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**THE RELATIONSHIP BETWEEN LEARNING STRATEGY CHOICE IN READING
COMPREHENSION AND ACADEMIC SUCCESS**

M.A. THESIS

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Ankara - 2004

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Begüm URAZ'a ait "THE RELATIONSHIP BETWEEN LEARNING STRATEGY CHOICE IN READING COMPREHENSION AND ACADEMIC SUCCESS" adlı çalışma jürimiz tarafından İngilizce Öğretmenliği Anabilim Dalı'nda YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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ABSTRACT

Considerable research has been done on foreign language learning process in recent years. Accordingly, more and more importance has been given to the improvement of the quality of EFL (English as a Foreign Language) teaching and learning. Students learning a foreign language approach the language learning task in different ways. And it is a fact that some students are more successful than others. There comes the question “What makes a good language learner?”

It is impossible to claim that one single method, technique, book or type of teacher is the cause of achievement in language learning because the reasons for varying learner performance cannot be explained only as a direct result of the factors such as teaching methods, instructional techniques, classroom environments or teachers. Learner success is also dependent on learner based factors.

Self-direction is essential in the active development of learners’ abilities in learning. It is especially important for language learners to be self-directed since it is impossible to give them direct guidance or instruction when they use the language outside the classroom. It is obvious that learners need to be empowered with a wide range of learning strategies to achieve competence and autonomy in learning the target language.

In this study it is aimed to find out whether there is a relationship between learning strategy choice in reading comprehension and academic success or not. In order to prove that such a relationship exists a questionnaire was applied to two groups of students consisting of 15 students who are at the same level of English proficiency and were attending to a nine-month English course at Air Force Language School at the time of the study. The questionnaire was applied for the first time at the beginning of the study and it proved that all the students’ have a

low level of frequency of language learning strategy use and their results were nearly the same because of their being unaware of the learning strategies. Then a six-week training on language learning strategies was given to the second group of the study. After this training the questionnaire was applied for the second time to both of the groups in order to find out whether there is a change in the students' frequency of language learning strategy use. It was discovered that the frequency of language strategy use of the students of the second group was higher than the students of the other group. After that, both groups of students were asked to take an achievement test of reading comprehension which is compulsory for the course. The students of the second group were successful than the students of the other group in their achievement test.

To sum up, both students and teachers should be aware of the importance of the language learning strategies both in learning and teaching. It can be said that after a certain amount of practice and use, students will know how and when to use learning strategies and their use of language learning strategies will effect their success positively.

ÖZET

Son yıllarda yabancı dil eğitimi üzerinde çok yoğun çalışmalar yapılmaktadır. Buna eş değer olarak İngilizcenin yabancı dil olarak öğretilmesinde ve de öğrenilmesinde kalitenin artırılması üzerinde oldukça yoğun olmaktadır. Yabancı dil öğrenenler dil öğrenimine farklı tarzlarda yaklaşmaktadırlar. Ve bazı öğrencilerin diğerlerinden daha başarılı oldukları da bilinen bir gerçektir. Bu da akıllara “Kişiyi iyi bir dil öğrencisi yapan nedir?” sorusunu getirmektedir.

Öğrencilerin performanslarındaki farklılıkları öğretim metodları, sınıf içi etkileşimler ya da öğretmenler gibi faktörlerin direkt sonucu olarak açıklamak mümkün olmadığından, dil öğrenimindeki başarıyı tek bir metoda, tekniğe, kitaba ya da belli bir öğretmen tipine bağlamak mümkün değildir. Öğrenci başarısı aynı zamanda öğrenci kaynaklı faktörlerden de etkilenmektedir.

Sınıf dışında öğrencilere direkt bir müdahalede bulunmak mümkün olmadığından öğrencilerin öğrenmedeki becerilerinin aktif olarak gelişiminde kendi kendilerini yönlendirebilmeleri esastır. Öğrencilerin hedef dili öğrenmede başarı sağlayabilmeleri için öğrenme stratejileri konusunda eğitilmeleri gerekmektedir.

Bu çalışmada öğrencilerin okuma becerisinde öğrenme stratejileri seçimi ile akademik başarıları arasında bir ilişki olup olmadığı araştırılmıştır. Böyle bir ilişkinin varolduğunu kanıtlamak için çalışma esnasında Hava Lisan Okul Komutanlığı’nda dokuz aylık bir İngilizce kursuna devam eden, aynı İngilizce seviyesindeki 15 kişilik iki öğrenci grubuna bir anket uygulanmıştır. Anket ilk olarak çalışmanın başında uygulanmıştır ve öğrencilerin öğrenme stratejileri üzerine herhangi bir eğitimleri olmadığı için anket sonucunda hepsinin öğrenme

stratejilerini kullanma seviyelerinin düşük olduğunu ve hepsinin sonuçlarının hemen hemen aynı olduğunu ortaya koymuştur. Daha sonra çalışmanın ikinci grubundaki öğrencilere öğrenme stratejileri hakkında altı haftalık bir eğitim verilmiştir. Bu eğitimden sonra anket öğrencilerin öğrenme stratejilerini kullanma sıklıklarında herhangi bir değişiklik olur olmadığını görmek için her iki grupta tekrar uygulanmıştır. İkinci gruptaki öğrencilerin öğrenme stratejilerini diğer gruptakilere oranla daha sık kullandıkları anlaşılmıştır. Daha sonra her iki grupta kurs için zorunluluk teşkil eden bir okuma becerisi başarı testine girmiştir.

Sonuç olarak, hem öğrenciler hem de öğretmenler öğrenme stratejilerinin öğrenmede ve de öğretmedeki önemi konusunda bilinçli olmalıdırlar. Biraz pratik yaptıktan sonra ve de daha sık kullandıkça öğrencilerin öğrenme stratejilerini nasıl ve ne zaman kullanacaklarını öğrenebileceklerini söylemek mümkündür ve öğrenme stratejilerini kullanmaları başarılarını olumlu yönde etkileyecektir.

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CHAPTER 1

1.0. Introduction

In this chapter of the study sufficient information about the aim, scope, methodology, and the problem of the study is given.

1.1. Aim

In this study it is aimed to find out whether there is a relationship between the learning strategy choice in reading comprehension and academic success or not. The related literature in the field of language learning strategies are examined in the study to provide sufficient information about language learning strategies and the ones which are especially used in reading comprehension. The aim of providing this information and doing such a study is to make not only the instructors but also the students aware of the importance of the language learning strategies in language learning. It is believed that by being aware of the importance of the language learning strategies, the learning process will be more effective than it usually is.

1.2 Scope

The study is divided into five major parts. The first part of the study gives the definitions of the language learning strategies. In the second part of the study the characteristics of language learning strategies are studied. The third part of the study consists of the typology of the language learning strategies. This part of the study has four subsections each of which studies the different classifications of language learning strategies. In the fourth part of the study information about related studies in the field of language learning strategies is provided. The last part of the study which is formed of three subsections studies the definition of the

reading process as well as the characteristics of effective readers. And also learning strategies used in reading comprehension are studied in the last part of the study.

1.3. Methodology

The study was made by searching the related studies and by combining the informations which was taken from these studies. A questionnaire was applied to two groups of 15 students who were attending a nine-month English course in Air Force Language Course and at the same level in terms of their English background in order to find out their strategy use both before and after the six-week training on language learning strategies which was given to the second group of the study. After that both groups of the study were asked to take a reading comprehension test which is compulsory to take and used to determine their academic success in the course.

1.4. Problem

Although it is a known fact that the use of language learning strategies has a great effect on the learning process of the learners in second language learning, in this study the problem was that whether there is a relationship between the language learning strategy choice in reading comprehension and academic success or not.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this chapter, a review of literature related to language learning strategies will be presented. First, language learning strategies will be defined and then, their characteristics will be stated. After that, typology of strategies will be studied. Following this, some of the related studies in the field of language learning strategies will be mentioned. In the last part of this chapter under the title of “Learning Strategies in reading Comprehension”, not only the definition of the reading process will be given, but also characteristics of the effective readers will be mentioned and also the learning strategies used in reading comprehension will be given.

2.1. The Definitions of Language Learning Strategies

The term language learning strategy has been defined by many researches. Wenden and Rubin (1987:19) define learning strategies as ‘...any sets of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval, and use of information.’ This information is specific to language learning strategies and describes what kind of steps learners take in the learning process. Tarone (1983:67) also stated that learning strategies can be defined as ‘an attempt to develop linguistic and sociolinguistic competence in the target language – to incorporate these into one’s interlanguage competence.’ ‘...the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information’ is how Chamot and O’Malley (1990:1) account for learning strategies. According to Stern (1992:261), ‘ the concept of learning strategy is dependent on the assumption that learners

consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques.’ And another considerable definition was given by Green and Oxford (1995:262) ‘Language learning strategies are specific actions or techniques that students use, often intentionally, to improve their progress in developing L2 skills. Strategies encompass a wide range of behaviours that can help the development of language competence in many ways...’ More specifically, a learning strategy is an individual’s way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings (Boudah & O’Neill, 2000:4).

Finally, by taking at all these definitions into consideration, it can be claimed that all language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

2.2. The Characteristics of Language Learning Strategies

Although various terms such as ‘learner strategies’ (Wenden and Rubin (1987), ‘learning strategies’ (Chamot and O’Malley, (1990), ‘language learning strategies’ (Oxford (1995) have been used by different researchers, there are a number of basic characteristics of language learning strategies. First, language learning strategies are learner generated, so they are steps taken by language learners. Second, they enhance language learning and help develop language competence. Third, they may be visible (behaviours, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, they involve information and memory. Oxford (1990:9) summarizes the characteristics of language learning strategies by listing twelve key features. In addition to the characteristics mentioned above, she states that language learning strategies:

let learners to be more self-directed

expand the role of instructors

- are problem-oriented
- involve many aspects
- can be taught
- are flexible
- are influenced by a variety of factors.

It can be said that language learning strategies appear to be among the most important variables influencing performance in a second language. It can be stated that teachers need to be more aware of language learning strategies through appropriate teacher training (Clouston, 1999).

2.3. Typology of Strategies

Language learning strategies have been categorized by many researchers in different ways. As a result it is not possible to talk about the exact number of language learning strategies and an agreement on how they should be defined and categorized. However, most of these attempts to categorize language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. Although the researchers categorized them in different ways, learning strategies help learners to control their learning and promote their learning (Oxford, 1990). In the following part of the study some important classifications of language learning strategies will be studied.

2.3.1. Bialystok Model

In Bialystok's studies (cited in O'Malley et al, 1986) language learning strategies are divided into two main groups:

Formal Strategies: In this category monitoring and functional practicing are included. The emphasis is put on the form and accuracy of the target language.

Functional Strategies: This category includes functional strategies and inferencing. In these strategies the use of the language for communication and comprehension such as reading newspapers or magazines in the target language or speaking the target language with peers, instructors or native speakers.

According to Bialystok, functional strategies focus on language use while formal strategies focus on language form. When the learner has the chance of using the language for communication, the use of functional strategies increases. On the other hand, in order to increase the use of formal strategies there should be lots of classroom exercises, memorization activities, and some other structure based activities.

2.3.2. O'Malley Model

An alternative classification which contained three broad categories of learning strategies was proposed by Chamot and O'Malley (1990:52). In this classification language learning strategies are divided as metacognitive, cognitive strategies and social / affective strategies.

Metacognitive Strategies: These strategies include having knowledge about one's own cognitive processes of learning and they require planning for learning, thinking about the learning process, monitoring of one's comprehension and production and evaluating after an activity is completed. The main metacognitive strategies can be classified as follows:

- * *Advance organizers:* Making general but comprehensive preview of the concept or principle in an anticipated learning activity.
- * *Direct attention:* Deciding advance to attend in general to a learning task and to ignore irrelevant distractors.
- * *Selective attention:* Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.

- * *Self-management*: Understanding the conditions that help one learn and arranging for the presence of those condition.
- * *Advance preparation*: Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
- * *Self-monitoring*: Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
- * *Delayed production*: Consciously deciding to postpone speaking to learn initially through listening comprehension.
- * *Self-evaluation*: Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. (Chamot and O'Malley, 1990:52).

In short, metacognitive learning strategies are the strategies by which learners know about their own learning and adjust it where appropriate and necessary. Thinking in that way about one's own learning in this way has been considered as metacognition by cognitive psychologists. The learner who has the capacity of metacognitive strategy thinks about the learning process and then plans the learning, supervises his comprehension and production while he is learning and evaluating his learning after the learning activity is completed. (1986:25).

Cognitive Strategies: They are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. It is claimed that they would include operations or steps in learning or problem solving that require direct analysis, transformation or synthesis of learning materials. (O'Malley et al, 1986:24). It is clear that they are more related to the individual learning task and the learning material, in that, the learner needs to manipulate or transform by inferencing the materials. The fifteen cognitive strategies mentioned by O'Malley et al can be listed as follows:

- * *Repetition*: Imitating a language model, including overt practice and silent rehearsal.
- * *Resourcing*: Defining or expanding a definition of a word or concept through use of target language reference materials.
- * *Directed physical response*: Relating new information to physical actions, as with directives.
- * *Translation*: Using the first language as a base for understanding and/or producing the second language.
- * *Grouping*: Reordering or reclassifying and perhaps labelling the material to be learned based on common attributes.
- * *Note-taking*: Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
- * *Deduction*: Consciously applying rules to produce or understand the second language.
- * *Recombination*: Constructing a meaningful sentence or large language sequence by combining known elements in a new way.
- * *Imagery*: Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases, or locations.
- * *Auditory representation*: Retention of the sound or similar sound for a word, phrase, or longer language sequence.
- * *Key word*: Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the new word.
- * *Contextualization*: Placing word or phrase in a meaningful language sequence.
- * *Elaboration*: Relating new information to other concepts in memory.
- * *Transfer*: Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
- * *Inferencing*: Using available information to guess meanings of new items, predict outcomes, or fill missing information. (Chamot and O'Malley, 1990:52).

Social / Affective Strategies: It can be stated that social / affective strategies are related with social-mediating activity and transacting with others (Brown, 1987: 93-94). Oxford (1990) also describes social / affective strategies as 'socially mediated strategies such as the strategy of being attentive to social cues and actively seeking social situations for using an L2'. It is clear that social / affective strategies include affective and social skills which need coping strategies for motivational and affective situations. They demand various social settings and interactions. During the learning process learner experiences a number of affective and social contexts, such as, anxiety while talking with a native speaker. These affect his learning during the course of the study periods. Cooperation and question for clarification are the main social / affective strategies.

* *Cooperation:* Working with one or more peers to obtain feedback, pool information, or model a language activity.

* *Question for clarification:* Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples.

2.3.3. Stern Model

According to Stern (1992:262-266), there are five main language learning strategies. These are:

Management and Planning Strategies

Cognitive Strategies

Communicative-Experiential Strategies

Interpersonal Strategies

Affective Strategies

Management and Planning Strategies: These strategies are related with learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is assisted by a teacher whose

role is that of an adviser and resource person. So it can be said that the learner must not only decide what commitment to make to language learning but also set himself reasonable goals. In order to achieve his goals he must decide on an appropriate methodology, select appropriate resources, and monitor progress. And after that he must evaluate his achievement in the light of the goals and expectations which are determined previously (Stern, 1992:263).

Cognitive Strategies: In Stern's classification of language learning strategies cognitive strategies are defined as the steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Some important cognitive strategies are as follows:

Clarification / Verification

Guessing / Inductive Inferencing

Deductive Reasoning

Practice

Memorization

Monitoring

Communicative-Experiential Strategies: Communication strategies such as gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern, 1992:265).

Interpersonal Strategies: According to Stern, interpersonal strategies include the idea that learners should monitor their own development and evaluate their own performance. It is claimed that they should contact with native speakers and cooperate with them. And also learners must become acquainted with the target language (Stern, 1992:265).

Affective Strategies: It is evident that good language learners use distinct affective strategies. Sometimes language learning can be frustrating. And also in some cases, the feeling of strangeness can be evoked by the foreign language. It is also possible to talk about the negative feelings of learners towards native speakers of L2. Good language learners are more or less conscious of these emotional problems. They try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern, 1992:266).

2.3.4. Oxford Model

Oxford (1990) divides language learning strategies into two major categories: direct and indirect strategies. These two major categories have six subcategories: memory, cognitive, and compensation are the subcategories of direct strategies and metacognitive, affective, and social are the subcategories of indirect strategies. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.

Direct Strategies: Oxford defines direct strategies as the strategies which are directly related with learning. As it is mentioned before this category includes three subcategories: memory, cognitive, and compensation strategies. According to Oxford (1990) direct strategies need mental processing of the language; however, three subcategories manage this in different ways for different purposes.

Memory strategies: These strategies help language learners to store new information in memory and then retrieve it when needed for communication. For example, a learner can remember a word from a traffic sign such as “stop” or memorize vocabulary by making up a story in which he or she puts all the new words into a context. Memory strategies are divided into four sets, and these sets are also divided into different strategies (see Table 1).

A. Creating mental linkages	1. Grouping 2. Associating / Elaborating 3. Placing new words into a context
B. Applying images and sounds	1. Using imagery 2. Semantic mapping 3. Using key words 4. Representing sounds in memory
C. Reviewing well	1. Structured reviewing
D. Employing action	1. Using physical response or sensation 2. Using mechanical techniques

Table 1. Memory strategies (Oxford, 1990:39)

A. Creating mental linkages: In Creating Mental Linkages set there are three strategies: grouping, associating / elaborating, and placing new words into a context.

1. Grouping: These strategies can be defined as classifying or reclassifying language material into meaningful units, either mentally or in

writing, to make the material easier to remember by reducing the number of discrete elements.

2. *Associating / Elaborating*: By using these strategies learner relates new language information to concepts already in memory, or relating one piece of information to another, to create associations in memory.

3. *Placing new words into a context*: It is possible to define these strategies as placing a word or phrase in a meaningful sentence, conversation, or story in order to remember it.

B. Applying images and sounds: Four strategies are included in this set: using imagery, semantic mapping, using keywords, and representing sounds in memory.

1. *Using imagery*: Relating new language information to concepts in memory by means of meaningful visual imagery, either in the mind or in an actual drawing. The image can be a picture of an object, a set of locations for remembering a sequence of words or expressions, or a mental representations of the letters of a word.

2. *Semantic mapping*: Making an arrangement of words into a picture, which has a key concept at the centre or at the top, and related words or concepts linked with the key concept by means of lines or arrows.

3. *Using key words*: Remembering a new word by using auditory and visual links. The first step is to identify a familiar word in one's own language that sounds like the new word (auditory link). The second step is to generate an image of some relationship between the new word and a familiar one (visual link). Both links must be meaningful to the learner.

4. Representing sounds in memory: Remembering new language information according to its sound. That is a broad strategy that can use any number of techniques, all of which create a meaningful, sound-based association between the new material and already known material.

C. Reviewing well: This category contains just one strategy, structured reviewing. Looking at new target language information once is not enough; it must be reviewed in order to be remembered.

1. Structured reviewing: Reviewing the new language information in carefully spaced intervals, at first close together and then more widely spaced apart. Doing so, the learner becomes so familiar with the information that it becomes natural and automatic.

D. Employing action: There are two strategies in this set: using physical response or sensation and using mechanical techniques. Both involve some kind of meaningful movement or action.

1. Using physical response or sensation: Physically acting out a new expression (e.g., going to the door), meaningfully relating a new expression to a physical feeling or sensation (e.g., warmth).

2. Using mechanical techniques: Using creative but tangible techniques, especially involving moving or changing something which is concrete, in order to remember new language information. Examples are writing words on cards and moving cards from one stack to another when a word is learned, and putting different types of material in separate sections of a language learning notebook.

Cognitive strategies: Cognitive strategies help language learners to manipulate and transform the target language. In other words, language learners manipulate the target language for reception and production of meaning by using

cognitive strategies. According to Oxford (1990), cognitive strategies are the most favored by language learners. There are four sets of cognitive strategies (see Table 2).

A. Practising	1. Repeating 2. Formally practising with sounds and writing systems 3. Recognising and using formulas and patterns 4. Recombining 5. Practising naturalistically
B. Receiving and sending messages	1. Getting the idea quickly 2. Using resources for receiving and sending messages 3. Messages
C. Analysing and reasoning	1. Reasoning deductively 2. Analysing expressions 3. Analysing contrastive (across languages) 4. Translating 5. Transferring
D. Creating structure for input and output	1. Taking notes 2. Summarising 3. Highlighting

Table 2. Cognitive strategies (Oxford, 1990:44)

A. Practising: Strategies for practising are among the most important cognitive strategies and of the five practising strategies, probably the most significant one is practising naturalistically.

1. Repeating: Saying or doing something over and over: listening to something several times; rehearsing; imitating a native speaker.

2. Formally practising with sounds and writing systems: Practising sounds in a variety of ways, but not yet in naturalistic communicative practice; or practising the new writing system of the target language.

3. Recognising and using formulas and patterns: Being aware of and/or using routine formulas (single, unanalysed units), such as “Hello, how are you?”; and unanalysed patterns (which have at least one slot to be filled), such as, “It’s time to_____.”

4. Recombining: Combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence.

5. Practising naturalistically: Practising the language in natural, realistic settings, as in participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language.

B. Receiving and sending messages: There are two strategies for receiving and sending messages.

1. Getting the idea quickly: Using skimming to determine the main ideas or scanning to find specific details of interest. This strategy helps learners understand rapidly what they hear or read in the new language, preview questions often assist.

2. Using resources for receiving and sending messages: Using print or nonprint resources to understand incoming messages or produce outgoing messages.

C. Analysing and reasoning: This set of five strategies related to logical analysis and reasoning as applied to various target language skills. Often

learners can use these strategies to understand the meaning of a new expression or to create a new expression.

1. Reasoning deductively: Using general rules and applying them to new target language situations. This is a top-down strategy leading from general to specific.

2. Analysing expressions: Determining the meaning of a new expression by breaking it down into parts; using the meanings of various parts to understand the meaning of the whole expression.

3. Analysing contrastively: Comparing elements (sounds, vocabulary, grammar) of the new language with elements of one's own language to determine similarities and differences.

4. Translating: Converting a target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into target language; using one language as the basis for understanding or producing another.

5. Transferring: Directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language.

D. Creating structure for input and output: The following three strategies are ways to create structure, which is necessary for both comprehension and production in the new language.

1. Taking notes: Writing down the main idea or specific points. This strategy can involve raw notes, it can comprise a more systematic form of note-taking such as the shopping-list format, the T-formation, the semantic map, or the standard outline form.

2. Summarising: Making a summary or abstract of a longer passage.

3. Highlighting: Using a variety of emphasis techniques (such as underlining, starring, or colour-coding) to focus on important information in a passage.

Oxford explains that “cognitive strategies are practical for language learning” (1990:43) because some of the strategies in this group make the learners’ life easier. For example, skimming and scanning strategies included in the category of receiving and sending messages make students’ reading more comprehensible.

Compensation strategies: This strategy group enables learners to use the target language, in spite of lacking knowledge especially in grammar or vocabulary. Oxford claims that “ language learners can go with compensation strategies” (1990:47). This strategy group consists of two sets guessing intelligently, which is sometimes called inferencing as in O’Malley et al’s (1985) classification, and overcoming limitations in speaking and writing (see Table 3). Examples for this strategy group are guessing by using linguistic or non-linguistic clues, using mime or gestures instead of an unknown word, switching to the mother tongue, and selecting a topic which learners feel themselves competent enough in to talk about this topic. Accordind to Oxford (1990) compensation strategies are the heart of strategic competence.

A. Guessing intelligently	1. Using linguistic clues 2. Using other clues
B. Overcoming limitations in speaking and writing	1. Switching to the mother tongue 2. Getting help 3. Using mime or gesture 4. Avoiding communication partially or totally 5. Selecting the topic 6. Adjusting or approximating the message 7. Coining words 8. Using a circumlocution or synonym

Table 3. Compensation strategies (Oxford, 1990:48)

A. Guessing intelligently in listening and reading: Guessing strategies involve using a wide variety of clues to guess the meaning when the learner does not know all the words. Two strategies which contribute to guessing intelligently refer to two different kinds of clues: linguistic and non-linguistic.

1. Using linguistic clues: Seeking and using language-based clues in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Language-based clues may come from aspects of the target language that the learner already knows, from the learners’ own language, or from another language.

2. Using other clues: Seeking and using clues that are not language based in order to guess the meaning of what is heard or read in the target language, in the absence of complete knowledge of vocabulary, grammar, or other target language elements. Nonlanguage clues may come from a wide variety of sources: knowledge of context, situation, text structure, personal relationships, topic, or general world knowledge.

B. Overcoming limitations in speaking or writing: Eight strategies are used for overcoming limitations in speaking and writing. Some of these are dedicated solely to speaking, but some can be used for writing, as well.

1. Switching to mother tongue: Using the mother tongue for an expression without translating it. This strategy may also include adding word endings from the new language onto words from the mother tongue.

2. Getting help: Asking someone for help by hesitating or explicitly asking for the person to provide the missing expression in the target language.

3. Using mime or gesture: Using physical motion, such as mime or gesture, in place of an expression to indicate the meaning.

4. Avoiding communication partially or totally: Partially or totally avoiding communication when difficulties are anticipated. This strategy may involve avoiding communication in general, avoiding certain topics, avoiding specific expressions, or abandoning communication in mid-utterance.

5. Selecting the topic: Choosing the topic of the conversation in order to direct the communication to one's own interest and make sure the topic is one in which the learner has sufficient vocabulary and grammar to converse.

6. Adjusting or approximating the message: Altering the message by omitting some items of information, making ideas simpler or less precise, or saying something slightly different that means almost the same thing, such as saying pencil or pen.

7. Coining words: Making up new words to communicate the desired idea, such as hand-light for torch.

8. Using circumlocution or synonym: Getting the meaning across by describing the concept (circumlocution) or using a word that means the same thing (synonym).

Indirect Strategies: Indirect strategies are not directly related with learning like direct strategies. According to Oxford (1990) indirect strategies support and manage language learning without being directly involved in the target language. There are three subcategories in the indirect strategy group: metacognitive, affective, and social strategies.

Metacognitive strategies: This strategy group enables learners to control their cognitive processes. “Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process” (Oxford, 1990:136). According to Oxford metacognitive strategies make learners more “capable”. Three sets of strategies are included in the metacognitive strategy group: centering your learning, arranging and planning your learning, and evaluating your learning. Ten strategies exist in these three groups (see Table 4).

A. Centering your learning	1. Overviewing and linking with already known material 2. Paying attention 3. Delaying speech production focus on listening
B. Arranging and planning your learning	1. Finding about language learning 2. Organising 3. Setting goals and objectives 4. Identifying the purpose of a language task 5. Planning for a language task 6. Seeking practice opportunities
C. Evaluating your learning	1. Self-monitoring 2. Self-evaluating

Table 4. Metacognitive strategies (Oxford, 1990:137)

A. Centering your learning: This set of three strategies helps learners to converge their attention and energies on certain language tasks, activities, skills, or materials. Use of these strategies provides a focus for language learning.

1. Overviewing and linking with already known material: Overviewing comprehensively a key concept, principle, or a set of materials in an upcoming language activity and associating it with what is already known. This strategy can be accomplished in many different ways, but it is often helpful to follow three

steps: learning why the activity is being done, building the needed vocabulary, and making the associations.

2. Paying attention: Deciding in advance to pay attention in general to a language learning task and to ignore distractors (by directed attention) and/or to pay attention to specific aspects of the language or situational details (by selective attention).

3. Delaying speech production to focus on listening: Deciding in advance to delay speech production in the new language either totally or partially, until listening comprehension skills are better developed.

B. Arranging and planning your learning: This set contains six strategies, all of which help learners to organize and plan so as to get the most out of language learning.

1. Finding out about language learning: Making efforts to find out how language learning works by reading books and talking with other people, and then using this information to help improve one's own language learning.

2. Organising: Understanding and using conditions related to optimal learning of the new language; organising one's schedule, physical environment (e.g., space, sound, temperature, lighting), and language learning notebook.

3. Setting goals and objectives: Setting aims for language learning, including long-term goals (such as being able to use the language for informal conversation by the end of the year) or short-term objectives (such as finishing reading short story by thursday).

4. Identifying the purpose of a language task: Deciding the purpose of a particular language task involving listening, reading, speaking, or writing. For

example, listening to the radio for the news, reading a play for enjoyment, speaking to the cashier to buy a bus ticket, writing a resume to apply for a job.

5. Planning for a language task: Planning for the language elements and functions necessary for an anticipated language task or situation. This strategy includes four steps: describing the task or situation, determining its requirements, checking one's own linguistic resources, determining additional language elements or functions necessary for the task or situation.

6. Seeking practice opportunities: Seeking out or creating opportunities to practice the new language in naturalistic situations.

C. Evaluating your learning: In this set there are two related strategies. One strategy involves noticing and learning from errors, and the other concerns evaluating overall progress.

1. Self-monitoring: Identifying errors in understanding or producing in the new language, determining which ones are important, tracking the source of important errors, and trying to eliminate such errors.

2. Self-evaluating: Evaluating one's own progress in the new language, for instance, by checking to see whether one is reading faster and understanding more than they did before, or whether one is understanding a greater percentage of each conversation.

Affective strategies: This strategy group is related with learners' feelings, emotions, and attitudes and help learners to deal with these affective factors. There are three main sets in this group of strategies (see Table 5). Oxford claims that "affective strategies help language learners let their hair down" (1990:141). For example, the first set of affective strategies help learners to reduce their anxiety and make learning more enjoyable, and the second set of

strategies are used by learners who can encourage themselves instead of waiting for encouragement from other people (1990:143).

A. Lowering your anxiety	1. Using progressive relaxation deep Breathing or mediation 2. Using music 3. Using laughter
B. Encouraging yourself	1. Making positive statements 2. Taking risks wisely 3. Rewarding yourself
C. Taking your emotional temperature	1. Listening to your body 2. Using a checklist 3. Writing a language diary 4. Discussing your feelings with someone else

Table 5. Affective strategies (Oxford, 1990:141)

A. Lowering your anxiety: Three anxiety reducing strategies are listed below. Each has both a physical and a mental component.

1. Using progressive relaxation, deep breathing, or mediation: Using the technique of alternately tensing and relaxing all of the major muscle groups in the body, as well as the muscles in the neck and face, in order to relax; or the technique of breathing deeply from the diaphragm; or the technique of meditating by focusing on a mental image or sound.

2. Using music: Listening to soothing music, such as a classical concert, as a way of relaxing.

3. Using laughter: Using laughter to relax by watching a funny movie, reading a humorous book, listening to jokes, and so on.

B. Encouraging yourself: This set of three strategies is often neglected by the language learners, especially those who expect encouragement mainly from other people and do not realise they can provide their own. However, the most potent encouragement -and the only available encouragement in many independent language learning situations- may come from the learner. Self-encouragement includes saying supportive things prodding oneself to take risks wisely, and providing rewards.

1. Making positive statements: Saying or writing positive statements to oneself in order to feel more confident in learning the new language.

2. Taking risks wisely: Pushing oneself to take risks in a language learning situation, even though there is a chance of making a mistake or looking foolish. Risks must be tempered with good judgements.

3. Rewarding yourself: Giving oneself a valuable reward for a particularly good performance in the new language.

C. Taking your emotional temperature: The four strategies in this set help learners to assess their feelings, motivations, and attitudes and, in many cases, to relate them to language tasks. Unless learners know how they are feeling and why they are feeling that way, they are less able to control their affective side. The strategies in this set are particularly helpful for discerning negative attitudes and emotions that impede language learning process.

1. Listening to your body: Paying attention to signals given by the body. These signals may be negative, reflecting stress, tension, worry, fear, and anger; or they may be positive, indicating happiness, interest, calmness, and pleasure.

2. Using a checklist: Using a checklist to discover feelings, attitudes, and motivations concerning language learning in general, as well as concerning specific language tasks.

3. Writing a language learning diary: Writing a diary or journal to keep track of events and feelings in the process of learning a new language.

4. Discussing your feelings with someone else: Talking with another person (instructor, friend relative) to discover and express feelings about language learning.

Social strategies: The last strategy group in Oxford's (1990) taxonomy is social strategies which involve interaction with other people and understanding the target language culture. Social strategies include three sets of strategies (see Table 6).

A. Asking questions	1. Asking for clarification or verification 2. Asking for correction
B. Cooperating with others	1. Cooperating with peers 2. Cooperating with proficient users of new language
C. Empathising with others	1. Developing cultural understanding 2. Becoming aware of others' thought and feelings

Table 6. Social strategies (Oxford, 1990: 145)

A. Asking questions: This set of strategies involves asking someone, possibly an instructor or a native speaker or even a more proficient learner, for clarification, verification, or correction.

1. Asking for clarification or verification: Asking the speaker to repeat, paraphrase, explain, slow down, or give examples; asking if a specific utterance is correct or if a rule fits a particular case; paraphrasing or repeating to get feedback on whether something is correct.

2. Asking for correction: Asking someone for correction in a conversation. This strategy most often occurs in conversation but may also be applied to writing.

Cooperating with others: This set of two strategies involves interacting with one or more people to improve language skills. These strategies are the basis of cooperative language learning, which not only increases language learners' language performance but also enhances self-worth and social acceptance.

1. Cooperating with peers: Working with other language learners to improve language skills. This strategy can involve a regular learning partner or a temporary pair or small group. This strategy frequently involves controlling impulses toward competitiveness and rivalry.

2. Cooperating with proficient users of the new language: Working with native speakers or other proficient users of the new language, usually outside of the language classroom. This strategy involves particular attention to the conversational roles each person takes.

C. Empathising with others: Empathy is the ability to “put yourself in someone else’s shoes” in order to better understand that person’s perspective.

Empathy is essential to successful communication in any language; it is especially necessary, although sometimes difficult to achieve, in learning another language. Empathy can be developed more easily when language learners use these two strategies.

1. Developing cultural understanding: Trying to empathise with another person through learning about the culture, and trying to understand the other person's relation to that culture.

2. Becoming aware of others' thoughts and feelings: Observing the behaviours of others as a possible expression of their thoughts and feelings; and when appropriate, asking about thoughts and feelings of others.

2.4. Related Studies in the field of Language Learning Strategies

Because of the fact that language learning strategies are defined as the behaviours or actions which learners use to make language learning more successful, self-directed, and enjoyable (Oxford, 1990:235), many researchers have made attempts to discover what these learning strategies are. At the same time other researchers have looked at the relationship between strategy use and other factors that might be related to learning strategy choices, such as age, gender, and career orientation. Others have looked at the relationship between learning strategy use and language success.

A study has been carried out by Brown and Perry, Jr. (1991) in vocabulary acquisition. The purpose of the study was to compare three learning strategies in vocabulary acquisition. Six intact ESL (English as a Second Language) classes at two levels of proficiency were divided into three treatment groups, each group being treated in one of the three learning strategies this study dealt with. These

students, who were Arabic, received four days of instruction. Both recognition and cued-recall instruments were used to measure effects both 1 day and 9 days after treatment. Cued-recall results immediately after treatment revealed that the keyword method facilitated vocabulary acquisition for lower-proficiency students. The delayed results for both the recognition and cued-recall tests suggested that the combined keyword-semantic strategy increased retention above the other strategies.

Another research was conducted by Green and Oxford (1995) which related strategy use to gender and L2 (second language) proficiency level. The aim of their study was to describe the patterns of variation in overall strategy use, strategy use by six categories (metacognitive, cognitive, memory, compensation, social and affective), and strategy use at the individual level, by students in three different course levels, and by males and females, in the specific setting of the University of Puerto Rico. 374 subjects were used and the expectation of this study was that the overall strategy use and the use of strategy categories would vary significantly with L2 performance level and gender. The findings of this study turned out to be consistent with their expectation in that strategy use of learning strategies among more successful learners and higher levels of strategy use by women than by men were found. Significant differences by proficiency level and gender in students' use of the broad strategy categories were also found.

A case study was carried out by Abraham and Vann (in Wenden and Rubin, 1987), one of the aims of which was to collect data on the learning and communication strategies that successful and unsuccessful students used. 15 subjects were selected from intermediate classes to represent the population of the program in terms of native language, cultural background (Arab, Latin American and Asian and sex. Strategies were identified in two ways. First, the strategies used during interviews were observed. Second, the subjects were presented with four tasks typical of those assigned in their English classes- a verb tense exercise, an article usage exercise, a cloze test, and a composition. Subjects were asked to

think aloud as they carried out each task, and from these “process descriptions,” their use of strategies was noted.

The findings showed that successful students used many more strategies that could directly or indirectly contribute to learning than the unsuccessful students. The successful students also used greater variety of strategies. The comparison of strategy use by category showed that with respect to cognitive learning strategies, both groups used more clarification / verification strategies than any other type. As with inductive and deductive inferencing, successful students used more strategies. Even though communication strategies were frequently used by both groups of students, the successful students used more production tricks to make themselves understood. Finally, social management strategies were used more frequently by the successful students.

Another study has been conducted by Lawson and Hogben (1996) in vocabulary learning strategies of foreign language students in Australia. By using a think-aloud procedure, the behaviour of 15 university students with experience in Italian were observed as they attempted to learn the meanings of new foreign language (Italian) words. The great majority of the procedures they used involved some form of repetition of the new words and their meanings. They gave little attention to the grammatical features of words. Students rarely made associations between context and word meaning and even when they did use the cues in the sentences to generate possible meanings for the target words, this did not help them establish representations for the meanings of the words.

Pickard (1996) conducted a study based on out-of-class language learning strategies. The subjects participating in this study consisted of 20 German-speaking first-year undergraduate students at Humberside University. Two instruments were employed to collect data for the study—a questionnaire and an interview. Findings lead to the major conclusion that every learner has his or her own learning style. Subjects mostly used the activities which they had chosen for

their own needs. Activities imposed by teachers seemed to be given less consideration and it was found that most use was made of the receptive activities of listening and reading, rather than the speaking and writing skills.

Finally, another study, conducted by Chamot and O'Malley (1990), set out to identify the range of learning strategies used by high school students on language learning tasks that are typical in language classes, to determine if the strategies could be defined and organized within existing strategy classification frameworks and to determine if the strategies varied depending on the task or the level of English proficiency of the student. 70 high school age students and their teachers participated in the study. Classrooms were observed and interviews were made with both students and teachers. The data collected showed that students with beginning level proficiency in English identified twice as many cognitive strategies as students with intermediate level proficiency, and identified 40% more metacognitive strategies. Overall, both beginning and intermediate level students used far more cognitive strategies.

All the studies mentioned above are descriptive analyses carried out in the field of second or foreign language learning strategies. All these studies prove the importance of the language learning strategies in different aspects. Different from all these studies in this study it is aimed to prove the importance of the language learning strategies in reading comprehension by trying to find out whether there is a relationship between the learning strategy choice in reading comprehension and academic success or not. And also in this study in addition to the other models a different strategy training model is suggested (see Chapter 4). Attempts have also been made to carry out experimental studies in the field of language learning strategy instruction.

2.5. Learning Strategies in Reading Comprehension

This part of the study is divided into three major parts. In the first part the definition of the reading process is given. The second part studies the characteristics of effective readers. In the last part an information about the learning strategies used in reading comprehension is given.

2.5.1. The Definition of the Reading Process

Nuttall (1982:9) claims that “The meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the reader is actively involved and will very often have to work to get the meaning out by constantly guessing, predicting, checking and asking oneself questions”. By looking at Nuttall’s description it can be said that reading is an active skill. Nuttall (1982:12) terms the reading process as a “psycholinguistic guessing game” since there is a constant making and remaking of hypotheses during the reading process because comprehension necessitates the “...active process of constructing mental representations of meanings by anticipating message contents” (Nunan, 1992:20).

Another important point about reading comprehension is that meaning is not just put forward by the writer for the reader to extract. The reader also contributes to the making of meaning. “... reading has as much to do with what the reader brings to the text and how the reader interacts with the text as with the text itself,” says Zamel (1992:467).

Carrell et al. (1990:12) shares the same idea in claiming that reading 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.”. Therefore, there is an essential interaction between language and thought in reading whereby the writer reflects his thoughts in language and the reader decodes language to thought.

Effective reading requires different skills. One of these skills required by effective reading is “selectivity”. As Grabe (1991:375) claims that reading is not primarily a process of picking up information from the page in a letter-by-letter, word-by-word manner and it is a selective process. Grellet (1988:3) also points to the selectivity aspect by claiming that “Understanding a written text means extracting the required information from it as efficiently as possible.”

The way reading approached is another important point. Grellet (1988:7) supports the global approach. According to this approach, first the layout is studied as regards title, length, and pictures of the text. Then, hypotheses are made about the contents and function of the text. Skimming through the passage, confirming or revising one’s guesses, making further predictions and reading for a second time for more details are the procedures involved in the top-down or global approach.

Finally, reading strategies should be developed by learners in order to make the reading process more efficient.

2.5.2. Characteristics of Effective Readers

Carrell et. al. (1990:12) defines the proficient readers as efficient and effective. They are efficient in that they are able to use the least amount of effort to achieve effectiveness. Carrell (1990:12) claims that in order to be efficient they focus on constructing the meaning throughout the process and they always seek the most direct path to meaning. As efficient readers they both use strategies to reduce uncertainty and be selective about the use of the cues available. It is also stated that any reader’s proficiency is variable depending on the semantic background brought by the reader to any given reading task.

They are effective in that they can construct a meaning that they can assimilate and which has some level of agreement with the original meaning of the author.

According to Block (1992:320-321), “Good readers are more aware of how they control their reading and more able to verbalize this awareness. ... They also appear to be more sensitive to inconsistencies in the text and to respond to a wider range of inconsistencies than poorer readers do...”

2.5.3. Learning Strategies Used in Reading Comprehension

According to Cohen (1981:236), successful learners choose a reading approach appropriate to the given text and their purpose in reading it, they summarize as they go along, they read for general meaning rather than for literal meaning, they adopt “fuzzy processing” in that they tolerate vague meaning until they can clarify the meaning, they use dictionaries sparingly and they use syntactic processing as a last resort.

Oxford (1990:321-324) provides a classification of cognitive reading strategies under four headings as practising, receiving and sending messages, analyzing and reasoning and creating structure for input and output. Reading a passage more than once for different purposes each time to understand it more completely, understanding grammatical patterns or expressions when reading a text and using the language in an authentic way for reading comprehension are strategies proposed for practising. Getting the idea quickly, that is, getting exactly what is needed or wanted to understand and disregarding the rest or using it as background information only and using resources for receiving and sending messages are the strategies given under the category of receiving and sending messages. Within the category of analyzing and reasoning are the strategies of reasoning deductively (deriving hypotheses from what is read), analyzing contrastively (analyzing elements, like words and syntax of the new language to determine likenesses and differences in comparison with one’s own language), translating, which is useful when used with care (however, word-to-word translation can become a hindrance to language learners), and transferring, which involves applying linguistic knowledge from the learners’ own language to the new

language, linguistic knowledge from one aspect of the new language to another aspect of the new language, or conceptual knowledge from one field to another. Finally, taking notes, summarizing and highlighting are strategies for creating structure for input and output.



CHAPTER 3

THE ANALYSIS AND THE INTERPRETATION OF THE DATA COLLECTED

3.0. Introduction

This chapter mainly consists of the analysis and the interpretation of the data. Section 3.1 gives a general picture of the subjects to whom the questionnaire was given. 3.2 gives information about the instruments used in the data collection. 3.3 briefly summarizes the data collection process. Section 3.4 presents the analysis of the data. In the sections 3.5 and 3.6 the evaluation and the interpretation of the data were given.

The study aims to find out the relationship between learning strategy choice in reading comprehension and academic success.

3.1. Subjects

This study was conducted at the Air Force Language School in İzmir. The general goal of this school is to train the officers of the military forces of the country in terms of English by making them attend a nine-month course.

Two groups of randomly selected 15 B Level (the intermediate level) students were chosen for the study.

3.2. Instruments

The instruments used in this study are a self-scoring questionnaire and an achievement test of reading comprehension. The questionnaire which is an

adaptation of the SILL (Strategy Inventory for Language Learning) established by Rebecca L. Oxford. The questionnaire devised for and used in this study consists of statements following the general format “I do such and such.” The questionnaire is based on Likert’s scale as the items in the questionnaire represent attitudes. According to Likert scales, students respond on a 5-point scale ranging from 1 to 5. Each number represents an adverb of frequency (1-never; 2-rarely; 3-sometimes; 4-usually; 5-always), which the students have to encircle depending on their response to each statement.

The overall objective of the questionnaire was to test the hypotheses of this study or, more specifically, to collect data to form a basis for the hypothesis. In this way the extent and the type of learning strategies used in reading comprehension by the subjects of the study both before and after the training on language learning strategies which was given to the second group only.

In the questionnaire there is a total of 66 items of learning strategies that could be used in reading comprehension. The strategies given in the questionnaire include metacognitive, cognitive, social and affective strategies though the last two are very few in number. For example, some metacognitive strategies in the questionnaire are collecting resource materials, clearing the elements that distract attention and highlighting some key words in the reading text. Some examples for cognitive strategies are skimming and scanning, making a mental summary of the text and guessing meanings of words. Asking the teacher or any native speaker for clarification or explanation of a word, sentence or concept is a social strategy and motivating oneself is an example of affective strategy that is present in the questionnaire.

The strategies in the questionnaire are formed by examining the classification schemes of various linguists, which are mentioned in the second chapter of the study. By analyzing these schemes the suitable ones for reading comprehension

in English as a foreign language have been selected and grouped into metacognitive, cognitive, social and affective.

After having interpreted the definitions of each strategy type, the strategies have been categorized accordingly. The categorization of a few strategies shows variation with the ones reviewed in the second chapter of the study. For example, while writing a summary of the text is accepted as a metacognitive strategy in this questionnaire, it has been listed within the cognitive group of learning strategies in other classification schemes. The reason for this variation lies in what is understood by metacognitive, cognitive, social and affective strategies in this study.

Cognitive strategies are what students do in their minds to tackle a certain skill in learning anything. Thus, in order to consider a strategy as cognitive, a process in the mind should be going on.

Metacognitive strategies are strategies that aid in becoming aware of and making effective use of cognitive strategies. That is, they are strategies that either prepare for, monitor or evaluate cognitive processing.

Social strategies necessitate the involvement of another person other than the learner. The learner consults another person for help when needed.

Affective strategies are those that are related to the emotional side of the learner. They come into use when emotional aspects, like anxiety or lack of self-confidence or motivation inhibit the use of the other three strategies. Thus, the aim of these strategies is to clear away emotional distracters so that the other strategies can be made use of beneficially.

The items in the questionnaire are grouped under four headings, namely “before starting to read,” “during the reading process,” “after finishing reading,” and “in general, to improve the skill of reading comprehension.”

In the first section 9 strategies are listed. In the second part, there is a total of 50 strategies. The third section consists of 11 strategies and a total of 5 strategies is included in the last section. The strategies within each section are not organized according to any specific system. They are listed randomly (see Appendix I).

Another instrument used in the study is an achievement test of reading comprehension which was taken immediately after the six-week training which was given on the language learning strategies. This test which is named as ‘Reading Comprehension Test’ is something compulsory in the process of the course in Air Force Language School and it shows the academic success of the learners in reading comprehension. Due to its being confidential, this test couldn’t be involved in the study. It consists of 30 questions. These 30 questions are mainly divided into these categories:

- * *Comprehension questions referring to the passages included in the test.*(10)
- * *Filling in the blank(s) with the appropriate statement(s) in the dialogs included in the test.*(4)
- * *Finding the synonym of the underlined word in the sentence.*(4)
- * *Finding the antonym of the underlined word in the sentence.*(4)
- * *Selecting the sentence which doesn’t fit in the context meaningfully.*(4)
- * *Translating the sentences from Turkish to English.*(2)
- * *Translating the sentences from English to Turkish.*(2)

3.3. Data Collection

The questionnaire and the achievement test were administered to two groups of 15 students from Air Force Language School. In May 2003 the questionnaire

was applied for the first time in order to find out the frequency of their strategy use. After six months during which a training on language learning strategies was given to the second group of the study, the students were asked to answer the questionnaire for the second time in order to find out the differences between the strategy use of the two groups of the study before they took the achievement test of reading comprehension. Students were given 30 minutes to fill in the questionnaire and 40 minutes to answer the achievement test.

3.4. Data Analysis

The aim of making an analysis is to find out how often students use strategies and what kind of a relationship exists between their strategy choice and academic success in reading comprehension. To determine whether the subjects are low, medium or high strategy users, the mean of each questionnaire has been calculated. The subjects who have scored between 1-2.4 have been grouped as low strategy users since this range represents the use strategies at a very low level – “never” or “rarely”. Those scoring between the range of 2.5-3.4 have been grouped as medium level strategy users as it means that they use the strategies “sometimes”. The high level strategy users fall between 3.5-5 because this range corresponds to the frequency scale of “often” and “always”. This grouping is done on the basis of Oxford and Green’s (1995) grouping in their descriptive study of learning strategies in relation to gender and proficiency.

The scores, however, represents the students’ averages of strategy use, which means that while some strategies may be used at a high level of frequency, the average may turn out to be between the ranges representing low strategy use since this kind of an analysis does not deal with individual strategies but only conveys an overall picture of how frequently students use the strategies on the questionnaire in general.

3.5. Evaluation of the Data Collected

After applying the questionnaire for the first time more than 50% of the students of both groups have been found as using the learning strategies presented in the questionnaire at a low level. For the first group it can be said that 86% of the students have been found at a low level and 13% have been found at a medium level. For the second group it can be said that 73% of the students have been found at a low level and 26% of them have been found at a medium level (see Table 1). By looking at these findings it can be said that, in general, most of the students do not make maximum use of learning strategies in reading comprehension in a foreign language since the percentages representing medium level strategy users are very low with respect to the percentage of students who fall in the scope of low level strategy users.

There was a considerable change in the percentages of the students who had been found as using the strategies at a low level after the training which was on language strategies and given only to the second group of the study. For the first group percentages were the same. For the second group 80% of the students have been found as using the language strategies at a high level and 20% of them have been found as using them at a medium level (see Table 1). By looking at these results it can be said that after becoming aware of the existence of these strategies, students became automatized in using them frequently.

	1 st Group (Control Group)	2 nd Group (Subjects)
Number of the students	15	15
Level of the students	intermediate	intermediate
Frequency of the strategy use before the training:		
	Low level: 80%	Low level: 73%
	Medium level: 13	Medium level: 26%
Frequency of the strategy use after the training:		
		High level: 80%
		Medium level: 20%
*(The training was given only to the second group)		

Table 1. Frequency of the students’ strategy use.

As the last step of the study both groups were asked to take an achievement test in order to determine their success levels. For the first group it can be said that 73% of the students got grades between 63-75 and 26% of them got grades between 78-86. For the second group it can be said that 86% of the students got grades between 82-98 and only the 13% of the students got grades between 78-81 (see Table 2). By looking at these results it can be said that after taking a certain amount of training on language learning strategies, it is possible to increase the degree of the success.

	1 st Group (Control group)	2 nd Group (subjects)
Grades:		
	63-75 : 73%	82-98 : 86%
	78-86 : 26%	78-81 : 13%

Table 2. The grades of the students in the achievement test

To conclude the study proved that there is a relationship between language learning strategy choice in reading comprehension and academic success. Therefore, more emphasis should be put on language learning strategies both during the learning and the teaching process. In order to do this both the students and the teachers should be aware of the importance of the language learning strategies in the process of learning.

CHAPTER 4

THE MODEL OF THE STUDY

It is stated in the previous parts of this study that the learning strategies assist English Language Learners to master content material independently, either individually or with others. Since learning strategies cannot be used all at once, the most appropriate way to teach them is according to the nature of the learning task. In other words, the curriculum determines the strategy to be used, and the usefulness of any strategy should be with regard to the task. For example, before a student engages in reading a chapter in a text she/he may be directed to anticipate information in the text, to examine the various chapter headings and subheadings, and to take notes as part of the planning process. Such strategies help the student develop a model onto which new information can be added in the student's existing schema. For that reason, in this part of the study it is aimed to provide a sufficient model for teaching language learning strategies.

Step 1 : Study Your Teaching Context

At first it is crucial for teachers to study their teaching context. They should pay special attention to their students, their materials, and their own teaching. If the students are going to be trained in using language learning strategies, it is crucial to know something about these individuals, their interests, motivations, and learning styles. For example, by observing their behaviour in class a teacher can see what learning strategies they already use. Do they often ask for clarification, verification, or correction? Do they co-operate with their peers or seem to have much contact outside of class with proficient L2 users? Beyond observation, however, one can prepare a short questionnaire that students can fill in at the beginning of a course, describing themselves and their language learning.

And also students can be asked to complete such statements: 'In this class I want to/will/won't....', 'My favourite/least favourite kinds of class activities are...', 'I am studying English because...', etc.

Beyond the students, one's teaching materials are also important in considering language learning strategies and language learning strategies training. For example, textbooks should be analysed to see whether they already include language learning strategies or language learning strategies training. The textbooks should incorporate 'learning strategy' boxes which highlight language learning strategies and encourage students to use them in L2 tasks or skills. Audiotapes, videotapes, handouts, and other materials for the course should also be examined for language learning strategies or for specific ways that language learning strategies training might be implemented in using them. If teachers can not find many language learning strategies incorporated into their materials, they might look for new texts or other teaching materials that do provide such opportunities.

Last, teachers need to study their own teaching methods and overall classroom style. This can be done by considering one's own lesson plans. Do they incorporate various ways that students can learn the language the teacher is modelling, practising or presenting, in order to appeal to a variety of learning strategies? Does the teacher's teaching allow learners to approach the task in a variety of ways? Is the teacher's language learning strategies training implicit, explicit, or both? By audiotaping or videotaping one's classroom teaching, an instructor may objectively consider just what was actually taught and modelled, and how students responded and appeared to learn. Is the class learner-centered? Do the teacher allow students to work on their own and learn from one another? As the teacher circulate in class, is she/he encouraging questions? Whether formally in action research or simply for informal reflection, teachers who study their students, their materials, and their own teaching will be better

prepared to focus on language learning strategies and language learning strategies training within their specific teaching context.

Step 2 : Focus on Language Learning Strategies in Your Teaching

After a teacher has studied his/her teaching context, he/she should begin to focus on specific language learning strategies in his /her regular teaching that are relevant to their learners, their materials and their own teaching style. The strategies should be introduced incrementally or in other words a few at a time. Teaching a small number of strategies, perhaps one at a time rather than many at once would be better. It should be considered that achieving success in using strategies is the goal. In order to ensure the success in use of a strategy, students should be engaged in tasks of manageable difficulty. It is better to deliver manageable content of moderate difficulty to demonstrate the appropriate and useful application of a strategy. Over-loading students with dense materials which confuse and frustrate them will only serve to destroy the motivation to learn strategies.

In order to provide plenty of opportunities to the students for strategy training during language classes, language learning strategies training should be integrated into regular L2 activities over a long period of time rather than taught as a separate, short intervention.

Strategies should be sequenced according to their observable applicability. The strategies of outlining, and notetaking are more concrete and observable than setting goals, activating background knowledge, or predicting. As a result, these strategies will enable students to actively comprehend in the process of learning.

Step 3 : Integrate strategies' practice into regular course work

It is a well known fact that strategies are not supplementary but an integrated part of the existing curriculum. It can be said that language learning strategies training needs to be integrated into students regular classes if they are going to appreciate their relevance for language learning tasks. In other words students need to constantly monitor and evaluate the strategies they develop and use and they also need to be aware of the nature, function and importance of such strategies. Students should be given the chance of evaluating their own progress and the success of the training and the value of the strategies in different tasks. Whether it is a specific conversation, reading, writing, or another activity, an organised and informed focus on language learning strategies and language learning strategies training will help students learn and provide more opportunities for them to take responsibility for their learning.

How language learning strategies should be taught is open to question, but it has been confirmed that strategy training is generally more effective when integrated into regular classroom activities than when presented as a separate course. It is possible to integrate the strategies into regular course work by means of explanations, handouts, activities, brainstorming, and materials for reference and home study.

CHAPTER 5

5.1. Conclusion

This present study investigated the relationship between learning strategy choice in reading comprehension and academic success. The study was conducted at Air Force Language School in İzmir. The participants were 30 students at the intermediate level of English proficiency. All the students were the officers of Turkish Air Force and graduated from Air Force Academy.

In this study a self-scoring questionnaire, which is an adaptation of the SILL (Strategy Inventory for Language Learning) established by Rebecca L.Oxford and scores from an achievement test of reading comprehension prepared by the testing office at Air Force Language School to determine their degrees of reading comprehension academic success are used as the instruments of the study.

At the beginning of the study the questionnaire was applied to both of the groups in order to learn about their language learning strategy choice in reading comprehension. Because of the fact that they don't have sufficient information about language learning strategies the results of two groups were similar. It can be said that all the students were unaware of the strategy use in reading comprehension. After that a six-week training on language learning strategies were given to the second group of the study. Then both groups were asked to take an achievement test of reading comprehension in order to find out whether there is a relationship between language learning strategy use and academic success. The results of the second group to which a training on language learning strategies were given were apparently higher than the results of the other group of the study. As a result of the achievement test it can be said that the students of the second

group who are aware of the language learning strategies were successful than the others.

To conclude, the frequency level of language learning strategy use was taken from a comparative perspective, which was virtually what this study aimed at. When the data collected from the questionnaire after the six-week training on language learning strategies given to the second group of the study is analyzed globally, it can be said that the students of the second group use most of the strategies given in the questionnaire at a high level of frequency. And by looking at the results of their achievement test it can also be said that their use of language learning strategies has positive effect on their success. It can be said that the research shows us that learners who receive strategy training generally learn better than those who do not.

5.2. Suggestions

As it is stated in this study, language learning strategies, being specific actions, behaviours, tactics, techniques, facilitate the learning of the target language by the language learner. All language learners use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same language learning strategies or should be trained in using and developing the same strategies to become successful learners. On the basis of the findings of this study, it can be suggested that further descriptive and experimental studies should be conducted in the field of language learning strategies in ELT since the results show that the use of learning strategies contributes to success in learning to a great extent. And these studies should attempt to seek for answers to a wide range of questions, such as: What types of language learning strategies appear to work best with what learners in which contexts? What is the role of language proficiency in

language learning strategies use and training? How long does it take to train specific learners in certain language learning strategies? How can one best assess and measure success in language learning strategies use or training? Are certain language learning strategies learned more easily in classroom and non-classroom contexts? What language learning strategies should be taught at different proficiency levels?

Since reading comprehension is one of the most important skills that students who are learning a second language need, the training of students in becoming automatized in employing learning strategies that enhance this skill should certainly be one of the major concerns of the instructors.

One of the properties of language learning strategies, mentioned before, was that the ability to use learning strategies was not innate, but could be learned. Highly capable individuals are not born with the ability to use learning strategies. It is just a situation where some learners have not discovered and practised using them, while others have. Therefore, they should be made aware of these language learning strategies and given practice opportunities. In order to achieve this language learning strategies training should be a major part of the curriculum. It can be said that using language learning strategies and language learning strategies training in the class not only encourages learners in their language learning but also helps teachers reflect on and improve their teaching.

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APPENDIX 1
THE QUESTIONNAIRE

This questionnaire has been designed for academic research purposes only. For this reason we would like you to give honest answers to the questions asked.

Circle the number of the word of frequency that shows the frequency of the task that you do in reading a text in English either in or out of class.

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

Before Starting to Read any Text:

1. I collect resource materials, such as a dictionary and grammar book, so that I can refer to them when I need to.
- 1 2 3 4 5
2. I try to clear the elements in the environment that take away my attention.
- 1 2 3 4 5
3. I direct my attention on the reading activity that I will do.
- 1 2 3 4 5
4. I look at the lenght of the text and illustrations (if there are any) to prepare myself for the context.
- 1 2 3 4 5
5. I look at the title and try to guess what the text is about.
- 1 2 3 4 5
6. I think about what I know and do not know about the topic of the reading text.
- 1 2 3 4 5
7. I ask the teacher about the purpose of the reading activity.
- 1 2 3 4 5
8. I try to understand what kind of an essay the text is (e.g. argumentative, cause-effect).
- 1 2 3 4 5
9. If I do not feel like reading, I know how to motivate myself.
- 1 2 3 4 5

During the Reading Process:

10. I read some parts of the text first (e.g. introduction and conclusion) to get a general idea about the subject.

1 2 3 4 5

11. I skim through the text to arrive at some general information about the text.

1 2 3 4 5

12. I scan the text to get only the information I want or read.

1 2 3 4 5

13. I guess the rest of the context as I read.

1 2 3 4 5

14. I read the text several times for a different purpose each time. (e.g. to get the main idea from the first reading, to find information to questions or tasks in the second reading etc.)

1 2 3 4 5

15. I make a summary in my mind of the important points in the text as I read along.

1 2 3 4 5

16. I underline or circle sentences or words that I find important.

1 2 3 4 5

17. I try to imagine what I understand from the text.

1 2 3 4 5

18. I connect the new ideas or information in the text with my general knowledge of the world.

1 2 3 4 5

19. I take short notes of the important points in the text.

1 2 3 4 5

20. I make an outline of the text.

1 2 3 4 5

21. I pronounce the words silently to assist comprehension.

1 2 3 4 5

22. When I cannot concentrate by reading silently, I read aloud.

1 2 3 4 5

23. I do not translate every single word or the whole text into my own language.

1 2 3 4 5

24. I try not to “think” in Turkish while I’m reading.

1 2 3 4 5

25. I make my own conclusions from what I have read.

1 2 3 4 5

26. I try to find out the implied meaning (meaning that is not written openly) as well as the explicit meaning (meaning that is written directly).

1 2 3 4 5

27. If the topic of the text is not familiar to me, I get information from other sources.

- 1 2 3 4 5
28. I **do not** get disappointed when I **do not** understand at first reading.
- 1 2 3 4 5
29. When I don't understand a culture-specific aspect in the text, I ask someone to **explain it to me**.
- 1 2 3 4 5
30. When I am not satisfied with my level of comprehension, I read the text over **and over again**.
- 1 2 3 4 5
31. I **pay attention** to grammatical patterns and the way **they** are used in the text.
- 1 2 3 4 5
32. I **try to** make my own grammar rules by analyzing the grammatical structures **used in the text**.
- 1 2 3 4 5
33. When I do not understand the meaning expressed by a sentence:
- a. I **apply the** grammatical rules I know in order to analyze its structure.
- 1 2 3 4 5
- b. I **try to** guess the meaning by using the context as a **clue**.
- 1 2 3 4 5
- c. I **try to** guess the meaning by using the signal words (transitions, connectors) as **clues**.
- 1 2 3 4 5
- d. I **break down** the sentence into its grammatical components (such as subject, **verb, object**) or **shorter sentences** especially if its a complex and long sentence.
- 1 2 3 4 5
- e. I **ignore** the sentence especially if I feel that it has not much importance **to my purpose in reading the text**.
- 1 2 3 4 5
- f. I **ask the** teacher for explanation.
- 1 2 3 4 5
- g. I **ask my** friends for help.
- 1 2 3 4 5
34. When I come across words, the meanings of which I **do not** know:
- a. I **do not** consider some of them, especially those I **feel that** are not important **at all**.
- 1 2 3 4 5
- b. I **look all** the words up in the dictionary.
- 1 2 3 4 5
- c. I **look up** only the important key words in the dictionary.
- 1 2 3 4 5
- d. I **try to** guess the meaning by looking for words in the text that have **opposite or similar meanings**.
- 1 2 3 4 5

e. I try to guess the meaning by searching for whether there is a definition of the word in the text.

1 2 3 4 5

f. I look at their affixes (prefixes and suffixes) and root to guess their meaning. (e.g. manuscript: “manu” is a prefix meaning “hand”)

1 2 3 4 5

g. I guess the meaning by using the context as a clue.

1 2 3 4 5

h. I try to connect the words to any similar word in any other language.

1 2 3 4 5

i. I ask the teacher for their meanings.

1 2 3 4 5

j. I ask my friends for help.

1 2 3 4 5

35. I do not stop trying understand the text when I get frustrated (disappointed) if I do not understand it.

After I Finish Reading:

36. I write a summary of the text.

1 2 3 4 5

37. I check whether I have understood the text correctly by:

a. matching my answers to comprehension questions with the correct answers given in class or the book.

1 2 3 4 5

b. comparing my answers with other students' answers

1 2 3 4 5

c. seeking for practice opportunities in class. (e.g. always volunteering to comment on the reading passage)

1 2 3 4 5

38. I make a list of the new words that I learned from the text.

1 2 3 4 5

39. In order to learn the meanings of words:

a. I group them according to their meanings.

1 2 3 4 5

b. I group them according to their parts of speech.

1 2 3 4 5

c. I try to imagine what the word refers to or represents.

- 12345

d. I associate it to other words or concepts.

12345

e. I generate sentences with the new words.

12345
40. I write the new structures or expressions I have learned and practice them by using them in other contexts.
- 12345

In general, To Improve my Skill in Reading Comprehension:

- 12345

41. I read texts written in English frequently.

12345

42. I practice reading quickly in order to get ideas from a text in the shortest possible time.

12345

43. I try to read and get information about “reading strategies”.

12345

44. I ask proficient speakers of English how they go about reading a text.

12345

45. I study grammar and vocabulary items from time to time in order to improve my English in general.

12345

APPENDIX 2

ANKET

Bu anket sadece akademik arařtırmalarda kullanılmak üzere d zenlenmiřtir. Bu sebeple, sorulan sorulara i tenlikle cevap vermenizi rica ederim.

Sınıf i inde ya da dıřında bir metin okurken yaptığınız inandığınız řeylerin sıklığını belirten s zcüğ n rakamını iřaretleyiniz.

Asla:1

Nadiren:2

Bazen:3

Sık sık:4

Her zaman:5

Herhangi bir metni okumaya bařlamadan  nce:

1. İhtiya  duyduğumda bařvurmak  zere s zl k ve dilbilgisi kitabı gibi yardımcı materyaller biriktiririm.

1 2 3 4 5

2.  evremde dikkatimi dağıtan unsurları kaldırırim.

1 2 3 4 5

3. Dikkatimi yapacağım okuma aktivitesine yoğunlařtırırım.

1 2 3 4 5

4. Kendimi metnin i eriğine hazırlamak i in metnin ve de  rneklerin uzunluğuna bakarım.

1 2 3 4 5

5. Bařlığ  bakarak metnin ne hakkında olduğunu tahmin etmeye  alıřırım.

1 2 3 4 5

6. Okuma par asının konusu hakkında bildiklerim ve bilmediklerim  zerinde d ř n r m.

1 2 3 4 5

7.  ğretmene okuma aktivitesinin amacını sorarım.

1 2 3 4 5

8. Metnin yazı t r n  anlamaya  alıřırım ( rn: tartıřma sebep-sonu ).

1 2 3 4 5

9. Eğer okumak istemediğimi hissedersen kendimi nasıl motive edeceğimi biliyorum.

1 2 3 4 5

Okuma esnasında:

10. Konu hakkında genel bir fikir edinmek için ilk önce metnin bazı bölümlerini (örn: giriş, sonuç) okurum.

1 2 3 4 5

11. Metin hakkında genel bir bilgi edinmek amacıyla metne bir göz gezdiririm.

1 2 3 4 5

12. Metni sadece okuduğum ya da istediğim bilgiyi elde etmek için tararım.

1 2 3 4 5

13. Okudukça metnin geri kalanını tahmin ederim.

1 2 3 4 5

14. Her defasında farklı bir amaçla metni birkaç defa okurum (örn: ilk okuyuşta ana fikri anlama, ikinci okuyuşta soruların cevaplarını bulma, vb.).

1 2 3 4 5

15. Okudukça zihnimde metnin önemli noktalarının özetini çıkarırım.

1 2 3 4 5

16. Önemli bulduğum cümlelerin ya da kelimelerin altını çizerim.

1 2 3 4 5

17. Metinden anladıklarımı hayal etmeye çalışırım.

1 2 3 4 5

18. Metindeki yeni fikirleri ve bilgileri genel kültür bilgilerime dahil ederim.

1 2 3 4 5

19. Metindeki önemli noktaları not alırım.

1 2 3 4 5

20. Metnin bir taslağını çıkarırım.

1 2 3 4 5

21. Anlamayı kolaylaştırmak için kelimeleri sessizce telaffuz ederim.

1 2 3 4 5

22. Sessiz okuyarak konsantre olamadığımda yüksek sesle okurum.

1 2 3 4 5

23. Metindeki her bir kelimeyi ya da metnin tamamını kendi anadilime çevirmem.

1 2 3 4 5

24. Okurken Türkçe düşünmemeye çalışırım.

1 2 3 4 5

25. Okuduğum metinden kendi sonuçlarımı çıkarırım.

1 2 3 4 5

26. Metinde belirtilen açık anlamlar kadar metinde gizli anlamları da bulmaya çalışırım.

1 2 3 4 5

27. Eğer metnin konusu hakkında bilgim yoksa diğer kaynaklardan yararlanırım.

1 2 3 4 5

28. İlk okumada anlamazsam bu bir hayal kırıklığı oluşturmaz.

1 2 3 4 5

29. Metinde anlamadığım kültürel bir olgu olduğunda başka birisine sorarım.

1 2 3 4 5

30. Eğer yeterince anlamadıysam metni birçok defa okurum.

1 2 3 4 5

31. Dilbilgisi yapılarına ve metinde nasıl kullanıldıklarına dikkat ederim.

1 2 3 4 5

32. Metindeki dilbilgisi yapılarını analiz ederek kendi dilbilgisi kurallarımı oluştururum.

1 2 3 4 5

33. Bir cümlede ifade edileni anlamadığımda:

a. Yapısını anlamak için bildiğim dilbilgisi kurallarını uygulayım.

1 2 3 4 5

b. Metnin içinde ifade edilen koşulları bir ipucu gibi kullanarak anlamı tahmin etmeye çalışırım.

1 2 3 4 5

c. Bağlaçlar, geçiş kelimeleri gibi sözcükleri kullanarak anlamı tahmin etmeye çalışırım.

1 2 3 4 5

d. Cümleyi öğelerine ayırırım ya da eğer karmaşık ve uzun bir cümleyse daha kısa cümlelere bölerim.

1 2 3 4 5

e. Eğer cümle metni okuyuş amcımı etkileyecek bir önemde değilse, cümleyi önemsemem.

1 2 3 4 5

f. Açıklaması için öğretmene sorarım.

1 2 3 4 5

g. Arkadaşlarımdan yardım isterim.

1 2 3 4 5

34. Anlamını bilmediğim kelimelerle karşılaştığımda:

a. Özellikle çok önemli olmadıklarını düşündüklerimi önemsemem.

1 2 3 4 5

b. Sözlükten bütün kelimelerin anlamlarına bakarım.

1 2 3 4 5

c. Sözlükten sadece önemli anahtar sözcüklerin anlamlarına bakarım.

1 2 3 4 5

d. Anlamı metindeki diğer zıt ya da benzer anlamlı sözcüklere bakarak tahmin etmeye çalışırım.

1 2 3 4 5

e. Anlamı kelimenin metinde tanımı olup olmadığını bulmaya çalışarak tahmin etmeye çalışırım.

1 2 3 4 5

f. Anlamalarını tahmin etmek için kelimelerin köklerine, ön ve son eklerine bakarım (örn: manuscript sözcüğündeki 'manu' 'el' anlamına gelen bir ön ektir.).

1 2 3 4 5

g. Anlamı metnin içeriğinden çıkarmaya çalışırım.

1 2 3 4 5

h. Kelimelerin herhangi başka bir dildeki benzer kelimelerle bağlantılarını kurmaya çalışırım.

1 2 3 4 5

i. Anlamlarını öğretmene sorarım.

1 2 3 4 5

j. Arkadaşımdan yardım isterim.

1 2 3 4 5

35. Zorluklarla karşılaştığımda ya da anlamadığımda metni anlamaya çalışmaktan vazgeçmem.

1 2 3 4 5

Okumayı bitirdikten sonra:

36. Metnin bir özetini çıkarırım.

1 2 3 4 5

37. Metni doğru anlayıp anlamadığımı kontrol etmek için:

a. Metin hakkındaki soruları sınıfta ya da kitapta verilen doğru cevaplarla kendi cevaplarımı karşılaştırırım.

1 2 3 4 5

b. Cevaplarımı diğer öğrencilerin cevaplarıyla karşılaştırırım.

1 2 3 4 5

c. Sınıfta pratik yapma şansını yakalamaya çalışırım (örn: okuma metni hakkında yorum yapmak isteyerek.).

1 2 3 4 5

38. Metinden öğrendiğim yeni kelimelerin bir listesini yaparım.

1 2 3 4 5

39. Kelimelerin anlamlarını öğrenmek için:

a. Kelimleri anlamlarına göre gruplarım.

1 2 3 4 5

b. Kelimleri türlerine göre gruplarım.

1 2 3 4 5

c. Kelimenin neyi belirttiğini ya da neyi kastettiğini hayal etmeye çalışırım.

1 2 3 4 5

d. Onu diğer kelimelerle ya da kavramlarla ilişkilendiririm.

1 2 3 4 5

e. Yeni kelimelerle cümleler kurarım.

1 2 3 4 5

40. Öğrendiğim yeni yapıları ya da tanımları yazarım ve onları diğer bağlamlarda kullanarak pratik yaparım.

1 2 3 4 5

Okuma-anlam becerimi geliştirmek için:

41. İngilizce metinleri sık sık okurum.

1 2 3 4 5

42. Bir metindeki fikirleri mümkün olan en kısa zamanda anlayabilmek için hızlı okuma pratiği yaparım.

1 2 3 4 5

43. Okuma stratejileri hakkında bilgi almaya çalışırım.

1 2 3 4 5

44. İngilizcede uzmanlaşmış kişilere bir okuma metni üzerinde nasıl çalıştıklarını sorarım.

1 2 3 4 5

45. Zaman zaman İngilizceyi geliştirmek için dilbilgisi ve kelime çalışırım.

1 2 3 4 5