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TUĞBA GÜRSER

**READING STRATEGIES EMPLOYED BY ELT LEARNERS AT
ADVANCED LEVEL**

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M.A. THESIS

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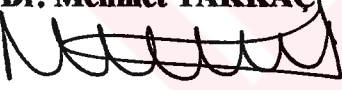
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ÖZET**YÜKSEK LİSANS TEZİ****İLERİ DÜZEYDEKİ İNGİLİZ DİLİ EĞİTİMİ ÖĞRENCİLERİNİN
UYGULADIKLARI OKUMA STRATEJİLERİ****TUĞBA GÜRSSES****Danışman: Prof. Dr. Kemalettin Yiğiter****2002-SAYFA: 134****Juri: Prof. Dr. Kemalettin YİĞİTER****Doç. Dr. Mehmet TAKKAÇ****Yrd. Doç. Dr. Selma ELYILDIRIM**

Bu tez, sınıfta dil öğrenimi sırasında iyi okuyucuların okuma öncesi, okuma esnası ve okuma sonrası evrelerinde kullandıkları stratejilerin belirlenmesi için tasarlanmıştır. Bu tasarımı oluşturan sebep, ileri düzeydeki iyi ve kötü okuyucuların okumadaki üç aşamalı yaklaşım modeli süresince stratejileri kullanımındaki farklılığın açıklığa kavuşturulmasındaki eksikliklerdir.

Bu tezde, öncelikle, şema teorisi, okuma süreçleri ve okuma öncesi, esnası ve sonrası evrelerinin ardındaki nedenlerle ilgili genel bilgiler sunulmuştur. Benzer şekilde, özel okuma stratejileri ile okuma ve dil becerileri incelenmiştir. Ayrıca, dil öğretmenleri için bazı öneriler getirilmiş ve örnek ders planları sunulmuştur.

Atatürk Üniversitesi İngiliz Dili Eğitimi hazırlık sınıfı öğrencilerine okuma dersi esnasında bir envanter uygulandı. Daha sonra, gramer, yazı, kelime ve okumayı kapsayan başarı testi verildi. Bilgiler yüzde çalışması ile analiz edildi. Çalışmadan elde edilen bilgiler, iyi okuyucuların okuma öncesi, okuma esnası ve sonrasında kullanılan bazı stratejilerde farklılık gösterdiğini ortaya koymaktadır. Bu nedenle, bu çalışma, dil öğretmenlerinin okuma stratejilerinin kullanımı hakkındaki görüşlerini geliştirip, bu konuda dikkatlerini yoğunlaştırmalarını sağlayacak ve öğretmenleri, iyi okuyucuların üç aşamalı yaklaşım modelinde uyguladıkları okuma stratejileri konusunda bilinçlendirecektir.

ABSTRACT
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This thesis is designed to identify what strategies good readers employ in pre-, during- and post- reading stages in classroom language learning. The underlying reason is the lack of clarification of the difference in strategy use by both good and poor readers at advanced level through the Three Phase Approach in reading.

In this thesis, firstly general information about schema theory, reading processes and the rationale of pre-, during- and post- reading phases have been presented. Likewise, specific reading strategies and reading, language skills have been examined. Moreover, some recommendations and sample lesson plans have been suggested for language teachers.

The preparatory ELT students at Atatürk University were administered an inventory of strategy use during their in-classroom reading studies. Later, they were given a final (achievement) test which consisted of grammar, writing, vocabulary and reading. The data were analysed through a percentage study. It was reported in the study that good readers differed in strategies used in pre-, during and post reading phase. This study will, therefore, improve the view and focus of language teachers on the use of reading strategies and they will be more aware of the reading strategies of good readers through the Three Phase approach.

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Tuğba GÜRSES

CHAPTER 1

INTRODUCTION

Needless to say, foreign language teachers are supposed to teach four main skills in a language classroom. Two of these skills are “receptive” and the other two are “productive” skills. Reading and listening are considered receptive skills whereas speaking and writing are thought to be productive skills. Of the four, reading plays the most important role in different levels of ESL students such as elementary, intermediate and advanced.

Up to 1970's general tendency in a reading program was to study on the particular printed material and to comprehend the message the author tried to convey. There was no emphasis on training the learners to be effective independent readers. As communicative teaching methods and strategies came into prominence in the 1970s, reading has become a more central component of second language teaching. Accordingly, emphasis has been put on teaching the students how to deal with unfamiliar texts on their own in order to achieve full comprehension. Nuttall (1996:4) claims that the general aim of a reading program is “to enable students to read without help unfamiliar authentic texts”.

It is another fact that there has been research in developing reading comprehension in the field of foreign language teaching for years. Although the studies on developing reading strategies and techniques are many in number in ESL context, there is from time to time a tendency to neglect the importance of three phases of instruction in EFL context. Strategy training, therefore, gains importance in developing reading skill. As a result of this, students' background knowledge is taken into consideration, especially in developing the pre-reading stage strategies (Saricoban 2001:68). This stage also gives rise to the transition of during (while) and post (after) reading stages which are the cornerstones of reading comprehension.

According to both the review of relevant literature and the teaching experiences of the researcher, the students even in advanced level have difficulty in understanding a text because of not having the knowledge of pre-, during- and post reading strategies. They can also misuse or overuse the reading techniques and skills. That is why, the objective of this

study is to clarify and teach how to apply the three phase approach in a reading classroom from the perspective of good and poor readers in advanced level.

In chapter 2, the researcher presents a brief summary and the relationship between the reading comprehension and the schema theory. First, she gives information about reading processes. Then, she mentions the bottom-up, top-down and interactive processes. While explaining them, their contributions to reading teaching are listed as well as their inadequate parts.

In chapter 3, reading strategies are identified. In order to understand strategies, purposes of them are listed according to pre-, during- and post reading phases. Within this scope, advantages of reading strategies are presented as well as specific strategies such as SQ3R, KWL, REAP, etc. While presenting all these, a sample plan is given for each of these strategies to help teachers.

Reading strategies in the three phase approach are analyzed in chapter 4 in detail. As the three phase approach consists of pre-, during- and post reading stages, they are all explained with their techniques and activities. Furthermore, suggestions are accounted for both language teachers and students based on three phase approach. Apart from these, the application of this reading approach will be seen in a sample lesson plan.

Chapter 5 focuses on the texts that the reading teachers use in the classroom. First, the interaction between readers and the text is taken into consideration. Second, factors in selecting a text are clarified as it is the teachers' task. In addition to all these, suggestions are listed as well as a sample lesson plan.

Reading skills are given importance in chapter 6. Skimming, scanning and other reading skills are exemplified since they are important in the reading process. In the same chapter, language skills are also discussed. It is well-known that language skills are divided into two parts as word-attack and text-attack skills. To understand all these, the sample plans are used for students and teachers.

The last chapter deals with the application and the evidence of the information and hypotheses mentioned in chapters. To determine the difference in the strategy use by both good and poor readers at advanced level, an inventory on reading strategies was developed and administered to the prep students of ELT at Atatürk University. Next, data analysis will

be shown with figures to comment on the strategy use. All in all, an overall conclusion about the strategy use is presented, some recommendations for foreign language teachers are made.

1.1. Problem

There has been research in developing reading comprehension in the field of foreign language for years. Although there are lots of studies on developing reading strategies, the three phase approach can be sometimes neglected or misused in a reading classroom.

The teachers try to find out ways to overcome the difficulties that the students encounter in a reading process. In this case, the reading strategies should be known and enhanced in every level of a reading classroom.

Therefore, the central problem of this study is the difference in the strategy use by both good and poor readers at advanced level. To understand this, reading strategies are presented with all relevant parts. In sum, sample plans and recommendations are made to handle the lack of comprehension in a reading process.

1.2. Aim and Scope

As it has been mentioned, teaching reading strategies are essential in improving student's reading skills. Following this, the aim of this study is to determine what strategies good readers employ in pre-, during- and post reading stages of instruction in classroom language learning. Likewise, teachers should learn the reading strategies and how to apply them. That is why, this study deals with the strategies with all their relevant aspects.

It can also be stated that this study aims at determining the difference in the strategy use by both good and poor readers at advanced levels. The subjects of this study were preparatory ELT students at Atatürk University. The students were administered an inventory of strategy use during their classroom reading studies. The research excludes the other levels such as elementary and intermediate.

1.3. Limitations

The major limitation of this study is the lack of the number of students. This study took place at Atatürk University in prep classes. It covered one hundred and twenty three students. In other words, the subjects of this study were the ones the researcher examined in prep classes which represent only one part of the general population of Turkish foreign language learners. Therefore, it cannot be generalized to the whole context of our country.

1.4. Research Questions

In this study, the answers of the following questions are explored:

1. What strategies do ELT readers mostly employ through;
 - a. Pre-reading stage
 - b. During-reading stage
 - c. Post-reading stage
2. What strategies do good readers differ from poor readers through;
 - a. Pre-reading stage
 - b. During-reading stage
 - c. Post-reading stage
3. What are the best ways to enhance students' reading skills?

1.5. Definitions of Terms

1. **Reading:** Reading is an active, complex process of comprehending written language, encompassing many different skills. In other words, reading is a multilevel interactive process; that is, text must be analyzed at various levels, with units of analysis ranging from letter to the text as a whole.
2. **Reading strategy:** A reading strategy is an action (or series of actions) that is employed in order to construct meaning.
3. **Reading comprehension:** Reading comprehension refers to the ability to understand information presented in a written form.

4. **Comprehension strategies:** Comprehension strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand.
5. **Good reader:** Readers who know what strategies are, how to use them, and when they are appropriate are considered to be strategic or good readers.
6. **Poor reader :** Poor readers are not more able to monitor their comprehension than good readers are, that they are unaware of the strategies they use than good readers, and that they do not use strategies more flexibly.



CHAPTER 2

LITERATURE REVIEW

2.1. READING COMPREHENSION

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman 1971:27). Thus, there is an important interaction between language, thought and students' background knowledge (schema). That is why, language teachers should enhance students' ability to read with comprehension.

It is apparent that another question comes into being such as "What is reading comprehension?" Reading comprehension refers to the ability to understand information presented in written form. In other words, reading comprehension is a less set of isolated subskills than an interaction between text and the readers' background knowledge. This process usually entails understanding textbook assignments and reading comprehension skills.

In accordance with the statements above, the main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. To achieve this, teachers should aid learners in understanding and developing reading strategies and processes as well as schema theory which plays an important role in reading comprehension.

2.2. SCHEMA THEORY

"Since the late 1960s, a number of theorists have developed interactive theories of reading which place great importance on the role of the reader and the knowledge he brings to bear on the text in the reading process"(Goodman 1970:101). These interactive theories, which dominate reading strategies and processes, draw heavily on schema theory.

Gunning (1996:193) defines a schema as the organized knowledge that one already has about people, places, things, and events. Kitao (1990:148) says the schema

theory involves an interaction between the reader's background knowledge and the text, which results in comprehension. Accordingly, schema theory proposes that readers possess different conceptual frameworks, called schemata, which they bring to the reading of a text and which they use to make sense of what they read (Steffensen 1984: 48). Such schemata are used by readers in interactive and top-down processing in three phase approach which will be explained in following chapters.

It can be easily seen that the knowledge of the world notion referred to in the top-down model is linked to what is known as schema theory. A schema (plural schemata) is a mental structure. It is abstract because it does not relate to any particular experience, although it derives from all the particular experiences we have had. It is a structure as it is organized. It also includes the relationships between its component parts (Nuttall 1996:7).

Furthermore, the way the readers interpret depends on the schemata activated by the text. For example, when one hears the word "bus", pictures of everything associated with bus journeys come to his minds: tickets, groups of people sitting, luggage, driver, streets or out-of-town roads, and so on. It can be concluded that schema theory provides a theoretical underpinning for the notion of relating new knowledge to old. Thus, the idea of warm-up period (pre-reading activities) to remind students of what they already know before a new classroom topic is introduced finds its rationale here (Nuttall 1996:8).

The relation of background knowledge to text comprehension in processing and recalling information has been studied by schema theorists. It is stated that the organization of reader's past experiences directly influences the comprehension and retention of materials in a passage (Johnson 1982:504). In other words, readers understand a passage by analyzing the text according to their schema.

As it is mentioned, the view of schema theory claims that activating or building readers' existing knowledge prior to reading would improve reading comprehension and recall. Real experiences would therefore expand the readers' existing culturally determined background knowledge of the topic. The same experiences can also prepare

them to comprehend and retain material on that topic in the reading passage that followed.

For example, the students with a western background of the same kind learn English faster, on the average, than those without such background. This process can clearly be observed in the figure below:

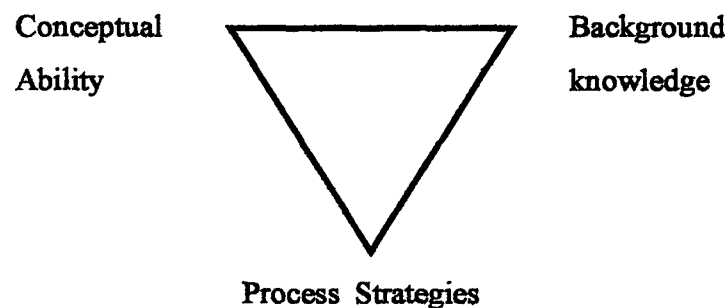


Figure 1. Background knowledge (Sarıçoban 2001:69)

To understand the schema theory, the principles listed below should be taken into consideration. In other words, these items can also be regarded as the contributions or characteristics of schema theory to language teaching :

- It is important to teach general knowledge and concepts. Otherwise, the readers may have difficulties in understanding a text as they lack the general knowledge, especially in cross-cultural situations.
- Schemata are always organized meaningfully, can be added to, and as a reader gains experience, develop to include more variables.
- Each schema is embedded in other schemata and itself contains subschema.
- Teachers must help learners build schemata and make connections between ideas. Discussion, songs, role-play, illustrations, visual aids, and explanations of how a piece of knowledge applies are some of the techniques used to strengthen connections. (www.sil.org/SchemaTheoryOfLearning.htm)

- Since prior knowledge is essential for the comprehension of new information, teachers need to either

a- help students build the prerequisite knowledge about the material to be read.

OR

b- remind them of what they already know before introducing new material.

- As reading comprehension is an ongoing process, schemata grow and change when new information is acquired.
- Learners feel internal conflict if they are trying to assimilate schemata which contradict their previous suppositions. Teachers need to understand and be sympathetic to this fact.
- In sum, the most important contribution of schema theory is pre-reading strategies of teaching reading and other language skills. With the help of pre-reading strategies, students relate new information appearing in written discourse to their existing knowledge. That is why, reading a text becomes more interesting and purposeful by the help of schema theory.

It must be kept in mind that there are two types of schemata. One type of schema, or background knowledge, a reader brings to a text is a content schema, which is knowledge relative to the content domain of the text. Another type is a formal schema, or knowledge relative to the formal, rhetorical organizational structures of different types of texts (Carrell 1987:461).

Readers need a good knowledge of formal discourse structure (formal schemata). It is proven that knowing how a text is organized influences the comprehension of the text. For example, good readers make use of a text better than poor readers as they recall the organizational structure of the text and certain types of text organization such as comparison and contrast, cause-effect or problem solution. Each of these types represents a different abstract schema of ways writers organize and readers understand topics.

Several recent studies have shown the effects of formal, rhetorical schemata in teaching reading. In a study by Carrell (1983:561), two groups of university-bound, intermediate-level ESL subjects each read a different type of a simple

story-one type well structured according to a simple story schema structure and the other type deliberately violating the story schema structure. Results shows that the student who read the violated one have difficulty in recalling and understanding. In other words, if the rhetorical structure is varied, the second language reading comprehension is affected (Carrell 1983:553).

On the other hand, content schematic knowledge deals with the background knowledge about the content area of a text, such as a text about washing clothes, celebrating New Year's Eve in Hawaii or Halloween in Carbondale and so forth (Carrell 1983:560).

Research findings have shown that the students who are familiar with the culture and topic used in a text will comprehend easier than the ones who are not familiar about the culture (content schema) of the text. For example, if an Indian student reads a text about American wedding, he may confuse some concepts as he is not familiar with American culture. Thus, content schemata has a major influence on reading comprehension.

All in all, the interaction of formal and content knowledge has been explored as they influence comprehension. Formal and content knowledge play important somewhat different roles in reading comprehension.

As discussed earlier, schema has had a great impact on understanding reading. In order to achieve this, teachers must help learners build schemata and make connections between ideas especially in pre-reading stage. In sum, they help students build the prerequisite knowledge in reading processes.

2. 2. 1. Processes of Reading

As already indicated, reading is an interaction of reader and text. It follows that to help students to improve their reading teachers must be able to identify various types of texts which a student will encounter when studying subjects and various strategies of reading which he might adopt (Brown 1998:172). Thus, the question how should a reader read need to be broken down into processes called bottom-up, top-down and interactive, which are explained below.

2.2.1.1. Bottom-Up Process

Until recently, the bottom-up process dominated both reading and schemata. According to Cambourne (1979:78), it was the basis of the vast majority of reading schemes. Although there is an uncountable evidence which shows the inadequacy of the approach, it still has adherents within teaching reading.

In bottom-up processing, reading is a matter of decoding a series of written symbols. The readers are expected to build up a meaning from the black marks on the page such as recognizing letters and words and working out sentence structure. Nevertheless, students sometimes could not comprehend the text they read. This means that their world knowledge is inadequate or their point of view is very different from the writer's point of view. In that case, they must scrutinize the vocabulary and syntax to make sure they have grasped the plain sense correctly (Nuttall 1996:17). Thus, bottom-up processing means to see things only from one's limited point of view.

Accordingly, Gough (1972:26) clarifies the "phonics-based" or "bottom-up" model with the help of the figure below:

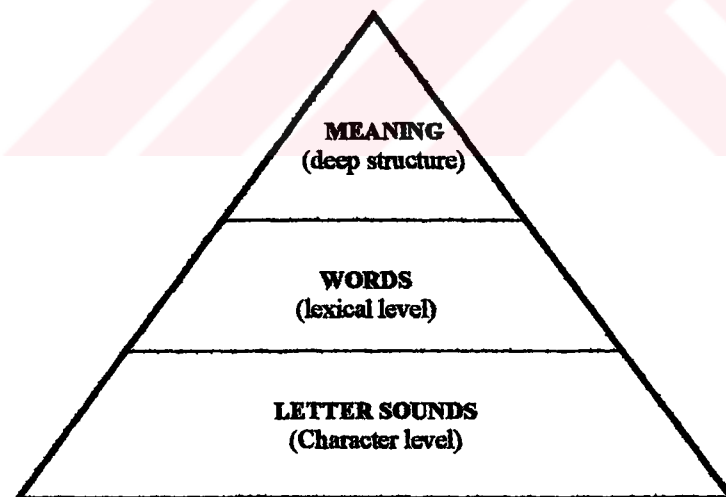


Figure 2. Data-Driven or Bottom-Up model (Gough 1972:26)

For Gough, the graphemic information first enters through the visual system and is transformed at the first level from a letter character to a sound that is from a graphemic representation to a phonemic representation. Second, the phonemic representation is converted, at level two, into a word. The meaning units or words then pass on to the third level- the place where sentences go when they are understood and meaning is assimilated into the knowledge system. Input is thus transformed from low-level sensory information to meaning through a series of higher-level encodings, with information flow that is entirely “bottom-up”, no higher level processing having influence on any lower-level processing (www.umanitoba.ca/faculties/the_page.htm-Theoretical Overview of the Reading Process). This process is also referred to as “data-driven”.

As it is discussed, the central notion behind the bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. Cambourne (1979:78) also summarizes bottom-up process in the following way:

Print —→ Every letter —→ Phonemes discriminated and graphemes matched —→ Blending —→ Pronunciation —→ Meaning

According to this model, the reader processes each letter as it is encountered. These graphemes are matched with the phonemes of the language. These phonemes are blended together to form words. The meaning derives after the language is translated from one form of symbolic representation to another.

However, the bottom-up processing is inadequate for some reasons. These inadequate parts of bottom-up are clarified in the following:

1. It is criticized because of its practical inconsistencies. For example, the serial processing of each letter in a text would slow reading up to the point where it would be extremely difficult for meaning to be retained (Nunan 1985:44).
2. The bottom-up process is also criticized because it disregards the background knowledge. Efficient reading does not result from the precise perception and identification of all the elements in a word. Accordingly, authorities contend that

readers have a prior sense of what could be meaningful in the text, based up on their previous experiences and knowledge about language.

3. In bottom-up process, readers are confined to one source of information. However, there are two more important kinds of information. These are semantic cues (meaning) and syntactic cues (grammatical sense) which are explained in the following chapters.
4. Reading is regarded as a passive activity in bottom-up process. However, it is clear that reading is an active activity.
5. Most teachers of reading have encountered children who are able to decode print. Nevertheless, they read without extracting meaning from the text. This means that decoding print does not mean comprehension of the text.
6. Rumelhart (1977:47) also criticizes the “bottom-up” process because of not having higher level information. He proves his idea by the following example sentences.

❖ I read that story yesterday.

❖ Today, I am going to read a new story.

Here, the readers can identify the word “read” correctly only by employing higher level semantic and syntactic processing. In these examples, the reader draws upon world knowledge and meaning. It is obvious that cognitive processing at higher levels influence lower or surface level processing. Reading, therefore, is an interactive rather than a linear process based only on letter perception.

2. 2.1.2. Top-down Process

In many cases a good reader should use “top-down” and “bottom-up” processes. This means that the reader will not just try to decipher the meaning of individual lexical items but will also have clear ideas about the overall rhetorical organization of the text. As opposed to bottom-up, top-down process gives importance to the interaction between the reader and the text. It also involves reader’s past experiences, expectations, intuitions

and their knowledge of the world while reading something. In other words, the top-down process interacts with the bottom-up process to aid comprehension (Shaw 1993:109).

To exemplify the interaction between top-down and bottom-up, a text about education in Britain can be used (see Appendix 1a, Shaw 1993:110).

While reading this text, the student may put his schematic knowledge to comprehend British education system, the class system and the British Empire. In other words, the top-down processing would interact with the text. Bottom-up processing deals with the lexical level (Shaw 1993:109).

In the top-down process the information proceeds from the top downward so that the meaning of word identification gains importance. Thus, the higher level processes embodied in past experience (semantics) and the reader's knowledge of syntax interact with and direct the flow of information. Then, the reader may anticipate what the upcoming word might be. This means that good readers actively involve in predicting when progressing through text. This view identifies reading as a kind of "psycholinguistic guessing game" (Goodman 1970:102).

A representation of the "top-down" process is clarified in the following.

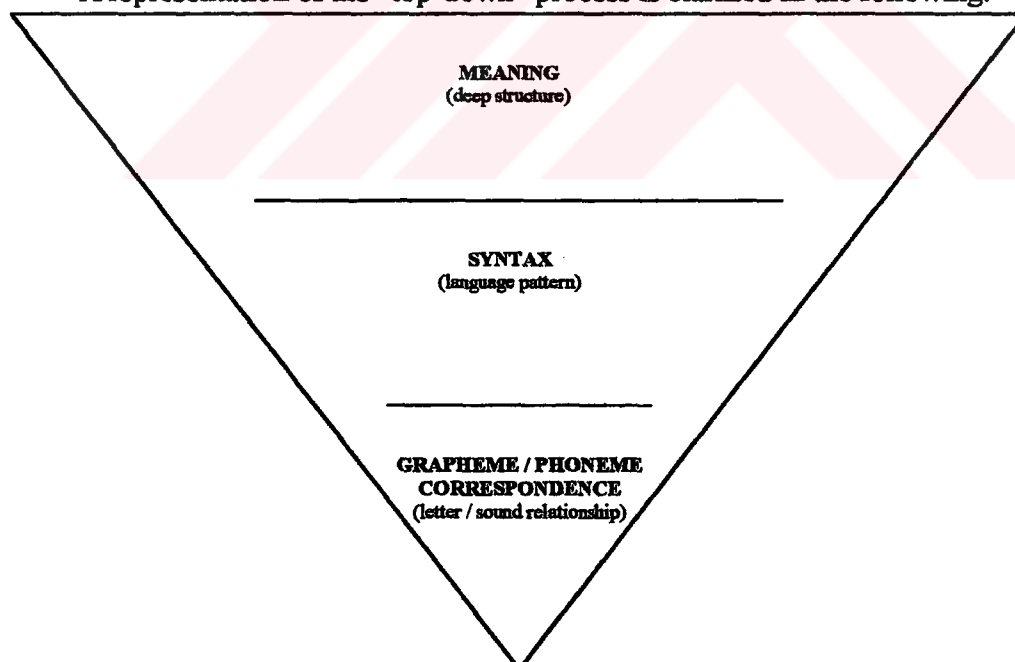


Figure 3. Top-down model (www.umanitoba.ca/faculties/the_opape.html)

In top-down processing, students are required to have general predictions and then seek for the input for the message (Sarıçoban 2001:2). This shows that this kind of processing is used when students interpret assumptions and draw inferences. Students can also see the overall purpose of the text and get a rough idea of writer's argument by the help of top- down process.

Top-down process has many contributions in reading process. This process emphasizes the reconstruction of meaning rather than the decoding of linguistic form. The interaction of reader and text is the main aim of process. As the top-down process bases on schema theory, the reader brings to this interaction his knowledge of the subject at hand, knowledge of and expectations about how language works, motivation, interest and attitudes towards the text and the content it contains (Nunan 1985:44). Instead of decoding each symbol or word, the reader should form hypotheses about the possible identification of text elements.

For example, if someone asks us "Have you got a light?" It is easy to get stuck at the level of the bottom-up process by working out each individual word. So, the use of top-down process is necessary as the question is in fact asking for a match (Shaw 1993: 109).

What is more, a reader's pre-existing knowledge has an important effect on his ability to read a given text. Thus, a top-down teacher should be concerned with content based teaching as well as classroom strategies and techniques for developing background knowledge. He should also integrate content teaching with developing awareness of the linguistic system.

Top-down process also gives rise to activities such as guessing the meanings of the words from the context, previewing an article before reading it to have an overall view of its theme and predicting what the author might say next. In addition, there are reading strategies derived from top-down reading theory. These are reading for main ideas of whole sections, looking for details and reading as rapidly as possible to understand the overall theme of a passage (Celce-Murcia 1991:197).

Instead of its contributions, there are also shortcomings of top-down process.

These are listed below:

- ❖ Top-down process sometimes fails to distinguish between beginning readers and fluent readers. For example, a fluent reader of English may have problems when he encounters an ideographic language such as Chinese (In ideographic languages, the characters do not represent sounds).
- ❖ The top-down process does not allow lower level processes to direct higher level ones.
- ❖ As opposed to the top-down theorists, good readers rely on graphic information, which may be more efficient than endeavouring to predict words based upon context and language structure. Moreover, the fact that good readers make better use of contextual clues than poor readers is not an evidence that they actually do so in reading. This means that the good readers have still employed data-driven strategies to unlock words.
- ❖ The critics claim that the implementation of the top-down process as a key to word identification impedes reading speed. Fluent readers cannot have high speed word responses as the amount of time required to generate a prediction by the top-down procedure.
- ❖ There is also the question of accuracy and prediction. There are two major factors that affect accurate guesses. These are the reader's schemata and the familiarity of syntax or grammatical construction. If the reader only employs the top-down process, he cannot handle unexpected events in the text or the use of unusual sentence structure. The following example illustrates the difficulty (Perfetti 1981:281).

Predict what word should go in each blank.

1. The garbage men had loaded as much as they could onto the truck. They would have to drop off a load at the garbage _____.
2. Ali did not have the money he needed to buy the part to fix his car. Luckily, he found the part he needed at the _____.
3. Ayşe could not decide whether to go to the movies or to the party. Both sounded like lots of fun, but he finally decided to go to the _____.

In every case the correct word is “dump”. This is easy to predict in the first sentence because of the meaning. In the second and third sentences, however, the situation is unconstrained without attending to the surface level cues, the reader might guess the correct words as auto wreckers or neighbours. In the third sentence, the writer changes his direction. It is suprising to read the word “dump” because the word should be either movies or party.

In short, in the light of deficiencies of bottom-up and top-down processes, another alternative process called interactive model comes into being.

2. 2. 1.3. Interactive Process

As the bottom-up and top-down processes do not totally explain what occurs during reading process, an interactive model is proposed. In this interactive model, both letter features or data-driven sensory information and nonsensory information come together at one place. Rumelhart labels this place a “message-board”. In this model reading is not viewed as either a bottom-up or a top-down process, but instead as a synthesizing of patterns shown in the figure.

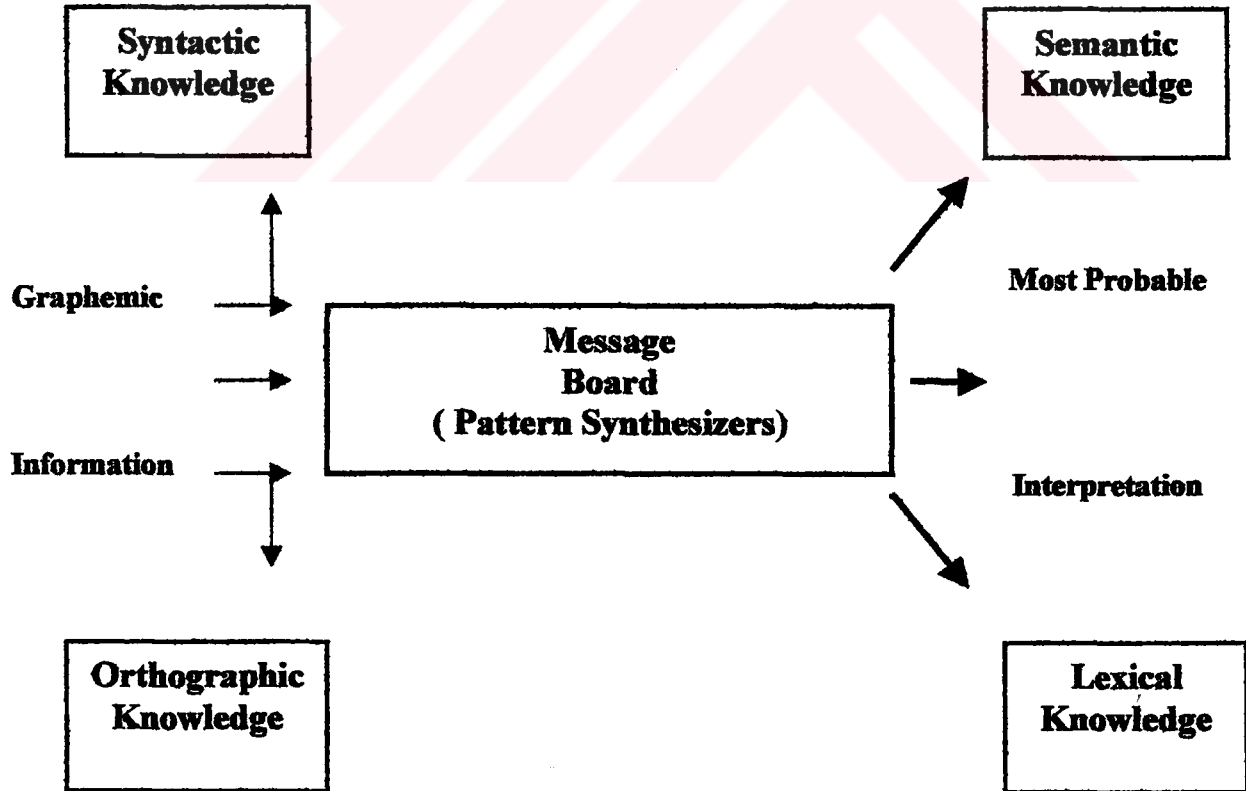


**Figure 4. Interactive process (Adapted from Rummelhart, 1977-
www.umanitoba.ca/faculties/the_page.htm-Theoretical overview of the reading
 process)**

Here in the message board, the orthographic knowledge (knowledge of letters and their associated sounds), lexical knowledge, syntactic and semantic knowledge come together simultaneously to facilitate word identification. It is also theorized that the message center consists of the hypotheses and then scans the message board to evaluate and check the hypotheses, which are either confirmed or disconfirmed. Reading, therefore, is neither a “bottom-up” nor a “top-down” process. It is a synthesis of the two.

It is also believed that interactive process gives importance to previous knowledge and prediction as well as accurate processing of the actual words of the text. According to this process, clues are taken from the page by the eye and transmitted to the brain. Then, the brain tries to match existing knowledge to the data to facilitate the further processing of new information. On the basis of this previous experience, predictions are made about the content of the text (Celce-Murcia 1991:197).

As a result, bottom-up and top-down processes are complementary. One cannot function properly without the other. Thus, interactive process explains the ability which good readers have when they read rapidly for main ideas as well as their ability to read closely when necessary. For example, interactive process is employed while scanning for specific information and proof reading material after composing it.

2. 3. CONCLUDING REMARKS

As mentioned above, reading comprehension has concentrated on the background knowledge (schemata) and the use of reading processes. Accordingly, top-down, bottom-up and especially interactive reading processes play a key role in understanding reading when they are used with reading strategies. That is why, reading

strategies, their purposes and advantages will be discussed in the following chapter. Indeed, it is the teacher's task to help learners understand processes and strategies.



CHAPTER 3

READING STRATEGIES

Reading strategies can be defined as “plans for solving problems encountered in constructing meaning”(Duffy 1993:232). In other words, a reading strategy is an action or a series of actions that is employed in order to construct meaning. They range from bottom-up vocabulary strategies such as looking up an unknown word in the dictionary, to more comprehensive actions, such as connecting what is being read to the reader’s background knowledge (schemata). Strategies, therefore, reveal a reader’s resources for understanding.

Accordingly, readers who know what strategies are, how to use them, and when they are appropriate are considered to be strategic (good) readers. They are also aware of their own mental processes and monitor their comprehension of the material as they read. In sum, good readers use their prior knowledge of text content as well as using different types of strategies in different ways.

Taken further, good and poor readers use various strategies in reading stages. Sariçoban (2000:5) points out how poor and good readers vary in their strategies especially in pre-, during- and post reading stages. It can easily be concluded that it is the teachers’ task to help students carry out strategies in reading process as strategies can be taught. Time should be spent to encourage students to be good readers in courses.

3.1 PURPOSES OF READING STRATEGIES

Current research indicates that there are innumerable purposes of reading strategies in reading classroom and one’s whole life. However, the central goal in thinking about reading strategies is to discover how to help learners realize their full language reading potential (Ely 1996:5).

It is worth listing important purposes of strategies according to the three phases in reading:

A) The goals of pre-reading phase:

It is a fact that the pre-reading phase has various goals and advantages to make good readers in a reading process if the techniques and keypoints related to this phase are used in the right time and right place.

- ✓ To activate the students' knowledge of the subject
- ✓ To provide any language preparation that might be needed for coping with the passage
- ✓ To motivate the learners to want to read the text
- ✓ To answer the questions "where" and "how"
- ✓ To enable the teacher to think about the text before he has students engage in the actual process of reading and thinking
- ✓ To help the students feel confident that they have prior knowledge about the text (Frager 1993:616)
- ✓ By knowing what students bring to their reading, teachers can provide with bridges between the given and the new clarifying unfamiliar vocabulary and concepts (Chall 1983:49)
- ✓ To promote student's engagement and interest by providing them with means to preview and anticipate the text
- ✓ To help students approach the text in a more meaningful and purposeful manner
- ✓ To improve students' grasp of word meanings (Kang 1994:648)
- ✓ To talk about the title (Sarıçoban 2001: 77)
- ✓ To comment on the visuals (pictures) (Sarıçoban 2001:77)
- ✓ To draw students' attention on the new vocabulary (Sarıçoban 2001: 77)
- ✓ To set the scene

B) The goals of during reading phase:

This phase pays attention to the text rather than the learner's ideas prior to reading. The goals of during-reading are listed below:

- ✓ Set ways for students to interact with text by providing directions and questions (Kang 1994: 649)
- ✓ "Reinforce students' metacognitive skills by reminding them to monitor their reading and by prompting them to evaluate how well they have learned particular items" (Askov 1982:201)

Sarıçoban (2001:77) lists the aims of during-reading phase as in the following:

- ✓ to help understand the writer's purpose and intention
- ✓ to help understand the text structure and the logical organization in a reading passage
- ✓ to clarify and comprehend the text content
- ✓ to help students use inferencing and judging
- ✓ to help students examine the unknown vocabulary for contextual clues for meaning
- ✓ to help students discover cross-cultural differences in reading
- ✓ to help them develop their linguistic and sociolinguistic knowledge
- ✓ to extract the main idea of a paragraph or reading
- ✓ to survey the general information (skimming)
- ✓ to look for specific information (scanning)
- ✓ to agree or disagree with the author
- ✓ to find the answers of questions given at the beginning of the text (pre-reading questions)
- ✓ to complete diagrams or maps
- ✓ to make lists
- ✓ to take notes for the message given in the reading text

C) The goals of post-reading phase:

Like pre- and during- reading stages, post reading has also advantages and aims. These are;

- ✓ To lead students to a deeper analysis of the text
- ✓ To get more experience by recognizing and using organizational patterns through writing activities
- ✓ To provide questions to encourage more cognitive and affective involvement with the text
- ✓ To make connections
- ✓ To extend the reading experience
- ✓ To review the first two stages

Again, Sarıçoban (2001:78) lists the goals of post reading as in the following:

- ✓ To consolidate or reflect upon what has been read
- ✓ To relate the text to the learners' own knowledge of the world and interests
- ✓ To be able to use what has already been learnt
- ✓ To help students apply their acquired knowledge to similar real life situations
- ✓ To help their reading skills for the development of other language skills
- ✓ To help them integrate in the foreign culture
- ✓ To use the focus words or structures in a controlled writing situation (summarizing)
- ✓ To answer some of the comprehension questions and the critical questions
- ✓ To outline
- ✓ To use classroom games
- ✓ To discuss some parts of the given text

3.2 ADVANTAGES OF READING STRATEGIES

It is known that strategies help to improve reading comprehension as well as efficiency in reading. By using strategies, students will be reading in the way that good readers do. In addition to these, strategies help students to process the text actively in order to monitor their comprehension. Also, they can connect what they are reading to their own knowledge and other parts of the text.

Another advantage is that reading strategies can positively impact many facets of students' academic performance. Students who have effectively read and understood reading assignments are better prepared. Accordingly, they can be successful on exams and quizzes. When they get high marks, they begin to be more interested in subjects. In sum, as students gain proficiency in reading, self-esteem improves.

3.3. SPECIFIC READING STRATEGIES

Recent research has confirmed that the reading strategies are divided into three categories: pre-reading, during-reading and post-reading. These correspond with 9 comprehension strategies, 22 organizational strategies, and 6 retention strategies. There is no doubt that these strategies can remedy most of the failures in reading comprehension caused by lack of interest, lack of concentration, failure to understand a word or a sentence. That is why, some of them will be discussed below.

3.3.1. SQ3R

SQ3R is formulated more than twenty years ago by Francis Robinson (Robinson 1962:32). SQ3R stands for survey, question, read, recite and review. It is a five-step procedure for making reading more active. Likely, it empowers students and provides a sense of control over reading tasks. And by requiring that students look at reading several times, SQ3R enhances the registration recalling of new information in memory.

Another advantage is that SQ3R can be used for reading assignments in most academic disciplines including social sciences, physical sciences and arts. Additionally, SQ3R can be used for reading a variety of reading materials

including textbooks and journal articles as long as the structure of the material is not too complex. SQ3R has proven to be an effective strategy for most college-level reading tasks. In brief, SQ3R offers an efficient way to reading for most students.

Survey:

The first step of the SQ3R strategy is to survey the reading assignment. Surveying involves creating a mental map of the text and selective reading. To begin surveying, look quickly over the material for textual markers and clues. These include table of contents, chapter titles, headings, and sub-headings. Then, the organizational clues are used to create a “mental map” to help the student move through material .

The mental map covers the general structure of the reading and is used to guide the student as he reads. By this way, students can follow the flow of ideas in the reading. Infact, developing a mental map is important because detailed information can be remembered only if it is learned in relation to more important ideas. The map may also be used later when reviewing the text.

The second aspect of surveying is selective reading of parts of text. First, reread the title and think about it. Secondly, the questions below should be answered by readers.

- What previous knowledge do you have about the topic?
- Can you recall any past experiences with the subject?

Then, read the first paragraph of the chapter. It should describe the main topics to be covered in the chapter. Following this, reread the headings to refresh one’s memory of the main topics of the text.

Question:

The second step of SQ3R involves predicting questions that may be answered by the material. By actively engaging student’s attention and curiosity, questions provide the reader with a purpose. For example,

- Is this the most appropriate source of information?

- Is it providing the answers I need?
- Is it too basic?
- Is it too advanced and detailed?

By the help of questions, students create meaning for themselves. Furthermore, comprehension is aided by finding the answers to the predicted questions. In sum, these questions may be used later to study by students.

Read:

Instead of focusing on isolated details, try to find the main and supporting details. Look for information that answers the predicted questions, and take notes of unexpected ideas.

Recite:

After reading each section of the text, take a few minutes to recall the important points. In order to make connections among main ideas and details, recite them aloud or write them down. Go over the answers to the predicted questions and summarize the section. Recitations should be done without consulting the book unless necessary. It is surprising that without recitation almost half of what one reads is lost from memory after only one day.

Review:

When the text has been read, look over your notes to get major points and their relationships. Check your memory by reciting points. This checking of memory can be done by covering up the notes and trying to recall the main points (Dubin 1986:149). Then, expose each major point and try to recall the subpoints listed under it.

3. 3. 1. 1. A sample lesson plan for SQ3R

It is clear that SQ3R is an independent study strategy that aids students in understanding meanings of the written texts. In other words, the student tries to understand passage by himself.

Aim of the study : to understand the text with the help of SQ3R

Level : Advanced

Material: Selected reading passage (Numrich 1994:57)

Activities

A) Pre-reading activities:

STEP 1 (Survey): In this step, the student should survey the text (see Appendix 1b). He skims the text to get an overview of the main points. He examines the picture.

STEP 2 (Questions): The student should produce predicting questions that may be answered by the material. The student asks the following questions to himself,

- 1- What do I think the issue of this text will be?
- 2- What is the message or humor of the cartoon?
- 3- What do I know about the right-to-die vs. right-to-live controversy?
- 4- What do I want to get out of the text?
- 5- What help do I expect the text to supply?
- 6- What is the issue of the text?
- 7- What do proponents of euthanasia think?
- 8- What are the ideas of the opponents of euthanasia?

B) During reading activities:

STEP 3 (Read): Now, the student should read the text carefully. He looks for the answers to the predicted questions and takes note of unexpected ideas. He also tries to find out main and supporting ideas.

C) After reading activities:

STEP 4 (recite): After reading each section of the text, the student recalls the important points. Then, he speaks aloud the answers to his questions and writes them down. The answers of predicted questions: The student answers them.

- 1) Student: As far as I understand from the cartoon and the text, the issue is about euthanasia.
- 2) In the cartoon, I have seen a patient and machines. The man is in the bed like in coma and machines try to keep him alive. There is a doctor; however, he cannot do anything.
- 3) Proponents' (of euthanasia) arguments: (Right-to-die activists)

Nancy Cruzan is thirty-two-year-old woman. She existed for many years in a persistent vegetative state after a car accident. Her parents lived with the trauma of their daughter's coma for years before deciding to do something. Then, they petitioned the court to disconnect the feeding tube. However, their request was denied.

4)Opponents' (of euthanasia) arguments:(Right-to-live activists)

There was an eighty-eight-year-old woman from New York whose sister had obtained legal permission to remove her feeding tube, but that permission was later withdrawn. Although doctors had given the prognosis that the woman would remain in a hopeless state with no chance of recovery, she improved and began talking. Her improvement was defined as a miracle. So, right-to-live activists want to give chance to these vulnerable people.

5) The issue is about whether the patients' families have right to decide euthanasia or not.

STEP 5 (Review): The student should think about what he has learnt and organize the information in his mind.

Student: I have learnt the meaning of euthanasia and the ideas of right-to-die and right-to-live activists. Their ideas are supported by the real examples.

Student: For me, we cannot be sure that the person who is in a vegetative state cannot improve. For example, the eighty-eight-year-old woman became well after a period. A miracle can occur. Therefore, we are human beings and we do not have rights to kill others.

After comprehending the text, the student ends.

3.3.2. KWL Strategy

KWL is a well-known, simple strategy for developing comprehension by helping students relate what they know to what they read, hear or view (Huffman 1998:470). KWL ensures that teachers have a structure allowing students to control their own inquiry. Students, therefore, identify their own questions and attempt to determine the author's purpose of writing the text.

KWL is a three-step process: 1) what one knows 2) what one wants to learn 3) what one learned

What one knows:

In this initial stage, students participate in brainstorming by the instructor. The goal is to take attention in the subject based on prior knowledge. The key to success is to make the categories relevant to the text. Shortly, students should be able to reflect upon prior knowledge before reading a text.

What one wants to learn:

What is it that sparks the students' interest and curiosity from the brainstorming in the K stage? The teacher can promote this by helping students identify when they have gaps in ideas, disagreement, etc. The goal should be to turn these into questions for individuals as well as the group. Finally, the questions should be converted into purposes for reading.

What one learned:

Students should be encouraged to write down what they have learnt as they complete the reading selection. Students must be allowed to go beyond the selection. They should follow their own learning interests. In sum, KWL works best with expository text because their aim is to provide explanations.

3. 3. 2. 1. A sample lesson plan for KWL

Aim of the study: to understand the text with the help of KWL

Level: Advanced

Material: Selected reading passage (Numrich 1994: 57)

In this strategy, the teacher should prepare the chart for KWL. This chart consists of pre-, during- and post reading questions. After having this chart in the reading classroom, the students are asked to fill out the answers of the questions. The aim of this chart is to activate students' background knowledge and spark their interest.

Activities

A) Pre-reading activities:

- 1) **STEP K:** The teacher should hand out the chart before reading the text. Then, the students are asked to fill out the part of "K". The aim is to activate their schemata.

Chart used for K-W-L

	Have you heard about euthanasia ?	What do right-to-life activists support ?	What do right-to-die activists support ?	What are the families' reaction to euthanasia ?	What do you think of that ?	What can be the Court's decision about this topic ?

Figure 5. Questions with K-W-L (Huffman 1998:470)

During step K, the students are requested to jot down ideas on the chart under each question.

These answers should be written in the chart given by the teacher. The answers of students for step K are seen below:

The student :

- ✓ Euthanasia can be an illness.
- ✓ They can refuse or accept euthanasia.
- ✓ They can refuse or accept it.
- ✓ They can support or deny.

- ✓ I have no idea.
- ✓ The court can approve.

2) STEP W: This stage builds on the first. The teacher can help students identify when they have gaps in ideas and disagreements. Finally, the questions should be converted into purposes for reading.

The answers of students for step W are exemplified below:

- ✓ I want to learn the meaning of “euthanasia”.
- ✓ What are their ideas?
- ✓ I wonder the idea of right-to-die activists.
- ✓ I want to understand their reactions.
- ✓ If euthanasia is useful, I will support.
- ✓ If euthanasia is a legal thing, the court will approve.

B) After reading activities:

STEP L: In this stage, the students should be encouraged to write down what they have learned as they complete the reading section.

The students fill out the answers:

- ✓ Euthanasia is the painless death of persons suffering from a disease.
- ✓ Right-to-live activists do not want to let euthanasia.
- ✓ Right-to-die activists want euthanasia
- ✓ Some of the families approve this idea.
- ✓ (this answer may vary)
- ✓ The court in USA does not let it.

Later, the answers of these questions can be discussed, summarized and corrected by the other students or the teacher of this reading class.

3.3.3. REAP Strategy

REAP strategy is used for composing annotations of texts. The acronym stands for read, encode, annotate, and ponder. This strategy is advised for college students. REAP helps to improve student writing skills, metacognitive awareness

and comprehension of main ideas. For instructors, this strategy helps to illustrate the reading process and also to encourage mature reading.

Read:

The first step of the strategy is to read the text. If desired, other reading strategies like SQ3R may be used at this stage.

Encode:

After reading the text, the information is paraphrased by the student into his own words.

Annotate:

Annotations are brief summaries of a text that explain the text. Different aspects of the texts are handled differently when writing annotations. Therefore, there are some types of annotations such as summary and thesis annotation. Thesis annotation is similar to the summary annotation in that the purpose is to find out the main point of the text.

Ponder:

The student evaluates the annotation for accuracy and completeness. He also considers how the text relates to other readings, course objectives and classroom activities.

3. 3. 3. 1. A sample plan for REAP

Aim of the study: To understand the text with the help of REAP strategy

Level: Advanced

Material: Selected reading passage (Numrich 1994:47)

As the students are supposed to be advanced, this strategy has no pre-reading stage. This strategy gives a lot importance to the writing skill.

A) During reading activities:

STEP 1 (Read): The students are requested to read the text (see Appendix 1b). If desired, other reading strategies like SQ3R or parts may be used at this stage.

STEP 2 (Encode): The students should paraphrase the information in their own words.

The student: This text is about euthanasia. There are two different point of views about it. Some of the people advise to let people die if they are in persistent vegetative state. The others deny this idea. They believe in miracles. There are good examples for each idea. In sum, no part has power to another. The debate has recently continued all over the world.

STEP 3 (Annotate): (There are different types of annotations. In this activity, the “thesis annotation” is used).

The students are required to state main idea of the text, answering the question “What is the main point that the author is trying to get across to the reader?”. They should also write these in complete sentences.

The student: The meaning of euthanasia is given in the text. There are two conflicting ideas. Although right-to-live activists do not want to kill people in persistent vegetative state, right-to-die activists think in a different way. The debate over euthanasia will become more complex as medical technology continues to grow.

B) Post-reading activities:

STEP 4 (Ponder): After the student annotates the text, he should evaluate the annotation for accuracy and completeness. The teacher should help them correct the thesis annotation. Later, the discussion and classroom activities can be supported by the teacher.

The teacher ends the lesson.

3.3.4. Reciprocal Teaching Strategy

Reciprocal teaching is a technique used to develop comprehension of expository text. Students and teachers take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique: prediction, questioning, summarizing and clarifying (Brown 1984:117).

Students are asked to summarize one section of the text. At the same time, the teacher requests them to give attention to the content. They are then asked to compose questions about that content to clarify meaning. Finally, the teacher asks the students to make predictions to involve them in drawing inferences. All of these steps activate relevant background knowledge (Hewitt 1995:29).

In conclusion, it can be said that reciprocal teaching has many benefits on reading which are listed below:

- Students practice four basic reading skills and test their ideas. They employ interactive techniques such as question-answer.
- Students' vocabulary needs are contextualized and clarified.
- The reciprocal teaching reading group forms a natural study group.
- Skills are transferable to the reading of texts.
- Students become aware of their cognitive resources which they use in their efforts to understand what they read.

3. 3. 4. 1. A sample lesson plan for Reciprocal Teaching Strategy

Aim of the study: To understand the text with the help of Reciprocal Teaching Strategy

Level: Advanced

Material: Selected reading passage (Numrich 1994: 77)

Activities

A) Pre- reading activities:

The students are expected to predict what they are going to read about by looking at the cartoon.

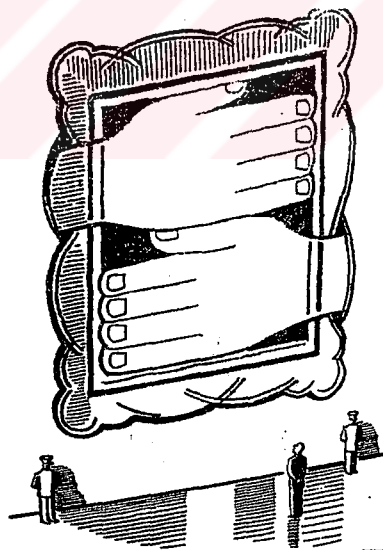


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permission.*

Figure 6. Free speech (ELS Language Centers)

The following questions can be used for prediction.

- 1- Look at the title. Look at the cartoon. What do you think the issue of this unit will be?
- 2- What is the message of the cartoon?
- 3- What do you know about the censorship? (see Appendix 1c)

B) During reading activities:

STEP 1 (summary): The students are asked to skim the text. Later, the teacher summarizes some parts of the text (The process begins with the instructor modeling the steps of reciprocal teaching).

The teacher: The passage is about censorship. There are conflicting ideas on this issue. A growing number of parents, lawyers and religious leaders want to limit free expression. Censorship proposals are not only common in the world of books, but also in the world of art and music.

Then, the teacher stops summarizing. He wants students to summarize the rest of the text in their own words.

The student: There are many examples of censorship all over the world. For example, in the music world legal actions brought against a rap group called 2 Live Crew because the lyricism in their new hit album was thought to be too sexual and morally offensive.

Another student continues the summary.

The student: However, many people reject any attempt to control the freedom of expression. They also think that censorship obstructs the free exchange of ideas.

STEP 2 (The questions): After completing the summary, the teacher asks the students a question to which the students respond orally.

The teacher : What do the proponents of censorship think about? Why?

The student : _____

The students ask a question of the teacher about the text for the purpose of clarification.

The student : Why do many people refuse any attempt to control the freedom of expression?

The teacher : _____

C) Post-reading activities:

Finally, the teacher and students predict what will occur next. The teacher wants the students comment on the conflicting ideas. He tries to promote communicative atmosphere in the classroom by discussion questions such as;

- 1- What is your opinion of censorship practices?
- 2- Has art or literature been censored in our country? What kind was censored and why? Who has the authority to censor?

(If time is enough in this reading class, a student then performs the modeling role in small groups or pairs with the teacher acting as “coaching”).

The teacher ends the lesson.

3.3.5. RAP strategy

The RAP strategy aims at the reader’s ability to understand main ideas and supporting details by emphasizing paraphrasing skills. It involves reading, asking questions, and paraphrasing. In sum, RAP may be used by students on their own or with the help of facilitators about any subjects (Harris 1997:116).

Read:

One paragraph of the text is read at a time. Reading can be done by the facilitator. But it is more effective if the student completes the reading. The student may read silently or aloud.

Ask oneself what the main idea is

The next step involves the reader asking himself what the main idea of the paragraph is. He should also identify supporting ideas.

Paraphrase

The information is then paraphrased into the reader’s own words and recorded on paper. Written material from several paragraphs should be organized using outlines.

3. 3. 5. 1. A sample lesson plan for RAP strategy

Aim of the study: to understand the text with the help of RAP

Level: Advanced

Material: Selected reading passage (Numrich 1994:77)

Activities

(It should be kept in mind that RAP may be used by students on their own or with the help of facilitators). This plan consists of a student who wants to comprehend the text on his own.

A) Pre-reading activities:

The student looks at the cartoon and the title and tries to predict the issue (see Appendix 1c).

B) During reading activities:

STEP 1: The student should read one paragraph of the text at a time. He may read the text silently.

STEP 2: Asking the main idea: The next step involves the student asking himself what the main idea of the paragraph is.

The student: To find the main idea, the student asks the following questions:(Katims 1997:121).

- ✓ What is this paragraph about?

This paragraph is about censorship.

- ✓ What does it tell me about?

It tells me about the USA's attitude towards censorship.

To find out the answers, the students should look in the first sentences of the paragraph or repetitions of the some words in the whole paragraph.

C) Post-reading activities:

STEP 3 (Paraphrasing): The student is supposed to paraphrase into his own words.

3.3.6. SNIPS Strategy

Reading comprehension may be improved by using by the SNIPS strategy. It is similar to SQ3R and RAP. SNIPS, however, focuses exclusively pictures, graphs and charts. It is used to enhance student understanding of reading.

The reader begins by clarifying his goals by asking himself “why am I looking at this visual aid?” In order to answer the questions, he looks for clues about the meaning of the visual aid in the title. As a result, student can activate prior knowledge as it relates to the subject.

3. 3. 6. 1. A sample lesson plan for SNIPS

Aim of the study: To understand the text with the help of SNIPS

Level: Advanced

Material: Selected reading passage (Numrich 1994: 77)

SNIPS strategy focuses exclusively on pictures, graphs, charts, maps, time lines, and other visual representations found in texts. As the text (see Appendix 1c) has a cartoon, SNIPS strategy covers the pre-reading strategies.

STEP 1: (Starting with questions):

The student begins by clarifying his goals by asking himself,

- ✓ Why am I looking at this cartoon?
- ✓ What is it about?

STEP 2: (Learning from the hints):

To answer the questions, he looks for clues about the meaning of the cartoon and the title.

The student guesses that the passage should be about censorship.

STEP 3: (Plugging it into the text):

Then, the student tries to combine his predictions caused by cartoon and the main idea of the text.

The student: The text is about censorship and the idea of people about it.

(If necessary, during and post reading activities can be used to comprehend better).

3. 3. 7. Preparational

Gunning (1996:132) describes preparational strategies as those that activate prior knowledge about a particular topic. This method is used to get students thinking about the topic they are about to work on. Shortly, it is much easier to retain knowledge about a subject when the student is familiar with the subject area.

3. 3. 8. Organizational

Gunning (1996:193) defines organizational strategies as the process of selecting important details. These strategies include: identifying the main idea, classifying information, sequencing and summarizing. In order to deal with them, methods need to be taught.

3. 3. 9. Elaboration

Elaboration is an additional processing of the text used by reader. It may increase comprehension. Elaboration strategy involves forming connections between the text and the reader's background knowledge of the subject. All in all, making inferences, picturing images and asking questions are all types of elaboration strategies.

3. 3. 10. Monitoring

Monitoring means being aware of one's own mental process when reading. It is an advanced technique that involves a great deal of independent thinking. Monitoring occurs when a student does not understand. He has to know how to go back and understand.

3. 4. CONCLUDING REMARKS

In this chapter, reading strategies are presented as well as their purposes and advantages. As it is seen, it is the responsibility of teachers to train students to determine their own goals and strategies. To achieve this, students should be provided with practice and encouragement in reading classrooms. That is why, the following chapter emphasizes the use of these strategies in pre-, during and post reading stages.

CHAPTER 4

READING STRATEGIES IN THE THREE PHASE APPROACH

Reading must be defined as a process of building meaning (Anderson 1985:637). In other words, reading is an active, participatory process in which readers make use of what they already know, are sensitive to the variety of contexts that affect meaning, and think about and think through the author's ideas (Matthews 1993:500). That is why, the three phase approach reading strategies (pre-, during-, post reading) are used to improve reading comprehension as well as efficiency in reading. By using these strategies, students will be good and mature readers. Furthermore, those strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the texts.

4.1. The Three Phases in Reading

Many researchers mentioned that affective teaching of reading depends on a teacher who is enthusiastic about reading. Additionally, teachers are sources of ideas for developing reading strategies. To do this, teachers should prepare students to reach a deeper level of understanding in reading process. They should help students read and understand the texts easily by the help of the strategies in three phase approach in reading. Learning the three phase approach, therefore, gains importance in reading skill.

It can be added that it is the teachers' task to teach students how to use strategies, approaches, and techniques in their exact place in reading classroom. Then, students meet their needs and goals by using strategies in pre-, during- and post reading. It is another fact that there are superficial differences in comprehending a text in pre-, during-, post reading of good and poor students. As a result, students with good versus poor reading skills demonstrate distinct cognitive behaviors in the three phase of reading process. Accordingly, in the following chart Cook (1991:105) summarizes these differences and behaviors of good and poor readers in reading process.

	GOOD OR MATURE READERS	POOR OR IMMATURE READERS
PRE-READING	➤ Activate prior knowledge ➤ Understand task and set purpose ➤ Choose appropriate strategies	➤ Start reading without preparation ➤ Read without knowing why ➤ Read without considering how to approach the material
DURING READING	➤ Focus attention ➤ Anticipate and predict ➤ Use fix-up strategies when lack of understanding occurs ➤ Use contextual analysis to understand new terms ➤ Use text structure to assist comprehension ➤ Organize and integrate new information ➤ Self-monitor comprehension by... ❖ Knowing comprehension is occurring ❖ Knowing what is being understood	➤ Are easily distracted ➤ Read to get done ➤ Do not know what to do when lack of understanding occurs ➤ Do not recognize important words ➤ Do not see any organization ➤ Add on, rather than integrate, new information ➤ Do not realize they do not understand
AFTER READING	➤ Reflect on what was read ➤ Feel success is a result of effort ➤ Summarize major ideas ➤ Seek additional information from outside source	➤ Stop reading and thinking ➤ Feel success is a result of luck

Figure 7. Differences between good and poor

As a teacher imagine that you have been assigned to teach a reading passage in Appendix 1d about nutrients in food. What recommendations would you make to help students who do not understand the passage? What happens when you ask a student to skim or scan, to take notes, underline or reread the passage, to guess unknown words from text, or skip them? These are the questions about reading strategies and their effectiveness in the process of reading. That is why, the purpose of this chapter is twofold: First, it aims to explore the reading strategies in pre-, during-, and post reading stages. Secondly, it tries to explain how to apply them in a reading classroom.

4.1.1. Pre- Reading

It is an undeniable fact that the pre-reading phase has various goals and advantages which are listed in previous chapter for both teachers and learners. It is good for teachers as a guide. If teachers know what to do at the beginning of a reading lesson, they can easily handle the lesson and students. As for students, they can be mature readers if the techniques, key points, and the rationale of this phase are taught perfectly.

This strategy helps students develop a purpose for reading as part of the pre-reading phase of the reading process. In developing and using of initiating question, teachers have the power to overcome the three most common complaints of poor students. These are boredom, the inability to concentrate, and the failure to recall what was just read. If students use the right kind of question, they create their own interest in the what is being read. If they try to select question, they force themselves to concentrate. Finally, if students classify information in the attempt to answer their question, they will be using the principle of association to acquire new information and will be able to remember the information for a much longer period of time (Simpson 1991:166).

This general procedure of pre –reading stage should be explained to students by their teachers; that is why, general procedure are clarified for students below:

General procedures for students:

- After a preview of your (= student's) reading, brainstorm about the subject to recall everything you know about it.

- Develop an initiating question which you would like answered when you read a text. Judge your question.
- Brainstorm for possible answers to your question. You can use the information recalled to check the information that you are acquiring as you read.
- Read to answer your initiating question. Monitor the way that you are getting answers to your question.
- Stop after your reading to review the answers to your question. Try to relate these answers to the major details that were used to develop or support the main idea. You should also find support from the text for your answers.
- Later, express the outcome of your reading experience. Did your question work? Can you recall the answers to your question? Can you support your answers with evidence from the text?

It is clear that teachers should make students practice this process until they make it automatic part of their reading experience (Simpson 1991: 223).

Shortly, students are asked to do the following in pre- reading stage (Varaprasad 1997 : 24)

- ✓ find answers to given questions based on the text
- ✓ give their personal opinion about the topic
- ✓ predict the continuing text

In critical pre- reading activities, students can be asked to consider: (Varaprasad 1997 :24)

- ✓ the reason the author is writing about the topic
- ✓ the whole range of ways to write a particular text
- ✓ the generating of their own list of questions

Thus, in critical pre-reading activities students can be asked to provide answers to questions that are text-based or around the text. This will help them to have a critical

awareness of how and why texts are written. Some questions that students can be asked to consider are:

- ✓ What is the topic /title of the text? What does it tell me?
- ✓ What is the purpose for writing: to inform, persuade, entertain?
- ✓ How is the topic written? Formal or personal style?
- ✓ What is the genre of the text: a letter, an essay, an advertisement?
- ✓ Who is the writer? How much do I know about him/ her?
- ✓ What does the information reveal about the writer?
- ✓ What other information is revealed about the period when the text was written for example?
- ✓ What purpose do I want to accomplish in my preview?
- ✓ Have I identified the topic and the central idea during my preview?
- ✓ What clues about content have the graphics given me?
- ✓ What clues about the structure of the selection have I discovered in my preview?
- ✓ What predictions about content can I make based on my preview and prior knowledge?
- ✓ What do I already know about this topic?
- ✓ What would I like to know about this topic?
- ✓ What questions do I want to be able to answer as a result of my reading?
- ✓ What questions can I ask myself that might help me understand the text?
- ✓ What key terms should I focus on that I presently do not know?

It should be kept in mind that questions above can be modelled by the teacher initially. Gradually students can be asked to generate their own questions. By doing so, students can understand text as well as developing strategies for interpreting and problem solving which are crucial to critical reading of texts.

In fact, the pre-reading stage prepares students to read the text. It is this stage that the teacher brings out the students' past experiences and their general knowledge about the type of text they are going to read. It serves to motivate students and to get them interested in both the topic and the text they are preparing to read. There are techniques used in this stage like those:

- ❖ In the contextualization step, learners are provided with information about the situation and the nature of the text (e.g. a travel brochure). This gives learners a context from which they can relate to past experiences they have encountered with this type of text.
- ❖ In the anticipation step, students identify what they might expect to find in this type of text. For example, they will know by looking at travel brochures in their native language that they might find information on hotels, prices, dates. In this technique, the students guess based on past experience.
- ❖ Word-association tasks involve eliciting from the students ideas that they can offer regarding the announced subject of the text. Then, their suggestions are written on the board and arranged into a semantic map or graphic organizer, which indicates how the concepts are related to each other. This technique can be recalled as brainstorming (Celce-Murcia 1991: 202).
- ❖ Discussions can be used to activate what students know and enhance their knowledge of the subject. Discussions can be initiated by posing questions about the content of the text.
- ❖ Results also show that metacognitive strategy training in semantic mapping is effective in enhancing second language reading. As Brown (1986:49) have argued, “metacognition plays a vital role in reading”. The term metacognition refers to one’s understanding of any cognitive process. Metacognition in the context of reading is usually understood to consist of two types of cognition: first, one’s knowledge of strategies for learning from text and second, the control readers have of their own actions while reading for different purposes. Good readers monitor their reading and the state of their learning. This means that readers can plan strategies, adjust effort appropriately and evaluate the success of their ongoing efforts to understand.

Accordingly, metacognitive strategy training for second language reading gives rise to another reading technique called semantic mapping. Semantic mapping is a term which embraces a variety of strategies designed to display graphically information within categories related to a central concept (Heimlich 1986:778). In other words, categories and associations are shown visually in a diagram or map. In addition to being effective for vocabulary development, semantic mapping can be applied in both pre

reading and post reading activities. In this application, semantic mapping can be used not only to introduce the key vocabulary from reading text, but also to provide the teacher with an assessment of the students' prior knowledge and schema on the topic.

Procedure and application of semantic mapping

It is known that semantic mapping procedure may vary according to individual teacher objectives. The procedure includes a session in which students verbalize associations on a topic or key concept as the teacher writes them on the board. The teacher then facilitates the students' discussion to organize the associations into the form of a map. This phase of semantic mapping procedure activates the students' prior knowledge of the topic and helps them to focus on the relevant content schema. Thus students develop a map of the story's topic before reading both to learn the key vocabulary necessary for comprehension and to activate their prior knowledge based on the topic of the text.

The semantic mapping exercise motivates students to read the text. After the students have finished reading, discussion of the semantic map can be refocused to emphasize the main ideas presented in the text. Students can then also expand their maps through class discussion, and learn to build bridges the known and the new. As an after reading activity, semantic mapping helps students recall, organize and represent graphically the relevant information about the text. The examples of pre reading and post reading semantic maps on the topic of sharks can be seen in Appendices 1e and 1f (Carrell 1989:650).

- ❖ The other techniques are suggested as the use of pictures, movies and clarification exercises.
- ❖ The last of the pre-reading techniques are text surveying or previewing. The aim of this activity is to determine the structure of the text and to identify the key ideas. This involves examining the title, subtitles, the summary, conclusion and the visual support material such as pictures, charts and maps.

4.1.2. During-Reading

The second stage of the reading process is called during reading. During reading exercises help students develop reading strategies, improve their control of the second language and decode problematic text passages (Barnett 1989:102). In this stage, texts are brought into the classroom or are reproduced in a textbook. These texts are then used for various forms of analysis such as asking students to provide answers to multiple choice questions, true or false statements or particular questions. Shortly, this phase gives attention to the text, rather than the learner's ideas prior to reading. The aims of these phases are innumerable as given before.

This stage also requires the teacher's guidance to ensure that students assume an active, questioning approach to the material (Celce-Murcia 1991:203). The simplest technique for this purpose is to provide the students questions to direct their attention to the major ideas of the text. The questions measure three levels of understanding: the explicit, the implicit, and the applied. The first means literally stated information, the second asks for information that can be inferred, and the third necessitates relating new ideas to previous knowledge.

Such questions ask students not only to find out information, but also apply that information in a good way. For example, a social studies text might ask, "What three rivers that flow through Russia are connected by canals?" Only surface comprehension is required for students to find and copy the answer from the text. In contrast, during-reading question, such as "How would Russia's transportation and the trade be affected if there were no canals to link the Don, Dneiper, and Volga rivers?" requires students to consider how facts from the text inform each other and help answer the question (Roe 1982:995).

Some of the questions that the student needs to ask himself in this stage are as follows:

- Am I really reading this with my purpose in mind?
- What experiences have I had that are like this?
- Do I understand what I need to know? If not, do I know what to do to ensure understanding?
- What will happen or be said next? Do I know why I think so?

- Did I really understand that paragraph? Its main ideas? Its important details?
- Can I figure out this word by examining other words in the sentence?
- Does the author explain the word somewhere else?
- Have I lost my way in text?
- Do I need to go back to words or ideas that I have failed to understand?
- Should I check the word in a dictionary or with someone who knows it?
- What is important in this part of the text?
- What textual clues or graphics help me decide if this is important?
- Do I understand the relationship between the graphics and the text?
- What pre-reading questions are answered in this part of the text?
- Can I prove my answers to my questions?
- How is this event or major detail related to the others?
- Does this statement really follow from the last statement?

It is obvious that there are so many other strategies and techniques used in during reading stage to make students good readers. Firstly, students at this stage can be asked to read and react to content and language in a text by annotating and analysing.

Annotating

The strategy of annotating is essential to reading because it focuses the reader's attention on the content and language of the text. There are three useful ways of annotating called as *underlining*, *questioning*, and *outlining*.

A) Underlining As a first step, students are asked to read through the passage and underline difficult words and phrases, while getting a general idea of the whole passage. Next, ask them to find out the meanings of these words and phrases from context. If necessary, they can look them up in a dictionary or another relevant book. The answers can be discussed as a group with constant input from the teacher.

B) Questioning Questions are the most important aspect of the annotations which are listed above.

C) Outlining Outlining helps to focus on the most important ideas of a text. It leads to separate what is central from what is peripheral. Outlining also shows how information is organised and supported in a text. Like the other activities, outlining can be done as a group activity. Ask students to identify the main ideas in each paragraph and look for sentences that are important. To achieve this, remind students these items: (Varaprasad 1997:12).

- Read the first and the last sentence of paragraph
- Connectors such as: As a result of, consequently, for example.

Analysing

After the students understand the writer's ideas by outlining, the students next should be guided to analyse arguments and language.

A) Arguments An argument is a group of statements that have a special relationship to one another. One of the claims and conclusions is asserted as true on the basis of the other statements such as reason, evidence, or assumptions. Some questions that the students can be encouraged to ask are:

- What point is the writer attempting to establish ?
- What is being asserted as true?

In addition to identifying the main argument or idea in each paragraph, students can be given a checklist of questions such as:

- Why should I accept this claim as true?
- What reasons does the writer give for this claim?

All in all, it is inferred that it is important to make students aware of how language is used to express fact and opinions.

B) Language One way of analysing language is to read for patterns or repetitions of any kind such as: (Varaprasad 1997:13)

- repetitions or patterns of images
- repeated descriptions
- consistent ways of characterising people or events
- repeated words, phrases, and examples
- the use of opposing ideas to reveal contrasting perspectives
- use of figurative language to reflect the authors' attitudes, tone, and feelings

So, important questions to ask students to consider are:

- Does the author write emotionally?
- Does s/he use sentiment or other emotional means to make his /her point?

Students can also be made aware of the following:

- Organization of text (topic sentence, supporting ideas)
- Function of text (argument? for/against what?)
- Signal words (however, while, as a result, that is ---)
- Punctuation (colon, parantheses, quotation mark —)
- Prefixes, suffixes, root words
- Pronoun reference

Moreover, the strategies discussed above, graphic devices such as diagrams and flow charts can also be used. By having the students complete an outline or fill in a graphic, teachers should help students to perceive text concepts and how these ideas are related to one another.

4.1.3. Post -Reading

Stage three of the reading process is called post-reading. During this stage, teachers give students ways to express their ideas of what they have read. Then, to test these ideas' validity, apply them to a novel situation, or argue them against an opposing assertion. For example, students might be asked to discuss how the United States and Russia are similar and different, given one aspect of Russian culture that they have studied (e.g. the people,

geography, industry, or transportation). They then might be asked to argue what impact these similarities and differences might have when Russia and the United States need to come to some agreement of international consequence (Chall 1983: 97).

Like pre- and during- reading stages, post-reading has also advantages and aims which are given in previous chapter. Additionally, a lot of different techniques and strategies are applied to help students in reading comprehension. The aim of techniques and strategies is to extend the understanding obtained from texts at the pre and during reading stages into writing tasks, such as summarising, evaluating, synthesizing, commenting, and reflecting which will be discussed in the following chapters.

One of the most widely known reading strategies is the RTW (Read, Talk, Write). Students have partners, they read parts of text on their own or aloud to each other, they talk about what they read, and then write notes to themselves in order to remember. This strategy is useful for students because students use a variety of skills to read, talk, and then write about a passage. These strategy involves discussions, debates, role-plays and project work.

Another one is the (Observation-Rumination-Question) ORQ strategy after reading or learning about a particular text. Students must first make an observation based on the reading, then they are asked to ruminate on that observation. The Q is the final question that comes from rumination. This strategy can be an exciting way to help students think about their own processing skills and their comprehension regarding a text studied.

The questions that students need to asked themselves in post-reading phase are listed below:

- Do I remember what I intended to remember?
- What strategies can I employ to ensure that I will remember what I intended to remember?
- Can I recall the answers for my initiating questions? Can I recall the support for those answers?
- Can I determine how well my predictions turned out and explain why they did or did not?

- Can I explain the theme or central idea?
- Can I summarize the central concepts or events and some of the supporting details?
- Can I explain how the central conflict was resolved?
- Can I decide whether the writer accomplished his purpose and defend my judgment?
- Can I describe the narrator's point of view or bias?
- Do I understand the structure of the selection? Do I understand the relationship between and among its parts?
- Can I draw any important conclusions from this selection?
- Can I explain how useful this selection will be to me in the future?

Moreover, technical vocabulary can be reinforced and extended through semantic mapping, feature analysis and other classifying or categorizing activities which are explained in pre-reading stage (see Appendix 1e and 1f). Instructional situations that allow learners to use test and manipulate vocabulary in a more natural language environment is important in this stage (Vacca 1989:302).

The other most common post reading technique is known as recitation in which teachers review and quiz student about the reading they were assigned.

In fact, the three-phase approach explained above cannot be applied mechanically on every occasion. The teacher may curtail one or more of the stages if it is not necessary. For example, if the students know a lot about the text, it might not be necessary to spend much time on pre-reading stage. Shortly, the advantage of the three phase approach is:

First, it motivates students by making use of their background knowledge.

Secondly, it combines reading skill with other skills such as writing, speaking and listening in a coherent manner (Sarıçoban 2002: 68).

Thirdly, it embodies students' mind to be a good and strategic learner by the help of critical thinking.

4.2. Suggestions for each Phase

So far it is related that the three phase approach has many contributions to reading comprehension. First, it supports students' understanding. Second, teachers should make

decisions about how they will use activities. That is why, suggestions for teachers are categorised to make the strategies more practical in classroom for teachers.

4.2.1 Suggestions for pre-reading stage

1- The teachers are suggested to use specific strategies and approaches with students before they read the text. To be a competent teacher in reading classes, the teacher should ask the following questions to himself before the reading lesson to meet the students' needs in pre-reading stage.

- Before the students read the text, have I discussed how texts are constructed from a particular perspective or using a particular bias?
- Have I encouraged open discussion of bias, prejudice, and stereotypes, and the ways they are manifested and challenged in school life?
- Have I helped the students to place the text in a broader social context so that issues do not remain at the personalized level?
- Have I chosen or provided materials with similar issues?

2- Sometimes class discussions are not enough and it is hard to motivate students. Teachers should be well-prepared to spark students' interest by activating prior knowledge and by focusing on the purpose of reading. That is why, the time spent in phase 1 activities can be viewed as a "head start". It gives chance to get students curiosity in the up coming topic.

3- While reading a text, there can be unknown words which can be relevant to main idea. At the moment, teachers should present terms on the board and ask students to write definition.

4- Written predictions:

The teacher should ask students to make guesses about what they think they will learn from reading the passage and what they would like to learn related to the topic.

5- Analogies and images:

This pre-reading strategy helps students make meaningful links between what they will be learning and what is familiar to them. This mental picture can aid students organize new information which is easy to remember. For example, if the students were about to read a passage regarding a typical school day in a Japan, the teacher could start a

discussion to review familiar information about which the students already have such as a typical day in Turkey. Teachers should continue to reinforce this type of analogous thinking. Because if the students have poor reading skills, this strategy may lead them to develop their ability to think.

- 6- Many teachers are aware of the importance of presenting information in a visual format such as the concept map. Concept maps can show students the important concepts and the ideas of the chapter and how they are related to one another. Maps can be completed so that they will fill in the remaining concepts as they are studied (Cibrowski 1993:5).

In conclusion, the teacher's job is to decide which of these strategies are most appropriate given material to be read and his knowledge of students. So, phase 1 (pre-reading) strategies will set stage for the students to be more interested in the new content.

4.2.2. Suggestions for during-reading stage

1- In this stage, the teacher should help the students to focus during their experience with the text and handles any problems as they arise. This means that the teacher should model unprejudiced attitudes and behaviour in conducting classroom activities. To achieve this, teachers should answer the questions which need in during reading stage to be a well-prepared teacher. These questions are:

- Have I taught methods to help students to read critically?
- Am I taking steps to encourage my students to question the material presented to them?
- Do I ask questions which encourage students to think critically by examining more than one perspective?
- Do I use constructive ways of dealing with student responses as they arise?
- Have I taught my students how to separate the writers' assumptions from the roles the writers have given to their characters?
- Have I drawn attention to alternate perspectives and points of view?
- Is it appropriate to bring in resources people to discuss backgrounds?

2- Reciprocal teaching techniques:

Reciprocal teaching is another powerful teaching technique because students have more dominant roles in the learning process. Teachers and students should become partners in constructing meaning from the text.

To do this, the teacher must teach that there are four ideas which form the basis of reciprocal teaching listed below:

- ✓ summaries (what they are and when they are useful)
- ✓ questions (why they are important and how to phrase them)
- ✓ clarifications (what they are and how to phrase them)
- ✓ predictions (what they are and how to phrase them)

3- Short summary notes:

Teacher can pause students after reading a paragraph. Then, he can ask questions or want them to summarize what they have understood.

- 4- The teachers' aim should be to improve students' academic growth as well as lengthening their participation to learning. Accordingly, teachers should teach making decisions about the best time to utilize best strategy.

4.2.3 Suggestions for post-reading stage

1- To be a good teacher, the teacher should answer the following questions:

- Have I helped students to process their responses to the material?
- Have I encouraged students to research gaps in the material?
- Are my post-reading activities enabling students to deal with difficulties in understanding?
- Has the approach helped to enhance the students' understanding of the text and consequently of their own learning?
- Can students respond to text both on the personal as well as on the theoretical level?
- Can students formulate questions about the text that would illustrate their ability to apply other skills such as analyze and synthesize.

2- Vocabulary / prediction

Teachers should talk about the vocabulary or written prediction which took place in pre and during reading phases. Then, teachers can ask the questions as they finished reading the whole text. Meantime, teachers should encourage learners to think about their ideas in pre and post reading stages. So, students can witness their progress through stages.

3- Analyze end of the chapter questions

Teachers should use the questions at the end of the chapters as a review. Moreover, they should ask students to make inferences.

4- Good/ bad examples

Teachers should not let the students give one word for the questions. They should lead students to view and analyze the bad and good answers.

5- Recreational reading of topics that relate to textbook

The teacher should provide students other resources to read in their leisure time. This can provide opportunities for a great source of growth in vocabulary and understanding.

4.3. A sample lesson plan

Aim of the study: To teach and use the three phases in a reading text

Level: Advanced

Materials: Selected reading passage (Numrich 1994:29), cartoon, homework paper prepared by teacher.

Activities

1) Warm-up activities

In this part, the teacher greets the class.

Then, students are expected to predict what they are going to read about by looking at the cartoon in which a man and birds appear.

Economic Might vs. Ecologic Right



Figure 8. Economic Might vs Ecologic Right

The following questions can be used for prediction.

- 1- Look at the title. Look at the cartoon. What do you think the issue of this text will be?
- 2- What is the message or humor of the cartoon?
- 3- What do you know about the endangered species?

After student's prediction, the teacher explains what they will read about and hand out the text (see Appendix 1 g).

2- Reading Activities

A) Reading the text for general purpose:

As students are regarded as advanced learners, the teacher wants them to read the text for a general purpose silently. (If it is necessary, the teacher can require students to read the text loudly to correct and emphasize pronunciation) .

T : Have you finished reading?

Okay, let's go on with the exercises.

B) Scanning and skimming

The teacher wants students answer the following activities.

a) **True or False:** Correct the false statements:

- _____ 1) All of the scientists argue that the extinction issue is being exaggerated.
- _____ 2) History refutes that every species will eventually become extinct.
- _____ 3) The United States Congress tries to save endangered species.
- _____ 4) Endangered Species Act takes attention of the public.
- _____ 5) Scientists' forecast for the future of this planet is a somber one.
- _____ 6) Deforestation causes the death of man.

b) **What the underlined word refers to:**

Teacher asks students to determine the meaning of words from the context.

1- The natural **habitat** of the whale is (L2)

2- A **somber** prediction for the future is (L 22)

3- When people **make a fuss** about politics, they usually (L 28)

4- Fortune-tellers who predict **doom** are predicting (L 26)

5- If you have a **schizophrenic** attitude toward a problem, it means that (L 30)

6- If the fish in a lake were **wiped out**, they would be (L 6)

c) Find the answers of multiple choice questions

1. The word “whooping cranes” refers to L 17

- a) an animal
- b) an insect
- c) a plant
- d) fish

2. The word “demise” means L 3

- a) ruin
- b) war
- c) development
- d) fun

3. The word “species “ means L 3

- a) a grouping of living things
- b) a grouping of non-living things
- c) a grouping of animals
- d) a grouping of plants

d) T: (The teacher wants students work in small groups) Summarize the text presented. Take notes to complete the following outline.

1) The main idea of the text (state in your own words):

2) Proponents' (of saving endangered species) arguments:

3) Opponents' (of saving endangered species) arguments:

e) Answer the following questions

1. Why does the law of "Endangered Species Act" come into being?
2. Is it useful? In what areas?
3. What are the consequences of the development of agriculture?
4. When did the United States Congress take an important step to help the ever-increasing number of endangered species?
5. What do scientists think about the problem?

After students finish each activity, they are going to check with the teacher.

3-Follow-Up Activities

➤ **Summary:**

Students are requested to summarize the text in their own words.

T : Can you summarize the text with a few sentences?

What are the other examples of endangered species?

Write a composition about the precautions taken by individuals to overcome the extinction of Endangered Species.

Can you exemplify by considering other countries?

S : _____

➤ **Homework:**

T: Write the answers of these questions according to your feelings and ideas. Then, we will discuss the answers in the following lesson.

- a) What is your reaction to the Endangered Species Act? Where do you stand in the debate between saving species from extinction and allowing man to develop?
- b) Is there an issue of endangered species in our country?
What opinion do you have toward your government's policies, if there are any, an endangered species?

The teacher ends the lesson.

T: You did a good job today friends, thanks for your participation. See you next week.

During the lesson, students should study in a group or in a pair work.

It is well-known that teachers can diversify or change the activities in pre-, during-, and post reading stages according to students' level. The length of the activity is also controlled by the teacher along with the students' needs.

4.4. Concluding Remarks

This section emphasizes the use of three phase approach. In pre-, during-, and post reading activities, teachers not only support students' understanding of content, but also improve students' comprehension and vocabulary. However, teachers should make decisions about how they will use these strategies depending on their purposes for teaching, the difficulty of the text, and how well their students can read the text. That is why, the following chapter deals with the relationship between reading comprehension and text.

CHAPTER 5

DEALING WITH TEXTS

It is obvious that reading is an interaction of reader and text. It follows that to help students improve their reading, teachers must identify various types of texts which a student will encounter. Thus, the question "How should you read?" needs to be broken down into specific question as "How do students read a math text, a poem, a diary and a legal document?" So, it is the teachers' responsibility to adapt and adopt the type of the text according to needs of the students and the goal of the courses.

Students of reading in various contexts suggest strongly that the factor which accounts most for what is learned and recalled is what the student already knows (schemata). This means that learning from reading is dependent upon the prior existence of relevant structures of knowledge in the mind of the students (Calfee 1986:804).

As mentioned earlier, all texts rely on readers to make links and inferences as they are reading. It is this active processing which makes the text meaningful. For example, if readers know a lot about the subject of the text, they will make many relational links between the content and what they already know. On the other hand, readers with no prior relevant mental schemata may be unable to fill in the inferential gaps in the text. Consequently, the student will find the text hard to understand.

Because of the reasons above, pre-reading activities are so important to activate students' background knowledge. Students can comprehend passage easily. That is why, teachers who wish to help their students learn more effectively need to check that students have adequate relevant knowledge. It must be added that teachers have responsibility of deciding reading goals for comprehension of students with strategies in not only pre- but also during- and post reading phases.

These variables of teaching reading are clarified by Neal (1992:229)

READING PHASE	READING GOAL	COMPRE-HENSION PROCESS	LEARNING STRATEGIES	TEACHER RESPONSIBILITY
PRE-READING	Readiness	Activate Prior Knowledge	* Questioning * Brainstorming * Posing a problem * Role playing	Initiate probes
		Predict content	* Surveying ideas * Demonstration or experiment * Semantic organizers * Building word meaning * Posing purpose questions * Structured overviews	Lead students
DURING READING	Understanding	Construct meaning	* Responding to purpose questions * Verifying predictions * Completing study guide	Provide guidance
		Monitor understanding	* Questioning or talking about ideas * Notetaking * Student generated quizzes	Provide guidance
POST READING	Retention	Process ideas	* Summarizing * Response writing * Graphic organizers * Teaching others * Learning games * Discussion	Prescribe structure to promote retention of ideas
		Apply knowledge	* Projects * Experiments * Creative work	

Figure 9 :Applications of strategies

Subject: Music

Topic: Introduction to woodwind instruments.

The sample application of this chart is given with its important parts below:

A) Pre-reading

Demonstration: Teachers should show and play various woodwind instruments. Then,

Teacher: Ask, "What do all these have in common?"

Semantic organizer: Teachers should construct a diagram indicating characteristics of woodwind instruments and basic groups of woodwinds. Then, the teacher can direct students to copy the diagram to expand on it later for note-taking.

Purpose questions: The teacher poses guiding questions for each section of the text.

B) During- reading

Responding to purpose questions: Teachers should have students locate information and orally answer purpose questions.

C) Post-reading

Response writing: Teachers have students write in their music journals answers to the following questions:

- What are the characteristics of woodwind instruments?
- Which instrument do you like best? Why?

Project or a sample task: The teacher hands out a list of musical works that feature woodwind instruments. He directs students to work in pairs. Then, he selects three works for listening and identifies the woodwinds features with students.

5.1. Interacting Reader and the Text

It is a fact that there are a number of factors which affect a student's reading process. While a student is reading a text, he brings his own personal reading energy. Here, reading energy of a student consists of at least three interrelated abilities (Stetson 1992: 23). These are;

a) Skill in decoding surface structure of the text

Decoding any printed text is the ability to decipher the surface structure of that text. To decode well, students should translate letters to sounds, divide sounds into appropriate parts and recognize words. They should use these skills rapidly and automatically. When students become more automatic, they have enough reading energy for comprehension.

b) Previously acquired knowledge and perceptions about the topic

A second component of reading strategy is the student's schemata (deep structure). This schemata can include competence with the vocabulary, facts and concepts stored in memory and his background knowledge about the text. This shows that comprehending a text depends on what a reader knows about the topic (Harris 1990:50).

c) The language skills they possess for combining information obtained from decoding the text with their previously acquired knowledge in order to create meaning from the text

The third component of reading energy is competence with language. Also, that is the most important part of the reading a text as it combines decoding and schemata. The real understanding of a text occurs with the help of this component.

Nevertheless, it must be remembered that there are not only three components to reading energy. Knowing the purpose of a reading text is also important. Teachers, therefore, should give importance to spark the students' interest to the topic of the text as well as having the students confidence in the ability to learn information from reading.

Thus, another question comes into being "What happens when the reader and text interacts?" Understanding a passage requires an effective and efficient interaction between the reader and text which is shown two separate but interactive steps (Williams 1992:25).

In the first step, the student uses whatever reading energy is necessary to mediate the surface structure requirements of the text such as reading the words. The result of this initial interaction is a decoding of the symbols to inner or oral language (bottom-up process). When the student has adequate surface structure skills, he decodes print. Although he can decode, there is no comprehension in the first interaction.

The second step takes place simultaneously and interactively with the first. "In it, the reader employs reading energy left over from decoding to match the deeper structure of the text-vocabulary, facts, and concepts- with the schema system the reader has developed in which all previously acquired language skills and knowledge of topic have been placed" (Williams 1992:24).

Then, the student needs sufficient reading energy to accommodate both the surface structure of the text and its deep structure of meaning which can be seen in the following.

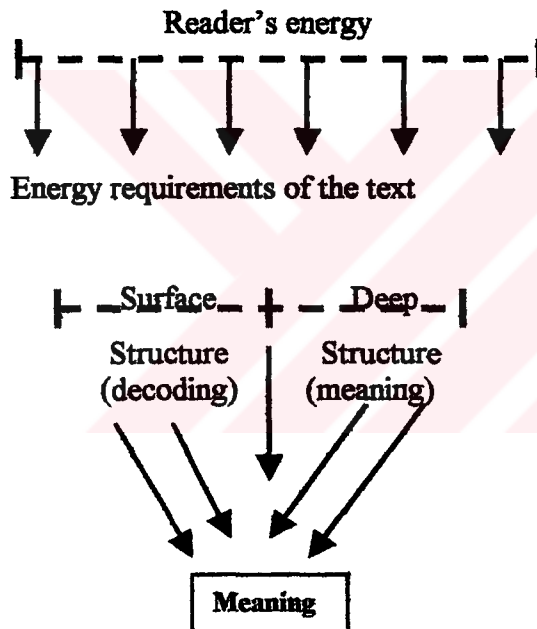


Figure 10: Distributions of reading energy

Shaw (1993:105) also supports the interaction above and adds that there is a close interaction between the text and reader. This interaction can be known "text as process" shown below:

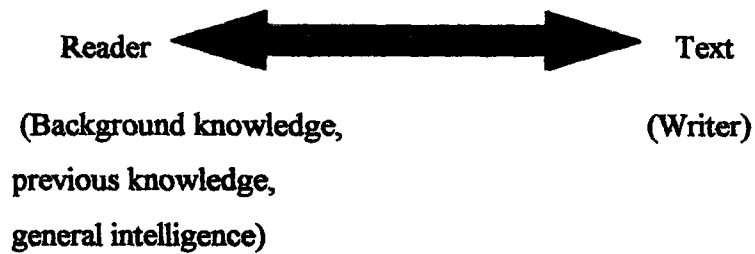


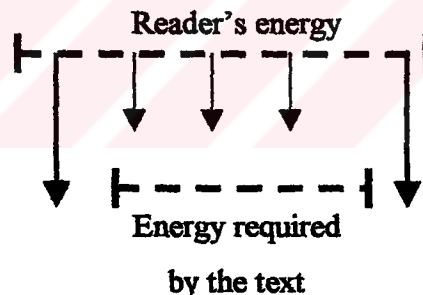
Figure 11: Interaction between reader & the text

Naturally, reading is more complex than to suggest that firstly, one decodes and secondly, the decoded language lead to comprehension. Most experts believe that reading is a skill of interaction in which the reader decodes and comprehends back and forth interactively and simultaneously.

It is time to see how this interaction process appears in good (easy) and poor (difficult) reader. The following figures account for the interaction between good and poor students and the text.

Scenario A

An easy reader – text interaction



Scenario B

A difficult reader- text interaction

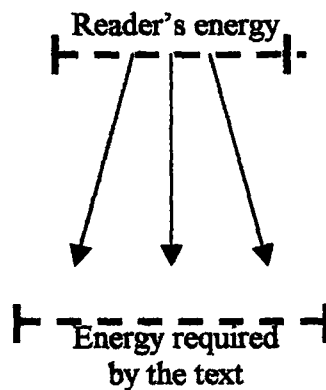


Figure 12: Easy and difficult reader- text interactions

As seen above, illustrating successful and unsuccessful reading is relatively easy. Shorter lines represent less energy and longer lines represent more energy. One can see in Figure 12 that while the energy requirements of the textbook or text are the same in both scenarios. The reading energy of the student in scenario A exceeds the textbook's requirements, and the reading energy of the student in scenario B is less than required.

Here are two students in the same room reading the same text. But, the probability of learning from textbook reading is very high for the student in scenario A and low for the student in scenario B.

When the reading energy available to the reader exceeds that required by the text, as illustrated for reader, both decoding and comprehension occur easily. For example, when the teacher reads aloud to the class from the text, the comprehension of students becomes obvious, easy, fluent and automatic. This way is useful especially for intermediate or upper intermediate.

The difficult reader, on the other hand, has no power to measure the written text. This means that he has a lot of problems including failure to learn as seen below:

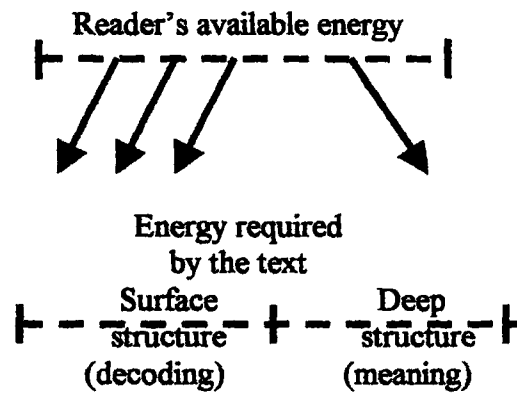


Figure 13: Result of insufficient reading energy

Moreover, when reading energy becomes inadequate, students are forced to make decisions about how their reading energy will be used. Most readers will give priority to decoding the surface structure. When this occurs as illustrated Figure 13, students fail to learn.

Consequently, regardless of how the two interact, there is general agreement that both decoding and comprehension are necessary if students need to succeed in reading the given text.

5.2. Factors in Selecting a Text

Needless to say, choosing appropriate texts and teaching techniques are hard to handle. While text selection is difficult, it can be made easier if certain aspects of the texts and readers' characteristics are taken into account. To achieve this, texts should be examined carefully before selection for reading classroom use.

Once the teacher has decided to use a reading passage, he needs to make a number of decisions concerning the activities of the text. First, the text refers to what he tries to do with it. For example, if he wants students practice determining the main idea of a passage, he must find passages which are well-organized with topic sentences and supporting details. Or, if a text contains many facts and figures, it will probably work well in a scanning exercise.

Next, he must be careful to teach, then test. A common problem with reading texts is the tendency to ask students to produce a vocabulary item or to show proficiency with a skill before they have been given adequate exposure and practice. To prevent this, he should initially evaluate all exercises of the text to determine exactly

what is being required of the students. Then, he should review previous learning activities to help students.

In sum, three main criteria influence the choice of texts. These are suitability of content, exploitability and readability as well as having variety in subjects (Nuttall 1996:170). The texts should also be authentic, simplified or specially written. Each of them will be examined in the following.

5.2.1. Suitability of content

One of the most important criterion is that the text should interest the readers. It is possible to develop reading skills on a text that bores students, but interesting content makes learners motivated.

a) Finding out what students like

A factor that plays a significant role in reading is motivation. It is well-known that the best way to create motivation for reading is the choice of an interesting and a readable text. An interesting text can give readers motivation to continue their efforts to overcome a lack of content schema for a particular text (Shirley 1988:159).

To understand students' interest, teachers can provide questionnaire about texts. The other way to check is to find out what students actually read. The books or texts reading the L1 may tell the teacher more about his students interest. Finally, the teacher should monitor the popularity of the materials and be prepared to change when it is necessary.

b) Selecting texts for classroom

It must not be forgotten that no single book or text are sufficient. Thistlethwaite (1990:586) also suggests many kinds of activities arising from a variety of authentic reading materials: books, magazines and newspapers. According to her, many parts of a newspaper can be presented in a reading classroom. For example, teachers can use newspaper editorials that present conflicting viewpoints to urge students to share their initial thoughts on the topic. Teachers could also have students focus their attention on the editor's use of emotional language and then have them rewrite each sentence found in the editorial to make it more objective and less emotional.

For example, the text is taken from a newspaper. It can be used by the teacher in a reading class for various goals. Teacher can produce true-false or question-answer activities according to the goal of the course (see Appendix 1h).

Then, (after the student's reading, see appendix 1h) the learner is asked to read, pick out particular types of information, draw conclusions and formulate written questions. These are used as a basis for interview-type discussion and further writing. This is a lengthy and multi-stage activity involving extended speaking and writing as well as the basic reading. As it is seen, the text has an authentic flavour as it is based on imaginable real-life situation.

5.2.2. Exploitability

Facilitation of learning is the most important criterion after interest. When a teacher exploits a text, he makes use of it to develop the students' competence as readers. A text a teacher cannot exploit is no use for teaching even if the students enjoy reading it. For what purposes should a teacher exploit the text?

a) The purpose of the reading lesson

It is known that the focus in the reading lesson is neither language nor content, but these two together: how language is used for conveying content for a purpose. Teachers want students to develop the ability to extract the content from the language that expresses it. Moreover, students are requested to become effective independent readers.

In sum, teachers have to push students as far as possible towards becoming ideal readers for their own purposes, able to tackle any kind of text they are likely to encounter (Nuttall 1996:172). Then, they should exploit the text effectively when they use it to develop interpretive strategies that can be applied to other texts.

b) Integrating reading skills:

When choosing a text, therefore, teachers need to know how they can exploit it to help students to develop these interpretive strategies listed below:

- Strategies involving flexibility of technique: Variations in reading rate, skimming and scanning.
- Word-attack skills: Tackling with unfamiliar lexical items by using morphology, inference from context and a dictionary.
- Text- attack skills: Interpreting the text as a whole, using all the clues available for both top-down and bottom-up strategies.

Thus, it is important to take into strategies above account when assessing texts for exploitability.

c) Simulating real-life purposes

Authentic texts can be motivating because they are proof that the language is used for real life purposes by real people. For example, the teacher can bring a travel brochure to start a discussion about planning a holiday.

Also, the teacher should ask himself what the text would be used for in the foreign language environment. A sample example is given in the following (see Appendix 11).

Using longer texts

Most texts for classroom need to be short because of time constraints and boredom. But, certain strategies (top-down skills) such as prediction, using sub-headings to locate relevant sections or skimming and scanning need longer texts. Therefore, the teacher should at least bring the key paragraphs of longer texts.

It must be added that the physical presentation of the text such as the size of print and presence of illustrations also affect how students perceive the difficulty of what they are reading.

5.2.3. Readability

Readability refers to the combination of structural and lexical difficulty. This shows that the language of a text may be difficult for one student and easy for another. To handle this, teachers should assess the right level for students to teach. In sum, the level of the students must be assessed by their teachers.

a) Finding the students' level

It is important that assessing the students' level is highly important. If a teacher knows his class, he already has a good idea of what vocabulary, structures and topic students are familiar with. Then, the teacher has a great advantage of preparing his materials and lesson plan in three phase approach before starting a lesson. Especially, the teacher can choose the topic according to their interest and need. The difficulty of the unknown words,

the length of the text and pre-, during-, and post reading activities are all based on knowing students' level.

For example, if a teacher hands out a text of beginners to advanced learners, there will be chaos in the reading classroom. The teacher can lose his control over students. Or, if the teacher uses college-level text for beginners, students may lose their interest to the English reading classroom as well as lacking of their confidence to themselves. Thus, teachers should know their students' level so as to choose materials that suit most of the class.

In the case of having students with different backgrounds, teachers can give individual attention to the weakest ones and keep the balance in the activities of the reading text.

b) New vocabulary

Teachers also have to take into consideration the students' vocabulary level and proportion of new items. This depends on the purpose of the text. If the teacher only wants students to get the gist of a text, they can skip unfamiliar words. However, if the aim of the class is for intensive reading, students need to be taught quite a lot of new words. To achieve all these, teachers should provide a well-understood context according to their levels and goals.

5.3. Suggestions based on texts

As already indicated, teachers should use various texts with different strategies and techniques to improve students' reading. Accordingly, Bernhardt (1991:32) points out that there are three types of variables interacting in a reading text. These are linguistic variables, knowledge variables and literacy variables. He also added that ESL readers may face problems related to these variables. As a result, teachers should aid students to overcome these difficulties by pre-, during- and post reading activities and techniques.

Kang (1994: 647) summarizes these activities in the following chart:

Activities to help students read and learn from content area text

Language	Content	Literacy skills
Pre-reading Activities to preteach vocabulary, such as semantic mapping or semantic feature analysis	Activities to activate, build, or accommodate background knowledge, such as advance organizers or semantic mapping	Activities to teach previewing skills and setting purposes for reading
During reading Glosses of vocabulary Reading guides that they contain items to expand upon, simplify, or contextualize meaning Reading guides with items to provide syntactic help	Various content – oriented reading guides, such as extended anticipation guides, guided learning plans, three-level comprehension guides	Various process reading guides, such as processes of reading guides
Post reading Activities that reinforce or expand vocabulary knowledge, such as semantic mapping, semantic feature analysis, or cooperative group activities	Activities that reinforce or expand content knowledge, such as semantic mapping, semantic feature analysis, or cooperative group activities	Activities that promote connections between reading and writing

Figure 14: Activities for students

a) Linguistic variables:

Linguistic variables consist of the language knowledge which students bring to the reading text. As there is a strong relationship between language proficiency and reading proficiency, teachers should teach the components of the language effectively.

In pre-reading activities, Johnson (1982:503) states that just teaching the definitions of words is not so useful. Teachers should limit the words to be taught from the given text. In addition to this, teachers should teach the words semantically with semantic maps to improve students' grasp of word meanings. Then, if the unknown vocabulary

represents new concepts, students can activate their background knowledge.

During reading activities, reading guides and glosses of vocabulary can be used to help students understand the message of the text. These reading guides include pictures, charts, and diagrams to make the text more comprehensible. Moreover, these guides provide students with some aspects of syntax to help students deal with vocabulary problem independently. As a result, students can infer meanings of the words or items from the text.

After reading, most important words can be reinforced through semantic mapping or classifying. Or, teachers can create communicative atmosphere to help students use these new words. Thus, students can be capable of using the language they learned from text in meaningful discussions.

b) Knowledge variables

As indicated previously, another variable that affects students' reading ability is the background knowledge that they bring to the text.

In pre-reading activities, teachers should help students build bridges between what they know and new information. Also, teachers can help students recognize differences between their background knowledge and that presupposed by the text. To do this, the teacher points out contradictions, opposing examples and exceptions.

During reading, teachers should activate previous knowledge. They should develop knowledge of text patterns.

After reading, the same type of activities used for vocabulary reinforcement such as small group of discussions.

c) Literacy variables

Students need comprehension to react critically to the text. They should recall main points and synthesize information from the text, discussions, their own background knowledge and classroom lectures. However, poor readers may not make the transition from

learning to read to reading to learn. To overcome this problem the following activities should be done.

Pre-reading activities can help students develop skills of previewing the text. Headings, subheadings, boldfaced words, phrases, margin notes, questions at the end of the chapter or illustrations can be used to get the idea of the text (Moore 1982 : 47).

During reading, it is useful to provide students with process-oriented guides. These can help students develop their reading skills. For example, process guides can:(Dupuis 1982: 69)

- Set ways for students to interact with text by providing directions, signals, and questions
- Lead students to apply reading skills and strategies
- Help students learn how to adjust their reading rate to match the reading text
- Help students develop skimming and scanning skills to activate prior knowledge
- Help students develop strategies for predicting outcomes, solving problems
- Reinforce students' metacognitive skills to monitor their reading
- Prompt them to evaluate what they have read
- Remind students to employ appropriate strategies when they encounter comprehension difficulties between their interpretation and the text

After reading, learners should be motivated to employ writing activities to extend the ideas and information in the text.

The other general suggestions for teachers about the text are outlined below:

- Prepare students to read by talking about their past experiences on the topic
- Analyze any visual clues such as photos, illustrations, titles and words that are in italics or bold to make inferences about what the text might contain

- Give only the most important parts to read in detail
- Set the students' purpose for reading
- Have the students as a group perform a task which directly reflects and measures the students' accomplishment of the purpose for reading (Cunningham 1994:480)
- Guide the students as a group to evaluate their reading activities
- Provide students a variety of text
- Give them opportunity to do comprehension activities that allow them to verify their anticipations
- Develop their ability to look for details within a text without understanding every word
- Focus on students' general or global understanding before their grasp of detail (Gower 1994:95)
- Remind the students of their reading skills they employ in their own language
- Encourage them to use strategies appropriate to the text and the purpose of reading
- Help the students understand the structure of the text by focusing on the key sentences
- Encourage the students to deduce the meaning of unknown vocabulary by guessing the meaning of the word from clues in the context
- Help the students use a dictionary efficiently to find the meaning of unknown words and expressions

In addition to the suggestions above, teachers should also need to ask the following questions to themselves to select the best text for their reading classes.

- What are the experiences or backgrounds of the students in my class with the issues that are central to the text?

- What additional or background information do my students need to deal with this text or this topic?
- How do I incorporate student opinions into the class discussions?
- How do I ask for and accept feedback from my students toward any aspect of the text?
- How do I encourage student contribution to the development and assessment of the text?
- Why have I chosen to use this particular text?
- How does this text further student learning on the theme or topic?
- Who is validated in this text? Who is not validated in this text?
- Do the images represent the wider perspective of the world at large?
- Does the language reflect the prejudices and biases of a culture through labels, metaphors and similes?
- What do I require to supplement the text in order to provide a balanced view, or to validate the backgrounds and experience of my students?
- Can my students use pre-, during- and post reading strategies while reading a text?
- Can my students do the exercises of the text correctly?
- Does the text spark students' interest?
- Is the length of the text enough for the duration of the lesson? Is it too short or long?
- Do my students overcome difficulties caused by unknown words?
- Is the level of the text suitable for my students?
- Does the text meet the goal of the reading class?
- Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the language?
- Is the language natural or has it been distorted by the desire to include numerous examples of a particular teaching item such as tenses? (Nuttall 1996:179)
- Does the language reflect written or spoken usage?
- If there are new lexical items, are they worth learning at this stage?

5.3.1. A sample lesson plan

In a text based-lesson, teachers want students to practice general reading efficiency such as skimming, scanning and rapid reading. Secondly, students are requested to overcome the interpretation of the text. Lastly, teachers want them to produce outcome based on response to the text as a whole. The following plan is the application of a text-based lesson.

Aim of the study: To teach and use the pre-, during- and post reading activities in a text- based reading lesson.

Level: Advanced

Materials: Selected reading passage (Earle 1994:3)

Activities

A) Pre-reading activities:

STEP 1- Set overall purpose for reading this text.

The teacher should provide a reason for reading. The teacher, therefore, asks following questions to arouse students' interest.

- Have you ever eaten a banana that was not ripe?
- Was it green?
- Do you still remember the taste?

After asking these questions, the teacher adds that an unripe banana should not be eaten, but it can be used for other purposes. In this short narrative, you (students) will find out about other ways to use a green banana.

Later, students are requested to think about the following before reading:

- What are the two lessons the writer draws from the experience?

To Look For:

- What happened first?
- Then, what happened?
- What happened next?

STEP 2: Introduce the text

Teacher: Now, read the text through without looking up unfamiliar words in the dictionary (see Appendix 1j).

B) During- reading activities

The teacher wants them to read silently as the rate of reading and comprehension may vary one individual to another. (If it is necessary, the teacher can break up the long text to make it understandable while reading a text).

STEP 3: Skimming, scanning or other top-down exercise on the whole text

After students read the text, students are wanted to do the following activities:

What do you think is the main point of "The Green Banana?" Select one from the list below:

- To tell about a clever method for repairing an automobile
- To point out that all people see the world through their own cultural beliefs
- To point out that people in so-called undeveloped places use very practical remedies

Teacher: Now, read the text again.

Watch for the paragraphs in which the narrative unfolds and those in which the writer comments on his experience. Ask the following questions while you are reading:

- What happened to the author on the mountain road in Brazil?
- Was the author a stranger in the village?
- Were the people there helpful to him?
- What did they suggest?
- Did their suggestion work?
- What did the mechanic say?
- Did the author agree with the mechanic?

C) Post-reading activities

It is time to reconsider students' hypotheses about the text. Their opinions about writer's aims and the main message of the text can be discussed in this stage. Students are also asked to combine listening and writing skills through reading.

Teacher: Work with a partner or in a small group and discuss this issues. Remember, good listening is an important part of sharing ideas.

- 1) What information about the characters in the narrative is given, what is implied?
- 2) What does the expression (line 24) “its time had come ----” mean to you? Can you think of any person or idea “whose time has come?”
- 3) What is the special potential of the green banana? Is it useful? Is it symbolic?

Teacher: Choose one topic from the list below to write about.

- 1) Do you agree there is a “universal concept” (line 32) about the center of the world? What is the center of your world?
 - 2) What “learning moments” (line 29) have you experienced in your own life?
 - 3) Have you experienced any cross-cultural learning moments? For example, in traveling, meeting new people, attending new schools?
- The teacher ends the lesson.

5.4. Concluding Remarks

It is understood that reading strategies and techniques will be meaningful with a suitable text. Otherwise, strategies and techniques will not be remedy to the lack of students’ comprehension problems. That is why, teachers should give importance to select a text in a reading classroom. Following this, they should work with selected vocabulary and comprehension activities which will be outlined in the following chapter.

CHAPTER 6

READING AND LANGUAGE SKILLS

As it is already mentioned, there are ways to develop good reading strategies for the benefit of students. If the student is a good reader, there will be no problem as good readers know what to do in a reading process. However, some of the readers do not know how they should read a text or where to start to use the strategies that they have previously learned. They sometimes cannot solve the difficulties caused by the lack of language and reading skills and techniques. This part of the study aims to clarify each of them by providing samples for teachers and students.

6.1. Reading Skills

It is a fact that most of the techniques and reading skills dealt with in this chapter are already familiar to the students and teachers. However, it is useful to restate them, as some students have difficulty in applying them while reading. Teachers also should give special attention to teach these skills for the advantage of learners. All in all, it is better to remind that reading skills can be regarded as reading approaches, techniques or activities by different experts of reading process.

6.1.1. Skimming

“Skimming is a process of quick reading for the general gist of a passage”(Clarke 1994:143). It is used when there is not enough time to read something carefully. This shows that skimming involves looking for information and clues that give student's an idea of a passage's topic, main ideas, and overall organization. In skimming, open-ended and multiple choice questions are used to improve the learners' comprehension ability in reading for general information; which is a skill involving to get the main points of a text (Sarıçoban 2001:73).

In this activity, students can be required;

- ❖ to skim to recognize the key words and sentences to identify the main point in the reading passage,
- ❖ to provide the untitled reading passage with a suitable title,
- ❖ to look for the main information
- ❖ to find the answers of the following questions;

- What is the main idea of the passage?
- What is the main purpose of the passage?
- What is the main point the author makes in the passage?
- What does the passage mainly discuss?
- What is the topic of the passage?
- The passage primarily discusses -----
- The passage deals mainly with -----
- With what topic is paragraph -----mainly concerned?

A sample of the skimming activity can be seen below;

Students are asked to skim the passage (see Appendix 1k) and choose the best answer to each question: (Gallagher 2000: 351).

- 1) What does the passage mainly discuss?
 - a) Why consumers prefer attractive packaging
 - b) What consumers look for when they buy a product
 - c) How packaging tricks customers
 - d) The role of packaging in selling products

- 2) What is the main point the author makes in the passage?
 - a) Customers are influenced by the packaging of products
 - b) Customers can not always recognize misleading packaging
 - c) Customers will buy their favorite brand despite its packaging
 - d) Package designers must know about human psychology

6.1.2. Scanning

Scanning is the skill of reading quickly to locate specific information. Unlike skimming, which is reading quickly to get a general idea of a passage, scanning is searching for details.

In this activity, students can be asked;

- b) open-ended questions
- c) multiple choice questions

A sample scanning activity is given;

After reading the passage (see Appendix 11), students are requested to choose the one best answer to each question (Gallagher 2000:365).

- 1) According to the passage, a rotating funnel cloud is defined as a tornado when it
 - a) develops in a cumulanimbus cloud
 - b) is observed by humans
 - c) touches the ground
 - d) causes dust and debris to begin whirling
- 2) During which stage is a tornado the most dangerous ?
 - a) formation stage
 - b) the mature stage
 - c) the shrinking stage
 - d) the rope stage
- 3) In its final stage, a tornado resembles
 - a) a dust whirl
 - b) a funnel
 - c) a rope
 - d) a vertical cloud
- 4) The passage discusses all of the following EXCEPT
 - a) how to recognize a tornado
 - b) the life cycle of a tornado
 - c) the appearance of a tornado
 - d) how to avoid a tornado

The teacher ends the activity.

Both skimming and scanning are important reading skills which are necessary effective and fast reading. Accordingly, skimming and scanning give rise to predicting, previewing and anticipation techniques which are summarized below:

6.1.2.1. Predicting

In predicting activity, teachers should want students to focus on the discourse construction and the functional ordering of the material so as to recognize the organizational skills in writing. Later, students become aware of such organization to make sense of what they are reading in interaction with the piece of writing. In sum, the foreign language students are required to predict what will happen next in the passage with the help of structural and cultural elements in the text (Sarıçoban 2001:72).

In the following activities, students can be asked;

- a) to make predictions and guesses in reading a text,
- b) to predict where the sentences should stop,
- c) to finish an incomplete passage

6.1.2.2. Previewing

Previewing is a very specific technique which involves using the table of contents, the appendix, the preface, the chapter and the paragraph headings in order to find out where the required information is likely to be (Grellet 1981:102).

In this activity, students can be asked (Sarıçoban 2001:72)

- 1) to make use of
 - a) titles,
 - b) tables, charts, etc.
 - c) the preface
 - d) the table of contents,
 - e) the information about the book and the author of the book on the back cover

6.1.2.3. Anticipation

The interrelationship between the reader and the text is an important factor in reading to get the message.

Students can be asked; (Sarıçoban 2001:73)

- 1) to think about the theme of the reading text,
- 2) to make use of
 - a) the pictures if given any
 - b) the title
 - c) the background knowledge to anticipate the content

- d) the key words and ideas

6.1.3. Reading for thorough comprehension

Reading for thorough comprehension is reading in order to understand the total message of the writer, both main points and supporting details. In this stage, students are supposed to paraphrase the author's ideas without critical evaluation of those ideas. This type of the reading is the primary goal of most reading classes. Unlike word-by-word approach, teachers should give importance to the overall meaning of the passage.

To achieve this, teachers should ask good questions to get the gist of the passage during a careful reading. They also encourage students to use skimming and scanning in their reading activities.

6.1.4. Critical reading

Critical reading requires students to go beyond "thorough comprehension". Students are also asked to react to the passage with the critical judgement. In order to build critical reading skills, teachers need to find texts which argue a point of view or which presume certain attitudes on the part of the students (Clarke 1994:144). Some of the critical reading questions are listed:

- For what purpose and for what reader is this intended?
- What knowledge and attitudes does the author presume of the readers?
- Are you convinced by the evidence presented by the author to support the claims made?
- Does a student's own experience support the conclusions reached by the author?
- Do you share the author's point of view?

Such questions give new insights to students. They also lead students to discuss in which they must use vocabulary and information from the text to support their ideas. In sum, critical reading skills demand a certain amount of class discussion.

6.2. Language Skills

Teachers should keep in mind that students' efficiency in using reading skills is directly dependent upon their overall language proficiency. In addition to presenting

exercises and activities such as those mentioned above, the teachers should also give attention to language problems caused by unknown vocabulary and structure. To help teachers and students, some of the word-attack and text-attack reading skills are outlined in this part of the study.

6.2.1. Word-Attack Skills

Written texts are one of the major sources through which language learners meet new vocabulary (Gairns 1986:115). In fact, they have the great advantage of contextualising new language items for students. However, some of the students tend to read texts expecting to read them thoroughly and to stop only when they have understood every word (Scrivener 1998:153). Although that is a good way of improving vocabulary and grammar, that is not the strategy which the experts offer.

In order to make students better readers, teachers should raise their awareness that it is not always essential to understand every word. Next, the students should acquire strategies for dealing with the lexical items which cause comprehension problems in reading process. Nuttall (1996: 69) divides these strategies into three groups. These are the interpretation of structural clues (both syntactical and morphological), inference from context and the use of the dictionary.

6.2.1.1. Structural clues

One of the most useful word-attack skills is the ability to use structural information to find the meaning of a word. Some of the clues caused by the grammatical function of the word (its place in the sentence) which will be explained below:

Students should be taught a number of contextual clues to determine the meaning of an unfamiliar word. These are;

Type of word

When a student encounters with an unknown word in a text, he should ask "Is the word used as a noun, verb, adjective, adverb, etc.?"

- Nouns are often preceded by articles such as "a", "an", or "the"
- Nouns may be preceded by adjectives like "big", "three" or "green"
- Nouns are often found at the beginning of a sentence or after prepositions such as "to", "at", "through", and "during".

- Verbs often end in “-ed” or “-ing”
- Verbs are often found in the middle of a sentence
- Adjectives modify nouns and are usually found in front of nouns
- Adjectives often end in “-able”, “-ous”, “-er”, and “-est”
- Adverbs modify verbs and are often found in front of or after verbs
- Adverbs often end in “-ly”

Surrounding words

Students should also know that other words in the sentence may provide clues to the meaning of a word:

- The noun(s) in a sentence may provide a clue(s) to the meaning of the verb. For example, “the psychic used the crystal ball for **divining** the future”.
- The verb(s) in a sentence may provide a clue(s) to the meaning of a noun. For example, “the children swam in the clear blue **lagoon**”.
- Nouns and verbs may provide clues to the meaning of another word in a sentence. For example, “Just in recorded his travel plans in his **itinerary**.”

Verb tense

Students should give importance to the tenses.

- A past tense verb refers to events that have already occurred in the story or in history.
- A future-tense verb refers to events that have not yet occurred or will occur in the future.

Singular and plural

Does the word refer to one or more than one?

Example of using context clues

The example sentences are taken from The Odyssey by Homer in [www.muskingum.edu/~cal/ database/reading Comprehension.htm](http://www.muskingum.edu/~cal/database/reading%20Comprehension.htm).

1. “He was seated, and the dead were around him in the house of Hades with its wide **portals**, some were seated and some were standing, as each asked the judge for his decision”.
 - the word is used as a noun
 - the thing is found in a house

- The word is plural, so there is more than one of them in a house
- Portals could be walls, windows, or doors
- Walls are usually not described as being “wide” so portals are probably windows or doors
- The dictionary definition of portal is a doorway, gate, or entranceway

2. “Zeus alone is to blame and no one else, because he hated the Danaan host so **vehemently**, and brought fate upon you”.

-the word is used as an adverb

-the word modifies the verb “hate”

-the word “hate” implies strong emotion, as opposed to a word like “dislike” or “disdain”

-vehemently may mean strongly or vigorously

-the dictionary definition of vehemently is forcefulness of expression, strength and vigor

3. “Do not depraize death to me, Odysseus. I would rather be plowman to a **yeoman** farmer on a small holding than lord Paramount in the kingdom of the dead”

- the word is used as an adjective

- the word describes the noun “farmer”

- the farmer has a “small holding” of land or a small farm

- the word may mean that the farmer works on his / her own

- the dictionary definition of yeoman is independent

The second part of the structural clues are found in the morphology of the word (its internal structure). The morphology or internal structure of a word may offer valuable clues to its meaning. This means that an effective approach to understanding unfamiliar words is to decipher them part by part.

To decipher unknown words, students should become familiar with common prefixes, suffixes and root words which are shown in the following tables;

Common prefixes

PREFIX	MEANING	EXAMPLE
ab-	away from	absent
ad-	to, toward	advise, advance
anti-	Opposed to	anticrime
contra-		contradict
auto-	self	autonomy
bene-	good	benevolent
com-	together	combine
con-		converge
de-	from, away	decline
dis-	negation, opposite	disadvantage
ex-	out of	exchange
inter-	between	interstate
mono-	one	monopoly

Common root words

ROOT WORD	MEANING	EXAMPLE
act	do, move	active
close	close, end	foreclose
dict	to speak	contradiction
grad	to step	graduation
man	hand	manual
phon	sound	microphone
port	carry	portage
quest	ask	question
script	write	Description

Common suffixes

SUFFIX	MEANING	EXAMPLE
Able	Capable of	Manageable
Al	Relating to	Rational
Ation	Process of	Maturation
Ative	Nature	Formative
Ence	Condition	Confidence
Ful	Full of	Beautiful
Ic	Pertaining to	Prolific
Ism	Practice	Socialism
Ist	One who does	Scientist
Less	Without	Homeless
Ology	Study of	biology

Figure 15. Common prefixes, root words and suffixes ([www. muskingum.edu/-cal/database/Readingcomp.htm](http://www.muskingum.edu/-cal/database/Readingcomp.htm))

Knowing the meanings of these word elements can be helpful in deciphering the meanings of unfamiliar words. As these ones are important, teachers should provide adequate practice for proficiency and familiarity. It is advantageous for students to become familiar with this strategy because it is effective when a student encounters an unfamiliar word. In sum, deciphering unfamiliar terms by considering word elements can be summarized below;

1. Identify the unknown word
2. Break the word into smaller parts. Look for a familiar prefix, a suffix and a root word.
3. Use the word parts to predict the meaning of the word

The example application of the items above;

The recurrent economic crises of past times were totally unnecessary and are not now permitted to happen, but other and equally large dislocations can and do happen without having political results, because there is no way in which discontent can become articulate.

Recurrent

- ✓ Students should try to understand the overall meaning of the sentence to guess the meaning of unknown word. It indicates that recurrent describes economic crises or disasters.
- ✓ Students should isolate the prefix. In word the prefix is “-re” which means again or back.
- ✓ This word has no suffix.
- ✓ The root of the word is “current”. Students should know the meaning of the root word. “Current” means happening now or flowing.
- ✓ If the student do not guess the meaning of word, he can look up the dictionary.

The dictionary meaning of recurrent: Occuring repeatedly or returning regularly

6.2.1.2 Inference from context

Guessing vocabulary from context is perhaps the most important of the word-attack skills. Students should be aware of the number of language clues clarified above. However, if the context does not have enough clues, it is hard to infer the text. That is why, the teacher should use the texts which have enough clues to get the meaning of unknown words.

As already indicated, in order to interpret the unfamiliar words, students need to make use of context. In fact, students have the skill of inferring meaning in their first language. Nevertheless, it may sometimes hard to transfer this skill into second language. Although good readers do not need this skill as they have sufficient vocabulary knowledge, poor readers should know how to infer the text with the help of clues.

To help students, teachers are suggested to do the following activities;

First of all, students can be requested to complete a sentence such as;

In order to repair the car, I shall need _____ .

Here students can witness that the answers will be limitless. However, this brainstorming helps them recognize different options. They can later use this recognition when they try to work out the meaning of a word from its context.

This kind of activity requires us to make use of schemata. Carrell (1987:242) also suggests that schema theory has shed light on the complex nature of the interrelationship between context and vocabulary knowledge. For instance, consider the following examples of the verb "kick".

The punter kicked the ball.

The baby kicked the ball.

The golfer kicked the ball.

Students will construct different images for words, and the act of kicking is different in each of the sentences. This means that if students do not have the background experiences related to kicking, then the comprehension will fail. Knowledge of individual word meaning is strongly associated with conceptual knowledge. In that case, teachers should draw attention to teach background knowledge (schemata) which can be tightly related to vocabulary and reading.

Another activity can be exemplified like this;

The teacher should supply one or more texts in which a repeated key word is replaced by a nonsense word. In this activity, students are asked to choose the best real word to replace the nonsense word. For example;

T: Read the text and decide what the word **flet** means. Choose the best answer:

Flet means:

- (a) Shadow
- (b) Reflection
- (c) Colour
- (d) Spectrum
- (e) Rainbow

“Flets are solar spectra formed as sunlight passes through drops of water. Flets may be seen when a hose is adjusted to a fine spray. The drops act like prisms, refracting sunlight to produce the spectrum. A single, or primary, flet has red on the outside, violet inside. Its arc, 40 degrees in radius, is always on a line with the observer and the sun.” (Nuttall 1996:74).

(Answer: e)

In this activity, students are requested to infer the meaning of unknown word from the passage by using the text clues as well as their background knowledge (schemata) about the topic. As it is seen, activating schema can be regarded as the most important teachers’ task in a reading classroom for the betterment of students’ reading and vocabulary comprehension.

6.2.1.3. Using a dictionary

If all clues and activities do not solve the vocabulary problem, the dictionary can be used. However, students should be taught how to use it effectively. To do this, practice in scanning for words, and in the use of syntactic and semantic clues to select the proper definition for a given context should be provided. Teachers should also make use of the dictionary in reading class.

In sum, it is up to the teacher to determine how much vocabulary should take place in a reading class. In addition to this, teachers have the responsibility to provide contexts in which words can be introduced and reinforced. Unfamiliar words should be presented with a clear context through different word-attack skills.

A sample plan of vocabulary is given below;

6.2.1.4. A sample lesson plan

Course: Vocabulary

Topic: Advertising

Duration: 15 minutes

Level: Advanced

Materials: Selected reading passage (Gallagher 2000:105), board, board marker, picture

Goals: Students are to learn and use the new vocabulary items introduced in the course

Objectives: By the end of the lesson, the students will be able to use the new items in their sentences actively.

Activities

Warm-Up activities: The teacher should introduce the new vocabulary items through eight steps.

Activity Part: While reading the passage, the learners are asked to pay attention to the underlined words so that they can predict what they might mean later in the text.

(Sarçoban 2001:32)

Post reading part: The teacher wants the learners to predict the meanings of underlined words which are already implied in the passage. Next, the students make sentences using the new items.

1) Motivation:

In this part, the new vocabulary items will be introduced through six steps:

- ✓ **LEAD-IN:** (Providing a context) The teacher should ask students a question to provide a context for the new word.
- ✓ **REPETITION & PRONUNCIATION:** The teacher repeats the word in isolation for several times. Later, the students repeat the new word (whole class, group, individual)
- ✓ **CONVEYING THE LEXICAL MEANING OF THE WORD:** See the step for the word "triumph" below.
- ✓ **WRITING THE WORD ON THE BOARD:** e.g. triumph (noun)
- ✓ **MODEL SENTENCE:** The teacher writes a model sentence on the board.
- ✓ **VERIFICATION AND USE:** The teacher asks some questions and often uses the new word in his questions. The students do not have to use the new item in their answers.

A) The first item to be introduced is “triumph”.

The teacher shows the students two pictures. The first one is the picture of Galatasaray after the match which they have won the championship of Turkish football league. The other one is about a tennis player who has a big success in a tennis tournament (picture of Andrea Agassi).

The teacher asks the following questions after showing the picture;

- a) What do you think about the football players in the picture?
- b) Can you guess the feeling of Andrea Agassi after this tennis tournament?
- c) What sort of relation is there between the feelings of these people and the action of what they are doing? Is there a relationship between the effort you spent for doing something and the result that you got?

Then, the teacher starts drawing students' attention to the new word he is going to teach.

Teacher: Andrea Agassi played so well. Accordingly, his winning the tennis tournament was a **triumph** for him.

Teacher: Triumph / traɪ mɪ / is repeated three times by the teacher (pronunciation)

Teacher: Please repeat after me “triumph” (class, groups, individuals)
(Repetition)

Teacher: Someone who has great success and victory on his job should be celebrated for his triumph. (Conveying the meaning of the word)

Teacher: Triumph (n) (Writing on the board)

Teacher: Jennifer Lopez's CDs are sold all over the world. So, her new CD is an absolute triumph.

Or, some of the leaders held a party to celebrate their election triumph (Model sentence)

Teacher: Have you ever experienced the feeling of triumph from something?

Ayşe _____

Student: Yes, my passing the university entrance exam has been a triumph of my life.

Teacher: Have you seen a film star whose films are absolute triumph?

Ali _____

Student: Yes, I have seen Hulya Avsar in the premiere of “Yesil Isik” .

B) The second word to be introduced is “to strive”

To introduce the new word, the teacher starts off with;

Teacher: Michael Jackson is one of the most famous singer of the world because he strives to improve his talents from his childhood.

Here the teacher shows a picture of Michael Jackson’s concert which is full of audiences. Then, the teacher moves on the next stage, pronunciation. To do this, he asks students to listen to him very carefully for the correct pronunciation of this new item. He pronounces the new item at a normal speed three times.

Teacher: Strive / straiv /. It is repeated three times by the teacher.

(Pronunciation)

Teacher: Repeat after me please “strive”

(Class, group, individuals) (Repetition)

Teacher: To strive (v) (Writing on the board)

Teacher: I want you to strive for perfection in your studies (Conveying the meaning through a model sentence)

Teacher: Do you think that advertisements strive to take consumers’ attention?

Yes, Fatma———— (Verification)

Student: Yes, I think the ads strive to take our attention.

Teacher: How can you strive to improve your reading skill?

2) Activity part

The students are asked to read the passage (see Appendix 1m) and pay attention to the underlined words to be able to guess their meaning. The underlined words are: triumph, disparate and strive. As soon as the students grasped the meanings of the new words out of the context they are used, now it is time for them to generate sentences of their own.

The teacher can check if the students have grasped the meanings of the underlined words in the text by the following question type:

Teacher: What does “x” mean in paragraph?

3) Post activity part:

The learners are supposed to have predicted the meanings of the underlined words and been able to use them in meaningful situations.

After getting the answers, the teacher gives the full meanings of the words. Students are supposed to use the words in the following exercises;

- 1- Fill in the blanks
- 2- Matching
- 3- Finding opposites

At the end, the teacher summarizes what they have learnt in that lesson.

Triumph (n) : Great success, victory.

“The story of her triumph over cancer is very moving”.

Disparate (adj.): Different, unconnected.

“He had no speech prepared, so he only made disparate remarks”.

Strive (v): To work hard for something.

“He strove for recognition as an artist”.

6.3. Text-Attack skills

There are also important text-attack skills and clues for students' reading comprehension as well as word-attack skills. They all aim to take advantage of the contextual clues in different ways which are explained below.

It is a surprising fact that syntax plays a key role in a reading class. While students are reading, they may have problems caused by structure. If most of the students have the same obstacle in reading process, the teacher can retrain students about the grammar, structure or syntactic elements. To achieve this, teachers should provide grammar exercises from reading texts to analyze the syntactic and grammatical problems during reading. In sum, it is important to emphasize grammar for improving reading skills (Clarke 1994:147).

6.3.1. Learning lexical items

“While reading a passage, there are syntactic and semantic parameters of which teachers should make students aware” (Clarke 1994:145). These parameters help students to guess the meaning of unknown words. Thus, attention should be given by the examples;

Synonymy:

“The house stood at the end of a quiet neat street. The little dwelling, however, looked neglected and cheerless” (Nuttall 1996:91).

Here, “house” and “dwelling” refer to the same building. If students do not understand this meaning, they cannot realize that “little”, “neglected” and “cheerless” all describe the house.

Hyponymy:

Example: The boy heard his mother calling: the poor woman was crying with pain.

Here, the asymmetrical relationship (a mother is necessarily a woman, but a woman is not necessarily a mother) often gives trouble to students while reading.

Metaphor:

Example: Light dawned; for the first time, he felt he understood what it was all about.

Students should understand that it has the same referent. Here, “light dawned” and “understood” refer to the same experience.

Antonym:

Example: While the aunt loved Marty deeply, she absolutely despised his twin brother smarty.

Here, students can easily guess the meaning of “despise” easily.

6.3.2. Understanding discourse markers

It is well-known that there are discourse markers in sentences. These markers help students understand the meaning of a difficult text. They often show the relationship the writer intends between two parts of the text. In sum, if students know the meaning of them, they will comprehend easily.

These are;

a) Markers that show the sequence of events:

Markers in this group answer the question “when”?

Example: The guests arrived. Then, the party began.

Examples: Then, first, at once, next, the following day.

b) Markers that show organization :

The markers in this group explain what the writer is doing in a sentence by indicating its relationships with other parts of the discourse.

The examples of these markers are listed; (Nuttall 1996: 95)

Sequencing: first of all, next, at this point, in conclusion

Re-expressing: that is to say, or rather, to put it another way

Specifying: namely, that is to say

Referring: in this respect, as we said, apart from this

Resuming: to resume, to return to the previous point, getting back to the argument

Exemplifying: to illustrate this, thus, for example

Summarizing: to sum up, in short

Focusing: Let us consider

c)Markers that show the writer's point of view :

Examples: moreover, incidentally, similarly, however, as a matter of fact, in any case, therefore, in order to, if.

These markers show the relationships the writer perceives between the facts or ideas about which she writes.

This group can be sub-divided into three

1. Additive:

Examples: moreover, furthermore, incidentally, likewise, similarly

These markers refer to the further facts and ideas.

2. Adversative:

These markers refer to information that the writer sees as contrary to what has been said.

Examples: yet, though, however, nevertheless, actually, as a matter of fact, instead, on the contrary, on the other hand, at the same time, in any case.

3. Disjuncts:

The sentence adverbials are called disjuncts. They convey the writer's attitude.

There are two types of disjuncts.

A) The content disjuncts express *the writer's commitment*.

For instance: Certainly, obviously, doubtless, presumably, admittedly, rightly, surprisingly, fortunately, more importantly

She *obviously* cannot be expected to pay for it herself.

B) The style disjuncts comment on *the language used*.

For instance: Strictly speaking, briefly, generally, to be precise.

6.3.3. Text-based clues

As previously discussed, guessing the meanings of unfamiliar words from the context is important for students. In order to do this, students should pay attention to contextual clues as well as learning vocabulary that help them determine the unknown word in a

context. Some of the text-based context clues are summarized in the following table. (Öztürk 1994:461).

Text-based types	Text-based clues	Text-based examples
Punctuation	commas, parantheses () or brackets [] colons : dashes -	a) <u>Metrology</u> , the science of measurements, is based on precision. b) A very <u>prevalent</u> (widespread, common) attitude is one of caring only for oneself.
Definition	can be described as, means, is called can be defined as, is, was, are involves, refers to	a) <u>Fatigue</u> can be generally described as the tiredness and exhaustion that result from muscular work. b) <u>Segregation</u> refers to the setting apart of one group from another.
contrast	However, but, unlike, on the other hand, yet	a) Some actions are learnt, but other actions are <u>innate</u> b) While deserts are expanding, forests are <u>shrinking</u> .
Comparison	Similarly, both, likewise, just as	She was late, and I <u>similarly</u> was <u>delayed</u> .
Example, particularization	such as, such, like, for example	In the markets basic <u>commodities</u> such as meat, sugar and cooking oil are often unobtainable.
Synonyms and antonyms	To repeat one small job hour after hour is both <u>tedious</u> and boring. The job becomes tiring and interesting.	
Reformulation and explanation	in other words, that is	Most human beings are <u>omnivores</u> ; that is, they eat both animal and plant material, while others are <u>carnivores</u> , eating only animal flesh.

Figure 16 : Text- based context clues (Öztürk 1994:461)

In summary, students should learn all text-attack skills and clues so as to overcome problems caused by vocabulary and grammar.

6.4. Concluding remarks

In this chapter, reading skills are clarified as well as word-attack and text-attack skills. It is advisable to learn them and use while reading a passage. Teachers, therefore, should pay attention to all reading skills to help students be a good reader. To achieve this, teachers should provide various activities containing each of these skills with different texts in a reading classroom.



CHAPTER 7

METHOD

This study examined what strategies good readers employ in pre-, during-, and post reading stages of instruction in classroom language learning. It was also conducted to determine the difference in the strategy use by both good and poor readers at advanced level. To do this, an inventory on reading strategies was developed as identified below and administered to the prep students of ELT at Atatürk University. To get information about the case, the following students were consulted.

7. 1. Subjects

The subjects of this study consisted of 123 preparatory students for language studies in English at Atatürk University during 2001-2002 academic year. They were given a placement test prior to their preparatory language studies by the department and took a one-year intensive English language instruction.

7. 2. Research Questions

In this study answers to the following questions were sought.

1. What strategies do good ELT readers mostly employ through;
 - a. pre-reading stage
 - b. during-reading stage
 - c. post- reading stage
2. What strategies do good readers differ from poor readers through;
 - a. pre-reading stage
 - b. during-reading stage
 - c. post-reading stage

7. 3. Instrument

To determine the sort of reading strategies of both good and poor readers at proficiency level, a reading strategy inventory (see Appendix 2) adopted from Varaprasad (1997: 24) and designed by the researcher was administered to those subjects. The inventory included strategy types for the three reading stages during instruction.

1. Pre-reading stage (Sarıçoban 2001:43)

- a. Predicting/guessing
- b. Commenting on the illustrations
- c. Teaching new vocabulary
- d. Setting the scene

2. During-reading stage

This stage consists of such issues as;

- a. *Annotating*: This part focuses on content and language of the text. To do this, students are asked if they use the strategy of underlining, questioning and organizing information to understand the text.
- b. *Analyzing*: It includes analyzing arguments in the text, analyzing characters, the setting, the focusing on the use of words and other aspects of language use such as connectors, etc.

3. Post-reading stage

In this stage students are asked if they use such strategies as;

- a. summarizing
- b. evaluating
- c. synthesizing
- d. commenting, and
- e. reflecting

7. 4. Procedures

Students were given a final (achievement) test which consisted of grammar, writing, vocabulary and reading. The reading section of the achievement test was used to determine the good and poor readers. This section was graded 30 over 100. According to the requirement of the department, the students who got 70 and over were considered good readers and the others between 0 and 60 were considered poor readers.

CHAPTER 8

DATA ANALYSIS AND DISCUSSIONS

The data were analysed through a percentage study to determine the differences in terms of strategies employed by these two different readers. To clarify the issue the following figure was prepared (Figure 17). Other figures were used to comment on the strategy use.

The students were given a strategy inventory in which they were asked to respond on pre-, during- and post reading strategies. As a result of the answers given by the two groups, the students differed in (Figure 17).

STUDENTS			Mean	Std. Deviation	Std. Error Mean
S1	Poor	29	,8621	,35093	,06517
	Good	32	,7813	,42001	,07425
S2	Poor	29	,2759	,45486	,08447
	Good	32	,3750	,49187	,08695
S3	Poor	29	,4138	,50123	,09308
	Good	32	,6250	,49187	,08695
S4	Poor	29	,5862	,50123	,09308
	Good	32	,8438	,36890	,06521
S5	Poor	29	,4138	,50123	,09308
	Good	32	,2813	,45680	,08075
S6	Poor	29	,3448	,48373	,08983
	Good	32	,4688	,50701	,08963
S7	Poor	29	,9310	,25788	,04789
	Good	32	,8750	,33601	,05940
S8	Poor	29	,6207	,49380	,09170
	Good	32	,6875	,47093	,08325
S9	Poor	29	,7586	,43549	,08087
	Good	32	,6250	,49187	,08695
S10	Poor	29	,8621	,35093	,06517
	Good	32	,9375	,24593	,04348
S11	Poor	29	,7586	,43549	,08087
	Good	32	,6250	,49187	,08695
S12	Poor	29	,5517	,50612	,09398
	Good	32	,6250	,49187	,08695
S13	Poor	29	,8966	,30993	,05755
	Good	32	,8438	,36890	,06521
S14	Poor	29	,6552	,48373	,08983
	Good	32	,7500	,43994	,07777
S15	Poor	29	,7241	,45486	,08447
	Good	32	,6563	,48256	,08531

S16	Poor	29	,5862	,50123	,09308
	Good	32	,2813	,45680	,08075
S17	Poor	29	,4828	,50855	,09443
	Good	32	,8125	,39656	,07010
S18	Poor	29	,3103	,47082	,08743
	Good	32	,5313	,50701	,08963
S19	Poor	29	,8276	,38443	,07139
	Good	32	,6875	,47093	,08325
S20	Poor	29	,5862	,50123	,09308
	Good	32	,5313	,50701	,08963
S21	Poor	29	,7931	,41225	,07655
	Good	32	,7188	,45680	,08075
S22	Poor	29	,8966	,30993	,05755
	Good	32	,8750	,33601	,05940
S23	Poor	29	,7586	,43549	,08087
	Good	32	,8125	,39656	,07010
S24	Poor	29	,5172	,50855	,09443
	Good	32	,4688	,50701	,08963
S25	Poor	29	,4483	,50612	,09398
	Good	32	,5938	,49899	,08821
S26	Poor	29	,4483	,50612	,09398
	Good	32	,5313	,50701	,08963
S27	Poor	29	,4483	,50612	,09398
	Good	32	,6875	,47093	,08325
S28	Poor	29	,5862	,50123	,09308
	Good	32	,6250	,49187	,08695
S29	Poor	29	,4483	,50612	,09398
	Good	32	,5938	,49899	,08821
S30	Poor	29	,6207	,49380	,09170
	Good	32	,6875	,47093	,08325
S31	Poor	29	,6897	,47082	,08743
	Good	32	,6250	,49187	,08695
S32	Poor	29	,4828	,50855	,09443
	Good	32	,6875	,47093	,08325
S33	Poor	29	,6897	,47082	,08743
	Good	32	,6875	,47093	,08325
S34	Poor	29	,5172	,50855	,09443
	Good	32	,7813	,42001	,07425
S35	Poor	29	,6552	,48373	,08983
	Good	32	,7188	,45680	,08075
S36	Poor	29	,6552	,48373	,08983
	Good	32	,6875	,47093	,08325
S37	Poor	29	,6552	,48373	,08983
	Good	32	,7188	,45680	,08075
S38	Poor	29	,6207	,49380	,09170
	Good	32	,7813	,42001	,07425
S39	Poor	29	,4483	,50612	,09398
	Good	32	,7188	,45680	,08075

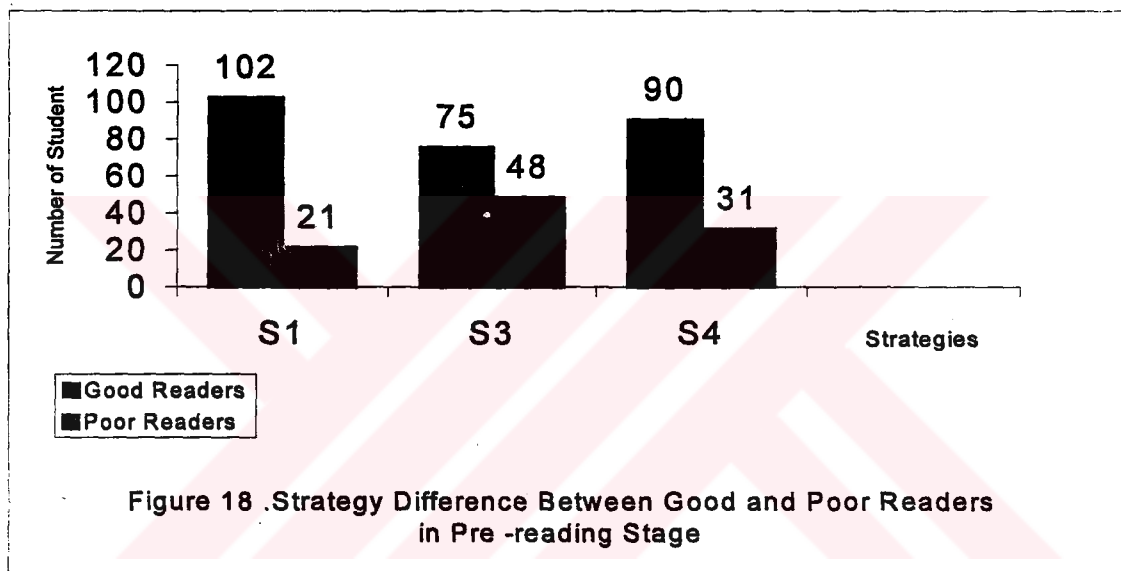
* s: Strategy

n1: 29 (The number of poor readers)

n2: 32 (The number of good readers)

Figure. 17 Readers Strategies

1. Pre-reading stage: The poor and good readers differ in the following three strategies. These are;
 - a. find answers to given questions based on the text (S1: good readers 83%, poor readers 17%),
 - b. predict the continuing text (S3: good readers 61%, poor readers 39%),
 - c. the reason the author is writing about the topic (S4: good readers 73%, poor readers 27%)

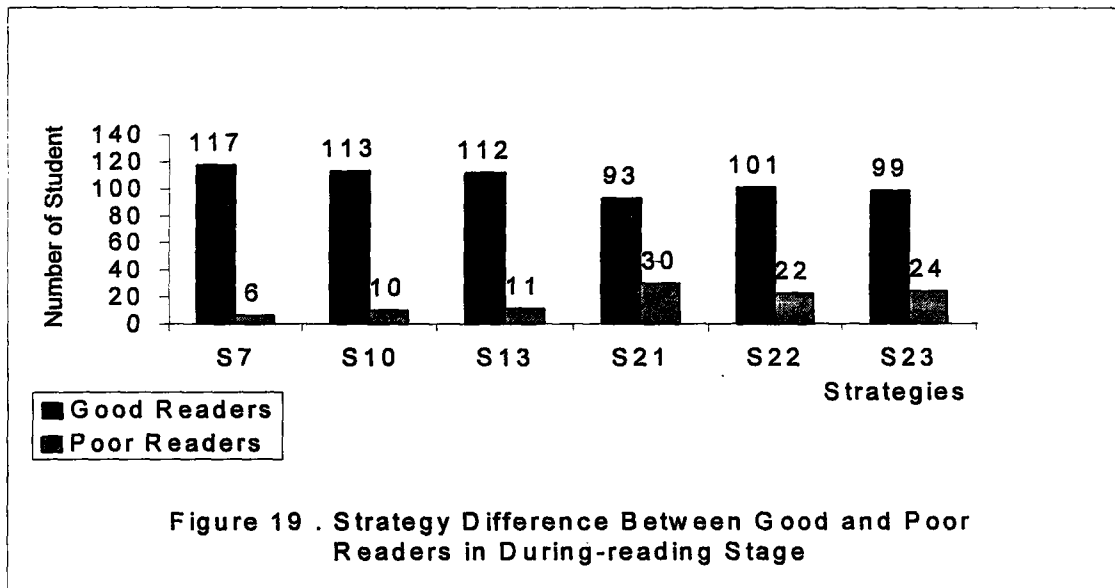


As seen in Figure 18, finding answers to given questions based on the text, predicting and figuring out the author's aim in the reading material contribute to the overall understanding of the text. These strategies are the most preferable ones employed by good readers, which means that what students already know is a major determinant of what they will learn. Therefore, it is crucial to help students recall previously learned subject matter or general information from personal experience that relates to a new reading text and that leads to comprehending.

Another suprising result in this stage is that poor readers are not able to brainstorm ideas about the meaning of the title or an illustration and discuss what they know. As the poor readers do not use the pre-reading strategies effectively, they do not make connections on their own which causes them lack of guessing the continuing text, answering the questions and catching on the author's reason to write the text. There is no doubt that poor readers should be spent time on encouraging to use their background knowledge and should be highlighted the cultural or unknown concepts inherent in the reading text by foreign language teachers.

2. During- reading stage: The difference in some of the strategies during this stage are as follows:

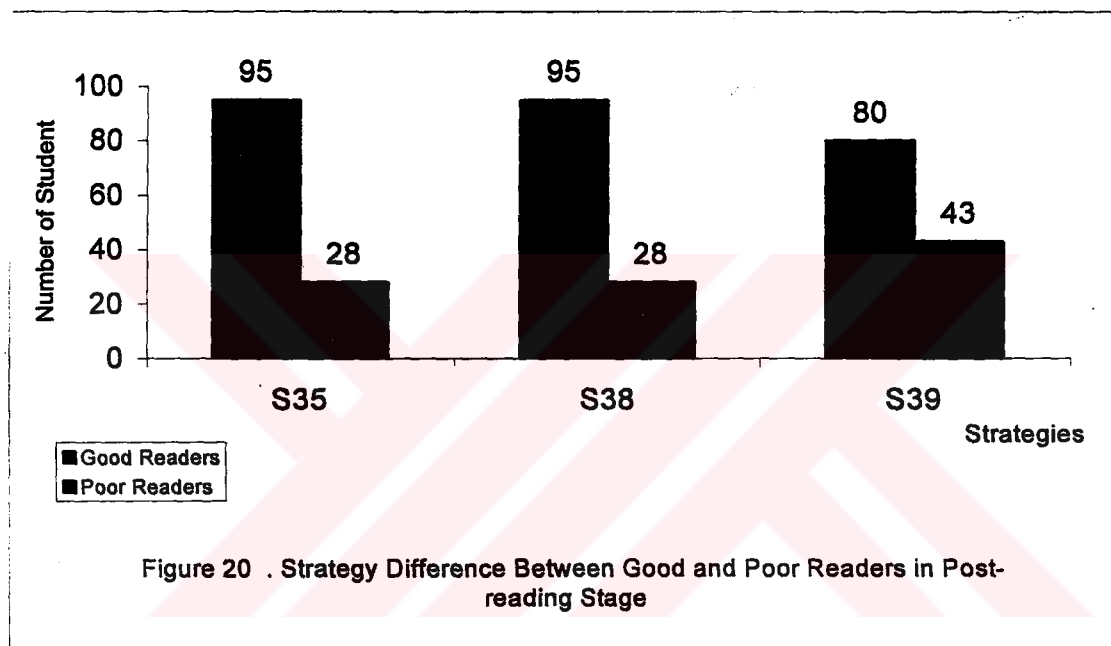
- a. read through the passage and *underline* difficult words and phrases, while getting a general idea of the whole passage. Next, I try to figure out the meanings of these words and phrases from context, and if necessary, look them up in a dictionary or another relevant book, encyclopedia, etc.
(S7: good readers 95%, poor readers 5%)
- b. what point the writer is attempting to establish
(S10: good readers 92%, poor readers 8%)
- c. what reasons or evidence the writer gives for this claim
(S13: good readers 91%, poor readers 9%)
- d. repeated descriptions (S21: good readers 76%, poor readers 24%)
- e. consistent ways of characterising people or events
(S22: good readers 82%, poor readers 18%)
- f. repeated words and phrases, examples or illustrations
(S23: good readers 80%, poor readers 20 %)



As observed in figure 19, there are different strategy use by good and poor readers in during reading stage. It is clear that good readers try to read and react to content and language of the text by annotating and analysing. As efficient readers focus on certain kinds of descriptions, words, phrases, examples and illustrations, they understand the purpose and the message conveyed by author. By employing these strategies, good readers find ways to interpret the message and characterize people and events in the written text. When getting the meaning of text, good readers have no obstacle to guess the meaning of unknown words and expressions.

On the other hand, less able readers do not utilize the structural cues, often found in text purposefully. According to figure 19, poor readers have also difficulty in figuring out the meaning of new words as they do not employ underlining, questioning and outlining to analyze the written text. They usually misunderstand or misinterpret the clues to grasp the message. Moreover, this suprising result may indicate that words are not enough alone to be a strategic reader. Readers should also employ the strategy of arguments and others to decode the encoded message.

3. Post-reading stage: During post reading stage the two groups seem to differ only in three strategy uses:
- summarizing (S35: good readers 77%, poor readers 23%)
 - commenting (S38: good readers 77%, poor readers 23%)
 - reflecting (S39: good readers 65%, poor readers 45%)



As seen in figure 20, good readers usually summarize, employ reflecting and try to comment on the encoded message by the author to extend their understanding the text as a whole. Therefore, it can be said that the strategies such as summarizing, reflecting and commenting play a key role in developing one's interpretation and understanding a written text. These strategies also contribute to the integration of the skills in a coherent manner so that the reading session is not simply isolated.

CHAPTER 9

CONCLUSION AND PEDAGOGICAL IMPLICATIONS

Reading must be defined as a process of building meaning (Anderson 1985:637). In other words, reading is an active, participatory process in which readers make use of what they already know, are sensitive to the variety of contexts that affect meaning, and think about and think through the author's ideas (Matthews 1993:500). That is why, the three phase approach reading strategies (pre-, during-, post reading) are used to improve reading comprehension as well as efficiency in reading. By using these strategies, students will be good and mature readers. Furthermore, those strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the texts.

It is another fact that affective teaching of reading depends on a teacher who is enthusiastic about reading. Additionally, teachers are sources of ideas for developing reading strategies. To do this, teachers should prepare students to reach a deeper level of understanding in reading process. They should help students read and understand the texts easily by the help of the strategies in three phase approach in reading. Learning the three phase approach, therefore, gains importance in reading skill.

It can be added that it is the teachers' task to teach students how to use strategies, approaches, and techniques in their exact place in reading classroom. Then, students meet their needs and goals by using strategies in pre, during and post reading. It is also clear that there are superficial differences in comprehending a text in pre-, during-, post- reading of good and poor students. As a result, students with good versus poor reading skills demonstrate distinct cognitive behaviors in the three phase of reading process.

In conclusion as the foreign language teachers have responsibility for students, some recommendations will be made on teaching reading through the three phase approach. To do this, each phase will be handled separately.

Pre-reading Stage

It is an undeniable fact that the pre-reading phase has various goals and advantages for both teachers and learners. It is good for teachers as a guide. If teachers know what to do at the beginning of a reading lesson, they can easily handle the lesson and students. As for students,

they can be mature readers if the techniques, key points and rationale of this phase are taught perfectly.

This strategy also helps students develop a purpose for reading as a part of the pre-reading phase of the reading process. In developing and using of initiating question, teachers have the power to overcome the three most common complaints of poor readers. These are boredom, the inability to concentrate, and the failure to recall what was just read. If the students use the right kind of question, they create their own interest in the what is being read. If they try to select question, they force themselves to concentrate. Finally, if students classify information in the attempt to answer their question, they will be using the principle of association to acquire new information and will be able to remember the information for a much longer period of time (Simpson 1991:166).

Additionally, students should also be guided to find answers to given questions based on the text, to give their personal opinion about the topic and predict the continuing text by their teachers (Varaprasad 1997:24). Some of the useful questions that the teacher can ask are: what knowledge, ideas or opinions might be learners already have on the text topic, and how can this knowledge be drawn out and used? Why should anyone want to use this text, and can the same, or similar reasons be generated in the learners?

As a result, the techniques in pre-reading stage should be used by both teachers and students in a reading classroom which are listed;

- Visuals (e.g. diagrams, maps, photographs) drawing up of lists, or the setting or answering of questions (oral or written) may all play a part the pre-reading (Gebhard 1993:56).
- In the contextualization step, learners are provided with information about the situation and the nature of the text (e.g a travel brochure). This gives learners a context from which they can relate to past experiences they have encountered with this type of text.
- In anticipation step, students identify what they might expect to find in this type of text. In this technique, the students guess based on past experience.
- Rather than explain every possible unknown word and the structure in the text, the teachers should ensure that the learners would be able to tackle the text task without being totally frustrated with language difficulties.

- Discussions can be used to activate what students know and enhance their knowledge of the subject.
- Another activity to involve poor readers to work with good readers for their improvement can be to compose mixed groups to complete diagrams or maps, making lists, and taking notes to develop their reading comprehension (Sarıçoban 2002:43). This may lead further individual effective reading habits.

During-reading Stage

The second stage of the reading process is called during reading. During reading exercises help students develop reading strategies, improve their control of the second language and decode problematic text passages (Barnett 1989:102). In this stage, texts are brought into the classroom or are reproduced in a textbook. These texts are then used for various forms of analyses such as asking students to provide answers to multiple choice questions, true or false statements or particular questions. Shortly, this phase gives attention to the text, rather than the learner's ideas prior to reading.

This stage also requires the teacher's guidance to ensure that students assume an active questioning approach to the material (Celce-Murcia 1991:203). The simplest technique for this purpose is to provide the students questions to direct their attention to the major ideas to the text. Moreover, there are questions that the teacher can ask himself as a guide to during-reading work listed as;

- What is the function of this text?
- How is the text organized or developed?
- What content or information is to be extracted from the text?
- What language may be learned from the text?
- What may the reader infer or deduce from the text?
- What reading styles may be practiced? (Sarıçoban 2001:43)

Teachers should select or devise appropriate exercises according to the answers of these questions.

The other useful techniques used in during-reading are considered as annotating and analyzing. The technique of annotating is essential to reading because it focuses the reader's attention on the content and language of the text. There are three effective ways

of annotating called as underlining, questioning and outlining. After the students understand the writer's ideas by outlining, the students next should be guided to analyze arguments and language. As a result, during reading stage should begin with a general understanding of the text, and then move to smaller units such as words, sentences or paragraphs.

Post-reading Stage

Stage three of the reading process is called post-reading. During this stage, teachers give students ways to express their ideas of what they have read. Like pre and during reading stages, post reading stage has also advantages and aims which are given in previous chapters. Additionally, a lot of different techniques and strategies are applied to help students in reading comprehension. The aim of these techniques and strategies is to extend the understanding obtained from texts at the pre and during reading stages into writing tasks, such as summarising, evaluating, synthesizing, commenting and reflecting.

Teachers may get the idea in post reading work by asking themselves the following questions:

- Do the learners know of a similar situation to that presented in the text?
- Does the text present a situation that calls for recommendations?
- Does the text present a situation that invites completion? (Sarıçoban 2001: 44)

Depending on the answers to these questions, the teacher can decide what to do.

Obviously, the three-phase approach cannot be applied mechanically on every occasion. The teacher may curtail one or more of the stages if it is not necessary. For example, if the students know a lot about the text, it may not be necessary to spend much time on pre-reading stage. Shortly, the advantage of the three phase approach is:

First, it motivates students by making use of their background knowledge.

Secondly, it combines reading skill with other skills such as writing, speaking and listening in a coherent manner (Sarıçoban 200: 68).

Thirdly, it embodies students' mind to be a good and strategic learner by the help of critical thinking.

In conclusion, the primary responsibilities of teachers are to train students to determine their own goals and strategies and how to utilize all these reading strategies according to their levels, interests and needs. If the students know what they are doing and the benefits,

they are going to enhance their efficiency of reading comprehension to become independent which is the aim of the foreign language teachers in a reading environment.



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APPENDIX 1a**Paying to Learn: Is It Snobbery?**

The British social system is probably the most snobbish in the world but that does not necessarily mean – since it is perfectly natural for parents to wish to give their children the same or a better education than they themselves received – that those who choose to educate their children privately are all snobs. Thus, many upper class families who were forced to send their children to boarding schools at the height of the British Empire because they were often out of the country for years, naturally wish to continue the tradition, although nowadays it involves great financial sacrifices. Even today many pupils in boarding schools are still opting out of what may be the best state education system in the world. Some of these are obviously doing this for snobbish reasons – believing that to have been educated privately is to be socially ‘one-up’ and that children thus educated, whatever their ability, will have an advantage over their state educated contemporaries. The less said about this type of parent the better. Fortunately, most parents who choose private education have very good reasons for doing so.

A good start to a child's education is vital and, since the war, classes in many primary schools have been very large so that nervous children or those of average or below average ability could easily get lost in the crowd and miss out on education altogether. This explains the popularity of the small private preparatory school in which a child has more individual attention and help with particular difficulties. Some children of very good ability certainly do not *need* to be educated privately: my own children have all been educated in the state system and have all gone on to higher education.

However, this is a free country and parents who wish to pay for education are perfectly entitled to do so – they could spend their money much less wisely. There are, nonetheless, two great dangers in having a private system running alongside the state system. One is the development of a privileged class, with the result that people get the top jobs not on the basis of ability but of who they are and where they went to school. If this country is to survive, we must educate our best brains to the highest possible standard – irrespective of their social and financial standing. The other is that we shall need a highly skilled and adaptable workforce capable of dealing with the advanced technology of the future and this will require an efficient state system of education possessing all the necessary advanced equipment.

APPENDIX 1b

With unprecedented advances in medical technology, a debate has developed over whether or not a person on life support has the right to die. On one side of the debate are those who say that withdrawing a feeding tube or turning off a *respirator* gives doctors the power to take another's life. On the other side is the view that fundamentally personal decisions about whether to continue living in an irreversible coma should be left to an individual or a family. This debate over *euthanasia*, the painless death of persons suffering from a disease, involves conflicting *ethics*: moral, religious, and even political. As we advance toward the future, these ethics will involve the lives, deaths, and *destinies* of more and more people.

Possibly the most widely reported case in the euthanasia debate was the Nancy Cruzan case, which involved a thirty-two-year-old woman from Missouri who existed for many years in a "persistent *vegetative state*" after a car accident. Her parents lived with the *trauma* of their daughter's *coma* for years before deciding to do something. Although she had rested in a *serene* state in her hospital bed for seven years, they did not want her to continue treatment that would keep her in the state they knew Nancy would not want to be in. But when her parents *petitioned the court* to disconnect the feeding tube that was keeping their daughter alive, their request was ultimately denied. The lower-court ruling was later supported by the Supreme Court. Without "clear and convincing evidence" that Nancy Cruzan would have wanted her life-sustaining treatment to end, the Court held that the state is free to carry out its interest in "the protection and preservation of human life." Right-to-life activists have used the Court's decision to support their cause.

A less known case involved an eighty-eight-year-old woman from New York whose sister had obtained legal permission to remove her feeding tube, but that permission was later withdrawn. The woman's doctors had given the *prognosis* that the woman would remain in a hopeless state with no chance of recovery. However, before the feeding tube was removed, she improved and began talking and eating on her own. The doctors could not explain how the woman had *revived*, and defined her improvement as a *miracle*. Later, when the woman was asked what she would wish to have done in her case, she responded, "These are difficult decisions," and went back to sleep. The next day she said that she wanted to wait on a decision. Right-to-life activists have pointed to this case, too, to support their defense of whom they call "vulnerable people."

Right-to-die activists, in contrast, contend that decisions about treatment for the dying should belong to the patients and their families. Other court cases have, in fact, ruled in their favor. When Paul Brophy, a fire fighter, lapsed into a vegetative state, his wife managed to get hospital officials to remove his feeding tube, as he had stated that he would never want to live in a coma. Many people now write "living wills" stating their wish for euthanasia, in case they ever end up in a vegetative state. Patients who can make their wishes known are also being granted the right to end their lives. Larry McAfee, who was paralyzed from the neck down in a motorcycle accident, said that he did not want to exist in his present state. A judge ruled that he could *unhook* his respirator and die, supporting McAfee's belief that it was not prolonging his life but prolonging his death. In still another case, Dr. Jack Kevorkian assisted an Alzheimer's¹ patient in dying with his "suicide machine," a machine he had created to help terminally ill patients end their lives. The machine caused the woman to die of a *massive heart attack*. The court did not find the doctor guilty of murder, as the patient had clearly chosen and administered her own death. Many people, in fact, found the patient to be a courageous pioneer, as she had taken control of the circumstances of her own death before it was too late.

The debate over euthanasia will only become more complex as medical technology continues to grow and improve. There are those who contend that it will soon become just part of medical treatment, others who believe that its potential power of eliminating people will prevent it from becoming a solution for human suffering. Most people hope neither they nor their family members will ever have to confront this issue.

APPENDIX 1c

The United States is well known for the freedoms protected by its Constitution. The First Amendment, in particular, protects citizens' rights to free speech. Yet, in spite of this amendment, the U.S. has had its share of attempts to *cancel* material. This censorship represents a growing intolerance that many Americans have toward their own society. More and more people have expressed *outrage* over what is printed in books, depicted in paintings and photographs, written in songs, or demonstrated at political gatherings. Because of this outrage, many books have been censored from school libraries, art has been denied public funding, musicians have had concerts canceled, and political demonstrations have been limited. Probably the most *extreme* censorship proposal in the U.S. has been to amend the Constitution to prohibit the burning of the U.S. flag, an act *sometimes* practiced by those who want to protest against American policies.

A growing number of parents, lawyers, and religious leaders have felt the need to limit free expression. These advocates of censorship range from the politically conservative to the politically liberal. In the South, for example, many conservative communities, while fighting to include time in school for prayer, are fighting to ban particular children's books. In extreme cases, *righteous* religious leaders in those communities have given *sermons* claiming that American towns and cities will soon turn into *Sodom and Gomorrah* if literary standards are not imposed in the schools. In addition, some African American parents have rejected Mark Twain's *Huckleberry Finn* because of the book's use of "racist" language. Liberal feminists, too, have called for bans on published material containing pornography.

Censorship proposals are not only common in the world of books, but also in the worlds of art and music. Robert Mapplethorpe, for example, drew public attention when people discovered that his work, which had been funded by the NEA (National Endowment for the Arts), included sexually explicit photographs of male couples. Many people saw his photographs as examples of people living in *squalor*. Karen Finley, a performance artist, also drew attention when the NEA denied her public funding because many had claimed her work was *obscene*. In the music world, legal actions were brought against a rap group called 2 Live Crew because the *lyricism* in their new hit album was thought to be too sexual and morally offensive. The record was banned by a federal judge in Florida. Yet, from this case we can conclude that censorship in America is not consistent. While the group was acquitted for the obscenity charges, the record seller was convicted for selling the album in the same state. In fact, once the record was censored, it started to *thrive*. With the media's attention on all of these cases, there now seems to be a new connection between being censored and making a *buck*.

Censorship, of course, is not unique to the United States. Throughout the world, the freedom of expression has often been limited. For years, during the Cultural Revolution, books were burned in China; people had little choice in what to read. Just recently, the China Film Censorship Board banned a new film about an all-powerful master of four mistresses in the 1920s. Israel tried to suppress a book which embarrassed its top-secret intelligence agency, the Mossad. The book presents the Mossad as a *corrupt* agency, full of "greed, lust and total lack of respect for human life." Perhaps the most famous case involving censored material was that of Salman Rushdie, who, while living in England, published his famous *Satanic Verses*, a book that offended the religious sensibilities of many people.

Many people, however, reject any attempt to control the freedom of expression. In the United States, advocates of the First Amendment argue that censorship erodes our free exchange of ideas. Artists who have seen their colleagues *get burned* by museums canceling their exhibits or cutting their funding argue that creativity suffers with censorship practices. Others point to the fact that famous works of *profundity* have sometimes been censored when first released, but that our concept of what is morally acceptable changes over time. Walt Whitman's *Leaves of Grass* was declared obscene and banned in 1882. James Joyce's *Ulysses* was impossible to obtain in its first decade. Henry Miller's books *Tropic of Cancer* and *Tropic of Capricorn* were banned when they were first published, only to be loved and studied by many in later years.

The question today seems to be whether the current waves of censorship represent a threatening phenomenon and must be stopped, or whether American society has reached the point described in the words of a judge in a recent censorship case, "it's a question between two ancient enemies—'anything goes' versus 'enough already.'"

APPENDIX 1d**Sample Training Passage**

NUTRIENTS IN FOOD

Nutrients are parts of food that are important for life and health. Nutrients are important for three reasons. First, some nutrients provide fuel for energy. Second, some nutrients build and repair body tissues. Third, some nutrients help control different processes of the body like the absorption of minerals and the clotting of blood. Scientists think there are 40 to 50 nutrients. These nutrients are divided into five general groups: carbohydrates, fats, proteins, minerals, and vitamins.

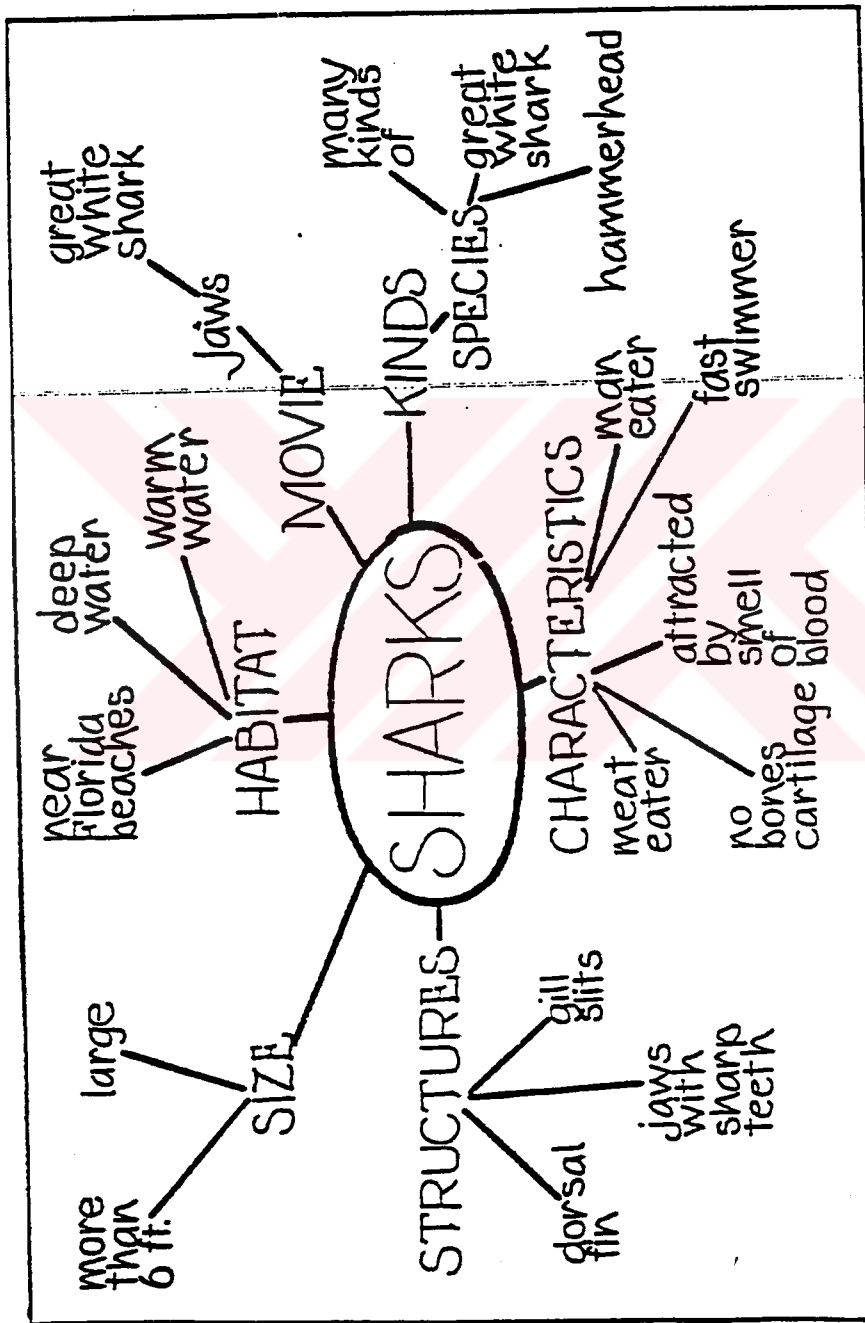
The first group of nutrients is carbohydrates. There are two kinds of carbohydrates: starches and sugars. Bread, potatoes, and rice are starches. They have many carbohydrates. Candy, soft drinks, jelly, and other foods with sugar also have carbohydrates. Carbohydrates are important because they provide the body with heat and energy. Sugar, for instance, is 100 percent energy. It has no other food value. Sugar does not build body tissues or control body processes. If there are too many carbohydrates in the body, they are stored as body fat. The body stores fuel as fat.

There are two types of fats: animal and vegetable. Butter, cream, and the fat in bacon are animal fats. Olive oil, corn oil, and peanut oil are vegetable fats. The body has fat under the skin and around some of the organs inside. The average adult has 10 to 11 kilograms (20 to 25 pounds) of body fat. If adults eat too many carbohydrates and fats, they can add another 45 kilograms (100 pounds) to their bodies. Fat is extra fuel. When the body needs energy, it changes the fat into carbohydrates. The carbohydrates are used for energy. Fat also keeps the body warm.

The third group of nutrients is proteins. The word "protein" comes from a Greek word that means "of first importance." Proteins are "of first importance" because they are necessary for life. Proteins are made of

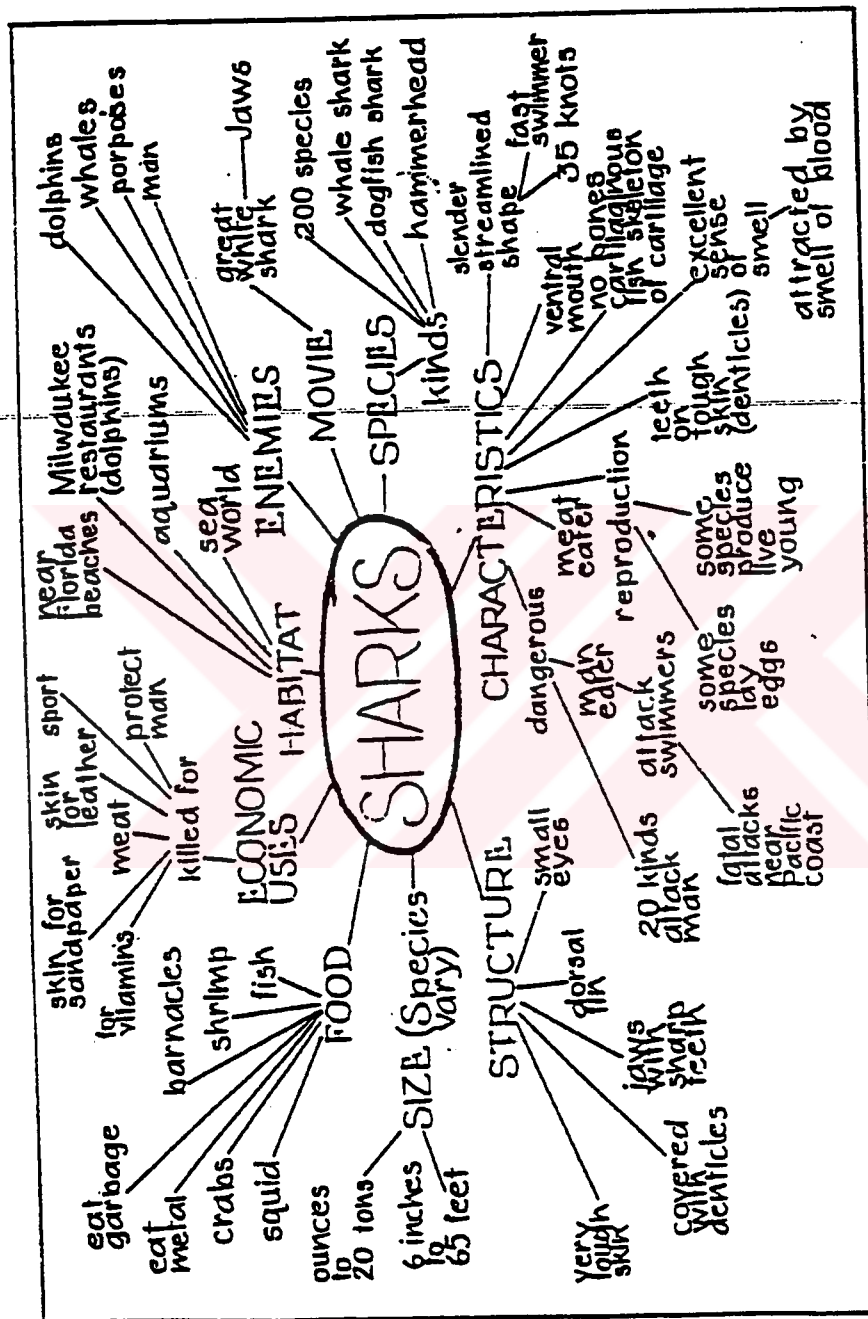
APPENDIX 1e

Examples of Pre- and Postreading Semantic Maps



Prereading Semantic Map

APPENDIX 1f



Postreading Semantic Map

APPENDIX 1g

Read the following text.

1 Somewhere between 10,000 and 15,000 years ago, man's first clash with nature may have begun. Historians and philosophers agree that since the development of agriculture, human beings have had an effect on the natural *habitat* of many plant and animal *species*. As human populations have increased, so has the *demise* of other living things: As many as 6,000 species are disappearing each year from deforestation, a number 10,000 times greater than before man
5 appeared on the planet. In one day alone, say scientists, some 45 kinds of plants and animals will die. In one year alone, some 17,500 species will be *wiped out*.

In 1977, the United States Congress took an important step to help the ever-increasing number of *endangered* species; it passed a law known as the Endangered Species Act. Through this law, the government officially recognizes the right of all species to share life on the planet. The law mandates protection for "endangered species,"
10 those that may become *extinct*, and "threatened species," those likely to become endangered in the near future. The act has already helped to save the gray wolf, the bald eagle, and the alligator from extinction. At the same time, the act has been powerful in altering or stopping many plans for land construction and development. For example, a highway widening project in Illinois was rerouted in order to protect a rare plant, the prairie bush clover. The construction of a *dam* was stopped in Tennessee to protect a tiny endangered snail.

5 With the enforcement of the Endangered Species Act, some species have gained more public recognition than others. Pressure groups have pushed to protect those endangered animals that people love and adore. Elephants, *whooping cranes*, whales, and the spotted owl, for example, have received far more media attention than have the smaller, less known, and less attractive species that are also endangered. Of the 676 native American species that are threatened, only 24 or so have received attention; yet, it is the tiny species, such as bugs and bacteria, that keep the
15 planet in balance. Scientists are becoming ever more concerned with the fact that without equal concern for these species, the planet's biological *diversity* will be destroyed, leaving us with a loss of potential new foods and drugs. Their forecast for the future of this planet is a *somber* one.

On the other hand, some scientists argue that the extinction issue is being exaggerated, and that people are "crying wolf" by describing the loss of species as more alarming than it really is. History proves that every species
20 will eventually become extinct. They argue that conservationist-scientists may be *overselling* their case by creating fears of *doom*. Evolution of species, they say, naturally involves the extinction of species; man has no control.

In addition, many people point to the fact that the world is already lacking in resources, food, and adequate health care. Concerned more with economic survival, they ask whether it is, in fact, realistic to *make a fuss* over saving the
25 elephant or other species that may become extinct many years from now, when people have families to feed tomorrow. They see saving endangered species as somewhat *schizophrenic* as it interferes with or contradicts human goals. These people question a law that puts the continuance of lower forms of life above man's own survival.

While the debate continues over how much effort should be made to save species from extinction, the addition of 3,800 species on the endangered species list is *impending*, and many loggers, real estate developers, ranchers, and shrimpers find decreasing opportunities to make a living.

APPENDIX 1b

Beat the Burglar

Don't invite crime – take basic, sensible precautions. Your house and property are valuable and must

be properly protected. When you buy a lock, you buy time – and this is the one thing a burglar can't afford. Most thieves are casual opportunists to whom the best deterrents are delay and noise which could mean discovery.

When you leave it – lock it!

First of all, fit security locks to all doors and windows and a safety chain on the front door. Secondly, use them! And use them every time you go out, even if it's only for a short time. If you have any ladders or tools, don't leave them lying about in the garden, lock them away or at least immobilise them. Don't rely on "safe" or "secret" places for keys and valuables – nine times out of ten, they are the first place a thief will look.

When you move house

When you move into a new home, even if it is fitted with security locks, change them. You don't know who may have duplicate keys. When you are new to a district, you are particularly vulnerable. Never let anyone that you don't know into your house. An official-looking cap is not enough, ask for proof of identity and look at it carefully – if you are still not satisfied, don't let the person in.

Valuables need special protection

Really valuable items, such as jewellery, should be given special protection – preferably by leaving them with your bank. But a small security safe, properly installed, should protect you against all but the most determined burglar. It is also most important to maintain an up-to-date list of valuables and their descriptions. In the case of fine art, paintings, ceramics or jewellery, colour photographs can sometimes be of assistance to the police should you be unfortunate enough to have them stolen. Enter the details on the back of the pictures. But don't keep such documents in your house, keep them at the bank or with your insurance company.

Going on holiday?

Don't advertise the fact that your house is empty. Do remember to cancel the milk and newspapers and also to draw curtains back. Don't leave notes for tradesmen and try not to talk about your holidays and future plans loudly in public. Operate a "Good Neighbour" scheme to ensure that mail is taken in, the house checked regularly and that lights are put on. If you plan to be away for a long time, make sure that your lawn is cut. Call at your local police station and tell them you are going away. Make sure that they know who has your spare key and how you can be contacted in case of trouble. Especially at holiday time, don't leave cash or valuables in the house – take them with you or lodge them with the bank.

(Metropolitan Police: *Beat the Burglar*)

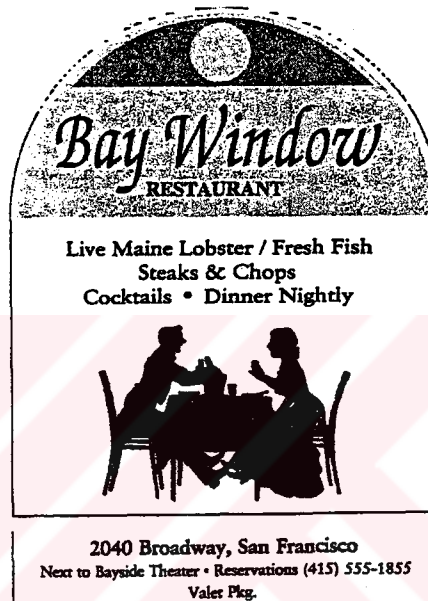
(from Simon Greenall and Michael Swan, *Effective Reading: Skills for Advanced Students*, © Cambridge University Press, 1986, pp. 38–9)

APPENDIX 1i

EXERCISE

Choose the best answers.

- a. The Bay Window is
 - a bar
 - a restaurant
 - a theater
- b. You can order dinner at the Bay Window Restaurant
 - on weeknights
 - every night
 - on weekends
- c. Bay Window Restaurant advertises
 - seafood only
 - meat dishes only
 - both seafood and meat dishes
- d. Bay Window Restaurant is next to
 - the Paramount Theater
 - the Bayside Theater
 - Bay View Community College
- e. Bay Window Restaurant's telephone number is advertised so you can
 - order dinner
 - arrange for parking
 - make reservations



(from Evelyn Davies, Norman Whitney, Meredith Pike-Blakey and Laurie Bass, *Task Reading*, Cambridge: Cambridge University Press, © 1990; pp.98-9)

APPENDIX 1j

The Green Banana

BY DONALD BATCHELDER

1 Although it might have happened anywhere, my encounter with the green banana started on a steep mountain road in the interior of Brazil. My ancient jeep was straining up through spectacular countryside when the radiator began to leak, ten miles from the nearest mechanic. The over-heated engine forced me to stop at the next village, which consisted of a small store and a scattering of houses. People gathered to look. Three fine streams of hot water
 5 spouted from holes in the jacket of the radiator. "That's easy to fix," a man said. He sent a boy running for some green bananas. He patted me on the shoulder, assuring me everything would work out. "Green bananas," he smiled. Everyone agreed.

2 We exchanged pleasantries while I mulled over the ramifications of the green banana. Asking questions would betray my ignorance, so I remarked on the beauty of the terrain. Huge rock formations, like Sugar Loaf in Rio, rose
 10 up all around us. "Do you see that tall one right over there?" asked my benefactor, pointing to a particular tall, slender pinnacle of dark rock. "That rock marks the center of the world."

3 I looked to see if he were teasing me, but his face was serious. He in turn inspected me carefully to be sure I grasped the significance of his statement. The occasion demanded some show of recognition on my part. "The center of the world?" I repeated, trying to convey interest if not complete acceptance. He nodded. "The absolute
 15 center. Everyone around here knows it."

4 At that moment the boy returned with my green bananas. The man sliced one in half and pressed the cut end against the radiator jacket. The banana melted into a glue against the hot metal, plugging the leaks instantly. Everyone laughed at my astonishment. They refilled my radiator and gave me extra bananas to take along. An hour later, after one more application of green banana, my radiator and I reached our destination. The local mechanic
 20 smiled, "Who taught you about the green banana?" I named the village. "Did they show you the rock marking the center of the world?" he asked. I assured him they had. "My grandfather came from there," he said. "The exact center. Everyone around here has always known about it."

5 As a product of American higher education, I had never paid the slightest attention to the green banana, except to regard it as a fruit whose time had not yet come. Suddenly on that mountain road, its time and my need had
 25 converged. But as I reflected on it further, I realized that the green banana had been there all along. Its time reached back to the very origins of the banana. The people in that village had known about it for years. My own time had come in relation to it. This chance encounter showed me the special genius of those people, and the special potential of the green banana. I had been wondering for some time about those episodes of clarity which educators like to call "learning moments," and knew I had just experienced two of them at once.

6 30 The importance of the rock marking the center of the world took a while to filter through. I had initially doubted their claim, knowing for a fact that the center was located somewhere in New England. After all, my grandfather had come from there. But gradually I realized they had a valid belief, a universal concept, and I agreed with them. We tend to define the center as that special place where we are known, where we know others, where things mean much to us, and where we ourselves have both identity and meaning: family, school, town, and local
 35 region.

7 The lesson which gradually filtered through was the simple concept that every place has special meanings for the people in it; every place represents the center of the world. The number of such centers is incalculable, and no one student or traveler can experience all of them, but once a conscious breakthrough to a second center is made, a life-long perspective and collection can begin.

APPENDIX 1k

Packaging plays an important role in marketing. With the variety of goods for sale, packages must use every trick of color and design to attract the attention of shoppers. In many cases the appearance of the package is more important than the product. An example is facial tissues. If a supermarket carries different brands of tissues that are similar in price and quality, a shopper will probably pass up the plain box and choose a decorator box that matches the decor of the shopper's home.

Packaging influences consumer choices in other ways, too. With food products, medicines, and household cleaning products, many consumers look for safety features in packaging. They want to be sure that the product has not been tampered with or that it is childproof. Packaging that makes a product more convenient or functional is also important. No-drip spouts, handles, or non-breakable containers can be decisive in selling a product.

Customers who have a favorite brand of shampoo or soap must be able to recognize their brand on the supermarket shelf immediately; otherwise, they may be tempted to look around and choose another brand. Packages convey brand images, and package designers seek to create a recognizable identity for a product.

APPENDIX 11

5 A tornado undergoes considerable changes in size, shape, and behavior during its life cycle. The tornado usually develops within a cumulonimbus cloud and subsequently extends toward the ground. We see this stage as a rotating funnel cloud that descends from the cloud base. When the rotating column of air reaches the ground, it becomes a tornado by definition. Sometimes dust and debris begin whirling on the ground before the funnel actually touches down. In weak tornadoes, particularly in dry climates, this ground-level dust whirl may be visible before the funnel cloud.

10 During the tornado's mature stage, the funnel reaches its greatest width. It is usually nearly vertical, and most of the time is touching the ground, though skipping may occur along a lengthy path. At this time, the tornado causes severe damage to whatever it encounters.

15 During the tornado's shrinking stage, the funnel narrows and tilts away from its vertical position. Now the path of damage becomes smaller. As the tornado decays, the funnel stretches into a rope shape, and the visible portion becomes contorted and finally dissipates. This stage is often called the *rope stage* because of its appearance.

APPENDIX 1m

Before the 1960s, no one really knew if rockets would ever be able to carry humans into space. The first man's step onto the moon's surface was a triumph for science and technology, as well as the culmination of a national quest that had begun in 1961, when President Kennedy vowed to put a man on the moon before the decade was out.

In the eight years from 1961 to 1969, Americans moved from a president's vision to the reality of a lunar landing. Most people think of this achievement in terms of the tremendous scientific advances it represented in physics, engineering, chemistry, and associated technologies. However, there was another side to this far-reaching project. Someone had to set the objectives, commission the work, suffer the setbacks, overcome unforeseen obstacles, and tie together a project with thousands of disparate components. The kind of science responsible for such details is a branch of mathematics called *management science*.

NASA administrators faced many new problems in putting a man on the moon. They had to choose the best design for the spacecraft, design realistic ground simulations, and weigh the priorities of conducting experiments with immediate returns against those that would serve long-term goals. When NASA commissioned the Apollo module, it was asking several hundred companies to design, build, test, and deliver components and systems that had never been built before. Supporting these space age goals, however, was management science, which strove to find ways to make the operations as productive and economical as possible.

Dear students, below is an inventory to see what sort of strategies you often prefer to employ in reading. Please write "Y" for "YES" and "N" for "NO" in the blanks provided on the left-hand side of each item. Thank you very much for your contributions.

APPENDIX 2

A. Strategies for the pre-reading stage

In pre-reading activities, I try to;

- 1. find answers to given questions based on the text,
- 2. give their personal opinion about the topic,
- 3. predict the continuing text.

In critical pre-reading activities, I try to question;

- 4. the reason the author is writing about the topic,
- 5. the whole range of ways to write a particular text,
- 6. the generating of their own list of questions.

B. Strategies for while-reading stage

At this stage I try to read and react to content and language in a text by

1. Annotating

I try to focus on the content and language of the text. As I read, I try to

- 7. read through the passage and *underline* difficult words and phrases, while getting a general idea of the whole passage. Next, I try to figure out the meanings of these words and phrases from context, and if necessary, look them up in a dictionary or another relevant book, encyclopedia, etc.
- 8. read the text again and solve doubts by *questioning*.
- 9. focus on the most important ideas of a text, separating what is central from what is peripheral. I try to see how information is organised and supported in a text.

2. Analysing

I try to see

- 10. What point the writer is attempting to establish,
- 11. What is being asserted as true,
- 12. Why I should accept this claim as true,
- 13. What reasons or evidence the writer gives for this claim,
- 14. On what basis I should accept this claim, I seriously think about what I am reading. This means that I;
- 15. do not believe everything I read,
- 16. question everything that doesn't make sense to me,
- 17. analyse arguments,
- 18. discount arguments based on faulty reasoning,
- 19. have good reasons for believing some things and not believing others

Language: One way of analysing language I believe is to look for patterns or repetitions of any kind such as:

- 20. repetitions or patterns of recurring images;
 - 21. repeated descriptions;
 - 22. consistent ways of characterising people or events;
 - 23. repeated words and phrases, examples or illustrations;
 - 24. reliance on particular writing strategies;
 - 25. use of opposites/opposing ideas to reveal contrasting perspectives;
 - 26. use of figurative language to reflect the authors' attitudes, tone, and feelings.
- Moreover, I try to see if
- 27. the author writes emotionally,
 - 28. s/he uses sentiment, name calling, or other emotional means to make his/ her point,
 - 29. The use of inclusive and exclusive pronouns to represent self, subject, reader, etc.;
 - 30. The way nouns function, and the reasons for their selection;
 - 31. The kinds of verbs used: action verbs, verbs denoting mental processes etc.;
 - 32. Why the writer uses them, the purpose they serve, the meaning they convey;
 - 33. The use of modal verbs, what they convey about the writer's attitude and mood: affirmative, negative, imperative, or interrogative;
 - 34. The use of connectors, not just to convey ideas, but also to convey the writer's stand or position on the matter.

C. Strategies for the post-reading stage

To extend my understanding obtained from texts at the pre-reading and while-reading stages into writing tasks,

I usually make use of such techniques as;

- 35. summarizing,
- 36. evaluating,
- 37. synthesizing,
- 38. commenting, and

CURRICULUM VITAE

She was born in 1976 in Mersin, graduated from Tarsus Anatolian High School with honorable degree. At the same year, she entered at the English Language Teaching Department of Hacettepe University among the first five hundred students at the University Entrance Exam. After graduating university in 1997-98 academic year, she worked in Lycee in ORDU for two years as an English teacher.

Through these years, she got a three-month scholarship in ELS (Florida/USA) to improve her English further as well as her experience in Language Teaching. She has finished the nine-level Intensive Course in English as a Second Language offered by Els Language Centers in the USA in a month. Secondly, she got the attendance certificate of Intensive English Course (masters' degree) from July 16 to October 15, 2001. Lastly, she also got the certificate of participation in International Business for successful completion of a four-week module in International Marketing.

She was awarded a full scholarship to the New ELS Language Centers at St. Petersburg in USA for the period of one session. Thus, she completed all the courses required by ELS by August 28, 2002.