

**REPUBLIC OF TURKEY
UNIVERSITY OF ÇUKUROVA
THE INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**COLLABORATIVE STRATEGIC READING WITH ADULT EFL LEARNERS:
A COLLABORATIVE AND REFLECTIVE APPROACH TO READING**

Ferhan KARABUĞA

MASTER OF ARTS

ADANA, 2012

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Supervisor: Assist. Prof. Dr. Ebru ŞİRE KAYA

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ÖZET

YETİŞKİN DİL ÖĞRENCİLERİYLE İŞBİRLİKÇİ STRATEJİK OKUMA: OKUMAYA İŞBİRLİKÇİ VE YANSITMACI YAKLAŞIM

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Algısal bir dil becerisi olan okuma, ikinci dil veya yabancı dil öğrenme ve öğretme alanında büyük öneme sahiptir. Okumanın önemi dil öğrencisine hedef dille ilgili ilk elden bilgi ve girdi sağlamasından ileri gelmektedir. Okuma basit bir şekilde bir metinden anlam çıkarma süreci olarak tanımlanabilir. Anlama okumada çok kritik bir noktadır ve okuyucuların metinden anlam oluşturmaya çalıştığı birbirini etkileyen bir süreci ifade etmektedir. Okuduğunu anlamada başarı sağlamak bu süreçte yardımcı olacak farklı stratejilerin kullanımını gerektirmektedir ki bu da geleneksel öğretmen merkezli sınıflardan öğrenci merkezli sınıflara geçiş sürecini takiben ısrarla üzerinde durulmuş bir konudur. Bir çok araştırmacı (Almasi, 2003; Janzen & Stoller, 1998; Paris ve ark., 1984) okuduğunu anlama stratejileri öğretiminin hem öğrenen için hem de öğretene için yararları olduğunu ileri sürmektedir. Okuduğunu anlama stratejileri öğretimi, öğrenenlere metinle ilgili daha derinlemesine yorumlama, anlama ve okuduğunu anlama üzerine testlerde daha iyi performans gösterme yetisi sağlayabilmektedir.

Okuma stratejilerinin ve dil eğitiminde gelişimin önemi göz önünde bulunduran bir çok araştırmacı (Almasi, 2003; Janzen & Stoller, 1998; Paris ve ark., 1984) okumaya yöntem, içerik, uygulama ve sonuçlar açısından farklılık gösteren çeşitli yaklaşımlar öne sürmüşlerdir. Bu yaklaşımlar içinde İşbirlikçi Stratejik Okuma öncelikli olarak resiprokal (karşılıklı) öğretme ve etkileşimsel strateji öğretimi üzerine yapılan çalışmalardan etkilenen Klingner ve Vaughn (1996) tarafından sunulmuş bir yaklaşımdır. İşbirlikçi Stratejik Okuma metni anlamada birbirini destekleyen görevdeşlerle işbirliği içinde dört okuma stratejisinin kullanımını içermektedir. Çeşitli çalışmalar İşbirlikçi Stratejik Okuma yaklaşımının metni anlamayı kolaylaştırdığını ve

öğrenci başarısı, katılım, motivasyon gibi değişkenler açısından da kazanımlara yol açtığını göstermektedir (Fan, 2009; Klingner ve ark, 1998; Standish, 2005; Vaughn ve ark, 2011).

Bu tartışmaların ışığında, mevcut çalışmadaki amacımız İşbirlikçi Stratejik Okuma uygulamasının yetişkin dil öğrenenlerinin okuduğunu anlama yetileri, okumayla ilgili sorunları ve yabancı dilde okumaya karşı tutumları üzerindeki etkisini anlamaktır. Bu çalışmada haftada üç saat okuma dersleri olan 40 üniversite hazırlık sınıfı öğrencisi yer almıştır. Katılımcı öğrenenler deney ve kontrol grubu olmak üzere sınıflandırılmıştır. Kontrol grubunda yer alan öğrenenler İşbirlikçi Stratejik Okuma yaklaşımıyla ilgili hiçbir uygulama almaz iken ve derslerini geleneksel öğretmen öncülüğünde okuma yaklaşımlarıyla sürdürürken, deney grubundaki öğrenenler ile okuma derslerinde İşbirlikçi Stratejik Okuma yaklaşımı uygulanmıştır.

İşbirlikçi Stratejik Okumanın etkilerini araştırmak amacıyla, beş farklı veri toplama aracından faydalanılmıştır. Okuduğunu anlama ön testi ve ön tutum anketi mevcut çalışmaya zemin hazırlamak ve son test ve anketlerle karşılaştırma yapabilmek için her iki grupta da uygulanmıştır. Deney grubunda bulunan öğrenenlerden yabancı dilde okuma yaparken yaşadıkları problem veya zorlukları dile getirdikleri kağıtlar toplanmıştır. İşbirlikçi Stratejik Okuma uygulaması boyunca, deney grubundaki öğrenenler süreci ve öğrenenlerin problemlerinde meydana gelen değişimleri anlamaya katkıda bulunacak CSR ve yansıtmacı öğrenme günlükleri tutmuşlardır. Uygulamanın sonunda, okuduğunu anlama son testi ve son tutum anketi ön test sonuçları ile karşılaştırılarak İşbirlikçi Stratejik Okuma yaklaşımıyla meydana gelen değişimleri gözlemlemek için her iki grupta da uygulanmıştır. Uygulama esnasında, araştırmacı bulguları desteklemek amacıyla deney grubunda notlar tutmuştur. Sonuçlar İşbirlikçi Stratejik Okuma yaklaşımının öğrenenlerin okuduğunu anlama yetisini etkilediğini fakat öğrenenlerin yabancı dilde okumaya karşı tutumlarında bir etkiye sahip olmadığını göstermektedir. Ayrıca, İşbirlikçi Stratejik Okuma uygulamasının öğrenenlerin yabancı dilde okumayla ilgili sorunları üzerinde de etkiye sahip olduğu görülmüştür.

Anahtar Kelimeler: Okuma, Okuduğunu Anlama, Okuduğunu Anlama Strateji Öğretimi, İşbirlikçi Stratejik Okuma, Yansıtmacı Öğrenme Günlükleri, Yetişkin Dil Öğrencileri

ABSTRACT**COLLABORATIVE STRATEGIC READING WITH ADULT EFL LEARNERS:
A COLLABORATIVE AND REFLECTIVE APPROACH TO READING****Ferhan KARABUĞA****Master of Arts, English Language Teaching Department****Supervisor: Assist. Prof. Dr. Ebru ŞİRE KAYA****July, 2012, 113 pages**

Reading, a receptive language skill, is of great importance in the field of second and foreign language teaching or learning. The importance of reading stems from the fact that it enables the language learner firsthand input and knowledge about target language. Reading can simply be described as the process of extracting meaning from a text. Comprehension is a highly significant point in reading and refers to an interactive process in which readers try to construct meaning from the text. Achieving reading comprehension requires the use of different strategies to aid in this process, which was emphasised insistently following the shift from traditional teacher-centered classrooms to learner-centered classrooms. Many researchers (Almasi, 2003; Janzen & Stoller, 1998; Paris et al., 1984) suggest that comprehension strategy instruction has benefits both for learners and the teacher. Reading comprehension strategy instruction provides learners to have a deeper understanding and interpretation of the text and to perform better on comprehension related tests.

Taking the significance of reading strategies and development in language education into consideration, many researchers have suggested different kinds of approaches to reading which can show differences in terms of procedure, context, implementation and outcomes (Palinscar & Brown, 1984; Pressley, 1992; Roehler & Duffy, 1984). Among those reading approaches, Collaborative Strategic Reading (CSR) was proposed by Klingner and Vaughn (1996) who were primarily influenced by studies on reciprocal teaching and transactional strategy instruction. It involves the use of four reading strategies in collaboration with peers assisting each other in comprehension of the text. Various studies show that Collaborative Strategic Reading facilitates the comprehension of the text and leads to gains in terms of variables such as

student achievement, participation, motivation etc. (Fan, 2009; Klingner et al., 1998; Standish, 2005; Vaughn et al., 2011).

In the light of these discussions above, our aim in the present study is to find out the effects of practicing CSR on adult EFL learners' reading comprehension, reading-related problems and attitude towards reading in a foreign language. 40 prep-class university students, who had three hours of reading classes per week, participated in the present study. The participants were labeled into two groups as experimental and control groups. The learners in experimental group were exposed to Collaborative Strategic Reading practice in their reading classes for ten weeks while the learners in control group got no treatment in terms of CSR practice but maintained with traditional teacher-led reading approaches.

With the aim of investigating the effects of CSR, five types of instruments were utilized to collect the data. Pre-reading comprehension test and pre-attitude questionnaire were administered in both groups to provide a basis for the present study and make a comparison with post-tests and questionnaires. Minute papers were collected from the students in experimental group to shed light on the problems or difficulties they experience while reading in a foreign language. During CSR practice, the experimental group students kept CSR logs and reflective learning logs that would contribute to the understanding of the process and the changes in students' problems. At the end of the practice, post-reading comprehension test and post-attitude questionnaire were administered in experimental and control groups to observe the changes occurred upon CSR practice in comparison to pre-test results. During CSR practice, the researcher took field notes in experimental group to support the findings. The results reveal that CSR has effected the comprehension of experimental group but had no effect on attitudes towards reading in a foreign language. In addition, CSR has seemed to have an effect on reading related problems of adult EFL learners.

Keywords: Reading, Reading comprehension, Comprehension strategy instruction, Collaborative Strategic Reading, Reflective learning log, Adult EFL learners

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LIST OF ABBREVIATIONS

CSR	: Collaborative Strategic Reading
CL	: Cooperative/Collaborative Learning
CLL	: Cooperative Language Learning
ZPD	: Zone of Proximal Development
L1	: First Language
L2	: Second Language
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ASRA	: Adult Survey of Reading Attitude
PREP-CLASS:	Preparatory Class

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

In a language learning and teaching setting, four language skills are aimed to be acquired for a successful or effective communication in target language. Acquisition of four language skills has been the main focus of language teaching and learning in recent decades. That focus seems to increase as the dynamic field of language learning, and teaching has been taking steps towards more functional and communicative aspects in accordance with advancements in social, economical, and political developments or changes on the world. These four skills are divided into two parts as receptive skills (i.e. reading and listening) and productive skills (i.e. speaking and writing). As a receptive skill, reading is simply described as decoding words in a text, and comprehending the meaning of the words (Cziko, Schoenbach, Greenleaf & Hurwitz, 2000), just as done with everyday spoken language. In a broad sense, it can be stated that reading is not just decoding words and extracting meaning from a text. However, reading is a process of problem solving in which the readers make an effort to comprehend meaning not only from words but also from ideas, information, claims, and arguments in a text. It is a skill that enables “an interactive link” (Alyousef, 2005, p. 144) between the reader and what is read, which in turn leads to reading proficiency or fluency. Birch (2007) claims that reading is a complicated process since it requires a good deal of accurate knowledge that should be acquired or learned and a great number of strategies to practice until they become automatic.

On the importance of reading in a second language learning or teaching environment, Bright and McGregor (as cited in Brusck, 1991) state that “where there is little reading, there will be little language learning” (p. 156). Besides, reading is one of the first steps to enable learners language input, and an opportunity to understand the structure of target language. In that vein, Phakiti (2006) remarks that second language reading comprehension is a complex, dynamic, multicomponential, and multi-dimensional process which necessitates contextual factors as well as individual factors

related to the readers. These factors can be summarised as readers' background, experiences, first language literacy, aptitude, attitude, motivation, and strategies etc.

Comprehension, which is an important point in reading, can be defined as “ the active process of constructing meaning from the text (Vaughn & Thompson, 2007, p. 114). In this active process, different variables such as background knowledge of the reader, vocabulary, concepts, and ideas etc. in the text play a crucial role. Vaughn and Thompson (2007) stress that comprehension can not be learned just by mere instruction but involves the use of different strategies for understanding the text. As Almasi (2003) and Grabe (1991) state, good readers monitor their reading process attentively and progressively, and implement different reading strategies to achieve comprehension on the ongoing text. In that vein, Stanovich (1980) suggests that good readers have superior strategies for comprehending and remembering large units of texts.

Reading strategies are defined as “plans for solving problems encountered in constructing meaning” (Duffy, 1993, p. 232). According to Wenden (1991), reading strategies are “ mental steps or operations that learners use to process both linguistic, and sociolinguistic content” (p.19), which can show differences between proficient readers, and poor readers in terms of strategy use. To stress the importance of reading strategies, Palinscar and Brown (1984) suggest that strategic reading helps students, especially low-achieving ones, avoid comprehension failure, and enhance their retention of the text. Paris, Lipson and Wixson (1983) claim that the ability of noticing and fixing up one's own comprehension problems or difficulties makes way for the ultimate goal of reading practice, namely to the reading proficiency. Achieving this goal requires one to use different reading strategies to aid comprehension. Strategic reading is alleged to be a prime characteristic of good readers (Bedir, 2000) because it provides readers an opportunity to elaborate, organize and evaluate information derived from the text by fostering thinking, attention, memory, communication, and learning (Paris, Wasik & Turner, 1991).

Recently, dissatisfaction with transmission model of training or education and concern with realistic pedagogy led to some changes in methods, and required to develop alternatives to the traditional ones (Pani, 2004). Those changes have focused on making teachers, and learners as participants in the process. In the field of reading, the importance of training language learners to be strategic readers has been underscored by many researchers (Klingner, Vaughn & Schumm, 1998; Palinscar & Brown, 1984; Paris et al., 1983) in the past decades. Palinscar and Brown (1984) assert that if readers are

enabled feasible facility with decoding, reading comprehension can be achieved with the help of “ three main factors: (1) considerate texts, (2) the compatibility of the reader’s knowledge and text content, and (3) the active strategies the reader employs to enhance retention and to circumvent comprehension failures” (p.118). Considering the significance of reading strategies and changes in language education, many researchers and educators have tried to develop different reading approaches varying in terms of characteristics, context, opportunities, and implementation etc.. Among the reading approaches or methods developed by researchers, and educators, Collaborative Strategic Reading (CSR) was developed and designed to facilitate reading comprehension for students with learning, reading and behavior problems included in general education classrooms (Vaughn, Klingner & Bryant, 2001). What is aimed with CSR is to teach learners how to monitor reading comprehension, and how to use clarification procedures to understand a text clearly (Vaughn et al., 2001). While implementing this approach, cooperative learning plays a crucial role since the students support their learning with their peers, and teachers. Fan (2009) describes Collaborative Strategic Reading as a reading approach “theorising that learners’ strategic reading comprehension can be enhanced by teaching them a repertoire of comprehension strategies through collaborative peer-led discussions” (p. 6).

The present study probes to investigate possible effects of the Collaborative Strategic Reading (CSR) practice on the reading problems, attitudes towards reading in foreign language, and reading comprehension of adult EFL preparatory class students.

1.2. Statement of the Problem

In a globalized world characterized by international links and intercultural connections, the issue of learning a second language has drawn great attention recently. People are required to learn a second language for different reasons such as personal development, cultural, educational, and economic reasons. A different language can make people gain new horizons, access into different cultures, an opportunity to communicate with people all over the world, and an asset of employment and career. In this context, English is regarded as a lingua franca which has emerged “as a way of referring to communication in English between the speakers with different first languages” (Seidlhofer, 2005, p. 339). It is the common language used for academic purposes, political negotiation, tourism, entertainment, business and finance,

information and interpersonal relationships. Having great importance in globalized world, English language learning requires one to master four language skills; listening, speaking, reading, and writing.

Being one of the four basic language skills, reading is a receptive skill which enables the learners input about the target language. It is an important skill which is claimed by Bright and McGregor (as cited in Bruschi, 1991) as on condition that “there is little reading, there will be little language learning” (p.156). Comprehension, an essential point in reading, can be simply described as constructing meaning from a text. Comprehending a text means processing text beyond word-level into deeper understanding, and interpretations. If readers can comprehend a text, this may provide them a sense of satisfaction. On the contrary, when learners experience failure in comprehension, this may cause loss of motivation which is defined by Sisulu (as cited in Junias, 2009) as “a kind of internal drive that allows someone to do reading to achieve something” (p. 16). Qin suggests that motivation affects the learner’s autonomous learning capacity and determines the confidence of learner in overcoming learning problems or difficulties (as cited in Li & Pan, 2009).

To eliminate the problem of comprehension difficulties, different variables are suggested to be taken into consideration such as prior knowledge, interest, level, attitude, motivation of readers or learners, and use of strategies (Palinscar & Brown, 1984; Pardo, 2004). Many researchers (Almasi, 2003; Janzen & Stoller, 1998; Palinscar & Brown, 1984; Paris et al., 1991; Ur, 1996) hold the belief that good readers or skilled readers are the ones who use strategies to compensate their reading problems or difficulties. Many researchers have focused on the importance of training language learners to be strategic in the past decades. For example, Paris et al., (1983) highlight that “an important aspect of learning to read is understanding how to use strategies to aid comprehension”. Besides, Janzen and Stoller (1998) stress that strategic reading instruction is beneficial to both language learners and language teachers as it makes learners “arrive a richer understanding of the text meaning” (p. 251) and perform better on tests of comprehension. Fan (2009) puts forward the claim that “ comprehension strategy instruction which focuses on teaching reading strategies to students to help them become strategic readers and more self-regulated learners seems not only promising but also necessary” (p. 4).

In general, reading and reading instruction in classes where English is the target as a second language have the purpose of developing students' decoding skills or their knowledge of syntax or vocabulary. Few teachers aim to teach reading comprehension strategies (Fung, Wilkinson & Moore, 2003). Substantial amount of research (Anderson & Roit, 1993; Block, 1993; Miller, 1985; Palinscar & Brown, 1984; Paris et al., 1983) suggests that reading strategy instruction can help poor readers improve their reading comprehension, and overcome difficulties or problems with ESL reading. In recent years, a great deal of research in L1 and L2 teaching settings has focused on reading strategy training assuming that success in learning mainly depends on appropriate strategy use, and that inefficient learners can improve their learning by being trained to use effective strategies (Bedir, 2000; Palinscar & Brown, 1989; Song, 1998). These studies raise the question of whether training Turkish adult EFL learners on reading strategies could improve their reading, and reading comprehension in English. That question has led us to carry out a study on the effects of practicing Collaborative Strategic Reading with Turkish adult EFL learners on their reading comprehension, reading related problems, and attitudes towards reading in a foreign language.

There is a growing body of research on the effects of a wide variety of strategies practiced during foreign language reading process (Fung et al., 2003; Janzen, 2003; Palinscar & Brown, 1984; Pani, 2004; Paris, 1983; Phakiti, 2006; Spörer, Brunstein & Kieschke, 2009; Vaughn & Klingner, 1999); however, almost none of those studies have been conducted with prep-class adult Turkish EFL learners of diverse abilities. There are some problems associated with teaching reading in classes with more than twenty students of diverse abilities. Teachers can feel unable to promote student interaction, to control the process of learning, to meet the demand, and needs of students, and to monitor participation and comprehension. All these problems may contribute to the experience of failure or demotivation. In Turkey, English language instructors at universities have to face the fact that classes can consist of thirty or more students varying in needs, beliefs, expectations, interests, abilities or motivation. It may seem impossible for teachers to take every student's need into consideration and make them involved in classroom activities. On the other hand, ignoring their interests or needs may cause students to develop passive, and negative attitudes towards reading in a foreign language because reading is a required subject for EFL learning and they are assessed in terms of reading, and comprehension. When viewed from this aspect, collaboration with each other or cooperative learning may solve the problems discussed

above, which constituted the starting point of the present study. In this way, the teacher may pay attention to the needs, and problems of collaborative groups instead of dealing with them one by one, which might become a heavy burden for a language teacher.

Besides, the university students have to read academic writings for the sake of their development in their field, and many of these writings are in English. According to Fan (2009), students may find reading in English extremely difficult and frustrating because they may tend to rely on their teachers for translation, and have limited knowledge of reading strategies to help them overcome difficulties encountered. Dependent upon teacher, they can not take responsibility for their learning, and may not develop interest in reading (Fan, 2009). In the light of discussions above, the present study aims to investigate whether students can be enabled to take responsibility for their own learning, and in this way, they become independent (i.e. autonomous) learners if they are trained to use reading strategies in collaboration with each other.

1.3. Purpose of the Research

The purpose of this study is to find out the effects of practicing Collaborative Strategic Reading (CSR) approach on the attitudes towards reading in a foreign language, problems or difficulties related to reading and reading comprehension of adult EFL learners. The ultimate goal is to observe the changes in prep-class adult EFL learners' attitudes towards reading in a foreign language (i.e. reading in English), their comprehension level and their problems or difficulties with foreign language reading with the help of practicing CSR in reading classes.

1.4. Research Questions

The following research questions constitute the basis for the present study;

1. What kind of problems or difficulties do prep-class adult EFL learners have with reading in a foreign language?
2. Is CSR more effective than traditional teacher-led reading approaches in foreign language reading classes?

- 2.1. Is CSR more effective in changing attitude of prep-class adult EFL learners towards foreign language reading than traditional teacher-led reading approaches?
 - 2.2. Is CSR more effective in improving prep-class adult EFL learners' foreign language reading comprehension than traditional teacher-led reading approaches?
3. What is the effect of CSR in solving problems or difficulties of prep-class adult EFL learners related to foreign language reading?
4. What are the prep-class adult EFL learners' perceptions of CSR approach in foreign language reading classes?

1.5. Operational Definitions (In Alphabetical Order)

Adult Learners: Learners who are at the age of eighteen or above.

Collaborative Learning: "A reacculturative process that helps students become members of the knowledge communities whose common property is different from the common property of knowledge communities they already belong to" (Bruffee, as cited in Oxford, 1997, p. 444). In collaborative learning, learner engages with more capable peers or teachers who provide assistance and guidance.

Collaborative Strategic Reading: A set of four strategies that struggling readers can use to decode and comprehend the content-area text in cooperation with peers.

Learner Autonomy: A learning philosophy that suggests learners to become self-directed and take responsibility for their own learning (Little, 1991).

Reflective Learning Log: Personal record of learning experiences and means to reflect upon learning experiences.

Traditional Teacher-Led Reading Approaches: Reading approaches that focus on vocabulary and grammar teaching in improving the reading comprehension scores of students and the process is mainly dependent upon the teacher, not on the learner.

CHAPTER II

LITERATURE REVIEW

In this chapter, relevant literature concerning theories and research to provide a basis for the present study is reviewed. This part includes: (1) Cooperative Language Learning (CLL), (2) theories of reading comprehension, (3) comprehension strategy instruction, (4) Collaborative Strategic Reading (CSR).

2.1. Cooperative Language Learning (CLL)

In recent years, especially from 1980s, there has been a shift from traditional teacher-led classes and whole-class instruction to a more-learner centred instruction. In traditional classrooms, the teacher plays the central role, and the whole class is instructed without considering any kind of differences between learners. On the other hand, in learner-centred instruction, the learner is expected to take charge of his or her own learning, and the teacher has the role of facilitator. Anton (1999) expresses the new role of the learner in learner-centred instruction as “The role of the learner is that of a communicator: Students interact with others, they are actively engaged in negotiation of meaning, they have an opportunity to express themselves by sharing ideas, and opinions and they are responsible for their own learning” (p. 303). These predefined learner roles draw attention to Cooperative Learning (CL) as a possible way of fulfilling them.

Cooperative Language Learning (CLL) has emerged as a learner-centered approach of language teaching (Richard & Rodgers, 2001). Olsen and Kagan (1992) suggest that cooperative learning is a group learning activity which includes the use of small groups interacting with each other in a social context. Similarly, Woolfolk (2004) describes it as an arrangement in which learners work with mixed-ability groups and hence awarded in terms of the success of the whole group. Johnson and Johnson (as cited in Richards & Rodgers, 2001) highlight the importance of cooperation in the process of improving learning and define collaborative learning as “the instructional use of small groups through which students work together to maximize their own and each other’s learning” (p.195). It is clear from the definition that in cooperative learning, each group member is not only responsible for their own learning but also for others’

since the ultimate goal is to enhance learning of the group members. In order to achieve this goal, Johnson, Johnson and Holubec (as cited in Siciliano, 2001) put forward some principles to be taken into consideration which are presented below;

- i. positive interdependence; each group members' efforts are required to achieve a specific outcome, students should know that they “ sink or swim together” (Çokparlamış, 2010, p. 7),
- ii. face-to-face promotive interaction; students help, encourage, and assist each other's learning efforts, discuss about how to solve problems,
- iii. individual accountability; each individual contributes to the group achievement goals, and the contributions or efforts are assessed and recorded,
- iv. social skills (i.e. interpersonal and small-group skills) ; social skills must be taught, peer evaluations are made regarding the role performance of team members,
- v. group processing; determining how well group members have achieved their goals, and providing effective working relationships.

Meanwhile, there is another point worth mentioning: the distinction between cooperative learning and collaborative learning. Kagan (1985) defines cooperative learning as a philosophy of teaching involving a group of people working together to accomplish a goal, sharing responsibility with highly structured and specialized roles. On the other hand, collaborative learning involves the whole process of learning and requires students to take responsibility for each other's learning as well as their own (Slavin, 2003). While in cooperative learning, the teacher has still control over most of what is happening in the classroom, collaborative learning requires students to take almost all responsibility in the process of learning. In that vein, Panitz (1996) makes the distinction between cooperative learning and collaborative learning by providing the descriptions of two as following:

Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the

group's actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people. Cooperative learning is defined by a set of processes which help people interact together in order to accomplish a specific goal or develop an end product which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered (p. 4).

There seems a slight difference between cooperation and collaboration, and some writers use them interchangeably (i.e. Nunan, 1992). That's why, in the present study, these terms were employed to mean the same thing.

Being an advocate of CLL in second language teaching field, McGroarty (as cited in Richards & Rodgers, 2001) emphasises the advantages of CLL in the process of language learning as follows:

- increased frequency and variety of second language practice through different types of interaction,
- possibility for development or use of language in ways that support cognitive development and increased language skills,
- opportunities to integrate language with content-based instruction,
- opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning,
- freedom for teachers to master new professional skills, particularly those emphasizing communication,
- opportunities for students to act as resources for each other, thus assuming a more active role in their learning (p. 195).

2.1.1. Theoretical Foundation of Cooperative Language Learning (CLL)

Cooperative Language Learning (CLL) is mainly based on the works of Piaget (1965), Bandura (1986) and mostly on Vygotsky's (1962) that were related to the role of interaction in learning process. In Piaget's perspective, the learners, with the help of interaction and group discussions, may have a chance to question their own understanding, and hereby "go beyond their current state and strike out in new directions" (Piaget, as cited in Zourez, 2010). Piaget claims that peer interaction promotes cognitive conflict by confronting discrepancies between the peer's own and other's knowledge which result in disequilibrium. On condition that a higher level of understanding occur with the help of interaction among individuals of equal status, equilibration is restored and cognitive change emerges. (as cited in Fawcett & Garton, 2005).

Bandura's sociocognitive theory combines the features of behaviorism with the features of social learning, in which the notion of learning from others is taken into account (Tracey & Morow, 2012). The socio-cognitive theory of Bandura suggests that learning depends upon complex, mutual interactions among behavior, environment, and personal factors. In social cognitive theory, language production is regarded as an active process of constructing meaning and expression (O' Malley & Chamot, 1990).

According to Pintrich and Schunk (2002), social cognitive studies mainly focus on how people acquire knowledge and hence experience a change as a result of observing others or interacting with others. Bandura's social-cognitive theory of learning emphasizes the role of motivation and self-efficacy in the process of achieving a task. In this regard, Chamot, Barnhardt, El-Dinary and Robbins (1999) claim that using convenient strategies can contribute to the development of self-efficacy among learners.

On the other hand, Vygotsky's sociocultural theory emphasizes the importance of social interaction in the process of learning, and regards CLL as an advantageous model of learning in which interaction between group members are established, and maintained. The basic premise behind Vygotsky's Sociocultural Theory (SCT) is that "development is social: Knowledge is constructed by interactions of individuals within society, and learning is the internalization of the social interaction" (Storch, 2002, p. 121). The main principles of Vygotsky's learning theory can be summarised as follows;

- Learning precedes development,
- Language is the main vehicle of thought,
- Mediation is central to learning,
- Social interaction is the basis of learning and development. Learning is a process of apprenticeship and internalisation in which skills and knowledge are transformed from the social into the cognitive plane.
- The Zone of Proximal Development (ZPD) is the primary activity space in which learning occurs (as cited in Walqui, 2006, p. 160).

In Vygotsky's view (Fan, 2009), the process of socialization is required for the development of higher cognitive functions, acquiring, processing, and manipulating information. Cognitive functions or skills such as reading can be internalised, which is an important point in language learning process, and developed with the help of interaction with others in a social context. Learners, in collaboration with others, especially with more capable peers, can maximise their learning by using tools such as languages within the zone of proximal development (ZPD). ZPD is an idea put forward by Vygotsky (1978) to draw attention to the role of adult guidance or collaboration with knowledgeable peers. ZPD is defined as “ the distance between a learner's actual developmental level of problem solving and the level of potential development through problem solving under guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.86). This view points out that guidance from an advanced or more knowledgeable learner (expert) is necessary for supporting a less competent learner (novice) in terms of cognitive development. However, the current view of ZPD goes beyond novice-expert interaction (Anton, 1999). Wells (as cited in Anton, 1999) claims that “, the ZPD as an opportunity for learning with and from others applies potentially to all participants, and not simply to the less skillful or knowledgeable” (p. 249).

The process of guidance in ZPD is called as “ scaffolding” originally developed by Wood, Bruner and Ross (1976) in the context of first language acquisition and parental guidance to young children. It is a metaphor which occurs within ZPD and refers to particular kind of assistance and support that helps a child to achieve a task that he or she can not manage on his or her own. Wood et al. (1976) suggest that scaffolding serves six main functions:

- i. recruiting interest in the task,
- ii. making the task manageable by dividing into multiple, smaller tasks,
- iii. making students stay on relevant areas of problem-solving task,
- iv. controlling frustration,
- v. modelling solutions.

Hung (1999), emphasising scaffolding as a pedagogic activity within an apprenticeship model of education provides the following description of scaffolding;

Scaffolding is the “ infrastructure” or support the master gives to the apprentice, or the teacher plans for the student, for tackling the task at hand. A scaffold adapted to the level of the learner in both cases ensures success at a task the child can not do on his or her own. The amount of scaffolding needed and provided decreases as the skill level of learner increases. The teacher thus follows a moving ZPD. Ultimately, the scaffolding structure becomes internalized, enabling independent accomplishment of the skill by the learner. For a learner at a given level of skill, a greater scaffold is provided as task difficulty increases. Scaffolding is integrated with shaping the technique in which task difficulty is also varied as a function of learner skill (Hung, 1999, p. 197-198).

The metaphoric terminology “scaffolding” highlights the importance of collaboration with adults or more knowledgeable peers with the aim of having success in the process of learning. In the field of second language acquisition, there have been some studies (i.e. Aljaafreh & Lantolf, 1994; Storch, 2002) which have shown that scaffolding can take place not only through teacher-learner interaction, but also through peer interaction occurring in the forms of small group or pair work.

2.1.2. Research on Cooperative & Collaborative Language Learning

Cooperative Language Learning (CLL), in other words Collaborative Learning, has emerged as a learner-centred approach to language teaching over the past ten years. In recent times, research has been in favor of applying CLL in comparison to traditional, whole-class instruction as a result of studies (Bejarano, 1987; Nunan, 1992;

Sharan, 1980) indicating that cooperative learning promotes higher achievement than other forms of teacher-centered learning across all age levels, and subject areas. Although there is a huge amount of research, it is beyond the scope of this thesis to conduct an exhaustive research on CLL. Thus, I will focus on a few studies related to the benefits of CLL in language learning process when compared to traditional language teaching methods.

An early study on CLL was carried out by Long and Porter (1985) which contributes to understanding of the benefits of collaborative group work in the process of second language acquisition. In that study, they reviewed a number of remarkable studies that compare the classroom interaction, interlanguage talk, and other pedagogical issues such as motivation, language practice opportunities, positive affective learning climate etc. between group-work and teacher-directed instruction. They put forward the idea that using collaboration or group work in the process of second language learning improves the quality of student talk, increases opportunities for language practice, contributes to individualized instruction, provides a positive climate for learning, and motivates learners.

With the aim of evaluating the effect of cooperative learning on language proficiency in a foreign language learning context, Bejarano (1987) conducted a study involving junior high school students learning English as a foreign language in Israel. In this study, he tried to assess the impacts of two small-group cooperative techniques, and the whole-class method on academic success in EFL. The findings of that study revealed that both groups methods have shown greater improvement than the whole class method, which “support the link between the communicative approach to foreign language instruction and cooperative learning in small groups” (Bejarano, 1987, p. 483).

The effects of CLL were investigated from different perspectives and within different language skills and components. Claiming that the tasks generally used in studies related to CLL (e.g. jigsaw) do not engage students in negotiations over grammar, Storch (1999) examined the impact of student negotiations over grammatical choices on the accuracy of production. The study required tertiary ESL learners of intermediate to advanced L2 proficiency to complete three different types of grammar-focused exercises, each of that had two isomorphic versions. One of those had to be completed individually, and the other to be completed in pairs. The findings from exercises completed in pairs suggested that collaboration positively affected the overall grammatical accuracy when compared to exercises completed individually.

Besides, Porto (2001) conducted a study on cooperative writing response groups and self-evaluation by arguing that “.....writing is an interactive activity” (p.39). This study was based upon her dissatisfaction with the required practices in a compulsory annual course for prospective teachers and/or translators of English in Argentina. The findings of the study indicated that cooperative writing response groups led to consciousness-raising about the process of writing, helped learners to decide on textualizing according to the purpose of writing and intended audience, encouraged learners to produce modified output, and promoted focusing on strengths not on weaknesses. Based upon the research on cooperative learning in the process of language learning, it can be claimed that interaction provides a basis for language acquisition (Meng, 2010). In cooperation, students can learn how to read and speak effectively, how to solve language-related problems in a systematic way, express their feelings, suggestions, and opinions.

Meanwhile, the issue of CLL was examined in terms of affective domain such as anxiety, motivation, self-confidence, and self-esteem etc. The positive influence of CL was the main theme of the first L2 research on CLL by Gunderson and Johnson (1980) who made contribution to the understanding of affective impact of CL on L2 related attitudes and motivation. Their study has proved that the use of CL in ESL/EFL context is very effective in developing positive attitudes towards learning, and towards others.

Related to these subjects, Dörnyei (1997) claims that CL is an effective classroom intervention. It was regarded as superior to most traditional forms of instruction “in terms of producing learning gains and student achievement, higher order thinking, positive attitudes towards learning, increased motivation, better student-teacher and student-student relationships accompanied by more developed interpersonal skills and higher self-esteem on the part of the students” (p. 482).

2.2. Theories of Reading Comprehension

Reading comprehension can be described as a “complicated cognitive meaning-constructing process which involves the interaction of the reader, the text and the context” (Fan, 2009, p. 29). Being an interactive process, comprehension signifies that the reader constructs meaning by interacting with the text, relating ideas as based upon his or her prior knowledge, and use of different skills and strategies. Duffy (2009) regards comprehension as the essence of reading and claims that the goal of written

language is to communicate messages. This claim asserts that we can not claim that we are reading unless we comprehend the message. In the literature related to reading, three conceptual models of reading processing exist: the bottom-up, top-down and interactive models, all of which explain the nature and complexity of reading comprehension.

2.2.1. The Bottom-Up Reading Model

The central argument behind bottom-up approach is that “reading is basically a matter of decoding a series of written symbols into their aural equivalents” (Nunan, 1991, p. 64). In this sense, reading can be considered as a decoding process where the reader reconstructs meaning based upon the smallest textual units, namely the phonics. The main focus is on automatic recognition, and rapid reading rate. Bottom-up models traditionally define reading as a mechanical process in which “the reader decodes the ongoing text letter-by-letter, word-by-word, sentence-by-sentence” (Grabe, 2009, p. 89). In this mechanical process, the reader translates the information in the text piece-by-piece, and with little interference from his or her prior knowledge. In the 1940s and 1950s, this approach was associated with behaviorism, and with phonics approaches to reading, in which readers are regarded as passive decoders. It reflected audio-lingual thinking, which considers the decoding of sound-symbol relationships as a significant component of language learning (Lally, 1998).

The bottom-up model of reading has always been criticised since it mainly depended on the words and structures, which made it seem insufficient and defective. On this matter, Samuels and Kamil (1988) point out that the major hiatus of bottom-up model is lack of feedback. This deficiency makes it difficult to account for some facilitating variables such as sentence-context effects, and the role of background knowledge in the process of word-recognition and comprehension.

Similarly, Alderson (2000) states his opinions on shortcomings of bottom-up reading model as;

Bottom-up approaches are serial models, where the reader begins with the printed word, recognises graphic stimuli, decodes them to sound, recognises words and decodes meanings. Each component involves subprocesses which take place independently of each other, and build upon prior subprocesses. Subprocesses higher up the chain cannot, however, feed back into

components lower down (identification of meaning does not lead to letter recognition, for example.)(p. 16-17).

2.2.2. The Top-Down Reading Model

As a result of emphasis on meaning (Ausubel, 1968), there has been an explosion of teaching methods in 1960s and 1970s, which took prior experience and knowledge of learner into consideration and brought in top-down approach to reading. The bottom-up model has great emphasis on lower-level discrete skills of reading (Fan, 2009), whereas, the top-down reading model considers the reading process as “one in which stages which are higher up and at the end of information-processing sequence interact with stages which occur earlier in the sequence” (Samuels & Kamil, 1988, p. 33). In that vein, Samuels and Kamil (1988) point out that while the bottom-up models start with the printed stimuli, and drive their way up to higher stages, the top-down models start with guesses and hypotheses, and try to confirm them by working down to the printed stimuli, a process called as “a psycholinguistic guessing game” (Goodman, 1968, p. 126). The difference between bottom-up and top-down reading models is presented in Figure 1.

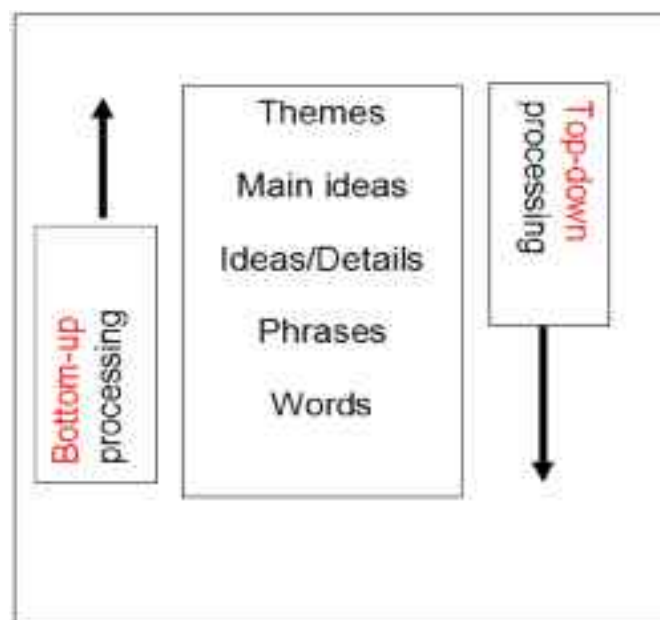


Figure 1. Levels of processing in reading comprehension (Kirby, 2007, p.2)

As can be seen in Figure 1, the top-down model proceeds the flow of information from top downward, and so, the process of word-recognition is dependent

upon the meaning. In this model, reading is regarded as a reader-driven process that focuses on what the reader provides to the text in terms of world knowledge (Lally, 1998). This model suggests that comprehension can be facilitated when the reader's prior knowledge is activated.

However, the top-down reading model is not without drawbacks. One of the major shortcomings of this model is that it does not take beginning readers or unskilled readers into consideration (Nunan, 1991) since it requires guessing meaning with the help of contextual clues, and background knowledge. Eskey (1988) points out that those skills in top-down reading model are valid for fluent, and proficient readers. Nunan (1991) also claims that the top-down model does not permit lower-level processes to direct higher-level ones.

2.2.3. Interactive Reading Model

The interactive reading models proposed by Rumelhart (1977) combine the bottom-up and top-down views, and suggest that "meaning comes from many sources, that the reader simultaneously uses all levels of processing" (Dechant, 1991, pp. 26-27). This model describes how readers construct meaning by selecting information from all the sources of meaning, and without depending to any set of order. Rumelhart (1977), proposing this model to clarify the role of context during reading, defines the interactive model of reading as one in which data-driven, bottom up processing combines with conceptually-driven top-down processing to determine the most possible interpretation of the input in cooperation. Rumelhart and McClelland (1981) explain the processing in an interactive model of reading in the following way;

The reader begins with a set of expectations about what information is likely to be available through visual input. These expectations, or initial hypotheses are based on our knowledge of the structure of letters, words, phrases, sentences, and larger pieces of discourse, including nonlinguistic aspects of current conceptual situation. As visual information from the page begins to become available, it strengthens those hypotheses that are consistent with the input and weakens those that are inconsistent. The stronger hypotheses, in turn, make even more specific predictions about the information available in the visual input. To the degree that these

hypotheses are confirmed, they are further strengthened, and the processing is facilitated (p. 37).

Rumelhart's (1977) view suggests that information processing is parallel on contrary to other linear models and during comprehension process, learners benefit from a wide range of sources such as visual, semantic, syntactic, and contextual factors, and in cooperation.

Stanovich (1980) who finds top-down model of reading deficient, and supports interactive reading model states the difference between top-down and interactive reading models as following;

In top-down models, semantic processes direct lower-level processes, whereas in interactive models semantic processes constrain the alternatives of lower levels but are themselves constrained by lower-level analyses. Thus, each level of processing is not merely a data source for higher levels, but instead seeks to synthesize the stimulus based on its own analysis and the constraints imposed by both higher level and lower-level processes (p.35).

Based on the work of Rumelhart (1977), Stanovich (1980) proposes an interactive-compensatory model which "allows for deficiencies at one level to be compensated for at another" (Nunan, 1991, p. 67). In compensatory processing, it is assumed that a deficit in any specific process will end up with a greater reliance on other sources of knowledge without considering their level in the processing hierarchy (Stanovich, 1980). The process is named as compensatory to emphasize that readers can compensate when necessary by utilising from additional resources in word recognition part of the process.

The interactive reading models which dominate research on reading and practice draw attention heavily on schema theory as they put emphasis on background knowledge, or schema.

2.2.3.1. Schema Theory

The idea of background knowledge in reading process shows similarity with the claim of Kant in as long ago as 1781, which states that new ideas, new concepts and new information can get meaning only when they are related to something that the individual knows already. (Carrell, 1983)

Based upon the term schemata, the previously acquired knowledge structures, schema theory signifies the interactive process between the reader's background knowledge, and the text in comprehension process (Carrell, 1984). This theory takes attention to the notion of Anderson, Reynolds, Schallert and Goetz (as cited in Carrell, 1983): "Every act of comprehension involves one's knowledge of the world as well" (p. 553). In this regard, achieving comprehension depends on relating information on the material to one's background knowledge (Gilakjani & Ahmadi, 2011).

Throughout research on reading, schema theory is claimed to have two rewarding effects: (a) on constructive nature of comprehension and (b) on significant role of reader's prior knowledge in that construction process (Sadoski, Paivio & Goetz, 1991). Research on schema theory has enabled an understanding of why students experience failure in comprehending a text material during L1, and L2 reading process (Al-Issa, 2006).

Carrell (1983) makes a distinction between two categories of schemata: formal, and content schemata. Formal schemata refers to background knowledge of the formal, rhetorical organizational structures of different types of texts, and content schemata points out to the background knowledge of the content area of a text. Carrying out a study on the use of content, and formal schemata in ESL reading process, Carrell (1987) maintains that when both form, and content are familiar to the reader, the reading becomes relatively easy. On the contrary, when both form, and content are unfamiliar to the reader, reading becomes relatively difficult, which suggests that familiarity of content, and form enables efficient comprehension. Also, Al-Issa (2006) asserts that readers' failure while making sense of text can result from the lack of appropriate easily fitting to the content of the text material, which can be either content or formal schemata.

2.2.4. The Relationship Between First Language Reading and Second Language Reading

The issue of L1 and L2 reading connections became a topic of discussion when Alderson (1984) questioned whether L2 reading was a language problem or a reading problem. Bernhardt and Kamil (1995) suggest that second language linguistic grammatical knowledge should be examined apart from an examination of first language reading skill in order to answer that question.

With regard to the relationship between L1 and L2 reading, different hypotheses have been proposed to make an explanation of second language reading. Clarke (1980) proposed *short circuit hypothesis* (recently referred as Linguistic Threshold Hypothesis). He argues that “apparently, limited control over language “short circuits” the good reader’s system, causing him/her to revert to poor reader strategies when confronted with a difficult or confusing task in the second language” (Clarke, 1980, p. 206). He also claims that it may be inaccurate to make a distinction as good readers and poor readers but only good and poor reading behaviors which may characterize readers at different times.

The Linguistic Threshold Hypothesis (LTH) asserts that L2 readers must first reach a threshold level of L2 knowledge, and skill before they make progress as L2 readers (Hedgcock & Ferris, 2009). If they are below this level of linguistic competence in L2, they are unlikely to transfer L1 reading strategies to L2 reading. However, the Linguistic Interdependence Hypothesis (i.e. reading-universal hypothesis) is based upon the notion that there is an interaction between L2 reading and L1 competence, which puts forward that if we have a certain level of L1 reading ability, then there is no need to learn reading in L2 (Brisbois, 1995).

The research on reading has focused on the correlation between L1 and L2 reading abilities, strategies, problems, skills, and whether these issues in L1 reading could be transferred to L2 reading. A large number of researchers (Alderson, 2000; Grabe & Stoller, 2002; Koda, 2004) state that L2 proficiency play an important role in achieving L2 reading although L1 reading ability is seen as a predictor of L2 reading ability.

Carrell (1991) investigated the relationship between the first and second language comprehension of adult native speakers of Spanish, and English who were foreign or second language learners of the other language at different

proficiency levels. The findings showed significant effect for both L1 reading ability, and L2 proficiency on L2 reading performance although the relationship was not clear enough to indicate which one was the most important. For the English L1 speakers, their L2 proficiency was the greater predictor, but for the Spanish L1 speakers, their L1 reading ability had predictive power.

Besides, Brisbois (1995) carried out a study with native English-speaking learners of French to find out the contributions of L1 reading, L2 vocabulary and L2 grammatical skill to L2 reading scores. The findings supported the importance of L1 reading and L2 knowledge in L2 comprehension.

In addition to the research on the relationship between L1 reading and L2 reading, Yamashita (2002) focused on the contribution of first language ability, and second or foreign language proficiency to L2 reading comprehension. The study aimed to investigate the compensation between L1 reading ability and L2 proficiency. Based upon the findings of the study, Yamashita claims that as a result of compensatory mechanism between L1 reading ability and L2 language proficiency, the level of the linguistic threshold changes in accordance with the level of reader's L1 reading ability. That is to say, readers with higher L1 reading ability may need lower L2 language proficiency than readers with lower L1 reading ability with the purpose of achieving the same level of L2 reading comprehension.

In a study conducted with the aim of examining the use of L1 while reading in a group, Seng and Hashim (2006) revealed that throughout the process of comprehending a text, readers used L1 and strategies belonging to L1. Upon the findings of the study, they suggest that reading in a second language is not a monolingual event in that students apply to their L1 in the process of comprehending a text in L2.

2.3. Comprehension Strategy Instruction

Reading comprehension is defined as the process of constructing or extracting meaning from what is read with coordination of a number of complex processes including word, word reading, and world knowledge (Klingner, Vaughn & Boardman, 2007). Throughout the comprehension process, the reader interacts with the reading material to construct new meanings, and it is claimed that a

relatively good reader has the ability to construct more, higher level meanings from a wide range of texts than a relatively poor reader (Guthrie, 2004).

The shift from traditional whole-class instruction to learner-based classroom, and the interactive conceptual framework led to some changes in the field of reading comprehension, and has provided pedagogical implications for ESL and EFL reading instruction (Fan, 2009). Much of the recent research on reading comprehension has focused on comprehension strategy instruction to aid learners become interactive and expert (Janzen & Stoller, 1998; Palincsar & Brown, 1984; Paris et al., 1983; Pearson & Dole, 1987). On the issue of the role of strategy use in comprehension, Carrell, Gajdusek and Wise (1998) point out that the matter of what strategies learners use may not be of so vital importance but the knowledge of when, how, and why a strategy is to be used .

Barnett (as cited in Pani, 2004) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read” (p. 355). A great number of researchers (Alderson, 2000; Paris et al., 1983; Yang, 2002) hold the belief that good readers use more strategies, more effectively, and more frequently when compared to poor readers.

With the development of sophisticated models of thinking (Pressley, 1998), different attempts were made to promote the development of comprehension strategies instruction, which will be discussed under the titles of reciprocal teaching, direct explanation approach, and transactional strategies instruction.

2.3.1. Reciprocal Teaching

Proposed by Palincsar and Brown (1984), reciprocal teaching is an instructional procedure that aims to improve students’ text comprehension skills with the help of scaffolded instruction of four comprehension-fostering, and comprehension-monitoring strategies. It is mainly designed for improving the comprehension of students who can decode but have difficulties in comprehending (Klingner & Vaughn, 1996). Rosenshine and Meister (1994) point out that in reciprocal teaching, the focus is on teaching specific, concrete comprehension-fostering strategies to apply in a new text, and the instruction takes place in the form of a dialogue between the teacher and students.

According to King and Johnson (1999), reciprocal teaching is one of the most successful and widely researched approaches to reading. Reciprocal teaching is described as “ a cooperative process that infuses cognitive and metacognitive skills with schema activation in the context of shared dialogues among teachers and students” (King & Johnson, 1999, p. 169). Similarly, Klingner and Vaughn (1996) explain the nature and process of reciprocal teaching as following:

Reciprocal teaching recognizes that cognitive development occurs when concepts first learned through social interactions become internalized and made one’s own. Thus, reciprocal teaching provides an environment in which students, with the assistance of the teacher and/or more knowledgeable peers, become increasingly proficient at applying comprehension strategies while reading text passages (p. 276).

Reciprocal teaching involves the use and direct instruction of four cognitive strategies; (1) predicting, (2) questioning, (3) clarifying, and (4) summarising, which intend to promote comprehension fostering, and monitoring understanding (Palincsar & Brown, 1984). The processes involved in these four strategies can be summarised as;

- i. predicting; activating prior knowledge in order to hypothesise what will be discussed in the text, enabling a purpose for reading and an opportunity to connect what is already known with the knowledge in the text, drawing inferences and making schemes,
- ii. questioning; discovering the main ideas by diagnosing the most significant information in the text and constructing a question from that information, helping readers comprehending and remembering information, concentrating on main ideas,
- iii. clarification; aiding students in monitoring their own comprehension while employing their metacognitive processes, verifying whether or not the reader has constructed meaning from the text or not,
- iv. summarisation; concentrating on the major content, checking whether or not the student has fully understood the text (King & Johnson, 1999; Takala, 2006).

In practice, the teacher models how to use these four strategies via thinking aloud in the course of reading a text and encourage students to participate in text-related discussion by assisting them in strategy use. The teacher gradually withdraws his or her support as it is not necessary. The students begin to take turns being the teacher, and carrying out discussions about text content (Klingner & Vaughn, 1996).

The issue of reciprocal teaching has been a matter of research in first, and second language classrooms. Rosenshine and Meister (1994) reviewed sixteen studies on reciprocal teaching to investigate its effectiveness. Based upon the findings of these quantitative, and experimental studies on the efficacy of reciprocal teaching, they suggest five excellent instructional ideas related to reciprocal teaching, which are summarised as following;

- (a) the focus is on promoting students acquire comprehension-fostering strategies instead of solely asking them comprehension questions,
- (b) the students are provided four specific comprehension-fostering strategies instead of presenting loads of reading skills appearing in reading workbooks,
- (c) the students are enabled to practice the strategies as reading the actual text,
- (d) the scaffolding procedures are popularized and the students are supported in development of their strategies,
- (e) students support each other within reading groups.

Besides, Lysynchuk, Pressley and Vye (1990) found out that poor comprehenders who participated in sessions of reading strategy instruction with reciprocal teaching approach did better on a standardized test of reading comprehension. The participants in control group who were exposed to the same materials as reciprocally trained students but did not get any strategy instruction were not observed to be efficient in reading comprehension tests as those in experimental group. The findings support the efficacy of reciprocal teaching on poor comprehenders.

In the same vein, Alfassi (1998) conducted a study about the effects of strategy instruction on reading comprehension, in which she wondered whether reciprocal teaching implementation was superior to traditional methods of skill acquisition in large intact high school remedial classes. The study included five experimental reading classes who received strategy instruction, and three control reading classes with no treatment in terms of strategy instruction. The findings of the study indicated that

reciprocal teaching was a feasible instructional technique fostering self-monitoring skills within a reading comprehension curriculum, and within large, intact, remedial reading high school classes.

To observe the effects of strategy instruction on elementary-school students' reading comprehension, Spörer et al., (2009) carried out a study by examining three intervention conditions as traditional reciprocal teaching (i.e. cognitive modelling with direct instruction and independent), instructor-guided reciprocal teaching, reciprocal teaching in pairs, and a traditional instruction condition (i.e. control condition). The findings of the study suggested that the intervention students attained higher scores on an experimenter-developed task of reading comprehension than the control group students who got traditional instruction. Also, it was found out that students practicing reciprocal teaching in small groups did better than the student in instructor-guided and traditional instruction groups.

In addition to research on reciprocal teaching with various age groups or in the process of general reading, there have been some studies conducted with ESL/EFL learners with the aim of investigating its effects on language learning. In this context, Soonthornmanee (2002) carried out a study to investigate whether reciprocal teaching could help EFL readers comprehend texts, and be applied to both skilled and less-skilled learners. The study employed a group who was taught using reciprocal teaching approach, and another group who were given a skill-oriented instruction. The findings indicated that reciprocal teaching affected EFL learners' reading positively. Moreover, it is claimed that both skilled and less-skilled learners in reciprocal teaching group benefited from reciprocal teaching approach while the skill-based teaching method assisted the less-skilled learners in improving their reading comprehension. The study also reported that the students preferred the use of reciprocal teaching.

Conducting a study in a university setting with EFL students, Al-Makhzoomi and Freihat (2012) noticed that reciprocal teaching procedure enhanced, and improved EFL Jordanian students' reading comprehension behavior by guiding them to interact with the reading text in more sophisticated ways.

To see the effect of reading instruction on reading in Turkish and English, Salataci and Akyel (2002) conducted a study with Turkish EFL students aiming to monitor their comprehension, and raise an awareness in students about the strategies they employed during the reading process through reciprocal teaching method. The results were in agreement with the findings of Palincsar and Brown (1984) in that the frequency of

strategies employed increased after the instruction. The instruction was also observed to have positive effect on both Turkish and English reading strategies, and reading comprehension in English.

2.3.2. Direct Explanation Approach

Using the crucial role of teacher modelling as a base, the direct explanation approach was proposed by Roehler and Duffy (1984) who claimed that effective strategy instruction starts with teacher explanations and mental modelling or by thinking aloud to help students apply a strategy (Pressley, 1998).

Similarly, Almasi (2003) states that direct explanation approach involves the use of modelling, guided and independent practice, which differs from direct instruction. She explains the difference as “ it provides for teacher explanation of the declarative, procedural, and conditional knowledge associated with strategies, and it allows for a gradual shift in responsibility from teacher-directed to student self-regulation of strategy use” (p. 46).

In direct explanation approach, the teacher helps students to regard reading as a problem-solving task requiring the use of strategic thinking, and thinking about how to solve comprehension related problems instead of focusing on teaching individual reading strategies (Westby, 2004). To stress the importance of modelling, Duffy, Roehler and Herrmann (1988) state that by providing explicit information, instructional ambiguity can be reduced, which is of great importance for poor readers since their background knowledge about reading and how it works is not sufficient enough. In the absence of explicit instructional information, the poor readers are claimed to make inaccurate inferences about lesson objectives, and this guesswork in learning what reading is, and how it works can be minimized by modelling.

Duffy et al., (1986) draw attention to the idea of direct explanation approach in reading process by hypothesizing that there is more to teacher effectiveness than getting tasks completed. They also remark that the thing teachers say about “the instructional content directly influences what students in low reading groups think they are to learn, and that such students learn more when they are consciously aware of what they are to do and when to do it”(p. 239). Based on these thoughts, they conducted a study with classroom teachers by training them to be explicit while teaching low reading groups how to use reading skills strategically. The findings suggested that training students in

terms of explicitness in teaching reading skills resulted in significantly greater student awareness of what was taught.

2.3.3. Transactional Strategy Instruction

Including the same key elements in direct explanation approach, the Transactional Strategy Instruction (TSI) was proposed by Pressley et al., (1992). It focuses both on teacher's ability to give explicit instruction, and on the ability of teacher to facilitate discussion in which student interpret the text collaboratively, and negotiate the mental processes involved in comprehension. This approach is named as transactional in psychological sense in that the teacher and students determine group activities collaboratively as they interact with the text. It is also a transactional kind of instruction in literary sense in that the teachers and students construct meaning from the text jointly as they interact with it.

Transactional strategy instruction gains its meaning from social construction of meaning that occurs among readers, the text, their peers and the teacher, which encourages teachers to make use of explicit training on when, where, why, and how to employ strategies (Nokes & Dole, 2004). Similarly, Almasi (2003) maintains the implication behind the transactional aspect of TSI as "there is no single 'correct' interpretation of text, nor is there a 'correct' set of strategies applicable to attain a better or more "correct" interpretation of text" (p. 48). TSI involves direct explanation and instruction on strategies, collaborative, and flexible use of a variety of strategies, and teacher-student transactions in which the text is comprehended collaboratively.

Drawing attention to the fact that determining acceptability of transactional strategies instruction is of great importance, Ferro-Almeida (1993) assessed teachers' acceptance of this method. The findings based upon the teachers' comments reported that teachers thought that the transactional strategies instruction would especially benefit the poor and struggling readers. Furthermore, the teachers expressed their appreciation for the nonthreatening, and risk-taking environment in the groups they watched, and they suggested that it made reading fun.

In that vein, Brown and Coy-Ogan (1993) conducted a study with one teacher for three years to evaluate the interactional patterns, participation, strategy instruction, instructional focus, and self-regulated use of strategies by students. In that study, the same teacher was made to teach the same story for three years to three comparable

groups of second grade, low-achieving students. The instruction was characterized as transactional, which created modifications in teacher's instructional practices. By the third year, the students were observed to participate more actively in story discussion, and used strategies with less teacher support to prompt their interpretations, and responses to the text. That study draws attention to the time period needed to become an effective strategies-based teacher, and phases of development.

Considering that instruction in strategies should be an integral part of the regular school curriculum, Loranger (1997) examined the changes that would happen in fourth grade students during reading groups who were taught using specific research based strategies through use of transactional format. The students in strategies group got treatment in terms of four strategies- predicting, questioning, clarifying, and summarizing- using TSI approach, and showed improvement in comprehension. Those students also were observed to involve in the texts during reading, participate in discussions more freely, and implement what they learned during the process of independent reading in comparison to control group.

2.4. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a learner-centered approach to comprehension strategy instruction proposed by Klingner and Vaughn (1996). The method of strategy instruction was primarily influenced by the studies on reciprocal teaching and transactional strategy instruction (Klingner et al., 1998). CSR practice involves the combination of two instructional approaches: reading comprehension strategy instruction and cooperative learning. Klingner and Vaughn (1999) define the CSR as a practice in which "students of mixed reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content area text" (p. 739).

Klingner, Vaughn, Arguelles, Hughes and Leftwich (2004) claimed that CSR was designed with the aim of addressing three common problems in education. These problems are concerned with; (a) how to cover the students with disabilities and English language learners adequately in text-related learning; (b) how to teach comprehension strategies to facilitate learning from expository text; and (c) how to provide students with disabilities the opportunity to interact with peers effectively.

Klingner and Vaughn (1999) justified that “providing too many strategies teaches students that, if they wait long enough, this too will pass, and that it isn’t really important that they learn it” (p. 285). That argument led them to include the use of four strategies in CSR instead of bombarding students with different strategies within a specific time period.

The strategies included in CSR practice are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and (d) wrap-up (after reading).

Preview is a pre-reading activity aiming to motivate students’ interest in reading, to activate prior knowledge, and to help students in generating questions about the text (Klingner & Vaughn, 1999). During the process of previewing, students are taught how to scan the text quickly by looking for clues about the context, setting, characters, and crucial features of what they will read. The role of background knowledge in facilitating comprehension has been a matter of subject in the field of reading comprehension (Dole, Duffy, Roehler & Pearson, 1991; Pearson, Hansen & Gordon, 1979; Pressley, 2006). In this sense, the strategy of previewing can be regarded as a comprehension facilitating strategy.

Click and Clunk is a strategy implemented during reading with the purpose of teaching students how to monitor what they are reading, and to identify the information that they know more about, and information that causes students to experience difficulties in understanding (Vaughn & Klingner, 1999). The students try to identify the clunks- difficult words or concepts in the text- and they are taught how to use fix-up strategies when the text does not make sense (Klingner & Vaughn, 2000). Vaughn and Klingner (1999) propose the goals of Click and Clunk strategy as;

1. Activating students’ self-monitoring so that they are able to recognize when they are following the information in the text and when they are not;
2. Teaching students to identify when they know more about something they are reading;
3. Providing students with practice in identifying key words and principles that they do not understand; and

4. Teaching students to grapple with the text and to consider it an opportunity to understand what the author is communicating, what they know and can contribute, and what else they need to know (p. 287).

On the importance of vocabulary knowledge in the process of reading comprehension, Koda (2004) states that successful comprehension predominantly depends upon the knowledge of individual word meanings. A great number of researchers hold the belief that vocabulary is crucial in second language reading comprehension as well as in first language reading comprehension (i.e. Chou, 2011; Grabe, 1991; Hsueh-Chao and Nation, 2000; Mehrpour, Razmjoo & Kian, 2011; Zhang and Anual, 2008). The findings of those studies suggest that learners should be taught to employ vocabulary strategies to deal with difficulties resulting from vocabulary-related comprehension problems. CSR provides students fix-up strategies to tackle with comprehension barriers stemming from clunks. Those fix-up strategies include identifying word-parts, looking for clues, prefixes, and suffixes of the word.

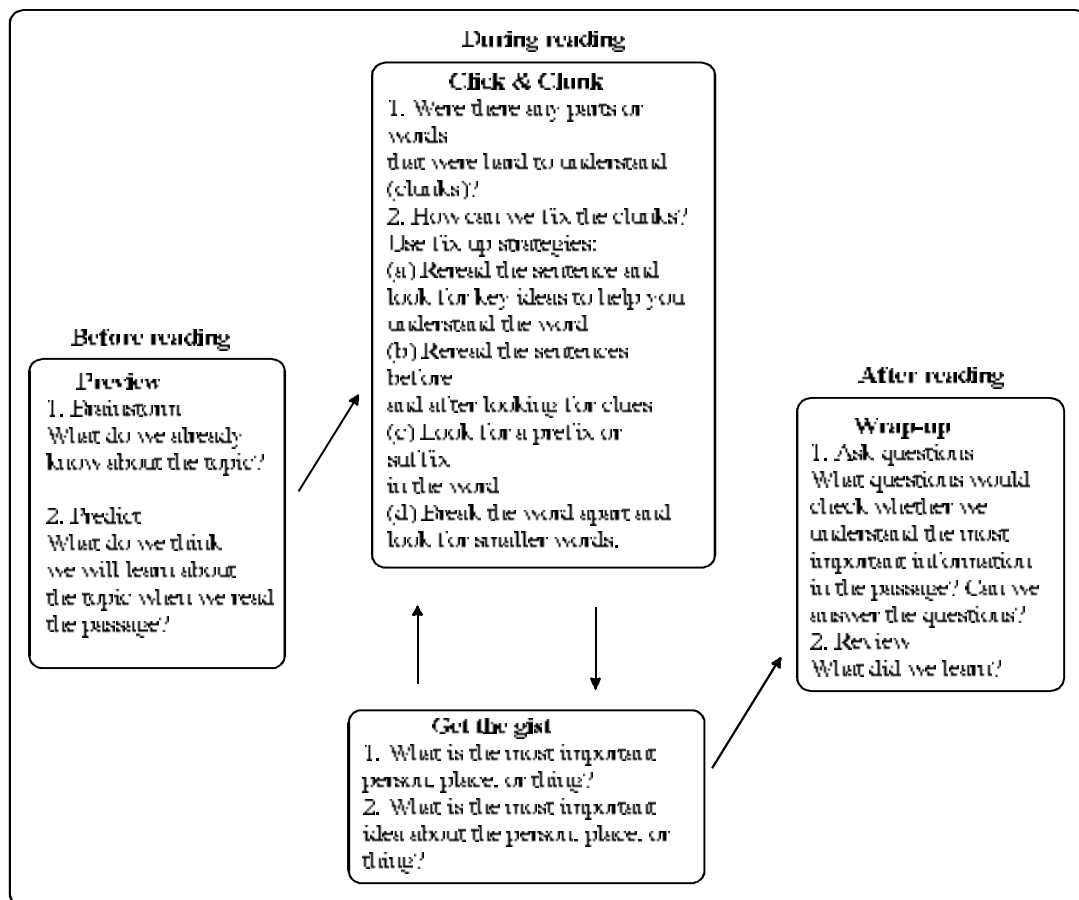


Figure 2. CSR's plan for strategic reading (Klingner & Vaughn, 1999, p. 740)

Get the gist is another strategy practiced during reading which intends to teach students how to identify the main idea of a passage, and exclude unnecessary details (Vaughn & Klingner, 1999). Through this strategy, students are taught to determine the most important point in the text by rephrasing it in their own words. Dechant (1991) draws attention to the issue of extracting main idea from a text and states that the ability to identify the main idea from what has been read is undoubtedly the most important skill necessary for comprehending a paragraph.

Wrap-up is an after-reading strategy aiming to provide students an opportunity to review what they read, which is expected to assist with understanding and remembering what is learned from the text. (Vaughn & Klingner, 1999). The goal is to generate questions about the text and summarise the key points to check the understanding the whole text.

According to Dole et al. (1991), the ability to summarize information requires a reader to clarify important ideas in a text and then to create a new text which is consistent with the original form by synthesizing the ideas differentiated, which sounds difficult. However, CSR practice enables students to generate questions by using five W and one H questions (i.e. who, what, where, when, why, and how) which ask for significant information in the text to assist them in checking their comprehension (Klingner et al., 1998).

Each of those reading comprehension strategies are taught separately to the class as a whole by the teacher. The teacher is responsible for defining the strategy, modelling its use, role-playing the strategy with the class, and asking for selected students to show the implementation of the strategy. While the application of strategies takes two or three weeks with younger students, it takes one week with older students. After the students become proficient enough in strategy use, they are divided into small cooperative groups to practice strategies on a given text.

2.4.1. Theoretical Foundation of Collaborative Strategic Reading

Collaborative Strategic Reading is theoretically based on cognitive psychology as well as sociocultural theory (Vaughn et al., 2011). These two theories lead to socio-cognitive theory of reading which underlies the practice of CSR. According to socio-cognitive view, reading is a complex process which can be facilitated by social interactions in cultural contexts, which suggests that meaningful participation in social

groups, and transactions with texts support the acquisition and development of literacy learning (Lenski and Nierstheimer, 2002). The socio-cognitive theory draws attention to the notion of social interaction in the process of learning. In that vein, CSR is a peer-mediated instruction in which learners collaborate with each other to construct meaning from a text by using specific strategies (Vaughn, Klingner & Bryant, 2001).

On the issue of reading from a sociocognitive perspective, Slater (2004) states that “ student learning is hypothesized to be influenced by the values, experiences, and actions that manifest themselves within the larger environment. Students’ and teachers’ experiences and voices make a contribution to what is learned and how it is learned” (p. 44).

From the socio-cognitive perspective, reading strategies instruction is advocated by Lenski and Nierstheimer (2002) especially for struggling readers as they argue that reading difficulties may not result from deficiencies but differences. Those readers experiencing difficulties may not have acquired the strategic knowledge or experience of applying literacy strategies in meaningful contexts.

Similarly, reciprocal teaching, cooperative learning and transactional approach have profound impact on CSR (Klingner et al., 1998). Klingner et al. (1998) claim that “reciprocal teaching and transactional approach were designed to be used with small teacher-facilitated group rather than student-led cooperative-learning groups in large classrooms” (p. 4). Therefore, they included a cooperative learning phase in CSR to address to heterogeneous classrooms.

2.4.2. Learner Autonomy and Collaborative Strategic Reading

The notion of learner autonomy has been a matter of subject for the past two decades in first and second language learning fields. Little (1991) defines learner autonomy as following:

Autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts (p.4).

This definition suggests that autonomous learners are self-directed and take responsibility for their own learning. It can be interpreted as an interactive process in which the scope of learners' autonomy is enlarged by the teacher. Learner autonomy is enabled by allowing students more control of the process, and the content of their learning (Little, 1991). Jacobs and McCafferty (2006) maintain that the implication behind learner autonomy does not mean that students learn alone, and without a teacher. They furtherly suggest that the collaboration among cooperative learning groups fits well with learner autonomy since students take a large role in controlling their own learning process.

Schwienhorst (2009) provides three approaches to learner autonomy in language teaching: (a) reflection, (b) interaction, and (c) experimentation. Reflection is suggested to be associated with the ability of planning, monitoring, and evaluating one's own language learning as a process, and as a product. Interaction, the second approach to learner autonomy, has generally been associated with sociocultural theory, and zone of proximal development (Vygostky, 1978). The third approach to learner autonomy is experimentation which is defined as deliberate risk-taking which involves success as well as failure.

Kohonen (1992) explains the notion of learner autonomy in language learning field by drawing attention to the importance of raising awareness of one's own learning, and gaining an understanding of the processes. He emphasises the crucial role of these issues by stating that;

A fully autonomous learner is totally responsible for making the decisions, implementing them and assessing the outcomes without any teacher involvement. The development of such independence is a question of enabling learners to manage their own learning. They need to gain an understanding of language learning in order to be able to develop their skills consciously and to organize their learning tasks. Learners do not need see themselves as consumers of language courses; they can also become producers of their own learning (p. 24).

In the process of developing autonomy, the interaction, negotiation, and collaboration are of crucial importance as learner autonomy is not only an individual process but also social (Lee, 1998). Fostering learner autonomy is one of the significant

characteristics of CSR instruction as it provides learners to take responsibility for their own learning in collaboration with others, and to gain confidence in their capacity as strategic readers (Klingner et al., 1998). According to Chamot (2005), the strategy instruction makes a contribution to the development of autonomy, and increased teacher expertise.

In that vein, Huang (2004) conducted a study with high school students which investigated the feasibility, and efficacy of CSR in inquiry-based pedagogy to improve their strategic reading, and to develop their critical thinking ability. Based upon the self-reports of students from post-intervention questionnaire, it was suggested that a majority of students considered that CSR was effective in terms of promoting their autonomous learning, and social skills.

2.4.3. Research on Collaborative Strategic Reading

Research has been interested in the implementation of CSR from different perspectives, and with participants from different contexts. Klingner and Vaughn (1996) investigated the effect of two approaches to reading comprehension strategy instruction- reciprocal teaching in combination with cross-age tutoring, and reciprocal teaching in combination with cooperative grouping-with seventh and eighth grade ESL students who were disabled in terms of comprehension of English language text. The findings of the study reported significant gains in reading comprehension of both groups. The results also revealed that minimal adult or teacher support as in reciprocal teaching can help ESL students with learning disabilities improve their comprehension.

In a subsequent study, Klingner et al., (1998) claimed that “ one challenge in developing an intervention was to adapt previously successful strategy instruction models to be appropriate for heterogeneous classrooms in a way that would balance strategy instruction, and content learning, motivate a range of students, and seem feasible to classroom teachers” (p. 5). They achieved that by incorporating a cooperative learning phase in their CSR model with the aim of fostering strategic reading, and facilitating social studies learning in heterogeneous, culturally and linguistically diverse classrooms with learning disabilities. The study was carried out with fourth graders in three heterogeneous classrooms. The experimental group students were introduced the four reading strategies of CSR to apply while reading social studies text and they were engaged in peer-led discussions. On the other hand, the control group

students were not given any reading comprehension strategies instruction but received teacher-led reading instruction. The results revealed that the students in the experimental condition made greater gains in reading comprehension but did not show difference in content learning. Also, the findings suggested that the strategies of click and clunk, and get the gist were used most consistently, and effectively.

In another study, Klingner and Vaughn (2000) investigated the effect of implementing CSR on helping behaviors of fifth graders. The aim was to see the frequency, and means by which bilingual children helped each other, and their peers with limited English proficiency in content classes. Trained teachers, the nature of group discussions, and students' verbal interactions were analysed to examine the application of reading strategies, and how students supported each other while practicing CSR. The remarkable point of the findings is that the overall amount of time students spent on academic-related strategic discussion were much more than that found in previous studies. Besides, they were observed to help one another to understand the meanings of challenging words, to get the main idea, and to formulate and answer questions on what they read. According to findings of the study, it can be suggested that although scaffolding can be particularly challenging for bilingual students helping their peers with limited English proficiency, it can be achieved if students are self-motivated, know how to provide assistance, and they are provided guidance on how to interact effectively.

A similar study was conducted with the aim of determining the effectiveness of CSR for enhancing reading comprehension of learning disabled, average- and high-achieving students and low-achieving students, Klingner and Vaughn (2004) implemented CSR in ten classrooms and with their teachers. The five of teachers and their classes were assigned to the CSR condition while the other five teachers with their classrooms were assigned to a control condition. The teachers in CSR condition were trained in terms of not only how to implement CSR but also why to do it. After feeling competent enough in CSR, the teachers started to practice it in their classes, and they were observed, and given constructive feedback. The findings revealed that the students in CSR classrooms had greater improvement in reading comprehension than the students in control group. That study draws attention to the fact that teachers can be trained to implement strategies in their classrooms. The findings suggest that some variables related to teachers such as prior knowledge and confidence may affect the quality of CSR implementation as well as the gains in terms of students.

Research on reading has also focused on the impact of integrating CSR with other approaches on learners' achievement. Standish (2005) was interested in how CSR when combined with direct instruction in persuasion affected her six graders' persuasive writing. The participants were assigned to the conditions of CSR, and direct instruction in persuasion, direct instruction only, and a control group. The remarkable findings of the study indicated that the students engaged in CSR and direct instruction in persuasion performed better than the other two groups in persuasive writing. Also, the same students were observed to engage more actively in writing tasks than the students in other groups.

Vaughn et al. (2011) addressed the questions related to efficacy of CSR with adolescent readers when implemented by well-trained and supported novice CSR implementing teachers, the effect of prior knowledge of metacognitive strategies on moderating the effect of CSR on reading comprehension and lastly its efficacy with struggling readers. The findings indicated great differences in favor of the treatment students in reading comprehension but not on reading fluency, which suggests that CSR is an effective and feasible method that can be integrated into reading and language arts instruction with positive impact.

In the context of ESP learning, Ziyaeemehr (2012) investigated the effectiveness of CSR in improving reading comprehension of ESP learners majoring in electronics at university. While the students in experimental group received CSR instruction, the control group students used grammar-translation method in reading a text. The results showed that there was a great difference between experimental group and control group students in terms of reading comprehension.

Although previous research of CSR has added to our understanding of how it affects reading comprehension process of students from different levels, age groups and with diverse abilities, much remains unaddressed. First of all, the reading-related problems of the target group has not been determined clearly as to see whether the practice of CSR helps students overcome their problems or difficulties.

Secondly, nearly none of the existing studies dealt with the issue of learners' attitudes towards reading in a foreign or second language while implementing CSR. This raises the question of whether the students develop different attitude towards reading in a foreign or second language when they practice strategies in collaboration with their peers.

In general, research has been interested in the impact of CSR in comprehension of expository texts. However, the reading texts in the present study practices CSR with different types of texts. Also, the previous studies have generally been conducted with elementary or secondary classrooms and with L1 readers or L2 readers from different countries. However, the practice of CSR has not been applied with adult Turkish EFL learners in a university context. To understand the feasibility of CSR with adult Turkish EFL learners, research is needed to bridge the gap, and enable empirical results for university English teachers who are interested in improving the reading comprehension of their students, and also in increasing their repertoire of reading instruction models.

Besides, the present research adds the notion of reflection into process as the previous studies mostly depended upon just standardized reading comprehension tests, and interviews with participants. However, the present study takes the perceptions, ideas, suggestions, criticisms, and feelings of learners into consideration via reflective learning logs to make students fully involved in the process, and encourage autonomy.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter gives information about the methodology of the present study including subparts such as the research design, the participants, instruments, the procedures followed during data collection and data analysis.

3.2. Research Design

The present study was conducted within a descriptive and experimental research design aiming to gather information about the effects of practicing CSR with prep-class adult EFL learners. The study was descriptive as it identified the comprehension level of prep-class adult EFL learners, their attitudes towards reading in foreign language and problems encountered during reading process.

The present study employed an experimental research design because the study was carried out with an experimental group practicing CSR in their reading classes and a control group having traditional teacher-led reading approach. This study also employed both qualitative and quantitative methods to collect data regarding the research questions. The results were analysed through SPSS and content analysis techniques. Table 1 below summarizes the main elements of methodology of the study.

Table 1.

The Summary of Methodology of the Study

Research Design	Descriptive and Experimental / Qualitative and Quantitative
Sampling Strategy	Convenience Sampling
Participants	40 prep-class adult EFL learners (21 in experimental group and 19 in control group)
Syllabus	Course Syllabus
Data Collection Tools	Pre-comprehension test Post-comprehension test Minute papers about reading related problems Adult Survey of Reading Attitude Uestionnaire (Pre- and Post-) Reflective learning logs Collaborative Strategic Reading Learning Logs Field Notes
Data Analysis Tools	SPSS Content Analysis (used for the analysis of reflective logs and writings)
Time and Duration	Pilot study: from November 2 2011 to November 23 2011 (four weeks in total) Descriptive part: from November 28 2011 to December 9 2011 (two weeks in total) Experimental part: from February 13 2012 to May 7 (ten weeks in total: two weeks for CSR instruction and eight weeks for CSR practice in collaboration)

3.3. Participants

Identified by convenience sampling strategy, 40 prep-class undergraduate students attending different departments of Kahramanmaraş Sütçü İmam University participated in this study. Two groups were conveniently selected from already existing

fifteen classes and they were appointed as experimental and control groups. There were twenty one participants in experimental group and nineteen participants in control group. The proficiency level of these two groups were determined as equal to each other via placement and proficiency examinations administered at the beginning of academic year 2011-2012. They both were A1 level of Common European Framework, which identifies them as beginner students. When the study began, the participants were at the level of pre-intermediate according to course syllabus. At the beginning of the study, there were twenty four students in the experimental group; however, three students left the school. Therefore, the number of participants fell into twenty one.

The participants were of different age, gender and backgrounds but the present study did not take these variables into consideration. The participants in the experimental group were informed about the study and how they would contribute to it before carrying out the study. CSR approach was practiced with the experimental group by the researcher. The researcher was also the teacher of the control group, which avoided any kind of variance stemming from different teachers. The participants in the control group did not receive any instruction about the CSR and the present study. They maintained their regular reading classes with traditional teacher-led reading approach.

The participants in both groups had three hours of reading classes a week in addition to twenty hours of English main course during two semesters in 2011-2012 academic year. The students in the experimental group practiced CSR approach in their reading classes within three lesson hours.

3.4. Procedure

The procedures of practicing CSR approach and data collection were completed in regular reading classes of the students. In the beginning, a reading text relevant to learners' level was administered to the students in both control group and experimental group as pre-comprehension test (See Appendix 3). After the students in the experimental group completed this test, they were asked to write on a piece of paper what kind of difficulties or problems they experienced while reading a text in English and answering the following questions (See Appendix 11). The minute papers about reading-related problems of participants were collected to be analysed and they were delivered the ASRA questionnaire in the students' target language (See Appendices 1, 2) that would reflect their views on reading in a foreign language. The data from pre-

reading comprehension test, minute papers and ASRA questionnaire constituted the basis for the present study as they presented the reasons and a base for the practice of CSR in foreign language reading classes. The descriptive part of the study took two weeks in total.

When the students were made to participate in the study, they were at elementary level according to course syllabus and nearly to reach the level of pre-intermediate. And, since there were only four weeks for the fall term to end, the practice of CSR was kept waiting until the spring term. The practice would last for ten weeks and the students had only four weeks. If the practice started, and went on for four weeks, the rest six weeks would be postponed till February, when the spring term started. So, after the descriptive part of the study were completed, the study was suspended until February 13 2012, when the course restarted.

In mid- February in 2012, the students began their reading courses that were carried out with the regular reading course book (Mackey, 2010) allocated to low-intermediate level adult or young ESL students. The practice of CSR was conducted with the reading texts in that book and according to course syllabus. The researcher only added some extra comprehension questions and vocabulary exercises based upon the related text as the exercises or activities in the book were regarded as inadequate and a little inconvenient for the practice of CSR.

As for the experimental part of the present study, the students in the experimental group were delivered Collaborative Strategic Reading Learning Logs (See Appendix 5) and Reflective Learning Logs (See Appendix 7) to complete during reading process. However, the students in the control group were not given any of these logs as they would go on their reading course as usual. For the first two weeks, the researcher informed the students in the experimental group about the four strategies and how to use them. First of all, the teacher (i.e. the researcher) modelled the strategies one by one in two weeks. The students and the researcher applied the strategies on the texts they read together in collaboration, filled in the learning logs and did the exercises or activities related to text by benefiting from these logs. One week for two strategies was regarded as enough as it is claimed to take one week with adult learners to practice strategies (Vaughn & Klingner, 1999). After two weeks, the students were separated into five collaborative learning groups including four students (except for one group with five students) in each group because they would deal with the texts by utilising from the strategies they experienced with their teacher during two weeks. Each group

had their own Collaborative Strategic Reading Learning Logs to complete according to the text they were responsible for. Each week, the texts were read by the group members silently and then the groups started discussing and completing the logs with their own members. Upon completing the learning logs, the teacher encouraged the groups to talk about their ideas or findings related to text by discussing what they suggest under each strategy on learning logs. In this way, both interaction within and among groups were enabled and the students were made to think critically on their suggestions. The teacher helped the students where necessary, for example if there happened misunderstandings or mistakes and also took field notes.

After discussion and agreement upon points regarding the text, the students were asked to do the exercises related to the text. While the students were doing the exercises, they were observed to see whether they had any difficulty in terms of achieving the exercises, and field notes were taken by the researcher with the aim of finding out whether the practice of CSR made any sense or not.

Nevertheless, the reflective learning logs were completed individually by each student following the end of reading practice every week with the purpose of observing the learners' perceptions of the practice and changes the learners themselves were experiencing in relation to reading in foreign language. The reflective learning logs were collected weekly as soon as CSR practice of that week ended to avoid the problem of filling them altogether at the end of the process and also the problem of forgetting the process.

At the end of the study, the students were given a post-comprehension test (See Appendix 4) to see whether their comprehension level changed or not when compared to their initial level. Also, the students were delivered the ASRA questionnaire again to find out whether their views on reading in a foreign language showed any difference from their views before the practice of CSR. The pre- and post findings of reading comprehension tests were compared to see the effect of CSR approach.

3.5. Data Collection Tools

In this study, five types of instruments were utilized to collect the data: pre- and post- reading comprehension tests, minute papers about their reading related problems, Adult Survey of Reading Attitude (ASRA), Collaborative Strategic Reading Learning Log, Reflective Learning Log and field notes taken by the researcher. Some of these

tools were adopted from previously conducted studies and others were prepared by the researcher in accordance with the research questions and aim of the study.

The data collection tools of the present study concerning each research questions are illustrated in Table 2 below.

Table 2.

The Summary of the Data Collection Tools Concerning Each Research Question

Item no	Research Questions of the Present Study	Data collection tool
1.	What kind of problems or difficulties do prep-class adult EFL learners have with reading in a foreign language?	Minute papers
2.	Is CSR more effective than traditional teacher-led reading approaches in foreign language reading classes?	Pre-reading comprehension test Pre-attitude questionnaire
2.1.	Is CSR more effective in changing attitude of prep-class adult EFL learners towards foreign language reading than traditional teacher-led reading approaches?	Post-attitude questionnaire
2.2.	Is CSR more effective in improving prep-class adult EFL learners' foreign language reading comprehension than traditional teacher-led reading approaches?	Post-reading comprehension test Field Notes
3.	What is the effect of CSR in solving problems or difficulties of prep-class adult EFL learners related to foreign language reading?	Reflective Learning Logs Field Notes
4.	What are the prep-class adult EFL learners' perceptions of CSR approach in foreign language reading classes?	Reflective Learning Logs Field Notes

3.5.1. Pre- and Post-Comprehension Tests

So as to determine comprehension level of prep-class adult EFL learners, a pre-comprehension test (See Appendix 3) was prepared in accordance with the level of students in the experimental and control groups. It was taken and adapted from another book (Kirkpatrick & Mok, 2005) which was designed for intermediate or secondary students. The text was analysed in terms of grade level, readability and difficulty by using Fog Readability Calculator (Gunning, 1952). The results are presented in Table 3.

Table 3.

The Results from Readability Calculator for Pre-Reading Comprehension Test

The kind of readability formula	Score	Results
Flesch Reading Ease score	70.8	Fairly easy to read and understand
Gunning Fog	9.6	Fairly easy to read
Flesch-Kincaid Grade Level	7.4	Seventh grade
The Coleman-Liau Index	9	Ninth grade
The SMOG Index	6.9	Seventh grade
Automated Readability Index	7.8	12-14 years old (Seventh and Eighth graders)
Linsear Write Formula	8.4	Eight grade

Based on the given results as illustrated in Table 3, it can be said that the text is fairly easy to understand, suitable for eight grade level and 12-14 years old students. Additionally, the text was piloted in a different class in order to determine possible problems that would stem from wording, grammar, and difficulty. After taking the text, the students in the pilot study were interviewed about what kind of problems they had or observed while reading. In accordance with their suggestions, the necessary changes were made and the text was given the final form as to be applied with the experimental and control groups of the study.

The students in both groups were distributed the pre-comprehension text and comprehension questions including six questions developed in accordance with the strategies available in CSR. They were given 25 minutes of time to read and answer the questions on the paper in their regular reading classes.

After the application of CSR approach for the experimental group and leaving the control group without any kind of treatment, the post-comprehension test (See Appendix 4) was administered in both experimental and control groups of the study. The post-comprehension test that would shed light on whether the practice made any changes on comprehension level of prep-class adult EFL learners were not the same as the pre-comprehension test. The aim of not using the same test was to avoid any kind of variance that would stem from remembering and also there was a time gap between the application times of the pre- and post- reading comprehension tests. Besides, the students proceeded in terms of language proficiency. The text to be used in the post- test was taken from a website designed for enabling printable worksheets for each level of language learners and it was analysed in terms of grade level, readability and difficulty by using Fog Readability Calculator (Gunning, 1952). The results of analysis are shown in Table 4.

Table 4.

The Results from Readability Calculator for Post-Reading Comprehension Test

The kind of readability formula	Score	Results
Flesch Reading Ease score	68.7	Standard / Average
Gunning Fog	10.3	Easy to read and comprehend
Flesch-Kincaid Grade Level	7.6	Eighth grade
The Coleman-Liau Index	8	Eighth grade
The SMOG Index	7.4	Seventh grade
Automated Readability Index	7.5	12-14 years old (Seventh and Eighth graders)
Linsear Write Formula	8.5	Ninth grade

The Table 4 suggests that the text is easy to read and comprehend, which is regarded as suitable for eighth grade level and 12-14 years old learners. The reading

ease score indicates that it is standard in terms of readability level, which is one level beyond the level of the pre-comprehension test. In addition to this analysis, the post-comprehension test was piloted in a different class with the aim of avoiding any kind of problems in relation to wording, grammar, and difficulty. After taking the test, those students in the pilot study were interviewed about the difficulties or problems they have experienced with the text and the necessary changes were made based upon their suggestions.

The reading comprehension questions in both pre- and post-tests consisted of six questions demanding the use of CSR strategies. The pre- and post- reading comprehension tests included types of questions such as; predicting (one question), dealing with vocabulary (two questions), finding the supporting details (one question), getting the main idea (one question), and lastly making inferences (one question). These types of questions were selected intentionally to provide coherence between questions and strategies of CSR.

3.5.2. Minute Papers

After implementing the pre-comprehension test, the students in the experimental group were asked to write what kind of problems or difficulties they had with reading in a foreign language on a piece of paper. The students listed the things that made the reading comprehension difficult and restricted their efficiency on these issues.

3.5.3. Adult Survey of Reading Attitude Questionnaire (Pre- and Post-)

Adult Survey of Reading Attitude questionnaire (ASRA) was developed by Smith (1990) and originally consisted of forty items related to reading attitudes of eighty four adults who took part in the study of adult reading ability. For the present study, it was adapted by the researcher in accordance with the research questions and aim of the study as the survey originally included items related to reading in general. It was adapted to a questionnaire searching for attitude towards reading in a foreign language. In the present study, only twenty seven items were included and the expression “reading in a foreign language” was added to those items (See Appendix 1). Additionally, since the participants had low proficiency level in English, the questionnaire was presented in the first language of the participants, namely in Turkish

(See Appendix 2). The questionnaire had twenty seven items including 1 to 5 Likert scale questions that was asking for to what extent they agreed or disagreed with the statements presented.

Because of alterations made on the survey in line with the aim of the study, the questionnaire in its new form was piloted in a different class with forty two students to refine ambiguities or mistakes. Before piloting it, the Turkish version of the survey was examined by three Turkish language linguists in terms of wording and structure. The sentences or words that would cause ambiguity or misunderstanding were revised and then was piloted. After piloting, the students were asked to identify where they had difficulties or problems with understanding and the suggestions were taken into consideration. Also, it was analysed in terms of reliability and it was found that Cronbach's alfa score was .794 (>0.6) which suggests that the questionnaire is acceptable in terms of reliability.

Depending on the reliability analysis and other changes, the questionnaire was administered to the students in the experimental and control groups of the study as pre- and post-attitude questionnaire, which would contribute to understanding of how they feel about reading in a foreign language. The underlying reason behind implementing pre- attitude questionnaire was to get an information about how the students feel about reading in a foreign language. Post-attitude questionnaire was utilized in order to determine the differences occurring because of CSR approach in the experimental group.

3.5.4. Collaborative Strategic Reading Learning Log

CSR learning log (See Appendix 5) was adapted from Klingner and Vaughn (1999) who designed the method of CSR for the practice in reading. It was utilized in order to help the students and the teacher keep tracks of learning during the collaboration process. The completed logs provided a guide for the evaluation of the process and practice of CSR for the teacher and a record of their learning accounts for the students. The logs were completed in groups because they were used in class during the reading process. So, each group was responsible for completing one log in collaboration with group members. After completing the log, each group was made to explain their ideas or suggestions on their logs.

The CSR learning log consisted of three main parts including before reading, during reading and after reading parts. Each part involved using a strategy belonging to CSR approach. In “before reading part”, the strategy of “Previewing” took place which required students to use their background and also to make predictions about the topic by looking at the title, pictures or figures if available. “During reading part” involved using the strategies of “Click & Clunk” and “Get the Gist”. The Click and Clunk section aimed to teach students to monitor their reading comprehension and to identify when they had breakdowns in understanding. In “Get the Gist section”, the students were required to re-state in their own words the most important point so as to make sure that they have understood what they have read, which can improve students' understanding and memory of what they have learned. “After reading part” required the use of the strategy of “ Wrap-up” which demanded students to formulate questions and answers about what they have read and to review key ideas.

3.5.5. Reflective Learning Log

The Reflective Learning Log (See Appendix 7) was designed by the researcher in accordance with the aim of the study and based on reflective logs developed or designed by other researchers (i.e. Williams & Cowley, 2004). The reflective learning log consisted of five parts as “ action, feelings, evaluation, opportunities and future actions”. The students in the experimental group were required to write down what they thought about what they experienced individually on their logs. These logs enabled the researcher to see what the participants’ perceptions were in terms of CSR practice and what kind of changes the participants experienced during process. The completed logs were collected weekly from students.

The reflective logs demanded students to write what they experienced, their expectations, feelings, the problems they encountered, their ideas, suggestions, and their future plans upon experiencing such a process. Based upon the writings of students on reflective learning logs, the researcher directed the process and tried to observe the changes in their beliefs about reading in a foreign language and their reading related problems.

3.5.6. Field Notes

In due course of practicing CSR with students, the researcher took field notes depending upon her observations of the students in experimental group practicing CSR during reading and comprehension. The reactions and actions of the participants enabled clues for researcher in terms of how the process was going and whether it made sense or not (See Appendices 9, 10).

3.6. Data Analysis

The data, obtained through data collection tools employed in the present study, were analysed by using both qualitative and quantitative analysis techniques. The pre- and post-reading comprehension tests were analysed by using SPSS (Statistical Package for Social Sciences) in order to determine the comprehension level of participants in the experimental and control groups. Reading comprehension tests, consisting of six comprehension questions, were analysed by giving the students in both groups reading scores that were calculated over thirty points (i.e. each question is five points). Since the students were not proficient enough in English language, and they stated that they had problems with the length of the texts and tests, they were not administered a longer comprehension test including more than one passage and many comprehension questions which would be analysed with scores over a hundred. According to the number of students' correct answers, they were given points. These points were calculated and analysed to see the effect of CSR and traditional teacher-led reading approaches on reading comprehension of adult EFL learners. Also, Adult Survey of Reading Attitude questionnaire results (pre- and post-) were analysed with SPSS.

The reflective learning logs were analysed through content analysis. To answer the research question about the effect of CSR on reading related problems or difficulties, some headings were created according to the statements of the students in terms of what they thought CSR contributed to them. There were 168 papers that were filled by twenty one students for eight weeks. The similar statements in terms of CSR's contributions were summed according to how many times they were stated and the percentages of total numbers were calculated in 168 papers.

Similarly, the analysis of the minute papers involved creating headings according to the statements of the students and then calculating the frequency and

percentages of those statements in accordance with how many students stated those problems. Besides, the field notes were analysed through content analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Introduction

This chapter presents the findings obtained through statistical analyses and content analysis used in accordance with each data collection instrument. First, the data related to reading related problems of adult prep-class EFL learners were analysed. Upon determining the problems and thus forming a base for the present study, the pre-attitude questionnaire and pre-reading comprehension test were analysed in order to bring more insights into what kind of beliefs the learners held towards reading in a foreign language and the comprehension level of those learners. Next, the Collaborative Strategic Reading Learning Logs together with the field notes and the Reflective Learning Logs were analysed with the aim of finding out how the process went on, whether the students' problems with foreign language reading could be eliminated or at least decreased, and what kind of perceptions occurred concerning CSR approach. Lastly, post-reading comprehension test and post-attitude questionnaire were analysed in order to see whether the process had made any difference in learners' attitude towards foreign language reading and in comprehension level of the students.

4.2. Findings from minute papers

The minute papers about reading-related problems of adult EFL learners in the experimental group were collected and analysed through content analysis. The frequencies and percentages were calculated out of twenty four students since there were twenty four students at the beginning of the study.

The results obtained through content analysis are presented in Table 5 below.

Table 5.

Reading Related Problems of Adult EFL Learners

Item no	The common problems related to reading in a foreign language	f	%
1	Unknown vocabulary	23	95.8
2	The type of the text (expository, narrative etc.)	12	50
3	How to answer the questions	8	33.3
4	The length of the text	8	33.3
5	Comprehending the text or passage	7	29.16
6	Having to deduce from the text to answer the questions	7	29.16
7	Grammar	6	25
8	Feeling inefficient to comprehend what is asked for in questions	6	25
9	Feeling incompetent	6	25
10	Time limit	5	20.8
11	Spelling of the words	4	16.6
12	The topic of the text (appealing to the interests and background knowledge)	4	16.6
13	Dislike for reading or reading classes	4	16.6
14	The level of the text (in terms of difficulty)	3	12.5
15	Dislike for English language	2	8.3

Table 5 suggests that the basic problem or difficulty of the students in the process of foreign language reading is unknown vocabulary, which is claimed to hinder their understanding (Item 1). 95.8 % of the students think that when the number of

unknown vocabulary increases, they become biased towards reading the text as they feel that they will not certainly understand.

The second problem that gets the most point in Table 5 is the type of text in Item 2. 50 % of the students claim that when the texts are expository, they lose their interest, and so they do not comprehend anything. Especially if the expository text is out of their studying field and too scientific, they have no interest in reading. On the other hand, the text is claimed to draw their attention mostly when it is in the form of narrative text.

As for Item 4 in Table 5, the length of the text in hand reflects that the students get bored when they read a long text, and they get lost in the content. Also, 33.3 % of the students claim that they forget what they read if the text is too long. Besides, Table 5 indicates that the problem of not knowing how to answer the questions gets the same point as the length of the text. That is to say, 33.3 % of the students in the experimental group state that not knowing how to answer the questions hinders the reading comprehension.

On the other hand, Item 3 shows that 29.16 % of the adult EFL learners in the present study can not comprehend the reading material even if they can read with ease. Also, deducing from the text is a burden for them which is stated by 29.6 % of the students as shown in Item 6 in Table 5. The students claim that it is very difficult to make deductions in English as they can not relate the events or situations in the text and that what they deduce does not become true in general.

Table 5 also points out that the students raise their concerns about grammar in order to comprehend the text (Item 7). 25 % of the students feel that they can not understand the meanings of sentences and create a coherence between the sentences in a text when they do not know the grammatical structure used through sentences. As for two other items in Table 5, the problems related to feeling incompetent in foreign language reading (Item 9) and feeling inefficient to comprehend the questions about the text (Item 8) have the equal percentages (% 25) with the problems related to grammar in the text. The problem of feeling incompetent in foreign language reading may stem from the problems related to unknown vocabulary and grammar. The inability to comprehend what is asked for in questions may result from the fact that the students prefer questions whose answers are given directly in the text, which they feel easier than making deductions.

Another problem of EFL learners illustrated in Table 5 is the time limit, which 20.8 % of the students claim to demotivate them (Item 10). The students' views in terms of time limit reveal that since it takes time to fully comprehend the reading material, they become too excited when feel the time pressure on their shoulders.

Furthermore, 16.6 % of the students in the experimental group as presented in Table 5 stated that spelling of words (Item 11) makes the process of comprehension difficult for them. In fact, this problem can be examined under the title of vocabulary problem. But, the students especially emphasised the issue of English spelling, which they claimed to create confusion in their minds while reading and to result in failure in understanding the meanings of sentences. The problems related to the topic of the text (Item 12) and dislike for reading and reading classes (Item 13) have the same percentages with the problem of spelling (% 16.6) as shown in Table 5. The students in the study suggest that topic of the reading material should appeal to their interests and background, and if not, they do not want to read. They especially state that the topic isolated from their background and interests lead to disinterest in foreign language reading. Besides, the students do not like reading and reading classes, which may stem from problems or difficulties they encountered with reading before.

Table 5 reveals that the level of the text also creates problems for EFL learners in foreign language reading which is stated by 12.5 % of the students (Item 14). Because when the level of the text is not suitable enough for learners, they may lose their interest as they think that they will experience failure.

Finally, the Item 15 in Table 5 indicates that 8.3. % of the students do not like English language, which affects their foreign language skills and how they regard them. Students state that they do not want to read in a foreign language, and they can not achieve comprehension as they do not have an interest in English language.

4.3. Findings from Adult Survey of Reading Attitude (ASRA) Questionnaire

The pre- and post- attitude questionnaire results are given in Table 6, 7, 8, and 9. They involve the values of mean, standard deviation and value of significance. The data related to pre- and post- attitude questionnaire of the same group were analysed by using paired sample t-test. On the other hand, independent sample t-test was utilized in order to compare the results of the control and experimental groups.

Statistically significant difference in the attitudes of both groups towards reading in a foreign language is represented by the 'p' (significance) value. On condition that the statistical value is $\leq .005$ probability level, it is accepted as significant.

4.3.1. Pre-Adult Survey of Reading Attitude Questionnaire (ASRA) Results of the Experimental and Control Groups

The pre-attitude questionnaire was administered at the beginning of the study in order to determine the attitudes of both groups and also to make a comparison with post-questionnaire. The results of pre-attitude questionnaires are presented in Table 6.

Table 6.

The Pre-ASRA Questionnaire Results of the Experimental and Control Groups

Group	N	Mean	Standard Deviation	P
Experimental Group	21	88,71	8,65	,689
Control Group	19	87,68	7,35	

$p > .05$

Table 6 suggests that there is no significant difference between the experimental and control groups in terms of attitudes towards reading in a foreign language as the p value does not correspond to the acceptable value of significance ($p > .05$). Also, the mean values of both groups as shown in Table 6 are very close to each other, which suggests that both groups had the same attitudes towards reading in a foreign language at the beginning of the study.

4.3.2. Post-Adult Survey of Reading Attitude Questionnaire (ASRA) Results of the Experimental and Control Groups

The data from the control group provided insight into the efficacy of CSR in changing the attitudes towards reading in a foreign language when compared to traditional teacher-led reading approaches. Table 7 presents the findings related to attitudes of both groups at the end of the study.

Table 7.

The Post-ASRA Questionnaire Results of the Experimental and Control Groups

Group	N	Mean	Standard Deviation	P
Experimental Group	21	85,85	10,85	,626
Control Group	19	84,21	10,30	

p>.05

Table 7 points out that there is no significant difference between the experimental and control group students in terms of their attitudes towards reading in a foreign language at the end of the study in that p value is .626 and does not correspond to acceptable value of significance. That finding suggests that neither CSR nor traditional teacher-led reading approaches have affected the students' attitudes towards reading in a foreign language.

The mean and standard deviation values in Table 7 also suggest a fall in the attitudes of both groups when compared top pre-attitude questionnaire results in Table 6, but the difference is not so significant as can be seen with the help of significance value.

4.3.3. Pre- and Post-Adult Survey of Reading Attitude Questionnaire Results of the Experimental Group

The experimental group was administered the ASRA questionnaire before and after CSR practice to find out whether CSR had an impact on changing the students' attitudes towards reading in a foreign language. The pre- and post- questionnaire results were analysed by paired sample t-test and the results are shown in Table 8.

Table 8.

The Pre- and Post- ASRA Questionnaire Results of the Experimental Group

Experimental Group	N	Mean	Standard Deviation	P
Pre- ASRA Questionnaire	21	88,71	8,65	,252
Post- ASRA Questionnaire	21	85,85	10,85	

p > .05

As Table 8 suggests, there is no significant difference between pre- and post-questionnaire results in terms of students' attitudes towards reading in a foreign language as the p value (.252) does not correspond to value of significance ($p > .05$). These findings reveal that CSR has not made any change in students' attitudes. Even, there seems a decrease in mean values of pre- and post- questionnaires as presented in Table 8, but that decrease does not display a significant difference.

4.3.4. Pre- and Post- Adult Survey of Reading Attitude Questionnaire Results of the Control Group

The students in the control group were administered the ASRA questionnaire at the beginning and at the end of the study to make a comparison between the attitudes of students when they went on their classes with traditional teacher-led reading approaches. Table 9 illustrates the findings from pre- and post- attitude questionnaire results of the control group that were analysed by using paired sample t-test.

Table 9.

The Pre- and Post- ASRA Questionnaire Results of the Control Group

Control Group	N	Mean	Standard Deviation	P
Pre- ASRA Questionnaire	19	87,68	7,35	,094
Post- ASRA Questionnaire	19	84,21	10,30	

$p > .05$

As shown in Table 9, no significant difference was observed between pre- and post-questionnaire results of the control group in terms of their attitudes towards reading in a foreign language. Traditional teacher-led reading approaches did have no effect on students' attitudes. As in the experimental group illustrated in Table 8, there seems a decrease in mean value of post- questionnaire (84.21) in comparison to the mean value of pre- questionnaire (87.68) as shown in Table 9. However, this decrease does not indicate a significant difference between the attitudes of students at the beginning and at the end of the study.

4.4. Findings from Reading Comprehension Tests Supported by Field Notes

In this part of the analysis, the data collected from the same group were analysed by using paired sample t-test. However, the data of different groups were analysed via independent sample t-test.

In Tables 10, and 11, the results of pre- and post-reading comprehension tests are given by analysing the data between groups. In these tables, pre- stands for pre-reading comprehension test scores and post- stands for the post-reading comprehension test scores.

4.4.1. Findings from the Pre- and Post-Reading Comprehension Tests Analysed between Groups

The results of the pre- reading comprehension test were utilized to shed light on the equivalence concerning the reading comprehension level of participants in both experimental and control groups.

Table 10 presents the findings about pre-reading comprehension test results of the experimental and control groups.

Table 10.

The Pre-Reading Comprehension Test Results of the Experimental and Control Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
Experimental Group	21	10,47	5,89	5	25
Control Group	19	9,47	4,97	5	20

$p = .567$ ($p > .05$)

The interpretation of Table 10 reveals that there was not a significant difference between two groups before the launch of the study ($p > .05$). Even though there is a slight difference in the mean values of two groups as indicated in Table 10, it is not a level to signify the inequality between the experimental and control group students.

Table 11 illustrates the findings from post-reading comprehension test of the experimental and control groups.

Table 11.

The Post-Reading Comprehension Test Results of the Experimental and Control Groups

Group	N	Mean	Standard Deviation	Minimum	Maximum
Experimental Group	21	18,09	3,70	10	25
Control Group	19	11,05	5,15	5	25

P=.000 (p<.05)

As presented in Table 11, the results of post-reading comprehension tests illustrates that there is a significant difference between reading comprehension level of the experimental group and control group. The mean value of the experimental group is 18,09 after CSR practice and at the end of the study, yet the mean value of the control group is 11,05. Although there was not a huge gap between two groups at the beginning of the study as presented in Table 10, there seems a change in favor of the experimental group in pursuit of the implementation of CSR practice.

4.4.2. Findings from Pre- and Post-Reading Comprehension Tests Analysed within Groups

The data that compare the findings from pre- and post-reading comprehension tests were also analysed within groups to make a comparison between the pre- and post-comprehension test scores of each group.

Table 12 presents the findings from pre- and post- reading comprehension test results of the experimental group.

Table 12.

The Experimental Group Pre- and Post- Reading Comprehension Test Results

Group	Test	N	Mean	Standard Deviation	Minimum	Maximum
Experimental Group	Pre	21	10,47	5,89	5	25
	Post	21	18,09	3,70	10	25

P=.000 (p<.05)

In Table 12, the mean values show an increase in comprehension level of participants in the experimental group. While the mean value of pre-comprehension test is 10,47, it is 18,09 in post-comprehension test.

Also, p value of .000 is an indication of the significant difference resulting from the implementation of CSR to develop reading comprehension level of adult EFL learners. These findings in Table 12 support that with the help of reading strategies and collaboration with peers, adult EFL learners had an improvement in reading comprehension.

The results regarding the pre- and post comprehension level of adult EFL learners in the experimental group in Table 12 were also supported by the field notes that were kept by the researcher during collaboration process and discussion process. The field notes of each week showed that the students in each group took part in the process and contributed to progress of each other. While working with their peers, the students made conversations to fill in collaborative learning logs. The students were also observed to regard the other groups as rivals, which seemed to encourage them. The field notes of each week showed that the number of correct answers to the questions about the texts that were read increased, and the students were observed to be more motivated when they did the exercises correctly.

The findings from the control group concerning the difference between pre- and post- reading comprehension are presented in Table 13 below.

Table 13.

The Control Group Pre- and Post- Reading Comprehension Test Results

Group	Test	N	Mean	Standard Deviation	Minimum	Maximum
Control	Pre	19	9,47	4,97	5	20
Group	Post	19	11,05	5,15	5	25

P=,209 (p>.05)

As shown in Table 13, a slight increase is observed in the mean value of post-reading comprehension test in comparison to the mean value of the pre-reading comprehension test. However, this increase does not provide a significant difference between pre- and post-reading comprehension level of the control group as p value is at the level of .209 (p>.05). The control group students have shown no improvement in terms of reading comprehension as they received no treatment in terms of strategy training to cope with comprehension problems.

4.5. Findings from Reflective Learning Logs about Reading Related Problems of Adult EFL Learners Supported by Field Notes

The reflective learning logs were analysed by using content analysis. Some headings were created according to the statements of the students in terms of what they thought CSR contributed to them. There were 168 papers that were filled by twenty one students for eight weeks. The similar statements in terms of CSR's contributions were summed according to how many times they were stated, and the percentages of total numbers were calculated in 168 papers.

The students' statements in regard to CSR's contribution to their reading related problems and their percentages are presented in Table 14.

Table 14.

CSR's Contribution to Overcome Reading Related Problems of the Experimental Group Students

Item no	Students' Statements in Reflective Learning Logs	f	%
1	Collaborating with peers	158	94.04
2	Helping to deal with unknown vocabulary (Click& Clunk)	144	85.71
3	Improving the vocabulary knowledge (Click&Clunk)	136	80.95
4	Helping to the memorability of vocabulary (Click&Clunk)	121	72.02
5	Concentrating more on the reading text	116	69.04
6	Helping to improve reading comprehension (Wrap-up& Preview)	128	67.85
7	Understanding the questions easily (Wrap-up)	128	67.85
8	Using background information actively (Preview)	108	64.28
9	Helping to summarise the text in their own words (Wrap-up)	103	61.30
10	Finding the main idea easier than before (Get the gist)	94	55.95
11	Feeling comfortable and confident (Due to collaboration)	92	54.76
12	Supporting group discussion	91	54.16
13	Helping to make inferences from the text (Preview & Get the gist)	83	49.40
14	Increasing interest in reading texts in English	81	48.21
15	Feeling more competent	69	41.07
16	Keeping the record of learning via CSR logs	66	39.28
17	Increasing interest in English language	44	26.19
18	Improving the grammar knowledge	24	14.28

Table 14 illustrates that the students in the experimental group stated mostly their ideas on collaboration which constituted 94.04 % of the statements in 168 papers (Item 1). Their logs also suggest that the students thought that collaboration made the process

of comprehension and reading easier. Via group discussions, they pointed out that they could understand the texts easily, and also they could find the meanings without looking up any dictionary. One of the students in the experimental group supported this finding in his reflective log as: “any word that is unknown to me may not be unknown to my peers and discussing with my peers provides me to make predictions about the meaning of sentences”. Collaboration was also stated to eliminate the problem of being shy about asking the teacher the meanings of words frequently by some of the students in the experimental group.

As for another issue, the minute papers had shown that the students had regarded unknown vocabulary as the biggest problem in their reading as presented in Table 5. In the same vein, Item 2 and 3 in Table 14 show that the students maintained that CSR contributed to their vocabulary knowledge (80.95 % of the statements) and thus supported them in dealing with unknown vocabulary during their reading process in a foreign language (85.71 % of the statements). Besides, they claimed that CSR contributed to the improvement of vocabulary knowledge, and memorability of words (72.2 % of the statements), which in fact can be attributed to discussions they maintained with their peers.

As for Item 5 in Table 14, 69.04 % of the statements indicate that the students could concentrate more on the reading texts with the help of collaboration, discussion and using strategies. Especially the strategies of ‘get the gist’ and ‘wrap-up’ were claimed to require concentration in the reading process.

As shown in Table 14, CSR approach was argued to help to improve the reading comprehension (Item 6), and to understand the questions or exercises easily (Item 7) which were observed to constitute 67.85 (equal for both items) of the statements in 168 reflective learning logs. Similarly, as for item 8, the students specified that the strategy of ‘preview’ helped them to have an opinion about the text, and helped them to use their background information actively, which constituted 64.28 % of the statements observed in 168 reflective learning logs.

Item 9 Table 14 illustrates that through collaboration, CSR approach helped the students to summarise the text in their own words (61.30 % of the statements). The strategy of ‘wrap-up’ both required students to generate questions about the text, and make a summary of the text in their own words briefly. In reflective learning logs, the students stated that although at the very beginning, it seemed a bit difficult to

summarise the text with their limited English proficiency, they later found it useful to summarise what they understood from the text in a few words.

As seen in Table 14, 55.95 % of the statements in reflective learning logs review that CSR approach helped the students to find the main idea easier than before (Item 10). The strategy of 'get the gist' were stated to make it easier to find the main idea.

Furthermore, Item 12 in Table 14 illustrates that the students in the experimental group were of the opinion that CSR together with logs supported group discussion. The students also stated that group discussion made them feel more comfortable and confident in comprehension (Item 11). These two items in Table 14 were found to have approximately equal percentages (about 54.5 %). As observed in the field notes, discussion within groups and between groups made students to understand the text comprehensively, and so decreased the rate of mistakes in exercises related to reading text. As the students could do the exercises correctly and comfortably, they seemed more confident.

As observed in reflective learning logs, the students found the strategy of 'get the gist' for each paragraph a bit difficult in the first weeks. However, as time passed, they seemed to overcome that problem with the strategies of 'preview' and 'get the gist'. Parallel to this finding, in Item 13, 49.40 % of the statements in reflective learning logs suggest that discussions within group and between groups in CSR help the students to make inferences from the text and overcome their problems in the reading process.

Moreover, as illustrated in Table 14, Item 14 shows that CSR approach increased the students' interest in reading texts in English (48.21 % of the statements). This finding may also be attributed to collaboration, peer discussions, and feeling more competent (Item 15). Besides, in Item 16, 39.28 % of the statements indicated that the students were of the opinion that they could keep their record of their learning via CSR learning logs. This means that they could follow their improvement, see where they were less competent, and where more.

As shown in Table 14, 26.19 % of the statements revealed that CSR approach was stated to increase the students' interest in English language (Item 17), which was a surprising finding. That finding can be attributed to the fact that when students experience failure in one aspect of language learning, they may develop negative attitudes towards the whole process. Therefore, students having problems with reading comprehension may start to regard English language very difficult and boring, which

was observed in the minute papers of the students about their reading related problems (See Table 5).

Finally, the Item 18 in Table 14 shows that the statements related to improvement of grammar knowledge constituted only 14.28 % of the 168 reflective learning logs. This finding may result from the fact that groups' ideas on CSR logs were written on the board, and their ideas were discussed between groups. While writing the suggestion or ideas on the board, the teacher corrected the sentences, and the students may have corrected their sentences on the logs. Through collaboration and fix-up strategies, the students may have improved their grammar knowledge.

To summarise this part, Table 14 illustrates the findings from reflective learnings logs filled for eight weeks by the students in the experimental group. The findings have shown that many of the reading related problems of adult EFL learners are observed to be eliminated or at least decreased with the help of CSR approach. Those findings suggest that CSR has effects on reading related problems of adult EFL learners in the process of foreign language learning.

4.6. Findings From Reflective Learning Logs About the Students' Perceptions of CSR Approach

Reflective Learning Logs kept by the students in the experimental group were also analysed in terms of students' perceptions of CSR. Along with its contributions, students' statements related to good or bad points of CSR were analysed, and headings were created based upon those points. The headings about how students perceived the practice of CSR and their percentages are presented in Table 15.

Table 15 indicates that the students in the experimental group were of the opinion that CSR encouraged cooperation and collaboration among the participants (Item 1), which constituted 94.04 % of the statements. As for item 2 in Table 15, 91.66 % of the statements show that the students liked the idea of collaboration with peers during reading process, and that collaboration made the process more enjoyable. Similarly, Item 3 illustrates that CSR was also regarded as useful in terms of improving reading comprehension (89.88 % of the statements).

In terms of applicability of CSR approach, Item 4 in Table 15 reflects the idea that CSR could be applied in all kinds of reading texts, and thus they would employ the strategies of CSR while dealing with other types of texts in English. As illustrated in

Table 15, CSR was claimed to be efficient nearly in most of the reflective logs (86.90 % of the statements) in Item 5.

Table 15.

Adult EFL Learners' Perceptions of CSR Approach

Item no	Perceptions Concerning CSR Approach	f	%
1	Encouraging cooperation and interaction	158	94.04
2	Enjoyableness	154	91.66
3	Usefulness in terms of improving comprehension	151	89.88
4	Applicability to all reading texts	148	88.09
5	Efficiency	146	86.90
6	Approval of CSR instruction in reading classes	141	83.92
7	Being a demanding process	132	78.57
8	Being actively engaged in the process	112	66.66
9	Being time-consuming	96	57.14
10	Including difficult strategies (especially Get the gist)	84	50
11	Motivating towards reading in English	76	45.23
12	Having too much work load	54	32.14
13	Having too much noise	42	25
14	Triggering rivalry	23	13.69
15	Disapproval of CSR instruction in reading classes	14	8.33
16	Boringness	14	8.33

As presented in Table 15, the students in the experimental group in general approved the CSR approach in EFL reading classes (Item 6) which were observed to constitute 83.92 % of the statements. Parallel to this finding, 8.33 % of the statements indicated that some students disapproved it especially during last two weeks of practice

(Item 16). This may stem from that the students may have experienced a failure in application of strategies or a disagreement with group members.

Item 7 in Table 15 reveals that the students also felt that CSR practice was a demanding process as they had to complete the practice in a limited time, and they were responsible for their learning and others' learning, which was found to constitute 78.57 % of the statements in reflective learning logs.

Table 15 also indicates that the students stated that CSR approach encouraged them to be actively engaged in the process (Item 8), which constituted 66.66 % of the statements. During practice of CSR approach, the students were required to do the tasks, and complete the logs by discussing, which made students actively participate in the process of reading comprehension.

Along with its efficiency and usefulness, 57.14 % of the statements in Item 9 suggest that CSR was time-consuming as the students had so many responsibilities such as discussing within their group, completing CSR logs, discussing with other groups, doing the exercises, and completing reflective logs. So, all those responsibilities were time-consuming when they were required to be completed in a limited time-period in terms of students.

As for another item in Table 15, Item 11 reveals that CSR motivated the students towards reading in English (45.23 % of the statements). Through collaboration with peers, group discussions, and strategies, they seemed to be more successful in reading comprehension, which enables them to feel more competent and comfortable. All these factors may trigger their motivation towards reading in English.

Moreover, in Table 15, 32.14 % of the statements imply that the students had too much work load while practicing CSR approach (Item 12), and that during discussion process, they had too much noise (25 % of the statements in Item 13). During the practice process, the students were making noise while discussing within their groups, and even discussions between groups were sometimes turning into arguments as some students regarded the process as triggering rivalry (Item 14), which was observed to constitute 13.69 % of the statements in reflective learning logs.

As shown in Table 15, 8.33 % of the statements indicated that a few students regarded the process as boring towards the last weeks of practice, which was presented in Item 15. This may be attributed to the fact that the term was about to end. Besides, they may have regarded the practice as boring because of having too much work load in a limited time.

To conclude this part, Table 15 summarises the students' perceptions of CSR that were provided by reflective learning logs completed by the students in the experimental group during the process of CSR approach. Although the students specified some negative points about CSR practice, in general they regarded it as being efficient, enjoyable and useful.

4.6.1. Suggestions from the Students in the Experimental Group in Regard to CSR Approach

Apart from those issues emerged from the study, the students in the experimental group also suggested some ideas related to CSR practice that would contribute to the efficiency of CSR.

The suggestions specified in reflective learning logs are illustrated in Table 16.

Table 16.

Contributing Ideas of the Students in the Experimental Group on Implementation of CSR

Item no	Ideas of Students On Implementation Procedures of CSR
1	The reading strategies could be enhanced
2	The number of group members could be increased
3	The exercises could be turned into a type of competition
4	Group members could rotate every week to avoid nonparticipation in the process
5	Groups could get points after discussion
6	Discussions could be extended
7	Instead of collaboration, the texts could be dealt with personally

Table 16 reveals that the students were of the opinion that strategies in CSR practice could be increased as CSR involved the use of only four strategies. Also, they

claim that the number of group members should be increased to more than four as there was much work load on them, and they may have wanted to decrease that work load.

The students also suggested that the CSR practice could be turned into a competition in which groups compete with each other in terms of completion time of CSR logs, efficiency, and achievement of related strategies and achievement of reading comprehension exercises. Along with competing with each other, they put forward that they could be assessed, and given points.

As seen in Table 16, the idea of rotation of members between groups is another suggestion that were claimed to contribute to the process of CSR practice. That idea was based on the fact that some students occasionally complained about nonparticipation of some group members, and having all responsibility on themselves.

Lastly, Table 16 indicates that the students favor the idea that discussions could be extended in order to have a much more understanding of the text, and achieve doing related exercises easily. That suggestion may be attributed to the fact that the time was limited, and there was much work to do. So, some students may have found the process too fast and tiring.

CHAPTER V

CONCLUSION

5.1. Introduction

This chapter presents the conclusion of the study together with the implications for the field of ELT, limitations and suggestions for future research and practice.

5.2. Overview

The present study attempted to seek for the impact of CSR approach on the adult EFL learners' attitude towards reading in a foreign language, their reading-related problems, and reading comprehension. In order to investigate the effects of CSR approach, different kinds of data collection tools such as pre- and post-attitude questionnaire, pre- and post-reading comprehension tests, CSR logs, reflective learning logs and field notes were utilized. In accordance with the data gathered through the instruments, the research questions below were targeted to be answered;

1. What kind of problems or difficulties do prep-class adult EFL learners have with reading in a foreign language?
2. Is CSR more effective than traditional teacher-led reading approaches in foreign language reading classes?
 - 2.1. Is CSR more effective in changing attitude of prep-class adult EFL learners towards foreign language reading than traditional teacher-led reading approaches?
 - 2.2. Is CSR more effective in improving prep-class adult EFL learners' foreign reading comprehension than traditional teacher-led reading approaches?
3. What is the effect of CSR in solving problems or difficulties of prep-class adult EFL learners related to foreign language reading?
4. What are the prep-class adult EFL learners' perceptions of CSR approach in foreign language reading classes?

5.3. Conclusion

The research questions will be discussed in line with the findings obtained through the data below.

Research Question 1: What kind of problems or difficulties do prep-class adult EFL learners have with reading in a foreign language?

The results of the minute papers collected from the students on problems or difficulties they experience with reading in a foreign language indicate that majority of the students have difficulties with reading comprehension. They attribute their failure in reading comprehension to the lack of vocabulary knowledge, grammar, inability to comprehend the text and questions, time limit, feeling of incompetency, and disliking English language and reading in English etc. (See Table 4.1).

One of the most striking and frequently conveyed problems in this study was that the students dominantly specified that their failure in reading comprehension stemmed from unknown vocabulary, which was regarded as an important factor in second language reading comprehension by many researchers (i.e. Grabe, 1991; Koda, 2004). The failures in comprehension are claimed to lead to disinterest in reading and loss of motivation.

Research Question 2: Is CSR more effective than traditional teacher-led reading approaches in foreign language reading classes?

This research question was directed to find out whether CSR approach had an effect on the attitudes of adult EFL learners towards reading in a foreign language and on the comprehension level of the students. The pre- and post- attitude questionnaires and reading comprehension tests in both groups were utilized to give an answer to this question.

The pre- and post-attitude questionnaires have shown that CSR approach has made no change in the students' attitudes towards reading in a foreign language. On the other hand, CSR approach was found to affect the reading comprehension level of the students.

Research Question 2.1. Is CSR more effective in changing attitude of prep-class adult EFL learners towards foreign language reading than traditional teacher-led reading approaches?

Based upon the claim by Dörnyei (1997) that collaboration or group work enable learners to develop positive attitudes towards learning in comparison to teacher-centered instructions, the study expected to find out a difference between the experimental group practicing CSR and the control group having traditional teacher-led reading approach. Adult EFL learners in both groups shared similar attitudes towards reading in a foreign language at the beginning of the study (See Table 4.2); however, they have showed no significant change in their attitudes at the end of the study (See Table 4.3). That is to say, CSR has not shown any difference in the attitudes of the experimental group as expected.

Research Question 2.2. Is CSR more effective in improving prep-class adult EFL learners' foreign language reading comprehension than traditional teacher-led reading approaches?

The findings confirmed that CSR approach had positive effects on the adult EFL learners' reading comprehension, which was relevant with the previous research conducted to see the effects of CSR on reading comprehension (Klingner et al., 1998). The students practicing CSR approach in reading classes outperformed the other students having traditional teacher-led reading approaches in the post-comprehension test (See Table 4.7) although both groups were equal in terms of comprehension at the beginning of the study (See Table 4.6). Receiving no treatment in terms of reading strategies instruction and CSR practice, the control group students did not show any difference in their comprehension.

Wright and Brown (2006) suggest that reading strategy instruction raises the learners' awareness of the reading strategies and boost their confidence in their own reading abilities. The difference in comprehension of adult EFL learners in the present study can be attributed to the fact that practicing CSR in collaboration with peers has raised their awareness of reading strategies and how to deal with reading texts in EFL classes.

With the help of discussions as one part of CSR approach, the students were observed to concentrate on the texts and become active participants of the reading process. Therefore, the results suggest that CSR may be utilised as a facilitative reading approach in improving reading comprehension of adult EFL learners, which supports the previous findings on CSR's efficiency in improving reading comprehension of English language learners (Vaughn et al., 2011).

Research Question 3: What is the effect of CSR in solving problems or difficulties of prep-class adult EFL learners related to foreign language reading?

Reflective learning logs reveal that the students are in favor of implementing CSR in reading classes (See Table 4.10). The participants account that CSR is effective in terms of improving reading comprehension and overcoming vocabulary related problems and affective factors such as feeling incompetent and uncomfortable. Each strategy employed in CSR approach was observed to make a contribution to one specific aspect of comprehension. For example, the students could use their background information and make inferences with the help of *previewing*, deal with the vocabulary via *click and clunk*, generate questions and answering them by using *wrap-up* and find the main idea with the help of *get the gist*.

Bremer, Vaughn, Clapper and Kim (2002) suggest that CSR approach provides benefits for the students in terms of developing skills related to working in groups or collaboration. Parallel to this suggestion, the present study found that students liked the idea of collaboration and group discussion as they stated that collaboration and group discussion made the process of comprehension easier and more comfortable. Therefore, the findings from the present study indicate that CSR approach encourages cooperation and working together in EFL reading classes.

Furthermore, collaboration and strategies embedded in CSR approach are claimed to help the students overcome vocabulary related problems during their reading process in EFL classes. Besides, instead of depending too much on the teacher, the students were observed to learn from each other, and supported each other's learning, which facilitates autonomy among students. In this way, their awareness was also observed to raise in terms of how they can deal with problems during comprehension process and what they can do to improve their reading comprehension.

Research Question 4: What are the prep-class adult EFL learners' perceptions of CSR approach in foreign language reading classes?

Reflective learning logs kept by the students through the practice of CSR in their reading classes provided valuable insights into how the students perceived the practice of CSR by taking into consideration their feelings, expectations, ideas about good and bad points of CSR approach and suggestions (See Table 4.11).

The students in this study seemed to approve CSR practice, its procedures and contributions (See Table 4.11). The results indicate that the students find CSR practice efficient, enjoyable, applicable and motivating which were consistent with the previous research suggesting that CSR approach fostered cooperation, built confidence, and increased student engagement (Annamma, Eppolito, Klingner, Boele, Boardman & Stillman-Spisak, 2011).

Along with good points of CSR, some students stated that CSR was boring, noisy and included difficult strategies to apply. The students also put forward that CSR takes much time to practice, and lay a burden on them as it is regarded as being a demanding practice. The bad points were generally stated at the beginnings of the study. However, these points were observed to decrease as the students mastered the practice of CSR in later weeks.

5.4. Implications for the EFL Classes

The present study was conducted with the aim of investigating the efficiency of CSR approach on reading-related problems, attitudes towards reading in a foreign language, and reading comprehension of adult EFL learners.

Salatacı and Akyel (2002) suggest that most of the problems or difficulties experienced during the process of reading in a second or foreign language stem from unawareness of reading strategies and lack of training on them. The students heavily depend upon the teacher, and so have no control over their learning. However, collaboration with peers may teach the students to take responsibility for their learning. Moreover, strategy training and practicing cooperatively may enable teachers and the students to eliminate the problems concerning reading comprehension in EFL classes. As Janzen and Stoller (1998) specify, strategic reading instruction and practice help learners as it provides them a richer understanding of the text, and better achievement on

comprehension and tests. As students experience success with the help of strategies and their peers, they may feel competent, and develop interest in reading in a foreign language. In terms of teachers, CSR approach provides teachers to involve a range of students with diverse reading and learning abilities in the process of learning, and can ease the heavy burden on teachers.

The second implication is about the attitudes of the students towards reading in a foreign language. The concept of attitude has recently gained considerable importance among first and second language researchers (i.e. Smith, 1971; Merisuo-Storm, 2007). The relevant research supports that negative and positive attitudes strongly affect the success of language learning (İnal et al., 2005). Students can develop positive attitudes towards reading in a foreign language in cooperation as their peers may help them overcome their problems (Dörnyei, 1997). Similarly, CSR can enable students to learn a repertoire of reading strategies through peer-led discussions, and assist the students in improving their comprehension, which in turn leads to development of positive attitudes towards reading in a foreign language.

Another implication is that CSR approach seems to be a viable approach that can be utilized in foreign language reading process because in this approach, the students are observed to be more active and aware of strategic reading. In addition, CSR approach can promote reading comprehension and provide the students an opportunity to discuss within and between groups, and keep the record of their learning. Therefore, language teachers and learners can be recommended to make use of CSR in their reading classes as it enables them a set of strategies that will be practiced cooperatively.

CSR approach also assigns teachers some new roles in EFL reading classes. Rather than traditional teacher roles, teachers in CSR practice have different learner-centered roles such as facilitating the process, providing feedback, encouraging discussion and participation and providing assistance for learners to become more active (Klingner & Vaughn, 1998). Developing strategic readers may be perceived as a challenging process in an EFL context with adult university students. However, guiding them in terms of strategy use and then encouraging cooperation with peers may ease a teacher's burden, and hence lead students to feel more comfortable. Moreover, the sense of interdependence can be triggered when students are involved in a collaborative reading process, and their existing strategies come to light along with the introduced strategies as in CSR.

Along with its benefits on improving comprehension, CSR approach can provide students and teachers to regard the process of reading comprehension an active, cooperative, and enjoyable process. Furthermore, learners can concentrate better on the texts as they are responsible for completing the tasks in cooperation not individually. In collaboration, problems seem to belong to the whole group not only to an individual. Therefore, peers can support each other's learning in EFL classes.

Another implication for EFL classes is that strategies in CSR approach encourage learners to use their background information actively to have a prior understanding of the text, overcome vocabulary related problems, have a deeper understanding of the main idea and summarise the texts in their own words. Developing strategic reading is not just a matter of introducing the students to a repertoire of strategies and leaving them alone in the process (Fan, 2009). Promoting the mastery of strategies requires teachers to model each strategy, and give feedback both at the beginning and through whole process of practice. Collaborating with peers in that process may provide the students an opportunity to master the reading strategies, improve comprehension and overcome the difficulties that hinder their reading comprehension. Findings from the reflective learning logs suggest that CSR can be utilized to make the students involved in the process as consistent with the previous research (Standish, 2005). Hence, the students can get responsibility for their own learning in EFL classes, which leads to learner autonomy as suggested in previous research (Huang, 2004).

Another important point is that while practicing an approach, method or technique in a language teaching setting, teachers should take the students' perceptions into consideration from the beginning to the end. In this way, teachers can enable the students to internalize the practice, and hence participate more actively in the process. So as to make the practice more efficient, perceptions can be utilized, and also students can be made to think that they are important.

The last implication is that making students keep reflective learning logs offer an alternative way to provide insights into the impact of CSR approach in an EFL context from students' eyes. These logs can enable the teachers to arrive a richer understanding of the process with challenges, obstacles, suggestions, and comments. While practicing CSR in EFL reading classes, teachers can be recommended to utilize such reflective learning logs to make learners regard themselves as active participants whose suggestions and evaluations will be taken into consideration.

To conclude this part, despite challenges and concerns, CSR seems to be a convincing answer to many problematic areas of reading comprehension in a foreign language.

5.5. Limitations of the Study and Suggestions for Future Research

One of the drawbacks of the present study is that improving reading comprehension and developing strategic reading can not be restricted to ten weeks of practice time as the present study lasted for ten weeks in total. A considerable amount of time is necessary to model strategies until they become internalised and then practiced individually since previous research has emphasised the longitudinal nature of comprehension strategy instruction (Janzen & Stoller, 1998). A longitudinal study would provide more insights into the effectiveness of CSR approach on improving reading comprehension, overcoming reading-related problems, and changing attitudes towards reading in a foreign language.

In the present study, it was aimed to observe the effectiveness of CSR in terms of students' attitudes towards reading in a foreign language, reading comprehension, reading related problems, and perceptions of CSR in EFL reading classes. The number of the participants in the present study was limited. For this reason, the results can not be generalized. Taking into consideration learning outcomes and success of students, further studies need to be conducted with a greater population for more generalizable results.

In addition, a single reading comprehension test is not sufficient to determine the effects of CSR. A wider range of assessment methods with multiple reading measurements would enlarge the insights about the effects of CSR practice on adult EFL learners' comprehension, attitude, and problems.

Besides, in this study, the reading materials included mostly expository texts according to the course syllabus. Future research is needed to be conducted with different genres such as magazine articles, newspapers, narratives or academic articles to see whether CSR can enhance reading comprehension in EFL classes.

Another limitation is that the present study did not take the issues of gender and department of students into consideration. Further studies can be conducted to find out whether the efficiency of CSR approach display changes in terms of gender and department of students.

Moreover, the present study ignored the students' perceptions in regard to cooperative learning. In another study, the students' perceptions of collaboration in EFL reading classes could be examined to see whether the students favor the idea of cooperative learning, which is the underlying issue behind CSR approach.

As for another limitation, the present study was conducted within an experimental research design. However, a case study with one study group could enlarge the insights into the development of CSR approach and a better understanding of learning outcomes.

Another important issue to take into consideration is that the students in the present study raised concerns about duration of CSR practice. The students had just three hours of reading classes, and they had too much work load to complete in a limited time. Duration of practice would be increased to eliminate the problem of feeling uncomfortable and tired because of time limit.

Finally, in the present study, the students completed reflective learning logs and attitude questionnaire in their native language as their proficiency level was not suitable for completing them in English. In a further study with more proficient students, these tools could be administered and completed in target language.

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APPENDIXES

APPENDIX 1

ADULT SURVEY OF READING ATTITUDES (ASRA) DIRECTIONS:

The statements in this survey are concerned with the way you feel about reading in a foreign language. THERE ARE NO RIGHT OR WRONG ANSWERS because people have different opinions and feelings about reading. It is important that you indicate how you really feel about the statements given below.

Please read each of the statements carefully. After you read each statement, decide if you agree or disagree with the statement.

Following each statement is a scale from 1 to 5:

Circle 1 if you **STRONGLY DISAGREE** with the statement.

Circle 2 if you **DISAGREE** with the statement.

Circle 3 if you are **UNCERTAIN** how you feel about the statement.

Circle 4 if you **AGREE** with the statement.

Circle 5 if you **STRONGLY AGREE** with the statement.

Item No	Items	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I learn better when someone shows me what to do than if I just read what to do.	1	2	3	4	5
2.	I need a lot of help in reading.	1	2	3	4	5
3.	I get a lot of satisfaction when I help other people with their reading problems.	1	2	3	4	5
4.	I get upset when I think about having to read.	1	2	3	4	5
5.	I can read but I don't understand what I have read.	1	2	3	4	5

6.	There are better ways to learn new things than by reading .	1	2	3	4	5
7.	I am a good reader.	1	2	3	4	5
8.	Reading is one of the best ways for me to learn new things.	1	2	3	4	5
9.	Reading is one of my favourite activities.	1	2	3	4	5
10.	I would rather have someone explain something to me than try to learn it from reading.	1	2	3	4	5

Appendix 1: Continued

11.	I often feel anxious when I have a lot of reading to do.	1	2	3	4	5
12.	I read when I have time to enjoy it.	1	2	3	4	5
13.	I try very hard, but I just can't read very well.	1	2	3	4	5
14.	I quickly forget what I have read even if I have just read it.	1	2	3	4	5
15.	Encountering unfamiliar words is the hardest part of reading.	1	2	3	4	5
16.	I get a lot enjoyment from reading.	1	2	3	4	5
17.	I remember things people tell me better than the things I read.	1	2	3	4	5
18.	I worry a lot about my reading.	1	2	3	4	5

19.	It is easier for me to understand what I am reading if pictures, charts and diagrams are included.	1	2	3	4	5
20.	Reading is one of the most interesting things which I do.	1	2	3	4	5
21.	When I read, I usually get tired and sleepy.	1	2	3	4	5
22.	I have a lot in common with people who are poor readers.	1	2	3	4	5
23.	I enjoy it when someone asks me to explain unfamiliar words or ideas to them.	1	2	3	4	5
24.	I try to avoid reading because it makes me feel anxious.	1	2	3	4	5
25.	I have trouble understanding what I read.	1	2	3	4	5
26.	I am afraid that people may find out a poor reader I am .	1	2	3	4	5
27.	I spend a lot of my spare time reading.	1	2	3	4	5

Thanks for your attention and contributions.

APPENDIX 2

YABANCI DİLDE OKUMAYA KARŞI TUTUM ANKETİ (ÇALIŞMADA UYGULANAN)

Bu ankette yer alan ifadeler yabancı dilde okumaya karşı neler hissettiğinizle ilgilidir. Doğru ya da yanlış cevap söz konusu değildir. çünkü insanların okumaya karşı farklı fikir ve hisleri vardır. Aşağıda sunulan ifadeler hakkında nasıl hissettiğinizi belirtmeniz çalışma için büyük önem arz etmektedir. Lütfen her ifadeyi dikkatlice okuyun. Her bir ifadeyi okuduktan sonra katılıp katılmadığınız belirtin. Verilen ifadeye;

Kesinlikle katılmıyorsanız **1**; Katılmıyorsanız **2**; Kararsızsanız **3**; Katılıyorsanız **4**; Kesinlikle katılıyorsanız **5**'i daire içine alın.

Katkılarınızdan dolayı teşekkür ederiz.

No	Maddeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.	Yabancı dilde ne yapacağımı kendim okumamdan ziyade bir başkasının bana anlatmasıyla daha iyi anlarım.	1	2	3	4	5
2.	Yabancı dilde okumada yardıma çok ihtiyacım var.	1	2	3	4	5
3.	Başkalarına yabancı dilde okurken yaşadıkları sorunlarla ilgili yardımda bulunmaktan çok keyif alırım.	1	2	3	4	5
4.	Yabancı dilde okumak zorunda olduğumu düşündüğümde üzüntü duyarım.	1	2	3	4	5
5.	Yabancı dilde okuyabiliyorum fakat ne okuduğumu anlamıyorum.	1	2	3	4	5
6.	Yeni şeyler öğrenmek için okumaktan daha iyi yollar var.	1	2	3	4	5

7.	Ben yabancı dilde iyi bir okuyucuyum	1	2	3	4	5
8.	Bana göre yabancı dilde okumak, yeni şeyler öğrenmek için en iyi yollardan biridir.	1	2	3	4	5
9.	Yabancı dilde okumak favori aktivitelerimden biridir.	1	2	3	4	5
10.	Yabancı dilde bir şeyi okuyarak öğrenmeyi denemektense, bana birinin açıklamasını tercih ederim.	1	2	3	4	5
11.	Yabancı dilde okumam gereken çok şey olduğunda kendimi huzursuz hissederim.	1	2	3	4	5

Appendix 2: Continued

12.	Okumaktan keyif alacak yeterli vakte sahip olduğumda okurum.	1	2	3	4	5
13.	Büyük çaba sarf ederim fakat yine de yabancı dilde iyi okuyamam.	1	2	3	4	5
14.	Henüz okumuş olsam bile, yabancı dilde okuduğumu hızlı bir şekilde unuturum.	1	2	3	4	5
15.	Bilinmeyen kelimelerle karşılaşmak yabancı dilde okumanın en zor kısmıdır.	1	2	3	4	5
16.	Yabancı dilde okumaktan büyük keyif alırım.	1	2	3	4	5
17.	İnsanların bana söylediği şeyleri	1	2	3	4	5

	okuduğum şeylerden daha iyi hatırlarım .					
18.	Yabancı dilde okumamla ilgili kaygı duyarım.	1	2	3	4	5
19.	Yabancı dilde okuduğum parçayı anlamak, eğer okuma parçası resim, şema ve grafik içeriyorsa benim için daha kolaydır.	1	2	3	4	5
20.	Yabancı dilde okumak yaptığım en ilginç şeylerden biridir.	1	2	3	4	5
21.	Yabancı dilde okurken genellikle yorulurum ve uyuklarım.	1	2	3	4	5
22.	Yabancı dilde okuma yönünden zayıf olan kişilerle birçok ortak noktam var.	1	2	3	4	5
23.	Birisinin benden okuma parçasında var olan bilinmedik kelime yada fikirleri açıklamamı istemesi bana keyif verir.	1	2	3	4	5
24.	Yabancı dilde okumak beni huzursuz ettiği için yabancı dilde parçaları okumaktan uzak dururum.	1	2	3	4	5

25.	Yabancı dilde okuduğumu anlamakta sorun yaşarım.	1	2	3	4	5
26.	İnsanların yabancı dilde zayıf bir okuyucu olduğumu anlamalarından korkarım.	1	2	3	4	5
27.	Boş zamanımın çoğunu yabancı dilde okumakla geçiririm.	1	2	3	4	5

APPENDIX 3

PRE-READING COMPREHENSION TEST BULLYING



Education is a very important part of a child's life, and yet an increasing number of children say they don't want to attend school. It is not that they find the work too difficult or are afraid of the teachers. No, it is because there are bullies at school.

School bullies can make other children's lives hard, and their bullying takes different forms. Often, they use their physical size to scare those who are smaller and weaker than themselves. They scare smaller kids, often using physical force to take their money, and will steal things from them by force. Bullies also attack with words. Their **target** may often simply be slightly different in some way from the rest of the class. A child may have red hair, wear **spectacles**, not have the latest fashion in shoes, or have only one parent, for example. This can make them a target for the school bully, who will use very bad language to attack.

Some psychologists say that the class bully does it because of an inferiority complex or some personal unhappiness, but this does not help the victims. The bullying problem is so great that many schools are planning official ways to stop it. Teachers encourage the victims of bullying to report the matter to one of them, but many of the students are afraid to do it, for fear of more physical or verbal attack. So, many bullies escape unpunished. We must protect our children from this problem. They have a right to enjoy their school days.

➤ **Answer the following questions according to the text above.**

1. This paragraph is mainly about

- a. educational problems of children
- b. how children are afraid of their teachers
- c. educational problems of bullies
- d. attendance problems of children due to bullies

2. The highlighted word "**target**" in line eight of this passage closely means

.....

- a. Subject
- b. Ability

Appendix 3: Continued

- c. Physical appearance
 - d. Background
3. The highlighted word “**spectacles**” in line nine of this passage closely means
- a. Earrings
 - b. Clothes
 - c. Glasses
 - d. Jewellery
4. The reason of bullying, according to some psychologists, is
- a. Lack of Money
 - b. Ordinariness or personal complexes
 - c. Love affairs
 - d. Teachers
5. We can conclude from the paragraph that
- a. To eliminate the problem of bullying, the children should not go to school.
 - b. The bullying causes different problems for school children
 - c. The bullies do not have a family or friends.
 - d. The children should not be given a right to enjoy their school life.
6. The paragraph suggests that
- a. Punishment of bullies may be impossible because teachers are afraid of them.
 - b. The reasons behind bullying are punishment and verbal attack.
 - c. To protect the children from bullying, the children are encouraged to inform their teachers.
 - d. The bullies chose their targets only according to their physical appearances.

APPENDIX 4

POST-READING COMPREHENSION TEST

Read the text below and answer the questions according to the text

Reassessing the Impacts of Brain Drain on Developing Countries



Brain drain, which is the action of having highly skilled and educated people leaving their country to work abroad, has become one of the developing countries concern. Brain drain is also referred to as human capital flight. More and more third world science and technology educated people are heading for more **prosperous** countries seeking higher wages and better working conditions. This has of course serious consequences on the sending countries.

While many people believe that immigration is a personal choice that must be understood and respected, others look at the phenomenon from a different perspective. What makes those educated people leave their countries should be seriously considered and a distinction between push and pull factors must be made. The push factors include low wages and lack of satisfactory working and living conditions. Social unrest, political conflicts and wars may also be determining causes. The pull factors, however, include intellectual freedom and substantial funds for research.

Brain drain has negative impact on the sending countries' economic prospects and competitiveness. It reduces the number of dynamic and creative people who can contribute to the development of their country. Likewise, with more **entrepreneurs** taking their investments abroad, developing countries are missing an opportunity of wealth creation. This has also negative consequences on tax income and employment.



Most of the measures taken so far have not had any success in alleviating the effects of brain drain. A more global view must take into consideration the provision of adequate working and living conditions in the sending countries. An other option should involve encouraging the migrating people to contribute their skill to the development of their

countries without necessarily physically changing their location.

Appendix 4: Continued

1. This text is mainly about
 - a. Education of intelligent people
 - b. How brain drain effects developed countries
 - c. Precautions taken for preventing brain drain
 - d. How the immigration of skilled and educated people effect developing countries
2. The highlighted word “**prosperous**” in line four closely means
 - a. Favorable
 - b. Developing
 - c. Creative
 - d. Unsuitable
3. The highlighted word “**entrepreneur**” is used to describe
 - a. The person who entertains
 - b. The person who attempts to achieve something
 - c. The person who buys and sells things
 - d. The person who is successful
4. Among the reasons of brain drain, according to the text, which reason given below are not stated?
 - a. Low wages
 - b. Political problems
 - c. Satisfactory living and working conditions
 - d. Wars
5. We can conclude from the paragraph that
 - a. The people who immigrate to other countries become rich.
 - b. The migration of skilled people effects the economy of sending countries positively
 - c. The main concern of developing countries is the problem of brain drain
 - d. People choose other countries due to the fact that they are provided higher wages and better living conditions.
6. The paragraph suggests that
 - a. All the measures taken against brain drain have not eliminated the problem of brain drain.

- b.** Migrating people should be forced to make investments in their countries.
- c.** Working and living conditions in sending countries should be improved to decrease brain drain.
- d.** Migrating people mustn't be respected as they give harm to their countries.

APPENDIX 5

CSR LEARNING LOG

Sample Learning Log

Name _____ Date _____

Before Reading

Preview: What do I predict that I will learn by reading this passage?

During Reading

Clunks: List your clunks.

The Gist: Write the gist for each paragraph.

After Reading

Wrap-Up:
Write questions about the text.

What did you learn? Write a summary.

Adapted from Kingner, J. K., & Vaughn, S. (1996). Promoting reading comprehension, content learning, and English acquisition through Collaborative Strategic Reading (CSR). *The Reading Teacher*, 50(7), 730-747.

APPENDIX 6
A SAMPLE CSR LEARNING LOG

10/27

- Communication around the world
- Internet makes the life easy

Dangers of the Internet
Use of the Internet

Grup Simsek

1504 Comprehension Strategies Handbook 12/11 of 11

Sample Learning Log

Name **E.K.** Date **27.02.2012**

Preview: What do I predict that I will learn by reading this passage?

- internet access
- all the world is communication
- The places of the internet or life

- easy life and internet

Clunks: List your clunks

privacy
legal
apologized
compensation
accepted
cases
click
without

diamond purchases
received track
privat guard
appeared topics
advertisement
member -per mission

The Gist: Write the gist for each paragraph.

- life on the internet

Wrap-Up: Write questions about the text.

- what did Sean's wife worked him?
- what is Beacan?
- How many people about use the internet?
- where did Sean bought riggs?

What did you learn? Write a summary.

- The most important life on the Internet
- Her husband bought present in the internet
- Facebook used post comment communicate

Adapted from Kingler, J. K., & Vaughn, S. (1998). Promoting reading comprehension, content learning, and English acquisition through Collaborative Strategic Reading (CSR). *The Reading Teacher*, 52(7), 728-747.

APPENDIX 7
REFLECTIVE LEARNING LOG

Name-Surname:

Date:

Action

What did I do? What were my expectations?

Feelings

How did I feel during the process?

Evaluation

What was good or bad about the experience? What problems did I encounter?

Opportunities

What could I have done differently? What might the outcomes have been?

Future Actions

What will I do differently as a result of this experience?

APPENDIX 8

TWO SAMPLES FROM REFLECTIVE LEARNING LOGS

Reflective Learning Log

Name-Surname: S.Ö. **Date:** 27.07.12

Action
What did I do? What were my expectations?
 İyi bir uygulama güven her işinin temelidir
 çok fazla alış oluyor.

Feelings
How did I feel during the process?
 Kendi beşerim gerektirebilir. Çünkü yeni teknolojiler
 öğrenmeye itiyor. Grup anlaşmaz.

Evaluation *iyi kötü yarı?*
What was good or bad about the experience? What problems did I encounter?
 İyi yönü: Yardımlaşma ve dayanışma oluyor. Kaynaklar
 yeterli.
 Kötü yönü: Zaman harcanarak öğrenme için etkili bir
 uygulama.

Opportunities *data farkı ne yapılabirdi?*
What could I have done differently? What might the outcomes have been?
 Daha fazla olarak sislemle araştırarak daha iyi
 olabilir.

Future actions
What I will do differently as a result of this experience?
 Böyle davranışlar data olabilir.
 hale gelebilir.

Appendix 8: Continued

Reflective Learning Log

Name-Surname: G.D **Date:** 27.02.2012.

Action
What did I do? What were my expectations?
Bugün işlediğim konular bilgisayarın fayda ve zararlarını gösterdik. İki hafta önce

Feelings
How did I feel during the process?
Grup olarak çalışmak daha zevkliydi. Bence en iyi grup olarak çalışarak işlediklerimiz konusunda bir takım başarılar yaptık.

Evaluation
What was good or bad about the experience? What problems did I encounter?
Grup olarak çalışmak güzel oldu. Fakat yeni yetmiş ama sürekli kullanılmayan uygulamalar programları yanlış kullanılmaması için sebep oldu.

Opportunities
What could I have done differently? What might the outcomes have been?
Bugün en güzel ders işleme sebebini yaptık. Başka beklentim yok.

Future actions
What I will do differently as a result of this experience?
Bence bu diğer haftalardan daha iyiydi. Böyle devam etmeli daha zevkli. Ders daha öğretmeli. Böyle iyi güzel yani.

APPENDIX 9
FIELD NOTE FORMAT FIELD NOTE PAPER

Date:

Time:

Topic:

Participants:

Location:

OBSERVATIONS	NOTES TO SELF

APPENDIX 10

A SAMPLE FROM RESEARCHER'S FIELD NOTES

FIELD NOTE FORMAT

Date: 22 February 2012

Time: 13.15 - 16.00

Participants: Group Ede (Serik, Mehmet, Zehin, mercan), Group İskif (Caner, Aykut, Zeynep, Ayşe), Group Ede & Caner (Ede, Serik, Elif), Group Full (Ayşe, Zeynep, mercan, Aykut, Zeynep, Ayşe), Location: Ede, Group Full (Ayşe, mercan, mercan, Aykut, Aykut), Group Simsek (Ayşe, Aykut, mercan, Elif)

Notes to Self	Observation
Interaction Among Members of the Group	→ The students were asked to form groups to practice CSR.
Using time Effectively	→ They formed the groups and gave names to their groups
Achieving the tasks	→
Fix-up with chunks	→
Interaction Between Groups	→
	Sometimes, they had to use dictionaries as they couldn't overcome unknown vocabulary. <i>Especially Group İskif</i>
Group Simsek was very good at practicing strategies and discussing.	
All the groups had difficulty in stating their ideas in English so they wanted to fill in the logs in Turkish. They were discussing in Turkish but writing in English.	
When compared with the results of previous practices with teacher, the amount of chunks decreased as they used some of the vocabulary by discussing.	
Groups used too much time.	

APPENDIX 11
TWO SAMPLES FROM MINUTE PAPERS

Bilmediğim kelimeleri beni çok sıkıyor.
Çok kelimelerin Türkçe anlamını bilmediğimden
paragrafın başka birsey anlamıyorum ve hiç
zavk almıyorum çok çabamam ocağıyla
farkındayım aynı zamanda sözlerde
kırıklı oluyor.

Bilmediğim kelimelerin kullanılması, Cümlelerin Türkçedeki gibi
herallı olmaması konusunda sıkıntı yaşıyorum. Sözlük sorular.
paragrafta bilmiyorum. Sözen kelimeleri bilmiyorum bide onn belli
bir süre verildi hejelerim ve yapamıyorum.

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