

Appendix A
Reading Passages

Reading Passage 1

Habitat for Humanity

Over 1 billion people lack adequate housing. These people are found in every country of the world and, indeed, in almost every community. They live in huts made of sticks, mud, cardboard or metal; in some cases, they don't even have a roof over their heads. The problem is huge. Does this mean there is nothing that can be done?

According to the people at Habitat for Humanity International (HFHI), there's plenty that that can be done. HFHI was founded in 1979 by Millard and Lina Fuller, millionaires who decided their money could best be spent helping people. Since then, HFHI has helped fix and build homes for tens of thousands of people in the United States and over 30 other countries.

A look at who builds these homes reveals a lot about HFHI. Jimmy Carter, former U.S. president and his wife, Rosalynn spend a week each year helping to build houses. Evinor Mira, a 16-year-old high school student recently helped to build houses for his family and others in the community in Tepetitán, El Salvador.

HFHI believes that the homes should not be given as charity. Instead, the organization follows a system known as partnership housing: the people who will live in the homes like

Evinor work together with volunteers on the construction and then gradually pay off the basic cost of the homes. These payments, together with contributions, enable HFHI to help other people.

By tackling the problem of inadequate housing, HFHI tackles other important social problems as well. People who have decent homes are better able to manage in life and to be productive members of society. And when homes are improved, neighborhoods and communities can be improved, too.

Reading Passage 2

Adam Ezra Cohen

Westinghouse Winner

Each year, the top high school science students in the United States enter the Westinghouse Science Talent Search. This contest is the most prestigious of its kind, and it offers a \$40,000 college scholarship as its top prize. Last year, with 1,652 students entering, the top prize was won by Adam Ezra Cohen, a 17-year-old senior from New York City. Adam won for his invention of an electrochemical paintbrush. This “paintbrush” is an electronic circuit that prints patterns on silicon surface patterns so tiny that 50 words would fit within the width of a human hair. If further developed, the invention could be used to make powerful microchips for computers.

Impressive as this invention sounds, it’s only one among many for Adam. He already has 152 to credit, including a computer cursor that users can move with their eyes.

Some people may have the idea that being a serious science student means being a serious person with no interests other than science. If so, they haven’t met Adam. He’s an outgoing man, and upon winning the prize, he jumped in the air and hugged a judge. And he has a

multitude of other interests including hiking, ice-skating, soccer, reading, and last but not least, collecting wild mushrooms. “He’s a delight,” his father says. “The only thing we have to watch is what he puts in our refrigerator – bottles filled with blue stuff and dried-up rats.”

Yet science is obviously very important to Adam, and someday he may be important to it. He’s using his scholarship to study physics at Harvard and speaks of plans of continuing on to a career as an inventor and researcher. Five Westinghouse Winners have gone on to win Noel prizes. Perhaps one day, Adam will too.

Appendix B

Coding Index

Chamot and El-Dinary's Cognitive and Metacognitive Learning Strategies (1999)

Chamot and El-Dinary's Cognitive and Metacognitive Learning Strategies (1999)

Metacognitive Strategies

- **Plan**

- Preview

- Genre/organizing principle

- Main idea/topic

- Organizational planning

- Directed attention

- Read aloud/whisper for a purpose

- Self-cue

- Repeat pattern

- Avoid (what I don't know how to say; change topic)

- Rehearsal (lip/think words before saying)

- **Selective Attention**

- Selective attention to known words

- Selective attention to unknown words

- Selective attention to important/key words
- Selective attention to title
- Selective attention to linguistic features/word endings/specific parts of speech/grammatical correctness
- Selective attention to pronunciation
- Skip
- Reread
 - Look back

- **Monitor**

- Strategy (Monitor current strategy use)
- Monitor sense (note whether what is being read/said/written makes sense)
 - Make sense + (I understand)
 - Make sense - (Doesn't make sense)

Cognitive Strategies

- Connect with background knowledge to make meaning
 - **Inference:** Pulling together elements not stated in the text. Guessing based on some information, not just wild guessing
 - I- (if incorrect)
 - Infer title
 - Infer picture
 - Infer numerals

- Infer known words (Take words that s/he recognizes in the text and try to make sense)
 - Infer text
 - Infer literature/media
 - Infer general world knowledge
- **Prediction:** Educated guess about information that will follow
 - Prediction based on title
 - Prediction based on known words
 - Prediction based on context
 - Prediction based on literature/media
 - Prediction based on general world knowledge
- **Elaborate:** Elaboration - (if irrelevant)
 - Personal elaboration (personal experience, judgment, emotional response to text)
 - Between parts elaboration (connection between parts of text)
 - Class/academic elaboration (talk about specific class activity)
 - World elaboration (observation about world situations)
 - Self-evaluative elaboration
- Use specific language knowledge to solve problems
 - L2 Knowledge

- Deduction
 - Decoding (Trying to decode each word)
 - Mental decoding
 - Decoding character (recognition/pronunciation)
 - Semantic awareness (synonyms, antonyms, connotations)
- L1-L2 Knowledge
 - Cognates
 - Borrow/modify/accent L1 word to fit L2; make up word
 - Mix – go back and forth from L2 to L1 words (reading in English; speaking in Persian)
- Manipulate Information
 - Retell
 - Summarize
 - Translate (If clearly incorrect)
- Resource (text, own notes, video/audio, task info)
 - Question for information that is unknown or for general help – spelling, word meaning, translation
- Recall Strategies
 - Sequence (think through memorized sequence)
 - Association-sound associations
 - Brainstorm L2 vocabulary (writing/speaking)
 - Visualize word or character

- Auditory recall - (negative), + (positive) (hear words/say aloud to retrieve meaning)

Appendix C

Letter of Consent

Consent to be a Research Subject

Project Title: Cognitive and Metacognitive Reading Strategies of Iranian EFL High School Students

Dear Participant,

I am now conducting a research study as part of the requirement for my doctoral degree in the department of Language and Linguistics at the University of Malaya. You are being asked to give permission to conduct my research with you.

The researcher will explain to you: (a) the purpose of the project, (b) the procedures or protocols to be used, (c) how your personal information will be kept confidential and (d) the potential benefits and any possible risks of participation.

Purpose

The purpose of this study is to discover what Cognitive and Metacognitive reading strategies Iranian EFL high school students use while reading an English text. The results of this study may contribute valuable information for English teachers to help high school students to increase reading ability.

Procedures

You will be asked to verbalize your thoughts aloud while reading the assigned English text. The reports will be recorded on audiotape.

Confidentiality

Participants' names will not be revealed at any time during the study. In addition, only those directly involved with this project will have access to the data.

Benefits

This study will add to the body of knowledge of the process involved in foreign language learning, especially regarding the use of Cognitive and Metacognitive reading strategies by Iranian EFL high school students.

Risks

The risks of this study are minimal. The main concern is time as verbal reporting will take some time. In addition, anyone who agrees to participate in this study is free to withdraw at any time without penalty.

If you have questions about this study, you can contact me at 0914-9751908

Participants' Signature

Date

Appendix D

Instructions on the “Think-aloud” Procedure

Instructions on the “Think-aloud” Procedure

They were given explanations on what they were supposed to and how to do it. They were also informed that there was no right and wrong in what they said; the important thing was effectively reporting what was going on in their minds. In addition, they were told that the protocols would be tape recorded. Furthermore, the researcher with the help of another colleague conducted a sample think-aloud so that the students could see what was meant by a think-aloud protocol.

They were reminded that when stopping to think on how to solve a problem, they must try to verbalize whatever came to mind. They were allowed to produce the think-aloud protocols in Persian. Furthermore, they were allowed to listen to their voice on the tape, which made them feel more self-confident and decreased their tension. Furthermore, they were given the chance to comment on their own performance.

Appendix E

Demographic Questionnaire

Demographic Questionnaire

1. You are (1) Male (2) Female
2. How old are you?
3. Have you ever been to a foreign country (an English speaking country)?
(1) Yes (2) No
4. Have you ever attended an English language institute? If yes, for how long?
1) Yes (2) No
5. What is your grade in high school?
6. How long have you studied English in high school?
7. What is your first language?

Appendix F

Sample Transcription Analysis

Sample Transcription Analysis

Prediction

“I guess the first paragraph and pictures are going to tell me about the main idea of the passage.”

Prediction

“The second paragraph talks about an organization which helps homeless people.”

Prediction

“From the second paragraph, I guess that the rest of the text is about this organization.”

Selective attention (to words)

“As I look at the paragraphs, I see this word ‘HFHI’ that I think the rest of the text and paragraphs are about this word.”

Selective attention (to grammatical points)

“In the first paragraph I see ‘was found’ but in the second paragraph, I see ‘was founded’, so I want to understand the difference between them.”

Selective attention (to grammatical points)

“I see some sentences using passive structure and relative pronouns, for example, ‘homes are improved, communities can be improved, and could be spent’.”

Planning (finding the main idea)

“I can see the main idea from the first sentence, title, and pictures which are showing something about housing.”

Planning (finding the main idea)

“The first paragraph talks about the main idea of this text which talks about housing. And in the picture I see a picture which is about a house. So the main idea is likely to be about housing.”

Planning (finding the main idea)

“In the second picture, the word ‘Guatemala’ shows that it is about poor people, housing about poor people.”

Guessing meanings from context

“HFHI is in capital form, so it is a special name, something like a company which is about housing.”

Guessing meanings from context

“In the first paragraph, the word ‘lack’ is understood not because of this sentence. In the other part of the paragraph we have a sentence, ‘they don’t even have a roof over their heads’, so I can guess that ‘lack’ means ‘don’t have’.”

Guessing meanings from context

“In the sentence ‘they gradually pay off the cost of the homes’, gradually means little by little, so I can guess ‘pay off’ means paying little by little.”

Elaboration (between parts)

“I can see the connections between paragraphs, like paragraph 2 which introduces HFHI and other paragraphs which talk about HFHI.”

Elaboration (within parts)

“I see connections within the paragraph. The first paragraph, ‘in some cases’ shows more definitions about the previous parts and examples about them.”

Translation

“HIHF believes that the homes should not be given as charity. Instead, the organization follows a system.”

HIHF

Translation

“The word ‘Sticks’ should mean ‘_____’.”

Translation

“HIHF tackles other important social problems as well.”

HIHF

Planning (organizing)

“I think that I will draw a tree diagram beside each paragraph, changing the text into main ideas and supporting ideas.”

Planning (organizing)

“I see a kind of time sequence in the paragraph by the use of ‘in 1976’, ‘recently’, and ‘since then’.”

Summarizing

“I will read the text and I will summarize it using the key words in the paragraphs.”

Summarizing

“I like to summarize the main ideas of each paragraph.”

Summarizing

“Before I summarize, I like to draw a chart, including main ideas and supporting ideas. Then, according to this chart, I will summarize the text.”

Monitoring

“After reading the text , I want to see whether I understood it or not.”

Grouping

“After reading the text, I try to group words that are related in meaning such as ‘build’, ‘construct’ and ‘fix’.”

Grouping

“I like to classify the words that are used frequently in the text like ‘who decided’, ‘who builds’, and ‘who have’.”

Guessing

“I have to read the sentences before and after a sentence I can’t understand to try and guess its meaning.”

Evaluation

“It’s hard for me examine how I have accomplished the reading text. It is my teachers' responsibility to check how I have accomplished it.”

Decoding

“I point to the words while I am reading and try to understand their meaning.”

Grouping

“If I have time, I will organize the words that have similar meanings together.”

Grouping

“I like to have a list of words to look at and memorize.”

Grouping

“Let me classify the verbs in this text.”

Resourcing

“If I don’t know the meaning of the words, I use the dictionary or guidance books to help me to understand the text.”

Problem Identification

“I clarify the problems in the text by focusing on the questions following it and trying to solve these problems by using the text.”

Semantic Awareness

“I want to find synonyms and antonyms for important and unfamiliar words in the text.”

Use of L1-L2 Knowledge-mix

“I read the text in English but I speak about it in Persian.”

Substitution

“I will use different words when I make a summary of a text.”

Appendix G

Cognitive and Metacognitive Reading Strategies

Cognitive and Metacognitive Reading Strategies

No.	Pre-reading stage	1 Never	2 Sometimes	3 Often	4 Usually	5 Always
1	I decide in advance what my reading purpose is, and then I read with that goal in mind. (metacognitive)					
2	I decide in advance specific aspects of information to look for, and I focus on that information when I read. (metacognitive)					
3	Before I read, I think of what I already know about the topic. (cognitive)					
4	I anticipate possible content of the text. (cognitive)					
5	I decide in advance to look at the text to see its layout,					

	illustrations, etc. (metacognitive)					
	While reading stage					
6	I try to find out the organizational aspects of the text. (cognitive)					
7	While I read, I periodically check whether the material is making sense to me. (metacognitive)					
8	While reading, I decide whether the information makes sense based on what I already know about the topic. (cognitive)					
9	I imagine scenes or draw pictures of what I am reading. (cognitive)					
10	I ask questions about the text. (metacognitive)					
11	I self check comprehension. (metacognitive)					
12	I pay attention to meaning					

	rather than form. (metacognitive)					
13	I connect what is read with what is already known. (cognitive)					
14	I summarize main ideas either orally or in written form. (cognitive)					
15	I look for logical relationships between paragraphs. (cognitive)					
16	I guess at unfamiliar vocabulary items through contextual clues. (cognitive)					
17	I look for relationships between main ideas (topic sentences) and details. (metacognitive)					
	Post-reading stage					
18	I examine how well the text is understood. (metacognitive)					
19	I make critical/personal comments on the text.					

	(cognitive)					
20	I read the text again to summarize its meaning. (cognitive)					
21	I reflect on how effectively a strategy was used. (metacognitive)					
22	I check to see if my predictions were correct. (metacognitive)					
23	I check whether I accomplished my goal for reading. (metacognitive)					

Cognitive and Metacognitive Reading Strategies after Item Analysis

	Pre-reading stage	1	2	3	4	5
		Never	Sometimes	Often	Usually	Always
1=1	I decide in advance what my reading purpose is, and then I read with that goal in mind. (metacognitive)					
2=2	I decide in advance specific aspects of information to look for, and I focus on that					

	information when I read. (metacognitive)					
3=3	Before I read, I think of what I already know about the topic. (cognitive)					
4	I prepare myself to read by using what is already known of the text. (cognitive)					
5=4	I anticipate possible content of the text. (cognitive)					
6	I look for highlighted words or expressions. (metacognitive)					
7=5	I decide in advance to look at the text to see its layout, illustrations, etc. (metacognitive)					
	While reading stage					
8=6	I try to find out the organizational aspects of the text. (cognitive)					
9=7	While I read, I periodically check whether the material is making sense to me.					

	(metacognitive)					
10=8	While reading, I decide whether the information makes sense based on what I already know about the topic. (cognitive)					
11=9	I imagine scenes or draw pictures of what I am reading. (cognitive)					
12	I identify what I don't understand in the reading, and I ask a precise question to solve the problem. (metacognitive)					
13	I use reference materials (dictionary, textbook, computer programme, etc.) to help solve reading comprehension problems. (cognitive)					
14=10	I ask questions about the text. (metacognitive)					
15=11	I self check comprehension. (metacognitive)					
16=12	I pay attention to meaning rather than form.					

	(metacognitive)					
17=13	I connect what is read with what is already known. (cognitive)					
18=14	I summarize main ideas either orally or in written form. (cognitive)					
19=15	I look for logical relationships between paragraphs. (cognitive)					
20	I try to solve vocabulary problems using morphological knowledge. (cognitive)					
21=16	I guess at unfamiliar vocabulary items through contextual clues. (cognitive)					
22=17	I look for relationships between main ideas (topic sentences) and details. (metacognitive)					
23	I look for the organizational aspects of the text in terms of its typical structure (e.g. cause – effect, compare/contrast, etc.). (cognitive)					

	Post-reading stage					
24=18	I examine how well the text is understood. (metacognitive)					
25=19	I make critical/personal comments on the text. (cognitive)					
26=20	I read the text again to summarize its meaning. (cognitive)					
27=21	I reflect on how effectively a strategy was used. (metacognitive)					
28=22	I check to see if my predictions were correct. (metacognitive)					
29=23	I check whether I accomplished my goal for reading. (metacognitive)					

Appendix H

Self-efficacy Questionnaire

Self-efficacy Questionnaire

How sure are you that you can do the following activities with regard to reading English texts?

Options range from 0% to 100%.

I am not sure = 0 % = 1

I am sure to some extent = 20 - 30% = 2

I am sure = 50% = 3

I am very sure 70 – 80 = 4

I am absolutely sure = 100% = 5

According to the following percents, choose 1, 2, 3, 4 or 5.



I am not sure =

I am sure to some extent =

I am sure = 3

I am very sure = 4

I am absolutely sure = 5

Self-efficacy Questionnaire

No.	Activities related to Reading English texts	1 Not True	2 True to Some Extent	3 True	4 Very True	Absolutely True
1	I am sure that I can figure out the main topic or gist.					
2	I am sure that I can answer questions about the text.					
3	I am sure that I can figure out the meanings of words or phrases in a text which I don't understand.					
4	I can retell in English what you read.					
5	I am sure that I can use					

	an English text to accomplish a task in real life (e.g. find an apartment in English by reading the classifieds).					
6	I am sure that I can read new texts in English every day.					
7	I am sure that I can predict possible content of the text through pictures and a general look.					
8	I am sure that I can clarify the main purpose of a text through its title, pictures, and a general look.					
9	I am sure that I can understand the general meaning of a text, even					

	though I don't know some of the words through guessing from context.					
10	I am sure that I can imagine scenes or draw pictures or flowcharts of what I am reading.					
11	I am sure that I enjoy reading an English text.					