L2 Learners' Construction of Models of L2 Literacy in an EFL Context:
A Socio-cultural Perspective

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Abstract

As the issue of L2 literacy in an EFL context is being emphasized upon, the concern of how this discipline is developed merges to how it can go on side by side in the L1 educational context. Yet the question of "models and assumptions" that is very effective in L2 literacy are of great concern: whether these models or assumptions exist in FL context, and if so, how they are built and shaped by FL learners.

Researchers have advocated that there is a strong relationship between the internalized models of the ESL readers and the types of information they focus on while reading. Searching for the reasons of such modeling made some researchers respond to this question. They speculated that it may be due to the context of the L1 literacy.

The present research is an attempt to go after such model-building of foreign language literacy among 35 medical students. The data were collected using strategy questionnaires namely SBSI, which were in two versions: one in English and the other in Farsi. These questionnaires were given at the interval of 15-20 days to avoid any kind of intervention. Finally, a written interview called "Burke Reading Interview" was given. The aim was to deduce the unarticulated and unconscious theory of reading held by the subjects.

The results obtained from these instruments and a pilot study conducted prior to this research show that subjects have models and assumptions about reading in English; moreover, these models have been shaped and built up in the L1 context.

The results are useful for L2 literacy educators detecting their learners' hidden assumptions about the reading process and especially for those who are in charge of designing L1 literacy

curriculum to develop a more compatible and professional literacy syllabus.

Key Words: Second Language (L2) Acquisition/Learning, L2 Literacy, First Language (L1) Acquisition, L2 & L1 Reading Comprehension, English as Foreign Language (EFL), English as Second Language (ESL)

Introduction

First language literacy has already hosted remarkable consideration as to how it merges alongside L1 educational context. Yet, the exploration of models and assumptions that are effective in L2 literacy has not been much carried out. The search for the reason of such modeling has led researchers to speculate on the context of L1 literacy that can play a crucial role in L2 development.

Researchers have advocated that there is a strong relationship between the internalized models of FL learners and the types of information they focus on while reading. The assumptions that L2 learners bring to class about the reading process either as a model of reading or as a specific strategy used for reading leave effects on their reading behavior in foreign language literacy practice.

It is also to be noted that the two aspects of literacy – one as a mechanical skill and the other as a social skill – cannot be simply separated from each other (Grabe, 2004). For comprehension to be completed, the reading process engages in three types of knowledge: orthographic knowledge, syntactic knowledge and semantic knowledge.

A significant point about language is that it is structured; orthographic symbols are arranged according to a fixed set of rules. There are also other rules at the orthographic level for permissible and non-permissible graphic sequences. Lexical features and knowledge of word patterns also assist learners in predicting and confirming word identity. In addition to the cues inherent in the visual or graphic display, lexical knowledge related to word meanings serves as a redundant cue to confirm word identification. Syntax also functions as an additional informational source to support word identification. A very strong relationship between the syntactic knowledge and reading has also been confirmed through

cross-cultural studies (Droop & Verhoven, 2003). Semantic knowledge influences reading at both the word identification and the comprehension level. With regard to word identification, it is believed that as readers progress through the text and interact with the printed page, they form tentative hypotheses about the identity of upcoming words based upon their previous experiences (bottom-up model). These provisional guesses are subsequently accepted and confirmed when meaning is constructed. Semantic knowledge plays even a much larger role in comprehending the writer's message. In a study of miscue analysis, Bartlett (1932) theorizes that one's background knowledge is organized and stored in hypothetical abstract cognitive structures (schemata theory). It is through these structures that previous experiences are recorded and hence direct and determine what will be perceived in future events or activities (top-down model). Chen and Graves (1995) demonstrated that the use of text previewing led to significantly better comprehension in comparison with both a control and a group that activated general background knowledge.

Review of the Related Literature

Ever since Alderson (1984) who questioned the development of reading skill to be a mere reading problem or a language problem, numerous studies have been carried out to examine the impact of L1 literacy on L2 skills development. This controversy has led to a plenty of studies in EFL literacy. However, few researchers are still confident that they know exactly why or in which ways L1 literacy helps the development of L2 literacy. For example, it may be that the relationship between L1 literacy and improved L2 performance is not causative but correlational. The great majority of literate learners developed their L1 literacy in formal educational settings, so it is possible that their relatively rapid progress in EFL classes reflects, at least in part, their comfort and familiarity with classroom routines and ways of learning (Scriber & Cole, 1981) rather than a direct transfer of their literacy skills. However, it is also possible, as Olson (1986) argues that the development of initial literacy in any language evidently stimulates such cognitive changes. Hornberger (1989), in her discussion of research literature on biliteracy, pointed out that the relationship between L1 and L2

literacies is so complex that not all aspects of L1 would necessarily add to the development of L2.

The work on linguistic interdependence (Cummins & Swain, 1986, Bernhardt, 2005) strongly suggests that language skills developed in one language can be transferred to another. Cummins (1981), for instance, claims that the concepts developed in L1 can be easily transferred to L2 given adequate exposure to L2.

The results of the immersion research on children acquisition of second literacy (Harley & Lapkin, 1984) indicate that children can develop L2 proficiency without having L1 literacy, and that literacy competence developed in L2 promotes rapid acquisition of L1 literacy, suggesting that both rest on a common underlying proficiency. Other studies of minority language situations (Lanauze & Snow, 1989; Edelsky, 1982) suggest that a high level of fluency in the native language aids progress in both L1 and L2, and that linguistic transfer does occur. There are, however, indications that unlike children in the immersion studies, minority children can have difficulty developing target language literacy in the absence of adequate literacy education in the native language. Children who have had the opportunity to develop their native language literacy prior to entering the English language school system may outperform in English those who have had all their education in that medium

Recent ethnographic work demonstrates conclusively that literacy is not a neutral technology, but a process affected by ‘culture, ethnicity, gender, class and ideology’ (Street, 1984). As such, there exist multiple literacies that can only be understood within a social context. The variety of literacy is well documented by Heath (1983) who explores the widely varied patterns of literacy use and understanding in small U.S. communities.

To answer the question what is transferred between languages, Edelsky (1982) responds that everything is applied from local hypotheses regarding spelling to abstract processes for producing texts. It would be suggested that this wholesale transfer of assumptions, regarding L1 literacy to L2 literacy, can introduce considerable complications into the process of being literate in an L2.

Placing reading in a social context mutually leads to literacy rather than simply ‘reading’. In other words, as much as reading is

determined in its context and as an ‘act’ (Freire, 1991), it is ‘literacy, while as long as it is considered as simple decoding process, it is merely ‘reading’. While learning to read has traditionally denoted the acquisition of a set of skills, which are presumed as prerequisite to reading itself, literacy learners see it as a social practice. Hence, readers’ views of the social function of reading, what it means to be literate and how literacy may affect their lives will determine their approach to immediate reading task. Culture, as Parry (1996) states, is a dominant factor ‘in the learner’s choices of strategies in reading’(p. 665). She examined the relationship between cultural membership and the differing reading strategies used by individuals from varied societies. She concluded that her students from Nigeria and China, due to different experiences of the second literacy, had quite different choices of strategy. Another study as well by Kambi-stein (2003) suggests that readers' attitudes towards their home language and beliefs about reading do affect reading behavior.

It seems likely that once you can read in one language, this knowledge transfers to any other language you learn to read. Koda (1996) pointed out that connections between words of the text and the context brought to the reading task by the reader are ‘bi-directional’ in that they interact and ultimately influence text comprehension overall. She found that when students learn to read in L2 after the L1, ‘there is greater probability that L1 experience effects interact with other factors in shaping L2 processing procedure.

It can be concluded that the review of literature on literacy acquisition among L2 learners noting that “the use of extra text-based knowledge, reading strategies and met-cognitive awareness of literacy conventions play an important role in L2 literacy acquisition. It demonstrates that effectively interpreting second language texts requires more on the part of L2 learners, as they show different experiences and linguistic knowledge.

Significance of the Study

The present study hopes to lead to a greater understanding of the factors involved in the transference of literacy assumptions from first language skills to the second language reading practice.

Students may also come to realize their own strengths and weaknesses when dealing with learning a second language and be better able to help themselves. EFL teachers may also understand their students' problems more deeply and become more equipped to meet the students' needs. The implications for this study might be that one of the goals in academic EFL instruction should be to enable learners to acquire skills and develop the strategies to read more with ease. This implies that the role of the EFL teacher is to socialize the students to the demands of different disciplines.

Research Questions

A macro-purpose of the present study is to make vivid the effects of tacit models of literacy education on the learners' experiences of literacy in their daily academic life. At a micro level, the study tries to examine the reading models that university students in Iran make through their experiences of L1 and L2 literacy. Consequently, the following research questions could be made:

1- What is the role of EFL students' assumptions and models of reading process in the construction of their behavior in a foreign language

2- How are these assumptions and models constructed?

3- What strategies students use when they face a problem in reading?

4-What is the role of L1 literacy practice in modeling these assumptions?

5-What is the role of L1 context in shaping these models?

Subjects

The subjects of this study comprise 35 freshmen of Medical School of Tehran University. These students were randomly selected from four original classes, two 'Preliminary English' classes and two 'General English' classes. To certify these students for the questionnaires, their scores on Konkoor (University Entrance Examination) were considered as the criteria. 88 students out of 90 had a score of 90% and higher.

To avoid complicating results, variables such as sex, age and setting of the study were not taken into account.

Instruments

Two questionnaires (one in Persian and the other in English) were used as the main instruments (see Appendices A and B). Also two written interviews were presented to the subjects as backup (see Appendices C and D).

The English questionnaire (Park. et al., 2001) contained a set of 38 questions as to the use of reading strategies at three stages of reading process, ie. pre-reading, reading and post-reading (Appendix A). A Persian version of the same questionnaire was also used to elicit the students' models of reading in their L1 (Appendix B). It is to be noted that some of the questions underwent slight modifications as to fit the L1 context.

A Burke Interview (as used in Goodman et al, 1978) was also used to discover the unarticulated assumptions and models students hold about reading process. The interview was also given in two versions, English and Persian. In order to achieve the goals of the research and to prevent any kind of intervention, the questionnaires were given to the subjects at an interval of 20 days.

Data Analysis and Results

An analysis of 10 questions(questions 4, 6, 7, 8, 9, 13, 16, 22, 27, 34) related to English and Persian bottom-up reading strategies indicates that the subjects generally transfer their L1 reading model to the English reading practice (Figure 1).

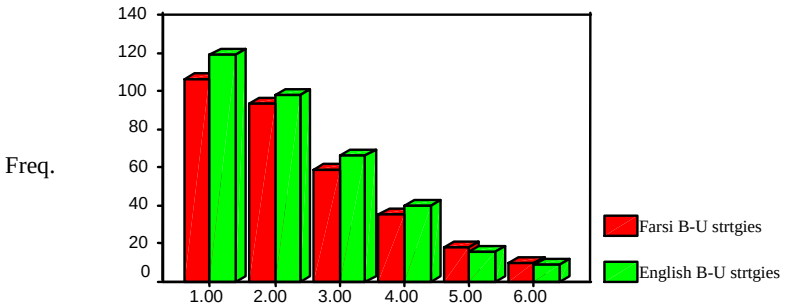

Fig.1:
The comparison of total responses of
Eng. and Farsi (Bottom-Up strategies)

Table 1: Comparing. of total percentages of 10 questions related to bottom-up strategies

Range	1	2	3	4	5	6	Total
Farsi Strategies	30.28	26.5	16.8	10	5.1	2.8	100
English Strategies	34	28	18.8	11.4	4.5	2.5	100

Table 1 indicates that in ranges 1 and 2, comparing the two languages, there is only 1.5% difference.

Top-down strategies (comparing 12 questions on the questionnaire, questions 1, 2, 3, 11, 12, 15, 17, 21, 24, 25, 32, 33), contrary to the researchers' first conjecture, have a high value in both languages , 27.6 percent in Farsi and 26.4 percent in English (table, 2) - showing a strong agreement in most ranges.(figure, 2).

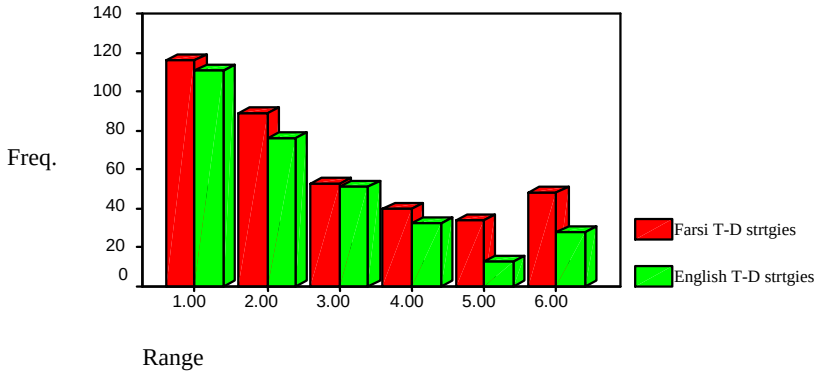

Fig. 2:
The comparison of total responses of
Eng. and Farsi (Top-Down strategies)

However, range 6 shows a considerable difference between checkmarks: 6=6.6 percent for English reading strategies and 6 = 11.4 for those of Farsi.

It may indicate that the subjects are more reluctant to select top-down strategies in their reading practice in English (table 2), which might be due to the subjects' insufficient linguistic knowledge of L2.

Table 2: Comparing total percentages of 12 questions related to top-down strategies

Range	1	2	3	4	5	6	Total
Farsi Strategies	27.6	21.1	12.6	9.5	8.09	11.4	100
English Strategies	26.4	18.09	12.1	7.6	3.09	6.6	100

Table 3 shows that out of 5 questions related to interactive strategies (questions, 5, 14, 26, 29, 30) there is a 5.7 percent difference in range 1. There is very little difference in range 2; showing that students transfer their L1 interactive strategies into L2 most of the time.

Table 3: Comparing total percentages of 5 questions related to interactive strategies

Range	1	2	3	4	5	6	Total
Farsi Strategies	18.8	25.1	14.8	8.5	14.8	8.5	100
English Strategies	13.1	24	9.1	2.8	5.7	5.1	100

But in general reference to ranges 1, 3, 4, 5, and 6 (showing total disagreement) (figure. 3), there is somehow a considerable difference between the choices of strategies in referring to languages. This shows that the subjects were a little reluctant to use their L1 strategies in L2. However, it can be assumed that due to the subjects' lack of knowledge in L2 and the results obtained in bottom-up strategies and top-down strategies (tables, 1 and 2), they have to select a more moderate version model like an interactive one, but this does not seem true here anyway.

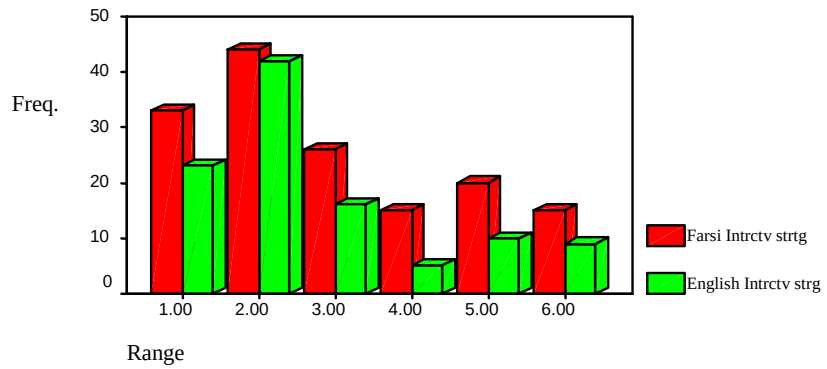

Fig. 3
The comparison of total responses
Eng. and Farsi (Interactive strategies)

General reading styles refer to the those statements in the questionnaires (questions 10, 18, 19, 20, 23, 31) that did not match any kinds of models mentioned so far. Table 4 reveals that the subjects use the same styles in their L2 practice as they use in their L1. With the difference of 0.54 percent in range1 (that shows total agreement), there seems to be a correspondence between L1 choice of strategy and that of L2. This means that the subjects have transferred into English the styles of reading they use in Farsi (table 4).

Table 4: Comparing total percens of 6 questions related to general reading strategies

Range	1	2	3	4	5	6	Total
Farsi Strategies	29.04	16.19	9.5	10.9	8.5	13.8	100
English Strategies	28.5	15.2	12.3	10	7.6	10	100

As it can be observed (table 5), the comparison of total responses of all strategies in Farsi strategy questionnaire (Appendix A) and English strategy questionnaire (Appendix B) demonstrates that there

is a strong relationship between use of strategies in Farsi and English. In table 5, pointing to range 1 (showing total agreement), the difference is only 0.2 percent:

Table 5: Comparing. total percentages of 34 ques. related to Farsi and Eng. strategies.

Range	1	2	3	4	5	6	Total
Farsi Strategies	26.5	21.8	13.2	9.4	7.5	8.5	100
English Strategies	26.3	20.8	13.3	8.2	4.6	5.6	100

This reveals the hypothesis that the subjects have transferred their L1 reading model into L2 reading practice. However, there is a difference of 2.9 in range 6 (showing total disagreement) and 2.9 in range 5. For a precise understanding of each question without classification, see appendix E.

Burke Reading Interview: Contradictory results

Before discussing the results of the Burke Interview some points must be made clear. At the beginning of this research project, it was assumed that giving two questionnaires of Farsi and English versions of the Burke Reading Interview would elicit the subjects' hidden models in both languages. However, since the questions were so general - though there was a 20 - day interval between two interviews – the students' answers were so much the same that they could not be separated by the researcher. Therefore, before any further discussion, this may prove that the subjects' hidden assumptions about reading in both languages, L1 and L2, were all the same. This means that they have transferred this view into the context of EFL.

The results of Burke Reading Interview reveal that, first of all, there is no specific model that could be attributed to one or another strategy. That is because the subjects had created their own reading models. Secondly there was a strong tendency in their replies to bringing the models which they have constructed into the FL literacy context.

The reason for the first result would be lack of instructions in reading strategies in early stages of literacy education. Answering

to second hypothesis of this research, it can also be assumed that they have constructed their own way of reading in L1 literacy practice and because they are learning FL in the foreign (L1) context they easily build their FL learning strategies based on their experience of L1. This, however; points back to Alderson's question (1984) that whether it is a language problem or a reading one or it affirms the Linguistic Interdependence Hypothesis (Bernhardt and Kamil, 1995).

Conclusion

Although there is a considerable transfer of L1 strategies to L2 (see appendix E), confirming the main hypothesis of the study, it seems that the subjects' choice of strategies was not due to the models of strategies like bottom-up or top-down. It can be claimed that it was due to educational context that they were in. As the results of the questionnaires show, there is no one model which can be referred to the subjects' choice of strategies. This brings up the question 'why did subjects have this type of choice?' The results of the Burke written interview show that the subjects' models were based on their view about reading i.e. 'banking'. Therefore they would devote all their attempts in order to overcome it. They also selected strategies that would suit this model. This can also be attributed to the wash back effect within the L1 literacy that is transferred into L2 literacy (Alderson, 1993). That is to say, the subjects had to prepare themselves for the exam; therefore they had to memorize the material, and had to use all means to tackle the problem, as they claimed in the interview.

Drawing attention to Burke results, the second point is that the subjects seem to have very little knowledge about the way they acquired or learned L1 literacy. This shows that either there is no kind of teaching of literacy skills (including reading strategies) explicit in Iran or as a result the subjects have no meta-cognitive awareness about their reading process.

These results reveal interesting facts about L1 and L2 reading models and the issue of transfer. Initially, it was proposed that the foreign language readers have models of their L1 literacy in their mind when they come to read a foreign language text. This was proved by close percentages of the strategies used in the two

languages. But one point to remain is that the reading models of the subjects are shaped in the context of L1 literacy practice. This was proved by the analysis of Burke Reading Interview. The students' models were not due to the strategies taught in their L1 literacy but to the literacy system that asked them to memorize the text. Therefore, they are obliged to build up their strategies according to this requirement. As Freire (1970) states in his famous book 'Pedagogy of the Oppressed, it is the banking education that is operative in the educational system, that students deposit the knowledge in their mind and then during the exam they pour it out and there is no use for such knowledge anywhere else.

Implications for EFL literacy practice

As it was mentioned above, one of the problems indicating poor reading practices among FL literacy learners was due to the nature of L1 literacy education. Because of the poor reading habits acquired from the L1 literacy practice and also the forcing context of L1 education in which FL itself is being practiced, it is recommended first of all to heal up the FL context. This is more the concern of analysts and syllabus designers of the L1 curriculum. It could be suggested, then, that the FL strategies be taught in accordance with the general curriculum of the educational system to prevent any confusion among the students. Moreover, the strategies to be taught must be in line with the social setting of the particular literacy practice (Parry, 1994). This latter point is of great importance because as students experience FL with their own social practices, they would learn more effectively (Bell, 1995; Freire, 1970)

Implications for L1 literacy practice

Besides having some implications for L2 and especially FL, due to the nature of cross-literacy views, this study has some implications for L1 as well. Referring to the results of the study, it was observed that students generally transfer L1 practice to that of L2 (FL). The results also demonstrate that most problems in students' FL literacy practices are nested in L1 context; Therefore, there must be an urge for changing the situation of the L1. All this brings one to the conviction that the following steps should be taken:

a. To include teaching strategies specifically in different stage of literacy practices in all educational stages. This gives students a meta-cognitive awareness about the models they are building.

b. To change the banking model of literacy in L1 practices to a more constructive one. As the results illustrated, the 'banking concept' was hidden in all the models students were practicing.

c. To include students' real interests about reading. As the results showed, students had quite different views about reading: one ideal reading and the other their self-made models based on the L1 literacy practice.

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Appendix A

Skill-Based Strategy Inventory (SBSI)

English Reading Strategies

(Strategies adapted from the SILL-Rebecca Oxford)

Gloria Park
Kathy Gull
Jee Wha Kim
Rebecca Oxford

(November 2001)

English Reading Strategies

General Instructions

The SKILL-BASED STRATEGY INVENTORY (SBSI) for reading strategies is designed to gather information about how you, as a student of a foreign language or a second language, go about learning that language. The purpose of the SBSI is to help you **understand** your own reading strategies' patterns. It will help **raise your awareness** of the types of strategies that can help you **improve** your learning skills. It will also tell you **how often you use** these strategies.

It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do, or what other people do. THIS IS NOT A TEST. There is no right or wrong responses to these statements. The score you obtain will not affect your grade.

Depending on your literacy learning experiences and needs, you may be using different types of strategies. The reading strategies presented here are general. Not everyone needs the same kind of strategies.

Directions

On the following page, you will find statements related to reading in a foreign language. Please read each statement. Show how often you use the strategy by checking the appropriate box.

		I always use it.	1	2	3	4	I never use it.
	Before I read a text:						
1	I use the title to help predict the contents.						
2	I consider what type of text it is, such as a newspaper, article, a scientific paper, or a novel, etc.						
3	I skim it first; and later I read for details.						
	While I'm reading a text:						
4	I pay attention to parts of sentences such as phrases and clauses.						
5	I pay attention to the beginning and the end of each paragraph.						
6	I focus on the tense of a verb, such as present tense and past tense.						
7	I try to understand the meaning of every word in a text.						
8	I translate each sentence into Farsi.						
9	I start reading from the first paragraph and read all the way through to the last paragraph.						
10	I pay attention to sentence structure, such as subjects and objects.						
11	I continue reading even if I have difficulty.						
12	I change reading speed depending on the difficulty of a text.						
13	I read the difficult parts of a text aloud.						
14	I skip words I don't know.						
15	I connect the content with what I already know.						
16	I try to understand the meaning of an unknown word by dividing it into parts.						
17	If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.						
18	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.						
19	I check what each pronoun refers to.						
20	I underline important parts.						
21	I mark important parts, using colored pens or drawing a symbol (i.e. stars).						
22	I go over difficult parts several times.						
23	I read the entire text aloud.						
24	I make a picture in mind about what the text is saying.						
25	I try to understand the meaning without translating the text into Farsi.						
26	If I'm having trouble, I go back to previous sentences.						
27	I use slashes (/) to divide a sentence grammatically.						
28	When I cannot understand a sentence even if I know every word, I skip that sentence.						
29	I predict what will come next.						
30	I follow the line I'm reading with my finger or my pen.						
31	I pay attention to linking words such as "however" and "besides" so that I can understand the structure of the sentence.						
32	I write down key words.						
33	I try to figure out the main idea of each paragraph.						
34	I read the comprehension questions first and then read the text.						
	After I read a text:						
35	I summarize it in my own words.						
36	I go back and review what I read by skimming the text.						
37	I jot down notes of what I've read from memory.						
38	I go back and read sections that I had identified as confusing.						

Appendix B

		همیشه به کار می‌برم.	۱	۲	۳	٤	هیچ وقت به کار نمی‌برم.
	قبل از اینکه مطالعه را شروع کنم:						
۱	با استفاده از عنوان متن محتوای متن را پیش بینی می کنم.						
۲	نوع متن را مشخص می‌کنم مانند: روزنامه، مقاله، دانشنامه علمی، داستان و غیره						
۳	اول کلی به مطلب نگاه می کنم و سپس وارد جزییات می‌شوم.						
	در حال مطالعه متن:						
٤	به اجزای کلی یک متن مانند عبارات و جملات توجه می کنم.						
٥	به ابتدا و انتهای هر پاراگراف توجه می کنم.						
٦	به زمان یک فعل مانند زمان حال و گذشته توجه می کنم.						
۷	سعی می کنم معنی تمامی کلمات یک متن را بفهمم.						
۸	از اولین پاراگراف شروع می کنم و تا ا خرین پارا گراف بـه خـوا نـدن ادامه می دهم.						
۹	به ساختار جمله مانند فاعل، مفعول و... توجه می کنم.						
۱۰	بر حسب دشواری متن سرعت خواندن را تغییر می دهم.						
۱۱	از کلماتی که نمی دانم رد می شوم.						
۱۲	محتوای متن را به انچه که قبلا می دانستم ارتباط می دهم .						
۱۳	سعی می کنم با تجزیه کلماتی که نمی دانم انها را بفهمم .						
۱٤	اگر کلمه یا عبارتی را نفهمم، با استفاده از کلمات کلیدی متن معنای ان را حدس می زنم .						
۱٥	اگر کلمه یا عبارتی را نفهمم ،با استفاده از اطلاعاتی که در مورد موضوع متن دارم، معنای آن را حدس می زنم.						
۱٦	مطمئن می شوم هر ضمیر به چه چیزی برمی گردد.						
۱۷	قسمت های مهم را حدس می زنم .						
۱۸	قسمت های مهم را با استفاده از خودکار رنگی یا کشیدن علامت هـایی (مانند ستاره) مشخص می کنم.						
۱۹	قسمت های مشکل را چند بار مرور می کنم .						
۲۰	تمام متن را با صدای بلند می خوانم .						
۲۱	بر مبنای انچه که متن می گوید تصوری در ذهنم می سازم.						
۲۲	اگر با مشکلی مواجه شوم، به جملات قبلی مراجعه می کنم .						
۲۳	جملات را با خودکار یا انگشتم دنبال می کنم.						
۲٤	با کشیدن خط اجزای اصلی جمله را دنبال می کنم.						
۲٥	وقتی مفهوم جمله ای را نمی فهمم، با ا ینکه معنی تمـام کلمـات ان را نیزمیدانم، از آ ن جمله می گذرم .						
۲٦	سعی می کنم بقیه متن را در حین مطالعه پیش بینی کنم .						
۲۷	به کلمات رابط جملات مانند ((بهر حال))ویا ((علاوه بر اینکه)) توجـه می کنم تا اینکه بتوانم ساختار عبارات را بفهمم.						
۲۸	کلمات کلیدی را یادداشت می کنم.						
۲۹	سعی می کنم مفهوم اصلی هر پاراگراف را بفهمم.						
۳۰	اول سؤالات درک مطلب را مطالعه می کنم وسپس شروع به خواندن متن می کنم .						
	پس از خواندن متن:						
۳۱	متن را با کلمات خودم خلاصه می کنم .						
۳۲	با یک نگاه کلی به متن انچه را که خوانده ام را دوباره مرور می کنم.						
۳۳	بطور ذهنی بدون اینکه به متن مراجعه کنم از انچه که خوانده‌ام یادداشت بر می دارم .						
۳٤	برای فهم قسمتهای پیچیده متن باز دوباره به ان مراجعه مـی کـنم، و ان قسمتها را مطالعه می کنم .						

Appendix C

Burke Reading Interview (English)

The following questions ask you about your reading in English. Try to answer the questions very specifically than stating general comments. Thanks in advance for your cooperation.

1. When you are reading and come to something you don't know, what do you do? Do you do anything else? (Write the specific strategy that you use.)
2. Who is a good reader you know?
3. What makes.....a good reader?
4. Do you think.....ever comes to something s/he doesn't know?

Yes: What do you think.....does when s/he comes to a word s/he doesn't know?
No: Suppose.....comes to something s/he doesn't know. What do you think s/he would do?

5. If you knew someone was having trouble reading, how would you help that person? (Write *specifically* how you would teach that person. What would be your main focus in teaching reading?)
6. What would your teacher (the one who taught you to read) do to help that person?
7. How did you learn to read? (The main points you were taught.)
8. What would you like to do better as a reader?
9. Do you think you are a good reader? Why?
10. What was/is important for you in reading in the following stages of your education? (You can answer this question as related to both your Farsi and English literacy learning?)
    In elementary?
    In High School?
    In university?

Appendix D

Burke Reading Interview (Farsi)

باسمه تعالی

"خواندن در زبان فارسی"

مصاحبه برک (۱۹۸۷)

به سؤالات زیر با دقت فراوان پاسخ دهید. (در تمام این سؤالات خواندن و مطا لعه کردن دارای معنای یکسانی هستند.)

۱ـ در حال خواندن، وقتی به چیزی برمی خورید که در مورد آن چیزی نمی دانید چه کار می کنید؟ آ یا کار دیگری هم ا نجام می‌دهید؟

۲ـ آیا کسی را می‌شناسید که مطا لعه کننده خوبی باشد؟

۳ـ چه عاملی سبب شده است که ا و یک مطالعه‌گر خوب باشد؟

٤ـ آیا فکر می‌کنید در حین مطالعه متن او به چیزی برسد که آن را نداند؟

۵ـ اگر شما کسی را بشناسید که در خواندن مشکل دارد چگونه و در کدام زمینه او را کمک می کنید؟

٦ـ اگر معلم شما بخوا هد به او کمک کند، این کمک چگونه خواهد بود؟

۷ـ خواندن را چگونه یاد گرفتید؟

۸ـ به عنوان یک مطالعه گر چه کار می توانید بکنید تا یک مطالعه کننده خوبی باشید؟

۹ـ آیا فکر می کنید که شما مطالعه گر خوب هستید؟ چرا؟

۱۰. در مطالعه چه چیزی برای شما ارزشمند است؟

Appendix E

Percentages of 34 Questions* of Farsi and English Reading Strategies

Range	F1	E1	F2	E2	F3	E3	F4	E4	F5	E5	F6	E6
1	57.1	54.2	5.7	0	14.2	17.1	2.8	0	0	0	2.8	0
2	54.2	51.4	8.5	11.4	8.5	11.4	11.4	0	2.8	0	0	0
3	22.8	14.2	17.1	14.2	5.7	2.8	25.7	17.1	14.2	2.8	11.4	0
4	31.4	37.1	20	22.5	25.7	17.4	5.7	2.8	5.7	2.8	2.8	0
5	17.1	11.4	11.4	8.5	17.1	8.5	14.2	5.7	11.4	5.7	8.5	0
6	34.2	40	22.8	17.1	22.8	25.7	8.5	11.4	2.8	2.8	5.7	0
7	25.7	22.8	20	25.7	20	20	17.1	22.8	5.7	5.7	5.7	5.7
8	20	25.7	28.5	34.2	14.2	31.4	17.1	11.4	11.4	8.5	8.5	8.5
9	11.4	14.2	31.4	28.5	11.4	37.1	20	25.7	11.4	11.4	0	2.8
10	65.7	57.1	17.1	20	2.8	11.4	0	2.8	0	2.8	0	2.8
11	8.5	17.1	34.2	37.1	11.4	11.4	8.5	11.4	14.2	2.8	14.2	8.5
12	34.2	14.2	42.8	34.2	5.7	11.4	2.8	14.2	5.7	0	0	5.7
13	22.8	20	40	31.4	11.4	34.2	8.5	14.2	0	0	2.8	2.8
14	22.8	17.1	40	45.7	14.2	2.8	8.5	2.8	2.8	2.8	0	2.8
15	28.5	25.7	28.5	17.1	17.1	20	5.7	5.7	0	2.8	5.7	5.7
16	31.4	40	25.7	22.8	17.1	31.4	5.7	5.7	5.7	2.8	2.8	2.8
17	17.1	20	34.2	25.7	17.1	11.4	8.5	14.2	0	5.7	8.5	0
18	31.4	37.1	17.1	17.1	14.2	17.1	11.4	5.7	2.8	0	11.4	5.7
19	48.5	45.7	22.8	22.8	8.5	2.8	5.7	11.4	0	2.8	0	2.8
20	8.5	11.4	17.1	14.2	20	22.8	5.7	2.8	5.7	2.8	28.5	22.8
21	31.4	28.5	31.4	22.8	20	17.1	0	0	2.8	2.8	2.8	2.8
22	45.7	51.4	22.8	20	17.1	28.5	2.8	5.7	2.8	5.7	0	0
23	11.4	8.5	8.5	5.7	5.7	11.4	11.4	8.5	22.8	22.8	31.4	20
24	34.2	37.1	11.4	11.4	8.5	5.7	8.5	0	17.1	2.8	11.4	5.7
25	2.8	22.8	11.4	17.1	11.4	8.5	11.4	11.4	22.8	2.8	34.2	25.7
26	5.7	2.8	22.8	14.2	25.7	22.8	8.5	2.8	17.1	5.7	11.42	0
27	34.2	37.1	28.5	37.1	20	31.4	5.7	8.5	5.7	5.7	0	0
28	8.5	11.4	14.2	14.2	20	22.8	8.5	5.7	20	17.1	20	20
29	40	28.5	37.1	34.6	14.2	8.5	2.8	0	0	2.8	0	2.8
30	8.5	5.7	14.2	17.1	2.8	2.8	8.5	5.7	25.7	11.4	31.4	20
31	8.5	11.4	14.2	11.4	5.7	8.5	31.4	28.5	20	14.2	11.4	5.7
32	34.2	25.7	25.7	22.8	22.8	17.1	8.5	14.2	2.8	5.7	2.8	0
33	5.7	2.8	2.8	2.8	8.5	11.4	20	8.5	4.2	8.5	42.8	25.7
34	45	51.4	25.7	40	8.5	22.8	8.5	5.7	0	0	2.8	2.8

*Questions 4, 6, 7, 8, 9, 13, 16, 22, 27, and 34 are mostly related to bottom-up strategies. Questions 1, 2, 3, 11, 12, 15, 17, 21, 24, 25, 32, and 33 are related to top-down strategies. Questions 5, 14, 26, 29, and 30 are relatively correlated to interactive strategies. And finally questions 10, 18, 19, 20, 23, and 31 are considered as general reading styles.