

Motivational and Textual Factors and Affordances in Iranian EFL Learners' Reading: Using Semi-Structured Reflec- tions Written During Reflec- tive Learning Process

Research Article

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Abstract

Reading comprehension has a multidimensional nature, and different factors and affordances affect the language learners' read-

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ing performance. The present study examined Iranian EFL learners' reading motivation orientations and investigated the motivational and textual factors and affordances in reading, considering the learners' reflections. The participants of the current study were 32 Iranian high school learners. The Persian translation of Motivation for Reading in English Questionnaire (MREQ) developed by Komiyama (2013) was administered to determine the participants' orientations on the motivational dimensions. Analyzing the results of the questionnaire showed that the mean score of extrinsic motivation was higher than the mean score of intrinsic motivation. Motivational and textual factors and perceived affordances were also revealed using a qualitative analysis of the participants' semi-structured reflections written during reflective learning process. The results of the questionnaire and reflections analyses can increase teachers' awareness of the influential factors in reading based on the learners' perceptions, and can help them provide effective feedback and appropriate learning opportunities.

Keywords: reflection, reading, text, motivation, affordances

Introduction

Reading comprehension involves different types of abilities ranging from recognizing words, developing large recognition vocabulary, and processing sentences, to employing strategic processes and cognitive skills which can include setting goals, changing goals flexibly, monitoring comprehension, referring to background knowledge, interpreting, and evaluating texts according to the reader's goals and purposes (Grabe, 2014). Various predictors and factors including learners' motivation, metacognitive awareness, background knowledge, textual and contextual elements and learning styles and strategies should be taken into account regarding the reading's multidimensional nature (Grabe, 2009; Grabe & Stoller, 2013). Accordingly, engaged readers should be motivated, strategic, knowledgeable in their meaning construction, and interactive during reading (Guthrie et al., 2012).

Gibson (1979) initially proposed the concept of affordances which "... refers to the fit between an animal's capabilities and the environmental supports and opportunities (both good and bad) that make possible a given activity" (Gibson & Pick, 2000, p. 15). According to Van Lier (2004), "in terms of language learning, affordances arise out of participation and use, and learning opportunities arise as a consequence of participation and use" (p. 92). Affordances may be predicted or arise during the lesson in an affordance-based lesson plan (Anderson, 2015) though they are mostly unpredictable. Therefore, affordances are the perceived learning resources and opportunities through interaction and engagement of the learners in learning contexts (Mercer et al., 2012).

Several researchers have focused on the effect of reflective practice on language learners' performance, such as Nourdad and Asghari (2017) who examined the effect of reflective reading through reflection writing finding its positive effect on reading comprehension of Iranian EFL learners. Writing reflections during the reflective learning process can not only affect the learners' performance but also make it possible to explore the effective factors, affordances and learning mechanisms involving the learners' perception of action, in action and their planning for action. Writing semi-structured reflections provides an opportunity for learners to assess themselves in a learner-oriented process. It slows the pace of learning (Moon, 2004) and lets the learners think deeply and regularly about their learning and write about it. During the process, the learners can reflect on their needs, strengths and weaknesses and reveal their perception of the relevant psychological and linguistic factors. Moreover, the learners can be provided with appropriate feedback and learning opportunities, which enhance their engagement and willingness to learn.

The present study examined Iranian EFL learners' semi-structured reflections during the process of reflective learning as the manifestation of their perceptions regarding effective factors in reading. We analyzed the learners' semi-structured reflections and used the emerging themes to provide them with appropriate learning opportunities through giving efficient feedback, designing an influential lesson plan considering learners' and learning needs, providing and developing appropriate materials and creating a relaxed classroom environment. We also examined the learners' orientation of motivation for reading considering the intrinsic and extrinsic dichotomy and their different dimensions. The study addressed the following questions:

1. What motivates Iranian EFL learners to read in English based on the results of Motivation for Reading in English Questionnaire (MREQ)?
2. What are the effective motivational factors and affordances for reading based on the Iranian EFL learners' reflections?
3. What are the effective textual factors and affordances for reading based on the Iranian EFL learners' reflections?

Review of Literature

Motivational Factors and Affordances for Reading

Motivational factors and affordances affect language learners' performance. Constructs of motivation for L2 reading have been defined and identified by different researchers including Kondo-Brown (2009), Lin et al. (2012), Mori (2002), Mori (2004), Takase (2007), Komiyama (2013), and Komiyama and McMorris (2017). In one classification of motivation for L2 reading by Komiyama (2013), three constructs, including curiosity, involvement, and preference for challenge, were attributed to intrinsic motivation which involves learning about topics of personal interest, experiencing reading interesting materials, and gaining satisfaction from challenging ideas of the text. Five con-

structs, including competition, compliance, and recognition for reading, grades, and social goals, were considered as indicators of extrinsic motivation. Extrinsic motivation, in fact, subsumes reading to fulfill demands and requirements, outperform peers, get good evaluations and recognition from others, and to share what one reads.

Komiyama and McMorris (2017) explored the relationship between the students' L2 reading motivation and classroom instruction and indicated that their motivation to read was based on intrinsic motivation and identified regulation. The content of the reading and peer discussions affected the students' motivation to read in English. Intrinsic motivation in L2 had more predictive power on higher order comprehension (HOC) than text-based comprehension (TBC), while extrinsic motivation had more predictive power on text-based comprehension (TBC) based on Xu and Durguno ğ lu (2019). According to Saeedakhtar et al. (2018), both intrinsic and extrinsic motivation showed significant correlation with L2 willingness to communicate (WTC) among Iranian learners. Only intrinsic motivation predicted L2 WTC significantly and extrinsic motivation was more dominant. Teacher immediacy, the teachers' and peers' judgment, and scoring were the top motives influencing the learners' WTC according to the results of the interview. The findings also showed higher degrees of willingness to listen (WTL) and willingness to write (WTW) than willingness to read (WTR). In their study on adult ESL students' attitude toward reading, Ro and Chen (2014) found that the students with positive attitudes tended to read more. Learners' attitudes towards different aspects of L2 reading are both positive and negative and they showed different motivation levels for reading in English, with females having higher scores than male participants (Cirocki & Caparoso, 2016). Akbari et al. (2019) also studied the role of L2 reading attitudes in developing the construct of L2 reading motivation among Iranian EFL learners. A six-factor solution was indicated to be ideal for conceptualizing the L2 reading motivation construct. The factors contained L2 motivational and attitudinal items. The construct was a good predictor of the reading achievement of the learners compared to the construct lacking the attitude items of L2 reading.

Self-reflection activities and assignment were also found to be helpful in improving students' positive thinking, learning motivation and self-regulation according to Wang et al. (2017). Investigating the impact of reflective journal writing on enhancing students' learning motivation, Amirkhanova et al. (2016) found that reflective journal (RJ) writing and increasing self-confidence enhanced students' motivation.

Reflection through keeping a learning journal written during the reflective learning process is a kind of self-assessment which can be both content and experience-based. It can improve learning and reveal the learners' perception of the psychological and linguistic factors and affordances.

Textual Factors and Affordances for Reading

Comprehension of a text consists of the ability to reproduce, analyze and use information, and to reflect on the written text. The crucial step in comprehending a text is creating mental representation of the meaning of the text and text-specific factors including text genres and textual clues, comprehension skills mainly including inferential and inference making skills and cognitive factors mostly including background knowledge affect comprehension (van den Broek et al., 2016).

According to Thoms and Poole (2017), there are three distinct types of affordances including linguistic, literary, and social affordances, and the number of literary and social affordances were larger in number than the linguistic affordances. In Dewaele's (2010) study, affordances have been operationalized as a total score reflecting the knowledge of languages related to the target language. For French learners, knowledge of other languages would create stronger affordances. Participants with French as an L2 and L3 who knew other Romance languages felt more competent in French and reported lower levels of Foreign Language Anxiety (FLA).

Investigating the perceived affordances in reading and writing, Taipale (2014) found that the medium of reading may affect reading performance. Students considered reading and writing on paper and digitally as different affordances. Accordingly, the students perceived reading on paper as more positive than negative, ascribing fewer merits to reading on screen. Writing on a keyboard, however, was perceived as a positive affordance for enabling quick and efficient text editing and increasing textual productivity.

Textual factors can also be considered as a type of affordance. Real-life language of the text and its authenticity, length and structure may affect the reading performance. Authentic reading materials increase the learning motivation and attitude. Type of reading comprehension affects the time and efficiency of reading depending on the reading purpose (Kung, 2019). Raising awareness of text structure by choosing different expository texts results in improving the students' reading comprehension ability (Ghorbani Shemshadsara et al., 2019).

The learners' prior knowledge, text difficulty and the text topic are among other influential factors. Linguistic proficiency and prior knowledge account for more than fifty percent of the variability in the reading comprehension of the participants. Furthermore, text difficulty has an influence on L2 reading comprehension (Bilikozen & Akyel, 2014). Provision of background knowledge caused L2 readers with higher working memory capacity achieve better reading comprehension than the readers with low working memory (Shin et al., 2019) and it is clearly beneficial for EFL learners to spend time to read L2 materials above their current level (Namaziandost et al., 2019).

Syntactic knowledge of the learners accompanied with the breadth and depth of vocabulary and situation can predict the reading performance. Research points to a significant relationship between knowledge of vocabulary and reading comprehension for Iranian EFL undergraduate students of English

(Anjomshoa & Zamanian, 2014). Nevertheless, Maftoon and Tasnimi (2014) indicated that the effect of syntactic knowledge was higher than vocabulary breadth and syntactic knowledge was a determining predictor of reading comprehension in self-regulated group. In short, research on textual and non-textual affordances for reading comprehension so far shows the complex, multi-faceted nature of this skill, and there is still much to do to figure out how to provide optimal conditions for reading efficiently.

Method

Participants

Participants of the current study were 32 Iranian EFL learners in a senior high school. They were female learners with an intermediate proficiency level and their ages ranged from 16 to 18 years old. As the researchers investigated naturally formed groups (intact classes), convenience sampling method was possible. Preliminary English Test's (PET) results were used to homogenize them as their proficiency level could potentially affect their perceptions of the motivational and textual factors as well as their reflections.

Instruments and Materials

Reading Materials. Reading materials consisted of reading texts with different topics from the learners' textbook, texts from some supplementary resources like Reading and Vocabulary Development series, PET and University Entrance Exams. Flesch Kincaid Calculator, which calculates a Flesch Readability Ease score and the Flesch-Kincaid Grade Level score, was applied to calculate the readability of the texts to homogenize the texts and choose them according to the learners' proficiency level. The calculator's scores fall between zero and 100 and the readability scores calculated for the texts selected for the study ranged between 52 and 66, which is considered appropriate for 10th to 12th grade (high school).

Motivation for Reading in English Questionnaire (MREQ). The Persian translation of Motivation for Reading in English Questionnaire (MREQ) developed by Komiyama (2013) was administered to determine the main motivational dimensions that make EFL learners read in English. The questionnaire has been applied in some studies like (Zhao, 2016). The Persian version of the questionnaire like the English version contains 44 items, which measures the two main constructs of intrinsic and extrinsic motivation consisting of eight dimensions. Intrinsic motivation construct consists of curiosity, involvement, and challenge, and extrinsic motivation includes five constructs including competition, recognition, compliance, grades, and social sharing. The questionnaire was translated and validated in this study. After being translated into Persian, two experts checked its validity and it was piloted for its clarity and reliability estimates. The English version of the questionnaire enjoys acceptable validity and the reliability of the original version for eight constructs ranging from .69

to .82. Internal-consistency reliability (Cronbach's alpha) of the Persian translation was .86 for intrinsic motivation and .88 for extrinsic motivation and the index ranged from .70 to .77 for the eight constructs in the pilot study. In the main study, the Cronbach's alpha of the Persian translation was .90 for intrinsic motivation and .88 for extrinsic motivation and the index ranged from .70 to .79 for the eight constructs.

Semi-Structured Reflection Sheet. Learners reflected on their reading experiences and text content using a semi-structured reflection sheet. Recommendations for diary studies by Dörnyei (2007), sample after-class reflection worksheet for the teacher by Grabe and Stoller (2013), the constructs in Metacognitive Awareness Inventory (MAI) (Schraw & Dennison, 1994) and sample reflection questions employed in reflection-related research were used to generate the reflection sheet's questions. After studying the recommendations and comparing the existing sample reflection sheets, the first draft contained more than fifteen questions about how and what the learners did and learned and what they found to be effective. The questions were piloted among some EFL learners so that any repetition and ambiguous points in the questions could be revised. They were also reviewed by some English teachers. After piloting and revising, the number of questions were reduced and the redundant ones were deleted. The final reflection sheet was checked and approved by two experts in TEFL.

Procedure

The Persian version of Motivation for Reading in English Questionnaire (MREQ) (Komiyama, 2013), which had been translated and validated in this study, was administered once at the beginning of the study to the participants to determine the learners' orientation of reading motivation constructs. The results of this administration were used as a set of guidelines for dealing with affordances and the treatment of reflection activities. As such, we did not administer the questionnaire for the second time since our purpose was not investigating the effect of reflective learning on the learners' motivations. The participants were provided with explanation about writing reflection and what and how they were supposed to write. As their first experience, they were asked to write a reflection without giving them the semi-structured reflection sheet questions. They were supposed to write based on the text content and their experiences after reading.

During the study, participants read a text each session and did the exercises or answered the questions. Reading texts were followed by introducing reading strategies incorporated in their course book accompanied with teaching sentence structures and new vocabularies. Skimming, scanning, and highlighting main ideas were among the strategies, which were mainly taught during the instruction. Inferential skills, determining the main idea, the best title, scanning for details, identifying referents, making inferences, identifying the authors'

attitude, making predictions and guessing meaning of unknown words were mainly focused on in their reading activities.

Learners wrote semi-structured reflections after reading sessions. Reflection sheet questions were revised slightly during the study and the learners were allowed to write down both in Persian and English. They wrote their reflections during class time and were encouraged to add any additional points which had not been mentioned in the reflection sheet questions. They reflected on the text content, their experiences, and their upgrading plans for future reading. They had enough time to focus on the text and sentence structures and their reading strategies. They focused on note taking, inferring, paraphrasing, summarizing, monitoring learning, and managing time and information. It was observed that through writing reflections most of the learners had opportunities to receive helpful feedback, engage in reading activities deeply, search for appropriate reading materials and talk about their motivations and interests.

All in all, ten semi-structured reflections were completed by each student after the reading sessions. Each session, the researchers collected and reviewed the learners' reflections which were written mostly in Persian, and then extracted the influential factors and affordances based on the learners' perception. The participants' answers were coded, categorized to explore the motivational and textual determinants, predictors and affordances. The participants' sample answers to the reflection questions were translated into English to be used in the present article.

Design and Data analysis

The design of the present study was mainly qualitative. The responses to the Likert-scale items were averaged to achieve the mean scores of intrinsic and extrinsic motivations and their eight dimensions, which revealed the reading motivation orientations of the participants. Learners' reflections as learning journals were collected each session. The data were coded and themes and categories were extracted.

It was attempted to meet the trustworthiness of the data, considering the criteria proposed by Lincoln and Guba (1985) including credibility, transferability, dependability, and confirmability. Prolonged engagement was assured by the constant presence of the first author in the research field in the capacity of the teacher. The participants became gradually familiar with the type of activity that they were supposed to do. Qualitative data collection was regarded as a part of their learning process. The participants wrote reflections regularly as was mentioned in the procedure in order to learn to write and write to learn. The participants' reflections were collected each session and it was tried to focus on the details of the study and the happenings in the class (credibility). The problem, the purpose of writing reflections, and the setting were explained so that the readers and outsiders can recognize the major focus of the study and its scope and decide on possible transfer of the results (transferability). It has been attempted to report the learners' perception based on the learners'

answers to the reflection questions, some excerpts of which have been illustrated. It was tried not to mediate in the learners' writings by giving them just the framework for writing (confirmability). Themes and categories are not limited to motivational and textual ones but they are focused in the current paper.

Results

Research Question 1: *What motivates Iranian EFL learners to read in English based on the results of Motivation for Reading in English Questionnaire (MREQ)?*

The first research question dealt with the reading motivation dimensions that motivated EFL learners to read in English. The participants' responses to the 44 Likert-scale items were analyzed through descriptive analysis (Table 1).

Table 1
Descriptive Statistics of Reading Motivation Orientations

Reading motivation constructs	N	Mean	Std. Deviation
Intrinsic	32	3.21	.41
Curiosity	32	3.23	.48
Involvement	32	3.33	.45
Challenge	32	3.08	.56
Extrinsic	32	3.27	.34
Competition	32	3.16	.43
Recognition	32	3.30	.45
Compliance	32	3.29	.53
Grades	32	3.56	.47
Social	32	3.05	.70

As shown in Table 1, comparing the intrinsic and extrinsic dichotomy, we can see that the mean score was slightly higher for extrinsic motivation than intrinsic motivation.

Among the eight dimensions, three of them (curiosity, involvement, preference for challenge) were intrinsic and five of them (competition, compliance, grades, recognition, social sharing) were extrinsically-oriented. The mean score for 'grades' was the highest and it was the lowest for 'social' dimension (Table 1).

Research Question 2: *What are the effective motivational factors and affordances for reading based on the Iranian EFL learners' reflections?*

The second research question dealt with the learners' perceptions of the motivational affordances of reflective learning for reading. As shown in Table 2, reflective learning can create affordances itself and there are different effective motivational factors and affordances for reading in English, which can be attributed to both intrinsic and extrinsic motivations. As mentioned before, the participants' sample answers, which had been mostly written in Persian, were translated into English.

Table 2
Learners' Perception of the Motivational Factors and Affordances for Reading

Themes	Categories
Motivational factors and affordances for reading	Purposes
	– Receiving good grades in reading
	– Improving L2 reading for academic and occupational purposes
	– Pleasure in reading something in English
	Materials
	– Materials which are reasonably higher than the learners existing knowledge
	– Reading texts and doing tasks which are compatible with standardized reading tests and tasks
	– Attractive and challenging tasks and assignments which can create fun
	– Authentic texts and real life language in L2
	– Medium of resources or tools
	Instruction, instructor
	– Efficient reading instruction and regular practices in reading
– Prior L2 reading instruction quality	
– Being evaluated by and receiving feedback from a qualified teacher	
– L1 reading habits and interests	
Learners' needs and interests	
Providing opportunity to:	
– reflect and focus on the needs and interests	
– taking responsibility of one's own learning and creating learning ownership	
Learning situation	
– Providing opportunity for:	
– encouraging problem solving, planning and self-assessing	
– higher classroom engagement and interaction	
– relaxed and close relationship with the teacher and peers	

Purposes. Learners' perceptions of the motivational predictors and affordances perceived in reading indicated that receiving good grades in reading, improving L2 reading for their academic studies in future and pleasure in reading something in English were influential for creating motivation to read as the following excerpts show:

"When I feel my practices help to have a good performance in standard reading tests I feel more confident to continue"

"Using reading for my future purposes (future study) keeps me interested"

"I am not very interested in reading but it is required for success in my academic studies"

Materials. Participants perceived the specifications of the materials (reading texts) to be effective and motivating. They preferred materials which were reasonably higher than their current level of proficiency and compatible with standardized reading tests. Moreover, attractive and challenging tasks and assignments which create fun and the authentic texts compatible to real life language in L2, were among other factors that were found to be motivating for reading based on the participants' reflections. Medium of reading (digital or on paper) was another factor perceived to create affordances with different patterns as the participants have mentioned:

“Attractive text and observable improvement in reading is motivating for me.”

“When the topic and the text content are interesting, it is motivating for me to read. When the reading text has higher level than my current level and introduces new word, it improves my vocabulary knowledge and reading ability.”

“I like interesting topics and when the topic is not new and the text is very simple reading is boring.”

“I have better feeling when I can write on paper, I use digital dictionaries. Digital texts can be used if we get used to apply them regularly in e-books, then finding words can be even easier...”

A learner who enjoyed reading novels or stories in English stated, *“I do not like to read texts which are too complicated as they decrease my interest in reading because I like to read for pleasure and don't want to be interrupted too many times (involvement) and I want to be a successful reader (grades).”* As a brilliant learner, she wanted to be regarded as a distinguished one (recognition) by others.

Instruction, instructor. Instruction and instructor roles in creating learning situations were demonstrated to be predictive in reading performance. As shown in Table 2, efficient reading instruction and regular practices in reading, prior L2 reading instruction quality and appropriate evaluation and feedback provided by a qualified teacher were found to be determinant and motivational according to the learners' perception. L1 reading habits were also effective in L2 reading performance based on the participants' reflections:

“My experiences in L1 reading help me each session.”

“The points that my teacher tells us are helpful. She can increase our interest and motivation. I use her ideas and I have better performance. After writing reflection, I have concentrated on my reading more than before.”

“Teacher can increase my interest. When I can talk to her about my difficulties or interest I feel much better.”

Learners' Needs and Interests. Reflective learning affords appropriate learning opportunities based on the learners' needs. It creates learning ownership and learners have opportunity to take responsibility of their own learning. They reflect and focus on their needs and interests and can receive suitable feedback as the outcomes and consequences of their reflections and reading performance indicated:

“I read with planning. I want to improve my reading so I have decided to read more texts each week. I read and then take brief notes and collect the new words. I try to manage and record the time.”

“I read the texts which are interesting for me at home. I write the main ideas briefly and I look up new words. I am collecting the new words. I should continue reading regularly for better performance.”

“Dedicating enough time to think, write and talk about our problems helps a lot. We can determine our difficulties. I learned that reading can be improved by regular practicing and it needs plan and long time.”

Learning Situation. As the results of the study indicated, providing opportunity for encouraging problem solving, higher classroom engagement and interaction, relaxed and close relationship with the teacher and peers were among the affordances of reflective learning, which were motivating for the learners. One of the participants stated that she felt more at ease practicing reading in class with the teacher’s supervision. She had also received advice from students who were successful English readers. Another one believed that reflective learning helped her to feel more relaxed, having enough time to concentrate on reading, and she encountered less negative sense toward reading in English. The learners enjoyed a pre-planned reading practice while they had enough chances to choose the text topics and practices. Learners had better relation with their teacher toward the end of the study. They had ample opportunity to talk to their teacher about their problems or difficulties. *“Learning new things always increases my motivation. It feels great I find and use a procedure by which I can correct my errors and solve my problems. Good classroom atmosphere and friendly relationships are so motivating,”* one of the participants mentioned.

Research Question 3: *What are the effective textual factors and affordances for reading based on the Iranian EFL learners’ reflections?*

The third research question addressed the learners’ perception of the features and affordances that affected their reading performance including sentence and textual features (Table 3).

Table 3
Learners’ Perceptions of the Textual Factors and Affordances for Reading

Themes	Categories
Learners’ Perceptions of the Textual features	Sentence features
	– Density of new words (vocabulary breadth)
	– Knowledge of shades of meanings (vocabulary depth)
	– Grammatical and structural complexity
	– Sentence length
	– Different forms of clauses
	Text-related features
	– Attractive topic
	– Topic familiarity and background knowledge
	– Text content
	– Text length
	– Text organization
	• Sentences roles and relations within and between paragraphs
	• Main idea and supporting ones
– Writing clarity	

Sentence Features. Sentence features encompass components including density of new words (vocabulary breadth), knowledge of shades of meanings (vocabulary depth), grammatical and structural complexity, conceptual complexi-

ty, length of the sentences, and the ability to recognize different forms of clauses.

"Vocabulary deficiency stops me and I lose my concentration and confidence because of it."

"I think grammatical points are important but vocabulary knowledge is more effective."

"I have a bad memory in remembering new words. I have started to collect the new words and put check mark next to them whenever I review ..."

"Too long sentences with complex structures cause difficulty in inferring the ideas."

"Being familiar with different sentence structures helps to infer the main points, relate the ideas and understand the text."

Text-Related Features. Text features found to be effective consist of attractive topic, topic familiarity and background knowledge, text content, and text length as the participants referred to in their reflections:

"When reading has something to tell and its content is interesting or scientific I do better."

"Reading long texts is boring specially when relations between the sentences and paragraphs are not clear."

"When the text is a little above my proficiency level, I read better"

"Topic familiarity helps me but it is not very effective."

Text organization, writing clarity, and conceptual complexity of the text were mentioned as factors affecting the learners' reading performance:

"I learned to consider each paragraph's topic and concluding sentences. They help to manage the information and relate them together."

"Ability to realize different clauses and phrases is helpful in understanding the meaning of the text and finding the main ideas e.g. relative clauses, adjective phrases ..."

"Some texts do not have many new words or complex structures but they have ambiguous and complex concepts."

Discussion

Learners' reflections were used as the main sources for analyzing the motivational and textual factors, determinants and affordances for reading. The first research question dealt with Iranian EFL learners' orientations of reading motivation constructs. EFL learners' motivation was investigated through administering the Motivation for Reading in English Questionnaire (MREQ). As the results of analyzing the questionnaire indicated, extrinsic motivation's mean score was slightly higher than that of intrinsic motivation. Extrinsic motivation contains external rewards (e.g., recognition), internal feelings (e.g., guilt), and societal values (e.g., importance) assigned to the target activity and intrinsic motivation includes the desire to engage in an activity for the enjoyment that it provides (Deci & Ryan, 1985; Ryan & Deci, 2000). Based on the Persian version

of MREQ, extrinsic motivation consisted of grades, recognition, compliance, competition, and social sharing dimensions and intrinsic motivation contained curiosity, involvement, and challenge. Among all the eight constructs, learners' motivation to improve their grades (extrinsic) and pleasure from being involved in reading a well-written text (intrinsic) was dominant among the other constructs while the social (extrinsic) dimension had the lowest mean score. It shows the participants' need and orientation toward learning opportunities including reading English for academic purposes and pleasure from reading, provide more motivational affordances than other dimensions. The results of this study reinforce the results of studies like those conducted by Komiyama (2013), Komiyama and McMorris (2017), Ro and Chen (2014), Cirocki and Caparoso (2016), and Xu and Durguno ğ lu (2019), in which intrinsic and extrinsic motivations have been used to orient the students' motivation to read both in L1 and L2. However, intrinsic and extrinsic motivations and their subdivisions have indicated different patterns of effectiveness.

The second research question dealt with Iranian EFL learners' perception of the motivational factors and affordances for reading including the motivational affordances of reflective learning. Analyzing the reflections confirmed again the emphasis on the dimensions like receiving good grades in reading and taking pleasure in reading something in English. The motivation constructs which fulfilled the learners' desires and academic needs and provided engagement in learning based on their needs created more positive affordances. Therefore, L2 reading texts reasonably more difficult than the learners' existing knowledge, and compatible with standardized reading tests and real life language in L2 were found to be more desirable. Simple tasks with items, which create no challenge or fun were found to be boring and learners believed them to hinder their engagement or cause negative affordances. Another factor, which was found to be effective in creating favorable learning opportunities and creating more affordances, was reading instruction. It seems that the learners' attitude toward their prior L2 reading instruction, including the teacher's role and the materials, besides being accustomed to read in L1, can be motivating and influential. Learning processes like reflective learning which provides appropriate opportunities for the learners to reflect, focus on their needs and interests, and think deeply about their actions can engage the learners more and create more motivational affordances. The results indicate the multidimensional nature of motivation and L2 reading motivation, consistent with Ro (2016), Ro and Chen (2014) and Komiyama and McMorris (2017), while the learners' need may affect their motivation orientations and the pattern can be different in L1 and L2.

The third research question dealt with effective textual factors and affordances based on the Iranian EFL learners' reflections. The results of analyzing the reflections indicated that textual features like the topic, text organization, writing clarity and medium of the text were also found to be effective for reading performance and in creating affordances based on the learners' perception. The results are in accordance with the results of studies like the one done by Ghorbani Shemshadsara et al. (2019) who examined the effect of raising text structure awareness on learners' reading comprehension ability. The findings

are also in line with those of Dewaele (2010) who studied the affordances of background knowledge as well as Thoms and Poole (2017) who investigated three different types of affordances including linguistic, literary, and social affordances. The findings reinforce the results of studies like Soltaninezhad (2018) who emphasized the role of cohesive devices or discourse markers in reading and also Anjomshoa and Zamanian (2014) who demonstrated the positive effect of vocabulary knowledge. It seems that texts with fair amount of new words and rich content are more favorable.

Writing reflections let the learners think deeply about their learning process and afford the focus on different aspects of it. However, the learners' willingness to write, writing ability, and their familiarity with monitoring and assessing themselves and their learning based on their real self might have affected the participants' writing. Results of the study cannot be completely generalized beyond the mentioned population and similar studies can be performed for learners at different levels of language proficiency and those who read with different purposes.

Conclusion

Investigating the effective factors and affordances for reading including motivational and textual ones perceived by the learners in a learner-oriented process has been the main rationale for the present study. It was performed through analyzing the learners' reflections, which were written regularly. It was found that learners can reveal psychological and textual correlates, factors and affordances through writing semi-structured reflections which make the deep thinking possible and let them indicate their reading-related needs during the process of learning and helps the learners to make decisions for their future learning. The results of such studies give awareness of the effective factors for reading and main sources of difficulties that the learners may encounter. Reflections can inform appropriate feedback, materials, and efficient teaching methods and techniques to meet the learners' immediate reading-related needs. This helps to improve teaching and learning effectiveness. Learners who are proficient enough to write in English can improve their writing skill through writing reflection as well.

Further studies can be implemented for different populations including both male and female learners with different levels of proficiency to find the differences in the perceived and effective psychological and textual factors and affordances and their effects on language learning. Further studies may also focus on different textual features and contextual elements as well as different cognitive, metacognitive and motivational constructs. Future studies may apply different forms of reflections and prompts. Reflections and reflective learning can also be applied to investigate the effects of different media, especially affordances of mobile or computer assisted language-learning which can be applied through e-reflections.

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Appendix A

باسمه تعالی

پرسشنامه انگیزه خواندن به انگلیسی^۱

لطفاً تمامی سوالات را به دقت مطالعه و با علامت «✓» گزینه مورد نظر را انتخاب نمایید.

۱. من دوست دارم به زبان انگلیسی بخوانم تا چیزی جدید در مورد مردم و چیزهایی که برایم جالب هستند یاد بگیرم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۲. من دوست دارم مطالب جالب زیادی به انگلیسی بخوانم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۳. وقتی راجع به چیزی جالب مطلبی به زبان انگلیسی می‌خوانم احساس خوبی دارم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۴. وقتی موضوع جالب باشد، مطالب سخت انگلیسی را با تمایل می‌خوانم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۵. خواندن در مورد چیزی که دوست دارم به زبان انگلیسی برایم سرگرم کننده و لذتبخش است.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۶. وقتی موضوعی جالب باشد، بسادگی خواندن آن را متوقف نمی‌کنم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۷. خواندن در مورد موضوعات جدید را به زبان انگلیسی دوست دارم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۸. وقتی ایده‌های پیچیده‌ای از مطالب انگلیسی یاد می‌گیرم، لذت می‌برم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۹. دوست دارم موضوعی که می‌خوانم مرا به فکر وادار کند.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۰. دوست دارم هنگام خواندن خودم را به چالش بکشم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۱. از خواندن داستانهای خوب بلند به زبان انگلیسی لذت می‌برم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۲. مطالب انگلیسی چالش برانگیز و سخت را دوست دارم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۳. وقتی تکلیفی جالب است، راحتتر می‌توانم مطالب انگلیسی دشوار را بخوانم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۴. بعضی اوقات وقتی که مطلب جالبی را به انگلیسی می‌خوانم، حساب زمان را از دست می‌دهم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۵. وقتی که معلم یا دوستانم مطلب جالبی می‌گویند، ممکن است بیشتر راجع به آن به زبان انگلیسی بخوانم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۶. دوست دارم به زبان انگلیسی بخوانم تا از دنیای اطرافم با خبر باشم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۷. دوست دارم سخت تلاش کنم تا بهتر از دوستانم بخوانم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۸. دوست دارم تنها دانش آموزی باشم که پاسخی در مورد چیزی که به انگلیسی می‌خوانیم، می‌داند.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۱۹. دوست دارم معلم بگوید که من بخوبی به زبان انگلیسی می‌خوانم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۲۰. وقتی که تکالیف خواندن را برای کلاس کامل می‌کنم سعی می‌کنم جوابهای درست و کاملتری نسبت به همکلاسیهایم بیابم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>
۲۱. وقتی به انگلیسی می‌خوانم، دوست دارم تکالیفم را قبل از بقیه تمام کنم.	۱. خیلی متفاوت با من <input type="checkbox"/>	۲. کمی متفاوت با من <input type="checkbox"/>	۳. کمی شبیه من <input type="checkbox"/>	۴. خیلی شبیه من <input type="checkbox"/>

^۱ ترجمه شده از پرسشنامه انگیزه خواندن به زبان انگلیسی (MREQ) (Komiya, 2013)

۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۲. دوست دارم همکلاسیهایم بگویند که بخوبی به زبان انگلیسی می خوانم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۳. دوست دارم در خواندن به زبان انگلیسی بهترین باشم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۴. وقتی بعضی همکلاسیهایم بهتر از من می خوانند، ترغیب می شوم تا مطالب انگلیسی بیشتری بخوانم (بیشتر تمرین کنم).
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۵. وقتی معلمم از من می خواهد تا بلند به زبان انگلیسی بخوانم احساس خوبی پیدا می کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۶. دوست دارم نظرات خوبی در مورد مهارت خواندنم بشنوم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۷. وقتی می خوانم، اغلب به این فکر می کنم که در مقایسه با دیگران در خواندن چطور عمل می کنم .
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۸. من خواندن به انگلیسی را تمرین می کنم، زیرا وقتی به سوالات معلمانم پاسخ می دهم احساس خوبی دارم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۲۹. وقتی دوستانم از من در تکالیف خواندن کمک می خواهند احساس خوبی پیدا می کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۰. اتمام بموقع تکالیف خواندن برای من مهم است.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۱. معمولا سعی می کنم تکالیف خواندن را به موقع تمام کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۲. کسب نمره خوب و داشتن سطح خوب در خواندن برایم مهم است.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۳. تکالیف خواندن را درست مطابق آنچه معلم از من می خواهد انجام می دهم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۴. برای دانستن اینکه چه نمره ای در خواندن می گیرم مشتاقم و انتظار می کشم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۵. دوست دارم تا برای بهبود نمراتم در مهارت خواندن بیشتر بخوانم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۶. وقتی که تکالیف خواندن نمره گذاری می شود، بیشتر تلاش می کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۷. تلاش می کنم تا در خواندن انگلیسی مهارت پیدا کنم تا در آزمونهای استاندارد نمره خوبی کسب کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۸. برای پیشرفت خواندن به انگلیسی تلاش می کنم چون دوست دارم نمره مهارت خواندن در آزمونهای استاندارد پیشرفت کند.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۳۹. خواندن به زبان انگلیسی را تمرین می کنم چون می خواهم نمرات خواندن بالاتری نسبت به دوستان و همکلاسیهایم در آزمونهای استاندارد کسب کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۴۰. بر روی مهارت خواندن کار می کنم زیرا لازمه عملکرد خوب در کلاسهای آتی من است.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۴۱. از اینکه برای دوستانم در مورد چیزهایی که در مطالب انگلیسی می خوانم حرف بزنم لذت می برم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۴۲. من و دوستانم مایلیم آنچه که می خوانیم را به اشتراک بگذاریم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۴۳. دوست دارم با دوستانم در مورد آنچه که به انگلیسی می خوانم صحبت کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من
۴۴. من دوست دارم در بحثهای کلاسی در مورد آنچه می خوانیم شرکت کنم.
۱. خیلی متفاوت با من ۲. کمی متفاوت با من ۳. کمی شبیه من ۴. خیلی شبیه من

Appendix B**Semi-Structured After-Reading Reflection Sheet**

Name:	Reading passage:	Reflection number:
☞ ☒ Note, comment, or plan for the next session.		
1	What was your goal and planning before beginning to read?	
2	What were the main ideas? (The whole text and each paragraph)	
3	How did you read and get the main points? List some of the activities you did during reading. Were they effective?	
4	What did you do when you did not understand one part? (one word or a sentence)	
5	How well did you read? Analyze your performance including your difficulties and possible solutions.	
6	What were your strengths and weaknesses in reading?	
7	What was effective in your reading?	
8	How did you feel during reading?	
9	What or who helped, encouraged or motivated you to read?	