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AĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE DEVELOPMENT OF STUDENTS' USE OF READING COMPREHENSION
STRATEGIES IN ENGLISH TEXTS**

THESIS BY
Selen ZAYLAK

SUPERVISOR
Assist. Prof. Dr. Hlyya YUMRU

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ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of **“THE DEVELOPMENT OF STUDENTS’ USE OF READING COMPREHENSION STRATEGIES IN ENGLISH TEXTS”** is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.


Supervisor- Head of Examining Committee: Assist. Prof. Dr. Hülya YUMRU


Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ


Member of Examining Committee: Assist. Prof. Dr. Erol KAHRAMAN

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.


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26.04.2013

Selen ÖZÇAYLAK

ÖZET

ÖĞRENCİLERİN İNGİLİZCE METİNLERİ ANLAMADA OKUMA STRATEJİLERİ KULLANIMLARINI GELİŞTİRME

Selen ÖZÇAYLAK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yard. Doç. Dr. Hülya YUMRU

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Bu çalışma, öğrencilerin ingilizce metinleri üzerinde çeşitli okuma stratejileri kullanımlarını geliştirmek amacıyla gerçekleştirilmiştir. Araştırma, Çağ Üniversitesi Meslek Yüksekokullarında yapılmıştır. Çalışmanın katılımcılarını, 2011- 2012 akademik eğitim yılında, temel ingilizce seviyesinde eğitim gören 20 kişilik bir öğrenci grubu oluşturmaktadır. Veri toplama aracı olarak, çalışma başında ve sonunda olmak üzere okuma stratejileri anketi ve doküman analizi kullanılmıştır. Yapılan araştırma sonucunda, 8 haftalık strateji eğitimi ardından, öğrencilerin okuma metinlerini anlamaya çalışırken; çeşitli okuma stratejileri kullanımlarında artış tespit edilmiştir. Aynı zamanda, öğrencilerin stratejiler yardımıyla İngilizce metinlere daha fazla odaklandıkları ve metinleri daha rahat anladıkları saptanmıştır. Öte yandan, bu araştırma, öğrencilerin çeşitli okuma stratejileri kullanımlarını geliştirmenin yanısıra, ingilizce metinlerini daha kolay anlayabilmek için strateji kullanımının önemini ortaya koyabilir. Bu çalışmadan elde edilen bulgular ışığında üniversitelere, okullara ve ingilizce öğretmenlerine önerilerde bulunulmuştur.

Anahtar Kelimeler: Okuma, Okuma Stratejileri, Okuduğunu Anlama

ABSTRACT

THE DEVELOPMENT OF STUDENTS' USE OF READING COMPREHENSION STRATEGIES IN ENGLISH TEXTS

Selen ÖZÇAYLAK

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In this study, it is aimed to develop the use of reading strategies by the students. This study was carried out in Higher Vocational School of Cag University in 2011-12 academic year. The participants of this study included 20 beginner level EFL students. It was designed and developed as an action research project (Kemmis and Mc Taggart, 1988). In this model, a self-reflective spiral consists of four phrases; planning, acting, observing and reflecting. Data was also collected to document the actions and ideas of the students involved in this research. A reading strategy survey was used as a pre-test to identify which strategies the students were aware of and a post-test to see if an eight week strategy development programme resulted in an increase in students' use of reading strategies. In the lights of the study, it was identified that eight-week reading strategy development programme resulted in an increase in students' use of reading strategies. It was also found out that in week five and six, the students showed more motivation and more focused on their reading through various reading strategies.

Key Words: Reading, Reading Strategies, Development of Reading Comprehension

ABBREVIATIONS

EFL: English As A Second Foreign Language

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CHAPTER 1

1. INTRODUCTION

1.1. Background to the Study

Reading is a complex process of comprehension in which readers make use of different reading strategies, linguistic knowledge along with their background knowledge related to the text and structure to achieve their purpose for reading (Peregoy & Boyle, 2001).

According to Gardner (1987), reading strategies are described as an action or series of actions so as to construct the meaning. Barnett (1988) also explains “strategy means the mental operations, involved when readers purposefully approach a text to make a sense of what they read” (p. 66). In other words, integration and application of the reading strategies are essential to the development of a better reading comprehension.

Studies in second language reading reveal that a variety of reading strategies are used by the learners for a better comprehension of a text. Therefore, reading strategies indicate how readers conceive of a task, how they make sense of a text and what they do when they have troubles in comprehending. Above all researches, it is clearly stated that reading strategies enhance reading comprehension and overcome the problems during reading process (Singhal, 2001).

The main purpose of this study is to develop the use of reading strategies by the students in Higher Vocational School of Cag University. This might indicate students’ development in comprehending reading texts by the use of various reading strategies.

1.2. Statement of the Problem

The students who study in Higher Vocational of Cag University have difficulties in comprehending reading texts. Since the early seventies, students who learn foreign languages have been taught ways of using variety of reading strategies in order to understand the text properly. These strategies include skimming, scanning, contextual guessing, reading for meaning, utilizing background knowledge and so forth. Reading strategies indicate how readers’ conceive of a task, how they make sense of a text and what they do when they have troubles in comprehending. Above all researches, it is clearly stated that reading strategies enhance reading comprehension and overcome the problems during reading process (Singhal, 2001).

Accordingly, the purpose of the study is two fold. Firstly, it aims to develop the use of reading strategies by the students in Higher Vocational School of Cag University. This might

indicate students' development in comprehending reading texts by the use of various reading strategies. Secondly, it attempts to identify if the students are aware of the importance of reading strategies to comprehend a reading text better. Following this line of thought, the study aims to find the answers to the following questions

1.3. Research Questions

- 1.How can I develop a reading strategy development programme?
- 2.What are the reading strategies used by the students in my class in Higher Vocational School of Cag University?
- 3.Does an eight week reading strategy development programme result in an increase in students' use of reading strategies?

1.4. Significance of the Study

Reading can be viewed as an interactive process between the reader and the text (Grabe, 1991). According to Grabe (1991), effective reading is rapid, purposeful, comprehending. Therefore, reading refers to a very complicated process. For that reason, it is highly significant for learners to use appropriate reading strategies to increase their comprehension. It can be stated that lower proficiency students in second language have some difficulties in using appropriate reading strategies to comprehend a reading text. According to Saricoban (2002), learners' reading skills and comprehension should be developed by language instructors by the use of systematic practice and questioning techniques or strategies. Therefore, this study might be helpful since the purpose is to develop the use of reading strategies by the students. This might indicate students' development in comprehending reading texts by the use of various reading strategies. This study also might be helpful to identify which reading materials work with students to develop the use of reading strategies in the future.

1.5. Operational Definitions

Reading:“Reading is an active process of comprehending where students need to be taught strategies to read more efficiently (e.g. guess from context, define expectation, make inferences related to text” (Goodman, cited in Carrell and Eisterhold, 1983, 554).

Strategy: Strategies are described as learning techniques, behaviours, problem-solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989).

Metacognitive Strategies: Metacognitive strategies refer to “checking the outcome of any attempt to solve a problem, planning one’s text move, monitoring the effectiveness of any attempt action, testing, revising and evaluating one’s strategies for learning” (Brown, 1994, p.115).

Cognitive Strategies: Cognitive strategies are defined as mental processes directly deal with the processing of knowledge so as to learn (Williams & Burdens, 1997).

Bottom up model: Bottom up model is defined as “common sense notion” that refers to a process of decoding, identifying letters, words, phrases, sentences in detailed to comprehend the meaning in reading (Goodman, 1998, p. 11).

Top down model: Top down model is described as “the selection of the fewest and the most productive elements from a text so as to make a sense of it” (Lynch & Hudson, 1991, p. 218) and considers the reading process as an active “psychological guessing game” (Carrell, 1998, p. 2).

Schema Theory: Schema theory is defined as belief that "every act of comprehension involves one's knowledge of the world as well" (Anderson et al. in Carrell and Eisterhold 1983:73). Thus, readers develop a coherent interpretation of text through the interactive process of "combining textual information with the information a reader brings to a text" (Widdowson in Grabe, 1988, p.56).

CHAPTER 2

2. REVIEW OF THE LITERATURE

2.1. Introduction

The history of language teaching involves instructional approaches, methods and techniques to help students acquire four basic skills; speaking, listening, reading and writing. For many years, there have been some discussions about the best way for a language course to teach each of these skills. Brown (2001) states that the study of four basic skills has less impact on language learning process when they are isolated individually. It means that reading without writing or speaking without listening is hard to do and less effective. Thus, these skills are improved rapidly when they are combined. Among these skills, reading is considered as the most important skill to master. Basically, the reason for reading is to share the ideas on the page. In reading, one may read for pleasure or in order to get the knowledge. Therefore, one reads various types of texts in many ways for different purposes. On the other hand, reading has a significant impact on language learning process for the fact that reading process may improve overall language comprehension, a part of listening skill or a part of vocabulary teaching (Brown, 2001).

2.2. The Definition of Reading

There are different definitions of reading. "Reading is a thinking process, is part of everything that happens to you as a person and comprehending a text is intimately related to your life" (Fountas & Pinnell, 2006, p. 7). From this point of view, there is a strong interrelationship between the reader and the text in this complex process in which the readers interprets opinions and impressions from an author through the printed word. It is a psycholinguistic guessing game which enhances the interaction between the readers' opinions, experiences and the writer's language. Anderson (1999) also supported the idea that reading is an active process in which the reader construct the meaning from a written text. It means a synergy appears in reading between the text and the reader's background knowledge and experiences. In this way, it is approved that reading is an active skill consisting of constant guessing, predicting, checking and asking oneself questions. The reader should be actively involved in the process to be able to get the meaning of the text, make hypotheses about what the writer intends to say. To be a good reader, one has to build frameworks to connect words to thoughts. For that reason, the reader should be able to extract the required information from it as efficiently as possible. This requires many skills and strategies that

build one upon another (Cihan, Çavuşoğlu and Şahin, 2002). However, in the ESL/ EFL reading class, students face with reading comprehension problems. For many years, there have been a lot of studies on reading comprehension. “Comprehension is a consuming, continuous and complex activity, but one that, for good readers, is both satisfying and productive” (Duke & Pearson, 2002, p.2).

For a better comprehension, teachers should help students acquire the strategies and processes used by good readers. Therefore, teachers should help students how to use the skills and knowledge in the first language, how to develop vocabulary skills and how to use background knowledge for a better reading comprehension. Students should be also encouraged how to successfully orchestrate the use of reading strategies in a meaningful way (Anderson, 1991). In this way, the responsibility falls on the shoulders of the teachers to teach students about reading strategies and how to apply them. Teachers have to encourage students to utilize various reading strategies (Yigiter, Saricoban, & Gurses, 2005). It is obvious that comprehension will occur when the reader has some knowledge of content and repertoire of reading and learning strategies. Therefore Reader’s ability to manage his or her own learning also has an important impact to improve reading comprehension. This ability is called as “metacognition”. Flavell (1976) describes this term as “one’s knowledge concerning one’s own cognitive processes and products or anything related to them”. He also states that metacognition involves “the active monitoring and consequent regulation and orchestration of information processing activities” (Flavell, 1976, p. 232).

Baird (1990, p. 184) also supports the ideas with the definition: “Metacognition refers to the knowledge, awareness and control of one’s own learning”. In this way, students can be aware of their own learning process and it may help readers, to some extent, enhance learners’ comprehension by improving learners’ thinking ability.

According to many researchers, there is a connection between metacognitive awareness and reading comprehension. Brown (1982) emphasizes that the term “metacognition” refers to the ability about learners’ awareness of their cognitive resources. For that reason, metacognitive awareness has a great impact on reading comprehension (Brown and Palincsar, 1982). Readers are able to monitor and evaluate their performance in understanding what is being read by the use of metacognitive strategies. Such strategies consist of directed attention and self-evaluation, organization, setting goals and objectives, seeking practice opportunities and so forth. In the context of reading, self-monitoring and correction of mistakes are the examples of metacognitive strategies. It is significant to recognize that these strategies can be used to facilitate learning process or for a better comprehension.

In the lights of many studies related to this area, there is a strong relationship between reading strategies used by readers, metacognitive awareness and reading proficiency. In this way, good readers are able to develop metacognitive awareness by the use of reading strategies and what they know, which leads to a better reading ability and proficiency (Baker & Brown, 1984; Garner, 1987; Pressly & Afflerbach, 1995). These strategies are based on the control of general conditions associated with learning.

Metacognition refers to the students' self-awareness of a knowledge based on which information is stored about how, when and where to use various reading strategies. For that reason, metacognition awareness is important for the students to know how to apply reading strategies in order to comprehend a reading text easier.

There are two crucial key questions in terms of metacognitive awareness and knowledge students need to ask themselves:

1. What do I want out of this? (What are my motives?)
2. How do I propose going about getting there? (What are my strategies?) (Biggs & Moore, 1993)

2.3. Reading Strategies

For years, many studies on reading comprehension have been carried out (Anderson, 1999; Cihan, Cavusoglu and Sahin, 2002). Most of the results reveal the fact that good readers move through the printed text with specific purposes in mind to accomplish specific goals. Therefore, good readers are expected to bring their creative aspects into the reading process. They reform the picture of writer's ideas and try to see the text from writer's point of view. To be able to comprehend the text better and to step into writer's world, all researchers have stated that good readers make the advantages of various comprehension strategies, before, during and after reading a text. What makes the difference between good and poor readers is the knowledge of reading strategies. Good readers know how to deal with a reading text and make a plan of reading by the use of various strategies. In addition, they know when and how to apply the strategies so as to get rid of the troubles by defining and summarising the key points.

On the other hand, readers who ignore the knowledge and the usage of strategies are more likely to be disappointed when they have to struggle with a reading text for comprehension. Therefore, readers have to be taught how to apply reading strategies in order to develop a better reading comprehension and to become metacognitive readers (McLaughlin & Allen, 2002).

Reading strategies are classified in various ways. Most of these strategies are listed, with references from researchers, in Keene and Zimmerman (1997, p. 22-23) :

- I. Using prior knowledge (schemas)
- II. Making connections (activate prior knowledge / schemas)
- III. Drawing inferences (includes predicting, speculating, hypothesizing)
- IV. Asking questions (based on text and its connections to author, self, world)
- V. Determining importance in text (requires evaluating)
- VI. Using images (visual and other sensory / mental images)
- VII. Monitoring meaning and comprehension (for example, by paraphrasing or summarising)
- VIII. Employing comprehension fix up strategies (using picture or context clues, ask questions, go back and reread, summarize and retell, make predictions, graphic organizers)
- IX. Becoming metacognitively aware of the other strategies and determining when to use them.

The Active reading framework that includes six components for a reading lesson is also suggested by Anderson (1994):

- A: Activate prior knowledge
- C: Cultivate vocabulary
- T: Teach for comprehension
- I: Increase reading rate
- V: Verify reading strategies
- E: Evaluate progress

These elements are combined with each other. Interactive nature of reading process is stated in this way to prove that skills and strategies are connected with each other.

2.3.1. Strategy: Activate Prior Knowledge

To read more efficiently, students need to acquire new knowledge into their existing knowledge base. In this way, they try to reconstruct writer's opinions by adapting existing conceptions. However, students who lack adequate prior knowledge or who are unable to use their existing knowledge are tend to face with problems in reading comprehension. At this point, as teachers, we have to encourage the students to build and activate their background knowledge.

The Definition of Background Knowledge

In literature, there are many definitions of background knowledge. For example, Stevens (1980) describes background knowledge quite simply as "...what one already knows

about a subject...” (p.151). Biemans & Simons’ (1996) definition of background knowledge is comparatively more complex; “... (background knowledge is) all knowledge learners have when entering a learning environment that is potentially relevant for acquiring new knowledge...” (p.6). It is obvious that prior knowledge is described as all knowledge, which readers have obtained schema theory through their lives. All definitions typically are based on the same basic concept despite the differences in words.

In reading process, readers should be encouraged to use a wide range of experiences in order to construct a meaningful representation of a text. For example, when we read a newspaper, we know from background experience about the typeface, the layout in which the knowledge is presented. In this way, we try to interpret what we read by making associations by the use of personal background knowledge and experiences. The role of background knowledge and experiences in reading comprehension has been formalized as (Stevens, 1980). A schema is the singular form which means one “chunk” of knowledge where as schemata is the plural form which means an individual’s prior knowledge (Ahmadi & Gilakjani, 2011). The term schema has been viewed as vital in cognitive learning and comprehension. Barlett (1932) used this term to explain how the knowledge we have about the world is organized into interrelated patterns depended on our background knowledge and experience. He suggested that people have personal schemata which represent an individual’s knowledge and perceptions about the world. It is clearly seen that people have their own schemata. Benyard and Hayes (1994) also emphasized that “a schema is a cognitive structure that represents factual information, organises how we deal with it and directs courses of action with respect to it” (p. 189). It is obvious that individual’s existing schemata reflects the way that one perceives a world.

Schema Theory and Its Influence on Reading Comprehension

In the light of several studies, there is a general consensus over the significant role of background knowledge in reading comprehension. A major contribution to our knowledge of reading is supported by schema theory (Barlett, 1932).

According to Anderson (1999), “the notion of prior knowledge influencing reading comprehension suggests that meaning does not rest solely in the printed word, but that the readers brings certain knowledge to the reading that influences comprehension” (p. 12).

McNeil also (1987) states that background knowledge can be activated by setting goals, asking questions, making predictions and so forth. He indicates that

“Efficient readers approach reading tasks in more active, strategic and flexible fashion than poor readers. Poor readers’ passivity is reflected in their lack of predicting and monitoring activities. They do not pose questions, identify a goal or check the extent to which answers have been confirmed” (p. 49).

Although there are many studies on the importance of background knowledge and we are becoming increasingly aware of the role of the previous knowledge, some students do not know how to use their background knowledge to comprehend a text meaningfully. As teachers, we should encourage our students to improve and use their schemata systems and make connections between ideas by the use of discussions, pre-reading questions or visual aids related to the text. In this way, students are able to read more critically and they are also able to reconstruct the new knowledge by making use of their own cultural background and existing information. Consequently, readers start to read more critically and creatively, bringing their whole previous experiences into reading process; finally they can start to become more efficient and active readers.

Therefore, schemas have important roles in many cognitive processes. We are able to pay attention, comprehend, interpret, remember, make inferences, set expectations, reason, solve problems, understand language structures, read, write, and explain what we know. Schemas are abstract but they shape perceptions and provide context and vocabulary to interpret and imagine what we already know.

2.3.2. Cultivate Vocabulary

Vocabulary knowledge is also one of the most important factors that make great contributions to reading comprehension. According to many studies, the students who lack of vocabulary knowledge tend to have difficulties in comprehending the reading texts (Levine and Reves, 1990). Vocabulary knowledge is reflected as a strategic skill that is necessary to be included in reading instruction (Coady, 1993). Grabe (1991) also emphasized that vocabulary knowledge has a significant role for overall reading ability.

Rupley, Logan and Nichols (1999) emphasize “Vocabulary is the glue that holds stories, ideas and content together and that it facilitates making comprehension accessible” (p. 5).

On the other hand, Laflamme (1997) states that to vocabulary knowledge is viewed by the researchers as the single most important factor in reading comprehension. Ediger (1999) also finds out that learners do not read well as they do not have a functional vocabulary for reading.

In view of what has been emphasized above, there is a strong bridge between reading comprehension and vocabulary knowledge. Students easily feel disappointed when they lack of adequate vocabulary knowledge. They only focus on the meaning of unfamiliar words by trying to find every single word from a dictionary rather than the main message of a context. However, using a dictionary for each single word in a text might be very time consuming and the meanings may not be available all the time. At this point, good readers try to predict unfamiliar words by applying the following strategies (Cavusoglu, Cihan, Sahin, 2002, p. 22):

1. Thinking of cognates (similar words in their native language)
2. Looking at the parts of a word such as roots or affixes
3. Making use of contextual clues such as connectors, punctuation marks and so forth
4. Activating their background knowledge

On the other hand, Nation (1990) also states that vocabulary instruction should be integrated with language learning. Nation (1990) suggests that prior to reading a text, necessary vocabulary can be presented for learners as a part of reading activity. In this way, students may have a chance to predict unfamiliar words before or while reading process. Guessing words in a context is the most well known vocabulary strategy used by reading texts and teachers (Anderson, 1999). At this point, Clarke and Nation (cited in Nation, 1990) recommend five basic steps that describe the instruction of this strategy.

Step 1. Look at the unfamiliar word and decide if it is a noun, a verb, an adjective or an adverb.

Step 2. Look at the sentence related to the unfamiliar word. If the unknown word is a noun, what adjectives describe it? What verb is it near?

Step 3. Look at the relationship between the clause or sentence including the unfamiliar word and other sentences or paragraphs. Sometimes, this relationship may be connected by conjunctions such as “but”, “because”, “if” and so forth.

Step 4. Use the knowledge you have obtained from steps 1-3 to predict the meaning of word.

Step 5. Check if your prediction is true. (If necessary, use a dictionary) (Anderson, 1999, p. 26).

Learners can be encouraged to guess the meaning of unfamiliar words by the use of context. Teachers may ask the students to scan the text quickly to guess unknown words by using related sentences. It is obvious that all these applications improve students' reading comprehension.

Skimming Versus Scanning

“Skimming is an important skill which involves reading rapidly through a text to get an overall idea of its contents, to get the gist (or main idea) of it, to understand how it is organized or to get an idea of the tone or intention of the writer” (Cavusoglu, Cihan, and Sahin, 2002, p. 14). For instance, readers look quickly at the content page of a book or headings, subheadings to get the general idea.

On the other hand, “scanning involves glancing (letting one’s eyes wander) quickly through the text in order to locate or detect a particular piece of information (words, phrases, numbers, tables and items of information that one expects to find in it) or to get an initial impression on whether the text is suitable for a given purpose” (Cavusoglu, Cihan, and Sahin, 2002, p. 14). In other words, readers try to find out the specific information. In a context, guessing meaning of a word may also provide specific information for a reader.

2.3.3. Teach for Comprehension

Reading comprehension research has a long history. Grabe points out (1991) points out that “reading is interactive, the reader makes use of information from his/ her background knowledge as well as information from the printed page. Reading is also interactive in the sense that many skills work together simultaneously in the process” (p. 378).

H. G. Widdowson (1979) also considers the reading process,

“as not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that...may be refined and extended by the new information supplied by the text” (p. 7).

As it is stated clearly, reading comprehension is a challenging interaction between the reader and the text. Meaning does not exist in the text itself. The best way for readers to comprehend a message emphasized in a context is to integrate personal background knowledge, purpose for reading, reading skills and strategies. Nuttal (1982) states “the main purpose is the extraction of meaning from writing. Our business is with the way the reader gets a message from a text” (p. 4). At this point, monitoring reading comprehension is essential to successful reading. For that reason, reading comprehension can be developed by instruction that helps readers make use of specific comprehension strategies (Anderson, 1999). According to Anderson (1999), two areas have an important impact on comprehension; first, the development of models of the reading comprehension process and second, the role of metacognitive awareness during reading (as discussed earlier). Cognition can be described as thinking while metacognition can be defined as thinking about one’s thinking (Anderson,

1999). Metacognitive strategies are the strategies that help students engage deeply in the meaning of a text (Moats, 2004). Instruction of metacognitive strategies can be a way for teachers to break through readers' passivity and involve them in their own learning. Metacognitive strategies are classified as questioning, summarization, multiple strategy instruction, comprehension monitoring (making connections, questioning, visualizing, inferring, determining importance, synthesizing) (National Reading Panel, 2000).

Three important points are emphasized at the instruction of metacognitive strategies (National Reading Panel, 2000).

1. Development of an awareness and understanding of the reader's own cognitive processes.
2. A teacher guiding the reader or modelling for the reader these strategies.
3. The reader practicing these strategies with the teacher assisting until the reader achieves internalization and independent mastery in comprehension.

Reading comprehension is crucial. It is obvious that reading comprehension should be the main reason for reading. According to Grabe (1991), we begin a reading task we expect to comprehend what we read, not by expecting reading comprehension problems. Therefore, reading comprehension is possible with an explicit instruction.

Reading comprehension occurs before, during and after reading. There are various reading comprehension strategies that can be applied for each stage (Moats, 2004).

I. Before Reading

- Identification and predictions on key vocabulary
- Activate background knowledge
- Previewing a text
- Making Predictions based on a text

II. During Reading

- Skimming & Scanning
- Guessing words & meanings
- Visualizing or constructing a mental image of settings, events, concepts
- Questioning
- Taking notes
- Monitoring ideas and questions of readers by thinking aloud

III. After Reading

- Writing a summary
- Retelling a narrative or sequence of events, with visual prompts available
- Answering key questions in writing, then discuss with others
- Making Inferences

Models of the Reading Process

Bottom-up Model: Bottom-up is a reading process in which readers build up a meaning from the black marks on the page by recognizing letters and words, working out sentence structures. We can make conscious use of this process especially when an initial reading makes us confused (Nuttall, 1996). Bottom-up models are also known as “lower-level” reading process. Segalowitz, Poulsen & Komoda (1991) point out that

“these lower level processes consist of word recognition and include visual recognition of letter features, letter identification, the generation of grapheme-phoneme correspondences, utilization of orthographic redundancies such as regularities in letter sequences, the association of words to their semantic representations, possibly the identification of basic syntactic structures within the portion of text currently being read, and with the generation of propositional units” (p. 17).

Top-down Model: Top-down is a reading process in which readers make use of their own intelligence and experience based on the schemata they have obtained through their lives so as to understand and to make predictions about a text (Nuttall, 1996). Readers interpret assumptions and draw inferences to be able to see the overall purpose of a reading text. The top-down model provides a sense of perspective and makes use of all that the readers bring to the text such as background knowledge. Therefore, top-down is known as “higher-level” process. Segalowitz, Poulsen and Komoda (1991) state that

“higher level is concerned primarily with integration of textual information and includes resolving ambiguities in the text, linking words with their co-referents, integrating propositional units across sentences, generating and updating a schema or representation of the text as a whole and integrating textual information with prior knowledge” (p. 17).

The Interaction of Top-down and Bottom-up Models

According to studies related to the models, the best description is the interactive model that combines the elements of both bottom-up and top-down models (Anderson, 1999).

Stanovich (1980) points out “higher processes can actually compensate for deficiencies in lower level processes” (p. 36).

According to the studies carried out by Anderson (1999), interactive model is the best description of what happens when the students read. In a reading class, students make use of some bottom-up processes such as decoding unfamiliar vocabulary or struggling with poor print quality of a handout. However, they also use some top-down processes when they read such as anticipating what is coming next in the text or drawing on their previous experiences.

2.3.4. Increase Reading Rate

Automaticity has an important role in the development of reading skills. Anderson (1999) states “when reading rate becomes more automatic, readers will be able to use their cognitive skills for comprehending what they are reading” (p. 66). It is obvious that readers will be able to have more opportunities to spend thinking time analysing, making predictions or inferences without being interrupted by some unknown words or structures in a text. Nuttall (1996) also suggests that the reader is encouraged to read more and, with more reading, their reading comprehension star “according to automaticity theory, a fluent reader decodes text automatically-that is, without attention-thus leaving attention free to be used for comprehension... One important function of repeated reading is that it provides the practice needed to become automatic” t to improve. Readers start to get pleasure by reading. In the lights of all studies, it is also stated that more attention naturally appears for reading comprehension as less attention is needed for decoding (unknown words, sentences structures and so forth). In this way, Samuel (1979) also continues by suggesting that (p. 406).

2.3.5. Verify Strategies

Strategic instruction plays an important role in learning how to make use of effective reading strategies to develop learners’ reading comprehension. In the lights of all studies related to reading instruction, it is clearly stated that reading strategies are neither provided nor learned in isolation. It is obvious that students need to learn how to make use of reading strategies to obtain the desired result. (Anderson, 1991). Garner, Macready and Wagoner (1984) state that “a strategy is a sequence of activities, not a single event and learners may have acquired some of the sequence, but not at all” (p. 301). Therefore, students need to learn a variety of reading strategies as much as possible during reading process. They also need to be guided by teachers during this process. At this point, it is useful to remind what Garner (1982) suggests on this issue. Garner (1982) points out that low- proficiency readers need to

be exposed to more guided practice in which some important points based on the “when” and “why” of strategy use at least as much as the “what”. In this way, students will be able to understand what are expected to develop reading comprehension by the use of reading strategies. Anderson (1991) also states indicates that

“strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies; a reader must also be able to apply them strategically” (p. 468-469).

At this point, teachers have an important role to help students learn how to monitor successful use of reading strategies to acquire a desired result in reading comprehension. Metacognitive awareness is perhaps one of the most important skills that second language readers can use in reading process. Therefore, teachers need to consider the importance of metacognitive awareness to be able to develop learners’ reading comprehension and also to help them verify the reading strategies they use in this process. (Anderson, 1991).

Above all discussions, Winograd and Hare (1988) introduce five elements that can be supported by teacher explanations about strategy use: “(1) what the strategy is, (2) why the strategy must be learned, (3) how to use the strategy, (4) when and where the strategy is to be learned, and (5) how to evaluate the use of the strategy” (Anderson, 1991, p. 71).

There is also another model of comprehension instruction that includes five important steps that teachers need to consider (Duke & Pearson, 2002, p. 208–210):

1. At first, an explicit description of the strategy is needed. For instance, “predicting is making guesses about what will come next in the text you are reading. You should make predictions a lot when you read. For now, you should stop every two pages that you read and make some predictions.”

2. Teachers need to introduce the strategy as a model. “I am going to make predictions while I read this book. I will start with just the cover here. Hmm...I see a picture of an owl. It looks like he—I think it is a he—is wearing pajamas, and he is carrying a candle. I predict that this is going to be a make-believe story because owls do not really wear pajamas and carry candles. I predict it is going to be about this owl, and it is going to take place at nighttime....”

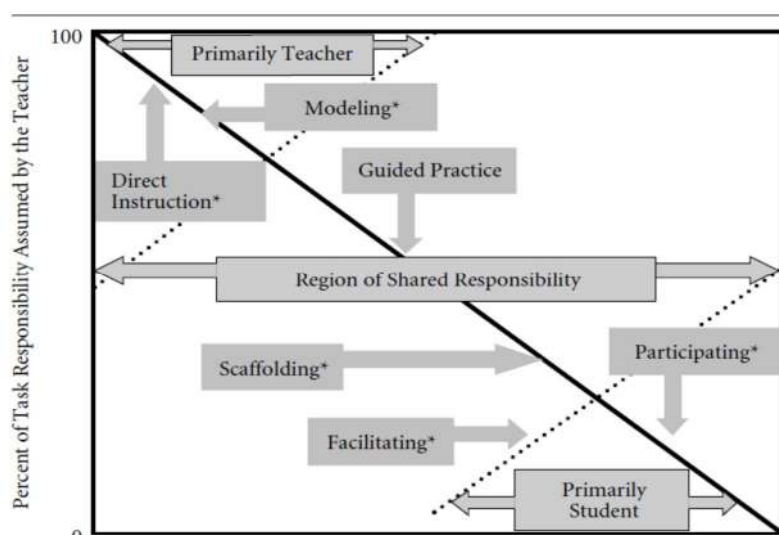
3. Collaborative use of the strategy is needed in action. “I have made some good predictions so far in the book. From this part on I want you to make predictions with me. Each of us should stop and think about what might happen next.... Okay, now let’s hear what you think and why....”

4. Students start to have the responsibility gradually with the help of guided practice using the strategy. Early on... “I have called the three of you together to work on making predictions while you read this and other books. After every few pages I will ask each of you to stop and make a prediction. We will talk about your predictions and then read on to see if they come true.” Later on... “Each of you has a chart that lists different pages in your book. When you finish reading a page on the list, stop and make a prediction. Write the prediction in the column that says ‘Prediction.’ When you get to the next page on the list, check off whether your prediction ‘Happened,’ ‘Will not happen,’ or ‘Still might happen.’ Then make another prediction and write it down.”... (This example is based on the reading Forecaster Technique from Mason and Au described and cited in Lipson and Wixson [1991]. Note that this technique should not be used daily but rather periodically with students who are working to internalize the practice of predicting.)

5. After students’ independent use of the strategy skills are developed, they are expected to read silently and make predictions and check themselves. “It is time for silent reading. As you read today, remember what we have been working on—making predictions while we read. Be sure to make predictions every two or three pages. Ask yourself why you made the prediction you did—what made you think that. Check as you read to see whether your prediction came true. Jamal is passing out Predictions! bookmarks to remind you.”

It is important that both teachers and students need to be active to coordinate and orchestrate comprehension strategies during these five stages. A classic visual model from Pearson and Gallagher’s (cited in Duke and Pearson, 2002) early work based on comprehension instruction is the best way to define the process.

Figure 1. Gradual Release of Responsibility



As it is seen in this figure, teachers move from a position in which they take all the responsibility to model and demonstrate the strategy, learners take none (the upper left corner), to a position in which learners take all the responsibility that means independent strategy use (lower right corner), teachers take none this time. It is obvious that the instruction in the upper left corner is considered as teacher centred, whereas instruction in the lower right is student centred.

2.3.6. Evaluate Progress

As teachers, we need to give feedback to our students to be able to see and evaluate the improvement while applying all the strategies for reading comprehension. According to Anderson (1991), “reading progress records can be effectively utilized by the teacher to assist readers in keeping track of their progress” (p. 88). In this way, readers can be easily motivated to continue and to improve. They also have a chance to realize what is expected at the end of progress. Stoller (1986) also emphasizes that “making progress charts and graphs can facilitate reading improvement and is a critical aspect of the instructor’s responsibilities” (p. 55). Evaluating the development in reading skills is considered as a formal and informal perspective.

“The formal evaluation is what the teacher keeps and records whereas the informal evaluation may not be recorded on a paper but is information that many experienced teachers can tell you about individual readers in their classes” (Anderson, 1991, p. 88).

In this way, reading process can be easily evaluated and if necessary, can be compensated for defined deficiencies from all sides. These assessments are able to allow learners to examine the issues by the use of self-reflection.

2.4. Six Effective Comprehension Strategies

Above all discussions, it is obvious that students should be exposed to a variety of reading strategies as well as an effective reading instruction so as to improve reading comprehension. Cunningham and Allington (2007) also summarized six reading strategies depended on Duke and Pearson’s (2002) research. The following subsections define each of Duke and Pearson’s six strategies- “prediction, think alouds, using text structure, using visual cues, summarization and answering & questioning”.

2.4.1. Prediction: It is an effective reading strategy that readers can use before and during reading process by using first lines, titles, pictures and more to be able to make predictions and make sense of a text. This strategy enables the readers to predict the content,

the level of difficulty and the organization of a text and the purpose of the writer. It also provides a variety of productive ways of encouraging readers to use their background knowledge (schemata) and experiences prior to reading. By activating background knowledge, readers are able to make associations with the existing knowledge they have already acquired.

2.4.2. Think-alouds: Another useful strategy for improving comprehension is think-aloud. It is a kind of strategy in which the reader reveals his/her opinions audible while performing a reading task. In this way, readers are more involved in the practice during reading.

- **Teacher think-aloud:** Teachers introduce the effective comprehension strategies and the ways how to and when to apply these strategies during reading practice by thinking aloud. For instance, teacher demonstrates the use of visualization and prediction strategies by thinking aloud.

"That night Max wore his wolf suit and made mischief of one kind and another.... Boy, I can really visualize Max. He's in this monster suit and he is chasing after his dog with a fork in his hand. I think he is really starting to act crazy. I wonder what made Max act like that...Hm-mm...I bet he was getting a little bored and wanted to go on an adventure. I think that is my prediction" (Pressley et al., 1992, p. 518).

Student think-aloud: Bereiter and Bird (1985) prove that the student thinking aloud during reading practice have better reading comprehension than the students who lack of think-aloud strategy use. Silven and Vauras (1992) also suggest that students who think aloud are good at summarizing information in a text. Baumann and his colleagues prove that teaching think-aloud strategy enables the learners to improve the ability to monitor their comprehension during reading process (Baumann, Seifert-Kessel, & Jones, 1992).

Jensen (2010) also states that

"This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is an example of using metacognition skills to improve one's learning. Think-alouds provide examples of an effective reader using metacognition strategies to solve problems. It also helps the struggling reader see that proficient readers are actively engaged in the text and are not simply reading the words" (p.10).

On the other hand, Irwin (1991) points out that

"when students think aloud or hear others think aloud, their metacognitive awareness of options for responding to text increases. It can also help them to become aware of how much thinking goes into comprehending a text" (p. 203).

2.4.3. Using Text Structure: Text structure is one of the most efficient strategies for students to develop reading comprehension. Readers need to be aware of text structure to be able to realize the arrangements of ideas and the relationships. Readers who lack of text structure try to read without a type of reading plan (Meyer, Brandt, & Bluth, 1980). Readers also should be exposed to a variety of text forms and features to improve their comprehension on the genre of a text. In this way, they can develop a wide perspective during reading process. At this point, Jensen (2010) emphasizes that

“understanding the components of a narrative form provides the framework for global understanding. For example, a student knows what to expect when reading a fairy-tale. There will be a clash between good and evil, and the plot will have a happy conclusion. Providing students with opportunities to work with adventures, mysteries, science fiction and other genres helps readers recognize the components of various genres, which aids in comprehension” (p. 10).

2.4.4. Using visual cues: In the lights of many studies related to this issue, “using a visual to facilitate understanding is another reading strategy that improves the reader’s understanding of a text” (Jensen, 2010, p. 11). It is obvious that the readers try to connect their thoughts into visual representations to be able to comprehend a text. For that reason, learners need to be encouraged to use the pictures, imaginary and graphic organizers in order to make sense of a text better.

According to Duke and Pearson (2002), a picture is worth a thousand words. Using visual cues enable readers to comprehend, arrange and remember some of those thousand words.

Using visual cues are also able to develop self-monitor for reading comprehension. For instance, fluent readers can visualize the printed text in their mind as they read. However the others who are not able to visualize have difficulties in being involved in a text. This also interrupts their reading comprehension (Fountas & Pinnell, 2006).

2.4.5. Summarization: Summarization is another effective reading strategy to improve learners’ overall comprehension of the text. Dole, Duffy, Roehler, and Pearson (1991) define the summarization as follows:

“Often confused with determining importance, summarizing is a broader, more synthetic activity for which determining importance is a necessary, but not sufficient, condition. The ability to summarize information requires readers to sift through large units of text, differentiate important from unimportant ideas, and then synthesize those ideas and

create a new coherent text that stands for, by substantive criteria, the original. This sounds difficult, and the research demonstrates that, in fact, it is” (p. 244)

Jensen (2010) also describes the summarization as “an ability to retell the key points of a text in a logical sequence and hold these details in memory” (p. 11).

In the light of the research, readers try to get the main idea of a context by removing unnecessary information to summarize a text. Summarization is a challenging task for learners. However, all studies suggest that instruction in summarization not only develops students’ ability to summarize a text, but also their reading comprehension. In this way, students will have a great ability to comprehend a text and recall.

Two important approaches teach summarization. According to rule-governed approach, learners are encouraged to follow a set of procedures to summarize a text. McNeil and Donant (1982) introduce the following rules as follows:

Rule 1: Remove unnecessary material.

Rule 2: Remove redundant material.

Rule 3: Invent a word to replace a list of items.

Rule 4: Invent a word to replace individual parts of an action.

Rule 5: Choose a topic sentence.

Rule 6: Create a topic sentence if one is not available.

One of the other approaches is the GIST procedure (Cunningham, 1982). Learners make summaries of 15 or fewer words by beginning with simple sentences to entire a paragraph.

All versions of both approaches suggest that students are able to improve their summarization skills as well as their reading comprehension. In this way, learners also use a series of deletions, inferences and generalizations based on a text.

2.4.6. Questioning: Questioning is perhaps one of the most important reading strategies to improve reading comprehension. Jensen (2010) points out “by asking questions of the text, a reader is actively responding with the material to incorporate the new material into his or her schema” (p. 12). When the readers’ minds try to find the answers for the questions, they either recognize or remember what they read and continue wondering as they read. They pay closer attention to what they read. For that reason, students need to be encouraged to pause from time to time, and try to generate some questions to check their comprehension during reading process. All studies prove that this is a good way to increase reading comprehension. Jensen (2010) also states that questioning also enables readers to remember what they read and link the opinions together across the text. It also allows readers to monitor their comprehension as they read a text.

2.5. Summary

Reading is one of the most important basic skills in language classrooms that learners need to acquire. It helps learners both to increase their world knowledge and also to learn linguistic items in the target language. Development of reading comprehension proficiency has been one of the fundamental problems that learners of English as a foreign language (EFL) have to deal with (Hedge, 2003).

Reading is not only called as a receptive process of picking up information but also an active process in which learners are expected to use their cognitive abilities such as predicting or guessing (Grabe, 1991). According to Grabe (1991), effective reading is rapid, purposeful, comprehending. Therefore, reading refers to a very complicated process. For that reason, it is highly significant for learners to use appropriate reading strategies to increase for their comprehension. There are several strategies consisting of skimming, scanning, contextual guessing, reading for meaning, utilizing background knowledge, recognizing text structure (Singhal, 2001). With the help of various reading strategies, learners are asked to predict the title of text or make a comment on the pictures related to the text.

According to Saricoban (2002), learners' reading skills should be developed by language instructors by the use of systematic practice and questioning techniques or strategies. Reading comprehension activities should be also designed so that students are able to activate their cognitive skills during reading process (Saricoban, 2002).

At this point, students' background knowledge, in other words, their schemata, is a contributory factor, especially in developing the pre- reading strategies since this knowledge is going to enhance students' guessing abilities. All readers have different schemata related to the text. "Schema theory describes the process by which readers combine their own background knowledge with the information in a text to comprehend that text" (Stott, 2001, p.1; Anderson et al. in Carrell and Eisterhold, 1983). In other words, this theory emphasizes that there is a strong bridge between readers' background knowledge and the text itself. This bridge enables readers to use their own personal experiences in order to be familiar with the text and to make predictions or inferences related to what they read (Hayes & Tierney, 1982).

A useful and comprehensive classification scheme of various strategies is also suggested (Oxford, 1990; Chamot, 2005; Zhang, 1993). These reading strategies are divided into two major categories as sub-strategies: metacognitive and cognitive reading strategies. Metacognitive strategies refer to "checking the outcome of any attempt to solve a problem, planning one's text move, monitoring the effectiveness of any attempted action, testing, revising and evaluating one's strategies for learning" (Brown, 1994, p. 115).

In other words, readers use these strategies to plan, arrange, and evaluate their own learning during reading process.

On the other hand, Williams and Burden (1997) state that cognitive strategies are called as mental processes directly dealt with the processing of knowledge so as to learn. Studies in L1 and L2 reading research put forward a division of cognitive strategies as bottom up and top down. In bottom up model, reading refers to a process of decoding, identifying letters, words, phrases, sentences in detailed to comprehend the meaning.

On the contrary to bottom down model, top down model means “the selection of the fewest and most productive elements from a text so as to make a sense of it” (Lynch & Hudson, 1991, p. 218).

At this point, top down advocates that efficient reading requires the readers to make predictions depending on the passage by the use of their schemata or some language clues. Therefore, top down model is affected by schema theory that emphasizes the importance of background knowledge for a better reading comprehension.

Given the above discussions, it is important to state that all reading strategies can be used to facilitate reading comprehension. As many language studies also reveal, students who use metacognitive strategies tend to be better readers. Studies also reveals that high proficient students who mostly use different reading strategies such as using their cognitive skills, background knowledge, prediction, getting the gist of a text, skimming, scanning develop a higher reading comprehension than less proficient students who make use of fewer strategies and use them less effectively. Thus, it is clearly seen that there appears to be strong relationship between reading strategies applied by readers and reading proficiency (Singhal, 2001).

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter describes the methodology applied in this study. It begins with an overview of the action research and the following procedures that I employed to conduct the study. There is also information about the selection of the participants. A significant portion of the chapter defines the program I have applied with the students during the study and the process by which content analysis were conducted.

3.2. Research Questions

In this study, I firstly aimed to identify the kinds of reading strategies used by the students in Higher Vocational Schools of Cag University. Then, on the basis of the data driven, I attempted to establish a reading-strategy development program to increase the types of reading-strategies used by the students. To achieve these aims, I used the following research questions:

1. How can I develop a reading strategy development programme for a better reading comprehension?
2. What are the reading strategies used by the students in my class in Higher Vocational School of Cag University?
3. Does an eight-week reading strategy development programme result in an increase in students' use of reading strategies?

3.3. Research Design

This study was designed and developed as an action research project. Kemmis and McTaggart (1988) define action research as

“to plan, act, observe and reflect more carefully, more systematically and more rigorously than one usually does in everyday life; and to use the relationships between these moments in the process as a source of both improvement and knowledge” (p. 10).

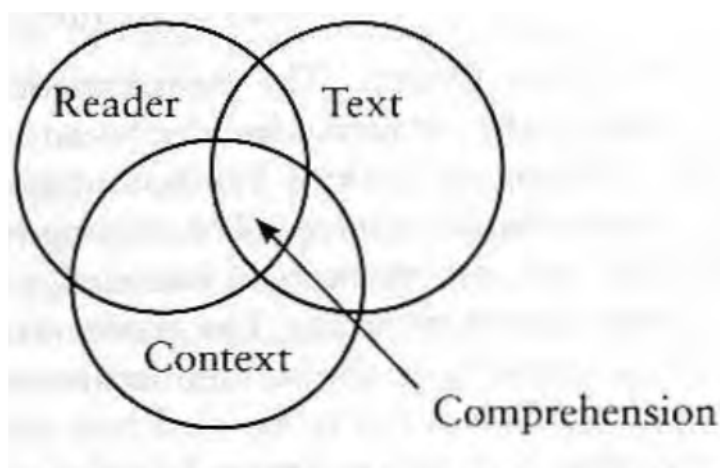
Based on this description, the term “action research” mainly focuses on the necessary features of action and research with the help of systematic procedures that practitioners look for ways to be able to improve available conditions and knowledge (Kemmis & McTaggart, 1988).

Kemmis and McTaggart (1988, p. 5) also emphasize the importance of action research as follows:

“Action research is a form of collective, self-reflective inquiry that participants in social situations undertake to improve: (1) the rationality and justice of their own social or educational practices; (2) the participants’ understanding of these practices and the situations in which they carry out these practices. Groups of participants can be teachers, students, parents, workplace colleagues, social activists or any other community members- that is, any group with a shared concern and the motivation and will to address their shared concern. The approach is action research only when it is collaborative and achieved through the critically examined action of individual group members”.

In the lights of all discussions, I decided to make use of the model viewed as a spiral of cycles (figure 2) each consisting of four phases in an action research: (1) planning, (2) acting, (3) observing and (4) reflecting.

Figure 2. Comprehension Occurs at the Intersection of Reader, Text and Context



This model mainly focuses on Kurt Lewin’s study, explicated by Kemmis and McTaggart (1988). In this model, learning occurs progressively by making mistakes in a “self-reflective spiral” of four phases; planning, acting, observing and reflecting. Collaboration is needed for the group as a “critical community”. This idea enabled me to work with my students collaboratively in each phase for my study. I also had a chance to develop my own work and situation by tightly observing the action and reflection. The four phases action research model consists of the following activities.

Planning: This phase refers to problem identification. The problem is systematically defined, research questions are formulated and a strategic plan for the next step known as action on how to be able to solve this problem is described.

Action: Action is known as a phase in which the strategic plan is implemented. This phase may include some intervention and action to address the problem.

Observation / Evaluation: This phase is another part of the cycle in action research in which the researcher tightly observes the outcomes of the strategic plan. The action considered as the previous stage is evaluated with appropriate methods and techniques.

Reflection: In this phase of action research, researcher critically reflects on the results of the evaluation considering the whole action research implemented and the research process itself. Researcher identifies the new actions to be able to use in the future. The researcher also might identify a new problem and if necessary, the process may start all over again.

From the action research model, it is obvious that solving a problem that is of immediate concern to the practitioner is central in this type of research.

3.4. Participants

The participants of this study included 20 beginner level EFL students who study in Higher Vocational Schools of Cag University. They were first year students who were studying at the department of Human Resources. Students' age ranged from 18- 20. They were selected by using convenience sampling since they were the most practical to reach (Fraenkal & Wallen, 2006).

3.5. Data Collection Instruments

In this study, the data was collected systematically to document my teaching, actions and the impact of my teaching on the learners in my class. Data was also collected to document the actions and ideas of the students involved in my action research project.

The Survey on Reading Strategies

The first data collection tool was "The Reading Strategy Survey" adapted from a survey by Mokhtari and Sheorey (2002). This survey was filled in by the students (see Appendix 1). It was given once at the beginning of the study and once at the end of the study. The aim of this survey was to identify if students have awareness on the importance of the use of reading strategies and define what reading strategies they use to comprehend the text. Accordingly, I was able to define the reading strategies to be taught to the students to prepare necessary materials and tasks so as to meet learning needs.

At the end of the study, the same survey was used to see if the use of reading strategies in my class developed or not.

Students' Keeping Diaries

The second data collection tool was diaries kept both by the students and me as a researcher. After each session, the students wrote the answers to two questions in their diaries: (i) What have I learned in this session? (ii) What can I do with what I have learned? Students were permitted to use Turkish when reflecting on these two questions.

Researcher's Keeping Diary

During the applications, I also kept a diary on the use of reading strategies. My research journal reflected my opinions and feelings during the eight weeks I implemented my action plan. After each session, I reflected on the strengths & weaknesses of the tasks/materials. Throughout the eight weeks, I observed students' behaviours and reactions in my class and documented them in my diary.

Lesson Plans

During my study, I prepared a weekly lesson plan (see Appendix 3) for my class. Each weekly lesson plan involved different strategies to be taught to my students. From time to time, I combined two or more reading strategies with each other.

3.6. Data Collection Procedure

The study was carried out in eight weeks with the aim of developing a reading strategy development programme. During the planning process, I used a survey on reading strategies in order to identify if my students make use of reading strategies to comprehend the texts, if they used, what reading strategies they used in reading. Accordingly, I identified the reading strategies to be taught to students to prepare necessary reading materials and tasks in order to meet learning needs related to the identified reading strategies.

During the action process, I provided the students with a variety of reading materials in order to increase the number and the types of the reading strategy use. At the end of each task, I asked my students to write their reflections in their diaries using the two main questions:

- I. What have I learned in this session?
- II. What can I do with what I have learned?

In this way, students could be aware of the importance of reading strategies to develop their own reading comprehension and also they also obtained a chance to reflect on their own ideas on the reading process. At the same time, I was able to evaluate students' performances by using their reflections of diaries. It enabled me to identify the weaknesses of applications

used in the classroom about in reading process. I had also a chance to develop my own applications on the use of reading strategies to encourage students' reading comprehension for the next weeks. During those applications, I also kept a diary on the use of reading strategies to develop students' comprehension.

In the observation process, I tried to define which reading materials worked or which materials did not work with the students. To observe better, I applied a survey related to reading strategies one more time (see Appendix 1).

In the reflection process, I used both my own diary and also feedback taken from students' diaries so as to determine which activities could be used in the future. I also identified if eight-week reading strategy development training resulted in an increase in students' use of reading strategies for a better reading comprehension.

3.7. An Eight-Week Reading Strategy Instruction

The major focus of my study was on the development of learners' reading comprehension by the use of reading strategies. For that reason, my first aim was to teach reading strategies explicitly to my students who were not aware of reading strategies so that they could develop their own reading comprehension. With the aim of teaching reading strategies to develop learners' reading comprehension, I followed a regular teaching reading strategy instruction program that I prepared beforehand for each week. During the instruction, the lessons were designed to assist to my students in their ability to understand and practice the desired strategy.

Therefore, it is highly important to describe the program that I've have developed in accordance with the action research model carried out by Kemmis and McTaggart (1988) as in the cycles- plan, act, observe, reflect while conducting my study. In the lights of the action research model, I prepared lesson plans introducing the reading strategies, aims and activities to be applied in the classroom for each week. I also classified all stages of action research model in accordance with my own study. During this programme, my aim was to find out if an eight-week reading strategy development programme resulted in an increase in students' use of reading strategies. In this part, all the applications of this study for each week are going to be explained.

3.7.1. Week 1

Aim: During the first week, my aim was both to understand if my students were aware of reading strategies during reading process and also to be able to identify reading strategies to be taught to my students in accordance with the results of a reading strategy survey.

Materials Used: “A Reading Strategy Survey” developed by me was used to identify if my students were aware of reading strategies during the reading process or not.

Procedures Followed:

- At first, the reading strategy survey was filled in by the students.
- I accordingly prepared an eight week reading strategy instruction programme that include all applications such as the definition of necessary reading activities, strategies, lesson plans and so forth.
- While designing an eight week reading strategy programme, I made use of the comprehension reading strategies- “prediction, think aloud, using text structure, using visual clues, summarization and answering & questioning”- depended on Duke and Pearson’s (2002) research. From time to time, I also decided to combine one strategy with another in the same week so as to be able to present a wide variety of reading strategies in accordance with the development on the use of students’ reading strategies
- I started to find out the best starting point for my study before carrying out the implementations in the classroom. It was obvious that five important steps could be considered by all teachers for an effective reading strategy instruction. Through this idea in my mind, I followed a model of reading comprehension instruction based on the work of Duke & Pearson (2002, pp. 208–210). The model consists of the following five important stages that teachers need to consider during a reading instruction process.
 1. At first, an explicit description of the strategy is needed.
 2. Teachers need to introduce the strategy as a model.
 3. Collaborative use of the strategy is needed in action.
 4. Students start to have the responsibility gradually with the help of guided practice using the strategy.
 5. After students’ independent use of the strategy skills are developed, they are expected to read silently and make predictions and check themselves.

First of all, my aim was to clarify the reading strategy instruction for my students at the beginning of my study. For that reason, I focused on the importance of reading strategies as stated in five elements Winograd and Hare (1988) that could be supported by teacher

explanations about strategy use: “(1) what the strategy is, (2) why the strategy must be learned, (3) how to use the strategy, (4) when and where the strategy is to be learned, and (5) how to evaluate the use of the strategy” (Anderson, 1991, p. 71).

Therefore, during the first week of my study, I also discussed with my students about reading in English and reading comprehension. I also informed them about the reading strategy programme that we needed to follow during eight weeks to prepare my students.

3.7.2. Week 2

Aim: During the second week, my aim was both to help my students make use of various reading prediction strategies by skimming, scanning, using contextual clues and visual clues also to activate their schemata based on the text before starting to read.

Strategies: Making predictions by the use of pre-reading questions and visual clues/
Word Guessing / Contextual Guessing

Materials used: Visual clues and a reading text

Procedures followed:

At the beginning of application, I explained the term “background knowledge” and the importance of using their background knowledge before a reading task. To make the term clear in their mind, I made a short presentation including different pictures in slides. At this stage, I followed five important steps that teachers need to consider (Duke & Pearson, 2002).

- At first, I explained the description of the guessing strategy by using prior knowledge. I explained that we needed to make predictions by using prior knowledge to make sense of a text better.
- Secondly, I introduced the strategy as a model. For instance, “hmmm...I see some photos of the people looking hungry and poor because they haven’t got nice clothes. I think this is going to be a story about the poor and hungry people in Africa”.
- Then, I asked the students to make predictions based on pictures with me.
- Students started to take more responsibilities by predicting with the help of guided practice with me. We started to make a guess collaboratively. At this point, I let the students brainstorm the ideas.
- Finally, I presented a reading text related to pictures and I asked them to check if their predictions were true or not. One of my students told that even if she could not understand the text at all, she had a general idea what the text was about. This starting point worked very well in the class to motivate the students, as well.

Then, I asked them to make predictions about the reading text in our course book “Mind Your English”. I presented some steps on the board that they needed to apply before starting to read as follows:

- Look at the title and subtitles, predict and write down your own ideas you expect the text to include
- Look at the photos.
- What do you think about the photos?
- Skim the text quickly and predict the main idea of the text.

I also wrote their predictions on the board to discuss. After this stage, I asked them to focus on and think about the prior questions as follows:

- Do you like studying?
- Do you prefer to study alone or with your friends?
- Do you prefer to study at home or at school?

After our discussions based on the text, I let them read the whole text and underline the unknown words they could not understand. Unfortunately, my students directly insisted to use their dictionaries instead of trying to make predictions through the text. Moreover, they urged me to translate every single word in a reading text. Therefore, I wanted to teach word guessing/ contextual guessing strategy to understand a text better.

I followed the procedures presented by Clarke and Nation (cited in Nation, 1990) while teaching this strategy:

Step 1. Look at the unfamiliar word and decide if it is a noun, a verb, an adjective or an adverb.

Step 2. Look at the sentence related to the unfamiliar word. If the unknown word is a noun, what adjectives describe it? What verb is it near?

Step 3. Look at the relationship between the clause or sentence including the unfamiliar word and other sentences or paragraphs. Sometimes, this relationship may be connected by conjunctions such as “but,” “because,” “if” and so forth.

Step 4. Use the knowledge you have obtained from steps 1-3 to predict the meaning of word.

Step 5. Check if your prediction is true. (If necessary, use a dictionary) (Anderson, 1999, p. 26).

Accordingly, I asked my students to close their dictionaries and predict the meaning of the unfamiliar words in the text. We applied all the procedures step by step and I checked them if they followed or not. I also distributed different reading texts including unknown words except our reading passage. I implemented this activity like a guessing game. I divided

them into two groups. The students in a group who made the right guess got five points. In this way, they were highly motivated.

After reading the text, I applied another strategy by making inferences as a post reading section in order to reinforce students' reading comprehension. At this stage, I asked the students to share their own ideas about the main idea of the text according to their own lives.

For that reason, I categorized two sections on the board and I asked the students to come and write their own ideas on the list. Meanwhile, I only observed them and took some notes as follows:

After reading stage, my aim was also to teach "object pronouns" as a grammar section. After I taught the necessary grammatical structures, I decided to combine the reading text with the grammar section to reinforce students' comprehension. For that reason, I asked the students to go back through our reading text. The students were asked to find and underline the object pronouns in the reading text. To be able to understand what each object pronoun referred to, I asked the students to make use of prediction strategies by using connected sentences. In this activity, I asked all students to read and to scan the text silently to guess the defined word.

Meanwhile, I observed and helped the students one by one. I asked them to take notes about what object pronouns referred to. Some students were good at guessing whereas others were not. For that reason, I wrote each sentence with object pronoun on the board to make it clear. As homework, I distributed students a reading text and asked them to guess the meaning of unfamiliar words for the next lesson.

At the end of the week, I asked the students to keep diaries for each strategy based on two main questions:

- I. What have I learned in this session?
- II. What can I do with what I have learned?

3.7.3. Week 3

Aim: During the third week, I focused on the strategy thinking aloud as a part of prediction taught in the previous lesson. My aim was to encourage my students to pause and think aloud by discussing, making predictions and inferences based on the reading text in order to check their own understanding level.

Strategies: Think Aloud by making predictions & inferences depended on a reading text.

Material Used: A Reading Text with visual clues

Procedures Followed:

At first, I emphasized the importance of this strategy by telling that readers should be thinking and predicting all the time in a reading process. For that reason, I listed on the board some necessary points that readers need to consider as follows:

- Think about what information might be important in a text.
- The facts about the story and the characters.
- Make predictions as you read- what might happen next?
- Pause and ask questions while reading the text.
- Give personal reactions.

Then, I told the students that this strategy could help them to visualize the events of a story in their mind and make connections with the text in a meaningful way by thinking.

To model this strategy, firstly, I used some parts of different reading texts applied by (Anderson, 1991, p. 9). I read the short text like in the following example:

Passage 1. John knows his wife's operation will be very expensive so he is worried about her. (Himm...John's wife is sick. She may stay in a hospital. I think they are poor. John hasn't got too much money. It's my prediction.) But there is always Uncle Harry. John takes the telephone book to call him. (Himm...I think Uncle John is a rich man. Is he a doctor? He might be a doctor. It is my prediction.)

Meanwhile, I asked my students just to listen to me and check my gestures and voice tone. Then, I divided the students into a few groups. I distributed the short reading texts that I prepared beforehand for each group. I wanted the students to read the texts thinking aloud by pausing, predicting, asking questions. I also advised them to take notes about their predictions while reading these texts. When I felt that some students did not attend the activity, I wanted them to work with another group. After the students read the reading texts, a member of each group started to read aloud by pausing and making predictions.

After the first stage, I distributed another short reading text one more time. The stories were not completed at all so I wanted the students to read and complete the stories according to their own ideas. I asked them to think aloud in reading process and complete the stories with the help of visual clues, making inferences or predictions. During this activity, students started to have more responsibilities by focusing on what they were reading. The students of each group were discussing and trying to make inferences. Some of them were complaining about the lack of vocabulary items to make their own sentences. At this point, I allowed them to use their dictionaries or ask the teacher when they needed. It was a challenging task for

them. I expected my students both to think aloud about the story and then complete the story with their own sentences.

At the end of the week, I asked the students to keep diaries for each strategy based on two main questions:

I. What have I learned in this session?

II. What can I do with what I have learned?

3.7.4. Week 4

Aim: During the fourth week, my aim was to help my students learn the arrangements of ideas and relationships of a reading text by the use of text structure strategy.

Strategies: Text Structure

Materials used: Unscramble sentences to rearrange

Procedures followed:

At first, I focused on the definition and the importance of using text structure in reading to make sense of a reading text easier. I stated that it could be possible to understand how events in a story related to each other by the use of text structure. At this point, during reading various texts, I asked the students to consider transition words such as first, next, after, later, before, finally to be able to understand how events related to one another. To help the students make inferences in a meaningful way, I also asked them to pay attention to some conjunctions such as but, because or so. I also emphasized that it could be possible to comprehend the primary reason of a reading text such as comparison between two things, the definition of something or cause & effect while reading process.

To model this strategy, I used a reading text and paid attention to transition words. Then, I wrote some important sentences related to each other.

After reading a text by modeling, I decided to make a group work and I divided the students in groups. Then, I presented a few unscramble sentences of a letter for each group and I asked the students to read all sentences and write the letter in an order. Meanwhile, I observed the groups of students and reminded them that they should consider the given clues such as conjunctions in order to organize the sentences in a meaningful way.

Activity Sample

At the end of the summer, I am going to visit my sister in LA.
I've got a lot of plans for the summer, too. Firstly, I am going to relax.
Dear Ann, Thanks a lot for your letter. You are going to have a great summer, it seems.
When we come back from there, I'm going to join my local drama group.
Well, that's all for now. I'll send you a postcard from Hawaii. Have a great summer! Best wishes / Nicola
I'll let you know when the first performance is, so you can come and watch.
Then, I am going to have some fun! I'm going on holiday with my friend in June. We are going to spend two weeks in exotic Hawaii!

Adapted from Enterprise 2 Course Book Elementary, p. 61

During this activity, I realized that the conjunctions or transition words included in the sentences such as firstly, and then helped the students to arrange the sentences to combine a letter.

After this activity, I asked the students to write a short letter to their pen friends about summer holiday by taking reading text as a model. My aim was both to combine the reading skills with writing skills and also to encourage my students to be able to write a letter by organizing a piece of information.

Along with these activities emphasizing the organization of a text, I also presented another reading texts including paragraphs that showed various text structures such as cause and effect, compare/ contrast, descriptive.

Sample Paragraph- Compare/Contrast

Oceans and Ponds- How are they different?

For a small child, the ocean and the **pond** seem the same very much but there are important differences. A pond is a very small body of water.

On the other hand, the ocean **covers** more than half of the earth's surface. Ponds are very **shallow** but the ocean is several thousand miles **deep** in most places. Because of the **depth**, you can not see the sunlight on the ocean's floor so **green plants** don't grow there. Ponds have **fresh** water. It means that there isn't any salt into the water but the ocean is the

largest body of salt water on earth. They are both bodies of water but we know that there are clearly some differences between the ocean and the pond.

Activity 1. At first, I asked the students to guess the meaning of the words in bold by scanning of the text. I asked the students to focus on some points that they already learned while they were predicting: “Is the word a noun or a verb?” “Don’t forget to look at the related sentences of the word.”

(Applied from <http://havefunteaching.com/worksheets/reading-worksheets/reading-comprehension-worksheets>)

Activity 2

Title	Text Structure	
Ocean and the Ponds	The Main Ideas	
	Compare and Contrast	
	Differences between the ocean and the ponds	
	Depth	Shallow
	Big	Small
Salty		Fresh

(Adapted from South Bay Union School District)

While applying these activities, I followed some important steps. To define text structure, I encouraged the students to make use of transition words. For that reason, I asked them to underline transition words such as but, so, first and so forth. I always advised them to focus on the meaning. I also stated that our aim was to understand what the author intended to tell in a reading text for readers. During strategy instruction, I presented a variety of text genres so that my students could have a chance to see how writers combine and arrange his/her opinions. Therefore, I wanted my students to become familiar with several types of reading texts. Students read stories, e-mails, website articles, letters. In this strategy, I tried to choose the topics based on students’ interests in order to encourage them to be integrated with the activities. I wanted the students to pay attention to the organization of each text.

At the end of the week, I asked the students to keep diaries for each strategy based on two main questions:

- I. What have I learned in this session?
- II. What can I do with what I have learned?

3.7.5. Week 5

Aim: During the fifth week, I decided to focus on the strategy of summarization as the following activity after text structure. My aim was to help my students learn and use summarization strategy after reading process to be able to see if they could comprehend the the primary message conveyed by a reading text.

Strategies: Summarization

Materials used: Reading texts and Charts on a handout with the headings “topic/ character/ text structure/ main idea”

Procedures followed:

At first, to be able to model this strategy, I followed rule-governed approach introduced by McNeil and Donant (1982) in order to encourage my students to follow a set of procedures to summarize a text. By emphasizing the importance of this strategy for their development of reading comprehension, I provided some rules that the students needed to consider while summarizing a reading text. McNeil and Donant (1982) introduced the following rules as follows:

Rule 1: Remove unnecessary material.

Rule 2: Remove redundant material.

Rule 3: Invent a word to replace a list of items.

Rule 4: Invent a word to replace individual parts of an action.

Rule 5: Choose a topic sentence.

Rule 6: Create a topic sentence if one is not available.

After presenting the basic rules about summarization, I started to read a text aloud and take some necessary notes based on the points. I thought that I could monitor the students with the help of this chart by defining the main points they needed to consider. I also wanted to show the importance of taking notes during reading process to understand better and to make a nice summary of a text. I advised them to focus on the necessary information to get the main idea of a text by extracting unnecessary points. From time to time, while I was reading the text, I also asked them to help me so as to define the clear points which could be useful for summarization.

After modeling the strategy, I distributed reading texts with the handouts including a chart on it and asked the students to make a summary with their own sentences.

From time to time, I had to guide them to define the necessary points of a text. I also reminded them the importance of sequence of the events in the text. At this point, I advised

them to make use of transition words such as but, because and so forth. At the end of activity, I asked them to retell the texts with their own sentences.

At the end of the week, I asked the students to keep diaries for each strategy based on two main questions:

I. What have I learned in this session?

II. What can I do with what I have learned?

3.7.6. Week 6

Aim: During the sixth week, I decided to focus on the strategy of visualization. My aim was to enable my students to make sense of a reading text through visualization.

Strategies: Visualization, Making inferences

Materials: Power point presentation with pictures, handouts

Procedures followed:

At first, I prepared a short presentation including colorful pictures of different topics and I asked my students to make some comments about the photos by using their background knowledge. For instance, one of my students shared her ideas when she saw a photo of spider as follows:

“I see a spider. I don’t like spiders because I’m afraid. I can’t touch them. There are many spiders at our home in mountains. I don’t want to go to that house with my family during summer holiday. I don’t like insects but my father likes nature”.

Then, when asked the students to make some predictions about the text, some answers were based on the following sentences:

- “I think the text is about the insects”.
- “I think it is a story of a spider”.
- “I think the story is about the fears of people”.
- “I hope the story might be related to the film- spider man”.

Through this activity, my aim was both to draw attention and also to activate their background knowledge while making predictions at the beginning of lesson. Almost all students were highly motivated during this presentation.

Then, we went ahead through a reading text in our course book. Before reading, I realized that the students were trying to make predictions based on the text by the use of photos as a preview activity.

After this activity, I decided to apply another different activities that I found enjoyable and interesting for my students to be able to reinforce visualization through a reading text. At

first, I distributed reading texts and I asked the students to imagine and draw a picture after reading process.

Sample Activity

Practice: Just Do It!

1. Read about the granod.
2. Draw & label a picture showing what it looks like. Use your own paper.

Granods

A granod is an animal. It has long, oval-shaped body. The granod has a long neck and tail. The top of the neck, back and tail are covered by a row of triangular-shaped plates. The granod's head is shaped like a long triangle. It has big eyes, and eyebrows that stick out. It also has big nostrils. Its body is covered with scales. The granod has four short legs. At the end of each leg is a foot with five long toes. Each toe has a sharp claw at its end. The granod has two wings attached to its body. These are located behind the front legs towards the top of its back. Granods may be many different colors, but usually, they are green and yellow or red and yellow.

(Adapted from www.havefunteaching.com)

Through this activity, my aim was both to create a positive atmosphere while teaching a new strategy and also to motivate my students. At the end of this activity, all students shared their own pictures with each other and we selected the best one according to the description in the reading text.

In another activity, I combined the visualization with making inferences according to a short paragraph. Firstly, I asked the students to read the text and make inferences by the use of clues in text.

Sample Activity.

Directions: Read about Josh and his dad. Then, write about what you think Josh and his dad will do.

Josh woke up early on Saturday morning and looked outside the window. The sun was out and it was hot. His dad called to Josh and said, "It is a perfect day, don't forget to bring a towel!" Josh grabbed a towel and they left the house.

1. Where do you think Josh and his dad were going?
2. Draw a picture of where you think Josh and his dad went.

(adapted from www.havefunteaching.com).

After this activity, I also used different reading texts to develop their comprehension by visualization. In these texts, students were expected to match the pictures with the paragraphs. At the end of the week, I asked the students to keep diaries for each strategy based on two main questions:

I. What have I learned in this session?

II. What can I do with what I have learned?

3.7.7. Week 7

Aim: During this week, my aim was to help students clarify and deepen understanding of the text as they read by questioning. For that reason, I aimed to encourage my learners to ask questions before, during and after reading process.

Strategies: Questioning

Materials: Reading texts

Procedures followed:

At first, I asked the class what the word “question” meant. I asked also what words we use to write questions. I made a list of words we use to make questions such as what, who, how and so forth.

Then, I told the students how good readers asked questions not only during the reading process but also before and after, too. I look at the photos of a reading text in my hand and I started to make some predictions based on the text by questioning aloud as follows;

- What is the text about?
- Is it about a sport competition?
- What competitions do I know about sports?

Then, I allowed my students to ask some questions related to text. During the reading practice, I encouraged them to stop from time to time in order to check if they understood what the sentence meant or not. Therefore, I stopped and let some students ask questions and discuss. This also helped them wondered what would happen next in the text. I stop them to make some predictions about the next, as well.

After reading, I divided the class in four groups and I asked them to write some questions related to text. We listed some questions on the board to answer. While answering the questions, they could also have a chance to make inferences based on the text.

To teach this strategy, I had chance to use reading texts in our course book except the stories I provided for my students. Thus, we could have a chance to practice this strategy very often. Each reading texts in our course book had before and while reading questions. From time to time, I had to add some post reading questions so as to make my students be involved with the text and reflect their own opinions at the end of the text.

At the end of the week, I asked the students to keep diaries for each strategy based on two main questions:

I. What have I learned in this session?

II. What can I do with what I have learned?

3.7.8. Week 8

Aim: During the last week, my first aim was to see if an eight-week reading strategy development programme resulted in an increase in students' use of reading strategies.

Materials: A Reading Strategy Survey

Procedures followed:

During the last week, I brought some reading texts by which my students could have a chance to review all the strategies applied in the class. This time, I gave them more responsibility in the application of strategies during reading practice. From time to time, I needed to guide the students so as to overcome the deficiencies.

After the reading texts, I also discussed with my students in order to make a nice summary of all reading strategies that we applied in the class.

At the end of the reading strategy instruction in my class, I made use of the same reading strategy survey that I distributed the students at the beginning of the strategy instruction. My aim was able to understand if an eight week reading strategy development programme resulted in an increase in students' use of reading strategies or not.

CHAPTER 4

4. ANALYSIS AND FINDINGS

4.1. Data Analysis

This section describes how I analyzed the data collected during the study. Data Analysis was carried out in two stages.

In this study, I wanted to use statical data to quantify and give me confidence in the validity of findings. For that reason, I used pre-test and post-test to compare the changes on the use of reading strategies by the students during the study in the quantitative data. The purpose of the pre- test was to collect information about six reading strategies –“prediction, think alouds, using text structure, using visual cues, summarization and questioning” (Duke and Pearson, 2002), that the students use when they deal with reading texts.

The questions of the survey (Appendix 1) were designed on the basis of six reading strategies and they were classified on each table (Table 1 based on “the development of using prediction reading strategies by the students, Table 2 based on “the development of using think aloud reading strategies by the students, Table 3 based on the development of using text structure reading strategies by the students, Table 4 based on the development of using visualization strategies by the students, Table 5 based on the development of using summarization strategies by the students and Table 6 based on the development of using questioning strategies by the students so that I could see the evidence of improvement for the students. Each statement was scored by numbers (1) “never”, (2) “sometimes” and (3) “always”. In this way, I was able to summarize the data to create a description of the evidence of development for the use of reading strategies by the students.

In this study, I also gathered qualitative data from the diaries of me as a researcher and the students . I recorded the comments the students made at the end of each reading strategy. I also used the data such as students’ reactions and comments and what I overheard my students say to each other in the classroom. The data obtained from my diary and observations allowed me to look at how my lesson went and also to check my opinions afterwards as I reflected on the lessons’ effectiveness.

I had an opportunity to analyze what I learned from looking at the entire eight weeks of my action plan and I also observed what students did after modeling of reading strategies.

4.2. Findings

This section describes the findings of the study resulted from analysis of the qualitative and quantitative data, which I gathered before, during and after the teaching sessions with my students. My action research project was designed to focus on my teaching practices and the development on the use of reading strategies by the students, specifically in the area of reading comprehension. For that reason, I used six reading strategies – “prediction, think alouds, using text structure, using visual cues, summarization and questioning” summarized by Cunningham and Allington (2007) depended on Duke & Pearson’s (2002) research.

According to Duke and Pearson (2002), I have learned that a strategic instruction has a significant role in learning what strategies are able to be used and how to make use of suitable reading strategies in order to develop learners’ reading comprehension.

Therefore, my first aim was to identify reading strategies to be taught to my students. For that reason, I made use of a reading strategy survey as a pre-test both to be able to understand if my students were aware of reading strategies in order to comprehend a reading text and also to check which reading strategies they used reading process. In this way, I tried to find an answer to one of my research questions: “What are the reading strategies used by the students in Higher Vocational School of Cag University” ?

According to the results of reading strategy survey that I obtained, I could prepare a reading strategy development programme which included all applications such as necessary reading activities, reading strategies, lesson plans and so forth. In this way, this survey enabled me to focus on another research question of my study: “How can I develop a reading strategy development programme” ?

I gathered baseline data from all my students on the reading strategies for better reading comprehension. The results showed that my students had a lack of knowledge about some reading strategies that could help them develop their reading comprehension. At first, they were unwilling to be a part of this programme. They supposed that they would take more responsibilities considering understanding problems they encountered in reading process. Reading was a challenging task for my students at the beginner level. For that reason, I tried to motive them emphasizing the importance of use of reading strategies for a better reading comprehension. During the first week, I spent most of time discussing with my students about importance of reading and reading strategies. I also mentioned the aims of my action plan project by explaining how we could deal with the reading texts in the following weeks while applying reading strategies.

According to the results of the survey, I realized my students did not tend to make use of prediction reading strategies in reading process. Instead, they directly started to read by trying to translate each sentence of a text. They supposed that it could be the only way to understand a whole reading text. For that reason, they were easily dissapointed when they met an unknown word in a reading passage. Thus, they gave up trying to comprehend the whole text.

In my opinion, there might be good reasons why students mostly tend to behave in this way. According to my observations, some students in my class had a lack of vocabulary knowledge and grammar structures. They had difficulties in comprehending reading texts. Therefore, they mostly preferred to focus on the vocabulary items or grammar structures instead of using reading strategies to be able to comprehend a text better. At that point, I did not expect my students to know how to use reading strategies. For that reason, I decided to start my reading instruction with the reading strategies based on prediction. I accordingly prepared a lesson plan based on making predictions, by the use of prior reading questions and background knowledge.

Table 1. The Development of Using Prediction Reading Strategies

Questions	Never Pre-Post		Sometimes Pre-Post		Always Pre-Post	
1. I take an overall view of the text to see what it is about.	15%	0%	35%	25%	50%	75%
2. I use my background knowledge to make predictions.	60%	10%	35%	40%	5%	50%
3. I try to make predictions the continuing text.	50%	25%	25%	35%	25%	40%
4. I try to find the answers to pre- reading questions about a text.	20%	5%	50%	35%	30%	60%
5. I try to give my personal opinion making predictions about the topic.	55%	15%	25%	20%	20%	65%
Total=	40%	11%	34%	31%	26%	58%

As it is seen in Table 1, there were 5 items in this section. According to the results of the pre-test, to item number 1, which asked whether taking an overall view of the text was used to see what it was about before reading it, the students with a percentage of %15

responded as “never”, the students with a percentage of %35 responded as “sometimes” whereas the students with a percentage of %50 responded as “always”. From the Table 1. , it was obvious that the students with a percentage of %50 were trying to make predictions based on a reading text by looking at the content of a book, titles or pictures.

On the other hand, the results of the post-test related to the item number 1 revealed that there was an increase in taking an overall view of the text to predict before reading. In the light of the post-test, to item number 1, the students with a percentage of %25 responded as “sometimes” and %75 responded as “always”.

Item number 2 was related to whether background knowledge was used to make predictions by the students. According to the results of the pre-test, to item number 2, the students with a percentage of %60 responded as “never”, the students with a percentage of %35 responded as “sometimes” while the students with a percentage of %5 responded as “always”. From the pre-test, it was obvious that the students with a percentage of %60 were not aware of using their background knowledge in reading process.

On the other hand, the results of the post-test related to the item number 2 revealed that there was an increase in using background knowledge at the end of the study. In the light of the post-test, to item number 2, the students with a percentage of %40 responded as “sometimes” and %50 responded as “always” whereas the students with a percentage of %10 responded as “never”.

Another item that aimed to reveal whether the students were trying to predict the continuing text was item number 3. According to the results of the pre-test, to this item, the students with a percentage of %50 responded as “never”, the students with a percentage of %25 responded as “sometimes” while the students with a percentage of %25 responded as “always”.

On the other hand, the results of the post-test related to the item number 3 revealed that there was an increase in predicting the continuing text at the end of the study. In the light of the post-test, to item number 3, the students with a percentage of %35 responded as “sometimes” and %40 responded as “always” whereas the students with a percentage of %25 responded as “never”.

Item 4 aimed to reveal whether the students were trying to find the answers to pre-reading questions based on a text. According to the results of the pre-test, to this item, the students with a percentage of %20 responded as “never”, the students with a percentage of %50 responded as “sometimes” while the students with a percentage of %30 responded as “always”.

On the other hand, the results of the post-test related to the item number 4 revealed that there was an increase in dealing with pre-reading questions based on a text at the end of the study. In the light of the post-test, to item number 4, the students with a percentage of %35 responded as “sometimes” and %60 responded as “always” whereas the students with a percentage of %5 responded as “never”.

To item 5, which asked whether the students were trying to give my personal opinion making predictions about the topic, , the students with a percentage of %55 responded as “never”, the students with a percentage of %25 responded as “sometimes” while the students with a percentage of %20 responded as “always” in the pre-test.

On the other hand, the results of the post-test related to the item number 5 revealed that there was an increase in using personal opinions and background to make predictions at the end of the study. In the light of the post-test, to item number 5, the students with a percentage of %20 responded as “sometimes” and %65 responded as “always” whereas the students with a percentage of %15 responded as “never”.

As it is seen in Table 1. , the use of prediction reading strategies by the students was developed at the end of the study. In total, the students with a percentage of %58 started to make use of prediction strategies.

Moreover, according to the observations in my class, there were some students who were applying some prediction strategies unconsciously, especially before a reading text. For instance, the aim of Q1 in the survey was to understand if the students could take an overall view of the text to see what the text was about before reading it. As it is stated in the first table, the results of pre-test for Q1 revealed that %50 percent of students were already aware of some prediction reading strategies. I also realized that some students could answer easily by looking at the content of a page or headings when I asked what the text was about.

The results of pre-test, especially as it was clearly stated in the second and the fifth questions revealed that 60% percent of students were not aware of the background knowledge to comprehend a reading text better or to answer pre- reading questions.

In my lesson, each unit started with a reading text and some pre- reading questions. Even if I tried to encourage my students to have a short discussion on pre- reading questions, most of them were too shy to give their personal ideas. According to my observations, they were trying to understand every single word to speak or make a comment on a text otherwise they mostly refused to share their own ideas. At this point, I told that they did not have to think deeply. I encouraged them to use photos, headings, titles to activate their own background. knowledge.

During the second week, my aim was to help my students make use of various reading prediction strategies by skimming, scanning, using contextual clues and visual clues and also to activate their schemata based on the text before starting to read. For that reason, students were exposed to various prediction reading strategies such as making predictions by the use of pre- reading questions and visual clues word guessing / contextual guessing. For instance, I tried to encourage them to use their background knowledge by using different pictures in slides. After a few pictures, they started to make predictions before starting to read a text. I also wrote their predictions on the board. I realized that they were motivated and more relaxed in this way.

After our discussions based on a reading text, I let them read the whole text and underline the unknown words they could not understand. Unfortunately, some students directly insisted to use their dictionaries instead of trying to make predictions through the text. Moreover, they urged me to translate every single word in a reading text. Therefore, I wanted to teach word guessing/ contextual guessing strategy to understand a text better. I followed the procedures presented by Clarke and Nation (cited in Nation, 1990) while teaching this strategy. Accordingly, I asked my students to close their dictionaries and predict the meaning of the unfamiliar words in the text. After a few exercises, I realized that students were highly motivated to guess the meaning of words.

Table 2. The Development of Using Think Aloud by The Students

Questions	Never Pre-Post		Sometimes Pre-Post		Always Pre-Post	
6- When the text becomes difficult, I read aloud to help me understand what I read.	80%	5%	20%	35%	0%	60%
7- I stop from time to time and think about what I am reading.	60%	10%	20%	40%	20%	50
8- I sometimes read slowly and ask questions to be sure of what I understand from the passage.	50%	0%	35%	65%	15%	35%
9- I sometimes stop reading and try to make inferences as I read a text.	45%	5%	35%	40%	20%	55%
Total=	58.75%	5%	27.50%	5%	13.75%	50%

As it is seen in Table 2, there were 4 items in this section. According to the results of the pre-test, to item number 6, which asked whether reading aloud was used to understand a text better when it became difficult, the students with a percentage of % 80 responded as “never”, the students with a percentage of % 20 responded as “sometimes” whereas the students with a percentage of % 0 responded as “always”.

On the other hand, the results of the post-test related to the item number 6 revealed that there was an increase in thinking aloud to understand a text better during the reading process. In the light of the post-test, to item number 6, the students with a percentage of %35 responded as “sometimes” and %60 responded as “always” whereas the students with a percentage of % 5 responded as “never”.

Item number 7 was related to whether the students paused from time to time and thought about what they were reading. According to the results of the pre-test, to item number 7, the students with a percentage of %60 responded as “never”, the students with a percentage of %20 responded as “sometimes” while the students with a percentage of %20 responded as “always”. From the pre-test, it was obvious that the students with a percentage of %60 were not aware of using think aloud reading strategies to help them comprehend a text better.

On the other hand, the results of the post-test related to the item number 7 revealed that there was an increase in using think aloud strategies by thinking about what they were reading during a reading process at the end of the study. In the light of the post-test, to item number 7, the students with a percentage of %40 responded as “sometimes” and %50 responded as “always” whereas the students with a percentage of %10 responded as “never”.

Another item that aimed to reveal whether the students read slowly and asked questions to be sure of what they understood from the passage was item number 8. According to the results of the pre-test, to this item, the students with a percentage of %50 responded as “never”, the students with a percentage of %35 responded as “sometimes” while the students with a percentage of %15 responded as “always”.

On the other hand, the results of the post-test related to the item number 8 revealed that there was an increase in reading slowly from time to time and asking questions with the aim of comprehending a reading text. In the light of the post-test, to item number 8, the students with a percentage of %65 responded as “sometimes” and %35 responded as “always” whereas the students with a percentage of %0 responded as “never”.

Item 9 aimed to reveal whether the students stop reading and tried to make inferences as they read a text. According to the results of the pre-test, to this item, the students with a

percentage of %45 responded as “never”, the students with a percentage of %35 responded as “sometimes” while the students with a percentage of %20 responded as “always”.

On the other hand, the results of the post-test related to the item number 9 revealed that there was an increase in thinking aloud by making inferences from a reading text at the end of the study. In the light of the post-test, to item number 9, the students with a percentage of %40 responded as “sometimes” and %55 responded as “always” whereas the students with a percentage of %5 responded as “never”.

As it is seen in Table 2. , the use of think aloud reading strategies by the students was developed at the end of the study. In total, the students with a percentage of %50 always started to make use of prediction strategies whereas % 45 of the students sometimes were using think aloud strategies.

According to my observations, I taught that think aloud reading strategies could work well with beginners. I thought that my students at the beginner level in English needed to pause from time to time and they needed to make inferences from the text. For that reason, during the third week, I focused on the strategy thinking aloud as a part of prediction taught in the previous lesson. My aim was to encourage my students to pause and think aloud by discussing, making predictions and inferences based on the reading text in order to check their own understanding level. It was a challenging task for me. At first, I had to provide a quiet atmosphere to apply think aloud strategy with 20 students. For that reason, I decided to divide the students into a few groups to apply the strategy better. I distributed the short reading texts that I prepared beforehand for each group. I wanted the students to read the texts thinking aloud by pausing, predicting, asking questions. I also advised them to take notes about their predictions while reading these texts. I realized that only few students were discussing and sharing their ideas by pausing. At that point, I wanted some students to work with another group involving proficient students. After the students read the reading texts, a member of each group started to read aloud by pausing and making predictions. Through a few exercises, I realized that it was the best way for students to have make inferences to understand the text better. While observing, I realized that some students were asking questions related to text and sharing their personal reactions. Especially at the stage when I asked them to complete the rest of the story like a game “what might happen next?”, I realized that more students were involved in the reading task by making inferences and taking some notes. These activities also made the students well motivated in a group work.

Table 3. The Development of Using Text Structure by The Students

	Never	Sometimes	Always
Questions	Pre-Post	Pre-Post	Pre-Post
10- I review the text first by noting its characteristics like length and organization.	75% 25%	15% 25%	10% 50%
11- I try to see how information is organized and supported in a text.	50% 15%	30% 65%	20% 20%
Total=	62.5% 20%	22.5% 45%	15% 35%

As it is seen in Table 3, there were 2 items in this section. According to the results of the pre-test, to item number 10, which asked whether the students reviewed the text first by noting its characteristics like length and organization. (a letter or a mail), the students with a percentage of % 75 responded as “never”, the students with a percentage of % 15 responded as “sometimes” whereas the students with a percentage of % 10 responded as “always”.

On the other hand, the results of the post-test related to the item number 10 revealed that there was an increase in considering a text’s characteristics like length or organization. In the light of the post-test, to item number 10, the students with a percentage of %25 responded as “sometimes” and %50 responded as “always” whereas the students with a percentage of % 25 responded as “never”.

Item number 11 was related to whether the students were trying to see how information was organized and supported in a reading text. According to the results of the pre-test, to item number 11, the students with a percentage of %50 responded as “never”, the students with a percentage of %30 responded as “sometimes” while the students with a percentage of %20 responded as “always”.

On the other hand, the results of the post-test related to the item number 11 revealed that there was an increase in considering a text structure at the end of the study. In the light of the post-test, to item number 11, the students with a percentage of %65 responded as “sometimes” and %20responded as “always”whereas the students with a percentage of %15 responded as “never”.

Through this strategy, my aim was to help my students learn the arrangements of ideas and relationships of a reading text by the use of text structure strategy. At first, I realized that

students were not aware of using text structure to understand a reading text easier. I believed that students should be exposed to various reading texts as much as possible. In this way, it could be possible for my students to understand how events in a story related to each other by the use of text structure. At the beginning of the strategy instruction, I presented various reading texts such as e mails, letters, leaflets and short stories that the students could understand easily and I asked them to review the text first by noting its characteristics like length and organization, the sequences of an event, conjunctions or transition words.

After reading a text by modeling, I decided to make a group work and I divided the students in groups. Then, I presented a few unscramble sentences of a letter for each group and I asked the students to read all sentences and write the letter in an order. Meanwhile, I was walking around the class to check and monitor them. Some students found it challenging. At this point, during reading various texts, I asked the students to consider transition words such as first, next, after, later, before, finally to be able to understand how events related to one another. To help the students make inferences in a meaningful way, I also asked them to pay attention to some conjunctions such as but, because or so.

Along with these activities emphasizing the organization of a text, I also presented another reading texts including paragraphs that showed various text structures such as cause and effect, compare/ contrast, descriptive. I can state that this strategy enabled my students to be able to understand how events related to one another and also it helped the students make inferences from what they read in a meaningful way.

Table 4. The Development of Using Visualization by The Students

	Never	Sometimes	Always
Questions	Pre-Post	Pre-Post	Pre-Post
12- I try to understand what the topic is about by the use of given pictur	25% 0%	20% 25%	55% 75%
13-I use tables, figures and pictures in the text to be able to guess about the passage.	20% 25%	30% 25%	50% 50%
14-I try to picture or visualize the information in my mind to understand a text as I read.	60% 20%	25% 25%	15% 55%
Total=	35% 15%	25% 25%	40% 60%

As it is seen in Table 4. , there were 3 items in this section. According to the results of the pre-test, to item number 12, which asked whether the students were trying to understand what the topic was about by the use of given pictures, the students with a percentage of %25 responded as “never”, the students with a percentage of %20 responded as “sometimes” whereas the students with a percentage of %55 responded as “always”. From the table 4. , it was obvious that the students with a percentage of %55 were trying to make predictions based on a reading text by looking at the content of a book, titles or pictures.

On the other hand, the results of the post-test related to the item number 12 revealed that there was an increase in using visual aids. In the light of the post-test, to item number 12, the students with a percentage of %25 responded as “sometimes” and %75 responded as “always” whereas the students with a percentage of %0 responded as “never”.

Item number 13 was related to whether the students were using tables, figures and pictures in the text to be able to guess about the passage. According to the results of the pre-test, to item number 13, the students with a percentage of %20 responded as “never”, the students with a percentage of %30 responded as “sometimes” while the students with a percentage of %50 responded as “always”.

According to the results of the post-test related to the item number 13, the students with a percentage of %25 responded as “sometimes” and %50 responded as “always” whereas the students with a percentage of %25 responded as “never”.

Next comes item 14, which questioned whether the students were trying to picture or visualize the information in my mind to understand a text as they read. According to the results of the pre-test related to the item number 14, the students with a percentage of %25 responded as “sometimes” and %15 responded as “always” whereas the students with a percentage of %60 responded as “never”.

On the other hand, the results of the post-test related to the item number 14 revealed that there was an increase in visualization. In the light of the post-test, to item number 14, the students with a percentage of %25 responded as “sometimes” and %55 responded as “always” whereas the students with a percentage of %20 responded as “never”.

As it is seen in total in Table 4. , while the students with a percentage of % 40 were always make use of visualization in the pre-test, the students with a percentage of % 60 started to use visualization in the post-test.

Along with these results seen in Table 4. , according to my observations in the class, I had some students who were eager to share their ideas about the reading text by using pictures on it. However, there were also some students who were unwilling to speak were eager to

make predictions. At that point, I believed that as teachers, we should encourage our students to improve and use their schemata and make connections between ideas by the use of discussions, pre-reading questions or visual aids related to the text. Moreover, I have learned that “using a visual to facilitate understanding is another reading strategy that improves the reader’s understanding of a text” (Jensen, 2010, p. 11). According to Duke and Pearson (2002), a picture is worth a thousand words. For that reason, I decided to focus on the strategy of visualization. My aim was to enable my students to make sense of a reading text through visualization.

I tried to make use of visual clues as much as possible during my study. I found it interesting and enjoyable for my students at the beginner level. For instance, I prepared a short presentation including colorful pictures of different topics and I asked my students to make some comments about the photos by using their background knowledge.

Through this activity, my aim was both to draw attention and also to activate their background knowledge while making predictions at the beginning of lesson. Almost all students were highly motivated during this presentation. Moreover, I distributed reading texts and I asked the students to imagine and draw a picture after reading process. Through this activity, my aim was both to create a positive atmosphere while teaching a new strategy and also to motivate my students.

After all, it was obvious that these kinds of activities helped my students creatively imagine the events in a text in their mind. They worked well in the class in terms of motivation and participation, as well. Moreover, learners tried to connect their thoughts into visual representations to be able to comprehend a text.

Table 5. The Development of Using Summarization by The Students

	Never	Sometimes	Always
Questions	Pre-Post	Pre-Post	Pre-Post
15-I use typographical features like bold face and italics to identify key information.	10% 20%	35% 30%	55% 50%
16-I try to define unnecessary information while reading.	65% 0%	20% 40%	15% 60%
17-I take notes while reading to help me remember what I read.	50% 5%	35% 20%	15% 75%
18-When reading, I decide what to read closely and what to ignore.	50% 5%	25% 30%	25% 65%
19-I try to summarize the ideas of a reading text in my own words to show what I understand.	45% 10%	40% 40%	15% 50%
Total=	44% 8%	31% 32%	25% 90%

As it is seen in Table 5., there were 5 items in this section. According to the results of the pre-test, to item number 15, which asked whether the students were using typographical features like bold face and italics to identify key information, the students with a percentage of %10 responded as “never”, the students with a percentage of %35 responded as “sometimes” whereas the students with a percentage of %55 responded as “always”.

On the other hand, the results of the post-test related to the item number 15 revealed that there was an increase in using typographical features like bold face and italics to identify key information . In the light of the post-test, to item number 15, the students with a percentage of %30 responded as “sometimes” and %50 responded as “always” whereas the students with a percentage of %20 responded as “never”.

Item number 16 was related to whether the students were trying to define unnecessary information while reading. According to the results of the pre-test, to item number 16, the students with a percentage of %65 responded as “never”, the students with a percentage of

%20 responded as “sometimes” while the students with a percentage of %15 responded as “always”.

On the other hand, the results of the post-test related to the item number 16 revealed that there was an increase in defining unnecessary information while reading at the end of the study. In the light of the post-test, to item number 16, the students with a percentage of %40 responded as “sometimes” and %60 responded as “always” whereas the students with a percentage of %0 responded as “never”.

Another item that aimed to reveal whether the students were taking necessary notes while reading to help them remember what they read. was item number 17. According to the results of the pre-test, to this item, the students with a percentage of %50 responded as “never”, the students with a percentage of %35 responded as “sometimes” while the students with a percentage of %15 responded as “always”.

On the other hand, the results of the post-test related to the item number 17 revealed that there was an increase in taking notes while reading to help the students remember what they read at the end of the study. In the light of the post-test, to item number 17, the students with a percentage of %20 responded as “sometimes” and %75 responded as “always” whereas the students with a percentage of %5 responded as “never”.

Item 18 aimed to reveal whether the students were trying to decide what to read closely and what to ignore. According to the results of the pre-test, to this item, the students with a percentage of %50 responded as “never”, the students with a percentage of %25 responded as “sometimes” while the students with a percentage of %25 responded as “always”.

On the other hand, the results of the post-test related to the item number 18 revealed that there was an increase in defining what to read closely and what to ignore at the end of the study. In the light of the post-test, to item number 18, the students with a percentage of %30 responded as “sometimes” and %65 responded as “always” whereas the students with a percentage of %5 responded as “never”.

One other item was item 19 which asked whether the students were trying to summarize the ideas of a reading text in my own words to show what they understood. According to the results of the pre-test, to this item, the students with a percentage of %45 responded as “never”, the students with a percentage of %40 responded as “sometimes” while the students with a percentage of %15 responded as “always”.

On the other hand, the results of the post-test related to the item number 19 revealed that there was an increase in making summarization of the ideas from a reading text in the students’ own words to show what they understood at the end of the study. In the light of the

post-test, to item number 19, the students with a percentage of %40 responded as “sometimes” and %50 responded as “always” whereas the students with a percentage of %10 responded as “never”.

As it is seen in total in Table 5, the results of post-test revealed that there is an increase in using various strategies such as note taking, defining the main ideas of a text to make a summary based on a reading text by the students with a percentage of %60.

Along with these results, according to my observations, summarization was a challenging task for my students. Most of the students did not know how to deal with it whenever I asked them to make a summary after a reading text. I felt that my students needed to have a starting point to make summary. Therefore, while teaching this strategy, I followed rule-governed approach introduced by McNeil and Donant (1982) in order to encourage my students to follow a set of procedures to summarize a text.

During the activities, I realized that it was a challenging task for students in the class. Some students had difficulties in creating a new text by defining the unimportant and important text. From time to time, I had to guide them to define the necessary points of a text. I also reminded them the importance of sequence of the events in the text. At this point, I advised them to make use of transition words such as but, because and so forth. At the end of activity, I asked them to retell the texts with their own sentences. Moreover, the chart with the subheadings “topic, character, text structure and main ideas” enabled me to monitor the students. I realized that it was easier for students to remove unnecessary materials by considering the main points of a text. Along with this, I emphasized the importance of taking notes during the reading process so as to help the students understand a text better and also be able to make a summary of a text. At this point, I advised them to focus on the necessary information to get the main idea of a text by extracting unnecessary points. From time to time, while I was reading the text, I also asked them to help me so as to define the clear points which could be useful for summarization.

At the end of the strategy, I found out that Summarization worked well as another effective reading strategy to improve learners’ overall comprehension of the text, despite some difficulties. This reading strategy also helped the students make inferences and find out the key points related to a text.

Table 6. The Development of Using Questioning by The Students

	Never	Sometimes	Always
Questions	Pre-Post	Pre-Post	Pre-Post
20-I read the text again and try to solve doubts by questioning.	30% 0%	45% 35%	25% 65%
Total=	30% 0%	45% 35%	25% 65%

As it is seen in Table 6, there was only 1 item in this section. According to the results of the pre-test, to item number 20, which asked whether the students were reading the text again and were trying to solve doubts by questioning, the students with a percentage of %30 responded as “never”, the students with a percentage of %45 responded as “sometimes” whereas the students with a percentage of %25 responded as “always”.

On the other hand, the results of the post-test related to the item number 20 revealed that there was an increase in questioning. In the light of the post-test, to item number 20, the students with a percentage of %35 responded as “sometimes” and %65 responded as “always” whereas the students with a percentage of % 0 responded as “never”.

Jensen also (2010) points out “by asking questions of the text, a reader is actively responding with the material to incorporate the new material into his or her schema” (p. 12). For that reason, I believe that as teachers, we should encourage our learners to ask questions before, during and after reading process. Accordingly, I decided to focus on questioning before, during and after reading practice in my classroom. I asked pre- reading questions to activate their background knowledge before reading and I also encouraged them to pay closer attention to what they read. From time to time, I divided students into groups and I asked each group to create a few additional “wh” questions based on the reading text. Then, I allowed them to discuss about each group’s questions. In this way, I realized that the students who had lower level of English proficiency also obtained a chance to work with the other students to understand a text better. We listed some questions on the board to answer. While answering the questions, they could also have a chance to make inferences based on the text. During the reading practice, I also encouraged them to stop from time to time in order to check if they understood what the sentence meant or not. Therefore, I stopped and let some students ask questions and discuss about the questions. It also helped them wonder what would happen in

the following chapters. From time to time, I stopped them to make some predictions about the following part of a reading text, as well.

During these activities, I found out that the students could remember what they read by asking questions and they could continue wondering as they read particularly when the readers were dealing with the questions based on a text. In this way, they pay closer attention to what they read. Questioning also enables readers to remember what they read and link the opinions together across the text. It also allows readers to monitor their comprehension as they read a text (Jensen, 2010).

CHAPTER 5

5. DISCUSSION AND CONCLUSION

5.1. Introduction

Since the early seventies, students who learn foreign languages have been taught ways of using variety of reading strategies in order to understand the text properly. These strategies include skimming, scanning, contextual guessing, reading for meaning, utilizing background knowledge and so forth. Reading strategies indicate how readers' conceive of a task, how they make sense of a text and what they do when they have troubles in comprehending. Above all discussions, it is clearly stated that reading strategies enhance reading comprehension and overcome the problems during reading process (Singhal, 2001).

This study included 20 beginner level EFL students who study in Higher Vocational Schools of Cag University. Students' age ranged from 18- 20. They were selected by using convenience sampling since they were the most practical to reach (Fraenkal & Wallen, 2006). The students who were studying in Higher Vocational of Cag University had difficulties in comprehending reading texts. For that reason, the main purpose of this study is to identify the positive effects of reading strategies on learners' reading comprehension in Higher Vocational School of Cag University and also to raise students' awareness on the importance of the use of reading strategies during reading process. The study also aimed to develop learners' comprehension by using different reading materials various reading strategies.

In this study, I firstly aimed to identify the kinds of reading strategies used by the students in Higher Vocational Schools of Cag University. Then, on the basis of the data driven, I attempted to establish a reading-strategy development program to increase the types of reading-strategies used by the students. To achieve these aims, I used the following research questions:

1. How can I develop a reading strategy development programme for a better reading comprehension?
2. What are the reading strategies used by the students in Higher Vocational School of Cag University?
3. Does an eight-week reading strategy development programme result in an increase in students' use of reading strategies?

In the previous chapter, the findings of the study have been demonstrated. In this chapter, the findings for each research question are going to be discussed separately and the chapter will conclude with suggestions for further research.

5.2. How Can I Develop a Reading Strategy Development Programme for a Better Reading Comprehension?

For many years, there have been a lot of studies on reading comprehension. “Comprehension is a consuming, continuous and complex activity, but one that, for good readers, is both satisfying and productive” (Duke & Pearson, 2002, p.2).

Anderson (1999) states that students should be also encouraged how to successfully orchestrate the use of reading strategies in a meaningful way. Obviously, the responsibility falls on the shoulders of the teachers to teach students about reading strategies and how to apply them. Teachers have to encourage students to utilize various reading strategies (Yigiter, Saricoban, & Gurses, 2005).

Accordingly, in this study, I tried to focus on the importance of using reading strategies to be able to comprehend the text better. The results I gathered from the students on the reading strategies showed me that my students had a lack of knowledge about some reading strategies that could help them develop their reading comprehension. During this study, I found out the readers who ignored the knowledge and the usage of strategies were more likely to be disappointed when they had to struggle with a reading text for comprehension. Therefore, this study was conducted in accordance with reading comprehension strategies. Reading strategies are classified in various ways. It is obvious that students should be exposed to a variety of reading strategies as well as an effective reading instruction so as to improve reading comprehension. Therefore, I started my study by defining the reading strategies I was planning to apply. In this study, I focused on six reading strategies – “prediction, think alouds, using text structure, using visual cues, summarization and questioning” summarized by Cunningham and Allington (2007) depended on Duke & Pearson’s (2002) research. Accordingly, I prepared a reading strategy survey based on six reading strategies by Cunningham and Allington (2007). During the first week, I applied this survey to see if my students were aware of reading strategies during reading process. In the lights of the result of reading strategy survey that I obtained, I could prepare a reading strategy development programme which included all applications such as necessary reading activities, reading strategies, lesson plans and so forth. In this way, this survey enabled me to focus on another research question of my study: “How can I develop a reading strategy development programme” ? Accordingly, I followed a regular teaching reading strategy instruction program based on the results of pre-test. This study was also conducted in accordance with the action research model carried out by Kemmis and McTaggart (1988) as in the cycles- “plan, act, observe, reflect.” In the lights of the action research model, I prepared lesson plans

introducing the reading strategies, aims and activities to be applied in the classroom for each week. I also classified all stages of action research model in accordance with my own study. During this programme, my aim was to find out if an eight-week reading strategy development programme resulted in an increase in students' use of reading strategies. During my studies, I realized that five important steps should be considered by all teachers for an effective reading strategy instruction. Through this idea in my mind, I followed a model of reading comprehension instruction based on the work of Duke & Pearson (2002, pp. 208–210). The model consists of the following five important stages that teachers need to consider during a reading instruction process.

1. At first, an explicit description of the strategy is needed.
2. Teachers need to introduce the strategy as a model.
3. Collaborative use of the strategy is needed in action.
4. Students start to have the responsibility gradually with the help of guided practice using the strategy.
5. After students' independent use of the strategy skills are developed, they are expected to read silently and make predictions and check themselves.

First of all, my aim was to clarify the reading strategy instruction for my students at the beginning of my study. For that reason, I focused on the importance of reading strategies as stated in five elements Winograd and Hare (1988) that could be supported by teacher explanations about strategy use: “(1) what the strategy is, (2) why the strategy must be learned, (3) how to use the strategy, (4) when and where the strategy is to be learned, and (5) how to evaluate the use of the strategy” (Anderson, 1999, p. 71).

During my studies, I realized that providing a clear description of each reading strategy and modelling this strategy for the students helped me develop an effective reading strategy development programme for a better reading comprehension. Moreover, the diaries kept by the students enabled them to evaluate the progress in the use of reading strategies. In this way, I was able to make the students be involved in the study and also I could revise their progress continually. Also, the post-test applied at the end of the study enabled me to see if an eight-week reading strategy development programme resulted in an increase in students' use of reading strategies.

In the lights of my action research, I can state that an effective reading instruction in which each strategy is clearly described and evaluated should be provided by teachers to develop a reading strategy development programme for a better reading comprehension.

5.3. What are the Reading Strategies Used by the Students in Higher Vocational School of Cag University?

In this study, I focused on six reading strategies – “prediction, think alouds, using text structure, using visual cues, summarization and questioning” summarized by Cunningham and Allington (2007) depended on Duke & Pearson’s (2002) research.

According to Duke and Pearson (2002), I have found out that a strategic instruction has an important role in learning what strategies are able to be used and how to make use of suitable reading strategies in order to develop learners’ reading comprehension. Therefore, I made use of a reading strategy survey as a pre-test both to be able to understand if my students were aware of reading strategies in order to comprehend a reading text and also to check which reading strategies they used reading process. In this way, I tried to find an answer to one of my research question: “What are the reading strategies used by the students in Higher Vocational School of Cag University” ?

I gathered baseline data from all my students on the reading strategies for better reading comprehension. The results showed that my students had a lack of knowledge about some reading strategies that could help them develop their reading comprehension.

According to the results of the survey, I realized that some students did not tend to make use of prediction reading strategies in reading process. The results of pre-test about the use of prediction reading strategies (as seen in Table 1.) revealed that the students with a percentage of % 40 never tried to use prediction strategies while reading a text. For instance, they did not try to make guess about the meanings of sentences or words. Instead, they directly started to read by trying to translate each sentence of a text. They supposed that it could be the only way to understand a whole reading text. For that reason, they were easily dissatisfied when they met an unknown word in a reading passage. Thus, they gave up trying to comprehend the whole text. In my opinion, there might be good reasons why students mostly tend to behave in this way. According to my observations, some students in my class had a lack of vocabulary knowledge and grammar structures. They had difficulties in comprehending reading texts. Therefore, they mostly preferred to focus on the vocabulary items or grammar structures instead of using reading strategies to be able to comprehend a text better. However, 60% percent of students also were not aware of the background knowledge to comprehend a reading text better or to answer pre- reading questions. According to my observations, they were trying to understand every single word to speak or make a comment on a text otherwise they mostly refused to share their own ideas.

On the other hand, I realized that, there were some students who were applying some prediction strategies unconsciously, especially before a reading text. For instance, the aim of Q1 in the survey (appendix 1) was to understand if the students could take an overall view of the text to see what the text was about before reading it. As it is stated in the first table, the results of pre-test for Q1 revealed that %50 percent of students were already aware of some prediction reading strategies. I also realized that some students could answer easily by looking at the content of a page or headings when I asked what the text was about.

According to the final result of pre-test about the use of think aloud reading strategy (as seen in Table 2.), the students with only a percentage of %27.50 responded as “sometimes” and the students with a percentage of %13.75 responded as “always”. In the lights of my observations, only a few students paused from time to time in order to make inferences or make a guess about the meanings of unknown words and they were continually thinking about what they were reading.

According to the final result of pre-test about the use of text structure to understand better (as seen in Table 3.), the students with only a percentage of %22.5 responded as “sometimes” and the students with a percentage of %15 responded as “always” whereas the students with a percentage of %62 responded as “never”. In the lights of the statical results and my observations, it was obvious that the students needed to learn the arrangements of ideas and relationships of a reading text by the use of text structure strategy. I believed that students should be exposed to various reading texts as much as possible. Moreover, during my study, I realized that it was a challenging task for the students to be able to understand how events related to one another.

On the other hand, according to the final result of pre-test about the use of visualization (as seen in Table 4.), the students with only a percentage of %25 responded as “sometimes” and the students with a percentage of %40 responded as “always”. It was obvious that there were some students who were eager to share their ideas about the reading text by using pictures on it. According to my observations, there were also some students who were unwilling to speak were eager to make predictions. At that point, I believed that as teachers, we should encourage our students to improve and use their schemata and make connections between ideas by the use of discussions, pre-reading questions or visual aids related to the text. For that reason, I decided to focus on the strategy of visualization during my study. My aim was to enable my students to make sense of a reading text through visualization.

According to my observations, summarization was a challenging task for my students. Most of the students did not know how to deal with it whenever I asked them to make a

summary after a reading text. I felt that my students needed to have a starting point to make summary. During the activities, some students had difficulties in creating a new text by defining the unimportant and important text. From time to time, I had to guide them to define the necessary points of a text. I also reminded them the importance of sequence of the events in the text.

On the other hand, the final result of pre-test about the use of questioning in reading process (as seen in Table 6.) revealed the students with a percentage of %45 responded as “sometimes” and the students with a percentage of %25 responded as “always”. During the activities, I also realized that the students especially who had higher level of English proficiency were eager to pause from time to time and ask questions to make inferences based on the text when they could not understand an idea given in a reading text.

5.4. Does an Eight-Week Reading Strategy Development Programme Result in an Increase in Students’ use of Reading Strategies?

Having analyzed the results of the post-test applied at the end of the action research and the diaries kept by me as a researcher and the students, I found that eight-week reading strategy development programme resulted in an increase in students’ use of reading strategies.

According to my observations during this study, I started to spend more time discussing and making predictions on the reading texts and I found that students started be more involved in a reading process. Each week the students’ progress moved slightly higher as more and more reading strategies were modeled through think-alouds, making predictions about the pictures or the title of a text. I also noticed that in week five and six, the students showed more motivation and more focused on their reading through various reading strategies. Each week, the students had a chance to practice the strategies that I taught and modeled in the class. During these activities, the students were closely guided. It was obvious that each week students’ progress continued to move upward. Over the eight weeks period, the students were utilizing reading strategies in order to make sense of a text.

5.5. Conclusions and Implications

Based on the data from my study, I could make several conclusions about my own teaching and my students who participated in my action research. Through this study, I had a chance to reflect about my own teaching and make observations more objectively.

Even if the focus of this action research was to increase my expertise in the effective teaching of reading strategies, I hoped that an eight week strategy programme that I spent

time working with my students could result in an increase in students' use of reading strategies. The results of the reading strategy survey applied as "pre-test" and "post-test" and diaries kept by me as a researcher and the students revealed that the students in my study showed improvement in the use of reading strategies. During my study, I found out that the students needed to be explicitly taught how to use reading strategies for a better comprehension. At this point, modeling the strategy in a clear way is required for an effective reading strategy instruction. During my study, I used modeling through read-alouds and think-alouds to show my students what to do when they encountered a challenging text. Moreover, discussions based on a text, making predictions and inferences from a text enabled the students to be more involved in a reading text in a meaningful way. Through these activities, students were also encouraged to activate their background knowledge. According to my observations, students were well motivated when they started to comprehend a text. Therefore, it was obvious that the use of reading strategies had an important role on students' reading comprehension and motivation during the process.

This study might guide the teachers to develop a reading strategy programme. Through this programme, students should be encouraged how to successfully make use of reading strategies in a meaningful way. In this way, the responsibility falls on the shoulders of the teachers to teach students about reading strategies and how to apply them.

As a conclusion, this study might also be helpful since the aim is both to find out the positive effects of reading strategies on learners' reading comprehension and to raise learners' awareness on the importance of the use of reading strategies during reading process. This study also might be useful to identify which reading materials work with students to develop the use of reading strategies in the future.

5.6. Suggestions For Further Studies

Development of a reading strategy programme is a challenging job. In the lights of the studies (Anderson, 1999; Jensen, 2010, Cavusoglu, Cihan and Sahin, 2002) there are various reading strategies to develop reading comprehension. However, if our aim is to develop students' use of reading strategies to help them comprehend English texts easier, we need to define which strategies work well with the students for a better comprehension. Therefore, as teachers, we need to see if the students are aware of reading strategies if we want to develop a reading strategy instruction. In this way, we can design a reading strategy instruction as the first step in accordance with the results. Moreover, in the lights of my action research, I can state that providing a clear description of each reading strategy and modelling this strategy for

the students helped me develop an effective reading strategy development programme for a better reading comprehension. Thus, an effective reading instruction in which each strategy is clearly described and evaluated should be provided by teachers to develop a reading strategy development programme.

On the other hand, the reading materials and activities should be well prepared beforehand for an effective reading instruction. Students should be exposed to various reading texts to develop their use of reading strategies.

As a conclusion, my action research study might be a guide book for teachers since the aim is both to find out the positive effects of reading strategies on learners' reading comprehension and to raise learners' awareness on the importance of the use of reading strategies during reading process. This study also might be useful to identify which reading materials work with students to develop the use of reading strategies in the future.

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7. APPENDICES

7.1. APPENDIX 1: Reading Strategy Survey

The purpose of this survey is to collect information about the various strategies you use when you deal with the reading texts. Each statement is followed by five numbers 1, 2, 3 and each number means the following:

“1” means that “I never do this”.

“2” means that “I sometimes do this”.

“3” means that “I always do this”.

After reading each statement, circle the numbers (1, 2 or 3) which applies to you.

Questions	Never	Sometimes	Always
1. I take an overall view of the text to see what it is about before reading it. (quickly looking at the content page of a book or headings)	1	2	3
2. I try to use my background knowledge to make predictions about a reading text.	1	2	3
3. I try to predict the continuing text.	1	2	3
4. I try to find the answers to pre- reading questions based on a text.	1	2	3
5. I try to give my personal opinion making predictions about the topic.	1	2	3
6. When the text becomes difficult, I read aloud to help me understand.	1	2	3
7. I stop from time to time and think about what I am reading.	1	2	3
8. I sometimes read slowly and ask questions to be sure of what I understand.	1	2	3
9. I sometimes stop reading and try to make inferences as I read a text.	1	2	3
10. I review the text first by noting its characteristics like length and organization. (a letter or a mail)	1	2	3
11. I try to see how information is organized and supported in a reading text.	1	2	3

12. I try to understand what the topic is about by the use of given pictures.	1	2	3
13. I use tables, figures and pictures in the text to be able to guess about the passage.	1	2	3
14. I try to picture or visualize the information in my mind to understand a text as I read.	1	2	3
15. I use typographical features like bold face and italics to identify key information.	1	2	3
16. I try to define unnecessary information while reading.	1	2	3
17. I take notes while reading to help me remember what I read.	1	2	3
18. When reading, I decide what to read closely and what to ignore.	1	2	3
19. I try to summarize the ideas of a reading text in my own words to show what I understand.	1	2	3
20. I read the text again and try to solve doubts by questioning.	1	2	3

7.2 APPENDIX 2: Okuma Stratejileri Anketi

Bu anketin amacı, ingilizce okuma metinlerini anlamak için kullandığınız okuma stratejileri hakkında bilgi toplamaktır. Her soru aşağıdaki şekilde (1, 2 ya da 3) numaralandırılmıştır.

“1” (Hiç bir zaman uygulamam.)

“2” (Bazen uygularım.)

“3” (Her zaman uygularım.)

Lütfen her sorudan sonra, size uygun seçeneği (1, 2 ya da 3) daire içine alınız.

Sorular	Asla	Bazen	Her zaman
1. Okumaya başlamadan önce parçanın ne hakkında olduğunu anlayabilmek için, parçaya genel bir göz atarım.	1	2	3
2. Parçayla ilgili tahminlerde bulunmak için geçmiş bilgilerimi yoklarım.	1	2	3
3. Parçanın devamını tahmin etmeye çalışırım.	1	2	3
4. Okumaya başlamadan önce, parçayla ilgili ön soruları yanıtlamaya çalışırım.	1	2	3
5. Parça hakkında kişisel fikrimi vermeye çalışırım.	1	2	3
6. Parça zorlaştıkça, okuduğumu anlayabilmek için metni yüksek sesle okurum.	1	2	3
7. Okuma esnasında, zaman zaman durarak ne anladığımı aklımda yorumlamaya çalışırım.	1	2	3
8. Okuma esnasında, metni anlayıp anlamadığımdan emin olabilmek için, içimden metine dayalı sorular sorarım.	1	2	3
9. Zaman zaman okumaya ara verip, parçadan çıkarımlar yapmaya çalışırım.	1	2	3
10. Metnin uzunluğu ya da bilgi sıralaması gibi özelliklerini göz önünde bulundururum. (bir mektup ya da mail gibi)	1	2	3
11. Bilgilerin metinde nasıl desteklendiğini ve tasarlandığını daima göz önünde bulundururum.	1	2	3
12. Verilen resimlerden ya da görsel şemalardan yararlanarak metnin konusunu anlamaya çalışırım.	1	2	3

13. Paraya dair yorum yapabilmek iin resimleri, Őemaları ya da tabloları daima kullanırım.	1	2	3
14. Okuduklarımı, aklımda canlandırmaya alışırım.	1	2	3
15. Ana fikirleri belirlemek iin kalın harflerle, farklı renklerde ya da italik yazılan kelimelere dikkat etmeye alışırım.	1	2	3
16. Metni okurken, gereksiz bilgileri daima elemeye alışırım.	1	2	3
17. Okuma esnasında, metni hatırlamamda bana yardım edecek notlar almayı ihmal etmem.	1	2	3
18. Okuma esnasında, hangi bilgilerin daha önemli hangilerinin daha önemsiz olduėuna karar vermeye alışırım.	1	2	3
19. Metni okuduktan sonra, kendi cümlelerimle özetlemeye alışırım.	1	2	3
20. Metni gerekirse tekrar okuyup, Őüphede kaldığım konulara cevap olacak sorular sormaya alışırım.	1	2	3

7.3. APPENDIX 3: The Survey Filled Out By The Students At The End Of Each Reading Strategy Instruction

These questions were prepared to see the positive effects of reading comprehension strategies that you use in the reading process.

Question I. What have I learned in this session?

Question II. What can I do with what I have learned?

7.4 APPENDIX 4: Her Okuma Stratejisi Öğretimi Sonunda Öğrencilere Uygulanan Anket

Aşağıdaki sorular, İngilizce okuma metninde uyguladığınız okuma stratejilerinin; okuduğunu daha iyi anlama becerileri üzerindeki olumlu etkilerini tespit etmek amacıyla hazırlanmıştır.

Soru I. Okuma metni üzerinde çalışma yaparken bugün derste ne öğrendim?

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Soru II. Bugün derste öğrendiğim okuma stratejisini farklı bir İngilizce metinde nasıl uygulayabilirim?

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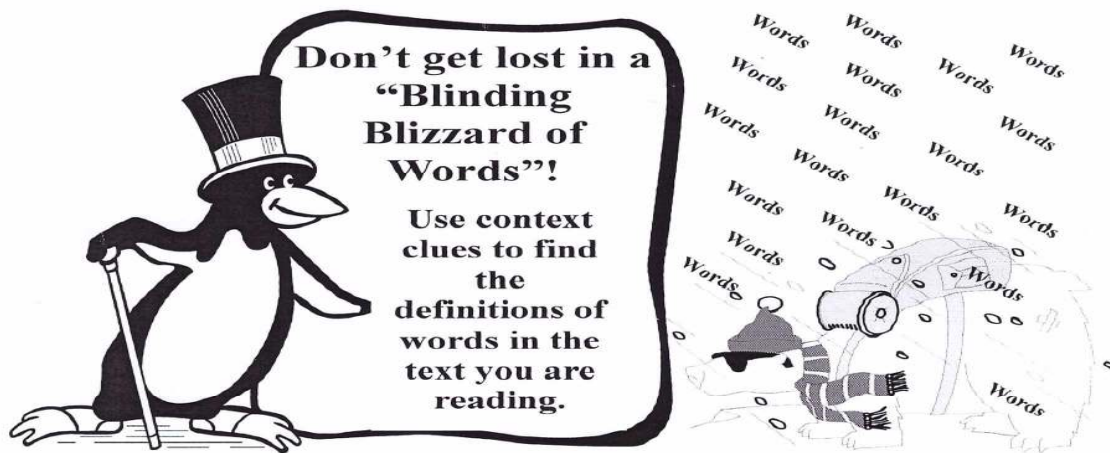
7.5. APPENDIX 5: Lesson Plan Sample

Lesson Plan Sample	
Grade: Beginner	February 28-29
• Lesson Focus: Unit 8 – School Life • Grammar Section: Simple Present Tense / Object Pronouns • Strategies: Making Predictions by the use of pre-reading questions and visual cues Word Guessing / Contextual Guessing Summarization	
• Materials Needed: Reading text “School life- At home / At school” in Unit 8 Cd player	
What teachers do	What students do
Before Reading	Before Reading
Remind them of strategies to use: • Look at the title • Look at the picture • Try to answer pre-reading questions -Do you like studying? -Do you prefer to study at home or at school? Additional Activity: Brain Storm Tell me the good sides and bad sides of studying at home.	Listening to the teacher and trying to make predictions about the reading text. Being involved in pre-reading activities.

While Reading	While Reading
review any difficult vocabulary- Observe behaviour and take notes Asking students to underline “object pronouns” in the Text and to predict them by using related sentences.	Actively listening to CD and taking notes Try to make predictions the underlined words Try to answer while reading questions
Post Reading	Post Reading
Give tasks to the students Encourage them to speak about school life	Demonstrate understanding of text through oral and written communication Write a brief summary of the text in Unit 8 Write a paragraph about your own school life and your favourite subjects
Assessment:	
Discuss any successful uses of any above mentioned strategies. Review students’ diaries to see if there are improvements in the application of reading strategies	(i) What have I learned in this session? (ii) What can I do with what I have learned?

7.6. APPENDIX 6: Reading Passages Samples

7.6.1. How to Use Context Clues



How to Use Context Clues

- ♦ If the context clue is one of the following: **is**, **are**, **was**, **were**, **or**, **such as**, or **means**, the definition will be found **AFTER** the word and the context clue.
- ♦ If the context clue is: **are known as**, **is known as**, **is called**, or **are called**, the definition will be in **FRONT** of the word you need to know the meaning of.

Examples:

1. **Precipitation** *is water that falls to the earth as rain or snow.*
2. *Water that falls to the earth as rain or snow* is called **precipitation**.
3. **Flurries** *are a light snow which falls for a short time.*
4. *A light snow which falls for a short time* is known as **flurries**.
5. **Accumulate** means *to pile up*.
6. In a blizzard, snow **accumulates**, or *piles up*.

7.6.2. A Short Passage Sample on Context Clues



Slide Into A Little Practice

1. Read each section of text.
2. Use **context clues** to find the definitions of words in the questions following each section.

A Unicorn

A **unicorn** is a mythological animal. **Mythological** means made-up, or **imaginary**. A unicorn is always white and looks like a small horse with a horn **protruding**, or sticking out of, the center of its forehead. It was considered good luck to see a unicorn.

1. What is a **unicorn**? _____

2. What does **mythological** mean? _____
3. What is another word for **imaginary**? _____
4. What does **protruding** mean? _____

7.6.3. Reading Texts Samples on Word Guessing

A Mammoth

A mammoth was a mammal that lived during the Ice Ages. The Ice Ages were a time when much of the earth was covered by glaciers, or slowly moving rivers of ice. A mammoth looked like a hairy elephant with large tusks which curled up at the ends. The mammoth's shaggy coat helped it survive in the cold. Things which help an animal survive in its environment are called adaptations. The mammoth had many adaptations which helped it survive in the Ice Ages.

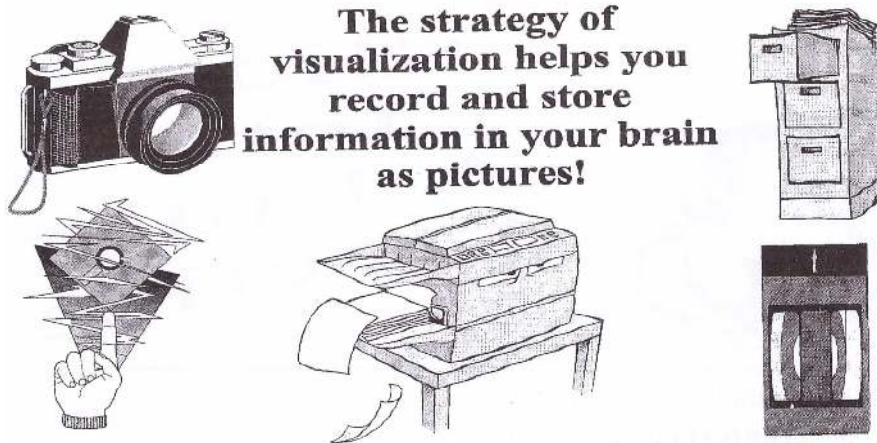
1. What was a mammoth? _____
2. What were the Ice Ages? _____
3. What is a glacier? _____
4. What are adaptations? _____

Snowflakes

Snowflakes are a form of winter precipitation. Rain, snow, sleet, and other types of moisture that fall from the sky are known as precipitation. Snowflakes are produced, or made, when a cloud's temperature falls beneath 32 degrees Fahrenheit. Snowflakes are usually in the shape of hexagons. A hexagon is a six-sided shape.

1. What is a snowflake? _____
2. What is precipitation? _____
3. What does produced mean? _____
4. What is a hexagon? _____

7.6.4. A Short Passage Sample on the Strategy of Visualization



**The strategy of
visualization helps you
record and store
information in your brain
as pictures!**

There are four steps in the process of visualization:

- ♦ **Read** the text.
- ♦ **Picture** the information in your brain
- ♦ **Plan** how to draw it on paper.
- ♦ **Draw and label** the picture on paper.

Practice: Just Do It!

- ♦ **Read** about the granod.
- ♦ **Draw & label** a picture showing what it looks like. Use your own paper.

Granods

A granod is an animal. It has a long, oval-shaped body. The granod has a long neck and tail. The top of the neck, back, and tail are covered by a row of triangular-shaped plates. The granod's head is shaped like a long triangle. It has big eyes, and eyebrows that stick out. It also has big nostrils. Its body is covered with scales. The granod has four short legs. At the end of each leg is a foot with five long toes. Each toe has a sharp claw at its end. The granod has two wings attached to its body. These are located behind the front legs towards the top of its back. Granods may be many different colors, but usually, they are green and yellow, or red and yellow.

7.7. Appendix 7. Öğrenciler Tarafından Her Strateji Öğretimi Sonunda Doldurulan Örnek Anketler

7.7.1. Appendix 1

Bihter Huseyni
11139004 İEY

Okuma Stratejileri Anketi

Aşağıdaki sorular, İngilizce okuma metninde uyguladığınız okuma stratejilerinin; okuduğunu daha iyi anlama becerileri üzerindeki olumlu etkilerini tespit etmek amacıyla hazırlanmıştır.

Soru I. Okuma metni üzerinde çalışma yaparken bugün derste ne öğrendim?

Bugün öğrendiğimize hikaye parçasını yorumlamayı öğrendik. Bilmediğim kelimeler vardı bunları parçayı okurken anlamlarını tahmin ederek bulduk ve ikinci olarak; Karışık bir şekilde dağıtılan okuma parçasını Anlamlı bir şekilde sıralayıp hikaye parçasını oluşturduk.

Soru II. Bugün derste öğrendiğim okuma stratejisini farklı bir İngilizce okuma metninde nasıl kullanabilirim?

Bugün öğrendiğim strateji diğer okuma parçalarında bildiklerimi uygulayabilirim. Bilmediğim kelimeleri yorumlamama yardımcı olur, Yarın öbür gün verilen hikaye parçasını oluşturabiliriz.

7.7.2. Appendix 2

Okuma Stratejileri Anketi

Aşağıdaki sorular, İngilizce okuma metninde uyguladığınız okuma stratejilerinin; okuduğunu daha iyi anlama becerileri üzerindeki olumlu etkilerini tespit etmek amacıyla hazırlanmıştır.

Soru I. Okuma metni üzerinde çalışma yaparken bugün derste ne öğrendim?

Daha sonra, fakat, ilk olarak, ikinci olarak gibi kelimelerin anlamlarını öğrendim ve bu bağlaçlarla paragrafları birbirinden ayırmayı, bir önceki cümlelerin anlamına göre bir sonraki cümleyi bulmayı öğrendim. İngilizce bir metni anlamak için oldukça etkili bir çalışma oldu.

Soru II. Bugün derste öğrendiğim okuma stratejisini farklı bir İngilizce okuma metninde nasıl kullanabilirim?

Bağlaçları tespit ederek önce paragrafları birbirinden ayırırım. Bu şekilde okuduğumu anlayabilirim daha da kolaylaşır. Daha sonra bir önceki cümleyi tahmin ederek bir sonrakileri bulmaya çalışırım.

7.7.3. Appendix 3

Okuma Stratejileri Anketi

Aşağıdaki sorular, İngilizce okuma metninde uyguladığınız okuma stratejilerinin; okuduğunu daha iyi anlama becerileri üzerindeki olumlu etkilerini tespit etmek amacıyla hazırlanmıştır.

Soru I. Okuma metni üzerinde çalışma yaparken bugün derste ne öğrendim?

Cümlelerin birbiriyle bağlantısını olduğunu ve okuma parçalarında cümleleri birbirine bağlatarak anlamayı öğrendim. Ayrıca bağlaçların önemli bir yer tuttuğunu, cümle içinde bilmediğin bir sözcük olduğunda bilmesen bile takılı kalmayıp genel düşünerek o sözcüğün neyi anlatmak istediğini öğrendim.

Soru II. Bugün derste öğrendiğim okuma stratejisini farklı bir İngilizce okuma metninde nasıl kullanabilirim?

Yukarıda bahsettiğim gibi genel anlatılar çıkararak, bağlaçlara dikkat ederek, Firstly, secondly, finally bu sözcüklerin metni bütün haline getirdiğini öğrendiğimden dolayı karşıma çıkan her metni kolayca yorumlayabilirim.

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7.7.4. Appendix 4

Okuma Stratejileri Anketi

Aşağıdaki sorular, İngilizce okuma metninde uyguladığınız okuma stratejilerinin; okuduğunu daha iyi anlama becerileri üzerindeki olumlu etkilerini tespit etmek amacıyla hazırlanmıştır.

Soru I. Okuma metni üzerinde çalışma yaparken bugün derste ne öğrendim?

paragrafı birleştirmeyi öğrendim. Bir metnin cümlelerini
parça parça ele alıp birbiri birleştirerek tekrar anlamalı
metin haline getirmeyi öğrendim. Ama yeni kelimelerin
anlamını bilmediğimden çok zorlandım.

Soru II. Bugün derste öğrendiğim okuma stratejisini farklı bir İngilizce okuma metninde nasıl kullanabilirim?

parça cümlelerle paragraf yazmayı öğrendim. Öğrenik
gelen metni birleştiririm. Soruları bilmediğim
cümlelerin anlamını öğrenerek ve atık kendim
paragraf oluşturabilirim.