



● Online ISSN: 3041-8909
March 2024 Volume 3, Issue 1

THIS ARTICLE IS AVAILABLE ONLINE AT
<https://elt.cfu.ac.ir>

Journal Of English Language and Literature Teaching
a biquarterly publication to be a source for researchers and applied linguists



ORIGINAL RESEARCH PAPER

The effect of mobile-assisted flipped classroom on students' reading strategies in Iran

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ABSTRACT

Keywords:

flipped class, reading strategies, traditional class, EFL learner

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The advent of flipped classrooms has created new opportunities to enhance English language learning. This study investigated the effect of implementing flipped instruction on Iranian secondary school students' reading strategies. This research was conducted with 30 elementary level learners in the 9th grade from a secondary school in Iran. Participants were assigned to experimental and control groups based on convenience sampling. To this end, the Quick Placement Test (QPT) was administered to 90 students to select 30 respondents to participate in this study. The researchers placed the respondents of the experimental group in a flipped classroom. In the flipped classroom, the teacher provided the materials via Shad in advance to the class. On the other hand, the control group was taught in the traditional classroom. Despite these two different methods of presenting the contents, students in both groups had the opportunity to take part in various learning activities in each classroom session. Based on a quantitative method, participants in both groups were pre-tested and post-tested through the Reading Strategy Questionnaire (Mokhtari & Sheorey, 2002) to examine the level of learners' reading strategy utilized before and after the treatment. Then, an Independent-Sample t-test was used to determine significance of differences between these two groups. Results revealed that there was a significant difference between the two types of instruction, and the flipped class outperformed the traditional one. Furthermore, the results of this study would indicate a number of pedagogical implications for curriculum designers, teachers and learners.

ISSN (Online): [3041-8909](https://doi.org/10.22034/jelt.2024.15132.1070)

DOI: [10.22034/jelt.2024.15132.1070](https://doi.org/10.22034/jelt.2024.15132.1070)

Received: 2023-10-30

Reviewed: 2023-12-23

Accepted: 2024-01-15

Pages: 73 to 94

Citation (APA): Samimi-Fard, R. (2024). The effect of mobile-assisted flipped classroom on students' reading strategies in Iran. *JELT Journal | Farhangian University*, 3(1), 73- 94.
doi: 10.22034/jelt.2024.15132.1070



1. Introduction

Reading is one of the most important skills in this modern world (Abbasian, & Azeez, 2021). According to Nasri and Biria (2016) reading plays a fundamental role in language learning and is known as a crucial skill for the successful performance of EFL learners in higher education. Moreover, reading ability aids readers to read English books with confidence (Yee, 2010). In this regard, having reading skills will aid students to understand meanings and interact with higher-level texts. Furthermore, these reading skills are essential for reading comprehension development (Snowling, 2012). Moreover, Rokhsari (2012) noted that reading is not just the process of analyzing vocabulary and structure of the sentences; it needs different reading strategies to read successfully in English. According to Jafari and Shokrpour (2012), strategy use is different in more and less proficient readers, while more proficient readers use different types of strategies in different ways.

Over the years, the higher education systems of many countries have developed their courses in traditional and formal education (Paudin, 2017). Along with the advent of technology in pedagogy, flipped classroom has become more popular in educational literature and widely explored by researchers throughout the world (Evseeva & Solozhenko, 2015; Moranski & Kim, 2016; Yilmaz, 2017; Webb & Doman, 2016). The flipped model is an approximately new teaching strategy that seeks to move formerly homework and application assignments into the classroom by lecturing outside the classroom, which is provided electronically (Educause, 2012).

The focus of flipped learning is to develop students' engagement, strengthening group-based skills, classroom discussion, and creative freedom of faculty while maintaining a standardized module (Millard, 2012). Additionally, in a flipped model, students watch video lectures before the class and the class time is spent on engaging students in learning activities (Schultz et al., 2014). A basic idea and approach to provide reversed content involves developing pre-recorded videos containing basic theoretical concepts of lessons that allow students to watch before the class time and get ideas for the topic of the next lecture (Bishop et al., 2013). The need to investigate the effects of flipped classrooms on language learning is crucially important. According to Wang (2016), flipped classrooms have positive learning effects on student learning

performance and the use of technology facilitates the implementation of flipped classrooms. Thus, there seems to be a clear need for research on flipped classroom and its effects on learners' reading strategies. Moreover, flipped classroom is one of the competencies that teachers need to develop in their teaching. The present study aims to open a discussion about flipped classroom and reading strategies in English contexts.

2. Review of the Literature

Flipped classroom

With the advancement of technology, the flipped approach was introduced to teaching context, where teachers could save classroom time by removing the main teaching content outside of the classroom (Samiei & Ebadi, 2021). The flipped classroom is familiar by several names, including the inverted classroom, blended learning and, the flipped classroom (Bergmann & Sams, 2013). Additionally, Bergmann and Jonathan (2012) noted that "basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.13). In this model, the traditional instruction is "flipped", so that students receive instructional resources at home, and class time is devoted to other educational activities. The flipped classroom replaces traditional learning by providing lesson content online, usually before class, and then engaging learners in interactive group learning and critical problem-solving activities conducted under the direction of an instructor (Herreid & Schiller, 2013; Milman, 2012). Similarly, Tucker (2012) maintained that the main concept of the flipped classroom is to rotate the traditional teaching method.

The flipped classroom is different from traditional online learning environments. In a flipping classroom model, a series of video lectures are provided and supported by face-to-face classroom discussions and individual aids. Thus, this model allows students to fast-forward through examples they already understand, or revisit topics which may require more practice (Goodwin & Miller, 2013). Unlike traditional instruction, which often includes a large amount of content at once, video lectures allow you to break

lectures into parts (Brecht & Ogilby, 2008). Moreover, Yousefzadeh and Salimi, (2015) stressed that flipped classroom improve students' learning and achievement by exchanging the traditional model of a classroom, emphasizing class time on student understanding rather than on lecture. In this line, Fulton (2012) stressed that flipped classroom aids students to develop at their own pace, access lessons at any time to enjoy better use of classroom time, etc. Additionally, Boucher et al. (2013) believed that devoting time differently in a flipped classroom has many advantages: more time for interaction and clarification, more time for deep understanding of concepts, and more time for additional learning objectives.

Many teachers use a flipped classroom model, in which their students study teacher-recorded materials at home and complete their assigned homework and assignments at school (Baker, 2000; Fulton, 2012; Mohammadi et al., 2019; Salimi & Karimabadi, 2020; Toto & Nguyen, 2009). For instance, Tucker (2012) argued that the teacher prepares session-related materials for the students on the learning platform, then learners study the materials at home, and the class time is devoted for problem-solving and group activities. Moreover, some scholars suggested that blended learning involves a shift from teacher-centered to student-centered learning (Bergmann & Jonathan, 2012; Onyema et al., 2021). For instance, Onyema et al. (2021) believed that the FC model promotes learner-centered learning and problem-solving skills. Therefore, prior to class time, the content is developed and provided to the learners, and then they read, interpret, and synthesize new concepts of the materials. Moreover, Educause (2012) stressed another benefit of flipped classrooms. He claimed that in these classrooms, instructor responsibility decreases for student learning to enhance student responsibility. In fact, students in this model basically have a more active role and ultimate responsibility for their learning (Gallagher, 2009). Therefore, flipping the classroom can help students learn to take more responsibility for their own learning (Laman et al., 2012).

Meanwhile, besides many merits of the flipped model, there are some critics to this approach. Milman (2012) pointed out some issues related to the flipped model, including low quality of the provided videos, conditions in which the students view the video, inability to monitor comprehension, and use a second language learner. Moreover, teachers are concerned that their role will be decreased, the students who participate in extra-class lessons will not be interactive anymore, and a lack of

responsibility for learners out of class instruction, and teachers need more cost and time to create instructional materials (Mull, 2012). Also, it is worth mentioning that online courses have developed over the past decade, especially at the academic level. But, students often criticized the low interaction and communication in online-based courses (Gecer & Dag, 2012).

Reading

Reading is certainly an important activity for expanding knowledge in a language class (Petel & Preveen, 2008). Reading helps learners to gather information, broaden their knowledge of different subjects and thus helps them achieve their learning goals (Renandya & Jacobs, 2002). In this line, Anderson (2003) defined reading as “the ability to read at an appropriate rate with adequate comprehension” (p. 8). Moreover, Grabe (1991) stated that reading is an essential skill for second language learners to acquire in an academic environment.

According to Tierney and Readence (2005), learning to read is recognizing the words and understanding the text. One of the main ways to improve and activate reading is to use reading strategies. Learners can better understand the purpose of text by using reading techniques such as skimming, scanning, guessing, and finding out (yousefian, 2015). In this regard, Urquhart and Weir (1998) defined reading strategies as “ways of getting around difficulties encountered while reading the written text”. Also, the readers use a variety of reading strategies to accomplish a purpose of reading (Anderson, 2003). In addition, Sheorey and Mokhtari (2001) stated that the practical use of reading strategies differentiates skilled readers from unskilled readers. The purpose of reading strategies is to gain general knowledge, understand specific details, find the main idea, learn to remember, and summarize the text (Hyland, 1990).

Since the late 1970's, so many researchers have explored the importance of reading strategies and its relationship between reading strategies and successful and unsuccessful second language reading (Carrell, 1998; Jimenez et al., 1995; Pearson & Fielding, 1991). There are many reading strategies employed by learners in a second language context. Pressley and Afflerbach (1995) identified several key strategies

including: (a) previewing; (b) searching for the important information; (c) making inference; (d) using prior knowledge; (e) changing strategies when understanding is not good; and (f) monitoring understanding. Moreover, there are some strategies for reading, as Brown (2001, pp. 306-309) states:

1. Identify the purpose of reading. Efficient reading consists of clearly identifying the purpose in reading something.
2. Skim the text for main ideas.
3. Scan the text for specific information. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept.
4. Use semantic mapping or clustering.

Empirical background

Several studies have been conducted to explore the impact of flipped classrooms on students' language skills (e.g., Abaeian & Samadi, 2016; Fathi & Rahimi, 2020; Hajebi, 2020; Khodabandeh & Naseri, 2021; Mohammadi et al., 2019; Namaziandost et al., 2020). For instance, Al-Harbi and Alshumaimeri (2016) investigated the impact of flipped classrooms strategy in teaching English grammar on secondary school students' performances, perceptions, and attitudes toward learning English independently. The results revealed that the flipped classroom approach has a significant role in developing the students' grammar performances, but this difference was not statistically significant. Moreover, regarding the use of reading strategies among learners, Poole (2005) explored the reading strategies of 248 university ESL students from the Midwest and South of the United States. To this end, he used the Survey of Reading Strategies (SORS) among learners. Results indicated that problem-solving strategies were used with high frequency and supportive strategies were used with moderate frequency.

In another study, Khodabandeh and Naseri (2021) examined the impact of flipped teaching strategies on students' vocabulary learning and skimming technique in a sample of 90 EFL learners in Iran. The data analysis revealed that blended and flipped teaching strategies had a positive effect on improving students' English vocabulary learning and skimming skills. Moreover, Mohammadi et al. (2019) conducted a study to examine the achievement of EFL learners in a flipped classroom model. The results

demonstrated that in comparison to the control group, participants in the experimental group illustrated better performance and had more willingness for communication. Moreover, Hajebi (2020) explored the effect of the flipped model as a supporting plan on the English development of EFL learners in super-intensive courses in Iran. The results demonstrated that the flipped approach improved students' learning of English and enhanced their motivation toward learning.

In a recent study, Namaziandost et al. (2020) investigated the effect of the FC model on EFL learners' listening performance and similarly, the results determined that the experimental group which was instructed by the FC model outperformed the control group with traditional instructions. In another study, Abaeian and Samadi (2016) examined the effect of flipped classroom on Iranian EFL learners' L2 reading comprehension with different proficiency levels. About 100 female EFL learners participated in this study. The results revealed that the experimental group performed significantly better than the control group. Also, the intermediate learners benefit from flipped techniques more than upper intermediate learners. Additionally, Fathi and Rahimi (2020) examined the effect of FC on EFL learners' writing complexity, accuracy, and fluency. The results revealed that learners' writing has been enhanced after receiving the flipped classroom instruction.

Some studies have revealed that the academic performance of students can be improved via the FC approach (Schultz et al., 2014). In order to find the impact of the flipped approach on Iranian secondary school students' reading strategies, an experimental study which had a pretest-posttest control group design was carried out. Despite the rapidly expanding researches on the benefits expected from the flipped approach, scant research has explored its effects on EFL classrooms in Iran's secondary schools. There is a significant knowledge gap in terms of acceptability and adaptability of the flipped classroom concept among students, and using reading strategies in the EFL context. This study aids to address this gap. In fact, there is a need to investigate the effects of the flipped classroom approach on Iranian secondary school students' reading strategies within the context of an English language classroom. Also, its results might help EFL teachers to improve learners' reading comprehension. Considering the

objective of the study, the following research questions and hypotheses were formulated:

RQ1. Does the FC approach have any significant effects on Iranian secondary school students' reading strategies?

Based on the above question, the following hypotheses were developed:

H1. Flipped classroom has an effect on Iranian secondary school students' reading strategies.

H0. Implementing flipped classrooms does not have any significant effect on Iranian secondary school students' reading strategies.

3. Method

3.1 Participants

Based on a convenience sampling method, the present study was conducted with a sample of 30 elementary language learners who were selected among 90 students in the 9th grade from a secondary school in Iran. All the selected respondents were male students with the age range of 14-16 years old. Their English level is determined by the result of a Quick Placement Test (QPT). Based on the test results, the participants were all elementary level and randomly assigned into an experimental group (flipped classroom) and a control group (traditional classroom), with 15 students in each group.

3.2 Instruments

The initial instrument that was employed in this study was a quick placement test to determine the proficiency level (i.e., elementary, pre-intermediate, intermediate) of the participants for this study. To this end, the Pearson Longman Placement test was utilized in this study. This test consisted of 100 multiple-choice items, measuring vocabulary and grammar knowledge of the learners. According to its results, the students who scored between 21 and 35 were elementary and considered the target sample of this research.

In this study, the data were collected through a quantitative data collection instrument. In this regard, the Reading Strategy Questionnaire was used as a quantitative data collection tool. The questionnaire of this study was adapted from Mokhtari and Sheorey (2002). This instrument was field-tested by researchers in different populations of English learners and was found to have acceptable validity and reliability data ($\text{Alpha} = .93$) which are described in Mokhtari and Sheorey (2002). The rationale for choosing this questionnaire was that it had already been utilized, and its reliability and validity had been confirmed. This reading strategy questionnaire was implemented as a pre-test to obtain significant insights into the learners' current level of reading strategy usage. Again, after the treatment, this questionnaire was applied as a post-test to determine whether there is any significant difference in the frequency of the learners' reading strategy used between the pre-test and post-test. The questionnaire consisted of 30 items and each item has a five-point Likert scale as follows: (5) Always, (4) usually, (3) sometimes, (2) only occasionally, and (1) never.

Moreover, regarding the materials of this study, different texts were chosen from *Select Readings – elementary 2nd edition* by Lee (2011). The texts include a wide variety of topics with different levels of difficulty. In each text, the focus is on the following reading strategies: skimming, scanning for particular specific information, taking notes, guessing the meaning of some words from the context, understanding sentence structure, previewing, finding the main idea, activating prior knowledge, using context clues, and visualizing, respectively. These reading texts were chosen based on the age, language level, and interests of the learners. These texts were also selected, drawing on their suitability for the strategies they would utilize.

3.3 Procedure

The total sessions of the study were 10 sessions. One session was devoted to quick placement test, one to pre-test, one to post-test, and finally 7 sessions were devoted to treatment of the study. In conducting this study, the following procedures were followed:

As the first step, a total number of 90 EFL students in a secondary school in Iran were selected to participate in this study. Next, based on the Quick Placement Test (QPT) adopted from the Pearson Longman English Test, the homogeneity of the selected respondents was verified in terms of English language proficiency. Afterward, based on

the random selection procedure, 30 Iranian EFL learners were randomly assigned into experimental and control groups, each of which consisted of 15 students. Moreover, before the treatment, the Reading Strategy Questionnaire was administered as a pre-test to determine the current level of reading strategy usage of the learners in both control and experimental groups.

The experimental group received the treatment condition for their reading strategies and the teacher avoided the traditional classroom instruction in this group. The instructor created a variety of reading instruction videos as a part of the treatment plan, in which the instructor covered reading passages that were going to be taught during the sessions. The researcher used the Shad application to send the materials to the respondents of this group. Both teachers and learners knew how to work with this application and could easily post messages, audio, video, and have online interaction via this application. In each session, one reading strategy was taught through video lessons and practiced via several reading texts. When the participants came to the class, they had prior knowledge about the topic and students participated in class activities, and practiced what they had learned.

On the other hand, the control group did not receive any treatment. In contrast to the experimental group, the instruction in this group followed the traditional in-class method. In this group, the researcher did not use any online-based applications and activities to teach the reading strategies in the pre-class stage. For each session in the traditional class, a text was given to all the participants, and they saw the text for the first time without any prior knowledge. After that, the researcher provided background knowledge for the students and after teaching each text, the students were required to answer a number of questions about the text. This procedure continued until the last session to teach different reading strategies. The post-test, which was the same as the pre-test, was administered to both the experimental and control groups in order to see whether flipped instruction had any significant effect on EFL learners' reading strategies.

4. Data Analysis

After gathering the required number of completed questionnaires, the collected data were entered into the SPSS software for analysis. The collected data were analyzed and interpreted according to the objective of the study. Firstly, the Kolmogorov-Smirnov (K-S) test was used to check the normality of the gathered data. Then, descriptive and inferential statistics such as independent samples t-test and mean score were used to determine the significance of differences between these two groups.

5. Results

This study tried to investigate the effect of the flipped classroom on students' achievement of reading strategies. To answer the research question, the collected questionnaires were analyzed. First, in order to check the prior knowledge of the participants and examine the level of learners' reading strategy utilized before and after the treatment, an independent samples t-test was employed to examine whether there is any significant difference between the experimental and control group level of proficiency or not. Descriptive statistics and the results of the pre-test are presented in the following table.

Table 1.

Descriptive statistics and t-test results for pre-test scores

Group	N	Mean	SD	P-value	t
Flipped class	15	3.05	.33	.08	-1.8
Traditional class	15	3.27	.32		

Table 1 shows a comparison between the flipped and the traditional group according to their pre-test grades. As it is illustrated in Table 1, there was no significant difference between the flipped class (M=3.05, SD= .33) and the traditional class (M=3.27, SD= .32). Thus, two groups of participants had similar background knowledge before

participating in the experiment. Additionally, it is worth mentioning that the researchers performed a t-test to measure the distinction between the experimental and the control group before implementing the flipped approach. The test results ($t = -1.8, p > 0.05$) indicated that the two groups extremely have the same level of English language proficiency.

After administering the pre-tests, the experimental group was instructed by the flipped approach and the control group was taught in the traditional way during the sessions. Next, a post-test was conducted to check the effectiveness of flipped approach. Descriptive statistics and the results of the post-test are presented in Table 2.

Table 2.

Descriptive statistics and t-test results for post-test scores

Group	N	Mean	SD	P-value	T
Flipped class	15	4.3	.23	.00	18
Traditional class	15	2.5	.30		

As shown in table 2, the mean score of the experimental group is higher than the control group which is approved and confirmed the effect of the flipped classroom on the students' achievement of reading strategies. More specifically, it can be said that there was a significant difference between the flipped group ($M = 4.3, SD = .23$) and the traditional group ($M = 2.5, SD = .30$) in that flipped class outperformed the traditional class. To examine the significance of the difference between flipped class and traditional class, an independent samples t-test was performed. The test results ($t = 18, p < 0.05$) indicated that there was a significant difference between the two groups in the post-test result.

6. Discussion

The present research aimed to investigate the effects of flipped classroom instruction on reading strategies of Iranian EFL students. The participants were divided into experimental and control groups to check the effect of the flipped approach as the treatment of the experiment in the EFL context. Results revealed that there was a significant difference between the two types of instruction and the flipped class outperformed the traditional class and this is in line with most of the studies in related literature (e.g., Abaeian & Samadi, 2016; Abedi et al., 2019; Day & Foley, 2006). For instance, Abedi et al. (2019), concluded in their study that the experimental group instructed in flipped classrooms outperformed the control group in the post-test. Similarly, Namaziandost et al. (2020) concluded that the experimental group had better performance in comparison with the control group.

Based on the obtained data, there were no significant differences between the experimental and the control groups in their pretest results, so that they were extremely at the same level of the English language proficiency level before conducting the study. On the other hand, the post-test scores reflected a great impact of the flipped classroom on the experimental group compared with the control group's results. Therefore, it can be implied that flipped classroom has become effective in teaching reading strategies, since it provides learners with enough time to practice in the classroom. This finding is consistent with Arifani et al. (2020), which stressed the positive effects of an online-based flipped classroom learning method on learning outcomes. Along with these findings, Khodabandeh and Naseri (2021) concluded that flipped teaching strategies had a positive effect on improving students' English vocabulary learning and skimming skills. Moreover, the flipped classroom developed the learners' reading strategies because it depends on the communication skills and interaction for doing tasks and activities in the classroom, which shifts the students from passive into active participants. In this line, Yousefi (2017) highlighted that flipped classrooms improved students' communication skills and performance.

7. Conclusion

To sum up, this study investigated the effect of a flipped classroom approach on Iranian secondary school learners' reading strategies by implementing pre-test and post-test to compare the flipped class with the traditional one. Based on the obtained results of the study, it is revealed the flipped class instruction has a greater impact on students' reading strategies learning. According to the statistics, the participants performed differently when they received instructions based on the flipped class. The mean score of the students improved in the flipped class model. Therefore, it can be concluded that a flipped class approach can help learners perform better than traditional classes.

This study provides implications for curriculum developers and language teacher trainers to administer some in-service courses regarding the flipped approach and its effect on learners' language skills. Considering the findings of this study, EFL teachers should be aware of the process of the flipped classroom and its advantages over the traditional classroom. Moreover, instructors should attend courses to develop their ability and knowledge of what and how to teach reading. Regarding the future studies, more studies should be conducted to examine the impact of the flipped approach on learners' achievement over a longer length of time. Also, further research should be done with larger samples.

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Appendix

هدف این نظرسنجی جمع‌آوری اطلاعات درباره استراتژی‌های مختلفی است که هنگام خواندن متون آموزشی مرتبط با مدرسه به زبان انگلیسی استفاده می‌کنید (مانند خواندن کتاب‌های درسی برای انجام تکالیف یا امتحانات، خواندن مقالات ژورنال، و غیره). هر عبارت با پنج مولفه طیف لیکرت (خیلی کم-کم-متوسط-زیاد-خیلی زیاد) نمره گذاری شده است. پس از خواندن هر عبارت، عدد (1، 2، 3، 4، 5) را که برای شما درست می‌باشد را انتخاب کنید. توجه داشته باشید که برای هیچ یک از موارد این نظرسنجی پاسخ درست یا غلطی وجود ندارد.

1	2	3	4	5	سوالات
خیلی کم	کم	متوسط	زیاد	خیلی زیاد	
					1. هنگام خواندن هدفی در ذهن دارم.
					2. هنگام مطالعه یادداشت برداری می‌کنم تا به درک آنچه می‌خوانم کمک کند.
					3. من به آنچه می‌دانم فکر می‌کنم تا به درک آنچه می‌خوانم کمک کند.
					4. قبل از خواندن متن، نگاهی کلی به متن می‌اندازم تا به موضوع متن پی ببرم.
					5. وقتی متن دشوار می‌شود، با صدای بلند می‌خوانم تا به درک آنچه می‌خوانم کمک کند.
					6. به این فکر می‌کنم که آیا محتوای متن با هدف خواندن من مطابقت دارد یا خیر.
					7. آهسته و با دقت می‌خوانم تا مطمئن شوم آنچه را که می‌خوانم متوجه شده‌ام.
					8. ابتدا متن را با توجه به ویژگی‌های آن مانند طولانی بودن متن و الگو بررسی می‌کنم.
					9. سعی می‌کنم زمانی که تمرکز را از دست می‌دهم، دوباره به مسیر اصلی خواندن متن برگردم.
					10. زیر اطلاعات موجود در متن خط یا دایره می‌کشم تا به من کمک کند آن‌ها را به خاطر بسپارم.
					11. من سرعت خواندن خود را با توجه به آنچه می‌خوانم تنظیم می‌کنم.
					12. هنگام مطالعه تصمیم می‌گیرم که چه چیزی را از دقیق بخوانم و چه چیزی را نادیده بگیرم.
					13. من از منابع مرجع (مثلاً فرهنگ لغت) استفاده می‌کنم تا به درک آنچه می‌خوانم کمک کند.
					14. وقتی متن دشوار می‌شود، به آنچه می‌خوانم توجه بیشتری می‌کنم.
					15. از جداول، شکل‌ها و تصاویر موجود در متن برای افزایش درک خود از متن استفاده می‌کنم.

					16. هر از گاهی در هنگام خواندن متن توقف می‌کنم و به آنچه می‌خوانم فکر می‌کنم.
					17. من از سرنخ‌های موجود در متن استفاده می‌کنم تا به درک بهتر آنچه می‌خوانم کمک کند.
					18. برای درک بهتر مطالبی که می‌خوانم، بازنویسی می‌کنم (ایده‌ها را با کلمات خودم بازگو می‌کنم).
					19. من سعی می‌کنم اطلاعاتی را به تصویرسازی یا تجسم کنم تا در یادآوری مطالبی که خوانده‌ام کمک کند.
					20. برای شناسایی اطلاعات کلیدی از ویژگی‌های نگارشی مانند پررنگ و مورب کردن حروف استفاده می‌کنم.
					21. اطلاعات ارائه شده در متن را به صورت انتقادی تحلیل و ارزیابی می‌کنم.
					22. هنگام خواندن متن به ابتدا و انتهای آن می‌روم تا روابط بین ایده‌های موجود در متن را پیدا کنم.
					23. وقتی با اطلاعات جدیدی مواجه می‌شوم، درک خود از متن را بررسی می‌کنم.
					24. هنگام خواندن سعی می‌کنم حدس بزنم که محتوای متن درباره چیست.
					25. وقتی متن سخت می‌شود، آن را دوباره می‌خوانم تا درکم بیشتر شود.
					26. من از خودم سؤالاتی می‌پرسم که دوست دارم در متن به آنها پاسخ داده شود.
					27. بررسی می‌کنم که حدس‌هایم درباره متن درست است یا غلط.
					28. وقتی می‌خوانم، معنای کلمات یا عبارات ناشناخته را حدس می‌زنم.
					29. هنگام مطالعه، من از انگلیسی به زبان مادری خود ترجمه می‌کنم.
					30. هنگام مطالعه، به اطلاعات موجود در متن، هم به زبان انگلیسی و هم به زبان مادری ام فکر می‌کنم.