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ÇUKUROVA UNIVERSITY

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**AN IDENTIFICATION AND DESCRIPTION OF THE
READING STRATEGIES USED BY FRESHMEN
STUDENTS THROUGH THINK-ALOUD PROTOCOLS**

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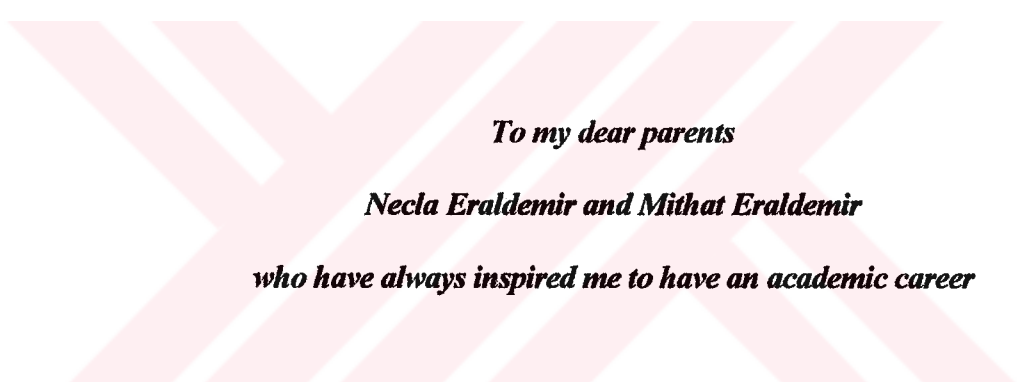
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Prof. Dr. Mehmet FİŞİNGÖZÜ
Director of Institute



To my dear parents

Necla Eraldemir and Mithat Eraldemir

who have always inspired me to have an academic career

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ABSTRACT

This study explored the processes involved in a reader's mind while searching for meaning through think-aloud protocols. In think-aloud procedure, subjects verbalize their thoughts during the solution of a task. The reason for using think-aloud protocols in this study was to determine the reading strategies of the participants. In doing so, the study was mainly concerned with identifying and describing reading strategies used by Freshmen students at the ELT Department, Faculty of Education, Çukurova University. A total of twenty freshmen students- ten of whom were exempted from the preparatory class and ten prep-studied were gathered into two different groups accordingly. These students were randomly chosen among those whose reading section scores of the proficiency exam were similar. At the beginning of the academic year, these two groups of readers were asked to read an authentic text and report their thinking and understanding while reading. Immediately after the think-aloud process, the subjects were asked to answer ten multiple choice questions in order to help the researcher to gain insight about the information comprehended by the participants. The verbalisations of the participants during the think-aloud process were audio-taped, and subsequently transcribed. In order to analyse the collected data, the researcher developed a taxonomy based on the reading strategies of the twenty participants.

This research characterised 51 different strategies which were studied under five main categories, pre-reading, vocabulary, comprehension-gathering, comprehension-monitoring and

evaluation. The results of this study indicate that exempted participants used much more strategies in terms of type and nature when compared with prep-studied participants.

While there was no particular evidence indicating a significant difference between the two groups related to the frequency of the employed strategies which were identified throughout this research, with reference to means and standard deviations, more participants in Group B were found to be consistent related to that matter.

Regarding the performance level of the participants in the multiple choice test, this study also revealed some of the strategies which successful participants had a tendency to use.



TÜRKÇE ÖZET

Bu çalışmada sesli düşünme tekniği kullanılarak okuyucunun anlamaya giden yolda geçirdiği gizli evreler araştırılmıştır. Sesli düşünme tekniğine göre, çalışma içinde yer alan kişiler herhangi bir problemi çözerken düşüncelerini sesli olarak dile getirirler. Bu çalışmada sesli düşünme tekniğini kullanmaktaki amaç katılımcıların okuma stratejilerini belirleyebilmektir. Bu çalışmanın asıl konusu Çukurova Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümü birinci sınıf öğrencilerinin otantik bir okuma parçasını anlamaya çalışırken kendilerine özel kullandıkları stratejileri belirleyip, tanımlamaktır. Çalışmada, 10'u İngilizce hazırlık okumuş, 10'u muaf tutulmuş 20 öğrenci yer almıştır. Bu öğrenciler diğer birinci sınıf öğrencileri arasından yeterlilik sınavı okuma-anlama bölümünden aldıkları notların benzerliğine göre gelişigüzel seçilmiştir. 1996-1997 eğitim-öğretim yılı başında bu iki grup okuyucudan otantik bir parçayı okuyup, okurken ne düşündüklerini ve anladıklarını sözlü olarak ifade etmeleri istenmiştir. Sesli düşünme aşamasını takiben okuyuculara ne kadar anladıklarını ölçmek amacıyla on soruluk çoktan seçmeli bir sınav verilmiştir. Sesli düşünme aşamalarında okuyucuların seslendirdiği düşünceler bir teybe kaydedilmiş ve daha sonra da yazıya dökülmüştür. Toplanan veriyi çözümlemek için araştırmacı 20 katılımcının kullandığı stratejileri içeren bir sınıflandırma tablosu oluşturmuştur.

Bu araştırmada ortaya çıkarılan 51 farklı strateji, beş ana başlık altında toplanmıştır, bunlar sırasıyla: okuma öncesi, kelime, anlamak için gerekenleri bir araya getirme, anlamayı gözlemleme ve değerlendirme stratejileridir.

Bu çalışmanın sonuçları hazırlıktan muaf tutulan öğrencilerin hazırlık okuyan öğrencilere kıyasla çeşit ve içerik (type and nature) bakımından daha çok strateji kullandıklarını göstermiştir.

Diğer bir taraftan stratejilerin öğrenciler tarafından kullanım sıklığı (quantity) bakımından iki grup arasında önemli bir fark gözlenmemesine karşın, ortalama değer (M) ve standart sapma (SD) gibi istatistik değerler hazırlık okuyan öğrencilerin bu konuda daha tutarlı bir tablo çizibildiklerini göstermiştir. Öğrencilerin çoktan seçmeli sınavdaki başarı düzeyleri söz konusu olduğunda bu çalışma başarılı öğrencilerin, kullanmaya eğilim gösterdikleri bazı stratejileri ortaya çıkarmıştır.



Key Words

Anahtar Sözcükler

1. think-aloud

1. sesli düşünme

2. reading

2. okuma

3. comprehension

3. okuduğunu anlama

4. authentic

4. otantik

5. strategy

5. strateji



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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Being a proficient reader in English is a highly important requirement for the students to succeed at university level regardless of the subject matter they study. This is because English-medium universities make use of academic materials written in English and students are supposed to comprehend what they read. As Carrel (1989) puts it,

without solid reading proficiency, second language readers can not perform at levels they must in order to succeed, and they can not compete with their native English-speaking counterparts. (p. 1)

Goodman (1989 : 12) defines proficient readers as “efficient and effective.” He states that, proficient readers are “effective” because they can construct a meaning by means of assimilation, accommodation and coming to an agreement with what the author really meant. He calls proficient readers “efficient” because they do not make much effort to achieve effectiveness (1989). He further suggests that:

To accomplish this efficiency readers maintain constant focus on constructing the meaning throughout the process, always seeking the most direct path to meaning, always using strategies for reducing uncertainty, always being selective about the use of the cues available and drawing deeply on prior conceptual and linguistic competence. (p. 12)

Wallace (1992) elaborates what Goodman means by “the use of cues.” She states that, according to Goodman, the reader uses three kinds of cue systems which are graphophonic, syntactic and semantic. What is meant by means of graphophonic cues is the readers’ knowledge of phonetic and visual features of English is meant, which are, as Wallace (1992 : 20) states, “generally agreed conventions about the nature of the writing system.”

Syntactic cues are meant to be “possible kinds of word order” (1992 : 40), whereas semantic cues are related to concepts like word meaning, collocation and schematic knowledge.

Numerous studies on reading strategies used by “good” and “poor” readers, Hosenfield (1977), Brandt and Bluth (1980), Whaley (1981), Meyer (1984), (cited in Thomson 1987 : 52) have provided valuable insights in that matter since the beginning of late 1970s. The reason for the interest is that such studies are claimed to “reveal a reader’s resources for understanding.” (Langer, cited in Block 1986 : 463) These resources are very precious due to the fact that different readers can use different strategies while dealing with a reading task.

Further studies were carried out by Clark (1979), Taylor and Beach (1984), Brandsford and Johnson (1973), Brooks et al (1983), Wilhite (1983), Hudson (1982) investigating areas such as effective reading strategies, transfer of good reading strategies from L1 to L2, lessening of memory load, activating background knowledge, use of headings as mnemonic aids, role of pre reading questions, the role of schema related to pre-reading condition, vocabulary condition, read-reread condition, and imagery and reading from a particular perspective. The results have certainly enlightened many aspects in reading strategy research. (see Thompson 1987 : 22)

The research methods employed in these studies were mostly retrospective, in which the subjects were questioned about their thought processes after the completion of a task. However, since retrospective method can be disadvantageous in that people may report false memories, some other researchers [Block (1986), Pritchard (1988), Meyers et al. (1989), Fehrenbach (1991), Kleitzen and Taylor (1992)] decided to use an alternative research method, think-aloud, to obtain a direct view of readers’ mental processes, which may normally be hidden.

This study is undertaken through “think-aloud” protocols first because of the above mentioned drawback of retrospective methods, and second it is the process not the product of reading which is the focus throughout the study. (Think-aloud protocols will be discussed in detail in Chapter 2.)

It is believed that it is only when teachers and researchers gain insight to students’ knowledge of components and management of internal processes during their performance of reading, can programmes, successfully meeting the needs of students be prepared (Block 1986).

1.2. Statement of the Problem

This study concerned with issue that formal instruction University prep class students take in reading may/may not contribute to the reading strategies they make use of, as well as, to the level of comprehension they achieve. There may be similarities or differences in the quality and quantity of the reading strategies used when prep class graduates are compared with the students who are exempted from prep class.

In the light of the assumption given above, the strategies exempted students make use of can provide useful information for the institutions and instructors while designing reading course syllabi for prep classes. Furthermore, knowing about the process of reading, keeping both the prep-studied and the exempted students in mind, will surely contribute to the quality of reading programmes which are expected to meet the needs of the students.

1.3. Purpose of the Study

The aim of this study is first to determine the reading strategies involved in the reading process at a period just before students start their education in English at university level. Since the participants in this study were teacher trainees of English, their level of proficiency suggested that we could get the best-quality profile of reading strategies used by the students at this level. The students whose scores were similar in the reading section of the proficiency exam were divided into two groups. The first group was chosen among the students who were exempted from the prep year. The second group was composed of students who had to attend the prep-class courses. By means of this study, the researcher aimed to find out to what extent strategy use between the two groups of readers differed in reading an authentic text. While performing this task, the assumed proficiency of the two groups of readers was checked by the number of the correct answers they gave to the multiple choice test. The quality and quantity of the strategies they used in this process were also considered as a sign of their performance level in reading. This process-oriented research may serve an important purpose, that is, it may provide feedback on the existing prep-year programme at the ELT Department of Çukurova University.

Finding out learners' reading strategies may also help the reading instructors understand and evaluate better their own knowledge of what and how to teach reading.

The instructors can help the learners better in terms of their developing new strategies and improving the existing ones. Apart from that, this study may provide relevant information at the administrative level while designing a reading curriculum and course syllabi which can meet the needs of learners.

1.4. Research Questions

This study seeks answers to the following research questions;

1) Is there a difference in the quality of reading strategies - variety of reading strategies in terms of type and nature - used by Freshmen students of the ELT Department at Çukurova University, who had to follow one-year prep course and those who are exempted from it?

2) Is there a difference in the quantity of reading strategies - frequency of reading strategies - used by Freshmen students of ELT Department at Çukurova University, who had to follow a one-year prep course and those who are exempted from such a course?

3) To what extent is the use of reading strategies related to students' comprehension of the text?

In seeking answers to the questions above, this study relies on the data collected from students. The study is divided into five chapters:

Chapter one presents the information related to the background, the problem and the purpose of the study and the questions to be answered while conducting the research. The study moves on to the literature review in the second chapter. With this overview of the theoretical issues behind think-aloud process, the stage is set for the empirical part of the study. Chapter three presents the research design of the study. The investigative methods as well as the setting and subjects of the study are dealt with in this chapter. Chapter four focuses on the analysis of data in order to find out to what extent our empirical evidence gives answers to our research questions. The last section will address the theoretical and practical issues covered throughout the study.

CHAPTER 2

LITERATURE REVIEW

This chapter starts with a review of learning strategies in general and reading strategies in particular. Therefore, it gives information on reading as a process and think-aloud protocols. Relevant studies carried out on reading, in particular those which were undertaken using think-aloud protocols are also discussed in this chapter.

2.1. Learning Strategies

Examining how students approach the learning task, that is, describing their behaviours and the cognitive and metacognitive processes they engage in, can help to change the methodology of the classrooms from teacher-centred ones to learner-centred ones (Wenden and Rubin 1987). O'Malley and Chamot (1990) briefly summarises how these processes are defined by cognitive theory.

In cognitive theory, individuals are said to “process” information, and the thoughts involved in this cognitive activity are referred to as “mental processes.” Learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information. (p. 1)

Regarding the definition of learning strategies, Ellis (1995 : 531) has cited various opinions of different researchers from different perspectives (see Table I).

Table 1 : Definitions of Learning Strategies

Source	Definition
Stern 1983	'In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behaviour.'
Weinstein and Meyer 1986	'Learning strategies are the behaviours and thoughts that engages in during learning that are intended to influence the learner's encoding process.'
Chamot 1987	'Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information.'
Rubin 1987	'Learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly.'
Oxford 1989	'Language learning strategies are behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable.'

Ellis recognises that there are differences in opinions related to the motivation of the use of learning strategies, despite the fact that all the definitions agree that learning strategies are used to promote learning something about the L2. Furthermore, he points out that learning strategies can have an effective purpose as suggested by Oxford (1995).

There appears to be three general categories for learning strategies in second language literature. To Brown and Palinscar (1982), the first category, metacognitive strategies, "involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self evaluation of learning after the learning activity". The second category, cognitive strategies, "involve manipulation or transformation of the material to be learned which the learner interacts directly with what is to be learnt." (cited in Chamot,

1987 : 72) Finally, the third category Social/affective strategies, “concern the ways in which learners elect to interact with other learners and native speakers.” (Ellis, 1995 : 538) All these strategies help language learners develop their language system which they build up and influence their learning directly. However, the difference is that, as Wenden puts it, “metacognitive strategies are not task specific and therefore are not differentiated and diversified.” (1991 : 29)

In O’Malley and Chamot’s framework (1990 : 46) the three distinguished types of strategies are illustrated in the following manner:

Table 2 : O’Malley and Chamot’s Typology of Learning Strategies

<i>Learning Strategy</i>	<i>Description</i>
<i>Metacognitive</i>	
Advance organisers	Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.
Directed attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Selective attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Advance preparation	Planning for and rehearsing linguistic components preparation necessary to carry out an upcoming language task.
Self-monitoring	Correcting one’s speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.

Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehension.
Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
<i>Cognitive</i>	
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Defining or expanding a definition of a word or concept through use of target language reference materials.
Directed physical response	Relating new information to physical actions, as with directives.
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying and perhaps labelling the material to be learned based on common attributes.
Note-taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Imagery	Relating new information to visual concepts in memory via familiar easily retrievable visualisations, phrases, or locations.
Auditory representation	Retention of the sound or similar sound for a word, phrase, or longer language sequence.
Key word	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship between the new word.
Contextualization	Placing a word or phrase in a meaningful language sequence.

Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
Inferencing	Using available information to guess meaning of new items, predict outcomes, or fill in missing information.
<i>Social/affective</i>	
Co-operation	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples.

As one can easily observe the largest group of items above is the cognitive strategies.

Oxford and Ehrman (1995) explains why:

Research on learning strategies suggests that cognitive strategies possess the greatest variety, covering strategies related to practice and to the all-important “deep processing” in which learners analyse, synthesise and transform new information.

(cited in Oxford and
Burry-Stock 1995, p. 5)

The learning strategy research had a direct impact on reading strategy research since reading can not be isolated from the other basic skills in language learning.

2.2. Reading as a Process

Since the beginning of early 70s, reading in a foreign language has been considered to be an active rather than a passive process. Previously, especially in the field of reading in English as a second language, a rather passive bottom-up approach was given importance. Carrell (1988) summarises what is meant by this approach as follows:

Reading was viewed primarily as a decoding process of reconstructing the author's intended meaning via recognising the printed letters and words, and building up a meaning for a text from the smallest textual units at the bottom (letters and words) to larger and larger units at the “top” (phrases, clauses, intersentential linkages). (p. 2)

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With his definition to reading as a "psychological guessing game" Goodman (1967) and several other reading experts such as Anderson (1978), Cziko (1978), Stanovich (1980) characterised a top-down model of reading (cited in Carrell 1988). As Carrell states, the impact that Goodman's psycholinguistic theory had on foreign language reading was "to make the reader an active participant in the reading process, making and confirming predictions primarily from his or her background knowledge of the various linguistic levels (graphophonic, syntactic, semantic) (1988 : 3). Then in 1979 Coady made some elaborations on this fundamental psycholinguistic model of reading and suggested a model in which a reader's background knowledge is in an interaction with his/her conceptual abilities and process strategies in order to produce comprehension (cited in Carrell, Esterhold 1983) (see Figure I).

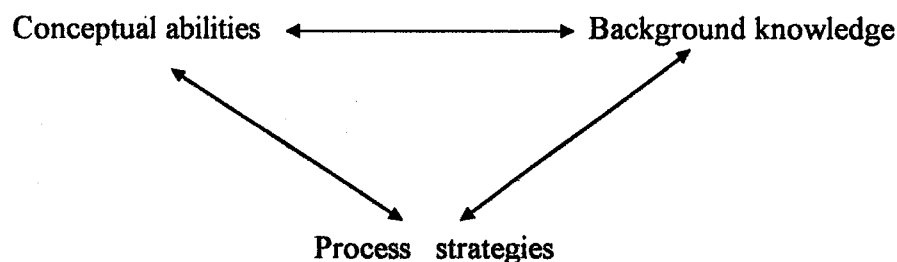


Figure I: Coady's (1979) Model of the ESL Reader

By conceptual ability Coady refers to "general intellectual capacity", whereas by processing strategies he refers to the "various subcomponents of reading ability including many which are also more general language processing skills which also apply to oral

language”, such as grapheme-morphophoneme correspondences, syllable-morpheme information, lexical and contextual meaning. Related to background knowledge Coady (1979) suggests that;

the subject of reading materials should be of high interest and relate well to the background of the reader, since strong semantic input can help compensate when syntactic control is weak. The interest and background knowledge will enable the student to comprehend at a reasonable rate and keep him involved in the material in spite of its syntactic difficulty. (p. 12)

The role of background knowledge in language comprehension has been called as “schema theory”. As was stated by Carrell and Esterhold (1983), according to schema theory,

comprehending a text is an interactive process between reader’s background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to one’s own knowledge comprehending words, sentences and entire texts involve more than just relying on one’s linguistic knowledge. (p. 556-557)

The schema theory while dealing with the problems related to efficient readers and efficient reading - suggests an approach which requires both top-down and bottom-up strategies functioning interactively.

2.3. Reading Strategies

Reading is a “unitary process”, that is, “it is not possible to identify specific skills which can be built up in any hierarchical way to produce an effective reader” (Wallace 1992 : 42). Moving with this view, many researchers have started to talk of reading strategies rather than distinct skills. In this respect, Wallace points out that, “strategies involve ways of processing text which will vary with the nature of the text, the reader’s purpose and the context of situation (1992 : 57)

Consequently, the research on reading strategies has concentrated on reporting the strategies of certain type of readers such as successful-unsuccessful readers by Hosenfeld (1977), practised-unpractised readers by Cooper (1984), gifted and average readers by Fehrenbach (1991), with the idea that identifying these strategies can shed light on the strategy training of ESL/EFL readers.

2.4. Think-Aloud Protocols

Think-aloud protocols is a version of verbal report in studying cognitive processes in foreign language learning. The participants are asked to state their thoughts and behaviours while performing the task at hand. In this way the ongoing behaviour of the participant is recorded by the researcher and becomes a picture of how the learner deals with the task.

This version of verbal reporting is also used in reading strategy research. Examples of such applications can be found in Meyers et al. (1989), Fehrenbach (1991), Smith (1991).

Someren et al. (1994 : 30) put forward two reasons as to why think-aloud protocols are more beyond suspicion when compared with other verbal data.

- 1) The think-aloud method avoids interpretation by the subject and assumes a very simple verbalisation process.
- 2) The think-aloud method treats the verbal protocols, that are accessible to anyone, as data thus creating an objective method.

Collecting think-aloud data is not a very difficult task except that some technical errors occurring during the procedure can affect the data in the way that they can almost get useless. Someren et al. (1994) talk about five important steps which should be considered while collecting think-aloud data. These steps are said to be applied for successful research demanding various tasks.

a) Setting: The first thing to be made sure about think aloud procedure is setting. The subject should feel at ease and confident in the setting which requires to be comfortable enough for her.

A situation should be created in which the subject will be focusing on the task and the experimenter should interfere as little as possible.

b) Instructions: Before starting the protocol, the subjects are instructed about how to handle the task while thinking aloud. This is, in a way, to suggest that a problem is to be solved by real thinking thus it shouldn't mean that the experimenter is asking for their opinion or the evaluation of the task. Think-aloud requires the subjects to say out loud what comes to their minds while performing the task. Accordingly, the instruction should be short and to the point, in no way allowing their own interpretation of what the experimenter want from them.

c) Warming up: In order to get accustomed to the think-aloud procedure most of the subjects need training. Warming up is a step which gives an opportunity to the subject to practice thinking-aloud. It is very appropriate to choose a task which is similar to the target task at this stage. Practising stage also gives the experimenter the chance to assess whether the subjects are verbalising their thoughts or interpreting them. It is suggested that the real session shouldn't be started before the experimenter is certain that the subjects really feel comfortable with think-aloud procedure.

d) Behaviour of the Experimenter and Prompting: The experimenter monitors the subjects during the think-aloud procedure. While doing this he/she should interfere only when the subjects stop talking. At this situation the experimenter prompts the subjects by just saying "keep on talking" to engage them in think-aloud for the ongoing process.

e) Recording: The think-aloud session is generally recorded on audio-or video tape. It is better when the instruction and warm-up phase are also recorded in order to check if the procedure was performed correctly.

2.5. Use of Think-Aloud Protocols in Reading Studies

There are some studies which have been made using think-aloud as a research method for the identification of reading strategies. In her study Block (1986) uses think-aloud protocols to find out the comprehension strategies used by both native and non-native speakers of English College level students, who are mainly Freshmen taking remedial courses and have achieved similar scores in the Reading Proficiency Test given at Baruch College, the City University of New York. Nine participants, including 3 native speakers of Spanish and 3 native speakers of Chinese who were enrolled in reading classes for ESL students and 3 native speakers of English who were enrolled in college reading classes for native speakers were selected for the purpose of this study. The participants were asked to interrupt their reading and verbalise in their second language about what they understood and thought during the reading process. Following two pilot studies, they were given two texts to be read. For the first text they were to read silently and respond after they had read a sentence, whereas for the second one they were to respond after they had read an entire paragraph. To measure memory and comprehension, re-tellings and multiple choice questions were used respectively. The protocols of the reading process were tape-recorded and transcribed verbatim. For the coding of data tentative categories which were developed during the pilot studies were refined during the study. The classification of responses were made according to

both the mode of responses, the way readers approach the text either objective or subjective, and the strategy type. This was because of the differences between two readers' responses could not be captured by strategy categories alone. The results of this study show that ESL readers didn't appear to use different strategies from those of native speakers of English. Even though, the main concern of this study is a comparison of the comprehension strategies of native and non-native speakers of English, it gives us an idea about the question of Freshmen's being proficient enough to obtain their further education in English, being assessed by the same proficiency exam, despite having different backgrounds in learning English as prep-studieds and exempteds.

Another study which is related to reading strategy research has been done by Meyers (1989). The aim of this study is to investigate the reading comprehension tactics used by elementary school students with reading problems. This study explores the students' "repertoire of comprehension-fostering tactics", (Meyers, Gelzheiser, Pruzek, 1989 : 3) with the expectation that such kind of a profile may serve for individualised remedial programmes. 81 participants including second, third, fourth, and fifth graders from different school districts in Newyork were selected for this study. They were all experiencing reading problems at the time of study and were enrolled either in remedial reading or resource room programs. The data were obtained through think-aloud protocols, transcribed verbatim and provided the basis for later coding and data analysis. Student comprehension of the think-aloud passages was assessed by calculating the frequency of content words from the passage contained in each reader's summary. This study mainly concerns to extend earlier research on think-aloud protocol analysis to a population of elementary school students experiencing reading problems and provided information related to sequences of moves, that is, "the responses reflecting what the reader is doing at a particular point in time to understand what he/she is

reading". Instead of previously used descriptive criterion measures such as frequency or percent of moves, it uses the number of moves per sentence. This study gives simultaneous emphasis on moves which can facilitate efforts to develop the whole picture of ongoing thinking process during reading.

In another study on reading which was carried out by Fehrenbach (1991), it was aimed to identify reading processing strategies of gifted and average readers as they relate to grade level, text difficulty and field articulation. Thirty gifted and thirty average readers were selected as participants from a population of 300 eighth-, tenth- and twelfth-grade students. These students designated as "gifted" or "average" were identified according to the scores they get from some certain tests such as Iowa Test of Basic Skills. The data were collected by using think-aloud protocols and as a result of the analysis, the strategies which gifted readers used were called "effective" whereas the ones which average readers used were called "ineffective". The results of this study suggest that the teaching models of the effective strategies that gifted readers use significantly more than average readers, should be developed and tested. In order to assess the effectiveness of the models, it is also suggested that pre and post-test on comprehension could be used.

Cooper (1984) examines the performance of "practised" and "unpractised" non-native readers of English studying at University of Malaya in his study. In Cooper's terms "practised readers" are those who "had pursued much of their earlier education in English and demonstrated the ability to cope with University level texts in English", while, "unpractised readers" are the ones who had been educated in their mother tongue, but had studied English. The latter is found to have great difficulty in reading English language texts and needed special courses on how to develop reading skills the possible sources of reading difficulty for unpractised readers: "the meaning of affixes, word meaning in context, syntactic

meaning (tense, aspect, modality), grammatical and lexical cohesion and intersentential relationships.” (cited in Devine, 1988 : 265)

Çelik (1998) focuses on if the reading comprehension strategies used by a particular group of students while reading in a foreign language can be transferred to reading in the first language. In this study, data have been collected through think-aloud protocols from ten Freshman EFL students at Ankara University. She identified 23 strategies under two main categories, which are “content-based” (semantic) and “text-based” (syntactic). Çelik concluded that “content-based” strategies might be employed while reading in the first language with the condition that training on these strategies are provided.

All these studies are ample documentations of the importance of reading strategies. They are all aimed to provide information about some populations related to their reading processes within which the readers construct meaning based on prior knowledge, quality of the text and their use of comprehension and/or processing strategies, by making use of think-aloud protocols.

The processes involved in a reader's mind while searching for meaning have always been a question for an outside observer. The information which is verbalised by means of think-aloud method is the content of working memory. The working memory, “short term memory” in other words, can be a starting point in reading comprehension. Smith (1985 : 44) states that, “short-term memory ... has a limited and transient capacity, but at least, information goes in and can be brought out instantaneously.” This is the reason why most of the researchers who are interested in reading strategies prefer think-aloud as a research method. It is said to be “the most direct approach for gathering information and does not impose the investigator's preconceptions of reading strategies.” (Fehrenbach, 1991 : 125)

The most important feature of this research method is that students reflect, but not reproduce what they think and understand while reading (Meyer , 1989).

There is no doubt that knowing much about these processes would contribute a lot to both the teachers and the researchers while designing reading programmes.



CHAPTER 3

METHODOLOGY

The design of this research is descriptive. Seliger and Shohamy (1989) claim that descriptive research is helpful to get a picture of factors related to second language development. They also point out that in this way the research becomes more controlled through the descriptions which can form the baseline for data. These descriptions can also be used as the basis while inferencing about second language without any further research.

In descriptive research, groups which already exist in natural context are used. Thus, in order to be able to make generalisations related to the problems that may occur within specific groups of learners, a group study approach is preferred, as is done by this research. Another purpose of this study was to prepare a basis for both the teachers of reading and the experts in this area who are interested in designing reading course syllabi especially at English-medium universities. Provided that the cognitive processes which these particular groups of students at Çukurova University go through during reading could be identified and defined, it was thought that this research would help a lot in evaluating the subject from students' perspective and via their approach to reading.

In order to examine the reading strategies of the participants, think-aloud protocols were used. This was done by asking them to verbalise their thoughts during the solution of a task, that is, while they were comprehending the text. By means of this, a sequence of not only the general but also the specific thoughts related to accomplishing a task was provided.

3.1. Subjects

The participants of this study were twenty Freshmen students at the English Language Teaching Department of Çukurova University. The subjects were divided into two groups, Group A and Group B, for the purpose of this study.

The participants were chosen among the students whose proficiency exam reading section scores were similar. Since the focus was on the quality and the quantity of the reading strategies used by Freshmen students, factors like age, gender, personal and social differences were not taken into account. However, as Group A participants have not studied the prep courses at the ELT Department of Çukurova University, a student profile checklist was used in order to have further information on their English learning backgrounds (see Appendix I for the student profile checklist). The subjects were coded as PS1, PS2, PS3, ... PS10 for prep-studieds and E1, E2, E3, ..., E10, for exempted students. This was done to ensure that their ethical rights would be protected and respected.

3.1.1. Group A

In this group ten Freshmen students who were exempted from preparatory class courses were studied with. By means of the student profile checklist, the reason for their being successful in the proficiency exam was inquired. As a result, it was found out that three of these ten students had learnt English abroad while seven of them had learnt English at an Anatolian High School or a Private College (Mersin Toros College, Çukurova Electrical Anatolian High School, Gündoğdu College, İçel Anatolian High School, Kozan Anatolian High School, Adana Anatolian High School, İskenderun Anatolian High School). These seven students who were all English-medium-High School graduates had already been learning English for seven years. Nearly all the exempted students reported that they often

read newspapers, magazines novels and coursebooks in English. Only one of the exempted students, E7, reported that she had taken a course on reading for two months. The proficiency exam reading section scores of these students out of twenty marks are as follows:

Table 3: The Proficiency Exam Reading Section Scores of Group A

E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
16.5	16.75	16.4	14	16	14.25	16	14	17	14

3.1.2. Group B

In this group ten Freshmen students who had to follow one-year preparatory class courses were studied with. They all had failed the previous year's proficiency exam and had been trained to perform better for their further English-medium education at the Department.

The proficiency exam reading section scores of these students out of twenty marks are as follows:

Table 4: The Proficiency Exam Reading Section Scores of Group B

PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10
16	14	14.5	16	16	15	15	17	15	15

3.2. *Instruments*

The text taken from New Europe newspaper dated September 29-October 5, 1996 was read for this study. It was about a legal action which was started by the relatives of 852 ferry victims who lost their lives in a maritime disaster in Europe. The text was fairly difficult especially with respect to some grammatical structures and vocabulary items. This was preferable because it is known that think aloud works better when the task is difficult enough so that students can not solve it in an automated manner (Somerén et al. 1994). An authentic

text was intentionally selected in order to be able to observe the participants while coping with real language outside the classroom. The topic was touching and fascinating enough to hold the attention of the participants from the very beginning till the end. It was very up-to-date but not well-known. All these aspects of the material gave the researcher the chance to observe a wider range of reading strategies used by the participants.

The second instrument was a multiple choice test (see Appendix VI) which includes ten questions intended to measure the amount of information understood by the students. This test served as a comprehension measure and was given to students after the completion of the think-aloud task. While answering the questions students were allowed to look back at the text when they needed, since the main focus was on comprehension not remembering. Another instrument was a student profile checklist which was given to the students who were exempted from the preparatory class with the idea that these students might have had different backgrounds in English language learning.

3.3. Procedures

As mentioned before, the participants of this study were chosen among the students whose scores in reading section of the proficiency exam were similar. All these formerly chosen students were invited to a meeting in which they were all informed about what they were expected to do by the researcher. They all agreed to participate in this study. Then a time schedule was prepared by the researcher, and each participant was given an hour of an appointment for the think-aloud protocols. Each participant was met individually in a quiet office or a classroom at university. In every session the participant was at a table on which there was a tape recorder, an instruction sheet written in the participants' native tongue (Turkish), a student profile checklist, a practice text, an experimental text and a multiple

choice test in front. As was suggested by Someren et al. (1994) the setting was comfortable where the participant would feel at ease and confident, with a glass of water in front. If the participant was a smoker he/she was allowed to smoke. If the participants stopped thinking out loud after seeing an asterisk, where they were expected to respond, they were prompted by the researcher with remarks such as, "continue thinking aloud."

The expected time to be spent by each subject was about an hour. In the pilot study the time spent by a volunteer participant, who was about the same level of English with other twenty participants, was fifty-five minutes including the training on think-aloud protocols. Therefore, each participant was met once but since training was needed on think-aloud procedures, before data collection had started, the practice test (see Appendix II) was given to the participants after their having read the instructions (see Appendix IV&V) on thinking aloud. This was done just to familiarise the participants to the procedures involved in the think-aloud task. The instructions were also read by the researcher aloud before the practice session started to make sure that the participants understood what they were really expected to do.

In the judgement of the researcher, when this warm-up stage was completed and participants got used to what they were expected to do, each exempted participant was given first, the student profile checklist (see Appendix I), then, to all the participants the experimental text (the real task) (see Appendix III) for data collection. Right after the think-aloud task, the participants were given the multiple choice test to determine the level of comprehension they achieved. The data which consist of the students' answers to the multiple choice test were also analysed to see if there was a relation between strategy use and achievement level among the two groups.

3.4. Data Analysis

The tape-recorded responses of twenty participants were transcribed verbatim by the researcher. Verbalisations of the participants were all in Turkish since they were allowed to use their native language (Somerén, Barnard, Sandberg, 1994). In order to analyse the data a taxonomy was developed based on the strategies the participants use during the protocols. The taxonomy was developed by the researcher. However, some headings and sub-headings of this taxonomy were determined according to definitions and labels used by some other researchers in their studies. These studies are: Pritchard (1988), Block (1986), Fehrenbach (1991), Kletzen and Taylor (1992). The taxonomy consisted of the following five main headings: "Pre-reading Strategies", "Vocabulary Strategies", "Comprehension-Gathering Strategies", "Compression-Monitoring Strategies" and "Evaluation Strategies". These headings and their sub-headings will be explained in detail in Chapter 4.

The individual operations, that is, as defined by Pritchard (1988 : 5) “the deliberate actions that readers take voluntarily to develop an understanding of what they read” of the participants were considered to be “reading strategies” for the purpose of this study. While developing the taxonomy, all the strategies, regardless of the frequency of their use by each participant, were incorporated into the classification scheme. This was done, since the main focus of this study was to find out if any difference exists between the two groups of readers in terms of quality and quantity of the strategies while reading an authentic text. Determining the comprehension level, the researcher aimed to evaluate the relation between strategy use and its probable effects on students’ performance level. Hence, in the third phase of this study the participants were re-grouped as “successful” and “unsuccessful” and their strategies were

checked if there had been a difference in their strategy use regardless of their being pre-studied or exempted. Considering the constraints of the researcher and the research context, it was not possible to find out whether the wrong answers were due to the reading strategy used or some other factors.



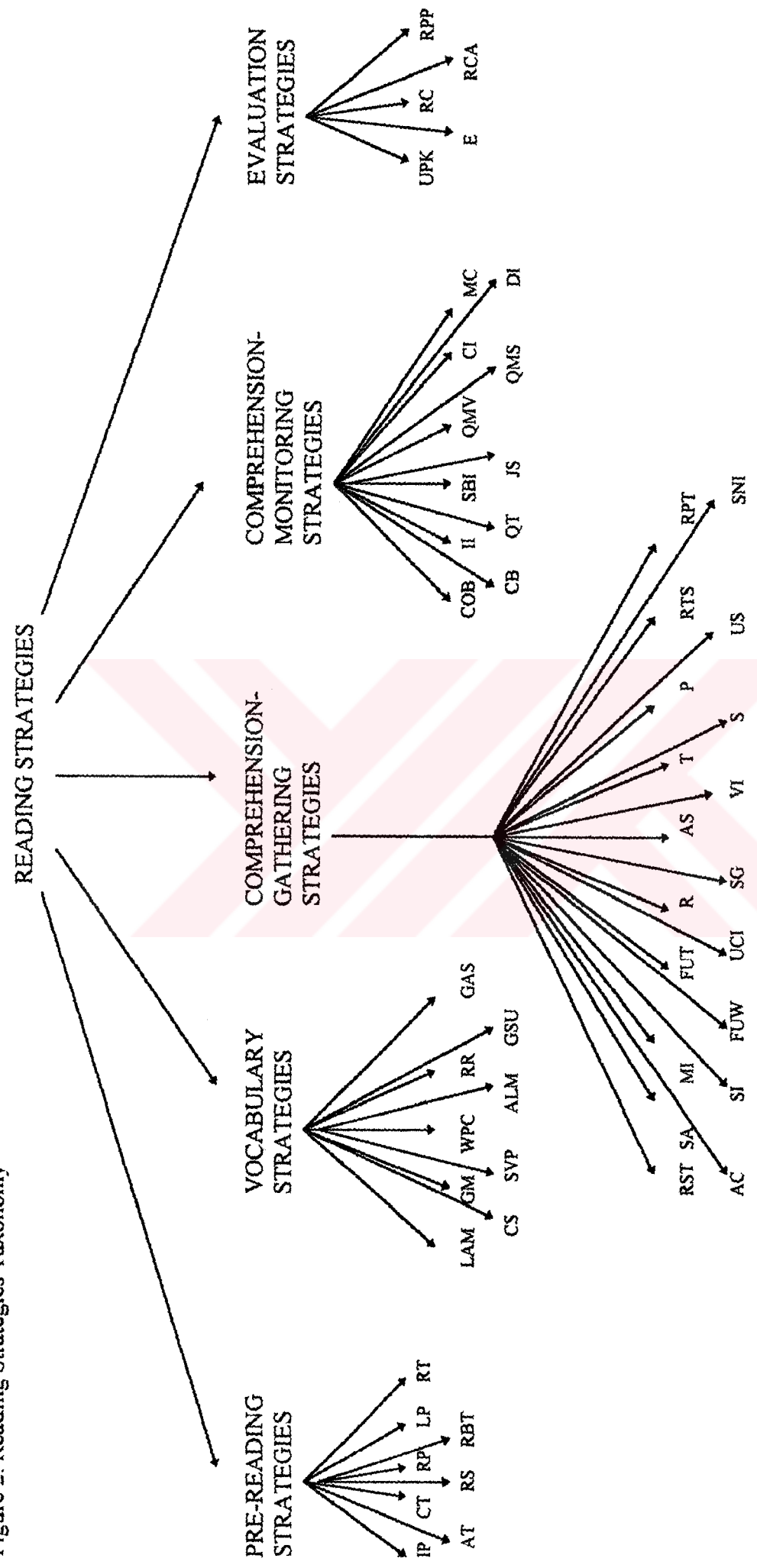
CHAPTER 4

DATA ANALYSIS

This chapter deals with the analysis of data collected from twenty students through think-aloud protocols. In the analysis, the following procedures were used:

- 1) The recorded verbal protocols of twenty freshmen students were transcribed verbatim.
- 2) A taxonomy of reading strategies was developed by the researcher during the process of transcribing the protocols. This taxonomy was made up of five categories: Pre-reading, Vocabulary, Comprehension-Gathering, Comprehension-Monitoring and Evaluation. The taxonomy is shown in Figure 2.

Figure 2: Reading Strategies Taxonomy



Note. IP= Interpret Picture, AT= Anticipate Content from Title, CT= Comment on Title, RS= Relate Title to Stimulus Sentence, RP= Relate Title to Picture, RBT= Read title before Starting the Text, LP= Look at Picture, RT= Relate to Topic, LAM= Look for an Appropriate Word to Get the Meaning, CS= Code-Switching, GM= Guess Meaning from Context, SVP= Solve Vocabulary Problem, WPC= Word Pronouncing Concern, QLM= Question Long Term Memory, RR= Relate to Reference Words, GSU= Generalise Meaning Skipping Unknown Words, GAS= Going to Another Source, RST= Read Subsequent Text, AC= Anticipate Content, SA= Summarise Accurately, SI= Summarise Inaccurately, MI= Make Inferences, FUV= Fail to Understand a Word, FUT= Fail to Understand the Text, UCI= Use Context Clues to Interpret the Text, R= Re-read, SG= Summarise Gist, AS= Analyse Structure, VI= Use Visual Imagery, T= Translate, S= Skim, P= Paraphrase, UP= Use Picture to Support Comprehension, RTS= Recognise Text Structure, SNI= Skip Numerical Information, RPT= Refer back to the Previous Information Given in the Text, COB= Comment on Behaviour, CB= Correct Behaviour, II= Integrate Information, QT= Question Information in the Text, SBI= Speculate beyond the Information in the Text, JS= Justify Speculations, QMW= Question Meaning of a Word, QMS= Question Meaning of a Sentence, CI= Confirm an Inference, DI= Disconfirm an Inference, MC= Monitor Comprehension, UPK= Use Prior Knowledge, E= Evaluate, RC= React to Content, RCA= Relate to Content Area, RPP= Refer to the Previous Passage.

Each of these categories had several sub-categories which are described in Table 5. This table served as the criteria through which the protocols were analysed. It is a complete taxonomy for the think-aloud protocols, including an explanation and an example from a transcribed protocol.

Table 5: Reading Strategies and their Explanations

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
1. Pre-Reading		
a. Interpret Picture	The reader either makes an inference or forms a hypothesis about the picture. Some of the readers describe the picture as well.	For sure this is an important person or I think, if there had been such a disaster he must be a person who was injured or who had an important role in the disaster because his photograph has been taken and published in the newspaper.
b. Anticipate Content from Title	The reader predicts what content will occur in the text examining the title.	According to the title, here most probably the war of the families that is, their starting legal action will be told.
c. Comment on Title	The reader interprets the title.	As for as I have understood from the title, it is mentioned about the disaster. This disaster can be an illness or an earthquake or another thing-this action has been started by the families.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
d. Relate Title to Stimulus Sentence	Reader finds a connection between the title and the stimulus sentence while interpreting.	As far as I have understood from the first asterisk and the title, there has happened an important event, it must be a very serious event because the death of 852 people is being reported and that is named as a disaster.
e. Relate Title to Picture	Reader finds a connection between the title and the picture before reading the text.	Firstly I am reading the title and then I'm trying to find a link between the title and the picture I realise that a social problem will be discussed here.
f. Read Title before Starting the Text	Reader reads the title before starting the text to have an idea related to the text.	I immediately read the title.
g. Look at Picture	Reader looks at the picture before reading the text.	The picture attracted my attention but I never looked at it thinking that it would promote my understanding of the text, I mean I didn't think in that way.
h. Relate to Topic	Reader focuses on the topic of the text.	I think this is an article which is about an accident happened to a ferry named Estonia.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
2. Vocabulary		
a. Look for an appropriate word to get the meaning	The reader forces his short term memory to find a word which can summarise or reflect the thought in his mind.	This is for making the voyages that is making the sea - what do people call it? - a safer place.
b. Code Switching	Reader uses an English word while responding in Turkish to the stimulus sentence.	In France he has asked the man - let me call him *judge* - to investigate the *disaster* again and he has sent a *report* back.
c. Guess Meaning from Context	The reader judges the meaning of a word considering the overall meaning of a stimulus sentence/context	I think they are hoping for- bias- can bias mean difficulties? without bias there, will this be a kind of influence from the other countries reaction, is this because they are far away from the other countries?
d. Solve vocabulary Problem	The reader understands the meaning of a word by giving an equivalent of it.	Parents-in-law, that is- his mother-in law and his father-in-law are dead.
e. Word Pronouncing Concern	The reader expresses concern about pronouncing a word correctly or attempt to pronounce a word two or more times.	Lodge-lodge-hoped-the case bias there without, bias there, bias there.

** = only the starred word is being said in English

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
f. Question Long Term Memory	The reader questions his memory to call back some information from long term memory into short term memory.	What does this associate with?
g. Relate to Reference Words	The reader relates previously stated content to reference words in order to establish intrasentential ties.	It says, "he said", in the text. Most probably this person was Witte. What do the ISG people want?
h. Generalise Meaning Skipping Unknown Words	The reader gives a brief summary ignoring some unknown words.	In this commission there are people who come from Sweden, Finland and Estonia, that is to say, they are there to evaluate and discuss the subject.
i. Go to Another Source	Reader asks for help in pronouncing a word or state he/she would use a dictionary to "look up a word".	NA
3. Comprehension - Gathering Strategies		
a. Read Subsequent Text	The reader indicates confusion that what he thinks may be cleared up by reading further in the text.	They are not motivated by financial compensation. Anyway, I would better read the other one. May be then I can understand.

NA = Not available.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
b. Anticipate Content	The reader predicts what content will occur in succeeding portions of the text.	Most probably they will mention the result of this legal action that is to say, they mentioned a lot related to that event.
c. Summarise Accurately	The reader gives correct information as he summarises the text.	The ISG representing 1304 relatives fills a form against the three companies on Tuesday in Paris.
d. Summarise Inaccurately	The reader gives partially or totally wrong information as she summarises the text.	A ferry coming from Germany crashes into a ferry from Estonia and the people of Estonia put the blame on Germany. German people refuse this accusation.
e. Make Inferences	The reader understands what isn't stated directly.	They will come together in Paris on Tuesday most probably due to the fact that they will oppose.
f. Fail Understand a Word	The reader states failure to understand the meaning of a word.	137 survivors that is to say, researchers...
g. Fail to Understand the Text	The reader states failure to understand the content of that part of the text.	Most probably, they have never accused anybody for the safety of the ship, since it says "have denied any blame" or may be they didn't accuse Germany.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
h. Use Context Clues to Interpret the Text	The reader focuses on some key words while making inferences	The relatives are complaining about something. Most probably the ship has sank. They are complaining about this ship.
i. Re-read	The reader goes back and re-reads the stimulus sentence.	Concrete shell over... relatives have complained that the entombment would deny the... and have called for attempts...
j. Summarise Gist	The reader summarises the main points	An accident which happened in 1994. Some information related to this event is being given at the beginning.
k. Analyse Structure	The reader analyses grammatical structure of the text by looking at the structures such as relative clause, noun clause or as part of speech.	Bendrous is given here as a proper noun. And it is defined by an adjectival clause with "who". This means that he has lost his family. His mother and father have been given there as the two sides.
l. Use Visual Imagery	The reader visualised the meaning of the text. She many state that she "sees" or "pictures" the event discussed in the text.	I don't know, I am dreaming, I mean I usually do the same while reading in Turkish how can that atmosphere be like? for example how can a place such as a court be like?, I'm trying to picture that that environment in my mind.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
m. Translate	The reader translates, gives the meaning of the stimulus sentence mostly word by word in his native tongue.	We don't think any truth will come out of that investigation. He says that he doesn't think any truth will come out of that investigation.
n. Paraphrase	The reader re-expresses the stimulus sentences in words that are mostly easier to understand.	He says "hurry up". In other words we had better be quick, because this job can be done within two years, if not, we can't do it.
o. Recognise Text Structure	The reader distinguishes between main points and supporting details or discusses the purpose of information.	To have a close look at the completeness of sentences as a whole, the case at the beginning and the people who had taken a role in the case was important.
p. Skim	The reader reads to get the gist of the stimulus sentence.	Some information such as the name of the companies, the dates of events is given here.
q. Skip Numerical Information	The reader does not focus on numerical information.	I'm not paying attention to the two dates given here.
r. Refer back to the Previous Information given in the Text.	The reader goes back and look through the text again to make the recurring, unclear information clear to reduce uncertainty.	The abbreviation is given here, I'm going back in the text, and checking what the long form is.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
s. Use picture to Support Comprehension	The reader relates what he comprehended to the picture to find a link.	Anyhow what is meant has been given in the picture.
4. Comprehension-Monitoring Strategies		
a. Comment on Behaviour/Process	The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	My goodness! The sentences are too long to understand. I can hardly understand the asterisked parts by combining them together. In other words, despite the fact that I can not understand word by word, it can be understood gradually.
b. Correct Behaviour	The reader notices that an assumption, interpretation or paraphrase is incorrect and changes that statement.	Sorry, while reading the second asterisked part, I realised something. Estonia is the name of the ferry or the ship. In the second asterisked part it says "the Estonia sank" I realised this when I moved to the second asterisked part.
c. Integrate Information	The reader connects new information with previously stated content.	The summary of the fifth part have been given in the sixth asterisked part. It says here that, by doing so, that is, by doing what is mentioned in the fifth part, finding out the reason behind the case, we can ensure the sea safety both for now and for the future.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
d. Question Information in the Text	The reader asks questions related to the text while reading.	Until now, they took some money. From whom? Estline and Insurer, these ferry owners? Who owns this thing?
e. Speculate beyond the Information in the Text	The reader states doubt related to the text while interpreting the stimulus sentence.	I am still not sure about Estonia. Is this the name of a ship, or the name of the country?
f. Justify Speculations	The reader gives a good reason for his interpretation	Why did I first call Reuters an Insurance company? Most probably because Reuters could be a TV or a news agency which was interested in that Insurance company related to the information covered in that paragraph. Maybe because of that I interpreted it so.
g. Question the Meaning of a Word	The reader does not understand the meaning of a word in the text.	What does "pinpoint" mean?
h. Question the Meaning of a Sentence	The reader does not understand the meaning of a sentence in the text.	I couldn't get anything from the first sentence.
i. Confirm an Inference	The reader states that he is certain about some information he has stated before.	The decision is postponed. Yes.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
j. Disconfirm an Inference	The reader states, that what she has inferred is incorrect or she is unsure about it.	These three companies are blamed. Oh no, -have denied any blame - they reject the accusations.
k. Monitor Comprehension	The reader assesses her degree of understanding of the text.	I couldn't understand it, what for are they having an anniversary? I haven't solved that, to tell the truth.
5. Evaluation Strategies		
a. Use Prior Knowledge	The reader uses what he already knows to construct meaning.	This happening reminded me of the film "Columbus". The same there, that is when Columbus was on his way back home one of his ships sank either. Not all of them just one, the one named "Santa Marie".
b. Evaluate	The reader makes a judgmental statement about the information in the text.	What comes to my mind first here is again "cause and effect". That is to say, it is very natural for them to take this case to the court.
c. React to Content	The reader reacts emotionally to the information in the text.	Oh my God! They are taking the money, they are accepting a compensation.

STRATEGY	EXPLANATION	EXAMPLE FROM PROTOCOL
d. Relate to Content Area	The reader gives her previous knowledge related to the content area of the text.	Many disasters happen both in Turkey and in other countries. The results are such bad, such bad results come out. And nobody takes the responsibility for those either. That is to say, the things which have happened here make me remember many events that have happened not only in our country but in the other countries as well.
e. Refer to the Previous Passage	The reader finds a connection between the practice text and experimental text.	At least, then, while I was reading the text, I didn't take this happening as a sea disaster, that is to say, I got it differently. May be I was affected by the text which I read before. I remembered the sick days of employees. In other words, when the employees come face to face with such an event or when they die at work or have job-related injuries then there starts never-ending discussions about who really the faulty side is; the job conditions or the employees themselves?

3. The think-aloud protocols were analysed according to the categories formulated.

After developing the taxonomy of reading strategies, all the transcribed protocols were

compared with the stimulus sentences in the passage and corresponded to those sentences. The cognitive operations, that is, “the deliberate actions that readers take voluntarily to develop an understanding of what they read” (Pritchard, 1988 : 5), while reading each sentence were determined through the analysis of each protocol. These cognitive operations were described and checked whether they met the definition of strategy. Labels were assigned to the appropriate descriptions. Each strategy was then re-examined and coded.

In order to achieve “inter-rater reliability”, the transcriptions of the protocols were given to three assistant professors at the ELT Department of Çukurova University and two colleagues at YADIM, the preparatory school of English at Çukurova University, who were interested in reading studies. These people were asked to repeat the task and apply the coding scheme to the randomly selected protocols (Seliger and Shohamy, 1989).

The results were compared between the two sets of coded papers (once for each rater and researcher) and it was determined that a high degree of agreement was achieved. The percentages of agreement for each of these measures were respectively 82%, 86%, 80%, 75%, 85%.

To obtain “intra-rater reliability”, five randomly selected protocols from each group were re-rated by the researcher ten days after the first analysis in order to compare the degree of agreement between the first and second analyses (Gordon, 1987, cited in Seliger and Shohamy, 1989). Accordingly, a high degree of agreement (95%) was obtained between the two analyses of the two protocols.

4. Descriptive statistics (frequency, mean scores and standard deviations) were computed for each category of reading strategies. The starting point for the analysis of each category was either usage or frequency (e.g. in Comprehension Monitoring Category the usage of COB and II were computed according to frequencies, but “pre-reading strategies”

were computed as either usage or non-usage). Frequency and usage-non-usage computations were considered as sufficient to identify the quality of the strategies used by the participants. However, due to the inconsistency among the frequency of usage by the participants, the mean scores and standard deviations were needed to be calculated. This helped the researcher greatly in looking for the difference between the two groups in terms of quantity, and to state more reliable and explicit results.

5. In order to increase the construct validity, the researcher made sure that the procedures which required to be fulfilled during data collection were consistent with theories related to verbal reporting (Seliger and Shohamy, 1989). As for improving the quality of data, the researcher tried to eliminate the short-comings of think-aloud method which she faced with in the pilot phase of the study during data collection.

6. The multiple-choice test which was aimed to measure the comprehension of the participants was prepared by the researcher in advance and given to five colleagues (including a native speaker of English) for item analysis and internal consistency. In the end, two out of ten questions were needed to be changed, and the percentage of agreement was then 100%.

After the completion of the think-aloud task, all the participants were given the multiple choice test. Since the multiple choice questions were aimed to assess the participants' comprehension but not remembering, they were permitted to look back at the text while answering the questions. Besides being a comprehension measure, the multiple-choice test helped the researcher to identify and re-group the students into two, as Successful - Unsuccessful. Those who scored 6 and above were considered to be successful for the purpose of this study. This re-grouping was done to find out if any relation existed between participants' use of reading strategies and their success in comprehending the text. The assessed scores of the multiple choice test for each group are as follows.

Table 6: The Assessed Scores of Multiple Choice Test for Group A

Participant	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
Number of Correct Answers	7	10	5	7	5	6	4	5	7	5

Table 7: The Assessed Scores of Multiple Choice Test for Group B

Participant	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10
Number of Correct Answers	5	5	5	8	7	7	5	5	8	6

The table which shows the use of reading strategies by successful and unsuccessful participants related to the participants' performance level was formed by making use of the above mentioned scores. (see Table 20)

4.1. Sample Analysis of Think-Aloud Protocol

The think-aloud protocols were analysed according to the categories which are illustrated in Figure 2. The steps followed during data analysis were described in procedure section of his chapter. These steps which were gone through were explained in detail by means of a sample transcription of a think-aloud protocol (see Appendix VIII for samples of coded transcriptions). The exempted students were coded as E1, E2, E3, ... whereas the prep-studied students were coded as PS1, PS2, PS3, ... during data analysis to ensure that their ethical rights would be protected and respected.

Table 8: A Sample from E9's Coded Think-Aloud Protocol.

Think-Aloud Protocol			
Exempted - 9			
Stimulus Sentence	Responded Protocol	Description of the Strategy	Strategy Identified
The relatives have complained that the entombment would deny 700 people thought to remain in the wreck a decent burial and have called for attempts to salvage the vessel.	"... why have they complained, that is, what for have they complained?"	The reader asks questions related to the text while reading.	Question Information in the text.

The transcribed protocols were compared with the stimulus sentences and were corresponded to those sentences. Each protocol was then analysed to determine the cognitive operations the participant undertook while reading the sentence. When determined, the descriptions to these responses were checked through Table 5, whether they met the definition of any strategy that is found in the taxonomy and coded. Once decided, the resultant strategy was labelled. In this sample, the researcher decided that the reader had used the strategy "QT = Question Information in the Text".

As a further step descriptive statistics was computed in order to identify and describe the important characteristics of the data provided. Firstly, either usage or frequencies were computed and presented in tables for each category of the reading strategies for each group (see Table 9 and Table 10).

Table 9: A Sample of the Comprehension-Monitoring Category for Group A

Strategy	Participant-frequency									
Comprehension-Monitoring	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
QT	-	1	-	1	-	-	-	6	8	-

QT = Question Information in the Text

Table 10: A Sample of the Comprehension-Monitoring Category for Group B

Strategy	Participant-frequency									
Comprehension-Monitoring	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10
QT	1	6	3	1	1	-	-	4	1	-

QT = Question Information in the Text

By making use of these computations of usage and frequency for each group through each category, the researcher was able to find out the difference in the quality of reading strategies, that is, the variety of reading strategies in terms of type and nature (see Table 13).

However, having two different groups, the computations of usage and frequency were not enough to discuss the outcoming results except for the Pre-reading category. Seeing that there was a considerable inconsistency in the frequency of usage of the reading strategies by the two groups of participants in the categories of Vocabulary Comprehension-Gathering, Comprehension-Monitoring and Evaluation the researcher decided to calculate the mean and accordingly the standard deviations of these mean scores in order to obtain the standard error of that mean. As a result it was possible to state to what extent a single sample was reliable for representing that specific group as a whole. Only in this way the quantity, the frequency of reading strategies used by the two groups of participants, were compared, contrasted and then discussed (see Tables 16, 17, 18, 19).

As the last step, in order to find the extent of relation between the use of reading strategies and students comprehension of the text, the researcher re-grouped all the participants into two, Successful-Unsuccessful, taking their multiple-choice test scores into consideration. In the tables formed, it was possible to present the frequency of usage for each strategy by each successful-unsuccessful participant. The participants who scored six and above out of ten were considered to be successful for the purpose of this study.

Table 11: A Sample of the Vocabulary Category for Successful Participants

STRATEGY / Successful Participants										
Vocabulary/Participants	E1	E2	E4	E6	E9	PS4	PS5	PS6	PS9	PS10
LAM	-	1	-	-	4	-	-	-	-	-

LAM = Looking for an Appropriate Meaning

Table 12: A Sample of the Vocabulary Category for Unsuccessful Participants

STRATEGY / Unsuccessful Participants										
Vocabulary/Participants	E3	E5	E7	E8	E10	PS1	PS2	PS3	PS7	PS8
LAM	-	1	-	-	4	-	-	-	-	-

LAM = Looking for an Appropriate Meaning

Similarly, due to the inconsistency in the frequency of usage of the reading strategies by successful-unsuccessful participants, the mean scores and standard deviations of these two groups were calculated, compared and contrasted, and discussed.

4.2. Results of Think-Aloud Protocols

Once the strategies and categories of strategies had been identified, they were analysed in relation to the three research questions posed at the outset of the study. The results are presented and discussed in terms of quality, quantity and students' performance level respectively in this section.

Table 13: The Quality of Reading Strategies Used by Participants

STRATEGIES	GROUP A (N = 10)	GROUP B (N = 10)
I. Pre-Reading		
a. Interpret Picture	1	5
b. Anticipate Content from Title	5	2
c. Comment on Title	1	3
d. Relate Title to Stimulus Sentence	1	-
e. Relate Title to Picture	2	-
f. Reading Title before Starting the Text	3	4
g. Look at Picture	1	2
h. Relate to Topic	1	1
II. Vocabulary		
a. Look for an Appropriate Word to Get the Meaning	2	3

STRATEGIES	GROUP A (N = 10)	GROUP B (N = 10)
b. Code Switching	5	4
c. Guess Meaning from Context	3	4
d. Solve Vocabulary Problem	4	5
e. Word Pronouncing Concern	1	1
f. Question Long Term Memory	1	1
g. Relate to Reference Words	1	1
h. Generalise Meaning Skipping Unknown Words	4	4
III. Comprehension-Gathering		
a. Read Subsequent Text	6	6
b. Anticipate Content	3	3
c. Summarise Accurately	10	10
d. Summarise Inaccurately*	10	7
e. Make Inferences	9	9
f. Fail to Understand a Word*	3	6
g. Fail to Understand the Text*	2	10
h. Use Context Clues to Interpret the Text	1	1
i. Re-read	3	1
j. Summarise Gist	5	8

STRATEGIES	GROUP A (N = 10)	GROUP B (N = 10)
k. Analyse Structure	3	1
l. Use Visual Imagery	2	1
m. Translate	5	9
n. Skim	2	4
o. Paraphrase	1	-
p. Use Picture to Support Comprehension	2	-
r. Recognise Text Structure	1	-
s. Skip Numerical Information	-	1
t. Refer back to Previous Information Given in the Text	-	2
IV. Comprehension-Monitoring		
a. Comment on Behaviour/Process	7	7
b. Correct Behaviour	3	2
c. Integrate Information	7	9
d. Question Information in the Text	5	7
e. Speculate beyond Information in the Text	1	-
f. Justify Speculations	2	-
g. Question Meaning of a Word	3	6

STRATEGIES	GROUP A (N = 10)	GROUP B (N = 10)
h. Question Meaning of a Sentence	3	6
i. Confirm an Inference	1	2
j. Disconfirm an Inference	-	1
k. Monitor Comprehension	3	4
V. Evaluation		
a. Use Prior Knowledge	3	2
b. Evaluate	5	4
c. React to Content	4	-
d. Relate to Content Area	2	-
e. Refer to Previous Passage	-	1
Total = 51	47	41
* = Inefficient Strategy		

A total of 51 strategies which had been identified and presented in Table 13 indicates a variety in type and nature of the strategies when the two groups of readers are considered. Consequently, Table 5 showed us that in the Pre-reading Category while all Group A participants used all the strategies listed, Group B participants didn't use the strategies labelled as "Relate Title to Stimulus Sentence", "Relate Title to Picture" and "Relate to Topic". One striking point in this category was that in attempting to construct their individual interpretations of the text at the pre-reading stage, Group A participants focused on title whereas Group B participants focused on picture significantly.

As for Vocabulary Category no difference was found in terms of quality.

Regarding Comprehension-Gathering Category, Group A participants were observed not to use the strategies labelled as "Skip Numerical Information" and "Refer back to

Previous Information Given in the Text”, whereas, Group B participants did not use “Paraphrase”, “Use Picture to Support Comprehension” and “Recognise Text Structure” on their way to comprehend the text. In this category “Summarising Accurately” was found to be the most popular strategy since it was used by all the participants.

As it was suggested by Fehrenbach (1991), if we consider “Summarise Inaccurately”, “Fail to Understand a Word” and “Fail to Understand the Text” as “Inefficient Strategies” disregarding their frequency of usage, more participants in Group A summarised inaccurately while more participants in Group B failed to understand words and the text. In addition, more participants in Group B were found to use translation as a strategy while gathering comprehension. One possible reason might be that they are still under the influence of their mother tongue while reading the text despite the formal education they have had in preparatory class.

In Comprehension-Monitoring Category, no participant in Group B was found to use “Speculate beyond Information in the Text” and “Justify Speculations” while no participant in Group A used “Disconfirm an Inference” as a strategy.

As for Evaluation Category, Group A participants provided a more sensitive profile while approaching the reading text in terms of judging and interpreting the text and making use of background information on the way to comprehension. Related to that, nobody in Group B was noted to use “React to Content” and “Relate to Content Area” as strategies. Interestingly, one student in Group B used “Refer to Previous Passage” as a strategy. That is, he/she made use of the practice text which was given to participants for practising think-aloud in order to understand the experimental text. In Group A this strategy was not used.

To sum up, out of 51 different strategies, exempted students used 47, whereas pre-studied students used 41. As a result, Table 13 indicates that there had been a slight difference

in the quality of the reading strategies used by the two groups of readers. However, it seems evident that despite the formal instruction they get on reading, Group B participants lack the expected variety of reading strategies when compared with Group A participants.

4.3. The Quantitative Analysis of the Reading Strategies Used by the Two Groups of Readers

In answer to the second research question, the researcher aimed to compare the two groups in terms of the frequency of usage of the reading strategies.

Except for the strategies in Pre-Reading Category, the mean scores and standard deviations of each strategy were needed to be calculated for a reliable comparison of the two groups and an explicit interpretation on the results of the quantitative analysis.

The results of Pre-reading strategies are illustrated in Table 14 for Group A and in Table 15 for Group B.

Table 14: The Use of Pre-reading Strategies - Group A

STRATEGY										
Pre-Reading	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10
IP	+	-	-	-	-	-	-	-	-	-
AT	-	+	+	-	+	+	+	-	-	-
CT	+	-	-	-	-	-	-	-	-	-
RS	-	-	-	+	-	-	-	-	-	-
RP	-	-	-	-	+	-	-	-	+	-
RBT	-	-	-	-	-	-	-	+	+	+
LP	-	-	-	-	-	-	-	-	-	+
RT	-	-	+	-	-	-	-	-	-	-

Table 15: The Use of Pre-Reading Strategies - Group B

STRATEGY										
Pre-Reading	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10
IP	+	-	+	+	+	-	-	-	-	+
AT	-	-	+	-	-	-	-	-	+	-
CT	+	+	-	-	-	-	-	+	-	-
RS	-	-	-	-	-	-	-	-	-	-
RP	-	-	-	-	-	-	-	-	-	-
RBT	-	+	-	-	-	+	-	+	-	+
LP	+	-	-	-	+	-	-	-	-	-
RT	-	-	-	-	-	-	-	-	-	-

IP=Interpret Picture, AT=Anticipate Content from Title, CT=Comment on Title, RS=Relate Title to Stimulus Sentence, RP= Relate Title to Picture, RBT=Read Title before Starting the Text, LP=Look at Picture, RT=Relate to Topic
 + = used, - = did not use

The strategies used prior to reading process were considered as essential, as the use of these strategies might affect the rest of the reading process while the participants are trying to construct their individual interpretations of the text.

All Group A participants were found to use eight strategies identified in this category, at least once, whereas Relate Title to Stimulus Sentence (RS), Relate Title to Picture (RP) and Relate to Topic (RT) were not used by any of the participants in Group B. However, disregarding the type and nature of the strategies used, more Group B participants were found to use a strategic approach before starting reading the text than Group A (16>14).

Anticipate Content (AT) was the most commonly used strategy by Group A, while it was Interpret Picture (IP) by Group B. Finally, Read Title before Starting the Text (RBT) was the most preferably used strategy when the two groups are considered. The mean scores and standard deviations of "Vocabulary" reading strategies are illustrated in Table 16.

Table 16: The Use of Vocabulary Strategies

STRATEGY	GROUPS			
	GROUP A (N = 10)		GROUP B (N = 10)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Vocabulary				
LAM	.5	1.27	.3	.48
CS	2.1	2.81	.6	.84
GM	.6	1.26	1.6	2.22
SVP	1.8	3.74	1.4	1.90
WPC	.2	.63	.1	.32
QLM	.1	.32	.1	.32
RR	.2	.63	.1	.32
GSU	.5	.71	.6	.84

Note. M = Mean, SD = Standard Deviation, LAM = Look for a Appropriate Word to Get the Meaning, CS = Code Switching, GM = Guess Meaning from Context, SVP = Solve Vocabulary Problem, WPC = Word Pronouncing Concern, QLM = Question Long Term Memory, RR = Relate to Reference Words, GSU = Generalise Meaning Skipping Unknown Words.

This table shows the various vocabulary strategies used by Group A and Group B participants to handle unknown words while dealing with the reading task. As the table suggests, there is not a significant difference between the vocabulary strategy use of the two groups except for a few strategies. The mostly used strategy by both Group A and Group B participants is Solve Vocabulary Problem (SVP). However, the mean scores of Group A being similar to Group B (A M = 1.8, B M = 1.4), the great difference between the standard deviations of the two groups reveals the inconsistent use of this strategy (A SD = 3.74, B SD = 1.90). In this respect, the high mean score of Group A might derive from the frequent usage of only a few participants.

In the same table Code Switching (CS) is seen to be the most frequently used strategy by Group A participants. Nevertheless, when the number of the participants who used this strategy and their frequency of usage is taken into consideration, and (see Appendix IX) when compared with Group B, once again, it may clearly be seen that this high scores of

mean and standard deviations are due to the inconsistent use of this strategy by one or two participants (A $M = 2.1$, A $SD = 2.81$, B $M = .6$, B $SD = .84$)

Consequently, the results presented in Table 16 might reveal the fact that Group B participants are more consistent in the use of Vocabulary Strategies when compared with Group A. This consistency may suggest that perhaps, Group A participants should be given formal instruction on vocabulary strategies before they start their Freshmen courses.

The mean scores and standard deviations of "Comprehension-Gathering" reading strategies are illustrated in Table 17.

Table 17: The Use of Comprehension-Gathering Strategies

STRATEGY	GROUPS			
	GROUP A (N = 10)		GROUP B (N = 10)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Comprehension - Gathering				
RST	.8	.79	.1	1.10
AC	.4	.70	.7	1.34
SA	4.8	2.70	4.9	1.79
SI	4.7	2.54	1.3	1.16
MI	3.1	2.28	4.1	2.42
FUW	.5	.85	1.4	1.65
FUT	.2	.42	4.7	3.62
UCI	.2	.63	.1	.32
R	.3	.48	1.6	1.71
SG	.7	.82	2	1.76
AS	.9	2.18	.3	.95
VI	.2	.42	.1	.32
T	3.2	4.29	4.8	3.61
S	.2	.42	1.4	2.27
P	.1	.32	0	0
UP	.2	.42	0	0
RTS	.1	.32	0	0
SNI	0	0	.1	.32
RPT	0	0	.3	.67

Note. M = Mean, SD = Standard Deviation, RST = Read Subsequent Text, AC = Anticipate Content, SA = Summarise Accurately, SI = Summarise Inaccurately, MI = Make Inferences, FUW = Fail to Understand a Word, FUS = Fail to Understand the Text, UCI = Use Context Clues to Interpret the Text, R = Re-read, SG = Summarise Gist, AS = Analyse Structure, VI = Use Visual Imagery, T = Translate, S = Skim, P = Paraphrase, UP = Use Picture to Support Comprehension, RTS = Recognise Text Structure, SNI = Skip Numerical Information, RPT = Refer back to Previous Information Given in the Text.

This table indicates the various comprehension-gathering strategies used by Group A and Group B participants while they are constructing their individual interpretations of the reading text. The mean scores of the strategies used by the participants showed us that Summarise Accurately (SA) was the most frequently used strategy when the two groups are considered (A $M = 4.8$, B $M = 4.9$). However, examining the standard deviations, Group B participants were found to be more consistent in their use of this strategy (A $SD = 2.70$, B $SD = 1.79$). Even if it was accepted to be an ineffective strategy, Summarise Inaccurately (SI) was also a commonly used strategy in this category. The mean score for this strategy suggested that Group A participants used SI more frequently than Group B participants (A $M = 4.7$, B $M = 1.3$). Again, however, the standard deviation concerning this strategy points out the inconsistency of usage among the participants of Group A, whereas it was found to be consistent among Group B participants (A $SD = 2.54$, B $SD = 1.16$).

Regarding this category, Make Inferences (MI) was a frequently used strategy by Group B participants when compared with Group A (A $M = 3.1$, B $M = 4.1$). Despite this, when the standard deviations were taken into consideration, it was seen that the difference between standard deviation and mean score of Group A reflected a more consistent use of this strategy (A $SD = 2.28$, B $SD = 2.42$). Re-read (R) was found to be a consistently used strategy by Group B participants (B $M = 1.6$, B $SD = 1.71$), whereas it was not very commonly and frequently used by Group A.

Related to this category, the inconsistent and overlapping use of Analyse Structure (AS) as a strategy was also reflected in mean score and standard deviation of Group A (A $M = .9$, A $SD = 2.18$).

Despite the inconsistent and overlapping use of Translate (T) by the participants of the two groups, Group B was found to use this strategy more frequently and much more consistently than Group A (A $M = 3.2$, A $SD = 4.29$, B $M = 4.8$, B $SD = 3.61$).

On the whole, it is obvious that there was an inconsistency among the frequency of usage of the comprehension-gathering strategies when the two groups are considered. However, specifically, Group A participants were much more inconsistent in their frequency of use and in the number of participants using each strategy, when compared with Group B (see Appendix X). This might indicate that, first, perhaps, Group A participants should be given formal instruction on how to use and/or improve comprehension-gathering strategies and second, perhaps, different comprehension-gathering strategies should be emphasised for Group B.

The mean scores and standard deviations of "Comprehension-Monitoring" reading strategies are illustrated in Table 18.

Table 18: The Use of Comprehension-Monitoring Strategies

STRATEGY	GROUPS			
	GROUP A (N = 10)		GROUP B (N = 10)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Comprehension-Monitoring				
COB	3	4.5	2.9	2.81
CB	.3	.48	.2	.42
II	2	2.58	2.3	1.49
QT	1.3	2.21	1.7	1.89
SBI	.1	.32	0	0
JS	.2	.42	0	0
QMW	1.7	2.71	1.2	1.32
QMS	.3	.48	.7	.67
CI	.1	.32	1.1	3.14
DI	0	0	.1	.32
MC	1.3	2.31	.8	1.14

M = Mean, SD = Standard Deviation, COB = Comment on Behaviour/Process, CB = Correct Behaviour, II = Integrate Information, QT = Question Information in the Text, SBI = Speculate Beyond Information in the Text, JS = Justify Speculations, QMW = Question Meaning of a Word, QMS = Question Meaning of a Sentence, CI = Confirm an Inference, DI = Disconfirm an Inference, MC = Monitor Comprehension

In this table the various comprehension-monitoring strategies used by Group A and Group B participants for assessing the degree of their understanding are indicated. As the table suggests, there is not a significant difference between the strategy use of Group A and Group B participants. Regarding the strategy use, the most striking result found was the inconsistency in the frequency of strategy use among the participants.

Related to this category Comment on Behaviour (COB) was noted to be the most commonly used strategy by the two groups (A $M = 3$, B $M = 2.9$). The means scores of the two groups were similar, the standard deviations, however, reflected us that Group B participants were much more consistent in their strategy use when compared with Group A (A $SD = 4.5$, B $SD = 2.81$).

Integrate Information (II), another frequently used strategy, was also more consistently used by Group B participants (A $M = 2$, A $SD = 2.58$, B $M = 2.3$, B $SD = 1.49$). The mean scores concerning Question Meaning of a Word (QMW) indicated that Group A participants questioned the meaning of words more frequently than Group B participants (A $M = 1.7$, B $M = 1.2$) nevertheless, they were found to be much more inconsistent in their frequency of use and the number of participants using this strategy when standard deviations were taken into consideration (A $SD = 2.71$, B $SD = 1.32$) (see also Appendix XI).

Finally, the same inconsistency among Group A participants in terms of frequency of use was true for Monitor Comprehension (MC) (A $M = 1.3$, A $SD = 2.31$, B $M = .8$, B $SD = 1.4$).

The mean scores and standard deviations of "Evaluation" reading strategies are shown in Table 19.

Table 19: The Use of Evaluation Strategies

STRATEGY	GROUPS			
	GROUP A (N = 10)		GROUP B (N = 10)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
Evaluation				
UPK	.4	.70	.2	.42
E	1	1.49	.7	1.06
RC	.6	.70	0	0
RCA	.2	.63	0	0
RPP	0	0	.1	.32

M = Mean, SD = Standard Deviation, UPK = Use Prior Knowledge, E = Evaluate, RC = React to Content, RCA = Relate to Content Area, RPP = Refer to Previous Passage

This table shows the evaluation strategies used by the two groups of participants for judging, interpreting the information they get and using their background knowledge to have a better understanding of the text during their reading process.

Concerning this table, the most frequently used strategy by the two groups was Evaluate (E) (A M = 1, B M = .7). The standard deviations for the two groups indicated that Group B participants were more consistent in their frequency of using Evaluate (E) as a strategy when compared with Group A (A SD = 1.49, B SD = 1.06).

Regarding this category, there is not a significant difference between the strategies used by the two groups.

4.4. An Analysis on Participants' Performance Level

In answer to the third research question, the researcher re-grouped all the participants into two groups "Successful" and "Unsuccessful" on the basis of their multiple choice test scores. The participants who scored 6 and above out of 10 were considered to be successful for the purpose of this study. This re-grouping aimed to find the extent of relation between the use of reading strategies and participants' comprehension of the text.

The mean scores and standard deviations of all the reading strategies which had been identified for the purpose of this study are illustrated in Table 20 according to their use by Successful-Unsuccessful participants (SP for Successful participants and USP for Unsuccessful participants were used as abbreviations in this section of the study).

Table 20: The Use of Reading Strategies by Successful and Unsuccessful Participants

PARTICIPANTS				
STRATEGY	SUCCESSFUL A (N=10)		UNSSUCCESSFUL (N=10)	
I. Pre-Reading	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
IP	.4	.52	.2	.42
AT	.3	.48	.4	.52
CT	.1	.32	.3	.48
RS	.1	.32	0	0
RP	.1	.32	.1	.32
RBT	.3	.48	.4	.52
LP	.1	.32	.1	.32
RT	0	0	.1	.32
II. Vocabulary				
LAM	.5	1.27	.3	.48
CS	1.1	2.18	1.6	2.22
GM	2.1	2.18	.1	.32
SVP	1.3	1.77	1.9	3.78
WPC	.1	.32	.2	.63
QLM	.2	.42	0	0
RR	.2	.63	.1	.32
GSU	.7	.82	.4	.70
III. Comprehension-Gathering				
RST	1	.82	.9	1.10
AC	1	1.25	0	0
SA	6.1	1.73	3.6	2.01
SI	3.5	3.06	2.5	2.07
MI	3.7	2.36	3.5	2.46
FUW	1.3	1.57	.6	1.07
FUT	2.4	3.89	2.5	3.06
UCI	.3	.67	0	0
R	1.4	1.78	.5	.71
SG	1.3	1.57	1.4	1.51
AS	1.1	2.28	.1	.32
VI	.1	.32	.2	.42
T	3.4	3.06	4.6	4.77
S	1.4	2.27	.2	.42
P	.1	.32	0	0

STRATEGY	SUCCESSFUL A (N=10)		UNSUCCESSFUL (N=10)	
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
UP	.1	.32	.1	.32
RTS	.1	.32	0	0
SNI	.1	.32	0	0
RPT	.1	.32	.2	.63
IV.				
Comprehension-Monitoring				
COB	4.1	4.75	1.8	1.62
CB	.4	.52	.1	.32
II	2.9	2.51	1.4	1.17
QT	1.2	2.10	1.8	1.99
SBI	.1	.32	0	0
JS	.2	.42	0	0
QMW	1.2	1.23	1.1	2.02
QMS	.3	.48	.7	.67
CI	.2	.42	.1	.32
DI	0	0	.1	.32
MC	1.8	2.25	.6	1.07
V. Evaluation				
UPK	.3	.67	.3	.48
E	1.3	1.57	.5	.71
RC	.5	.85	.1	.32
RCA	.2	.63	.1	.32
RPP	0	0	0	0

M = Mean SD = Standard Deviation IP=Interpret Picture, AT=Anticipate Content from Title, CT=Comment on Title, RS=Relate Title to Stimulus Sentence, RP= Relate Title to Picture, RBT=Read Title before Starting the Text, LP=Look at Picture, RT=Relate to Topic, LAM = Look for an Appropriate Word to Get the Meaning, CS = Code Switching, GSM = Guess Meaning from Context, SVP = Solve Vocabulary Problem, WPC = Word Pronouncing Concern, QLM = Question Long Term Memory, RR = Relate to Reference Words, GSU = Generalise Meaning Skipping Unknown Words, RST = Read Subsequent Text, AC = Anticipate Content, SA = Summarise Accurately, SI = Summarise Inaccurately, MI = Making Inferences, FUW = Fail to Understand a Word, FUS = Fail to Understand the Text, UCI = Use Context Clues to Interpret the Text, R = Re-read, SG = Summarise Gist, AS = Analyse Structure, VI = Use Visual Imagery, T = Translate, S = Skim, P = Paraphrase, UP = Use Picture to Support Comprehension, RTS = Recognise Text Structure, SNI = Skip Numerical Information, RPT = Refer back to Previous Information Given in the Text, COB = Comment on Behaviour/Process, CB = Correct Behaviour, II = Integrate Information, QT = Question Information in the Text, SBI = Speculate Beyond Information in the Text, JS = Justify Speculations, QMW = Question Meaning of a Word, QMS = Question Meaning of a Sentence, CI = Confirm an Inference, DI = Disconfirm an Inference, MC = Monitor Comprehension, UPK = Use Prior Knowledge, E = Evaluate, RC = React to Content, RCA = Relate to Content Area, RPP = Refer to Previous Passage

This table shows all the reading strategies used by twenty Freshmen students at Çukurova University before they have started their Freshmen courses, according to their performance level, regardless of their being prep-studied or exempted students.

As the table suggests, there is not a significant difference between the strategies used by the participants at the Pre-Reading stage. The only difference which could be seen was that one SP was found not to use “Relate to Topic” (RT) whereas one USP used “Relate Title to Stimulus Sentence” (RS). However, the mean scores and standard deviations of these two strategies did not imply much about the contribution of the use of these strategies to the students’ performance level since both of the strategies were used only by one participant in each group (S $M = .1$, S $SD = .32$, US $M = .1$, US $SD = .32$).

In the Vocabulary category, the most striking point was that SPs used “Guess Meaning from Context” (GM) much more frequently than USPs (S $M = 2.1$, US $M = .1$). Nevertheless, when standard deviations were considered it was noticed that SPs were inconsistent in their use of this strategy (S $SD = 2.18$, US $SD = .32$). “Solving Vocabulary Problem” (SVP) was found to be the most frequently used strategy when the two groups were considered. With respect to this strategy, the mean scores showed that USPs used SVP more frequently than SPs (S $M = 1.3$, US $M = 1.9$). However, checking the standard deviations it was found that USPs were much more inconsistent in their use of this strategy when compared with SPs.

As for “Comprehension-Gathering” category, significant differences were found to be discussed. The most frequently used strategies by SPs were “Summarise Accurately” (SA) (S $M = 6.1$), “Summarise Inaccurately” (SI) (S $M = 3.5$), “Make Inferences” (MI) (S $M = 3.7$), “Fail to Understand the Text” (FUT) (S $M = 2.4$), “Translate” (T) (S $M = 3.4$). When the two groups were compared taking standard deviations into consideration, SPs were found

to be more consistent in terms of their use of SA ($S \underline{SD} = 1.73$, $US M = 3.6$, $US \underline{SD} = 2.01$) and T ($S \underline{SD} = 3.06$, $US M = 4.6$, $US \underline{SD} = 4.77$), whereas USPs were more consistent in their use of SI ($US M = 2.5$, $S \underline{SD} = 3.06$, $US \underline{SD} = 2.07$), MI ($US M = 3.5$, $S \underline{SD} = 2.36$, $US \underline{SD} = 2.46$) and FUT ($US M = 2.5$, $S \underline{SD} = 3.89$, $US \underline{SD} = 3.06$). Related to this category SPs were found to skim (S) more frequently than USPs ($S M = 1.4$, $US M = .2$), however they were inconsistent in their use of this strategy when compared with USPs ($S \underline{SD} = 2.27$, $US \underline{SD} = .42$). Regarding the use of "Anticipate Content" (AC) no USP was found to use this strategy whereas it was used by SPs frequently and consistently ($S M = 1$, $S \underline{SD} = 1.25$).

The most frequently used strategy by the two groups was "Comment on Behaviour" (COB), in Comprehension-Monitoring category ($S M = 4.1$, $US M = 1.8$). Nevertheless, the standard deviations reflected a great inconsistency of use among the participants of the two groups ($S \underline{SD} = 4.75$, $US \underline{SD} = 1.62$). The same inconsistency was found out when "Integrate Information" (II) was examined ($S M = 2.9$, $S \underline{SD} = 2.51$, $US M = 1.4$, $US \underline{SD} = 1.17$). "Monitor Comprehension" (MC) was also a commonly used strategy by SPs however the standard deviation for the use of this strategy indicated that the strategy usage was inconsistent among these participants ($S M = 1.8$, $S \underline{SD} = 2.25$).

As for Evaluation category, no significant difference between the strategy use of the two groups was found, except for "Evaluate" (E). SPs used this strategy much more frequently than USPs ($S M = 1.3$, $US M = .5$). Again however, the inconsistency of usage was noticeable when the standard deviations were taken into consideration ($S \underline{SD} = 1.57$, $US \underline{SD} = .71$).

4.5. Summary of Protocol Analysis

The results of this study indicate that these twenty readers used a variety of reading strategies. Although these participants used nearly the same reading strategies, how these strategies were implemented varied among them.

In this study, the use of think-aloud protocols helped the researcher to determine the reading strategies of prep-studied students as well as the ones exempted from the prep class. The extent of relation between students strategy use and their performance level was checked through their answers to the multiple choice test. The results of the analysis of think-aloud protocols indicated that the variety of reading strategies used are related to participants' training and experience in reading. Regardless of their being prep-studied or exempted students, the inconsistency in the frequency of the reading strategies used by each participant was obvious (see Chapter 5 for general summary and discussion on results).

CHAPTER 5

CONCLUSION

In this chapter the procedures used for collecting and analysing the data for this study are summarised and discussed and the limitations of the study presented. As a final step, implications for further research and educational implications are presented and discussed.

5.1. Summary of the Study

The aim of this study was to determine the reading strategies involved in the reading process at a period just before students start their education in English at university level. This was done firstly to have a profile of reading strategies by the students at this level and secondly, in order to establish a relationship between reading and the formal instruction on reading given at preparatory class courses at Çukurova University, ELT Department. Twenty participants, ten of whom were exempted from the prep year and ten who had to attend these courses, were chosen according to their scores being similar in the proficiency exam given at the beginning of the year. All these formerly chosen students were invited to a meeting in which they were all informed about what they were expected to do by the researcher and asked if they were volunteers to participate in this study.

In order to gain insight about what reading strategies the participants use while reading, they were asked to verbalise their thoughts, a procedure which results in think-aloud protocols. These protocols were recorded, transcribed verbatim and some of them were translated into English while forming the classification scheme, since the participants were allowed to use Turkish during the protocols (Somerén et al. 1994). The transcriptions of the protocols were categorised according to a taxonomy developed by the researcher and

descriptive statistics (frequencies, means and standard deviations) were computed for each category, where appropriate.

5.2. Discussion of the Results and Conclusion

As described in detail in Chapter 3 and 4, the researcher used think-aloud protocols in order to determine the reading strategies used by the twenty participants of this study. The individual operations, as defined by Pritchard (1988 : 5) “the deliberate actions that readers take voluntarily to develop an understanding of what they read” of the participants were considered to be “reading strategies” for the purpose of this study. Accordingly, this research characterised 51 different strategies which were studied under five main categories; pre-reading, vocabulary, comprehension-gathering, comprehension-monitoring and evaluation, respectively. The strategies which were gathered into these categories were all considered to be “cognitive”, as suggested by Brown and Palinscar (1982), since they were all used specifically for the task in hand by the participants for the purpose of this study. However, despite being task-specific, most of the strategies found especially in the pre-reading, comprehension-monitoring and evaluation categories were recognised to be “meta-cognitive” as well, as opposed to Wenden’s view on that matter (1991). The strategies in these three categories used by the participants were mostly found to match the descriptions of the meta-cognitive strategies given in O’Malley and Chamot’s typology of learning strategies (1990 : 46). Thus, these descriptive data that most of the reading strategies identified during this research could be applicable to various reading tasks, by different students at this level.

Another important finding of this study was that exempted participants (Group A) were found to use much more strategies in terms of type and nature when compared with

prep-studied participants (Group B). Regarding this matter the findings revealed the following results:

1) In the pre-reading category Group B participants were either lacking or not using the strategies related to the use of title, such as Relate Title to Stimulus Sentence (RS), Relate Title to Picture (RP). The main focus of their concentration was on the use of picture rather than title at the pre-reading stage.

2) Interestingly, none of the participants in Group B preferred to recognise the text structure (RTS) in order to distinguish main points from supporting details or paraphrased (P) to understand in an easier way or used picture to support their comprehension (UP), in the comprehension-gathering category.

3) During the reading process, while interpreting meaning and self-monitoring their comprehension of the text, the participants in Group B neither speculated nor justified their speculations, which would suggest a good way of interaction between the reader and the text.

4) None of the participants in Group B reacted to content (RC) and gave any information related to the content area (RCA). In this respect, these participants were recognised to lack the ability to relate textual material to their background knowledge more than just relying on their linguistics knowledge (Carrel and Estherhold, 1983).

5) Finally, most of the Group B participants preferably translated the sentences while gathering comprehension. One possible reason for that might be the influence of their mother tongue while reading the text despite the formal education they had on reading in English.

While there was no particular proof indicating a significant difference between the two groups related to the frequency of use of the strategies identified throughout this research, the statistical analysis justified the fact that, more participants (exempted) in Group A used their conceptual abilities, background information and process strategies appropriately

and effectively as it was suggested by Coady (1979), considering the model of the ESL reader. Therefore, the findings in this research indicated that the variety in the use of the reading strategies in terms of type and nature by Group A participants might be due to their previous training and experience in both EFL learning and in reading.

When the quantity of the strategies used was taken into consideration, more participants in Group B were estimated to be consistent in terms of the frequency of strategy use, with reference to the means and standard deviations, though they had a more limited range of strategies. Only, if this consistency in the frequency of use per each participant taken into account, might one of the results of this study suggest the positive impact of formal instruction these students had during the prep year.

Regarding the performance level of the participants in the multiple choice test, once again, due to the inconsistency in the frequency of use of the strategies among the participants, there was not a considerable evidence supporting the use of specific strategies by successful participants. However, if we disregard the quantity aspect, in terms of type and nature, the successful participants had a tendency to use the following strategies:

- Guess Meaning from Context (GM)
- Solve Vocabulary Problem (SVP)
- Summarise Accurately (SA)
- Skim (S)
- Anticipate Content (AC)
- Comment on Behaviour (COB)
- Monitor Comprehension (MC)
- Integrate Information (II)
- Evaluate (E)

It can be concluded that no matter they were prep-studied or exempted, the inconsistency in the frequency of strategy usage per each participant was obvious at the end of the analysis of the results of this research. Accordingly, the findings of this research suggest that the processing behaviours of the students may change due to many different factors such as the content of readings materials, the conceptual abilities of the students or students' background knowledge related to that specific task. Therefore, the reading strategies identified throughout this research may simply serve as a picture of the strategies used by "good" and "poor" readers, disregarding their being prep-studied students or exempted ones, considering their training and experience in reading.

5.3. Limitations of the Study

There were two limitations to the study. The first one was that we could not control individual variables such as age, sex, social and economic backgrounds of the students, since the two participating groups were already existing groups and were chosen randomly, only by looking at their proficiency exam reading section scores' being similar.

The second limitation was that, on the basis of students' prep year proficiency exam results, their level of English was accepted as intermediate without any further testing by the researcher herself.

However, we were aware that the reading strategies used by the participants might have been limited to the text which was selected for use in our study. We were also aware that the group of readers who had passed the proficiency exam given at Çukurova University and had gained the right to attend Freshmen courses might have had different backgrounds in English language learning. Thus, before starting the think-aloud task, a student profile

checklist was given to these students in order to have further information about their English learning backgrounds.

5.4. Implications for Future Research

One of the aims of this process - oriented research was to provide feedback on the existing prep-year programme at the ELT Department of Çukurova University. In future research, it is recommended that the number of subjects be increased and the individual variables such as age, sex, social and economic backgrounds of the students be controlled using a variety of reading texts. Variance in the individual variables and subject type and complexity of texts might result in data which are also variable in the use of reading strategies, which would suggest a relationship among different factors.

Another aim of this research was to enlighten the reading instructors to be aware of learners' reading strategies and thus understand and evaluate better their own knowledge of what and how to teach reading. Despite being time consuming and difficult to analyse, think-aloud protocols are recommended as the methodology for future research, since they allow the objective observation of both the ongoing behaviours and the mental pictures of the participants. When thought in a broader perspective, while designing reading curriculum and course syllabi which can truly meet the needs of learners, standardisation in terms of the objectives of prep courses can be achieved. This can be done by means of future research based on the collaboration of different universities during both the conduct and the analysis of potential researches. However, to increase reliability of data, interviews and recall sessions are suggested to be used so that they can support think-aloud protocols. This would also increase validity by uncovering the strategies which may not be revealed in the protocols. Consequently a model including effective reading strategies could be developed.

5.5. Educational Implications of the Study

The main intention of this study was to identify the reading strategies of a particular group of students while they are processing an authentic text. What we found was that individual readers tend to use particular strategies in relation to their interest, experience and training in reading. Thus, it seems reasonable to suggest that reading instructors should provide strategy instruction for all students with the idea that these students need to experiment and discover which strategies work best for them/

Secondly, it was quite apparent that most of the students who participated in this study were attempting to use strategies but unsuccessful in constructing meaning and in answering the multiple choice test. These readers need to have opportunities to practice and refine the use of strategies which have been modelled for them by the instructors.

The findings of this study lead us to ask if “poor readers” who are not good at using effective strategies to promote their comprehension could be taught to abandon ineffective strategies and use at least some of the strategies “good readers” tend to use (Fehrenbach, 1991). This may help them to improve and use their abilities efficiently, of course then, accordingly, pre and post tests on comprehension will be needed to assess the effectiveness of the models as they apply to the students with reading problems.

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APPENDICES



Appendix I

STUDENT PROFILE CHECKLIST

1) How long have you been learning English?

- a) 1 b) 2 c) 3 d) 4 e) more than 4 years

If you have been learning English for more than 4 years,
say how long

2) Where did you learn English?

a) If at school, which

b) If at a course, what kind of

c) If any other, where

3) Have you ever taken a course only on reading?

Yes / No

If yes, how long.....?

4) How often do you read the following?

1.Always 2.Often 3.Sometimes 4.Rarely 5.Never

a) Newspaper/
Magazine () () () () ()

b) Novel () () () () ()

c) Coursebook () () () () ()

d) None

e) Other

Appendix II

PRACTICE TEXT

Firms Take Fresh Look At Saving on Sick Pay

By Martha Nolan McKenzie

New York Times Service

NEW YORK — While large German companies have begun cutting back on their annual grants of as much as six weeks of paid days off for illnesses, American companies are trying to control the benefit in a more subtle way.

Strikes and protests erupted last month after Germany's Parliament allowed companies to reduce minimum sick-leave pay to 80 percent of regular wages. But in the United States, the federal government generally has stayed out of sick-pay rules, mandating only that employers provide compensation for job-related injuries.

According to employee-benefits specialists, the average U.S. company gives its workers 10 to 12 sick days a year at full pay or allows employees to accrue days based on length of service. The problem has been that some employees tend to come to work when sick and save the days off for personal use or to extend vacations.

Many companies have been cutting back by combining sick days, vacation days, personal days and floating holidays into one category called paid days off. In doing so, companies typically reduce the total number of allotted days by as much as 20 percent, according to Michael E. Sass, a principal with Foster Higgins, a New York benefits consulting firm.

Appendix III

REAL TEXT

Families start legal action over disaster

* Relatives of the Estonia ferry victims began legal action in Paris last week against the ship's German builder and French and Swedish inspectors to try to pinpoint blame for the deaths of 852 people two years ago. In Europe's worst peacetime maritime disaster, the Estonia sank in the Baltic Sea off the coast of Finland on September 28, 1994, during a heavy storm.

By Belinda Goldsmith

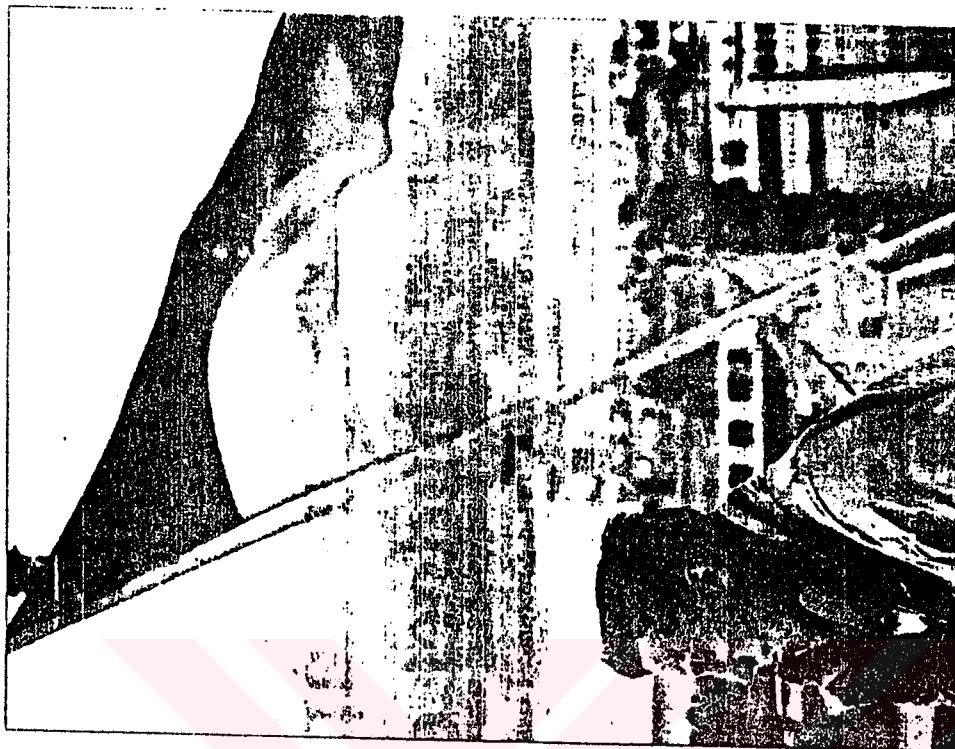
* Gunnar Bendreus of the International Estonia Support Group (ISG), which represents victims' relatives, said the action, lodged on the eve of the second anniversary of the sinking, was not motivated by a desire for financial compensation. "We just want the truth," said Bendreus, who lost both his parents-in-law when the car and passenger ferry sank on the way from Estonia to Sweden. "We need to know who was guilty, and to what extent, so steps can be taken to make sure this never happens again. This is the only way to ensure sea safety in the future."

* The Estonia went down after heavy seas ripped off the car deck's outer bow door which allowed water to flood the ship's cavernous car deck, causing it to list and then sink. Last year victims' relatives and the vessel's 137 survivors received a package of about 600 million crowns (USD 90 million) from ship

owner Estline and insurer Assuranceforeningen Skuld. The maker of the Estonia, German shipyard Meyer Werft, which delivered the vessel in 1979, France's classification society Bureau Veritas, which approved the ferry for traffic, and Sweden's National Maritime Administration, which inspected the ship for safety, have denied any blame.

* The ISG, representing 1,304 relatives, filed a summons application in Paris on Tuesday against all three bodies. ISG lawyer Henning Witte said the French judge would appoint an expert to investigate the disaster and report back. This is the first step to establish liability and it could lead to a damages claim for between five and 10 million crowns in a year or two,

Witte told Reuters. "We had to act now as this type of action may not be possible more than two years after the accident and it is the two-year anniversary this month," Witte said. The action was lodged in France because the relatives hoped the case would be treated without bias there. He said the ISG wanted to avoid any influence from an international commission set up to investigate the accident. The commission, comprising representatives from Sweden, Finland and Estonia, has been in disarray in recent months with its chairman resigning amid allegations of cover-ups. "We don't think any



* Estonian passenger Janek Nelson (L) stands on the deck of the ferry Mare Baltikum, a sister ship to the car ferry Estonia, which sank exactly two years ago today, on his way to Stockholm from Tallinn September 27. (Reuter Picture)

truth will come out of that investigation," Witte said. * The commission's problems followed a long row in Sweden over whether to lay a concrete shell over the sunken wreck, which lies 55-88 metres (180-270 feet) down on the Baltic seabed about 100 km (60 miles) off southwest Finland. * Relatives have complained that the entombment would deny the 700 people thought to remain in the wreck a decent burial and have called for attempts to salvage the vessel. * The decision has now been postponed until after the commission tables its final report. (Reuter)

New Europe

September 29 - October 5, 1996

Appendix IV
INSTRUCTION SHEET

- 1) You will be given a news item to be read.
- 2) As you are reading, talk out loud about what you are doing and thinking as you read.
- 3) When you see an asterisk, stop reading and
 - a. explain what was happening in the news item;
 - b. explain what you thought about as you were reading;
 - c. explain what you did as you read;
 - d. discuss anything else about the text or how you read it.
- 4) You will not be interrupted or assisted once you begin.
- 5) When you have finished reading and responding to the text, I will ask you to answer a multiple choice test.

Appendix V

YAPILMASI GEREKENLER

1. Şimdi size okumanız için bir gazete makalesi verilecek.
2. Okurken ne yaptığınızı ve ne düşündüğünüzü sesli olarak söyleyiniz.
3. Asterix gördüğünüzde okumayı durdurup;
 - a) Makalede ne olup bittiğini açıklayınız.
 - b) Okurken ne düşündüğünüzü açıklayınız.
 - c) Okurken ne yaptığınızı açıklayınız.
 - d) Özellikle makale ve makaleyi nasıl okuduğunuz hakkında başka bir şey yaptıysanız, bunu da tartışabilirsiniz.
4. Okumaya başladıktan sonra size müdahale yada yardım edilmeyecek.
5. Makaleyi okumayı ve sesli tepki vermeyi bitirdiğinizde makaleyi anlama düzeyinizi ölçmek için size 10 soruluk bir çoktan seçmeli test verilecek.

NOT: Bu çalışmada harcadığınız süre ya da verdiğiniz cevapların doğru olup olmadığı bir önem taşımamaktadır. Önemli olan buradaki düşünme tarzınızdır.

Appendix VI

MULTIPLE CHOICE TEST

- 1) Who began legal action over disaster?
 - a) ferry victims b) German builder c) relatives
 - d) French and Swedish inspectors e) None
- 2) When did the disaster happen?
 - a) September 27, 1994 d) September 28, 1979
 - b) September 28, 1994 e) None
 - c) September 27, 1995
- 3) Who is the representative of International Estonia Support Group?
 - a) Belinda Goldsmith d) Meyer Werft
 - b) Gunnar Bendrous e) None
 - c) Henning Witte
- 4) What is the aim of International Estonia Support Group?
 - a) to give suggestions to shipyards how to build up ferries
 - b) to ensure these kinds of disasters will happen again
 - c) to find out who was guilty and to what extent
 - d) to ensure sea safety for the future
 - e) to get financial compensation
- 5) How many people survived the disaster?
 - a) 852 b) 137 c) 1,304 d) 700 e) None
- 6) What made the Estonia sink?
 - a) heavy storm b) fire c) a hole in the deck
 - d) thunder e) None
- 7) Which one of the following is true?
 - a) only the vessel's survivors received a package of about 600 million crowns
 - b) It was Sweden's National Maritime Administration who insured the ship for safety
 - c) The vessel was delivered by Meyer Werft
 - d) Estonia have denied any blame
 - e) Bureau Veritas didn't seem to approve the ferry for traffic
- 8) According to Henning Witte, which of the following is not a reason for appointing an expert by the French judge to investigate the disaster?
 - a) a damages claim may not be possible after two years
 - b) liability requires this type of action
 - c) The case would be treated without bias in France
 - d) The chairman of the commission which was set up to investigate the disaster is for covering up the event
 - e) The commission will certainly find out the truth

- 9) Who have called for attempts to salvage the vessel?
a) 700 people b) relatives of victims c) the commission
d) the representatives e) nobody
- 10) The decision about the wreck is;
a) certain b) uncertain c) honest d) acceptable
e) profitable



Appendix VII

Codification Scheme for the Reading Strategies

STRATEGY	CODING
* Interpret Picture	IP
* Anticipate Content from Title	AT
* Comment on Title	CT
* Relate Title to Stimulus Sentence	RS
* Relate Title to Picture	RP
* Read Title before Starting the Text	RBT
* Look at Picture	LP
* Relate to Topic	RT
* Look for an Appropriate Word to Get the Meaning	LAM
* Code Switching	CS
* Guess Meaning from Context	GM
* Solve Vocabulary Problem	SVP
* Word Pronouncing Concern	WPC
* Question Long Term Memory	QLM
* Relate to Reference Words	RR
* Generalise Meaning Skipping Unknown Words	GSU
* Read Subsequent Text	RST
* Anticipate Content	AC
* Summarize Accurately	SA
* Summarize Inaccurately	SI
* Make Inferences	MI
* Fail to Understand a Word	FUW
* Fail to Understand the Text	FUT
* Use Context Clues to Interpret the Text	UCI
* Re-read	R
* Summarize Gist	SG

STRATEGY	CODING
* Analyse Structure	AS
* Use Visual Imagery	VI
* Translate	T
* Skim	S
* Paraphrase	P
* Use Picture to Support Comprehension	UP
* Recognise Text Structure	RTS
* Skip Numerical Information	SNI
* Refer back to the Previous Information Given in the Text	RPT
* Comment on Behaviour	COB
* Correct Behaviour	CB
* Intergrate Information	II
* Question Information in the Text	QT
* Speculate Beyond the Information in the Text	SBI
* Justify Speculations	JS
* Question Meaning of a Word	QMW
* Question Meaning of a Sentence	QMS
* Confirm an Inference	CI
* Disconfirm an Inference	DI
* Monitor Comprehension	MC
* Use Prior Knowledge	UPK
* Evaluate	E
* React to Content	RC
* React to Content Area	RCA
* Refer to Previous Passage	RPP

Appendix VIII

A PARTICIPANT'S CODED PROTOCOLS

Name of the participant :
 Prep Studied / Exempted : Exempted
 Number : 9

STIMULUS SENTENCE	RESPONDED PROTOCOL	DESCRIPTION OF THE STRATEGY	STRATEGY IDENTIFIED
Title: Families start legal action over disaster	Bir baktım, şöyle göz şey yaptım ama önce bir toplığe baktım yani title'a baktım.	Reader reads the title before starting the text to have an idea related to text.	Reading title before starting the text
Picture: Estonian passenger Janek Nelson (L) stands on the deck of the ferry Mare Baltikum, a sister ship to the car ferry Estonia, which sank exactly two years ago today, on his way to Stockholm from Tallinn September 27.	Yani bilmiyorum. fotoğrafı falan ilgimi çekmedi. Title'a baktım sonra düşündüm, bir çağışım yapabiliydim fotoğrafla diye düşündüm tabi. Ama o kadar bir ilgimi çekmedi daha doğrusu.	The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration. Reader finds a connection between the title and the picture while comprehending the text.	Comment on behaviour/process Relating title to picture Comment on behaviour/process
1 st Asteriks: Relatives of the Estonia ferry victims began legal action in Paris last week against the ship's German builder and French and Swedish inspectors to try to pinpoint blame for the deaths of 852 people two years ago.	Şimdi paragrafı okuyayım birinci paragrafı Estonya'daki gemi kurbanları legal aksiyon almışlar galiba Paris'te bir yani ne bileyim demostrasyona girmişler, kime karşı? Alman gemi işçilerine yani pardon Alman yapımcılarına - against yani - şöyle bir düşündüm, kim madur durumda dedim, Estonya ferry victims yani kurbanlar Estonya kurbanları sonra düşündüm kime karşı bunu yaptılar, burda relative clause falan davası vardı against Alman gemi yapımcılarına ve Fransız ve İsveç yani inspectörlerine. Yani bu kazanın ne bileyim artık 852 kişinin ölümüyle sonuçlanan iki sene önce sonuçlanan kazanın ne bileyim artık pinpoint yani büyük ihtimalle de nedeni olabilir, yani çalıştırın. Burda kullandığım method dediğim gibi paragrafa giriş yaptım. İyicene daha bir iki kat dikkat verdim. Yani paragrafın girişini iyi başlıyordum büyük bir ihtimalle de çözerim sanırım ki öyle. Dediğim gibi işte bir bağlaçlarla falan cart curt baktım. Yani çözmüş gibi oldum.	Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. Reader uses an English word while responding in Turkish to the stimulus sentence. The reader asks questions related to the text while reading. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration. The reader analyzes grammatical structure of the text by looking at the structures such as relative clause, noun clause.	Translating Code switching Translating Code switching Translating Question information in the text/Translating Translating Comment on behaviour/process Translating Translating Comment on behaviour Translating Analyzing structure Translating Translating Code switching Translating Comment on behaviour Analyzing structure Comment on behaviour

2nd Asteriks: In Europe's worst peacetime maritime disaster, the Estonia sank in Baltic Sea off the coast of Finland on September 28, 1994, during a heavy storm.	İkinci paragrafta bu olayın daha doğrusu birinci paragrafta verilen o ilk sene önceki kaza açıklanıyor. Yani Estonya geminin ismi galiba Estonya. Baltık Denizinde ne derler ona sank yapmış. Hah, Fillandiya kıyısının yanındaymış galiba. Ne zaman olmuş? 1994 September yani 28, ha şey bir zamanda heavy storm, yani şimşekli bir gecede yağmurlur falan.	The reader connects new information with previously stated content. Reader understands what isn't stated directly. The reader forces his or her short term memory to find a word which can summarize or reflect the thought in his or her mind. Reader uses an English word while responding in Turkish to the stimulus sentence. Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. The reader asks questions related to the text while reading.	Integrate information Making inferences Looking for an appropriate word to get the meaning Code switching Translating Question information in the text Translating
3rd Asteriks: Gunnar Bendrous of the International Estonia Support Group (ISG), which represents victims' relatives, said the action, lodged on the eve of the second anniversary of the sinking, was not motivated by a desire for financial compensation.	Gunnar Bendrous'a göre İnternasyonal Estonya Support Cemiyetinden mi acaba birisi onu bilemiycem, bu ölen daha doğrusu kurban olan gemide kurban olan insanların akrabalarını temsil ediyor. Buna göre nebileyim bir finansal motive ile veriliyor yani finansal bir destek veriliyor büyük ihtimalle, bu ölen ya da kurban olan insanlara, yani ne bileyim bu paragraf o kadar büyük bir ihtimalle ne bileyim yüzde yetmişlik bir oranla çözmüş gibiyim. Ama bilemediğim kelime açısından değil ama bilmiyorum.	The reader asks questions related to the text while reading. Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	Question information in the text Translating Comment on behaviour/process Translating Comment on behaviour/process
4th Asteriks: "We just want the truth," said Bendreus, who lost both his parents-in-law when the car and passenger ferry sank on the way from Estonia to Sweden."	Üçüncü bölümde daha açıklık geliyor. İkinci bölüme çünkü burda tam olarak Bendrous'un Gunnar Bendrous'un gayesi açıklanıyor. Yani bu kazanın asıl nedenini öğrenmek istiyor. Bu arada o da iki tane akrabasını yani daha doğrusu kaynanasını ve kayınpederini kaybetmiş bu kazada. Yani burda ne bileyim çok basit bir yapı kullanılmış. Deminkinden daha ziyade daha kolay kelimeler kullanılmış, evet kısa bir paragraf yani özetlemiş. Üçüncü bölümü bayağı özetledi.	The reader connects new information with previously stated content. Reader gives correct information as he/she summarizes the text. The reader analyzes grammatical structure of the text by looking at the structures such as relative clause, noun clause.	Integrate information Summarizing Accurately Analyzing structure

6th Asterik: "We need to know who was guilty, and to what extent, so steps can be taken to make sure this never happens again."	Beşinci bölümde tam açıklık veriyor. Yani burda hatalı kim ona göre kimin suçlu olup olmadığını bir öğrenip ona göre davranalım. Yani nedenini öğrenirsek ona göre ilerde daha zor yani bu durumların bir daha olmaması için daha iyi olur. Yani nedenini öğrenirsek soruna göre daha iyi neticeler vericez. Demin de dediğim gibi burda da o kadar zor bir yapı kullanılmadı. Kelimeler kolay yani ne bileyim informal diyem ama tabi saçmalarım orda. Kolay bir yapı. Yani evet.	The reader connects new information with previously stated content. Reader gives correct information as he/she summarizes the text. The reader analyzes grammatical structure of the text by looking at the structures such as relative clause, noun clause.	Integrate information Summarizing accurately Analyzing structure
6th Asterik: This is the only way to ensure sea safety in the future."	Altıncı bölümde beşinci bölümün tam özetini vermiş. Burda da diyor ki böyle yapmakla yani beşinci bölümde saydığım davayı - nedenini bulmakla denizdeki güvenliği tam sağlamış oluruz. Şimdi - şimdi için ve gelecek için. Yani kullandığım hiçbir metod yok. Birşey de çağrıştırmadı için açıklası ama şimdi resme bakarsam tabii birkaç bölüm okuduktan sonra anlayabilirim. Estonya bayrağı, sigara içen bir adam. Yani ne çağrıştırıyor? Bilmiyorum sigara içmek o kadar pek fazla birşey çağrıştırmaz belki ama o bayrak tabii, büyük bir ihtimalle arkada da bir gemi var. Yani paragrafın büyük bir bölümüyle bir ilgisi olabilir.	The reader connects new information with previously stated content. Reader gives correct information as he/she summarizes the text. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration. The reader either makes an inference or forms a hypothesis about the picture. Some readers describe the picture as well. Reader questions his/her memory to call back some information from long term memory into short term memory	Integrate information Summarizing accurately Comment on behaviour/process Interpreting picture Question long term memory Interpreting picture

7th Asterik: The Estonia went down after heavy seas ripped off the car deck's outer bow door which allowed water to flood the ship's cavernous car deck, causing it to list and then sink.	Yedinci bölümde bu Estonya gemisinin nasıl battığını anlatıyor. Galiba geminin arka kısmında mı diyeyim artık, car deck diyor, çünkü bir sızıntı meydana gelmiş ve bu sızıntı yüzünden de batmaya maruz kalmış, burda biraz bir zorluk çıktı. The Estonya went down after heavy seas, burda şey anladım. Büyük ihtimalle kişiler anladım. Yani bir topluluk anladım. O zaman düşündüm. The Estonya önceden de verilmişti. Büyük ihtimalde bir geminin ismi dedim. Yani sonra geminin - float dedim sonra da tam olarak anladım bunu. İlk cümlelerin ve ikinci cümlelerin sonunda anladım tam olarak ne demek istediğini. Bu da ne bileyim Kolombu'un filmini hatırladı birden bana. Yani olay orda da olmuştu. Yani Kolombus geri dönerken daha doğrusu, gemilerinden birisi batmıştı. Hepsini değil birisi batmıştı. Santa Mari diye bu arada. Yani ilginç.	Reader gives correct information as he/she summarizes the text. The reader understands the meaning of a word by giving an equivalent of it. Reader understands what isn't stated directly. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration. Reader uses what he/she already knows to construct meaning. The reader reacts emotionally to information in the text.	Summarizing accurately Solving vocabulary problem Summarizing accurately Making inferences Comment on behaviour/process Using prior knowledge React to the text
8th Asterik: Last year victims' relatives and the vessels 137 survivors received a package of about 600 million crowns (USD 90 million) from ship owner Estline and insurer Assuranceforeningen Skuld.	Geçen senenin kurbanları ve 137 kurtulanlar kaç milyon - toplam doksan milyon yani doksan milyon dolar - Amerikan doları aldıklarını söylüyor. Kimden? Geminin sahibinden aldıklarını söylüyor. Yani burda da bu aklıma geliyor - önceki paragrafta göre neden-sonuç yani tabi haliyle gibi baktıktan sonra kurbanlar ya da kurtulanlar tazminat alacak. Büyük ihtimalle Türkiye'de de tabi. Bu biraz ruya ama Amerika'da olduğuna göre normal bir şeydir. O kadar zorlanmadım.	Reader gives correct information as he/she summarizes the text. The reader asks questions related to the text while reading. The reader connects new information with previously stated content. Reader makes a judgemental statement about information in the text. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	Summarizing accurately Question information in the text Integrate information Evaluating Comment on behaviour/process

9th Asteriks: The maker of Estonia, German shipyard Meyer Werft, which delivered the vessel in 1979, France's classification Society Bureau Veritas which approved the ferry for traffic, and Sweden's National Maritime Administration, which inspected the ship for safety, have denied any blame.	Dokuzuncu bölümde bu geminin yapımcısı yani Estonya'nın Alman yapımcısı Meyer Werft bu geminin yani ne bileyim hiç bir yani objektif kaldı bu olaya, biraz tuhafıma gitti daha doğrusu, yani ne bileyim o da büyük ihtimalle bir tazminatta bulundu, sanırım ama öyle bir şey yok. Burda da daha çok hep kısaltmalar Sweden National Maritime falan davalan var. O kadar ilgimi çekmedi daha doğrusu. Daha çok paragrafın bütünlüğüne bakmak için başlangıçtaki dava önemliydi kimin olduğu sonunda da - which inspected for safety have denied any blame - o olay.	Reader summarizes the main points. Reader makes a judgemental statement about information in the text. The reader analyzes grammatical structure of the text by looking at the structures such as relative clause, noun clause. The reader reacts emotionally to information in the text. The reader distinguishes between main points and supporting details or discusses the purpose of information.	Summarizing gist Evaluating Analyzing structure React to the text Recognizing text structure Analyzing structure
10th Asteriks: The ISG, representing 1,304 relatives filed a summons application in Paris on Tuesday against all the three bodies.	Burda ISG taraftarları, o Gunnar Bendrou's'un başkanlık yaptığı partinin mi diyeyim dava mı diyeyim, 1304 akraba, kurbanların akrabalarını temsil eden, bir suç duyurusunda mı bulundu? Yani ne bileyim Paris, Salı günü Paris, bir yere - evet suç duyurusunda bulundu. Galiba. Ondan sonra against all three bodies. Onu anlamadım. Yani three bodies dediği ney? Burda önceki bölümlerde de yani ölümlerden bahsetti ama üç ölüden bahsetti. Onu anlamadım. Tabi orayı yani ne bileyim? Burda aklıma gelen yine neden-sonuç. Yani doğal bir şey bunları mahkemeye vermeleri...	The reader asks questions related to the text while reading. The reader forces his or her short term memory to find a word which can summarize or reflect the thought in his or her mind. Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. The reader assesses his or her degree of understanding of the text. Reader makes a judgemental statement about information in the text.	Question information in the text Looking for an appropriate word to get the meaning Question information in the text Translating Monitor comprehension Question information in the text Evaluating

11th Asterisk: ISG lawyer Henning Witte said the French judge would appoint an expert to investigate the disaster and report back.	ISG'nin avukatı dedi ki Fransız adliyesi büyük ihtimalle bu davayı araştırmak için bir rapor hazırlamış. Yani yok burda da biraz zorla anladım. Burda da bir an Adliye Koridorları aklıma geldi. Yani ne bileyim bir davayı savunmak için avukatın girdiği aksiyonlar daha doğrusu davayı düşürmemek için elinden geldiği çabalar falan.	Reader gives partially or totally wrong information as he/she summarizes the text. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration. Reader uses what he/she already knows to construct meaning	Summarizing inaccurately Comment on behaviour/process Using prior knowledge
12th Asterisk: "This is the first step to establish liability and it could lead to a damages claim for between five and 10 million crowns in a year or two," Witte told Reuters.	Buradan sonraki bölümde de diyor ki bu ilk adım. Neyi başarabiliyor onu anlamadım Liability bilmediğim bir kelime - büyük ihtimalle pozitif bir anlamı vardı. Ah, tazminata yol açabilir. Diyor ki beş ile on milyon crown bir ya da iki sene içinde alabilirler - yani tazminat alabilirler sonuçta. Yani burda da bilmediğim bir kelime var ama yani bölümün - yani paragrafın diyeyim artık, paragrafın mı diyeyim bilemiyorum, cümlelerin diyeyim. Cümlelerin içinden anlayabildim. Daha doğrusu ne demek istediklerini yine kaç bölüm önceden de yani yine adliye - adliye ile ilgili bir cümle. Yani geminin batmasıyla ilgili denem sonucunu - hala da devam ediyor. Ha bir de bunu görmemişim, okumamışım. Bunları Reuters'a söyledim. Reuters da gay bir sigorta kurumu onu biliyorum. Avrupa'nın en büyük sigortacılarından Reuters var tabii.	The reader judges the meaning of a word considering the overall meaning of a stimulus sentence/context. The reader assesses his or her degree of understanding of the text. Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. The reader connects new information with previously stated content. The reader uses what he/she already knows to construct meaning.	Guessing meaning from context Monitor comprehension Guessing meaning from context Translating Guessing meaning from context Integrate information Using prior knowledge
13th Asterisk: "We had to act now as this type of action may not be possible more than two years after the accident and it is the two-year anniversary this month."	Bu bölümde ne bileyim "we" demiş artık - we ISG den olan insanlardır büyük ihtimalle diyor ki çabuk. Yani elimizi çabuk tutmamız gerekli çünkü yani iki sene içinde olursa olur bu iş, yoksa yok. Sonra demiş ki iki senelik anniversary this month. Yani iki senelik anma mı? Artık ben onu anlamadım, neyin anniversary'ini yapıyor, onu pek çözmuş değilim daha doğrusu. Yani bilemiyorum burda da o kadar büyük bir zorluk çekmedim.	Reader relates to reference words in order to establish intrasentential ties. Reader re-expresses the stimulus sentences in words that are easier to understand. The reader asks questions related to the text while reading. The reader assesses his or her degree of understanding of the text. -Reader uses an English word while responding in Turkish to stimulus sentence. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	Relating to reference words Paraphrase Question information in the text Monitor comprehension -Code switching Comment on behaviour/process

14th Asteriks: "Witte said the action was lodged in France because the relatives hoped the case would be treated without bias there."	Witte'ye göre bu dava Fransa da yapılmış çünkü kurbanların aileleri birşeyin olmamasıyla sonuçlanmasını istiyorlar - bias demiş. Burda biasın ne olduğunu bilmiyorum. Ama biasın negatif olduğunu şimdi çözdüm - çünkü istemediklerine göre negatif birşeydir tabiki. Büyük ihtimale anılam onu sonraki paragraflarda - burda da dediğim gibi işte şu "iki" bölümlerde biraz zorluk çekmeye başladım. Ama ipin ucunu kaçırmadım - önemli olan ...	The reader judges the meaning of a word considering the overall meaning of a stimulus sentence/context. Reader indicates confusion that what he/she thinks may be cleared up by reading further in the text. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	Guessing meaning from context Reading subsequent text Comment on behaviour/process
15th Asteriks: He said the ISG wanted to avoid any influence from an international commission set up to investigate the accident.	He said, demiş. Büyük ihtimale Witte idi bu. ISG dedi kişiler neyi istemişler? Uluslararası bir komisyonun bu davayla uğraşmasını istemiyorlardı. Yani to avoid any influence - evet öyle yani - niye uğraşmadıklarını bilmiyorum. Niye bunu istemiyorlar onu da anlamış değilim. Yani ne bileyim anlıyorum şimdi, öncelikle bölümlere nazaran bu bölümlerde bayağı zorluk çekmeye başladım ama niye - yani bir zorluk yok da belki davaya mayonez olan kişiler - şahıslar ne bileyim gruplar daha da çoğaldığından mı? Bana öyle gelebilir bilmiyorum. Daha doğrusu yani bu da aklıma birşey çağdırtmadı.	Reader relates to reference words in order to establish intrasentential ties. The reader connects new information with previously stated content. The reader assesses his or her degree of understanding of the text. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	Relating to reference words Integrate information Monitor comprehension Comment on behaviour/process

16th Asterik: The Commision, comprising representatives from Sweden, Finland and Estonia has been in dissarry in recent months with its chairman resigning amid allegations of cover-ups.	Komisyon İsveç, Fillandiya ve Estonya ne diyeyim ona - temsilcileriyle bir kaç ay içinde oturucuyla yani chairman dediğiyle olayla şimdiye kadar gelen sallangıcıları yani allegation sallangıcıları gözden geçiriyor, yani büyük ihtimalle gözden geçiriyor. Artık ne olacak büyük ihtimalle dava sonuçlanacak - öyle bir izlenim geldi içime bilmiyorum. Burda o kadar bir zorluk çekmedim yalnız burda bir clause kullanmış yani ne clause - ne derler ona. Yani bu bir gerçek. Birkaç bölümden beri büyük bir paragraftan beridir bu davadan neden bahsediyor - büyük ihtimalle bu davanın da sonucunu verecekler yani bu kadar bahsettiklerine göre.	Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. The reader forces his or her short term memory to find a word which can summarize or reflect the thought in his or her mind. The reader predicts what content will occur in succeeding portions of the text. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration. The reader analyzes grammatical structure of the text by looking at the structures such as relative clause, noun clause. The reader connects new information with previously stated content.	Translating Looking for an appropriate word to get the meaning Translat: Anticipate content Comment on behaviour/process Analyzing structure Integrate information Anticipate content
17th Asterik: "We don't think any truth will come out of that investigation," Witte said.	Bu bölüm de zaten bir cümle - çok kısacık bir cümle - iki satırdan oluşan cümle diyor ki Witte'ye göre bu araştırmanın sonucunda hiçbir gerçek açıklığa gelmeyecek. Belki doğru izlenimdeyim. Yani büyük ihtimalle ne yane doğru bir dava yapıyorum bilmiyorum tabi şimdi kurbanların aileleri tazminat istiyor - ama büyük ihtimalle de bu yani German Shipyards Meyer Werft ve birkaç kişi, daha onların isimlerini tam hatırlayamıyorum - yani bu olaydan pek memnun değil - yani bilmiyorum çok kolay bir cümleydi. Yani şu iki-üç-dört bölümleri biraz toparlamama neden oldu. Yani yardımcı oldu, daha büyük ihtimalle yardımcı oldu.	Reader translates, gives the meaning of stimulus sentence, mostly word by word, in his/her native tongue. The reader assesses his or her degree of understanding of the text. Reader understands what isn't stated directly. The reader describes strategy use, indicates awareness of the components of the process or expresses a sense of accomplishment or frustration.	Translating Monitor comprehension Making inferences Comment on behaviour/process

19^{da} Asterik: The commission's problems followed a long row in Sweden over whether to lay a concrete shell over the sunken wreck, which lies 55-88 metres (180-270 feet) down on the Baltic seabed about 100 km (60 miles) off Southwest Finland.	Daha sonraki bölümde hiç dava dan bahsetmiyor - yani bahsediyor da yani tazminatla ilgili değil de gemiye alınan bir karar büyük ihtimalle, geminin üstüne büyük bir şeyin konulması -	Reader gives partially or totally wrong information as he/she summarizes the text.	Summarizing inaccurately
	Shell yani ne bileyim kapak mı derler artık ona bilemiyeceğim.	The reader forces his or her short term memory to find a word which can summarize or reflect the thought in his or her mind.	Looking for an appropriate word to get the meaning
	Yani batan davanın üstüne yani Estonya gemisinin üstüne burda kaç ellibeş-seksensekiz metre suyun altında yani büyük ihtimalle bunu çekmeyi düşünecekler onu bilemiyorum -	Reader understands what isn't stated directly.	Making inferences
	yani bunun lokasyonu nerde tam olarak settled olduğunu gösteriyor.	Reader uses an English word while responding in Turkish to stimulus sentence.	Code switching
	Filandya'nın güneybatısında - burda biraz zorlama - yani ne bileyim hayal kınkığına uğradım demiyim de yani davanın sonuçlanmasıyla ilgilenen bir tazminat davasıyla gelen bir sonuç düşündüm. Ama gemiye yönelik alınan bir davayla sonuçta karşılaştım.	The reader reacts emotionally to information in the text.	Reacting to the text
	Bilmiyorum, belki larde son davalarda son cümlelerde görebilirim bunu.	Reader indicates confusion that what he/she thinks may be cleared up by reading further in the text.	Reading subsequent text
19^{da} Asterik: Relatives have complained that the entombment would deny the 700 people thought to remain in the wreck a decent burial and have called for attempts to salvage the vessel.	Yani relativler - yani alleler	The reader understands the meaning of a word by giving an equivalent of it.	Solving vocabulary problem
	ne için şikayetlenmiş daha doğrusu şikayette bulunmuş?	The reader asks questions related to the text while reading.	Question information in the text
	Büyük ihtimalle bu 700 ölü insanın gemide mezar - yani mezar varmış. Yani mezarları büyük ihtimalle geminin içinde kalsın diyorlar. Niye uğraşıyorsunuz, niye bu gemiyi yukarı çıkarmak istiyorsunuz - yani büyük ihtimalle entombment dediği bir olay.	Reader gives partially or totally wrong information as he/she summarizes the text.	Summarizing inaccurately
	Yani daha doğrusu altta kalsın - daha iyi.		Solving vocabulary problem
	Yani burda da % 60'lık, % 70'lık bir oranda çözdüm bu paragrafı.	The reader assesses his or her degree of understanding of the text.	Summarizing inaccurately
	Demir belirtmiştim Reuter dedim. Orda bir sigorta şeyi dedim. Ben orda biraz yanlışım galiba. Reuter büyük bir fotoğraf, bir haberleşme şirketimi acaba, büyük bir ihtimal.	The reader notices that an assumption, interpretation or paraphrase is incorrect and changes that statement.	Monitor comprehension
	Niye bir sigorta dedim, yani sigorta kurumu dedim, büyük ihtimalle belki sigorta kurumuyla ilgilenen bir televizyon olabiliirdi, oradaki paragrafta. Bilmiyorum artık niye dedim.	Reader gives a good reason for his/her interpretation.	Correct behaviour
			Justifying speculations

20th Asteriks: The decision has now been postponed until after the commission tables its final report.	Yani son cümlede de sonuç şimdilik için ertelenmiş durumda. Yani birkaç sonuçlanmasından sonra komisyon orada davayla ilgilenecek. Yani o zaman ertelenmesinden sonra böyle bir şey. Yani ilginç bir makale daha doğrusu makale mi artık bir yazı.	Reader understands what isn't stated directly. Reader gives partially or totally wrong information as he/she summarizes the text The reader reacts emotionally to information in the text.	Making inferences Summarizing inaccurately Reacting to the text
Where this Article taken from: NEW EUROPE September 29 - October 6, 1996			



Appendix IX

Vocabulary Strategies Group A												
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Mean Value	Stan.Dev.
LAM	0	1	0	0	0	0	0	0	4	0	0,5	1,27
CS	0	0	0	1	0	2	6	5	7	0	(2,1)	2,81
GM	0	0	0	1	0	0	0	0	4	1	0,6	1,26
SVP	0	0	0	1	0	0	2	12	3	0	(1,8)	3,74
WPC	0	0	0	0	0	0	0	2	0	0	0,2	0,63
QLM	0	0	0	0	0	0	0	0	1	0	0,1	0,32
RR	0	0	0	0	0	0	0	0	2	0	0,2	0,63
GSU	0	2	0	1	0	0	1	0	0	1	0,5	0,71

Vocabulary Strategies Group B												
	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	Mean Value	Stan.Dev.
LAM	0	1	0	0	0	0	1	1	0	0	0,3	0,48
CS	1	2	0	1	0	0	2	0	0	0	(0,6)	0,84
GM	0	0	0	4	2	5	0	0	5	0	1,6	2,22
SVP	0	4	0	5	1	3	0	1	0	0	(1,4)	1,90
WPC	0	0	0	0	0	1	0	0	0	0	0,1	0,32
QLM	0	0	0	1	0	0	0	0	0	0	0,1	0,32
RR	0	0	0	0	0	0	1	0	0	0	0,1	0,32
GSU	0	0	0	0	2	1	2	0	1	0	0,6	0,84

[illegible]

COMPREHENSION GATHERING (GROUP B)												
	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	Mean Value	Stan.Dev.
RST	3	0	0	1	2	0	1	2	2	0	1,1	1,10
AC	0	0	0	1	2	0	0	0	4	0	0,7	1,34
SA	3	6	2	7	4	8	4	5	5	5	4,9	1,79
SI	1	1	2	0	1	3	0	3	2	0	1,3	1,16
MI	7	3	2	5	3	3	6	4	8	0	4,1	2,42
FUW	0	2	0	5	1	2	3	0	1	0	1,4	1,65
FUT	6	7	6	3	2	3	5	1	1	13	4,7	3,62
UCI	0	0	0	0	0	0	0	0	1	0	0,1	0,32
R	1	1	0	4	2	0	0	2	5	1	1,6	1,71
SG	0	0	1	2	4	1	5	2	4	1	2	1,76
AS	0	0	0	0	0	0	0	0	3	0	0,3	0,95
VI	0	0	0	0	0	0	1	0	0	0	0,1	0,32
T	1	12	2	6	7	6	5	0	2	7	4,8	3,61
S	0	0	0	2	5	0	0	0	6	1	1,4	2,27
P	0	0	0	0	0	0	0	0	0	0	0	0,00
UP	0	0	0	0	0	0	0	0	0	0	0	0,00
RTS	0	0	0	0	0	0	0	0	0	0	0	0,00
SNI	0	0	0	0	1	0	0	0	0	0	0,1	0,32
RPT	0	0	0	0	0	0	0	2	1	0	0,3	0,67

COMPREHENSION MONITORING (GROUP A)												
	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Mean Value	Stan.Dev.
COB	0	0	0	4	1	1	4	2	15	3	3	4,50
CB	1	1	0	0	0	0	0	0	1	0	0,3	0,48
II	0	2	1	5	1	0	1	2	8	0	2	2,58
QT	0	1	0	1	1	0	0	3	7	0	1,3	2,21
SBI	0	0	0	1	0	0	0	0	0	0	0,1	0,32
JS	0	0	0	1	0	0	0	0	1	0	0,2	0,42
QMW	1	7	0	0	0	0	6	3	0	0	1,7	2,71
QMS	0	0	0	0	0	0	1	1	1	0	0,3	0,48
CI	0	0	0	0	0	0	0	1	0	0	0,1	0,32
DI	0	0	0	0	0	0	0	0	0	0	0	0,00
MC	5	0	0	0	0	0	0	2	6	0	1,3	2,31

COMPREHENSION MONITORING (GROUP B)												
	PS1	PS2	PS3	PS4	PS5	PS6	PS7	PS8	PS9	PS10	Mean Value	Stan.Dev.
COB	4	0	0	0	2	5	1	3	8	6	2,9	2,81
CB	0	0	0	0	0	0	0	1	1	0	0,2	0,42
II	1	2	0	2	5	3	4	2	3	1	2,3	1,49
QT	1	5	4	1	1	0	0	4	1	0	1,7	1,89
SBI	0	0	0	0	0	0	0	0	0	0	0	0,00
JS	0	0	0	0	0	0	0	0	0	0	0	0,00
QMW	2	0	0	1	2	1	0	0	4	2	1,2	1,32
QMS	1	1	0	1	1	0	1	2	0	0	0,7	0,67
CI	0	0	0	0	10	0	0	0	1	0	1,1	3,14
DI	0	0	0	0	0	0	0	1	0	0	0,1	0,32
MC	0	0	0	0	2	0	0	1	3	2	0,8	1,14

ÖZGEÇMİŞ

Seden Tuyan; 1970 yılında Adana'da doğdu. İlköğretimini Adana Ahmet Sarmaz İlkokulunda ve orta öğretimini Adana Anadolu Lisesinde tamamladı. 1992 yılında İzmir Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi İngiliz Dili Eğitimi Bölümünden mezun oldu. Mezuniyetinden hemen sonra Adana Özel Gündoğdu Lisesinde bir sene İngilizce Öğretmenliği yaptı. 1993 yılında kazandığı bir sınavla Çukurova Üniversitesi Yabancı Diller Eğitimi Merkezinde okutman olarak göreve başladı. Katıldığı hizmet içi eğitim programlarında Cambridge Üniversitesi tarafından verilen COTE ve CEELT yeterlilik sertifikalarını almaya hak kazandı. Lisans üstü eğitimine Çukurova Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Bölümünde devam etti. Halen Çukurova Üniversitesi, Yabancı Diller Eğitimi Merkezinde okuma-yazma dersleri koordinatörü ve İngilizce okutmanı olarak çalışmaktadır.