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Self-Regulated Learning Strategies for Text Comprehension: A Malaysian Experience

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Abstract:
This short intervention study was aimed at determining the extent to which ESL (English as a Second Language) university students use Self-regulated learning strategies which include planning, monitoring, problem solving and evaluating. It was also aimed at assessing the degree of awareness on the part of the students their self-efficacy beliefs in using self-regulated strategies. The study was conducted on a group of ESL students at a public Malaysian university for a period of a month. The investigation was carried out within thirty (30) hours of reading classes whereby the students were exposed to the four self-regulated learning strategies. Direct Explanation Method was used to teach students on using SRL strategies. The research employed a mixed method incorporating both quantitative and qualitative paradigms. The data were collected using Likert-type inventories and immediate written recall protocols. The findings of the study reveal that the students were using the strategies frequently throughout their reading process. The findings also show that the students were confident of their ability in using the strategies as they demonstrated high scores on the self-rating self-efficacy scale. The research provides insights into the nature of learning the students need especially as regards strategy use. It is recommended that a longitudinal study be conducted in order to obtain a more comprehensive data to determine the students' effectiveness and efficacy in using the strategies in the context of text comprehension.

Keywords: *Self-regulated strategies, planning, monitoring, problem-solving, recall protocol*

1. Introduction

Most Malaysian ESL undergraduates are still grappling with the idea of how best to master the English language. According to Philip (2005), what seems particularly lacking among young Malaysian adult ESL students is the control over their own learning. It means that they lack the knowledge of learning strategies and techniques, which would enable them to take greater responsibility of their own learning, and hence better control of their learning process. Such inadequacy poses a significant problem for the undergraduates, as they need to use reference books largely written in the English language. It is important therefore that students be equipped with conscious knowledge of self-regulatory processes in their attempts to learn particularly in the contexts of comprehending academic texts. It is indeed critical for Malaysian ESL undergraduates to have not only a working knowledge of English but also knowledge of a strategic learning approach to enable them to read and comprehend academic texts in order to fulfil various academic tasks effectively. While these students may have little problem in understanding academic texts in Malay, they are most likely in need of conscious instruction in what Wenden (1998) calls the "know-how" of approaching academic texts in English. In other words, these students need to be trained in effective use of learning strategies to take control of their learning process before they can eventually take complete responsibility of their learning or become autonomous in their overall learning approach. Training the students in strategy use requires a suitable approach, and in the context of this study, the researcher will employ a direct instruction approach called Direct Explanation, introduced by Winograd and Hare (1988).

Self-regulated learning (SRL) focuses on students' use of specific processes to motivate and guide their learning. Researchers, notably in the field of educational psychology, have revealed the essential role of specific self-regulatory activities that high-achieving students use to learn (Pressley & McCormick, 1995). Research in self-regulation found that, compared with low-achieving students, high achievers report setting more specific learning goals for themselves, using more strategies to learn and self-monitoring learning progress more frequently. Pintrich (2004) is of the view that four general categories of SRL strategies generally used by students include planning, monitoring, controlling/problem solving and regulating/evaluating. These SRL strategies are assumed to be potentially controllable by students as they are able to learn how to use these strategies appropriately (Pintrich, 2004). Research shows that poor comprehenders use met cognitive strategies with much lower frequency than skilled comprehenders (Duffy, Roehler, & Herman, 1988).

Generally, students can be described as self-regulated when they are met cognitively, motivationally, and behaviourally active participants in their own learning process (Zimmerman, Bonner & Kovach, 2002). The basis of self-regulation is said to be

self-awareness, which can be accomplished by training in various self-testing, self-monitoring, and self-questioning strategies. Through such training, students can be taught to be aware of what learning activities are appropriate, what their unique characteristics and limitations are, the nature of materials to be learned, and what the critical tasks of learning are (Brown, 1981).

Brown's (1981) work suggests that in order to train learners in general and durable strategies, it is necessary to teach metacognitive skills in conjunction with cognitive skills. Similarly, Paris et al. (1983) stress the need to teach learners about their own cognitive functions and the ways they can be combined or organised to solve problems. Such training provides the metaknowledge and strategies for self-management and self-control of learning problems by helping students recognise that there is a problem and that there are learnable skills and strategies for solving the problem, thereby enhancing their motivation to solve it.

Effective self-regulation depends on students developing a sense of self-efficacy for self-regulating their learning (Zimmerman, 1998). Of critical importance is the process of self-evaluation of capabilities and progress in skill acquisition. Positive self-evaluations lead learners to feel efficacious about learning and motivated to continue to work diligently because they believe they are capable of making further progress (Schunk, 2001). As Zimmerman& Schunk (2001) note, self-regulated learners are met cognitively aware of strategic relations between self-regulatory processes and learning outcomes, feel self-efficacious about using strategies, have academic goals of learning, and believe that strategy use will help them attain goals at higher levels. Goal progress and attainment raises students' self-efficacy and can lead to their adopting new, more difficult goals (Schunk, 2001). Furthermore, students who feel efficacious about learning select what they believe are useful learning strategies, monitor their performances, and alter their task approach when their current methods do not appear to function properly (Zimmerman& Schunk, 2001). Research shows that self-efficacy relates positively to productive use of self-regulatory strategies (Zimmerman & Martinez-Pons, 1988).

O'Malley and Chamot (1990) identify met cognitive strategies as involving thinking about the learning process, planning for learning, monitoring the learning task, problem solving, and evaluating how well one has learned. Chamot et al. (1999) describe planning strategies as those enabling learners to develop and use forethought. These strategies encourage learners to think about how they are going to approach and carry out the task. The sub-strategies which fall under this macro strategy, include previewing, predicting, activating background knowledge, and directed attention. Monitoring strategies are those used by students to measure how effective they are in working on a task (Chamot et. al, 1999). Learners monitor their comprehension and production by thinking about whether they understand the text they are reading or listening to. They also monitor their strategy use and make adjustments when necessary. Problem-solving strategies involve students choosing other strategies to solve problems as they face certain difficulty in the comprehension process. Among those sub-strategies under the Problem-solving strategy include (1) inferring from contextual clues, (2) making logical & intelligent guesses, (3) integrating information into a summary, (4) seeking clarification from teacher, and (5) questioning self/peers or/and cooperating with them (Philip, 2005a). Evaluation strategies are those used by students to reflect on how well their effort went. These strategies allow learners to see whether or not they have carried out their plans well and to check how well other strategies have assisted in the learning process.

Self-regulated learners are aware of the variables that influence learning and are motivated to take responsibility for it. They attribute learning outcomes to factors within their control, such as effort and strategy use, and have a repertoire of effective learning and problem-solving strategies that they apply appropriately. Good readers think as they read by carrying on an inner conversation which helps them understand what they read as they monitor their success. Readers who are metacognitively aware of what they know and can do, will apply these insights while they read and learn. They continually try to make sense out of what they read, and they know when to alter their reading strategies in tune with the task demand. Further, according to Mokhtari and Sheorey (2002), good readers are typically able to reflect on and monitor their cognitive processes while reading. They are not only aware of which strategies to use, but they tend to be better at regulating the use of such strategies while reading.

There is a strong research support for a positive relationship between students' metacognitive awareness and control of reading processes and their ability to read and excel academically (Carrell, Pharis, & Liberto, 1989; Zimmerman & Martinez-Pons, 1988; Pinninti, 2016). Besides, according to Mokhtari and Sheorey (2002), there is evidence that poor readers improve their comprehension to a greater extent with met cognitive instruction than good readers. Second language (L2) reading research also shows that good L2 readers can compensate for a lack of English proficiency by increasing their awareness of reading strategies and learning how to use these strategies to enhance comprehension (Carrell, Pharis, & Liberto, 1989). Carrell et al. (1989) in fact consider metacognitive awareness and metacognitive control, that is, planning and consciously executing appropriate actions to achieve a particular learning goal to be a critical element of proficient, strategic reading (in Cedric Leong & Wong Mei Yin, 2004).

Effective strategy use is the goal of self-regulation. To achieve this goal, students need to be engaged in instruction regarding their use of various strategies when approaching difficult reading tasks. Teachers should encourage their students to reflect upon and understand which strategies are effective in the problem-solving process. Teachers can explicitly teach students self-regulatory processes or strategies. To encourage self-regulated learning in the classroom, teachers can firstly, develop students' knowledge of cognitive and met cognitive strategies, secondly, model met cognition, thirdly, use teaching-learning strategies and activities that support and develop met cognition, and lastly foster classroom environments that

promote metacognition (Chaury, 2015; Tavakoli &Koosha, 2016). One approach, which a teacher can use in teaching strategies, is known as Direct Explanation (DE) (Winograd & Hare, 1988). In direct explanation instruction, students are informed of the value and purpose of strategy training, whereas in embedded instruction, learners are presented with activities and materials structured to elicit the use of strategies being taught but are not informed of the reasons why this approach to learning is being practised. Argument in favour of direct explanation is that learners are aware of the purpose and importance of strategies and thus strategy use can be maintained over time and even transferred to new tasks. What is essential is that learners gain self-efficacy because it has an important influence on motivation. Belief in self-efficacy determines the degree to which an individual will become engaged in and expend physical or mental energy in an activity (McCabe, 2003).

Winograd and Hare's Direct Explanation is an example of a met cognitively-based instruction. It deals directly with not merely teaching features of strategies per se but also providing learners with metacognitive knowledge in relation to strategy use in appropriate learning contexts. It also teaches learners how to evaluate their success in strategy use, which implicit in this experience is motivation for future strategy applications. It is clear that this is a metacognitive model of strategy instruction, which seeks to enhance learners' met cognitive control of strategy use, and as learners discover academic success they become motivated. The strength of the model is in its explicit met cognitive instruction while its concern for motivation is rather implicitly executed. It is important that learners be explicitly motivated through positive consequences of verbal praises. This is to make learners aware of their efficacy in using the strategies that they have learned. In this way, they can confidently attribute their success to strategy use, which in turn gradually transforms them into strategic learners. So, if there is one improvement that is needed in this model it better be the addition of an explicit approach to motivating the learners.

Bandura (1997) defines perceived self-efficacy as personal judgments about how well one can execute the courses of actions that are required to handle particular situations. Judgments of self-efficacy are said to be strongly affected by individuals' perceptions of their abilities to exercise adequate control over their actions, thereby affecting the amount of effort expended in a given learning situation. According to Bandura (1997), self-efficacy judgments come from four principal sources of information. These are enactive attainments (actually performing the task successfully), vicarious experience (watching others perform successfully), verbal persuasion (hearing and believing in one's capability to perform successfully), and physiological state (being able to adequately assess one's stress level, fatigue, or other types of arousal).
Schunk (2001) found that self-efficacy and cognitive performance are enhanced when students adopted attainable sub-goals that lead to major goals rather than focusing directly on the more distant major goals. Students will have greater confidence in their capability to use a strategy if they perceive that they have the level of ability and effort required for effective use of the strategy, and that the strategy is appropriate for tasks at hand (Philip, 2005). The current research looked into the degree of self-efficacy awareness among the ESL students to determine the extent to which they perceive their ability in using SRL strategies. While a high level of perceived self-efficacy is important to determine a high level of frequent strategy use, it is important that the students are metacognitively aware of the various SRL strategies in order that they are able to apply those strategies appropriately and effectively. As most Malaysian undergraduates are not effective strategy users as yet, the research was significant in training and assisting the students in text comprehension tasks.

2. Purpose and Objectives
The purpose of this study was to train university students in using self-regulated strategies to eventually become metacognitively aware of their strategy use in comprehending academic texts. The objectives of the study were:
- To determine the level of frequency of use of Self-Regulated Learning strategies by ESL students.
- To determine the level of self-efficacy beliefs of ESL students regarding Self-Regulated learning strategies.
- To explore the actual Self-Regulated Learning strategy application process engaged by ESL students in text comprehension.

3. Method and Procedure
This research employed a mixed-methodology approach comprising both quantitative and qualitative research paradigms (Johnson & Christensen, 2004). The subjects for this study comprised diploma students doing a course in electronic engineering. This group of students had previously completed a two-part of the three-part compulsory proficiency English courses. There were altogether 25 students engaged in the study. The general selection criterion was that the students were of mixed group in terms of proficiency level. The students were not selected on any specific criterion such as gender or proficiency level because this study does not assess differences in strategy use based on either gender or proficiency level. Rather, this study was more focused on finding out the extent to which ESL students used SRL strategies in comprehending reading texts.

The study employed two main instruments namely Likert-type inventory for SRL strategies (see Appendix 1) and semi-structured interview that required the students to write recall protocols on their strategy use. The former was used to obtain quantitative data on the frequency of strategy use as well as the degree of awareness of self-efficacy. The latter was used to obtain qualitative data in the form of immediate written recall protocols (Philip, 2005). The written protocol was used because it should be able to capture the actual process of strategy use because the selected students were asked to recall their strategic processing immediately after the end of the reading session.

The research was conducted over a period of a month since it was not easy to find suitable time for the students to be fully available for the investigation purposes. Each class was carried out for a period of two hours. The researcher started the class using Winograd and Hare's Model of Direct Explanation (1988) by explaining to the students the four main SRL strategies that could be used by the students in comprehending reading texts. The students were also taught on how to apply the SRL strategies on reading texts to aid and facilitate their comprehension of the texts.

The study used adapted Likert-type inventories (Philip, 2005) to obtain quantitative data on frequency of strategy use and self-efficacy beliefs, administered at the end of the investigation. Qualitative data were obtained through semi-structured interviews conducted at the end of the investigation in the form of written recall protocols.

4. Findings

The findings were reported based on two aspects, that is, quantitative and qualitative aspects. As regards the quantitative findings, the focus was on the four main SRL strategies namely, Planning, Monitoring, Problem-solving and Evaluation/Evaluating. The quantitative aspect also included findings on the students' self-rating of their self-efficacy on strategy use. The qualitative findings highlighted the actual reading process that students went through as they engaged SRL strategies in comprehending academic texts.

4.1. Self-Regulated Learning (SRL) Strategies

The four main SRL strategies under investigation were planning, monitoring, problem-solving and evaluating. The findings for these strategies are explained graphically in the charts below.

4.1.1. SRL Planning (PLA) Strategy

Figure 1 show very clearly that 24% of the students were using PL strategy very frequently. Whereas another 64% were using the PL strategy frequently, and 12% did not indicate the level of frequency of PL strategy use. Overall, it may be concluded that the students were using PL strategy frequently. This demonstrates an understanding on the part of the students that they need to plan their reading before they actually engaged the reading process. The planning strategy involves making an overview of the task at hand, and if it is a reading task, the learner may engage skimming and scanning strategies to help predict the content of the reading text. Students may also need to select useful strategies which they can eventually implement in doing the task proper.
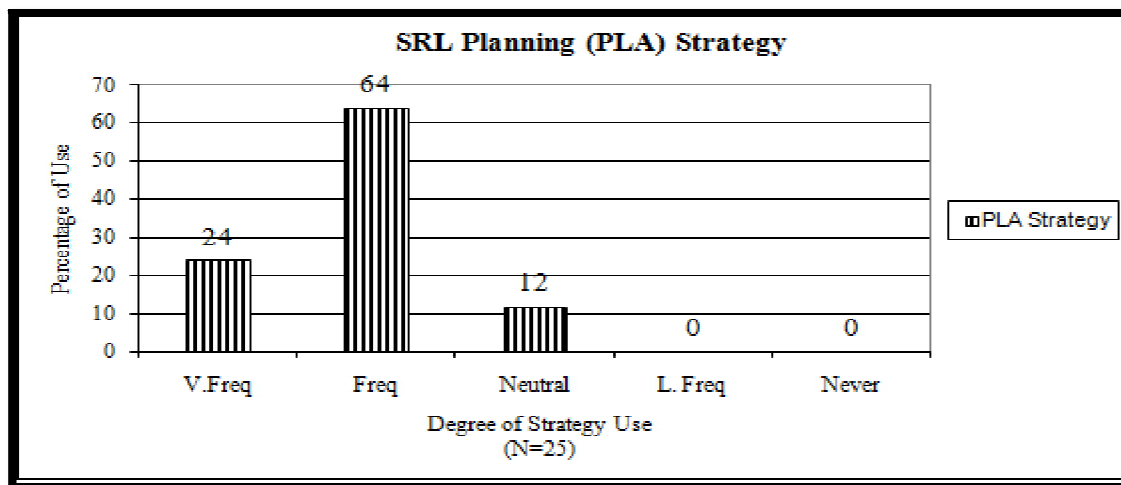

Figure 1: Percentage of Planning Strategy Use

The chart also indicates the frequent use of PLA strategy which suggests that the students did not read the text in a linear fashion but skimmed and examined pictures, graphs, and captions, and moved back and forth in the text, making comparisons with previous knowledge. This shows an ability in self-regulating their learning process as they were aware of the need to plan in order to comprehend the reading text effectively. This is an example of what Zimmerman (2002) identifies as being met cognitively active.

4.1.2. SRL Monitoring (MONT) Strategy

As shown in Figure 2 below, only 4% of the students did not use the MONT strategy frequently. 56% of the students reported having used the strategy frequently and 20% very frequently. This indicates positively that the students were metacognitively aware of the need to monitor their comprehension process. This also shows that the students were in control of their comprehension process. The fact that the students were in control indicates that they were able to use the strategies

appropriately, hence appropriate application of "conditional knowledge", the ability to know when and where to apply the strategies (Paris et. al, 1983).
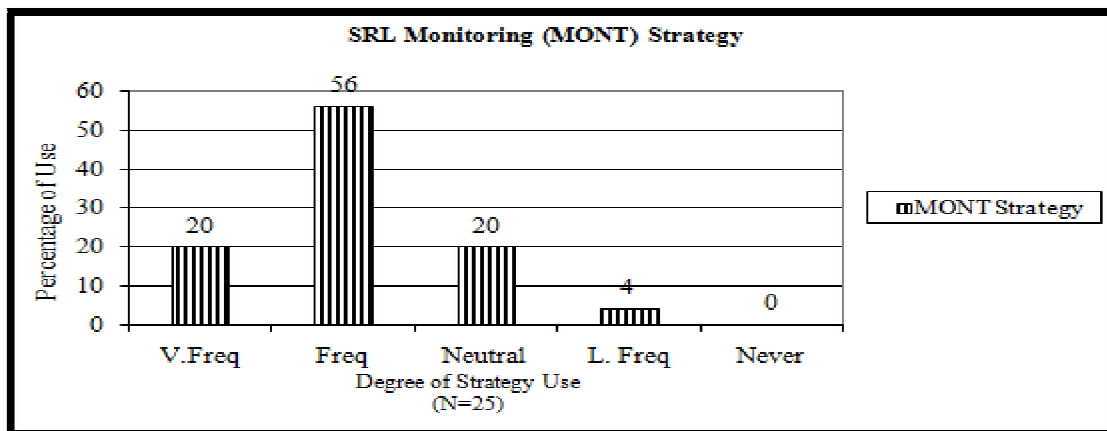

Figure 2: Percentage of Monitoring Strategy Use

Second language (L2) reading research also shows that good L2 readers can compensate for a lack of English proficiency by increasing their awareness of reading strategies and learning how to use these strategies to enhance comprehension (Carrell, Pharis, & Liberto, 1989). Further, according to Mokhtari and Sheorey (2002), good readers are typically able to reflect on and monitor their cognitive processes while reading. They are not only aware of which strategies to use, but they tend to be better at regulating the use of such strategies while reading.

4.1.3. SRL Problem-Solving (PS) Strategy
As illustrated in Figure 3, the students reported 48% of frequent use and 36% of very frequent use. This indicates self-regulatory control on the part of the students as they were engaged in reading comprehension process. It is important for the students to have the ability to problem solve their comprehension difficulties because such metacognitive knowledge should enable an effective self-regulation of reading process (Baker & Brown, 1984).
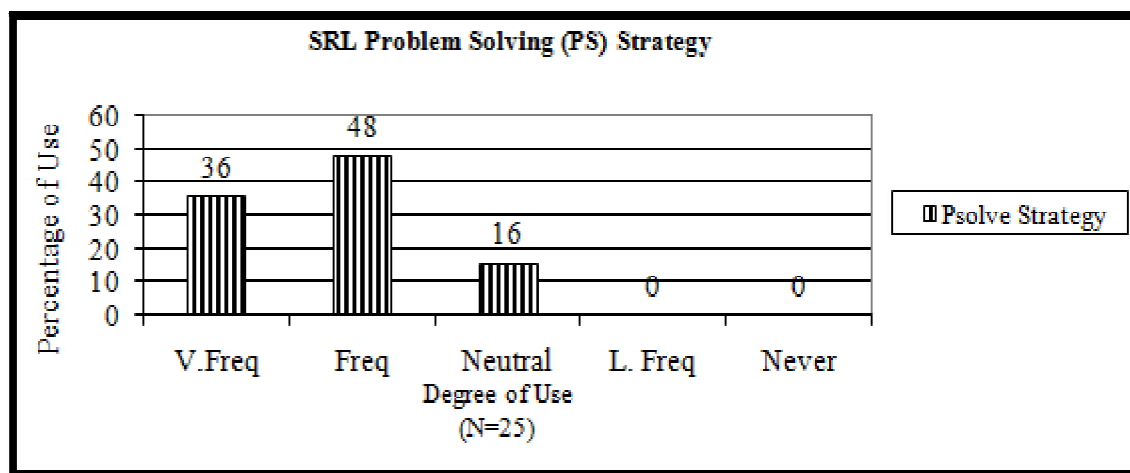

Figure 3: Percentage of Problem-Solving Strategy Use

Readers who are metacognitively aware of what they know and can do will apply these insights while they read and learn. They continually try to make sense out of what they read, and they know when to alter their reading strategies in tune with the task demand (Cedric Leong & Wong Mei Yin, 2004). Being metacognitively aware of their needs in face of comprehension difficulty, the students will engage such strategy as asking their peers or teacher or cooperating with their peers to seek solution to their comprehension problems.

4.1.4. SRL Evaluating (EVA) Strategy
Figure 4 indicates an interesting report whereby it shows that the students did not evaluate their reading process. Only 8% reported using the EVAL strategy frequently, while 68% did not respond positively to the use of the strategy. 24% of the students indicated using the strategy less frequently.
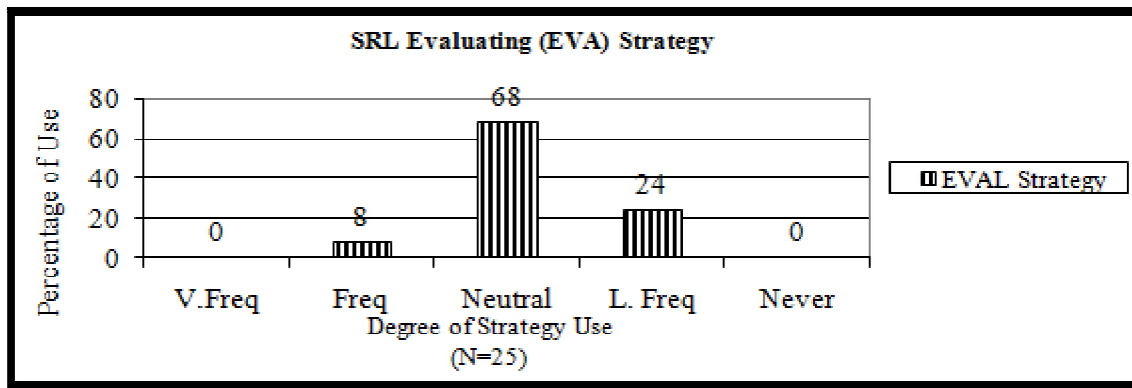
Figure 4: Percentage of Evaluating Strategy Use

The students were found to be less aware of the use of EVAL strategy probably because they could have effectively used other strategies (for example, MONT & PS strategies) throughout the reading process that, there was not the opportunity to use EVAL strategy. If this is being the case then the students were still metacognitively in control of their reading process because they seemed to demonstrate that they knew when and where not to use what strategy. However, it seems that the students have not acquired the need to self-evaluate their own performance in terms of effective strategy use which seems to indicate that the students have not attained a high level of self-efficacy. This is not surprising because it is not really possible to acquire self-efficacy in such short period of reading practice as constrained within this research (30-hour session). At best, the students could only have at least formed a strong sense of perceived self-efficacy/ self-efficacy beliefs. Had the students been exposed to a longer practice, it is not impossible for them to show a high level of self-efficacy via a high frequency use of self-evaluation use.

4.1.5. Self-efficacy Beliefs on SRL Strategy Use

The students believed quite strongly in their ability to use SRL PLA strategy, 28% 'strongly agree' and 64% indicating 'agree'. Such self-efficacy belief is important if the students were to perform well in comprehending the text using PLA strategy (Bandura, 1997). The students' high level of beliefs in their self-efficacy as regards planning must have been attributed to the explicit instruction that they received. Beliefs in self-efficacy is a clear indication that the students are aware of the need to use SRL strategy like planning.

A total percentage of 68% of the students agreed that they possessed the ability to monitor their comprehension process and 24% were very positive as regards their ability in using SRL MONT strategy. The fact that the students were aware of their monitoring ability explains clearly that the students were able to perform well in reading because the higher the students level of self-efficacy the greater would their performance accomplishment would be (Bandura, 1997). This also shows that the students were strategic in their comprehending of the texts. Students will have greater confidence in their capability to use a strategy if they perceive that they have the level of ability and effort required for effective use of the strategy, and that the strategy is appropriate for tasks at hand (Philip, 2005).

The student participants reported 80% of self-efficacy awareness in using SRL PS strategy. This is a positive perceived self-efficacy on the part of the students which is very useful in determining whether or not the students are capable of performing well in the reading tasks. Such positive perception of their self-efficacy also helps motivate the students to continue to engage in the learning activity (Schunk, 1991). It is also an indication of the students' metacognitive awareness in using SRL strategies strategically to their own advantage in face of difficulty.

A total of 20% 'strongly agree' and 56% 'agree' as regards their awareness in the need to evaluate their reading progress. The percentage indicates a positive level of self-efficacy awareness on the part of the students as far as SRL EVA strategy is concerned. This data also shows that at least the students are aware of the need to evaluate their performance as they undertake a particular task. By comparisons, the percentage within the "agree" category for *Belief in Evaluation* seems to be smaller than the other three SRL strategies, probably because it will take time for the students to acquire the skill of evaluating one's ability and performance.

4.2. SRL Strategies in Actual Reading Process via Immediate Recall Protocols – One Text Sample

The students were immediately instructed to recall their reading process via written recall protocols after each session ended in order to enable them to be able to recall the process they went through as accurately as possible. While it may be argued that the students could have forgotten the actual process as the data was retrospective of what they went through, it must be stressed here that these students were immediately recalling their reading process after the session ended and there was no other interference between the time of the reading session and that of the retrospective recall protocol.

It can safely be assumed that the students should still be able to retain within their short-term memory of the process they engaged in previously. The data were analysed and inter-rated for actual occurrences of the strategy use in Figure 5 below:

> My first step was to analyse the text by asking myself what is Maslow's Hierarchy of Needs Theory is all about? To answer the question, my planning was to preview, scan and skim the article. Then I read for my comprehension, I read and select important/relevant sentences, having the elaboration in my own mind. I summarised. I did comprehension monitoring and double check sometimes just to enhance my understanding. I jotted down some main points and did a mind mapping. These help me a lot although I cannot remember all the important information. The text is quite tough because it talks about management concepts. But some of the concepts are familiar to me like motivation and needs etc. I can actually understand the concepts based on what I already learned in my management subject. The important thing is to look for the main idea and there are always many examples. So, to get the main point I summarised the points and not include the examples. Sometimes, I remember the key word to understand the main point.

Figure 5: Actual Occurrence of SRL Strategy Use by Student (S) 1

S1 showed how he actually planned by analyzing the text in terms of the topic at hand. His reason for analyzing the topic at hand could be well related to the fact that the topic might be familiar to him and therefore familiarity would mean there was some previous knowledge of the topic which could be useful for its comprehension. Throughout the process, there was an indication of monitoring his understanding which seemed to show that S1 is learning how to check on his comprehension in order not to lose track of the meaning in the text. S1 also shows that he tried to solve his problem in comprehension by making inferences from examples (contextual clues). This shows that S1 was actually taking control of his comprehending process. Overall, S1 showed an ability to engage his metacognitive knowledge through the use of SRL strategies. However, S1 did not seem to have learned the need to evaluate on his strategy use or his performance. This again, could well be due to the limited hours of practice for S1 to see the need to evaluate his performance although he did monitor his understanding throughout.

5. Conclusion

In sum, it was found that the students were using the four SRL strategies frequently which suggested that they were metacognitively in control of their learning process. Again, it needs to be stressed that research shows that poor comprehenders use metacognitive strategies with much lower frequency than skilled comprehenders (Duffy, Roehler, & Herman, 1988). Second language (L2) reading research also shows that good L2 readers can compensate for a lack of English proficiency by increasing their awareness of reading strategies and learning how to use these strategies to enhance comprehension (Carrell, Pharis, & Liberto, 1989). Having metacognitive knowledge on when, where and why a strategy is appropriate, helps the students to facilitate their learning and comprehending process.

The findings suggested that the students formed positive beliefs in their self-efficacy in using the SRL strategies. The greater the students' level of perceived self-efficacy the greater would be the chances for them to become more strategic in their strategy use.

The study found evidence of actual strategy use from the profile of five students' immediate written recall protocols obtained in the context of semi-structured interview. Based on their protocols, the students showed evidence of using the SRL strategies to comprehend the texts. The written protocols also provide evidence of how the students were able to have metacognitive control over their strategy use in comprehending the texts.

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Appendix

SRL Strategy Inventory
(Adapted: Philip, 2005a)

Name: _____

You will find statements about process of reading. Write your response (1, 2, 3, 4, or 5) in the space provided after each statement. Each number represents how true of you with regard to each statement below. Respond in terms of how well the statement describes your belief/opinion.

- Never
- Less frequent
- Neutral
- Frequent
- Very frequent

Read the statement and choose a response (1, 2, 3, 4, or 5) as above, and TICK your response in the space provided after each statement.

	Statement	Response					Official Use
		1	2	3	4	5	
	PLANNING (PLA)						
1	I tend to make a preview of what I am about to read.						☐
2	I tend to skim the text before reading it.						☐
3	I tend to scan the text before reading it.						☐
4	I try to predict what the text is all about.						☐
5	I try to recall some key words/terms that can provide clues to the overall meaning of the text.						☐
	MONITORING (MONT)						
6	I tend to make a double check to keep track of my comprehension level.						☐
7	I tend make a double check to keep track of the effectiveness of reading strategies I use.						☐
8	I tend to make a double check to keep track of the usefulness of graphic organizer I use.						☐
9	I tend to verify consciously with myself how much have I learned/understood.						☐
10	I tend to make a double check to ensure that my previous undertaken moves /acts are effective.						☐
	PROBLEM-SOLVE (PS)						
11	I tend to look for contextual clues to know the meaning of a difficult word (without access to a dictionary) and sentence.						☐
12	I tend to make an intelligent guess to understand some parts of the text.						☐
13	I tend to make a logical guess to understand some parts of the text.						☐
14	I tend to predict the outcome of a particular proposition (cause-effect relationship).						☐
15	I tend to fill in any missing information, which I find relevant in helping my understanding.						☐
	EVALUATION (EVA)						
16	I tend to reflect on how effective the strategies were, which I used to comprehend the text.						☐
17	I tend to reflect on how much I have learned, new language items such as words, phrases, structures and even conceptual terms.						☐
18	I tend to reflect on how well I have done in the reading task; have I managed to understand almost everything in the text.						☐
19	I tend to check my level of understanding at reading intervals.						☐
20	I tend to self-evaluate on how effective I have executed a particular reading task.						☐