

Comparison of Turkish EFL University Students' Use of Reading Strategies in L1 and
L2 and the Possible Effects of the Reading Strategy Instruction on Their L1 and L2

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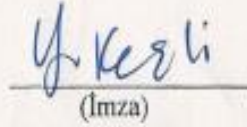
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ÖZET

Bu çalışmadaki temel amaç, öğrencilerin okuma stratejileri hakkındaki farkındalıklarını araştırma ve öğretilecek stratejileri belirleme, dört haftalık strateji eğitiminin ana ve ikinci dillerindeki etkilerini inceleme ve hangi seviyenin- düşük seviye veya yüksek seviye- eğitimden daha çok faydalanacağını görmektir. Bu amaçları gerçekleştirmek ve derinlemesine bir anlayış ve sonuç elde etmek için, hem niteliksel hem de niceliksel araştırma yöntemleri kullanılmıştır.

Çalışmanın amaçları doğrultusunda, İstanbul'daki özel bir üniversitenin 34 hazırlık sınıfı öğrencisi çalışmaya katılmıştır. Katılımcılardan 14' ü İngilizce orta seviye, 20' si İngilizce ön orta seviyededir. Öğrencilerin ana ve ikinci dillerindeki okuma stratejileri hakkındaki farkındalıklarını ölçmek için, Bezci'nin 1998 de kullandığı 25 soruluk Likert türü anketten uyarlanarak, araştırmacı tarafından bu çalışma için hazırlanan açık uçlu 20 sorudan oluşan bir anket uygulanmıştır. Her iki dildeki okuma strateji kullanımını değerlendirmek için, aynı anket, farklı günlerde, soruların yerleri değiştirilerek İngilizce ve Türkçe olarak öğrencilere yöneltilmiştir. Bu anketlerin yanı sıra, strateji eğitiminin etkilerini araştırmak için, öğretim öncesi ve sonrası, TOEFL IBT (Longman, Preparation course for the TOEFL test by Deborah Phillips, 2006) kitabından seçilen iki ayrı test İngilizce ve Türkçe –araştırmacı ve üç İngilizce okutman tarafından çevrilerek- uygulanmıştır. Ayrıca, test sonuçlarının güvenilirliğini arttırmak için, hem İngilizce orta seviye, hem de İngilizce ön orta seviyeden öğrencilerle görüşmeler yapılmış ve onlara yöneltilen beş soruyu yanıtlamaları istenmiştir. Son olarak, öğrenciler, yaş, cinsiyet, kaç yıl İngilizce eğitimi gördükleri ve İngilizcelerini geliştirmek için hangi yolları kullandıkları hakkında bir anket cevaplandırmışlardır.

Niceliksel veri analizi, ön orta seviyenin orta seviyeden daha fazla başarı göstermesine rağmen, öğretimin her iki seviyede, öğrencilerin İngilizce okumayı geliştirdiklerini ortaya

çıkarmıştır. Türkçe açısından, orta seviyenin öğretim öncesi ve sonrası test sonuçları arasında kayda değer bir fark olmadığı ama ön orta seviyenin eğitim öncesi ve sonrası Türkçe test sonuçları arasında ufak bir fark olduğu gözlemlenmektedir. Bu bulgu, daha düşük seviyedeki öğrencilerin, hem Türkçe, hem de İngilizce okuma strateji öğretiminden daha çok faydalandığını göstermektedir. Ayrıca, anketlerden ortaya çıkan niteliksel veri sonuçlarına göre iyi ve zayıf okuyucuların aynı tür okuma stratejileri kullanmalarına rağmen, zayıf okuyucular bir stratejiyi başarılı bir şekilde ve diğer stratejilerle uyum içinde nasıl kullanacaklarını bilmemektedirler (Anderson, 1991). Son olarak, odak grup görüşmeleri, her iki seviyedeki öğrencilerin dört haftalık eğitim sayesinde, sadece hangi okuma stratejilerinin gerekliliği değil, aynı zamanda onları başarılı ve diğer stratejilerle uyumlu bir şekilde kullanacakları konusunda farkındalık kazandıklarını göstermektedir ki; bu da diğer bir niteliksel veri olarak değerlendirilebilir.

ABSTRACT

In this study, the main aim was to investigate the students' awareness of reading strategies and to determine the strategies to be taught explicitly, to examine the effect of a four-week strategy instruction in both L1 and L2, and to see which level would benefit more from strategy training- low ability readers or high ability readers. In order to realize these aims, both qualitative (questionnaires with open-response items and interview) and quantitative (pre- and post-tests) research methods were utilized to get in-depth understanding and results.

For the purposes of the study, thirty-four preparatory school students of a private university in Istanbul participated in this study. Fourteen of the participants were intermediate and twenty of them were pre-intermediate level students. A self-designed questionnaire with open-response items (adapted from the questionnaire with 25 Likert-type items used by Bezci, 1998 (cited by Civelek, M, 2006) under the headings of pre-reading, while-reading and post-reading) was used in order to measure students' awareness of reading strategies in both L1 and L2. The same questionnaire was administered to assess reading strategy use in two languages on different days by changing the order of questions and adding the word 'Turkish' to the questions in the one for L1. In addition, to investigate the effects of the strategy instruction, pre tests in English and Turkish, which were administered as post tests as well, were chosen from TOEFL IBT (Longman, Preparation course for the TOEFL test by Deborah Phillips, 2006); for the Turkish test, a test from that book was translated into Turkish by the researcher and three English instructors. Also, the students from both intermediate and pre-intermediate levels were interviewed and asked five questions in order to increase the reliability of the test results. Finally, the

subjects answered a background questionnaire about their age, gender, the years of exposure to English and the ways they use to improve their English.

The analysis of the quantitative data revealed that the instruction enabled the students in both levels to improve their reading in English although the pre-intermediate level showed more success than the intermediate group. In relation to the test in Turkish, there was no significant difference between the pre and post tests of the intermediate group. However, a slight difference can be seen between the Turkish pre and post tests of the pre-intermediate level. It shows that lower level benefited much more from the reading strategy instruction in English and Turkish than the intermediate group. Furthermore, the analysis of the questionnaires as the qualitative data revealed that both high and low ability readers seemed to be using the same kinds of reading strategies, but low ability readers without knowing how to use a strategy successfully and orchestrate its use with other strategies (Anderson, 1991). Lastly, the analysis of other qualitative data, focus group interviews, showed that the students in both levels gained awareness of not only what reading strategies to use, but also how to use them successfully and orchestrate their use with other strategies through the four-week instruction, which is called metacognitive awareness.

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CHAPTER I

INTRODUCTION

Reading is believed to be the most important skill to be developed in order to master other skills in a language, especially in a foreign language. It is an undeniable fact that learners of a language need to be thoughtful and strategic readers not only to understand texts in academic contexts, but also to be able to express themselves better in writing, speaking and listening. A good reader is the one who employs some reading strategies to handle a reading text with vocabulary and syntax beyond his/her competence and assesses how effective the strategies s/he used are in both L1 and L2. Being aware of the effectiveness of the reading strategies employed and learn how to use them, which is called metacognitive processing (Carrell, Pharis, & Liberto, 1989), enables good L1 and L2 readers to compensate for lack of proficiency and as a result, to comprehend the text. Although the relationship between L1 and L2 reading has been discussed by many researchers, the research has generally been conducted on L1 reading abilities and strategy use of L1 readers. As an example for research on L1, the case study by Palincsar and Brown (1984) can be given, and in that study, the effectiveness of reading strategy instruction on 7th grade native speakers was investigated outside the classroom setting. Unlike their study, Song (1996) aimed to investigate the effectiveness of reading strategy training in an ongoing university foreign language classroom. However, there are not too many studies conducted about the relationship between L1 and L2 reading abilities.

To the knowledge of the researcher, two studies can be given as an example for the research on the relationship between L1 and L2. First of all, in the case study of eight Turkish EFL students, Salatacı (1997) compared the similarities and differences between the reading strategies used by students during reading in Turkish and in English. Whereas

she investigated the possible effects of a four-week reading instruction in English on the students' reading strategy use in Turkish and English, she did not give any training in Turkish. Yet, in the present study, the researcher gave instruction in both students' L1 (Turkish) and L2 (English) for four weeks to be able to compare the employment of reading strategies in these two languages. Another study related to connections between L1 & L2 reading (Connections between L1 & L2 Readings: Reading Strategies used by Four Chinese Adult Readers', 2006) by Ailing Kong examined the reading strategy use of four Chinese adult readers in reading both Chinese and English texts through think-aloud protocol and interview like the study by Salatacı and concluded that *'the readers' prior experiences with L1 reading and L2 reading as well as their exposure to the L2 culture all seem to contribute to affect the readers' strategy use in L2'*.

1.1.Purpose of the Study

The starting point of the present study is related to the researcher's observations about the difficulties her students experienced in reading classes while reading and comprehending a text, and the low marks they got from reading tests as they did not know how to handle a reading text beyond their competence. It is an undeniable fact that being aware of reading strategies and knowing how to use them really help the learner understand a reading text and answer the questions about it. Since the researcher's students have to cope with reading texts in an academic setting, it is essential for them to be aware of and use reading strategies to pass the proficiency exam at the end of the prep school and to follow their lessons at their disciplines the following year.

The purpose of this study is to investigate the students' awareness of reading strategies and to determine the strategies to be taught explicitly. Although the first

term was completed, the students were not aware of many crucial strategies. In addition, the study aims to examine the effect of a four-week strategy instruction in both L1 and L2 with the help of pre and post tests. By giving training in two languages, it is aimed to find out the relationship between L1 and L2. Finally, through the instruction to be given to two different levels (pre-intermediate and intermediate), the researcher wants to see which level would benefit more from strategy training- low ability readers or high ability readers.

1.2. Research Questions

The following research questions were addressed in this study:

○ I-

1- Is there a difference between pre-intermediate and intermediate students' strategy use in Turkish?

2- Is there a difference between pre-intermediate and intermediate students' strategy use in English?

○ II- Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?

1.3. Significance of the Study

The research on reading strategies has been conducted in either L1 or L2 contexts. Palincsar and Brown (1984) carried out two studies, in which four reading strategies were taught to seventh grade poor comprehenders in their L1 through 'reciprocal teaching'. Also, Salatacı (1996), having been inspired by Palincsar and Brown, investigated the similarities and differences between the reading strategies used by students during

reading in Turkish and in English. These studies were case studies and the instructions were given only in English.

Unlike the studies mentioned above, the present study was carried out in an ongoing university foreign language classroom and the training was given in both L1 and L2 to examine the effectiveness of the instruction in two languages. In addition, in this study, reading strategies were trained to two different levels of students to test the theory which claims that low ability readers benefit more from reading strategy instruction than high ability readers. That's why the present study, to the knowledge of the researcher, is the only one, in which the participants' awareness of reading strategies were measured through questionnaires with open-response items and the strategies to be taught were determined according to the answers to the questions, and then the training was given in both L1 and L2 for four weeks. The aim of giving the strategy instruction in two languages is to assess in which language the instruction will be more effective.

1.4. Definition of Significant Terms

Reading: The ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2002: 9).

Metacognition: The students' awareness of knowledge how, when and where to use different cognitive strategies and employ strategies to comprehend a reading text (Cubukcu, F., 2008).

Reading strategies: Tactics which are "procedural, purposeful, effortful, wilful, essential, and facilitative in nature" (Alexander & Jetton 2000: 295) and help the reader to interact with a text and process information (Research-based reading comprehension instruction / Focus on Reading strategies)

1.5. Basic Assumptions

The researcher assumes that the participants in this study answered the questions in the questionnaires sincerely and had no difficulty in interpreting the items as the surveys were administered in the classroom setting and under the control of the instructor, the researcher in the present study. It is also believed that randomly selected sample of students would represent the population considered in the study. Finally, the instruments were chosen appropriately to collect the necessary data for the purposes of the study.

1.6. Limitations

It may be claimed that the number of the subjects is too small to draw conclusions about the effectiveness of reading strategy instruction and comparison of strategy use in L1 and L2. In other words, the small number of the students in this study limits the generalizability of the study. In addition, in order to examine the effectiveness of reading strategy instruction in Turkish, a reading test from TOEFL IBT had to be translated into Turkish by the researcher and three English instructors as there are no Turkish tests to assess reading strategies like TOEFL IBT in literature.

1.7. Organization of the Study

In general, this thesis consists of five chapters. In the first chapter, an introduction to the study is presented and the problem, background information, purpose and the research questions of the study are discussed. Furthermore, significance of the study, definition of important terms, basic assumptions, limitations and overview of the methodology are mentioned and explained in detail.

In the second chapter, a detailed literature review from which the researcher was motivated is presented under five main headings; reading, reading as process,

metacognition and reading strategies, high-ability and low-ability readers, and comparison of L1 and L2 reading.

In the third chapter, detailed information about the methodology of the study is given under three main titles; setting, subjects of the study and research design.

Chapter IV gives the results of the data analysis and presents discussion of findings in relation to the literature review. In the fifth and last chapter, conclusion, implications, limitations and suggestions for the further research are given. At the end of the thesis, references and appendices are presented.

1.8. Overview of Methodology

1.8.1. Participants

34 students in two different proficiency levels in the prep school of a private university participated in this study. The average age of the students was 19. 22 of the students were female, the rest were 13 male graduates of English medium high schools.

1.8.2. Setting

The study was carried out in the prep school of a private university in Istanbul during the second term of the 2010-2011 academic year.

1.8.3. Data Collection

Data were collected through three instruments. Firstly, a self-designed questionnaire with open-response items was used in order to measure students' awareness of reading strategies in both L1 and L2 in the present study. The same questionnaire was administered to assess reading strategy use in two languages on different days by changing the order of questions and adding the word 'Turkish' to the

questions in the one for L1. The questionnaire with 20 open-response items was adapted from the questionnaire with 25 Likert-type items used by Bezci (1998, cited by Civelek, M, 2006) under the headings of pre-reading, while-reading and post-reading.

Secondly, pre tests in English and Turkish, which were administered as post tests as well, were chosen from *TOEFL IBT* (Longman, Preparation course for the TOEFL test by Deborah Phillips, 2006); for the Turkish test, a test from that book was translated into Turkish by the researcher and three English instructors. The researcher preferred the reading component of TOEFL IBT, which assesses a reading strategy through each item so as to evaluate the effectiveness of her reading strategy instruction. Strategy taxonomies were modified from the teaching approach of Brown and Palinscar (1984), multiple-component models of reading comprehension proposed by Urquhart and Weir (1998) and Koda (2005), and the reading comprehension approach of TOEFL IBT Tips (2007, cited in the study 'Validation of the Reading Level Achievement Test of the English Language Centre' ,Marina Vasilyevna Mikhaylova, 2009).

Thirdly, the researcher interviewed the students from both intermediate and pre-intermediate levels, and asked them five questions in order to answer the second research question and to increase the reliability of the test results.

Finally, the researcher asked the subjects to answer a background questionnaire about their age, gender, the years of exposure to English and the ways they use to improve their English.

1.8.4. Instrumentation

During the training in English, an English reading passage for each week was drawn from the subjects' textbook (For Your Information 4-intermediate group/ For Your Information 3- pre-intermediate group) according to the participants' syllabus. For the training in Turkish, the same Turkish reading passage for each week was used for both groups and they were chosen from the magazines 'Bilim ve Teknik, March 2011 (**'Karanlık Gökyüzü' Adası** by Alp Akođlu, **Anti-Lazer** by Büşra Kamilođlu, **Sođuktan Camlar Erir mi Demeyin!** by Ođuzhan Vıclı) and 'National Geographic, Türkiye', March 2011 (**Sulak Gezegenimize Bakmak**). In order to practise reading strategies, the researcher herself prepared and asked questions similar to the ones in the reading part of TOEFL IBT for each reading text.

CHAPTER II

REVIEW OF LITERATURE

Reading is one of the most important skills that language learners need to obtain as it enables them to build vocabulary and results in lifelong learning and improvement in first and second language skills. According to many researchers, reading is probably the most important skill for second language learners in academic contexts. When students learn to become thoughtful and strategic readers, they will develop the ability to read academic materials efficiently and thereby improve their overall academic achievement in school. There is evidence that good L2 learners can compensate for a lack of English proficiency by increasing awareness of reading strategies and learning how to use these strategies (metacognitive processing) while reading to enhance comprehension (Carrell, Pharis, & Liberto, 1989). That's why the chapter starts with a brief discussion of some basic literature about the definition of reading, the reading process, and metacognition and reading strategies used by both L1 and L2 learners to comprehend the text better. Later on, the way high-ability readers differ from low-ability readers is stated and the similarities and differences between L1 and L2 reading are discussed.

2.1. The Definition of Reading

While Grabe & Stoller (2001) define reading as the most important academic language skill, Richards and Renandya (2002, cited by Razi, 2004) indicate the special focus that reading receives in foreign language learning. They state two important reasons for this situation: 'First, many foreign language students often have reading as one of their most important goals. Second, various pedagogical purposes served by written texts help reading to receive this special focus.'

Reading has been defined by many researchers and linguists in several ways as it is difficult to explain just in a single sentence. For instance, to Grabe and Stoller (2002: 9), reading is ‘.....the ability to draw meaning from the printed page and interpret this information appropriately.’

Nunan (1999) (cited by Razi, 2004) investigates the reasons why people read and lists the things he reads during an ordinary day. He says that he reads different things with different aims; therefore he needs different strategies for different tasks. For example, ‘reading a label on a bottle of wine does not entail the same strategies as reading academic texts.’

2.2. Reading: Process or Product

While some researchers claim that reading is a process, in which what happens in a reader’s brain during reading should be focused on and studied to understand the actual process of reading, others assert that the outcomes of the reading process, that is, product should be centred on. Although reading is looked at from these two different views, process and product are interrelated with each other- product is the result of the reading process. To be able to explain and understand the product (reading comprehension), it is essential to understand how a reader comprehends a text (the process). Therefore, in the following part, the models and taxonomies of the reading process are mentioned to get in-depth understanding of reading comprehension.

2.3. Reading Process

As reading is a problem-solving process, each person produces different strategies to deal with the text, and the choice of the strategy depends on what types of problems the reader has while s/he is reading the text.

According to Harmer (2001) (cited by Razi,2004), 'a reader uses a variety of clues to understand what the writer is implying or suggesting, in that way the reader is able to see beyond the literal meaning of the words.'

Also Chastain (1988) states that the reading process means an active cognitive system operating on printed material so as to comprehend the text. He claims that 'during the writing process, the writer tries to activate background and linguistic knowledge to create meaning; and then the reader's task is to activate background and linguistic knowledge to recreate the writer's intended meaning' (cited by Razi, 2004). To achieve this goal, the reader needs to go beyond the printed material to get the writer's intended meaning through employing appropriate strategies. In fact, reading is an interaction between the reader and the writer and the reader needs to develop metacognitive awareness of how and when they use reading strategies effectively.

2.4. Reading Process Models

As a cognitive activity, reading has been a major interest of cognitive psychologists since 1960s, and they have constructed and tested hypothetical models of the reading process. According to cognitive psychologists, the reading process models are the bottom-up, top-down and interactive-compensatory models.

In the bottom-up model, part to whole model, the reader progresses from the parts of language (letters) to understanding whole text (meaning), so s/he begins with letters, and then deals with words and sentences, accepting the author as the authority and being

text-driven. In his 'One Second of Reading Model', Gough (1972) describes reading as a sequential mental process. To Dechant (1991, cited by Viduya), 'bottom-up models operate on the principle that the written text is hierarchically organized (i.e., on the grapho- phonic, phonemic, syllabic, morphemic, word and sentence levels) and that the reader first processes the smallest unit, gradually compiling the smaller units to decipher and comprehend higher units, such as sentence syntax.'

In the top-down approach, unlike the bottom-up model, the reader begins with the largest unit, the whole text. Goodman, as the representative of the top-down approach (1967) states that readers' expectations and schemata are brought to the text, reader-driven; and the reading process is cyclical, from hypothesis to text to hypothesis. Goodman describes reading as a 'psycholinguistic guessing game, and in this game, language is processed from the whole to the parts. According to the top-down model, the reader has an active role rather than being passive in the bottom-up model, makes inferences, processes information, and reconstructs a message given by the writer (Nada's ESL Island, website).

In the interactive-compensatory model (Rumelhart, 1977; Stanovich, 1980; Eskey, 1988), both the text and the reader play an important role in the reading process. In other words, the reader combines textual information with the information s/he brings to a text. To this model, a weakness in one area of knowledge can be compensated for by strength in another area. For example, one's background knowledge can compensate for his inadequate language skills.

As a result, it is widely accepted that both bottom-up and top-down models have a significant role in readers' reading process and comprehension. Although it is believed that good readers usually use top-down processing, they need to deal with the smaller units in

a text, as they may have neither enough information about the text nor time to make predictions.

2.4.1. Componential Models

While the advocates of the models mentioned above claim that they describe the actual process of reading, as a cognitive activity in real time, Hoover and Tunmer (1993) state that these descriptions try to model reading ability rather than the reading process. According to Hoover and Tunmer, 'therefore, one should be able to account for different reading performance in terms of variation in one of the components.'

The two-component model

The model supported by Hoover and Tunmer consists of two components; word recognition and linguistic comprehension. As this model, which is also called 'the simple view', has just two separable variables; it is preferred to ones with more variables. Word recognition refers to 'recognizing an English word in print, being able to pronounce it and giving its meaning and involves accessing the mental lexicon.' According to Hoover and Tunmer, linguistic comprehension is defined as the ability to answer questions about an oral narrative. The opponents of this model argue that it is difficult to use it to describe L2 readers (Urquhart, 1991).

2.4.2. Three-component models

In Bernhardt's three-component model (1991b, cited in '*Reading in a Second Language*, The theory of reading by Urquhart), in the component 'Language', language consists of the seen elements of the text, such as word structure, word meaning, syntax and morphology. The elements called 'lower-level' factors are supposed to be less important than 'high-level' factors, such as background knowledge with respect to their contribution to the reading process by researchers. The reader uses knowledge of the text's subject area as a 'conceptual strategy' rather than knowledge of syntax to deal with

the text. While Alderson (1993) found a strong connection between grammar and reading, to Coady and Bernhardt, L2 learners may use 'background knowledge', another component in order to compensate for linguistic shortcomings. According to Bernhardt, 'Literacy' refers to knowing how to approach text, knowing why one approaches it and what to do with it. Therefore, an L2 learner develops some reading strategies to handle different text structures.

In addition to the three-component model of reading, multiple-component models of reading comprehension have been developed by several researchers. Urquhart and Weir (1998) stated that reading comprehension consisted of five reading skills and strategies: skimming, search reading, scanning, careful reading and browsing. Koda (2005) also proposed a multiple-component model of reading, which involves decoding, vocabulary knowledge, syntactic processing, text-structure knowledge, main-idea detection, background knowledge, and comprehension strategies.

As similar to component models, some researchers underline five important areas of current research (cited in 'Current developments in second language reading research' by William Grabe, TESOL Quarterly, Vol.25, 1991), which are: schema theory, language skills and automaticity, vocabulary development, comprehension strategy training and reading-writing relations. In the past, the audiolingual method focused on the use of reading to examine grammar and vocabulary and to practise pronunciation. However, Goodman (1967, 1985) developed a 'psycholinguistic model of reading, in which good readers used knowledge they brought to the reading and then read by predicting information, sampling the text and confirming the prediction.' Coady (1979) reinterpreted Goodman's psycholinguistic model and stated that the reading process requires three components: process strategies, background knowledge and conceptual abilities. The reading process is identified with fluent reading which is rapid, purposeful, interactive,

comprehending, and flexible, and gradually developing (Anderson, Hiebert, Scott and Wilkinson, 1985, Grabe, 1988). To explain and understand the fluent reading process, many researchers analyze the process into a set of component skills.

-Automatic recognition skills are accepted as central processes in fluent reading by cognitive and educational psychologists (e.g. Adams, 1990, Carr and Levy, 1990). Many researchers believe that automatic lexical access is a necessary skill for fluent readers.

-Vocabulary and structural knowledge is critical to reading. Without knowing vocabulary and structure, background information and predicting would not have any effects on reading.

-Formal discourse structure knowledge- understanding how a text is organized helps the reader to comprehend the text better.

-Content/world background knowledge- in both L1 and L2 contexts they play important roles in comprehension (Roller, 1990 and Carrell, 1987).

-Synthesis and evaluation skills/strategies – readers need to evaluate text information and compare it with other sources of information using the method ‘predicting from the text’.

-Metacognitive knowledge and skills monitoring refer to knowledge about cognition, language and appropriate strategies, which is used more effectively by good readers.

These areas can be explained in a more detailed way as follows: (cited in ‘Current developments in second language reading research’ by William Grabe, TESOL Quarterly, Vol.25, 1991). One of them is schema theory which has provided a strong rationale for both pre-reading activities and comprehension strategy training (Floyd& Carrell, 1987). Students can cope with linguistic deficiencies by activating their background knowledge of a topic before they start to read (Hudson, 1982). Students without any background knowledge about the text should be given minimal knowledge to interpret the text (Barnett,

1989, Carrell, 1988). Second, many current views focus on bottom-up/lower-level processes in reading rather than top-down process to provide students' automaticity in which syntactic and vocabulary knowledge is critical component of reading comprehension (Berman, 1984; Carrell, 1989). Third, to all second language reading researchers, vocabulary development is a critical component of reading comprehension. Although it is claimed that the core vocabulary (the 2000 most frequent vocabulary items) accounts for 80 % of all words in texts, it is not enough for the needs of academic ESL students who also need to know less frequent words (Carter,1987) and different meanings of word forms. The fourth important area involves comprehension strategy instruction. Better readers in L2 contexts have been stated to be better strategy users (Carrell, 1989; Devine, 1987). Research also showed that strategy training with semantic mapping and with the ETR (experience, text, and relationship) improved reading comprehension scores (Carrell, Pharis & Liberto, 1989). To sum up, second language reading researchers all agree that students need to read extensively, because they learn to read by reading. Longer concentrated periods of reading enable learners to build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation. What is crucial is that they need to be aware of metacognitive processing and develop reading strategies to be able to benefit from fruitfulness of reading effectively.

2.5. Metacognition and reading strategies

All learners, no matter how proficient they are, should know how to interact with a text and process information (cited in the article 'Research-based reading comprehension instruction / Focus on Reading strategies'). According to the program 'Focus on Reading Strategies', there are eight active reading strategies that research has proven to most

effectively improve reading comprehension: First of all, **previewing** text helps learners access background knowledge and make connections with the text. To Irvin et al. (1996), proficient learners build on and activate their background knowledge (schemata) before reading, writing, speaking or listening; poor learners begin without thinking. Oxford (2011, p.110) suggests using visual images to activate knowledge as a cognitive strategy. Second, **predicting**, as a previewing strategy enables readers to set a goal for reading and focus on their thinking. According to Duke and Pearson (2002), 'as they read, good readers frequently make predictions about what is to come.' Another strategy is **self-questioning/ making connections** and **monitoring**. Vacca (2002) claims that strategic learning during reading entails monitoring reading and making sense. Skilled readers know how to monitor and keep track of whether the author is making sense by asking questions. **Visualizing** is another important reading strategy by which the reader sees the information again. For example, a graphic 'representation' leads readers to see relationships, understand organization, connect ideas and make abstract ideas concrete. In addition to this, **knowing how words work** is vital for the reader to improve comprehension. As there is a direct link between vocabulary development and reading comprehension, a good reader needs to be able to know how to use context clues, base words, word parts and even a dictionary to understand a new word in text. 'Because of the enormous number of words which a mature reader needs to understand, it is important for student to learn how to learn the meanings of new words' (Carr & Wixson, 1986). Moreover, L2 learners should benefit from the strategy '**summarizing**' in order to be able to identify unimportant and important ideas, and synthesize the important ideas to create a new text that stands for the original. Duke & Pearson (2002) point out that 'research suggests instruction and practise in summarizing, which not only improves students' ability to summarize text, but also their overall comprehension of text content.' Finally, good readers who interact with text

evaluate before, during and after reading. To Barton & Billmeyer (1998), 'effective readers are strategic. They make predictions, organize information, and interact with text. They evaluate the ideas they are reading about in light of what they already know.' In a sense, they use metacognitive strategies to understand the text.

To Flavell (1976) & Baird (1990), 'metacognition' refers to the knowledge, awareness and control of one's own learning. It is obvious that strategic readers are not characterised by the volume of tactics that they use but rather by the selection of appropriate strategies that fit the particular text, purpose and occasion (Paris et. al. 1991, 611). The current understanding of reading strategies has been shaped significantly by research on what expert readers do (e.g., Bazerman 1985; Pressley& Afflerbach, 1995). These studies demonstrate that successful comprehension does not occur automatically rather it depends on directed cognitive effort, that is **metacognitive processing**, which involves knowledge about and regulation of cognitive processing. In other words, metacognition is the students' awareness of knowledge how, when and where to use different cognitive strategies and employ strategies to comprehend a reading text (Cubukcu, F., 2008). While reading a text, the reader uses metacognitive processing through strategies, which are "procedural, purposeful, effortful, wilful, essential, and facilitative in nature. The reader must purposefully or intentionally or wilfully invoke strategies" (Alexander & Jetton 2000: 295), and does so to regulate and enhance learning from text. Through metacognitive strategies, a reader gives importance to controlling, monitoring, and evaluating the reading process (Pressley 2000; Pressley, Brown, El-Dinary, & Afflerbach 1995).

Baker and Brown (1984, p.354) define metacognition as the self-regulatory mechanisms employed by 'an active reader' to solve problems during reading. These metacognitive strategies are '....*checking* the outcome of any attempt to solve the problem,

planning one's next move, *monitoring* the effectiveness of any attempted action, and *testing, revising, and evaluating* one's strategies for learning.' Oxford (2011, p.45) states that metacognitive strategies 'manage cognitive aspect of L2 reading and are used by highly successful L2 learners around the world at all levels of proficiency.'

It is commonly accepted that low-ability readers can comprehend a text like high-ability readers when they are taught effective strategies and to monitor and check their reading during reading activity.

2.6. Studies Focusing on Cognitive and Metacognitive Strategies

To Devine (1993) and Flavell (1981), metacognitive strategies are the ones which monitor or regulate cognitive strategies. Palincsar and Brown (1984) categorized these strategies as the comprehension-fostering and comprehension-monitoring activities and conducted two instructional studies at these activities of seventh grade poor comprehenders. The four strategies chosen in this study were 'summarizing' (self-review), 'questioning', 'clarifying' and 'predicting' and they were trained through the method of '*reciprocal teaching*', in which an adult or a teacher model guides the student to interact with the text in more sophisticated ways (Palincsar and Brown, 1984, p:117). Palincsar and Brown claim that '...reading comprehension is the product 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 understanding and retention, and to circumvent comprehension failures.' (1984, p.118), but they only concentrated on the strategic component as mature readers read to learn and they need to employ strategies to achieve this goal. Whereas 'Study 1' was conducted by the researchers with six students outside the classroom setting, 'Study 2' was conducted by regular classroom teachers with again small groups of five to seven. In their procedure, the teacher worked

with a seventh-grade poor reader one-to-one, and assigned a segment of the passage to be read and the teacher or the student took turns to teach that segment. Then they read the assigned segment silently. After that, the teacher (or student) asked a question to be answered, the content was summarized and discussed, and difficulties met were clarified. Finally, a prediction was made about future content. As the most significant quality of reciprocal teaching, these activities were employed in a natural dialogue, through the teacher and student giving feedback to each other. The instruction of the reciprocal teaching sessions involving extensive modelling and practice in four strategies lasted for a four-week period and led to a significant improvement in the students' reading comprehension. Palincsar and Brown stated that the four strategies trained in the study were ideal comprehension-fostering and comprehension-monitoring activities.

In another case study of eight Turkish EFL students, which was motivated by Palincsar and Brown's study, Salatacı and Akyel (1997) compared the similarities and differences between the reading strategies used by students during reading in Turkish and in English. She also investigated the possible effects of a four-week reading instruction in English on the students' reading strategy use in Turkish and English. She found that the instruction affected both L1 and L2 reading strategies positively and there was a significant difference between pre- and post-test scores in English.

Furthermore, in the study conducted by Cubukcu (2008, p.83), it was aimed to 'determine the effectiveness of systematic direct instruction of multiple metacognitive strategies designed to assist 130 Turkish third-year university students in comprehending text.' The researcher chose 'the top-down self regulation' and applied Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994 cited by Cubukcu, 2008, p.86-89) in the strategy instruction. To Oxford(2011), direct strategy instruction, as in the CALLA, is 'a very important form of strategy assistance' and adds that different

learners with different learning needs and proficiency levels entail different kinds of strategies and strategy assistance. The approach, CALLA consists of five cycling phases: (1) *preparation*, in which the teacher explains and emphasizes the importance of metacognitive learning strategies; (2) *presentation*, through which the teacher models the use of the strategies explicitly; (3) *practice*, students practise the strategies modelled by the teacher through reading texts; (4) *evaluation*, by this phase students have the chance to evaluate their own success in using the strategies; and (5) *expansion*, in which students can decide which strategies are most effective and use their own individual metacognitive learning strategies. The results of the study showed that the experimental group had significantly better results than the control group.

2.7. High-ability and low-ability readers

According to many researchers, both high-ability and low-ability readers demonstrate a strong sense of metacognitive awareness in terms of strategy use. However, numerous studies have shown that good L2 readers are more effective in using metacognitive skills than less fluent readers.

Skilled L2 readers can compensate for a lack of English competence through increasing awareness of reading strategies and learning how to use these strategies while reading to enhance comprehension (Carrell, Pharis & Liberto, 1989). Sheorey and Mokhatri (2001) also point out that a reader's metacognitive knowledge about reading includes an awareness of a variety of reading strategies and that reading is influenced by this metacognitive awareness, and they claim that it is the combination of conscious awareness of the strategic reading processes and the actual utilization of reading strategies that distinguishes the skilled from unskilled readers.

In the study 'Metacognition Strategy Instruction (MSI) for Reading: Co-regulation of Cognition' conducted by Bromeley Philip & Tan Kim Hua (December, 2006), 45 participants selected from a group of undergraduates studying business administration at UITM Sarawak Campus were introduced to a strategic learning approach called Self-Regulated Approach to Strategic Reading (SRSL), which is used through strategic implementation of metacognitive, cognitive and socio-affective strategies. Results can be evaluated from two different perspectives: High Proficient Learners & Low Proficient Learners. According to the study, High Proficient Learners used planning strategies before engaging in a reading process, which is a characteristic of a good reader who is aware of the reading purpose before processing a text (Pressley & Afflerbach, 1995). They were also able to associate their academic knowledge with the topic in question using comprehension monitoring strategies enabled by prior knowledge. The fact that they can activate and connect their prior knowledge with the text shows that they were able to consciously interact with the text and be in control of their reading comprehension process, which means that HPLs monitored their comprehension, as they were aware of how the new information in the text relates to their prior knowledge. Using problem solving strategies, they predicted the meanings of certain concepts in the text through intelligent guessing. When they faced difficulty in understanding those concepts, they chose to employ problem solving strategies such as meaning-negotiation process between themselves, the teacher and the classroom community. Use of evaluation strategies shows that HPLs were able to determine whether or not a particular strategy was effective and, if a particular strategy was found to be ineffective, they either changed or adjusted it to meet the task demands. In conclusion, HPLs in their text-processing process displayed a strong sense of metacognitive awareness, manifestations of strategic behaviours, traits of a metacognitively sophisticated reader, and ultimately characteristics of autonomous

strategic readers/learners. On the other hand, the Low Proficient Learners did not seem to have a strong sense of metacognitive awareness. They also lacked in manifestations of strategic behaviours and were reflective of poor readers. According to Paris & Cunningham (1996) 'successful strategy users are those who have 'a great deal of knowledge about specific strategies, the settings in which these strategies are appropriate, and the motivational requirements to use them.'

In addition, Griffiths (2003, cited in 'Language Learning Strategies: Theory & Research', 2004) conducted a study involving 348 students in a private language school in New Zealand. She found a positive correlation between course level and frequency of language learning strategy use. Higher level students stated that they used language learning strategies relating to vocabulary, to reading, to language systems and to the utilisation of available resources 'significantly more frequently' than elementary students.

Furthermore, in her study, Song (1996) not only investigated whether strategy training enhanced the reading ability of EFL college students, but she also tried to find an answer to the question 'How is the effectiveness of reading strategy training related to the reading proficiency of the students?' She used the training method modified from the procedure developed by Palincsar and Brown (1984), and chose their four concrete reading strategies: summarizing, questioning, clarifying, and predicting. However, her study was conducted in an ongoing university foreign language classroom, in contrast to Palincsar and Brown's case study of six students outside the classroom. According to the results, strategy instruction enhanced students' EFL reading, and the effectiveness of the training varied with L2 reading proficiency. The results indicated that the low reading proficiency group benefited most from the reading strategy training. These results may suggest that students in the low group might not be aware of reading strategies and their

value before the instruction, unlike students in the high group, who might already know and use them effectively. In the present study, the researcher also anticipated that low-ability readers would benefit more from reading strategy instruction than high-ability readers would do.

2.8. Comparison of L1 and L2 reading

According to research, there is a positive correlation between L1 and L2 reading strategy use. It is also stated that reading in a second language differs from L1 reading process in several ways. Firstly, unlike L2 learners, L1 learners begin reading instruction in school with pre-existent vocabulary about 5000 to 7000 words. Also, the structural differences between target language and students' native language can cause problems such as the role of phonological activation in word recognition. Furthermore, the social context of literacy use in students' first languages affects their academic reading skills. However, L2 learners have some advantages. As ESL learners are older than L1 learners, they use their metacognitive strategies effectively, have well-developed conceptual senses and factual knowledge about the world and are more motivated.

In their book, Grabe & Stoller (2002, chapter 5, p.125), who review 10 research studies conducted in L2 contexts, state that 'conducting research in L2 classrooms has much in common with the research done in L1 settings' in terms of topics, methods, procedures and ways of analyzing data, whereas they differ from each other in many ways. In contrast to L1 research, L2 research studies 'the roles of language proficiency and language knowledge as important factors in reading development, explores L1 linguistic transfer, strategic and content knowledge on L2 performance, cultural factors, and looks at whether the transfer is negative or positive.' They discuss L2 reading research in seven distinct areas. First of all, word-level issues in reading development

refer to word-recognition skills, automaticity, fluency and vocabulary knowledge. The second area is related to discourse organization and text comprehension including 'grammar knowledge, awareness of grammar as a discourse system, metacognitive monitoring and repair strategies.' The third area of research focuses on comprehension-fostering activities such as post reading questions and speaking tasks. The fourth area is concerned with extensive reading and motivation and attitudes towards reading in L2. The role of L1 transfer, language threshold, L1 cultural preferences and prior L1 training are the fifth area of research. The sixth set focuses on the effects of social and cultural context on reading. Grabe & Stoller mention ten studies related to these areas of research in their book 'Teaching and Researching Reading'. The study by Muljani, Koda and Moates (1998) on L2 word-recognition abilities showed that different L1 orthographies have an impact on L2 word-recognition abilities. Also, Hazenbarg and Hulstijn (1996) conducted a study to answer the question 'What is the minimal number of words that a beginning university student needs to read successfully in an L2?' Unlike the notion that 5,000 words is enough for a student to handle an academic text, 'a university student needs a minimum of 10,000 headwords to read university-level texts successfully.' In L1 reading, the student has the necessary number of vocabulary to read academic texts. An L2 reader needs to improve his/her vocabulary and to employ some reading strategies like making inferences to manage this. Another study was conducted on metacognition and the language threshold by Schoonen, Hulstijn and Bossers (1998, cited in the book 'Teaching and Researching Reading' by Grabe and Stoller) and they examined 'whether L1 reading abilities or L2 proficiency has a greater influence on L2 reading abilities', and aimed to find the answer to the question 'What are the contributions of vocabulary knowledge and metacognitive knowledge on L1 and L2 reading abilities?' This study shows the strong connection between reading and vocabulary in both L1 and L2 contexts. It is also stated that while

vocabulary knowledge had a greater influence on L2 reading than on L1 reading at the lower grade level, metacognitive knowledge contributes more to reading abilities at higher proficiency levels. In other words, language proficiency is essential for L2 reading abilities, and 'metacognitive instruction in text structure and reading strategies' leads to the emergence of metacognitive abilities for more advanced reading. The researcher in the present study wanted to test the effects of L2 proficiency and reading strategy instruction on both L1 and L2.

From a different point of view, Singhal (1998) discusses how reading in L1 is different from and similar to reading in L2 and she claims that factors of cultural differences play a significant role. She defines these factors as: content (background knowledge) schema, formal (textual) schema, and linguistic (language) schema. 'Reading, whether in a first or second language context, involves the reader, the text, and the interaction between the reader and text (Rumelhart, 1977, cited by Singhal, 1998).' Whereas reading in L1 and L2 has many basic elements in common, the processes differ greatly. To Singhal, schema 'covers the knowledge of the world, from everyday knowledge to very specialized knowledge, knowledge of language structures, and knowledge of texts and forms they take in terms of genre, and organization.' She states that as second language readers do not have the same degree of content schema as first language readers, they may have difficulties in comprehension. In addition to this, organizational structure in text differs across cultures and different types of text structure affect comprehension. What is more, when the writing systems and rhetorical structures of L1 are different from the ones of L2, reading may be influenced. In conclusion, reading in a native language is similar to and different from a target language, and knowledge of content, formal and linguistic schema has an important role in reading in both contexts.

Furthermore, Yamashita (2004) in her study examines the relationship between both first language and second language reading attitudes, and their effect on learners' performance in L2 extensive reading. She mentions two hypotheses: (1) the linguistic interdependence hypothesis, according to which L1 reading ability transfers to L2 reading; and (2) the linguistic threshold hypothesis, which claims that L1 reading ability transfers to L2 reading when learners' L2 proficiency is higher than the linguistic threshold, that is, they need to have some linguistic competence to transfer their L1 reading ability to L2. In the study, the researcher gives importance to L2 proficiency and investigates whether the linguistic threshold hypothesis applies to the affective domain (attitudes) of reading. The results of the study supports 'the transfer of reading attitudes from L1 to L2 and L1 reading attitude is one of the factors forming L2 attitude.' Besides, L2 is not an important factor in the transfer of reading attitudes, and students with positive attitude towards L1 reading have the potential to improve their L2 reading.

To sum up, as the researcher in this study thinks that both bottom-up and top-down models play a significant role in the students' reading process, she gave importance to not only word-recognition abilities, but also making inferences, such as guessing the meaning from the context. She also believes that high-ability readers differ from low-ability readers in terms of the way they employ reading strategies in academic contexts. In addition, she agrees with the fact that L1 reading is similar to and different from L2 reading in strategies used, proficiency, attitudes and socio-cultural contexts.

Taking the points mentioned above into consideration, the researcher in this study was motivated by the reading strategy training approach of Brown and Palinscar (1984), whose teaching approach includes four concrete reading strategies: summarizing, questioning, clarifying and predicting. On top of Brown and Palinscar's strategies, multiple-

component models of reading comprehension proposed by Urquhart and Weir (1998), and Koda (2005) were chosen and the following strategies were taught: skimming, scanning, vocabulary knowledge, text-structure knowledge, main-idea detection, background knowledge and comprehension strategies, such as making inferences. As the participants are supposed to develop academic reading skills, these strategies are essential to achieve reading purposes in an academic setting, which are to read to find information, to read for basic comprehension, to read to learn, and to read to integrate information across multiple texts.

The researcher chose the reading component of the TOEFL IBT test as pre- and post-tests to evaluate the effectiveness of the instruction, since it has been designed to assess academic reading comprehension and includes three main academic reading purposes similar to the strategies in the models presented by Urquhart and Weir (1998), and Koda (2005):

- 1- Reading to find information. Scanning and fluency
- 2- Basic comprehension: main idea comprehension, vocabulary in context, reference words and making inferences
- 3- Reading to learn: recognizing text-organization and summarizing

TOEFL test developers have chosen this framework, which underlines the notion that a reading test should be designed according to the reader purpose (Mikhaylova, 2009). Students begin reading a text with a purpose or a task to accomplish in academic settings, and this purpose determines their strategies to be used during comprehension process. In the reading component of TOEFL IBT, different strategies need employing to

understand the text and answer the questions. That's why it is one of the most appropriate tests to evaluate the effectiveness of the reading strategy instruction.

CHAPTER III

METHODOLOGY

The purpose of the study was to examine what strategies Turkish university students employ in L1 and L2 reading and whether strategy training in L1 and L2 can affect the subjects' reading proficiency in these languages. In order to assess these variables and to get in-depth understanding of participants' beliefs about and use of reading strategies while dealing with academic texts in L1 and L2, the researcher designed a multi-method approach in her study and believed that using different approaches would enable her to answer different kinds of questions. That's why the researcher used two research paradigms- positivism, quantitative approach and interpretivism, qualitative approach.

Positivist approach tries to understand and explain phenomena through quantitative research, which uses objective measurement and statistical analysis of data. On the other hand, interpretivism, critical of positivism is a way to gain insights for phenomena through qualitative research, which sees social reality as unique and looks not only at what people do but also at how they think and feel. To Hammersley (1996), 'researchers can combine the two approaches in three ways: using one to verify the findings of the other; using one as the groundwork for the other; and using them in complementary fashion, to explore different aspects of the same research question.' (Cited in the book 'Introduction to research in education', chapter 2: 'The scientific approach in education.p.21-40 by Ary, Jacobs & Razavieh ,1996).

The quantitative aspect is used for determining the effectiveness of the method while the qualitative aspect is used for measuring students' awareness of reading strategies and how well the students received the instruction. As quantitative data collection instrument, Turkish and English pre- and post-tests were administered to see

the effectiveness of the strategy instruction. Qualitative data instruments were open-ended questionnaires related to reading strategies used in L1 and L2 reading and focus group interviews after the training, by which it was aimed to gain insights for how much the participants benefited from the instruction.

Therefore, the following research questions were addressed in this study:

○ I-

1- Is there a difference between pre-intermediate and intermediate students' strategy use in Turkish?

2- Is there a difference between pre-intermediate and intermediate students' strategy use in English?

○ II- Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?

In the present chapter, the paradigms and related methods, and procedures used for the purposes of the study, the research questions, setting, participants and data collection and methods of analysis were analyzed in a very detailed way.

3.1. Setting

The setting of the present study was the prep school of an English-medium private university in Istanbul, in which the levels were determined according to the placement test that was prepared and administered at the beginning of the year by the testing office, and the questions of which were chosen in relation to the grammar points in the textbook 'Success'. According to the results of the placement test, students are placed in five different levels: Avon-B1; Brighton-A2, Cardiff-A1; Dublin-Beginner; Exeter-Zero-beginner.

At the end of the year of an intensive English instruction, students in all levels are supposed to reach the level of B2. In this university, a modular system is used and students have to pass an exam at the end of each module to stay at the same level. Each level has approximately 27 hours of instruction a week consisting of four skills (listening, reading, speaking and writing) taught by 44 instructors. To be able to continue their education in their disciplines, the students need to pass the proficiency exam prepared by the testing office at the end of the year. Thus students are naturally exam-oriented and interested in passing too many exams through the year rather than learning and improving their English.

3.2. Subjects of the Study

34 students out of 670 in the preparatory school of a private university participated in this study. The participants were chosen randomly from two different proficiency levels of English: 14 intermediate students out of 4 classes and 20 pre-intermediate students out of 10 classes. Intermediate and pre-intermediate groups had been determined according to a grammar-based placement test developed by the testing office rather than a standardized test assessing many skills. The average age of the students was 19. 22 of the students were female, the remaining 13 were male. The results of the background questionnaire indicated that 13 out of 14 intermediate students received an English education before, and 3 of them had had it for 2-4 years; 2 for 5-7 years; 5 for 8-10 years and 3 for 11-14 years. Two of them claimed that they were very good readers; 8 – good; 2 – average; and 2 – not very good. In order to improve their English, they stated that they generally watch films or serials with English subtitles and listen to English songs; they chat with foreigners on the Internet, and sometimes read an English novel or magazine. 13 students out of 20 pre-intermediate students stated that they took English lessons before, and 5 of them had

taken them for 2-4 years; 3 for 5-7 years; 4 for 8-10 years and 1 for 11-14 years. According to three of them, they were very good readers; 8 – good; 7 – average; and 2 – not very good. Like intermediate students, the students in pre-intermediate level usually watch films or serials with English subtitles and listen to English songs; they chat with foreigners on the Internet, and sometimes read an English novel or magazine. Not only did all the participants answer the questionnaires, but they also took pre- and post-tests.

3.3. Research Design

In the present study, both qualitative and quantitative approaches were utilized in order to get in-depth understanding of the participants' beliefs about reading strategies and the effectiveness of the instruction. In order to answer the first research question, questionnaires were given before the instruction to measure the students' awareness of reading strategies and to determine the reading strategies to be taught. The same questionnaire with 20 open-response items was administered to assess reading strategy use in two languages on different days by changing the order of questions and adding the word 'Turkish' to the questions in the one for L1 before the pre-test. Having applied the questionnaires, the researcher administered both Turkish and English reading tests as pre-test on different days to be able to answer the second research question and check if the placement test had put the students into their levels appropriately. After the instruction, the same tests in English and Turkish were given as post-tests to measure the effectiveness of the training. Also, students from each level were interviewed as a group, a qualitative method, after the post-test to understand whether they developed their metacognitive awareness of reading strategies and to increase the reliability of the test results. The results of the achievement tests administered by the testing office at the end of each module that lasts for seven weeks were going to be taken into consideration to test

the success of the instruction, but the researcher could not use them, as the levels were streamed after each module according to students' exam results. In pre-intermediate level (called 'D'), there might be students from a lower level (called 'E') and a higher level (called 'C') and they took different reading tests in different difficulty at the end of the previous module.

3.3.1. Data Collection Instruments

Data came from three different instruments; questionnaires, pre- and post-tests, and focus group interviews.

3.3.1.1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Wikipedia). To Wilson and McLean (1994, cited by Incecay, G., 2009), 'it is a widely used and beneficial tool for collecting survey information which provides structured and often numerical data without the presence of the researcher.' A questionnaire is a form of surveys which aim to collect and describe data such as the characteristics, attitudes, views, and opinions of participants in a study (Brown & Rogers, 2002, p.142).

Questionnaires may consist of closed-response items such as Likert scales, multiple-choice, yes-no, and ranking as well as open-response items like fill-in and short-answer questions. As they can be administered through mail, e-mail or face to face, they are less expensive than other data collection instruments, and they provide the researcher with the opportunity to collect information from a large group of participants in a standardized way by asking the same questions to all the subjects. However, questionnaires have some drawbacks. To begin with, they are standardized, and this results in misinterpretation of

the questions by the respondents because it is not possible to explain the items, especially they are administered through mail or e-mail. To avoid this problem, the questionnaire should be piloted on a small group of students or friends and colleagues (Milne, J.) Another problem related to questionnaires is the low return rate, which can be solved by administering them face to face in class time. Furthermore, questionnaires with closed-response items may not correspond with the respondent's answers, so through open-response items, the subject can express his/her opinions more accurately although it takes a long time to analyze data coming from open-response items.

Taking these disadvantages and advantages into consideration, the researcher in this study used a self-designed questionnaire to measure her students' awareness of reading strategies in both L1 and L2. It consisted of open-response items to let students express themselves better. The same questionnaire was administered for two languages on different days by changing the order of questions and adding the word 'Turkish' to the questions in the one for L1. The questionnaire had been piloted on two English instructors, one is a Turkish native speaker and the other is an English native speaker and bilingual. The questionnaires were applied face to face in class time to avoid the low return rate and make the items students would not understand clearer.

3.3.1.1.1. Cognitive Strategy Use of Students

The questionnaire consisted of two parts, the first part of which was to collect background information, and the second part aimed to investigate the students' awareness and use of cognitive reading strategies while reading a text in L1 and L2. The 20 open-response items were adapted from the questionnaire with 25 Likert-type items used by Bezci (1998, cited by Civelek, M, 2006) under the headings of pre-reading, while-reading

and post-reading (the questions in pre-reading and while reading originated from the study by Anderson,1991 and post reading by Carrell,1998).

In the present study, the purpose of administering a questionnaire with open-ended items rather than Likert-type items was to enable the students to respond to them in their own words. Otherwise, with selected-response items, the students would respond by selecting among alternatives by circling or checking their choices (Brown, J. & Rogers, T. 2002), which may lead participants to choose the items without thinking. The results of the questionnaires helped the researcher to determine which strategies to be taught during the instruction.

When the responses to the questions were evaluated, the researcher and the students discussed the answers and reading strategies in a very detailed way after the pre tests were administered, and before the instruction started. Throughout the instruction, the researcher explained and emphasized the importance of learning and using reading strategies, modelled them explicitly, provided the students with the chances to use them and had them evaluate the effectiveness of the strategies they used in the way similar to Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994 cited by Cubukcu, 2008, p.86-89).

3.3.1.2. Pre- and post-tests

Pre- and post-tests in English and Turkish were chosen from *TOEFL IBT* (Longman, Preparation course for the TOEFL test by Deborah Phillips, 2006); for the Turkish test, a test from the book was translated into Turkish by the researcher and three English instructors. The researcher aimed to make her students aware of reading strategies and to have them use these strategies. That's why; she chose the reading component of TOEFL

IBT, which assesses a reading strategy through each item in the test in order to evaluate the effectiveness of her reading strategy instruction.

The strategies evaluated in pre- and post-tests in English and Turkish;

Questions in Turkish Test	Questions in English Test	Strategy assessed in TOEFL IBT
10	1 & 13	inferring- rhetorical purpose/ organization
1,2,4 & 12	2,8, 11 & 15	vocabulary in context
11	3 & 18	understand negative facts- comprehension
8	4 & 9	make inferences from stated facts
3 & 13	5 & 16	insert sentences into the passage
7 & 9	6 & 17	recognize referents/basic comprehension
5 & 14	7 & 12	simplify meanings of sentences/ comprehension
6	10 & 14	find factual information
15	19	select summary information

(Table 3.1. The strategies assessed in the pre and post tests)

Although the strategies in **Table 3.1.** were evaluated in the tests, the instruction included some other strategies such as activating background information- schema (In Bernhardt's three-component model, 1991b, cited in '*Reading in a Second Language*, The theory of reading by Urquhart), metacognitive strategies, which are defined as the self-regulatory mechanisms employed by 'an active reader' to solve problems during reading and '....*checking* the outcome of any attempt to solve the problem, *planning* one's next move, *monitoring* the effectiveness of any attempted action, and *testing*, *revising*, and *evaluating* one's strategies for learning.' (Baker and Brown, 1984, p.354), and predicting (Brown and Palinscar, 1984).

The pre tests in both English and Turkish, which were also administered as post tests, were delivered (in the third week of the seven-week module) after the participants answered the questionnaires with open response items related to the strategies they employ during reading in their native language (Turkish) and foreign language (English)(in the second week of the module). The researcher administered the pre tests after the questionnaires so that the students could not benefit from the clues in the tests in order to answer the questions in the questionnaires and could answer them more sincerely. The questions in the pre tests were not answered in the classroom and the results were not announced as they would be delivered as post tests at the end of the instruction (last week of the seven-week module).

3.3.1.3. Focus Group Interviews

Interview is an instrument of qualitative research and used commonly in educational research to get in-depth understanding of phenomena and to find out what is on subjects' mind, what they think or how they feel about something (Fraenkel & Wallen, 1996). The two crucial concepts in qualitative research are validity and reliability. Validity refers to 'the appropriateness, meaningfulness and usefulness of the inferences researchers make based on the data they collect, while reliability refers to the consistency of these inferences over time, location and circumstances.' As researchers' perspective plays an important role, they should be sure that they are not misled and do not have any biases, taking validity and reliability into consideration. Also, interviewers need to obtain the informed consent of individuals they are going to interview.

There are four types of interviews: structured, semi-structured, informal and retrospective. Structured and semi-structured interviews consist of pre-set questions to elicit specific answers from respondents (Fraenkel & Wallen, 1996, p.456). Informal

interviews are not as formal as structured and semi-structured interviews, and do not have any specific type of questions. Retrospective interviews can be structured, semi-structured and informal, and entails subjects recalling something happened in the past from memory. That's why it is the least reliable of the four interview types to gather accurate data.

Qualitative interviews are conducted one-on-one or as a group. In the present study, the researcher conducted a focus group interview that is an interview with a small group (usually four to eight) of people 'who are asked to think about a series of questions asked by the interviewer', and who are seated together in a group to be able to hear one another's answers to the questions. The fact that it is an interview, not a discussion should be kept in mind. During the interview, what the participant says is recorded in order not to miss anything. Also, the interviewer takes notes to be able to formulate new questions at the time of interview, and to prevent the participant from thinking that the researcher does not give importance to what s/he is saying.

In the present study, students from the two levels were interviewed as a group, and were asked to answer five questions (Appendix G). The data were analyzed by coding system, in which the researcher reads his/her transcribed data, and divide the data into meaningful analytical units (segmenting the data) to code them. (<http://www.southalabama.edu/coe/bset/johnson/lectures/lec17.pdf>)

3.3.2. Instruction

After the pre tests in English and Turkish were administered, the students did not receive any feedback related to the results of the tests since they would be delivered as post tests at the end of the four-week instruction. However, to begin the reading strategy training, the researcher and the students discussed the answers of the questions in the questionnaires shown on the OHP and the trainer, the researcher in this study gave information about each strategy and emphasized the importance of employing reading strategies to handle academic reading texts in their disciplines and the texts they would have to understand to be successful in the proficiency exam at the end of the year. This is the first one of five cycling phases of the approach, CALLA (Chamot & O'Malley, 1994 cited by Cubukcu, 2008, p.86-89) and called *preparation*, in which the teacher explains and emphasizes the importance of metacognitive learning strategies. In the *presentation* phase, the teacher modelled the use of the strategies explicitly using the texts in both English and Turkish. An English reading passage for each week was drawn from the subjects' textbook (For Your Information 4-intermediate group/ For Your Information 3-pre-intermediate group) in their syllabus and done in three lessons each week during the four-week instruction. The same Turkish reading passage for each week was used for both groups and the passages were chosen from the magazines 'Bilim ve Teknik, March 2011 ('**Karanlık Gökyüzü' Adası** by Alp Akođlu, **Anti-Lazer** by Búřra Kamilođlu, **Sođuktan Camlar Erir mi Demeyin!** by Ođuzhan Vıcl) and 'National Geographic, Türkiye', March 2011 (**Sulak Gezegenimize Bakmak**). Whereas three lessons were spent on each English text, a lesson was spent on each Turkish text due to the overloaded syllabus. After the presentation of the strategies, the students *practised* the strategies modelled by the teacher through the reading texts, which were redesigned by the teacher in the format of

the reading component of TOEFL IBT and included the similar questions assessing reading strategies. Therefore, the subjects also had the chance to *evaluate* their own success in using the strategies. In the last phase, *expansion*, the students could decide which strategies are most effective and use their own individual metacognitive learning strategies through class discussions and focus group interviews.

CHAPTER IV

RESULTS AND ANALYSIS

In this chapter, the analysis is presented under two headings; qualitative analysis and quantitative analysis.

Qualitative Analysis: In order to answer the first research question;

I- 1- Is there a difference between pre-intermediate and intermediate students' strategy use in Turkish?

2- Is there a difference between pre-intermediate and intermediate students' strategy use in English?

two questionnaires, one of which is related to reading strategy use in reading English and the other in reading Turkish were administered on different days before the pre tests were delivered. The results of the questionnaires were analyzed by using the qualitative aspect of SPSS, descriptive analysis. Another qualitative analysis used in this research to be able to answer the second research question,

II- Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how? ,

is coding so as to assess the focus group interviews conducted after the instruction.

Quantitative analysis: In order to answer the second research question;

II Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?

the results of pre-intermediate and intermediate students' pre and post tests were analyzed using paired and independent samples t-tests. In addition to this, the researcher wanted to investigate the effectiveness of the instruction on the strategy basis and conducted a Wilcoxon test.

4.1. Questionnaires

The questionnaires with open-response items were administered to be able to have participants express what strategies they employ during reading in their own words. In order to evaluate their responses, descriptive analysis, which shows the rate of the responses given by most of the students, was used.

Comparison of the pre-intermediate and the intermediate level students' strategy use in Turkish

Pre-reading

To Q1 (previewing), 50% of pre-intermediate students gave correct answer and stated that they looked at the title to understand what the text is about as a pre-reading activity , while the rate in the intermediate group was 78.6%. In Q2, which the students were expected to give the answer 'understanding what the text is about', 64,3 of the intermediate group claimed that it was for understanding the text while 40 % of the pre-intermediate group responded the question in the same way. To Q3, 'skimming', 42, 9% of the intermediate students and 65% of the pre-intermediate ones wrote 'reading the text' without using the term 'skimming'. To Q4, only 21.45% of the subjects in the intermediate level and 30% of the pre-intermediate students were able to respond and gave the wrong answer 'title' rather than 'schema'. 28,6 % of the subjects in the intermediate group answered Q7 correctly, while 35% of the low ability students gave the correct answer. The

answer to Q18 was 'understanding the text better' by 28.6% of the intermediate and 35% of the pre-intermediate students.

While Reading

To Q5 (making inferences-guessing the meaning of an unknown word from the context), most of the students in both groups (90% in the pre-intermediate and 85.7% in the intermediate group) stated that they did not look up every unknown word in the dictionary and they preferred guessing their meanings from the context. 20% of the pre-intermediate subjects' answer to Q6 (another inference question) was that they underlined the key words to learn their meaning, while 14.3 % of the intermediate students would take notes. 45 % of the pre-intermediate and 64.3% of the intermediate students claimed that they reread the sentence they did not understand in a reading text (clarifying, Q8). To Q9 (clarifying), 75% of the pre-intermediate and 50% of the intermediate students gave the answer that visualising would help them to understand the text better. Only a few of students in both groups (25% in the pre-intermediate and 28.6% in the intermediate group) found understanding the organization of the text (Q10) useful to comprehend a text. 70 % of the pre-intermediate and 64.3 % of the intermediate subjects stated that they would rather underline the important points in a text to remember them later than take notes (Q11). While 30% of the pre-intermediate students claimed that they would predict the main idea after finishing reading a paragraph, 28.6 % of the intermediate students would try to guess the following part (Q12). To Q15 (rereading), 50 % of the intermediate students wrote that they **usually** reread the parts they did not understand, but 55% of the pre-intermediate students asserted that they **always** reread them. In Q16, the participants were expected to give the answer which is relating the text to their background knowledge to remember the important points of the text. 35,7% of the participants in the intermediate

group wrote that they would mark them, 45% of the pre-intermediate students would underline them. Q17, which was asked as cross-check for Q5 and Q6, is about the frequency of dictionary use while reading and 71.4% of the intermediate and 55% of the pre-intermediate students stated that they seldom used a dictionary. 28.6 % of the intermediate students wrote that they often made predictions about the following part while reading a text (Q19), whereas 35 % of pre-intermediate students claimed they predicted the topic.

Post-Reading

Only 21.4% of the subjects in the intermediate group classified the unknown words to make learning easier (Q13), but 15% of pre-intermediate students employed this strategy to understand the text better. To Q14, 42.9% of the intermediate and 30% of the pre-intermediate students wrote that they underlined the main points in order to understand the text better instead of summarizing. 42.9% of the subjects in the intermediate group and 55% of pre-intermediate students answered Q20 correctly and stated that they reread the text if they did not understand the main idea of the text (Table 4.1.).

Descriptive Analysis Results (Turkish)

Pre-reading	Pre-intermediate		Intermediate	
1st Q (prev) -Before I begin to read a text, Ito understand what the text is about.	Looking at the title	55%	Looking at the title	78,6 %
2nd Q (prev) -Looking at illustrations/pictures helps me to	Understanding the text	40%	Understanding the text	64,3 %
3rd Q (skim) -To get the gist of the text, I	Reading the text	65%	Reading the text	42,9 %

4th Q(schema) -I try to connect the topic of the text with.....	title	30%	title	21,45 %
7th Q (scan) - To be able to find out important information such as a date, name or number in the text, I	scanning	35%	scanning	28,6 %
18th Q(prediction2) -Guessing is a useful technique in reading because	Understanding the text better	35%	Understanding the text better	28,6 %
While Reading				
5th Q (making inf.1) -While I read the text, I read, looking up every unknown word in the dictionary. Yes/No ___	no	90%	no	85,7 %
6th Q (making inf.2) -While learning the words that will help me to understand the text, I	underlining	20%	Taking notes	14,3 %
8th Q (clarifying1) -When I don't understand a sentence in the text, I	Rereading it	45%	Rereading it	64,3 %
9th Q (clarifying2) - I try to have a picture of the events in the text in mind so that	Understanding the text more easily	75%	Understanding better	50%
10th Q (organization) - I pay attention to words or phrases such as linking words , which show how the text is organized, because	Helping me to understand the text	25%	Helping me to understand the text	28,6 %
11th Q (taking notes) - To remember the important points in the text later, I while reading.	underlining	70%	underlining	64,3 %
12th Q (predicting) - After I finish reading a paragraph, I try to guess	Predicting the main idea	30%	Predicting the following part	28,6 %
15th Q (rereading) - If I don't comprehend some parts in the text, I <i>never/ sometimes /usually/ always</i> reread those parts	always	55%	usually	50%
16th Q (schema2) - helps me to remember the important points of the text.	underlining	45%	marking	35,7 %
17th Q (making inf.3) - I seldom use dictionary while reading a text. Yes/No _____	yes	55%	yes	71,4 %

19th Q (pred.3) - I often predict while reading a text.	The topic	35%	The following part	28,6 %
Post-Reading				
13th Q (classifying words) - After I finish reading the text, I categorize the unknown words because	understanding better	15%	Making learning easier	21,4 %
14th Q(summarizing) - To understand a reading text better, I the main points in the text.	underlining	30%	underlining	42,9 %
20th Q (rereading2) - When I don't understand the main idea of the text, I usually	Rereading the text	55%	Rereading the text	42,9 %

(Table 4.1.)

Comparison of the pre-intermediate and the intermediate level students' strategy use in English

Pre-reading

To Q1 (previewing), 50% of the students in both groups gave the correct answer and stated that they looked at the title to understand what the text is about as a pre-reading activity. To Q2, 42.9 of the students in the intermediate group and 60 % of the pre-intermediate group wrote that it was for understanding the text rather than 'understanding what the text is about'. To Q3, 'skimming', 42, 9% of the intermediate students and 30% of the pre-intermediate ones wrote 'reading the text' without using the term 'skimming'. To Q4, only 21.4% of the subjects in the intermediate level and 20% of the pre-intermediate students were able to respond and while the intermediate students gave the wrong answer 'title', the pre-intermediate students answered it correctly 'schema'. 64.3 % of the subjects in the intermediate group and 20% of the ones in the pre-intermediate group answered Q7

(scanning) correctly. The answer to Q18 was 'understanding the text better' by 21.4% of the intermediate and 30% of the pre-intermediate students.

While Reading

To Q5 (making inferences-guessing the meaning of an unknown word from the context), 65% of the students in the pre-intermediate and 50% in the intermediate group stated that they looked up every unknown word in the dictionary. 45% of the pre-intermediate and 42.9 % of the intermediate students' answer to Q6 (another inference question) was that they used a dictionary to learn the meanings of the key words. While 35 % of the pre-intermediate students stated that they would ignore the sentence they did not understand in a reading text, 42.9% of the intermediate students claimed that they reread it (clarifying, Q8). To Q9 (clarifying), 70% of the pre-intermediate and 57.1% of the intermediate students gave the answer that visualising would help them to understand the text better. Only a few of the students in both groups (20% in the pre-intermediate and 42.9% in the intermediate group) found understanding the organization of the text (Q10) useful to comprehend a text better. 60 % of the pre-intermediate and 78.6 % of the intermediate subjects stated that they would rather underline the important points in a text to remember them later than take notes (Q11). While 20% of the pre-intermediate students claimed that they would predict the main idea after finishing reading a paragraph, 42.9 % of the intermediate students would try to guess the following part (Q12). To Q15 (rereading), 57.1 % of the intermediate and 50% of the pre-intermediate students wrote that they **usually** reread the parts they did not understand. Q16 expected the participants to give the answer which is relating the text to their background knowledge to remember the important points of the text. 21.4% of the participants in the intermediate group wrote that they would mark them, whereas 60% of pre-intermediate students would underline

them. Q17, which was asked as cross-check for Q5 and Q6, is about the frequency of dictionary use while reading and 50% of the intermediate students claimed that they used a dictionary, while 55% of the pre-intermediate students stated that they seldom used a dictionary, which contradicts the answers they gave to Q5 and Q6. Whereas 28.6 % of the intermediate students wrote that they often made predictions about the following part while reading a text (Q19), 30 % of the pre-intermediate students claimed they predicted the topic.

Post-Reading

Only 14.3% of the subjects in the intermediate group classified the unknown words to make learning easier (Q13), but 15% of pre-intermediate students used this strategy to remember them better. To Q14, 28.6% of the intermediate students wrote that they took notes, whereas 25% of the pre-intermediate students claimed that they underlined the main points in order to understand the text better instead of summarizing. 57.1% of the subjects in the intermediate group and 75% of the pre-intermediate students answered Q20 correctly and stated that they reread the text if they did not understand the main idea of the text (Table 4.2.).

Descriptive Analysis Results (English)

Pre-reading	Pre-intermediate		Intermediate	
1st Q (prev) -Before I begin to read a text, Ito understand what the text is about.	Looking at the title	50%	Looking at the title	50 %
2nd Q (prev) -Looking at illustrations/pictures helps me to	Understanding the text	60%	Understanding the text	42,9 %
3rd Q (skim) -To get the gist of the text, I	Reading the text	30%	Reading the text	42,9 %
4th Q(schema) -I try to connect the topic of the text with.....	schema	20%	title	21,4 %
7th Q (scan) - To be able to find out important information such as a date, name or number in the text, I.....	scanning	20%	scanning	64,3 %
18th Q(prediction2) -Guessing is a useful technique in reading because	Understanding the text better	30%	Understanding the text better	21,4 %
While Reading				
5th Q (making inf.1) -While I read the text, I read, looking up every unknown word in the dictionary. Yes/No ___	yes	65%	yes	50%
6th Q (making inf.2) -While learning the words that will help me to understand the text, I	Using the dictionary	45%	Using the dictionary	42,9 %
8th Q (clarifying1) -When I don't understand a sentence in the text, I	Ignoring it	35%	Rereading the former and latter sentences	42,9 %
9th Q (clarifying2) - I try to have a picture of the events in the text in mind so that	Understanding better	70%	Understanding better	57,1 %
10th Q (organization) - I pay attention to words or phrases such as linking words , which show how the text is organized, because	Making comprehension easier	20%	Helping me to understand the text	42,9 %

11th Q (taking notes) - To remember the important points in the text later, I while reading.	underlining	60%	underlining	78,6 %
12th Q (predicting) - After I finish reading a paragraph, I try to guess	Predicting the main idea	20%	Predicting the following part	42,9 %
15th Q (rereading) - If I don't comprehend some parts in the text, I <i>never/ sometimes /usually/ always</i> reread those parts	usually	50%	usually	57,1 %
16th Q (schema2) - helps me to remember the important points of the text.	underlining	60%	marking	21,4 %
17th Q (making inf.3) - I seldom use dictionary while reading a text. Yes/No _____	yes	55%	no	50%
19th Q (pred.3) - I often predict while reading a text.	The topic	30%	The following part	28,6 %
Post-Reading				
13th Q (classifying words) - After I finish reading the text, I categorize the unknown words because	Remembering them better	15%	Making learning easier	14,3 %
14th Q (summarizing) - To understand a reading text better, I the main points in the text.	underlining	25%	Taking notes	28,6 %
20th Q (rereading2) - When I don't understand the main idea of the text, I usually	Rereading the text	75%	Rereading the text	57,1 %

(Table 4.2)

4.2. Comparison of pre and post tests in English and Turkish of the Pre-intermediate and the Intermediate Groups

In order to be able to answer the second research question;

II- Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?

the results of pre-intermediate and intermediate students' pre and post tests were analyzed using paired and independent samples t-tests.

INTERMEDIATE GROUP

1. A paired samples t-test was conducted to evaluate the impact of intervention on scores of students, who were in intermediate group, in the English Test. There was a statistically significant increase from pre-test (M= 11.43, SD= 3.59) to post-test (M= 14.07, SD= 3.50), $t(13) = -3.65$, $p < .005$. Additionally, a paired samples t-test was conducted to evaluate the impact of intervention on students' scores in the Turkish Test. There was statistically no significant change from pre-test (M= 16.14, SD= 3.13) to post-test (M= 16.79, SD= 2.75), $t(13) = -1.51$, $p > .05$.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ENG_PRE	11.4286	14	3.58875	.95913
	ENG_POST	14.0714	14	3.49647	.93447
Pair 2	TURK_PRE	16.1429	14	3.13435	.83769
	TURK_POS	16.7857	14	2.75062	.73514

(Table 4.3)

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ENG_PRE - ENG_POST	-2.6429	2.70632	.72329	-4.2054	-1.0803	-3.654	13	.003
Pair 2	TURK_PRE - TURK_POS	-.6429	1.59842	.42720	-1.5658	.2800	-1.505	13	.156

(Table 4.4)

PRE-INTERMEDIATE GROUP

2. A paired samples t-test was conducted to evaluate the impact of the intervention on scores of students, who were in pre-intermediate group, in the English test. There was a statistically significant increase in English Test scores from pre-test (M= 6.50, SD= 1.54) to post-test (M= 9.80, SD= 2.59), $t(19) = -5.97$, $p < .001$. A paired samples t-test was also conducted to evaluate the impact of the intervention on the Turkish Test scores of students, who were in pre-intermediate group. There was a statistically significant increase in Turkish Test scores from pre-test (M= 13.95, SD= 2.24) to post-test (M= 15.10, SD= 1.68), $t(19) = -2.67$, $p < .05$.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ENG_PRE	6.5000	20	1.53897	.34412
	ENG_POST	9.8000	20	2.58742	.57856
Pair 2	TURK_PRE	13.9500	20	2.23548	.49987
	TURK_POS	15.1000	20	1.68273	.37627

(Table 4.5)

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ENG_PRE - ENG_POST	-3.3000	2.47301	.55298	-4.4574	-2.1426	-5.968	19	.000
Pair 2	TURK_PRE - TURK_POS	-1.1500	1.92696	.43088	-2.0518	-.2482	-2.669	19	.015

(Table 4.6)

1. An independent-samples t-test was conducted to compare the English pre test scores for pre-intermediate and intermediate group. There was a significant difference in scores for pre-intermediate (M= 6.50, SD= 1.54) and intermediate group (M= 11.43, SD= 3.59), $t(32) = -5.49$, $p = .000$.
2. An independent-samples t-test was also conducted to compare English post-test scores for pre-intermediate and intermediate group. There was a statistically difference in scores for pre-intermediate (M= 9.80, SD= 2.59) and intermediate group (M= 14.07, SD= 3.50), $t(32) = -4.10$, $p = .000$.
3. An independent-samples t-test was also conducted to compare Turkish pre-test scores for pre-intermediate and intermediate group. There was a statistically difference in scores for pre-intermediate (M= 13.95, SD= 2.24) and intermediate group (M= 16.14, SD= 3.13), $t(32) = -2.39$, $p = .023$.
4. An independent-samples t-test was also conducted to compare Turkish post-test scores for pre-intermediate and intermediate group. There was a statistically difference in scores for pre-intermediate (M= 15.10, SD= 1.68) and intermediate group (M= 16.79, SD= 2.75), $t(32) = -2.22$, $p = .034$.

Group Statistics

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
ENG_PR_	pre-intermediate	20	6.5000	1.53897	.34412
	intermediate	14	11.4286	3.58875	.95913
ENG_POS_	pre-intermediate	20	9.8000	2.58742	.57856
	intermediate	14	14.0714	3.49647	.93447
TURK_PR_	pre-intermediate	20	13.9500	2.23548	.49987
	intermediate	14	16.1429	3.13435	.83769
TURK_PO_	pre-intermediate	20	15.1000	1.68273	.37627
	intermediate	14	16.7857	2.75062	.73514

(Table 4.7)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
ENG_PR_	Equal variances assumed	4.741	.037	-5.489	32	.000	-4.9286	.89783	-6.75738	-3.09976
	Equal variances not assumed			-4.837	16.377	.000	-4.9286	1.01900	-7.08472	-2.77242
ENG_POS_	Equal variances assumed	2.243	.144	-4.099	32	.000	-4.2714	1.04200	-6.39391	-2.14895
	Equal variances not assumed			-3.886	22.604	.001	-4.2714	1.09908	-6.54725	-1.99561
TURK_PR_	Equal variances assumed	.312	.580	-2.386	32	.023	-2.1929	.91920	-4.06521	-.32050
	Equal variances not assumed			-2.248	21.998	.035	-2.1929	.97550	-4.21593	-.16979
TURK_PO_	Equal variances assumed	.807	.376	-2.218	32	.034	-1.6857	.75986	-3.23349	-.13794
	Equal variances not assumed			-2.041	19.775	.055	-1.6857	.82583	-3.40963	.03820

(Table4.8)

4.2.1. Analysis of strategy use in Turkish and English pre and post tests

The researcher wanted to investigate the effectiveness of the instruction on the strategy basis and conducted a Wilcoxon test.

Intermediate-English Strategy Use

In the present study, the reading component of TOEFL IBT was administered as pre- and post-tests as this standardized test is one of the best tests which assess reading strategies through each item in the test. A Wilcoxon test was conducted so as to understand in which strategies employed in pre- and post-tests by students there was an improvement. The results indicated a significant difference between pre and post test scores of **org** variable (infer-rhetorical purpose/organization), $z = -2.111$, $p = .035$. Students scored higher in post-test compared to pre-test. In addition to this, there was a difference which approached significance between pre and post test scores of **udn** (understand negative facts-comprehension), $z = -1.89$, $p = .059$ and **pred** (insert sentences into the passage/eliciting), $z = -1.876$, $p = .061$ (Table 4.9.).

	POORG - PREORG	POVOC - PREVOC	POUDN - PREUDN	POMAKE - PREMAKE	POPRED - PREPRED	POREF - PREREF	POSEN - PRESEN	POCLF - PRECLF	POSUM - PRESUM
Z	-2.111 ^a	-1.513 ^a	-1.890 ^a	-1.342 ^a	-1.876 ^b	.000 ^c	-1.000 ^a	-.707 ^a	-.816 ^a
Asymp. Sig. (2-tailed)	.035	.130	.059	.180	.061	1.000	.317	.480	.414

a. Based on negative ranks.

b. Based on positive ranks.

c. The sum of negative ranks equals the sum of positive ranks.

d. Wilcoxon Signed Ranks Test

(Table 4.9.)

Abbreviations

Org- infer-rhetorical purpose/organization **Voc-** vocabulary in context

Udn- understand negative facts-comprehension **Make-** make inferences from stated facts

Pred- insert sentences into the passage/eliciting **Ref-** recognize referents/basic comprehension

Sen.com.- simplify sentences/comprehension **Clf-** find factual information/clarifying

Sum- select summary information

Pre-intermediate-English strategy Use

A Wilcoxon test was conducted to evaluate whether students' use of reading strategies in post-test were different from the ones in pre-test. The results indicated a significant difference between pre and post test scores of **org** (infer-rhetorical purpose/organization), $z = -2.12$, $p = .034$, **udn** (understand negative facts-comprehension), $z = -2.236$, $p = .025$, **sen.com.** (simplify sentences/comprehension), $z = -2.676$, $p = .007$, and **clf** variables (find factual information/clarifying), $z = -2.673$, $p = .0086$, but a slight difference between pre and post scores of **sum** (select summary information), $z = -1.667$, $p = .096$. Students scored higher in the post test compared to the pre test. (Table 4.10.).

Test Statistics^b

	VAR00001 - SUM4PTS	VAR00002 - SUMORG	VAR00003 - SUMVOC	VAR00004 - SUMUDNFC	VAR00005 - SUMMAKEI	VAR00006 - SUMPRED	VAR00007 - SUMREFCO	VAR00008 - SUMSENCO	VAR00009 - SUMDF1
Z	-1.667 ^a	-2.121 ^a	-1.290 ^a	-2.236 ^a	-.832 ^a	-1.473 ^a	-.816 ^a	-2.676 ^a	-2.673 ^a
Asy mp. Sig. (2-tailed)	.096	.034	.197	.025	.405	.141	.414	.007	.008

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

(Table 4.10)

Intermediate-Turkish Strategy Use

There is no difference between Turkish pre- and post-tests in terms of strategy use, except the variable **sum** (select summary information), $z = -1.732$, $p = .083$ (Table 4.11.).

Test Statistics^c

	POSTORG - PREORG	POSTVOC - PREVOC	POSTUDN - PREUDN	POSTMAKE - PREMAKE	POSTPRED - PREPRED	POSTREF - PREREF	POSTSEN - PRESEN	POSTCLF - PRECLF	POSTSUM - PRESUM
Z	.000 ^a	-.302 ^b	.000 ^a	-1.000 ^b	.000 ^a	-.447 ^b	.000 ^a	.000 ^a	-1.732 ^b
Asy mp. Sig. (2-tailed)	1.000	.763	1.000	.317	1.000	.655	1.000	1.000	.083

a. The sum of negative ranks equals the sum of positive ranks.

b. Based on negative ranks.

c. Wilcoxon Signed Ranks Test

(Table 4.11)

Pre-intermediate-Turkish Strategy Use

The results showed that there is a slight difference between pre and post test scores of **org** variable (infer-rhetorical purpose/organization), $z = -1.89$, $p = .059$, but a significant difference between pre and post test scores of **sum** variable (select summary information), $z = -2.496$, $p = .013$. (Table 4.12.).

Test Statistics^c

	POSTORG - PRE_ORG	POSTVOC - PRE_VOC	POSTUDNF - PREUDNFC	POSTMAKE - PREMAKEI	POSTPRED - PREPRED	POSTREFC - PREREFCO	POSTSENC - PRESENCO	POSTCLF - PRECLF	POST8PTS - PRE8PTS
Z	-1.890 ^a	-.849 ^a	-.816 ^b	-1.414 ^b	-1.000 ^b	-1.265 ^a	-.832 ^a	-1.000 ^b	-2.496 ^a
Asy mp. Sig. (2-tailed)	.059	.396	.414	.157	.317	.206	.405	.317	.013

a. Based on negative ranks.

b. Based on positive ranks.

c. Wilcoxon Signed Ranks Test

(Table 4.12)

4.3. Focus Group Interviews

In the present study, the researcher interviewed the students from both intermediate and pre-intermediate levels, and asked them five questions so as to answer the second research question 'Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?' and to increase the reliability of the test results. The interviews were conducted in the classroom setting due to the overloaded syllabus, which meant that the students did not have time to be interviewed as a group of four to eight after the lessons. She took notes while the students were answering the questions rather than tape-recording as the students were disturbed and distracted from being recorded. The data were analyzed through coding, a theory which means a description of a pattern that you find in the data, and a procedure for organizing the text of transcripts and discovering patterns within that organizational structure (Auerbach, Carl F.; Silverstein; Louise B., '*Qualitative Data: An Introduction to Coding and Analysis*' New York, NY, USA: NYU Press, 2003. p 44.). Coding consists of five steps to be followed;

- 1- Relevant text, in which you keep only the relevant text and discard the rest so as to make the text easier to work with
- 2- Repeating ideas, in which you pay attention to the same or similar words and phrases used by the participants to express the same idea.
- 3- Themes, in which you find groups of repeating ideas that have something in common, a theme that is an implicit topic organizes a group of repeating ideas. (Auerbach, Carl F.; Silverstein; Louise B.)
- 4- Theoretical constructs, in which the themes are organized into larger, more abstract ideas- the abstract grouping of themes as theoretical constructs.

5- Theoretical narrative, which summarizes what the researcher have learned about his/her research concerns and provides the bridge between these concerns and the participants' subjective experience, and in which the story of their experience is told by using their own words as much as possible.

To Auerbach, Silverstein, Louise B., it is essential for the transcript to be coded by more than one person in order not to miss important data. Therefore, the data in this study were coded by the researcher and her colleague, an English instructor, who had used this method in her MA thesis.

1st Question 'Have you developed any reading strategies either in Turkish or English through instruction?'

When this question was asked to the students in the pre-intermediate level, they said that they had not been aware of reading strategies and what they really meant although they had heard about the names of some strategies before the training. They accepted that they had not known the difference between 'scanning' and 'skimming', which are the most known reading strategies, even though they had heard them before.

The participants stated that it was the first time they had ever realized the importance of activating background knowledge and that they would now use this strategy not only in reading, but also in their listening lessons while note-taking. They also stated that they became aware of and learned how to use reading strategies when they had to handle a reading text with full of unknown words and structures before being prejudiced about the text.

The participants interviewed claimed that they benefited from the instruction in English rather than Turkish because they thought they had already mastered Turkish as their native language and had no difficulty in comprehending Turkish reading

texts. Indeed, their Turkish post-test results got higher after the instruction. When the first question was asked to the students in the intermediate level, they stated that they had already used some of the reading strategies, such as making inferences and previewing, but they had not employed them consciously. Like the pre-intermediate students, they had never been aware of the importance of background knowledge before. Now, they would benefit from this strategy to deal with their academic reading texts as well. They claimed that they realized the significance of 'summarizing' and would use it. Although the Turkish pre and post test results of this group did not indicate a significant improvement related to strategy employment in general, it can be seen that the students got higher points from the item assessing 'summarizing' in the post test. In addition, one of the students from the intermediate level said that;

'I believe that we cannot improve our reading ability in English without improving reading ability in our first language.'

2nd Question 'Do you believe that using reading strategies plays an important role in reading comprehension?'

To the second question, most of the students in both groups agreed that knowing how to use reading strategies could help them to answer the comprehension questions in a reading test. As they were students in an exam-oriented system and had to pass many exams to be able to continue their education in their disciplines, an instruction should enable them to be successful in those exams. One of the students from the intermediate level expressed that she was able to employ the strategy 'guessing vocabulary from the context' in the reading quiz administered by the testing office and answer the question correctly although she had not known the meaning of the word.

3rd Question 'Which reading strategies do you find more effective in academic reading?'

When the researcher asked the students the question, the students in both the pre-intermediate and intermediate level stated that all the strategies taught during the instruction were beneficial for comprehension. However, the students in the pre-intermediate group found especially 'skimming', 'guessing the meaning of unknown words from the context' and 'summarizing' more useful in academic reading. They said that they had rarely skimmed the text before starting to answer the questions in reading tests. Now, they learned the importance of skimming to get the gist of a reading text and to be able to comprehend it. They also added that the most important problem they had during reading was to have many unknown words which prevent them from understanding the text. 'Guessing', or 'making inferences' would help them to read more fluently and understand the texts in their disciplines without looking up all the words they did not know into a dictionary. To the students from the intermediate level, 'summarizing' would also enable them to find out and as a result focus on the main idea(s) of an academic text while studying their lessons.

4th Question 'Do you think you can employ reading strategies to cope with academic texts in your disciplines and whenever you have to deal with a reading text you find difficult?'

When the fourth question was asked to the students, in both groups, they said they thought they would be able to employ the reading strategies they learned through the instruction to cope with academic texts in their disciplines and whenever they have to deal with a reading text they find difficult.

5th Question 'Is a four-week reading strategy instruction enough to learn and develop reading strategies?'

When the researcher asked them whether a four-week reading strategy instruction was enough for them to learn and develop reading strategies, they all agreed that they had enough time to learn, to practise and to test the reading strategies during that period of time. However, they all agreed that they would need to practise the reading strategies taught during the training so as not to forget how to use them.

CHAPTER V

CONCLUSION

This study had three main purposes: (a) to determine the strategies to be taught explicitly, (b) to examine the effects of a four-week strategy instruction in both L1 and L2, and (c) to see which level strategy training would be more influential on - low ability readers or high ability readers.

In relation to the first research question, '(a) Is there a difference between pre-intermediate and intermediate students' strategy use in Turkish? and (b) Is there a difference between pre-intermediate and intermediate students' strategy use in English? ', the findings from the questionnaires about the use of reading strategies in L1 and L2 indicated that both intermediate and pre-intermediate students seemed to be using the similar strategies while reading and answering the comprehension questions in L1 and L2. As it was stated in the study conducted by Anderson (1991), '*strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies.*' The results of the questionnaires showed that the students in the

pre-intermediate group heard about reading strategies but they had difficulty in employing them during comprehending a reading text, in contrast to the students in the intermediate group. These findings also concurred with the findings of the studies conducted by Song (1996) and Bromley Philip & Tan Kim Hua (Metacognition Strategy Instruction (MSI) for Reading: Co-regulation of Cognition', December, 2006).

Secondly, the results in relation to the second research question, 'Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?' could be assessed on the basis of pre- and post-tests:

-The results of the pre tests showed that the intermediate students got better results from not only English, but also Turkish test than pre-intermediate students. Being good at L1 reading may result in being good readers in L2. As it was stated in the study 'Reading attitudes in L1 and L2, and their influence on L2 extensive reading' (Yamashita, 2004), two hypotheses have been put forward to explain the relationship between L1 and L2 reading. According to the first hypothesis called 'the linguistic interdependence hypothesis', L1 reading ability transfers to L2 reading. In the present study, although Turkish is the native language of the two groups, the students in intermediate level were more successful in both English and Turkish pre tests than the pre-intermediate students, which may support the linguistic interdependence hypothesis.

- The results of the post tests indicated that the instruction enabled the students in both levels to improve their reading in English although the pre-intermediate level showed more success than the intermediate group. The second hypothesis called 'the linguistic threshold hypothesis' (mentioned in the study by Yamashita, 2004)

states that 'L1 reading ability transfers to L2 reading when learners' proficiency is higher than the linguistic threshold, i.e., some basic linguistic ability is a prerequisite for the transfer to happen' (cited in the study by Yamashita, 2004), which may explain the reason why the subjects in the pre-intermediate level became more successful in English and Turkish post tests.

With respect to Turkish test, there was no significant difference between the pre- and post-tests of the intermediate group. However, a slight difference can be seen between the Turkish pre- and post-tests of the pre-intermediate level. It can be stated that lower level benefited much more from the reading strategy instruction in English and Turkish than the intermediate group. It may be claimed that the students in the pre-intermediate level were not aware of and as a result, did not use reading strategies effectively in reading texts in even their L1 before the instruction. Lack of metacognitive awareness in L1 reading might have resulted in inefficient transfer of L1 reading ability to L2 reading (Yamashita, 2004).

The fact that there was no significant difference between the intermediate students' Turkish pre and post tests may show that the students believed that they had already developed some strategies in their native language and they did not give enough importance to the reading strategy instruction in Turkish on purpose or unintentionally. On the other hand, it may be claimed that the students in pre-intermediate level benefited more from the instruction in English and Turkish, as they had not been good readers and aware of reading strategies before the instruction. The study conducted by Song (1996) had similar findings to the ones in the present study. In Song's study, *less able readers* benefitted more from the strategy instruction than *more able readers*. To Song, this result indicated that '*less able readers might*

not be aware of the types and the value of reading strategies before the training, or might not utilize those strategies actively even though they may be aware of them, whereas the students in the high group might already know and utilize them efficiently.' Like Song's study, in the present study, through the instruction, the students in the pre-intermediate group developed some reading strategies they had not been aware and known how to use. According to the Wilcoxon test conducted to evaluate whether students' use of reading strategies in post-test were different from the ones in pre-test, there was a significant difference between the pre-intermediate students' English pre and post test scores of **org** (infer-rhetorical purpose/organization), $z = -2.12$, $p = .034$, **udn** (understand negative facts-comprehension), $z = -2.236$, $p = .025$, **sen.com.** (simplify sentences/comprehension), $z = -2.676$, $p = .007$, and **clf** variables (find factual information/clarifying), $z = -2.673$, $p = .0086$, but a slight difference between pre and post scores of **sum** variable (select summary information), $z = -1.667$, $p = .096$. Students scored higher in post test compared to pre test. The results of the Turkish pre and post tests showed that there was a slight difference between pre and post test scores of **org** variable (infer-rhetorical purpose/organization), $z = -1.89$, $p = .059$, but a significant difference between pre and post test scores of **sum** variable (select summary information), $z = -2.496$, $p = .013$. These results proved that the subjects in the pre-intermediate group developed and utilized more strategies than the ones in the intermediate group.

In order to be able to answer the second research question 'Does reading strategy training affect pre-intermediate and intermediate level students' reading in L1 & L2? If so, how?' and to increase the reliability of the test results, focus group interviews were conducted in both groups. Most of the students claimed that the four-

week reading strategy instruction enabled them to be aware of the importance of strategy use and to employ them effectively during reading an academic text and answering comprehension questions about it. They also stated that they would benefit from reading strategies they had learned and practised during the training while dealing with the L2 reading texts in the lessons in their disciplines the following year. However, they did not mention they would use those strategies in reading L1 texts. They still thought that they did not need to employ any strategies in reading L1 texts as it was their native language.

5.1. Implications

This study may have both practical and empirical implications for teachers and educational researchers. First of all, the findings of all research questions provided insights into the importance of teaching readers how to use strategies in the reading classroom. Winogard and Hare (cited in the study by Anderson, 1991) emphasizes the role of teacher explanation in learning how to use a strategy successfully. They also suggest that teacher explanation '*include information about what the strategy is, why and how it should be learned, where and when to use the strategy, as well as how to evaluate the use of the strategy.*' This study provides evidence for the role of teacher instructions in employing strategies. The researcher in the present study applied a method similar to Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994 cited by Cubukcu, 2008, p.86-89) in the strategy instruction. Through five cycling phases of CALLA ((1) *preparation*, (2) *presentation*, (3) *practice*, (4) *evaluation*, and (5) *expansion*), the participants were exposed to all the information about strategy use stated by Winogard and Hare (1988).

Secondly, it is an undeniable fact that low-ability readers need guided practice for a successful strategy training, which is supported by Song (1996). To Cohen (1998), strategy training aims to 'explicitly teach students how, when, and why strategies can be used' to improve learning and using a foreign language. Therefore, teachers had better provide those students with strategy instruction explicitly. The fact that low-ability readers seem to use the same kinds of strategies as high-ability readers does not make them strategic readers as long as they do not know how to use them effectively and to monitor and regulate them- metacognitive awareness. Having them gain metacognitive awareness seems to be the teacher's priority in reading.

Finally, the factors such as individual differences, motivation and reading habits in both L1 and L2 should be taken into consideration. When readers believe in the function of reading strategy training and are motivated for learning those strategies, the success of the instruction will certainly increase. In addition, students need to be encouraged to read extensively in L1 and L2 not only in the classroom, but also outside the classroom to have good reading habits.

5.2. Limitations

There are a few limitations to be mentioned in the present study. To begin with, this study was conducted on 34 students in the preparatory school of a private university. That's why the results may not be generalizable to other settings, such as high schools or prep schools of other state and private universities. Secondly, this study aimed to investigate the participants' strategy use while reading texts in L1 and L2, so pre- and post-tests had to be administered in these two languages. In order to test their strategy use in L2, a reading test from TOEFL IBT was chosen. However, a

reading test parallel to the reading component of TOEFL IBT could not be found in L1 literature. Therefore, a reading test from TOEFL IBT was translated into L1 by the researcher and three English instructors.

5.3. Recommendations for Further Research

This study has several recommendations for further research. To begin with, the effects of reading strategy instruction are claimed to vary across individuals (Anderson, 1991) and contexts. Thus, it is advisable to repeat the present study in different schools and with different student profiles in Turkey to get generalizable results. In addition, a longitudinal study can be conducted and the students can be followed during their first year in their faculties to see the long-term effects of the instruction they receive in prep school. Finally, it would be interesting to assess the effects of reading strategy instruction on upper-intermediate, intermediate and pre-intermediate students.

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APPENDICES

APPENDIX A (English Pre and post test)

Read the passage and answer the questions that follow.

Aquatic Schools

Paragraph

1 Many species of fish, particularly small fish, travel in schools, moving in tight formations often with the precision of **the most highly disciplined military unit on parade.**(5A) Some move in synchronized **hordes**, while others move in starkly geometric forms. (5B) In addition to the varieties of shapes of schools of fish, there are countless varieties of schooling behaviours. (5C) Some fish coalesce into schools and then spread out in random patterns, while others move into close formations at specific times, such as feeding times, but are more spread out at other times. (5D) Some move in schools composed of members of all age groups, while others move in schools predominantly when they are young but take up a more solitary existence as they mature. Though this behaviour is quite a regular, familiar phenomenon, there is much that is not completely known about **it**, particularly the exact function that it serves and what mechanisms fish use to make it happen.

2 Numerous hypotheses have been proposed and tested concerning the purpose of schooling behaviour in fish. Schooling certainly promotes the survival of the species, but questions arise as to the way the schooling enables fish to have a better chance of surviving. **Certainly, the fact that fish congregate together in schools helps to ensure their survival in that schooling provides numerous types of protection for the members of the school.** One form of protection derives from the **sheer numbers** in the school. When a predator attacks a school containing a huge number of fish, the predator will be able to consume only a small percentage of the school. Whereas some of the members of the school will be lost to the predator, the majority of the school will be able to survive. Another form of protection comes from the special coloration and markings of different types of fish. Certain types of coloration or markings such as stripes or patterns in vibrant and shiny colours create a visual effect when huge numbers of the fish are clustered together, making it more difficult for a potential predator to focus on specific members of the school. A

final form of protection comes from a special sense that fish possess, a sense that is enhanced when fish swim in schools. This special sense is related to a set of lateral line organs that consist of rows of pores leading to fluid-filled canals. These organs are sensitive to minute vibrations in the water. **The thousands of sets of those special organs in a school of fish together can prove very effective in warning the school about an approaching threat.**

3 (16A) It is also unclear exactly how fish manage to maintain their tight formations. (16B) Sight seems to play a role in the ability of fish to move in schools, and some scientists believe that, at least in some species, sight may play the principal role. (16C) However, many experiments indicate that more than sight is involved. Some fish school quite well in the dark or in murky water where visibility is extremely limited. (16D) This indicates that senses other than eyesight must be involved in enabling the schooling behaviour. The lateral line system most likely plays a significant role in the ability of fish to school. Because these lateral line organs are sensitive to the most minute vibrations and currents, this organ system may be used by fish to detect movements among members of their school even when eyesight is limited or unavailable.

Questions

- 1- The author mentions **the most highly disciplined military unit on parade** in paragraph 1 in order to
 - A- describe the aggressive nature of a school of fish
 - B- provide an example of a way that military units travel
 - C- create a mental image of the movement of a school of fish
 - D- contrast the movement of a military unit with that of a school of fish
- 2- The word hordes in paragraph 1 is closest in meaning to
 - A- shapes
 - B- masses
 - C- pairs
 - D- patterns

- 3- All of the following are stated in paragraph 1 about schooling EXCEPT that
- A- it is quite common
 - B- it can involve large numbers of fish
 - C- it can involve a number of different fish behaviours
 - D- it is fully understood
- 4- Which fish would be least likely to be in a school?
- A- A larger, older fish
 - B- A smaller, colourful fish
 - C- A young, hungry fish
 - D- A tiny, shiny fish
- 5- Look at the four parentheses () that indicate where the following sentence can be added to paragraph 1.
- These may take the shape, for example, of wedges, triangles, spheres, or ovals.**
- 6- The word **it** in paragraph 1 refers to
- A- existence
 - B- behaviour
 - C- fish
 - D- function
- 7- Which of the sentences below expresses the essential information in the first highlighted sentence in paragraph 2? *Incorrect* choices change the meaning in important ways or leave out essential information.
- A- After an attack, the fish that survive tend to move into schools.
 - B- The survival of fish depends upon their ability to bring new members into the school.
 - C- Many facts about the way that fish congregate in schools have been studied
 - D- Fish travel in schools to protect themselves in various ways.
- 8- The phrase **sheer numbers** in paragraph 2 could best be replaced by
- A- solitude
 - B- interlude
 - C- multitude
 - D- similitude

- 9- It can be inferred from the passage that, when a predator attacks,
- A- it cannot possibly consume all members of a school if the school is large enough
 - B- it rarely manages to catch any fish that are part of a school
 - C- it is usually successful in wiping out the entire school
 - D- it attacks only schools that lack sense organs
- 10-It is stated in paragraph 2 that
- A- fish in schools rarely have distinct markings
 - B- schooling fish tend to have muted coloration
 - C- the effect of coloration is multiplied when fish are massed together
 - D- the bright coloration makes it easier for predators to spot fish
- 11-The word **minute** in paragraph 2 is closest in meaning to
- A- timely
 - B- tiny
 - C- careful
 - D- instant
- 12- Which of the sentences below expresses the essential information in the second highlighted sentence in paragraph 2? *Incorrect* choices change the meaning in important ways or leave out essential information.
- A- There are thousands of ways that special organs warn fish about a predator.
 - B- When the fish in a school work together, they can use their sense organs to scare off any approaching threat.
 - C- The fish in a large school use their lateral line organs to send out warnings of the arrival of the school.
 - D- Because so many fish are in a school, all of their sense organs work well together to provide warnings.
- 13-The author begins paragraph 3 with **it is also unclear** in order to indicate that
- A- contradictory information is about to be presented
 - B- it is necessary to clarify a previously made point
 - C- a second issue is about to be presented
 - D- it is unclear how a problem can be resolved

14-According to paragraph 3,

- A- fish cannot see well
- B- sight is the only sense used by fish to remain in schools
- C- not all fish use sight to remain in schools
- D- fish can see quite well in the dark

15-The word **murky** in paragraph 3 is closest in meaning to

- A- cloudy
- B- warm
- C- clear
- D- deep

16-Look at the four parentheses () that indicate where the following sentence can be added to paragraph 3.

The purpose of schooling behaviour is not the only aspect of schooling that is not fully understood.

17-The word **This** in paragraph 3 refers to the ability of fish to

- A- see well in dark water
- B- stay in schools when they cannot see well
- C- swim in water where the visibility is low
- D- use their sight to stay in schools

18-It is NOT stated in the passage that the lateral line system

- A- contains lines of pores
- B- can detect movement in the water
- C- quite possibly helps fish to remain in schools
- D- in fish is similar to sense organs in other animals

19-

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage. ***This question is worth 4 points.***

This passage discusses schooling behaviour in certain fish.

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•

Answer choices (choose 2 to complete the chart)

- 1- Fish most likely move in schools in various types of water.
- 2- Fish may move in schools by using various senses.
- 3- Fish may move in schools at various times of the day or night.
- 4- Fish most likely move in schools in various ways.

Answer key

1-C 2-B 3-D 4-A 5-B 6-B 7-D 8-C 9-A 10-C 11-B 12-D 13-C 14-C 15-A
16-A 17-C 18-D 19-2,4

APPENDIX B (Turkish Pre and post test)

Parçayı okuyunuz ve aşağıdaki soruları cevaplandırınız.

Göç

Günümüz Kızılderili halklarının atalarının, Japonya'ya Taş Devri sakinlerinin yerleşmesiyle aynı zamana denk gelen 25,000 ila 30,000 yıl önce Asya'dan Batı Yarımküreye hareket ettikleri yönünde **yaygın** bir teori vardır. Bu teoriyi **destekleyen** diş ve kan grubu kanıtları mevcuttur. **(3A)** Kan grubu açısından ise, B grubu Kızılderili nüfusunda mevcut olmamasına karşın Asyalı nüfusta mevcuttur. Bu gerçekten yola çıkarak, Asya'dan Amerika'ya göçlerin, yaklaşık 30,000 yıl önce meydana geldiğine inanılan B grubu kanın evriminden önce yer aldığı sonucuna ulaşılabilir. **(3B)** Diş ve kan grubu kanıtlarının yanı sıra, daha genel evrimsel kanıtlar, Kızılderililerde yaygın olan değişik fiziksel özelliklerin gelişmesinin 20,000 yıldan daha fazla sürdüğünü akla getirmektedir ve dilbilimciler, Amerikan yerlilerinin 500 civarındaki farklı dillerinin oluşmasının yaklaşık 25,000 yıl gerektirdiği konusunda büyük ölçüde **hemfikirdirler**. **(3C)**

Asya'dan Amerika'ya olduğu varsayılan göç Pleistosen çağını karakterize eden Buzul Çağı boyunca yer almıştır. **Bu çağ süresince, büyük miktarlarda su barındıran dev buzullar vardı ve onlardan dolayı deniz seviyeleri günümüzden 100 metre kadar daha alçaktı.** Düşük deniz seviyeleri, Asya ve Kuzey Amerika'nın, şimdi Bering Boğazının kapladığı, Beringia adındaki 750 mil genişliğinde, yazları sıcak, kışları soğuk ve kuru ağaçsız otlaklardan oluşan bir kara kütlesi ile bağlandığını göstermektedir. Pleistosen çağı boyunca Beringia'nın bu coğrafi özelliklerinden dolayı, **burası** mamut, mastodon, bizon ve rengeyikleri gibi zamanın büyük memelileri ve aynı zamanda kendi varlığı için bu hayvanlara gereksinim duyan Taş Devri avcıları için de uygun bir yaşam alanıydı. Bu alanın Taş Devri sakinleri, bu hayvanları sadece yiyecek için değil, aynı zamanda barınma, giyim ve silah gereksinimleri için de kullanırlardı; **onlar** çoğaldıkça avlanma alanlarını genişletebildiler ve bu büyük alanın yayılmalarına uygun olması nedeniyle, büyük olasılıkla nüfusları çok yüksek bir oranda hızla arttı.

(13A) Kanıtlara **rağmen**, Asya'dan Amerika'ya göçlerin 25-30,000 yıl öncesine kadar eskilere dayandığına tüm antropologlar ikna olmamışlardır. **(13B)** Antropologlar arasında, göçlerin olduğu konusunda genel bir uzlaşma olmasına karşın, bazıları, bunların çok daha sonra gerçekleştiğine inanmaktadır. **(13C)** Eskiden Beringia olarak bilinen yerde hiç

fosilleşmiş insan kemiklerinin bulunmaması bu **varsayımı** güçlendirmektedir; **25-30,000 yıl öncesinden kalma insan kemikleri bulmak, göçlerin olduğu tarihleri belirten güçlü bir kanıt olurdu.** Ancak, bir zamanlar Beringia olarak adlandırılan yer, okyanus suları altına gömüldüğü için, Asya'dan Amerika'ya Beringia üzerinden göçün fosil kanıtlarını açığa çıkarmak çok da kolay olmayabilir.

Sorular

- 1- 1. paragraftaki **yaygın** kelimesi yerine aşağıdakilerden hangisi kullanılabilir?
- A- Herkes tarafından kabul edilen
 - B- Çok az kişinin kabul ettiği
 - C- Bazılarının kabul ettiği
 - D- Genel olarak kabul edilen
- 2- 1. paragraftaki **destekleyen** kelimesi yerine aşağıdakilerden hangisi kullanılabilir?
- A- tutmak
 - B- finanse etmek
 - C- doğrulamak
 - D- pekiştirmek
- 3- 1. paragrafta aşağıdaki cümlenin eklenebileceği 3 paranteze bakınız, hangisine yerleştirileceğini yazınız. _____
- Amerika'daki eski insan fosillerinin çoğunda bulunan diş yapısı, kuzey Asya'daki eski insan fosillerinin diş yapısıyla uyuşmaktadır.**
- 4- 1. paragraftaki **hemfikirdirler** kelimesi aşağıdakilerden hangisine anlamca en yakındır?
- A- karşıt fikirlere sahiptirler
 - B- geniş tartışmalar var
 - C- açık soru
 - D- genel anlaşma içindeler
- 5- Aşağıdaki cümlelerden hangisi 2.paragrafta koyu renkle yazılmış cümledeki temel bilgiyi ifade etmektedir?
- A- Buzul Çağından buyana okyanuslardaki suyun miktarı önemli ölçüde azalmıştır.
 - B- Buzul Çağı süresince donmuş suyun çokluğundan dolayı deniz seviyeleri alçaktı.
 - C- Buzullar son Buzul Çağından beri hızlı bir şekilde arttılar
 - D- Buzul Çağı süresince dev buzullar okyanusların yükselmesine neden olan çok fazla suyun yerini değiştirdiler.

- 6- Parçada belirtildiğine göre, Beringia
- A- Bering Boğazı adının kaynağıydı.
 - B- Ağaçlarla kaplıydı.
 - C- Şimdi su altındadır
 - D- Hayvan yaşamını destekleyememiştir.
- 7- 2. paragraftaki **burası** aşağıdakilerden hangisinin yerine kullanılmıştır?
- A- kara
 - B- Pleistosen
 - C- Beringia
 - D- kara kütlesi
- 8- Bu parçada ima edilen, Beringia'nın Taş Devri sakinlerinin büyük olasılıkla
- A- tarıma bağlılardı
 - B- kötü avcılardı
 - C- hayvancılıkla ilgiliydiler
 - D- gezgindiler
- 9- 2. paragraftaki **onlar** aşağıdakilerden hangisinin yerine kullanılmıştır?
- A- Taş Devri sakinleri
 - B- hayvanlar
 - C- silahlar
 - D- onların avlanma alanları
- 10-Yazar, bazı antropologların kanıtlardan ikna olmadıkları gerçeğinin olduğunu göstermek için 3. paragrafta **rağmen** ifadesiyle başlar. Boşluğa aşağıdaki ifadelerden hangisi gelmelidir?
- A- beklenmedik
 - B- doğal bir sonuç
 - C- beklenen
 - D- mantıklı
- 11-Aşağıdakilerden hangisi parçada tartışılan göçün 25-30,000 yıl önce meydana geldiği hipotezini destekleyen bir kanıt olarak **sağlanamaz**.
- A- Asya ve Kızılderililerde ortak olan diş yapısı
 - B- Asyalı ve Kızılderililer arasında kan gruplarındaki değişiklikler
 - C- Bugün var olan Yerli Amerikan dillerinin sayısı
 - D- Beringia'da bulunan insan kemikleri

12-3. paragraftaki **varsayım** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- gerçek
- B- kanı
- C- kuram
- D- hakikat

13-3. paragrafta aşağıdaki cümlelerin eklenebileceği 3 paranteze bakınız, hangisine yerleştirileceğini yazınız. _____

Onlar, aslında, göçlerin M.Ö. 15,000 civarında yer aldığını varsaymaktadır.

14- Aşağıdaki cümlelerden hangisi 3.paragrafta koyu renkle yazılmış cümledeki temel bilgiyi ifade etmektedir?

- A- Antropologlar 25,000 yıl öncesine ait insan kemikleri buldular.
- B- Göçlerin olduğu tarihleri belirten güçlü bir kanıt bulunamadı.
- C- Bulunan insan kemikleri göçlerin 15,000 yıl önce olduğunu göstermektedir.
- D- Antropologlar 25,000 yıl öncesine ait insan kemikleri bulmak için çalışmalarını sürdürüyorlar.

15-

Parçanın giriş cümlesi veya kısa bir özeti aşağıda verilmiştir. Cevap seçeneklerinden, pasajdaki en önemli fikirleri ifade eden **DÖRT** seçeneği seçerek özeti tamamlayınız.

Bu soru 8 puan değerindedir.

Parça, 25-30,000 yıl önce Doğu Yarımküreden Batı Yarımküreye doğru bir göç teorisini tartışmaktadır.

-
-
-
-

Cevap Seçenekleri (tabloyu tamamlamak için 4 ünü seçiniz)

- 1- Bu teoriyi destekleyen coğrafi nedenler vardır.
- 2- Beringia'da Pleistosen çağından kalma pek çok fosil bulunmuştur.
- 3- Bu teoriyi destekleyen fizyolojik nedenler vardır.
- 4- Kan gruplarıyla ilgili bir çalışma, B kan grubunun Kızılderililer arasında nadir bulunduğunu göstermektedir.
- 5- Bu teoriyi destekleyen dilbilimsel nedenler vardır.

6- Hiç fizyolojik kanıt olmadığı için, tüm uzmanlar bu teoriye katılmamaktadırlar.

Cevap anahtarı: 1-D 2-C 3-A 4-D 5-B 6-C 7-C 8-D 9-A 10-A 11-D 12-C 13-C
14-B 15-1,3,5,6

APPENDIX C (The reading texts used for the instruction in Intermediate Group)

Read the passage and answer the questions. (1st week)

How Colour Can Change Your Life

1 It's hard to imagine a world without colour. Colours bring beauty into our lives and influence the way we behave. Some people even think certain colours can make you happy! As you will see, colours affect your life in many ways.

Increasing Energy

2 Suppose you have been working all day. You are very tired and you can barely keep your eyes open. There could be a simple explanation for your low energy level. There's not enough bright blue in your life. Colour experts say that people are more productive when they work in blue rooms. So decorate your walls with lots of bright blue artwork: **It** could help you stay energized.

3 There have been several interesting studies on the positive effects of the colour blue. **(2A)** For example, a study conducted at the University of California at Berkeley showed that people could lift weights longer when they faced a blue poster board than when they faced a pink one. **(2B)** Scientists at the University of Texas at Austin found that when athletes looked at a blue light, their hand-eye coordination improved. **(2C)**

Beating Stress

4 If it's 2:00 A.M. and you still can't sleep because you're stressed out over things that happened at work, think pastels. Pink and light blue walls have been shown to lower blood pressure and heart rates, says health writer Morton Walker, author of *The Power of Colour*. Try hanging up pink or pale blue curtains in your bedroom. It could make you feel calmer.

5 Pastels are not the only colours that can calm you down. If you're feeling really stressed, you may find yourself turning to shades of green. **Because it is the easiest colour for the eye to process, people who have turmoil in their lives often choose green accessories or housewares, says Cynthia Cornell.** Cornell works for the Wagner Institute for Colour Research, a marketing research firm that tracks colour trends and performs studies for corporate clients such as Sears, Ford, and Pratt and Lambert Paint. 'Those who are drawn to green are often in search of security,' she says. Think of it this way: Adding a green pillow is a quick, inexpensive, and attractive fix.

Eating Well

6 If you're eating everything in sight, you should be on the alert –red alert, that is. **(5A)** In other words, stay away from red.**(5B)** When you see red, your body produces a chemical called adrenaline that increases your heart rate and **enhances** your appetite, says Walker. **(5C)** Some fast food restaurants paint their walls bright red to encourage people to eat quickly and leave, according to Cornell. That way, the restaurants can serve more people.

7 If you can't stick to a diet, you may want to use a blue colour scheme. Research shows that blue reduces appetite, possibly because so few blue foods exist in nature, suggests Walker. In addition, market research shows that people associate blue (and green) with mold.

Getting Promoted

8 Suppose you are starting a new job, and you've decided to wear your bright red suit so people will notice you. Stop and think again. You might not be sending the proper message. While small amounts of red-such as scarf or blouse- can be warm and inviting, too much can be overwhelming. Instead, wear something blue. In the United States, dark blue has historically been associated with power, responsibility, and respectability.

9 For contrast, you might add a small amount of yellow to your wardrobe. Yellow is the first colour that your eye processes, colour researchers have discovered. That's why stores use yellow signs to mark sale items. But yellow, like red, is best in small amounts. Too much of **these colours** can make people irritable.

10 Keep in mind that colour awareness won't make you master of the universe. And you certainly shouldn't feel you have to give up your personal preferences in order to become a savvy colour strategist. But remember, colour can make a difference.

1- The word **it** in paragraph 2 refers to

2- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 3.

And the colour blue might even make you better at certain sports.

- 3- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 5?
- A- People can handle confusion in their lives with green accessories processed easily by the eye.
 - B- Green is the first colour for the eye to process and helps people to overcome turmoil.
 - C- People should have green accessories to be energetic.
 - D- People choose green accessories or housewares to process easily.
- 4- The word **enhance** in paragraph 6 is closest in meaning to
- A- makes greater
 - B- stops
 - C- battles
 - D- starts
- 5- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 6.

Studies prove that the colour red is a stimulant that affects your appetite.

- 6- Why does blue reduce the appetite?
- A- You can stick to a diet.
 - B- There are almost no natural blue foods.
 - C- You want to use a blue colour scheme.
 - D- People don't like blue foods.
- 7- It is stated in paragraph 8 that
- A- When you start a new job, you should wear red to impress other people.
 - B- Wearing small amounts of red can be overwhelming.
 - C- When you start a new job, wear blue instead of red to impress people.
 - D- Red rather than blue represents power and responsibility.
- 8- The words **these colours** in paragraph 9 refer to

.....

- 9- All of the following are stated in paragraph 10 about colour awareness EXCEPT that
- A- You don't need to give up your personal preferences to be a colour strategist.
 - B- You can be master of the universe through colour awareness.
 - C- Colour awareness can change your life.
 - D- Colour awareness won't enable people to be master of the universe.
- 10-

<p>Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.</p>

<p>This passage discusses how colour can change people's life.</p>

<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> •

Answer choices (choose 2 to complete the chart)

- 1-Colours not only make our lives beautiful but they also change our behaviour.
- 2-People can become a colour strategist without giving up their own preferences.
- 3-There are some popular colours such as red and yellow.
- 4- According to Walker, pastels make you feel peaceful.

Read the text and answer the following questions. (2nd week)

The House on Mango Street

1 We didn't always live on Mango Street. Before that we lived on Loomis on the third floor, and before that we lived on Keeler.**(1A)** Before Keeler it was Paulina, and before that I can't remember.**(1B)** But what I remember most is moving a lot.**(1C)** By the time we got to Mango Street we were six – Mama, Papa, Carlos, Kiki, my sister Nenny, and me.

2 The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make so much noise, and there isn't a **landlord** banging on the ceiling with a broom. But even so, it's not the house we'd thought we'd get.

3 We had to leave the flat on Loomis quick. The water pipes broke and the landlord wouldn't fix **them** because the house was too old. We had to leave fast. We were using the washroom

next door and carrying water over in empty milk gallons. That's why Mama and Papa looked for a house, and that's why we moved into the house on Mango Street, far away, on the other side of town.

4 They always told us that one day we would move into a house, a real house that would be ours for always so we wouldn't have to move each year. And our house would have running water and pipes that worked. And inside it would have real stairs, not hallway stairs, but stairs inside like the houses on TV. And we'd have a basement and at least three washrooms so when we took a bath we wouldn't have to tell everybody. Our house would be white with trees around it, a great big yard and grass growing without a fence. This was the house Papa talked about when he held a lottery ticket, and this was the house Mama dreamed up in the stories she told us before we went to bed.

5 But the house on Mango Street is not the way they told it at all. **It's** small and red with tight steps in front and windows so small you'd think they were holding their breath. Bricks are **crumbling** in places, and the front door is so swollen you have to push hard to get in. There is no front yard, only four little elms the city planted by the curb. Out back is a small garage for the car we don't own yet and a small yard that looks smaller between the two buildings on either side. There are stairs in our house, but they're ordinary hallway stairs, and the house has only one washroom. Everybody has to share a bedroom – Mama and Papa, Carlos and Kiki, me and Nenny.

6 Once we were living on Loomis, a nun from my school passed by and saw me playing out front. **The Laundromat downstairs had been boarded up because it had been robbed two days before and the owner had painted on the wood YES WE'RE OPEN so as not to lose business.**

7 Where do you live? She asked.

8 There, I said pointing up to the third floor.

9 You live *there*?

10 *There*. I had to look to where she pointed- the third floor, the paint peeling, wooden bars Papa had nailed on the windows so we wouldn't fall out. You live *there*? The way she said it made me feel like nothing. *There*. I lived *there*. I nodded.

11 I knew then I had to have a house. A real house.(11A) But this isn't it. (11B)The house on Mango Street isn't it. For the time being, Mama says. Temporary, says Papa.(11C) But I know those things go.

1- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 1.

Each time it seemed there'd be one more of us.

2- The word landlord in paragraph 2 is closest in meaning to

- A- a person who doesn't like neighbours
- B- a person who gets on well with other people
- C- a person who owns a building that people pay to use
- D- a person who rents a house

3- The word **them** in paragraph 3 refers to

.....

4- All of the following are stated in paragraph 4 about the qualities of the house in their dreams EXCEPT that

- A- It would have running water and pipes that worked.
- B- It would have stairs inside like the houses on TV.
- C- It would have a big garden surrounded with a fence.
- D- It would be white surrounded with trees.

5- The word crumbling in paragraph 5 is closest in meaning to

- A- breaking into small pieces
- B- joining the parts
- C- getting old
- D- shaking all the time

6- The word **it** in paragraph 5 refers to

.....

7- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 6?

- A- The Laundromat was boarded up to show that they were open.
- B- The Laundromat was covered with pieces of wood as it had been robbed two days before.
- C- The Laundromat was covered with pieces of wood in order not to lose business.

D- The Laundromat had been robbed two days before and as a result it lost business.

8- How many siblings does the narrator have?

.....

9- The word **there** in paragraph 9 refers to

.....

10- It is stated in paragraph 10 that

A- The narrator was happy with living in the flat on Loomis street.

B- Papa nailed wooden bars on the windows to decorate the house.

C- The nun pointed at the third floor where the owner of the Laundromat lived.

D- The narrator was ashamed of the place where she lived on Loomis street.

11- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 11.

One I could point to.

12-

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.
This text tells us the narrator's feelings about moving and their house on Mango Street.
•
•

Answer choices (choose 2 to complete the chart)

1- The family moved from place to place and would dream of having their own house.

2- The Laundromat on Loomis was robbed and then boarded up.

3- The house on Mango Street was not the one they dreamed of.

4- The nun didn't like the flat where the narrator lived.

Read the text and answer the following questions. (3rd week)

Birth Order: What It Means for Your Kids... and You

1 People often wonder how brothers and sisters growing up in the same house and being raised in the same way could turn out to be so different. Many experts believe that what causes such differences among siblings is their place in the family, or their birth order.

2 **(2A)**The idea that being the eldest, middle, or youngest child comes with some typical personality traits has been around since the 1920s, when Austrian psychologist Alfred Adler began stressing the importance of birth order on personality and character.**(2B)** Adler's theory, and that of several birth-order experts since, is basically this: Children in every family each strive for their parents' love, attention, and resources.**(2C)** The bigger the family, the harder it is to do this. And depending on a child's birth order, he or she responds differently.

Typical Traits

3 Many studies have been conducted comparing the personalities of eldest, middle, and youngest children. Of course, not everyone fits neatly into one category, but generally speaking many share the following characteristics.

1. The Eldest Child

4 Firstborn children have all their parents' attention and resources for a while. Birth-order expert Jack Agati offers the example of the well-organized photo albums parents keep of their first child, documenting every important moment in **his** or her early life. Firstborns learn that all it takes to gain their parents' approval is to follow their wishes. Eldest children often maintain this approach throughout their lives, gaining status by working hard and not causing problems. Simply put, the firstborn is a good kid who wants to do the right thing, sometimes to the point of being a perfectionist. Firstborns also tend to be emotionally **intense** and ambitious. They are usually conscientious and often become strong, confident leaders.

5 But things change for the firstborn when other children are born. First children experience being 'dethroned' when younger siblings are born. Some psychologists believe **this** is the defining factor in an eldest child's life. Once eldest children lose their status of being the only child, they work hard to get it back. They usually do this by supporting their parents or other authorities.

2. Middle Children

6 Latter-born children get less attention from their parents. What photo album? As a result, younger children, especially middle children, need to be more creative in capturing their parents' attention. Middle children deal with their position by being adaptable, and they are usually more flexible than firstborns. Middle children are often 'people pleasers' and good negotiators. They tend to be cooperative, easygoing, and diplomatic.

3. *The Youngest Child*

7 Youngest children may face the same struggle for attention and resources as their older 'middle' siblings. Or – particularly if there is a large gap in age – youngest children may enjoy a **status** similar to firstborns, since their parents have more time to focus on them. Youngest children tend to be funny and entertaining. They are usually very sociable people. Parents may have lower expectations for their youngest child. This in turn can cause youngest children to have lower expectations for themselves.

Differing Views

8 The theory of birth order has been around so long you'd think the experts would have an answer by now. In fact, they have lots of different answers and lots of opinions. Some of **them** are similar, but others are very different.

9 Psychologist Frank Sulloway is one of the leading birth-order experts today. His book *Born to Rebel* examines siblings' competition for their parents' favor. **'Siblings are competing for all the goodies', Sulloway observes, listing these as 'parental investment, love, affection, and other family resources.'** Depending on their birth order, children use different strategies to 'maximize access to those resources.' Firstborns get rewarded for 'being helpful and responsible,' Sulloway says. They are more **conventional** because they identify with parents and authority. Firstborns tend to support the status quo. Younger children use different strategies. They are more open to new experiences and willing to take risks. Latter-borns are more likely to be unconventional and rebellious.

10 Sociologist Dalton Conley, author of the book *The Pecking Order*, takes a much different approach. Conley believes that other factors affect personality as much as or more than birth order. Some examples of these are family size, major events like divorce or the death of a parent, and the family's economic situation. As Conley sees it, the success rate of firstborn children has to do with the amount of money and attention that parents can offer a firstborn. As more kids enter the picture, those resources have to be divided. 'Firsts and lasts each get some time as an 'only,' Conley says, noting that this is economically most advantageous. Middle children often get less attention and fewer of the family resources.

11 **(11A)** And there’s Judith Rich Harris, author of *The Nurture Assumption: Why Children Turn Out the Way They Do*. **(11B)**Citing numerous studies, Harris makes a thought-provoking claim: Kids don’t act the same or play the same roles outside of their families as they do within their families.**(11C)**

12 Birth order remains a controversial topic. Whether or not you Subscribe to theories that birth order can affect **your** child’s personality, ultimately, ‘we all have free will,’ Agati notes. It’s important for both parents and kids to realize that, despite the characteristics often associated with birth order, ‘you’re not locked into any role.’

1-Who first emphasized the importance of birth order on personality?

.....

2- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 2.

Adler believed that humans have a strong need to be accepted and valued and that family is the first social group in which we strive for this sense of belonging.

3- The word **his** in paragraph 4 refers to

.....

4- The word **intense** in paragraph 4 is closest in meaning to

- A- being depressed
- B- feeling useless
- C- having strong opinions
- D- being tired

5- The word **this** in paragraph 5 refers to

.....

6- According to paragraph 6

- A- parents keep photo albums of their middle child
- B- eldest children are more flexible than middle children
- C- eldest children get less attention from their parents than latter-born children
- D- to attract their parents’ attention, middle children have to be more creative

7- The word **status** in paragraph 7 is closest in meaning to

- A- position
- B- importance
- C- attention
- D- illusion

8- The word **them** in paragraph 8 refers to

.....

9- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 9?

- A- Sulloway claims that some of siblings compete with each other to get all the goodies.
- B- To Sulloway, siblings compete with each other to get all the money of the family.
- C- To Sulloway, children compete with each other for their parents' affection and love.
- D- To Sulloway, children compete with each other to get all the pleasant things in the family.

10- The word **conventional** in paragraph 9 is closest in meaning to

- A- modern and unusual
- B- classic and unusual
- C- traditional and ordinary
- D- modern and ordinary

11- It is NOT stated in paragraph 10 that

- A- To Conley, birth order is not the only factor affecting children's personality.
- B- Conley states that middle children never get any attention and resources of the family.
- C- Conley claims that money and attention of parents determine firstborn children's success.
- D- To Conley, lastborns get some time as an 'only' in the family.

12- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 11.

She argues that birth order cannot account for personality differences among siblings, because peers outside the family are the biggest influence on children's personalities – not family relationships.

13- The word **your** in paragraph 12 refers to

<p>Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.</p>
<p>This text tells us that many experts believe that birth order is an important factor in shaping children’s personality.</p>
<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> •

Answer choices (choose 2 to complete the chart)

- 1- Many studies conducted comparing the personalities of eldest, middle, and youngest children show that many share some common characteristics.
- 2- Firstborns are always conscientious and become strong, confident leaders.
- 3- Youngest children are the unluckiest ones in the family because they don’t get their parents’ affection.
- 4- There are some opposing theorists claiming that other factors also affect children’s personality.

Read the text and answer the following questions. (4th week)

Athletes as Role Models

1 Everyone loves sports stars. **(1A)** They look great, they appear on television, and like rock stars, they perform with the entire world watching. **(1B)** No wonder we make heroes out of our favorites. **(1C)** In the face of seemingly impossible challenges, they teach us that success – whether on the basketball court or in the classroom – takes dedication, confidence, and a lot of hard work.

Sports Stars Are People, Too

2 Athletes are seen as heroes because they can do things that most of us can’t do. Some can hit fastballs coming at **them** at nearly 100 miles an hour. Others can jump and hang in the air or throw a ball over a net. They get paid millions of dollars for their efforts, and their names and faces appear on everything from running shoes to billboards. Their words are repeated and broadcast around the world.

3 Athletes who are champions also show personal qualities such as **perseverance**, dedication, generosity, and the ability to keep their cool under pressure. Many show those same qualities off the playing field, too. Stories about superstar athletes teach us about working hard and believing in yourself and about being passionate about what we do. Although it's usually bad behavior that gets an athlete on the six o'clock news, many high-profile players work hard to be positive role models to children. They raise money for charities and act as mentors, talking to student groups and volunteering their time to programs that help kids stay off drugs and stay in school.

4 Still, even the greatest champions have flaws. Just because an athlete has the perfect golf swing doesn't mean he or she is the perfect parent, friend, or spokesperson. Even rich, famous, and successful people get sick and face the same problems other people do. They also make mistakes. Separating an athlete's professional and personal life can be tough. When a sports star gets in trouble with the law, or does something wrong in his or her private life, fans often feel disappointed. Before he died, baseball great Mickey Mantle, who had serious alcohol problems, told young ball players and the fans who idolized and admired him to 'play like me; don't be like me.'

Against All Odds

5 Some sports heroes have overcome many obstacles to rise to the top of **their** sport. In 1947, for example, baseball player Jackie Robinson of the Brooklyn Dodgers overcame racism to become the first African American to play in the modern major leagues. Former Olympian Wilma Rudolph had to overcome several serious illnesses. She survived pneumonia and scarlet fever as a child. She then contracted polio, which left her with a bad leg that some people said would prevent her even from walking. Although she wore a leg brace from the time she was 5 until she was 11, Rudolph still managed to play basketball and go out for track when she was 13. While still a high school sophomore, she competed in the 1956 Olympic Games. These days, Rudolph is remembered for her inspirational determination to overcome her physical challenges, and for her courage in rising above segregation and racism.

6 Few athletes have achieved as many victories as cyclist Lance Armstrong. But he had to overcome many obstacles in order to achieve those victories. Lance rose to the top of the cycling world by the time he was 25. In 1996, he was ranked number one. Then he was diagnosed with cancer. Doctors predicted that he had little chance of recovery. However, Lance was determined to fight the cancer, and amazingly, his health recovered. Within a year of medical treatments, he was able to begin training again. Lance has won many races,

including the very difficult Tour de France an amazing seven times in a row, and many honors, including *Sports Illustrated's* 'Sportsman of the Year' and the Associated Press's 'Male Athlete of the Year.' **Through his impressive cycling victories and his amazing recovery from illness, Lance Armstrong stands out as an example of skill, determination, and courage.**

Keeping Things in Perspective

7 Courage and determination aren't the only lessons we can learn from successful athletes. Some of the greatest sports figures, past and present, are those who can look at their athletic achievements and take them in stride. You have to love a sport to do it and to do it well. But you also have to know how not to **get caught up in** the glory, especially when the crowds are cheering for somebody else.

8 Hardworking and highly motivated athletes understand that there is more to sports than winning. Being the top scorer or having the best batting average or the fastest time is less important than just giving it your best shot, whatever the outcome. Champion distance runner Joan Benoit Samuelson says it best: 'Winning is neither everything nor the only thing. It is one of many things.'

The Power of Positive Thinking

9 Athletes like Michael Jordan can sink a foul shot in front of thousands of people waving their arms and shouting without getting **distracted**. **(10A)**Great athletes use the power of positive thinking. **(10B)**They can focus their total concentration on the task at hand. They also arrive at the field, rink, or pool feeling like a winner. **(10C)**They visualize winning and tackle each game or event with spirit and determination. Overconfident? Not really. How often does the team rated the underdog win the game?

Being Your Best

10 To rise to the top of any profession or sport takes countless hours of practice to fine-tune the skills needed to accomplish your goals. But star athletes learn from their mistakes as well as from their successes. They have what it takes to be a winner. Remember that qualities like fairness, sportsmanship, honesty, and determination also can be found in everyday people – you teachers, a coach at school, and your parents.

- 1- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 1.

Great athletes teach us more than how to swing a bat or block a pass.

2- The word **them** in paragraph 2 refers to

.....

3- The word **perseverance** in paragraph 3 is closest in meaning to

- A- being exhausted
- B- feeling pessimistic
- C- continued effort and determination
- D- continued admiration and cooperation

4- What obstacles did each of the following athletes have to overcome to achieve success?

A- Jackie Robinson _____

B- Wilma Rudolph _____

C- Lance Armstrong _____

5- According to paragraph 4

- A- Sports stars shouldn't have flaws in order not to lose their fans and make them angry.
- B- An athlete has to separate his/her professional and personal life to be a role model for his/her fans.
- C- Mickey Mantle, a great baseball player died of serious alcohol problems.
- D- The fact that a sports star can make mistakes like other people often makes fans feel disappointed.

6- The word **their** in paragraph 5 refers to

.....

7-Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 6?

- A- His outstanding achievements and recovery from illness makes Lance Armstrong an example of determination, courage and skill.
- B- Even though his outstanding achievements and recovery from illness,Lance Armstrong became an example of
- C- Through his determination, courage and skill, Lance Armstrong won victories and recovered from illness.
- D- His outstanding achievements and recovery from illness made Lance Armstrong an example of unbeatable athlete.

8- The word **get caught up in** in paragraph 7 is closest in meaning to

- A- to be taken in by something
- B- to be made to take part in something
- C- to be a member of something on purpose
- D- to be involved in something unintentionally

9- It is NOT stated in paragraph 8 that

- A- Being the best and winning are less important than sports.
- B- Being the best and winning are the most important aspects of sports.
- C- Winning doesn't mean everything, it is one of many things
- D- According to hardworking and highly motivated athletes, giving your best shot is more important than winning

10- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 9.

Did you ever wonder how they do it?

11- The word **distracted** in paragraph 9 is closest in meaning to

- A- not disturbed
- B- disappointed
- C- not interested
- D- not concentrated

12- The author begins the second sentence in paragraph 10 with **but** in order to indicate that

- A- contradictory information is about to be presented
- B- it is necessary to clarify a previously made point
- C- a second issue is about to be presented
- D- it is unclear how a problem can be resolved

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage.

This text tells us about what great athletes teach us.

•

•

Answer choices (choose 3 to complete the chart)

- 1- Great athletes teach us more than just the skill of their sport.
- 2- All great champions are perfect.
- 3- Athletes are seen as heroes because they can do things that most of us can't do.
- 4- Great athletes use the power of positive thinking.
- 5- Only athletes can be good role models.

APPENDIX D (The reading texts used for the instruction in Pre-intermediate Group)

Read the text and answer the following questions. (1st week)

The Early Days and Beyond

1 The earliest experiments in television took place in the late nineteenth century. After the invention of the telephone in the 1870s, scientists began to wonder if pictures _like sounds_ could be transmitted through the air. However, it took many years of trial and error to get things right because televisions are complicated machines.

2 The earliest television shows were often called telecasts or broadcasts. **(2A)** They were usually just pictures transmitted from one place to another. **(2B)** However, in 1928, WGY, in Schenectady, New York, became the first regularly operating television station in the United States. **(2C)** People watched the pictures on a television and listened to the sounds from their radio.

3 In the early 1930s, telecasts were usually short and simple. Not many people had television sets to receive pictures anyway. In 1936, only about 200 television sets were in use worldwide. **But in 1939, television was displayed at the World's Fair in New York City and was a big hit.** That year, Franklin D. Roosevelt became the first president to appear on television.

4 By the early 1940s, there were twenty-three television stations in the United States. But soon World War II **brought a halt** to the television industry. After the war, however, the TV craze really began. By 1947, there were 170,000 TV sets in the United States. By the end of 1948, there were 2.5 million television sets. Two years later, that number had increased to 10 million TV sets.

5 Only fifty years ago, watching television was a totally different experience from what it is today. Then, the average family watched only black-and-white shows on a 7-inch screen. There were no remote control devices to change channels from the comfort of a sofa. Programs were aired only a few hours every evening.

6 However, the popularity of television pushed scientists to keep thinking up new ways to improve it. And they did. **(7A)** Colour telecasts began in 1953. **(7B)** But once they did, colour TVs were everywhere, and soon all programs were produced and broadcast in colour. On July 20, 1969, 600 million people watched the first TV transmission from the moon. Sony introduced the first home videocassette recorder in 1976, and soon people were recording their favourite shows and watching them whenever they wanted. **(7C)** They were also able to

rent movies and watch them at home on their own TVs. In 1979, 300 million television sets were in operation worldwide. By 1996, the number had increased to 1 billion TV sets worldwide.

7 As the 20th century drew to a close, TV improved in many ways. There were larger screens, better reception, and more varied programming. People used remote controls and watched cable TV and digital TV.

8 Today, television is a communications system that links the far corners of the globe. TV is so much a part of our lives that it's almost impossible to imagine a world without it. At any time of day and night, we can tune in to the latest news from around the world. We can watch presentations of the arts, investigations of crimes, live sporting events, and documentaries that explore the world. We can learn how to cook gourmet meals, plant a vegetable garden, decorate our homes, and speak Spanish or Japanese. Or if we just want to relax, we can watch a movie on a network channel or rent a video from a cable channel. And who knows what the future will bring?

1- The word **they** in paragraph 2 refers to

.....

2- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 2.

It simulcasts programs with a radio station for half an hour, three days a week.

3- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 3?

A- When people saw TV at the World's Fair, it became popular.

B- When TV was displayed at the World's Fair, people weren't interested in it.

C- TV had already been popular by the World's Fair, 1939.

D- After the World's Fair, TV became popular.

4- The word **brought a halt** in paragraph 4 is closest in meaning to

A- invented

B- stopped

C- battled

D- started

5- When did the number of TVs jump to 2,5 million?

- A- By the end of 1947
- B- By the end of 1948
- C- In 1953
- D- 1939

6- The word **it** in paragraph 5 refers to

.....

7- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 6.

The first colour TVs were too expensive for most people, and it took over a decade for colour TVs to become popular.

8- All of the following are stated in paragraph 7 about the improvement of TV EXCEPT that

- A- There were larger screens
- B- There were different programs
- C- People watched digital TV
- D- It was a communications system

9- It is stated in paragraph 8 that

- A- People can communicate with their friends through TV.
- B- TV is an important part of our lives and we can't imagine a world without it.
- C- Millions of people watch TV, today.
- D- People can learn how to fix their cooker by watching TV.

10-

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.
This passage gives a history of television.
•
•

Answer choices (choose 2 to complete the chart)

1-Scientists spent many years to invent and improve TV.

2-People learned how television works.

3-TV became very popular and a part of our lives.

4- Franklin D. Roosevelt helped TV to improve.

Read the text and answer the following questions. (2nd week)

It's Your Lucky Number

1 Do you think some numbers are lucky and others are unlucky? Most cultures have good luck and bad luck numbers. The notion that numbers can bring good luck or bad luck is a superstition.

Unlucky Numbers

2 The number 13 is considered unlucky by superstitious people in North and South America and in Europe. It is such a strong superstition that many airlines do not have a Flight 13. Lots of planes don't have a Row 13, either. **(1A)** If you are in an elevator, you may notice that there is no button for the 13th floor. **(1B)** The buttons go from 12 to 14 and **skip** 13. **(1C)** Some people avoid starting trips or other activities on the 13th day of a month. The English language even has a word for the fear of the number 13. It's *triskaidekaphobia*. Are you triskaidekaphobic?

3 We do not know how the number 13 came to be considered unlucky. There are several theories. One is that **it** comes from the ancient Roman belief that 13 was a sign of death and destruction. Other people think it all started with an old Viking story about a **feast** for twelve gods. The evil god, Loki, was not invited, but he came anyway. That made thirteen guests. According to the story, Loki killed one of the other gods. Since then, the number 13 has been considered bad luck. Some superstitious people believe it is unlucky for thirteen to eat dinner together. One of them will die within a year. Another story comes from Christianity. There were thirteen people at the last supper of Jesus Christ. The next day, he was killed.

4 While 13 is considered unlucky in the West, in many Asian countries, such as China, Japan, and Korea, the number 4 is an unlucky number. That's because the word for *four* sounds like the word for *death*. In Asia, many hotels have no 4th floor. In Seoul's Incheon Airport, there are no gates 4 or 44. And you won't find the 4th or 14th floors in many Chinese

buildings. Chinese people often avoid using 4 in **their** phone numbers, home addresses, and license plates. Two Chinese cities even banned the numeral 4 from license plates. In all of these countries, it is a bad idea to give gifts in sets of four.

5 The numbers 13 and 4 are not the only ones associated with bad luck. **For example, 17 is considered unlucky in Italy because rearranging the letters in the Roman numerals for 17 could spell VIXI which means 'I lived' (or 'I'm dead') in Latin.** The number 9 can also bring bad luck in some places. *Nine* is pronounced as 'ku' in Japanese, which is similar to the word *pain*. Hospitals usually don't have 9th floors in Japan.

Lucky Numbers

6 Just as some numbers are supposed to be bad luck, there are some numbers that are considered lucky. For example, 7 is considered a lucky number by some superstitious people in Western cultures. Why is 7 lucky? No one knows for sure where the idea came from, but there are many special 7s: seven days of the week, Seven Wonders of the World, seven colors of the spectrum, and so on.

7 In China, many people believe that 8 is a very lucky number. Why? The word for *eight* sounds like the word for *to acquire wealth* or *to become rich*. People pay extra fees to get 8s in their phone numbers, home addresses, and license plate numbers. In Hong Kong, **it** can cost millions of dollars to get a numeral 8 on your license plate. The number 8 is so lucky that the mayor of Beijing announced that the 2008 Olympic Games in Beijing would begin at 8:00 p.m. on August 8!

8 There is also a lucky number in China because the word for *three* sounds like the word for *life*. A man in Beijing paid \$ 215,000 to get the luckiest cell phone number: 133-3333-3333.

9 In fact, there is nothing lucky or unlucky about any number.**(8A)** Still, many people believe that a number can bring good or bad luck.**(8B)** Superstitions help us overcome these fears by providing security. With all the uncertainty in the world, one thing is certain: None of us knows what tomorrow will bring.**(8C)**

1-Look at the three parentheses () that indicate where the following sentence can be added to paragraph 2.

The same is true for tall buildings.

- 2-The word **skip** in paragraph 2 is closest in meaning to
- A-pass over
 - B-stop
 - C-go
 - D-start
- 3- The word **it** in paragraph 3 refers to
.....
- 4- The word **feast** in paragraph 3 is closest in meaning to
- A-a big meal
 - B-an organization
 - C-an achievement
 - D-an idea
- 5- The word **their** in paragraph 4 refers to
.....
- 6- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 5?
- A-The Roman numerals for 17 should be rearranged not to be unlucky.
 - B-Italians don't use the number 17, because it brings bad luck.
 - C-The Roman numerals for 17 means 'I'm dead' in Latin, that's why it is unlucky in Italy.
 - D-The Roman numerals for 17 shouldn't be used in Italy.
- 7- Where is 4 an unlucky number?
.....
- 8- It is stated in paragraph 6 that
- A-Some people know the reason why 7 is lucky, because there are some special 7s.
 - B-Scientists think that special 7s are the reason why it is lucky.
 - C-Some superstitious people in West think that 7 is the only lucky number.
 - D-There is nobody who knows the reason why 7 is lucky, but there are some special 7s.
- 9- The word **it** in paragraph 7 refers to

.....

10- All of the following are stated in paragraph 7 about the importance of 8 in China EXCEPT that

- A-It is very expensive to get a license plate in China.
- B-People get 8s in their phone numbers paying extra money.
- C-The 2008 Olympic Games in Beijing began at 8: 00 on 8 August.
- D-It is very expensive to get a license plate with the number 8 in Hong Kong.

11- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 9.

Most of us have fears that make us feel insecure.

12-

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.
This text tells us that many cultures have good luck and bad luck numbers.
•
•

Answer choices (choose 2 to complete the chart)

- 1- The number 13 is unlucky because Loki killed one of the other gods at a feast.
- 2- It is a fact that the idea of good luck and bad luck numbers is a superstition.
- 3- People believe in lucky and unlucky numbers to deal with their fears.
- 4- A man in Beijing paid \$215,000 to get the luckiest cell phone number.

Read the text and answer the following questions. (3rd week)

One Family with the Earth

1 Native people think about the preservation of the Earth, plants, and animals in a special way. In this interview, you will read about the views of a Native American named Manitonquat (Medicine Man).**(1A)** Manitonquat is a member of the Wampanoag Nation of

Massachusetts. **(1B)**He says that native people around the world share the attitude that the Earth is spiritually alive and that people may live with it but do not own it.**(1C)**

2 **Reporter:** How do native people view the Earth?

3 **Manitonquat:** As a native, I have been taught that we must be the caretakers of the Earth. We call the Earth our mother because taking care of **it** is a primary responsibility, like caring for our parents and our children. Our people are taught to act and walk lightly upon this Earth in a **sacred** manner, making every step upon the Earth Mother as a prayer so that seven generations yet to come may follow our paths in safety.

4 **Reporter:** Did native people of America practice any conservation measures before other settlers came?

5 **Manitonquat:** Native people were environmentally conscious because they lived close to the environment. Others don't realize how much care they took in the woods. In everything **they** did, they were conscious of the fact that if you disturb something, it will have ramifications through the whole web of life. So they were very careful about disturbing anything.

6 Human beings are very intelligent and take good care of themselves. But what happened in civilization is that human beings' intelligence went off in other directions and developed technology, arts, and such things to the point where they began to be removed from their natural environment. When you build a city around you, the younger generations begin to think that milk comes from a carton and not from an animal.

7 **Reporter:** How did Native Americans view the arrival of European settlers?

8 **Manitonquat:** When Europeans first came, the Native Americans welcomed them and thought they would act like human beings in the natives' understanding of how human beings are supposed to relate to the Earth. But the Europeans came here with **conquest** in mind. They took what land they could take, bought what they could buy, and stole and fought for the rest. Suddenly we discovered that they thought we were subjects of their kings and that we had given them this land forever. Nobody owns land. **You can use it, have your animals on it, hunt, and so forth, but the land is here forever.** We are part of it.

9 **Reporter:** What needs to be done for the Earth?

10 **Manitonquat:** We need to think about a whole new set of values to give to our kids. A lot of native people like myself go to schools whenever we get a chance. We take the kids out

into the woods and say, 'Here, **these** are your relatives. Sit with this tree. Talk to this tree. Listen to this tree. Hug this tree. This is your friend.'

11 The Earth and our fellow creatures are more valuable than all the fancy things we have. It should horrify all human beings that we are losing whole species of animals and birds. There are very few free-flying California condors left in California, and several hundred beluga whales in the St. Lawrence River are dying of cancer from industrial wastes.

12 **Reporter:** What do we need to do to be friends with the Earth?

13 **Manitonquat:** One thing people can do is to get closer to the Earth. If you go camping or on a picnic, take the time to look at what's around, and talk about the plants, birds, and whatever comes by. When I was a kid, my grandfather took me out. We had names for all the animals, and he told me about the plants. He told me to talk to them and to listen to them. He said there were stones that had spirits. You could feel the spirit and know that it had been there for a long time and had seen a lot of things; you could get a lot of knowledge from that stone.

14 **Reporter:** What does it mean to be friends with the Earth?

15 **Manitonquat: (11A)**It makes you feel good to be with him. Everything in the universe is important; everything has its purpose and its reason. **(11B)**We are here as part of the Earth. It was put here for more than just our pleasure.**(11C)** It must support many things.

16 Often I say to children that if you are the elder brother or sister, **you** have to speak for the little baby who cannot talk. You speak for the grass because it's not able to talk. If you were a blade of grass, what would you say? If you were a little squirrel, what would you say? If you were the Mother Earth herself, what would you say about what's happening to you?

1- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 1.

He is a writer, storyteller, educator, and ceremonial medicine man.

2- The word **it** in paragraph 3 refers to

.....

3- The word **sacred** in paragraph 3 is closest in meaning to

- A- Frightened
- B- holy and respected
- C- exhausted

D- bored and tired

4-The word **they** in paragraph 5 refers to

.....

5- According to paragraph 6

A- the younger generations buy milk in cartons

B- human beings began to be removed from nature because of their intelligence

C- human beings built cities to remove young generations from nature

D- human beings are very intelligent and take care of the environment

6- The word **conquest** in paragraph 8 is closest in meaning to

A- taking control of a place by force

B- giving presents to the local people

C- meeting new people

D- discovering new places

7- Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 8?

A-Human beings are destroying the Earth for themselves and their animals.

B-Human beings shouldn't use the Earth for themselves and their animals not to destroy it.

C-Human beings can use the Earth for themselves and their animals but it exists forever.

D-The Earth is very valuable for us because you can use it for yourselves and your animals.

8- The word **these** in paragraph 10 refers to

.....

9- Where are beluga whales dying of cancer?

.....

10-It is NOT stated in paragraph 11 that

A-We have more valuable fancy things than the Earth.

B-Whole species of animals and birds are becoming extinct.

C-Industrial wastes are polluting the St. Lawrence River.

D-Today, there are a few California condors.

11- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 15.

When you're somebody's friend, you don't let anybody hurt him, you stick up for him.

12- The word **you** in paragraph 16 refers to

.....

13-

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.
This text tells us that the Earth is spiritually alive and that people may live with it but do not own it.
•
•

Answer choices (choose 2 to complete the chart)

- 1- Taking care of the Earth should be one of humanity's most important responsibilities.
- 2- Technology provided people with new cities and environment.
- 3- Children who live in cities need to have experiences that bring them closer to nature.
- 4- Children who live in cities always try to have experiences that bring them closer to nature.

Read the text and answer the following questions. (4th week)

Discovering the Secrets to a Long Life

1 Ushi Okushima has hung out with the same groups of friends almost every day of her life since they were **toddlers**. Now Ushi and her friends are 103 years old. Not only does Ushi have great friends, she also has a new job, and she has just started wearing perfume because she has a new boy friend!

2 Ushi Okushima lives in Okinawa, Japan, where people seven years longer than the average American.**(2A)** According to the Japanese government, 457 Okinawans are at least 100 years old.**(2B)** That means for every 100,000 people who live on the island, there are 34.7 centenarians.**(2C)** That's the highest ratio in the world.

3 Explorer and adventurer Dan Buettner wanted to learn how Okinawans lived such long lives. 'We want **these people** to teach us what makes a difference in the quality and length of their life,' Buettner said. 'Do they dance? Play Chess? Play a musical instrument? Meditate or pray?' But he didn't just sit in his office doing research. Instead, he led an expedition to Okinawa to figure out Okinawans' recipe for living such long, rich, healthful lives. However, **his** wasn't an ordinary expedition. On a typical expedition, a group of people travel to a part of the world for exploration or scientific research. They have adventures and then return to share their stories. In traditional expeditions, only the people who actually go on the expedition can participate. But on Buettner's expedition, anyone who is interested in the **quest** can be part of the story by participating in it. How did he do it?

An Interactive Expedition

4 To get everyone involved in the expedition, Buettner created an interactive Website called Blue Zones. (*Blue Zones* is Buettner's term for the places where people live the longest, healthiest lives.) By clicking on the Website, you can take part in the expedition without leaving your home. The message that greets you on the Website is 'Welcome to a Brave New World of Exploration. The Blue Zones Expedition takes the old way of exploration and turns it on its head.'

5 For three weeks in October 2005, people at home and in schools used their computers to direct the live expedition team in Okinawa, Japan. They voted on the place in Okinawa that the Blue Zones team should explore next. The following day, the team put information on the Website and gave a written report and a video about the people **they** met on their most recent adventure. The goal was to review the clues from each day's discoveries to see what kind of choices and activities helped the Okinawans live so well, and so long.

6 (9A) The fourteen-member team in Okinawa included medical experts, filmmakers, photographers, journalists, and technology experts to help dig up the facts and deliver them on the Website each day. (9B) All the members of the team prepared for the expedition by researching Okinawa and meeting some of the people who live there. (9C) Dr. Greg Plotnikoff, the world's **foremost** expert in Japanese alternative medicine led the medical team. Dr. Craig Willcox, who has been studying Okinawan centenarians for more than a decade, was a consultant for the team. His book *The Okinawa Program* is a *New York Times* Best Seller. The book documents the diet, exercise, and lifestyle practices of the Okinawans. The team also included creative filmmakers and journalists Damian Petrou, Tom Adair, and Eric Louma.

7 Dan Beuttner is a **pioneer** in both exploration and education. He is also an athlete, holding three world records for long-distance bicycle journeys. **He has completed more than twelve online quests since 1995, from South America to Africa to China.** In the next few years, Beuttner will explore three more places where the people live extraordinarily long lives.

8 'At the end,' said Beuttner, 'we want to see how these quests bring together the imagination and the idea-generating power of a big online audience to find something that no one knew before.' That sound like a goal that could make life very exciting for Beuttner and his fellow explorers.

1- The word **toddlers** in paragraph 1 is closest in meaning to

- A- newborns
- B- young children
- C- old friends
- D- college students

2- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 2.

Okinawans live longer than anyone else in Japan, too.

3- The words **these people** in paragraph 3 refers to

4- The word **quest** in paragraph 3 is closest in meaning to

- A-Internet
- B-old age
- C-search
- D-wealthy

5- According to paragraph 4

A-the interactive Website, Blue Zones takes the old way of exploration

B-Blue Zones is Buettner's term for the places where people are rich and healthy

C-everyone can take part in the expedition by clicking on the Website at their homes

D-when you take part in this expedition, you can turn on your head

6- The word **they** in paragraph 5 refers to

.....

7- It can be inferred from paragraph 5 that

A- People participating in the quest learned about Okinawa by reading reports and watching videos on the Internet.

B- A Blue Zones expedition to Okinawa will take place next October.

C- By reading reports and watching videos on the Internet helped people to live long and healthy.

D- When people wanted to direct the expedition, they had to join the team.

8- The word **foremost** in paragraph 6 is closest in meaning to

A- least known

B- youngest

C- oldest

D- most important

9- Look at the three parentheses () that indicate where the following sentence can be added to paragraph 6.

The team included some of the world's top experts in the fields of medicine and gerontology (the scientific study of aging).

10-The word **pioneer** in paragraph 7 is closest in meaning to

A- an uninterested leader

B- one of the first people to do something

C- a recent graduate

D- a leader who cares about his team

11-Which of the sentences below expresses the essential information in the highlighted sentence in paragraph 7?

A-Buettner has led many online quests to South America, Africa, and China before.

B-Buettner has led twelve online quests to South America, Africa, and China before.

C-Buettner had led more than twelve online quests to South America, Africa, and China by 1995.

D-Buettner has led more than twelve online quests to South America, Africa, and China since he became a pioneer.

12- It is NOT stated in paragraph 8 that

A-Buettner and his fellow explorers want to find something unknown through the imagination of an online audience participating in quests.

B-Buettner and his fellow experts want to discover new places through the idea-generating power of an online audience participating in quests.

C-Buettner and his fellow explorers want to benefit from the idea-generating power of an online audience participating in quests.

D-Buettner and his fellow explorers think that finding something no one knew before makes life interesting.

13-

Directions: An introductory sentence or a brief summary of the passage is provided below. Complete the summary by selecting the TWO answer choices that express the most important ideas in the passage.

This text tells us about an extraordinary expedition which aims to find out how people live long and healthy lives in Okinawa.

•

•

Answer choices (choose 2 to complete the chart)

- 1- Buettner created an interactive Website, Blue Zones so people could participate in his quest and direct the live expedition team in Okinawa.
- 2- As Ushi Okushima has hung out with the same groups of friends almost every day of her life since they were toddlers, she and her friends are 103 years old.
- 3- In Buettner's team, there were many important experts who researched Okinawa and met some of Okinawans to see their choices and activities which help them live long.
- 4- Dr. Craig Willcox, who has been studying Okinawan centenarians for more than a decade, was a consultant for the team.

APPENDIX E (The texts used for Turkish instruction in both pre-intermediate and intermediate levels)

Parçayı okuyunuz ve soruları cevaplandırınız. (1st week)

'Karanlık Gökyüzü' Adası

Alp Akoğlu

İngiltere'nin Channel Adaları olarak bilinen adalarından en küçüğü olan Sark, gökbilimciler için bir cennet niteliğinde.(1A) Ada sakinleri evlerindeki ve işyerlerindeki aydınlatmayı da ışık kirliliğine yol açmayacak şekilde düzenlemiş durumda.(1B) Hiçbir lamba gereksiz bir alanı ya da gökyüzünü aydınlatmıyor. (1C)

Sark adası **bu** özelliği sayesinde Uluslararası Karanlık Gökyüzü Birliği'nin (*International Dark-Sky Association – IDA*) 31 Ocak 2011 tarihli kararıyla dünyanın ilk 'Karanlık Gökyüzü Adası' ilan edildi. Adayı **hâlihazırda** yılda 40,000 turist ziyaret ediyor. Uluslararası Karanlık Gökyüzü Birliği'nin bu kararının ardından adanın 'astroturizm' bakımından gelişeceği ve özellikle amatör gökbilimcilerin **akın**ına uğrayacağı tahmin ediliyor.

- 1- 1. paragrafta aşağıdaki cümlenin eklenebileceği 3 paranteze bakınız, hangisine yerleştirileceğini yazınız. _____

Yaklaşık 650 kişinin yaşadığı bu adada otomobil ve sokak lambası yok.

- 2- 2. paragraftaki **bu** neyin yerine kullanılmıştır?

.....

- 3- 2. paragraftaki **hâlihazırda** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- zaten
- B- şu anda
- C- her
- D- bu yüzden

- 4- 2. paragraftaki **akın** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- hücum
- B- eylem
- C- gelme
- D- yağma

- 5- Pasajda anlatılmak istenen;

-
-
-

Parçayı okuyunuz ve soruları cevaplandırınız. (2nd week)

Anti-Lazer

Büşra Kamiloğlu

1 Lazerin 1960 yılındaki keşfinden 50 yıl sonra, Yale Üniversitesi'nden araştırmacılar 'anti-lazer'i icat etti: **(1A)**Geleneksel lazerin tersine, ışığı yaymak yerine emen yine bir tür lazer. **(1B)** Bu malzeme farklı dalga boyu, frekans ve yoğunluktaki ışığı tek bir fazda güçlendirir ve yüksek frekansta yayar.**(1C)**

2 2010 yazında, Yale Üniversitesi'nden A. Douglas Stone ve ekibi anti-lazer'in arkasındaki **kuramı** açıklayan bir çalışma yayımladı. Anti-lazerde kullanılan malzeme, geleneksel lazerdeki gibi galyum arsenit değil en çok bilinen yarı iletken olan silikon olmalıydı.

3 Ancak Douglas'ın keşfinden buyana kuramdan **ibaret** olan anti-lazer, henüz yapılamamıştı. Hui Cao ve ekibi anti-lazeri yapan ilk araştırmacılar oldu. **Onların** deyiimiyle: 'Mükemmel emici'.

4 Mükemmel emicinin çalışma ilkesi, birbiriyle karşılaşan iki ışık dalgasının, aynı fazda olmalarından dolayı birbirini yok etmesine dayanıyor. Bu da ısı açığa çıkarıyor ve bu ısı kolayca elektrik enerjisine dönüştürülebiliyor.

- 1- 1. paragrafta aşağıdaki cümlenin eklenebileceği 3 paranteze bakınız, hangisine yerleştirileceğini yazınız. _____

Geleneksel lazerlerde, yarı iletken bir malzeme olan galyum arsenit kullanılır.

- 2- 2. paragraftaki **kuram** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- kanı
- B- varsayım
- C- inanış
- D- kanıt

- 3- 3. paragraftaki **onlar** neyin yerine kullanılmıştır?

.....

- 4- 3. paragraftaki **ibaret** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- böylelikle
- B- zaten
- C- olası
- D- oluşan

- 5- Parçada anlatılmak istenen;

.....

6- Lazer ne zaman keşfedildi?

Parçayı okuyunuz ve soruları cevaplandırınız. (3rd week)

Sulak Gezegenimize Bakmak

Milyonlarca yıldır yeryüzündeki su miktarı değişmiyor ama nüfus, kentleşme, sanayileşme ve ekonomik büyümeyle birlikte artan israf ve kirlilik, temiz suya erişimin gün geçtikçe zorlaşmasına neden oluyor. Gezegenimizdeki suyun yüzde 97'den fazlası tuzlu. Yaklaşık yüzde 2'siyse kar ve buz halinde. Geriye gıdamızı yetiştirmek, içmek ve temizlenmek için yüzde 1'den az kullanılabilir su kalıyor.

Yeryüzünden vücudumuza taşıdığımız, sonra yeryüzüne geri bıraktığımız **bu hazineyi** yüzyıllardır diğer canlılarla birlikte uyum içinde kullandık. Ancak bu değerli hazine giderek tükeniyor. Geçtiğimiz 40 yılda Türkiye'deki sulak alanların yarısını kaybettik ve son 20 yılda kişi başına düşen su miktarı 4000 m³' ten 1430 m³'e geriledi. Su kirliliği ise en az kaçak ve aşırı kullanım kadar önemli. Rakamlar, suyu tasarruflu ve kirlilemeden kullanmak konusunda büyük adımlar atmamız gerektiğini gösteriyor.

İstanbul'da günlük su kullanımı kişi başına 159 litre ve bunun yaklaşık dörtte biri sifonu çekmek için kullanılıyor.**(4A) Buna karşın** milyonlarca insan 19 litreden az suyla yaşamını sürdürmeye çalışıyor.**(4B)** Muhtaç olduğumuz su, yerine başka bir şey koyamayacağımız sınırlı bir varlık.**(4C)**

National Geographic dergisi yazarı Barbara Kingsolver, Nisan 2010'da yayımlanan Su Özel Sayısı'ndaki makalesinde 'Bu suyun sahibi kim?' diye soruyor ve ekliyor: 'Büyüleyici bir emanet su... İnsanlık olarak Dünya'nın sonsuz cömertliği mitinden vazgeçmemiz zaman aldı. Hesabımızdan çok daha fazlasını çekmiş durumdayız. Neleri kaybedebileceğimizi bilmenin, **had**dimizi bilmenin en iyi yolu, sulak gezegenimize gözlerimizi iyice açıp bakmak.'

1- 1. paragrafa göre

- A- Pek çok nedenden dolayı yüzde 1'den de az olan temiz suya erişim zorlaşıyor
- B- Kentleşme, sanayileşme gibi faktörler, tuzlu ve temiz su oranlarını değiştiriyor
- C- Gıdamızı yetiştirmek, içmek ve temizlenmek için daha fazla suya ihtiyacımız var
- D- Gezegenimizdeki suyun büyük miktarını kullanabilmekteyiz

2- 2. paragraftaki **bu hazine** neyin yerine kullanılmıştır?

.....

3- 2. paragrafta belirtilen suyun tükenmesinin nedenleri:

..... , ve

4- 3. paragrafta aşağıdaki cümlelerin eklenebileceği 3 paranteze bakınız, hangisine yerleştirileceğini yazınız. _____

İnsanların yüzde 46'sının evinde su şebekesi yok.

5- 3. paragrafta yazarın **buna karşın** ifadesini kullanmasının amacı

- A- diğer bir örnek verileceğini işaret etmek
- B- karşıt bir durumu ifade edeceğini göstermek
- C- bir önceki ifadeyi örnekle açıklayacağını belirtmek
- D- bir önceki cümledeki durumun yaygın olduğunu göstermek

6- 4. paragraftaki **had** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- kendi
- B- bilgi
- C- sınır
- D- seviyesiz

7- Parçada anlatılmak istenen;

.....

Parçayı okuyunuz ve soruları cevaplandırınız. (4th week)

Soğuktan Camlar Erir mi Demeyin!

Oğuzhan Vıcıl

Soğuktan cam erir mi demeyin! İlk bakışta imkânsız gibi gözükse de **güncel** bir bilimsel çalışma, mutlak sıfır noktası (-273 Santigrat derece) civarında camın ve camlaşan malzemelerin teorik açıdan erimesi gerektiğini gösteriyor.

Tel Aviv Üniversitesi Kimya Bölümü'nden Prof. Eran Rabani ve Colombia Üniversitesi Kimya Bölümü'nden Prof. David R. Reichman liderliğinde gerçekleştirilen bir çalışma, kuantum mekaniğinin cam oluşturan **akışkan**larda daha önce keşfedilmemiş bir etkisini ortaya koyuyor. Sonuçları *Nature Physics*'in Ocak ayı internet baskısında yayımlanan bu çalışmada, kuantum etkisi sonucunda camın mutlak sıfır noktası yakınlarına soğutularak eritilebileceği gösteriliyor.

Pencere camı yapımında kullanılan silis gibi bazı malzemeler, kuramsal olarak, çok hızlı bir şekilde soğutuldukları zaman cama dönüşebiliyor. Prof. Rabani'nin belirttiği üzere, çok

özel şartlar sağlandığı takdirde soğutma aşamasında bir noktada, malzeme önce cama dönüşebiliyor, ardından da akışkan hale gelebiliyor.

Endüstriyel açıdan önemli bir potansiyel barındırmayan **bu** sonuç, maddelerin atomik ve moleküler seviyedeki karakteristiklerini anlamak açısından önemli bulgular barındırıyor. Kuramsal açıdan mutlak sıfır noktası civarında camın ve camlaşan malzemelerin eriyebileceğini ortaya koyan bu çalışmanın, laboratuvar ortamında ileride yapılacak deneylerle doğrulanması hedefleniyor.

1- Çalışmanın sonuçları nerede yayımlanmıştır?

.....

2- 1. paragraftaki **güncel** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- süre gelen
- B- son günlerdeki
- C- her zamanki
- D- magazinsel

3- 2. paragrafa göre

- A- Tel Aviv ve Colombia Üniversitesi Kimya Bölümü'nde gerçekleştirilen çalışma, kuantum mekaniğinin cam akışkanlarında yeni bir etkisini ortaya koyuyor.
- B- Tel Aviv ve Colombia Üniversitesi Kimya Bölümü'nde gerçekleştirilen çalışma, kuantum mekaniğinin camın soğutulmasında bir etkisi olduğunu gösteriyor.
- C- Tel Aviv ve Colombia Üniversitesi Kimya Bölümü'nde gerçekleştirilen çalışma, kuantum mekaniğinin akışkanların donmasında yeni bir etkisini ortaya koyuyor.
- D- Tel Aviv ve Colombia Üniversitesi Kimya Bölümü'nde gerçekleştirilen çalışma, kuantum mekaniğinin camın oluşmasında yeni bir etkisini ortaya koyuyor.

4- 2. paragraftaki **akışkan** kelimesi aşağıdakilerden hangisine anlamca en yakındır?

- A- kum
- B- kil
- C- likit
- D- katı madde

5- 3. paragrafta aşağıdakilerden hangisi ifade edilmemiştir?

- A- Silis, pencere camı yapımında kullanılan malzemelerden biridir.
- B- Cam yapımında kullanılan malzemeler, kuramsal olarak, çok özel şartlarda soğutma aşamasında bir yerde önce cama sonra akışkan hale dönüşüyor.

C- Cam yapımında kullanılan bazı malzemeler, kuramsal olarak, çok hızlı bir şekilde soğutuldukları zaman cama dönüşebiliyor.

D- Cam yapımında kullanılan bazı malzemeler, pratikte, çok hızlı bir şekilde soğutuldukları zaman cama dönüşebiliyor.

6- 4. paragraftaki **bu** neyin yerine kullanılmıştır?

.....

7- Parçada anlatılmak istenen;

.....

APPENDIX F (Questionnaires)

Cognitive Strategy Use of the Students

Please complete the following sentences according to the way you read a text in **English** and answer the questions related to it.

- 1- Before I begin to read a text, I to understand what the text is about.
- 2- Looking at illustrations/pictures helps me to
- 3- To get the gist of the text, I
- 4- I try to connect the topic of the text with
- 5- While I read the text, I read, looking up every unknown word in the dictionary.
Yes ____ No ____
- 6- While learning the words that will help me to understand the text, I
.....
- 7- To be able to find out important information such as a date, name or number in the text, I
- 8- When I don't understand a sentence in the text, I
- 9- I try to have a picture of the events in the text in mind so that
.....

10-I pay attention to words or phrases such as linking words , which show how the text is organized, because

.....

11-To remember the important points in the text later, I while reading.

12- After I finish reading a **paragraph**, I try to guess

13-After I finish reading **the text**, I categorize the unknown words because

14- To understand a reading text better, I the main points in the text.

15-If I don't comprehend some parts in the text, I **never/ sometimes /usually/ always** reread those parts

16-..... helps me to remember the important points of the text.

17-I seldom use dictionary while reading a text. Yes ___ No ___

18-Guessing is a useful technique in reading because

19-I often predict while reading a text.

20-When I don't understand the main idea of the text, I usually

Öğrencilerin Bilişsel Strateji Kullanımı

Lütfen, **İngilizce** bir metni okurken ve o metin hakkında soruları cevaplandırırken izlediğiniz yol ile ilgili aşağıdaki cümleleri tamamlayınız.

- 1- Metni okumaya başlamadan önce, ne hakkında olduğunu anlamak için,
.....
- 2- Metinle ilgili resimlere bakmak bana da yardım eder.
- 3- Parçanın ana fikrini anlamak için,
- 4- Metnin konusunu, ile bağlamaya çalışırım.
- 5- Metni okurken anlamını bilmediğim her kelimeyi sözlükten **bakarım**. Evet ____
Hayır _____
- 6- Parçayı anlamamda bana yardımcı olacak kelimeleri öğrenirken,
.....
- 7- Parçadaki bir tarih, isim veya sayı gibi önemli bilgileri bulabilmek için,
.....
- 8- Metinde bir cümleyi anlamadığımda,
- 9- Parçadaki olayları kafamda resmetmeye çalışırım, böylelikle
.....
- 10-Parçanın organizasyonunu gösteren bağlaçlar gibi kelime ve sözcük gruplarına dikkat ederim, çünkü

11-Daha sonra metindeki önemli noktaları hatırlamak için, okurken

.....

12-Bir **paragrafı** okumayı bitirdikten sonra,

tahmin etmeye çalışırım.

13-**Parçayı** okuduktan sonra, bilinmeyen kelimeleri sınıflandırırım, çünkü

.....

14-Metni daha iyi anlamak için, ana noktaları

.....

15-Eğer metindeki bazı bölümleri anlamazsam,

asla/ bazen/genellikle/daima tekrar okurum.

16-..... bana metnin önemli bölümlerini

hatırlamamda yardımcı olur.

17-Bir metni okurken nadiren sözlük kullanırım. Evet _____ Hayır _____

18-Tahminde bulunmak, okumada faydalı bir tekniktir, çünkü

.....

19- Bir metni okurken, sıklıkla ile ilgili tahminde

bulunurum.

20- Okuma parçasının ana fikrini anlamazsam,

.....

Cognitive Strategy Use of the Students

Please complete the following sentences according to the way you read a text in **Turkish** and answer the questions related to it.

- 1- Looking at illustrations/pictures helps me to
- 2- Before I begin to read a Turkish text, I to understand what the text is about.
- 3- I try to have a picture of the events in the Turkish text in mind so that
- 4- To get the gist of the Turkish text, I.....
- 5- Guessing is a useful technique in reading because
- 6- I try to connect the topic of the Turkish text with
- 7- While I read the Turkish text, I read, looking up every unknown word in the dictionary. Yes ___ No ___
- 8- I pay attention to words or phrases such as linking words , which show how the Turkish text is organized, because
- 9- While learning the words that will help me to understand the Turkish text, I
- 10-To be able to find out important information such as a date, name or number in the Turkish text, I

11-After I finish reading **a paragraph**, I try to guess

12-To understand a Turkish reading text better, I

the main points in the text.

13-If I don't comprehend some parts in the Turkish text, I **never/ sometimes**

/usually/ always reread those parts

14-When I don't understand a sentence in the Turkish text, I

15-..... helps me to remember

the important points of the Turkish text.

16-I seldom use dictionary while reading a Turkish text. Yes ___ No ____

17-To remember the important points in the Turkish text later, I

..... while reading.

18-I often predict while reading a Turkish text.

19-When I don't understand the main idea of the Turkish text, I usually

.....

20-After I finish reading **the Turkish text**, I categorize the unknown words

because

Öğrencilerin Bilişsel Strateji Kullanımı

Lütfen, **Türkçe** bir metni okurken ve o metin hakkında soruları cevaplandırırken izlediğiniz yol ile ilgili aşağıdaki cümleleri tamamlayınız.

- 1- Türkçe metinle ilgili resimlere bakmak bana
da yardım eder.
- 2- Türkçe metni okumaya başlamadan önce, ne hakkında olduğunu anlamak için,
.....
- 3- Türkçe parçadaki olayları kafamda resmetmeye çalışırım, böylelikle
.....
- 4- Türkçe parçanın ana fikrini anlamak için,
.....
- 5- Tahminde bulunmak, okumada faydalı bir tekniktir, çünkü
.....
- 6- Türkçe metnin konusunu, ile bağlamaya
çalışırım.
- 7- Türkçe metni okurken anlamını bilmediğim her kelimeyi sözlükten **bakarım**.
Evet ___ Hayır _____
- 8- Türkçe parçanın organizasyonunu gösteren bağlaçlar gibi kelime ve sözcük
gruplarına dikkat ederim, çünkü
- 9- Türkçe parçayı anlamamda bana yardımcı olacak kelimeleri öğrenirken
.....

10-Türkçe parçadaki bir tarih, isim veya sayı gibi önemli bilgileri bulabilmek için,

.....

11-Bir **paragrafı** okumayı bitirdikten sonra,

tahmin etmeye çalışırım.

12-Türkçe metni daha iyi anlamak için, ana noktaları

.....

13-Eğer Türkçe metindeki bazı bölümleri anlamazsam,.....

asla/ bazen/genellikle/daima tekrar okurum.

14-Türkçe metinde bir cümleyi anlamadığımda,

15-..... bana Türkçe metnin önemli bölümlerini

hatırlamamda yardımcı olur.

16-Türkçe bir metni okurken nadiren sözlük kullanırım. Evet _____ Hayır _____

17-Daha sonra Türkçe metindeki önemli noktaları hatırlamak için, okurken

.....

18-Türkçe bir metni okurken, sıklıkla ile ilgili

tahminde bulunurum.

19-Türkçe okuma parçasının ana fikrini anlamazsam,

.....

20-Türkçe parçayı okuduktan sonra, bilinmeyen kelimeleri sınıflandırırım, çünkü

.....

Özgeçmiş Anketi

Aşağıdaki soruları okuduktan sonra boşlukları doldurunuz veya doğru seçeneği işaretleyiniz.

1. Yaşınız: _____

2. Cinsiyetiniz: Kadın _____ Erkek: _____

3. Daha önce İngilizce eğitim gördünüz mü?

Evet _____ Hayır _____

Cevabınız **Evet** ise kaç yıl İngilizce eğitim gördüğünüzü belirtiniz.

4. Sizce iyi bir okuyucu musunuz?

Çok iyi _____ İyi _____ Orta _____ Çok iyi değil _____

5. İngilizcenizi geliştirmek için aşağıdaki aktivitelerden hangisini yapıyorsunuz?

- a) İngilizce roman okumak
- b) Dergi ve gazete okumak
- c) Ünlü kişilerle ilgili makaleler okumak
- d) Yabancılarla İnternet yoluyla yazışmak
- e) İngilizce bilimsel raporları okumak
- f) Kitap yorumları ve film eleştirilerini okumak
- g) Diğerleri _____

Background Questionnaire

Complete the blanks or circle your answers after reading the questions carefully.

1. Age: _____
2. Sex: Female _____ Male _____
3. Have you studied English before?
Yes _____ No _____

If **yes**, indicate how many years of English Instruction you were exposed to.

4. Do you think that you are a good reader?
Very Good ___ Good ___ Average___ Not Very Good___
5. Which of the following activities do you do to improve your English?
 - a) Reading English novels
 - b) Reading magazines and newspapers
 - c) Reading articles about famous people
 - d) Corresponding with foreigners via the Internet
 - e) Reading scientific reports
 - f) Reading book reviews & film critics
 - g) Others _____

APPENDIX G

Focus Group Interview

Questions

- 1- Have you developed any reading strategies either in Turkish or English through instruction?
- 2- Do you believe that using reading strategies plays an important role in reading comprehension?
- 3- Which reading strategies do you find more effective in academic reading?
- 4- Do you think you can employ reading strategies to cope with academic texts in your disciplines and whenever you have to deal with a reading text you find difficult?
- 5- Is a four-week reading strategy instruction enough to learn and develop reading strategies?