

It has been demonstrated that skilled readers have metacognitive awareness of reading processes (Baker & Carter Beall, 2009). This metacognitive awareness is initiated by setting goals for reading and making predictions. While reading, readers who activate metacognitive processes tend to engage in 'constructively responsive reading' (Pressley & Afflerback, 1995; in Baker & Carter Beall, 2008) which involves constructing meaning from the text. To this end, they monitor their comprehension by checking the accuracy of the predictions they set before they started reading, and link what they read to what they already know.

The role of metacognition in the reading process is threefold. First, metacognitive readers make plans before they start reading. In this regard, they ask questions of the text and make predictions, and brainstorm their

background knowledge on the content of the text. Second, they monitor their reading. This entails ability to construct meaning while reading by checking if the content of the text is consistent with what is already known and with the predictions made. Third, metacognitive readers reflect on what they have read by summarising and asking questions with the purpose of assessing their level of comprehension.

In the literature, there is an extensive focus on the contribution of metacognition to the development of reading comprehension skills (e.g. Myers & Paris, 1978; Baker & Carter Beall, 2009). It has been referred to students who are metacognitively aware as skilled readers. These skilled readers have improved reading comprehension skills (*ibid*). Myers & Paris (1978) found that skilled readers monitor comprehension while reading. They tend to link what they read to their background knowledge. Moreover, skilled readers set goals for the reading process by identifying the purpose of reading and brainstorming knowledge about the input of the text before they start reading. These readers have awareness of the different strategies that can be used to facilitate reading such as asking questions, making predictions, using background knowledge, identifying main ideas, using note-taking skills, and summarising (Baker & Carter Beall, 2009).

Previous studies investigated the impact of using self-assessment on the development of reading comprehension skills. For instance, Shahrakipour (2014) investigated the effect of self-assessment on the development of EFL learners' reading skills. The experiment revealed that the use of self-assessment improved participants' reading skills. In addition, Bani Abdelrahman (2010) also found that self-assessment has a positive effect on reading skills. After administering self-assessment, data indicted a significant difference between the mean score of the experimental and the control group.

2. Research Methodology

The study was based on an embedded mixed-methods design in which a pre-experiment was conducted and supplemented by collecting qualitative data on an interview. The purpose of using this design is to gain insights into the effect of self-assessment on reading.

The study was conducted with a first-year group (n=40). The sample was taken from a population of first year students enrolled in the English Department, University of Algiers 2. The sampling strategy used was convenient sampling. It refers to selecting available and accessible samples (Cohen et al., 2007). It ensures practical and permitted access to the sample (*ibid.*). The participants were selected on the basis of availability. The sample

had male and female participants with different English language abilities: It included 23 females and 17 males.

For the quantitative data, the data collection tools used were a pre-test and post-test. These tests were reading comprehension tests which involved the participants in reading a text and answering a set of reading comprehension questions. The participants were allotted 1 hour to do the tests.

For the qualitative data, the interview included questions which sought to determine the way the participants handled the reading process and specifically what they did and thought about before they started reading, during reading, and after they completed reading the text. The questions sought to determine if they used strategies for the reading process.

First, the pre-experiment was conducted. The design used was a one-group pre-test-post-test design in which a pre-test of reading was administered to measure participants' reading comprehension skills. Subsequently, a treatment was implemented for three weeks as part of three reading sessions. It involved the participants in self-assessment of reading using a reading strategies checklist and a goal-setting form. The first self-assessment activity was a checklist of reading strategies. The aim of this activity was to help the participants monitor their reading. The activity includes a set of criteria which represent reading strategies. The checklist includes criteria such as identifying the main and supporting ideas in a text, summarising, predicting, outlining, elaborating on what is understood, making connections between what is being read and background knowledge, and checking one's predictions.

The second activity was a goal-setting form. It involved the students in setting goal statements, which describe the activities they need to develop. Goal setting was used to help participants monitor their reading process, to fix their use of reading strategies, and to plan future reading tasks in response to the goals they set. After the three-week period, the post-test was administered to see if there is a difference between the pre and post-test scores with reference to the use of self-assessment. Second, for qualitative data collection, the researcher conducted an interview with a number of participants (n=10) who had higher scores on the post reading test. The interview had three main categories: before reading, while-reading, and after reading with a total of five questions.

3. Results

Two types of data were collected from this study: quantitative and qualitative. The quantitative data included scores which ranged from 0 to 10. Average scores equal 5 points. Higher score are above 5 points. Lower scores fall

below 5. The data collected from the pre and post-test were analysed using descriptive and inferential statistics. For the descriptive statistical analysis, the scores on the reading comprehension test were used to calculate the frequency and the mean. The scores obtained from the pre- and post-test are presented in the following table:

Table 1: Pre-test Scores on the Reading Comprehension Test

Score	Frequency (N)
1	5
2	7
3	6
4	5
6	8
7	5
8	4
Total	40
Mean	4.3

By looking at the frequencies in table 1, it appears that the number of scores above five is seventeen, while the number of scores below five is twenty-three. Moreover, the mean ($M=4.3$) falls below five. This can indicate that participants' reading skills are underdeveloped.

Table 2: Post-test Scores on the Reading Comprehension Test

Score	Frequency (N)
3	2
4	3
5	6
6	8
7	8
8	7
9	6
Total	40
Mean	6.55

From table 2, we can see that the number of scores below five is five, while the number of scores above five is thirty-five. The mean of the post-test scores is above the average ($M=6.55$) and it is higher than that of the pre-test ($M=4.7$). This seems to indicate that the

participants developed their reading comprehension skills after the use of self-assessment.

For inferential statistical analysis, the one sample t-test was calculated. First the null hypothesis was stated that the mean score on the post-test is not statistically significant. Then the t-test was conducted using SPSS, and the following values were obtained:

Table 3: One-sample T-test Statistics

Variable/ Reading Comprehension Skills	Mean	t	Sig(one-tailed)
	$\mu=6$	2.03	.04863
	6.67		

From table 3, we can see that the t-value ($t=2.03$) is bigger than the p-value ($p=.04863$) at $\alpha=0.05$. Thus, the result is significant at $p < 0.05$, and the null hypothesis is rejected; i.e.; the mean score on the post-test is statistically significantly higher than the pre-test mean score. This can indicate that the participants may have developed their reading comprehension skills after the use of self-assessment activities, which were self-assessment of reading strategies and goal setting.

Content analysis was used to analyse the interview data. It is a process of summarising written data into a set of themes, which represent corresponding categories. The categories were extracted based on the relative frequency and importance of certain topics in the text (Anderson and Arsenault, 1998; in Cohen, et al., 2007). To that end, participants' responses were read, and then units such as words, phrases, and sentences were coded and placed into meaningful categories. The categories were merged into their corresponding themes. The data collection technique used was note taking, which enabled the researcher to identify the pertinent responses. The letters are participants' initials:

Theme 1: Planning Strategies

Participant [B]: I think it's about writing goals (category 1.1) of what I want to see in the text.

Participant [M]: Nothing...but I was searching for the ideas I have on the topic (category 1.2) of the text...

Participant [K]: I crossed my knowledge with the topic (category 1.3) ... ideas can be the same like what I was thinking about...

Participant [L]: I think about what I know (category 1.2) on the text...

Participant [H]: I started with thinking ...I had different thoughts about my knowledge of the text (category 1.2) ...

Theme 2: While-reading Strategies

Participant [N]: I was reading to do the test...It was relevant.... the text had information I found and read before...and I found my expectations (category 2.1) were right...

Participant [S]: The author was trying to share the information he got, and when I was reading, I tried to understand and to find what the text means (category 2.2) ...

Participant [A]: To understand the text, I was looking for the main ideas (category 2.2) only...it is better and efficient way...

Participant [L]: It was easy...I was looking for what is important (category 2.2) in the text...

Theme 3: Reflecting and Reviewing Strategies

Participant [M]: I wanted to write a mini text with all main information (category 3.2) ... to help me understand

Participant [K]: after reading...I take notes (category 3.1) to see how I understand...

Participant [H]: when I completed...I did nothing just drawing outlines (category 3.2) to link information...

Participant [D]: I thought to read it again and again and make a summary (category 3.2)

Table 4: Themes Generated from Content Analysis

Code	Category	Theme
1	1.1 Setting goals 1.2 Brainstorming background knowledge 1.3 making inferences	Planning Strategies
2	2.1 Checking predictions 2.2 Identifying main ideas	While-reading Strategies
3	3.1 Summarising reading	Reflecting and Reviewing Strategies

Content analysis of participants' responses on the interview revealed that most of these responses refer to elements, which are related to using planning strategies before writing. For instance, the participants referred to using strategies such as goal setting before reading, brainstorming

background knowledge on the topic, and making inferences. Different categories referred to the use of while-reading strategies such as checking predictions and identifying main ideas. Moreover, content analysis of these responses indicated the use of after-reading strategies (reflecting and summarising strategies); namely, summarising reading.

4. Discussion

The current study found that giving the students opportunities to self-assess their reading processes can enhance their reading comprehension skills. It seems that the use of self-assessment helped the students to be skilled readers, because they were actively involved in using cognitive skills before, during, and after reading. The students had higher scores after the use of self-assessment, and they referred to the use of different reading strategies before reading, while reading, and after reading.

Self-assessment developed students' metacognitive processes, which are responsible for raising their awareness of the nature of the reading process. The students seem to be engaged in constructive and responsive reading in which the reader is constantly making meaning of what is being read as well as his or her background knowledge.

After the use of self-assessment, the students became trained in using their metacognition. Therefore, they used different strategies to understand the text. This entails the use of metacognitive knowledge, which is responsible for the use of strategies that can help the reader understand the text such as activating prior knowledge, setting goals for reading, making predictions, using background knowledge to understand the text, and summarising information from the text.

Moreover, it can be argued that self-assessment developed students' monitoring skills. In other words, they became involved in the process of metacognitive monitoring by which the reader evaluates the efficacy of the strategies used and adapts the cognitive resources used to the context by using other strategies.

Finally, the study recommends the application of self-assessment to teach reading skills. It was seen that self-assessment as a metacognitive tool helped students to enhance comprehension monitoring skills. Comprehension monitoring is responsible for directing the reader's attention towards the strategies needed to accomplish the reading task. The use of comprehension monitoring skills resulted in enhancing students' ability to form expectations about the text and the most likely interpretation of the information provided in it. Furthermore, the expectations can be confirmed or refuted for other predictions. The formulation of these predictions is facilitated by the use of

compensatory strategies, which help the reader check the efficacy of the predictions formulated and to repair the breakdowns.

Conclusion

This study was conducted in order to investigate the impact of using self-assessment on the development of reading comprehension skills. The sample of the study consisted of 40 first-year students enrolled in the English Department, University of Algiers 2. In order to reach the aim of the study, a mixed-methods research design was used. A pre-experiment was conducted using a pre and post reading test to measure the participants' reading skills before and after implementing the treatment which involved the use of two self-assessment activities: a checklist of reading strategies and a goal-setting form.

The participants used self-assessment activities to assess their reading as part of three reading sessions. After conducting the experiment, an interview was conducted with a number of 10 participants. Data from the pre and posttest were analysed by calculating the mean score and conducting the t-test for one sample. Data from the interview were analysed using content analysis. From the analysis, it was found that after the use of self-assessment, the participants had higher score on the post reading test compared with the pre reading test. The t-test statistics indicated that the mean of the group on the post-test was statistically significantly higher than the mean of the group on the pre-test.

Moreover, from qualitative data analysis major themes were generated. These themes indicated that the participants used reading strategies before reading, during reading, and after reading to understand the text. To sum up, it can be argued that the use of self-assessment helped the students to process metacognition, which has led to the development of reading strategies.

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