

*To Dr. Tom Miller,
whose faith in me brought out my best...*

EFFECTS OF STRATEGY INSTRUCTION FOCUS ACTIVITIES ON
STUDENTS' READING STRATEGY USE

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ABSTRACT

THE EFFECTS OF STRATEGY INSTRUCTION FOCUS ACTIVITIES ON STUDENTS' READING STRATEGY USE

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This study investigated (1) the existing reading strategies used by university students, (2) those strategies not reported used but which apparently matched students' academic needs, and (3) the effects of reading strategy instruction on students' strategy use. Two pre-intermediate level classes (one as the control group and one as the experimental group) studying at Çukurova University, and one teacher, who taught in both classes, participated in this study. The experimental group studied the Strategy Instruction Focus Activities (SIFA's) during four weeks of treatment while the control group followed their current reading syllabus.

To detect students' existing reading strategy use, the Reading Strategy Questionnaire, given to both groups, stimulated recall procedures with samples from both groups (4+4= 8), the participant teacher/researcher conferencing were used and

the results were triangulated before the treatment had started. During the four weeks of instruction, the experimental group students' SIFA cued feedback sheets were analyzed. After the treatment, the data gathered through the same questionnaire and post treatment interviews conducted with samples from both groups was used to compare students' strategy use. Three cases in the study were also analyzed to enrich the qualitative data of the study.

The between and within the group analyses revealed that both groups had similar reading profiles before and after treatment, and neither group showed significant changes in the strategy use. The analysis of the SIFA Feedback Sheets, post treatment interviews, and three cases imply that strategy instruction can have a positive impact on students' strategy use.

Key words: Reading strategy, scaffolding instruction, schema theory, strategies, strategy instruction, the Strategy Instruction Focus Activities (SIFAs), stimulated recall procedure.

ÖZET

STRATEJİ EĞİTİMİ ODAKLI AKTİVİTELERİN ÖĞRENCİLERİN OKUMA STRATEJİLERİ KULLANIMININ ÜZERİNDEKİ ETKİLERİ

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Bu çalışma (1) üniversite öğrencileri tarafından kullanılan okuma stratejileri; (2) kullanılmıyor olarak ifade edilen ancak görünüşte öğrencilerin akademik ihtiyaçlarını karşılayan stratejiler; (3) okuma stratejileri eğitiminin öğrencilerin okuma stratejileri kullanımları üzerindeki etkilerini incelemiştir. Çukurova Üniversitesi, Yabancı Diller Merkezi'nde yabancı dil olarak İngilizce öğrenen orta-öncesi seviyesindeki iki sınıf (deney grubu ve kontrol grubu olarak), bu iki sınıftan sorumlu bir okutman bu çalışmaya katılmıştır. Kontrol grubu mevcut okuma becerisi izlencesini takip ederken, deney grubu dört hafta boyunca strateji öğretimi odaklı aktiviteleri (SIFA's) çalışmışlardır.

Öğrencilerin var olan okuma stratejilerini belirlemek için her iki gruba da verilen Okuma Stratejileri Anketi, deney öncesi her iki gruptan alınan örneklemelerle (4+4=8) uygulanan Harekete Geçirmeli Hatırlatma Prosedürü, araştırmacı/katılımcı okutman görüşmeleri kullanılmış ve deney başlamadan önce elde edilen sonuçlar üçgenleme yöntemiyle analiz edilmiştir. Dört haftalık deney süresince, deney grubundaki öğrencilerin SIFA hatırlatmalı geri besleme kağıtları analiz edilmiştir. Deney sonucunda, her iki gruba da uygulanan aynı strateji anketi ve deney sonrası her iki gruptan alınan örneklemelerle yapılan görüşmelerden elde edilen veriler öğrencilerin strateji kullanımını karşılaştırmak üzere kullanılmıştır. Çalışmada yer alan deneklerden 3 durum analizi ayrıca çalışmanın nitel verilerini zenginleştirmek üzere incelenmiştir.

Gruplar arası ve grup içi analizler deneyden önce ve sona öğrencilerin benzer okuma stratejileri profillerinin olduğunu ve de hiç bir grupta anlamlı farklılıklar olmadığını göstermiştir. SIFA hatırlatmalı geri besleme kağıtları, deney sonrası yapılan karşılıklı görüşmeler, ve üç durum analizi strateji eğitiminin öğrencilerin okuma stratejileri kullanımında olumlu etkileri olabileceğini göstermiştir.

Anahtar kelimeler: Okuma stratejisi, yapılandırılmalı öğretim, şema teorisi, stratejiler, strateji öğretimi, Strateji Öğretimi Odaklı Aktiviteler (SIFA), harekete geçirmeli hatırlatma prosedürü

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CHAPTER – 1 INTRODUCTION

Introduction

Reading plays an essential role in foreign language classrooms since it is often the major source of L2 input for language learners. It involves challenging processes such as attention coordination, memory, and perceptual and comprehension processes (Kern, R. G.1989). Recent studies in L2 reading illustrate the positive impact of reading comprehension strategies on students' performance when students are taught to use appropriate strategies to help them improve comprehension (Cotterall, 1991; Kern, 1989; Salataci & Akyel, 2002; Pani, 2004). Reading strategies are a set of activities or methods used by language learners to comprehend reading texts. Good language learners appear to use these strategies in effective ways. However, there is evidence that poor readers are not able to use these reading strategies appropriately due to a lack of awareness of the benefits of the strategies or lack of adequate practice in using them.

This study aims to (a) investigate the existing reading strategies used by students in the preparatory English language program of Cukurova University, (b) identify those strategies not used but which apparently matched students' academic needs, and (c) evaluate the effects of reading strategy instruction on students' strategy use. The findings of the study may contribute to the language program of the preparatory language program of Çukurova University in terms of revising the reading syllabus and accompanying instruction.

Background of the Study

Since it requires both more linguistic and cognitive processing than reading in the native language, reading in the target language is very challenging for language learners. To comprehend reading texts, language learners must not only understand the words, structure, and purpose, but have access to the background knowledge assumed. Eskey (1986) defines reading in a second language as “a continual interaction of identification skills – that is, the recognition of words and phrases and the grammatical signals required for the simple decoding of the text with interpretive skills – the higher-level cognitive skills that allow for the meaningful reconstruction of a text as unified, coherent structure of meaning” (in Grabe & Stoller, 2002, p.75). In order to help learners deal with difficulties in comprehending texts, language teachers should provide a wide range of ways to improve students’ reading skills. One way is teaching students reading strategies that focus on the comprehension process and are of proven efficacy.

Strategies are conscious actions that learners take to accomplish a language task (Anderson, 2005). According to this definition, reading strategies can be described as special actions or tactics that learners consciously use to accomplish reading tasks. How readers think of a reading task, what textual clues they consider, how they understand what they have read, and what they do when they do not understand a text are involved in reading strategies (Block, 1986 in Farrell, 2001). Barnett (1988) defines reading strategies as comprehension processes that involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following

references, and separating main ideas from supporting ideas. Research in reading suggests that successful readers use “flexible and context sensitive reading strategies” and they consciously “regulate their process of meaning construction” (Paris et al., 1991; Pressley & Afflerbach, 1995; Pressley, 2000 in Bimmel, 2001).

Based on studies in cognitive psychology in learning strategies, O’Malley and Chamot (1990) concluded that strategy training is effective in generally improving students’ performances on reading comprehension and problem-solving tasks. Similarly, research suggests that strategies have a positive impact on students’ performance and that students are more likely to understand reading texts when they can use strategies effectively during reading (Barnett, 1988; Bimmel & Schooten, 2004; Green & Oxford, 1995; Kern, 1989; Pani, 2004; Salatacı & Akyel, 2002). By providing students with reading strategies they can use to construct meaning from texts, teachers can help less skilled learners to overcome difficulties in reading.

There are many suggestions about reading strategy training in the literature and about how reading strategy training should be implemented (Farrell, 2001; Fielding & Pearson, 1994; Janzen & Stoller, 1998; Oxford, Crookall, Cohen, Lavine, Nykios, and Sutter, 1990; Vacca, 2002; Oxford et al. 2004; Simpson & Nist, 2000). For instance, Pearson and Dole (1987) describe explicit instruction, which is a widely researched model, in four phases: “teacher modeling and explanation of a strategy, guided practice during which teachers gradually give students more responsibility for task completion, independent practice accompanied by feedback, and application of the strategy” (in Fielding and Pearson, 1994, p.64).

Although some research has been conducted about strategy training of Turkish EFL students in reading (Bedir, 2000; Celik, 1997; Civelek, 2002; Ekmekci

and Okan, 1997; Gural, 2000; Guzel, 1996; Unal, 1999; Yazar, 2001, Yetgin, 2003;), these studies mostly focused on young learners or advanced level students preparing to be English Language Teachers or on the materials used for strategy instruction. This study will focus on a group of students studying English to continue their education in different departments in an English-medium university. These students' reading strategy knowledge will be explored and the effects of short-term strategy training on their performances in reading will be evaluated. The study may also contribute to an understanding of the impact of strategy training on students' reading performance, thereby benefiting program and curriculum designers.

Statement of the Problem

There is a relationship between a reader's successful second language reading comprehension and control of a wide and flexible repertoire of strategies (Anderson, 1991 in Carrell, Carson and Zhe, 1993). Students' awareness of strategy alternatives may not be enough for them to be successful in reading because they need to know why and how to use these strategies effectively. Similarly Anderson emphasizes that "strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know the strategies, a reader must also be able to apply them strategically" (in Anderson, ed. Hinkel, 2005, p. 765). Although less successful readers may be able to identify their own strategies, they usually lack knowledge of using them appropriately and how to link them into a useful "strategy chain" (Green and Oxford, 1995).

Carrell (1998) states that there should be two important factors in reading strategy training: (1) knowledge of recognition, and (2) regulation of cognition, that is readers should be aware of what strategies they use in reading and choose appropriate and effective ones to help them successfully comprehend a text (in Farrell, 2001). Students need to be taught not only various reading strategies but also how to determine if they are successful in their use of a given strategy. In other words, reading strategy instruction should also include teaching students how to monitor their use of a particular strategy as well as how to determine if they have been successful in the use of this strategy (Anderson, 1991).

Since students in English-medium universities in Turkey have to read long and complex academic texts in their fields after they complete their English preparatory education, reading skills can play a critical role in their general education. Reading strategy instruction may be essential for students' success in reading; therefore, strategy instruction is often part of the reading component of language programs in English-medium universities in Turkey.

One of the prominent English-medium universities in Turkey is Çukurova University. Pre-intermediate level students in the Center of Foreign Languages preparatory program at Çukurova University are required to read lengthy academic texts as part of their reading courses in preparing to meet their departmental needs. Strategy instruction may help these students become aware of and practice relevant strategies to make their reading faster and more effective.

Research Questions

This study will address the following research questions:

1. What are the reading strategies students report using in the preparatory program of The Center of Foreign Languages at Çukurova University?
2. Do students become aware of the nature and purpose of reading strategies when they are taught these in strategy instruction and can they state these?
3. Are students able to apply appropriately specific strategies taught?
4. How does strategy instruction affect students' strategy use?

Significance of the Problem

A lack of effective reading strategy use may cause students to have problems while completing reading tasks. Learners should be aware of strategies and practice appropriate reading strategies to improve their competence in reading. Since reading is the major input for students in English-medium universities, 'strategic reading' might be a good starting point for strategy instruction. This study will contribute to existing knowledge about the effects of strategy instruction on students' performance in reading and students' success in reading courses.

At the local level, this study attempts to discover the reading strategy preferences and needs for students in the preparatory program of The Center of Foreign Languages, Çukurova University. The study will identify the common learning strategies of students and identify strategies which the students need to use effectively to perform better. The results of the study will also benefit program designers as they design reading programs by clarifying the relationship between instructed strategy use and reading performance.

Key Terminology

Reading strategy: Conscious and flexible plans that readers apply to adapt to a variety of texts and tasks (Pearson et al., 1992, cited in Allen, 2003)

Scaffolding instruction: The teacher provides temporary support to students as they try out the new strategies (e.g. as in reciprocal teaching) (Paris, 1988 in O'Malley & Chamot, 1990, p. 161)

Schema Thoery: The use of pre-existing knowledge of text structures and content to enable prediction and anticipation of events and meanings, and of inference of meaning from wider contexts (McDonough, 1995, p.37).

Strategies: Thoughts or actions that individuals use to accomplish a learning goal (Chamot, 2004).

Strategy instruction: Explicit instruction to help students develop strategies for self-regulated, independent use to cope with various kinds of comprehension tasks (Pearson, 1982, in Vacca, 2002)

Strategy Instruction Focus Activity (SIFA): The activities designed by the researcher for the treatment conducted with the experimental group for four weeks.

Stimulated Recall: One subset of introspective methods that represent a means of eliciting data about thought process involved in carrying out a task or activity (Gass and Mackey, 2000).

Conclusion

In this chapter, the background of the study, statement of the problem, research questions, significance of the problem and key terminology that will frequently be used have been discussed. The next chapter is the literature review which will present the relevant literature on reading, reading strategies, good reader strategy use, reading in L2, assessment of reading strategies, strategy instruction features and the role of the teacher in strategy instruction. The third chapter is the methodology chapter which explains the participants, the participants, instruments, data collection

procedures, the four – week strategy instruction, and data analysis procedures of the study. The fourth chapter presents the data analysis, the tests and methods that were run and the results of the analyses. The last chapter is the conclusions chapter in which the findings, pedagogical implications, limitations of the study and suggestions for further research are discussed.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

Reading plays an essential role in foreign language classrooms since it is often the major source of L2 input for language learners. Therefore, reading strategy instruction seems to be an important technique not only in reading instruction, but also in language learning generally.

Research in second language reading suggests that learners use a variety of strategies to assist them with the acquisition, storage, and retrieval of information and language forms (Rigney, 1978 in Singhal, 2001). There is evidence that good language learners use various strategies in effective ways while poor readers are not able to use similar reading strategies appropriately due to a lack of awareness of the benefits of the strategies or lack of adequate practice in using them. In order to help learners deal with difficulties in reading, language teachers aim to provide a wide range of ways to improve students' reading skills. One way is teaching students strategies that focus on the reading comprehension process. According to recent studies in reading, reading strategies can be taught and strategy instruction has a positive impact on students' performance when students are taught to use them appropriately (Carrell, 1985; Carrell, Pharis, & Liberto, 1989, Pearson and Fielding in Janzen, 1996, Cotterall, 1991; Kern, 1989; Salataci & Akyel, 2002; Pani, 2004).

In the first section of this literature review, I will focus on reading and reading strategies in general as well as different approaches to defining reading

strategies. I will discuss the concept of the “good reader” according to research and “good reader” strategy use. In the second section, reading in another language will be discussed in terms of task demands and need for strategies to accomplish reading tasks. In the third section, the assessment of strategy use will be illustrated with samples from the literature. In the last section, I will give an overview of types of strategy instruction, features of strategy instruction, and the role of the teacher in strategy instruction.

Reading

Reading is one of the most common channels of communication and an important source of input (Cohen, 1990). The most common purpose of reading in an L1 setting is reading for general comprehension, which requires understanding of the meaning of words, the structure, and the overall content of text. Readers do not normally remember the specific details about what they have read, but generally they grasp the main idea and relate it to their background knowledge. This is also called extensive reading in which readers need only understand large chunks of information. When readers need to understand textual details reading style is called intensive reading.

There are also a number of other purposes for reading, especially in academic contexts, such as reading to search for information, reading to skim quickly, reading to integrate information, reading to write, reading to critique, and reading to learn (Grabe and Stoller, 2002). People also read for pleasure, which is one form of extensive reading. Readers’ understanding of a text or interpretation of it usually depends on their purpose.

At one time reading was described as a passive, linear process in which the reader's role was to "process each letter, combine letters into words, look up the meaning of these words in lexical memory, store meanings briefly in a short-term memory and then store meaning for larger portions of the text" (Gough, 1971 cited in Reynolds, 2002). This traditional view has changed over the past 25 years and now reading is understood to be an active, purposeful, and creative mental process in which the reader gets the meaning from a text based partly on new information in the text and partly on relevant prior knowledge, feelings, and opinions that the reader brings to the task (Eskey, 2005).

In order to describe the reading process that is activated when people read, Grabe and Stoller divide this process into two sub-processes: a lower level process (linguistic process) and a higher level process (comprehension process). The lower-level processes are more automatic and more skills oriented while higher-level processes refer much more to reader's background knowledge and inferencing skills (Grabe and Stoller, 2002) (see Table 1.)

Table 1

Reading Processes that are Activated when We Read

Lower-level processes	Higher-level processes
• Lexical access • Syntactic parsing • Semantic preposition formation • Working memory activation	• Text model of comprehension • Situation model of reader interpretation • Background knowledge use and inferencing • Executive control processes
(Grabe and Stoller, 2002, p.20)	

As can be seen in Table 1, reading for the understanding of a text is a complex and active process during which readers use their lexical and syntactic knowledge as well as their previous knowledge of the topic.

Another approach to reading processes defines two different processes as ‘text-directed’ and ‘knowledge directed’ processes. The content of the text (words, text passages, and their interrelated meanings) and its organization (word order, sentence order, graphic organizers) are related to text-directed processes, whereas, linguistic and background knowledge is related to knowledge-directed processes. A flexible interaction between these two processes is required to understand a text. (Goldman & Rakestraw, 2000; Presley, 2000 cited in Bimmel and Schooten, 2004; Rumelhart, 1977 cited in Brown, 1998)

Many researchers have tried to create a general understanding of reading comprehension process and have developed models of reading. For instance, in 1970s and 1980s, ‘bottom up’ and ‘top down’ models of reading process influenced the literature and received wide promotion. The ‘bottom up’ model of reading process is rather step by step, from the text in which the reader decodes from letters and sounds, into words, from words into larger grammatical units in understanding the writer’s meaning. The ‘top down’ model, on the other hand, is a process from brain to the text in which the readers interact with texts by combining information they discover there with the knowledge they bring to it from memory, constructing a comprehensive meaning. Later in the 1980s, the ‘interactive’ model of reading supported the idea that balanced interaction between ‘bottom up’ and ‘top down’ processes led to successful reading (Eskey, 2005).

When the reading text is easy, learners implement automatic word recognition and automatic recognition of syntactic structures and parts of speech (Phakiti, 2003). However, more complex reading texts require learners to direct the “process of meaning construction consciously and with planning” (Baker & Brown,

1984; Gerner, 1987 cited in Bimmel and Schooten, 2004, p.86). Good readers continue reading under these circumstances using flexible and content sensitive reading strategies consciously regulating their process of understanding (Paris et al, 1991; Pressley & Afflerbach, 1995; Pressley, 2000 in Bimmel and Schooten, 2004). Good readers are known to use “rapid decoding, large vocabularies, phonemic awareness, knowledge about the text features, and a variety of strategies to aid comprehension and memory” (Carrell, 1998). Pressley (2002) supports this idea and states that good readers apply various strategies before, while and after reading.

Research on reading has revealed the relation between good reading comprehension and successful strategy use (Anderson, 1991; Barnett, 1988; Bimmel & Schooten, 2004, Kern, 1989;). In this literature review, strategies in reading and their relationship to comprehension will be focused on.

Strategies for Reading

Strategies, according to an early definition, are special actions or methods that learners use to facilitate the language learning process (O’Malley, 1985 in O’Malley and Chamot, 1990; Oxford, 1990). Later, this definition was expanded to include the notion of ‘consciousness’. Thus, strategies can be described as specific actions or techniques that are intentionally used and consciously controlled by learners to improve learning progress in a foreign or second language (Cohen, 1998; Green & Oxford, 1995, Oxford, 2001a). Because strategies are conscious, there is “active involvement of the learner in their selection and use” (Anderson, 2005). Strategies may be observable, like taking notes, or they may be unobservable, like recalling background information about a topic before reading a text.

In the literature, reading strategies are defined as “comprehension strategies” or “reading processing strategies” (Block, 1986; Pressley, 2001; Pritchard, 1990; Williams, 2000 as cited in Yetkin, 2003, p.8). More specifically, Barnett describes reading strategies as mental operations that learners use to approach a text and understand what they read. Skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas are involved in these mental processes (Barnett, 1988). Furthermore, reading strategies are “cognitive activities which readers can undertake before, during, and after reading of a text in order to adequately comprehend the text and prevent, identify or solve any problems which may occur during the process” (Aarnoutse, 1988, in Aarnoutse and Schellings, 2003, p.390). For most researchers, “reading strategies” extend the previous notion of “reading skills”. “Skill is an overall behavior” while “strategy is the specific means for realizing that behavior” (Cohen, 1990, p.83). “If a learner’s behavior is totally unconscious so that the given learner is not able to identify any strategies associated with it, then the behavior would simply be referred to as a process, not a strategy” (Cohen, 1996, p.6). In another classification, Anderson states the difference between skills and strategies is usually due to automation of the process— a strategy becomes a skill if it is used automatically (2003).

A skill is a strategy that has become automatic. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives. This definition underscores the role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill (p.4)

For many researchers, the idea of conscious choice and employment of strategies is definitionally central. Oxford (2001b, p.166) summarizes common features of language learning strategies. “All language learning strategies are related to control, goal-directness, autonomy and self-efficacy”, and further the “autonomy may use conscious control of ones own learning processes” (Oxford, 2001b, p.167).

For the categorization of reading strategies, researchers use different classifications. Oxford (1990), for instance, offers six kinds of strategies within the context of reading strategies. She first distinguishes Direct Strategies from Indirect Strategies (see Figure 1). Memory strategies include creating mental images through grouping and associating, semantic mapping, using key words, employing word associations, and placing new words into a context. Cognitive strategies include note taking, formal practice with the specific aspects of the target language such as sentence structure, summarizing, paraphrasing, predicting, analyzing, and using context clues. Compensation strategies refer to inferencing, guessing while reading, or using reference materials such as dictionaries. Indirect strategies likewise comprise three sub-strategies. Metacognitive strategies require learners to plan, arrange, and evaluate their own learning through direct attention and self-evaluation, organization, setting goals and objectives. Affective strategies are used while reading. Students use affective strategies such as self-encouraging behaviors to continue processing and to encourage learning. Cooperation with peers, questioning, asking for correction and feedback are social strategies that students use in the reading process.

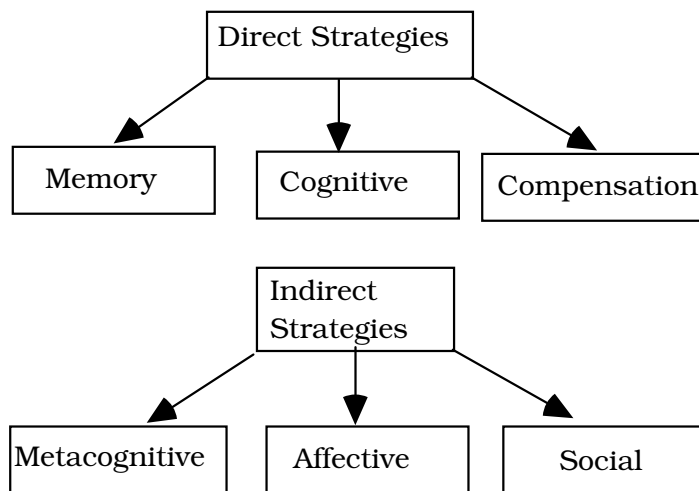


Figure 1. Oxford's classifications of strategies.

Cohen groups reading strategies in four categories: supporting strategies, paraphrase strategies, strategies for establishing coherence in the text, and strategies for supervising strategy use (1990, pp. 91-92). The following table illustrates these strategies.

Table 2

Reading Strategies (Andrew Cohen, 1990)

1. Supporting strategies	types of reading acts undertaken to facilitate high level strategies – for example, skimming, scanning, skipping, marking the text, and using a glossary.
2. Paraphrase strategies	decoding strategies to clarify meaning by simplifying syntax, finding synonyms for words and phrases, looking for propositions or basic ideas, and identifying the function of portions of the text.
3. Strategies for establishing coherence in the text	the use of world knowledge or clues in the text to make the text intelligible as a piece of connected discourse – for example, looking for organization, using context, and distinguishing the discourse functions in the text (such as introduction, definition, exemplification, and conclusion).
4. Strategies for supervising strategy use	conscious strategies for checking on the reading process as it takes place – for example, planning, ongoing self-evaluation, changing the planning and executing of tasks, identifying misunderstanding, and remediating when reading problems are found.

There are also other classifications for reading strategies derived from the use of questionnaires, think-aloud protocols, oral reports or stimulated recall

processes in research studies conducted with L2 learners. These include strategies such as “main meaning line” and “word-solving” (Hosenfeld, 1977); “general comprehension” and “local linguistic” (Block, 1986); “text-level” and “word-level” (Barnett, 1988) “global or top-down” and “local or bottom-up” (Carrell, 1989; Young and Oxford, 1997); and “top-down” and “bottom-up” (Schueller, 1999). In his study, Anderson (1991) categorized strategies as: “supervising, supporting, paraphrasing, establishing coherence, and test taking” (in Brantmeier, 2002, p.8). Table 3 below summarizes research into strategy derivation indicating participants and research methods that researchers used (cited from Brantmeier, 2002).

Table 3

Foreign Language Reading Strategy Research (Adapted from Brantmeier, 2002)

Researcher	Participants / Method	Coding Scheme
Hosenfeld (1977)	40 ninth grade students learning French; think aloud protocols for each sentence they read	Main-meaning line and Word-solving strategies
Block (1986)	9 university level ESL and native English students; think aloud protocols for each sentence they read	General comprehension strategies and local linguistic strategies
Barnett (1988)	278 university level students learning fourth semester French; strategy use questionnaire	Text-level strategies and Word-level strategies
Carrell (1989)	75 native English speakers learning Spanish and 45 native Spanish speakers in an intermediate ESL courses; written strategy use questionnaire and multiple choice comprehension questions	Global or top-down and local or bottom-up strategies
Anderson (1991)	26 Spanish speaking adult English as a Second Language students; DTLS (Descriptive Test of Language Skills Reading Comprehension text) with multiple choice questions; TRP (Textbook Reading Profile) with think- aloud reports	DTLS (1) understanding main ideas (2) understanding direct statements (3) drawing inferences Coding scheme for TRP (1) supervising (2) supporting (3) paraphrasing

		(4) establishing coherence (5) test taking
Young and Oxford (1997)	49 native English readers of Spanish; think aloud and oral reports	Global or Local
Schueller (1999)	128 native English readers of German; strategy use questionnaire, multiple choice and written recall comprehension tasks	Top-down and Bottom-up

The most common classification in the literature is between text-level and word-level strategies (Barnett, 1988). Text-level strategies refer to a whole or to large parts of a text. These strategies relate to using background knowledge, predicting, using titles, and illustrations to understand, reading with a purpose, skimming, and scanning. Word-level strategies, on the other hand, involve using the context to guess word meanings, identifying the grammatical category of words, following reference words, and recognizing meaning through word families and word formation (Barnett, 1988).

Different studies in the area of reading comprehension suggest the following strategies as essential for the reading process to be effective.

“determination of a reading objective; activation and use of one’s own knowledge with regard to the content of the text; drawing of connections or relations between words, sentences and paragraphs including the prediction of information and creation of representations; exploration of the nature and structure of different types of texts; discovery of the theme and the main ideas in a text along with a summary of such; posing and answering of one’s own questions; planning, steering, monitoring and correction of one’s own reading behavior; evaluation of texts for their value; and reflection on the reading activities which have been executed and their results”.

(Aarnoutse and Schellings, 2003, p. 391).

Learners who believe they use strategies effectively and who can, indeed, use reading strategies efficiently do better than those who do not so believe (Barnett, 1988). Similarly, fluent readers are also known as readers who can recognize

context-free word and phrases quickly and who can use appropriate strategies skillfully (Eskey, 1988, in McDonough, 1995). Although good readers can use diverse strategies, monitor their understanding in many different ways, and react to what they read (Pressley and McCormick, 1995; Wade, Trathen and Schraw, 1990 in Baylor and McCormick, 2003), novice readers generally focus on single words, they are unable to adjust to different texts or purposes, and rarely ask questions to themselves to monitor and improve comprehension (Carrell, 1989). These students need to be explicitly instructed to become more efficient readers using various strategies to get the benefits from learning through reading.

Good Reader Strategy Use

There are various terms in the literature for good readers such as being an efficient reader, fluent reader, skillful reader, experienced reader, expert reader, proficient reader, and successful reader (Grabe and Stoller, 2002; Baylor and McCormick, 2003; Farrell, 2001; Green and Oxford, 1995; Pressley, 2002; Janzen and Stoller, 1998; Carrell et al., 1993). In this study, the term ‘good readers’ is used to define readers who are flexible in applying a wide range of reading strategies, who control and monitor their comprehension, and who employ new tactics to repair any misunderstanding during reading.

The main difference between good readers and novice readers seems to be the degree to which they are aware of and use strategies in various reading tasks. Research on reading strategies suggests that good readers “distinguish between important information and details as they read and are able to use clues in the text to anticipate information and/or relate new information to information already stated”

(Farrell, 2001, p.632). Fredricka Stoller lists some of the strategies that good readers make use of to accomplish various reading tasks.

Good readers:

- predict what a passage will be about after looking at the title and accompanying illustrations;
- guess the meaning of unknown words and phrases;
- connect the content of a reading passage to their own background knowledge to make sense of the text;
- connect one part of a text to another;
- reread passages for a variety of purposes (e.g. to clarify a misunderstanding, to find more details);
- ask questions of a text to focus and guide their reading;
- summarize what they have read (through writing or speaking) (Stoller, 2000).

Good readers are strategic readers and are fully aware of varying strategies that they use before, during, and after reading. As stated by Anderson, successful reading comprehension requires the reader to control a wide and flexible repertoire of strategies and to know how to use them strategically (cited in Carrell, Garson, and Zhe, 1993). For instance, given a reading task, the successful reader might use some or all of the following strategies (Oxford et. al. 2004):

“(1) previewing the reading passage by looking at the headings, pictures, captions, and/or first lines of paragraphs; (2) making predictions about what will be said in the reading based on this preview; (3) trying to grasp the main idea before reading closely; (4) then, while reading closely, checking whether the predictions were correct and asking specific questions to comprehension and identify details; (5) after the reading is over, writing down a summary of the main idea and at least five or six key details; and (6) finally, evaluating task success (p.5).

Using strategies that are relevant to the task demands is generally what good readers do when compared to novice readers. Reading strategies are not in and of themselves “good” (Cohen, 1990), but depend on “who is using them, with what text, at what point of the text, under what circumstances, and with what purpose in mind” (p.84). Good readers use strategies consciously to support their understanding

and to monitor their task success. These strategies may range from guessing the meaning of a word (as a local action) or evaluating the text according to the reader's purpose (as a more global action) (Janzen and Stoller, 1998). There is research concerning the good readers' behaviors and the description of good readers and their reading behaviors. Research can be summarized as :

Overview text before reading, employ context clues such as titles, subheading, and diagrams, look for important information while reading and pay greater attention to it than other information, attempt to relate important points in text to one another in order to understand the text as a whole, activate and use prior knowledge to interpret text, reconsider and revise hypotheses about the meaning of text based on text content, attempt to infer information from the text, attempt to determine the meaning of words not understood or recognized, monitor text comprehension, identify or infer main ideas, use strategies to remember text (paraphrasing, repetition, making notes, summarizing, self-questioning, etc), understand relationships between parts of text, recognize text structure, change reading strategies when comprehension is perceived not be proceeding smoothly; evaluate the qualities of text, reflect on and process additionally after a part has been read, and anticipate or plan for the use of knowledge gained from the reading (Aebersold & Field, 1997; Pressley & Afflerbach, 1995, in Singhal, 2001, p.15)

According to most research, what readers do is often the same whether reading in a first or second language. Novice readers in their first language often have similar problems to those related to reading in another language (Cohen, 1990), and usually transfer reading approaches that they use in first language to another language.

Reading in a second language is often slower and more challenging due to the unknown vocabulary or unfamiliar sentence structures and thus may call for different approaches to an L2 text. In the next section, I discuss the demands of reading in a second language and the need for specific strategy use to respond to these demands.

Reading in L2

The research literature on reading in L1 has shaped the notions of reading in a second (L2) or foreign language. The major development of L2 reading has been the interactive model of reading (Bernhardt 1991; Grabe 1991; Silberstein 1987 in Brown, 1998). The other approaches to L2 reading include the integration approach, which combines the interactive model of top-down and bottom-up (or low-level and higher-level) processing and the situation model in which the reader uses larger discourse contexts to aid in comprehending the text (Bernhardt 1991; Swaffar, Arens, and Brynes, 1991; van Dijk and Kinstch, 1983 in Brown, 1998).

Within these interactive approaches to reading, the role of schema activation of background and cultural knowledge and the recognition of passage structure have been recognized as central to the reading processes second language learners engage in (Bernhardt 1984, Carrell 1984, Johnson 1982 cited in Pavlik, 1990).

According to schema theory, second language readers understand better how they can fit new textual information to existing knowledge. According to Carrell, (1983) “meaning does not just reside in the text, rather meaning is constructed out of the interaction between a reader’s activated background knowledge and what’s in the text” (cited in Thompson, 1988, p.624). Text organization, which may be different from one language to another, also plays an important role in second language reading comprehension. Better readers are aware of the rhetorical organization of written texts. One of the ways to help students activate their background knowledge and improve their second language reading is to help them make use of relevant reading strategies. Training students to recall background information and to recognize the organizational structure of texts improved

students' understanding of what they read in one study (Carrell, 1985). In another study, students showed significant improvement in L2 reading when they were trained to use word, sentence, and discourse analysis strategies (Kern, 1989, cited in Grabe, 1991).

In sum, in order to succeed at reading, second language learners need to be able to develop strategies for reading, both for “bottom-up processing (e.g. reading at a reasonable rate, ...reading without stopping to look up words in the dictionary) and top-down processing (e.g. skimming a text before reading, formulating specific questions that the text might be answer)” (Eskey, 2005, p. 575). Similarly, Brown (2004) states that readers need to employ (1) fundamental bottom-up strategies for processing separate letters, words, and phrases; (2) top-down strategies or conceptually driven strategies for overall comprehension; and (3) appropriate content and formal schema – background information and cultural experience.

Since reading processes are not observable, assessment has to rely on inference. In order to determine whether readers understand what they read, researchers and teachers “must depend on readers' reconstructions of meaning on comprehension assessment tasks” (Wolf, 1993, p. 473). Due to this fact, various types and genres of written texts and various tasks are used for assessment, since different tasks may require different interaction with texts and different reading strategies.

Assessing Reading Strategy Use

It is problematic to assess readers' reading comprehension in that the processes by which readers construct meaning from written texts are invisible and

cannot be measured directly (Wolf, 1993). Thus, all assessment of reading “must be carried out by inference” (Brown, 2004, p.185).

In language classrooms, varieties of assessment tasks, as well as different types or genres of printed texts, are used to measure students’ comprehension (Wolf, 1993; Brown, 2004). The assessment of reading ability also includes strategies to accomplish reading tasks since some genres or types of tasks require students employ strategies for full understanding. For example, an academic written report might be comprehensible at the sentence level but might also require readers to use certain strategies for noting the discourse conventions to prevent misunderstanding (Brown, 2004).

Among the objectives in reading assessment of reading, it may be important to gauge one or more reading strategies as part of assessment. The table below represents a list of possible assessment criteria:

Table 4

Some Principal Strategies for Reading Comprehension

-
- 1) Identify the purpose in a reading text
 - 2) Apply spelling rules and conventions for bottom-up decoding
 - 3) Use lexical analysis (prefixes, suffixes, roots, etc) to determine meaning
 - 4) Guess at meaning (of words, idioms, etc.)
 - 5) Skim the text for the gist and for main idea
 - 6) Scan the text for specific information (names, dates, key words)
 - 7) Use silent reading techniques for rapid processing
 - 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information
 - 9) Distinguish between literal and implied meanings
 - 10) Capitalize on discourse markers to process relationships
-

(Brown, 2004, p.188).

The type of tasks and types of written text may influence how readers’ interact with reading texts. Students may need to use their linguistic and background knowledge and some strategies to complete these tasks. Thus, besides being

exposed to various genres and tasks, language learners can also benefit from mastery of reading strategies in order to succeed in reading. Students' awareness of and use of strategies can be enhanced through strategy instruction which is designed to facilitate reading comprehension. The next chapter presents research in instructing learners in reading strategies.

Strategy Instruction

Research, not only in first language contexts, but also in second language contexts, supports the idea of explicit strategy instruction (Anderson, in press; Graham & Harris, 2000; Chamot et al., 1999; Cohen, 1998; National Reading Panel, 2000; Pressley, 2000; Nunan, 1997; O'Malley & Chamot, 1990; Oxford, & Leaver, 1996; Shen, 2003 cited in Chamot, 2004). From an instructional point of view, research has indicated that reading strategies are teachable (Chamot et al. 1996, Park Oh 1994 in Oxford, 2001b). Most instructional recommendations support the view that strategy instruction should be woven into regular classroom instruction (Oxford, 2001b, p.170). However, some research suggests that even one-time only strategy sessions can promote higher course marks in the strategy focus area (such as reading comprehension) (Feyten and Flaitz, 1996 in Oxford, 2001b, p.170)

Reading strategies are useful for students to “elaborate, organize, and evaluate information derived from the text” (Carrell, 1998, p.4). According to the results of their study in 1977, Clarke and Silberstein characterized reading as an active process of comprehending, and they state “students needed to be taught strategies to read more efficiently (e.g. guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.)” (in Grabe, 1991, p.377). Reading strategies also help learners use background information

knowledge, because it is known that reading comprehension requires the ability to relate textual material to one's own knowledge (Carrell, 1983 in Young, 1991). Strategies, in this respect, are useful for learners to approach reading texts effectively and to understand the texts better. Language teachers, then, might provide students effective approaches to texts and help them define strategies to comprehend those texts. As research has suggested, teaching readers how to use strategies should be the main consideration in reading classrooms (Anderson, 1991).

Strategy instruction can focus not only on raising students' awareness of strategies in general, but also help students find ways to develop their own strategies for different reading tasks. If strategy instruction is designed carefully and sensitively according to students' needs and allows students to practice use of strategies rather than master theoretical understanding of strategy principles, it may encourage more self-directed learning. (Oxford, Crookall, Cohen, Lavine, Nykos, Sutter, 1990). Current language teaching methodology sees the learner as the initiator of the act of learning. This supports the idea of equipping learners with appropriate learning strategies to take on responsibility for self-direction to assume this initiating role. As Holec (1995) suggests, "to teach the learner to learn, that is to enable him to carry out the various steps which make up the learning process, is considered the best way of ensuring that learning takes place" (in Rodgers, 2000, p.2).

Kern (1989) states L2 readers constantly face unknown lexical and syntactic items, so pure practice without direction might cause learners to feel frustrated in their comprehension processing. The goal of strategy training is "to explicitly teach students how, when, and why strategies can be used to facilitate their efforts"

(Cohen, 1998) in the language learning process. This follows from Holec's early dictum that the primary job of any teacher is guiding students in "learning how to learn" (Holec, 1981, in Oxford, 2001b, p.12).

Research suggests that there are many strategies that have been taught successfully. Research indicates that readers can be taught to use background knowledge successfully to make inferences (Hansen and Pearson, 1983) or set goals for reading (Ogle, 1986); identifying main ideas (Baumann, 1984); identify necessary information to answer a question (Raphael and Pearson, 1985); recognize text structures such as stories (Fitzgerald and Spiegel, 1983) and expository texts (Armbruster et al., 1987). All citations are from Fielding and Pearson (1994). In a study conducted with French students, explicit reading strategies were taught through a systematic approach (Hosenfeld, Arnold, Kirchofer, Laiura, and Wilson). The main findings of the study indicated that students believed that the strategies had a positive impact on their learning (cited in Chamot, 1993). Table 5 shows reading strategies that are considered broadly applicable for strategy instruction.

Table 5

Broadly Applicable to Reading Strategies Instruction

Strategy	Description of Strategy
1. Identifying a purpose for reading	The reader defines a purpose for reading a given text (e.g. finding out specific information)
2. Previewing	The reader examines a text before reading. This may involve looking at portions of the text such as pictures, graphics, heading, or chapter titles. Previewing is often used in conjunction with predicting.
3. Predicting	The reader predicts what the text will be about or what it will cover next.
4. Asking questions	The reader asks questions of the text, the author of the text, himself, or the class at large.
5. Checking predictions or finding an answer to a question	The reader notes whether his prediction (or that of another member of the class) was correct or incorrect. The reader may also state that a portion of the text has answered (or not answered) a question posed by the reader himself or by another member of the class.
6. Connecting text to background knowledge	The reader links what he has read to his background knowledge.
7. Summarizing	The reader reiterates what a portion of text is about by restating the main ideas. Summarizing can occur at the beginning of class when students are reviewing previously read material. It can also be a means of checking understanding at the end of a reading session.
8. Connecting one part of the text to another	The reader connects the part of the text being read at that moment to text that was read previously. This may refer to the same piece of reading material or to another text altogether.
9. Paying attention to text structure	The reader thinks about his knowledge of text structure and uses that knowledge to comprehend the text. For example, the structure of a research article in applied linguistics follows a clearly defined format.
10. Rereading	The reader rereads the text for a purpose (e.g. to find the answer to a question).

(Janzen and Stoller, 1998, p. 256)

Strategy Instruction Features

Reading strategy instruction differs from traditional reading classes. Explicit instruction aims to raise students' awareness and knowledge of reading strategies by enabling them to practice these strategies in a systematic way and apply these

strategies flexibly in various reading tasks. Pearson (1982) suggests that strategy instruction “helps students develop strategies for self-regulated, independent use to cope with” different kinds of reading tasks (cited in Vacca, 2002). Explicit reading strategy instruction requires explanation, modeling, practice and application:

Direct explanation of the strategy: Through direct explanation of a strategy, students become more aware of *what* the strategy is, *how* to use it, *why* it is important to use, and *when* it should be used. Students not only learn the rules and procedures behind the use of a reading strategy, but also develop a rationale for its use.

Demonstration of the strategy: Once students understand the rules and procedures associated with a reading strategy, provisions are made in the mini lessons to model the use of the strategy through think-alouds (Davey, 1983).

Strategy practice: As part of the mini lessons, the teacher provides students with an easy text or two to practice the strategy and to discuss students’ use of it.

Strategy application: Once students have had some practice with the use of strategy, regular class assignments should encourage its application.

(Vacca, 2002, p.265)

There are a number of different sequencing models for student strategy instruction (e.g. Direct Explanation Model (Paris, 1988 cited in O’Malley & Chamot, 1990); The Strategic Teaching Model (Jones et al., 1987 cited in O’Malley & Chamot, 1990); Self-instructional Training (Sinarta, Brown, & Reynolds, 2001 cited in Yetgin, 2003). These date back to RTA (Reciprocal Teaching Approach), one of the first strategy instruction models (Palinscar and Brown, 1984) and used in research on different age groups (Fillenworth, 1995; Palinscar and Brown, 1986; Palinscar and David 1991; Lederer, 2000 cited in Allen, 2003). Several typical current research-based approaches and models for strategy instruction are summarized as in the table below.

Table 6

Current Strategy Instruction Models and Approaches

Approaches and Models	General Features
* (TSI) Transactional Strategy Instruction (Pressley, 1997)	▪ prediction based on prior-knowledge activation ▪ question generation ▪ clarification-seeking when confused ▪ mental imagery ▪ relating prior knowledge to content ▪ summarization
* (CALLA) The Cognitive Academic Language Learning Approach (Chamot and O'Malley, 1995)	▪ preparation ▪ presentation ▪ practice ▪ self-evaluation ▪ expansion ▪ assessment
* (SSBI) Styles and Strategies-Based Instruction (Cohen, 1998)	▪ teacher as diagnostician ▪ teacher as language learner ▪ teacher as language trainer ▪ teacher as coordinator ▪ teacher as a coach

(Adapted from Allen, 2003; Chamot, 2004).

These models are obviously considered unique to their creators, however they all appear to have somewhat similar features and sequences. These consist of (1) some sort of needs assessment activity; (2) a presentation activity in which the teacher models or exemplifies application of a strategy; (3) a practice session in which the teacher scaffolds students practice of strategies with students' increasing independence; (4) an evaluation of the strategy application and setting new goals; (5) an expansion and transfer stage in which students combine, sequence, and practice strategies based on the new task models; and (6) an assessment stage in which students review their strategy practice, application, and success.

Simpson and Nist summarize three critical characteristics of reading strategy instruction: timing; what, when, where, and why of application; and being specific. First, strategy instruction should be intensive and occur over a sustained period of time. Secondly, instruction should include knowledge requiring learners to know why, where, and when to use a strategy. Lastly, effective strategy instruction should be explicit, direct, and specific to the contextual situation of the learners (Simpson and Nist, 2000).

Relevance of the strategies, demonstration, and authenticity of demonstration texts are also important qualifications of effective strategy instruction. Delivering strategy training flexibly rather than as a fixed sequence of steps, illustrating the process of successful application of strategies, and allowing students appropriate time for practice with everyday texts should be included in an instructional strategy program (Fielding and Pearson, 1994).

Reading strategy instruction may help students not only improve their short-term reading performance but also prepare them for their future academic needs. Equipped with effective reading strategies, students can become “independent learners who read with confidence and enjoyment which contributes to lifelong education and personal satisfaction” (Paris, Wasik and Turner, 1991, in Yetkin, 2003, p.25). In strategy training, teachers play a central role. The following section will discuss the teachers’ role in reading strategy instruction.

The Role of the Teacher

Research demonstrates that appropriate strategy use improves success in language learning and, furthermore, that unsuccessful learners can improve their learning when they are taught to use effective strategies (Cohen, 1990). Teachers

play an important role in strategy instruction by helping learners recognize the strategies they already use and demonstrating a wide range of strategies for students so that they can select appropriate and effective strategies within the context of particular language tasks (Cohen, 1998). Teachers need to be aware of their own reading processes in order to help raise students' awareness and appreciation of strategies (Duffy, 1993). Cohen defines the role of the teacher as being explicit about what the strategies consist of, how, when, and why they might be used and how effective any particular strategy might be in particular context (1998).

Teachers can integrate reading strategy instruction within their language classrooms by selecting strategies to be emphasized in class, by finding appropriate materials, by planning detailed-lessons, and by on-going adaptation of instruction (Janzen and Stoller, 1998). For language teachers, Anderson (1991) promotes eight useful teaching procedures: “activating background knowledge, cultivating vocabulary, teaching for comprehension, increasing reading rate, verifying reading strategies, evaluating progress, building motivation, and selecting appropriate materials”. Many of them require teaching learners to use specific strategies for successful understanding (in Eskey, 2005, p.576).

Important points that teachers should include in strategy instruction programs are said to be: a) a description of the strategy; b) reasons why the strategy should be mastered; c) ways the strategy is used; d) when or where the strategy should be used; and e) how the use of strategy should be evaluated (Winograd and Hare, 1988; cited in Anderson, 1999).

Similarly, Stoller (2000) summarizes important points for strategy instruction:

In order to develop strategic readers, teachers should a) introduce a repertoire of reading strategies to students, b) provide students with opportunities for practicing strategies, c) discuss how practicing strategies help students in their comprehension, and d) help students become more conscious of their reading behaviors by asking them to describe the strategies that they employ while reading (in Yetkin, 2003, p.18).

In a recent research study on teachers' perceptions of strategies and strategy instruction, Pani (2004) conducted "mental modeling" with pre-service teachers.

Mental modeling is a teaching technique which informs learners about the reasoning processes that support strategic reading. According to results of this study, pre-service teachers found the mental modeling very useful for their own reading comprehension and for assisting learners to develop effective reading strategies. This result also illustrates the role of strategy instruction as part of teacher education programs.

Conclusion

Research in strategic reading has focused on the nature of strategies and how strategies benefit readers. This research suggests that various kinds of strategy training can have positive impacts on student strategy use. Because these studies were conducted with a variety of language speakers in different instructional settings and different language levels, it is encouraging to generalize the findings for a variety of second and foreign language learning settings.

Reading is one of the most challenging skills for students. It is also the major source of L2 input for most foreign language learners. Strategy instruction helps learners become aware of strategies that facilitate their efforts in language learning and help them become strategic readers. To help learners, one of the main goals of

language learning programs should be instructing learners to become strategic readers.

In the next chapter, I describe the design of the study applying some of the results of research outlined above.

CHAPTER III - METHODOLOGY

Introduction

This study investigates three aspects of reading strategies: (1) the existing reading strategies used by university students, (2) those strategies not used but which apparently matched students' academic needs, and (3) the effects of reading strategy instruction on students strategy use. The answers to the following questions are given in the study:

1. What are the reading strategies students report using in the preparatory program of The Center of Foreign Languages at Çukurova University?
2. Do students become aware of the nature and purpose of reading strategies when they are taught these in strategy instruction and can they state these?
3. Are students able to apply appropriately specific strategies taught?
4. How does strategy instruction affect students' strategy use?

In this chapter, information about the participants, instruments, data collection procedures, the four – week strategy instruction, and data analysis is given.

Participants

Participants are 60 students from two classes studying English at Çukurova University, The Center of Foreign Languages as well as the teacher teaching both of these classes. In addition, 33 students from two other classes participated in pilot trials of the questionnaire and 3 out of these 33 piloted the interview format.

Because my intention is to discover the effects of strategy training on students'

reading strategy use, it was desirable to involve one single teacher to teach the two classes, one the experimental class and the other the control class. The reason for choosing one teacher was to minimize the teacher variable between the experimental and control groups.

Forty-seven out of 60 students from the two different classes responded to a strategy use questionnaire; 8 students out of 47 were involved in follow up interviews. An additional 33 students at the same level from two other classes participated only in the pilot study. The students in the pilot group completed the questionnaire, and three randomly chosen students from one of these pilot group classes also participated in the pilot interview.

In the actual study, the students were selected from two classes, one class serving as the experimental group and the other as the control group. Both classes had 30 students each. Due to absences, tardiness, etc. 24 students from the experimental group and 22 students from the control group responded to the pre-questionnaire (Reading Strategy Questionnaire); 24 students from the experimental, and 22 students from the control group responded to the post-questionnaire (Reading Strategy Questionnaire). Four students from each group were involved in the stimulated recall procedure of the study before treatment. The researcher also interviewed the teacher at the outset of the study.

Instruments

The core of the instructional program to the control group consisted of seven Strategy Instruction Focus Activities (SIFA) designed by the researcher. These were presented and practiced over four weeks of reading strategy instruction.

The research instruments consisted of a pre-and post-treatment questionnaire, a stimulated recall procedure before treatment, strategy feedback papers (experimental group only) during treatment, and post-treatment interviews. The pre- and post-treatment questionnaires were given to all students from both the experimental and the control group to detect existing reading strategy awareness of and use by students. The stimulated recall procedure was conducted with eight students (four from the control and four from the experimental group) to gain clearer ideas about the existing student use of reading strategies. In addition, the interview with the class teacher provided a further opportunity to attempt to triangulate determination of those strategies used effectively and ineffectively by the students. The strategy instruction consisted of 4 weeks of training on 7 reading Strategy Instruction Focus Activities (SIFA). Student strategy feedback papers were collected after each Strategy Instruction Focus Activity (SIFA). The post-treatment interview conducted with students from both groups focused on the students' perceptions about strategies used before, during, and after reading. Table 7 illustrates the instruments that the researcher used to collect data.

Table 7

The Instruments Used in the Study

Step	EXPERIMENTAL GROUP (N: 30)	CONTROL GROUP (N: 30)
1	Pre-questionnaire (RSQ) N : 24	Pre-questionnaire (RSQ) N : 22
2	Stimulated recall procedure N: 4	Stimulated recall procedure N: 4
3	Teacher / researcher conferencing (one to one)	
4	Strategy Instruction Focus Activity SIFA # 1	The course book “The First Certificate Star” requirements – Unit # 8, pp.66-67
5	Strategy Feedback Sheet # 1	
6	Strategy Instruction Focus Activity SIFA # 2	The course book “The First Certificate Star” requirements – Unit # 8, pp.70-71
7	Strategy Feedback Sheet # 2	
8	Strategy Instruction Focus Activity SIFA # 3	The course book “The First Certificate Star” requirements – Unit # 9, pp.76-77
9	Strategy Feedback Sheet # 3	
10	Strategy Instruction Focus Activity SIFA # 4	The course book “The First Certificate Star” requirements – Unit # 10, pp.84-85
11	Strategy Feedback Sheet # 4	
12	Strategy Instruction Focus Activity SIFA # 5	The course book “The First Certificate Star” requirements – Unit # 11, pp.92-93
13	Strategy Feedback Sheet # 5	
14	Strategy Instruction Focus Activity SIFA # 6	The course book “The First Certificate Star” requirements – Unit # 12, pp.100-101
15	Strategy Feedback Sheet # 6	
16	Strategy Instruction Focus Activity SIFA # 7	The course book “The First Certificate Star” requirements – Unit # 13, pp.110-111
17	Strategy Feedback Sheet # 7	
20	Post-questionnaire (RSQ) N : 24	Post-questionnaire (RSQ) N : 22
22	Post-treatment Interviews N: 8	Post-treatment Interviews N: 8

Reading Strategy Questionnaire (RSQ)

A Reading Strategy Questionnaire was used at the beginning and end of this study to determine the reported strategy use of students in reading. The Reading Strategy Questionnaire (RSQ) was originally employed by Ikeda and Takeuchi (2000). Oxford (2004) revised 35 items in the RSQ, by rewording and restructuring the order of questionnaire items. The questionnaire items were also restructured in terms of the stage in which each strategy would likely be employed and divided into three sections; before, while, and after reading. The questionnaire in its revised form was previously used in a study measuring the effects of different kinds of tasks on strategy use (Oxford, Cho, Leung, and Kim, 2004).

The Reading Strategy Questionnaire (see Appendix A) consists of 35 items which ask participants to evaluate their strategy use based a Likert Scale of 0 (almost never) to 5 (almost always).

The questionnaire, originally written in English, was translated into Turkish through a back translation process (see Appendix B), because this process has been found to be more reliable than straight translation (Kim & Lim, 1999). The researcher translated the questionnaire into Turkish first. Then, a teacher colleague in the MA TEFL program at Bilkent University translated the Turkish version back into English. Necessary changes were made in the Turkish version of the questionnaire by comparing the English back translation with the original version. The Turkish version of the questionnaire was used in this study to help students understand the strategy use questions better.

Stimulated Recall Procedure

A reading task (text and questions) was prepared by the researcher (see Appendix C) to use in the stimulated recall procedure with eight students (4 from the experimental and 4 from the control group). The reading text was originally prepared by teachers at a Turkish university (Istanbul Bilgi University) as an intermediate level reading course assignment. The researcher reduced the length of the reading text and restructured the text to make it more appropriate for use in the stimulated recall procedure. Reading text questions consisted of two parts. Part A had 4 question items focusing on the main idea of the passages in the text. Part B had 6 test items sampling different reading strategies used (e.g. previewing, rereading for different purposes, guessing, summarizing the main idea).

The students were randomly selected from each class. The control group students were studying English to prepare to enter Mechanical and Electrical-Electronics engineering departments and consisted only of male students. The experimental group of students was from different departments - Business Administration, Management, and Physics. The class population was mainly female students.

First, each student was asked to read the text and respond to the 10 questions as they usually did in their reading lessons. Secondly, after having completed the reading text and the 10 reading questions, the student was given the same text (without the questions) with ten pink-colored “pause” boxes at the beginning and end of each paragraph in the text (see Appendix D). The students were asked to read through the text (again), pausing to talk about what strategies

they had applied at each point marked with colored boxes. Students' responses were audio-taped for later transcription.

Teacher / Researcher Conferencing

Before instruction with either control or experimental classes was begun, the participating teacher was asked how she thought her students used reading strategies and which strategies she expected to use in the strategy instruction. After having examined the list of strategies reported in stimulated recall (Appendix E), she chose and rank ordered 10 strategies (from the Reading Strategy Questionnaire strategy items) as her instructional strategy foci.

During the four-week instruction period, the researcher and the participant teacher had weekly meetings to share ideas about the application of the SIFA activities in class and the SIFA feedback sheets.

The SIFA's

A preliminary analysis of pre-test results was done to draw the general framework for designing lessons for the experimental group. The strategies that students reported as not using very often in the pre-treatment questionnaire were listed and compared to the student responses during the stimulated recall procedure and participant teacher's conferencing suggestions. After considering all these results, the researcher focused on 6 major strategies and 4 subsidiary strategies to be introduced with sustained practice during 4 weeks. Table 8 shows 6 major strategies included in the reading Strategy Instruction Focus Activities done with the experimental group.

Table 8

Reading Strategies Included in the SIFA

-
- Setting a purpose for reading
 - Making predictions and questioning the text
 - Previewing the text
 - Skimming
 - Continuing reading even when unsuccessful
 - Summarizing the text with own words
-

The other 4 subsidiary strategies that were included in strategy instruction activities were

- scanning
- note taking and marking important parts of the text
- guessing vocabulary
- self-evaluating task success.

The control group followed the reading texts and exercises as given in the standard text book. The experimental group was exposed to explicit strategy instruction built around the same reading texts. The course book, First Certificate Star published by Heineman, has 22 total units, each having a reading text section. During this study, units 8-13 were the foci for control and experimental groups.

The SIFA activities were designed around the texts in the course book (Appendix G) and parallel the exercise types covered in the standard course book. There were 7 reading texts assigned in the course book during the 4- week experimental period. The researcher designed the strategy lessons around these 7 readings with the assistance of the participating teacher. As noted, the SIFA activities represented the instructional core of the study. They were adopted and adapted from ideas in the strategy instruction literature or were originally created. The SIFA's were given acronyms or descriptive labels to help students focus on and

remember the strategy purpose of these activities. A sample lesson plan for one SIFA with Teacher's Guide is included in Appendix F. Table 9 shows a sample SIFA extract with strategies included in that particular strategy instruction session.

Table 9

Sample SIFA Strategies Included in SIFA 3

<u>PQRST</u>	<u>PURPOSE</u>
Reading strategies • Predicting • Questioning • Read for a purpose • Summing up • Totaling	(PQRST) To help readers make predictions about the text and establish purpose for reading. After setting a purpose for reading, students have a chance to monitor their performance while evaluating their questions and predictions. Readers also organize their ideas to make a summary.

The name of the SIFA's in each lesson and the strategies involved are as shown in the following Table 10.

Table 10

The SIFA's and Reading Strategies Involved in the SIFA's

WEEK	SIFA's	STRATEGIES
1	1# Reading Strategies Analysis (adapted from A. Cohen, personal communication, February 2, 2005) 2# 3-2-1 (adapted from Juggins, cited in Jones, 2001) Story Mapping (adapted from Jones, 2001)	To help readers become aware of the demands of different texts and strategies they can use to meet those demands. 3 things to recall background information and 2 ideas to connect to the test 1 question to set a purpose for reading, Identifying main idea, organizing ideas taking notes, and summarizing.
2	3. PQRST (T. Rodgers, T, personal communication, February 8, 2005) Definition Map (adapted from Schwardtz & Rafael, 1985, cited in Jones, 2001)	Predicting, Questioning the text, Rereading for meaning, Summing up to assess performance, Totaling to summarize Identifying main ideas, selective reading, making connections, organizing ideas
3	4. PQRST (T. Rodgers, personal communication, February 11, 2005) K-W-L (adapted from Ogle, 1986, cited in Jones, 2001) 5. A-B-C-D (Sadik, 2005) Sum up Organizer (Sadik, 2005)	Predicting, Questioning the text, Reading for meaning, Summing up to assess performance, Totaling to summarize Summarizing what you Know Stating what you Want to know Writing down what you Learned Associate to recalling background information, Bet on words to predict the content Compile information after scanning Dart into text to recognize vocabulary Rereading for meaning, summarizing key ideas.
4	6. S-P-O-T (Sadik, 2005) 7. P-R-E-S-U-M-E (Sadik, 2005)	Skip unimportant details and preview Propose some predictions Observe the text to assess predictions Totality to summarize the main idea Predicting related vocabulary Reckon on the topic of the text Estimate the ideas up to that point See the text to check predictions Unite what you have read Monitor task performance Emphasize main idea.

The SIFA Feedback Sheets

Students in the experimental group were asked to complete the SIFA feedback sheets. Feedback sessions followed each SIFA session and feedback sheets were completed in class immediately following SIFA instruction. The SIFA feedback sheets included short reminders for the students of the strategies most recently taught to sample students' recall of these strategies and their perceived usefulness and importance. The format and content of the feedback sheets were modified slightly throughout the course of SIFA instruction. Modifications were based on a study of the previous feedback sheets in order to reflect more clearly the nature of the specific SIFA training in class (See a sample Feedback Sheet in Appendix H). The SIFA feedback sheets had three or four sections asking students to check the following items:

1. The strategies I have learned in this class
2. The strategies I have found important for reading
3. The strategies I believe I will use without teacher's help

Some specific SIFA's had different sections. Feedback sheets for SIFA 1 and 4 also asked students to write their reasons for their selection. Feedback sheets for SIFA 5 and 6 asked students to write the reading strategies that they had problems using in order to guide the researcher to redesign the lessons accordingly. This replaced the section "the strategies I will use without teacher's help". The last SIFA feedback sheet had the same procedure for the first two sections ("The strategies I have learned in this class" and "The strategies I have found important for reading") but included all the reading strategies practiced during 4-week strategy instruction session to have a general idea of the students' recall of strategies. The third section

in feedback sheet 7, asked students whether SIFA's were useful or not in general.

Table 11 shows a sample section of a SIFA feedback sheet and its components.

Table 11

Sample Section of a SIFA Feedback Sheet

<u>SIFA FEEDBACK SESSION – SHEET # 6</u>	
NAME:	_____
DATE:	_____
SIFA 6 # S-P-O-T	
1. Check (✓) the 3 strategies that you think you have learned in this lesson	
___ previewing the text	
___ making predictions about the text	
___ monitoring the predictions	
___ identifying the main idea before reading in detail	
___ summarizing the text with your own words	
2. Check (✓) the strategies that you found important to understand the text	
___ previewing the text	
___ making predictions about the text	
___ monitoring the predictions	
___ identifying the main idea before reading in detail	
___ summarizing the text with your own words	
3. Check (✓) the strategies that you had difficulty using and on which you need more practice	
___ skimming and recognizing the important vocabulary	
___ making predictions about the text	
___ monitoring the predictions	
___ identifying the main idea before reading in detail	
___ summarizing the text with your own words	

The SIFA feedback sheets were designed according to the purpose of each strategy instruction focus activity (see Appendix J for overall sections of the SIFA feedback sheets), and all statements were in Turkish to help students respond and write more comfortably (see a sample of SIFA Feedback in Turkish in Appendix H and its translated version in Appendix I).

Data Collection Procedures

I went to Adana in December to discuss permission from the Center of Foreign Languages at Cukurova University to conduct my research. I visited the Center in the first week of January to get this permission. As the director of the Center had asked me to do during our talk, I wrote a “request for a permission” letter showing the schedule of pre- and post-tests and the scheduled strategy instruction (Appendix K). The permission letter was approved in the third week of January.

The pilot study was completed on the eighth and ninth of February. Because the pilot study comprised two parts, administration of the Reading Strategy Questionnaire (RSQ) and the stimulated recall, I piloted the questionnaire with two classes on the eighth of February in order to insure that all of the items in the questionnaire were clear enough for the participants to understand. It took about fifteen minutes for students to fill out the questionnaire. Necessary adaptations were made to the questionnaire as a result of the feedback from the teachers conducting the pilot study. On the ninth of February, three students from one class were randomly chosen for pilot stimulated recall that would take part the following day. These students were first asked to do the reading test and test questions and then do a stimulated recall. The pilot students stated that the reading text and the questions

accompanying it were appropriate for their proficiency level, so no changes were made to the instruments or to the procedure.

The experimental and control classes completed the RSQ on February 9. On February 10 and 11, stimulated recall procedures were conducted with 8 students from the two classes. Four students from the experimental group participated on tenth of February, and four students from the control group on the eleventh of February. These were tape recorded for later analysis. The data collection procedures and the sequence of events for both the control and the experimental group students are shown in Table 12 and Table 13 respectively.

Table 12

The Sequence and Chronology of the Events for the Control Class

Date(s) / Sequence		Component	Description	Example
09.02. 2005	# 1	Pre-questionnaire (RSQ)	35 Item, 0-5 Likert Scale	Item 11: I continue reading even if I have difficulty.
11.02. 2005	# 2	Stimulated Recall	The reading text with ten pauses	What did you think when you read this sentence? What strategies did you use to help you understand?
21 FEBRUARY 2005 – 25 MARCH 2005		The 7 reading texts in the course book following the current syllabus	The tasks and activities following the procedure in the current course book	See Appendix G
25.03. 2005	# 3	Post-questionnaire (RSQ)	35 Item, 0-5 Likert Scale	Item 11: I continue reading even if I have difficulty.
25.03. 2005	# 4	Interviews	Questions related to the reading strategies in general.	* What strategies did you use for the tasks and activities you did in reading class?

Table 13

The Sequence and Chronology of the Events for the Experimental Class

Dates - Sequence		Component	Description	Example
09.02 2005	# 1	Pre-questionnaire (RSQ)	35 Item, 0-5 Likert Scale	Item 11: I continue reading even if I have difficulty.
10.02 2005	# 2	Stimulated Recall Procedure	The reading text with ten pauses	What did you think when you read this sentence? What strategies did you use to help you understand?
22.02 2005	# 3	SIFA 1 + FEEDBACK#1	Explicit Instruction Introductory lesson (text 1 in the coursebook (CB))	Reading Strategies Analysis
25.02 2005	# 4	SIFA 2 + FEEDBACK#2	Explicit instruction activities (text 2 in the CB)	* 3-2-1 * STORY MAPPING
01.03 2005	# 5	SIFA 3 + FEEDBACK#3	Explicit instruction activities(text 3 in the CB)	* PQRST * DEFINITION MAP
08.03 2005	# 6	SIFA 4 + FEEDBACK#4	Explicit instruction activities (text 4 in the CB)	* PQRST * K-W-L
15.03 2005	# 7	SIFA 5 + FEEDBACK#5	Explicit instruction activities (text 5 in the CB)	* A-B-C-D * Sum Up Organizer
22.03 2005	# 8	SIFA 6 + FEEDBACK#6	Explicit instruction activity (text 6 in the CB)	* S-P-O-T
24.03 2005	# 9	SIFA 7 + FEEDBACK#7	Explicit instruction activity (text 7 in the CB)	* P-R-E-S-U-ME
25.03 2005	# 10	Post-questionnaire (RSQ)	35 Item, 0-5 Likert Scale	Item 11: I continue reading even if I have difficulty.
25.03 2005	# 11	Interviews	Questions related to the strategy instruction activities and strategies	* What strategies did you remember from the activities you did in class?

I started entering the quantitative data gathered through the Reading Strategy
Questionnaire using the Statistics Package for the Social Sciences (SPSS 9.05) on

February 12. After having completed the entry of the data, I calculated the mean scores of the results for the RSQ on the following day.

In order to reach a deeper understanding of the students' reading strategy preferences, I started to analyze the stimulated recall reports of the students as well as the results from the participant teacher-researcher conferencing. I finished transcribing student reports on the stimulated recall with 8 students and analyzing the responses of all of these by March 10.

Data Analysis

The data collected from both the pilot and the actual study were statistically analyzed using SPSS 9.05. The reliability of the reading strategies questionnaire employed (Oxford et al, 2004) was calculated and found to be 0.78 using Cronbach's alpha coefficient of internal consistency.

Comparison between pre- and post-treatment questionnaire (RSQ) results was computed using t-test analysis, which is "the most frequently used measure in second language research" (Brown & Rodgers, 2002, p.205). Using t-tests, the mean scores for pre- and post-treatment questionnaire were compared to evaluate any significant differences in students' reported strategy use.

In order to analyze the qualitative data collection from the stimulated recalls, I first listened to the tape recordings and wrote down the strategies the students mentioned that they used (see Appendix E). Then, I compared these reported strategies with the teacher's ranked list showing the ten strategies she had originally considered prior to start of instruction. The final focus list of strategies to be taught in the experimental class was compiled from the analyses above.

During the 4-week period of strategy instruction, SIFA feedback sheets for each SIFA done in the class were analyzed to detect any changes in students' perceptions about reading strategies and their use of these strategies as a result of instructional sessions. All these feedback notes were compared to the quantitative data analysis results to attempt to ensure the validity of findings. As Brown states "combining the qualitative results of interviews and observations with the quantitative results of a questionnaire might provide a very effective form of triangulation" (2001, p.231).

Post treatment interviews with the same eight students (who participated in the stimulated recall procedure) and with an additional eight students (total 16) after strategy instruction were analyzed using the same procedure as in the early stimulated recall analysis (Appendices L-O). The results were compared to pre-interviews to assess students' reported strategy use after 4 weeks. Three students from the experimental group were also analyzed as individual case studies.

Conclusion

This chapter on methodology gives general information about the aim of the study, listing the research questions the researcher attempts to answer. It also provides information about the participants in the study, instruments used, data collection procedures, treatment, and data analysis. In the next chapter, the data analysis done using the above-mentioned statistical methods to answer the research questions will be presented.

CHAPTER IV: DATA ANALYSIS

Overview of the Study

This study investigates three aspects of reading strategies: (1) the existing reading strategies used by university students, (2) those strategies not used but which apparently matched students' academic needs, and (3) the effects of reading strategy instruction on students' strategy use. The answers to the following questions are given in the study:

1. What are the reading strategies students report using in the preparatory program of The Center of Foreign Languages at Çukurova University?
2. Do students become aware of the nature and purpose of reading strategies when they are taught these in strategy instruction and can they state these?
3. Are students able to apply appropriately specific strategies taught?
4. How does strategy instruction affect students' strategy use

This study was conducted with the participants of two classes who were studying English in a one-year intensive preparatory program at the Center of Foreign Languages, Çukurova University. One group was the control group and the other group was the experimental group. The experimental group followed four weeks of treatment (SIFA's) while the control group followed the current reading syllabus.

The chapter presents the findings about the effects of reading strategy instruction on students' strategy use. The data analysis is presented in terms of both quantitative and qualitative data.

Quantitative Data

The quantitative data for this study was gathered through pre- and post-treatment questionnaires (Reading Strategy Questionnaire). Items in the questionnaire were designed on a six point Likert scale and were assessed values ranging from 0 to 5. The scoring for the statements referring to appropriate strategies was from Almost never= 0 to Almost Always= 5. The items referring to inappropriate strategies were reversed scored. The reliability of the questionnaire was .78 using Cronbach's alpha coefficient of internal consistency (used in the study conducted by Oxford et al., 2004, p. 20). In quantitative analysis, descriptive statistics; independent samples t-tests; paired sample t-tests; and Wilcoxon Matched Pairs Signed-rank tests were used.

The Results of the Pre-Treatment Questionnaire

Before the treatment started, the pre-treatment questionnaire, Reading Strategy Questionnaire (RSQ), was given to both groups. The responses were obtained from 22 students from the control group and 24 from the experimental group who were about to begin strategy instruction focus activities. Table 14 presents the overall reading strategy use reported in both groups.

Table 14

Mean Values for Overall Reading Strategy Use (Pre-treatment)

Groups	N	M	sd	t	Sig. (two-tailed)
Control	22	2.81	0.38	-1.01	0.32
Experimental	24	2.92	0.35		

Note: N = number; M = mean; sd = standard deviation; t: variance; Sig: significance

The responses were classified into three groups on the basis of the mean scores. There were: 0-1.66= “infrequently used”; 1.67-3.33= “moderately used”; 3.34-5= “frequently used” reading strategies. According to the results in Table 14, means of both groups showed that students reported that they “moderately used” reading strategies and there was no significant difference between groups. When mean scores of two groups were compared using an independent samples t-test, no significant difference was found between groups on the pre-treatment questionnaire (Reading Strategy Questionnaire).

The results of the Post-Treatment Questionnaire

The same questionnaire was given after the treatment to both groups. The participants were 22 from the control group and 24 from the experimental group. The table shows the overall mean scores of the experimental and the control groups after the treatment.

Table 15

Mean values for Overall Reading Strategy Use (Post-Treatment)

Groups	N	M	sd	t	Sig. (two-tailed)
Control	22	2.8	0.47	-0.56	0.579
Experimental	24	2.93	0.38		

Note: N = number; M = mean; sd = standard deviation; t= t value; Sig: significance

As can be seen from Table 15, after the four weeks of instruction, both means show that combined reported strategy use was within the “moderately used” range. No significant difference was found between the control and the experimental group when mean scores of two groups were compared using an independent samples t-test,

Comparison of Overall Reading Strategy Use Before and After the Treatment

To determine whether there occurred any changes in the reported individual reading strategy use between the two groups after the four weeks of strategy instruction, a Wilcoxon Signed-rank test was computed is shown in Table 16 and Table 17.

Table 16

Comparison of reading strategy use (The Experimental Group)

Item	EXPERIMENTAL GROUP					
	<u>Pre Treatment</u>		<u>Post Treatment</u>		z	p
	M	sd	M	sd		
1	4.40	0.91	4.17	1.01	-0.68	0.498
2	3.44	1.76	2.63	1.71	-1.73	0.084
3	2.72	1.77	3.00	1.74	-0.07	0.511
4	1.80	1.80	2.50	1.47	-1.67	0.094
5	3.36	1.68	3.29	1.37	-0.05	0.958
6	2.60	1.61	2.25	1.36	-1.19	0.233
7	2.48	1.36	2.67	1.46	-0.38	0.706
8	2.20	1.61	3.04	1.52	-1.84	0.066
9	1.00	0.96	1.50	1.02	-1.49	0.136
10	2.00	1.53	2.21	1.41	-0.38	0.706
11	3.12	3.12	3.42	1.18	-0.64	0.523
12	4.28	1.02	3.96	1.19	-1.18	0.237
13	3.24	2.03	2.29	1.73	-1.45	0.149
14	1.68	1.49	2.75	1.19	-2.63	0.009*
15	3.64	1.47	3.83	1.17	-0.55	0.583
16	2.20	1.50	2.46	1.38	-0.29	0.774
17	3.76	1.16	3.71	1.46	-0.06	0.951
18	3.60	1.26	3.21	1.53	-0.94	0.345
19	2.12	1.36	2.00	1.22	-0.21	0.833
20	1.96	2.07	2.71	1.85	-1.28	0.202
21	1.92	2.12	2.46	1.38	-1.01	0.311

22	3.88	1.30	3.58	1.44	-0.62	0.533
23	4.00	1.32	3.75	1.15	-1.61	0.543
24	3.60	1.41	2.79	1.47	-1.91	0.056
25	2.40	1.76	3.17	1.31	-1.60	0.111
26	4.32	0.99	3.67	1.17	-2.13	0.033*
27	3.64	1.80	3.46	1.38	-0.57	0.570
28	4.12	1.17	3.58	1.25	-1.62	0.104
29	1.96	1.69	2.46	1.77	-0.78	0.433
30	3.04	1.46	2.58	1.21	-1.41	0.158
31	3.16	1.31	3.17	1.17	-0.17	0.864
32	1.64	1.98	2.08	1.69	-0.77	0.439
33	3.08	1.58	2.83	1.55	-0.58	0.564
34	2.96	1.69	2.92	1.72	-0.03	0.970
35	3.36	1.55	2.75	1.33	-1.40	0.162

Note: M= mean; sd= standard deviation, z= Wilcoxon signed-test value, p= significance value

The results in Table 16 shows there is not a significant difference between pre and post treatment questionnaire results in the experimental group. However, there is a significant increase in item 14 (skip unknown words) and a significant decrease in item 26 (go back to previous sentence in trouble) ($p < 0.05$).

Another analysis involved whether or not the experimental groups' reported strategy use differed in terms of rank of frequency of use between pre and post questionnaire. In order to make the analysis, the students' reportedly used strategies on the pre and post questionnaire were ranked from "most frequently used" to "infrequently used" considering the means for each strategy item. The two rank orders from pre and post treatment questionnaires were compared by computing Spearman rho. When the two rank orders of strategy use was compared, no significant correlation was found ($\rho = 0.118$, $p = 0.746$) between the ranks of pre and post questionnaires. According to the analysis of pre and post-treatment questionnaire results for the control group, there was no significant difference within the groups, with the exception that the mean of item 25 (try to understand without translating into Turkish) showed an increase while the mean of item 23

(read aloud the entire text) showed a decrease ($p < 0.05$). The results are shown in

Table 17 below.

Table 17

Comparison of Reading Strategy Use (The Control Group)

CONTROL GROUP						
Item	<u>Pre Treatment</u>		<u>Post Treatment</u>		z	p
	M	sd	M	sd		
1	3.59	1.14	3.55	1.29	-0.06	0.954
2	3.27	1.39	3.00	1.45	-0.75	0.450
3	2.82	1.44	3.36	1.29	-1.31	0.189
4	2.00	1.31	2.68	1.32	-1.61	0.106
5	3.05	1.39	3.50	1.19	-0.94	0.345
6	2.64	1.36	1.86	1.28	-1.86	0.062
7	2.23	1.45	2.23	1.48	-0.00	1.000
8	2.23	1.34	2.23	1.15	-0.22	0.822
9	1.36	1.09	1.27	0.98	-0.26	0.790
10	2.50	1.10	3.05	1.25	-1.31	0.189
11	3.00	1.02	3.23	1.45	-0.61	0.540
12	4.36	0.85	4.18	0.79	-0.93	0.352
13	3.59	1.22	3.00	1.27	-1.80	0.071
14	2.64	1.33	2.68	1.36	-0.09	0.924
15	3.77	1.06	3.18	1.40	-1.65	0.098
16	2.09	1.69	2.50	1.63	-0.90	0.371
17	3.77	1.06	3.82	1.09	-0.10	0.916
18	3.41	1.22	3.91	1.02	-1.00	0.316
19	2.55	1.14	2.45	1.29	-0.04	0.967
20	1.95	1.49	1.86	1.25	-0.38	0.701
21	1.59	1.56	1.82	1.29	-0.61	0.539
22	3.64	0.90	3.41	1.05	-0.91	0.364
23	3.73	1.03	3.05	1.21	-2.13	0.033*
24	3.09	1.51	3.23	1.31	-0.15	0.877
25	2.64	1.36	3.41	1.09	-2.03	0.041*
26	3.50	0.91	3.45	1.06	-0.03	0.977
27	3.05	1.39	2.82	1.33	-0.66	0.509
28	4.09	0.97	3.55	1.18	-1.45	0.147
29	1.82	1.53	2.00	1.48	-0.47	0.642
30	2.59	0.91	3.00	1.23	-0.92	0.357
31	2.95	1.25	3.36	1.33	-1.05	0.292
32	2.18	1.33	2.36	1.71	-0.30	0.764
33	2.32	1.17	2.59	1.53	-0.46	0.639
34	2.36	1.65	2.41	1.33	-0.07	0.940
35	2.27	1.35	2.36	1.49	-0.12	0.902

Note: M= mean; sd= standard deviation, z= Wilcoxon signed-test value, p= significance value

In order to find whether or not the control groups' reported strategy use also differed in terms of rank of frequency between pre and post questionnaire, the students reported strategy use items on the pre and post questionnaire were ranked from "most frequently used" to "infrequently used" considering the means for each strategy item. When the two rank orders of means of strategy use were compared by computing Spearman rho, no significant correlation was found ($\rho = 0.118$, $p = 0.746$) between the ranks of pre and post questionnaires.

Comparison of Mean Scores of Strategies in the Teacher's Strategy Preference List

Before the four weeks of strategy instruction started, the participant teacher ranked 10 reading strategies from the questionnaire (RSQ) in order of her perception of instructional importance. This strategy list showed the reading strategies that the participant teacher expected the experimental group to use more frequently after the treatment. Table 18 presents the teacher's strategy preference for the treatment.

Table 18

The Participant Teacher's List of Reading Strategies for Instruction Ranked by Importance

Reading strategies:
11. continuing reading even if you have difficulty
17. guessing meaning using clues from the text
29. skip sentences not understood
35. summarizing the text with own words
32. writing down key words
16. dividing words into parts for meaning
15. connecting background knowledge to the text
25. understanding the meaning without translating the text into Turkish
21. marking important parts
33. figuring out the main idea of each paragraph

The experimental group students' mean scores of these strategies before and after the treatment (according to responses on the RSQ) were compared using the

Wilcoxon Signed-rank test. The table below shows the analysis result of Wilcoxon Signed-rank test.

Table 19

Student Pre-Treatment/Post-Treatment RSQ Response Means For The 10 Strategy Items Listed As Most Important By The Teacher

	Pre Treatment		Post Treatment		z	p
	M	sd	M	sd		
Experimental Group N= 24	2.78	0.79	2.97	0.57	-1.47	0.139

Note: M= mean; sd= standard deviation, z= Wilcoxon signed-test value, p= significance value

No significant pre-treatment/post-treatment difference was found within the experimental group according to the Wilcoxon Signed-test results. The students' use of the strategies included in the teacher's list of preference strategies did not show any increase in use as the teacher had expected.

Qualitative Data

The qualitative data for this study was gathered by conducting stimulated recall procedures with selected students (N=8) before treatment, by conferencing with the participant teacher (N=1) in a structured meeting before treatment and by interviewing a number of students including those who participated in the pre-treatment stimulated recall procedure (N=16) after treatment. The experimental group feedback sheets (see Instruments section in Chapter III, Methodology) completed after each strategy instruction focus activity (SIFA's) were used to support the qualitative data. Also, three case studies were analyzed in a descriptive way by considering three students' responses throughout the study. In this chapter, the qualitative data analysis is given in five sections: (1) analysis of stimulated recall procedure, (2) conferencing with the participant teacher before treatment, (3)

results of experimental group students' SIFA feedback sheets, (4) interview analysis of students after treatment, and (5) three case studies.

Analysis of Stimulated Recall Procedure

Reading strategies used by the subjects were identified through an analysis of the transcribed stimulated recall sessions. The existing reading strategies of the subjects emerged from students' reports during these sessions.

The actual stimulated recall procedure is explained in the Instruments section in Chapter III, Methodology. Below the steps the researcher followed to analyze the transcriptions from the stimulated recall procedure are presented.

The steps to analyze stimulated recall results were as follows:

- 1) Transcribing the stimulated recall procedure for each subject
- 2) Identifying the strategies that subjects reported 'using' and 'not using'
- 3) Coding the strategies as 'before', 'during', and 'after' reading strategies
- 4) Computing the frequencies of the strategies
- 5) Developing strategy profiles for the control and the experimental group

The stimulated recall reports were first transcribed completely (see Appendix L for samples of Stimulated Recall transcriptions). Then the Turkish transcriptions were translated into English (see Appendix M). To ensure reliability, a colleague was asked to translate the transcribed data from one of the subjects. No discrepancies that might cause loss of meaning were found.

After overall reading of the transcriptions, certain patterns and categories emerged from the data. Key remarks were segmented by underlining words, expressions, or sentences that signaled reading strategies. Reading strategies that

students reported ‘not using’ were also determined and categorized according to the students’ responses.

The following sample demonstrates how strategies were determined from the students’ responses. The ellipses indicate pauses by the subjects. The student in this selection below is reflecting on what he thought while he was reading the body of the text.

Sample	(Erol): Here... nobody is sure about their nightmares.... there are theories. I already predicted that it would talk about these theories. The introduction... from the beginning of a paragraph... the beginning of a paragraph tells us what the paragraph is going to be about. I thought about these things here... what else? Nightmares... I thought about myself again... When do I have nightmares?
--------	---

Commentary	* checking prediction * using the first sentence of the paragraphs to infer what the passage will be about * recalling background information * connecting the background knowledge to the text
------------	---

After the strategies were identified and coded, the frequencies for each strategy were identified. The resulting clusters of reading strategies reported in the stimulated recall procedure were summarized for both the control and the experimental groups. The charts reveal the reading strategies reported ‘used’ and reported ‘not used’ by the subjects (see Appendix E).

Using the stimulated recall reports, ten total reported reading strategies were identified in the experimental group and nine total reported reading strategies were identified in the control group. In addition, three strategies were reported ‘not used’ in the experimental group while nine strategies were reported as ‘not used’ in the control group. These self-reported strategies were categorized under three headings as ‘before reading strategies’, ‘during reading strategies’, and ‘after reading

strategies' by the researcher. Table 20 lists all the strategies reported used with the frequency of use.

As Table 20 illustrates, the students in both the control and the experimental group reported using almost the same strategies before reading. However, the students in the control group reported additionally using the strategy “connecting background knowledge to the text” while the students in the experimental group reported additionally “using the first sentence of the paragraphs to infer what the passage will be about”.

Table 20

Reading Strategies that are Reported ‘Used’ in the Stimulated Recall Procedure

Strategies Reported ‘Used’ by the Control Group (N=4)	Strategies Reported ‘Used’ by the Experimental Group (N=4)
BEFORE READING	
• Questioning the text (1) • Using the title to predict the content of the text (1) • Recalling background information (2) • Making predictions (2) • Connecting background knowledge to the text (4)	• Questioning the text (1) • Using the title to predict the content of the text (3) • Recalling background knowledge (3) • Making predictions (3) • Using the first sentence of the paragraphs to infer what the passage will be about (3)
WHILE READING	
• Rereading for meaning (1) • Connecting background knowledge to the text (1) • Checking predictions (2)	• Rereading for meaning (1) • Connecting background knowledge to the text (4) • Checking predictions (1) • Using text features (1)
AFTER READING	
• Summarizing with own words (1)	• Visualizing the text in mind to aid comprehension (1)

Note: Numbers in brackets indicate the frequency of reporting
N= 8

According to Table 20 students in both groups have a similar profile of “before” reading strategies. The control group reported using strategies 10 times while the experimental group reported using strategies 13 times.

It seems that ‘while reading strategies’ in both groups were also the similar, with the exception of the students in the experimental group reporting one additional strategy in the category: “using text features”. Both groups reported the same three strategies while reading: “rereading for meaning,” “connecting background knowledge to the text,” and “checking predictions”.

These strategies were used four times by students in the control group and seven times by those in the experimental group. The number and the frequency of reported strategy use in ‘after reading’ were the same in both groups, but students reported using different strategies (see Table 20).

Thus, before any treatment, it appears that both groups had almost the same reading strategy profiles, reporting similar strategies in each category. Minor differences in strategy reporting in the groups might be due to the individual differences of students.

When reported strategies in the stimulated recall procedure were compared with the results of pre-treatment questionnaire responses, a certain number of strategies were reported ‘used’ in both cases. For example, item 1 in the questionnaire “use title to predict contents” was among the strategies reported frequently used in the questionnaire, with the mean scores of 3.59 for the control group and 4.4 for the experimental group. This reading strategy was also reported ‘used’ in the stimulated recall by the subjects from both groups. Table 21 shows the reading strategies reported ‘used’ both in the pre-treatment questionnaire (RSQ) and

in the stimulated recall procedure. The most frequently used strategies from the questionnaire (RSQ) are included in the table with their respective item numbers. A plus sign (+) means the strategy was reported 'used' in both the questionnaire and during the stimulated recall procedure.

Table 21.

Reading Strategies that are Reported Frequently Used According to the Questionnaire Results And Stimulated Recall (+)

Reading Strategies	Control Group Mean scores	Experimental Group Mean Scores
1. use title to predict contents	3.59 +	4.4 +
2. consider text type	3.27	3.44 +
5. pay attention to the beginning and the end of each paragraph	3.04	3.36 +
12. change reading speed depending on difficulty	4.3	4.2
13. read aloud difficult parts of a text	3.59	3.29
15. link the content with what I already know	3.64 +	3.77 +
17. guess meaning using clues from the text	3.77	3.76
18. guess meaning using information about the topic	3.4	3.6
22. go over difficult parts several times	3.63	3.88
23. read aloud entire text	3.72	4
24. make a picture in mind about the text	3.09	3.6 +
26. go back to previous sentences	3.5 +	4.32 +
27. follow the line with finger or pen	3.04	3.6
28. use slashes to divide a sentence grammatically	4.09	4.12
35. summarize text in own words	2.27 +	3.36

As can be seen from Table 21, eight reading strategies were reported frequently used according to the questionnaire, but were not reported as used during the stimulated recall procedure. These items follow:

- 12. change reading speed depending on difficulty
- 13. read aloud difficult parts of a text

- 17. guess meaning using clues from the text
- 18. guess meaning using information about the topic
- 22. go over difficult parts several times
- 23. read aloud entire text
- 27. follow the line with finger or pen
- 28. use slashes to divide a sentence grammatically

The students in both groups reported using seven strategies out of a total of 15 appearing both in the questionnaire and during the stimulated recall procedure. Items 12, 13, 23, 27 and 28 were neither reported by the students in the stimulated recall nor observed by the researcher while they were reading and responding to the text. The subjects might not consider these strategies as reading strategies. None of the subjects reported items 17 and 18 (“guessing items”) ‘used’ although the text used in the stimulated recall required two guessing meaning questions.

The strategies that were reported ‘not used’ by the subjects in the stimulated recall procedure are shown in Table 22.

Table 22

Reading Strategies That are Reported Not Used in the Stimulated Recall Procedure

Strategies Reported Not Used by the Control Group (N=4)	Strategies Reported Not Used by the Experimental Group (N=4)
BEFORE READING	
• Making predictions (1) • Using the title what the to predict the content of the text (1)	• Making predictions (1)
WHILE READING	
• Considering the text type (1) • Connecting one part of a text to the other (1) • Guessing meaning using clues from the text (1) • Marking important parts (1)	• Considering the text type (1)
AFTER READING	
• Summarizing with own words (1) • Organizing ideas / paraphrasing (1)	• Summarizing with own words (1)

Note: Numbers in brackets indicate the frequency of reporting

Some strategies were reported ‘used’ by some students and were also reported ‘not used’ by other subjects. The reason may again be individual differences of the students. For instance, although three students in the experimental group reported using “making predictions” as ‘before reading’ strategies (see Table 20), one student reported that s/he did not use that strategy (see Table 22). Also, one student reported “summarizing” as a ‘used’ strategy while another student reported it as a ‘not used’ strategy. Similarly, one student in the experimental group reported “summarizing” as ‘not used’ strategy, although this strategy was one of the “frequently used” strategies in the results of the questionnaire analysis (with a mean score of 3.36 for the experimental group). Pre-treatment questionnaire item 2, “consider text type” was also one of the frequently used reading strategies reported (with a mean score of 3.27 for the control group, 3.44, for the experimental group); however, this strategy was reported ‘not used’ by the subjects from both groups in the stimulated recall procedure. The subjects in the control group reported more reading strategies ‘not used’ (total 8) compared to those reported “not used” by the subjects in the experimental group (3).

The overall reading strategy profiles of the control and the experimental groups show that students in both groups had similar profiles in reported strategies used. However, the control group reported more strategies ‘not used’ than the experimental group. All students knew some specific strategies but reported they did not use them. The researcher profiled students’ use of strategies according to their reports from the stimulated recall procedure and from the perspective of the participant teacher. The following section presents the results of the researcher – teacher conferencing.

Teacher – Researcher Conferencing Results

The analysis of stimulated recall procedure and pre-treatment questionnaire (RSQ) were discussed with the participant teacher. The teacher was given a list of strategies showing the reading strategies reported ‘used’ and ‘not used’ by the students according to both the questionnaire and stimulated recall analysis. The teacher ranked ten strategies in order of importance that she expected to use in her strategy instruction in the experimental treatment. (see Table 18).

The participant teacher’s strategy preference list seemed parallel to the strategies that students reported ‘not used’ in the stimulated recall procedure. “Guessing meaning using clues from the text,” “summarizing the text with own words,” “writing down key words,” and “marking important parts” were among the strategies reported ‘not used’ by the students. However, the strategy, “continuing reading even if you have difficulty” was the teacher’s first priority in instruction, because she reported that the students usually quit reading when the text was difficult or long. Two other strategies in the teacher’s list, “skip sentences not understood” and “understanding the meaning without translating the text into Turkish” were related to this issue because the students usually spent a lot of time trying to understand every bit of the text or tried to translate it into Turkish. Lastly, the participant teacher also reported that “connecting background knowledge to the text” and “dividing words into parts for meaning” were among the strategies that students could not use effectively in reading.

The SIFA’s in the treatment were designed to meet the learning priorities of the teacher and the needs of the students according to the analysis discussed above.

Besides these, the participant teacher's reports helped the researcher outline the order and the number of the strategies presented in the treatment.

Experimental Group Students' SIFA Feedback Sheet Results

As part of the treatment, the experimental group completed SIFA feedback sheets at the end of each Strategy Instruction Focus Activity (SIFA) included in the instruction (see Table 11 for a sample section of SIFA Feedback Sheets). On the feedback sheets 1-4, the students checked (1) "the strategies they have learned", (2) "the strategies that are important", and (3) "the strategies they think they will use on their own out of class". The students were also asked to write their reasons for their responses on the feedback sheets. These reflections were intended to give students an awareness of the nature and the use of reading strategies. The SIFA feedback sheets helped the researcher gain insight into the effect of the treatment on students' awareness of the reading process.

The data from the feedback sheets was analyzed in terms of the most frequent reported strategies students chose for the three main categories in the sheets and the common points raised in students reasons for choosing those particular strategies.

The Strategies That Students Reported They Have Learned

The students' responses were tabulated by frequency. Since the number in the experimental class varied during 4 weeks due to absences, there were some differences between the frequencies of feedback reports. Table 23 shows the most frequent reported strategies that students chose for six SIFA's. The numbers in brackets show the number of the students reporting the same strategy. These numbers represent totals from all respondents to the first six feedback sheets.

Table 23

Students' Responses to the First Category in the SIFA Feedback Sheets

STRATEGIES I HAVE LEARNED IN THIS LESSON

Students' opinion

-
- * summarizing with own words (41)
 - * identifying main idea without reading in detail (26)
 - * making predictions (23)
 - * questioning the text (20)
 - * skimming the text (11)
 - * recalling background information (6)
 - * selective reading (4)
 - * previewing (4)
 - * guessing meaning using clues from the text (4)
-

Note: Numbers in brackets indicate the frequency of reporting

As the Table 23 illustrates, “summarizing with own words” was the most frequent reading strategy reported from 1- 6 SIFA’s, with 41 responses reporting the strategy used. The second most frequently reported strategy was “identifying main idea without reading in detail” (26 responses s). The other reading strategies students reported that they had learned were “making predictions” (23 responses), “questioning the text” (20 students), “skimming the text” (11 students), “recalling background information” (6 responses), “previewing” (4 responses), “guessing meaning using clues from the text” (4 responses), and “selective reading” (4 responses).

The Strategies That Are Important

After having been introduced to some strategies in each SIFA, students were also asked to decide which strategy(ies) was/were important to them. The purpose of this section was to let students evaluate the strategies and find the most appropriate ones for their reading purposes. The students' ideas were important because they needed to become aware of the appropriate strategies for different

purposes in reading and how to use them. The most frequently reported reading strategies for each SIFA are reported in Table 24. The Table presents the strategies and the number of times reported in brackets.

Table 24

Strategies Identified as “Important” by the Students on Feedback Sheets

THE STRATEGIES THAT ARE IMPORTANT
Students’ opinion

- * summarizing with own words (48)
 - * identifying main idea without reading in detail (29)
 - * making predictions (19)
 - * questioning the text (14)
 - * previewing (13)
 - * recalling background information (12)
 - * skimming the text (12)
 - * connecting one part of a text to the other (11)
 - * organizing ideas in the text (11)
 - * guessing meaning using clues from the text (4)
-

Note: Numbers in brackets indicate the frequency of reporting

As can be seen from the table, 48 students indicated “summarizing with own words” was the most important reading strategy. 29 responses reported the strategy “identifying main idea without reading in detail” as the most important strategy. “Making predictions” was the most important reported strategy in 19 responses, and 12 responses reported “questioning the text” as the most important reading strategy. Even though the latter strategy was reported ‘used’ by the students from both groups in the stimulated recall procedure and it was not part of the pre-treatment questionnaire (RSQ), it was included in the strategy instruction focus activities by the researcher since it is one of the reading strategies that “good readers” use (Carrell, 1999; Oxford et al. 2004; Stoller, 2000). “Previewing” was valued in 13 responses, “recalling background information” in 12 responses, “organizing ideas

in the text” and “connecting one part of a text to the other” in 11 responses , and “guessing meaning using clues from the text” in 4 responses.

The Strategy That I will Use on My Own out of Class

This section asked the students to choose strategies that they would feel comfortable using when the teacher was not available. This section was designed to raise students’ consciousness about using the reading strategies. The strategies most frequently reported by the students and the numbers of students noting these are in the following table. This category was included in SIFA feedback sheets 1-4 (see Appendix J)

Table 25

Strategies That Students Can Use Independently

THE STRATEGIES THAT I WILL USE ON MY OWN Students’ opinion
* identifying main idea without reading in detail (17)
* making predictions (16)
* summarizing with own words (15)
* questioning the text (8)
* rereading for a purpose (5)
* taking notes (3)
* organizing ideas in the text (3)

Note: Numbers in brackets indicate the frequency of reporting

As the table illustrates, 17 responses reported that they would feel comfortable using “identifying main idea without reading in detail”. Sixteen responses reported that they would feel comfortable using “making predictions”. During the SIFA’s, students were not only introduced to and practiced reading strategies, but they also started to use them independently. The other reading strategies that students reported that they would feel comfortable using were

“summarizing with own words”, “questioning to the text”, “rereading for a purpose”, “taking notes” and “organizing ideas in the text” respectively.

The feedback sheets for SIFA’s 5 and 6 had a different section called “the strategy I need to practice more” in order to help the researcher redesign the SIFA’s in the future (see Appendix J). This section had two advantages for the researcher, one was to provide guidance in designing the activities and the other was to focus analysis on the instructional process and students’ views. The strategies reported by the students for this section were “summarizing with own words” with 11 responses, “identifying main idea without reading in detail” with 4 responses, and “making predictions” with 3 responses. Most of the students did not answer this part perhaps because most of them became comfortable using reading strategies during the treatment or felt the activities provided them with enough practice.

Considering the overall results of the SIFA feedback sheets, the students showed agreement by reporting using similar strategies in each feedback session. At the last feedback session, they were given a list of strategies that were taught during four weeks of treatment, and they completed the sections based on the list. The following sub-section presents the overall results of that last feedback sheet.

The Overall SIFA Feedback Sheets

The experimental group completed the last SIFA feedback sheet (7) considering the reading strategies included in SIFA’s and the usefulness of strategy instruction as a whole. Table 26 presents the overall results of feedback sheet 7. The numbers in brackets indicate the number of students reporting the same strategy.

Considering SIFA feedback sheets 1-6, students reported all the strategies as ‘learned’ in the last feedback sheet, although the number of students was different as

can be seen from Table 26. The following table compares students' reported strategies "learned" during feedback sheets 1-6 and students' reported strategies in feedback sheet 7.

Table 26

Comparison of Students' Opinion on Strategies Reported 'Learned' According to the SIFA Feedback Sheets

STRATEGIES I HAVE LEARNED IN THIS LESSON Students' opinion (Feedback Sheets 1-6)	STRATEGIES I LEARNED DURING FOUR WEEKS Students' opinion (Feedback Sheet 7)
* summarizing with own words (41) * identifying main idea without reading in detail (26) * making predictions (23) * questioning the text (20) * skimming the text (11) * recalling background information (6) * selective reading (4) * previewing (4) * guessing meaning using clues from the text (4)	* summarizing with own words (13) * identifying main idea without reading in detail (15) * making predictions (15) * questioning the text (10) * skimming the text (16) * continuing reading even if you have difficulty (12) * previewing (13) * guessing meaning using clues from the text (15) * rereading for a purpose (12) * connecting background knowledge to the text (11) * connecting one part of a text to the other (10) * marking important parts (9)

Note: Numbers in brackets indicate the frequency of reporting

As can be seen from the table, the students reported additional strategies in the last feedback sheet, probably because they were given a list to check and could be reminded of all the strategies taught in class.

Also, five strategies from the participant teacher's list seemed to be covered during the instruction period according to the student reports as shown in this table. "Continuing reading even if you have difficulty," "guessing meaning using clues

from the text,” “summarizing the text with own words”, “connecting background knowledge to the text,” and “marking important parts” were priority items on the participant teacher’s list. After the treatment, the students seemed to be aware of most of these strategies and reported that they had learned them during the 4 weeks of treatment (see the teacher’s list in Table 18).

The strategies reported ‘important’ during the SIFA feedback sheets 1-6 were almost repeated in the last feedback sheet with the exception of one strategy: “guessing meaning using clues from the text”. Students reported two additional strategies ‘important’ in the last feedback sheet: “connecting background knowledge to the text” and “continuing reading even if you have difficulty”.

Table 27

Comparison of Students’ Opinion on Strategies Reported ‘Important’ According to the SIFA Feedback Sheets

THE STRATEGIES THAT ARE IMPORTANT Students’ opinion (Feedback sheets 1-6)	THE STRATEGIES THAT ARE IMPORTANT Students’ opinion (Feedback sheets 7)
* summarizing with own words (48) * identifying main idea without reading in detail (29) * making predictions (19) * questioning the text (14) * previewing (13) * recalling background information (12) * skimming the text (12) * connecting one part of a text to the other (11) * organizing ideas in the text (11) * guessing meaning using clues from the text (4)	* summarizing with own words (7) * identifying main idea without reading in detail (6) * making predictions (8) * questioning the text (5) * previewing (2) * recalling background information (5) * skimming the text (10) * connecting one part of a text to the other (1) * organizing ideas in the text (3) * connecting background knowledge to the text (5) * continuing reading even if you have difficulty (4)

Note: Numbers in brackets indicate the frequency of reporting

For the last part in feedback sheet 7, students were asked to evaluate the 4 weeks of treatment in terms of usefulness (see Appendix J). 15 students out of 24 reported that they found the SIFA's useful; four students reported that they found the SIFA's very useful. On the other hand, three students reported that they could not benefit from the treatment, and two students reported they found the SIFA's not useful.

The student responses to the open-ended item, "Reasons for choosing this strategy" (SIFA feedback sheets 1-4) reveal that the treatment not only helped students raise their awareness of reading strategies, but also to help them understand the texts better and more easily. They also started to evaluate their own performance in reading. These comments by students were analyzed below in terms of common points raised.

Better Reader: On their choices in the feedback sheets, students were asked to write the rationale behind their strategy choices in SIFA's. Most of the students reported that the strategies they learned in that particular lesson helped them set goals for reading, understand the text better, do the tasks more easily, get the main idea better, and interpret what they have read more easily. As the following quoted excerpts from the student feedback sheets reveal, students reported that their reading had improved:

I understand the difficult texts better.

I understand the idea better.

I understand the text better and I organize what I have read in the text easily.

The strategies help me do the reading task better.

I can understand the text easily and interpret it better.

The strategy (summarizing with own words) helped me identify the main idea easily.

(taking notes while reading) The strategy helped me answer the questions easily.

(questioning the text) It helped me create some ideas about the topic before I read.

(questioning the text) I have some idea before I read the text, and then I compare what I have read with my ideas.
The strategies help me understand the text and make interpretations about it better.

Because I set a goal for reading with questions in my mind, the text doesn't look unfamiliar.

When I have questions in mind, I try to find the answers while reading.

Saves Time: One of the most important problems reported by both the students and the participant teacher was that students spend too much time reading details, and sometimes they give up due to these details in texts. In student comments, there is evidence that strategies helped them in terms of saving time and effort. Some students reported that they could understand the text without spending too much time on details.

I can understand the text without reading in detail.

(summarizing with own words) It saves time and I can understand the text easily.

I do not spend much time on unknown words, I can identify the main idea.

(asking questions to the text) I know where to focus on and understand the text easily.

I can focus on important parts of the text, not everything and understand the text easily.

Self-evaluation: Evaluating task success is one reading strategy that good readers use (Grabe and Stoller, 2002; Oxford et al. 2004). Students in the treatment group seemed to begin to evaluate their performance during reading according to the comments below:

I evaluate whether I have understood the text or not.

(summarizing with own words) I can see whether I have understood the main things in the text or not.

I can evaluate whether I have understood the main idea or not.

I organize my ideas and evaluate my comprehension.

I can see the missing parts and then reread for meaning again.

I visualize what I read in the text and evaluate whether I have understood or not.

Interviews with the students after the treatment give a much clearer idea about the effects of SIFA's on students' perception of reading strategies and the reading process. The next section presents the results of interviews with students from both groups.

Post Treatment Interview Results

The interviews after the treatment focused on three main questions: (1) what are the reading strategies that can be used before reading a text?, (2) what are the reading strategies that can be used during reading a text?, and (3) what are the reading strategies that can be used after reading a text?. Both groups of students answered these questions while the students in the experimental group were referred to the SIFA's included in the instruction. Since the students in the experimental group had 4 weeks of treatment, they were also asked to compare themselves as readers before and after the treatment.

This section presents the results in four subsections: (1) the reported ‘before’ reading strategies by the students in both groups, (2) the reported ‘during’ reading strategies by the students in both groups, (3) the reported ‘after’ reading strategies by the students in both groups, and (4) the comparison of reading process before and after the treatment by the students in the experimental group.

The Reported “Before” Reading Strategies by the Students

The student interview results illustrate the differences between the experimental group and the control group after the treatment although they had similar reading strategy profiles before the treatment (see Table 20). Table 28 below shows the reported ‘before’ reading strategies by the students in both groups. The numbers in brackets indicate the number of students reporting the same strategy.

Table 28

‘Before’ Reading Strategies Reported By The Students in Post-Treatment

Interviews

‘Before’ Reading Strategies Reported by the Experimental Group	‘Before’ Reading Strategies Reported by the Control Group
BEFORE READING	
• Recalling background knowledge (7) • Using the title to predict the content of the text (5) • Previewing the text (7) • Recognizing vocabulary (3) • Reading comprehension questions (5) • Setting a purpose for reading (4) • Asking questions to the text (4) • Keeping a purpose (1) • Making predictions (8) • Skimming (2)	• Recalling background (1) • Using the title to predict content of the text (4) • Previewing the text (1) • Recognizing key words in the text (1) • Reading comprehension questions first (6) • Setting a purpose (1)

Note: Numbers in brackets indicate the frequency of reporting

As can be seen from Table 28, the students in both groups had in common six strategies for ‘before’ reading a text, however, the students in the experimental group seemed to be more aware of the strategies (31 times) and use them more often than the students in the control group (14 times). The experimental group also reported four additional strategies for ‘before’ reading, which were among the strategies that “good readers” use according to the literature (Stoller, 2000; Oxford et al., 2004; Aebbersold & Field, 1997; Pressley & Afflerbach, 1995 in Singhal, 2001). “Asking questions to the text,” “making predictions,” and “keeping a purpose for reading” were important to have a goal for reading and keep that goal in mind during the reading process. According to the analysis shown in Table 30, the experimental group had started to become aware of and use more strategies for ‘before’ reading after the treatment. The students in the experimental group had reported only 5 useful strategies in the ‘before reading’ section before the treatment: “asking questions to the text,” “using the title to predict the content of the text,” “recalling background information,” “making predictions,” and “connecting background knowledge to the text” (see Table 20). After the treatment, there both occurred an increase in the frequency of those reporting these strategies, and there six additional strategies were reported for the same section: “previewing the text,” “recognizing vocabulary,” “reading comprehension questions,” “setting a purpose,” “keeping a purpose,” and “skimming”.

The Reported “While” Reading Strategies by the Students

The strategies reported by the students from both groups after the treatment for ‘while’ reading strategies seemed to have two features compared to the reported

strategies before the treatment. Table 29 shows ‘while’ reading strategies reported by the students in both groups in the post-treatment interview.

Table 29

“While” Reading Strategies Reported by the Students in both Groups in the Post-Treatment Interview

“While Reading” Strategies Reported by the Experimental Group	“While Reading” Strategies Reported by the Control Group
WHILE READING	
• Skimming the text (5) • Identifying the main idea without spending too much time on difficult parts (7) • Guessing vocabulary (6) • Rereading for comprehension (4) • Visualizing the text in mind (1) • Underlying some parts (4) • Setting a purpose (3) • Recalling background information (5) • Keep the purpose in mind while reading (3) • Evaluating performance (3) • Monitoring comprehension (3) • Questioning the text while reading (1) • Recognizing key words (2) • Taking notes (2) • Paraphrasing the main idea of each paragraph (1) • Checking predictions (6) • Visualizing the text (1) • Paraphrasing (1) • Understanding the text without translating word by word (2) • Connecting background knowledge to the text (2) • Skipping unknown vocabulary (2) • Continue reading despite having difficulty (2)	• Skimming (1) • Identifying the main idea without spending too much time on difficult parts (1) • Guessing vocabulary (2) • Rereading for comprehension (5) • Visualizing the text (1) • Underlying some parts (2) • Setting a purpose (2) • Recalling background information (1) • Making predictions (1) • Using the first sentences of paragraphs to predict the paragraph (1) • Selective reading (2) • Looking up a dictionary (for each word) and write their meanings on the unknown words (1) * • Reading the text from the beginning to the end without a purpose (1) *

Note: Numbers in brackets indicate the frequency of reporting

First, as Table 29 shows both groups reported far more strategies than they did before. Before the treatment, there were three strategies in common reported by both groups: “rereading for comprehension,” “connecting background knowledge to the text,” and “checking predictions” (see Table 20). Besides those three, the experimental group reported the strategy “using text features” before the treatment.

After the treatment, the experimental and the control group reported eight common ‘while’ reading strategies, one of which was also reported in the pre-treatment stimulated recall procedure: “rereading for comprehension”. The control group reported five additional ‘while’ reading strategies, two of which had a star indicating that those strategies were not among the strategies that are said to be used by the good readers (see Table 29). The experimental group, on the other hand, reported 14 additional strategies after the treatment, which supports the idea that the strategy instruction had a positive impact on the strategy repertoire of the students. Although they reported that they had only four ‘while’ reading strategies before the treatment, they reported 21 ‘while’ reading strategies after the treatment.

Second, the treatment group also showed a difference in terms of the frequency of reporting strategies used compared to the control group. For the common eight strategies, the number of responses reporting these strategies used in the control group was 15 while this number was 34 responses for the experimental group. Thus, more students were more aware of these ‘while reading’ strategies in the experimental group than in the control group.

The Reported “After” Reading Strategies by the Students

Table 30 illustrates the reported “after reading” strategies used by the students in both groups. “After reading” strategies reported by both groups seemed

to have five common strategies, although the frequency of reporting those strategies were different in both groups (18 responses in the experimental and 8 responses in the control).

Table 30

“After Reading” Strategies Reported by the Students in the Post Treatment

Interview

“After Reading” Strategies Reported by the Experimental Group	“After Reading” Strategies Reported by the Control Group
AFTER READING	
• Summarizing with own words (7) • Organizing ideas (4) • Rereading for comprehension (2) • Evaluating task performance (3) • Guessing unknown vocabulary (2) • Identifying the main idea of the text (2) • Visualizing the text in mind (1) • Outlining (1) • Paraphrasing some parts (1)	• Summarizing what have read (in mind) (1) • Organizing ideas (2) • Rereading for comprehension (3) • Evaluating task performance (1) • Guessing unknown vocabulary (1)

Note: Numbers in brackets indicate the frequency of reporting

Compared to the control group, the experimental group reported four more strategies that they used ‘after’ reading a text: “identifying the main idea of the text,” “visualizing the text in mind,” “outlining,” and “paraphrasing some parts” as shown in Table 32. Both groups had reported only one ‘after reading’ strategy before the treatment, although these were different strategies (see Table 20). It can be concluded that the students in both groups had more strategies after 4 weeks, which might be due to language improvement over time. However, the students in

the experimental group seemed to have become more aware of these strategies, indicated by the frequency of reported use strategies.

When the reading strategies included during the four-week strategy instruction were considered (see Table 5 in Chapter III, Methodology), all the strategies in the list and 4 subsidiary strategies seemed to be reported 'learned' by the students in the experimental group according to the analysis of post-treatment interviews.

Comparison of the Reading Process Before and After the Treatment

The students in the treatment group were also asked to compare themselves as readers before and after the treatment and to report the differences, if any. Four students reported that they had become better readers, and they described themselves as more comfortable in reading. Two students reported that they became more conscious while reading, and two reported that they started to read faster than they did before. The following excerpts from the interviews reveal that the strategy instruction helped them improve their reading.

(Selin): Personally speaking, **I learned reading strategies that I can use on my own**, I mean, our approach to a reading text was very different. For example, **we insisted on trying to understand every word in the text, or if we could not understand a word we thought that we could not understand the whole text**. However, now we know that these things were not very important, **it is important to understand the whole idea**, because we can identify the main idea of a paragraph. We **feel confident** about it.

(Ganimet): The biggest difference related to the reading strategies, ... **I read faster**, ... at the beginning, for instance, I was afraid of what I would read in the lesson, but now I don't have a fear like that. I read the text, **I do the tasks on my own**, I underline important parts of the text and **I, myself, decide on these things**, I can do everything myself. That is the big difference, and **I have learned that I should express what I understand from the text**, ... I know that I need to study more on that issue, I try focus on expressing my thoughts. That's all.

(Inci): My reading style had changed a lot now, ..., I mean, for **example in the past I immediately started to read the text, but now I do a lot of things before I read the text, I read the title, the task questions, and the other things, because I believe that these things work.** My reading changed after the instruction; even **I became a better reader.**

(Müzeyyen): **I do the reading tasks better now**, for example, in the past I ignored the comprehension questions, but now **first of all I read the questions, I answer the comprehensions better than I did**, of course, **because I have a purpose for reading.**

Three Case Studies

This section is organized around three students from the experimental group and their reports on reading strategies and reading strategy instruction focus activities (SIFA's). The Stimulated Recall Procedure carried out before treatment, SIFA Feedback Sheets, and post treatment interviews were the main data sources, which were analyzed in terms of students' reports and responses throughout the study. All data is explained through the researcher's comments and are supported by extracts from the case study data.

Case 1: Ganimet

Ganimet is a Preparatory School student studying English to continue her education in The Faculty of Business and Administrative Studies.

According to the pre treatment questionnaire results (RSQ), she “moderately” used reading strategies because her overall mean score was 3.28 before the 4 weeks of instruction had started. Also, before the treatment, her Preparatory School Achievement Test Reading Section grade was 6.5 out of 15. In the stimulated recall, she reported that she used reading strategies that she also used regularly in reading in Turkish. She also reported using six specific reading strategies. During this procedure, she did not identify any strategies as being not

used. Table 31 summarizes the analysis of her responses during the stimulated recall procedure.

Table 31

Strategies Reported “Used” by Ganimet during the Stimulated Recall

BEFORE READING	WHILE READING	AFTER READING
* Using the title to predict the content of the text	* Connecting background knowledge to the text	* Visualizing the text in mind to aid comprehension
* Recalling background knowledge		
* Making predictions		
* Using the first sentence of the paragraphs to infer what the passage will be about		

SIFA Feedback Sheets Analysis

During the six weeks of strategy instruction, she attended almost all the classes, missing only SIFA 5.

Learned Strategies: As the analysis of her feedback sheets revealed, she learned more strategies during these SIFA’s, and she practiced the strategies she reported “used” in the stimulated recall procedure. According to the analysis of her SIFA feedback sheets, she reported learning nine strategies while reviewing five of the six strategies she had reported using earlier.

Important Strategies: Ganimet also reported eight strategies as “important” on her feedback sheets during four weeks. Some strategies were reported more than one time, as in the “learned section” of the feedback sheets. Table 32 below presents the analysis of her feedback sheets. The strategies reported “used” during both the stimulated recall procedure and the feedback sheets are in bold. The strategies

reported more than one time were indicated with the numbers in brackets showing the frequency of reporting.

Table 32

The Analysis of Strategies Reported by Ganimet during Feedback Sheets

STRATEGIES I LEARNED	STRATEGIES THAT ARE IMPORTANT
• Summarizing with own words (3) • Questioning the text • Identifying the main idea without reading in details (4) • Continue reading despite having difficulty (2) • Previewing (2) • Making predictions • Connecting background knowledge to the text • Skipping unknown words • Underlying important parts in text • Recognizing key vocabulary • Organizing ideas in text	• Summarizing with own words (2) • Questioning the text (3) • Identifying the main idea without reading in details • Continue reading despite having difficulty • Previewing (2) • Making predictions (2) • Connecting background knowledge to the text • Connecting one part of a text to the other

Note: The numbers in brackets refer to the frequency of reporting.

As can be seen from the table, she reported seven strategies “learned” and “important” during the instruction period.

Use Strategies Independently: Also, she reported five strategies that she would use without the teacher’s help: “questioning the text,” “connecting one part of a text to the other,” “skipping unknown words,” “identifying the main idea without reading in details,” and “previewing”.

Lastly, she reported one strategy that she had problems using: “summarizing with own words”, although she reported that strategy as both “learned” and “important” on her feedback sheets.

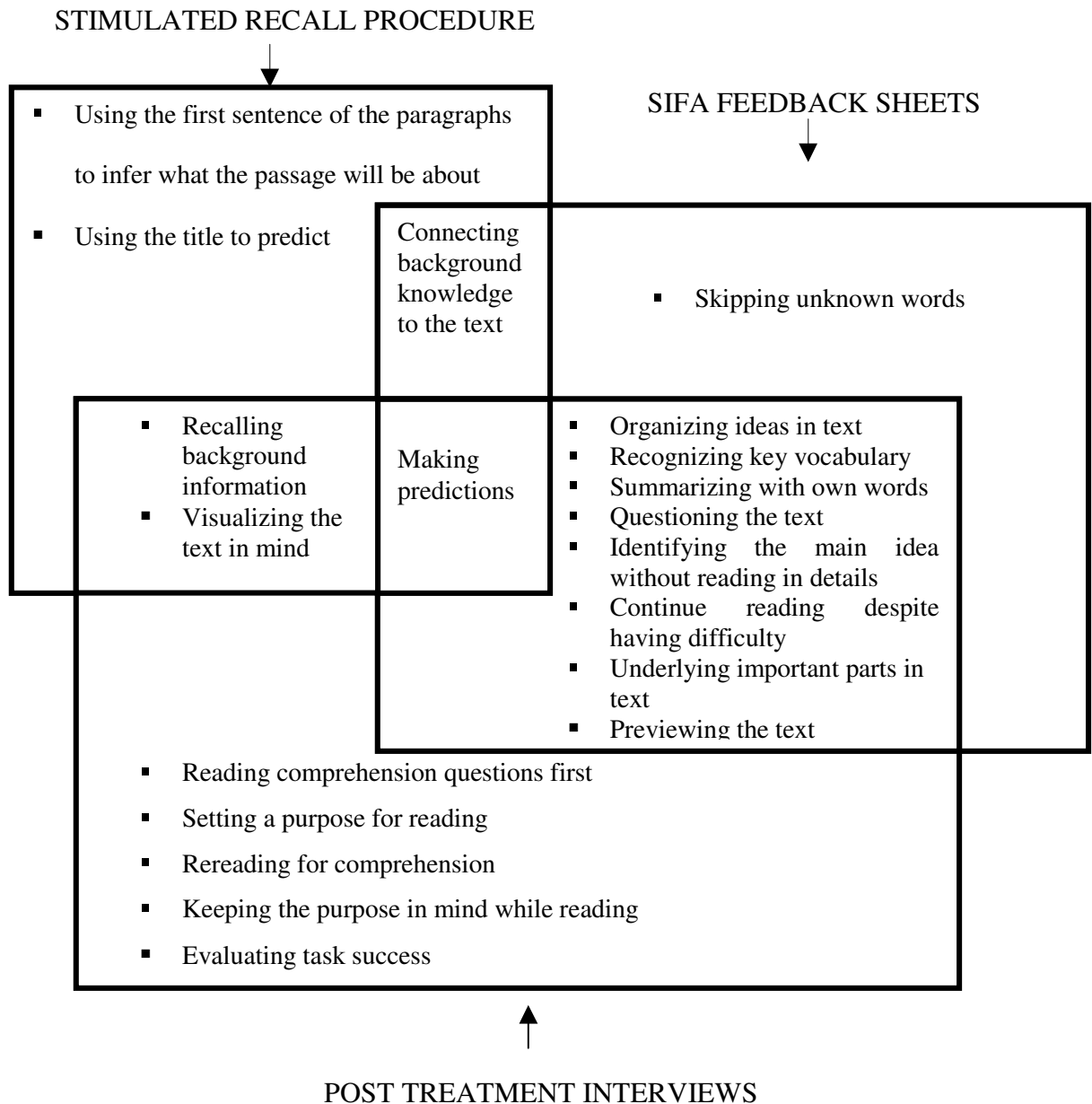
Post Treatment Interview Analysis

In her responses in the post treatment interview, she reported using a total of 16 strategies; nine of these had been identified as learned strategies on the feedback

sheets (see Table 34). Eight additional reading strategies were added at the time of the post treatment interviews.

A brief history of the strategies Ganimet reported using during the time of the study is summarized in the figure below.

Figure 2. Ganimet's Overall Reported Strategy Profile



As can be seen from Figure 2, she reported six strategies that she had “used” during the stimulated recall procedure, and she reported 11 strategies “used” during the treatment period on her feedback sheets. At the end of the 4 weeks of instruction, she reported familiarization with 16 strategies used in reading.

According to the analysis of her responses in the post treatment interview, three main aspects of the impact of the treatment are raised: time, reading performance, and transferring strategies to other skills.

Time: Ganimet reports that she reads the texts and completes the tasks faster than she did before treatment. She does not spend time on trying to understand each word in the text, and she can identify the main idea skimming the text. The extracts below support her perceptions about reading strategies after the treatment.

(I)T: So you mean that we should have a goal for reading, right?
Ganimet: Yes. First we should skim the text and try to understand what the text is about. Otherwise you read without having a purpose, but **if you read the tasks before you read, you can understand the text better**, and you also **save time**.

(II)T: If you compare yourself, as a reader, before and after treatment, can you identify any differences?
Ganimet: (Ganimet): The biggest difference related to the reading strategies, ... **I read faster**, ... at the beginning, for instance, I was afraid of what I would read in the lesson, but now I don't have a fear like that. I read the text, I do the tasks on my own, I underline important parts of the text and I, myself, decide on these things, I can do everything myself....

Reading Performance: Ganimet's reading style and reading performance have improved according to her responses in the interview. She can be identified as a strategic reader because she can decide on the strategies she will use in a text, she can identify the needs she will face in future, and she does not quit reading even if the texts are long or complex.

- (III)T: Do you think that you can use some specific strategies without the teacher's help?
- Ganimet: Yes, for example, let's say there are statements and we have to match these statements with the paragraphs in the text. I first read these statements before I read the text so I **have an idea what the text might be about. When I read the text it is easier to understand the main points in the text.**
- (IV)T: Well, have you said that "I need to practice some specific strategies more"?
- Ganimet: For example, as I said before, organizing what we have read with our own words, for instance, that strategy is important because we need to express what we understand from the text with our own words. The other tasks, **like matching or so on, these are not very difficult from now on**, but we need to practice summarizing, paraphrasing, or retelling something with our own words. These are more useful for us.
- (V)T: Do you think that you can use these strategies when you go to your department?
- Ganimet: Yes, sure. For example, the strategy, **"summarizing with own words" is useful for the examinations in future.** I think I will use "summarizing with own words," "skimming the text," and "not spending time on each word," in my departmental texts.
- (VI)T: If the text is too long or complex, do you say that "I do not want to do this task so I quit here"?
- Ganimet: No, **I do not give up from now on.**

Transferring Strategies To Other Skills: Ganimet reports that the strategies

she has learned to use in a text during treatment can be transferred to other texts, and even to L1 reading, and other skills. This is obvious from her responses below.

- (VII)T: Do you think "making predictions" was useful?
- Ganimet: Yes, it was very useful in the texts. For example, **I can use some strategies in different tasks and I do not leave it in that specific text, and also in other tasks.** for instance, I mean, not only in reading texts in English, but **I also use them in reading articles in a Turkish newspaper**, first I skim it, and try to guess what it might be about, and then read it.
- (VIII)T: Do you think you can use these strategies in other contexts?

Ganimet: I think, I can, because, as I said before, **I can use them even when I read a Turkish newspaper**. I skim it, then I add my own ideas, and if I know strategies suitable for that text I try to do it. **I mean I try to use them in every contexts**, if I know that the strategies will help me with it.

The general profile of Ganimet is summarized in Table 33.

Table 33

General Profile of Ganimet

Instrument	Results	Comments
Reading Strategy Questionnaire	Pre: mean= 3.28 Post: mean= 3.71	Moderately use Frequently use
Reported Strategy Use	Stimulated Recall (Pre): 6 SIFA Feedback Sheets: 11 Post Interview: 16	6 strategies used also in reading L1 2 strategies from Stimulated Recall 2 strategies from Stimulated Recall 9 strategies from SIFA Feedback sheets
Achievement Test Reading Section Test Results:	Pre: 6.5 / 15 Post: 15 / 15	(43%) (100%)

As can be seen from the Table 33, Ganimet has improved her reading in terms of three aspects. First, according to the results of the post treatment questionnaire, Ganimet's mean score for overall strategy use can be defined as "frequently use" strategies because her mean score was 3.71 after the treatment. Second, Ganimet's strategy repertoire has been broadened during the study. She reported using 16 strategies in the post treatment interview, eight of which were targeted in the SIFA's. The strategies she reported using also matched most of the strategies on the participant teacher's list. Lastly, her reading grade after the treatment has also improved. Before treatment, she got 6.5 out of 15 from The Preparatory School Achievement Test Reading Section (43% successful), but after

treatment her grade was 15 out of 15 from The Preparatory School Achievement Test Reading Section (100% successful).

Case 2. Selin

Selin is a Preparatory School student studying English to continue her education in The Faculty of Business and Administrative Studies.

The pre treatment questionnaire means score of Selin was 3.4. Her strategy use can be defined as “frequently use” according to that score. Her Preparatory School Achievement Test Reading Section grade was 6 out of 15. The table below summarizes the analysis of her responses during the stimulated recall procedure.

Table 34

Strategies Reported by Selin during the Stimulated Recall

Strategies “Used”	Strategies “Not Used”
* Using the titles to infer what the text might tell	* Considering linking words
* Recalling background knowledge	
* Making predictions	
* Connecting background knowledge to the text	

As can be seen from Table 34, Selin reported using four strategies and reported not using only one strategy during the stimulated recall procedure.

SIFA Feedback Sheets Analysis

During the four weeks of strategy instruction, she attended classes until SIFA 5, missing SIFA classes 6 and 7. Her strategy responses to SIFA feedback sheets can be summarized in three categories: “learned,” “important,” and “use independently”.

Learned Strategies: As the analysis of Selin’s responses on SIFA feedback sheets revealed, she learned five new strategies during the 4 weeks of instruction and practiced three strategies she had reported before.

Important Strategies: Selin reported eight strategies as “important” on the SIFA feedback sheets, and six of them were also reported learned. Table 35 summarizes the analysis of her feedback sheets. The strategies reported “used” during both the stimulated recall procedure and the feedback sheets are in bold. The strategies reported more than one time were indicated with the numbers in brackets showing the frequency of reporting.

Table 35

The Analysis of Strategies Reported by Selin during Feedback Sheets

STRATEGIES I LEARNED	STRATEGIES THAT ARE IMPORTANT
- Identifying the main idea without reading in details (3) - Summarizing with own words (2) Making predictions (2) - Skimming (2) - Recalling background information - Previewing Connecting background knowledge to the text - Recognizing key vocabulary	- Identifying the main idea without reading in details - Summarizing with own words - Making predictions - Skimming - Recalling background information - Previewing - Connecting background knowledge to the text - Checking predictions while reading

Note: The numbers in brackets refer to the frequency of reporting.

As Table 35 presents, she reported seven of eight strategies “important” on her SIFA feedback sheets. She has also started to use “identifying the main idea without reading in details” and identifies this strategy as important, although during the stimulated recall, she had reported that she spent too much time on translating everything into Turkish in reading. In addition, she had not reported any strategies

for “after reading” during the stimulated recall, however, she has also started to use “summarizing with own words” as can be seen in the table.

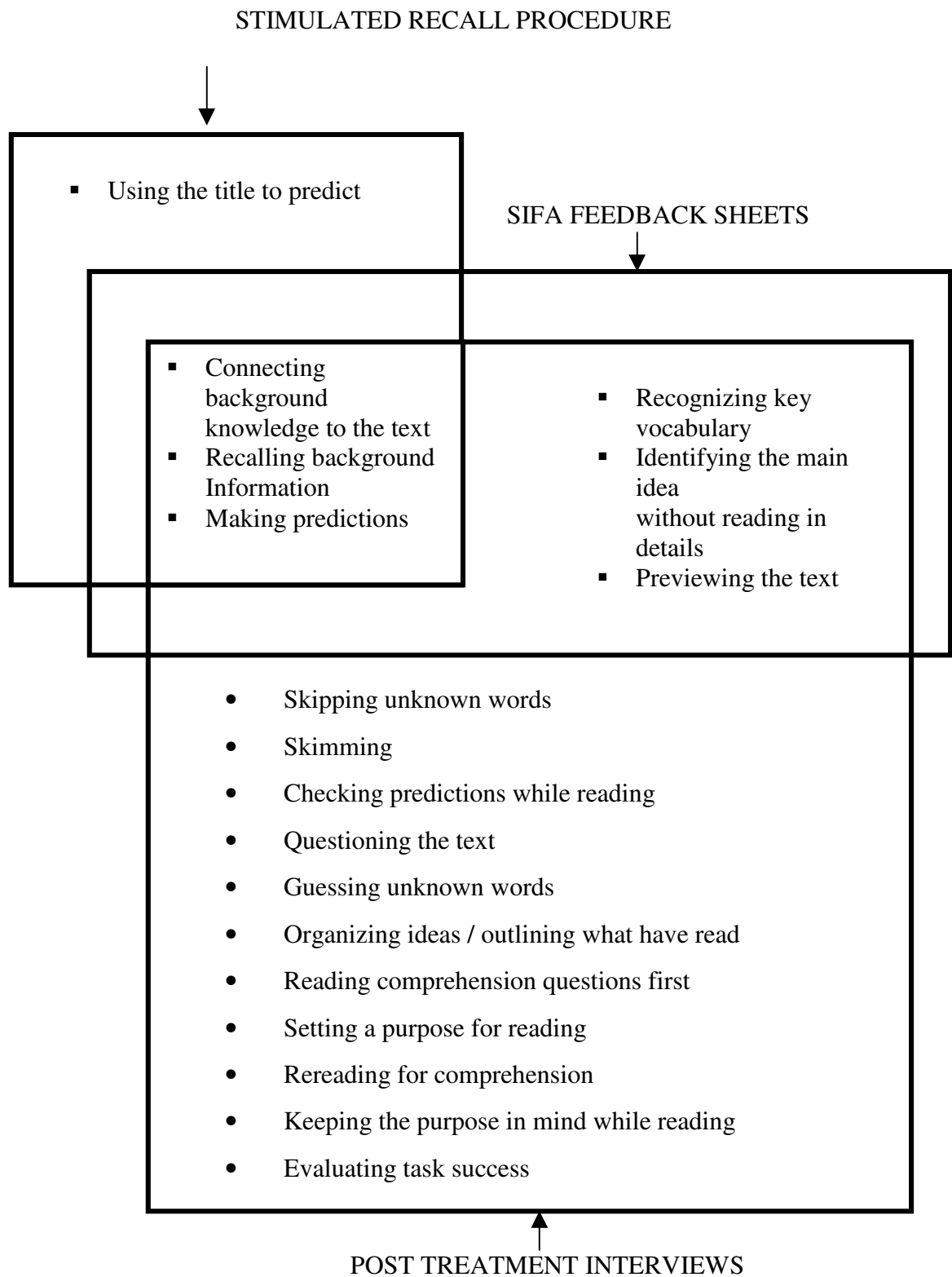
Use Strategies Independently: According to her reports on SIFA feedback sheets, Selin can use two strategies on her own: “identifying the main idea without reading in details” and “skimming”. Although she identified five new strategies as “learned” and eight strategies as “important”, she is comfortable using only two of them on her own.

Selin reported only one strategy that she had problems using and needed more practice on, “summarizing with own words”.

Post Treatment Interview Analysis

In the post treatment interview, Selin reported using a total of 20 strategies; five of these had already been identified as learned strategies on her SIFA feedback sheets (see Table 35). 14 additional reading strategies were added at the time of the post treatment interview. Figure 3 summarizes the brief history of strategies that Selin reported throughout the study.

Figure 3. Selin's Overall Reported Strategy Profile



In the interviews, she did not report using the strategy “summarizing with own words” as can be seen from the figure. One reason might be that she still needed practice for “summarizing with own words”. She also did not report using “considering linking words”, which was the strategy she had also reported not using during the stimulated recall before treatment. These two strategies might be strategies that she has not started to feel comfortable using.

As the figure indicates, she reported using four strategies during the stimulated recall before the treatment and reported eight strategies “learned” during the treatment period on her SIFA feedback sheets. At the end four weeks of strategy instruction, she reported 20 strategies used in reading, which shows that she has broadened her strategy repertoire.

According to the analysis of Selin’s responses in the post-treatment interview, three aspects of the treatment were raised: time, reading performance and self-awareness.

Time: Selin responses in the post treatment interview revealed that she has improved her reading, especially in terms of time. Although she had reported that she spent time on translating each word into Turkish while reading in the stimulated recall procedure, she now reported that she could read faster since she did not translate and tried to understand the main idea.

(I)T: Have you noticed anything different in your reading style now?

Selin: As I said before, “identifying the main idea without reading in details”, **because I wasted time in reading, quizzes or examinations in the past, but now I try to understand the main idea without translating into Turkish**, because identifying what the text says is more important and word by word translation.

Reading Performance: Selin reported that she has improved her reading through the SIFA's and she is better at reading than she was before. She says she understands better now and she has learned a lot. The short extracts from her responses during the interview reveals that she has benefited from the SIFA's as a reader.

(I)Selin: I mean, **my reading has improved after I participated in this study**, it really helped me, for example, I had only one correct answers out of 5 in the past, **but now I generally answer the questions correctly**, only one incorrect answers or any.

(II)Selin: Personally speaking, **I learned reading strategies that I can use on my own**, I mean, our approach to a reading text was very different. For example, we insisted on trying to understand every word in the text, or if we could not understand a word we thought that we could not understand the whole text. However, now we know that these things were not very important, it is important to understand the whole idea, because we can identify the main idea of a paragraph. **We feel confident about it**

Self-Awareness: Selin has also become more aware of reading strategies according to her reports in the interview. She uses various strategies to succeed in a task. She knows what she is doing. The following are short extracts from her responses to the questions in the post treatment interview.

(III)Selin: What kind of things I consider while reading? First of all, **while reading a text I read it with a purpose**. I mean I am not talking about reading a novel or reading a short story, I mean, ... if there is a task, I try to guess what kind of questions can be asked for that particular text.

T: In other words, you mean for comprehension.

Selin: Yes, **I read for comprehension**, I am not talking about reading a novel. That's why I ask questions like "What kind of questions can be asked?" "which parts of the text will **help me to answer the questions?**"... these **things really helped me** . There are key words for example, I skip the others and try to get the meaning from these

key words, if I don't know some words, I guess their meanings from the content. **I consider these things.**

The table below summarizes the general profile of Selin throughout the study.

Table 36

General Profile of Selin

Instrument	Results	Comments
Reading Strategy Questionnaire	Pre: mean= 3.4 Post: mean= 3.34	Frequently use Frequently use
Reported Strategy Use	Stimulated Recall (Pre): 4 SIFA Feedback Sheets: 8* Post Interview: 20*	3 strategies from Stimulated Recall 3 strategies from Stimulated Recall 3 strategies from SIFA Feedback sheets
Preparatory School Achievement Test Reading Section:	Pre: 6/15 Post: 10/15	(40%) (66.6%)*

As Table 36 shows, Selin has shown improvement in reading in terms of reading performance and reading strategy repertoire. There is no change in her strategy use according to the pre and post treatment questionnaire (RSQ) results, both of the mean scores reveal that she “frequently” uses reading strategies (pre treatment mean= 3.4, post treatment mean= 3.34). However, she has learned 19 reading strategies, seven of which were targeted in the SIFA’s (see Table 9). Selin’s reported strategies also largely matched the teacher’s strategy preference ranked list of importance (see Table 23). Selin’s general reading performance has also improved, since she was 66.6% successful in the Preparatory School Achievement Test Reading Section although she had been only 40% successful before treatment.

Case 3. Harika

Harika is a Preparatory School student studying English to continue her education in The Faculty of Business and Administrative Studies.

Before the four weeks of instruction, the pre treatment Reading Strategy Questionnaire results revealed that Harika “moderately” used strategies in that her overall mean score was 3.02. Also, her Preparatory School Achievement Test Reading Section grade was 6 out of 15 (40% successful). In the stimulated recall procedure before treatment, she reported using five reading strategies and not using three strategies. Table 37 below summarizes the analysis of her responses during the stimulated recall procedure.

Table 37

Strategies Reported “Used” by Harika during the Stimulated Recall

Strategies “Used”	Strategies “Not Used”
• Using the title to predict the content of the text • Recalling background knowledge • Using the first sentence of the paragraphs to infer what the passage will be about • Connecting background knowledge to the text • Making predictions	• Writing down notes • Paraphrasing • Summarizing with own words

SIFA Feedback Sheets Analysis

During the four weeks of strategy instruction, she attended all the classes and completed all SIFA feedback sheets. The analysis of Harika’s SIFA feedback sheets is presented in three subheadings: “learned,” “important,” and “independent using”.

Learned Strategies: Harika reported on her SIFA feedback sheets that she learned 10 new reading strategies and practiced three strategies which she had

reported using during the stimulated recall procedure. Among the strategies reported “not used” previously reported by Harika, she started to use “summarizing ideas with own words” and she reported this strategy “learned” on five SIFA feedback sheets.

Important Strategies: Harika reported six strategies “important” on her feedback sheets during the four treatment weeks. Four of these strategies were also reported “learned” by Harika. The table below summarizes Harika’s responses on SIFA feedback sheets. The strategies reported “used” during both the stimulated recall and on the feedback sheets are in bold. The strategies reported more than one time are indicated with the numbers in brackets showing the frequency of reporting.

Table 38

The Analysis of Strategies Reported by Harika during Feedback Sheets

STRATEGIES I LEARNED	STRATEGIES THAT ARE IMPORTANT
Connecting background knowledge to the text	Connecting background knowledge to the text (2)
Summarizing with own words	Summarizing with own words (2)
Skimming	Skimming (2)
Making predictions	Making predictions
	Writing down notes
	Questioning the text
Organizing ideas in the text	
Recalling background knowledge	
Previewing	
Identifying main idea without spending too much time on details	
Setting goals for reading	
Underlying important parts	
Rereading for meaning	
Evaluating task success	
Recognizing key vocabulary	

Note: The numbers in brackets refer to the frequency of reporting.

As can be seen from the table, Harika reported 13 strategies “learned” and six strategies “important”. The strategy, “writing down notes” was reported “not

used” during the stimulated recall procedure before treatment, however, Harika identified this strategy as “important” during responses on her feedback sheets. She also reported the strategy “questioning the text” important on her SIFA feedback sheets although she did not report that she had learned it.

Use Strategies Independently: Although Harika reported that she had learned a total of 13 strategies on her SIFA feedback sheets, she reported two strategies that she would use without teacher’s help: “summarizing with own words” and “recalling background information”. During the four weeks of instruction, she was introduced to new strategies and she reported most of them “learned”.

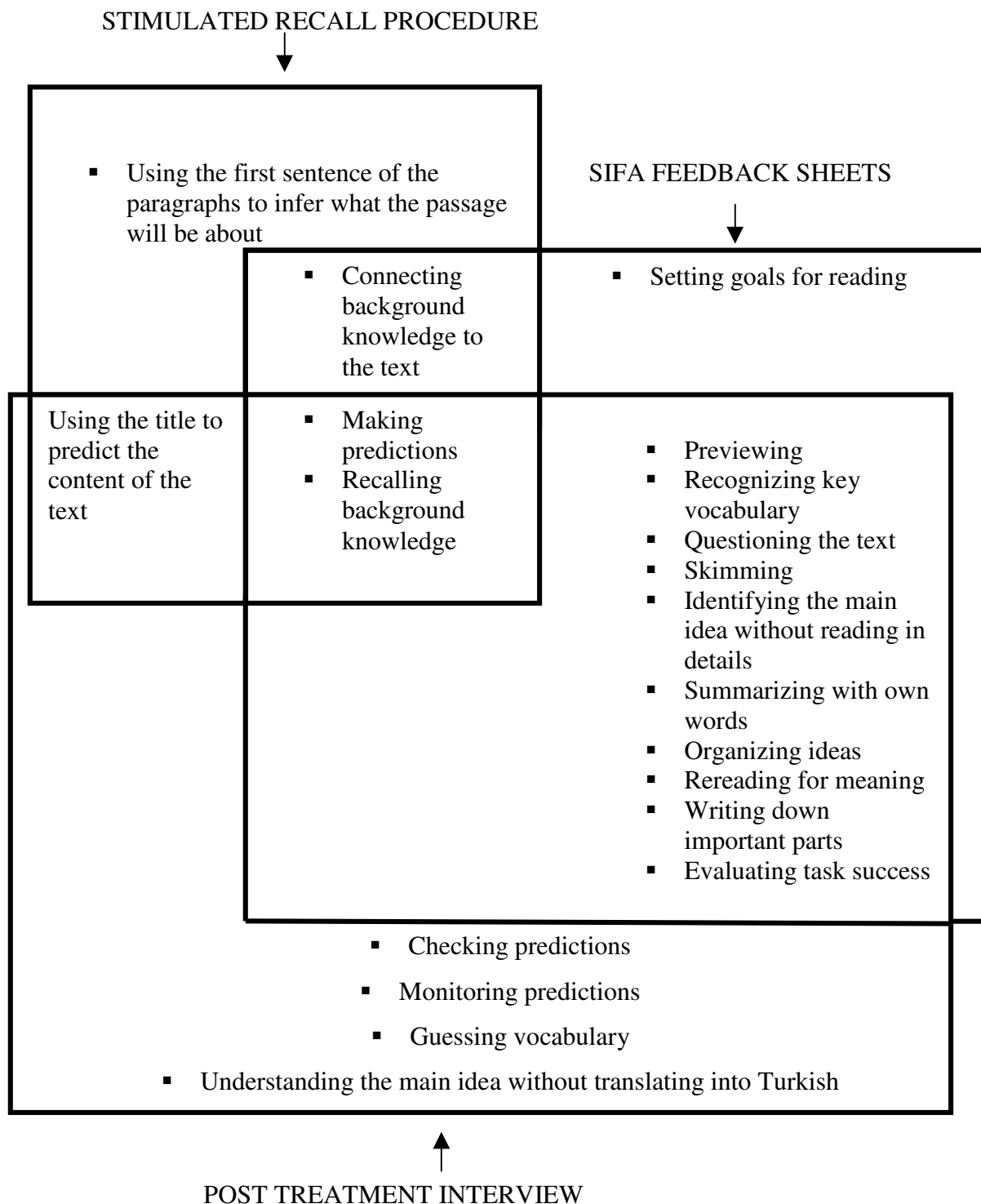
Harika also reported that she needed more practice in “making predictions” and “summarizing with own words”. Although she did not use the strategy, “summarizing with own words” according to her responses during the stimulated recall before treatment, she later identified this strategy as “learned,” “important,” and “using without teacher’s help”.

Post Treatment Interview Analysis

After the four weeks of instruction, Harika reported using 17 strategies in the post treatment interview; 11 of them were also identified as learned strategies on the SIFA feedback sheets (see Figure 4), two of them were among the strategies she reported using during the stimulated recall procedure (see table 37) and four additional strategies were added at the time of the post treatment interviews.

A brief history of the strategies Harika reported using during the time of the study is summarized in Figure 4.

Figure 4. Harika's Overall Reported Strategy Use



As can be seen from the figure, although Harika reported in the stimulated recall procedure that she did not use “writing down notes” and “summarizing with

own words”, she started to use two of three strategies (see Table 39). She reported using five strategies during the stimulated recall before treatment and reported using 13 strategies during the treatment period on her SIFA feedback sheets. At the end of the 4 weeks of instruction, she reported using 17 strategies. The following section summarizes Harika’s responses in the post treatment in three subsections: better reading, more comfortable, and self-awareness.

Better Reading Strategies: Harika reported that she benefited from SIFA activities during the 4 weeks and she has improved her reading. She compared herself as a reader before and after treatment and she identifies herself as a better reader now. The following are from her reports in the post treatment interview.

(I)T: Making predictions or guessing vocabulary helped you in reading in terms of time, right?

Harika: Yes, for example before these activities, although I read the text twice, sometimes I couldn’t understand anything. **But now I can recognize key words easily and I can guess their meanings using the clues in the text. These were really helpful for me.**

(II)T: What about the tasks in your books? Do you have any problems doing them after these activities?

Harika: No, **the tasks in the books are easier to do now.** Because these tasks are not about the details in texts, I do them even without looking back to the texts.

More Comfortable: Harika says that she is more comfortable with reading now and she does not spend a lot of time with unknown words or details in texts.

Harika: As I said before, **“mapping,” “summing up,” and “making predictions” were really helped me feel confident about the texts,** because I feel as if I know something about the text.

Self-Awareness: According to her responses during the post treatment interview, Harika reported that she started to decide on the strategies to use in a particular text. She became aware of which strategies were helpful and which are suitable for a task.

Harika: We have studied various strategies in class. **We decided on the strategies for the tasks, for our purpose, I mean we chose the strategies that are useful for us to do the tasks.** We tried them and then saw what worked.

Table 39 below presents the general profile of Harika.

Table 39

General Profile of Harika

Instrument	Results	Comments
Reading Strategy Questionnaire	Pre: mean= 3.02 Post: mean= 3.14	Moderately use Moderately use
Reported Strategy Use	Stimulated Recall (Pre): 5 SIFA Feedback Sheets: 13 Post Interview: 17	3 strategies from Stimulated Recall 3 strategies from Stimulated Recall 10 strategies from SIFA Feedback sheets
Achievement Test Reading Section	Pre: 6/15 Post: 12.5/15	(40%) (83.3%)

Considering the overall profile of Harika, it is obvious that there is no noted change in strategy use before and after treatment. The post treatment questionnaire mean score (3.14) is defined as “moderate strategy use” similar to her pre treatment strategy use (pre treatment questionnaire mean=3.02). However, her repertoire of reading strategies has improved according to Harika’s responses both during the treatment on the SIFA feedback sheets and in the post treatment interview.

Although she reported using only five strategies before the treatment, she reported using 17 strategies after the treatment. Among these strategies, she also started to use the strategies she had reported “not using” during the pre treatment stimulated recall procedure. As can be seen from the table, she also improved her reading performance according to her grades before and after treatment. She was 40% successful before treatment (Achievement Test Reading Section grade: 6 / 15), however, she was more successful (83 % successful – 12.5 out of 15) on the

Preparatory Achievement Test Reading Section after the treatment. Harika's responses in the post treatment interview also revealed that she has become more conscious and comfortable in using reading strategies during the 4 weeks of instruction.

In sum, according to three case studies, Ganimet, Selin, and Harika, the SIFA activities were helpful and useful for them in terms of broadening their strategy repertoire, awareness of reading process and reading performance. All subjects have started to use new strategies in reading, and they all have learned almost all strategies which were both targeted in the SIFA's and seen as important by the participant teacher. They have become better and faster readers, and more comfortable in reading. As well they have started to become aware of the use and the importance of reading strategies. All subjects have improved their reading performance and got higher grades on the Preparatory Achievement Test Reading Section following SIFA treatment. This section presented a descriptive analysis of three cases from the experimental group in terms of their use of reading strategies as determined by three different measures – Stimulated Recall Procedure, SIFA Feedback Sheets and Post-treatment Interviews.

Conclusion

This study investigated three aspects of reading strategies: (1) the existing reading strategies used by students at the Center of Foreign Languages, Cukurova University, (2) those strategies apparently not used but which apparently matched students' academic needs in reading, and (3) the effects of strategy instruction on students' strategy use. The Strategy Instruction Focus Activities (SIFA's) were the core of the study, which was implemented for four weeks in the experimental group.

Neither group showed significant changes in strategy use according to the quantitative data gathered through pre and post questionnaires (Reading Strategy Questionnaire). Mean scores for both groups showed that both groups had similar reading profiles before and after treatment. The significant difference in strategy repertoire and reading strategy use was found in the analysis of qualitative data which was gathered through a pre treatment stimulated recall procedure, SIFA feedback sheets during treatment, post treatment interviews, and three case studies. These results imply that strategy instruction can have a positive impact on students' strategy repertoire, students' awareness of the reading process, and students' use of reading strategies. Three case studies also revealed that strategy instruction can be effective on students' reading performance in terms of improving time, self-awareness, and reading success. This study also showed that students' attitudes towards reading moved in a positive direction.

CHAPTER V: CONCLUSIONS

Introduction

This study investigated three aspects of reading strategies: (1) the existing reading strategies used by university students, (2) those strategies not used but which apparently matched students' academic needs, and (3) the effects of reading strategy instruction on students' strategy use. This study was conducted with two groups of Pre-Intermediate level students studying English at The Center of Foreign Languages (YADIM), Çukurova University. One of the groups was the control and the other group was the experimental group. The experimental group studied the Strategy Instruction Focus Activities (SIFA's) during four weeks of treatment while the control group followed their current reading syllabus.

This chapter includes the findings and discussion, pedagogical implications, limitations of the study and suggestions for further research.

Findings and Discussion

The results of descriptive statistics compiled before treatment showed that students in both groups reported that they “moderately” used strategies and there was no significant difference between groups, which revealed that both groups had similar reading strategy profiles. The students in the experimental group used 13 strategies “frequently” while the students in the control group used 10 strategies

“frequently” and both groups “frequently” used nine strategies in common before the four weeks of treatment had started.

According to the results of the stimulated recall procedure, both groups had similar reading strategy profiles before treatment, which supported the descriptive statistical results. The experimental group reported using 10 strategies while the control group reported using nine, seven of which were common in both groups. Besides, the control group reported not using eight strategies while the experimental group reported only three strategies as not used.. Two strategies were identified as “not used” by both groups before treatment (see Table 22).

After treatment, the results of the Wilcoxon Signed-rank test showed non-significant changes in overall reported strategy use according to the post questionnaire results. The data analysis indicated that both groups also “moderately” used strategies after four weeks of instruction. This was also supported by the result of the analysis of three cases (Ganimet, Selin, and Harika). Two students (Selin and Harika) “moderately used” strategies before and after the treatment. However, one student (Ganimet) started to use strategies “frequently” according to the results of post-treatment questionnaire results.

There was no significant difference between pre and post questionnaire results in the control group. However, a significant increase in one strategy (understanding without translating into Turkish) and a significant decrease in another strategy (read aloud the entire text) were found in the control group. Similarly, no significant difference was found between the pre and post questionnaire results in the experimental group after the four weeks of reading strategy instruction. A significant increase in one strategy (skip unknown words)

and a significant decrease in another strategy (go back to previous sentence in trouble) were found in this group. Ranked means of pre and post questionnaires were compared, and no significant correlation was observed between pre and post treatment questionnaire results. The mean scores of pre and post questionnaire varied independently. This might indicate that the subject responses were somewhat more random than had been anticipated and suggests that subject reports of strategy use may not be particularly reliable.

The Wilcoxon Signed-rank test results showed that no significant difference was found between the mean scores of 10 reading strategies in the teacher's strategy preference list before and after treatment in the experimental group although a slight increase can be seen in the means ($M=2.78$ before the treatment, $M=2.97$ after the treatment).

According to the results of pre and post questionnaire results, there was no correlation between student reported strategy use and the ten strategies defined as most important by the teacher for either the control or the experimental group. However, use of these ten strategies was higher in the experimental group considering the student responses in the experimental group responses in the post treatment interview. This might again reveal that student responses in the pre and post questionnaire were not as reliable as those in the post treatment interview.

Although no significant difference was found between the profiles of reading strategy use of both groups according to the pre and post questionnaire results, the analysis of the experimental group student SIFA feedback sheets results showed that the experimental group broadened their reading strategy repertoire during the four weeks of instruction. Three students (Ganimet, Selin, and Harika) also identified

more strategies as “learned” on their SIFA feedback sheets compared to their reports in the stimulated recall procedure before the treatment.

The experimental group reported that they learned a total of 17 strategies, 13 of which were new strategies to them. Similarly, according to the analysis of three cases, Ganimet reported 11 strategies (9 new), Selin reported 8 strategies (5 new), and Harika reported 13 strategies (10 new) as “learned” on their SIFA feedback sheets.

Among the 17 learned strategies, the experimental group identified nine of them as “important” with two additional reading strategies introduced to them during treatment (see Table 24). Students in the experimental group also reported that the strategies they had learned during treatment helped them become better readers in terms of setting goals for reading, understanding the texts better, doing the tasks more easily, getting the main idea better, and interpreting what they have read more easily according to their responses to open ended sections of the SIFA feedback sheets. Their comments also revealed that strategies helped them to read faster. According to the SIFA feedback sheets responses, the experimental group also seemed to begin to evaluate their task success during the reading process. As the analysis of students’ responses showed, the experimental group became more aware of the reading process and use of reading strategies than the control group.

Although the results of both the pre treatment questionnaire and stimulated recall procedure revealed that both groups had a similar reading strategy profile before treatment, the analysis of the post treatment interview results show that the experimental group reported using more strategies than the control group did. For “before” reading strategies, the experimental group reported using 10 strategies

while the control group reported using six strategies, which were among the strategies that the experimental group also reported using. Although they seemed to have strategies in common, the frequency of reporting these strategies was higher in the experimental group (31 times) than in the control group (14 times) which revealed that the students in the experimental group were more aware of the use of strategies after treatment.

Both groups reported using far more strategies (the experimental group reported 22, the control group reported 13 strategies) than they reported before the treatment period. They reported using eight strategies in common. However, the frequency of reporting those common strategies was higher in the experimental group (35 times) than in the control group (15 times) which showed that the experimental group seemed to become more aware of using reading strategies. The control group reported two strategies: “looking up in a dictionary for each unknown word” and “rereading the text from beginning to the end without a purpose” which were not identified as effective strategies that good readers use (Aebersold & Fielding 1997, Pressley & Afflerbach 1995 in Singhal 2001; Oxford et al., 2004; Stoller, 2000).

Although both groups reported (pre-treatment) only one strategy for “after” reading, both groups reported using more “after” strategies at the end of four weeks of the strategy instruction period. The experimental group reported using nine strategies and the control group reported using five strategies “after” reading. The same five strategies were reported by both groups, however, the frequency of reporting these strategies was higher in the experimental group (18) than that in the control group (8). Besides, the experimental group also reported four additional

strategies, which revealed that they also broadened their repertoire of strategies for “after” reading (The control Group reported five strategies; the experimental group reported the same five plus additional four strategies).

As the analysis of three cases revealed, Ganimet, Selin, and Harika started to use more strategies that they reported using before the treatment had started. According to their responses in the post treatment interviews, Ganimet reported using 16 strategies (14 new), Selin reported using 20 strategies (17 new), and Harika reported using 17 strategies (14 new) as they were interviewed after four-weeks of instruction, which supported that the treatment might have a positive impact on their awareness of the use of reading strategies.

The analysis of the post treatment interview showed that the experimental group started to use all strategies that were targeted in the SIFA’s after the four weeks of instruction. The teacher’s strategy list of ten strategies (ranked by her perceived importance) contained strategies seemingly used by the students in the experimental group. Three cases, Ganimet, Selin, and Harika also learned and started to use almost all strategies which were both targeted in the treatment and listed by the participant teacher in terms of importance.

The experimental group’s responses to questions in the post treatment interview revealed that the students in that group became better readers, faster in completing reading tasks, more comfortable in using reading strategies and more aware of use of and importance of reading strategies. The analysis of three cases also revealed that the treatment (the SIFA activities), were helpful and useful for Ganimet, Selin, and Harika in terms of broadening their strategy repertoire, being

comfortable and faster in reading, becoming more aware of reading process and use of reading strategies.

Overall, the study showed that students in both groups seemed to have similar reading strategy profiles according to both Reading Strategy Questionnaire and stimulated recall procedure results before the four weeks of treatment had started. Although the post questionnaire results maintained this strategy profile for both groups, the experimental group responses on the SIFA feedback sheets during treatment indicated that the students in this group learned and started to use new strategies which were targeted in the SIFA's. The post treatment interview results also showed that the strategy instruction had a positive impact on students' strategy use because the experimental group became more aware of the reading process, the use and importance of reading strategies while broadening their reading strategy repertoire.

Pedagogical Implications

The results of the quantitative data based on pre and post questionnaire (RSQ) did not show any statistically different changes in strategy use. It seems that the questionnaire results are not, themselves, sufficient to detect reading strategy use of students, since students reported their strategy use in more detail during the reading process recalls and interviews. The triangulated reports of strategy use were more revealing than any of the single measures. This study shows that it is worth employing both stimulated recall procedures (Gass & Mackay, 2000) and interviews to collect data about students' strategy use.

The student reports on SIFA feedback sheets during the four weeks of instruction and post treatment interviews suggest that reading strategy instruction

had a positive impact on students strategy use, and students can benefit from an instructional procedure where they learn various strategies to employ and how to self-evaluate their task success while reading. Students can learn how to decide on appropriate use of strategies when they are taught strategies which are integrated into classroom tasks; they practice strategies in concrete activities; and the teacher and students work together to use new strategies and to strengthen existing ones (Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990).

The results of this study were also consistent with the idea that students arrive at a richer understanding of text meaning and their performance on comprehension and recall improves when strategy instruction is integrated into regular instruction (Janzen and Stoller, 1998). Therefore, strategy instruction should include not only definitions of reading strategies in separate instruction but also guided practice of where, when, and why strategies can be used in various reading texts in regular reading classes.

Strategy instruction has also effects on students' attitudes towards the reading process according to the student responses in the post treatment interview. The results reveal that students have developed a positive attitude towards reading and use of reading strategies. Students also feel more comfortable in reading than they did before, which is consistent with the positive effects of strategy training on readers perception of the reading process (Janzen & Stoller, 1998; Oxford et al., 2004; Oxford & Cohen 1990 in Farrell, 2001). Therefore, strategy instruction should not only focus on specific techniques, but also aim at the reorientation of student beliefs and attitudes about the role of reading in their academic and personal lives as

well as about the collaborative role of students and teachers (Janzen & Stoller, 1998).

As a result of interviews with the students, it was found that strategy instruction has an impact on learner autonomy since some students have become more independent and more aware of what they are doing while reading. They can control their performance on tasks and decide on the strategies appropriate for a specific reading task. They also start to consider their future demands in reading and how to deal with them. Strategy instruction should be designed according to students current and future needs, which provides learners opportunity to expand their ability to use new tactics in reading.

Although this study consisted of only four weeks of instruction, research in strategy training supports the idea that strategy instruction should be systematic, intensive and of a significant duration (Chamot, 1993; Garner 1990, Pressley 1995 in Simpson & Nist 2000; Janzen & Stoller, 1998; Oxford, Crookall, Cohen, Lavine, Nyikos, & Sutter, 1990). Therefore, teachers should provide students with various strategies over a longer time, because strategies are best learned and applied when taught throughout the curriculum (Snyder & Pressley, 1995; Wilkinson & Silliman, 2000 in Miriam, 2004).

This study may contribute to course design in language learning programs at universities. The curriculum and syllabus committees may make use of the findings of the study when designing reading course syllabi. Strategy instruction can be included in the curriculum as contributor to the development of strategic readers. Strategy training designed according to students academic needs in reading can be part of the curricular goals of all language learning programs. Because the processes

which were implemented in the study are not limited to pre-intermediate level students, it is possible to adopt strategy training for the very beginning learners. Related to reading program design, reading strategies can be part of the in-service teacher training program as well. Teachers may not be familiar with the use and importance of reading strategies and the effects of systematic reading strategy instruction. Therefore, teachers should be trained about features and procedures of strategy training and ways to enhance students' reading ability.

Limitations of the Study

This study has certain limitations in terms of investigating the strategies students use and do not use; defining and naming strategies; strategy instruction features and design; strategy instruction application time; and the relationship between reading strategies and attitudes towards reading. The limitations of the study resulted from inadequate strategy assessment instruments, the fuzzy terminology for defining strategies, and disagreement in the literature about how strategies are best taught, the limited duration of the study, and the variations of subjects in the study.

One of the major limitations of conducting research on strategies is the criteria to define them, because strategies can be either behavioral or directly observed like "note taking while reading" or mental but not directly observed like "recalling background information (Cohen, 1996). Although one of the most frequently used and simple methods of identifying strategies is questionnaires (e.g. the SILL, Oxford, 1990), the subjects might not remember the strategies they used in the past or the questionnaire statements might not remind them of actual strategy use. Researchers use different instruments to ask learners to describe their strategies

like retrospective interviews, think-aloud protocols, stimulated recall interviews, journals, or written diaries (Chamot, 2004). Each of these is more effective in defining strategies than questionnaires and provides insights into unobservable strategies, but each has problems with tested validity and reliability. In this study, four types of instruments (questionnaires, stimulated recall procedures, student feedback sheets, and interviews) were used in order to support the validity of the data, but it is still debatable about how to define strategies, since learners might not remember or identify their strategies on a sit-down questionnaire or stimulated recall procedure concurrent with a reading task.

Reporting on strategy use while undertaking a reading task is an unnatural act and learners “might not necessarily provide adequate information about their strategy use” (Chamot, 2004, p.16). In addition, some strategies might not match a particular reading task, type or complexity of a text, so there is no match-matching proposal as to how these interrelate.

Another limitation related to defining strategies is the conflicting classifications of strategies and skills. Some researchers state that there is a clear-cut difference between strategies and skills. For instance, Cohen (1996) states that strategies are conscious tactics or techniques that can be described when asked, that skills are automatic behaviors, and that strategies become skills when they become automatic. However, good readers may use strategies out-of-awareness and may not report them when asked. Thus, it is difficult to define whether a particular reader uses or doesn't use a particular strategy (or skill).

Thirdly, strategy instructional design is an open issue in research on strategies. Most researchers support the view that strategy instruction should be in

an on-going fashion (Oxford, 2001), however, some research suggests short-term strategy instruction also yields positive results in the strategy focus area (such as reading comprehension) (Feyten and Flaitz, 1996 in Oxford, 2001, in Carter and Nunan, 2001). While most support explicit strategy instruction and an integration of strategies into regular classroom activities (Anderson, in press; Graham & Harris, 2000; Chamot et al., 1999; Cohen, 1998; National Reading Panel, 2000; Pressley, 2000; Nunan, 1997; O'Malley & Chamot, 1990; Oxford, & Leaver, 1996; Shen, 2003 cited in Chamot, 2004; Chamot & O'Malley 1994; Janzen & Stoller 1998; Oxford 1990), some researchers recommend that language learning strategies should be taught as a separate course or parts of a course (Vanca, 1999, Weinstein & Mayer, 1986 cited in Chamot, 2004).

A number of instructional models have been developed and optimal strategy instruction is held to follow one of several different sequences of strategy presentation - linear, cycling, or strategy chain (O'Malley & Chamot, 1990; Grenfell & Harris, 1998 in Chamot, 2004; Oxford et al., 2004). There is no consensus on which sequence or procedure is the best one to support successful reading comprehension. In this study, the design of the activities was mainly decided by the researcher according to the analysis of the data gained before the treatment started and the participant teacher's perceived importance of reading strategies.

Although some research supports strategy instruction application over a long period of time, because of the time limit, however, the SIFA's were conducted for only four weeks, which was not adequate to generalize the possible effects of strategy instruction on students' strategy use. Due to the time limitation, the students were not provided with multiple practice opportunities on various text types and

there was no adequate provision for students to choose appropriate strategies on their own.'

Lastly, the students who participated in this study might not be identical in their attitudes towards reading. All subjects were on the same level of language and they were randomly selected. However, the control group of students was engineering students, and all students were male in this class. The experimental group, on the other hand, consisted of male but mainly female students, and they were from different departments - Business Administration, Management, and Physics. Because there were few classes at the pre-intermediate level at the institute and there was only one teacher who taught two classes, these two classes were chosen for the study. They were randomly designated as the control group and the experimental group without their departments or gender population being considered. Since their departments were not the same and the control group consisted of only male students, gender differences and departmental attitudes towards reading and the use of reading strategies had to be disregarded by the researcher in this study.

Suggestions for Further Research

Based on the findings and limitations of the study, some suggestions for future research can be made. Studies with larger numbers of students at different levels of proficiency, using stimulated recall procedures before and after the treatment, application of strategies over a longer period of time, emphasizing the importance of multiple practice of strategies in various reading tasks, investigating gender differences in use of strategies, and departmental attitudes towards reading and reading strategies could all be interesting areas of research.

According to the quantitative analysis, there was no significant difference in the mean values of pre and post questionnaire. Therefore, it would be inappropriate to make the claim that the strategy instruction does not affect the students' strategy use. If the questionnaire was implemented with larger number of students, the results might prove to be different. Therefore, in future research, a similar study can be replicated with a larger number of participants. Also, future research can examine the effects of strategy instruction on different proficiency levels. This study included students who were all at the pre-intermediate level. Future research with students of different levels is necessary to be able to generalize the findings of the study.

Use of stimulated recall procedures is one of the effective ways of gathering data about strategies. In this study, this procedure was conducted only before treatment in order to detect students' reading existing strategies. After treatment, open-ended questions were asked during the post treatment interview in order not to limit students' responses to a specific type of reading text. Application of stimulated recall procedures on a regular basis during the treatment would let the researcher follow the changes in the process of reading more directly.

Future research is necessary to investigate the effects of strategy instruction on students strategy use over a longer period of time. The SIFA's in this study were implemented for four weeks with 7 reading texts. Application of the strategies over a longer period time and an on-going adaptation of instruction to meet students' needs and text demands would provide insights concerning the effects of strategy instruction. A longer period of instruction would let the teacher discuss the ways in which strategies assist students' reading, help students understand their own

learning and metacognitive processes, reflect on their own learning, and help the researcher investigate the metacognitive aspects of the study.

Creating multiple opportunities for students to practice strategies under various text demands requiring flexible application of learned strategies could be investigated in future research. In future research, the teacher would present strategies as applicable to certain given specific texts and text demands in more than one content domain. Students could then be provided with a new set of texts and genres and have to work out which specific strategies are applicable to each.

Fourth, investigating differences between the effects of strategy training on male and female students would be an area for future research. The gender difference was disregarded in this study, but female and male students' strategy use has been shown to be different in some of the reported literature. The case for Turkey is unknown. Lastly, different departmental studies might require students to use different reading strategies due to differing subject genres and task demands. Students' attitudes towards reading might also be different due to these departmental demands. The relationship between strategy use and students' attitudes towards reading could be investigated as part of this future research. This study also did not look closely at individual strategy use and primarily considered means of total strategy use. Another study might look more closely at differing individual and departmental attitudes towards reading and reading strategy use.

Conclusion

This study investigated three aspects of reading strategies: (1) the existing reading strategies used by university students, (2) those strategies not used but which apparently matched students' academic needs, and (3) the effects of reading

strategy instruction on students' strategy use. The strategy instruction processes in this study consisted of the Strategy Instruction Focus Activities (SIFA's). Neither group showed significant changes in strategy use according to the quantitative data, while there were considerable changes in the experimental group in terms of strategy repertoire and strategy use according to the qualitative data. The most notable differences were found in reporting strategy use between the control and the experimental group after the four weeks of instruction according to the post treatment interview results. These results imply that strategy instruction can have a positive effect on students reading strategy use and their awareness of the reading process. This part of the study also showed that strategy instruction can help students become better, faster, and more comfortable readers.

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APPENDICES

Appendix A

Reading Strategy Questionnaire

Directions: Show how often you use the strategy when reading, by checking the appropriate box. 0 means “almost never” while 5 means “almost always”.

It is important to answer in terms of how well each statement describes you, NOT in terms of what you think you should do, or what other people do. THIS IS NOT A TEST. There are no right or wrong responses to these statements. The score you obtain will not affect your grade.

Depending on your language learning experience and needs, you may be using different types of strategies. The learning strategies presented here are general. Not everyone needs the same kind of strategies. A “low” score does not mean you are a bad learner.

Before I read a text,

1. I use the title to help predict the contents.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

2. I consider what type of text it is, such as a newspaper article, a scientific paper, or a novel.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

3. I skim it first, and later I read for details.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

While I am reading a text,

4. I pay attention to parts of sentences such as phrases and clauses.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

5. I pay attention to the beginning and the end of each paragraph.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

6. I focus on the tense of a verb, such as present tense and past tense.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

7. I try to understand the meaning of every word in a text.	Almost never	0	1	2	3	4	5	Almost always
8. I translate each sentence into my native language.	Almost never	0	1	2	3	4	5	Almost always
9. I start reading from the first paragraph and read all the way through the last paragraph.	Almost never	0	1	2	3	4	5	Almost always
10. I pay attention to sentence structure, such as subjects and objects.	Almost never	0	1	2	3	4	5	Almost always
11. I continue reading even if I have difficulty.	Almost never	0	1	2	3	4	5	Almost always
12. I change reading speed depending on the difficulty of a text.	Almost never	0	1	2	3	4	5	Almost always
13. I read aloud the difficult parts of a text.	Almost never	0	1	2	3	4	5	Almost always
14. I skip unknown words.	Almost never	0	1	2	3	4	5	Almost always
15. I link the content with what I already know.	Almost never	0	1	2	3	4	5	Almost always
16. I try to understand the meaning of an unknown word by dividing it into parts.	Almost never	0	1	2	3	4	5	Almost always
17. If I don't understand something such as a word or phrase, I guess its meaning using clues from the text..	Almost never	0	1	2	3	4	5	Almost always
18. If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	Almost never	0	1	2	3	4	5	Almost always

19. I check what each pronoun refers to.	Almost never	0	1	2	3	4	5	Almost always
20. I underline important parts.	Almost never	0	1	2	3	4	5	Almost always
21. I mark important parts, using colored pens or drawing stars.	Almost never	0	1	2	3	4	5	Almost always
22. I go over difficult parts several times.	Almost never	0	1	2	3	4	5	Almost always
23. I read aloud the entire text.	Almost never	0	1	2	3	4	5	Almost always
24. I make a picture in my mind about what the text is saying.	Almost never	0	1	2	3	4	5	Almost always
25. I try to understand the meaning without translating the text into my native language.	Almost never	0	1	2	3	4	5	Almost always
26. If I'm having trouble, I go back to previous sentences.	Almost never	0	1	2	3	4	5	Almost always
27. I follow the line I am reading with my finger or my pen.	Almost never	0	1	2	3	4	5	Almost always
28. I use slashes to divide a sentence grammatically.	Almost never	0	1	2	3	4	5	Almost always
29. When I cannot understand a sentence even if I know every word, I skip that sentence.	Almost never	0	1	2	3	4	5	Almost always
30. I predict what will come next.	Almost never	0	1	2	3	4	5	Almost always
31. I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	Almost never	0	1	2	3	4	5	Almost always

32. I write down key words.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

33. I try to figure out the main idea of each paragraph.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

34. I read the comprehension questions first and then read the text.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

After I read a text,

35. I summarize it in my own words.

Almost never	0	1	2	3	4	5	Almost always
-----------------	---	---	---	---	---	---	------------------

Appendix B

OKUMA STRATEJİLERİ ANKETİ (Rebecca Oxford, 2004)

Yönerge: Okurken ne kadar sıklıkla strateji kullandığınızı en uygun şekilde ifade eden seçeneği işaretleyerek gösteriniz. 0 “hemen hemen hiç” anlamındayken 5 “hemen hemen daima” anlamına gelmektedir.

Sizin ne yapmanız gerektiği ya da başka insanların ne yaptıkları DEĞİL, her bir ifadenin sizi ne kadar iyi anlattığına göre cevaplandırmanız çok önemlidir. BU BİR SINAV DEĞİLDİR. Aşağıdaki ifadelerin doğru ya da yanlış cevabı yoktur. Elde edeceğizin puan ders notlarınızla ilgili olmayacaktır.

Dil öğrenme ile ilgili deneyim ve ihtiyaçlarınıza dayanarak farklı strateji tiplerini kullanıyor olabilirsiniz. Burada size sunulan stratejiler genel stratejilerdir. Herkes aynı tip stratejilere ihtiyaç duymuyor olabilir. “Düşük” puan sizin kötü bir dil öğrencisi olduğunuz anlamına gelmemektedir.

Bir metni okumadan önce,

1. Metnin içeriğini tahmin etmek için konu başlığını kullanırım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

2. Ne çeşit bir metin olduğunu, örneğin bir gazete makalesi, bir bilimsel yazı ya da bir hikaye olmasını göz önünde bulundururum.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

3. Metni önce ana hatlarıyla okurum daha sonra geri döner detaylı bir şekilde okurum.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

Bir metni okurken,

4. Cümlelerin içindeki tamlama (phrase) ve yan cümlecik (clause) gibi parçalara dikkat ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

5. Her bir paragrafın başlangıç ve sonlarına dikkat ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

6. Metindeki yüklemelerin zamanlarına, geniş zaman ve geçmiş zaman gibi, odaklanırım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

7. Metindeki her kelimenin anlamını bulmaya çalışırım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

8. Metindeki her cümleyi Türkçe'ye çeviririm.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

9. Birinci paragraftan itibaren okumaya başlarım ve sonuna kadar okumaya devam ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

10. Cümlelerin içindeki yapılara, özne ve nesnelere dikkat ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

11. Okurken zorluk yaşasam da okumaya devam ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

12. Okuduğum metnin zorluk derecesine göre okuma hızımı değiştiririm.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

13. Metnin zor bölümlerini yüksek sesle okurum.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

14. Metnin içindeki bilmediğim kelimeleri atlarım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

15. Metnin içeriğiyle o konuyla ilgili bildiklerim arasında bağlantı kurarım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

16. Bilmediğim bir kelimenin anlamını kelimeyi parçalarına bölerek anlamaya çalışırım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

17. Bir kelime ya da tamlamayı (phrase) anlamadığım zaman, metnin içindeki ipuçlarını kullanarak kelimenin anlamını tahmin ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

18. Bir kelime ya da tamlamayı (phrase) anlamadığım zaman metnin konusuyla ilgili bildiğim şeyleri kullanarak kelimenin anlamını tahmin ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

19. Her bir zamirin (pronoun) neden ya da kimden bahsettiğini kontrol ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

20. Önemli yerlerin altını çizerim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

21. Önemli yerleri renkli kalem kullanarak ya da yanına yıldız çizerek işaretlerim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

22. Metnin zor bölümlerini tekrar gözden geçiririm.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

23. Bütün metni sesli bir şekilde okurum.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

24. Metnin anlattığı şey hakkında kafamda resim çizerim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

25. Metni Türkçe'ye çevirmeden anlamaya çalışırım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

26. Eğer anlamakta zorluk çekersem bir önceki cümleye tekrar dönerim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

27. Metni okurken okuduğum satırları parmağım ile ya da kalemimle takip ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

28. Bir cümleyi işaretler kullanarak gramer kurallarına göre parçalarına ayırırım.
(örneğin /)

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

29. Eğer içindeki bütün kelimeleri bilmeme rağmen bir cümleyi anlayamadıysam, o cümleyi atlarım.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

30. Metni okurken bir sonrasında ne geleceğini tahmin ederim.

Hemen	0	1	2	3	4	5	Hemen hemen daima
hemen hiç							

31. “*Buna rağmen*” ve “*bunun yanında*” gibi bağlaçlara dikkat ederim, böylece cümlelerin yapısını anlayabilirim.

Hemen hemen hiç	0	1	2	3	4	5	Hemen hemen daima
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32. Anahtar kelimeleri yazarım.

Hemen hemen hiç	0	1	2	3	4	5	Hemen hemen daima
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33. Metindeki her bir paragrafın ana fikrini çıkarmaya çalışırım.

Hemen hemen hiç	0	1	2	3	4	5	Hemen hemen daima
--------------------	---	---	---	---	---	---	----------------------

34. Önce metinle ilgili anlama sorularını okurum daha sonra metni okumaya başlarım.

Hemen hemen hiç	0	1	2	3	4	5	Hemen hemen daima
--------------------	---	---	---	---	---	---	----------------------

Bir metni okuduktan sonra,

35. Metni kendi cümlelerimle özetlerim.

Hemen hemen hiç	0	1	2	3	4	5	Hemen hemen daima
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NIGHTMARES

0. **F** *An example nightmare*

Ben is in the middle of a wonderful dream. He's riding the ocean waves with his family when ----BAM! - along comes a giant sea creature ready for an attack. Ben thrashes in bed, trying to fight off the monster. After turning from one side to another several times, he calls out. His mother comes in to see what's wrong. "It's all right, Ben," says his mother, smoothing his sweaty forehead. "You had a bad dream, and now you're awake. You are awake and safe". Ben has experienced a nightmare, a strong, unpleasant dream. Nightmares may be upsetting, but they are not real. They can, however, make you feel stressed. If you have one, you are in good company; in other words, you are experiencing the same difficult situation as other people. Almost everyone has them once in a while, adults as well as children. All people have nightmares from time to time.

1.

No one is sure what causes nightmares, but there are several theories. Some people believe that eating spicy or rich food, or drinking caffeine just before going to sleep will cause bad dreams. Others say that if people watch scary movies or read scary books at night, chances of having a nightmare are increased. People think that school-aged children who sleep during the day have more nightmares than those who do not. Certain medications may also cause nightmares. Some people think that exercise just before bedtime can cause a bad dream. None of these theories has been proven true. Problems at home or at school, major life changes, such as moving to a new environment or the illness or death of a loved one, and stress from the pressures of sports or class work are some of the real causes of nightmares.

2.

If people want to **get rid of** nightmares, they can follow certain techniques. First, although the theories haven't been proven true, there are ways to avoid the things mentioned above, like eating or exercising just before bedtime, or watching scary movies or reading scary books at night. Maybe this helps people get rid of your nightmares. If somebody couldn't get enough sleep the night before, or if she or he is sick, another technique is not taking a nap during the day.

Some children like to sleep with a special blanket or a comforting object, like a toy they've had since childhood that reminds them of a time they felt secure. Another favorite idea is a "moon bath", a relaxing soak in a warm tub with soft music on.

3.

Most of the time, nightmares are not a big problem. It often helps to talk to someone about bad dreams. Together, it is possible to figure out if something is troubling during the day. Some people “rewrite” their repeated nightmares by giving **them** happier endings. For example, if in dream a group of people are constantly making fun of you, try changing the ending of the dream. Or you might want to draw a picture of your nightmare. Every time you have the same nightmare, you may add a few details to your picture and then rip it up. Sometimes it helps to keep a dream journal, a notebook in which you describe the dreams you can recall. Noting down your dreams- good and bad- and writing how you felt before you went to sleep can give you a better idea of how your mind works at night.

4.

If you have recurring (or repeated) nightmares, you may need to visit a doctor or a sleep clinic. A doctor can determine whether your nightmares are the result of a physical condition. A sleep clinic can check your brain waves, muscle activity, breathing, and other things that happen with your body while you sleep. All of these are ways to find out the reasons for your nightmares. If nothing else seems to work, your doctor may prescribe medicine to help you sleep through the night. And if you have something bothering you that may be related to the nightmare, it may help to talk to your parents and let them take you to a counselor or a psychologist. Sometimes just talking to other people or a hug may be all needed.

A. Read the text about “Nightmares”. While you are reading each paragraph, think about the main idea of the paragraph. Then choose the best heading for each paragraph (1-4) from the list below. Be careful! There is one extra heading you DO NOT need. One example is done for you.

- A. Ways to prevent nightmares
- B. Why do people have nightmares?
- C. The stages of a nightmare
- D. The need for an expert
- E. Alternative ways to feel better
- F. An example nightmare

B. Select A / B / C / or D to best answer the question or finish the sentence.

5. You should not be ashamed of your recurring nightmares because

- A. creative ideas can help you to write stories on your own
- B. nightmares may not be all bad
- C. everyone may have a nightmare
- D. your fears may disappear with nightmares

6. Which of the following reasons for nightmares are not mentioned in the text?

- A. Drinking alcohol
- B. Reading or watching scary stories
- C. Doing exercise before bedtime.
- D. Moving to a new place

7. How do health practitioners try to discover the reasons for a person's recurring nightmares?

They may

- A. ask you about your problems at work or school.
- B. check your muscle activities.
- C. note down your dreams and draw a conclusion.
- D. ask you to stay in a clinic.

8. What does "get rid of" mean in Part 3?

- A. talk about
- B. live with
- C. start having
- D. become free of

9. What does "them" refer to in Part 4?

- A. people who have nightmares
- B. sentences that people write about their nightmares
- C. nightmares that people have many times
- D. people who talk about nightmares

10. Which of the following is not mentioned in the text?

- A. The reasons for having nightmares.
- B. Possible ways of preventing nightmares.
- C. Advantageous aspects of nightmares.
- D. Medical support for nightmares.

Appendix D

Reading Text Used for Stimulated Recall Procedure

NIGHTMARES ■

An example nightmare

Ben is in the middle of a wonderful dream. He's riding the ocean waves with his family when ----BAM! - along comes a giant sea creature ready for an attack. Ben thrashes in bed, trying to fight off the monster. After turning from one side to another several times, he calls out. His mother comes in to see what's wrong. "It's all right, Ben," says his mother, smoothing his sweaty forehead. "You had a bad dream, and now you're awake. You are awake and safe". Ben has experienced a nightmare, a strong, unpleasant dream. Nightmares may be upsetting, but they are not real. They can, however, make you feel stressed. If you have one, you are in good company; in other words, you are experiencing the same difficult situation as other people. Almost everyone has them once in a while, adults as well as children. All people have nightmares from time to time. ■

No one is sure what causes nightmares, but there are several theories. ■
Some people believe that eating spicy or rich food, or drinking caffeine just before going to sleep will cause bad dreams. Others say that if people watch scary movies or read scary books at night, chances of having a nightmare are increased. People think that school-aged children who sleep during the day have more nightmares than those who do not. Certain medications may also cause nightmares. Some people think that exercise just before bedtime can cause a bad dream. None of these theories has been proven true. Problems at home or at school, major life changes, such as moving to a new environment or the illness or death of a loved one, and stress from the pressures of sports or class work are some of the real causes of nightmares. ■

If people want to **get rid of** nightmares, they can follow certain techniques. ■
First, although the theories haven't been proven true, there are ways to avoid the things mentioned above, like eating or exercising just before bedtime, or watching scary movies or reading scary books at night. Maybe this helps people get rid of your nightmares. If somebody couldn't get enough sleep the night before, or if she or he is sick, another technique is not taking a nap during the day.

Some children like to sleep with a special blanket or a comforting object, like a toy they've had since childhood that reminds them of a time they felt secure. Another favorite idea is a "moon bath", a relaxing soak in a warm tub with soft music on. ■

Most of the time, nightmares are not a big problem. ■ It often helps to talk to someone about bad dreams. Together, it is possible to figure out if something is troubling during the day. Some people “rewrite” their repeated nightmares by giving **them** happier endings. For example, if in dream a group of people are constantly making fun of you, try changing the ending of the dream. Or you might want to draw a picture of your nightmare. Every time you have the same nightmare, you may add a few details to your picture and then rip it up. Sometimes it helps to keep a dream journal, a notebook in which you describe the dreams you can recall. Noting down your dreams- good and bad- and writing how you felt before you went to sleep can give you a better idea of how your mind works at night. ■

If you have recurring (or repeated) nightmares, you may need to visit a doctor or a sleep clinic. ■ A doctor can determine whether your nightmares are the result of a physical condition. A sleep clinic can check your brain waves, muscle activity, breathing, and other things that happen with your body while you sleep. All of these are ways to find out the reasons for your nightmares. If nothing else seems to work, your doctor may prescribe medicine to help you sleep through the night. And if you have something bothering you that may be related to the nightmare, it may help to talk to your parents and let them take you to a counselor or a psychologist. Sometimes just talking to other people or a hug may be all needed. ■

Appendix E

The Results of Stimulated Recall Procedure

Experimental Group – Pre-Treatment Strategies Reported “Used” (Stimulated Recall)
BEFORE READING • Using the title to predict the content of the text (3) • Using the first sentence of the paragraphs to infer what the passage will be about (3) • Questioning the text (1) • Making predictions (3) • Recalling background knowledge (3) WHILE READING • Rereading for meaning (1) • Connecting background knowledge to the text (4) • Checking predictions (1) • Using text features (1) AFTER READING • Visualizing the text in mind to aid comprehension (1)
Experimental group – pre-interview (stimulated recall) Strategies reported not use
BEFORE READING • Making predictions (1) WHILE READING • Considering the text type (story, article) (1) AFTER READING • Summarizing with own words (1)

Control group – pre-interview (stimulated recall)**Strategies reported use****BEFORE READING**

- Questioning the text (1)
- Using the title what the to predict the content of the text (1)
- Connecting background knowledge to the text (4)
- Recalling background information (2)
- Making predictions (2)

WHILE READING

- Checking predictions (2)
- Rereading for comprehension (1)
- Connecting background knowledge to the text (1)

AFTER READING

- Summarizing with own words (1)

Control group – pre-interview (stimulated recall)**Strategies reported not use****BEFORE READING**

- Using the title what the to predict the content of the text (1)
- Making predictions (1)

WHILE READING

- Considering the text type (1)
- Connecting one part of a text to the other (1)
- Guessing about the meaning using clues from the text (1)
- Marking important parts (1)

AFTER READING

- Summarizing with own words (1)
- Organizing ideas / paraphrasing (1)

PQRST

PART I - POINT

- ❖ You are going to read a text titled “ *It’s big, it’s ugly, it’s wild and nobody can capture it!*” Bet on the word you think the text will be about.

1. a monster
2. a puma
3. a big wolf
4. a huge bear
5. an alien

- ❖ Seven of the 15 words or phrases appear in this selection. Bet on the **seven** you think will appear in the text.

- | | | | | |
|-----------|-----------|-------------|---------------|----------------|
| 1. shoot | 4. faint | 7. green | 10. fall | 13. knock over |
| 2. UFO | 5. arrest | 8. creature | 11. run away | 14. witness |
| 3. injure | 6. track | 9. attack | 12. detective | 15. stare |

PART II – QUEST

The text that you are going to read is titled “ *It’s big, it’s ugly, it’s wild and nobody can capture it!*” Which statement will the reading tell something about? Bet on one.

1. A lot of people are afraid of animals.
2. Wild animals should not be kept in cages and they should live in their habitat.
3. There might be aliens from outer space.

4. Some farmers lose their livestock because of wild animals and some people are afraid of being attacked by strange creatures.
5. Although people claim that they have seen wild creatures, authorities disagree with them.

PART III – READ

Read the text and check your bets on POINT and QUEST.

PART IV – STATEMENT

Check your “**Points**”

A. Was your animal choice correct? _____ If not which one was?

B. How many words you bet on were correct? _____

Check your “**Quest**”

Was your QUEST correct? _____ If not which one was? _____

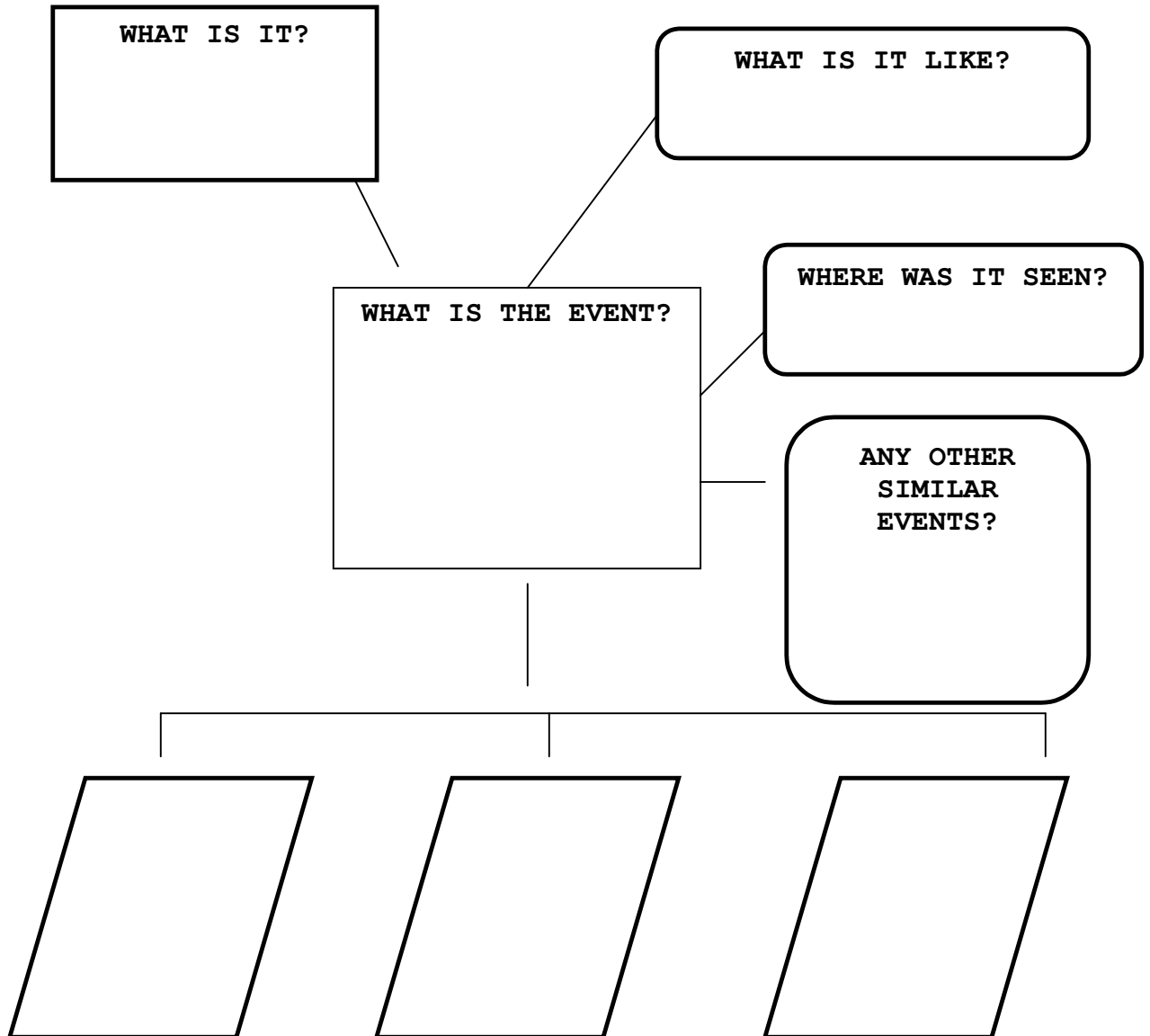
How do you know? (Give key words from the text)

PART V – TOTAL:

Complete the statements below in order to summarize the text with your own words. Imagine that you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

“Sum it up” for **\$2.00**

DEFINITION MAP



WHAT ARE SOME THINGS PEOPLE SHOULD DO TO PROTECT THEMSELVES?

TEACHER'S GUIDE

<u>PQRST</u>	<u>DEFINITION MAP</u>
Reading strategies • Predicting • Questioning the text • Reading for a meaning • Summing up to assess performance • Totaling to summarize	Reading strategies • Selective reading • Analyzing the important elements • Identifying the main idea • Making connections • Organizing ideas • Summarizing with own words

PURPOSE: (**PQRST**) To help readers make predictions about the text and establish purpose for reading. After setting a purpose for reading, students have a chance to monitor their performance while evaluating their questions and predictions. Readers also organize their ideas to make a summary.

(Definition Map) To help readers reconstruct the elements of a text and monitor reading by making notes. Students organize their ideas in their own words and find the main idea of the text.

TIME: 80 minutes (two class hours)

MATERIAL: Copies of PQRST activity sheet and DEFINITION MAP activity.

DIRECTIONS:

- Students work individually for the activity **PQRST**. Before reading the text “*It’s big, it’s ugly, it’s wild and nobody can capture it!*” students bet on the vocabulary related to the text as the first part of the activity PQRST. Then, students bet on the statements in part 2. In order to evaluate their bets on POINT and QUEST parts, they read the text.

- After reading, they write a brief summary of the text. Discuss the last part with the whole class
- Students work in pairs for the next activity, DEFINITION MAP. Students try to fill out the map writing down their own notes about the text. After completing their chart, they check their notes by rereading the text.
- Students in pairs share and discuss their definition maps.
- Students reread the text for different purposes (the task in their course book, evaluate their charts)

Sample of Regular Course book Reading Texts And Activities (Control Group)

The passive; adjective order



Speaking

- Describe the pictures above.
- Work with a partner and discuss these questions.
 - Which of these animals do you think exists?
 - Which creature has been seen in:
 - the English countryside?
 - the Himalayas?
 - Scotland?
 - What would you do if you saw one of these creatures?

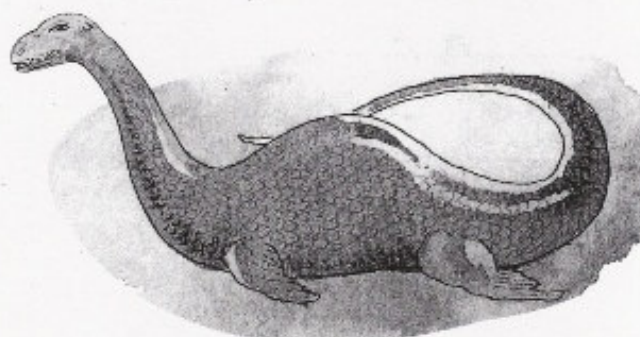
Vocabulary and Reading

- Work with a partner. Imagine you have seen one of the animals in the pictures above. Which of these words would you use to describe:
 - the monster?
 - what happened?
 - how you felt?

huge attack bash stun glittering massive fright incident sight creature cat-like horrifying savage chase ugly wild fall down faint
- The words in the box above are all from the reading text. What do you think it is going to be about? Read the text and check your answers.

It's big, it's ugly, it's wild and nobody can capture it!

- A 57-year-old woman was mauled yesterday, by what she claims was 'a huge, black cat', as she was walking her two dogs near Bodmin Moor in the West Country. Local police are investigating her story, which follows a spate of similar reports in the area in recent months. Residents and visitors to the West Country have been warned to avoid the Bodmin area.
- Mrs Williams, the wife of a local farmer, described the cat as 'just like something out of the jungle. It was jet-black all over with a white-tipped tail. It had short legs but was very strong.' More details were not available, as the creature moved too fast and Mrs Williams only managed to catch a glimpse of it. The incident occurred when Mrs Williams was taking her dogs for a walk, as she always does on Sunday morning. Suddenly something 'bashed' her really hard on the back of the head, causing her to fall to the ground, stunned.
- 'When I came to, there it was – a huge, black cat staring down at me with its glittering, green eyes. I got the fright of my life, I can tell you,' said Mrs Williams. 'It was a horrifying experience,' she told reporters, as she sipped a cup of tea to calm her down, still visibly shaken. 'If it hadn't been for my Labrador, who chased the monster away, it would have savaged me to death. It was about six foot long, the size of a large Alsatian.' Mrs Williams' description matches that of other eye witnesses in incidents involving strange creatures in various parts of the country.



4

Exmoor, however, seems to be one of the mysterious monster's favourite haunts. This is the latest in a whole series of incidents in which a black, cat-like creature has been sighted by people living in the area of Exmoor. The creature, which looks like a puma say local farmers, has been killing sheep and other livestock. 'It should be caught immediately and shot,' said one farmer who has lost five sheep in recent months. Several other farmers have reported the loss of livestock following attacks by an unidentified creature, assumed by many until recently to have been a wolf. 'A wolf has not been sighted in these areas in living memory,' commented one farmer.

5

Exmoor police have been trying to track the 'Beast of Bodmin', as it's called, since it was first spotted some years ago, but they have so far come up with nothing except for a few very large animal tracks and a trail of dead sheep. Claims that the creature was sighted in a school playground recently are being investigated. 'Our policy is to look into all reports of this sort, however ridiculous,' said Chief Constable John Witmoor.

6

Investigations have been intensified and local police have brought in zoologists to assist them in the hunt for the Beast of Bodmin. Meanwhile, local people and visitors to the area have been warned not to walk alone on the moor. Parents have been advised to keep their children at a safe distance from the area. Motorists have also been asked to keep an eye out for anything suspicious and to report sightings to the

Exam practice: Part 1

3 Choose the most suitable heading from the list A–G for each part (1–6) of the text. There is one extra heading which you do not need to use.

- A Police on the case
- B Beware of the cat
- C Drastic steps
- D Woman attacked
- E Seen at night
- F Saved by a dog
- G Not a quiet stroll

Exam practice: Part 2

4 Read the text again. For questions 1–7, choose the correct answer A, B, C or D.

- 1 How did the police react to what Mrs Williams said?
A They accepted her story.
B They did not believe her.
C They are taking it seriously.
D They say they have heard it all before.
- 2 What did the creature do to Mrs Williams?
A It walked towards her.
B It hit her on the back.
C It knocked her over.
D It bit her.
- 3 How does she feel now?
A She is still shocked.
B She feels dizzy.
C She is calm.
D She is tired and thirsty.
- 4 Which description fits the creature?
A a large, black cat with a short tail
B a large, black cat with a white tail
C a large, black dog
D a large, black cat

Appendix H

A Sample of SIFA Feedback Sheets

SIFA FEEDBACK SESSION – SHEET 2

NAME: _____ DATE: _____

SIFA 2 – 3-2-1 & STORY MAPPING

Put a tick (•) for the statements that describe you.

1. In this lesson, the reading strategy(ies) that I have learned are

___ questioning the text before reading

___ summarizing the text with my own words

___ identifying the main idea of the text

___ connecting one part of a text to the other

___ organizing ideas

___ taking notes while reading

because _____

2. The most important reading strategy I have learned in this

lesson

___ questioning the text before reading

___ summarizing the text with my own words

___ identifying the main idea of the text

___ connecting one part of a text to the other

___ organizing ideas

___ taking notes while reading

because _____

3. The strategy(ies) that I believe I will use it not only in class but also out of class activities or home work

➤ _____

because _____

Appendix I
Kişisel Değerlendirme Formlarına Bir Örnek

K•••SEL DE•ERLEND•RME FORMU # 2

•S•M:_____ TAR•H:

SIFA 2 – 3-2-1 & H•KAYE HAR•TALANDIRMA

A•a••daki ifadelerden size en uygun olan• i•aretleyiniz (•)

1. Bu derste ö•rendi•im okuma stratejisi(leri)

- ___ metni okumadan önce metne yönelik soru sorma
 - ___ okuduklar•m• özetleme
 - ___ metnin ana fikrini / olay•n• ortaya ç•karma
 - ___ daha önce okudu•um bölümleriyle ba•lant• kurma
 - ___ okuduklar•m• organize etme
 - ___ okudu•um önemli yerleri kendi cümlelerimle not olma
- çünkü_____

2. Bu derste ö•rendi•im en önemli okuma stratejisi(leri)

- ___ metni okumadan önce metne yönelik soru sorma
 - ___ okuduklar•m• özetleme
 - ___ metnin ana fikrini / olay•n• ortaya ç•karma
 - ___ daha önce okudu•um bölümleriyle ba•lant• kurma
 - ___ okuduklar•m• organize etme
 - ___ okudu•um önemli yerleri kendi cümlelerimle not olma
- çünkü_____

3. S•n•f d•••nda yapt•••m çal••ma ve ev ödevlerinde kullanaca••ma inand•••m okuma stratejisi(leri)

çünkü_____

APPENDIX J

Sections in SIFA Feedback Sheets during Four Weeks

SIFA	Strategies I learned	Strategies That are Important	Strategies I think I will use on my own
1	Because:	Because:	Because:
2	Because:	Because:	Because:
3	Because:	Because:	Because:
4	Because:	Because:	Because:
	Strategies I learned	Strategies That are Important	Strategies I still have problems using
5			
6			
	Strategies I learned	Strategies That are Important	The Strategies are a. very useful b. useful c. I cannot benefit from them d. not useful
7			

Appendix K

İzin Dilekçesi

Ç. U. YADIM MÜDÜRLÜĞÜNE

Bilkent Üniversitesi, MA TEFL Programında halen yürütmekte olduğum “Strateji Eğitiminin Öğrencilerin Okuma Stratejileri Kullanımı Üzerindeki Etkileri” isimli araştırmamı Yabancı Diller Merkezi’nde yürütmek istiyorum. Araştırmamın deneysel bir çalışma olması nedeniyle Okutman Feyza Türkay’ın ve halen sorumlu olduğu ikinci düzey 101 ve 102 nolu sınıflarının çalışmamda yer alması, çalışmamda kullanacağım veri toplama ölçeğimi ön test ve son test olarak uygulayabilmem, ve Feyza Türkay ile çalışma süresince işbirliği içerisinde olabilmem için gereğini arz ederim..

21. 01. 2005

OKT. SEMRA SADIK

Permission Letter (English)

TO THE CENTER OF FOREIGN LANGUAGES ADMINISTRATION,

I have been studying my MA (Masters' of Art) at MA TEFL Program at Bilkent University and I would like to conduct my research study entitled "The Effects of Strategy Instruction on Students' Reading Strategy Use" at the Center of Foreign Languages at Çukurova University. Since my study is quasi-experimental, I would like to ask for permission to include Feyza Turkay as a participant teacher in my study, distribute pre- and post questionnaires; co operate with Feyza Turkay for a 4-week strategy instruction in her two intermediate level classes.

26. 01. 2005

SEMRA SADIK

Appendix L

Stimulated Recall Uygulama Örneği

1. **T:** Peki, şimdi ilk kutucuğumuz “*Nightmares*”. Bunu okuduktan sonra burada aklından ne geçti?
2. **S:** Parçayla ilgili?
3. **T:** İlk bunu gördüğünde yani...parçaya hiç geçmeden?
4. **S:** Yani, uyumadan önce yapılması gereken şeyler geçti. Parçada da geçiyor bayağı, onlar geçti aklımdan.
5. **T:** Peki bu parça şunun hakkında olabilir, bu olabilir, bu başlık olduğuna göre şöyledir gibi bir şey geçti mi aklından?
6. **S:** Ha evet, mesela, “*nightmares*” dediği gibi rüya nasıl... nasıl görüldüğü... ve ya ne hakkında olduğu falan ... daha önce ne yapılması gerekiyor, görüldüğü an ona inanılması gerekir mi ve ya yanlış mıdır, onla ilgili şeyler geçti.
7. **T:** Peki. Birinci paragrafı bitirdiğinde aklından ne geçti? Ha evet doğru düşünmüşüm ya da a ne kadar farklı bir şey anlattı gibi şeyler geçti mi aklından?
8. **S:** ... ha evet, insanlar... çok değişik falan rüyalar görüyoruz ya... bunların etkisinde kalmamız normal tabi, ama yani ha çocuk .. çocukken de büyüdüğümüz yetişkin olduğumuz zamanlarda da çok değişik rüyalar görüyoruz zaman zaman buna inanılması çok da doğru değil, bundan bahsediyor. Bu gayet normal bir şey.

9. **T:** Peki bundan sonra, bir sonraki paragraflar hakkında herhangi bir şey aklından geçti mi? Demek ki bundan sonra da bundan bahseder herhalde diye...
10. **S:** Ya ilk paragraf nasıl bir düşüncesi olduğunu, rüyalar hakkında falan nasıl bir fikir olduğunu ... falan düşünüyorsun, sonra rüyalara falan, kabuslara çok inanılmaması gerektiğinden falan bahsediyor, diğerleri de herhalde bunu destekler
11. **T:** Peki bakalım bakalım ilk paragraf, .. şey ikinci paragraf ne demiş? “*No one is sure what causes nightmares but there are several theories*”. Şimdi bu cümleyi okuduk, aklımızdan ne geçti? Ve ya paragrafın ilk cümleleri aklımızdan ne geçirir?
12. **S:** E... bunlar çok... bunların sonuçları çok doğru olmasa da işte ama tabi basit teoriler verilmiştir, o anda benim aklıma şey geldi hani günlük yaşamda ki şeyler falan rüyalarımızda olur, herhalde günlük yaşamımızla ilgili birkaç teori bahsediyor.
13. **T:** Peki paragraf bittiğinde ne düşündün?
14. **S:** Aynı şeylerden bahsediyor, hani gün boyunca ne yaptıysak, uyumadan önce ne yaptıysak rüyamızdaki... yani rüyamızda olanlar da bunun sonucu gibi bir şey oluyor, bunlarla bağlantılı...
15. **T:** Peki sen paragraf bittiğinde şey diyor musun? ... a evet doğru düşünmüşüm, dediğim gibi yaptı falan diyor musun?
16. **S:** Evet. ... birbiriyle bağlantılı...
17. **T:** Bağlantılı evet. Bir sonrakine bakalım o zaman, “*if people want to get rid of nightmares, they can follow certain techniques*”.

18. **S:** Eğer insanlar şeyden, ... kabuslardan kurtulmak istiyorsa birkaç...
19. **T:** Teknik
20. **S:** Teknik var, onları şey yapabilir diyor herhalde bu tekniklerden falan şey... bahsedecek falan. Mesela uyumadan önce ılık bir duş falan çok rahatlatır insanı, ve ya ne bileyim hafif müzik, bunlar benim yaptığım şeyler.
21. **T:** Peki parçada a evet gerçekten de bunlardan bahsetti, ben de bunları yapıyorum...
22. **S:** Ha evet, bu söyledikleri ve bunların üzerine daha birkaç farklı şeyler de var, evet aynı, paragrafta aynı şeyden bahsetti.
23. **T:** Bir sonrakine bakalım o zaman. "*Most of the time nightmares are not a big problem*".
24. **S:** Çoğu zaman gerçekten de kabuslar çok büyük bir problem değildir.
25. **T:** Acaba niye diye aklından geçti mi?
26. **S:** Evet, bununla ilgili bilgi verecek herhalde dedim.
27. **T:** Peki bilgiler verdi mi?
28. **S:** Örnekler falan... "*for example*" demiş. Mesela benim yattığım... rüyaların sonunda hafif uyanır gibi oluyorum sonra... kötü bir şey olduğunda falan...
29. **T:** Peki son paragrafın ilk cümlesine bakalım. Burada da bir kırmızı kutucuk var.
30. **S:** Daha çok rüyayı, ... aynı kabusu çok gördüğünüz zaman ... hani kabuslar da insan çok etkisinde kaldığı için bu yüzden bir doktora ya da kliniğe gitmemizi tavsiye ediyor.
31. **T:** Biraz daha ciddileşiyor yani burada,

32. **S:** Bu paragraf da tavsiyelerde bulunacak herhalde. Son paragrafın son cümlesi... ha evet, ilk cümleye işte şey yapıyor, açıklıyor yani, onu destekler şeyler söylüyor, ve ne yapılması gerektiğinden falan bahsediyor, aynı şeyleri gördüğümüzde falan.
33. **T:** Peki, parçayı okudun, parça bitti. Parça bittikten sonra sen kendi kafanda onları olay sırasını falan ve ya işte gidişat sırasını falan kafandan geçiriyor musun?
34. **S:** Evet, a önce bundan bahsetti kötü bir rüyadan bahsetti, sonra neden... işte nedenlerinden falan bahsetti, çok inanılmaması gerektiği falan, sonra da yani çok ciddi bir olay olursa yani birden fazla görürseniz ne yapılması gerektiğinden bahsetti.
35. **T:** Mesela bazı text'ler kendisini çok belli eder, mesela hikaye belli eder, ya da article belli eder, sen bunları böyle fark ettiğin zaman sana yardımcı oluyor mu bu text'in yapısı?
36. **S:** Evet, ilk başta mesela burada hani başlığı okuduğum zaman kafamda bir şey canlandı, hani nelerden bahsedeceğini, kendim de düşündüm, İngilizce text olunca kelimeler de çok fazla bilmediğimiz için onda da yardımcı oluyor.
37. **T:** Peki metnimiz bitti. Çalışmaya katıldığın için teşekkür ederim. Başka söylemek istediğin bir şey var mı?. Tamam teşekkür ederim.

Appendix M

Sample of transcriptions (Stimulated Recall Before Treatment)

1. **T:** Okay, now, the first box refers to “Nightmares”. What did you think when you read it?
2. **S:** About the text?
3. **T:** When you first saw the title... I mean before you read the text.
4. **S:** Well, I thought about the things we do before sleeping. The text also talked about these things, I thought of them.
5. **T:** Well, did you think about the things like “this text might be about...?”, “if the title is nightmares then the text should be about....”, did you think about these things?
6. **S:** Well, yes, for example, like the title itself says, how we... how do we dream... or what dreams do we have while sleeping? ... what should we do before sleeping... should we believe what we dream or is it wrong to believe in them? I thought about such kind of things.
7. **T:** Okay. What did you think when you finished the first paragraph? Did you say, for example, “A yes, I thought the same thing” or “the text talked about very different things”?
8. **S:** ... a yes, people... people dream very differently, we have different dreams... it is very normal to be affected by these dreams, but, when we were children, ... when we were children or when we are adults, we dream, sometimes it is wrong to believe in them... the text talked about these things. I think it is very normal.

9. **T:** Okay, what about after this part? Did you think about the things the following paragraphs might talk about? Did you say to yourself, for instance, after this paragraph, the followings might tell these kinds of things...
10. **S:** Well, I thought about the main idea of the first paragraph, what the paragraph told about dreams, then... the text says that we should not believe in dreams or nightmares, I think the rest will support this idea.
11. **T:** Okay let see... what did the second paragraph tell us? “No one is sure what causes nightmares but there are several theories”. After you read this sentence, what did you think of? Or when you read the first paragraph of the sentences, what you usually do?
12. **S:** ... well... there are some simple theories about these dreams... at that point I thought... sometimes dreams are about what we have lived on that day, maybe the paragraph will talk about these things.
13. **T:** What did you think after the paragraph?
14. **S:** The paragraph says the same thing, I mean, what we have done during the day, before we sleep, ... dreams are like the results of these things, dreams are related to what we have done...
15. **T:** Well, did you say after you finish the paragraph... “yeah! I thought the same thing”?
16. **S:** Yes, ... these are all related to each other.
17. **T:** You are right. Okay let’s have a look at the next box then. “if people want to get rid of nightmares, they can follow certain techniques”.
18. **S:** If people want to get ... get rid of nightmares, several...

19. **T:** techniques?
20. **S:** Yes, several techniques, I think the paragraph will talk about these techniques... For example... a hot shower relax people, or soft music, I mean I do such kind of things before sleeping.
21. **T:** Did you say that “the paragraph also...
22. **S:** Yeah!, it says these things and also some extra techniques, yes, the same things, the paragraph also says the same things.
23. **T:** Okay, let’s have a look at the next box. “Most of the time nightmares are not a big problem”.
24. **S:** Right! Most of the time nightmares are not a big problem.
25. **T:** Why? Did you ask yourself “why”?
26. **S:** Yes, I said “I think it will give some information about this issue”
27. **T:** Did the paragraph give some information?
28. **S:** yes, it also gives some examples, the paragraph says “for example”. For example, me, I sometimes wake up in the middle of the dream, ... especially of the nightmares,
29. **T:** Okay, let’s look at the beginning sentence of the last paragraph. There is a red box there.
30. **S:** dreams, ... when we have the same nightmares... when people are affected by the nightmares, they go to a doctor or a clinic. The paragraph gives some advice about these things.
31. **T:** it is getting serious,
32. **S:** I think this paragraph will give some advice. This is the beginning of the last paragraph... I mean, it describes... I mean it supports the idea in the

paragraph, it talks about some advice we can do when we have the same nightmares.

33. **T:** Okay, you read the text, and the text finished here with the last box.

When you finish reading, do you visualize the order of the things in the text in your mind? What so you do when you finish reading?

34. **S:** Yes, first it talked about nightmares, then... the reasons, people should not believe in nightmares, and then if there is a serious thing about nightmares, I mean if you have a lot of nightmares when you sleep, ... the text talked about some advice.

35. **T:** Sometimes the text type, like articles, stories, is very clear. When you notice the text type, does it help you?

36. **S:** Yes, for example when I first read the title, some ideas appeared in my mind, for example what kind of things the text might tell, I thought about these things, I thought about my experiences, when the text is in English, these things helped me a lot.

37. **T:** Okay. This is the end of the text. Thank you very much for participating my study. Would you like to add something? Okay. Thank you.

Appendix N

Deney Sonrası Karşılıklı Görüşme Örneği

1. **T:** Evet. Şimdi sen bu derslerden hangi stratejileri hatırlıyorsun?
2. **S:** Mapping, Sum Up, QRS...?
3. **T:** PQRS:
4. **S:** Evet, PQRST.
5. **T:** Peki bu aktivitelerde neler yaptınız normalde sınıfta yaptıklarınızdan farklı olarak?
6. **S:** Himm, konuyu özetlemek olarak daha iyi anlamamıza neden oldu, mesela ayrıntılara girmeden daha kolay anlamamızı sağlıyor.
7. **T:** Peki bunlar arasında favorin var mı? En yararlı şu oldu dediğin?
8. **S:** Mapping.
9. **T:** Mapping. Peki sen “mapping”i başka yerlerde de uygulayabilir misin?
10. **S:** Yes.
11. **T:** Peki sence “mapping” en ilginç mi yoksa en yararlı mı?
12. **S:** En yararlı “mapping”di bence.
13. **T:**
14. **S:** 3-2-1 bence.
15. **T:** Peki bunlardan hangilerini sen ilerde kullanırım, ben artık kendi başıma da yapabiliyorum diyorsun?
16. **S:** “mapping”, “sum up”. ... bir de PQRST. Önce bir göz gezdiriyorsun, önemli yerlerini falan buluyorsun, sonra da ana fikri ortaya çıkarıyorsun, yani bunlar.

17. **T:** Peki, tamam. Bunlar, hani okumadan önce ve okumadan sonra diye ayrılıyor. Genelde “mapping” okuduktan sonra, peki okumadan önce yaptıklarımızdan hatırladıkların var mı? Parçaya geçmeden önce?
18. **S:** Okumadan önce?... önce başlığa bakıp o text hakkında yorum yapıyorduk, işte neler olabilir ya da hangi kelimeler olabilir diye kelimelerini düşünüyorduk. Onları yazıyorduk, sonra şöyle bir gözden geçiriyorduk,
19. **T:** “previewing” diyoruz biz o ilk söylediğin stratejiye.
20. **S:** yani bunlar okumadan önce yaptıklarımız, gözden geçiriyorduk sonra, bir kere daha okuduğumuzda önemli yerlerini, odak noktalarını anlamış oluyorduk, bunlar yani okumadan yaptıklarımız.
21. **T:** Peki okurken? Okuma esnasında?
22. **S:** Okurken... ne yapıyorduk? Okurken daha çok işte hani bizim altlarını çizdiğimiz kelimeler, ya kontrol amaçlı oluyordu,
23. **T:** Kontrol amaçlı, acaba doğru tahmin etmiş miyim? Hani kelimeler, önceden çıkardığımız kelimeler, acaba onlar parçada var mı gibi?
24. **S:** Evet.
25. **T:** Daha çok, nasıl diyelim, gözlem gibi bir şey.
26. **S:** Evet.
27. **T:** Peki, tamam. Peki bittikten sonra da...
28. **S:** Bittikten sonra işte yine bir kontrol oluyordu, sonra, özetleyen, ayrıntılara girmeden “mapping” falan gibi şeyler yapıyorduk, o da yani çok daha iyi anlamamızı sağlıyordu,

29. **T:** Anladım, peki zor textler oldu mu bunların arasında? Zordu ama ben şunları yaparak daha kolay yaptım anladım dediğin?
30. **S:** Evet, bir tanesi, ... konuyu hatırlamıyorum, konuyu birleştirmemiz istenmişti, ayrı ayrı verilmişti...
31. **T:** İlk yaptığınız?
32. **S:** Evet, parçalar ayrı ayrıydı, çok alışık olduğumuz bir şey değildi, ayrı ayrıydı, onları da birleştirmemiz bir şekilde daha kolay oldu, anlaşılması daha kolay oldu.
33. **T:** Anladım. Peki kelime üzerine strateji yaptınız mı bu dersler arasında?
34. **S:** Kelime üzerine... yani ilk, parçayı ilk gördüğümüzde falan kelimelerin odak noktalarını yakalamaya çalışıyorduk, kelime olarak çalışıyorduk.
35. **T:** Kelimeleri tahmin etme gibi, kelimeleri parça içerisinde bulmaya çalışmanız size zaman açısından da yardımcı oldu mu?
36. **S:** Evet. Mesela parçayı iki defa okusak da bir şey anlamazdım ama o kelimelerle odak noktalarını yakalayıp kendimce bir şeyler anlayamaya çalışmak daha faydalı oldu.
37. **T:** Böylece kelimelerin de anlamı çıkıyor, hani bazen kelimenin anlamını bilmesek de parçadan çıkarıyoruz,
38. **S:** Evet öyle de oluyordu, parçanın içinde falan, cümlelerin içinde anlamını çıkarmaya çalışıyorduk zaten çoğu zaman da doğru çıkıyordu.
39. **T:** Peki zor paragrafları zor bölümleri böyle ayrıntılı bir şekilde üzerinde durup incelediğiniz aktiviteler de oldu mu? Parçalarına ayırdığınız ya da anlamını çıkarmaya çalıştığınız? Yani çok zor bir bölümü?

40. **S:** Ya öyle olmadı ama mesela bir bölümü genelde kelime kelime değil de genel olarak, ayrıntıya girmeden çalıştık, öyle kelime kelime, cümle cümle anlamaya çalışmadık.
41. **T:** Tamam. Peki bu aktivitelerden sonra kitaptaki sorular nasıl geldi sana?
42. **S:** Çok kolay geldi, yani zaten sorularda çok ayrıntıya girmediği için, artık metne dönüp bakmadan daha rahat yaptık.
43. **T:** Tamam, bitti artık bu eğitimin süresi bu aktiviteler için, son haftadayız, bu hafta da zaten son aktiviteyi yapacaksınız, peki bundan sonra devam etseydi ben biraz daha şu aktivitelerden yapmak isterdim dediğin aktiviteler var mı?
44. **S:** Yani dediğim gibi “mapping”, mesela yani ilerde de, şu anda da tabi, kendim yapmayı deneyeceğim, onları devam edeceğim. Ama onun devam etmesini isterdim.
45. **T:** Peki sence kısa mıydı, uzun muydu, yeterli miydi bu 4 haftalık süre?
46. **S:** Yani yeterliydi, her hafta farklı farklı şeyler gördük, onlar arasında kendimiz için olanları, bizim için faydalı olanlarını kendimiz gördük, denedik, yani bence yeterliydi.
47. **T:** Peki soru sorma, daha önce çok yapmadığınız bir şeyler, sorular çıkarma ya da metne yönelik okumadan önce metne soru yöneltme gibi şeylerde zorlandınız mı?
48. **S:** Evet.
49. **T:** Mesela bazı reflectionlarda baktım “metne soru sormada zorlandım” gibi şeyler vardı, peki onunla ilgili herhangi bir gelişme oldu mu?

50. **S:** Oldu mesela önceden paragraflarda 2 ya da 3 kelime yakalıyorduk odak noktası olarak, onlarla ilgili mesela paragrafa soru soruyorduk, daha kolay oluyordu, genelde onların hepsi metni anlamaya yönelik değil de, ayrıntılara gitmeden onları anlamaya yönelikti, tabi sonra bular daha kolay oldu.
51. **T:** Peki senin 4 hafta önce ve 4 hafta sonra en büyük değişikliğim şunda oldu dediğin bir şey var mı?
52. **S:** Evet, mesela başlıkları yerleştirmeye çalışırken genelde kelimeleri yakalamaya çalışıyorum, birbirleriyle bağlantısı olacak kelimeleri yakalamaya çalıştım, yani paragrafı tamamen anlamak değil de oradaki birkaç kelimedenden yakalamaya çalışıyorum.
53. **T:** Artık kelimelere takılmıyorsun.
54. **S:?**
55. **T:** Yani tek tek değil de artık, sadece önemli olan yerlerine takılıyorsun
56. **S:** Evet.
57. **T:** Sence gelişme gösterdin mi 4 haftada?
58. **S:** Evet, kesinlikle.
59. **T:** Peki, reading olmuş galiba quizde, ama ilk haftalarda olmuş bu blok'un,
60. **S:** Ha evet
61. **T:** Orda herhangi bir şekilde, gerçi erkendi ama, oldu mu orada bir değişiklik?
62. **S:** Hepsi değil de yani, daha bilinçli oldum diyebilirim.
63. **T:** Oradaki başarın nasıldı? Quiz'deki?
64. **S:** İyiydi, 44 almıştım o quizden.

65. **T:** Ya çok güzel geçmiş o zaman. Peki, ben bu kadar soru soracaktım. Başka var mı senin aklına gelen?
66. **S:** her şeyden önce size teşekkür ederim.
67. **T:** A bir soru daha aklıma geldi, artık otomatik oldu, hocam olmasa da otomatik olarak ben yapıyorum dediğin bir strateji var mı içlerinde?
68. **S:** Daha önce de söylediğim gibi “mapping”, “sum up”, başlığa bakarak yorum yapmak, hangi kelimeler olabilir falan, o texte başlamadan sanki o konu hakkında bir şeyler biliyor muşsun gibi bir güven veriyor artık,
69. **T:** Güven veriyor sana...
70. **S:** Ya bunları inşallah ilerde de yapacağım.
71. **T:** İnşallah, hadi bakalım. Teşekkür ediyorum katıldığın için.
72. **S:** Sağolun.

Appendix O

Translation of Sample of transcriptions (Post Treatment Interview)

1. **T:** Okay, What strategies can you remember from the lessons?
2. **S:** Mapping, Sum Up, QRS...?
3. **T:** PQRST
4. **S:** Yeah, PQRST.
5. **T:** Ok. What did you do with those activities different from your regular classes?
6. **S:** Himm, summarizing with our own words helped us to understand the texts better, for example, it help us identify the main idea without spending time on details.
7. **T:** Do you have any favorites among these activities? Anything that you found useful?
8. **S:** Mapping.
9. **T:** Mapping. Okay. Do think you can use “mapping” in different contexts?
10. **S:** Yes.
11. **T:** Okay. Do you think “mapping” is interesting or useful?
12. **S:** I think it is the most useful one.
13. **T:**
14. **S:** also 3-2-1. 3-2-1
15. **T:** Okay. Which of these do you think you can use in the future, or you can use on your own?

16. **S:** “mapping,” “summing up,” ... and PQIRST. First you skim the text, and then identify the main points, and then you find the idea in the text. I mean these I can use.
17. **T:** Okay. Strategies can be defined as “before reading” or “after reading” strategies. Generally we use “mapping” as an after reading strategy. What about strategies we can use before reading? Do you remember any strategies that we can use before reading? Before we read the text?
18. **S:** Before reading? ... first we looked at the title and made predictions about the text, I mean, what might be the topic or what kind of words might be in it? Then we wrote down these things, and then we skim the text.
19. **T:** The first thing you mentioned is called “previewing”.
20. **S:** I mean these were the strategies that we did before reading... previewing, skimming, identifying the important parts, the main idea before reading in detail were strategies we used before reading.
21. **T:** What about while reading strategies?
22. **S:** While reading? ... what did we do? Generally we underlined important parts, I mean checking them while reading.
23. **T:** Checking? ... checking whether your predictions were right or wrong? I mean, the vocabulary, the vocabulary you predicted before you read the text?
24. **S:** Yeah.
25. **T:** It is like, let’s say, monitoring your predictions.
26. **S:** Yes.
27. **T:** Okay, what about after reading? ...

28. **S:** After reading we again check what we understood, then, summarizing without concentrating on details, for example we did activities like “mapping“, I mean these activities helped us understand the texts better.
29. **T:** I see. Did you read any difficult texts among the texts in your book? Can you say that “yes, we had, but I read using some specific strategies?
30. **S:** Yes, there was one... I cannot remember the topic, we were supposed to make up a story ordering the events...
31. **T:** Do you mean the first activity?
32. **S:** Yes, the events were on separate sheets, it was an extra ordinary activity for us, but we did the task with some strategies and then it wasn't difficult any more.
33. **T:** I see. Did you practice any strategies about vocabulary?
34. **S:** About vocabulary?... I mean when we first looked at the text, we tried to recognize important words, first we try to recognize words in a text.
35. **T:** Predicting vocabulary, recognizing important words, did these strategies help you in terms of time?
36. **S:** Yes. For instance, in the past I couldn't understand a text even though I read it twice, but learning to recognize important words and guess their meaning helped us understand a text better.
37. **T:** Yes, you can guess their meanings. Sometimes we guess meaning of a words using the clues in the text although we don't know the word.
38. **S:** Yes, you are right, we generally tried to guess meaning using the clues in text or sentences and we mostly guessed correctly.

39. **T:** Okay, did you use any strategies about the details in difficult texts?
40. **S:** No, but we generally worked on main parts not word by word, or sentences but the text as a whole without spending time on details.
41. **T:** Okay. What about the tasks in your books? Do you have any problems doing them after these activities?
42. **S:** No, the tasks in the books are easier to do now. Because these tasks are not about the details in texts, I do them even without looking back to the texts
43. **T:** That was the last week for this instruction and we are in the last week. You are going to do the last activity. If it weren't the last week, would you like to practice more on some of the strategies?
44. **S:** I mean, as I said before, "mapping", for example I will use it on my own, and the other strategies, but I would like to practice "mapping" more.
45. **T:** What do think of the length of the study? Do you think it was short, or long, or long enough to practice strategies for four weeks?
46. **S:** I think it was enough. We have studied various strategies in class. We decided on the strategies for the tasks, for our purpose, I mean we chose the strategies that are useful for us to do the tasks. We tried them and then saw what worked. I mean it was enough. We were introduced different strategies in each week and
47. **T:** Okay. What about „questioning the text before reading the text was a new strategy for you. Did you have trouble using it?
48. **S:** Yes.

49. **T:** For instance, on your feedback sheets I saw some reflections saying that
“I still have problems with “questioning the text”. What about this strategy?
Did you improve this strategy during the activities?
50. **S:** Yes, for example, at first we recognize 2 or 3 words in a text as key words
and then questioned the text based on these words, we asked questions about
the text and then we got the general idea easily, the questions were generally
related to the main idea not the details, then it was not difficult to ask
questions to the text.
51. **T:** Okay. What is the biggest difference in your reading before and after the
four weeks of instruction? Can you say that there is a difference?
52. **S:** Yes, for example I try to recognize words for matching activities,
especially words that could be related to each other or related to the idea in
the paragraph. I mean not trying to understand the paragraph in details but
the main idea in it with the help of these words.
53. **T:** So you do not get stuck with the words?
54. **S:** ?
55. **T:** I mean, not concentrating on individual words but on the general idea.
56. **S:** Yes.
57. **T:** Do you think you have improved your reading in four weeks?
58. **S:** Yes, sure.
59. **T:** Okay, by the way I think there was a reading section in the last quiz.
60. **S:** Yes.
61. **T:** It was very early, but did you feel any difference in your reading style?
62. **S:** Not about all strategies, but I can say that I have become more conscious.

63. **T:** What about your grade?
64. **S:** It was fine, I got 44 from that quiz.
65. **T:** It was fine then. Okay. These were my questions. Do you have any questions?
66. **S:** First of all I would like to thank you.
67. **T:** I have one more question, are there any strategies that you can use without teacher's help?
68. **S:** As I said before, "mapping", "summing up", making predictions looking at the title, making predictions about the words in it, these help me feel comfortable as if I knew something about that topic before I read the text.
69. **T:** You feel comfortable? ...
70. **S:** Yes, I hope I will use these strategies in the future..
71. **T:** I hope so too, thank you very much for participating in my study.

Appendix P

Consent Form – I (Control Group)

Dear Students,

My name is Semra Sadık and I am a graduate student at the MA TEFL Program at Bilkent University. I am conducting a study to investigate the possible effects of strategy training on reading performance. If you agree to participate in this study, you will be given the Reading Strategy Questionnaire and the questionnaire is designed for the purpose of collecting information about your reading strategy use.

Your responses to the items in the questionnaire will not have any positive or negative effect on your course grade. All data collected through your responses will remain anonymous. Your identity or class number will not be revealed in any report derived from this data. Please inform your teacher if you want to leave the study. In order to be able to collect reliable data, it is important that all the items are answered in the questionnaire. Please read the items in the questionnaire carefully and be honest in your responses. Your responses will greatly contribute to my study.

If you have any questions about the study and the results, you can contact me at semras@bilkent.edu.tr. Thank you for your participation.

SEMRA SADIK

MA TEFL Program

Bilkent University, ANKARA

I have read and understood the above and agree to participate in this study.

Name:

Signature:

Appendix R

Onay Formu – I (Kontrol Grubu)

Sevgili Öğrenciler,

Adım Semra Sadık ve Bilkent Üniversitesi, MA TEFL Programında yüksek lisans öğrencisiyim . Strateji Eğitiminin Okuma Becerileri üzerindeki muhtemel etkilerini araştıran bir çalışma yürütmekteyim. Eğer çalışmamda yer alırsanız, ilgili okutman arkadaşım sizlere bir anket verecektir. Anket, sizin kullandığınız okuma stratejileri hakkında bilgi toplamak amacıyla düzenlenmiştir.

Strateji eğitiminin ile ilgili sizlere dağıtılacak olan anketteki sorulara vereceğiniz cevaplar, ders notlarınıza olumlu ya da olumsuz etki etmeyecektir. Sizlerin verdiği cevaplardan elde edilen veriler kesinlikle gizli tutulacaktır. Adınız ya da sınıf şubeniz bu verilerden elde edilecek sonuçlarda açıkça belirtilmeyecektir. Eğer çalışmadan ayrılmak isterseniz lütfen ilgili okutman arkadaşımı bilgilendiriniz.

Güvenilir veri toplayabilmek için size verilecek olan anketin tüm bölümlerini cevaplandırmanız çok önemlidir. Lütfen ankette yer alan bütün soruları dikkatlice okuyunuz ve cevaplarınızda dürüst olunuz. Sizin vereceğiniz cevaplar araştırmama büyük ölçüde yarar sağlayacaktır. Eğer çalışma ile ilgili herhangi bir sorunuz olursa semras@bilkent.edu.tr adresinden benimle irtibata geçebilirsiniz. Katılımınız için şimdiden teşekkür ederim.

SEMRA SADIK
MA TEFL Programı
Bilkent Üniversitesi
ANKARA

Yukarıda yazılan bilgileri okudum ve anladım ve bu çalışmada yer almayı kabul ediyorum.

İsim:

İmza:

Appendix S

Consent Form – II (Experimental Group)

Dear Students,

My name is Semra Sadık and I am a graduate student at the MA TEFL Program at Bilkent University. I am conducting a study to investigate the possible effects of strategy training on reading performance. If you agree to participate in this study, your class teacher will instruct reading strategies in class, and you will be given the Reading Strategy Questionnaire. The questionnaire is designed for the purpose of collecting information about your reading strategy use.

I will also do interviews with some of you as part of my study if you agree to participate in it. These interviews will be about general strategy use in reading course. You are not graded according to your responses because there are no correct answers for the questions.

Your responses to the items in my study will not have any positive or negative effect on your course grade. All data collected through your responses will remain anonymous. Your identity or class number will not be revealed in any report derived from this data.

Please read the items in the questionnaire carefully and be honest in your responses.. Your responses will greatly contribute to my study. If you do not want to participate in the study, please inform your class teacher. If you have any questions about the study and the results, you can contact me at semras@bilkent.edu.tr. Thank you for your participation.

SEMRA SADIK
MA TEFL Program
Bilkent University
ANKARA

I have read and understood the above and agree to participate in this study.

Name:

Signature:

Appendix T

Onay Formu – II (Deney Grubu)

Sevgili Öğrenciler,

Adım Semra Sadık ve Bilkent Üniversitesi, MA TEFL Programında yüksek lisans öğrencisiyim . Strateji Eğitiminin Okuma Becerileri üzerindeki muhtemel etkilerini araştıran bir çalışma yürütmekteyim. Eğer çalışmamda yer alırsanız, ilgili okutman arkadaşım sizlere bazı okuma stratejileri öğretecek ve bunlarla ilgili de anket verecektir. Anket, sizin kullandığınız okuma stratejileri hakkında bilgi toplamak amacıyla düzenlenmiştir.

Çalışmamın bir bölümü de sizlerle yapacağım karşılıklı görüşmelerdir. Eğer çalışmamda yer alırsanız, bu görüşmelerde sizlere genel olarak “okuma becerisi” derslerinde hangi stratejileri kullandığınızla ilgili sorular yönelteceğim. Sorulara vereceğiniz cevaplara göre kesinlikle iyi ya da kötü öğrenci olarak değerlendirilmeyeceksiniz. Çünkü soruların doğru ya da yanlış cevabı yoktur.

Vereceğiniz cevaplar, ders notlarınıza olumlu ya da olumsuz etki etmeyecektir. Sizlerin verdiği cevaplardan elde edilen veriler kesinlikle gizli tutulacaktır. Adınız ya da sınıf şubeniz bu verilerden elde edilecek sonuçlarda açıkça belirtilmeyecektir.

Lütfen size yöneltilecek olan soruları dikkatli okuyunuz ve cevaplarınızda dürüst olunuz. Sizin vereceğiniz cevaplar araştırmama büyük ölçüde yarar sağlayacaktır. Çalışmaya katılmak istemediğiniz takdirde lütfen sınıf öğretmeninizi bilgilendiriniz. Eğer çalışma ile ilgili herhangi bir sorunuz olursa semras@bilkent.edu.tr adresinden benimle irtibata geçebilirsiniz. Katılımınız için şimdiden teşekkür ederim.

SEMRA SADIK

MA TEFL Programı

Bilkent Üniversitesi, ANKARA

Yukarıda yazılan bilgileri okudum ve anladım ve bu çalışmada yer almayı kabul ediyorum.

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İmza: