

References

- Afflerbach, P. (2000). 'Verbal reports and protocol analysis', in M. L. Kamil, P. B. Mosenthal, P. D. Pearson & R. Barr (eds.). *Handbook of reading research*, vol. 3, pp. 163–179. Mahwah, NJ: Erlbaum.
- Afflerbach, P., Pearson, P. D. & Paris, S. G. (2008). Clarifying differences between reading skills and strategies. *The Reading Teacher*, vol. 61, pp. 364-373.
- Albaili, M. A. (1997). Differences among low-, average-, and high-achieving college students on learning and study strategies. *Educational Psychology*, vol. 17(1), pp. 171-177.
- Alderman, M. (1999). *Motivation for Achievement: Possibilities for Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Alexander, P. A. & Judy, J. E. (1988). The interaction of domain-specific and strategic knowledge in academic performance. *Review of Educational Research*, vol. 58(4), pp. 375–404.
- Alexander, P. A., Murphy, P. K., Woods, B. S., Duhon, K. E. & Parker, D. (1997). College instruction and concomitant changes in students' knowledge, interest, and strategy use: A study of domain learning. *Contemporary Educational Psychology*, vol. 22(2), 125–146.
- Alexander, P., Graham, S., & Harris, K. (1998). A perspective on strategy research: Progress and products. *Educational Psychology Review*, vol. 10, pp. 129–154.
- Alexander, P. A., & Jetton, T. L. (2000). 'Learning from text: A multidimensional and developmental perspective', in M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (eds.). *Handbook of reading research*, vol. 3. Mahwah, NJ: Erlbaum, pp. 285-310.
- Alsheikh, N. O. (2011). Three readers, three languages, three texts: The strategic reading of multilingual and multi literate readers. *Reading Matrix: An International Online Journal*, vol. 11(1). [Accessed on 15 February 2014]. Available at http://www.readingmatrix.com/articles/january_2011/alsheikh.pdf
- American Psychological Association (APA) Learner-Centered Principles Work Group (1997, November). *Learner-centered psychological principles: A framework for school reform and redesign*. Washington, DC: American Psychological Association.
- Anderson, T. H. (1980). 'Study strategies and adjunct aids', in R. J. Spiro, B. C. Bruce & W. F. Brewer (eds.). *Theoretical issues in reading comprehension*. Hillsdale, N.J.: Erlbaum.

Armbruster, B.B. & Anderson, T.H. (1980). The effect of mapping on the free recall of expository text. Technical report no. 160. Urbana, IL: University of Illinois, Center for the Study of Reading.

Armbruster, B.B., Anderson, T.H. & Ostertag, J. (1987). Does text structure/summarization instruction facilitate learning from expository text? *Reading Research Quarterly*, vol. 22, pp. 331–346.

Azevedo, R. (2009). Theoretical, methodological, and analytical challenges in the research on metacognition and self-regulation: A commentary. *Metacognition and Learning*, vol. 4(1), pp. 87–95

Baker, L. (1989). Metacognition, comprehension monitoring, and the adult reader. *Educational Psychology Review*, vol. 1, pp. 3–38.

Baker, L. & Brown, A. L. (1984). 'Metacognitive skills and reading', in P. D. Pearson (ed.). *Handbook of reading research*, Vol. 1. New York, NY: Longman, pp. 353–394.

Baker, L., & Cerro, L. C. (2000). 'Assessing metacognition in children and adults', in G. Schraw & J. C. Impara (eds.). *Issues in the measurement of metacognition*. Lincoln, NE: Buros Institute, pp. 99–146.

Beckman, P. (2002). *Strategy Instruction (On-Line)*. [Accessed on 5 may 2014]. Available at <http://files.eric.ed.gov/fulltext/ED474302.pdf>.

Biggs, J. (1988). The Role of Metacognition in Enhancing Learning. *Australian Journal of Education*, vol.32(2), pp.127-138.

Biggs, J. B. (1999). *Teaching for quality learning*. Buckingham: SRHE and Open University Press.

Book, W.F. (1927). Results obtained in a special “How to study” course given to college students. *School and society*, vol.26, pp. 529-534.

Bransford, J., Brown, A. & Cocking, R. (eds.) (1999). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.

Braten, I. & Samuelstuen, M. S. (2004). Does the influence of reading purpose on reports of strategic text processing depend on students' topic knowledge? *Journal of Educational Psychology*, vol. 96(2), pp.324-336.

Brown, A. L. (1978). 'Knowing when, where, and how to remember: A problem of metacognition', in R. Glaser (ed.). *Advances in instructional psychology*, vol. 1. Hillsdale: Erlbaum, pp. 77–165.

- Brown, A. (1987). 'Metacognition, executive control, self-regulation, and other more mysterious mechanisms', in F. Weinert & R. Kluwe (eds.). *Metacognition, motivation and understanding*. Hillsdale, NJ: Erlbaum, pp. 65-116.
- Brown, A. L. & De Loache, J. S. (1978). 'Skills, plans, and self-regulation', in R. S. Siegel (ed.). *Children's thinking: What develops?* Hillsdale, N.J.: Erlbaum, pp. 3-35.
- Brown, A. L. & Day, J. D. (1983). Macro rules for summarizing texts: The development of expertise. *Journal of Verbal Learning and Verbal Behavior*, vol.22(1), pp.1-14.
- Butler, D.L. (1998). The strategic content learning approach to promoting self-regulated learning: A report of three studies. *Journal of Educational Psychology*, vol. 90, pp. 682-697.
- Caldwell, J. & Leslie, L. (2010). Thinking aloud in expository text: Processes and outcomes. *Journal of Literacy Research*, vol. 42, pp. 308-410.
- Cao, L. & Nietfeld, J.L. (2007). College students' metacognitive awareness of difficulties in Learning the class content does not automatically lead to adjustment of study strategies. *Australian Journal of Educational & Developmental Psychology*, vol. 7, pp. 31-46.
- Caverly, D., Orlando, V. & Mullen, J. (2000). 'Textbook Study Reading', in R.F. Flippo & D.C. Caverly (eds.). *Handbook of college reading and study strategy research*. Mahwah, NJ: Erlbaum, pp. 105-148.
- Chadwick, C. (1988). Estrategias cognitivas y afectivas en el aprendizaje. *Revista Latinoamericana de Psicología*, vol. 20 (2), pp.162-205.
- Cromley, J. G., & Azevedo, R. (2006). Self-report of reading comprehension strategies: What are we measuring? *Metacognition and Learning*, vol. 1(3), pp. 229-247.
- Curley, R. G., Estrin, E. T., Thomas, J. W. & Rohwer, W. D. Jr. (1987). Relationships between study activities and achievement as a function of grade level and course characteristics. *Contemporary Educational Psychology*, vol. 12, pp. 324-343.
- Delclos, V.R.& Harrington, C. (1991). Effects of strategy monitoring and proactive instruction on children's problem-solving performance. *Journal of Educational Psychology*, vol. 83, pp. 35-42.
- Dennison, R.S. (1996, April). Relationships among measures of metacognition: paper presented at the Annual Meeting of the American Educational Research Association. New York
- Downing,K., Chan,S.W., Downing,W.K., Kwong,T. & Lam T.F.(2008). Measuring gender differences in cognitive functioning. *Multicultural Education & Technology Journal*, vol. 2 (1), pp.4-18.

Duffy, G.D., Roehler, L., Sivan, E., Rackliffe, G., Book, C., Meloth, M., Vavrus, L., Wesselman, R., Putnam, J., & Bassiri, D. (1987). Effects of explaining the reasoning associated with using strategies. *Reading Research Quarterly*, 22, 347-368.

Entwistle, N. J., & Ramsden, P. (1983). *Understanding student learning*. London: Croom Helm.

Everson, H. T. & Tobias, S. (1998). The ability to estimate knowledge and performance in college: A metacognitive analysis. *Instructional Science*, vol. 26, pp. 65-79.

Flavell, J.H. (1976). Metacognitive aspects of problem solving. The nature of intelligence. Hillsdale, NJ: Lawrence Erlbaum, pp. 231-35.

Flavell, J.H. (1979). Metacognition and cognitive monitoring: A new era of cognitive developmental inquiry. *American Psychologist*, vol. 34, pp. 906 - 911.

Flavell, J.H. (1987). 'Speculations about the nature and development of metacognition', in F. Weinert & R. Kluwe (eds.). *Metacognition, motivation, and understanding*. Hillsdale, NJ: Erlbaum, pp. 21-29.

Garcia, T. & Pintrich, P.R. (1994). 'Regulating motivation and cognition in the classroom: the role of self-schemas and self-regulatory strategies', in D.H. Schunk & B.J. Zimmerman (eds.). *Self-Regulation on Learning and Performance: Issues and Applications*. NJ, Hillsdale, Erlbaum, pp.132-157.

Garner, R. (1987). *Metacognition and Reading Comprehension*. Norwood, NJ: Ablex Publishing.

Garner, R. (1990). When children and adults do not use learning strategies: Toward a theory of settings. *Review of Educational Research*, vol. 60, pp. 517-529.

Garner, R. & Alexander, P. A. (1989). Metacognition: Answered and unanswered questions. *Educational Psychology*, vol. 24, pp.143-158.

Haller, E. P., Child, D. A. & Walberg, H. J. (1988). Can comprehension be taught? A quantitative synthesis of metacognitive studies. *Educational Researcher*, vol.17 (9), pp. 5-8.

Hattie, J.A.C. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement*. London: Routledge.

Hattie, J., Biggs, J. & Purdie, N. (1996). Effects of learning skills interventions on student learning: A meta-analysis. *Review of Educational Research*, vol.66, pp. 99-136.

- Hartman, H. J. (2001). 'Developing students' metacognitive knowledge and skills', in H. J. Hartman (ed.). *Metacognition in learning and instruction*. Dordrecht, Netherlands: Kluwer Academic, pp. 33-67.
- Hadwin, A., Winne, P., Stockley, D., Nesbit, J. & Woszczyna, C. (2001). Context moderates students' selfreports about how they study. *Journal of Educational Psychology*, vol. 93(3), pp. 477-487.
- Holschuh, J. P. & Aultman, L. (2009). 'Comprehension development', in Flipppo, R. F., & Caverly, D. C. (eds.). *Handbook of College Reading and Study Strategy Research*, 2nd edition. New York: Routledge.
- Isaacson, R. & Fujita, F. (2006). Metacognitive knowledge monitoring and self-regulated learning: Academic success and reflections on learning. *Journal of the Scholarship of Teaching and Learning*, vol. 6(1), pp. 39-55. [Accessed on 10 February 2014]. Available at http://www.iupui.edu/~josotl/VOL_6/NO_1/v6n1Isaacson.pdf
- Jacobs, J.E. & Paris, S.G. (1987). Children's metacognition about reading: Issues in definition, measurement, and instruction. *Educational Psychologist*, vol. 22, pp. 255-278.
- James, W. (1890). *The Principles of Psychology*, vol.2. NY: Henry Holt & Co.
- Jimenez, V., Puente, A., Alvarado, J. & Arrebillaga, L. (2009). Measuring metacognitive strategies using the reading awareness scale ESCOLA. *Electronic Journal of Research in Educational Psychology*, vol. 7(2), pp. 779-804.
- Justice, E. M. & Dornan, T. M. (2001). Metacognitive differences between traditional-age and nontraditional-age college students. *Adult Education Quarterly*, vol. 51(3), pp. 236-249.
- King, A. (1991). Effects of training in strategic questioning on children's problem-solving performance. *Journal of Educational Psychology*, vol. 83, pp. 307-317.
- King, A. (1992). Comparison of self-questioning, summarizing, and note taking-review as strategies for learning from lectures. *American Educational Research Journal*, vol. 29, pp. 303- 323.
- King, A. (1995). 'Cognitive strategies for learning from direct teaching', in E. Wood, V.E. Woloshyn & T. Willoughby (eds.). *Cognitive strategy instruction for middle and high schools*. Cambridge, MA: Brookline Books, Ch. 3.
- Kinnunen, R. & Vauras, M. (1995). Comprehension monitoring and the level of comprehension in high- and low-achieving primary school children's reading. *Learning and Instruction*, vol. 5, pp. 143-165.

- Kletzien, S. (1992). Proficient and less proficient comprehenders' strategy use for different top-level structures. *Journal of Reading Behavior*, vol. 24(2), pp. 191-215.
- Knutson, E. (1998). Reading with a Purpose: Communicative Reading Tasks for the Foreign Language Classroom. ERIC Digest No. ED 425 658.
- Kuhn, D. (1999). 'Metacognitive development', in L. Balter & C. S. Tamis-LeMonda (eds.). *Child psychology: A handbook of contemporary issues*. Philadelphia: Psychology Press, pp. 259-286.
- Lipson, M. (1995). The effect of semantic mapping instruction on prose comprehension of below-level college readers. *Reading Research and Instruction*, vol. 34, pp. 367-378.
- Livingston, J.A. (1997). Metacognition: An Overview [online]. [Accessed on 18 September 2013]. Available at <http://www.gse.buffalo.edu/fas/shuell/cep564/Metacog.htm>
- Loranger, A. L. (1994). The study strategies of successful and unsuccessful high school students. *Journal of Reading Behavior*, vol. 26, pp. 347-360.
- Lorch, R. F., Lorch, E. P. & Klusewitz, M. A. (1993). College students' conditional knowledge about reading. *Journal Educational Psychology*, vol. 85, pp. 239-252.
- Magliano, J. P., & Millis, K. K. (2003). Assessing reading skill with a think-aloud procedure and latent semantic analysis. *Cognition and Instruction*, vol. 21, pp. 251-284.
- Martin, D. C. & Arendale, D. (eds.)(1994). *Supplemental Instruction: Increasing achievement and retention*. New Directions for Teaching and Learning, no. 60. San Francisco, CA: Jossey-Bass, Inc.
- Marton, F., and Säljö, R. (1997). 'Approaches to learning', in F. Marton, D. J. Hounsell, and N. J. Entwistle (eds.). *The experience of learning*, 2nd edition. Edinburgh: Scottish Academic Press, pp. 39 - 58.
- McCormick, C. B. (2003). 'Metacognition and learning', in W. M. Reynolds & G. E. Miller (eds.). *Handbook of psychology*, vol. 7. New York: Wiley & Sons, pp. 79-102.
- Merchie, E. & Van Keer, H. (2014). Learning from text in late elementary education. Comparing think-aloud protocols with self-reports. *Social and behavioral Sciences*, vol. 112, pp. 489-496.
- Mokhtari, K. (2008). 'Perceived and real-time use of reading strategies by three proficient tri literate readers: A case study', in K. Mokhtari, & R. Sheorey (eds.). *Reading strategies of first- and second-language learners: See how they read*. Norwood, MA: Christopher-Gordon Publishers, pp. 143-160.
- Mokhtari, K. & Reichard, C.A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, vol. 94, pp. 249-259

- Mokhtari, K. & Reichard, C. (2004). Investigating the strategic reading processes of first and second language readers in two different cultural contexts, vol. 32, pp. 379–394.
- Nelson, T. O. (1996). Consciousness and metacognition. *American Psychologist*, vol. 51, pp.102–116.
- Nietfeld, J. L., Cao, L. and Osborne J. W. (2005). Metacognitive monitoring accuracy and student performance in the post-secondary classroom. *The Journal of Experimental Education*, vol. 74(1), pp.7-28.
- Nist, S.L. & Simpson, M.L. (1990). Textbook Annotation: An Effective and Efficient Study Strategy for College Students. *Journal of Reading*, vol. 34 (2), p. 122.
- Nist, S. L., Simpson, M. L. & Olejnik, S. (1991). The relation between self-selected study processes and test performance. *American Educational Research Journal*, vol. 28, pp. 849–874.
- Nist, S. L., & Holschuh, J. L. (2000). ‘Comprehension strategies at the college level’, in R. F. Flippo & D. C. Caverly (eds.). *Handbook of college reading and study strategy research*. Mahwah, NJ: Erlbaum, pp. 75-104.
- Nist, S.L. & Simpson, M.L. (2000). ‘College studying’, in M.L. Kamil, P.B. Mosenthal, P.D. Pearson & R. Barr (eds.). *Handbook of reading research*, vol. 3. Mahwah, NJ: Erlbaum, pp. 645-666.
- Nokes, J. D., & Dole, J. A. (2004). ‘Helping adolescent readers through explicit strategy instruction’, in T. L. Jetton & J. A. Dole (eds.). *Adolescent literacy research and practice* NY: Guilford, pp. 162–182.
- Oxford, R., 1990. *Language learning strategies: what every teacher should know*. Heinle and Heinle, Boston
- Organization for Economic Co-operation and Development OECD (2013). *OECD Skills Outlook 2013: First Results from the Survey of Adult Skills*. OECD Publishing.
- Palincsar, A. S., & Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, vol.2, pp. 117–175.
- Paris, S. G., & Myers, M. (1981). Comprehension monitoring, memory, and study strategies of good and poor readers. *Journal of Reading Behavior*, vol. 13, pp. 5-22.
- Paris, S. G., Lipson, M. Y., & Wixson, K. K. (1983). Becoming a strategic reader. *Contemporary Educational Psychology*, vol. 8, pp. 293–316.
- Paris, S.G., & Jacobs, J. E. (1984). The benefits of informed instruction for children's reading awareness and comprehension skills. *Child Development*, vol. 55, pp. 2083-2093.

- Paris, S. G., Cross, D. R., & Lipson, M. Y. (1984). Informed strategies for learning: A program to improve children's reading awareness and comprehension. *Journal of Educational Psychology*, vol. 76(6), pp. 1239–1252.
- Pellegrino, J. W., Chudowsky, N., & Glaser, S. (eds.) (2002). *Knowing what students know: The science and design of educational assessment*. Washington DC: National Research Center.
- Paris, S.G., Wasik, B., & Van der Westhuizen, G. (1988). 'Metacognition: A review of research on metacognition and reading', in J. Readance & S. Baldwin (eds.). *Dialogues in literacy research*. Chicago: National Reading Conference, pp. 143-166.
- Paris, S. G., & Winograd, P. (1990). 'How metacognition can promote academic learning and instruction', in B. J. Jones & L. Idol (eds.). *Dimensions of thinking and cognitive instruction*. Hillsdale, NJ: Erlbaum, pp. 15–51.
- Paris, S. G., Wasik, B. A., & Turner, J. C. (1996). 'The development of strategic readers', in R. Bar, M. L. Kamil, P. Mosenthal, & P. D. Parson, (eds.). *Handbook of Reading Research*, vol. 2. New York: Longman, pp. 609-640.
- Paris, S. G., Byrnes, J. P., & Paris, A. H. (2001). 'Constructing theories, identities, and actions of self-regulated learners', in B. Zimmerman & D. Schunk (eds.). *Self-regulated learning and academic achievement*. New York: Springer-Verlag, pp. 253–287.
- Perry, N. E., & Winne, P. H. (2006). Learning from learning kits: Study traces of students' self-regulated engagements with computerized content. *Educational Psychology Review*, vol. 18(3), pp. 211-228.
- Peeverly, S. T., Brobst, Graham, M., & Shaw, R. (2003). College adults are not good at self-regulation: A study on the relationship of self-regulation, note taking, and test taking. *Journal of Educational Psychology*, vol. 95(2), pp. 335-346
- Phifer, S. J., & Glover, J. A. (1982). Don't take students' word for what they do while reading. *Bulletin of the Psychonomic Society*, vol. 19, pp. 194-196.
- Piaget, J. (1975). *The Equilibration of Cognitive Structures: The Central Problem of Intellectual Development*. Chicago: University of Chicago Press.
- Pintrich, P. R. (2002). The role of metacognitive knowledge in learning, teaching, and assessing. *Theory into practice*, vol. 41(4), pp. 219-225.
- Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated leaning components of classroom academic performance. *Journal of Educational Psychology*, vol. 82, pp. 33– 40.

- Pintrich, P.R., & Garcia, T. (1991). 'Student goal orientation and self-regulation in the college classroom', in M.L. Maehr & P.R. Pintrich (eds.). *Advances in motivation and achievement: Goals and self-regulatory processes*, vol. 7. Greenwich, CT: JAI, pp. 371-402.
- Poole, A. (2005). Gender differences in reading strategy use among advanced ESL college students. *Journal of college reading and learning*, vol. 36(1), pp. 7-20
- Pressley, M. (1995). More about the development of self-regulation: Complex, long-term, and thoroughly social. *Educational Psychologist*, vol. 30, pp. 207-212.
- Pressley, M. (2000). 'Development of grounded theories of complex cognitive processing: Exhaustive within- and between study analyses of thinking-aloud data', in G. Schraw, & J. C. Impara (eds.). *Issues in the measurement of metacognition*. Lincoln, NE: Buros Institute of Mental Measurements, pp. 262-296.
- Pressley, M., Borkowski, J. G., & Schneider, W. (1987). 'Cognitive strategies: Good strategy users coordinate metacognition and knowledge', in R. Vasta, & G. Whitehurst (eds.). *Annals of child development*, vol. 4. Greenwich, CT: JAI Press, , pp. 80-129.
- Michael Pressley, Fiona Goodchild, Joan Fleet, Richard Zajchowski and Ellis D. Evans (1989). *The Elementary School Journal*, vol. 89 (3) pp. 301-342. Published by: The University of Chicago Press
- Pressley, M. & Ghatala, E.S. (1990). Self-regulated learning: Monitoring learning from text. *Educational Psychologist*, vol. 25, pp. 19-33.
- Pressley, M., Beard El-Dinary, P., & Brown, R. (1992). 'Skilled and not-so-skilled reading: Good information processing of not-so-good processing', in M. Pressley, K. Harris, & J. Guthrie (eds.). *Promoting academic competence and literacy in school*. San Diego, CA: Academic Press, pp. 91-127.
- Pressley, M., Van Etten, S., Yokoi, L., Freebern, G., & Van Meter, P. (1998). 'The metacognition of college studentship: A grounded theory approach', in D. J. Hacker, J. Dunlosky, & A. C. Graesser (eds.). *Metacognition in educational theory and practice*. Mahwah, NJ: Erlbaum, pp. 347-365.
- Pressley, M., & Afflerbach, P. (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum.
- Schellings, G. (2011). Applying learning strategy questionnaires: problems and possibilities. *Metacognition Learning*, vol. 6, pp. 91-109.
- Schellings, G. L. M., van Hout-Wolters, B. A. H. M., Veenman, M. V. J., & Meijer, J. (2012). Assessing metacognitive activities: the in-depth comparison of a task-specific questionnaire with think-aloud protocols. *European Journal of Psychology of Education*, pp. 1-28.

- Schneider, W. & Pressley, M. (1989). *Memory Development Between 2 and 20*. New York: Springer-Verlag.
- Schraw, G. and Moshman, D. (1995). Metacognitive Theories. *Educational Psychology Review*, vol.7(4), pp. 351-371.
- Schraw, G. and Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology*, vol. 19, pp. 460-475.
- Schraw, G. (2001). 'Promoting General Metacognitive Awareness', in H. J. Hartman (ed.). *Metacognition in Learning and Instruction: Theory, Research and Practice*. Dordrecht: Kluwer Academic Publishers, pp.3-16.
- Schunk, D. H., & Zimmerman, B. J. (2003). 'Self-regulation and learning', in W. M. Reynolds & G. E. Miller (eds.). *Handbook of Psychology: Educational Psychology*. Wiley & Sons, pp. 59-78.
- Scott, D. B. (2008). Assessing text processing: A comparison of four methods. *Journal of Literacy Research*, vol. 40(3), pp. 290-316.
- Snow, C., Burns, M.S. & Griffin, P. (eds.) (1998). *Preventing Reading Difficulties in Young Children*, Committee on the Prevention of Reading Difficulties in Young Children, Commission on Behavioural and Social Sciences and Education. National Research Council. Washington, DC: National Academy Press.
- Snowman J. (1986). 'Learning tactics and strategies', in G. D. Phye & T. Andre (eds.). *Cognitive classroom learning: Understanding, thinking and problem solving*. New York: Academic Press, pp. 243-276.
- Spedding, S. and Chan, L. (1993). Metacognition, word identification, and reading competence. *Contemporary Educational Psychology*, vol.18(1), pp. 91-100.
- Sperling, R. A., Howard, B. C., Staley, R. and DuBois, N. (2004). *Educational Research and Evaluation*, vol. 10(2), pp. 117-139.
- Sternberg, R. J. (1990). *Metaphors of the mind: Conceptions of the nature of intelligence*. Cambridge: Cambridge University Press.
- Swanson, H.L. (1990). Influence of metacognitive knowledge and aptitude on problem solving. *Journal of Educational Psychology*, vol. 82, pp. 306-314.
- Swanson, H. L., Christie, L. and Rubadeau, R. J. (1993). The Relationship between metacognition and analogical reasoning in mentally retarded, learning disabled, average, and gifted children. *Learning Disabilities Research*, vol. 8, pp. 70-81.

- Taraban, R., Kerr, M. and Rynearson, K. (2004). Analytic and pragmatic factors in college students' metacognitive reading strategies. *Reading Psychology*, vol. 25, pp. 67-81.
- Thomas, G. (2003). Conceptualization, development and validation of an instrument for investigating the metacognitive orientations of science classroom learning environments: The Metacognitive Orientation Learning Environment Scale–Science (MOLES–S). *Learning Environment Research*, vol. 6, pp. 175–197.
- Thorndike, E.L. (1917). Reading as reasoning: A Study of mistakes in paragraph reading. *Journal of educational Psychology*, vol. 8, pp. 323-332.
- Tobias, S., & Everson, H. T. (1997). Studying the relationship between affective and metacognitive variables. *Anxiety, Stress, and Coping*, vol. 10, pp. 59–81.
- Tobias, S. and Everson, H. T. (2002). Knowing What You Know and What You Don't: Further Research on Metacognitive Knowledge Monitoring. Research Report No.2002-3. New York: The College Board.
- Richardson, J. T. E. (2004). Methodological issues in questionnaire-based research on student learning in higher education. *Educational Psychology Review*, vol.16, pp. 347–358.
- Veenman, M. V. J. (2005). 'The assessment of metacognitive skills: What can be learned from multi method designs?', in C. Artelt, & B. Moschner (Eds), *Lernstrategien und Metakognition: Implikationen für Forschung und Praxis*. Berlin: Waxmann, pp. 75–97.
- Veenman, M. V. J., Wilhelm, P., & Beishuizen, J. J. (2004). The relation between intellectual and metacognitive skills from a developmental perspective. *Learning and Instruction*, vol.14, pp. 89–109
- Veenman, M. V. J., & Spaans, M. A. (2005). Relation between intellectual and metacognitive skills: Age and task differences. *Learning and Individual Differences*, vol. 15, pp.159–176.
- Wang, H. and Guthrie, J. (1997). Skilled and Unskilled Reading among Taiwanese Fifth Graders: A Cross-Cultural Perspective. ERIC Document No. ED 418 385.
- Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies, In M. C., Wittrock (Ed.). *Handbook of Research on Teaching*, 3rd. edition. New York: MacMillan, pp. 315-327.
- Wilhite, S. C. (1990). Self-efficacy, locus of control, self-assessment of memory ability, and study activities as predictors of college course achievement. *Journal of Educational Psychology*, vol. 82, pp. 696-700.

Winne, P. H., & Hadwin, A. F. (1998). 'Studying as self-regulated learning', in D. J. Hacker, J. Dunlosky, & A. C. Graesser (eds.). *Metacognition in educational theory and practice* Mahwah, NJ: Erlbaum, pp. 227-304.

Winne, P. H., & Perry, N. E. (2000). 'Measuring self-regulated learning', in M. Boekaerts, P. Pintrich, & M. Zeidner (eds.). *Handbook of self-regulation*. Orlando, FL: Academic Press, pp. 532–566.

Van Dijk, T. A., & Kintsch, W. (1978). 'Cognitive psychology and discourse: Recalling and summarizing stories', in W. U. Dressler (ed.). *Trends in text-linguistics*. New York: De Gruyter.

Van-Duzer, C. (1999). *Reading and the Adult English Language Learner*. ERIC Digest No. ED 433 729.

Van Hout-Wolters, B. (2000). 'Assessing active self-directed learning', in R. Simons, J. van der Linden, & T. Duffy (eds.). *New learning*. Dordrecht: Kluwer, pp. 83–101.

Young, A. & Fry, J.D.(2008). Metacognitive awareness and academic achievement in college students. *Journal of the Scholarship of Teaching and Learning*, vol. 8 (2) pp. 1-10.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to SE and strategy use. *Journal of Educational Psychology*, vol. 82(1), pp. 51-59. 0663.82.1.51

Zimmerman, B. J. (2000). 'Attaining self-regulation: A social cognitive perspective', in M. Boekaerts, P. R. Pintrich, & M. Zeidner (eds.). *Handbook of self-regulation*. San Diego: Academic Press, pp. 13-39.