

**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**University of 08 Mai 1945 Guelma**

**Faculty of Letters and Languages**

**Department of Letters and English Language**

**جامعة 08 ماي 1945**

**كلية الآداب و اللغات**

**قسم الأدب واللغة الانجليزية**



**OPTION: LINGUISTICS**

**The Role of Self- Reflection Strategy in Developing EFL Learner's Reading  
Comprehension.**

**The Case of 1<sup>st</sup> Year Master Students at the Department of Letters and English  
Language, University of 08 Mai 1945, Guelma**

**A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirements for Master Degree in Language and Culture.**

**Submitted by:**

Nada SEDAIRIA

**Supervised by:**

Ilhem CHEKKAT

**Board of Examiners**

**Chairwoman: Mrs. Katia MEBARKI (MA/B) 08 Mai 1945 University- Guelma**

**Supervisor: Mrs. Ilhem CHEKKAT (MA/A) 08 Mai 1945 University- Guelma**

**Examiner: Miss. Naziha BENKAMOUCHE (MA/A) 08 Mai 1945 University-Guelma**

**July 2019**

## DEDICATION

*I pray and thank God Almighty for granting us the gift of knowledge and blessing us with*

*His mercy.*

I dedicate this work to:

All my family members.

Especially my beloved sister Bouchra who helped me make my dreams a reality.

My dear friend Zakaria, without his moral assistance and motivational words none of this

would have accomplished.

All my friends and colleagues, I wish for them all best of luck.

## ACKNOWLEDGMENTS

First of all, I would like to express my hearty gratitude to my teacher and supervisor **Mrs. Ilhem CHEKKAT**, who guided this research and gave me her time and expertise. I thank her not only for her comments and valuable suggestions, but also for her friendly guidance and fruitful advices. Without her help this dissertation would not have been possible.

Also, all appreciations go to the jury members: **Mrs. Katia MEBARKI** and **Miss. Naziha BENKAMOUCHE** for their precious time devoted to read and scrutinize this work. Thank you very much.

I will not forget to express my gratitude to all Master one students who participated in this work and basically made it happens through answering the students' questionnaire.

## ABSTRACT

Reading is usually regarded as a useful skill for developing EFL students other skills, mainly critical thinking. In fact, students rely on such strategies to have good text reading comprehension. Hence, one of these skills is self reflection; which is considered as advanced critical thinking strategy because of the significant role that it plays in developing EFL students' ability to understand, interpret, and reflect upon the meaning of what is being read; that is, improving reading comprehension. The present study then aims at investigating the role of self reflection strategy in developing EFL students' abilities of text comprehension.

The sample is taken from First Year Master students of the English Department at Guelma University; to check the validity of the research hypothesis; which state that self reflection strategy is one of the essential and effective skills of enhancing students' reading comprehension and its absence in processing information, would lead to a poor reading comprehension. Thus, one questionnaire was administered to the sample students; as a data collection tool to examine the effect of using self reflection strategy on students' level of comprehension after reading any written material, as well as students' perceptions toward the importance of using this strategy. The collected data were described, analyzed, and discussed using the Quantitative Method. The results revealed that the sample students show a significant awareness towards the crucial role self reflection has on enhancing their reading comprehension abilities as well as on other language skills. Consequently, the results confirmed the research hypotheses. As a result, the results are transformed into useful pedagogical implications for an effective EFL reading skill comprehension teaching and learning.

### **List of Abbreviation**

**CBA:** Curriculum Based Assessment

**CBM:** Curriculum Based Measurement

**EFL:** English Foreign Language.

**LMD:** License Master Doctorat

**Q:** Question

**QM:** Quantitative Method

**UK:** United Kingdom

## List of Tables

<b>Table 3.1:</b> Students' gender .....	47
<b>Table 3.2:</b> Students' English Learning Background.....	48
<b>Table 3.3:</b> Students' Choice to Study English.....	49
<b>Table 3.4:</b> Students' Proficiency Level in English .....	49
<b>Table 3.5:</b> Students' Attitude Towards Reading .....	50
<b>Table 3.6:</b> Students' Reading Frequency.....	51
<b>Table 3.7:</b> Students' Reading Comprehension Difficulties .....	52
<b>Table 3.8:</b> Types of Reading Difficulties .....	53
<b>Table 3.9:</b> Students' Text Misunderstanding .....	55
<b>Table 3.10:</b> Students' Levels of Comprehension.....	56
<b>Table 3.11:</b> Students' Solutions for Texts Misunderstanding... ..	58
<b>Table 3.12:</b> Assessing Students' Reading Comprehension .....	59
<b>Table 3.13:</b> Students' Agreement/Disagreement Concerning the Accurate Method Used to Assess Reading Comprehension.....	60
<b>Table 3.14:</b> Students' Attitude Knowledge about the Strategies of Critical Thinking.....	61
<b>Table 3.15:</b> Critical Thinking Strategies.....	63
<b>Table 3.16:</b> Self Reflection Strategy .....	64
<b>Table 3.17:</b> Importance of Self Reflection Strategy in EFL classes .....	65
<b>Table 3.18:</b> Self Reflection Role in Reading Comprehension.....	66
<b>Table 3.19:</b> Frequency of Self Reflection Practice .....	60
<b>Table 3.20:</b> Agreement/Disagreement about Teachers Use of Self Reflection Strategy.....	68
<b>Table 3.21:</b> Self Reflection as Reading Strategy .....	69

## List of Figures

<b>Figure 2.1:</b> Klob's Experiential Learning Cycle Model.....	32
<b>Figure 2.2:</b> Gibbs' Reflective Cycle.....	35

## CONTENTS

<b>Dedication .....</b>	<b>I</b>
<b>Acknowledgment .....</b>	<b>II</b>
<b>Abstract .....</b>	<b>III</b>
<b>List of Abbreviations.....</b>	<b>IV</b>
<b>List of Tables.....</b>	<b>V</b>
<b>List of Figures .....</b>	<b>VII</b>
<b>General Introduction .....</b>	<b>1</b>
1. Statement of the Problem .....	1
2. Research Questions .....	2
3. Aims of The Study.....	2
4. Research Hypothesis.....	3
5. Research Methodology and Design.....	4
5-1 Research Method.....	4
5-2 Population of the Study.....	4
5-3 Data Gathering Tool.....	4
6. Structure of Dissertation.....	5
 <b>Chapter One: Reading and Reading Comprehension</b> 	
Introduction .....	7
1.1. Definitions of Reading Skill.....	7
1.2. Definitions of Reading Comprehension.....	8
1.3. Levels of Reading Comprehension.....	9
1.3.1. Lexical Comprehension.....	9



1.3.2. Literal Comprehension .....	10
1.3.2. Interpretive Comprehension .....	10
1.3.3. Applied Comprehension.....	10
1.3.4. Affective Comprehension .....	11
1.4. Components of Reading Comprehension.....	11
1.5. Models of the Reading Processes.....	13
1.5.2. The Bottom Up Processing.....	13
1.5.3. The Top Down Processing.....	14
1.5.4. The Schemata Theory.....	14
1.6. Students' Reading Comprehension Difficulties.....	15
1.7. Teaching Reading Comprehension .....	19
1.8. Assessing Student's Reading Comprehension.....	21
Conclusion.....	23

## **Chapter Two: Self Reflection Strategy**

Introduction.....	24
2.1. Definition of Self Reflection.....	27
2.2. Students' Self Reflection .....	28
2.3. Types of Self Reflection .....	28
3.2.1. Reflection in Action .....	28
3.2.2. Reflection on Action .....	29

3.4. Processes for Self Reflection .....	32
2.4.1. Portfolios .....	32
2.4.2. Conferences .....	32
2.4.3. Reflective Journals .....	33
2.4.4. Students' Involved Self Assessment .....	33
2.5. Self Reflection Theories and Models .....	34
2.5.1 Kolb's Experiential Learning Cycle Model .....	34
2.5.2 Gibbs Reflective Cycle Model .....	38
2.6. The Effects of Self Reflection on Students' Reading Comprehension.....	40
Conclusion.....	44

### **Chapter Three: Field Investigation**

Introduction .....	45
3.1. Research Method .....	45
3.1.1. Research Population and Sample .....	46
3.1.2. Methods of Data Collection .....	46
3.2. Description of the Students' Questionnaire .....	46
3.3. Analysis and Results of Students' Questionnaire .....	47
3.4. Summary of the Results .....	70
Conclusion.....	71

### **General Conclusion**

4. Concluding Remarks .....	72
5. Pedagogical Implications .....	73
5.1 Teachers' Implications .....	73
5.2 Learners' Implications.....	73

5.3 Policy Makers' Implications .....	74
6. Recommendations .....	76
7. Limitations of the Study .....	77

**REFERENCES.....79**

**APPENDICES**

**Appendix I : Students' Questionnaire**

**French Summary**

**Arabic Summary**

## **General Introduction**

In any language learning field, students usually aim at developing the four linguistic competences; listening, speaking, reading and writing. Thus, learning a foreign language, as English, requires more efforts to achieve this aim. Furthermore, one of the main skills that students need to develop is to promote their active reading and critical thinking abilities. In addition, reading comprehension, as a survival skill in EFL context, plays an integral role in almost all language proficiency and achievement tests. However, it seems that traditional approaches to reading comprehension instruction have not been successful at satisfying learners' needs. Self reflection, as a critical thinking, cognitive and advanced strategy, may have a positive impact on developing EFL students' ability to understand, interpret, and reflect upon the meaning of what is being read; and then improving their reading comprehension.

### **1. Statement of the Problem**

Due to the complexity of the reading skill, EFL students usually suffer from poor reading comprehension. This problem can be attributed due the fact that EFL students at the English department of Guelma University are most of the time asked to read given materials in or out of the class; and as reading requires the development and the integration of many other language skills and abilities they need to develop them too. Moreover, considering reading only as a matter of speaking out the written words or checking them in dictionaries cannot be enough for developing their whole comprehension. The task, reading comprehension, requires both linguistic as well as communicative competences to be achieved. Thus, one of these skills is developing what is called "self reflection", a cognitive critical thinking strategy in reading, to enhance EFL students' text reading comprehension level. The present study

investigates then this problem to know about the extent to which self reflection can help in developing EFL students' reading comprehension and facilitate their reading tasks.

## **2. Research Questions**

The majority of EFL students at the English department, University of 08 Mai 1945 Guelma suffer from serious problems in reading and mainly reading comprehension. Thus, they lack knowledge and practice about and of effective reading strategies that can best help them develop their reading comprehension abilities. Furthermore, as EFL students are asked to read to comprehend the intended meaning; either for classroom tasks, pleasure or language proficiency tests, they need to develop some critical thinking and cognitive abilities that may help them overcome their reading comprehension problems. Therefore, strategies as self reflection can be one way to achieve the former purpose.

Our research attempts then to answer the following questions:

1. How EFL students can overcome their reading comprehension difficulties?
2. What are EFL students' attitudes toward the use of self reflection strategy in/out classroom learning?
3. Do teachers encourage and raise EFL students' awareness toward self reflection strategy use?

## **3. Aims of the Study**

The study of reading and reading comprehension development is very useful for EFL students; in the sense that, it helps them enhance their linguistic as well as communicative competences; and then improve their general language learning achievements. In other words, reading comprehension is the key element for any success in reading any language material, doing classroom tasks and even in exam's

and test's fulfillment. The proverb says that an understanding of a question is already half of the answer. Therefore, the present research aims at investigating the relation between students' reading comprehension and other cognitive abilities as self reflection. In fact, our intention is to highlight the impact self reflection has in enhancing EFL students' reading comprehension. Moreover, self reflection strategy plays an important role in EFL students' adequate text understanding; consequently, EFL students who develop their self reflection strategy are said to improve their comprehension abilities earlier and easier than others and be more able to assess their own reading comprehension. Hence, the aim of this research is two-fold:

1. To investigate the relationship between self reflection strategy use and EFL students' reading comprehension improvement.
2. To raise students' awareness about the important role self reflection strategy plays in improving their reading comprehension and also about how they can develop their use of this strategy.

#### **4. Research Hypothesis**

Self reflection is one of the essential and effective strategies that may enhance EFL students' reading comprehension. The absence of self reflection in processing information leads to poor reading comprehension. Thus, EFL students' reading comprehension difficulties may be the result of lack of self reflection strategy use.

Henceforth, raising students'

awareness toward its use and development may result in facilitating their reading tasks and improving their reading comprehension abilities. We then hypothesize that:

If students are self reflected, their reading comprehension would

increase.

(H<sub>1</sub>) The null hypothesis implies that no relation exists between the two variable

If students are self reflected, their reading comprehension would not increase. (H<sub>0</sub>)

## **5. Research Methodology and Design**

### **5.1. Research Method**

The current study has been conducted through the quantitative descriptive method. This latter suits the research topic; as it contributes in answering the research questions and testing the reliability of the hypothesis, through administrating students' questionnaire that provides us with different perceptions and necessary data concerning the role of self reflection strategy in developing EFL students' reading comprehension.

### **5.2. Population of the Study**

The sample of the research consists of 104 of 1<sup>st</sup> Year Master students at the English Department, University of 08 Mai 1945, Guelma. It has been randomly chosen from the whole Master One students' population (150). In addition, it is selected for the fact that students at this level are supposed to have developed critical thinking skills, have a significant reading experience of different types of written materials, as well as to be taught modules of "*advanced reading and writing*" and "*cognitive psychology*"; which make them more familiar with the concepts of self reflection, comprehension, critical thinking, etc. and hence be a good sample for our research.

### **3.5. Data Gathering Tools**

In order to answer the research questions and prove the research hypothesis, one questionnaire was administered to Master One students at the English Department, Guelma University. The questionnaire

is used as a research tool in this study because it helps us gather as much necessary information as possible; in terms of knowing about our sample's attitudes, opinions, difficulties and problems, suggestions, etc. that are valuable data for testing the research hypothesis concerning the role of self reflection strategy in developing EFL students' reading comprehension.

## **6. The Structure of the Dissertation**

The present research work is divided into three chapters; where two are purely theoretical and a third one represents the research field investigation. The first chapter, entitled 'reading and reading comprehension', provides general definitions of reading skill, and reading comprehension, as well as it covers the different cognitive processes needed for text comprehension. In addition to that, it discusses various levels and components involved in a reading comprehension process. Moreover, this chapter highlights different reading comprehension difficulties. Finally, it ends by listing a number of methods used in EFL classes to teach and assess students' reading comprehension. The second chapter, entitled 'self reflection strategy', tackles various definitions of self reflection in general and students' reflection in particular. It briefly describes types of self reflection used by EFL learners. Then, it provides general overview of different processes of self reflection and explains the models and theories used to study self reflection. Finally, this chapter demonstrates how self reflection strategy improves students' understanding through mentioning its possible implementations in reading sessions.

The third chapter is purely practical "field investigation"; deals with the description and administration of students' questionnaire. Furthermore, analyses and interpretations of data driven from the questionnaire are provided using tables, and finally a general summary of the



results and research finding is given. The research as a whole ends with a general conclusion; where some pedagogical implications and research recommendations are stated as well as the research limitations of the research.

## **Chapter One: Reading and Reading Comprehension**

Introduction .....	7
1.1. Definitions of Reading Skill.....	7
1.2. Definitions of Reading Comprehension.....	8
1.3. Levels of Reading Comprehension.....	9
1.4. Components of Reading Comprehension.....	11
1.5. Cognitive Processes Involved in Reading Comprehension.....	13
1.5.1. The Bottom-up Processing.....	13
1.5.2. The Top down Processing.....	14
1.5.3. The Schemata Theory .....	14
1.6. Reading Comprehension Difficulties.....	15
1.7. Teaching Reading Comprehension.....	19
1.8. Assessing Student's Reading Comprehension.....	21
Conclusion.....	23

## **Chapter One: Reading and Reading Comprehension**

### **Introduction**

The present chapter tackles crucial concepts and issues, in the EFL learning context, related to reading and reading comprehension. Hence, it covers the cognitive processes activated by students while reading for developing their reading comprehension. It deals also with different sorts of difficulties students may encounter while reading a text and that can affect their general text comprehension. In addition to that, it explains different reading comprehension levels as well as possible strategies students' can rely on to develop their reading comprehension. Finally, the chapter discusses the different methods used to teach or assess students' reading comprehension.

#### **1.1. Definition of Reading Skill**

The reading skill has been discussed and defined from different perspectives by many scholars and researchers. For instance, according to Smith (1973), "reading is act of communication in which information is transferred from a transmitter to a receiver" (p. 2). That is to say, reading is the interactive and productive process in which the reader is able to infer information and ideas that a writer of a given text intends. In addition to that, reading is another means of communication between the receiver and the transmitter to get meaning.

Moreover, Shaw (1959) proved the previous idea and stated that "reading is the communication of thoughts, moods and emotions through which one receives from others their ideas and feelings" (p. 8). However, Widdowson (1979) provided a simplest definition to reading skill when he claimed that "reading is a process of getting linguistic information via print". In other words, for him, reading is regarded as a systemic activity to grasp information from written material.

Briefly said, from the previous scholars' definitions, we can conclude that reading is not only the process of analyzing and interpreting a written text, but it is also all about the dynamic interaction between the reader and the text to elicit meaning.

Furthermore, reading is considered as a complex mental process that depends on both communicative skills and the reader's performance and his ability to decode symbols and understand their meanings.

## **1.2. Definitions of Reading Comprehension**

Before defining Reading Comprehension as a whole, comprehension has to be defined first. Durkin (1993) defined comprehension as “intentional thinking during which meaning is constructed through interactions between text and reader” (as cited in Lehr & Osborn, 2005, p. 5). We can say that, comprehension is an intentional rather than spontaneous activity during the reading process; in order to overlap the meaning transmitted to the reader by the writer through the text. In addition to that, Lehr and Osborn (2005) asserted that all definitions of reading comprehension share one basic element which is read in order to make sense from the text at hand (p. 5).

In fact, the term comprehension has been widely defined by many scholars and language experts in isolation from reading, but it still refers to the interaction between the writer and the reader. For instance, Harris and Hodges (1995) defined it as “the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in particular text” (p. 5); i.e. reading comprehension is the convergence between the readers' prior knowledge and the texts' ideas.

Moreover, Snow (2002) argued that teachers think of reading comprehension as “what students are taught to do in reading instruction during the early school years and as the reading capacities they are expected to display throughout the middle and high school years” (p. 9). To clarify, the researcher emphasized the necessity of teaching reading comprehension throughout the whole learning journey, especially after mastering word recognition skills (p. 10).

To sum up, reading comprehension is the main purpose of the whole reading process; it refers to the interaction between text readers and the writer through the content of the written material. Moreover, comprehension process considered as a complex procedure for which readers are in need to set of strategies and techniques to improve it.

### **1.3. Levels of Reading Comprehension**

Reading comprehension represents the students' ability to effectively and easily grasp texts' meaning. It is the final stage of the reading process at which students first learn 'phonics', 'vocabulary', and 'fluency'. Therefore, there are five levels of comprehension developed by students as answers of text questions asked during the reading process.

#### **1.3.1. Lexical Comprehension**

Before discussing lexical comprehension, we need first to define the term 'lexical'. Murphy (2010) claimed that "the lexical in lexical semantics refers to the lexicon, collection of meaningful linguistic expressions from which more complex linguistic expressions are built" (p. 3). That is to say, lexicon is the collection of vocabulary in a language. Likewise, Jackson and Amvela (2000) suggest that vocabulary, lexis, and lexicon are synonymous. The idea is supported by Larsen-Freeman and Decarrico (2010) when they wrote that vocabulary/lexis includes "...not only syntax and morphology but also phonetics, phonology, semantics and lexis (that is, vocabulary)" (p.18). In other words, the terms vocabulary and lexis are used interchangeably within the framework of lexical competence. Thus, vocabulary knowledge also labeled as lexical knowledge had been defined by Laufer and Goldstein (2004) as "the sum of interrelated sub knowledge" or "...constructed as a continuum consisting of several levels of knowledge, starting with superficial familiarity with the word and ending with the ability to use the word correctly in free production" (p. 400). Then, the lexical comprehension during the reading process refers to the understanding of key vocabulary in the text in addition to lexical knowledge.

### **1.3.2. Literal Comprehension**

Refers to the readers' ability to understand the explicit meaning of the text; what is directly mentioned by the author. It can be developed through answering the following questions: Who, What, When, and Where. In addition to that, the reader might be required, first, to recognize the central conceptions of the text, and collect specifics related to the central ideas, then, arrange the sequence where the main events pass. For instance, EFL students' literal comprehension can be better exemplified when the written material is a novel or a book of literature, they will try to answer the WH questions throughout the beginning, the middle, and the end of the story; in order to gain more understanding of the events. In fact, literal comprehension is about the actual events of the text. It is considered as a very important level for the reason that it is the basis of other levels of understanding and without it students would not be able to move to other levels, and that it provides answers for students' questions within the text itself.

### **1.3.3. Interpretive Comprehension**

Interpretive or inferential comprehension refers to the act of interpreting or inferring meaning from the text. For example, a reader can understand events of the story through facts or predictions. It relies more on background knowledge through which a reader may predict or infer the meaning of the ambiguous passage. Therefore, interpretive comprehension takes place when answering Why, How, and What if questions. It is a high developed level of understanding because in this level the reader is obliged to involve the critical thinking processes besides to problem solving and try to draw conclusions to infer the implied meaning. Interpretive comprehension helps students be involved in highly developed reading tasks; as inferring writers' purpose of writing the material at hand, arranging in different ways the ideas or topics discussed in the texts, explaining the implicit ideas, and deducing conclusions from the text.

#### **1.3.4. Applied Comprehension**

Applied comprehension or critical reading takes place after students comprehend the writers' message sent through the text. It is a critical and evaluative level in which the reader is required to ask why the writer says what he is saying. Also, the reader is expected to be able to distinguish true information from the personal views and judgments, then be capable to recognize convincing reports and been able to assess the accuracy of the information presented in the text. Thus, it is about using background knowledge to form efficient understanding of the text.

#### **1.3.5. Affective Comprehension**

Affective comprehension refers to the text effect on the reader; which is in fact the main purpose of the writer. It helps readers to reflect on the development of the text as well as the writers' ideas. It is about the emotional and social aspects of the text they are reading.

As Hoque (2017) claimed, "the affective domain involves our feelings, emotions and attitudes" (p. 48). That is to say, the affective level of comprehension represents a description of readers' emotional manner of dealing with the written material; the author explained that the more the affective level of readers is high, the more likely the reader will be involved, committed, and internally motivated to read.

To sum up, reading comprehension levels are what makes a reading process effective; they help learners to improve their vocabulary knowledge and grammar use , thus they need to be learned and developed.

#### **1.2.4. Components of Reading Comprehension**

Reading comprehension was seen as a complex process that requires various but basic components/ strategies in order to ensure individuals' ability to effectively comprehend the message involved within the written material. Among these skills we point out:

**Background Knowledge:** the Free Dictionary defined it as “information that is essential to understanding a situation or problem”. This means that, it is the prior knowledge or the previous experience. Good readers always try to relate what they are reading with what they already know because they are aware about the benefits these relations will bring to their comprehension. Also, effective reading process requires students to create this kind of connections unconsciously before, during and after reading a given text. Consequently, the more the reader has background knowledge about the subject he is reading, the more he will effectively understand the text. Background knowledge and reading comprehension are correlated in the sense that background knowledge is enhanced through reading and vice versa.

**Inferences:** Bauman et al, (2003) claimed that inference process helps students to construct meaning and understand information within sentences in a text, between sentences in a text or between prior knowledge and text (p. 447). In simpler words, making an inference involves using what you know to make a guess about what you don't know or reading between the lines. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said.

**Strategy use:** Jonas (2000) claimed that “strategy, in and of itself, has nothing to do with goals, objectives, or purposes. Instead, strategy defines how those things are going to be achieved” (p. 1). That is to say, strategies are the outline, process, or set of steps used to gain the intentional purposes; it is the plan of mission. Therefore, the appropriate use of strategies should be taught to learners who struggle with problems in comprehension because they may help them either consciously or unconsciously; besides to cognitive and meta-cognitive strategies which help readers to grasp easily the meaning of the text.

**Vocabulary:** it is the collection of words used in any given language; it is knowledge of words' meaning in addition to the correlation between words. Consequently, effective readers are more able to enrich their vocabulary than others. Also, vocabulary knowledge is needed



for good reading comprehension; lack of knowing the meaning of words in any text affects readers' understanding.

**Word reading:** unlike Wvocabulary word reading is about the readers' failure to pronounce words while reading; he may be able to infer its meaning but unable to figure out its reading. This is mainly related to new vocabularies readers encounter in text. Therefore, a pre reading practice is much more needed especially for learners with reading difficulties; it is preferable if the teacher asks his or her students to practice the first read silently, in order to figure out the new words in the text and be able to read them correctly later.

## **1.5. Cognitive Processes Involved in Reading Comprehension**

Many researchers suggest that foreign language students will be able to develop their reading skill on the basis of top-down, bottom-up activities in the classroom. But, first before applying these processes it is important to know what are they?

### **1.5.1. Bottom-up Processing**

Gough (1972) introduced the bottom-up processing; the most important thing about this process is that it was viewed as a sequence of stages that focuses on word recognition. Maroof (2016) suggested that “this process follows an order; first, it is important to interpret letters and words. Then, in this process the reader has to perceive phrases and paragraphs in order to interpret the whole text” (as cited in Méndez & Llivignay, 2017, p. 38). That is to say, bottom-up processing helps to produce comprehension; first by exposing the reader to the new words and new structures and then constructing meaning from the text by activating prior knowledge.

Moreover, The Bottom-Up processing deals with accessible units written down in texts such as ‘grammatical structures’, ‘sound-Letter’, and ‘word meaning and text details’. These elements in the text are the activating indexes of prior knowledge and are means to decode the information; for the purpose of understanding (Villalobos, 1992, p. 205). That is to say, bottom up processing uses the readers' prior knowledge in order to help him or her to infer the

meaning of each unit independently from the general meaning; it works on decoding the information based on individual understanding of each vocabulary separately.

### **1.5.2. Top-down Processing**

Many researchers encouraged the use of the top-down processing for the reason that it is related to the readers' schemata; as it is used to make assumptions and reasonable guesses about the text. For instance, the reader who uses top-down processing relies more on his or her background knowledge when encountering unknown vocabularies; while others may use their knowledge of both context and co-text. This idea was proved by Lingzhu (2003), when he claimed that "readers should either be able to guess the meaning of the unknown word or understand the general idea without getting distracted" (as cited in Méndes & Llivignay, 2017, pp. 39-40). That is to say, top-down processing uses the existing knowledge in the mind (schemata) to help the reader understand the general meaning; from the whole to the smallest unlike the bottom-up processing which starts by the smallest linguistic unit to the whole text.

### **1.5.3. The Schemata Theory**

Bartlett (1997) defined schema as: "an active organization of past reactions, or past experiences, which must always be supposed to be operating in any well-adapted organic response" (A Theory of Remembering, Para. 15). In other words, a schema is the abstract representation of prior knowledge stored in memory. However, Brown (2001) explained how the schema theory works and argued that it addresses "how the reader brings information, knowledge, emotion, experiences, and culture to the printed word" (p. 42). That is to say, schemata theory emphasizes the readers' ability to relate his previous knowledge with what he is learning now for better comprehension of the written text. Then it (schemata theory) believes that comprehension is produced through the interaction of the reader's prior knowledge and the text at hand during the reading process.

### **1.2.6. Reading Comprehension Difficulties**

Reading comprehension is such a complicated process that relies on other significant and complex lower-level processes. Reading comprehension proficiency is the main purpose of a reading process; however, we should not forget about the skills on which it depends (Heyman, 2012, para, 9). This means that, the complexity of reading comprehension is correlated and dependent on other sub skills that play a significant role in the process of grasping meaning. Therefore, Graham and Bellert (2004) argued that students with learning deficiency can face difficulties in text comprehension because of difficulties in using their background knowledge appropriately, decoding and word recognition, vocabulary knowledge, fluency, strategy use and metacognitive skills, and in differentiating between common text structures (Graham and Bellert, 2004, pp. 253-263):

#### **1.6.1. Appropriate Use of Background Knowledge**

According to Stahl, Hare, Sinatra, and Gregory (1991) the most noticeable effect of background knowledge is its direct impact on text comprehension; the more readers have prior knowledge about given topic the more likely they will be able to understand what is written (pp.487-508). This means that, the more the readers' background knowledge is inclusive, the more easily for him to comprehend the written material at hand. Moreover, it is emphasized that background knowledge and comprehension meet together in different ways. As Rumelhart (1980) explained when he stated that "the reader may simply not have the background knowledge to link to the text. The more limited students' general knowledge and vocabulary skills are, the more difficulty they have in activating appropriate knowledge to assist in comprehending text" (pp. 33-58). Briefly, we can say that both appropriate use of background knowledge and successful reading comprehension require good mastery of vocabulary skills in addition to general knowledge.

Besides to that, Paris, Wixson, and Lipson (1983) claimed that students who experienced learning difficulties are more likely to face problems when initiating appropriate knowledge

or in promoting prior knowledge whenever it is needed. For instance, students may have prior knowledge about a topic, but they fail to place it appropriately in order to get text comprehension.

To sum up, background knowledge works as a motivational factor for students to learn more and acquire new knowledge. In addition to that, the more students have rich prior knowledge, the more they will be able to receive and perfectly restore new information and the easily they will retrieve it later.

### **1.6.2. Decoding and Word Recognition**

According to Wolf and Katzi-Cohen (2001), word recognition refers to the accurate and rapid access to word meaning through ‘decoding’ of written words. The researchers explained that word recognition passes through two main stages: the first stage is known as ‘phonological decoding’ based on ability to relate visual decoding of word forms with phonological codes; the second stage is known as ‘lexical or semantic access’ refers to the ability to recognize word meanings (pp. 211-239).

However, Swanson (1999) stated that “decoding and word recognition skills are implicated in comprehension difficulties because they are related to the core deficit that is assumed to underlie learning disabilities” (p.505). This means that, when students become unable to phonologically decode or lexically recognize words’ meanings this will directly affect their text comprehension and indirectly lead to a variety of learning difficulties. The researchers explained how poor word decoding and recognition have a direct impact on text understanding; for instance, if readers failed in decoding a word or recognizing its lexical meaning during reading. Consequently, this will lead them automatically to focus all their mental capacities on identifying the word rather than understanding from text.

Additionally, Westwood (2001) suggested that providing vocabulary development and word recognition skill practices and activities is very important and at the same time beneficial especially for students and readers who suffer from learning difficulties, because

they face problem with their memory systems and forget words they store in short period (p. 32). In more simple words, the researcher claimed that word recognition tasks and vocabulary development activities are the most accurate and effective solution for readers who suffer from these difficulties during reading.

To summarize, the more students practice word decoding and recognition activities and memorize new words, the more likely to use their prior knowledge appropriately and the easily they will retrieve them later.

### **1.6.3. Vocabulary Knowledge**

Vocabulary knowledge has been considered as a significant element of reading. As such, it is agreed that any shortage in vocabulary knowledge will lead, by nature, to text comprehension disabilities (Laufer, 1997, pp. 20-34). The researcher ensured the important role vocabulary knowledge has in relation to reading comprehension; in addition to the correlation between knowing meaning of each word and understanding the general meaning of the text at hand. For instance, students with large and rich vocabulary will be able to improve their reading comprehension effectively and in short period of time than others with lack of vocabulary knowledge. Also, Perfetti (1984) noted that “knowing word meanings enables the reader to assemble and integrate propositions from text and make sense of what is read” (p. 87). This means that, vocabulary knowledge enables readers to recognize word meanings and this positively affect their text comprehension. For example, having good mastery of vocabulary enables students from combining and collecting the suggestion found in text in order to form their own comprehension. In simpler words, lack of vocabulary knowledge obstructs students’ reading comprehension.

### **1.6.4. Fluency**

Reading fluency has received a number of definitions by different researchers. For instance, Chard, Vaughn, and Tyler (2002) stated that, “fluency related to reading is most often conceptualized in terms of speed and accuracy” (p. 3).

That is to say, reading fluency is the smooth and automatic word decoding while reading. However, the National Reading Panel defined reading fluency as “the ability to read text quickly, accurately, and with proper expression” (NICHD, 2000, p. 3-5). This means that, reading fluency refers to readers’ speed and correct word reading besides to the appropriate use of words.

In fact, Kamenui and Simmons (2001, pp. 203-210) argued that fluency is a critical but ignored mechanism in considerable reading agenda. This means that, reading accurately and correctly has an important role in improving students’ reading comprehension, while dysfluent reading obstruct the process of comprehension. In addition to that, the researchers suggested that perfect word reading and recognition is not enough; in order to gain successful text understanding and not fall in forgetfulness. Readers must read quickly and improve their word recognition and vocabulary knowledge skills.

#### **1.6.5. Strategy Use and Metacognition**

Metacognition was defined as any research based study of an individual’s awareness about his or her own thoughts and experiences; he differentiate between cognition, which refers to the overall thinking process, and metacognition; which is considered as the process of reflecting on one’s own thoughts (Nilson, 1999, pp. 625-641).

Further, Graham and Billert (2004, p. 258) emphasized the importance of metacognition in improving students’ strategy use in order to comprehend texts effectively. This means that, there is an interchangeable benefit between the three notions; for instance, metacognition enables students to reflect upon their previous experiences and then learn from them; and this will directly influence students’ awareness toward using reading strategies to ensure effective comprehension. The researchers claimed that reading strategies play a significant role in developing students’ metacognition; the efficient use of reading strategies enables students to infer, formulate and ask questions, draw conclusions, and summarize what they read (p. 258).

To conclude, in relation to learning difficulties Gersten, Fuchs, Williams, and Baker (2001) stated that “inefficiencies rather than deficiencies characterize the difficulties experienced by students with learning disabilities” (pp. 279-320). The researchers explained that the main problem of students who struggle with

learning difficulties is inefficiency not deficiency; for instance, students main issue is not lack in having reading strategies, it is about the appropriate time and way to use them.

#### **1.6.6. Differentiating between Common Text Structures**

Text structures refer to the ways authors organize information in texts. Hence, during all the learning process, students encounter a variety of texts such as poems, plays, stories, novels, essays, reports, and descriptions. However, students with learning difficulties encounter problems in comprehension because they are unable to differentiate between the different types (Graham and Billert, 2004, p. 262). In other words, the majority of students with learning difficulties face problems in text comprehension because they already struggle with approaching types of texts.

Furthermore, Cochran & Hain (n.d) claimed that readers' text comprehension is created through mutual interaction between text and reader; this comprehension can be effective only if readers' thinking manner was similar to the author's one. The researchers added that readers who encounter problems in text comprehension often do so because they fail to perceive the organizational structure of what they are reading, and they are unaware about the characteristics of each text structures (p. 1). That is to say, text structure reflects the authors' thinking manner and text comprehension requires effective interaction between text (which involves writers' ideas) and the reader. For instance, if the reader is unable to differentiate between the structures of each text, this will lead to poor reading comprehension.

#### **1.7. Teaching Reading Comprehension**

According to Willis (2008) "Reading is not a natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other people" (p.2). Briefly, reading skill differs from other skills in terms of its acquisition and production; for instance, humans can acquire and produce language through imitating others. The researcher explained that as reading is a complex process; readers need to activate a variety of regions in their brains which operate simultaneously over networks neurons (p.2). This means that, the complexity of reading process requires readers' developed mental efforts than do other skills. Therefore, teaching reading comprehension needs students' developed mental abilities, because whenever they encounter previous acquired vocabularies in texts and passages it becomes necessary to grasp the whole

sentence meaning rather than each word separately. The researcher proved that idea when he claimed that “after students do learn to understand the individual words they read in texts, new brain areas need stimulation and practice to recall the words long enough to understand complete sentences” (p. 126). Furthermore, teachers of reading comprehension should work on developing students’ abilities to both store and retrieve sentences’ content through practice; so that, they gain a successful text comprehension. For instance, a student while reading a new sentence in a given text, he is unable to remember the previous ones; this will lead to poor text comprehension. This is what exactly the researcher referred to when he argued that “reading difficulties can interfere at each step of the comprehension process. For example, to comprehend a story, the reader has to continually recall the preceding words, sentences, and pages in the story” (pp. 126-127). In other words, teaching reading comprehension demands a large set of developed mental abilities besides to strong memory because memory processes, such as storing and retrieving, are too much necessary in text reading and understanding.

Additionally, according to Durkins’ conducted observation on reading comprehension teaching instructions (1978–1979), the process of teaching reading comprehension can be summarized in three main steps: Reading comprehension instruction as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers would mention the skill that they wanted students to use, then they would give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully (As cited in Klingner, Vaughn, & Boardman, 2007, p2). This means that, students learn how to read and understand on the basis of three steps process; first, they should recall background knowledge and previous information they have about the reading skill and strategies needed for text comprehension. Second, students should put all knowledge about the skill into practice through different reading materials available. Third, the assessment process and this is the teachers’ responsibility to evaluate whether the students have succeeded in improving their text understanding or not according to given criteria.

Likewise, Klingner, Vaughn, and Boardman (2007) suggested that there are different theories that can be used to improve reading comprehension teaching: schema theory, reader- response theory, and direct instruction (p.2). In other words, the researchers proposed three main theories which involve a set of methods used to enhance reading comprehension instruction.



According to Anderson and Pearson (1984) “Schema theory suggests that what we know about a topic influence how much we can or we will learn by reading a passage that addresses that topic” (pp. 255). The researchers explained that students’ background knowledge influences their text comprehension. For instance, when students read a text or story which they already have background information about, this will directly and positively impact their reading comprehension.

However, Beach (1993) claimed that “in reader-response theory, understanding what is read is related to the individual’s experiences and interpretations of these experiences” (p.43). The researcher added that reader-response theory reflects ‘individualistic relation’ between text and reader; which means that readers’ interpret what they read according to personal and individual experience. Finally, direct instruction approach suggested direct methods of teaching reading comprehension in addition to that they emphasize the important role of teachers. For example, teachers must select the key words of each text or passage before they ask students to read and then explain the meaning of these words in order to ensure full and good text comprehension for students (Klingner et al., 2007, p. 3).

### **1.2.7. Assessing Reading Comprehension**

According to Klingner, Vaughn, and Boardman (2007) teachers always think about what they already know about assessing students’ reading comprehension. What are the different tests or procedures they use? Ask each other’s how they are currently assessing reading comprehension? Think about which assessment procedures they should implement with their students? Do the procedures they are currently using tap into different levels of comprehension? Do they yield an accurate portrayal of students’ reading comprehension?

What comprehension assessment tests and procedures they should add to their repertoire, and why? (p. 15).

Moreover, “assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking” (Klingner et al., p.14). The researchers explained that any tendency to assess students’ reading comprehension is accompanied with difficulties; when teachers tend to assess text comprehension they first need to determine how students think.

Moreover, the researcher pointed out that reading comprehension assessment has a set of goals; first goal is to compare students’ comprehension levels to those of students in the sample. Second one is to know if students have met pre-established criteria for their grade level. A third goal is to test students’ effective use of reading strategies. Therefore, one researcher stated that “comprehension is typically measured by requiring students to

read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task” (Irwin,1991,p. 20). He listed three traditional techniques used by teachers to assess students’ text comprehension. However, these traditional measures of reading comprehension provide only an initial reference of how well a student comprehends a text and provide a little data about how the student uses cognitive and metacognitive processes. As noted by Snow (2002), “widely used comprehension assessments are inadequate” (p. 52). Clearly, both advanced measurement techniques and modern methods are needed for adequate assessment process. Klingner et al. (2007) pointed out six types of comprehension assessments (p. 17):

The First type of reading comprehension assessments is Norm Referenced Tests; they refer to “standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student” (Norm Referenced Tests, 2015, para. 1). They refer to type of tests which is measured according to given standards; students’ results are compared with those of the previous test takers. Moreover, the researchers argued that “most norm referenced tests can be used with large groups and have the advantage of being relatively easy to administer and score”. The researchers explained that this type of assessment test is applicable with the whole class because it is administrated and the results are easily scored. For example; when students are asked to read brief narrative passages, they will be asked to answer comprehension questions about each passage. Questions generally focus on the setting, characters, sequence, and plot of a story. (Klingner et al.,2007, p. 18).

The second type is Criterion Referenced Tests, they were defined by Hussain, Tadesse, and Sajid (2015) as, “the process of evaluating (and grading) the learning of students against a set of pre-specified criteria” (p.25). Which means that, criterion referenced tests are designed based on pre-determined criteria; readers’ scores are assessed in comparison to the level of mastery of reading skill.

The Third type is Curriculum Based Assessment, it can be defined as any set of measurement activities that uses “direct observation and recording of a student’s performance in the local curriculum as a basis for gathering information to make instructional decisions” (Deno, 1987, p. 41). That is to say, curriculum based assessment refers to procedure in which instructors use the tests designed in the curriculum used in classrooms. According to King-Sears (1994) CBA assessments are designed on the basis of three conditions, “test items must be taken from the curriculum; evaluations are repeated frequently over time; and results are used to

develop instructional plans”. That is to say, three main criteria are basic components of CBA tests; tasks and activities should be the same of the curriculum, assessment process should be regularly.

The fourth type is Curriculum Based Measurement, it is a type of CBA, it was defined as “a method of monitoring student educational progress through direct assessment of academic skills” (Wright, n.d., p. 1). In other words, curriculum based measurement main purpose is to monitor readiness skills; for instance, to measure reading skill through CBM instructor is obliged to provide students with tests that are similar to those found in the curriculum.

The fifth type is Interviews and Questionnaires: teachers use series of questions and ask students to answer whether orally or in written forms what they have read in order to test their comprehension; questions may be of different forms such as open ended or yes/no questions. Moreover, “Interviews and questionnaires are informal assessment measures designed to elicit students’ understanding of the reading process and their knowledge of reading strategies” (Garner, 1992). This means that, teachers use interviews and questionnaires as informal tools to have an overview about students’ levels of comprehension.

The sixth type is Retelling, it is the widespread technique used to assess students’ understanding because it is believed to be more adequate; when students succeed in re-telling the story or what they have just read; this means that, they gain full understanding.

As Klingner et al (2007) explained that oral retelling is the most effective method for measuring students’ reading comprehension. The teacher simply asks the student to retell or reconstruct what was read. Because retelling requires the integration of many skills that are part of the comprehension process such as inference, vocabulary knowledge, appropriate use of background knowledge, and information retrieving (p.33).

## **Conclusion**

As a conclusion, the present chapter stated the literature review of reading skill and reading comprehension; in addition to the cognitive processes involved in reading comprehension. Also, this chapter pointed out different levels of text comprehension and students’ difficulties as well as effective procedures used for teaching it. It ends with clear and careful overview about techniques used to assess students’ reading comprehension.





## Chapter Two: Self Reflection

Introduction .....	25
2.1 Definition of Self Reflection .....	25
2.2 Students' Self Reflection.....	26
2. 3 Types of Self Reflection.....	30
2.3.1 Reflection in Action .....	30
2.3.2 Reflection on Action .....	31
2.4 Processes for Self Reflection .....	32
2.5 Self Reflection Theories and Models .....	34
2.5.1 Klob's Experiential Learning Cycle Model .....	34
2.5.2 Gibbs Reflective Cycle Model.....	38
2.6 The Effects of Self Reflection on Students' Reading Comprehension .....	40
Conclusion.....	44

## Chapter Two: Self Reflection Strategy

### Introduction

This chapter is devoted to various definitions related to the concept of self reflection, students' self reflection and types of self reflection. In addition, it discusses different procedures used in EFL classes for encouraging students' integration in self reflection process. Finally, it ends with a general description of self reflection theories, models and the role self reflection strategy plays in enhancing students' reading comprehension.

### 2.1. Definition of Self Reflection

Before defining self-reflection as a whole, reflection has to be defined first. Boud, Keogh, and Walker argued that reflection is “‘Meta-thinking’ (thinking about the relationship between our thought and action in a particular context)” (1985, p.147). In other words, reflection is the mixture of human thoughts and behaviors in reality. Accordingly, others claimed that those terms such as self-reflection, reflection, contemplation, introspection, and meditation are sometimes used interchangeably (Holland, 2000; Sherman, 1994). However, Boyd et al. (1983) described it as, “those activities in which individuals engage to explore their experiences” (p. 19). That is to say, reflection is the actual and active realization of previous human experience.

Furthermore, self reflection has received various definitions. For instance, the German philosopher Immanuel Kant (as cited in Bisson, 2017, p.6) claimed that “‘man is distinguished above all animals by his self-consciousness, by which he is a ‘rational animal’ ”. In other words, self reflection is more related to human consciousness; which refers to the philosophy of mind used to distinguish humans from other species.

To sum up, self reflection is a way of learning from past experiences; i.e., it generates learning from experience. Thus, self reflection is regarded as the best way to gain more understanding to the one self.

## 2.2. Students' self Reflection

Students' self reflection is the way that enables the student to reflect about past experience besides to future one (Davies, Herbst, & Busick, 2013, p.82). Moreover, according to the English Language Arts foundation for implementation (2000), "Self-reflection includes engaging students in language learning by identifying specific personal language goals and by learning to discuss them with others using appropriate terminology" (p. 35). That is to say, self reflection is much important for students especially those who are interested in language learning; in which they will be more qualified to specify their learning needs as well as goals. It also equips them with the specific terms related to the field under discussion.

In addition to that, Gregory, Cameron, & Davies (2000) explained that self reflection is the effective technique used in classrooms to help students cover their academic needs. For instance, when a student engages in self reflection process or uses self assessment after learning something new; this will provide him with new perspectives concerning his performance and help him to improve it in future (p. 95). Furthermore, Gregory et al (n.d.) emphasized that when teachers give students enough time to practice self reflection and think about new information; this will lead to their integration and involvement in the subject matter (p. 120). Also, the researchers asserted that productive as well as authentic students' self reflection can be done only through incorporating the process of reflection with every part in the learning program. In addition to providing students with "models" and allowing them "think aloud" in order to students themselves comprehend how the process of self reflection starts and engage within it effectively (p. 127). That is to say, self reflection strategy is an important component of any curriculum because it enables students' integration in the learning process.



Likewise, Rogers (2001) explained that “through reflection, learners develop their ability to integrate the insights they gain into their learning/life experience so that they can make better choices and improve their learning” (pp. 37-47). Briefly said, self reflection equips students with the ability to evaluate previous experience and at the same time allows them to create new perspectives about the future events in order to ameliorate the results. Moreover, Huang (2017) explained that “educators have long recognized the importance and applicability of reflection across a wide range of educational settings, yet in practice it remains a challenging and nebulous concept for many to firmly grasp” (Para. 1). In other words, teachers always approved the necessity and the value of self reflection in different pedagogical frameworks. But, in the practical side this notion is still ambiguous and difficult to implement.

Accordingly, the researcher identified three main notions used to help students carry out the process of self reflection:

Presented here are three simple ideas you might like to consider that have worked well for me during my years of researching learner reflection and integrating it into my classrooms. Hopefully they may prompt your students to move beyond surface-level “reflection” to a position where they don’t consider integrating the reflection component a waste of time. (Para. 6)

First, reflection starts with brief talk with students to shed light on their suppositions and anticipations about the nature of reflection; in order to avoid contradictions between your expectancy and the students’ predetermined concepts concerning self reflection. Another important thing is that you should stimulate them to engage in self reflection process through helping them to profit from their experience as well as considering each student requirements and differences. Second, lay out a platform which fits students’ self reflection. It is obvious that some students are more skilled than others and they will easily engage in the process of

reflection than others. Therefore, you should provide those who are unable to practice reflection with a series of instructions using the 5 Rs: remind students with a past experience, retrieve the feelings, the achievements and challenges, relate the new experience to the one that was recalled, rationalizing the different modality of the experience in order to understand it, and redirect your students to think about future actions. Third, the final notion is permitting the students to try various reflection formats; this means that, teachers should be open to different modalities used by students (para. 7-12).

To summarize, self reflection plays a pivotal role in learning because it ameliorates students' learning process. The more they receive new data and reflect on their selves the more they will benefit from it. Nevertheless, when they don't practice self reflection the information is more likely to disappear. Also, the efficient learning is produced when students reflect on their own thoughts rather than just receive abstractions.

### **2.3. Types of self Reflection**

There are two main formats of reflection that vary in terms of when they occur. These types are:

#### **2.3.1. Reflection in Action**

Schön (1984) described reflection in action as 'action present', and defined it as "Reflecting on the incident whilst it can still benefit that situation rather than reflecting on how you would do things differently in the future" (p. 77). That is to say, it is the immediate reflection or thinking about solution for the current situation. In fact, this type of reflection in education happens mostly when students are passing exams or tests and face a problem in understanding some activities. Thus, students should act immediately and find an appropriate answer because they are limited by time and still living the situation.

Reflection in action occurs when the learner himself is a participant in a situation or he is engaging in an activity; which is unfamiliar for him. It represents the process by which a learner can learn from experience. It begins with analyzing the observation, then deciding about the appropriate action and involving the immediate solution. Reflection in action format concentrates more on acquiring a new knowledge and obtaining further insights rather than just solving the problem; which leads to change in learners' view toward the self. This type of reflection is mainly activated through surprise.

### **2.3.2. Reflection on Action**

Schön (1983) emphasized that “we reflect on action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome” (p. 26). In other words, unlike reflection in action, this format of reflection occurs after an incident happens. This means that, this type of reflection takes place just after the learner passes the difficult situation he was involved in. Reflection on action is important mainly for learners because it helps them to learn from past experience and makes them able to think about what they have learned, how they used their previous knowledge, and what they have to change for future. Simply put, reflection on action is a better way used in educational fields because it enables the learner to improve his performance based on what he already experienced. According to Gaynor and The Learning Quality Support Unit (2013), this type can be summarized in four steps process:

First, think about a previous experience in which you are unable to perform well or you are unsatisfied with the results. Second, select the reasons that make it a good or bad experience, and choose the more appropriate for future needs. Third, take into consideration the way of thinking used before the situation occurred and compare it with the new one. Finally, draw conclusions or make a summary for the whole experience,

what you have learnt? What results you achieved? What you should change to have better results in future? (pp. 1-2)

## **2.4. Processes for self Reflection**

Self reflection is the effective way that helps students assimilate a large amount of information rapidly. Therefore, it is applied frequently in various educational settings where students' assessment is required. The following processes are carried out to encourage students' integration in self reflection:

### **2.4.1. Portfolios**

Paulson, Paulson, and Meyer (1991) defined a portfolio as “a purposeful collection of student work that exhibits the student’s efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self reflection” (p. 60). In other words, portfolio is a set of students’ achievements and accomplishments in specific field during a given period of time collected on the basis of certain standards. Furthermore, according to the English Language Arts foundation for implementation (2000), portfolio encourages students’ self reflection since it is designed as a sample representative through which students’ reflect on their learning (p. 8). That is to say, a portfolio is the visual representation of students’ thoughts, performance, as well as future expectations.

### **2.4.2. Conferences**

The Collins English dictionary defines conference as “a meeting, often lasting a few days, which is organized on a particular subject or to bring together people who have a common interest”. That is to say, a conference is a gathering where people share same interests. Also conferences are held for specific period of time and specific subject.

Furthermore, conference in education may take different formats including students' conference and teachers' conference. It was emphasized that students' conference plays an important role in enhancing self reflection practices among students; in which they have chance to share their works that reflect the whole learning journey.

### **2.4.3. Self Reflection Journals**

Reflective journal is space used to record the everyday experience whether it was good or bad, a reflective journal explores a remarkable learning situation. It is a kind of reflective diary which includes personal experiences, life career, and relationships. It is very important for students because it helps them to comprehend their inner self as well as their thinking process. Moreover, there are various reasons behind writing reflective journals; for instance, students produce self reflection journals in order to have a full understanding of events and experiences they pass through during the learning journey. Other reasons may be to comprehend the ground of their past experiences; to plan for future actions on the basis of the past ones, and finally, to see the realization of their thoughts in real setting out of their minds (What Is Reflective Journal? 2019, para. 1).

### **2.4.4. Student Involved self Assessment**

According to Andrews (2016) students' self assessment is "a form of educational assessment that has direct benefits to students and their learning" (p. 1). However, Andrade and valtcheva (2009) defined it as "assessment process during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals and criteria, and revise accordingly" (p. 13). That is to say, it is an evaluation process that allows students to check their performance and evaluate it in relation to certain criteria. Self assessment engages students in self reflection through providing different assessment formats such as: checklists and rubrics that are used by students to recognize their strong and weak points and

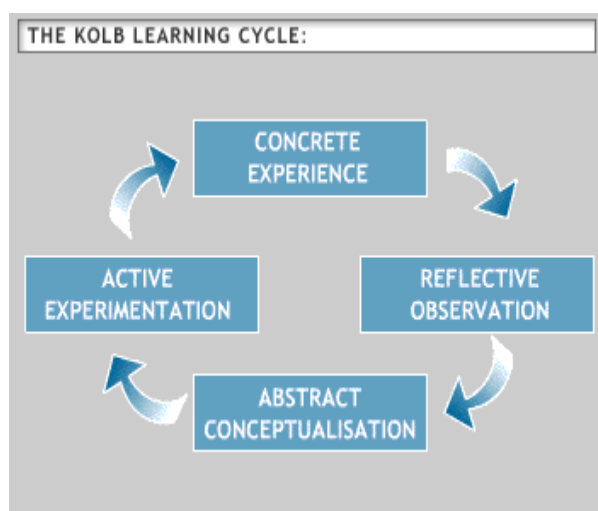
set plans for the next learning goals.

## 2.5 Self Reflection Theories and Models

Theories and models of reflection are the framework that helps learners during the process of self reflection; hence, there is no one clear model to be followed. As a result, it is more adequate to choose the model that is appropriate with learners' needs. According to Bisson (2017), the following two models are the most common and useful ones in EFL classes:

### 2.5.1 Kolb's Experiential Learning Cycle Model

According to Kolb (1984), "learning is the process whereby knowledge is created through the transformation of experience" (p. 38). In other words, learners acquire knowledge from different situations they pass through in their journey. Moreover, Zuber-Skerritt (1992) claimed that Kolb's model figure provides a fundamental process that establishes a bridge between education and learning (p. 98). However, Henry (1989) argued that Kolb's model portrays the whole learning procedure (pp. 25-37). That is to say, Kolb's experiential cycle model provides an effective path for both learners and educators to work during the whole educational year. In fact, the model can be summarized in four stages which work in cyclical format.



**Figure 2.1.** Kolb's Experiential Learning Cycle Model [Retrieved from Bisson, 2017, p. 26].

Furthermore, Gibbs (1988) affirmed that one of the important characteristics of Kolb's model is that each stage is associated with one of the different learning styles. Because learners' needs differ, each learner tends to use a different learning style and for that reason it is too important to raise their awareness toward these differences in order to make them more adaptable when facing difficult learning situations in the future (p. 36). In relation to reflection, the experiential learning theory provides a brief description. That is to say, the pith of the theory is to help learners convert their past experience into connotation in the future to gain new and better experiences.

Kolb (1984) discussed the four stages as follows:

The first stage is done during the first session; the concrete experience stage is about the real status that learners pass through. For instance, learners tend to reflect about actual experience in order to learn effectively. At this stage, the focus is only on the experimental side; it is more likely to involve learners in concrete work field. In other words, learn through experience. Therefore, teachers in this stage can design activities which are more practical such as: text reading, making presentations, debates and problem sets (Doctoral College, 2013, para. 4).

Secondly, According to Doctoral College (2013), the heart of this stage is how learners can reflect on their experience and learn from what they did previously. At this stage, learners stop acting and doing things; however, they will ask more questions about what they experienced and what they did. Hence, teachers are more likely to involve learners in activities that reinforce their self reflection such as: write reports based on observations, writing a diaries or brainstorming (para.5).

However, the third stage relies more on abstractions. To explain, learners try to build a relationship and compare between what they experienced and their background knowledge; in order to understand what happened and change what is necessary for better future results.

This stage is based on reflections happened in the previous one. Consequently, the appropriate type of activities for this stage is to write about facts, write academic papers, or form new theories and projects (para. 6).

The final stage is about practice; learners in this stage will be able to transfer their knowledge and what they have learnt into the work field to benefit from it. In fact, there are many things that should be taken into consideration during active experimentation stage. Learners design a plan, and also decide what actions to do next. As a matter of fact, the most important thing is to choose context that is relevant to learners' needs in order to ensure the effectiveness of what they have learnt. The type of activities chosen by teachers during this stage is role play tasks, solving real problems and work on case studies (para. 7).

Briefly, Kolb's theory emphasized the role of reflection in transferring every day experience into concepts. Then, it can be summarized as follows; feeling, observing, thinking and acting. However, Healey and Jenkins (2000) explained that the practical applications of Kolb's theory and suggested that teachers can design a session, or a whole course in a way that takes students systematically around the whole cycle; taking into account the teaching procedures and techniques that are particularly essential at particular stage of the cycle (p.5).

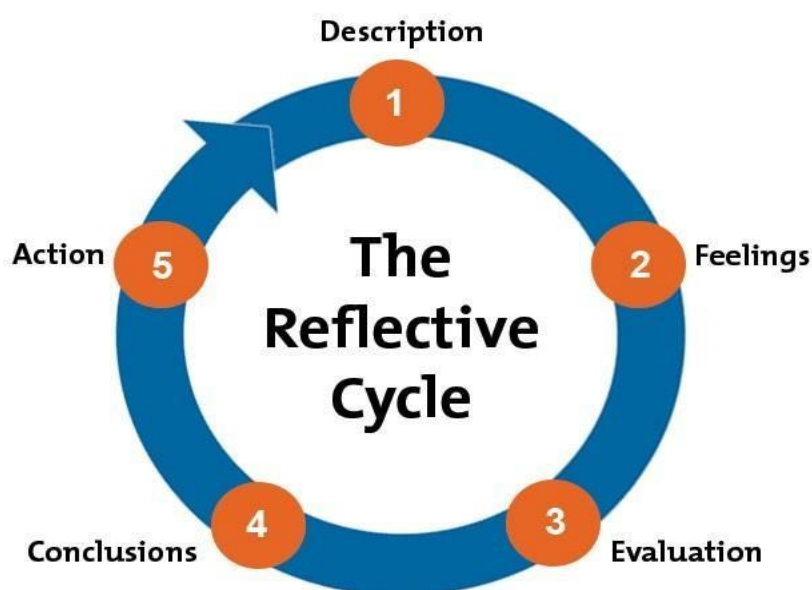
According to McLeod (2017), Kolb's (1984) learning cycle could be used by teachers to critically assess text comprehension, mainly of students with comprehension difficulties, and to develop more appropriate opportunities to practice reading. Additionally, he emphasized that teachers should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them. Then, individuals can be helped to fix their disabilities in reading comprehension more effectively by the identification of their lesser preferred learning styles and the strengthening of these through the application of the experiential learning cycle. (Para, 22-24). That is to say, Kolb's experiential learning cycle provides new technique to assess and work on students' reading comprehension difficulties



through its four stages, teachers can use this model to help each student face his or her difficulty. For instance, if one or group of students struggle with using their background knowledge appropriately this will cause them text understanding failure. Klob's learning cycle provides a clear outline for students to recover this difficulty; through putting them in experience where they are expected to use their background knowledge inappropriately. Then, allow them to reflect on their performance and observe the previous experience. Next, students' observation and past experience will help them to raise new ideas and methods to use their background knowledge effectively in order to understand what they are reading. Finally, they will be able to practice what they have learnt in order to compare the results.

### 2.5.2 Gibbs' Reflective Cycle

Experience is the effective way to learn; learners tend to self reflect each time they have new experience in order to improve their future performance. Thus, Gibbs reflective cycle approach is a new method of learning; it enables learners to understand their past experience and reflect better in future situations. Hence, it is useful for learners especially when they find themselves in hard situations and they do not act well. Gibbs reflective cycle is a five stages model. Figure (2)



**Figure 2.2** Gibbs' Reflective Cycle [Retrieved from Bisson, 2017, p. 30].

In fact, the reflective cycle model involves six stages, but the analysis stage is always included within the evaluation stage. Gibbs (1988) emphasized the effects of Klob's cyclical model of reflection in education when he stated that "it is not enough just to do, and neither it is enough just to think. Nor is enough simply to do and think. Learning from experience must involve linking the doing and the thinking" (p. 9). In other words, Gibbs affirmed the importance of Klob's model and added on that learners learn effectively only by binding reflections and actions.

Minds Tool Corporate (2014) described Gibbs model of reflection as a cyclical process; it is identical to Klob's model in which it motivates learners to reflect on their past experiences. The model starts with description phase; where learners are asked to give general overview about the situation, asking questions like what happened, when and where? Then, learners move to the second phase where they would express their emotions and describe how they felt during and after the experience. The next phase includes both evaluation and analysis, learners would evaluate and analyze the situation whether it was positive or negative, what aspects made it good and what made it bad. After that, learners would be able to draw conclusions after they evaluated their experience they would think again how to improve their performance, what if they would encounter a situation like this in future and how they should act? Finally, the last phase is about real activities; learners would experience similar situation to reflect on and see how they will act in the future. In the action phase learners should have a plan before starting; so that they would have better results. (pp. 2-3).

Additionally, Gibbs reflective cycle model was improved to use it in educational situations rather than practical ones. According to Uk Essays, Gibbs' Reflective Cycle is a perfect model of reflection due to its obvious and accurate nature. It is now the most useful type of reflection in the education system; especially within EFL classes. This is because it helps learners' with learning disabilities to improve various skills related to language learning

and mastery; mainly reading and speaking (Gibbs' Reflective Cycle (1998), n.d., para, 4).

This means that, reflective cycle model can be approached to teach language skills; for the fact that it was proven that this model provides good and precise learning method. Also, it was agreed that, reflective cycle helps learners with poor English language learning skills to develop the productive ones mainly.

According to Mind Tools Team (2017) claimed, "It's particularly useful for helping people learn from situations that they experience regularly, especially when these don't go well" (Gibbs Reflective Cycle, para, 1). In other words, the effective way to learn is reflection; when students reflect on their past experiences they will do better in future. That is to say, reflection helps them to see what was inappropriate in past and what the reason behind their failure is then enables them to practice the new knowledge. For instance, during the reading process the main purpose is students' text comprehension; teachers can encourage students who struggle with reading comprehension difficulties to fix their reading problems through applying Gibbs' reflective cycle stages. First, asking students to describe their comprehension difficulty in details. Then, motivate them to talk about their feelings and emotions toward the experience without commenting on them. Next, the teacher may ask the student to evaluate his reading comprehension and explain what makes it good or bad. After that, since they have evaluated the situation, the teacher may help them to draw conclusions and think about new solutions for future development. Finally, in the stage, the teacher should encourage students to read again and forget the problems they faced previously. Also, at this stage teachers may design series of reading activities that will help students to face their understanding difficulties (Mind Tools Team, 2017, para. 3).

## **2.5. The Impact of Self Reflection Strategy On Students' Reading Comprehension**

Golinkoff (1975) explained that "Good comprehenders seem to use a scan for- meaning pattern which can be flexibly applied to suit their varied purposes. Skilled comprehenders clearly treat reading as a process through which to gain information about events and relations

in the world”. He further added, “the poor comprehender seems to read text in a word-by-word manner with a minimum of text organization. The poor comprehender is also generally inflexible to variations in task demands (...) and seems to use a minimum sized unit” (pp. 654-655). The author argued that, readers can improve their text comprehension when they think of grasping meaning and making connections between the text and the surrounding context as their main interest; effective reading comprehension needs skillful readers. Yet, readers may fail in understanding what they read when they focus on word meaning and neglect about the general structure as well as meaning.

Whilst, self reflection is considered as the “most powerful improvement tool” (Webb, 2016, para. 4); The Open University (2019) explained that since self reflection is like looking to mirror, it allows self evaluation and self knowledge. It is an effective way to learn from experience. Consequently, if one did not step back and witness what happened, he or she would not learn and could not be able to improve future actions (para, 1). For instance, self reflection is an important principle blended in the frameworks of considerable pedagogical agendas. Glazer (1994) explained the previous idea when he stated that “when children encouraged to predict before reading they can test the sufficiency of their own background knowledge about the topic” (p. 160). That is to say, self reflection strategy is considered as an effective method that can be used during reading sessions; it allows teachers to assess students’ text understanding.

Furthermore, Combs (2001) emphasized that readers’ influential responses to self assessment in relation to both what they comprehend and what they need are the major stimulus for their achievements (p. 82). Hence, if students read without reflecting on their prior knowledge by asking inferential questions, they would not be able to produce

comprehension. According to Borkowski and Muthukrishna (1992), “a self reflective approach to reading and comprehension should relate strategy uses with their motivational causes and performance outcomes” (as cited in Wolley, 2011, p. 159).

That is to say, text comprehension can occur only if a number of standards were respected including self reflection, reading strategies, and motivation to read. In other words, the author emphasized that self reflection approach has a positive impact on students' reading difficulties which prevent them from improving their comprehension. Also, Zimmerman (2002) explained that "for students to achieve in their reading comprehension they need to incorporate self reflection strategies as these are essential aspects of metacognition" (p. 35). The researcher stressed the important role of self reflection for students' reading comprehension; in which text understanding requires first self understanding. Thus, the teacher should provide opportunities to students to effectively engage in self reflection process after reading.

Additionally, Harris and Graham (2007) claimed that EFL learners struggle with certain learning disabilities which affect their productive skills mainly reading and speaking. For instance, students with reading problems may have difficulties in understanding meanings in addition to decoding words and passages; others in comprehending text structure. Therefore, self reflection is considered as a necessary strategy that students must practice in order to overcome their difficulties. It is the most effective way through which students evaluate their previous knowledge, assess present performance and improve future reading results (p. 4). Sometimes it happens that what teachers expect in their classroom is different from the reality. Therefore, reflective models may help students as well teachers to think and try to find the obstacles which obstruct reading comprehension development, and find the solution of these problems (Hudaya, 2017, para, 1).

Woolley (2011) claimed that self reflection models and theories pave the way for teachers to think about new methods and techniques that may improve their students' text comprehension (p. 76). This means that, self reflection approach suggested different models and theories that give a full description to the whole process of reflection. Bisson (2017) argued that the most useful models in EFL classes are Kolb's experiential learning cycle

and Gibbs' reflective cycle, and he commented that the two models can help students to improve their reading comprehension level and encourage them to overcome their reading difficulties through systemic process.

For example Kolb's experiential cycle describes how students' can learn from experience; and similarly, poor comprehender can benefit from this model stages to overtake his comprehension problems. First, he should provide a careful and detailed description about his past situation when he faced problems in understanding a written text. Then, he should step back and reflect on this experience by selecting all what is good or bad, favorable or unfavorable about it. For instance, he may state the types of difficulties that enabled him from understanding; such as having problems in word decoding or fluency. Next, he will move to the stage of analysis and conclusions in which he will analyze all the causes mentioned in the previous stage; in order to form insights about this experience. Finally, he will test the results and conclusions of his analysis and come with new ones which are beneficial in future situation. For example, when this reader struggles with word decoding or fluency problems that resulted in his poor comprehension, this stage helps him to apply new ideas and information in his future reading to have better understanding (Bisson, 2017, p.26).

## **Conclusion**

As a conclusion, the present chapter states the literature review of self reflection strategy as a useful and significant tool in educational settings. In addition, it highlights the effects of this strategy on developing students' reading comprehension through providing a detailed and various definitions for the notions of reflection, self reflection, as well as students' self reflection. Also, this chapter identifies the different types of self reflection besides to its processes. Further, in order to make use of self reflection strategy, this chapter provides clear and careful explanations to some basic models and theories of self reflection that can help learners overcome their reading and comprehension difficulties as well as reinforcing their self reflection strategy use

**CHAPTER THREE**  
**FIELD INVESTIGATION**

Introduction .....	45
3.1. Research Method .....	45
3.1.1. Research Population and Sample .....	46
3.1.2. Methods of Data Collection .....	46
3.2. Description of the Students' Questionnaire .....	46
3.3. Analysis and Results of Students' Questionnaire .....	47
3.4. Summary of the Results .....	70
Conclusion.....	71

## **Chapter Three: Field Investigation**

### **Introduction**

The present chapter is devoted to the analysis of the data obtained from students' questionnaire; which aims to know the constraints that face the sample students and affect their text comprehension and to determine the relationship between reading comprehension and self reflection. Henceforth, the primary aim of the questionnaire is to make students express their ideas and opinions about the problems that face them during the reading process; in addition to the techniques they use to improve their reading comprehension. However, the main purpose of this chapter is to investigate the research hypothesis and to find solutions to students' reading comprehension. Furthermore, this chapter discusses the methodology adopted in the present study; by describing the research method, research population and sample, research tools, data analysis, and finally results' presentation and discussions. The questionnaire aims at giving general overview of the research procedures and how the study was carried out.

### **3.1. Research Method**

The current study has been conducted through the Quantitative Method (QM) which emphasizes the statistical and numerical analysis of factors contributing to students' reading comprehension and self reflection strategy. Then, the Quantitative Method is designed to determine the relationship between the two variables within population. Yet, the designs of the quantitative research are either descriptive establishes associations between variables, or an experimental establishes causality. Glesne and peshkin (1992) explained that, "careful sampling strategies and experimental designs are aspects of quantitative methods aimed at producing generalizable results" (p. 6). This means that, the quantitative researcher aims to measure and gather numerical data in order to investigate the relationship between the two variables under study then generalize the results.



### **3.1.1. Research Population and Sample**

A research population is the group of people who share given characteristics; it is a collection of individuals which are randomly chosen. The case study was 104 Master I students of English department at the University of 08 May 1945 Guelma. The case study sample students have been purposefully chosen because they have more experience with reading and reading comprehension; in addition to having a reading module in their educational curriculum.

### **3.1.2. Data Collection**

The research tool used in this study is a questionnaire assigned for Master I students at the English department, Guelma University. According to Oxford Dictionaries, the questionnaire is “A set of printed or written questions with a choice of answers, devised for the purpose of a survey or statistical study”. This means that, a questionnaire is a collection of questions designed to gather a numerical data to answer the research questions and hypothesis (es).

Our research questionnaire is then used to gather data relevant to the study objectives and research questions. While designing the questions, students’ level was taken into consideration; therefore, the language was very simple for students to be able to understand the questions and answer them easily.

### **3.2. Description of Students’ Questionnaire**

Students’ questionnaire was given to 104 English language Master One students. It contains a series of questions that vary from closed (i.e. Yes / No or multiple choice questions) to open ended questions (free answers and suggestions). The questionnaire is composed of three main sections made of 25 items in addition to further suggestions. Section one contains four questions investigating students’ gender, level in English, as well as their educational

background. This section aims to gather general information about the case study sample which paves the way for us to make accurate analysis. Section two, entitled reading comprehension, consists of 10 questions (5-14), devoted to collect data about reading comprehension process, difficulties students face during reading, as well as their reading styles. Section three, consists of 10 questions (15-25); it discusses self-reflection strategy mainly its definition and importance for EFL students in a reading process. This section attempts also to show students' attitudes toward the effects of self reflection on their text reading comprehension. The third section ends with an open question; where students can add their comments and suggestions about the research topic. When administering the questionnaire all the participants take a copy. Yet not all the questions were answered; however, the conditions were good and we have not faced any obstacles or problems with students.

### **3.3. Students' Questionnaire Analysis and Results' Presentation Section**

#### **One: General Information**

1- Gender: male or female

*Table 3.1*

*Students' Gender*

<b>Gender</b>	<b>Number of answers</b>	<b>Percentages</b>
Male	4	3.85%
Female	100	96.15%
Total	104	100%

The first question asked was about students' gender; the results revealed that 100 out of 104 participants are females with the percentage of (96.15%) which may mean that females are more interested toward studying foreign languages and in particular Master I English classes. However, men in general prefer scientific branches; therefore, the results showed that only 04 participants out of 104 are males.

## 2- How many years have you studied English?

**Table 3.2**

*Students' English Learning Background*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
11 years	88	84.61%
12 years	2	1.92%
13 years	9	8.65%
14 years	4	3.85%
Total	104	100%

Students' English study background differed from one another. The majority of the participants (84.61%) have studied English for 11 years and (1.92%) have studied it for 12 years. However, (8.65%) have studied English for 13 years; whereas, only (3.85%) have studied English for 14 years. The results showed that our sample students are familiar with the English language and then can be judged as having an acceptable level of English language -

### 3- Was it your first choice to study English?

**Table 3.3**

*Students' Choice to Study English*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	92	88.46%
No	12	11.54 %
Total	104	100%

The majority of Master I students (88.46%) have chosen English to be their field of study. However, for the rest of them (11.54%) English was not their choice. As a result, we can assume that the majority of our sample students were intrinsically motivated to study English.

### 4- How do you consider your level in English?

**Table 3.4**

*Students' Proficiency Level in English*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Very good	24	23.08%
Good	68	65.38%
Average	12	11.55%
Poor	00	00.00%
Total	104	100%

The results demonstrate that (23.08 %) of the students perceive themselves as very good students; while, (65.38%) have admitted that their level is good. (11.55%) declared that their level is average. Thus, the students' English language level is generally claimed to be good. This result can be later on correlated with other questions in sections two and three.

### **Section Two: Reading Comprehension**

5- Do you like reading?

**Table 3.5**

*Students' Attitude toward Reading*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	84	80.77%
No	20	19.23%
Total	104	100%

This question aims to shed light on students' attitude towards the reading skill. (80.77%) of the participants indicated that they like reading, and only (19.23%) of them stated that they do not do. However, we can conclude that the results of this question showed that the majority of students are motivated to read and then develop their reading comprehension ability.

**6-How often do you read in English?****Table 3.6***Students' Reading Frequency*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Never	00	00.00%
Rarely	8	7.69%
Sometimes	28	26.92%
Usually	24	23.08%
Always	44	42.31%
Total	104	100%

The results illustrate that there is a contradiction between the answers of this question and the previous one; since in (Q5) twenty students answered that they do not like reading. However, in this question (00.00%) answered never. This means that the students read just when they are obliged or have some reading tasks. The majority of students (42.31%) said that they always read in English. Whereas, (28) students with the percentage of (26.92%) said that they sometimes read, only (23.08%) answered that they usually read and (07.69%) said that they rarely read. We can notice that students' reading frequency ranged between those who always or sometimes read to those who usually or rarely read. Consequently, for those who proved that they are interested in reading, it may be one of their hobbies; while for those who do not read may think that reading is boring and useless.

7-Can you give a brief definition of reading comprehension?

Students' definition of reading comprehension can be summed up as follows:

- a. Reading comprehension is the process of understanding what the reader is reading.
- b. It is the persons' ability to analyze, evaluate, and synthesize what he has read.
- c. Reading comprehension means that the ability to grasp the writers' intension in the text.
- d. It is the process of understanding what you have read.
- e. Reading comprehension is the ideas and the information that the reader gets when reading a piece of written material.

The above students' answers showed that the notion of reading comprehension differs from each student perception. But, they almost share the same essential definition of reading comprehension, which is "the ability to understand any given text easily".

8-Do you have difficulties in understanding texts?

**Table 3.7**

*Students' Reading Comprehension Difficulties*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	56	53.85%
No	44	42.31%
Unanswered	4	03.85%
Total	104	100%

According to the results, the majority of the sample students (53.85%) claimed that they do face difficulties in text comprehension. However, (42.31%) answered ‘No’ and affirmed that they do not face any difficulties in understanding texts while reading; whereas, (03.85%) did not answer the question. Then, the results illustrated that the majority of our sample students face comprehension problems when reading a given text; the fact that raises students’ need for strategies and instructions to improve their reading comprehension.

9-What difficulties do you mainly face in reading English texts? ( you can choose more than one option)

**Table 3.8**

*Types of Difficulties Students Face*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Appropriate use of background knowledge	36	34.62%
Decoding and word recognition	16	15.38%
Vocabulary knowledge	8	07.69%
Fluency	20	19.23%
Differentiating between Common Text Structures	00	00.00%
Other, specify	00	00.00%
2+4	24	23.08%
Total	104	100%



In this question students were asked about the type of difficulties they face while reading and they were allowed to pick more than one option. (34.62%) of the sample students selected the appropriate use of background knowledge. This means that the major problem that obstruct Master I English students' reading comprehension is having and using their prior knowledge inclusively; (19.23%) of them opted for fluency as the major difficulty that prevents them from understanding text when reading; this category face such problem may be because their level of proficiency in English; (7.69%) only selected vocabulary knowledge as their major constraint in text comprehension; the less students read the more likely they will struggle with lexical problems, However, (15.38%) answered that they fail in decoding and word recognition; this mainly related to both lack of background knowledge and vocabulary knowledge. In addition to (23.08%) who choose both word recognition and fluency as their major difficulties while reading English texts (3.85%) selected both vocabulary knowledge and fluency as their problems; it is widespread that both lack of vocabulary and background knowledge have a negative impact on reading fluency. Also, No student opted for 'common texts structure' and 'others' which means that students did not encounter other significant difficulties.

10-What do you do when you do not achieve a full understanding from a text?

**Table 3.9**

*Students' Text Misunderstanding*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Stop reading	4	3.85%
Re-read again	84	80.77%
Try to figure out the cause of the problem	2	01.92%
Check the dictionary	14	13.46%
Others, specify	00	00.00%
Total	104	100%

This question was about what students would do if they did not understand a text. The majority of them (80.77%) believed that it is preferable to read again the text because the more you read the more you can understand the text. (13.46%) of them choose to check their dictionaries because they believed that the dictionary is the best solution; since it provides them with authentic definitions and they even use it to translate some difficult words. Only (03.85%) represent those who preferred to stop reading. This means that only few students give up reading rapidly; so that they will not be able to improve their reading comprehension or maybe they have comprehension difficulties and failed to fix it so they will choose to stop reading. For instance; the results of (Q6) revealed that 8 of the sample students answered that they rarely read, may be this category are those who give up reading easily or dislike reading as shown in results of (Q5) 20 one answered that they disfavor reading . (1.92%) choose to figure out the cause of the problem. This category of students prefers to rely on their selves to improve their skills. However, no

student opted for 'others' which means that they do not think about other solutions.

11-How can you describe your level of understanding during reading? (you can choose more than one option)

**Table 3.10**

*Students' Levels of comprehension*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Lexical Reader	57	54.81%
Literal Reader	18	17.31%
Interpretive Reader	12	11.54%
Applied Reader	00	00.00%
Affective Reader	00	00.00%
2+3	11	10.58%
3+4	6	05.78%
Total	104	100%

Students were allowed to opt for more than one option. Consequently, most of them (54.81%) believed that they are lexical readers; which means that they ensure their ability to understand the key vocabularies while reading. The analysis of this question shows a contradiction with the previous one (Q9); where the majority answered that they struggle with lexical difficulties such as word recognition, lack of vocabulary knowledge, inability to recognize word meaning. However, the majority of the sample students selected lexical level of comprehension; which means that are confirming their ability to decode words and to understand vocabularies. This shows that Master I English students answer without paying attention to the correlation between each question.

(17.31%) of the students opted for literal reader. This category of students believes in their ability to understand the explicit meaning of any text; they struggle with problems in inferring the deep meaning, may be because they are unaware enough about critical thinking strategies which are beneficial for text comprehension improvement such as making inferences or understand deep meaning of texts. However, only (10.58%) selected both literal and interpretive reader; that is to say, they are able to understand the explicit meaning as well as the implicit one; this category shows inclusive ability may be because they do not face any comprehension difficulties which may enable them from inferring meaning. (05.78%) answered for both interpretive and applied reader; this means that, they believe in their capacity to infer meaning and then relate it to newly acquired knowledge in order to improve their text comprehension; may be because they have both background and vocabulary knowledge which enable them to use appropriately their prior knowledge while reading and decode words effectively the fact that leads to full text comprehension. No student opted for applied or affective reader.

12-When you do not understand a long sentence or a passage in the text, do you?

**Table 3.11**

*Students' Solutions for Texts Misunderstanding*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Skip it	1	00.96%
Rely on your background knowledge	16	06.73%
Just infer meaning	64	61.54%
Seek help from your teacher	8	07.69%
3+4	15	14.42%
Others, specify	00	00.00%

The majority of the sample students (61.54%) choose just to infer meaning because they can understand the general meaning even if they do not understand long sentences or passages in the text. However, in the previous question (Q11) only 10.85% of the sample students claimed that their comprehension level is literal; there is a contradiction in the students answers or maybe they are answering the question randomly. While (6.73%) declare that they rely on their background knowledge; they try to understand the passage through relating it to previously acquired one. Since, the results of (Q9) revealed that 34.36% of the students suffer from using background knowledge appropriately. Therefore, only few of them rely on their prior knowledge when facing comprehension problems. (07.69%) claim to seek help from their teacher; students may ask their teacher to reread the difficult passages in text in order to help them fix their pronunciation especially when there are new words, also they can ask him to explain the meaning of these words. And only (00.96%) say that they simply skip it and give up reading easily. Furthermore, (14.42%) opted both to seek help from their teacher and/ or just infer meaning. This means that this category of readers represents some of those who have chosen literal level of comprehension in (Q11). Unfortunately, students do not provide any further suggestions in relation to this question.

13-Which of the following testing format your teacher uses to assess your reading comprehension during reading sessions?

**Table 3.12***Assessing Students' Reading Comprehension*

<b>Options</b>	<b>Numbers of answers</b>	<b>Percentage</b>
Norm referenced tests	19	18.26%
Interviews and questionnaires	54	51.9%
Curriculum based assessment	28	26.92%
Criterion referenced test	03	2.88%
Total	104	100%

The majority of students (51.9%) have chosen “interview and questionnaire”; which implies that, the most used method, for assessing students’ reading comprehension, is open-ended assessment; in which teachers ask students’ to answer different types of questions after reading a book or during reading tests in order to assess their reading comprehension; questions may be open-ended such as asking students to write assignments or prepare presentations summarizing what they have read or multiple choice. While (18.26 %) have declared that “norm referenced tests” is the method teachers use to assess their reading comprehension; when students complete a given reading test or activity the teacher compare the results with those of the other group or with those of the previous year to check if there is any development indicator. However, (26.92%) of the sample students opted for “curriculum based assessment” as the most useful method by their teacher through practicing only reading activities designed in the curriculum; this may affect both teachers and students creativity since teachers do not come with new tasks which may help each student to overcome his reading difficulties separately. Only (2.88%) have chosen “criterion referenced tests” which are used as assessment tool to evaluate students’ word

comprehension.

Unlike norm referenced this type of tests used by teachers of reading to measure students' comprehension taking into consideration predetermined standards such as students' level of proficiency, reading fluency, reading difficulties, and their reading strategies.

14-The only accurate method used to assess reading comprehension is to observe students' achievements after reading a text and completing a comprehension test.

**Table 3.13**

*Students' Agreement/Disagreement concerning the Accurate Method used to Assess Reading Comprehension*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Strongly disagree	00	00.00%
Disagree	00	00.00%
Neither agree nor disagree	9	08.65%
Partially agree	42	40.38%
Agree	40	38.46%
Strongly agree	13	12.05%
Total	104	100%

The results show that (40.38%) partially agree; this means that they somehow agree that teachers can assess students' reading comprehension through observing their performance during comprehension tests. Moreover, (38.46%) show their agreement. However, other (12.05%) said they strongly agree that the only accurate method used to evaluate students' reading comprehension is to involve students in comprehension tests and observe their results. This is proven by the results of (Q13) 51.9% answered that their teachers make use of 'interviews and questions' as an open- ended assessment tool to measure their

comprehension levels after reading any written material such as asking them to summarize or write assignments. Also, 18.26% of the students selected ‘norm referenced tests’ which is the only format of reading tests where teachers are able to observe their students performance after completing the task. Furthermore, (08.65%) of students neither agree nor disagree. This category may include the same students who opted in (Q13) for ‘curriculum based assessment’ in which teachers provide students with the same reading tasks as designed in the curriculum. However, no one express disagreement.

### **Section Three: Self Reflection Strategy and Reading Comprehension**

15-Do you know what the strategies of critical thinking are?

**Table 3.14**

*Students’ Knowledge about the Strategies of Critical Thinking*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	91	87.5%
No	13	12.50%
Total	104	100%

The results show that the overwhelming majority of our sample students (87.50%) answered ‘Yes’; which means that they know what are the strategies related to critical thinking. So, we can say that Master I English students are interested in developing their mental abilities or maybe they are independent learners because, the more learners are aware about critical thinking strategies, the more likely they become autonomous learner. Also, independent learners are critical thinkers because they are able to think and act and pursue their studies without waiting for teachers help. According to Bright Knowledge Organization, independent learning a long with critical thinking strategies affect students’ motivation, time management, and both reading and writing skills. to While (12.50%) have



selected 'No', declaring that they have not any idea about the strategies of critical thinking. This may mean that they are dependent learners since they are unaware about critical thinking. Also, dependent learners prefer teacher centered approaches because they rely more on others and they are not autonomous learners and do not make use of critical thinking strategies.

16-If yes, can you define them in few words?

Students' definitions of critical thinking strategies can be summed up as follows:

- f. Critical thinking strategies are learned over time, helping you to make better decisions, process information more effectively and express yourself more clearly.
- g. Strategies that encourage the students' creativity and help them to activate reasoning and prior knowledge.
- h. Critical thinking strategies are set of strategies which allow you to reflect on and make judgments about both the information you're presented and the information you present.
- i. Critical thinking strategies are tools that help individuals find answers or solutions to a person's confusions and problems.

According to these definitions, one can say that each definition differs from the other one according to students' needs. However, they do focus on common points; such as, critical thinking strategies' effectiveness in solving students' problems, they provide them with solutions to their answers and also help them reflect and make judgments

17-Three meta-skills were proposed as drivers of the self-development process, which one of the following is more familiar to you?

***Table 3.15***

*Critical Thinking Strategies*

Options	Number of answers	Percentage
Self reflection	44	42.31%
Self awareness	19	18.27%
Self regulation	26	25.00%
Others, specify	00	00.00%
1+2+3	15	14.42 %
Total	104	100%

Concerning students' familiarity with the critical thinking strategies, (42.31%) answered that they are more familiar with self reflection strategy than the other ones; may be because they rely on themselves or they are independent learners as shown in (Q16). While, (25%) selected self regulation strategy as the only strategy which is more familiar to them; since they are adults and mature they will consciously develop self regulation before the other strategies. While (18.27%) have chosen self awareness strategy. According to Yorkovich (2011) claimed that students' ability to detect and understand their expectations about their own selves is the starting point to think critically. This means that, self awareness is strongly related with critical thinking; when individuals are able to judge themselves and are aware about their actions and behaviors, this will influence their interpretation of others, events, and information. However, only (14.42 %) selected the three options; which mean that this category may be more interested in subjects related to critical thinking as well as self development more than the others. However no student added specific answers.

18-Do you know what self reflection strategy is?

**Table 3.16**

*Self Reflection Strategy*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	86	82.69%
No	18	17.31%
Total	104	100%

The overwhelming majority of the sample students (82.69%) have answered ‘Yes’ they know what self reflection strategy is; this implies that they are aware of the strategies and skills to improve their self development, as shown in results of (Q15) the overwhelming majority of students are aware of critical thinking skills such as self reflection, self regulation, and self awareness. However, just few of them (17.31%) have answered ‘No’ which means that they are not familiar with self reflection strategy; this may be because they are more familiar with other skills as proven in (Q17) 18.27% answered that they are more familiar with self awareness strategy and 25% choose self regulation strategy.

19-According to you, what is self reflection strategy?

Students’ definitions of self reflection can be summed up as follows:

- j. Self reflection is a strategy used by students to evaluate their selves.
- k. It is a way of assessing yourself, your ways of working and how you study.
- l. It is a sufficient method used by students to evaluate their performance.
- m. Self reflection is about questioning, in a positive way, what you do and why you do it and then deciding whether there is a better, or more efficient way of doing it in the future.
- n. The activity of thinking about your own feelings, behaviors, and the reasons that may lie behind them.

According to the sample students’ definitions, we can say that self reflection concept

differs from each students' perception; however, they share nearly the same basic definition of self reflection strategy; which is "The capacity to evaluate and examine our own internal thoughts and feelings and reflecting on what they mean".

20-How important do you consider self reflection in EFL learning?

**Table 3.17**

*Importance of Self Reflection Strategy in EFL learning*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Not important at all	00	00.00%
Very little important	3	02.88%
A little important	5	04.81%
Important	67	64.41%
Very important	29	27.88%
Total	104	100%

Concerning the importance of self reflection strategy, (64.41%) argued that it is important. And only (27.88%) of the sample students claimed that it is very important. Similarly to the results of (Q18) 82.69% claimed that they are familiar with self reflection strategy; which means that they are aware about its importance. However, (04.81%) seen that self reflection is of a little importance, and only (02.88%) chosen very little importance. This means that; either this category of students is unaware about the effective role of self reflection strategy in EFL classes or they have no idea about it. This was clearly stated in (Q18) where the results revealed that 17.31% of the students have no idea about self reflection strategy.

21-To assess your reading comprehension level, do you practice self reflection?

**Table 3.18***Self reflection Role in Students' Reading Comprehension*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	91	87.5%
No	11	10.58%
Total	104	100%

The results indicate that the overwhelming majority of the students do practice self reflection (87.5%) and they are aware about the advantages they can gain, also answers of question 18, 20 show that the majority of the sample students are familiar with self reflection strategy and considering it important in EFL classes. Therefore, the majority again agreed that they do practice self reflection in order to assess their reading comprehension independently. While just (10.58%) said that they do not make use of self reflection strategy; as shown in questions 15 and 17 only few students are unfamiliar with critical thinking strategies at all and others are unfamiliar with self reflection and familiar with other strategies such as self regulation and self awareness ;

22-How often do you self reflect after reading a passage, text or a book?

**Table 3.19***Frequency of Self Reflection Practice*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Always	10	09.62%
Usually	54	51.92%
Sometimes	31	29.81%
Rarely	9	08.65%
Never	00	00.00%
Total	104	100%

According to the table above, (51.92%) of the students guaranteed that they ‘usually’ practice self-reflection after reading written materials , and only (09.62%) of the students ensured that they ‘always’ practice self reflection after reading; which implies that the majority of Master I English students is interested in improving their reading comprehension level through self-reflection. Besides to that, this is mainly due to the fact that they are independent learners as argued in (Q15) where the majority answered ‘Yes’ they are familiar with critical thinking strategies which has a direct impact on students autonomous learning. In addition, (29.81%) of students answered that they ‘sometimes’ reflect on their selves after reading texts; this is can be because they do not have time either for reading or for practicing self reflection, or maybe they are intangible of the importance of this strategy in improving their understanding capacities. (08.65%) said that they ‘rarely’ use self reflection after reading; which indicates that they are not conscious about the usefulness of such strategies after each act of reading or may they do not read at all.

23-Do you agree that teacher's encouragement of the use of self reflection strategy, as a tool of assessment after reading sessions, is helpful for students' reading comprehension?

**Table 3.20**

*Agreement/Disagreement about Teachers' Use of Self Reflection Strategy*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Strongly disagree	00	00.00%
Disagree	00	00.00%
Neither agree nor disagree	2	01.92%
Partially agree	5	04.81%
Agree	87	83.65%
Strongly agree	10	09.62%
Total	104	100%

The question seeks whether students agree or disagree with the teachers' use of self reflection strategy, as an assessment tool after reading sessions; in order to improve their reading comprehension capacities. The overwhelming majority of students (83.63%) 'Agreed' that teacher's encouragement of using self reflection is very helpful for their reading comprehension. Further, they appreciated the role teachers play in improving students' understanding level. However, just (09.62%) 'Strongly agreed' about the role of self reflection strategy when it is used by the teacher to assess students' reading comprehension. Whereas, (04.81%) of them 'partially agreed' and (01.92%) neither agree nor disagree. However, no student opted for both 'strongly disagree' and 'Disagree'. Consequently, the results indicate students' strong agreement concerning the importance and usefulness of self reflection strategy in order to improve their reading comprehension.

24-Do you think that the use of self reflection strategy as reading strategy can enhance your reading comprehension ability?

**Table 3.21**

*Self reflection As a Reading Strategy*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage</b>
Yes	97	93.27%
No	2	01.92%
No answer	5	04.81%
Total	104	100%

According to the results, the overwhelming majority of students (93.27%) answered 'yes'; that is to say, they believed that the use of self reflection strategy along with other reading strategies can enhance their reading comprehension. This implies that the majority of students agreed about the importance of using both reading strategies and emphasize self reflection role in enhancing their reading comprehension. Whereas (01.92%) choose 'no' indicating that they disagree about the impact of both reading strategies and self reflection strategy on students' reading comprehension. However, (04.81%) do not answer this question.

- If yes, say how?

Students' suggestions are summed up as follows:

- Both reading strategies and self reflection are helpful in overcoming reading difficulties.
- Reading strategies help in enriching students' vocabulary and enhancing their style; however, self reflection strategy helps them become critical readers and enhances their reading comprehension through improving their mental



capacities.

- Self reflection strategy ensures students' ability to make inferences for efficient text comprehension.
- Self reflection and reading strategies facilitate the reading process as well as enhance students' reading comprehension through enabling them from encoding the difficult ideas in the text.

When using self reflection strategy along with other reading strategies, students' reading comprehension will be improved and the reading process will be an easy task, i.e., students will read unconsciously and rapidly.

Since the majority of students confirmed that self reflection can be used as reading strategy to improve students' reading comprehension; they argued that, self reflection strategy enable students to decode and infer meaning of difficult ideas in text. Also, using self reflection strategy enables students to read rapidly and easily; it can improve students reading fluency, and influence their vocabulary and reading style which impact positively their text comprehension abilities.

### **25-Further Suggestions**

Only 04 students (03.85%) added suggestions and comments which can be summed up as follows:

- o. It is important to read extensively in order to enhance our background knowledge as well as our reading skill.
- p. Enhancing students' reading comprehension is a very important task and for that reason students must make use of some strategies.
- q. Self reflection strategy has huge impact on students' self development which leads to the improvement of their cognitive abilities then comprehension level.
- r. Teachers must focus on teaching self reflection strategy and encourage students to

practice it in order to develop their reading skill and reading comprehension.

From the previous suggestions, it becomes obvious that students are aware enough about the importance of the reading skill and self reflection strategy as a tool to improve their reading comprehension in addition to different language skills.

### **3.3.2. Summary of Findings from Students' Questionnaire Results**

To sum up students' questionnaire results, we can say that students are aware of what reading comprehension is, as they do share the same definition "the ability to understand any given text easily". They are also aware of reading difficulties; such as: coherence and cohesion, and how to overcome these difficulties. Also, students in this questionnaire do share the same perspective of how to improve their reading skill besides to reading comprehension level through using critical reading and thinking strategies.

In relation to self-development and critical thinking, almost all the students have had the same definition which can be stated as "the activity of thinking about your own feelings and behavior, and the reasons that may lie behind them" (adapted from students' questionnaire).

Students' asserted their use of self reflection strategy and they are aware about the crucial role of self reflection strategy in improving the other reading skills, developing their critical thinking capacities and increasing their reading comprehension.

Consequently, the results revealed from students' questionnaire analysis confirmed our hypotheses, that self-reflection is one of the essential and effective ways of enhancing students' reading comprehension. In addition, students are conscious about this significant role of self reflection strategy in students' reading comprehension development.

## **Conclusion**

The present chapter is devoted to the analysis of the data obtained from students' questionnaire, however, the main purpose of this chapter is to investigate the research hypothesis and to find solutions to students' reading comprehension. Furthermore, this chapter discussed the methodology

adopted in the present study; by describing the research method, research population and sample, research tools, data analysis, and finally results' presentation and discussions.

## GENERAL CONCLUSION

### 4. Concluding Remarks

The present study attempts to examine the impact of self reflection strategy used by EFL learners on their reading comprehension levels. The findings within the frame work of this dissertation demonstrated the significant advantages of self reflection strategy in improving and facilitating students' text-comprehension. Moreover, it has allowed us to examine the nature and types of this strategy and the reading comprehension process. The study departs from these research questions:

- What are the main factors that affect EFL students' reading comprehension?
- What are the attitudes of EFL students' toward the use of self reflection strategy in classroom?
- What is the role of the teacher in developing EFL students' self reflection strategy?

It ends with answering them by confirming, according to data analysis' results, that the act of self reflection strategy use is a cognitive action; that is enacted under particular contextual conditions with the goal of improving students' general reading skill. The use of effective critical thinking strategies; in terms of self reflection, is perhaps the most important means to help readers improve text comprehension. Therefore, the results obtained from the analysis of students' questionnaire allowed us to provide some conclusive interpretations in relation to our research hypothesis and research questions set up above.

The students' questionnaire showed that M I students are really aware of what is self reflection strategy, its types and the most appropriate time to use it while reading any type of

written materials; as well as, its benefits and importance in overcoming reading difficulties and in enhancing their text comprehension. Thus, they claimed that self reflection strategy has a strong impact on their text-comprehension; the fact that confirms our research hypothesis.

Therefore, implications of the findings of this study should be taken into careful considerations because if implemented correctly, reading skills' teaching and learning will be improved significantly.

Finally, this study has shed light on using self reflection strategy as a major factor in facilitating EFL text reading comprehension. It is important to grant it more considerations and attentions in the EFL pedagogy; because it facilitates reading, saves time and effort and enhances not only reading comprehension but also many other skills that are crucial for EFL mastery and success; mainly speaking, vocabulary development, critical thinking skills in general.

## **5. Pedagogical Implications**

### **5.1 Teachers' Implications**

Teachers' job is to guide and help students understand what the text implies, they should be explicitly aware about the importance, benefits and purposes of using both reading and critical thinking strategies such as self reflection strategy during reading sessions; which help students to built self development and autonomy that lead them to be able to overcome and solve reading difficulties. However, the analyses of students' questionnaire (Q14) show that the majority of students' agree that the most accurate method used by teachers to assess students' text comprehension is posttest and pretest their reading achievements. Also, in (Q13, table 3.12) students' selected different assessment tools used by their teachers during

reading sessions.

Additionally, more time should be spent to develop self reflection strategy tasks and instruction, develop specific reading skills, and encourage content reading to prepare students for independent reading, since most of students had a teacher-centered learning background; For instance, teachers may encourage students to practice self reflection after reading a given text through engaging them in self assessment activities which is believed that it has significant role in fostering students' self reflection through different test formats, this idea was developed in the second chapter. Andrade and valtcheva (2009) defined it as “assessment process during which students reflect on the quality of their work, judge the degree to which it reflects explicitly stated goals and criteria, and revise accordingly” (p. 13).

Also, Authoritative teachers should try to minimize their control over the teaching and learning activity so as to acclimatize learners to self reflection strategy as self assessment tool, because students should become independent target language readers and have to be given the opportunity to experience and practice self reflection strategy

## **5.2 Learners' Implications**

It is important to say that EFL students can improve their reading comprehension if they concentrate on learning various reading strategies; in addition to when, where and how to use these strategies. Henceforth, self reflection strategy is one of the most useful strategies that lead to students' self development (table 3.18); and mainly to improve their language skills in general and reading comprehension (table 3.17) in particular. In fact; learning how to use self reflection strategy is very important for their educational achievements; text understanding is one of these achievements that are in real need for teaching this strategy (Table 3.19). Also, it is the foremost responsibility of students to reach high level of

mastery to self reflection because they have to pay attention to the prerequisites of the LMD system. Since it advocates learners' centeredness, they have to be more active, independent, and they would develop certain skills and capacities that enable them from that latter. For instance; to read more proficiently students must be taught critical thinking strategies and self reflection is one of it. As noticed from the analyses of students' questionnaire (Q 15, table 3.14), the overwhelming majority of our sample student have a good background knowledge about critical thinking strategies. According to Bright Knowledge Organization, independent learning a long with critical thinking strategies affect students' motivation, time management, and both reading and writing skills.

Moreover, it is important to point out the fact that. It is important also for students to be engaged in reading activities as much as possible in order to improve their reading skill and reading comprehension; as discussed earlier in the second chapter reflective journals can be an effective task for students to improve their text comprehension through reflection because they allow them to learn from their experience, and understand their thinking process; this will lead to a total progress in the future. However, portfolios may involve sample of students' thoughts and past achievements, and are more useful for improving students' selfreflection.

### **5.3 Policy Makers Implications**

The provision of self reflection models in EFL classes to be used later by both teachers and students to assess reading comprehension levels appears to be one of the prime necessities that policy makers should lay emphasis on. As explained in the second chapter Bisson (2017) suggested two models as the most common and useful ones in EFL classes (Gibbs Reflective Cycle and Kolb's Experiential Learning Theory). Based on these models, the concerned body 'decision makers' at the level of the ministry have to design inclusive

syllabi. Consequently, the quality of students' text understanding would not be affected.

Although the integration of self reflection strategy as tool to improve and assess students' reading comprehension constitutes one of the main research implications. The ministry of higher education must strive to set up a sort of mutual educational programs which aim to strengthen teachers' knowledge with regards to the use of self reflection models in reading sessions. Once these factors realized, learners' will be more independent and self reflective the fact that will lead to high improvement concerning their reading comprehension levels.

## **6. Recommendations for Further Research**

On the light of the present study, which highlights the concept of reading comprehension and self reflection strategy, some recommendations are presented aiming at improving students' reading comprehension ability via raising their awareness towards the importance of using appropriate and effective self reflection strategy.

Different instruments in gathering data should be included in such study: such as using check lists and face to face interviews with the students; in order to know about reading comprehension problems and difficulties and help them know how to overcome them to be efficient readers. Students should be actively engaged in the reading process because the more they read, the more they will comprehend the material to be read; and then, the more they will enhance their general learning ability.

Another recommendation is to establish a motivating context; teachers should work as motivators for their students through giving them appropriate instructions and encourage practice. Students need their teachers' help to discover the benefits of reading and have the opportunity to choose any type of texts to read. Additionally, teachers should first teach students reading strategies as well as self development strategies individually or in groups; then text-comprehension in order to improve and reinforce other skills mainly critical



thinking ones.

Furthermore, make use of reading materials and activities will arouse students' motivation and self development and consequently improve their reading comprehension. Also, potential ideas for future research include researching other strategies focused on enhancing students' reading skill. Being able to incorporate strategies with technological resources such as tablets will help develop students' comprehension and vocabulary skills. In other words, the more electronic devices and learning applications the students have, the more strategies they can acquire to achieve better text comprehension.

## **7. Limitations of the Study**

In fact, we have encountered some problems throughout the realization of this research work, as any research has constraints, which limited our research findings and prevent us from having a deep investigation of the present topic.

1. Time limitation was the major constraint that leads us to rely only on students' questionnaire as data collection tool which is not really enough and reliable for measuring the effects of self reflection strategy on students' text-comprehension.
2. Thus, the research can be investigated through a quasi-experimental design that can pre- test, test and post-test students' reading comprehension.
3. Lack of spaces or setting where we can realize a teaching of self reflection strategy training.
4. The absence of teaching reading skills module at the license level which leads us to investigate Master I level ( where students are advanced ones and can at least be familiar with self reflection strategy); since it is the level at which such module is included.

In fact, we have had the intention to investigate second or third year students who can really reflect a fruitful sample.

5. In addition to some difficulties in collecting back data and mainly students' questionnaires.

## **Appendix I**

### **STUDENTS' QUESTIONNAIRE**

Dear Master I students, the following questionnaire is aimed at investigating the role of self reflection strategy in developing students' reading comprehension. You are kindly requested to fill in this questionnaire to express your attitude toward the use of self reflection as a strategy to enhance text understanding during the reading process, your answers are very important for the validity of this research. As such we hope that you will give us your full attention and interest. Know that no research can be done without the collaboration of both the researcher and the population to achieve optimal validity.

Please, read the questions carefully and choose the answers; by putting a tick (✓) or a cross (X) in front of the chosen answer.

SEDAIRIA Nada

Master II

English Department

Faculty of Literature and Foreign Languages

University 08 Mai 1945-Guelma

Thank you in advance.

**I. Section One: General Information**

1- Gender: Male  Female

2- How many years have you studied English?  
.....

3- Was it your choice to study English?  
Yes

If no, what was your first choice?  
.....

4- How do you consider your level in English?  
-Very good   
-Good   
-Average   
-Poor

**II. Section Two: Reading Comprehension**

5- Do you like reading?  
Yes  No

6- How often do you read in English?  
-Never   
-Rarely   
-Sometimes   
-Usually   
-Always

7- Can you give a brief definition of reading comprehension?  
.....

.....  
8- Do you have difficulties in understanding texts?

Yes

No

9- What difficulties do you mainly encounter in reading your English texts? ( you can choose more than one option)

-Appropriate use of background knowledge: ineffective use of prior knowledge according to the text

-Decoding and word recognition: the accurate and rapid access to word meaning through understanding the written words

-Vocabulary knowledge: having back ground of vocabularies

-Fluency: the smooth and automatic word decoding while reading

- Differentiating between Common Text Structures

If others, please explain.....

.....  
9- What do you do when you do not achieve a full understanding from the text?

-Stop reading

-Re-read again

-Try to figure out the cause of the problem

-Others, specify  
.....

10- How can you describe your level of understanding during reading, are you?

- A lexical reader: understanding the key vocabularies while reading
- A literal reader: understand what the author explicitly stating in the text
- Interpretive or inferential reader: understanding through inferring
- Applied reader: understanding the text through relating prior knowledge with the newly acquired knowledge
- Affective reader: understanding through reflecting on the writers ideas

11- When you do not understand a long sentence or a passage in the text, do you?

- Skip it
- Rely on your background knowledge
- Just infer meaning from the general idea
- Seek help from your teacher or peer
- Others, specify.....  
.....  
.....

12- Which of the following testing format is used by your teacher to assess your reading comprehension during the reading sessions?

- Questions (multiple choice questions, true or false questions)

-Open-ended assessment (teacher asks students to write assignments or prepare presentations summarizing what they understand from the written material during the reading process)

-Students' dialogues (teacher gives students opportunity to discuss what they have read, students centered classes)

-Word comprehension (strongly related to vocabulary, teachers design some activities to assess students' word comprehension during reading a given text such as: fill in the gaps, find the synonyms or the antonyms)

-Comprehension proxies (are used as assessment tools to evaluate both students' ability to identify words and read fluently)

13- The only accurate method used to assess reading comprehension is to observe students' achievements after reading a text and completing a comprehension test.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Partially agree
- Agree
- Strongly agree

**Section Three: The Impact of Self reflection strategy on reading comprehension**

6- Do you know what are the strategies of  
critical thinking?

Yes  No

16- If yes, can you define them in view words?

.....  
.....  
.....

17- Three meta-skills were proposed as drivers of the self-development process, which one of the following is more familiar to you?

- Self reflection
- Self awareness
- Self regulation
- others, specify

.....

18- Do you know what is self reflection strategy?

Yes  No

19- According to you, what is self reflection strategy?

.....

**20-** How important do you consider self reflection strategy in EFL learning?

- Not important at all
- Very little important
- A little important
- Important
- Very important

**21-** To assess your understanding level, do you make use of self reflection strategy?

- Yes  No

**22-** How often do you reflect on yourself after reading a passage, text or a book?

- Always
- Usually
- Sometimes
- Rarely
- Never

**23-** It is very helpful for students' reading comprehension when the teacher

encourages the use self reflection strategy as a tool for assessment after a reading session.

- Strongly agree
- Disagree
- Neither agrees nor disagrees
- Partially agree
- Agree
- Strongly agree



**24-** Do you think that the use of self reflection strategy along with other ones can enhance your reading comprehension ability?

Yes  No

**25- Further suggestions**

If you have other suggestions or comments, please do not hesitate.

.....  
.....

**Thank you**

## Résumé

La lecture est généralement considérée comme une compétence utile pour développer d'autres compétences des étudiants EFL, principalement la pensée critique. En fait, les étudiants s'appuient sur ces compétences pour avoir une bonne compréhension en lecture de texte. Par conséquent, l'une de ces compétences est la réflexion personnelle; considéré comme une stratégie / compétence avancée en matière de pensée critique en raison de son rôle important dans le développement de la capacité des étudiants d'EFL à comprendre, interpréter et réfléchir sur le sens de ce qui est lu; c'est-à-dire améliorer la compréhension en lecture. La présente étude vise ensuite à examiner le rôle de la stratégie de réflexion personnelle dans le développement des capacités de compréhension de texte des étudiants EFL. L'échantillon provient d'étudiants de première année au département d'anglais de l'Université de Guelma; vérifier la validité des hypothèses de recherche; affirmant que la stratégie d'autoréflexion est l'une des compétences essentielles et efficaces pour améliorer la compréhension en lecture des élèves et que son absence dans le traitement de l'information conduirait à une mauvaise compréhension en lecture. Ainsi, un questionnaire a été administré aux élèves de l'échantillon n; en tant qu'outil de collecte de données permettant d'examiner l'effet de l'utilisation de la stratégie de réflexion personnelle sur le niveau de compréhension des élèves après la lecture d'un document écrit, ainsi que la perception des élèves quant à l'importance de l'utilisation de cette stratégie. Les données collectées ont été décrites, analysées et discutées à l'aide de la méthode quantitative. Les résultats ont révélé que les élèves de l'échantillon démontraient une conscience significative du rôle crucial que l'autoréflexion joue dans l'amélioration de leurs capacités de compréhension en lecture ainsi que dans d'autres compétences linguistiques. En conséquence, les résultats ont confirmé les hypothèses de recherche. En conséquence, les résultats sont transformés en implications pédagogiques utiles pour un enseignement et un

apprentissage efficaces de la compréhension de la lecture EFL. Outre quelques recommandations à prendre en compte dans les recherches futures

## المخلص

عادة ما تعتبر القراءة مهارة مفيدة لتطوير مهارات أخرى لمتعلمي الإنجليزية كلغة أجنبية، وبشكل رئيسي مهارة التفكير النقدي.

في أواقع الطلبة يعتمدون على هذه المهارات للحصول على فهم جيد للنص. من بينها مهارة التفكير الذاتي والتي تعتبر مهارة و استراتيجية متطورة لتفكير ألقدي بسبب أهمية الدور الذي تلعبه في تطوير قدرات طلبة اللغة الإنجليزية كلغة أجنبية على الفهم، الترجمة، والتفكير في المعنى الذي تمت قراءته و منه يطور فهم النص.

تسعى الدراسة الحالية إلى تفصي دور استراتيجية التفكير الذاتي في تحسين قدرة طلبة الإنجليزية كلغة أجنبية على فهم النص. تؤخذ حالة من طلبة السنة أولى ماستر، قسم اللغة الإنجليزية لجامعة قالمة من أجل التحقق من صدق فرضيات البحث، والتي توضح أن استراتيجية التفكير الذاتي واحدة من الطرق الهامة والفعالة لتعزيز فهم الطلبة للنص، و غيابها في تحويل المعلومة قد يؤدي إلى في فهم النص. ولهذا أجري استطلاع لدراسة حالة عينة من الطلبة، كأداة لجمع المعلومات لفحص تأثير استعمال استراتيجية التفكير الذاتي لمستوى الفهم عند الطلبة بعد قراءة كل ما هو مكتوب، وكذلك استطلاع مدى إدراك الطلبة أهمية استعمالها.

المعلومات التي جِعت وصفت، حللت ونوقشت عن طريق منهج الكمية.

أظهرت النتائج أن عينة الطلبة ذات معرفة معتبرة حول الدور المهم للتفكير الذاتي في تعزيز قدرتهم على فهم النص بالإضافة إلى العديد من مهارات اللغة.

و بناء على ذلك، النتائج أكدت فرضيات البحث، وكحصيلة، حولت النتائج إلى تطبيقات بيداغوجية مفيدة من أجل فعالية الإنجليزية كلغة أجنبية وكدا تدريس وتعليم مهارة فهم النص.

بالإضافة لبعض التوصيات لتؤخذ بعين الاعتبار في البحوث مستقبلا.

## References

- About us. (2019). Retrieved May 20, 2019, from <http://www.open.ac.uk/choose/unison/about-Us>.
- Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (1, pp. 255–292). White Plains, NY: Longman.
- Andrade, H. & Valtcheva, A. (2009). Promoting Learning and Achievement Through Self-Assessment. *Theory into Practice Journal*, 48 (1) 12-19.
- Andrews, C. (2016). *Student self-assessment: Teachers' definitions, reasons, and beliefs* (Master's thesis, Brigham Young University). Retrieved from [https://www.researchgate.net/publication/318927776\\_Student\\_self-assessment\\_Teachers'\\_definitions\\_reasons\\_and\\_beliefs](https://www.researchgate.net/publication/318927776_Student_self-assessment_Teachers'_definitions_reasons_and_beliefs)
- Background knowledge. (2013). Retrieved March 16, 2019, from [http://www.thefreedictionary.com/background knowledge](http://www.thefreedictionary.com/background+knowledge).
- Bartlett, F. (1997). *Remembering: A study in Experimental and Social Psychology*. New York: University Cambridge Press.
- Beach, R. (1993). *A teachers' introduction to reader response theories*. Urbana, IL: National Council of Teachers of English.
- Bisson. (2017). *A coach's Guide to Self Reflection*. Ribwort Beauchanil: Matador.
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection Turning Experience into Learning* London: Taylor & Francis.

- Baumann J. F., Edwards E.C., & Boland E. M. (2003). Vocabulary Tricks: Effects of Instruction in Morphology and Context on Fifth-Grade Students' Ability to Derive and Infer Word Meanings. *American Educational Journal*, 40 (2), 447-494  
doi.org/10.3102%2F00028312040002447.
- Brown, D, H. (2001). *Teaching by Principale an Interactive Approach to Language Pedagogy*. San Francisco: Longman.
- Bruce, B. C. & Brewer W. F. (Eds). *Theoretical issues in reading comprehension*, (pp. 33–58). New Jersey: Lawrence Erlbaum.
- Boyd, E, M., Fales, A, W.,(1983). Reflective Learning: Key to Learning from Experience. *Journal of Humanistic Psychology*, 23, 99-198.
- Causes of Reading Comprehension Difficulties - Talking Talk. (n.d.). Retrieved May 30, 2019, from <https://talkingtalk.co.za/causes-of-reading-comprehension-difficulties/>
- Chard, D. J., Vaughn, S., & Tyler, B. (2002). A synthesis of research on effective interventions for building reading fluency with elementary students with learning disabilities. *Journal of Learning Disabilities*, 35(5), 386–406.
- Comprehension Strategies To Students With Learning Disabilities: A review of research. *Review of Educational Research*, 71(2), 279–320.
- Definitions of Reading Comprehension | Dr. Kimberly's Literacy Blog. (2015). Retrieved March 23, 2019, from <http://www.learningunlimitedllc.com/2014/05/9-definitions-reading-comprehension/>
- Davies, A., Herbst, S., & Busick, K.(2013). Quality assessment in high schools: Accounts from teachers. Courtney, British Columbia: Connections Publishing.

- Davies, A., Gregory, K., & Cameron, C. (2000). *Self-assessment and goal setting*. Courtney, British Columbia: Connections Publishing.
- Deno, S.L. (1987). Curriculum-based measurement. *Teaching Exceptional Children*, 20(41).
- Essential Components of Reading. (n.d.). Retrieved March 20, 2019, from <https://www.readnaturally.com/research/5-components-of-reading>.
- Freeman, L. D., & DeCarrico, J. (2010). Introduction: Grammar and grammars. In N. Schmitt (Ed.), *An introduction to applied linguistics* (2nd ed., pp. 18–33). London: Hodder Education.
- Garner, R. (1992). Metacognition and self-monitoring strategies. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction*. (2nd ed.)
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching Reading Comprehension Strategies to Students with Learning Disabilities: A Review of Research. *Review of Educational Research*, 71( 279) 279-320.
- Gibbs, G. 1988. *Learning by doing: a guide to teaching and learning methods*. London: Further Education Unit.
- Gibbs' Reflective Cycle. (2017). Retrieved April 20, 2019, from <https://www.mindtools.com/pages/article/reflective-cycle.htm>.
- Glaser, R. (1994). Learning Theory and Instruction. In : G. D'Ydewalle, P.Elen y B. Beretlson (Eds.). *International Perspectives on Psychological Science*. (2). NJ: Erlbaum.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*.

White Plains, NY: Longman.

Golinkoff, R. M., (1975). A Comparison of Reading Comprehension in Good and Poor

Comprehenders. *Reading Research Quarterly*, 11(4), 623-59.

Goodman, J. (1973). *Analysis of Reading Miscues*. In Smith, F. *Psychologist and*

*Reading*. New York: Rinehart and Winson

Gough, P.B. (1972). One Second of Rreading . In J.F. Kavanagh & I.G. Mattingly

(Eds.), *Language by ear and by eye: The Relationship Between Speech and Reading*. Oxford, England: Massachusetts Inst Of Technology P.

Graham, L., & Bellert, A. (2004). Difficulties in Reading Comprehension for Students with

Learning Disabilities. *Learning About Learning Disabilities*, 251-279.

doi:10.1016/b978-012762533-1/50010-x.

Harris, T. L. & Hodges, R.E. (1995). *The Literacy Dictionary*. New York, DE: International

Reading Association.

Harris, T.L. & Graham, K. R. (2007). Self-Regulated Strategy Development: A Validated

Model to Support Who Struggle with Writing. *Learning Disabilities: A Contemporary Journal*, 5 (1) 1-20.

Healey, M., & Jenkins, A. (2000). Kolb's Experiential Learning Theory and Its Application In

Geography in Higher Education. *Journal of Geography*, 99 , 185-195.

Henry, J. (1989). Meaning and practice in experiential learning. In S. Warner Weil & I.

McGill (eds.), *Making sense of experiential learning: diversity in theory and practice*, (pp. 25-37). Milton Keynes: The Society for Research into Higher

Education & Open University Press.



- Holland, G.B. (2000). Contemplation goes mainstream. *IONS Noetic Sciences Review*, (51), 20–26.
- Hoque, Md. E., (2017). Three Domains of Learning: Cognitive, Affective and Psychomotor. *The Journal of EFL Education and Research* 2, 45-52.
- How to Write a Reflective Journal with Tips and Examples. (n.d.). Retrieved May 30, 2019, from <https://journey.cloud/reflective-journal>.
- Hudaya, D.W. (2017). REFLECTIVE TEACHING - Diah Wulan Hudaya. Retrieved May 27, 2019, from <https://medium.com/@diahwulanhudaya/reflective-teaching-79e2d9c3dd20>.
- Hussain, S., Tadesse, T., & Sajid, S. (2015). Norm-Referenced and Criterion-Referenced Test in EFL Classroom. *International Journal of Humanities and Social Science Invention*, 4 (10) 24-30.
- Inferences | Reading Comprehension Exercise. (2007). Retrieved May 25, 2019, from <https://www.teachervision.com/reading-comprehension/inferences>
- Irwin, J. W. (1991). *Teaching reading comprehension processes* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Jackson, H. & Amvela, Z. (2000). *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. NY: Continuum.
- Johns, C. (2013). *Becoming a Reflective Practitioner* (4<sup>th</sup> Ed.). Chichester, UK: Willey-Blackwell.
- Kamenui, E. J., & Simmons, D. C. (2001). Introduction to this special issue: The DNA of reading fluency. *Scientific Studies of Reading*, 5, 203–210.

- Keil, M. (2000). *Senior 4 English language arts: Manitoba curriculum framework of outcomes and senior 4 standards*. Winnipeg, MB: Manitoba Education and Training.
- Kilinger, J.K., Vaughn, S., & Boardman, A. (2017). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York, NY: The Guilford Press.
- Kolb, D. (2019). Retrieved May 20, 2019 from <https://www.le.ac.uk/departments/doctorscollege/training/resources/teaching/theories/kolb>
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, N J: Prentice-Hall.
- Laufer, B. (1997). The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady. & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 20-34). Cambridge: Cambridge University Press.
- Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*, 54 (3) 399-436.
- Learning and Development Blog » Gibbs' Learning Cycle. (2015). Retrieved April 20, 2019, from LibGuides: Reflective practice in health: Introduction. (n.d.). Retrieved April 20, 2019, from <https://latrobe.libguides.com/reflectivepractice>.
- Lehr, F., & Osborn, J. (2005). *A Focus on Comprehension. Research-Based Practices in Early Reading Series*. Place of publication not identified: Distributed by ERIC Clearinghouse.
- McLeod, S. (2017). Kolb's Learning Styles and Experiential Learning Cycle. Retrieved June 10, 2019, from <https://www.simplypsychology.org/learning-kolb.html>

- Méndez, L.E. & Livingly, T.M (2017). *The Use of Bottom-up and Top-down Processing As an EFL Teaching Tool Based on Schema Theory to Develop Reading Skills in 9<sup>th</sup> Graders at “Técnico Salisiano” High School in Cuenca (Doctrol Dissertation)*. Retrieved From <https://core.ac.uk/display/94267780>
- Meyer, M. S., & Felton, R. H. (1999). Repeated reading to enhance fluency: Approaches and new directions. *Annals of Dyslexia*, 49, 283–306.
- Murphy, M.L. (2010). *Lexical Meaning: Cambridge Text Books in Linguistics*. Cambridge University Press.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00- 4769). Washington, DC: U.S. Government Printing Office.
- Nelson. T.O. (1999). Cognition versus Metacognition, In R.J. Sternberg, *the Nature of Cognition*. Cambridge: MIT Press.
- Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*, 8, 293–316.
- Paulson, F.L., Paulson, P.R., & Meyer, C.A. (1991). What Makes a Portfolio?, *Educational Leadership*, 48 (5) 60-65.
- Perfetti, C.A., (1984). Some Reflections on Learning and Not Learning to Read. *Remedial and Special Education Journal*, 5. (3), 34-38.
- Phaedonos P., Anastassiou-Hadjicharalambous X. (2011). Self-Judgment. In: S.

Goldstein, & J.A Naglieri. (Eds), *Encyclopedia of Child Behavior and Development*. Springer, Boston: MA.

Panadero.E., Tapa.J.A., (2014). How Do Students Self Regulate? Review of Zimmerman’s Cyclical Model of Self Regulated Learning. *A journal of Research Psychology*,30, 1695-2294. Doi [http:// doi.org//0.6018/anleps.30.2.167221](http://doi.org/0.6018/anleps.30.2.167221).

Partnership, G. S. (2015). Norm-Referenced Test Definition. Retrieved May 10, 2019, from <https://www.edglossary.org/norm-referenced-test/>

Reading Comprehension: Literal, Inferential & Evaluative. (2019). Retrieved May 25, 2019, from <https://study.com/academy/lesson/reading-comprehension-literal-inferential>

Reading for Meaning. (2018). Retrieved April 11, 2019, from <https://www.nicole-brown.co.uk/Nicole-brown/ evaluative.html>.

Rogers, R. R. (2001). Reflection in higher education: A concept analysis. *Innovative Higher Education*, 26(1), 37–57.

Rolfe, G. Freshwater. Jasper. (2001). *Critical Reflection in Nursing and the Helping Professions: a Users’ Guide*. Bosing Stoke: Palgrave Macmillan.

Rumelhart, D.E. (1980) Schemata: The Building Blocks of Cognition. In: R.J. Spiro et al. (Eds.) *Theoretical Issues in Reading Comprehension*, Hillsdale, NJ: Lawrence Erlbaum.

Schön, D. (1983). *The Reflective Practitioner: How professionals think in action*. London: Temple Smith.

Self-reflection. (2019). Retrieved June 5, 2019, from

<https://en.wikipedia.org/wiki/Self-reflection>.

*Self-reflection*. (2017). Abbreviations.com. Retrieved June 12, 2019, from

<https://www.abbreviations.com/SELF-REACTION>.

Shaw, H. (1959). *Expository Reading for Writers*. New York: Harper & Brothers'.

Smith, F. (1973). *Psycholinguistic and reading*. New York: Holt, Rinehart & Winston.

Snow, C. E. (2002). *Reading for understanding: Toward a research and development program in reading comprehension*. Pittsburgh: RAND.

Stahl, S. A., Hare, V. C., Sinatra, R., & Gregory, J. F. (1991). Defining the role of prior knowledge and vocabulary in reading comprehension: The retiring of number 41. *Journal of Reading Behavior*, 23, 487–508.

Swanson, H. L. (1999). Reading research for students with LD: A meta-analysis of intervention outcomes. *Journal of Learning Disabilities*, 32(6), 503–534.

Three Ideas for Implementing Learner Reflection. (2017). Retrieved June 15, 2019, from <http://www.facultyfocus.com/articles/teaching-and-learning/three-ideas-implementing-learner-reflection>.

Top tips for independent learning. (n.d.). Retrieved May 20, 2019, from

<https://www.brightknowledge.org/study-skills/top-tips-for-independent-learning>.

UK Essays | UKEssays. (2019). Retrieved May 30, 2019, from <https://www.ukessays.com/>

Webb, K. (2016). How To Improve With Self Reflection. Retrieved Mai 19, 2019, from

<https://keithwebb.com/how-to-improve-with-self-reflection/>

- Westwood, P. (2001). *Reading and Literacy Difficulties: Approaches to teaching and assessment*. Victoria, Australia: ACER.
- Widdowson, H. G. (1979). *The Process and Purpose of Reading*. New York: Harper & Brothers'.
- Willis, J. (2008). *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Association for Supervision and Curriculum Development.
- Why is background knowledge important to comprehension? (n.d.). Retrieved May 25, 2019, from, <http://www2.nefec.org/learn/teacher/elementary/comprehension/research/whatIs4.htm>
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. New York: Springer.
- Wolf, M., & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*, 5, 211-239.
- Yorkovich, S. (2017, May 09). How to Develop Critical Thinking. Retrieved May 30, 2019, from <https://leadstrategic.com/2011/06/06/how-to-develop-critical-thinking/>
- Zimmerman, B.J. (2000), Attaining Self-regulation: A Social Cognitive Perspective, In Boekaerts, Pintrich, & Zeidner (eds). *Handbook of Self-Regulation*, Academic Press, SanDiego, 13-39.
- Zuber-Skerritt, O. (1992). *Professional development in higher education: a theoretical framework for action research*. London: Kogan Page.

