



NEEDS ANALYSIS OF ASSESSMENT AS LEARNING AND METACOGNITION IN EXTENSIVE READING TOWARD A LEARNING-ORIENTED ASSESSMENT FRAMEWORK

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ABSTRACT

Extensive reading (ER) instruction in English as a Foreign Language (EFL) contexts is often not supported by assessment practices that promote students' metacognitive development and learner autonomy. Assessment activities frequently emphasize learning outcomes rather than facilitating reflective learning processes. This study aimed to investigate students' experiences, perceptions, and needs regarding assessment practices and metacognitive engagement in extensive reading instruction and to explore the necessity of a learning-oriented assessment framework. This study employed a qualitative case study design combined with needs analysis. The participants consisted of 40 EFL students enrolled in extensive reading courses. Data were collected through questionnaires, semi-structured interviews, and documentation analysis. The data were analyzed using theory-driven thematic analysis guided by the Assessment as Learning (AaL) framework and metacognitive dimensions, including planning, monitoring, and evaluating. The findings revealed that students perceived extensive reading as beneficial for improving reading fluency and vocabulary development. However, they experienced difficulties in comprehending lengthy texts, maintaining concentration, and applying effective reading strategies. Assessment practices were predominantly summative, focusing on scores and test results, with limited opportunities for self-assessment, peer-assessment, and constructive feedback. Furthermore, students demonstrated relatively low levels of metacognitive awareness, particularly in planning, monitoring, and evaluating their reading processes. The findings also indicated students' strong need for reflective feedback, metacognitive guidance, advance organizers, and participatory assessment practices. Therefore, the study recommends the development of an Assessment as Learning-based metacognitive framework to enhance students' self-regulation, autonomy, and reading comprehension in extensive reading instruction.

Keywords: Assessment as Learning (AaL); Extensive Reading (ER); Metacognitive; Learning-Oriented Assessment Framework; Need Analysis.

INTRODUCTION

The development of reading competence in English as a Foreign Language (EFL) context remains a central concern in language education, particularly within extensive reading practices. Extensive reading is widely acknowledged as an effective approach to improving learners' reading fluency, vocabulary acquisition, and overall language proficiency. It also promotes learner autonomy and motivation through sustained

exposure to meaningful texts. However, despite its pedagogical value, the implementation of extensive reading often lacks alignment with appropriate assessment practices that support students' learning processes.

Traditional assessment in reading classrooms tends to emphasize summative outcomes rather than the learning process itself. Such practices limit students' opportunities to engage in reflective thinking and to develop awareness of their own learning strategies. In this regard, the concept of Assessment as Learning (AaL) has emerged as a transformative approach that positions learners as active agents in the assessment process. AaL encourages self-assessment, reflection, and continuous monitoring of learning, thereby fostering deeper engagement and autonomy. At the same time, metacognition plays a crucial role in reading comprehension. Learners who are able to plan, monitor, and evaluate their reading processes demonstrate higher levels of comprehension and strategic awareness. Research has shown that metacognitive strategies significantly influence reading performance, motivation, and self-efficacy in EFL contexts (Juhkam, 2023; Li et al., 2022). Furthermore, metacognition is closely related to self-regulated learning, where learners take control of their cognitive and affective processes (B. J. Zimmerman, 2002).

Recent studies have also highlighted the importance of integrating assessment and metacognition. For instance, formative assessment has been found to predict and enhance students' metacognitive skills (Bellido-García & Corro-Quispe, 2026). Similarly, feedback literacy, as part of assessment practices, enables learners to interpret and use feedback effectively, which supports self-assessment and reflective learning (Yan & Carless, 2021). These findings suggest that assessment should not merely measure learning outcomes but should actively contribute to the development of metacognitive awareness.

Despite these advancements, there remains a significant gap in the literature. While studies have explored metacognition, extensive reading, and assessment practices independently, limited research has examined how Assessment as Learning and metacognition can be integrated within extensive reading contexts based on students' actual needs. Moreover, learners' perceptions of assessment practices and their role in supporting metacognitive development are often underexplored.

This gap highlights the importance of conducting a needs analysis to understand students' experiences, expectations, and challenges related to assessment in extensive reading. Such an analysis is essential for designing a more responsive and learner-centered assessment framework.

Therefore, this study aims to explore students' needs regarding assessment practices in extensive reading and to examine how these practices support metacognitive development. The findings are expected to contribute to the development of a learning-oriented assessment framework that integrates Assessment as Learning and metacognitive strategies, thereby enhancing the effectiveness of extensive reading instruction.

Assessment as Learning (AaL) represents a paradigm shift from traditional assessment models by emphasizing the role of learners in the assessment process. AaL encourages students to actively engage in self-assessment, reflection, and goal setting, which are essential for developing independent learning skills (Yan & Yang, 2021). It is not merely about evaluating performance but about enabling learners to understand and regulate their own learning processes (Yang & Boud, 2021). In addition, student-centered assessment practices, including self- and peer-assessment, have been shown to enhance



learner autonomy and engagement (Kim, 2024). Feedback literacy also plays a critical role in AaL, as students need to develop the ability to interpret and utilize feedback effectively to improve their learning (Yan & Carless, 2021).

Metacognition refers to learners' awareness and control of their cognitive processes, including planning, monitoring, and evaluating learning activities. In the context of reading, metacognitive strategies are crucial for comprehension and meaning-making.

Metacognition is closely linked to feedback literacy, as students' ability to interpret and utilize feedback plays a critical role in regulating their learning processes (Teng & Ma, 2024). Studies indicate that metacognition significantly contributes to reading fluency and comprehension (Juhkam, 2023). Instruction that explicitly teaches metacognitive strategies can improve students' reading performance, motivation, and self-efficacy (Li et al., 2022). The use of cognitive and metacognitive strategies has been shown to significantly influence learners' self-efficacy and learning performance, highlighting the importance of strategic awareness in language learning (Talebi, 2025). Furthermore, metacognitive practices are closely linked to critical thinking and higher-order cognitive skills (Murtadho, 2021). Metacognition is also a core component of self-regulated learning, where learners actively manage their learning processes (B. J. Zimmerman, 2002). Therefore, integrating metacognitive strategies into reading instruction is essential for developing effective and autonomous readers.

Extensive reading promotes language development through exposure to large amounts of meaningful input. It emphasizes reading for pleasure, learner choice, and autonomy. Research shows that extensive reading can enhance learners' motivation and independence (Yerukneh et al., 2023). Extensive reading has been widely recognized as an effective approach to enhancing EFL learners' language skills, including reading comprehension, vocabulary development, and overall proficiency (Iftanti, 2024).

Moreover, extensive reading practices can be enriched through innovative instructional approaches, such as blended learning, which provide flexible and interactive learning environments (Rombot et al., 2023). However, the success of extensive reading largely depends on how well it is supported by appropriate instructional design and assessment practices.

Recent research has begun to explore the intersection of assessment and metacognition. Formative assessment has been identified as a strong predictor of metacognitive development (Bellido-García & Corro-Quispe, 2026). Additionally, concept mapping and other reflective tools have been used as both learning and assessment strategies to enhance reading comprehension (Xu, 2026).

Furthermore, digital literacy practices in language teaching highlight the importance of integrating technology into assessment and learning processes (Iskandar et al., 2022). These developments suggest that assessment can be designed as a tool for learning rather than merely evaluation.

Although previous studies have addressed assessment, metacognition, and extensive reading, they are often examined in isolation. There is a lack of research that integrates Assessment as Learning and metacognition in extensive reading contexts explores students' needs and perceptions of assessment practices develops a learning-

oriented assessment framework based on empirical needs analysis. This study addresses these gaps by conducting a qualitative needs analysis to inform the development of an integrated instructional framework.

The development of reading competence in English as a Foreign Language (EFL) context remains a central concern in language education, particularly within extensive reading practices. Extensive reading is widely acknowledged as an effective approach to improving learners' reading fluency, vocabulary acquisition, and overall language proficiency. It also promotes learner autonomy and motivation through sustained exposure to meaningful texts (Li et al., 2024; Wang & Kim, 2021). It also promotes learner autonomy and motivation through sustained exposure to meaningful texts. However, despite its pedagogical value, the implementation of extensive reading often lacks alignment with appropriate assessment practices that support students' learning processes.

Traditional assessment in reading classrooms tends to emphasize summative outcomes rather than the learning process itself. Such practices limit students' opportunities to engage in reflective thinking and to develop awareness of their own learning strategies. In this regard, the concept of Assessment as Learning (AaL) has emerged as a transformative approach that positions learners as active agents in the assessment process (Rutherford et al., 2025; Tan et al., 2022). AaL encourages self-assessment, reflection, and continuous monitoring of learning, thereby fostering deeper engagement and autonomy. At the same time, metacognition plays a crucial role in reading comprehension. Learners who are able to plan, monitor, and evaluate their reading processes demonstrate higher levels of comprehension and strategic awareness. Research has shown that metacognitive strategies significantly influence reading performance, motivation, and self-efficacy in EFL contexts (Muhid et al., 2020; Samarajeewa, 2023; Wallace et al., 2021). Furthermore, metacognition is closely related to self-regulated learning, where learners take control of their cognitive and affective processes (Sutiono et al., 2022; B. Zimmerman, 2023).

Recent studies have also highlighted the importance of integrating assessment and metacognition. For instance, formative assessment has been found to predict and enhance students' metacognitive skills ((Yin et al., 2022; Zhang et al., 2024). Similarly, feedback literacy, as part of assessment practices, enables learners to interpret and use feedback effectively, which supports self-assessment and reflective learning (Lam, 2021; Siregar & Stroupe, 2025). These findings suggest that assessment should not merely measure learning outcomes but should actively contribute to the development of metacognitive awareness.

Despite these advancements, there remains a significant gap in the literature. While studies have explored metacognition, extensive reading, and assessment practices independently, limited research has examined how Assessment as Learning and metacognition can be integrated within extensive reading contexts based on students' actual needs. Moreover, learners' perceptions of assessment practices and their role in supporting metacognitive development are often underexplored.

This gap highlights the importance of conducting a needs analysis to understand students' experiences, expectations, and challenges related to assessment in extensive reading. Such an analysis is essential for designing a more responsive and learner-centered assessment framework.

Therefore, this study aims to explore students' needs regarding assessment practices in extensive reading and to examine how these practices support metacognitive



development. The findings are expected to contribute to the development of a learning-oriented assessment framework that integrates Assessment as Learning and metacognitive strategies, thereby enhancing the effectiveness of extensive reading instruction (Özata & Ünal, 2025; Samutkao & Chaturongakul, 2025).

Assessment as Learning (AaL) represents a paradigm shift from traditional assessment models by emphasizing the role of learners in the assessment process. AaL encourages students to actively engage in self-assessment, reflection, and goal setting, which are essential for developing independent learning skills (Kan et al., 2024). It is not merely about evaluating performance but about enabling learners to understand and regulate their own learning processes (Rutherford et al., 2024). In addition, student-centered assessment practices, including self- and peer-assessment, have been shown to enhance learner autonomy and engagement (Lam, 2022). Feedback literacy also plays a critical role in AaL, as students need to develop the ability to interpret and utilize feedback effectively to improve their learning (Rutherford et al., 2024).

Metacognition refers to learners' awareness and control of their cognitive processes, including planning, monitoring, and evaluating learning activities. Metacognitive strategies have been widely recognized as essential components in reading comprehension and language learning (Muhid et al., 2020; Shah et al., 2025; Tang, 2025). In reading contexts, metacognitive awareness enables learners to identify reading goals, monitor comprehension difficulties, and apply appropriate strategies to solve problems encountered during reading activities. Studies also indicate that learners with strong metacognitive awareness tend to demonstrate higher academic achievement, greater self-efficacy, and more positive learning dispositions (Shafiee Rad, 2025; T. Yaghi, 2021; Teng & Ma, 2024).

LITERATURE REVIEW

The paradigm of assessment in higher education has gradually shifted from a product-oriented approach toward a learning-oriented approach that emphasizes students' active engagement in the learning process. Traditionally, assessment has been dominated by assessment of learning, which primarily focuses on measuring learning outcomes through summative evaluation. However, contemporary educational perspectives highlight the importance of assessment as learning (AaL), which positions assessment as an integral part of the learning process itself (Yan & Yang, 2021; Yang & Boud, 2021). In this framework, students are not merely recipients of scores and feedback but become active participants who monitor, evaluate, and regulate their own learning processes.

Assessment as learning emphasizes reflection, self-assessment, peer feedback, and feedback literacy as essential elements in fostering learner autonomy and self-regulated learning (Kim, 2024; Yan & Carless, 2021). Students are encouraged to interpret feedback critically and use it to improve subsequent learning performance. This perspective aligns with the concept of learning-oriented assessment, which integrates assessment with ongoing learning activities rather than separating evaluation from instruction. formative assessment significantly predicts students' metacognitive development, indicating that reflective assessment practices contribute to students' awareness of how they learn (Bellido-García & Corro-Quispe, 2026).

The concept of metacognition was first introduced by John H. Flavell (1979), who defined metacognition as individuals' awareness and regulation of their own cognitive processes. Metacognition involves two major dimensions: knowledge about cognition and regulation of cognition. The regulatory dimension consists of planning, monitoring, and evaluating, which enable learners to control and manage their learning activities effectively.

In reading contexts, metacognition plays a critical role in helping learners understand texts, identify comprehension difficulties, and apply appropriate strategies to overcome those difficulties. Learners who possess strong metacognitive awareness tend to become more strategic, reflective, and autonomous readers. Barry J. Zimmerman (2002) explains that self-regulated learners actively plan learning goals, monitor progress, and evaluate learning outcomes independently. This process reflects the core principles of metacognitive learning. Several studies have demonstrated the significance of metacognition in English language learning. Similarly, (Juhkam, 2023) revealed a strong relationship between reading fluency and metacognition, indicating that students who consciously monitor comprehension tend to perform better in reading tasks. Murtadho (2021) demonstrated that metacognitive and critical thinking practices contribute significantly to EFL students' argumentative writing performance. This finding suggests that metacognitive awareness not only supports language comprehension but also promotes higher-order thinking skills, including analysis, evaluation, and reflection.

Extensive reading has been widely recognized as an effective approach for improving language proficiency, vocabulary development, reading fluency, and learner autonomy. Extensive reading encourages students to read large amounts of comprehensible and meaningful texts based on their interests and language proficiency levels. According to Iftanti (2024), extensive reading promotes multiple EFL skills simultaneously because learners interact with authentic language contexts in meaningful ways.

Despite its benefits, many students still engage in reading passively without employing effective metacognitive strategies. Students often read texts mechanically without setting goals, predicting meanings, monitoring comprehension, or evaluating understanding. As a result, reading activities become superficial and fail to develop critical engagement with texts. (Yerukneh et al., 2023) found that extensive reading strategy training significantly enhances learner autonomy among undergraduate EFL students, suggesting that extensive reading becomes more effective when combined with strategic and reflective learning processes.

Reading instruction also requires structured pedagogical stages consisting of pre-reading, while-reading, and post-reading activities (Bassham et al., 2011; Emilia, 2005; Wallis, 2020). Pre-reading activities activate prior knowledge and prepare learners cognitively before reading. While-reading activities focus on monitoring comprehension and interpreting textual meaning, while post-reading activities encourage reflection, evaluation, and critical response toward texts. These stages align closely with metacognitive processes because they involve planning, monitoring, and evaluating throughout reading activities.

The rapid development of digital technology has transformed educational practices, including language learning and assessment. Digital literacy has become an essential competence for both teachers and students in higher education contexts. (Iskandar et al., 2022) emphasize the importance of integrating digital literacy into authentic academic practices in English language teaching because digital environments facilitate collaboration, accessibility, and learner engagement.



Technology integration also supports the implementation of assessment as learning through digital feedback systems, online reflection tools, and self-assessment platforms. (Rombot et al., 2023) demonstrated that blended learning models effectively support reading comprehension development by integrating digital learning environments with pedagogical strategies. Similarly, (Xu, 2026) found that concept maps function effectively as both learning and assessment tools in reading comprehension because they help learners organize ideas, activate schema, and reflect on understanding.

Digital environments provide opportunities for continuous formative assessment and real-time feedback, allowing students to monitor learning progress independently. Teng and Ma (2024) further explain that metacognition-based feedback literacy enhances students' ability to interpret and use feedback effectively in academic tasks (Juhkam, 2023). Therefore, integrating digital literacy, metacognitive feedback, and assessment as learning becomes increasingly relevant in contemporary reading instruction.

Learning-Oriented Assessment Framework in Extensive Reading

A learning-oriented assessment framework integrates assessment, metacognition, and reading instruction into a unified pedagogical process. This framework positions assessment not merely as a tool for measuring learning outcomes but as a mechanism for promoting reflective and self-regulated learning. Within extensive reading contexts, such a framework encourages students to become active readers who consciously plan reading goals, monitor comprehension, and evaluate learning strategies.

The integration of assessment as learning and metacognition in extensive reading reflects the principles of self-regulated learning proposed by (B. J. Zimmerman, 2002) and metacognitive regulation proposed by (Flavell, 1979) Through reflective assessment activities such as self-assessment, peer feedback, and feedback literacy, students develop greater awareness of their strengths, weaknesses, and learning strategies.

METHOD

This research employed a qualitative approach with a qualitative case study design combined with a needs analysis. This approach was chosen to in-depth explore students' needs, perceptions, and experiences related to assessment-as-learning practices and metacognition in extensive reading instruction. A qualitative approach allows researchers to understand phenomena holistically in a natural context (Creswell, 2014) while a case study design provides the opportunity to explore phenomena in depth in a real-life classroom setting. Furthermore, a needs analysis was used to identify gaps between existing assessment practices and students' ideal needs, supporting reflective and process-oriented reading instruction. The steps depicted in the chart are as Figure 1:

The study participants were students enrolled in extensive reading instruction in the context of English as a Foreign Language (EFL). Participants were selected using a purposive sampling technique, which involves deliberately selecting informants based on specific criteria relevant to the research objectives. These criteria included students actively participating in extensive reading classes, having experience with reading assessments, and being willing to provide in-depth information. The number of participants was determined flexibly until data saturation was reached, which is the point when data collection has become repetitive and no longer yields new information.

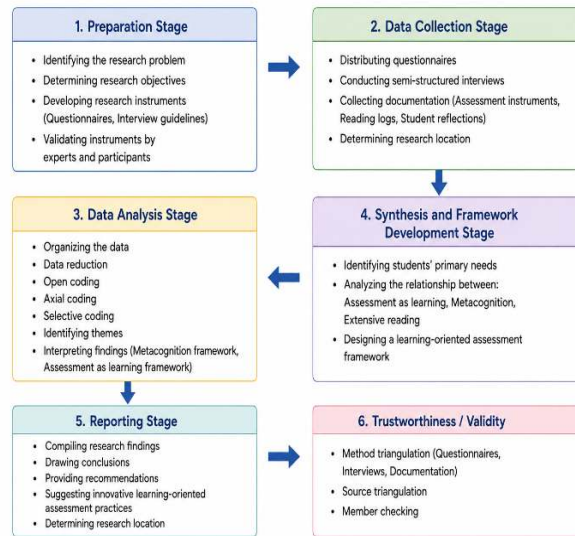


Figure 1. Research Procedure

Data collection was conducted using three main techniques: questionnaires, semi-structured interviews, and documentation. Questionnaires were used to identify students' perceptions of reading assessment, their need for self-assessment, reflection, and feedback, and their experiences using metacognitive strategies. Semi-structured interviews were conducted to delve deeper into students' understanding of the assessment process, their reading learning experiences, and their difficulties and expectations regarding extensive reading instruction. Documentation served as supporting data, including assessment instruments such as tests and rubrics, as well as student assignments such as reading logs and reflections.

The data were analyzed using theory-driven thematic analysis, which refers to the metacognitive framework (planning, monitoring, evaluating) (Flavell, 1979) and assessment as learning (self-assessment, reflection, and feedback). Thematic analysis was conducted systematically through several stages: data familiarization, coding, theme development, and interpretation of data meaning (Braun & Clarke, 2006). The analysis process began with data reduction to select relevant information, followed by open coding to label the data, axial coding to group codes into theory-based categories, and selective coding to develop key themes. The final stage was data interpretation by linking the research findings to the theory and context of extensive reading learning.

RESULTS AND DISCUSSION

Results

This study explored students' needs, perceptions, and experiences related to assessment practices and metacognitive engagement in extensive reading instruction within an EFL context. The findings were derived from questionnaires, semi-structured interviews, and documentation analysis guided by the preliminary research framework focusing on extensive reading experiences, assessment practices, metacognitive awareness, instructional strategies, and students' needs toward an Assessment as Learning (AaL) model. The results of the analysis are as follows:

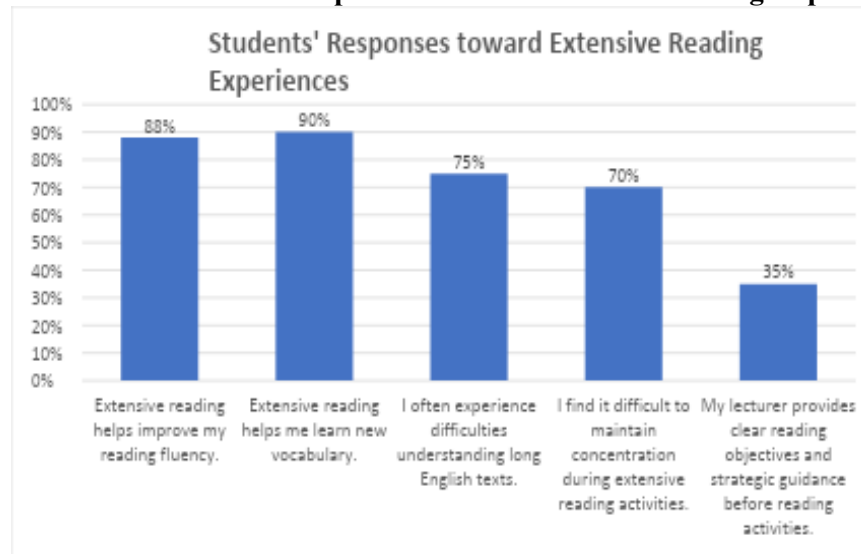


1. Analysis of Questionnaire Data

The questionnaire data were analyzed descriptively based on the responses obtained from the fifteen questionnaire items. The analysis focused on three major themes: students' experiences in extensive reading, assessment practices in extensive reading, and students' metacognitive awareness during reading activities. The findings reveal important insights into students' perceptions, challenges, and instructional needs in extensive reading instruction.

1) Students' Experiences in Extensive Reading

Chart 1. Students' Responses toward Extensive Reading Experiences



Questions 1-5 explored students' experiences in extensive reading activities. The findings indicate that students generally perceive extensive reading as beneficial for their language development. A large majority of respondents agreed that extensive reading helps improve reading fluency (88%) and vocabulary acquisition (90%). These findings suggest that extensive reading provides meaningful opportunities for language exposure and reading practice.

Despite these benefits, students also reported several challenges. Approximately 75% of students indicated that they frequently experience difficulties understanding long English texts, while 70% reported difficulty maintaining concentration during extensive reading activities. These findings suggest that many students struggle to sustain comprehension and focus when engaging with lengthy reading materials.

Furthermore, only 35% of students agreed that lecturers provide clear reading objectives and strategic guidance before reading activities. This result indicates that instructional support for reading preparation remains limited. Consequently, students may engage in reading tasks without sufficient scaffolding to facilitate comprehension and strategic reading processes.

Overall, the findings indicate that although extensive reading contributes positively to reading fluency and vocabulary development, students continue to face difficulties related

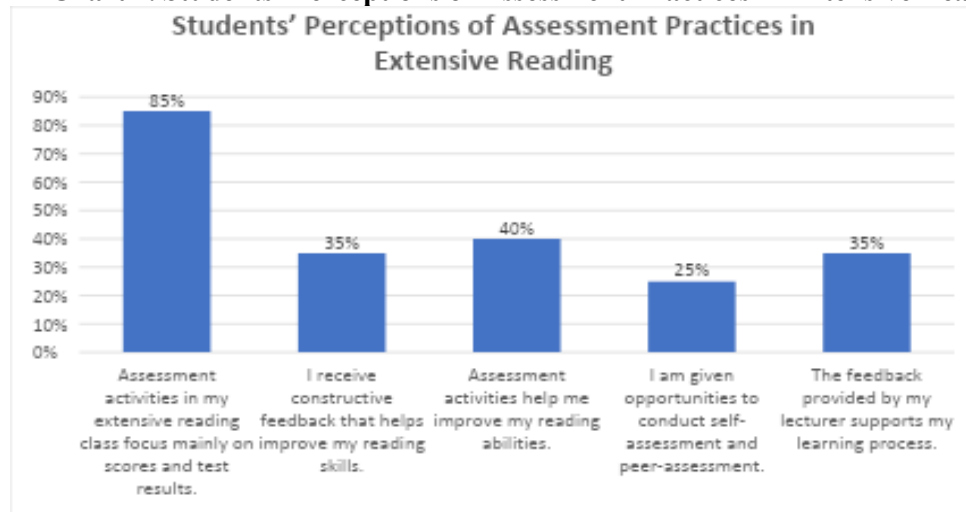
to comprehension, concentration, and instructional guidance. These results highlight the need for more structured support that promotes strategic reading and active engagement with texts.

2) Assessment Practices in Extensive Reading

The analysis of Questions 6-10 reveals that assessment practices in extensive reading classrooms remain predominantly summative in nature. Most students agreed that assessment activities focus primarily on test scores, assignments, and grades rather than on learning processes. Students reported limited opportunities to engage in self-assessment, peer-assessment, and reflective evaluation activities.

Furthermore, although feedback was occasionally provided by lecturers, students perceived that constructive feedback capable of supporting learning improvement was not consistently implemented. This finding suggests that assessment is often used to measure learning outcomes rather than facilitate learning development. The findings are presented in Chart 2.

Chart 2. Students' Perceptions of Assessment Practices in Extensive Reading



The analysis of Questions 6-10 indicates that assessment practices in extensive reading classes remain largely focused on measuring learning outcomes rather than supporting learning processes. The highest percentage was found in Question 6 (85%), showing that most students perceived assessment activities as primarily emphasizing scores, tests, and final results. This finding suggests that assessment practices are predominantly summative in nature.

In contrast, lower percentages were found for Questions 7 and 10, with only 35% of students agreeing that they received constructive feedback and learning support from lecturers. This indicates that feedback practices have not been fully utilized as a tool for improving students' reading performance and learning development.

Similarly, only 25% of students agreed that they were provided with opportunities for self-assessment and peer-assessment (Q9). This finding demonstrates that students have limited involvement in evaluating and regulating their own learning processes. Furthermore, only 40% of students perceived that assessment activities contributed directly to improving their reading abilities (Q8), suggesting that many students viewed assessment primarily as a means of obtaining grades rather than facilitating

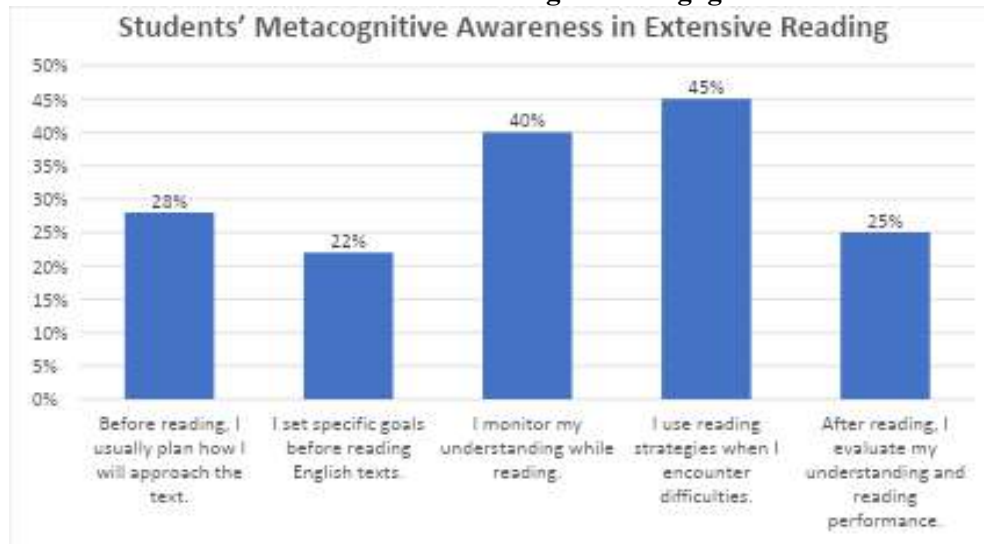


learning. Overall, the findings indicate that current assessment practices are still dominated by Assessment of Learning (AoL) principles, while the implementation of Assessment as Learning (AaL), which emphasizes reflection, self-assessment, feedback, and learner autonomy, remains limited. These results highlight the need for a more learning-oriented assessment framework that actively engages students in monitoring and improving their reading development.

3. Students' Metacognitive Awareness in Extensive Reading

Questions 11–15 examined students' metacognitive awareness during extensive reading activities. The findings indicate that students' engagement in planning, monitoring, and evaluating their reading processes remains relatively limited. Most students reported that they rarely applied metacognitive strategies consistently before, during, and after reading. The results are presented in Chart 3.

Chart 3. Students' Metacognitive Engagement



Based on the Chart above, the findings indicate that students exhibited relatively low levels of metacognitive awareness during extensive reading activities. Only 28% of students reported that they usually plan how to approach a text before reading (Q11), while 22% indicated that they set specific reading goals before reading (Q12). These findings suggest that planning activities are not commonly practiced among students.

Similarly, only 40% of students reported monitoring their comprehension while reading (Q13), indicating that comprehension monitoring is conducted inconsistently. Although 45% of students stated that they used reading strategies when encountering difficulties (Q14), interview findings revealed that these strategies were often limited to translating unfamiliar vocabulary rather than employing higher-order strategies such as predicting, inferencing, summarizing, or questioning.

Furthermore, only 25% of students agreed that they evaluated their understanding and reading performance after reading (Q15). This finding suggests that reflective

evaluation remains one of the least developed aspects of students' metacognitive engagement.

Overall, the results indicate that students tend to approach reading activities mechanically rather than strategically. Their limited engagement in planning, monitoring, and evaluating reading processes demonstrates a need for instructional practices that explicitly promote metacognitive awareness and self-regulated learning. These findings support the integration of Assessment as Learning (AaL) and metacognitive strategy instruction to help students become more reflective and independent readers.

Students frequently stated that they read texts mechanically without consciously regulating comprehension processes. When encountering comprehension difficulties, many students relied on translating words individually rather than applying strategic reading techniques.

2. Interview Findings

The semi-structured interviews were conducted to obtain deeper insights into students' experiences, perceptions, and needs regarding extensive reading instruction, assessment practices, metacognitive awareness, and the integration of advance organizers. The interview findings served to triangulate and strengthen the questionnaire results.

1) Students' Experiences in Extensive Reading Instruction

The interview findings revealed that students generally perceived extensive reading as beneficial for improving their English proficiency, particularly vocabulary development and reading fluency. Most participants explained that extensive reading exposed them to various text types and enabled them to encounter new vocabulary in meaningful contexts.

One student stated:

"I learn many new words from extensive reading because I often find vocabulary repeatedly in different texts."

Another participant commented:

"Reading many English texts helps me read faster than before and become more familiar with sentence patterns."

Despite these positive perceptions, students reported several difficulties during extensive reading activities. The most frequently mentioned challenges included understanding lengthy texts, unfamiliar vocabulary, maintaining concentration, and identifying the main ideas of passages. One participant explained:

"When the text is very long, I often lose focus and forget what I have read in previous paragraphs."

Similarly, another student stated:

"Sometimes I understand individual words, but I cannot understand the overall meaning of the text."

These findings support the questionnaire results indicating that although extensive reading contributes positively to language development, students still encounter comprehension difficulties and require more instructional guidance.

2) Assessment Practices in Extensive Reading

The interview findings confirmed that assessment practices in extensive reading classes are largely dominated by tests, assignments, and grades. Most students



reported that their reading performance was commonly evaluated through reading comprehension tests, summaries, or written assignments. One participant stated:

"Usually, we are assessed through quizzes, reading tests, or assignments after reading the text."

Another student commented:

"The assessment focuses more on the final score rather than the process of how we read."

Regarding feedback, students acknowledged that lecturers occasionally provided comments on their work. However, many participants felt that the feedback was limited and mainly focused on correcting answers rather than helping them improve their reading strategies.

As one participant explained:

"The lecturer usually tells us which answers are wrong, but not always how to improve our reading process."

Another student stated:

"I need feedback that explains why I made mistakes and what strategies I can use next time."

These findings reinforce the questionnaire results indicating limited implementation of reflective and formative assessment practices in extensive reading instruction.

3) Students' Metacognitive Awareness in Extensive Reading

The interview data revealed relatively low levels of metacognitive awareness among students. Most participants admitted that they rarely planned reading strategies before reading or established specific reading goals.

One student stated:

"Usually, I just start reading immediately without thinking about any strategy."

Similarly, another participant explained:

"I do not usually set goals before reading. I only try to finish the text."

During reading activities, students reported that they occasionally monitored comprehension, but such practices were inconsistent. Many students acknowledged that when they encountered difficulties, they tended to translate unfamiliar vocabulary word by word.

One participant commented:

"If I do not understand a sentence, I usually translate every difficult word using a dictionary."

After reading, most students admitted that they rarely evaluated their comprehension or reflected on the effectiveness of their reading strategies.

These findings confirm the questionnaire results showing limited engagement in planning, monitoring, and evaluating reading processes.

4) The Role of Advance Organizers in Reading Instruction

Students consistently reported positive perceptions regarding the use of advance organizers. Participants explained that brainstorming activities helped activate prior knowledge and prepare them for reading tasks.

One student stated:

"Brainstorming helps me remember what I already know about the topic before reading."

Another participant explained:

"When the lecturer discusses the topic before reading, it becomes easier to understand the text."

Students also highlighted the usefulness of concept maps, outlines, and pre-reading discussions in organizing information and identifying key ideas.

One participant commented:

"Concept maps help me understand the relationship between ideas in the text."

Similarly, another student stated:

"Outlines make it easier to find the main points and understand the structure of the text."

These findings support the questionnaire results indicating that advance organizers contribute positively to reading readiness, text organization, and comprehension confidence.

5) Students' Needs toward an Assessment as Learning-Based Metacognitive Framework

One of the most prominent themes emerging from the interviews was students' strong need for a more reflective and participatory assessment system. Participants emphasized the importance of receiving constructive feedback, opportunities for self-assessment, and guidance on effective reading strategies.

One student stated:

"I want assessment activities that help me know my weaknesses and how to improve them."

Another participant explained:

"Self-assessment would help me understand my progress and become more responsible for my learning."

Students also expressed positive attitudes toward reflective journals, peer discussions, and digital assessment platforms.

One participant commented:

"Writing reflection journals would help me remember what I learned and what difficulties I faced."

Another student stated:

"Online reading logs and digital feedback would make it easier to monitor my learning progress."

Furthermore, participants emphasized the importance of metacognitive guidance throughout reading activities.

As one student explained:

"I need guidance on how to plan, monitor, and evaluate my reading because sometimes I do not know what strategies to use."

Overall, the interview findings demonstrate students' strong expectations for an Assessment as Learning framework integrating reflective feedback, self-assessment, metacognitive guidance, advance organizers, and collaborative learning opportunities. These findings strongly support the development of a learning-oriented assessment model that promotes students' autonomy, reflection, and metacognitive engagement in extensive reading instruction.



3. Documentation Analysis

The documentation analysis indicates that extensive reading instruction has been implemented regularly; however, learning activities and assessment practices remain primarily focused on reading outcomes and task completion. The documents show limited integration of reflective assessment, metacognitive strategy development, and systematic use of advance organizers. Furthermore, opportunities for self-assessment, peer-assessment, and continuous feedback are still insufficient. These findings suggest the need for a more learning-oriented framework that integrates Assessment as Learning (AaL), metacognitive support, and advance organizers to enhance students' engagement, self-regulation, and reading comprehension in extensive reading instruction.

Discussion

This study aimed to investigate students' experiences in extensive reading, current assessment practices, metacognitive awareness, and students' needs for an Assessment as Learning (AaL)-based metacognitive framework in EFL extensive reading instruction. The findings from questionnaires, interviews, and documentation analysis consistently indicate that although students recognize the benefits of extensive reading, they continue to experience significant challenges related to comprehension, assessment practices, and metacognitive engagement. These findings provide important implications for the development of a more learning-oriented assessment model.

1. Students' Experiences in Extensive Reading Instruction

The findings revealed that students generally perceived extensive reading as beneficial for improving reading fluency (88%) and vocabulary development (90%). These findings support the principles of extensive reading proposed by Day and Bamford, who argue that extensive reading provides learners with abundant exposure to comprehensible input, thereby enhancing reading proficiency and vocabulary acquisition. Through repeated encounters with language in meaningful contexts, students gradually develop automatic word recognition and reading fluency.

However, despite these benefits, a substantial proportion of students reported difficulties in understanding long English texts (75%) and maintaining concentration during reading activities (70%). Interview data further revealed that students often struggled to identify main ideas and maintain comprehension throughout lengthy passages. These findings are consistent with studies conducted by Suk, which indicate that extensive reading may not automatically lead to comprehension improvement when learners lack sufficient reading strategies and instructional support.

Another significant finding concerns the limited provision of reading objectives and strategic guidance by lecturers, as only 35% of students reported receiving such support. According to Ausubel, meaningful learning occurs when learners are provided with cognitive structures that facilitate the integration of new information with prior knowledge. Without clear objectives and strategic preparation, students may engage in reading mechanically rather than meaningfully. Therefore, extensive reading instruction should incorporate structured guidance that helps students

establish reading purposes and activate relevant background knowledge before reading.

2. Assessment Practices in Extensive Reading

The findings indicate that assessment practices in extensive reading classes remain predominantly summative. Most students (85%) perceived that assessment activities focused mainly on scores, tests, and final results rather than on learning processes. This finding suggests that assessment practices are still largely aligned with Assessment of Learning (AoL), which emphasizes measurement of achievement rather than the promotion of learning.

Furthermore, only 35% of students reported receiving constructive feedback, while merely 25% indicated having opportunities for self-assessment and peer-assessment. Interview findings confirmed that feedback often focused on identifying incorrect answers rather than helping students understand how to improve their reading processes. These findings support the argument of Black and Wiliam that effective assessment should function as a tool for learning by providing meaningful feedback and opportunities for learner reflection.

Similarly, Earl emphasizes that Assessment as Learning encourages students to become active participants in evaluating and regulating their own learning. The limited implementation of self-assessment and reflective practices observed in this study suggests that students have not yet been fully empowered to monitor their learning progress. Consequently, assessment is often perceived as a grading mechanism rather than a process that supports continuous improvement.

The finding that only 40% of students believed assessment activities helped improve their reading abilities further highlights the disconnect between assessment practices and learning development. This suggests the need for a shift from teacher-centered evaluation toward learner-centered assessment approaches that emphasize feedback, reflection, and self-regulation.

3. Students' Metacognitive Awareness in Extensive Reading

One of the most significant findings of this study concerns students' relatively low metacognitive awareness. Only 28% of students reported planning their reading approach, 22% set reading goals, and 25% evaluated their understanding after reading. These findings indicate limited engagement in the three core metacognitive processes: planning, monitoring, and evaluating.

According to John Flavell, metacognition refers to individuals' awareness and regulation of their own cognitive processes. Effective readers actively plan how to approach a text, monitor comprehension during reading, and evaluate understanding after completing a reading task. The findings of this study suggest that most students have not yet developed these essential self-regulatory behaviors.

Interview data further revealed that students frequently relied on translating unfamiliar vocabulary word-by-word when encountering comprehension difficulties. This finding indicates dependence on surface-level strategies rather than higher-order metacognitive strategies such as predicting, inferencing, summarizing, and questioning. Similar findings have been reported by Nguyen, who found that EFL learners often struggle to regulate comprehension when metacognitive instruction is not explicitly integrated into reading activities.



The low levels of planning, monitoring, and evaluating identified in this study suggest that extensive reading activities alone may not sufficiently develop students' metacognitive competence. Therefore, instructional interventions that explicitly teach metacognitive strategies are necessary to foster more strategic and autonomous reading behaviors.

4. The Role of Advance Organizers in Reading Instruction

Another important finding concerns students' positive perceptions of advance organizers. Interview results indicated that brainstorming, concept maps, outlines, and pre-reading discussions helped students activate prior knowledge, organize information, and improve comprehension readiness.

These findings strongly support the theory of David Ausubel, who proposed that advance organizers facilitate meaningful learning by providing cognitive frameworks that help learners connect new information with existing knowledge structures. Students reported that brainstorming activities helped them recall prior knowledge, while concept maps and outlines assisted them in identifying relationships among ideas and understanding text structures.

Furthermore, these findings align with recent studies demonstrating that advance organizers enhance reading comprehension by reducing cognitive load and improving information processing. By preparing students cognitively before reading, advance organizers can facilitate deeper engagement with texts and support metacognitive regulation throughout the reading process.

Consequently, the integration of advance organizers into extensive reading instruction appears highly relevant for addressing the comprehension difficulties identified in this study.

5. Students' Need for an Assessment as Learning-Based Metacognitive Framework

Perhaps the most significant finding emerging from the study is students' strong need for a more reflective, participatory, and learning-oriented assessment system. Both questionnaire and interview findings indicate that students desire constructive feedback, self-assessment opportunities, reflective journals, peer discussions, and explicit metacognitive guidance.

Students consistently expressed a need to understand not only what mistakes they made but also how they could improve their reading strategies. This expectation reflects the fundamental principles of Assessment as Learning, which positions learners as active agents in monitoring and regulating their own learning processes. As emphasized by Lorna Earl, assessment should help learners develop self-awareness, responsibility, and autonomy.

The students' preference for reflective journals and self-assessment activities also supports theories of self-regulated learning proposed by Barry Zimmerman, who argues that reflection and self-monitoring are essential components of effective learning. Through reflective activities, students become more aware of their strengths, weaknesses, and learning strategies.

Moreover, students emphasized the importance of guidance in planning, monitoring, and evaluating reading activities. This finding suggests that the integration of Assessment as Learning with metacognitive instruction and advance organizers could provide a comprehensive framework for improving both reading achievement and learner autonomy.

The findings demonstrate that while extensive reading contributes positively to students' language development, current instructional and assessment practices do not sufficiently support metacognitive engagement and self-regulated learning. Assessment practices remain dominated by summative approaches, metacognitive awareness is relatively low, and instructional support through advance organizers is not consistently implemented. Nevertheless, students clearly expressed a strong need for reflective assessment, constructive feedback, self-assessment opportunities, and metacognitive guidance.

Therefore, these findings provide strong empirical support for the development of an Assessment as Learning-based Metacognitive Framework integrated with Advance Organizers in extensive reading instruction. Such a framework has the potential to transform assessment from a tool for measuring learning into a process that actively promotes reflection, self-regulation, learner autonomy, and meaningful reading development.

CONCLUSION

This study investigated students' experiences in extensive reading, assessment practices, metacognitive awareness, and their needs for an Assessment as Learning (AaL)-based metacognitive framework in an EFL context. The findings revealed that students generally perceived extensive reading as beneficial for improving reading fluency and vocabulary development. However, they continued to experience difficulties in understanding lengthy texts, maintaining concentration, and identifying main ideas. In addition, instructional support in the form of clear reading objectives and strategic guidance was found to be limited.

The study also found that current assessment practices remain predominantly summative, focusing mainly on scores, tests, and final outcomes. Opportunities for self-assessment, peer-assessment, reflective evaluation, and constructive feedback were limited. As a result, assessment functions more as a tool for measuring achievement than as a means of supporting learning development. Furthermore, students demonstrated relatively low levels of metacognitive awareness, particularly in planning, monitoring, and evaluating their reading processes. Most students tended to approach reading mechanically and relied heavily on vocabulary translation rather than strategic reading techniques.

Despite these challenges, students expressed strong positive perceptions toward the use of advance organizers, such as brainstorming, concept maps, outlines, and pre-reading discussions. These instructional strategies were perceived as effective in activating prior knowledge, organizing information, and enhancing reading readiness. Moreover, students strongly emphasized the need for a more reflective and participatory assessment system that incorporates constructive feedback, self-assessment, reflective journals, peer discussion, and metacognitive guidance throughout the reading process.

Based on these findings, it can be concluded that extensive reading instruction requires a more learning-oriented assessment approach that integrates Assessment as



Learning (AaL), metacognitive strategy instruction, and advance organizers. Such integration has the potential to enhance students' reading comprehension, metacognitive awareness, self-regulation, and learner autonomy. Therefore, the development of an Assessment as Learning-based Metacognitive Framework supported by Advance Organizers is strongly recommended as an innovative instructional model for extensive reading in EFL classrooms.

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