

**A CASE STUDY ON PRIMARY SCHOOL STUDENTS'
PERCEPTIONS ABOUT THEIR USE OF LANGUAGE LEARNING
AND READING STRATEGIES AND STRATEGY TRAINING**

A Master's Thesis

by

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THE PROGRAM OF CURRICULUM AND INSTRUCTION

BILKENT UNIVERSITY

ANKARA

May 2011

I would like to dedicate this thesis to three very special people. Necmi Akşit, this project would not exist without his patience, encouragement, and unique intelligence. Aygün Dalbay, whose love, support, and kindness has given me the courage to face many challenges. And finally- my mother, whose love, strength, and wisdom has guided me throughout my life and brought me to this point.

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The Graduate School of Education
of
Bilkent University

by

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In Partial Fulfillment of the Requirements for the Degree of
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Ankara

May 2011

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

A CASE STUDY ON PRIMARY SCHOOL STUDENTS' PERCEPTIONS ABOUT THEIR USE OF LANGUAGE LEARNING AND READING STRATEGIES AND STRATEGY TRAINING

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This study looks at the language learning and reading comprehension strategies of students in 3rd – 8th grades. The study takes place at Bilkent Laboratory and International School, which is a bilingual school in Ankara, Turkey that combines curricula from the Primary Years Program (PYP), International General Certificate of Secondary Education (IGCSE), the International Bachelorette (IB), and the Turkish Ministry of Education. The first part of the study consisted of administering two surveys- the Strategy Inventory of Language Learning (SILL) and the Survey of Reading Strategies (SORS). The surveys were administered to students in 3rd – 8th grades, along with a short demographic survey to provide language profiles for the students. The second part of the study involves the implementation of a Strategy Training Program (STP) designed by the researcher. The STP was designed around a list of language learning and reading comprehension strategies compiled by the researcher based on research and teaching experience. There were seven participants selected from the fourth and fifth grades at BLIS. Data was collected from student notebooks, the researcher's journal, interviews, and the surveys administered before and after the training program.

Key words: Turkish EFL, language learning strategies, reading comprehension strategies, Primary Years Program, SILL, SORS

ÖZET

BİR İLKÖĞRETİM OKULU ÖĞRENCİLERİNİN YABANCI DİL ÖĞRENME VE OKUMA STRATEJİLERİ İLE STRATEJİ EĞİTİMİ ALGILARI ÜZERİNE BİR DURUM ÇALIŞMASI

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Bu çalışmada, ilköğretim 3 ila 8. sınıflar arasındaki öğrencilerinin lisan öğrenme ve okuduğunu anlayabilme stratejileri incelendi. Bu çalışma, iki dilde (Türkçe ve İngilizce) eğitim veren ve bünyesinde *İlk Yıllar Programı (PYP)*, *Uluslararası Ortaöğretim Sertifika Programı (IGCSE)*, *Uluslararası Bakalorya Programı (IB)* ve *Türk Milli Eğitim Sistemi* müfredatlarını birleştiren **Özel Bilkent Laboratuvar Okulu'nda (BLIS)** gerçekleştirilmiştir. Bu çalışmanın ilk bölümünü yapılan iki anket çalışması – *Lisan Öğrenme Strateji Envanteri (SILL)* ve *Okuduğunu Anlama Stratejileri Araştırması (SORS)* – oluşturmaktadır. Bu kısa demografik anket çalışmaları 3 ila 8. sınıflar arasındaki öğrencilerin lisan profillerini belirlemek için yapıldı. Bu çalışmanın ikinci kısmını, araştırmacı tarafından tasarlanan *Strateji Eğitim Programı'nın (STP)* uygulaması kapsamaktadır. Strateji Eğitim Programı, araştırmacının araştırmalarını ve öğretim deneyimini baz alarak çeşitli lisan öğrenme ve okuduğunu anlayabilme stratejilerinin derlemesi olarak tasarlandı. BLIS`in dördüncü ve besinci sınıflardan yedi öğrenci katıldı. Veriler, öğrencilerin defterlerinden, araştırmacının notlarından, mülakatlardan ve eğitim program öncesi ve sonrasında yapılan anketlerden toplanmıştır.

Anahtar Kelimeler : Türk Yabancı Dil Öğrencileri, dil öğrenme stratejileri, okuduğunu anlama stratejileri, İlk Yıllar Programı, SILL, SORS

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CHAPTER 1: INTRODUCTION

Introduction

This section provides an introduction to and outline of the rest of the study. The study mainly focuses on two areas: The one is perceptions that Turkish EFL students at a bilingual laboratory and international school in Turkey have about their language learning and reading comprehension strategies. The other is perceptions about language learning and reading comprehension that students from the same school have before and after strategy training.

Background

For many students across the globe, academic goals focus on literacy in the English language. In 2006, the British Commission reported “a massive increase in the number of people learning English has already begun, and is likely to reach a peak of around 2 billion in the next 10–15 years” (English Next, 2006, p. 14). A report put out by British Council reveals 20% of the Turkish population reporting to be English speakers in 2005 (English Next, 2006). Acar (2004) wrote an article entitled Globalization and Language: English in Turkey, reporting that “it is obvious from the English that one can see in the Turkish press, media, and television that English has been increasingly used in Turkey” (p. 2).

These reports reveal the need to be familiar with English language learning and teaching strategies that effectively and efficiently meet the needs of students. Rahimi, Riazi, &

Saif (2004) identified motivation as a predictor of how students use language learning strategies. Their study also indicates a strong relationship between use of language learning strategies and proficiency in the language. The relationships between student perceptions, language learning strategies, and language proficiency may provide teachers with greater insight into the challenges young learners are facing while learning English, as well as the strategies that will support language development.

Many educators struggle with choosing teaching methods and strategies that best meet the needs of their children. Classroom time is precious; it cannot be wasted on strategies that provide little to no support for students. Researchers also debate over this issue: what strategies prove to be the most effective when teaching students how to read? Learning to read is not simple; it involves many skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Comprehension is the final product of the reading process; without it, the other skills prove fruitless. So how do educators enable students to cross the bridge from learning to read to reading to learn?

Harris & Hodges (1995) define comprehension as “intentional thinking during which meaning is constructed through interactions between text and reader” (as cited in NRP Report, 2000, p. 14). An extensive literature review put out by the National Reading Panel (NRP) describes developing comprehension strategies as a 'complex cognitive process', which requires the reader to actively engage in a 'thoughtful interaction' with the text (NRP, 2000). Kuhn & Dean (2004) point out that this process does not always happen naturally; strategies have to be directly taught and practiced. Expecting students to informally pick up comprehension skills is not enough.

Before teaching students strategies to develop their thinking and comprehension skills, educators must be able to explain and identify these strategies. Many turn to the field of cognitive psychology, and specifically research on metacognition (Kuhn & Dean, 2004). John Flavell (1979), who introduced the term ‘metacognition’ in the early 1970’s, viewed metacognition as “knowledge and cognition about cognitive phenomena” (Flavell, 1979, p. 906, as cited in Georghiades, 2004, p. 365). Metacognition is often referred to as ‘thinking about one’s own thinking’ or ‘cognitions about cognitions’ (Georghiades, 2004). Gunstone (1991) characterizes the metacognitive learner by the ability to recognize, evaluate, and reconstruct existing ideas (as cited in Georghiades, 2004).

Georghiades published an article in 2004 entitled *Three Decades of Metacognition*. He discussed Flavell's suggestion that “cognitive strategies ‘facilitate’ learning and task completion, whereas metacognitive strategies ‘monitor’ the process” (Flavell, 1976, as cited in Georghiades, 2004, p. 371). Georghiades went on to assert that metacognitive processes involve self-appraisal and self-management: “[Self-appraisal] requires an element of judgment that is essential in comparing, assessing, and evaluating the content or the processes of one’s learning” (Georghiades, 2004, p. 371). After self-appraisal, self-management is used to take reformed action for rectifying a foul learning process (Georghiades, 2004).

Georghiades also described strategies, or processes, identified as cognitive or metacognitive. In 1987, Flavell defined metacognitive strategies as executive processes, formal operations, consciousness, social cognition, self-efficacy, self-regulation,

reflective self-awareness, and the concept of the psychological self or the psychological subject (as cited in Georghiades, 2004). Flavell felt these strategies could be developed in students through self-reflection (as cited in Georghiades, 2004). Georghiades (2004) elaborated on this point by identifying ways in which students can critique their own learning process. Reflecting and critiquing one's own learning process can be accomplished by noting important points of the procedures followed, acknowledging mistakes made on the way, identifying relationships, and tracing connections between initial understanding and learning outcome (as cited in Georghiades, 2004). In related studies, Georghiades (2002; 2004) presented tools such as concept maps, journals, discussions, and illustrations as signs of students using reflective thinking to understand the processes of learning.

The NRP report (2000) addresses strategies for 'text comprehension instruction'. The NRP's analyses uncovered 16 categories of text comprehension instruction. Seven of the styles of instruction are backed by scientific research to establish the instruction as improving comprehension for non-impaired readers: comprehension monitoring, cooperative learning, use of graphic and semantic organizers, question answering, question generation, and summarization (NRP Report, 2000). The Panel also noted the strategies are most effective when used as part of a multiple-strategy method (NRP Report, 2000).

The NRP's report was conducted in the year 2000; since then there has been a great deal more literature published on topics such as reading comprehension, metacognition and cognition, and developing students' critical thinking skills. While there may be many

inconsistencies in the literature, patterns emerge when considering the strategies that benefit the reading abilities of students. This study will consider the related literature in order to produce a framework that targets the reading comprehension skills and language learning strategies of students.

Problem

An extensive amount of research has been conducted on learning to read and specifically on developing reading comprehension. However, the success of a strategy depends on the needs of the learner, and there are inconsistencies in the research about the most effective strategies and the type of learner to whom the findings relate (Georghiades, 2007). Concerning the Turkish population, very few studies have been conducted to investigate language learning strategy use, and teaching strategies for enhancing the reading comprehension skills of young English language learners.

Purpose

Students naturally acquire some skills for reading comprehension. However, in order to maximize achievement, strategies need to be taught directly, modeled, and practiced (Boulware-Gooden, Carreker, Thornhill, & Joshi, 2007; Gil-Garcia & Canizales, 2001). During this process, it is essential that student motivation, attitudes, and perceptions be monitored (Rahimi, Riazi, & Saif, 2004). To this end, the study was to examine how students in 3rd through 8th grades perceive their usage of language learning and reading comprehension strategies. The study also intended to explore the perceptions that elementary students in a PYP setting have about their own use of language learning and reading comprehension strategies (before and) after experiencing strategy training.

Research questions

The study will address the following questions:

1. How do students in 3rd through 8th grades perceive their usage of language learning strategies at a bilingual laboratory and international school in Turkey?
2. What are the perceptions of elementary students in a PYP setting about their own use of language learning strategies before and after experiencing strategy training?
3. How do students in 3rd through 8th grades perceive their usage of reading comprehension strategies at a bilingual laboratory and international school in Turkey?
4. What are the perceptions of elementary students in a PYP setting about their own use of reading comprehension strategies before and after experiencing strategy training?

Significance of the study

There are more schools offering the International Baccalaureate Primary Years Program (IB PYP) every year in Turkey, and Bilkent Laboratory and International School (BLIS) is a PYP accredited school. The study will contribute to the body of research conducted in PYP schools in Turkey, and it is the first MA thesis focusing on strategies for developing reading skills and perceived language learning strategy use in a PYP context.

Definition of key terms

- i. English Language Learner (ELL): A student learning to read, speak, and listen to the English language, either as a native tongue or a foreign tongue.
- ii. English as a Foreign Language (EFL): A student who is learning English as a foreign language in a non-English speaking country.
- iii. Primary School: In this context, the term primary school refers to grades 3rd – 8th.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Using research on metacognition to improve our understanding of learning

Learning to read is not simple; it involves many skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension (Therrien, Wickstrom, and Jones, 2006). Comprehension is the final product of the reading process; without it, the other skills prove fruitless (Therrien, Wickstrom, and Jones, 2006). Comprehension involves the reader actively thinking about text in order to derive meaning (NRP Report, 2000). Harris & Hodges (1995) define comprehension as “intentional thinking during which meaning is constructed through interactions between text and reader” (as cited in NRP Report, 2000, p. 14). As Kuhn & Dean (2004) point out, developing comprehension skills does not always happen naturally, the skills have to be directly taught and practiced. Making students aware of their comprehension and teaching students strategies to improve comprehension will make them more active readers (Kuhn & Dean, 2004). Research indicates that explicit and formal instruction in strategies for reading comprehension improves student understanding (NRP Report, 2000). The teacher must explicitly teach the skills, model the skills, and scaffold students’ independent practice of the skills until mastery is achieved (Houtveen & Grift, 2007).

Research in the area of cognitive psychology, and specifically metacognition, has greatly benefited understanding of learning and reading comprehension (Georghiades, 2007). Brown noted that “interest in metacognition over the past three decades has reportedly resulted in positive shifts in students’ learning outcomes, hence justifying the view that

‘effective learners operate best when they have insights into their own strengths and weaknesses and access to their own repertoires of learning’” (Brown, 1994, p. 9, as cited in Georghiades, 2004, p. 375). Prior to Brown, Piaget (1976) also supported the idea of monitoring one's own thought processes; he identified the need for making cognitions storable and available to the consciousness (as cited in Georghiades, 2007).

Learning becomes enhanced when the student becomes aware of his/her own thinking while reading, writing, and solving problems in school (Paris and Winograd, 1990, as cited in Georghiades, 2004). The teacher can promote awareness by calling attention to problem-solving strategies and the cognitive and motivational attributes of thinking (Paris and Winograd, 1990, as cited in Georghiades, 2004). Flavell (1987) suggested a list of concepts related to metacognition: executive processes, formal operations, consciousness, social cognition, self-efficacy, self-regulation, reflective self-awareness, and the concept of psychological self or psychological subject (as cited in Georghiades, 2007). Since that time, a great deal of research has been conducted in this area.

However, there is again little consensus on the use of terms (Georghiades, 2007).

Authors refer to various strategies as metacognitive strategies, cognitive strategies, critical thinking strategies, reading comprehension strategies, and the list goes on.

Despite inconsistencies with terminology, patterns surface in the literature as to strategies that repeatedly prove effective for developing students' reading abilities.

Perhaps the reason metacognitive research has benefited education is that researchers frequently target improving educational strategies as the goal for this field of study (Georghiades, 2007). Hacker et al. (1998) reflects that most studies involving

metacognition and education have one purpose- to improve learning outcomes as a result of the practice of metacognition (as cited in Georghiades, 2007). There is a common thread that students, no matter the age level, benefit from encouragement to think about one's own thinking (Georghiades, 2007). While many studies report success from utilizing metacognitive thinking, results are still ambiguous. Haywood (1997) and Lipman (1982, 1985) asserted the issue does not relate to whether or not metacognitive thinking promotes student achievement, the issue is one of finding the right ways and the right activities for initiating and enhancing student achievement (as cited in Georghiades, 2007).

Using metacognitive strategies to improve learning

In an article entitled *Three Decades of Metacognition*, Georghiades (2007) reviewed the work of Alfred Binet. Alfred Binet is credited with developing the first mental tests, which we now label as IQ tests (Georghiades, 2004). He supported the idea of developing students' intelligence capabilities by targeting skills such as attention, memory, perception, invention, analysis, judgment, and will (Georghiades, 2004). Binet's ideas led to trends for developing thinking skills, which grew and led to many areas of study such as metacognition and metacognitive strategies (Georghiades, 2004). There are three dominant approaches for improving students' thinking skills: (a) teaching general teaching skills, (b) teaching subject-specific thinking skills, and (c) teaching thinking skills across the curriculum (Georghiades, 2004). These approaches began sinking into school curricula with the idea of developing a culture that encourages the growth of thinking skills (Georghiades, 2004).

Georghiades (2004) focuses on the role of reflection in the metacognitive process. Reflection on the learning process allows the learner to identify successful and unsuccessful strategies, as well as consider growth from initial understandings to learning outcomes (Georghiades, 2004). Georghiades (2002 & 2004) used student drawings, classroom discussions, concept maps, and journals to present evidence of students' reflective thought during the process of learning. Data revealed the metacognitive activities benefited students if presented in the right context (Georghiades, 2004). Georghiades also presented evidence to show metacognitive activities are more effective when practiced in small groups of children rather than as whole-group activities (Georghiades, 2004).

Kuhn & Dean published an article in 2004 entitled, *Metacognition: A Bridge between Cognitive Psychology and Educational Practice*, which examined how the findings from the study of metacognition can benefit teaching methods. Through their research and the research conducted by their colleagues, the authors found that metacognition begins “early in life, when children first become aware of their own and others’ minds” (Kuhn & Dean, 2004, p. 270). However, research indicates metacognition does not develop to its full potential naturally; there needs to be guidance in its growth (Kuhn & Dean, 2004). In order to prepare students with the knowledge and decision making skills, teachers must direct and exercise students' critical thinking skills (Kuhn & Dean, 2004).

Kuhn and Dean made several suggestions on effective methods for developing critical thinking skills. They suggest that teachers frequently ask students to reflect on the merit of a classroom activity or lesson (Kuhn & Dean, 2004). A second method involves

asking students to defend statements, opinions, or activities (Kuhn & Dean, 2004).

Throughout this process, students will begin to use facts to support a claim or opinion, as opposed to “storing up facts with the idea that some conclusion may emerge from them” (Kuhn & Dean, 2004, p. 270).

Kuhn & Dean also strongly supported exercises involving inquiry and argument (Kuhn & Dean, 2004). Inquiry skills can be developed by encouraging students to reflect on open-ended questions (Kuhn & Dean, 2004). It should be emphasized such questions do not have a right or wrong answer, but there are many perspectives to consider (Kuhn & Dean, 2004). Encouraging the skills of debate requires children to consider the argument presented by the opposer (Kuhn & Dean, 2004). Many children consider an argument to be determined by the person who can best layout their views, and therefore do not consider the other person's point of view (Kuhn & Dean, 2004). The student should consider all perspectives on a subject and the evidence behind each perspective (Kuhn & Dean, 2004). Students should also practice critiquing opposing viewpoints in a manner that compares and contrasts each argument (Kuhn & Dean, 2004).

Joseph M. Sencibaugh (2007) conducted a meta-analysis on reading comprehension strategies for students with learning disabilities (LD). He identified a number of strategies positively impacting the reading comprehension abilities of LD students (Sencibaugh, 2007). These strategies and tools include:

- Graphic organizers
- Visual attention and attention therapy
- Illustrations
- Summarization

- Self-instructional strategies
- Self-questioning intervention
- Reciprocal tutoring
- Didactic teaching (focusing students attention on the task, providing a basis for decision making concerning the categorization of comprehension test questions, and reminding students to check their answers)
- Collaborative reading
- Structured inferencing strategy
- Self-regulated strategy development instruction plus goal setting (Sencibaugh, 2007)

The synthesis substantiated that almost any type of instructional strategy considerably impacts the reading comprehension of students with learning disabilities (Sencibaugh, 2007). The most significant outcomes emerged from studies involving questioning strategies, paragraph restatements, and strategies looking at text structure (Sencibaugh, 2007).

Reading comprehension and vocabulary skills

In 2000, the National Reading Panel (NRP) conducted a comprehensive review of literature on reading, considering over 100,000 articles for the review. Several themes emerged from the review of articles addressing reading comprehension (NRP Report, 2000). It became apparent comprehension is a 'complex cognitive process', which requires the reader to actively engage in a 'thoughtful interaction' with the text (NRP Report, 2000). The student has to interact with the text during the process of reading in order to digest all the text's components and achieve comprehension (NRP Report, 2000). Student success in this area is 'intimately linked' to a teacher's ability to develop students' reading comprehension strategies (NRP Report, 2000).

A powerful key to reading comprehension is word knowledge (NRP Report, 2000). There are two types of vocabulary- oral and print (NRP Report, 2000). If a word is not recognized in print, decoding skills allow the reader to say the word orally (NRP Report, 2000). If the word is unknown orally, the reader will have to use other strategies to comprehend the word (NRP Report, 2000). Vocabulary should be taught and directly and indirectly using a variety of methods (NRP Report, 2000). Students need to be provided with direct instruction of multiple strategies for encountering unknown vocabulary in order to increase learning opportunities (NRP Report, 2000). Repetition and frequent exposure is also important, but these methods are not enough alone (NRP Report, 2000). Learning should occur in rich contexts providing opportunities for incidental learning, in order for the student to exercise strategies for interpreting new vocabulary (NRP Report, 2000).

The report identifies reading comprehension strategies that have proved successful in experimental and quasi-experimental studies. Sixteen categories of text comprehension instruction are identified in the literature. Seven of the styles of instruction are backed by scientific research to establish the instruction as improving comprehension for non-impaired readers. These strategies are most effective when used as part of a multiple-strategy method. These strategies are quoted (NRP Report, 2000):

- Comprehension monitoring, where readers learn how to be aware of their understanding of the material
- Cooperative learning, where students learn reading strategies together
- Use of graphic and semantic organizers (including story maps), where readers make graphic representations of the material to assist comprehension
- Question answering, where readers answer questions posed by the teacher and receive immediate feedback

- Question generation, where readers ask themselves questions about various aspects of the story; Story structure, where students are taught to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read
- Summarization, where readers are taught to integrate ideas and generalize from the text information.

(NRP Report, 2000)

Improving reading comprehension skills through metacognition

Boulware-Gooden, Carreker, Thornhill, & Joshi (2007) decided to test the strategies identified by the NRP, which they term 'metacognitive strategies'. The aim of the researchers was to investigate the impact of directly teaching 'metacognitive strategies' on reading comprehension and vocabulary achievement.

The study involved 119 third grade students spread across two schools. One school acted as the control group and another as the experimental group. Both schools participated in an intervention program. The framework for the experimental program was based on the NRP's strategies for vocabulary and reading comprehension. The program for the control group was based on more 'traditional' methods. The lessons for each group consist of 30 minutes of reading comprehension instruction a day for 25 days. (Five days a week for five weeks.)

When comparing pre-test and post-test scores for each group, analysis revealed clear statistical differences between the two groups. There was a 40% difference in gains in vocabulary, in favor of the experimental group. There was a 20% difference in gains in reading comprehension, also in favor of the experimental group. In the conclusions, the

authors attributed the gains to the differences in teaching methods. The experimental group was exposed to more metacognitive strategies during each lesson. The strategy of creating a word web, or a graphic organizer, proves more effective than the more traditional method of defining the word and using it in a sentence. The experimental group used metacognitive strategies such as *Think-Aloud's*, identifying story elements, organizing the story elements in a graphic organizer, and writing a summary of the story. The researchers concluded the use of these methods accounts for the disparity in vocabulary and reading comprehension scores: It was found that the metacognitive reading comprehension instruction significantly improved the academic achievement of third-grade students in the domains of reading comprehension and vocabulary over the other instruction that was offered to the students in the comparison school. The intensity of the study and the systematic instruction of metacognitive strategies led to positive effects for understanding written text, which is the reason for reading (Boulware-Gooden, Carreker, Thornhill, & Joshi, 2007, p. 77).

Mckeown & Gentilucci published an article in 2007 on the effectiveness of using *Think-Aloud's* with ESL students. The authors carried out an extensive literature review, which provides a great deal of research about using *Think-Aloud's* in the classroom and information regarding the learning processes of ESL students. One article discussed was an in-depth review of reading research conducted in the United States, which was published in 1995 by Fitzgerald (Mckeown & Gentilucci, 2007). Fitzgerald found ELL students commonly monitor their comprehension through the use of metacognitive strategies, such as *Think-Aloud's* (as cited in Mckeown & Gentilucci, 2007). In 1988, Cassanave found that students using *Think-Aloud's* were able to engage in quality

dialogues, generate summaries, and ask questions reflecting a comprehensive understanding of the text (as cited in Mckeown & Gentilucci, 2007). Bereiter and Bird (1985), Cassanave (1988), and Fitzgerald (1995) all reported a need for teachers to directly teach, model, and provide guided practice for *Think-Aloud's* and selecting repair strategies for self-correction (as cited in Mckeown & Gentilucci, 2007).

Bottom-up versus top-down processes

In 1989, Carrell conducted a study on metacognitive awareness in ELL students and provided an overview of successful and unsuccessful reading strategies utilized by these students (as cited in Mckeown & Gentilucci, 2007). The overview comes from studies conducted by Hosenfeld (1977) and Block (1986) (as cited in Mckeown & Gentilucci, 2007). Unsuccessful strategies are usually impulsive reactions that end up distracting students from the text (Block, 1986, as cited in Mckeown & Gentilucci, 2007).

Successful strategies included keeping the meaning of the text in mind during reading, integrating ideas, reading in 'broad phrases' (top-down versus bottom-up), recognizing aspects of text structure, skipping words that are unimportant to the total meaning of the phrase, and using personal and general knowledge and associations"

(Block, 1986, as cited from Mckeown & Gentilucci, 2007, p. 137)

Several studies have been published examining the learning of bilingual students in the context of bottom-up and top-down processing (Mckeown & Gentilucci, 2007). Clark (1980) describes ELL students, who are skilled top-down processors, as 'short circuiting' into a bottom-up approach to the new language (as cited in Mckeown & Gentilucci, 2007). Davis and Bistodeau confirmed Clark's theory in 1993 (Mckeown & Gentilucci, 2007). They asserted students with strong proficiency in the native tongue benefit greatly from top-down processing strategies; however, bottom-up processing

strategies dominate the learning methods of second language learners (Davis & Bistodeau, 1993, as cited in Mckeown & Gentilucci, 2007). In summary, the articles reveal many students introduced to a new language will resort to bottom-up processing methods, even if the student has strong top-down thinking skills (Mckeown & Gentilucci, 2007).

While the second language learner may dominantly rely on bottom-up methods, the top-down skills do not disappear (Mckeown & Gentilucci, 2007). Block asserts top-down and bottom-up processing interact within human cognition (Block, 1992, as cited in Mckeown & Gentilucci, 2007). Block also discourages “[chewing] up the text” for students (Block, 1992, as cited in Mckeown & Gentilucci, 2007, p. 138). While it is important for students to understand the aspect of reading and of literature, successful comprehension does not rely on a full understanding of every component of a text (Block, 1992, as cited in Mckeown & Gentilucci, 2007). Second language learners must be pushed to use top-down processing to compensate for weaknesses (Block, 1992, as cited in Mckeown & Gentilucci, 2007).

A student using top-down reading skills may also be described as a 'strategic reader' (Mckeown & Gentilucci, 2007). In 2000, Pritchard and Breneman identified a strategic reader as one who successfully utilizes up to eight key comprehension strategies interchangeably (as cited in Mckeown & Gentilucci, 2007). The reader engages in the text and maintains a running dialogue (Pritchard & Breneman, 2000, as cited in Mckeown & Gentilucci, 2007). Other skills used by a strategic reader include visualizing, predicting, and relating new topics to prior knowledge; applying 'fix-up'

strategies; reading with a purpose in mind; and monitoring comprehension while accepting some ambiguity (Pritchard & Breneman, 2000, as cited in Mckeown & Gentilucci, 2007). The ability to employ these skills interchangeably does not always develop independently (Mckeown & Gentilucci, 2007). Mckeown & Gentilucci explain that ELL students specifically need to learn and practice skills such as picking out important information, replacing unknown vocabulary with related words, utilizing successful repair strategies while reading, and focusing on the text as a whole (top-down processing).

At the conclusion of the literature review, Mckeown & Gentilucci assert that researchers must identify the strategies that are appropriate for different needs. In other words, “Which comprehension strategies are the most effective in helping these students repair ‘gaps’ in their meaning-making strategies?” (Mckeown & Gentilucci, 2007, p. 139). This question is best answered by testing strategies with a variety of students in a variety of settings, which will provide educators and researchers insight about when, why, and how to apply a strategy.

A closer look at the initial research behind language learning strategies

In a book entitled *Language Learner Strategies: 30 Years of Research and Practice*, Michael Grenfell and Ernesto Macaro contributed an article entitled *Language learner strategies: claims and critiques*, which presents an in-depth look at the background of language learning strategies. Prior to the 1970's language learning was approached with the idea of *manipulating the psychology of the individual*, which led to teaching methods such as repetition, drill, and practice with no social context (Grenfell & Macaro, 2007).

Dell Hymes (1972) introduced the idea of presenting language learning in a social context by looking at patterns of language as opposed to the fixed rules of spelling and grammar (Grenfell & Macaro, 2007). It was from this article that the word *strategy* emerged as a concept for looking at linguistic behavior (Grenfell & Macaro, 2007). This led to discussion of communicative competence and strategic competence (Grenfell & Macaro, 2007). The term strategic competence was used to describe how a person chooses to repair a breakdown in communication (Grenfell & Macaro, 2007).

The concept of a linguistic strategy grew momentum during the 1970's, especially when Krashen presented his Monitor Model (Grenfell & Macaro, 2007). This model asserted that patterns form in the strategies people use to learn a second language (Grenfell & Macaro, 2007). Færch and Kasper took this idea further by investigating the strategies people use while learning a second language, especially when trying to communicate with others (Grenfell & Macaro, 2007). The idea began to surface that a strategy is a response to a problem, and problems occur for second language learning within internal thinking, written discourse, and/or social communication (Grenfell & Macaro, 2007).

Joan Rubin's article *What the "Good Language Learner" Can Teach Us* (1975) articulated the ideas surrounding language learning strategies (as cited from Grenfell & Macaro, 2007). She provided a list of techniques and approaches used by successful language learners, which are listed below as a direct quotation:

- I Processes which may contribute directly to learning:
 - A Clarification and verification
 - B Monitoring
 - C Memorization
 - D Guessing/inductive inferencing

- E Deductive reasoning
- F Practice.
- II Processes which may contribute indirectly to learning:
 - A Creates opportunities for practice
 - B Production tasks related to communication.
 (Rubin, 1975, as cited from Grenfell & Macaro, 2007)

Stern, who was a classroom teacher, also provided a list of strategies used by successful language learners (Grenfell & Macaro, 2007). Rubin's list is more academically oriented, while Stern's list leans more towards motivation and attitude (direct quotation):

1. A personal learning style or positive learning strategies.
 2. An active approach to the task.
 3. A tolerant and outgoing approach to the target language and empathy with its speakers.
 4. Technical know-how about how to tackle a language.
 5. Strategies of experimentation and planning with the object of developing the new language into an ordered system and/or revising this system progressively.
 6. Constantly searching for meaning.
 7. Willingness to practice.
 8. Willingness to use language in real communication.
 9. Self-monitoring and critical sensitivity to language use.
 10. Developing the target language more and more as a separate reference system and learning to think in it.
- (Stern, 1975, as cited from Grenfell & Macaro, 2007)

In 1978, Naimen *et al.* published a book called *The Good Language Learner*. The goal of this book was to provide a systematic understanding for language learning strategies in order to be able to determine successful language learners from unsuccessful learners (Grenfell & Macaro, 2007). The book provided five broad strategies, which are directly quoted below:

1. Active task approach
GLLs were active in their response to learning situations; they intensified efforts where necessary; they practiced regularly; they identified problems; they turned everyday life experiences into learning opportunities.
2. Realization of language as a system
GLLs referred to their own native language 'judiciously' and made comparisons; made guesses and inferences about language; responded to clues; systemized language.

3. Realization of language as means of communication
GLLs often concentrated on fluency rather than accuracy (especially in the early stages of learning); looked for communicative opportunities; looked for sociocultural meanings.
4. Management of affective demands
GLLs realized that learning a language involves emotional responses which they must take on board as part of their learning.
5. Monitoring of L₂ performance
GLLs reviewed their L₂ and made adjustments.
(Naiman, 1978, as cited from Grenfell & Macaro, 2007)

Response to *The Good Learner* led to the following questions- Is it possible for a language learner to successfully use all of these strategies simultaneously or even interchangeable; do some strategies conflict with each other? The greatest divide surrounded the idea that some people may learn socially while others learn more internally through psychological strategies (Grenfell & Macaro, 2007). Wong-Fillmore (1979) argued that social communication is vital to the success of language learning as it develops comprehension of technical rules (Grenfell & Macaro, 2007). The debate surrounding the term *strategy* began to evolve. The most basic definition of strategy (in this context) *may refer to nothing more than study skills and repetition techniques* (Grenfell & Macaro, 2007). However, if you factor in the cognitive and metacognitive perspective, the definition of strategy includes skills such as *inferencing and deducing grammar in a generative way* (Grenfell & Macaro, 2007).

Another perspective on the language learner was presented by Reiss in 1981. Reiss argued that people can be characterized as having ‘field-independence’ or ‘dependence’ (as cited from Grenfell & Macaro, 2007). Field independence is described as an analytical person who is able to *separate figures from a background field*, such as identifying patterns and sounds from speech (Grenfell & Macaro, 2007). A field-

dependent person sees the *field as an unanalyzed whole*; however, he/she responds well to social interaction (Grenfell & Macaro, 2007). Weshe (1981) extended this idea by suggesting the teacher modify teaching methods according to the learner (Grenfell & Macaro, 2007). Field-dependent learners should be presented with social learning opportunities, and field-independent learners should be presented with more analytical opportunities (Grenfell & Macaro, 2007).

More research emerged connecting a variety of variables to successful and unsuccessful language learning. A study conducted by O'Malley, Chamor, Stewner-Manzanares, Russo, and Küpper (1985) suggested that good language learners use a larger number of strategies, which is still a common idea (Grenfell & Macaro, 2007). Alvermann and Phelps (1983) found that younger children use 'less sophisticated' strategies, which implies that some strategies are better than others (Grenfell & Macaro, 2007). Other variables considered to affect the success of language learning included motivation, age, proficiency in other languages, instructional methods, and degrees of exposure (Grenfell & Macaro, 2007).

In 1983, John Anderson provided a theoretical framework for researching language learning strategies that encompassed research from neurological, cognitive, emotional, and behavioral research (Grenfell & Macaro, 2007). He distinguished between two types of information processing- declarative and procedural (Grenfell & Macaro, 2007). Declarative knowledge focuses on concrete aspects such as phonics, vocabulary, and grammar (Grenfell & Macaro, 2007). Procedural knowledge looks at the execution of the declarative knowledge, such as in comprehension, conversation, or writing (Grenfell

& Macaro, 2007). O'Malley and Chamot (1990) took Anderson's framework one step further by categorizing strategies as meta-cognitive, cognitive, and social (Grenfell & Macaro, 2007). Social strategies included variables such as motivation, attitude, and human interaction (Grenfell & Macaro, 2007). Cognitive strategies focused on processing information, and meta-cognitive strategies deal with planning out one's learning and reflecting on one's learning strategies and success (Grenfell & Macaro, 2007).

In 1990, Oxford also presented a method for classifying strategies. She separated strategies into two categories- indirect and direct (Grenfell & Macaro, 2007). Direct includes memory, cognitive, and compensatory (repair) strategies, and indirect includes metacognitive, affective, and social strategies (Grenfell & Macaro, 2007). This classification scheme led to a survey developed by Oxford entitled the *Strategy Inventory for Language Learning* (SILL), which measures a person's use of different language learning strategies (Grenfell & Macaro, 2007). The survey was the first of its kind and it had an *enormous impact* on the field of language learning (Grenfell & Macaro, 2007). By the mid 1990's, only a few years after its introduction, the SILL had been used by over 10,000 people worldwide (Grenfell & Macaro, 2007).

Surveys for language learning and reading comprehension strategies

Strategy inventory of language learning (SILL)

The Strategy Inventory of Language Learning (SILL), which is provided in Appendix A, was first published in 1986 by Oxford at the Defense Language Institute Foreign Language Center in Monterey, California (Oxford, 1996). Since then there have been

two revised versions- one designed for ESL/EFL students, which has 50 questions; and one designed for native English speakers learning a second or foreign language, which has 80 questions (Oxford, 1996). In the ten years after it was published, the SILL had been translated from English into eleven languages including Arabic, Chinese, French, German, Japanese, Korean, Portuguese, Russian, Spanish, Thai, and Ukrainian (Oxford, 1996). By 1996, the survey was the most frequently used strategy questionnaire in the world (Oxford, 1996). It was estimated that 40 to 50 major studies had used the SILL and included approximately 10,000 participants (Oxford, 1996). In addition, the reliability and validity of the survey has been checked “extensively” and using a variety of methods (Oxford, 1996).

Participants of the SILL are asked to rate themselves using a Likert-scale with five descriptors. These descriptors were based on the *Learning and Study Strategies Inventory* created by Weinstein, Palmer, and Schulte (1987), and they are described below as a direct quotation:

- 1: never or almost never true of me
 - 2: generally not true of me
 - 3: somewhat true of me
 - 4: generally true of me
 - 5: always or almost always true of me
- (Oxford, 1996)

In 1989, the strategies included in the SILL were divided into six subscales in order to provide a more accurate profile of the ESL/EFL student (Oxford, 1996). The purpose of this was to provide a more accurate picture of the “whole learner” by “[including] the social and affective sides of the learner as well as the more intellectual (cognitive) and

‘executive-managerial’ (metacognitive)” (Oxford, 1996). The subscales are described below by Oxford:

1. *Memory strategies*, such as grouping, imagery, rhyming, and structured reviewing (9 items).
 2. *Cognitive strategies*, such as reasoning, analyzing, summarizing (all reflective of deep processing), as well as general practicing (14 items).
 3. *Compensation strategies* (to compensate for limited knowledge), such as guessing meanings from the context in reading and listening and using synonyms and gestures to convey meaning when the precise expression is not known (6 items).
 4. *Metacognitive strategies*, such as paying attention, consciously searching for practice opportunities, planning for language tasks, self-evaluating one’s progress, and monitoring errors (9 items).
 5. *Affective (emotional, motivation-related) strategies*, such as anxiety reduction, self-encouragement, and self-reward (6 items).
 6. *Social strategies*, such as asking questions, cooperating with native speakers of the language, and becoming culturally aware (6 items).
- (Oxford, 1996)

The subscales are helpful to analyze the strengths and weaknesses of the participants’ perceived language learning strategies. The Cognitive Strategies are the largest group of strategies. Oxford explains that cognitive strategies range from practice techniques to deep processing skills such as analysis, synthesis, and transforming information (Oxford, 1996).

Survey of reading strategies (SORS)

The Survey of Reading Strategies (SORS), which is provided in Appendix B, is designed to help teachers assess students’ strategies and their awareness of their use of the strategies (Mokhtari & Reichard, 2002). In addition, the survey helps students become more aware of the reading strategies they use and help them to increase usage (Mokhtari & Reichard, 2002). The survey was presented in 2002 and has been field tested for reliability and validity (Mokhtari & Reichard, 2002). Mokhtari and Sheorey,

the authors of the SORS, had the intention of giving a tool to educators that would provide information about students' reading strategies (2002). This way, educators can guide their students to *increase metacognitive awareness and become thoughtful, constructively responsive, and strategic readers* (Mokhtari & Reichard, 2002).

In an article written by Mokhtari and Sheorey entitled *Measuring ESL Students' Awareness of Reading Strategies* (2002), the authors explain that they had several reasons for wanting to create this unique survey. The number of ESL students entering the schools continues to increase. Educators need adequate tools to assess the skills of students and then help them to build on these skills. In addition, there is a positive correlation between students' level of metacognitive awareness of their reading strategies and the success they have with reading and performing academically. In the article, Mokhtari and Sheorey go on to describe how they developed the SORS. They worked with ESL students at the collegiate level and had previous experience with the Metacognitive Awareness of Reading Strategies Inventory (MARSİ). However, MARSİ was designed for native speakers and therefore did not fully assess the strategies and metacognitive awareness of EFL/ESL students. Mokhtari and Sheorey made several revisions to the MARSİ to make the survey easier to understand for EFL/ESL students and more applicable to their reading strategies. Then they field tested the survey on EFL/ESL students in two universities in the United States. As a result, they designed a survey to measure the type and frequency of reading strategies that ESL students are aware of using while reading academic literature.

The SORS is designed for adolescent and adult learners (Mokhtari & Reichard, 2002).

The survey includes 30 strategies, and the participant is asked to rate themselves on a 5-point Likert scale:

- 1: I never or almost never do this.
 - 2: I do this only occasionally.
 - 3: I sometimes do this (about 50% of the time).
 - 4: I usually do this.
 - 5: I always or almost always do this.
- (Mokhtari & Reichard, 2002)

The strategies included in the SORS are broken into three categories: global reading strategies, problem solving strategies, and support strategies. Global strategies relate to strategies for monitoring one's reading, such as previewing the text and setting a purpose for reading (Mokhtari & Reichard, 2002). Problem solving strategies associate with strategies for solving problems while reading (Mokhtari & Reichard, 2002). An example would be the strategies a reader uses to interpret difficult text or unknown words. Support strategies are those that support the reader's understanding of text, such as highlighting or taking notes (Mokhtari & Reichard, 2002).

Concluding summary

Identifying strategies to best fit the needs of each individual student is a complicated task. While a great deal of research has been conducted in this area, there is still a lot more to be done. Students carry different perceptions and skills for learning to read and for reading to learn; and the strategies that will best support the learning process varies according to the needs of each student. This process becomes more complicated when considering students learning English as a second language, and how reading in the native tongue affects learning to read in English. As the body of research increases, each

study provides greater insight for educators working with students who are crossing the bridge from learning to read to reading to learn.

CHAPTER 3: METHOD

Introduction

This section provides a description for how the study was conducted. The study is made up of two parts. The first part consists of three surveys administered to students in 3rd – 8th grades at Bilkent Laboratory and International School. The three surveys included a demographic survey, the *Strategy Inventory of Language Learning (SILL)*, and the *Survey of Reading Strategies (SORS)*. The data collected from the demographic survey was used to label participants as either Turkish-EFL or non-Turkish EFL; a copy of the survey has been provided in Appendix C. The quantitative data collected from the surveys was used to look at the strategy usage of the language groups and different age groups. The second part of the study is a *Strategy Training Program* designed to help students improve their use of language learning and reading comprehension strategies. The training program was designed around a strategy list developed by the researcher. Quantitative and qualitative data were collected for this section of the study.

Quantitative data came from survey results, which the participants completed before and after the training program. Qualitative data came from the researcher's journal, student journals, and interviews. The information collected was analyzed by looking at the sections and individual strategies of the researcher's strategy list.

Research design

The study used embedded mixed methods case study to address the research questions. One of the strengths of this design is that it combines the advantages of both quantitative and qualitative data. In the study, the strategies Turkish EFL learners use while reading

and learning a foreign language were collected through two surveys. The surveys were administered to students in 3rd – 8th grades (n=229). In addition, a small group of elementary students in the PYP program were pulled out for a strategy training program (n=7). Before and after the program, the students completed the same two surveys about language learning and reading comprehension strategies. During the training program, students' perceptions about their strategy usage were explored through interviews and field notes. After the training program was completed, student perceptions were analyzed by looking at a combination of the survey responses before and after training and the field notes.

Embedded-mixed methods

The embedded design is used for studies where one type of research supports another. For example, a researcher may decide to expand on quantitative results by including qualitative data, such as interviews or observations. This is called an experimental design. Alternatively, in the correlational model, qualitative data may be strengthened from a quantitative component, such as a survey or test results. In the triangulation design, the two types of data are collected concurrently, but this is not always true for the embedded design. The researcher can collect the supporting data before, during, or after the central data collection. While the embedded design may be very useful, there can also be drawbacks. It can be difficult to merge the two sets of results during analysis, especially if the findings are contradictory (Creswell & Plano Clark, 2007).

Case study

Case studies take a qualitative approach to understanding a phenomenon. The researcher focuses on an easily definable and very specific population, such as individual students or teachers. Case studies are best used when the researcher has descriptive or explanatory research questions, or when there is a process to be studied- such as the implementation of a new training program. Two valuable characteristics of case studies is that they are particular to a phenomenon, and they provide insight through descriptive data that is in depth and thorough. The information provided by a case study is more concrete and connects to a reader's own experiences. However, the reader's understanding can depend on their prior knowledge and previous experiences. Similarly, one disadvantage to a case study is that it can provide the opportunity for researcher bias. Most of the data collection depends on the researcher's interpretation of the phenomenon under study (Gay, Mills, & Airasian, 2009).

The characteristics of this study fit the profile of a case study because the researcher examined the perceptions of students going through a process in a particular context, there is a low number of participants, and there is an extensive amount of qualitative data being collected. Data were collected through a variety of qualitative means, including the researcher's field notes, student notebooks, and interviews.

Context

The study was conducted at Bilkent Laboratory and International School (BLIS) during the school year of 2009-2010. BLIS is located on the campus of Bilkent University, and the grade levels extend from Pre-Kindergarten to twelfth grade. There are six buildings:

Pre-Kindergarten, Kindergarten; 1st – 3rd; 4th – 5th; 6th – 12th; and a gymnasium. BLIS integrates curricula from the Primary Years Program (PYP), International General Certificate of Secondary Education (IGCSE), the International Bachelorette (IB), and the Turkish Ministry of Education. Students graduating from BLIS are required to complete the IGCSE requirements before the 11th grade and the International Baccalaureate Examinations prior to graduation.

In the school year of 2009-2010, BLIS had 311 students in grades 6 – 13 and 270 students in grades Pre-K – 5th. Of the 311 students in the upper grade levels, 32 were part of the international school (BIS) and 279 were part of the laboratory school. Of the 270 students in the lower grades, 13 were part of the international school and 257 were part of the laboratory school.

The average classroom size in the upper grades is about 17 students per classroom. For the lower grades, the number of students in a class averages about 14. In Pre-Kindergarten and Kindergarten, students are completely immersed into the English language and over 90% of their classes are in English. Once students progress into the elementary school, lessons are conducted in both English and Turkish. For grades 1, 2, and 3, the balance between Turkish and English classes is about 50%. There is an increase in 4th and 5th grades, when students take 70% of their classes in English. Every classroom Pre-K – 5th has two teachers- one international and one Turkish. The international educator teaches English Language Arts classes and the Turkish educator teaches Turkish Language Arts. The other subjects are taught in either English, Turkish, or both. The two educators work together to team teach many of the lessons for subjects

such as math, science, and social studies. In grades 6 – 12, classes are taught by either an international teacher or a Turkish teacher. The subject area- not the nationality of the teacher- determines if the class is taught in English or Turkish.

Participants

The participants for the surveys included all students in third through eighth grades (n=229). Absent students omitted from the survey for two reasons- there were not many students missing and time did not allow for re-administering the survey. In the third, fourth, and fifth grades, the survey was administered to the entire grade level at one time. In the sixth, seventh, and eighth grades, the survey was administered during the students' social studies classes. The fourth and fifth graders participating in the *Strategy Training Program* did not complete the surveys with their classmates. Instead, they completed the survey before and after the training program.

The process of recruiting participants for the *Strategy Training Program* began when a letter explaining the program and a demographic survey were sent to the parents of the fourth and fifth grade students. Forty-five students returned the surveys, and this information was entered into an Excel sheet. Each characteristic of the participant was entered into a separate column, and certain characteristics were chosen as potential disqualifiers. Flagged characteristics included:

- a) the instruction language of a school attended other than BLIS
- b) where the student learned Turkish (“home” must be listed as one of the places where the student learned Turkish in order for the student to qualify)

- c) the amount of time a student lived out of the country (if the amount of time is over a year, this is counted as a disqualifier)
- d) language spoken at home
- e) language spoken by father
- f) language spoken by mother
- g) language spoken between siblings

The most weight was placed on characteristics that focus on languages spoken at home. Next was the amount of time spent out of the country and the language of a school attended other than BLIS. Four students out of the 45 were disqualified. However, only six fourth grade students and nine fifth grade students joined the strategy training program. All of these students fit the required characteristics for the training program. At the end of the training program, only four fourth graders and three fifth graders remained in the program. Students and parents of students who dropped out said they were concerned about missing English classes. The students who participated in the training program completed the survey at the beginning and the end of the program.

Data collection

Surveys

A survey is a data collection tool used very commonly in the social sciences. Surveys can be used for many reasons, such as to study descriptive statistics on a population or to analyze a social phenomenon. Surveys are intended to measure, not manipulate or influence, characteristics of a sample population. The most common survey is a written questionnaire that produces quantitative data, which can be analyzed statistically. There

are many different types of surveys, but this study used a cross sectional design. Cross sectional surveys have two defining characteristics: all of the data is collected at one time, and aspects of the data are cross-analyzed (Fraenkel, & Wallen, 2009).

Potential problems with collecting data from a survey can include demand characteristics, or the tendency to reply in a way to please the researcher; acquiescence, or the tendency to say yes more than no; reactivity, which means the survey sparks the participants to think about an issue or behavior they do not normally consider; or response bias, or the pattern of a participant to respond positively or in extremes. Another negative of surveys is that they limit the responses of participants. However, one strength of surveys is that they can minimize researcher bias by reducing the amount of researcher – participant interaction (Fraenkel, & Wallen, 2009).

The problems with surveys can be balanced by providing qualitative data such as interviews and observations in order to provide more insight into participants' responses. In addition, using a quantitative tool that reduces researcher bias can strengthen a qualitative study, such as a case study (Fraenkel, & Wallen, 2009).

The cross sectional survey worked well for this study for several reasons. First, the researcher needed to collect data from a large number of participants. Therefore, quantifiable data made the research easier to collect and analyze. Secondly, one of the aspects of the study was to measure, not change, the language learning and reading strategies of students at the school. Third, the researcher wanted to take a snap shot of the participants at one particular time, as opposed to measuring changes over a longer

period of time. Fourth, the study compared a number of characteristics such as types of learning strategies and grade level.

Two surveys were used in this study, along with a demographic survey designed by the researcher. The two surveys are the Strategy Inventory of Language Learning (SILL) and the Survey of Reading Strategies (SORS). The SILL was originally design in 1986 by Rebecca L. Oxford. The survey can be considered ground breaking as there were very few tools to compare it with at the time. The survey has since been used in many studies and has gone through several revisions and translations. The SORS was released in 2002 by the authors Kouider Mokhtari and Ravi Sheorey. This survey was designed specifically to measure the reading strategies of EFL/ESL students. It was based off of the Metacognitive Awareness of Reading Strategies Inventory (MARSI), which was created by Mokhtari and Reichard (2002) to measure the strategies of students reading in their native language (specifically English).

The SILL and the SORS were chosen because they targeted the researcher's topic of interest- the language learning and reading comprehension strategies of the Turkish EFL students at her school. In addition, many of the strategies included in the two surveys aligned with, or at least related to, the strategies to be taught by the researcher during the strategy training program. In this section, a more in depth description of each survey will be provided.

The SORS and the SILL surveys were very useful for the design of this study for two reasons. First, the surveys provided the researcher with a tool to pinpoint the strategies

utilized by students. Secondly, many of the strategies aligned with the researcher's list of language learning and reading comprehension strategies, which were taught to the participants of the Strategy Training Program. Therefore, the researcher was able to use some of the items to determine if students increased, maintained, or decreased their usage of individual strategies after participating in the training program. The survey is scored by averaging a participant's scores. There are three levels of usage outlined by Mokhtari and Sheorey (2002): a high level of usage is a mean of 3.5 or higher; a medium level of usage ranges from 2.5 -3.49; and a low level of usage ranges from 1-2.49. The researcher analyzed the data collected from the surveys by looking at the results from the overall list, the overall language groups (Turkish EFL and non-Turkish EFL), each category of strategies, grade level language groups, and individual strategies.

Strategy training program

Part of this study includes implementing a *Strategy Training Program* for a small group of students in the fourth and fifth grades of the PYP program. The training program occurred over the course of several months, and it consisted of eleven lessons. The program was designed around a strategy list that the researcher developed based on research and teaching experience. The strategy list focuses on language learning and reading comprehension, and it is divided into five sections: *Planning to Learn, Listening to and Speaking in English, Studying Vocabulary, Encountering New Vocabulary, Reading Comprehension.*

At the beginning of the *Strategy Training Program*, the researcher used the first two lessons to administer the surveys, orient students about their notebooks and the design of

the program, and to teach students the strategies for *Planning to Learning* and *Listening to and Speaking in English*. Lessons 3 and 4 focused on Studying Vocabulary, and the students created vocabulary journals, flash cards, and games. Lessons 5 and 6 focused on skills for encountering unknown vocabulary, and the students practiced using different types of context clues and clues within the spelling of the word to determine the meaning. Lessons 7 – 11 focused on *Reading Comprehension*. Students developed skills for previewing, predicting, making inferences, looking at text critically, marking difficult or important text, taking notes in an organized manner, and writing summaries. The purpose of teaching these skills was to help students become smarter readers and retain more information from text.

Data was collected during the *Strategy Training Program* through interviews and field notes. Interviews were conducted in the middle and at the end of the training program. Field notes were collected from the students and by the researcher. All of this information, combined with data from the surveys, was used during analysis of the training program.

Interviews

An interview is used to discover aspects of the study that a researcher cannot easily measure or observe, such as the thoughts, feelings, and impressions of participants. Interviews can also be used to gather information about the participants when they are not being observed by the researcher or they are not participating in the study. In addition, information collected during the interview provides further insights into the research and more support for the research (Fraenkel, & Wallen, 2009).

In this study, the researcher used a semi-structured format for the interviews. A semi-structured has a more formal style with a pre-determined list of questions. The information can be used later to compare and contrast responses. The purpose of the interviews was to determine the students' feelings and opinions about the training program, as well as to find out if the students had integrated any of the strategies into their normal reading and learning routines (such as in class or while doing homework). The student interviews were conducted in the middle and at the end of the training program. A list of questions was created prior to the interview and refined once the interview process started. The researcher adhered to the list of questions, but occasionally rephrased or slightly deviated from questions in order to probe further into the responses of interviewees. The design of the interview was structured to make the participants feel comfortable. It was important that students felt they could respond honestly and that there was not a right or wrong answer. Open-ended questions were used to encourage the students to provide lengthy answers with examples and opinions.

Field notes

Field notes are a form of qualitative data that are valuable for studies that require a lot of observation about a phenomenon (Gay, Mills, & Airasian, 2009). Field notes are taken during and after the time of observation, and they can be collected from the participants or the observers. Field notes can be useful because it is a less intrusive method for collecting data (Gay, Mills, & Airasian, 2009). In addition, the researcher can gain insight into the participants that cannot be easily observed, such as emotions or ideas. Field notes can be descriptive, inferential, and/or evaluative (Brown, 2011). Descriptive

field notes are very straight forward- the observer only writes down what he/she sees (Brown, 2011). Inferential notes involve the researcher making assumptions about an observation, such as the emotions a person experiences while acting in a certain way (Brown, 2011). Evaluative notes involve making inferences and judgments about an observation, such as the reasons for a person's feelings and behaviors (Brown, 2011).

For this study, the researcher wrote field notes during and after each session of the *Strategy Training Program* and collected field notes from the participants. The researcher felt most comfortable typing her notes into one document, which evolved during the training program. She used all three types of notes- descriptive, inferential, and evaluative; however, the majority of the notes were descriptive. Field notes were collected from the students in a very structured format. Each lesson began with the students answering questions in their notebooks. The questions asked participants to reflect on their study habits and strategy usage, as well as to set goals for the upcoming week. The field notes were later included in the strategy analysis; notes related to a certain strategy were listed underneath the strategy, along with notes from student journals and results from the surveys.

Researcher's journal

The researcher kept a journal throughout the training program and wrote in it after every training session. Entries included comments on the strengths and weaknesses of a lesson, planning or recommendations for future lessons, notes about interferences with the training program, observations of students' learning and feelings during the lessons, comments that students made about using the strategies outside of the training program,

and comments that students made about their weekly strategies. Journal entries were valuable during the final analysis. While accumulating the data about each of the strategies taught to students, the researcher included information from the journal entries along with comments from the student notebooks, interviews, and survey responses.

Student journals

Each participant was given a personal notebook with resources and to use as a weekly journal. (Student journals are referred to as *student notebooks* in order to prevent confusion between the researcher's journal and the students' journals.) Unlike the researcher's journal, the students' notebooks were very structured and focused on the students' school assignments and use of the strategies. The journals included a list of the language learning and reading comprehension strategies and the following worksheets: *Before and After Studying*, *Using Strategies to Understand More and Learn More in English* (referred to as the *Using Strategies worksheet*), and the *Project Reflection* worksheets. The project reflections asked students to write their opinions about a project, judge their performance on the project, consider how using English factored into completing the project, and to think of ways they could improve during the next project. Students did not fill out many project reflection forms, so these did not play a big role during the analysis.

The *Before and After Studying* worksheet and the *Using Strategies* worksheet were completed at the beginning of every lesson by the students. The *Using Strategies* worksheet proved to be the most valuable while conducting the analysis. For this worksheet, students picked out a strategy to focus on during the week. In addition, they

reflected on the strategy used during the previous week. Below is a sample of the table students would complete each week:

Table 1

Sample Questions on the Worksheet from Student Notebooks Entitled Using Strategies to Understand More and Learn More in English

Type of Strategy:	Name one strategy from this list that you want to use this week.	When will you use this strategy?	Why do you think it will help you?
Date of reflection	Did this strategy help you? Why or why not?	When did you use the strategy?	Do you think you will use this strategy again? When do you think it will be helpful?

The purpose of the *Before and After Studying* worksheet was to make students more aware of their own strategies and habits for studying, learning, and reading. This sheet was less useful during the analysis. However, it enabled the students to reflect on their previous assignments and plan for future assignments. Below is a sample of the table students would complete each week on this worksheet:

Table 2

Sample Questions on the Worksheet from Student Notebooks Entitled Before and After Studying

Date	What assignment do you plan to work on this week?	How long will it take?	When do you plan to work on it?	What do you want to learn while you are working on this?	What is something positive that can happen if you do well on this?
Date	What assignment did you work on this week?	How long did it take you?	When did you work on it?	What did you learn while you were working on this?	What is one positive thing that happened from you completing this?

Students completed the *Before and After Studying* before completing the *Using Strategies* worksheet so they would first think of the assignments they needed to

complete and then decide on strategies to help with these assignments. Completing the two worksheets each week was very important not only for data collection, but also so the researcher could talk to the students about upcoming assignments and strategies for learning and reading. At times, this discussion would direct and even change the lesson for the day.

Data analysis procedures

Strategy training program

The researcher collected four types of data before, during, and after the strategy training program: interviews with the students; a researcher's journal with observations; student notebooks; and the SILL and the SORS. Demographic information was collected when the informational letter was sent home to parents; this letter contained a demographic survey that was completed by the parents. The researcher began analysis with the list of strategies utilized during the training program. Then she went through the researcher's journal, student notebooks, and interview notes and highlighted any comments related to one or more of the strategies. Next, a table was made for each strategy that included comments taken from the three sources of data. In this way, the researcher could consider notes from the researcher and the participants about each individual strategy.

After compiling information from the researcher's journal, student notebooks, and the student interviews, the researcher moved on to the SILL and SORS. As previously mentioned, students completed the SILL and SORS before and after the training program in order to determine if students decreased, maintained, or increased their usage of strategies. To begin the analysis, the researcher calculated the participants' average

level of usage for each strategy before the training program and after the training program. Then the two averages for each strategy were compared in an Excel document. Not all of the strategies in the SILL and the SORS were connected with the researcher's list of strategies. Therefore, the next step was to match strategies from the SILL and the SORS with researcher's notes. Underneath the table for each strategy, the researcher pasted strategies from the SILL and SORS that were most closely connected. This provided an overall view of the researcher's notes, the students' comments, and the students' perceived usage of each strategy.

Surveys

The survey was administered in three parts: the demographic survey, the SILL, and the SORS. The researcher used Excel for the analysis, and she began with the demographic data. The following information was entered for each student:

- Gender
- DOB
- Country of birth
- 1st, 2nd, 3rd, & 4th languages that the student can fluently speak
- Total number of languages
- Number of grade levels completed in a non-Turkish school
- The age/grade level when the schooling was completed, the country it was completed in, and the language(s) predominately spoken at the school
- Languages spoken by parents (in order of the most commonly spoken or level of fluency)

- Total number of languages spoken by parents
- Countries the mother has lived in for longer than one year
- Countries the father has lived in for longer than one year
- The language(s) the student most commonly speaks outside of the classroom
- If the student is a native English speaker (yes/no)
- Level of proficiency in English on a scale of 1-4 (students rated themselves)
- If the student is a native Turkish speaker (yes/no)
- Level of proficiency in Turkish on a scale of 1-4 (students rated themselves)

Next the participants were placed into two categories: Turkish EFL (T-EFL) or Non-Turkish EFL (non-T-EFL). Students were placed into the latter category based on the following characteristics:

- If the participant responded “no” to being a native Turkish speaker
- If the participant spent more than one year in a non-Turkish school
- If the participant was a native Turkish and native English speaker

Other factors were considered, such as the language spoken with parents and self-rated level of fluency.

Once the two groups were separated, the researcher began analyzing the results of the survey. Starting with the SILL, the researcher separated the scores by grade level and language group (T-EFL or non-T-EFL). Second, the researcher calculated the mean and standard deviation for the language groups in each grade level, and then for the language groups as a whole (all grade levels combined, but still separated by T-EFL or non-T-

EFL). While the researcher was calculating the mean and standard deviation, she looked at each strategy individually, each category of strategies, and the overall group of strategies.

After calculating the means and standard deviations, the researcher numbered the strategies by most frequently used to least frequently used. In addition, she used means to label each strategy and category of strategies as having a high, medium, or low level of usage. The scale of high, medium, or low is as follows: high (4.00 – 5.00), medium (2.50 – 3.99), low (1.00 – 2.49). Numbering the strategies by frequency enabled the researcher to look at aspects of the data such as the least frequently used strategy or the most frequently used strategy. Labeling strategies as having a high, medium, or low level of usage provided insight into how frequently strategies are used by a language group.

Once the means, standard deviations, order of frequency, and the levels of usage had been calculated, the researcher began creating charts and tables to use for analysis. She began by analyzing the language groups in each age group, as well as the usage for the two overall language groups. Next, the categories were analyzed; and finally each individual strategy was analyzed. The variety of charts and tables was important for the researcher to understand the usage of each category, the usage of the different language groups, and the usage of each strategy.

CHAPTER 4: RESULTS

The design of this study includes two parts. First, two surveys – the SILL and the SORS – were collected from students in third through eighth grades. The purpose of conducting the surveys was to find out the language learning and reading comprehension strategies that students at BLIS use to deal with learning in a foreign language. A demographic survey was also administered along with the SILL and the SORS to provide a language profile for each child. The second part of the study was a strategy training program designed to teach strategies to students in order to improve their language learning and reading comprehension skills. The researcher developed a list of strategies and lesson plans for the program based on research and teaching experience. The progress of the students was analyzed through qualitative data that included interviews, reflections from students' notebooks, and the researcher's observations recorded in a journal. Progress was also measured using the SILL and the SORS to survey students before and after the training program to determine if their usage of strategies increased. The researcher connected the strategies from the training program to strategies from the surveys in order to have a more accurate view of participant growth. In this chapter, the data collected by the SILL and the SORS from students in third through eighth grades will be analyzed first. Then the researcher will go into analysis from the strategy training program. Additional data were included in the appendices.

Demographic survey

The demographic survey, which is provided in Appendix C, includes questions to determine student gender, age, country of birth, the languages a student can speak, if the student has attended a non-Turkish school, the language skills of parents, the languages a student is exposed to outside of school, and the student's proficiency in English and Turkish. Of the 229 student surveyed, 63 were identified as *Non-Turkish EFL* (non-T-EFL). Factors considered when labeling children included if the students responded "no" to being a native Turkish speaker, if the student attended a non-Turkish school for more than one year, and if the participant identified himself/herself as a native English speaker. At BLIS, it is difficult to profile the language background of students because you cannot simply look at a passport. Some students have been born outside of Turkey but lived almost their entire lives inside of Turkey. Other students were born in Turkey but have had a great deal of exposure to other languages and cultures. This is why the demographic survey needed to be detailed. However, some students had trouble answering the questions, especially questions about their parents' language skills and time outside of the country.

Fifty-eight of the 229 students surveyed were born outside of Turkey; this includes 21 of the Turkish EFL students. Nineteen of the students reported going to a non-Turkish school, and seven of these students were identified as Turkish EFL. (If the student was identified as Turkish EFL, then he/she attended this school for less than one year.) Table 3 provides a list of countries for which BLIS students have citizenship and a list of countries where students have attended school.

Table 3

Countries for which BLIS students have citizenship and countries where BLIS students have attended school

Countries Listed as Place of Birth				Countries Where BLIS Students Have Attended School		
America	35	Libya	1	Albania	Germany	Nigeria
Belgium	1	Nigeria	2	America	Holland	Pakistan
Canada	1	Qatar	1	Australia	Israel	South Africa
Czech Republic	1	South Africa	2	Azerbaijan	Italy	Spain
Ecuador	1	Spain	1	Belgium	Japan	Switzerland
France	2	Turkey	169	Canada	Kenya	Thailand
Germany	1	United Kingdom	5	China	Korea	UAE
Greece	1	Not Answered	2	Czech Republic	Kuwait	United Kingdom
Israel	1			England	Libya	United States
Kazakhstan	1			Eritrea	Madrid	Uzbekistan
Kenya	1			France	Mexico	

Eighty-four students responded that they can speak a language other than Turkish and English, and 56 of the 84 students are Turkish EFL. Table 4 shows the languages that students listed as being able to speak.

Table 4

Languages that students at BLIS list as being able to speak proficiently

Afrikaans	1	English	229	Russian	4
Albanian	1	Flemish	2	Se Sotho	1
Arabic	3	French	43	Spanish	24
Azerbaijani	1	German	14	Tatarca	1
Barese	1	Hebrew	1	Thai	1
Chinese	2	Italian	6	Turkish	219
Czech	1	Japanese	5	Yoruba	1
Dutch	2	Romanian	1		

Parents and home life can play a big role in student’s exposure and experience with languages. Therefore, the researcher included questions about parental language skills and where they have lived. 70% of the Turkish EFL students said that at least one of his/her parents can speak English proficiently, which means that these students can speak English at home if desired. 119 students reported that his/her parents can speak a language other than English or Turkish, and 75 of the 119 were parents of Turkish EFL students. Regarding the question about where parents have lived for at least six months, 156 students listed countries other than Turkey, and 98 of these students were Turkish EFL. Table 5 shows the languages that students listed as their parents being able to speak, and table 6 shows the countries that students wrote down for where their parents have lived.

Table 5

Languages listed by students that their parents can speak proficiently

Actual Languages	All	Turkish EFL	Actual Languages	All	Turkish EFL
Albanian	1		Latin	1	
Arabic	6	4	Malay	2	
Azerbaijani	1	1	Northern Sotho	1	
Chinese	3	1	Pular	1	
Czeck	1		Romanian	2	2
Danish	1	1	Russian	11	7
Dutch	7	3	SeSotho	1	
English	221	160	Spanish	26	13
French	68	42	Swedish	1	1
German	54	36	TaTar	1	1
Greek	4		Turkish	216	165
Hausa	1		Uzbek	1	
Hebrew	1		Xhosa	1	
Italian	20	13	Yoruba	1	
Japanese	6	3	Zulu	1	

Table 6

Countries listed by students that their parents have lived in

	Mom	Dad		Mom	Dad		Mom	Dad		Mom	Dad
Abu Dhabi	0	1	Eritrea	1	1	Lebanon	1	1	Singapore	1	1
Africa	1	2	France	17	10	Libya	2	3	Somali	1	0
Albania	1	1	Germany	11	17	Macedonia	0	1	South Africa	3	3
Australia	2	3	Greece	4	2	Malaysia	2	0	Spain	6	4
Austria	1	4	Holland	6	3	Mexico	1	1	Sweden	2	0
Azerbaijan	3	3	India	1	1	nearly all countries	2	1	Switzerland	2	5
Bahrain	0	1	Iran	0	2	Netherlands	1	1	Thailand	1	1
Belgium	4	2	Ireland	2	0	Nigeria	2	1	Tunisia	0	1
Britain	26	25	Israel	1	1	Oman	0	1	Turkmanistan	0	1
Canada	7	7	Italy	4	5	Pakistan	0	1	United Kingdom	3	4
China	2	4	Japan	6	5	Palestine	1	1	United States	79	81
Cyprus	3	3	Kazakhstan	2	1	Romania	2	1	Yugoslavia	0	1
Denmark	0	1	Kenya	2	1	Russia	3	4	Zimbabwe	1	1
Dubai	1	3	Konya	0	1	Satar	1	2	Zurich	0	1
Ecuador	1	1	Korea	1	1	Saudi Arabia	0	4			
Egypt	1	0	Kuwait	1	1	Scotland	1	0			

The last section of the demographic survey asked students how often they speak English and Turkish and how comfortable they feel speaking each language. When asked if the student speaks English with his/her parents, 71 responded yes, and 28 of these students were Turkish EFL. This means that only 12% of students speak English with their parents even though 70% of the parents know English.

There was also a more general question that asked students if they ever use English outside of the classroom. 88 students responded affirmatively, and 42 of these students were Turkish EFL. Finally, students were asked to rate their English and Turkish abilities on a scale of 1-4. The results are provided in Table 7 and Table 8.

Table 7

Results from the Demographic Survey Related to How Students Feel about Speaking in English

All Students	T-EFL	Descriptors	
100	68	4	I am very good at speaking English; it is the easiest language for me to speak.
103	72	3	I feel good about speaking in English, but it is not the easiest language for me.
12	12	2	English is sometimes hard for me.
0	0	1	English is very hard for me and I need a lot of help.
14	14	no response	

Table 8

Results from the Demographic Survey Related to How Students Feel about Speaking in Turkish

All Students	T-EFL		
165	117	4	I am very good at speaking Turkish; it is the easiest language for me to speak.
35	25	3	I feel good about speaking in Turkish, but it is not the easiest language for me.
13	9	2	Turkish is sometimes hard for me.
2	1	1	Turkish is very hard for me and I need a lot of help.
14	14	no response	

The results reveal that 84% of the students reported feeling good or very good about speaking in English, and 85% reported feeling good or very good about speaking in Turkish. It is important to note that 8% of the students did not complete this section because they were given an earlier version of the survey that did not include these questions. This last section of the demographic survey indicates that even though 84% of

the students feel comfortable speaking in English, only 18% actually practice their skills outside of school.

SILL: Overview of strategy usage

The researcher administered two surveys to students in third through eighth grades at Bilkent Laboratory and International School (BLIS). The surveys are entitled the Strategy Inventory for Language Learning (SILL) and the Survey of Reading Strategies (SORS). The purpose of collecting these surveys was to find out the strategies that BLIS students, within the given age range, use to cope with learning and reading in a foreign language. The researcher targeted students who are native Turkish speakers and consider English to be a foreign language. In addition to the surveys, students also completed a language profile. The language profile consisted of questions to determine if the student qualified as a Turkish EFL student or a non-Turkish EFL student. The researcher administered all of the surveys.

The SORS and the SILL were administered to 228 students. Of the 228 participants, 165 qualified as Turkish EFL, and 63 qualified as non-Turkish EFL. The non-T-EFL group consists of six students whose native language is neither English or Turkish; 29 students whose native language is English; 19 students whose native languages are Turkish and English; and nine students whose native language is Turkish, but were taken out because of attendance at an all-English school for more than one year. Students participating in the strategy training program also completed the surveys, but their results were not included in 228 participants considered in this analysis.

The surveys were administered consecutively, and the total time for administration lasted from 50 – 90 minutes. The younger children took longer to complete the surveys because they asked more questions. Students in third, fourth, and fifth grades took the surveys as grade level; and sixth, seventh, and eighth grade students completed their surveys in smaller classes. The researcher read each strategy and encouraged participants to follow along instead of moving ahead. If a student did not understand the description of a strategy, the researcher gave a short explanation or example.

The SILL, which is provided in Appendix A, consists of 50 strategies divided into five categories- A, B, C, D, E, and F. The strategies in Part A relate to remembering more effectively. Part B is about using all your mental processes, and Part C focuses on compensating for missing knowledge. The strategies in Part D talk about organizing and evaluating one's learning, Part E is about managing one's emotions, and Part F is about learning with others. Students were asked to rate how often they use each strategy based on the following scale (taken directly from the survey):

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Combining the demographic information with scores from the SILL resulted in some interesting statistics. For example, girls tend to use strategies more frequently than boys (3.53, 3.32). Students who have attended a non-Turkish school for one year or more have a higher mean of usage than their peers who have almost always attended a Turkish school (BLIS included) (3.39, 3.36). Students in 3rd – 5th grades tend to use strategies

more frequently than students in 6th – 8th grades (3.49, 3.29). Part B, entitled Using All Your Mental Processes, is the only category used more frequently by T-EFL students in 6th – 8th grades than students in 3rd – 5th grades. For the non-T-EFL group, Part A is the only category used more frequently by the older group of students than the younger students. Figure 1 displays the means of usage for students in 3rd – 5th grades with students in 6th – 8th grades for overall strategy usage and for each category. A table displaying the difference in means of usage for the individual strategies is provided in the Appendix D.

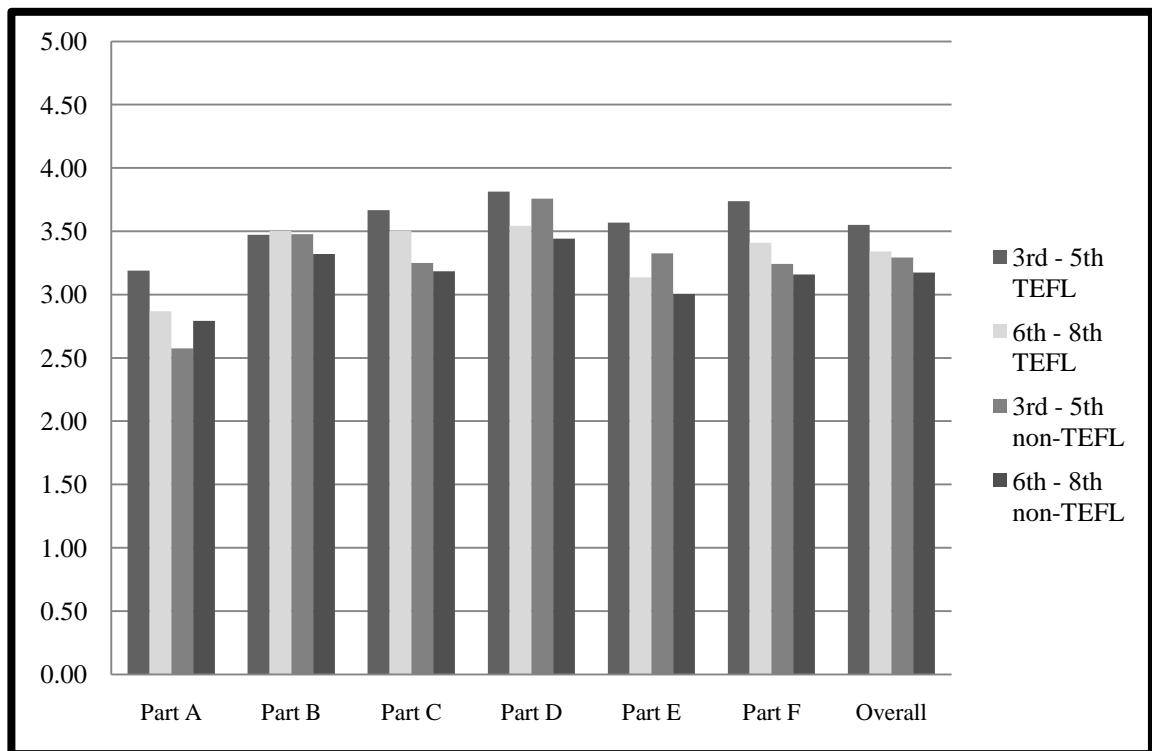


Figure 1. Comparing SILL means of usage by students in 3rd - 5th grades with students in 6th - 8th grades

The SILL was analyzed by section, age group, and individual strategy. The researcher analyzed the results of students qualifying as T-EFL and students qualifying as non-T-EFL. Results are illustrated in graphs and tables in this section as well as in the

appendices. The researcher begins by analyzing the survey's results as a whole and then by category. Within each section, the results are discussed of selected strategies.

The data collected from the SILL reveal that all of the categories have a medium level of usage, and the overall mean of usage for all students in 3rd – 8th grades is 3.37. The category used the most frequently by both groups is Part D- organizing and evaluating your learning. The category used the least by both groups is Part A- strategies for remembering more effectively. Figure 2 shows the overall strategy use for third through eighth grade participants (results are separated by category).

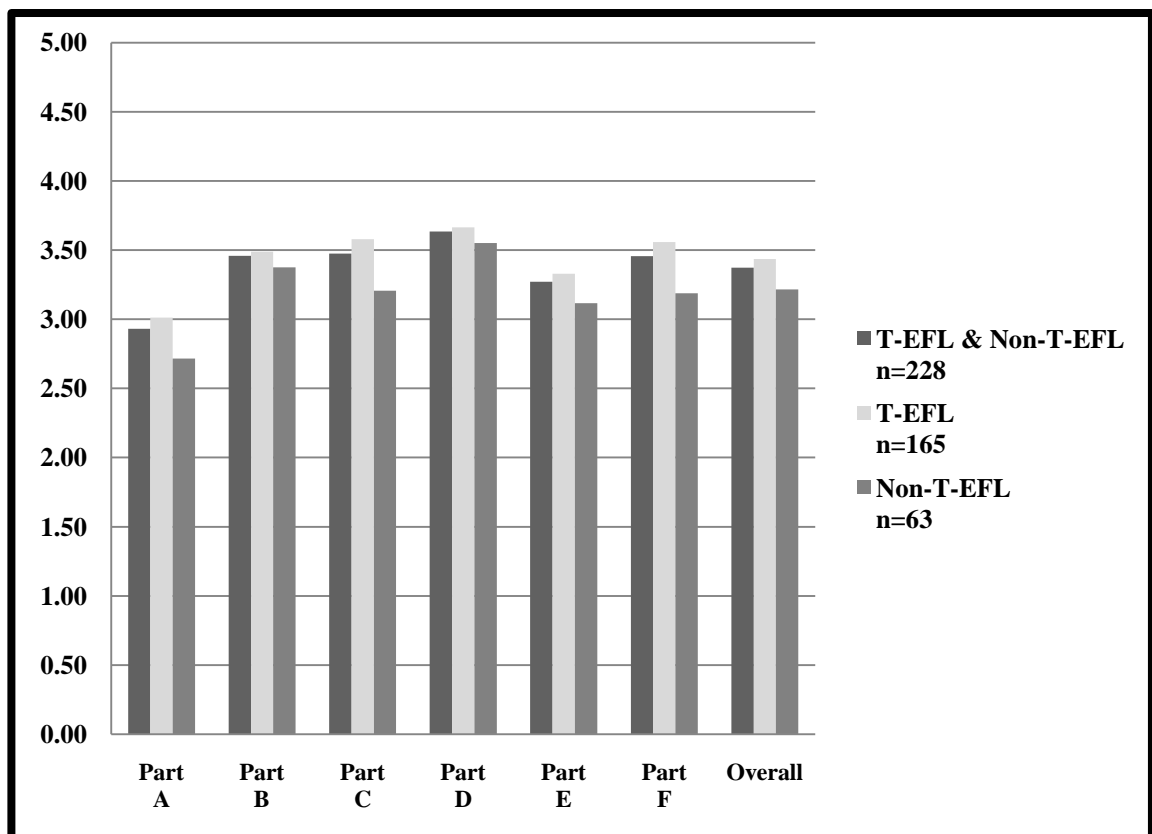


Figure 2. Strategy use for 3rd – 8th grades from the SILL– separated by category

The overall results of the SILL indicate that Turkish EFL students use strategies more frequently than the non-Turkish EFL students (3.43, 3.21). In addition, the overall group of T-EFL students also has higher levels of usage in each of the categories. The means for T-EFL students range from 3.01 – 3.66, and the means for non-T-EFL students range from 2.72 – 3.55. Table 9 shows the mean, standard deviation, and level of usage for each category by the overall group of students and the overall language groups. Figures 32 – 37, which are found in Appendix F, provide graphs of the SILL strategy usage for each grade level.

Table 9

3rd – 8th Overall Strategy Use from the SILL – Mean, Standard Deviation, and Level for Each Category

	T-EFL & Non-T-EFL			T-EFL			Non-T-EFL*		
	Mean n=228	Standard Deviation	Level	Mean n=165	Standard Deviation	Level	Mean n=63	Standard Deviation	Level
Part D	3.63	0.33	Medium	3.66	0.34	Medium	3.55	0.37	Medium
Part C	3.48	0.47	Medium	3.58	0.44	Medium	3.21	0.59	Medium
Part F	3.46	0.50	Medium	3.56	0.46	Medium	3.19	0.65	Medium
Part B	3.46	0.50	Medium	3.49	0.43	Medium	3.38	0.78	Medium
Part E	3.27	0.96	Medium	3.33	0.97	Medium	3.12	0.98	Medium
Part A	2.93	0.55	Medium	3.01	0.57	Medium	2.72	0.53	Medium
Overall	3.37	0.57	Medium	3.43	0.55	Medium	3.21	0.69	Medium
A- Remembering more effectively.				D- Organizing and evaluating your learning.					
B- Using all your mental processes.				E- Managing your emotions.					
C- Compensating for missing knowledge.				F- Learning with others.					
*The non-T-EFL group consists of six students whose native language is neither English or Turkish; 29 students whose native language is English; 19 students whose native languages are Turkish and English; and nine students whose native language is Turkish, but were taken out because of attendance at an all-English school for more than one year.									

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The T-EFL students rate six of the strategies as having a high level of usage, and the non-T-EFL students rate eight strategies as high usage (Appendix G). The T-EFL students rate three strategies as having a low level of usage, and the non-T-EFL students

rate six strategies as low usage (Appendix G). Figure 3 illustrates the overall level of usage by the entire group of participants and the individual grade levels. Figure 25 in Appendix E provides a graph that orders the grade level groups from lowest mean of usage to highest mean of usage.

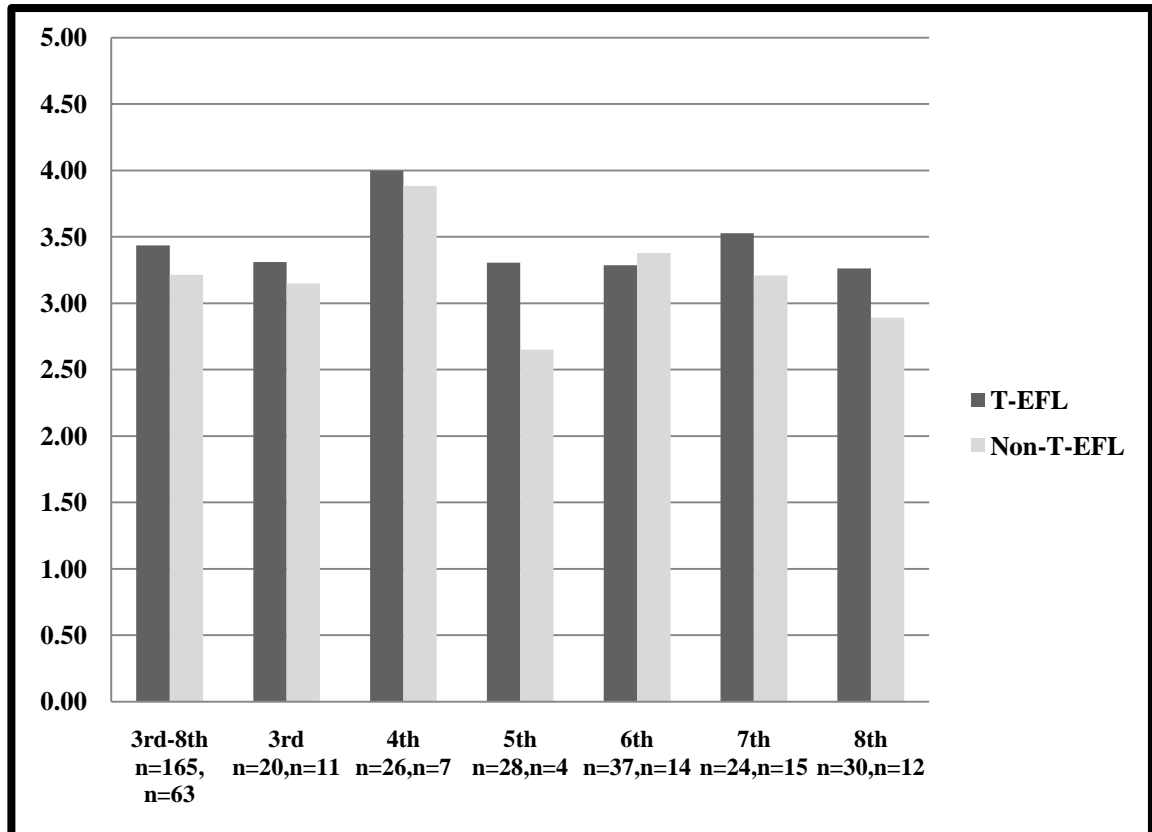


Figure 3. All strategies by grade level for 3rd – 8th grades from the SILL

Table 10 shows the means of usage for the overall group of students and for the individual grade levels, separated by category. Looking at the overall group of strategies, one grade level group has a high mean of usage and the other groups have medium levels of usage.

Table 10

Overall Strategy Use from the SILL – Mean for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part A	T-EFL	3.01	M	2.84	M	3.62	M	3.04	M	3.01	M	2.94	M	2.63	M
	Non-T-EFL	2.72	M	2.37	L	3.29	M	1.89	L	3.06	M	3.21	M	2.56	M
Part B	T-EFL	3.49	M	3.42	M	4.07	H	3.09	M	3.38	M	3.76	M	3.45	M
	Non-T-EFL	3.38	M	3.25	M	4.24	H	2.77	M	3.41	M	3.44	M	3.06	M
Part C	T-EFL	3.58	M	3.45	M	3.97	M	3.54	M	3.35	M	3.63	M	3.60	M
	Non-T-EFL	3.21	M	3.18	M	3.93	M	2.25	L	2.99	M	3.42	M	3.11	M
Part D	T-EFL	3.66	M	3.55	M	4.14	H	3.70	M	3.57	M	3.74	M	3.36	M
	Non-T-EFL	3.55	M	3.72	M	4.08	H	3.31	M	3.99	M	3.39	M	2.87	M
Part E	T-EFL	3.33	M	3.43	M	3.97	M	3.29	M	2.89	M	3.45	M	3.19	M
	Non-T-EFL	3.12	M	3.33	M	3.67	M	2.71	M	2.95	M	2.78	M	3.35	M
Part F	T-EFL	3.56	M	3.58	M	4.22	H	3.40	M	3.40	M	3.49	M	3.37	M
	Non-T-EFL	3.19	M	3.02	M	3.81	M	2.88	M	3.67	M	3.33	M	2.35	L

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The fourth grade students have the highest means for overall strategy use and for each category. The fourth grade T-EFL students show a high level of usage for overall strategy use, Part B, Part D, and Part F. The fourth grade non-T-EFL groups show high usage for Part B and Part D. None of the other grade levels rank themselves as having a high usage for overall strategy usage or for any of the categories. The non-T-EFL groups generally have lower ratings than the T-EFL groups. The lowest score for overall usage comes from the 5th grade non-T-EFL group, with a mean of 2.65. This group has a level of low usage for Parts A and C. There are two other non-T-EFL groups with a low level of usage for one of the categories. The 3rd grade non-T-EFL group ranks as having a low usage for Part A, and the eighth grade non-T-EFL group has a low usage for Part F.

SILL: Part A – Remembering more effectively

All of the strategies in Part A relate to learning and studying vocabulary. The T-EFL and non-T-EFL students as a whole rate themselves as using the strategies in Part A with a medium level of usage. This category is the least frequently used category out of all six categories. It is also the least frequently used group of strategies for both language groups in third, fourth, fifth, and seventh grades, and the non-T-EFL group of eighth grade students. The T-EFL students average 3.01 for their mean of usage, and the non-T-EFL students' average 2.72 for their mean of usage. It is also interesting to note that Part A is the only category used more frequently by non-T-EFL students in 6th – 8th grades than the younger students in 3rd – 5th grades (2.58, 2.79); all other categories are used more frequently by the younger group of non-T-EFL students. Figure 4 shows the average frequency of usage for Part A by the overall group of participants and the individual grade levels. A graph is provided in Figure 26, Appendix E that orders the grade level groups from lowest mean of usage to highest mean of usage for this section.

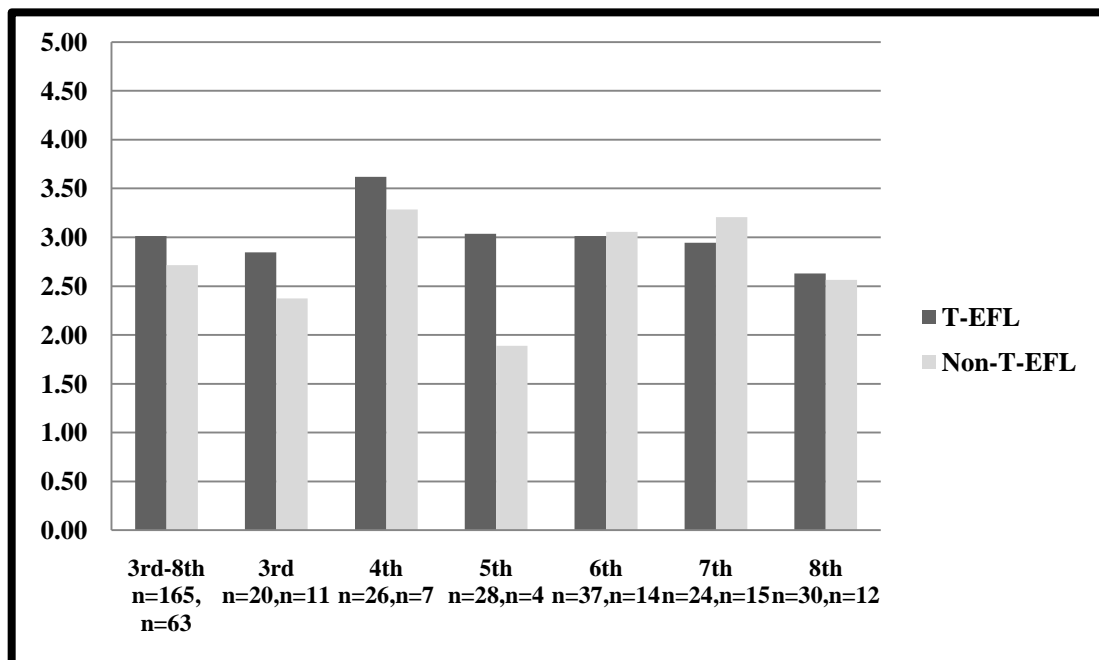


Figure 4. Part A: Remembering more effectively – separated by means per grade level

Table 11 shows the means and levels of usage of Part A for the overall group and individual grade levels. Overall and in four of the grade levels, the T-EFL students have a higher mean of usage for the strategies in Part A than their non-T-EFL peers. The only non-T-EFL groups to have a higher mean of usage than their T-EFL peers were the sixth and seventh grade groups.

Table 11

Part A: Remembering More Effectively – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part A	T-EFL	3.01	M	2.84	M	3.62	M	3.04	M	3.01	M	2.94	M	2.63	M
	Non-T-EFL	2.72	M	2.37	L	3.29	M	1.89	L	3.06	M	3.21	M	2.56	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The fourth grade T-EFL group has the highest mean of usage for the strategies in Part A (3.62), and the fourth grade group of non-T-EFL students has the second highest mean of usage (3.29). The fifth grade non-T-EFL students have the lowest mean of usage for Part A (1.89), and the eighth grade T-EFL group has the lowest mean of usage for their language group (2.63).

Figure 5 shows the average level of usage for each strategy by the overall group of participants and the individual grade levels. The overall group of T-EFL students rates seven of the nine strategies in Part A as medium usage. Strategies six and seven are rated as low usage. These two strategies are also rated as low usage by the non-T-EFL group, in addition to strategy 5. Similar to the overall group of T-EFL students, their non-T-EFL peers rate the other strategies in Part A as medium usage.

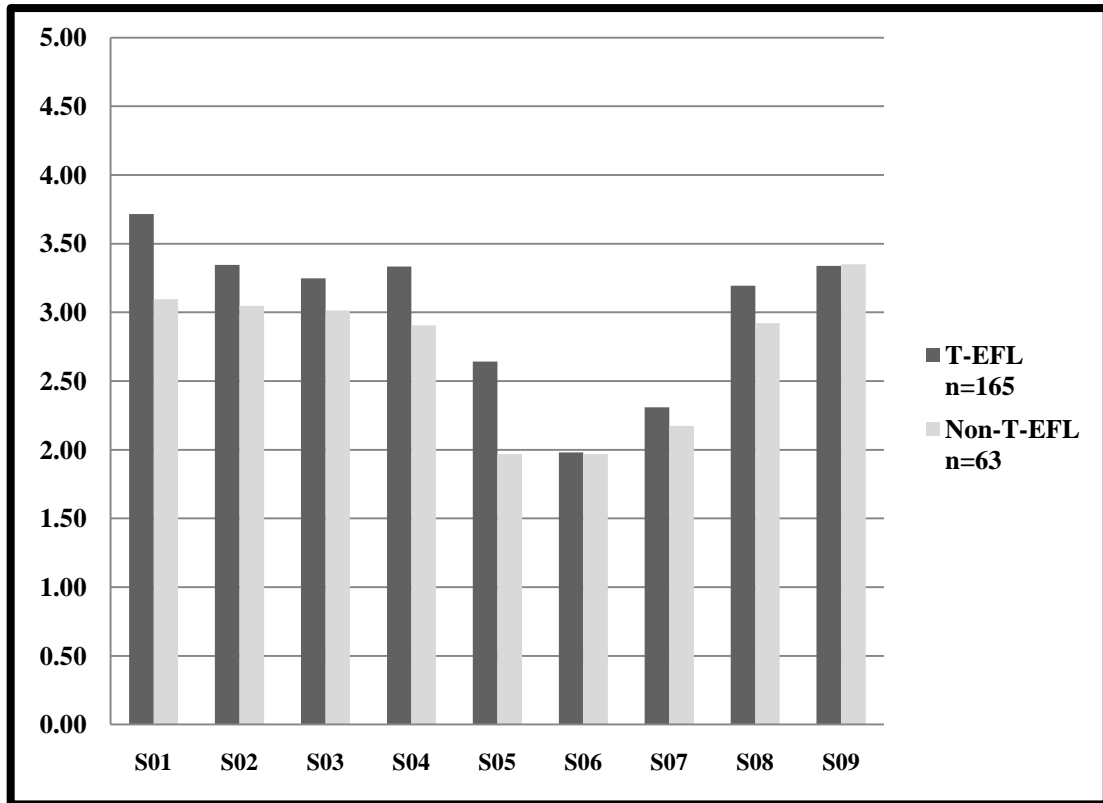


Figure 5. Part A: Remembering more effectively – separated by mean per strategy (3rd – 8th grades)

Table 12 provides the means and levels for each strategy and each grade level group, and figures for individual strategies are provided in Appendix Q. In this category, S01 is the most frequently used strategy by the overall T-EFL group, and S09 is the most frequently used strategy by the non-T-EFL group. S06 is the least frequently used strategy in Part A by both language groups.

Table 12

Part A: Remembering More Effectively – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
A S01	3.35	2.64	4.08	3.57	4.11	2.25	3.59	3.64	3.63	3.27	3.50	2.67
	Med	Med	High	Med	High	Low	Med	Med	Med	Med	Med	Med
<i>I think of relationships between what I already know and new things I learn in English.</i>												

Table 12 (cont'd)

Part A: Remembering More Effectively – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
A S02	2.95	2.36	3.88	3.43	3.39	2.75	3.35	3.14	3.46	3.47	3.00	2.92
	Med	Low	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med
	<i>I use new English words in a sentence so I can remember them.</i>											
A S03	3.25	2.09	4.04	3.86	2.79	2.00	3.08	3.36	3.21	3.47	3.23	2.75
	Med	Low	High	Med	Med	Low	Med	Med	Med	Med	Med	Med
	<i>I connect the sound of a new English word and an image or picture of the word to help me remember the word.</i>											
A S04	2.70	1.64	3.81	4.00	3.64	2.00	3.00	3.29	3.42	3.20	3.40	2.92
	Med	Low	Med	High	Med	Low	Med	Med	Med	Med	Med	Med
	<i>I remember a new English word by making a mental picture of a situation in which the word might be used.</i>											
A S05	2.65	1.73	3.46	2.86	2.50	1.75	2.89	2.07	2.54	1.87	1.83	1.75
	Med	Low	Med	Med	Med	Low	Med	Low	Med	Low	Low	Low
	<i>I use rhymes to remember new English words.</i>											
A S06	2.25	2.00	2.31	1.86	1.89	1.25	2.35	2.36	1.83	1.80	1.27	2.00
	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
	<i>I use flashcards to remember new English words.</i>											
A S07	2.70	2.82	3.19	2.86	2.25	1.00	2.41	2.50	2.08	1.87	1.40	1.58
	Med	Med	Med	Med	Low	Low	Low	Med	Low	Low	Low	Low
	<i>I physically act out new English words.</i>											
A S08	2.85	2.73	3.92	3.14	3.18	2.25	3.35	3.79	3.13	2.27	2.67	3.00
	Med	Med	Med	Med	Med	Low	Med	Med	Med	Low	Med	Med
	<i>I review English lessons often.</i>											
A S09	2.90	3.36	3.88	4.00	3.57	1.75	3.08	3.36	3.21	3.33	3.37	3.50
	Med	Med	Med	High	Med	Low	Med	Med	Med	Med	Med	Med
	<i>I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.</i>											

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

S01 relates to finding relationships between what you already know and new things you learn in English. This strategy has the highest mean of overall usage in Part A, and it is used more frequently by the T-EFL students. S01 has a medium level of usage for both of the overall language groups and for most of the individual grade level groups. The

fourth and fifth grade T-EFL groups rate this as a high usage strategy, and the fifth grade non-T-EFL group rates this as a low usage strategy.

Eight out of nine strategies in Part A are used more frequently by the overall group of T-EFL students than by their non-T-EFL peers. S09 is the only strategy used more frequently by the overall group of non-T-EFL students, and it has the highest mean of usage for this category by the non-T-EFL students. S09 is a strategy for remembering new English words by thinking about where you saw the word, such as on a street sign or in a book. Both of the overall language groups and each of the grade level groups rate S09 as a medium usage strategy, with the exception of two groups. The fourth grade non-T-EFL students rate S09 as a high usage strategy, and the fifth grade non-T-EFL students rate it as a low usage strategy.

S06 relates to using flashcards to remember new English words. Every single group in the individual grade levels rates S06 as a low usage strategy. For the overall T-EFL group, using flash cards is the second least used strategy out of the list of fifty, and the third least used by the non-T-EFL students. The only strategy(s) used less than S06 are keeping a language learning diary (T-EFL and non-T-EFL) and using rhymes to remember new English words (non-T-EFL).

S05, which relates to using rhymes to remember new English words, is the least frequently used strategy for the overall group of non-T-EFL students (1.97). This language group rates S05 as low usage by the overall group and by the grade level groups in third, fifth, sixth, seventh, and eighth grades. The eighth grade T-EFL group is

the only T-EFL group to have a low level of usage for this strategy. Both of the overall language groups rate S05 as being one of the least frequently used strategies, in addition to several of the individual grade level groups.

S07 is a strategy that talks about physically acting out new English words. This strategy rates as low usage for both of the overall language groups; by the T-EFL groups in fifth, sixth, seventh, and eighth grades; and by the non-T-EFL groups in fifth, seventh, and eighth grades. S07 is one of the least used strategies for both of the overall language groups; by all of the T-EFL grade level groups, with the exception of third grade; and by the fifth and seventh grade non-T-EFL groups.

SILL: Part B – Using all your mental processes

Part B focuses on improving one's English by studying new vocabulary and engaging in activities, such as reading or speaking, to practice and learn English. It is the SILL's largest category of strategies. Part B is the fourth most frequently used group of strategies for the overall T-EFL group of students, and the second most frequently used group of strategies for the non-T-EFL group of students. This category is used most frequently by both of the fourth grade language groups. The fourth grade non-T-EFL group, as well as both of the seventh grade language groups, rank this category as the most frequently used group of strategies. In addition, Part B is the only category used more frequently by the T-EFL students in 6th – 8th grades than the students in 3rd – 5th grades. All other categories are used more frequently by the younger group of students. Figure 6 shows the average frequency of usage for Part B by the overall group of participants and the individual grade levels. Figure 27 in Appendix E provides a graph

that orders the grade level groups from lowest mean of usage to highest mean of usage for this section.

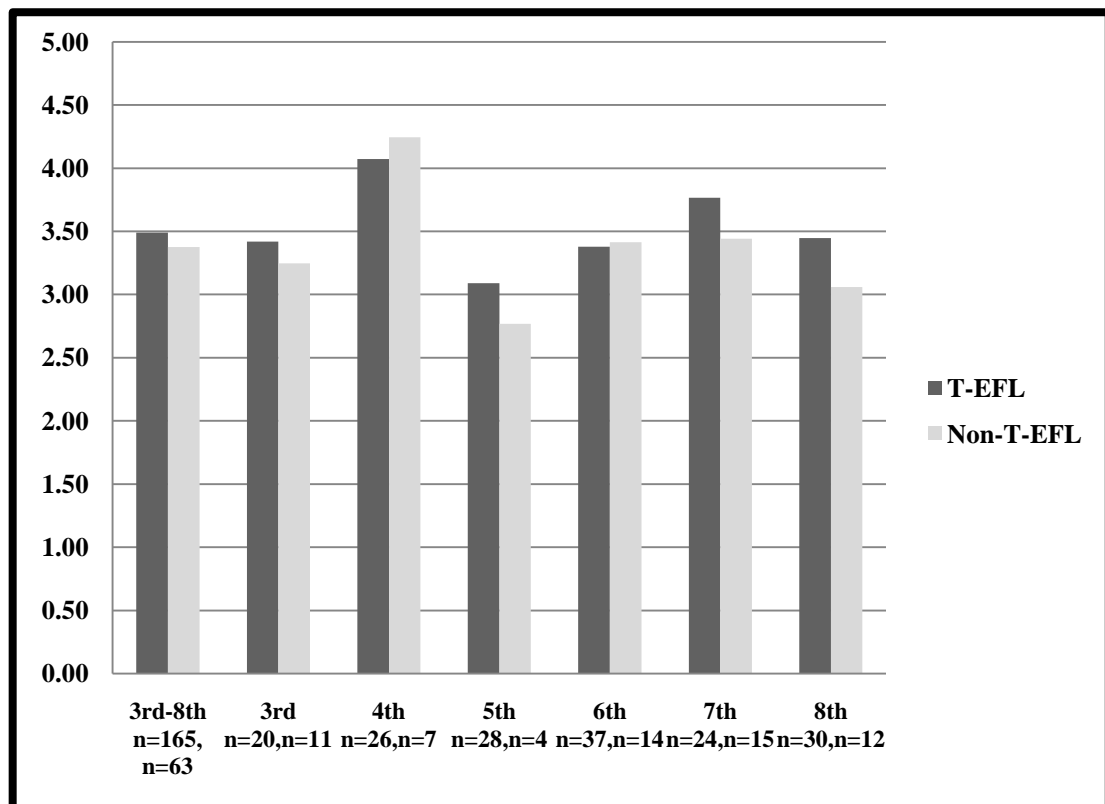


Figure 6. Part B: Using all your mental processes – separated by mean per grade level

Both of the overall groups of T-EFL and non-T-EFL students have a medium level of usage for the strategies in Part B. The T-EFL students have a higher mean of usage than their non-T-EFL peers (3.49, 3.38). Looking at the individual grade levels, most of the T-EFL groups use these strategies more frequently than their non-T-EFL peers.

However, the non-T-EFL groups in fourth and sixth grade have a higher mean of usage for Part B than their T-EFL peers. Table 13 shows the means and levels of usage of Part B for the individual grade levels.

Table 13

Part B: Using All Your Mental Processes – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part B	T-EFL	3.49	M	3.42	M	4.07	H	3.09	M	3.38	M	3.76	M	3.45	M
	Non-T-EFL	3.38	M	3.25	M	4.24	H	2.77	M	3.41	M	3.44	M	3.06	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Each of the individual grade levels have a medium level of usage for the strategies in Part B, with the exception of both fourth grade language groups, which have high level of usage for the strategies in the group. The fourth grade non-T-EFL group has the highest mean of usage for the strategies in Part B (4.24), and the fourth grade T-EFL group has the second highest mean of usage (4.07). The fifth grade non-T-EFL group has the lowest mean of usage for Part B (2.77), and the fifth grade T-EFL group has the lowest mean of usage out of the T-EFL grade level groups (3.09).

Figure 7 shows the average level of usage for each strategy by the overall group of participants and the individual grade levels. The overall group of T-EFL students rate one of the strategies in Part B as having a high level of usage. However, the non-T-EFL students rate four of the strategies as high usage. None of the strategies rate as having a low level of usage by the overall groups of T-EFL and non-T-EFL students.

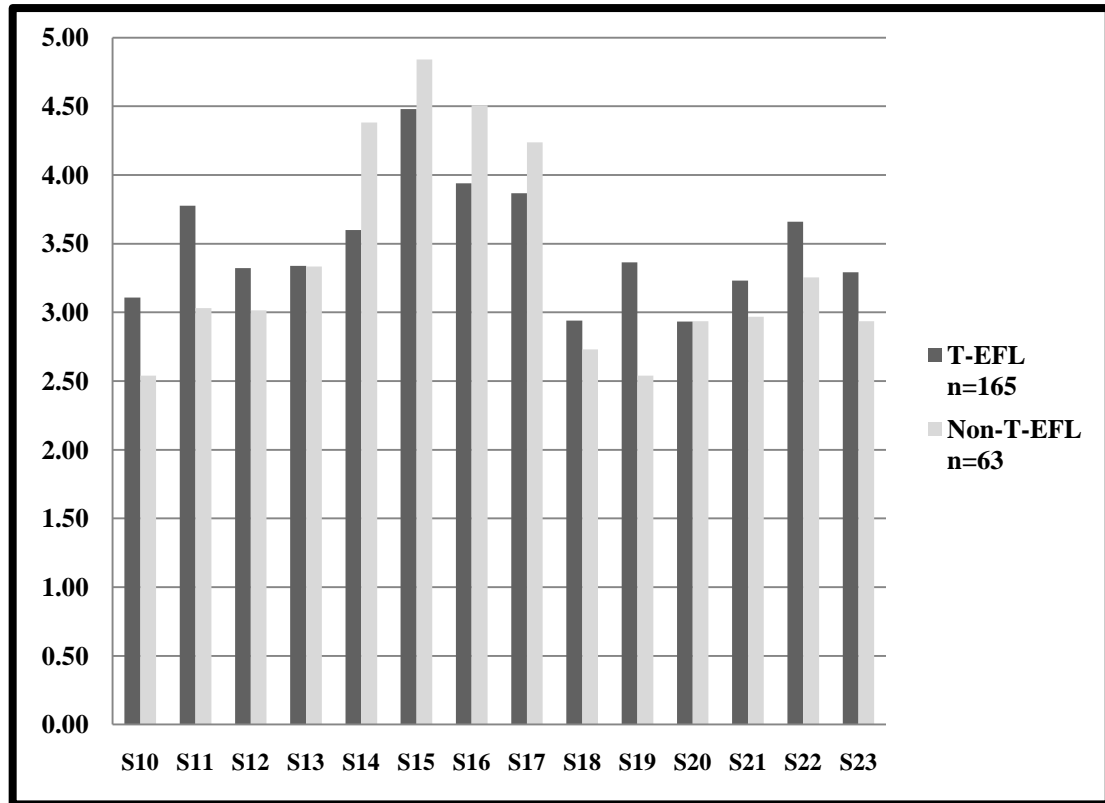


Figure 7. Part B: Using all your mental processes – separated by mean per strategy (3rd – 8th grades)

Out of the fourteen strategies included in Part B, nine of the strategies are used more frequently by the T-EFL students, and five of the strategies are used more frequently by the non-T-EFL students. Table 14 shows the means and levels of usage for Part B by each grade level, and Appendix Q provides figures for each strategy.

Table 14

Part B: Using All Your Mental Processes – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
B S10	3.00	2.00	3.38	2.29	3.07	2.00	2.95	2.86	3.42	2.53	2.93	3.00
	Med	Low	Med	Low	Med	Low	Med	Med	Med	Med	Med	Med
<i>I say or write new English words several times.</i>												
B S11	3.40	3.82	4.23	4.86	3.64	2.75	3.68	3.07	3.83	2.80	3.83	1.58
	Med	Med	High	High	Med	Med	Med	Med	Med	Med	Med	Low
<i>I try to talk like native English speakers.</i>												

Table 14 (cont'd)

Part B: Using All Your Mental Processes – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
B S12	2.90	2.00	4.65	5.00	2.64	1.75	2.95	2.71	3.58	3.47	3.33	3.00
	Med	Low	High	High	Med	Low	Med	Med	Med	Med	Med	Med
<i>I practice the sounds of English.</i>												
B S13	3.00	3.36	3.85	3.86	2.82	2.25	3.51	3.50	3.54	3.13	3.23	3.42
	Med	Med	Med	Med	Med	Low	Med	Med	Med	Med	Med	Med
<i>I use the English words I know in different ways.</i>												
B S14	3.65	4.64	3.77	4.71	2.39	3.00	4.14	4.43	3.71	4.80	3.80	3.83
	Med	High	Med	High	Low	Med	High	High	Med	High	Med	Med
<i>I start conversations in English.</i>												
B S15	3.45	4.45	4.54	5.00	4.32	4.75	4.57	5.00	4.83	4.87	4.87	4.92
	Med	High	High	High	High	High	High	High	High	High	High	High
<i>I watch English language TV shows or go to movies spoken in English.</i>												
B S16	3.75	4.73	4.58	5.00	3.61	4.50	3.51	4.50	4.25	4.07	4.10	4.58
	Med	High	High	High	Med	High	Med	High	High	High	High	High
<i>I read for pleasure in English.</i>												
B S17	3.35	3.27	4.58	4.86	2.71	3.50	3.92	4.14	4.38	4.67	4.20	4.58
	Med	Med	High	High	Med	Med	Med	High	High	High	High	High
<i>I write notes, messages, letters, or reports in English.</i>												
B S18	2.75	2.36	3.69	3.14	2.86	2.75	2.70	2.71	3.21	2.87	2.57	2.67
	Med	Low	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med
<i>I first skim an English passage (read it quickly) then go back and read carefully.</i>												
B S19	3.20	2.45	3.92	4.43	2.82	2.50	3.54	2.43	3.75	2.93	2.97	1.17
	Med	Low	Med	High	Med	Med	Med	Low	Med	Med	Med	Low
<i>I look for words in my own language that are similar to new words in English.</i>												
B S20	2.95	2.91	3.54	4.14	3.04	2.25	2.59	2.50	2.75	2.93	2.87	3.00
	Med	Med	Med	High	Med	Low	Med	Med	Med	Med	Med	Med
<i>I try to find patterns in English.</i>												
B S21	3.40	3.18	3.81	3.86	3.29	1.75	2.92	2.71	3.33	3.13	2.87	2.75
	Med	Med	Med	Med	Med	Low	Med	Med	Med	Med	Med	Med
<i>I find the meaning of an English word by dividing it into parts that I understand.</i>												
B S22	3.15	3.36	4.73	5.00	2.89	2.50	3.22	3.79	4.50	3.33	3.67	1.67
	Med	Med	High	High	Med	Med	Med	Med	High	Med	Med	Low
<i>I try not to translate word-for-word.</i>												
B S23	3.25	2.91	3.73	3.29	3.14	2.50	3.11	3.43	3.63	2.67	3.03	2.67
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med
<i>I make summaries of information that I hear or read in English.</i>												

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

It is interesting to note that out of the six types of strategies, Part B has more strategies ranked higher by the non-T-EFL group than any of the other categories. Seventy-six

percent of the non-T-EFL group is made up of native English or native English and Turkish speakers. Four out of the five strategies used more frequently by the non-T-EFL group relate to reading, writing, speaking, or listening in English. These same strategies are some of the strategies used most frequently by the T-EFL group in Part B.

Out of all fifty strategies, strategy 15 is the most frequently used by both groups of students in 3rd – 8th grades (4.48, 4.84), and it is the only strategy in Part B to have a high level of usage by the overall group of T-EFL students. This strategy states, “I watch English language TV shows or go to movies spoken in English.” S15 rates as a high usage strategy for all of the non-T-EFL grade level groups and for every T-EFL group, with the exception of third grade.

Strategy 16 talks about reading for pleasure in English. This strategy has the second highest mean in Part B for both groups of students (3.94, 4.51), and it has a high level of usage for the non-T-EFL group of students. S16 is one of the strategies ranked higher by the non-T-EFL students than the T-EFL students. Each of the non-T-EFL grade level groups rates this as having a high level of usage, and the T-EFL groups in fourth, seventh, and eighth grade have a high level of usage for S16.

S17, which discusses writing in English, has a high level of usage for the overall group of non-T-EFL students; for the non-T-EFL groups in fourth, sixth, seventh, and eighth grades; and for the T-EFL groups in fourth, seventh, and eighth grades. The other grade level language groups rate S17 as a medium usage strategy. When comparing 3rd – 5th grades to 6th – 8th grades, this strategy is used more frequently by the upper grade levels.

In fact, out of the ten strategies used more frequently by the 6th – 8th grade students, this strategy has the greatest difference in means (3.60, 4.23). In addition, S14, which relates to starting conversations in English, is a strategy that also has one of the greatest differences in means and is used more frequently by 6th -8th grades. These results would suggest that students in the older grades speak and write more frequently in English than children in the younger grades. Strategy 14 rates as high usage by the overall group of non-T-EFL students. It also rates as high usage for the non-T-EFL groups in third, fourth, sixth, and seventh grades, and for the T-EFL group in sixth grade. The fifth grade T-EFL group rates S14 as a low usage strategy, and the other grade level language groups rate it as a medium usage strategy.

The strategies ranked the lowest by the T-EFL group are S18, with a mean of 2.94, and S20, with a mean of 2.93. Strategy 18 discusses skimming the text before reading carefully, and strategy 20 discusses finding patterns in English. Strategy 18 is also one of the least used strategies by the non-T-EFL group (2.73). The other strategies falling into the bottom for non-T-EFL students are S10, with a mean of 3.11, and S19, with a mean of 2.54. Strategy 10 relates to writing a new English word several times to remember it, and strategy 19 relates to looking for words in one's native language that are similar to new English words. Since 76% of the non-T-EFL group is made up of native English or native Turkish and English speakers, it makes sense that these students are not translating frequently.

SILL: Part C – Compensating for missing knowledge

The strategies in Part C deal with encountering unknown words and making up for unknown words in conversation or writing. Part C is the second most frequently used group of strategies for the T-EFL group, and the third most frequently used for the non-T-EFL group. Figure 8 shows the average frequency of usage for Part C by the overall group of participants and the individual grade levels. A graph is provided in Figure 28, Appendix E that orders the grade level groups from lowest mean of usage to highest mean of usage for this section.

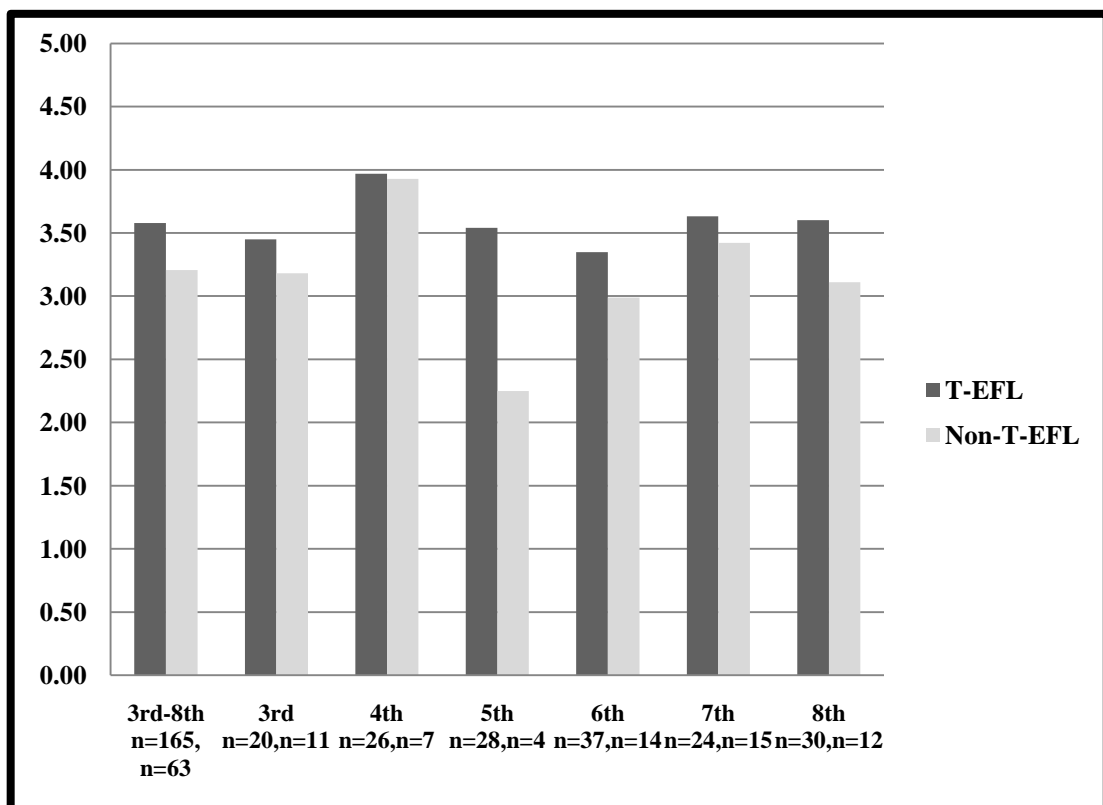


Figure 8. Part C: Compensating for missing knowledge – separated by mean per grade level

The overall group of T-EFL students uses the strategies in Part C more frequently than their non-T-EFL peers (3.58, 3.21). The same is true in each of the individual grade levels. The T-EFL and non-T-EFL students in third through eighth grades use the strategies in Part C with a medium level of usage. The same is true for the individual

grade level groups, with the exception of the fifth grade non-T-EFL group. This group has a low level of usage for Part C. Table 15 provides the means and levels of usage for Part C by the individual grade levels.

Table 15

Part C: Compensating for Missing Knowledge – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part C	T-EFL	3.58	M	3.45	M	3.97	M	3.54	M	3.35	M	3.63	M	3.60	M
	Non-T-EFL	3.21	M	3.18	M	3.93	M	2.25	L	2.99	M	3.42	M	3.11	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The eighth grade T-EFL group ranks Part C as the most frequently used group of strategies. The fourth grade T-EFL group has the highest mean of usage for this category (3.97), followed by the fourth grade non-T-EFL group with the second highest mean (3.93). The fifth grade non-T-EFL students have the lowest mean of usage for Part C (2.25), and the sixth grade T-EFL students have the lowest mean of usage for their language group (3.35).

Figure 9 shows the average level of usage for each strategy by the overall group of participants and the individual grade levels. The overall group of T-EFL students uses five of the strategies in Part C with a medium level of usage, and one of the strategies with a high level of usage. The non-T-EFL students use four of the strategies with a medium level of usage, and have one strategy rated as a high usage strategy and one strategy rated as a low usage strategy.

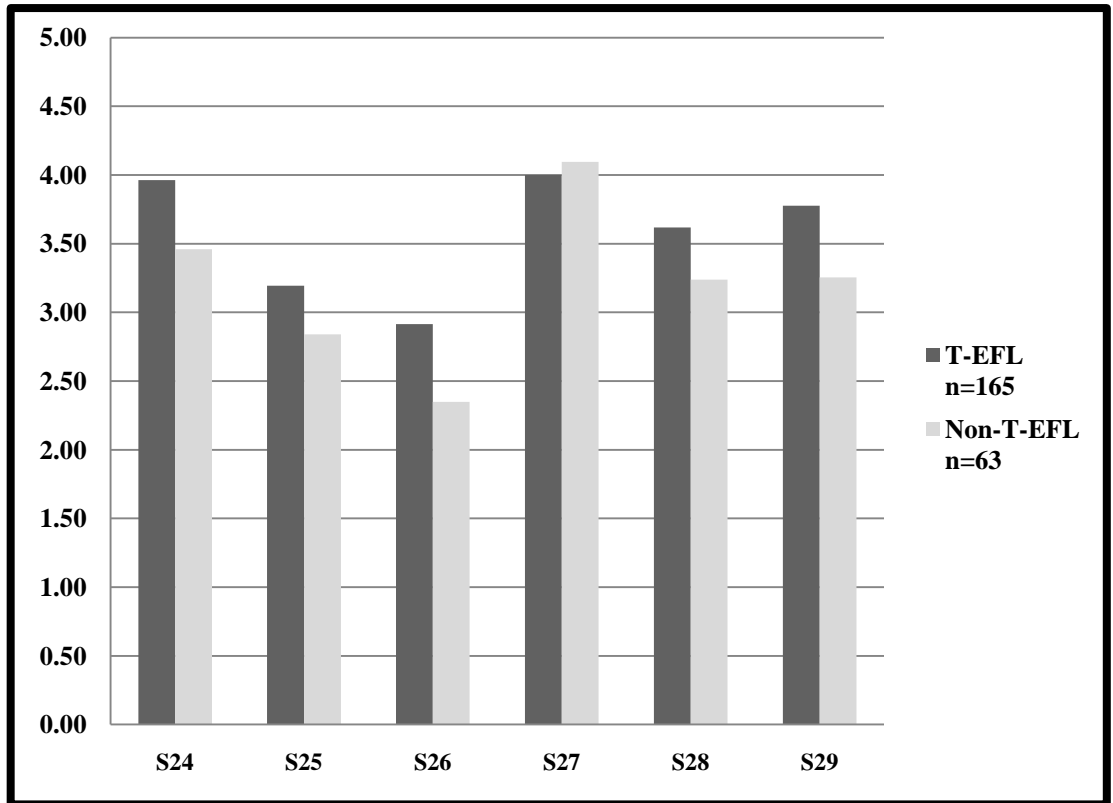


Figure 9. Part C: Compensating for missing knowledge – separated by mean per strategy (3rd – 8th grades)

Table 16 provides the means and levels of usage for Part B, and figures for each strategy are provided in Appendix Q. The T-EFL students use each of the strategies more frequently than the non-T-EFL students, with the exception of S27. It is interesting to note that the overall groups of T-EFL and non-T-EFL students rank the strategies in Part C in the same order for frequency of usage.

Table 16

Part C: Compensating for Missing Knowledge – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
C S24	3.75	3.09	4.23	4.43	4.11	1.75	3.54	3.29	4.08	4.00	4.17	3.33
	Med	Med	High	High	High	Low	Med	Med	High	High	High	Med
<i>To understand unfamiliar English words, I make guesses.</i>												

Table 16 (cont'd)

Part C: Compensating for Missing Knowledge – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
C S25	2.95	3.18	3.62	3.57	3.00	1.75	3.19	2.21	3.54	3.13	2.90	2.83
	Med	Med	Med	Med	Med	Low	Med	Low	Med	Med	Med	Med
	<i>When I can't think of a word during a conversation in English, I use gestures.</i>											
C S26	3.20	2.27	3.50	3.14	2.79	1.75	2.92	1.93	2.83	2.60	2.40	2.33
	Med	Low	Med	Med	Med	Low	Med	Low	Med	Med	Low	Low
	<i>I make up new words if I do not know the right ones in English.</i>											
C S27	3.50	3.73	4.50	4.86	3.50	3.00	3.89	4.07	4.17	4.40	4.37	4.00
	Med	Med	High	High	Med	Med	Med	High	High	High	High	High
	<i>I read English without looking up every new word.</i>											
C S28	3.25	3.27	4.08	4.14	3.93	3.50	3.22	2.93	3.46	3.33	3.80	2.83
	Med	Med	High	High	Med	Med	Med	Med	Med	Med	Med	Med
	<i>I try to guess what the other person will say next in English.</i>											
C S29	4.05	3.55	3.88	3.43	3.93	1.75	3.32	3.50	3.71	3.07	3.97	3.33
	High	Med	Med	Med	Med	Low	Med	Med	Med	Med	Med	Med
	<i>If I can't think of an English word, I use a word or phrase that means the same thing.</i>											

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

S27 is the most frequently used strategy for the T-EFL and non-T-EFL students, and the only strategy that the overall groups of students rate at a high level of usage (4.00, 4.10). This strategy relates to reading English without looking up every new word. Looking at the individual grade levels, S27 is rated as high usage by the T-EFL groups in fourth, seventh, and eighth; and it rates as high usage by the non-T-EFL groups in fourth, sixth, seventh, and eighth grades.

None of the strategies rated as having a low level of usage by the T-EFL students, but the non-T-EFL students rate one of the strategies, S26, as having a low level of usage.

S26 talks about creating new words when you can't think of the correct word. This is the

least frequently used strategy in Part C by both of the overall groups of students. All of the T-EFL grade level groups rate this as a medium usage strategy, with the exception of the eighth graders who rate it as a low level strategy. The non-T-EFL students in third, fifth, sixth, and eighth all rate this as having a low level of usage.

SILL: Part D – Organizing and evaluating your learning

Part D includes strategies for learning English, planning time to study, and monitoring one's progress. This is the most frequently used category of strategies for the overall groups of T-EFL and non-T-EFL students, and the strategies are used more frequently by the T-EFL students than by the non-T-EFL students (3.66, 3.55). Figure 10 shows the average frequency of usage for Part D by the overall group of participants and the individual grade levels. Figure 29 in Appendix E provides a graph that orders the grade level groups from lowest mean of usage to highest mean of usage.

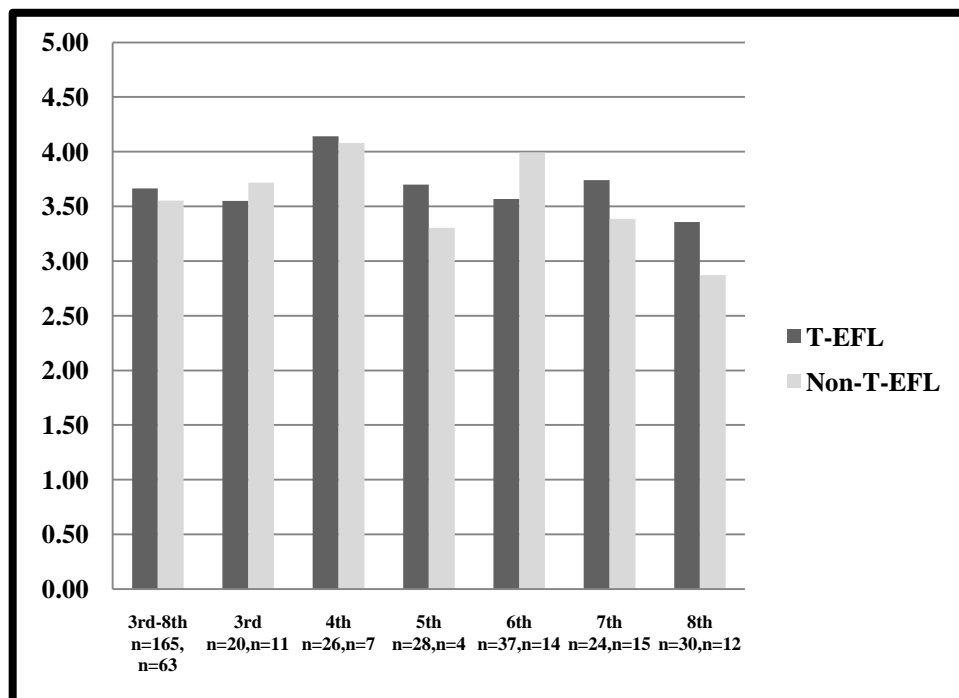


Figure 10. Part D: Organizing and evaluating your learning – separated by mean per grade level

Table 17 shows the means and levels of usage of Part D for the overall language groups and individual grade levels. The T-EFL students and non-T-EFL students average a medium level of usage for the strategies in this category. In most of the grade levels, the T-EFL students used the strategies in Part D more frequently than their non-T-EFL peers. However, in third and sixth grades, the non-T-EFL students have a higher mean of usage than their peers in the corresponding language group.

Table 17

Part D: Organizing and Evaluating Your Learning – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part D	T-EFL	3.66	M	3.55	M	4.14	H	3.70	M	3.57	M	3.74	M	3.36	M
	Non-T-EFL	3.55	M	3.72	M	4.08	H	3.31	M	3.99	M	3.39	M	2.87	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Both of the fifth and sixth grade language groups and the third grade non-T-EFL group rank Part D as the most frequently used group of strategies out of the six categories.

Each of the fourth grade language groups has a high level of usage for Part D, as well as the highest means of frequency (4.14, 4.08). The other grade level groups have a medium level of usage. The eighth grade non-T-EFL group has the lowest mean of usage for Part D (2.87), and their peers in the corresponding language group have the lowest mean of usage out of the grade level T-EFL groups (3.36). Figure 11 shows the average level of usage for each strategy by the overall group of participants and the individual grade levels.

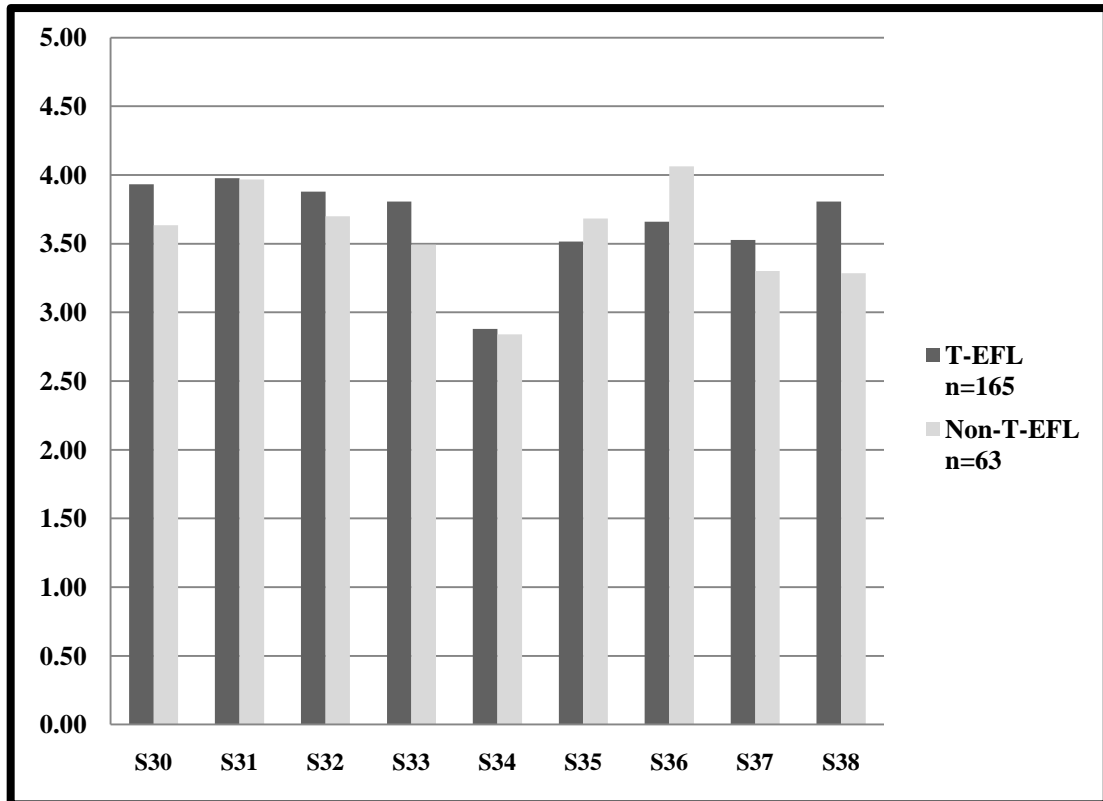


Figure 11. Part D: Organizing and evaluating your learning – separated by mean per strategy (3rd – 8th grades)

The overall group of T-EFL students uses all of the strategies in Part D with a medium level of usage. The same is true for the non-T-EFL group, with the exception of S36, which rates as having a high level of usage for this group (4.06). S36 talks about looking for opportunities to read in English. This is also rated as high usage by four of the non-T-EFL grade level groups and one of the T-EFL grade level groups. The non-T-EFL groups to rate reading in English as a high usage strategy are in third, fifth, and sixth grades; the T-EFL group that rated this as high usage is in fourth grade. Table 18 shows the means and levels of usage for Part D by the individual grade level groups, and figures for each strategy are provided in Appendix Q.

Table 18

Part D: Organizing and Evaluating Your Learning – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
D S30	3.60	3.55	4.19	4.71	3.89	2.50	3.76	4.29	4.29	3.87	3.90	2.42
	Med	Med	High	High	Med	Med	Med	High	High	Med	Med	Low
	<i>I try to find as many ways as I can to use my English.</i>											
D S31	3.80	4.27	4.35	4.00	4.00	3.25	3.62	3.86	4.17	4.13	4.03	3.83
	Med	High	High	High	High	Med	Med	Med	High	High	High	Med
	<i>I notice my English mistakes and use that information to help me do better.</i>											
D S32	4.05	4.45	4.19	4.14	4.04	3.75	3.73	4.14	4.21	4.33	3.27	1.42
	High	High	High	High	High	Med	Med	High	High	High	Med	Low
	<i>I pay attention when someone is speaking English.</i>											
D S33	4.05	3.64	4.15	4.43	3.79	3.25	3.78	4.29	3.42	2.60	3.70	3.08
	High	Med	High	High	Med	Med	Med	High	Med	Med	Med	Med
	<i>I try to find out how to be a better learner of English.</i>											
D S34	2.75	3.18	3.69	3.14	2.82	2.50	3.11	3.29	3.04	2.60	1.90	2.25
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Low	Low
	<i>I plan my schedule so I will have enough time to study English.</i>											
D S35	3.85	3.73	4.00	4.71	3.18	3.25	3.43	4.00	3.54	4.20	3.27	2.17
	Med	Med	High	High	Med	Med	Med	High	Med	High	Med	Low
	<i>I look for people I can talk to in English.</i>											
D S36	3.35	4.27	4.46	3.57	3.61	4.50	3.16	4.43	3.96	3.80	3.60	3.92
	Med	High	High	Med	Med	High	Med	High	Med	Med	Med	Med
	<i>I look for opportunities to read as much as possible in English.</i>											
D S37	3.20	3.45	4.12	3.43	3.82	3.25	3.62	3.79	3.08	2.67	3.20	3.33
	Med	Med	High	Med	Med	Med	Med	Med	Med	Med	Med	Med
	<i>I have clear goals for improving my English skills.</i>											
D S38	3.30	2.91	4.12	4.57	4.14	3.50	3.89	3.86	3.96	2.27	3.33	3.42
	Med	Med	High	High	High	Med	Med	Med	Med	Low	Med	Med
	<i>I think about my progress in learning English.</i>											

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The most frequently used strategy in Part D by the overall group of T-EFL students is S31, which relates to learning from your mistakes (3.98). The strategy rates as a high

usage strategy by the T-EFL groups in fourth, fifth, seventh, and eighth grades, and by the non-T-EFL groups in third, fourth, and seventh grades.

The least frequently used strategy in Part D by the overall group of T-EFL students is S35, which relates to looking for people you can talk to in English (3.52). Out of the list of fifty strategies, S35 ranks in the middle for frequency of usage by the overall groups of students. It has a high level of usage by both of the fourth grade groups and the non-T-EFL groups in sixth and seventh. The eighth grade non-T-EFL group rates S35 as a low usage strategy.

The least frequently used strategy by the non-T-EFL group is S38, which relates to thinking about your progress in English. The seventh grade non-T-EFL group rates this as a low usage strategy. However, the T-EFL fifth grade group and both of the fourth grade groups rate S38 as a high usage strategy.

SILL: Part E – Managing your emotions

Part E focuses on the anxiety, fear, or frustration one may have when using or studying English. This category ranks as the fifth most frequently used group of strategies for the T-EFL and the non-T-EFL students. Both of the overall language groups use the strategies with a medium level of usage, and the T-EFL students have a higher mean of usage than the non-T-EFL students (3.33, 3.12). Figure 12 shows the average frequency of usage for Part E by the overall group of participants and the individual grade levels. A graph is provided in Figure 30, Appendix E that orders the grade level groups from lowest mean of usage to highest mean of usage for this section.

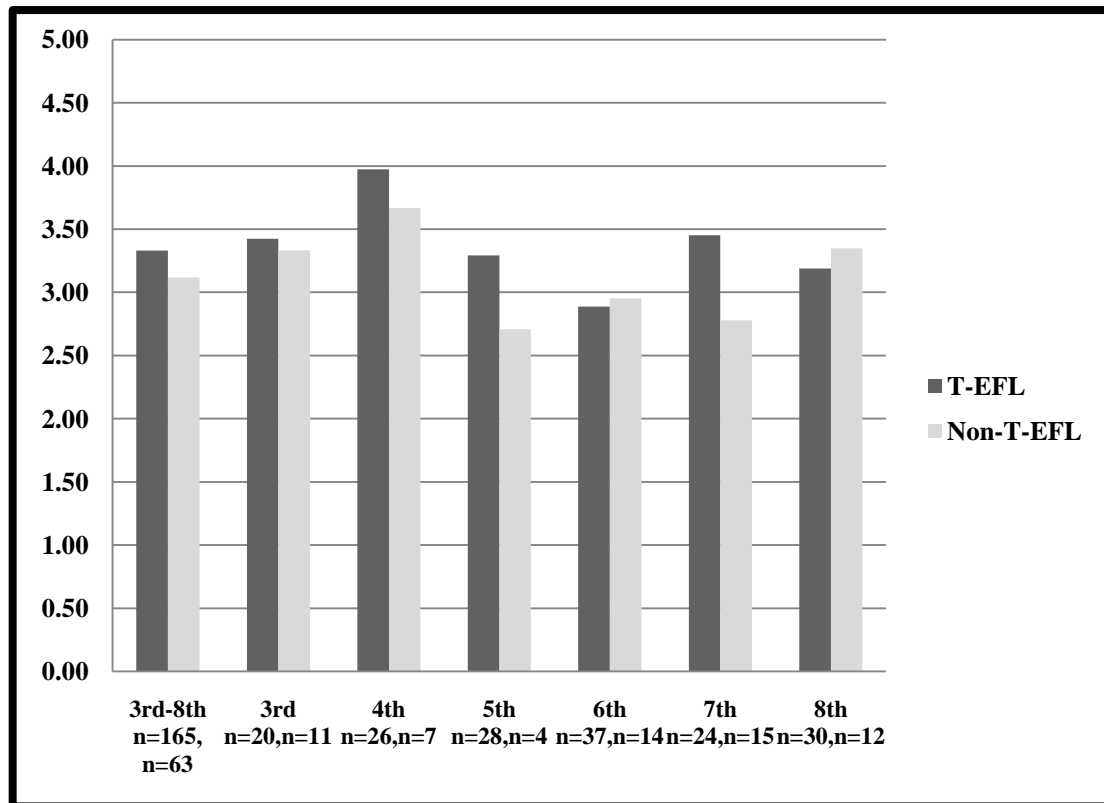


Figure 12. Part E: Managing your emotions – separated by mean per grade level

Looking at the individual grade level groups, the non-T-EFL students in sixth and eighth grade are the only students to use the strategies in this category more frequently than their peers in the T-EFL group. It is also interesting to note that Part E has the highest level of variance and the widest range of scores out of the six categories. Table 19 shows the means and levels of usage for Part E by the overall language groups and individual grade level groups.

Table 19

Part E: Managing Your Emotions – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part E	T-EFL	3.33	M	3.43	M	3.97	M	3.29	M	2.89	M	3.45	M	3.19	M
	Non-T-EFL	3.12	M	3.33	M	3.67	M	2.71	M	2.95	M	2.78	M	3.35	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Each of the individual grade levels uses this group of strategies with a medium level of usage. The fourth grade T-EFL students have the highest mean of usage for Part E (3.97), and their peers in the non-T-EFL group have the second highest mean (3.67). The fifth grade non-T-EFL group has the lowest mean of usage for the strategies in Part E (2.71), and the sixth grade T-EFL group has the lowest mean for their language group (2.89). Figure 13 shows the grade level means of usage for each strategy in Part E.

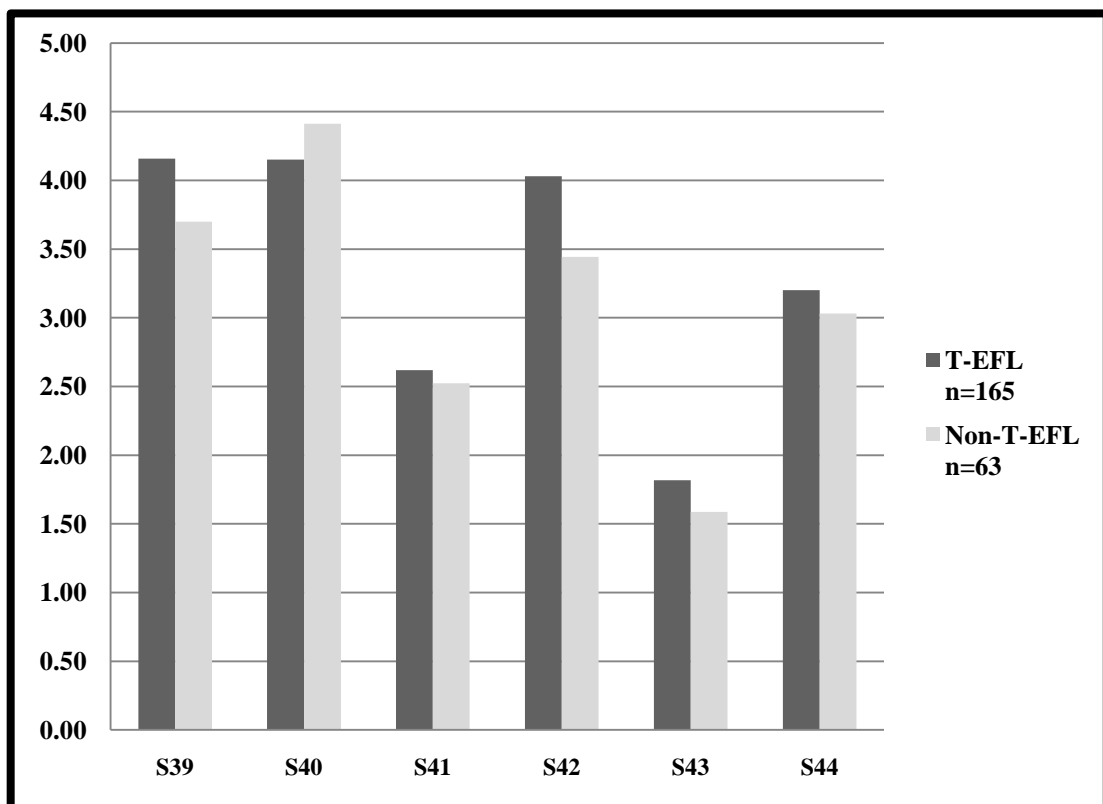


Figure 13. Part E: Managing your emotions – separated by mean per strategy (3rd – 8th grades)

Table 20 shows the means and levels of usage for Part E by the individual grade level groups, and figures for each strategy are provided in Appendix Q. Part E is the most frequently used category of strategies for the eighth grade non-T-EFL group (3.35). In contrast, both of the sixth grade language groups rank Part E having the least frequently used strategies (2.89, 2.95).

Table 20

Part E: Managing Your Emotions – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
E S39	3.95	3.45	4.38	4.14	3.93	3.50	3.70	3.50	4.50	3.00	4.60	4.83
	Med	Med	High	High	Med	Med	Med	Med	High	Med	High	High
<i>I try to relax whenever I feel afraid of using English.</i>												
E S40	4.15	4.18	4.31	4.43	3.82	4.00	3.78	4.64	4.46	4.40	4.53	4.50
	High	High	High	High	Med	High	Med	High	High	High	High	High
<i>I encourage myself to speak English even when I am afraid of making a mistake.</i>												
E S41	3.30	4.00	3.46	3.00	3.07	1.25	2.70	2.50	1.71	2.07	1.63	1.92
	Med	High	Med	Med	Med	Low	Med	Med	Low	Low	Low	Low
<i>I give myself a reward or treat when I do well in English.</i>												
E S42	3.50	3.36	4.65	3.71	3.93	3.25	3.16	3.64	4.33	2.73	4.77	4.08
	Med	Med	High	Med	Med	Med	Med	Med	High	Med	High	High
<i>I notice if I am tense or nervous when I am studying or using English.</i>												
E S43	2.10	1.91	2.58	2.57	1.86	1.00	1.43	1.43	2.08	1.33	1.20	1.42
	Low	Low	Med	Med	Low	Low	Low	Low	Low	Low	Low	Low
<i>I write down my feelings in a language learning diary.</i>												
E S44	3.55	3.09	4.46	4.14	3.14	3.25	2.54	2.00	3.63	3.13	2.40	3.33
	Med	Med	High	High	Med	Med	Med	Low	Med	Med	Low	Med
<i>I talk to someone else about how I feel when I am learning English.</i>												

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The T-EFL students rate three strategies in Part E as having a high level of usage, and the non-T-EFL group rates one of the strategies as having high level of usage. S40, S39, and S42 are strategies that all relate to feeling nervous or tense while using English. It is important to note that while administering the survey, many students responded to these strategies by saying they do not feel nervous about using English. The researcher told them that if they do not feel nervous about using English, they should mark the strategy high so that it does not appear that they are nervous or tense about using English.

However, this resulted in appearing that these strategies are frequently used to deal with

feeling nervous or anxious. Therefore, the results of these three strategies do not accurately reflect student use of these strategies.

S40 is a strategy that relates to encouraging yourself to speak in English even when you feel nervous. This strategy is the only strategy used at a high level by the non-T-EFL students (4.41), and the only strategy in Part E that this group uses more frequently than their peers in the T-EFL group. Both groups of students rate S40 as a high usage strategy, as well as one of the most frequently used strategies out of the list of fifty strategies. All of the grade level groups of non-T-EFL students rate S40 as a high usage strategy. The same is true for the grade level groups of T-EFL students, with the exception of the fifth and sixth grades. The students in these two grade levels use S40 with a medium level of usage.

S39 is the most frequently used strategy in Part E by the overall group of T-EFL students. This strategy relates to relaxing when you feel afraid of using English. S39 is used at a high level by this language group (4.16), but with a medium level by the overall group of non-T-EFL students (3.70). Looking at the individual grade levels, S39 is used at a high level by both groups of fourth and eighth grade students, and the T-EFL students in seventh grade. All of the other grade level groups use this strategy at a medium level.

S42 is a strategy that talks about being aware of feeling tense or nervous while studying English. This strategy rates as a high usage strategy for the overall group of T-EFL students (4.03), and it has a medium level of usage for the non-T-EFL students (3.44).

Looking at the individual grade levels, S42 is used with a medium level of frequency by most of the groups- with the exception of four. This strategy rates as a high usage strategy by the T-EFL groups in fourth, seventh, and eighth grades, as well as the non-T-EFL eighth grade group.

S43 is the only strategy in Part E rated as a low usage strategy. This strategy, which relates to writing down your feelings about learning English in a language learning diary, rates as low usage by both groups (1.82, 1.59). This is the least used strategy by both language groups out of the overall list of fifty strategies. Each of the individual grade level groups rates this as a low usage strategy except for the fourth grade students, who rate this as a medium usage strategy.

S41 relates to rewarding oneself for doing well in English. Out of the entire list of 50 strategies, S41 has the largest difference in mean usage between students in 3rd – 5th grades and students in 6th – 8th grades. It is also one of the least frequently used strategies in Part E and out of the entire list, and the 7th grade T-EFL students rate this strategy as the least frequently used for their group.

SILL: Part F – Learning with others

The strategies in Part F deal with learning English from those around you by asking for help, having conversations, and learning about the culture of native speakers. Part F ranks as the third most frequently used group of strategies for the T-EFL students, and the fourth most frequently used category for the non-T-EFL students. Figure 14 shows the average frequency of usage for Part F by the overall group of participants and the

individual grade levels. Figure 31 in Appendix E provides a graph that orders the grade level groups from lowest mean of usage to highest mean of usage.

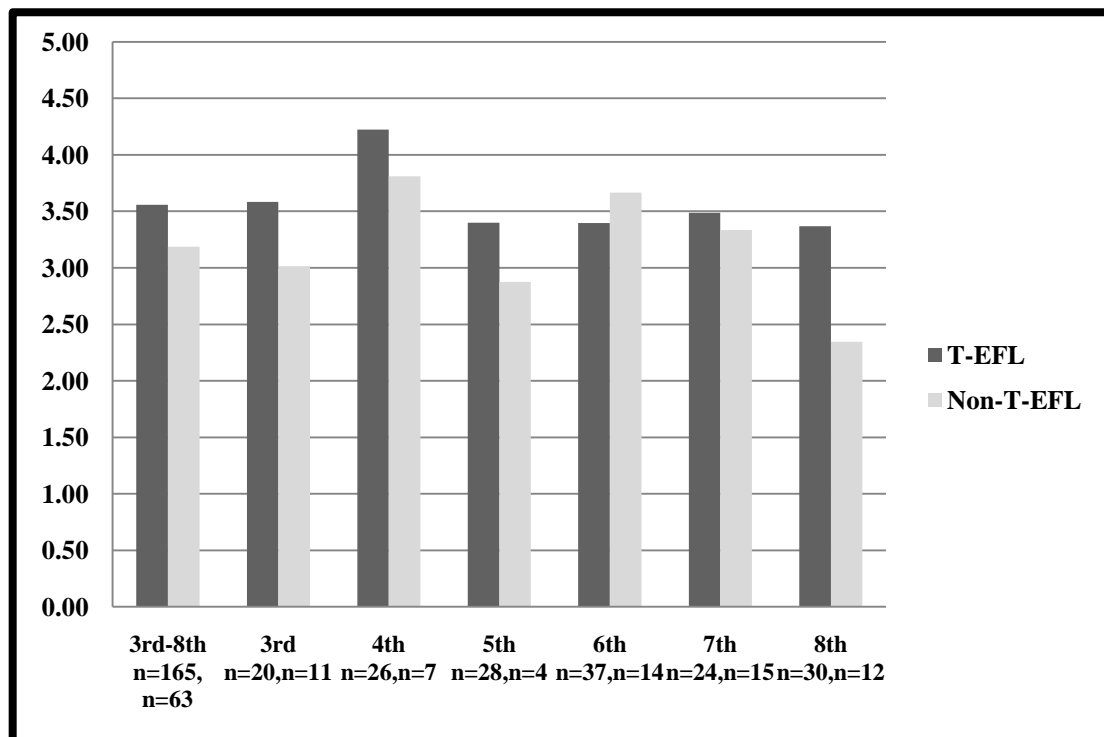


Figure 14. Part F: Learning with others – separated by mean per grade level

Looking at the individual grade levels, this category is the most frequently used group of strategies for the T-EFL students in grades three and four, and the least frequently used group of strategies for the non-T-EFL students in grade 8. Table 21 shows the means and levels of usage for Part F by the overall language groups and individual grade level groups.

Table 21

Part F: Learning with Others – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20, n=11		4th n=26, n=7		5th n=28, n=4		6th n=37, n=14		7th n=24, n=15		8th n=30, n=12	
All Strategies	T-EFL	3.43	M	3.31	M	4.00	M	3.31	M	3.29	M	3.53	M	3.26	M
	Non-T-EFL	3.21	M	3.15	M	3.88	M	2.65	M	3.38	M	3.21	M	2.89	M
Part F	T-EFL	3.56	M	3.58	M	4.22	H	3.40	M	3.40	M	3.49	M	3.37	M
	Non-T-EFL	3.19	M	3.02	M	3.81	M	2.88	M	3.67	M	3.33	M	2.35	L

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Both the T-EFL and non-T-EFL students in third through eighth grades have a medium level of usage for the strategies in this category. The overall group of T-EFL students has a 3.56 mean of usage for the strategies, and the non-T-EFL group has a mean of 3.19 for usage. The T-EFL students have a higher mean of usage for Part F than the non-T-EFL students – overall and in every grade level with the exception of sixth grade. The sixth grade non-T-EFL students are the only non-T-EFL group to have a higher mean of usage for Part F than their T-EFL peers.

Both groups of fourth grade students have the highest mean of usage for their language group (4.22, 3.81); and the fourth grade T-EFL group is the only group to have a high level of usage for the strategies in Part F. The fifth grade non-T-EFL group has the lowest mean of usage out of all the groups (2.35), and the eighth grade T-EFL students have the lowest mean of usage out of the T-EFL groups (3.37). The fifth grade non-T-EFL group is the only group to have a low level of usage for the strategies in category F. Figure 15 shows the grade level means of usage for each strategy in this section.

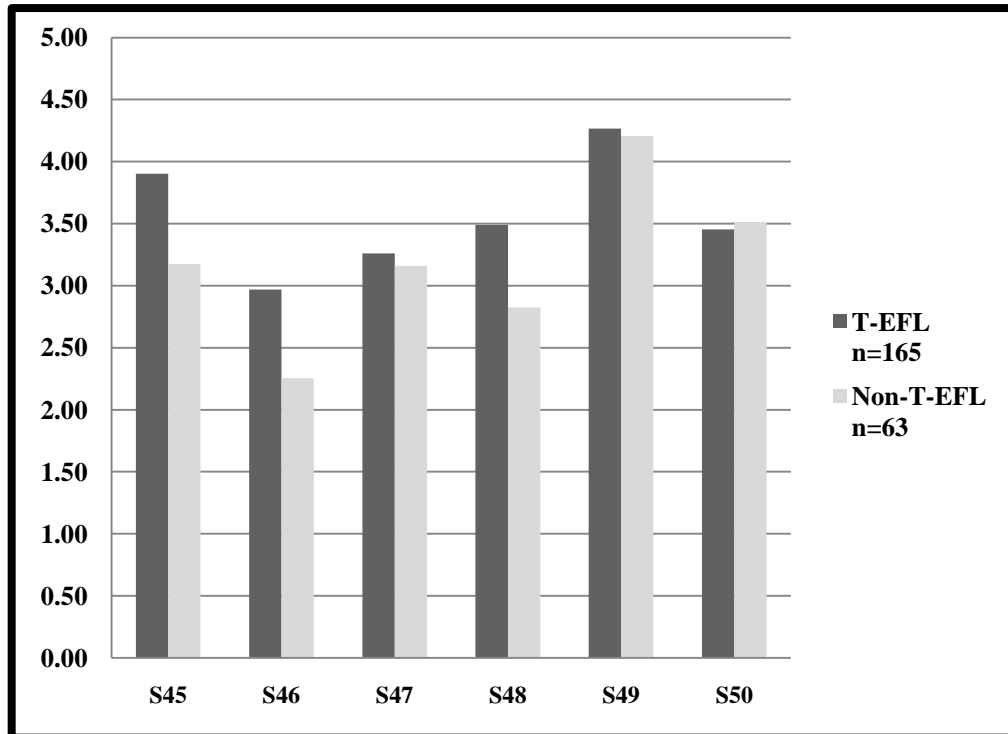


Figure 15. Part F: Learning with others – separated by mean per strategy (3rd – 8th grades)

The means of strategy usage in Part F ranges from 2.97 to 4.27 for the T-EFL group, and from 2.25 to 4.21 for the non-T-EFL group. Table 22 shows the means and levels of usage for each strategy by the individual grade levels, and figures for each strategy are provided in Appendix Q.

Table 22

Part F: Learning with Others – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
F S45	4.45	3.27	4.50	3.57	3.71	3.00	3.81	3.50	3.58	2.80	3.57	3.00
	High	Med	High	Med	Med	Med	Med	Med	Med	Med	Med	Med
	<i>If I do not understand something in English, I ask the other person to slow down or to say it again.</i>											
F S46	3.40	1.82	4.00	2.71	3.11	3.00	2.92	3.43	2.92	2.13	1.77	0.92
	Med	Low	High	Med	Med	Med	Med	Med	Med	Low	Low	Low
	<i>I ask English speakers to correct me when I talk.</i>											

Table 22 (cont'd)

Part F: Learning with Others – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
F S47	2.50	1.82	4.12	4.14	2.50	3.00	3.16	3.64	3.83	4.13	3.40	2.08
	Med	Low	High	High	Med	Med	Med	Med	Med	High	Med	Low
	<i>I practice English with other students.</i>											
F S48	3.50	3.64	3.92	3.43	3.89	3.25	3.54	3.14	2.88	2.67	3.17	1.42
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Low
	<i>I ask for help from English speakers.</i>											
F S49	3.80	3.91	4.81	5.00	3.82	3.25	3.92	4.29	4.67	4.73	4.63	3.58
	Med	Med	High	High	Med	Med	Med	High	High	High	High	Med
	<i>I ask questions in English.</i>											
F S50	3.85	3.64	4.00	4.00	3.36	1.75	3.03	4.00	3.04	3.53	3.67	3.08
	Med	Med	High	High	Med	Low	Med	High	Med	Med	Med	Med
	<i>I try to learn about the culture of English speakers.</i>											

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Both groups of students have one strategy in Part F that has a high level of usage. This is strategy 49, which relates to asking questions in English. S49 is one of the most frequently used strategies for the overall group of T-EFL students. Both groups of fourth grade students rate this as having a high level of usage, and it is the most frequently used strategy out of the entire list of fifty for these two groups. S49 also rates as a high frequency strategy for the non-T-EFL students in sixth and seventh grades, and the T-EFL students in seventh and eighth grades.

The overall group of T-EFL students does not rate any of the strategies in Part F as low usage, but the non-T-EFL group rates one strategy, S46, as low usage. This strategy relates to asking someone to correct you while speaking English. It is also rated as having a low level of usage by the eighth grade T-EFL group, and the third, seventh, and

eighth grade non-T-EFL groups. S46 is the least frequently used strategy in Part F for both of the overall groups of T-EFL and non-T-EFL students. When considering the list of all fifty strategies, S46 is one of the least used strategies by the overall group of non-T-EFL students, and it ranks as having the lowest frequency of usage for the eighth grade non-T-EFL group.

The T-EFL students in third through eighth grades use almost all of the strategies in Part F more frequently than their non-T-EFL peers. S50 is the only strategy in Part F to be used more frequently by the overall non-T-EFL group of students. This strategy relates to learning about the culture of native English speakers, and it rates as having a medium level of usage for both of the overall groups of students and for most of the individual grade level groups. Both groups of fourth grade students and the non-T-EFL students in sixth grade rate S50 as a high usage strategy. The fifth grade non-T-EFL group rates this as having a low level of usage.

SORS: Overview of strategy usage

The Survey of Reading Strategies (SORS), which is provided in Appendix B, was created in 2002 by Dr. Kouider Mokhtari and Dr. Ravi Sheorey. The purpose of the survey is to find out the techniques that ESL learners use while reading academic texts. The SORS consists of 30 strategies divided into three categories: global reading strategies, problem solving strategies, and support strategies. The participants rate their frequency of usage for each category based on a scale of 1-5. A description of each level of usage is given below, taken directly from the survey:

'1' means that 'I never or almost never do this'.

- '2' means that 'I do this only occasionally'.
- '3' means that 'I sometimes do this'. (About 50% of the time.)
- '4' means that 'I usually do this'.
- '5' means that 'I always do this or almost always do this'.

When comparing the demographic data and the data from the SORS, some of the statistics are similar to those of the SILL. Girls use strategies more frequently than boys (3.60, 3.53), and students attending non-Turkish schools for more than one year outperformed students who did not (3.59, 3.54). Turkish EFL students in the younger grades (3rd – 5th) outperformed the older grades (6th – 8th) overall and in every category. However, contrary to the SILL results, non-Turkish EFL students in 6th – 8th grades have a higher mean of usage overall and in the categories for Global Strategies and Problem Solving Strategies. Figure 16 displays the means of usage for students in 3rd – 5th grades with students in 6th – 8th grades for overall strategy usage and for each category. A table displaying the difference in means of usage for the individual strategies is provided in Appendix D.

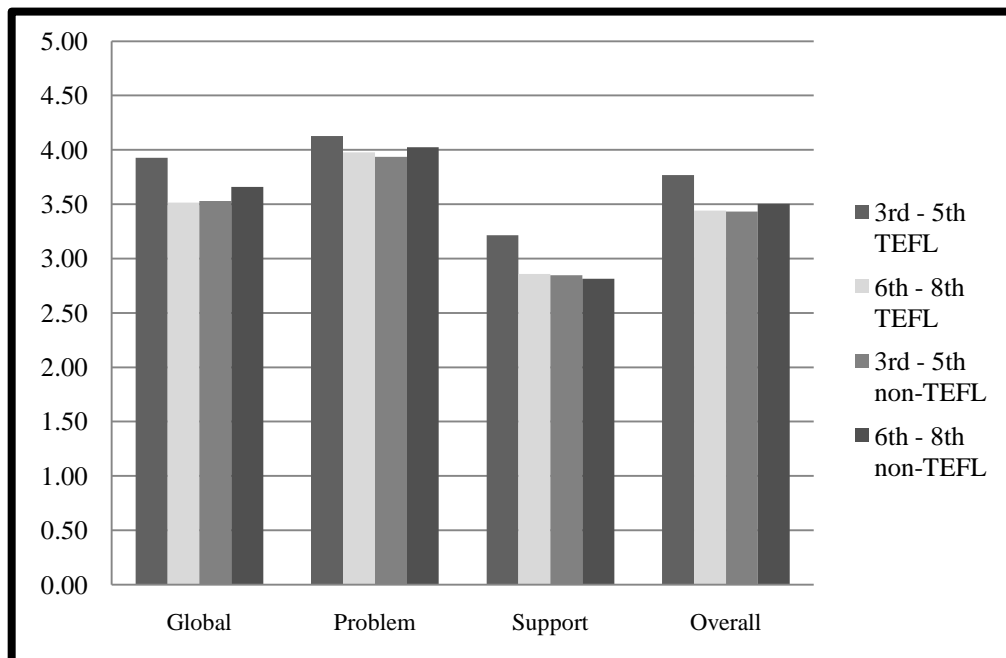


Figure 16. Comparing SORS means of usage by students in 3rd - 5th grades with students in 6th - 8th grades

When analyzing the SORS, the researcher used the same manner as the analysis of the SILL – by section, grade level, and individual strategy. Results of T-EFL and non-T-EFL students were separated, and results are illustrated in graphs and tables included in this section and in the appendices. This section is divided into four parts – the overall survey results and then each individual category.

Problem solving strategies is the most frequently used category, and it is the only category used at a high level of frequency by the students (4.05, 4.03). Global reading strategies and support strategies are both used at a medium level of frequency. Figure 17 shows overall strategy use for third through eighth grade participants (results are separated by category).

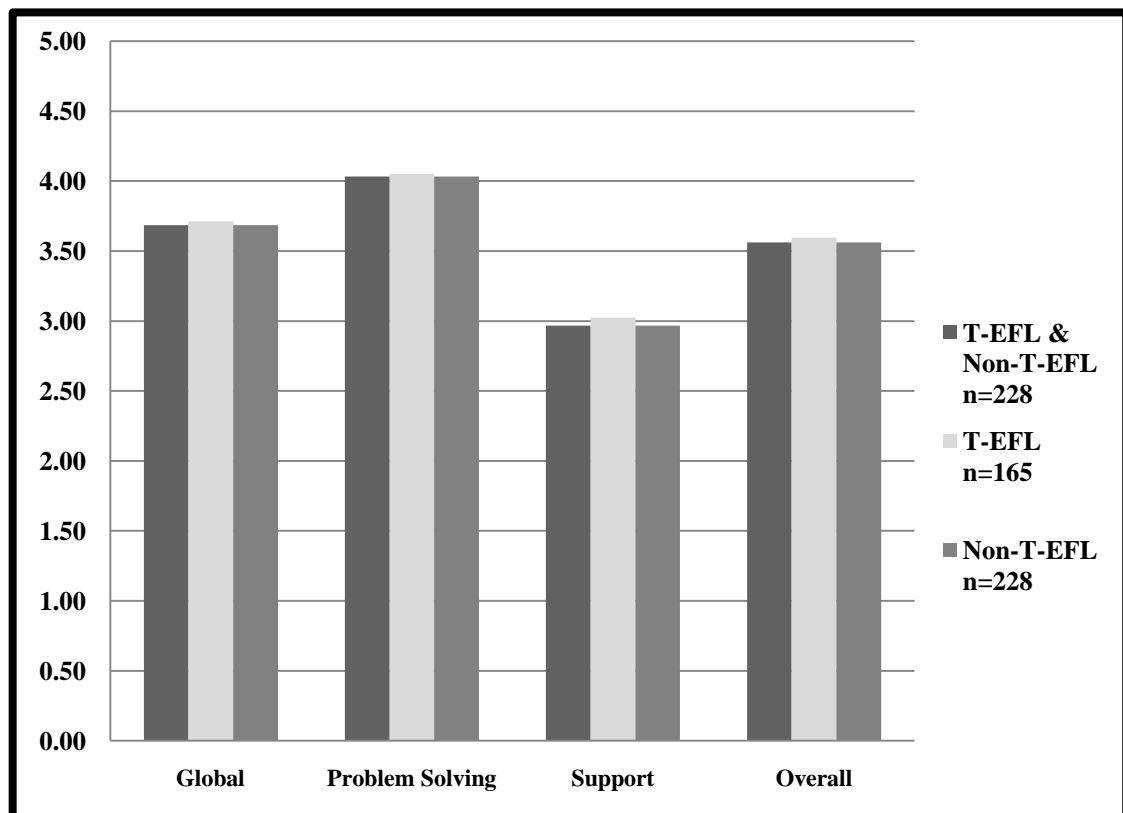


Figure 17. Overall strategy use for 3rd – 8th grades from the SORS – separated by category

In every category, the overall group of T-EFL students rate themselves as using the strategies more frequently than their peers in the non-T-EFL group. The T-EFL students have a 3.71 mean of usage for the global reading strategies, and a mean of 3.02 for the support strategies. The non-T-EFL students also use the global strategies more frequently than the support strategies, with means of usage at 3.61 and 2.82. The T-EFL students rate seven of the SORS strategies as high usage, and the non-T-EFL group rates six of the strategies as high usage (Appendix J). Only one strategy rates as low usage by the overall group of T-EFL students, and the group of non-T-EFL students have two low usage strategies (Appendix J). Table 23 shows the means, standard deviations, and levels of usage by the T-EFL and non-T-EFL students for the overall groups of strategies and the three categories of strategies. Figures 46 – 51, which are found in Appendix I, provide graphs of the SORS strategy usage by each grade level.

Table 23

3rd – 8th Overall Strategy Use from the SORS – Mean, Standard Deviation, and Level for Each Category

	T-EFL & Non-T-EFL			T-EFL			Non-T-EFL		
	Mean n=228	Standard Deviation	Usage	Mean n=165	Standard Deviation	Usage	Mean n=63	Standard Deviation	Usage
Global Strategies	3.69	0.20	Medium	3.71	0.21	Medium	3.69	0.20	Medium
Problem Solving Strategies	4.03	0.32	High	4.05	0.31	High	4.03	0.32	High
Support Strategies	2.97	0.27	Medium	3.02	0.30	Medium	2.97	0.27	Medium
Overall Strategies	3.56	0.49	Medium	3.60	0.48	Medium	3.56	0.49	Medium

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Analysis of the strategy use by grade level reveals that the fourth grade students have the highest means of usage out of the individual grade level groups, and the T-EFL students for this grade level are the only group to have a high level of usage for the overall group

of strategies (4.08, 3.88). Figure 18 shows the means of usage for the overall list of strategies by both language groups and the individual grade levels. A graph is provided in Figure 40, Appendix H that orders the grade level groups from lowest mean of usage to highest mean of usage.

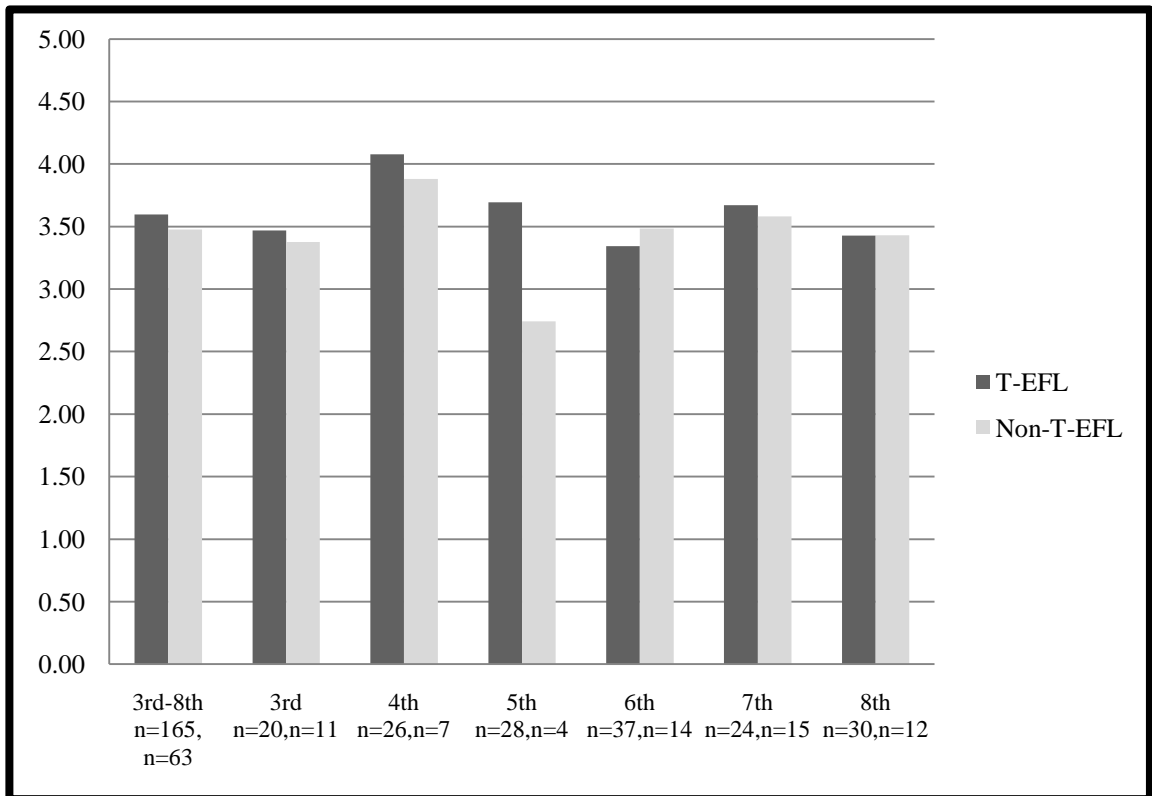


Figure 18. All strategies by grade level from the SORS

Aside from the fourth grade group, all of the other grade level groups average a medium level of usage for the set of thirty strategies. Table 24 shows the means and levels of usage for the overall list of strategies by both language groups and the individual grade levels.

Table 24

Overall Strategy Use from the SORS – Mean for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20,n=11		4th n=26,n=7		5th n=28,n=4		6th n=37,n=14		7th n=24,n=15		8th n=30,n=12	
All Strategies	T-EFL	3.60	M	3.47	M	4.08	H	3.69	M	3.34	M	3.67	M	3.43	M
	Non-T-EFL	3.48	M	3.38	M	3.88	M	2.74	M	3.48	M	3.58	M	3.43	M
Global Reading Strategies	T-EFL	3.71	M	3.63	M	4.17	H	3.91	M	3.43	M	3.57	M	3.64	M
	Non-T-EFL	3.61	M	3.57	M	3.91	M	2.75	M	3.48	M	3.80	M	3.70	M
Problem Solving Strategies	T-EFL	4.05	H	3.81	M	4.39	H	4.12	H	3.71	M	4.36	H	4.03	H
	Non-T-EFL	3.98	M	3.86	M	4.38	H	3.22	M	4.04	H	4.07	H	3.96	M
Support Strategies	T-EFL	3.02	M	2.93	M	3.66	M	3.01	M	2.89	M	3.20	M	2.58	M
	Non-T-EFL	2.82	M	2.67	M	3.40	M	2.31	L	3.00	M	2.84	M	2.57	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The fifth grade non-T-EFL students have the lowest mean of usage (2.74), and the sixth grade T-EFL students have lowest mean of usage out of their language group (3.34). In the third, fourth, fifth, and seventh grades, the T-EFL students have a higher mean of usage for the overall list of strategies than their peers in the non-T-EFL groups. In the sixth and eighth grades, the non-T-EFL students have a higher mean of usage than their peers in the corresponding language group. However, the two eighth grade groups have almost equal means of usage (3.43, 3.43).

SORS: Global reading strategies

Global reading strategies (GRS) are techniques the reader uses to monitor their own reading. This category includes strategies such as previewing the text and setting a purpose, using clues to increase understanding, making predictions, and reading with a critical eye. Figure 19 shows the grade level means of usage for Global Reading

Strategies by grade level. Figure 41 in Appendix H provides a graph that orders the grade level groups from lowest mean of usage to highest mean of usage.

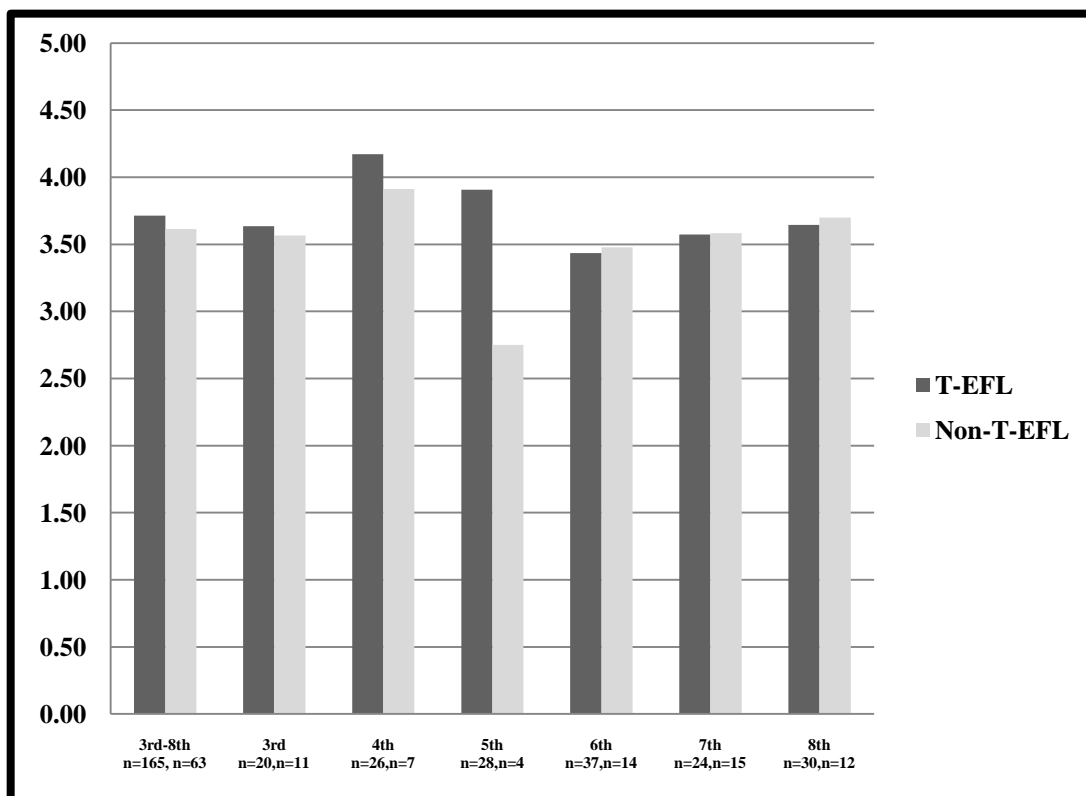


Figure 19. Global reading strategies – separated by mean per grade level

The overall groups of T-EFL and non-T-EFL students, as well as each of the individual grade level groups, average a medium level of usage for the global reading strategies.

The only exception is the fourth grade T-EFL students, who have a high level of usage for this category. GRS are the second most frequently used category of strategies out of the three groups of strategies- overall and for the individual grade levels. Table 25 shows the means and levels of usage for GRS by the overall language groups and individual grade levels.

Table 25

Global Reading Strategies – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20,n=11		4th n=26,n=7		5th n=28,n=4		6th n=37,n=14		7th n=24,n=15		8th n=30,n=12	
Global Reading Strategies	T-EFL	3.71	M	3.63	M	4.17	H	3.91	M	3.43	M	3.57	M	3.64	M
	Non-T-EFL	3.61	M	3.57	M	3.91	M	2.75	M	3.48	M	3.80	M	3.70	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The fourth grade T-EFL group has the highest mean of usage for the global reading strategies (4.17), followed by the fourth grade non-T-EFL students (3.91). The fifth grade non-T-EFL group has the lowest mean of usage for this category (2.75), and the sixth grade T-EFL group has the lowest usage out of their language group (3.43). In the third, fourth, and fifth grades, the T-EFL students use the global reading strategies more frequently than their peers in the non-T-EFL grade level groups. The opposite is true in the higher grade level groups. In sixth, seventh, and eighth grades, the non-T-EFL students out-perform their peers in the corresponding grade level groups.

There are 13 different global reading strategies. Figure 20 shows 3rd through 8th grade global reading strategies.

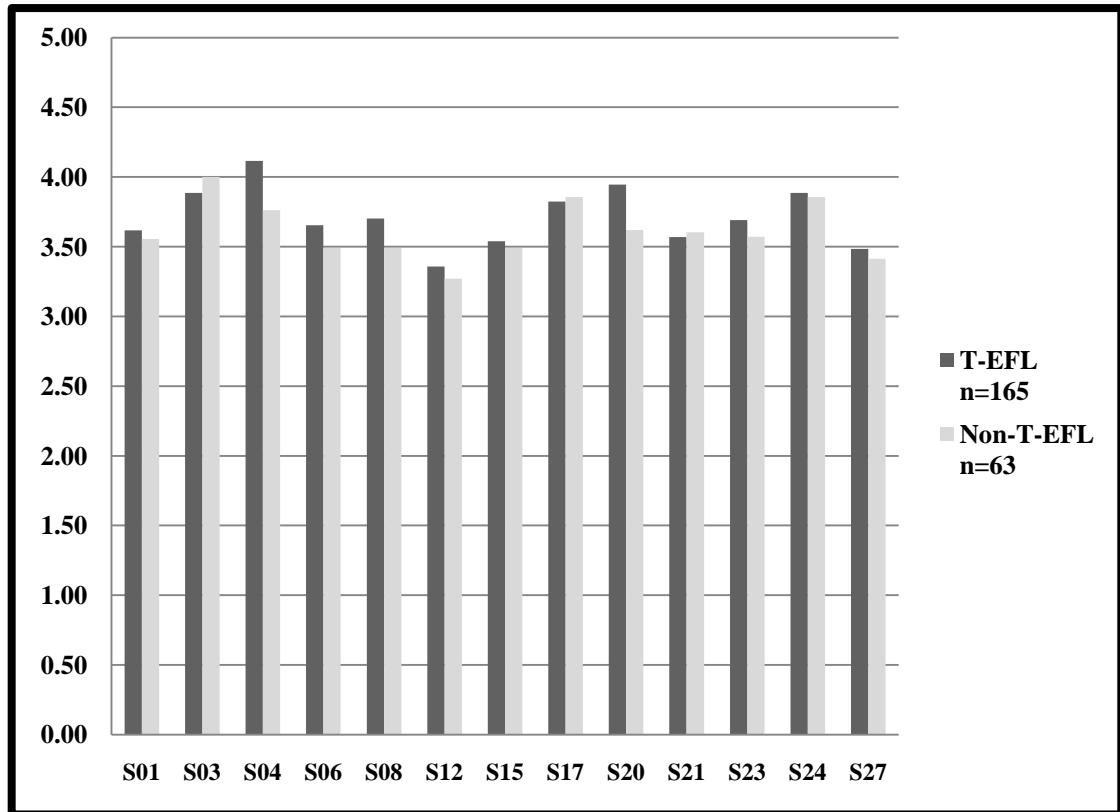


Figure 20. 3rd – 8th global reading strategies – separated by mean per strategy

Most of the global reading strategies are used by the overall group with a medium level of frequency. S04 is the only strategy that the T-EFL group rated as a high frequency strategy, and S03 is the only high usage strategy for the non-T-EFL group. None of the strategies in the category are rated as low usage by the overall language groups. Out of the 13 strategies in this category, ten of the strategies are used more frequently by the T-EFL students. The means of usage range from 3.36 – 4.12 for the T-EFL group, and from 3.27 – 4.00 for the non-T-EFL group.

Table 26 shows the average grade level usage of each strategy included in the category of Global Reading Strategies, and figures for each strategy are provided in Appendix R. S04 relates to taking an overall view of the text before reading. The T-EFL groups in fourth, fifth, and eighth grades rated S04 as a high usage strategy, as well as the non-T-

EFL groups in fourth and seventh. S04 is one of the most frequently used strategies by the overall group of T-EFL students.

Table 26

Global Reading Strategies – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	Non-T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
GLOB-S01	3.65	3.73	3.96	3.43	4.07	2.50	3.30	3.57	3.63	3.73	3.27	3.58
	Med	Med	Med	Med	High	Med	Med	Med	Med	Med	Med	Med
	<i>I have a purpose in mind when I read.</i>											
GLOB-S03	3.75	4.55	3.88	4.14	4.00	2.50	3.62	3.86	4.25	4.13	3.90	3.92
	Med	High	Med	High	High	Med	Med	Med	High	High	Med	Med
	<i>I think about what I know to help me understand what I read.</i>											
GLOB-S04	3.90	3.73	4.58	4.14	4.57	3.00	3.76	3.43	3.88	4.07	4.07	3.83
	Med	Med	High	High	High	Med	Med	Med	Med	High	High	Med
	<i>I take an overall view of the text to see what it is about before reading it.</i>											
GLOB-S06	3.45	3.36	4.46	4.00	3.39	2.25	3.57	3.21	3.50	3.80	3.57	3.67
	Med	Med	High	High	Med	Low	Med	Med	Med	Med	Med	Med
	<i>I think about whether the content of the text fits my reading purpose.</i>											
GLOB-S08	3.95	3.09	4.42	4.00	3.89	3.75	3.51	3.36	2.88	3.67	3.63	3.42
	Med	Med	High	High	Med	Med	Med	Med	Med	Med	Med	Med
	<i>I review the text first by noting its characteristics like length and organization.</i>											
GLOB-S12	3.50	3.27	3.77	3.71	3.61	2.50	3.27	2.93	2.63	3.47	3.37	3.42
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med
	<i>When reading, I decide what to read closely and what to ignore.</i>											
GLOB-S15	4.10	3.73	4.19	4.14	4.14	2.75	3.30	3.57	2.67	3.33	3.03	3.25
	High	Med	High	High	High	Med	Med	Med	Med	Med	Med	Med
	<i>I use tables, pictures, and figures in text to increase my understanding.</i>											
GLOB-S17	3.55	4.27	4.08	3.71	4.21	2.50	3.46	3.71	3.46	4.07	4.17	3.92
	Med	High	High	Med	High	Med	Med	Med	Med	High	High	Med
	<i>I use context clues to help me better understand what I am reading.</i>											
GLOB-S20	3.55	2.64	4.38	4.29	4.18	2.50	3.89	3.57	3.67	4.00	3.90	4.08
	Med	Med	High	High	High	Med	Med	Med	Med	High	Med	High
	<i>I use typographical features like bold face and italics to identify key information.</i>											
GLOB-S21	3.85	3.73	4.27	4.00	3.61	3.50	3.19	3.43	3.50	3.33	3.27	3.83
	Med	Med	High	High	Med	Med	Med	Med	Med	Med	Med	Med
	<i>I critically analyze and evaluate the information presented in the text.</i>											
GLOB-S23	3.40	3.64	4.15	3.86	3.64	3.00	3.22	3.36	4.04	3.60	3.83	3.75
	Med	Med	High	Med	Med	Med	Med	Med	High	Med	Med	Med
	<i>I check my understanding when I come across new information.</i>											

Table 26 (cont'd)

Global Reading Strategies – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
GLOB-S24	3.45	3.45	4.12	3.71	4.11	2.50	3.43	3.79	4.54	4.53	3.80	4.00
	Med	Med	High	Med	High	Med	Med	Med	High	High	Med	High
<i>I try to guess what the content of the text is about when I read.</i>												
GLOB-S27	3.15	3.18	3.96	3.71	3.36	2.50	3.14	3.43	3.83	3.67	3.57	3.42
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med
<i>I check to see if my guesses about the text are right or wrong.</i>												

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

Strategy 3 discusses using prior knowledge to understand text. This strategy rates as high usage for the non-T-EFL groups in third, fourth, and seventh grades, and the T-EFL groups in fifth and seventh grades. S03 is also one of the three global strategies used more frequently by the overall group of non-T-EFL students than by their T-EFL peers.

S17 and S21 are also used more frequently by the non-T-EFL group. S17 relates to using context clues, and S21 relates to critically analyzing the information presented in the text. It is interesting the non-T-EFL group has a higher mean of usage for S17 because three of the T-EFL grade level groups rate S17 as a high usage strategy, as opposed to two of the non-T-EFL grade level groups. S21 rates as high usage for one of the T-EFL grade level groups, and one of the non-T-EFL grade level groups.

S12 is the strategy used the least out of this category by both language groups. S12 talks about the reader deciding what to read closely and what to ignore. The seventh grade T-EFL group rates this as a low usage strategy, but the other groups use S12 at a medium level.

SORS: Problem solving strategies

Problem solving strategies are techniques for interpreting difficult text. This category includes strategies for adjusting speed and focus while reading; guessing the meaning of text; and reviewing, visualizing, and reflecting on the text. Figure 21 shows problem solving strategies (strategies by grade level). A graph is provided in Figure 42, Appendix H that orders the grade level groups from lowest mean of usage to highest mean of usage for this section.

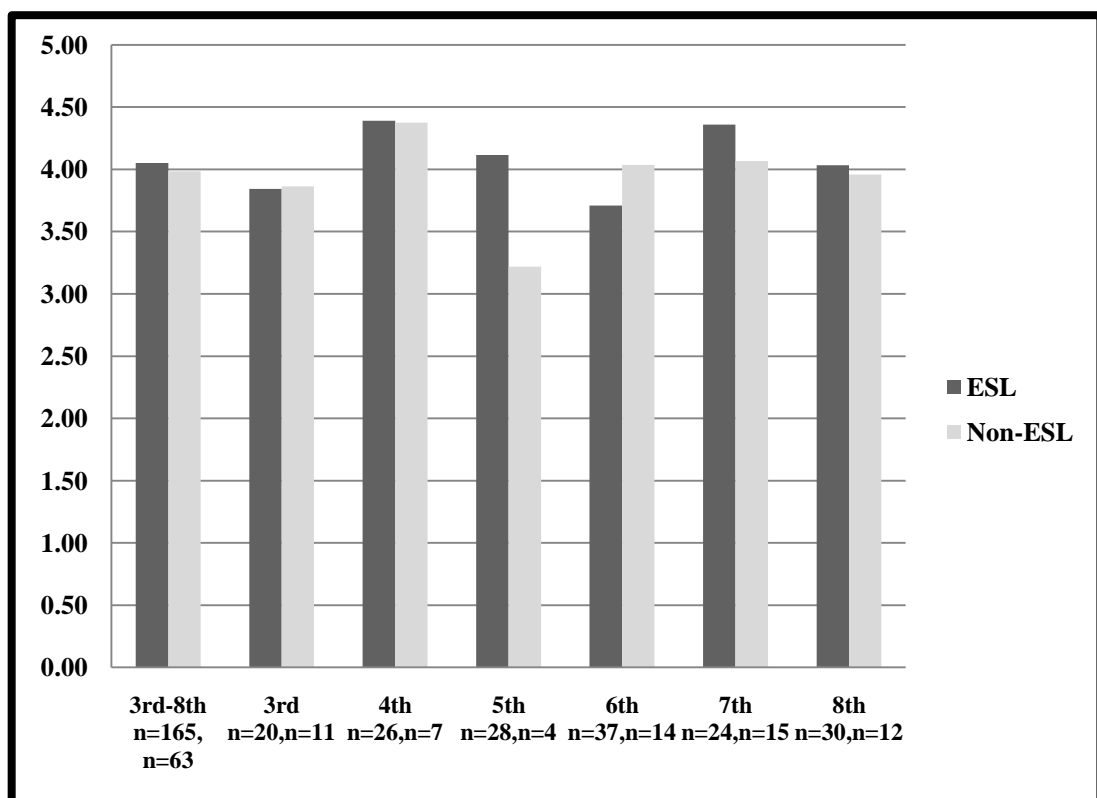


Figure 21. Problem solving strategies by grade level – separated by mean per grade level

Problem solving strategies are the most frequently used group of strategies- overall and by the individual grade level groups. The category rates as being used at a high level of frequency by the T-EFL students, with a mean of 4.05. The non-T-EFL group uses the strategies at a medium level, with a mean of 3.98. Table 27 shows the means and levels

of usage for the category of Problem Solving Strategies, separated by language group and grade levels.

Table 27

Problem Solving Strategies – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20,n=11		4th n=26,n=7		5th n=28,n=4		6th n=37,n=14		7th n=24,n=15		8th n=30,n=12	
Problem Solving Strategies	T-EFL	4.05	H	3.81	M	4.39	H	4.12	H	3.71	M	4.36	H	4.03	H
	Non-T-EFL	3.98	M	3.86	M	4.38	H	3.22	M	4.04	H	4.07	H	3.96	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The T-EFL grade level groups with a high mean of usage for problem solving strategies include the fourth, fifth, seventh, and eighth grades. The non-T-EFL groups with a high mean of usage are the fourth, sixth, and seventh grades. All of the other grade level groups have a medium level of usage for the problems solving strategies.

The fourth grade T-EFL students have the highest mean of usage for this category (4.39), and their peers in the non-T-EFL group have the second highest mean of usage (4.38). The fifth grade non-T-EFL students have the lowest mean of usage for this category (3.22), and the sixth grade group of T-EFL students has the lowest mean of usage out of the T-EFL grade level groups (3.71).

In four out of the six grade level groups, the T-EFL students have a higher mean of usage than their peers in the non-T-EFL group. The two non-T-EFL groups to have a higher mean of usage than the corresponding group were the third grade students and the sixth grade students.

The category of problem solving strategies includes eight strategies. Figure 22 shows the T-EFL and non-T-EFL means of usage for each strategy in this category.

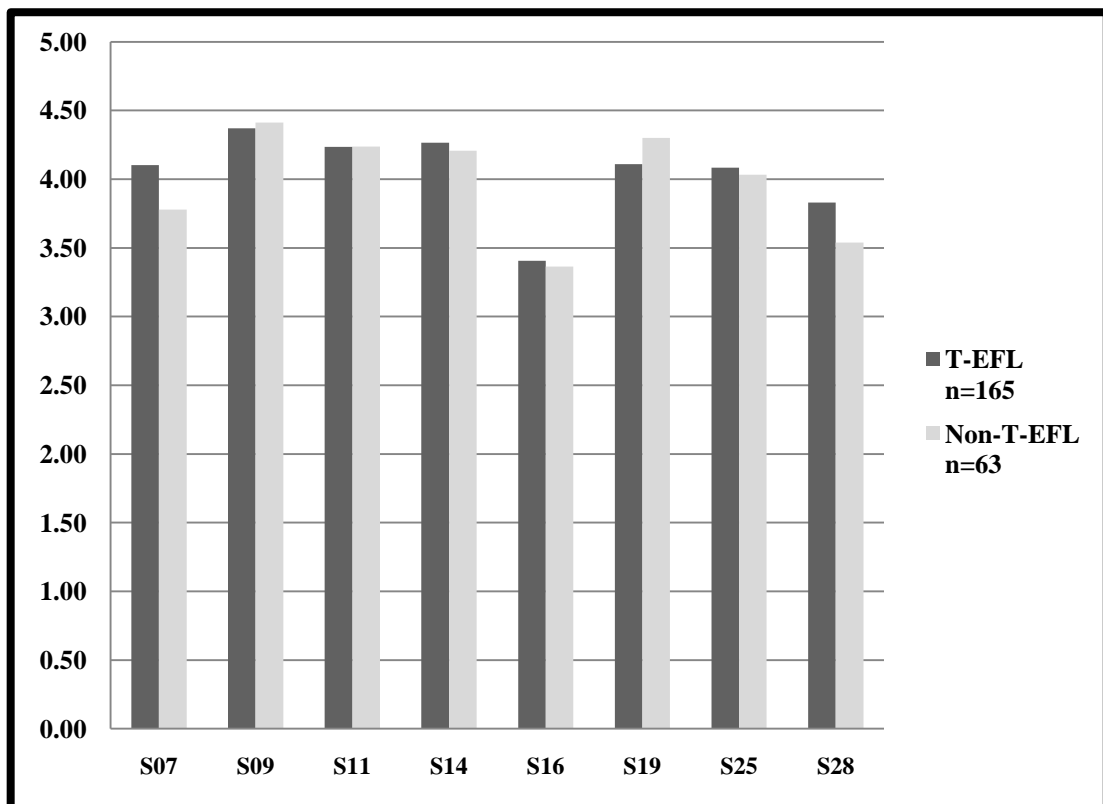


Figure 22. 3rd – 8th grade problem solving strategies – separated by mean per strategy

The T-EFL group rates six of the strategies as high usage, and two strategies as medium usage. The non-T-EFL group rates five of the strategies as high usage and three as medium usage.

The most frequently used strategy by both groups is S09, which relates to refocusing when you lose concentration. This strategy is used more frequently by the non-T-EFL group (4.37, 4.41). S09 is the most frequently used strategy out of all thirty strategies, and it rates as high usage by all of the T-EFL grade level groups and by the fourth, sixth, seventh, and eighth grade level groups. Overall, the T-EFL students use this strategy more frequently than the non-T-EFL students. Table 28 shows the means and levels of

usage for the category of Problem Solving Strategies by each grade level group, and figures for each strategy are provided in Appendix R.

Table 28

Problem Solving Strategies – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
PROB-S07	4.20	4.09	4.65	4.71	4.00	3.25	3.86	3.57	4.21	3.47	3.87	3.75
	High	High	High	High	High	Med	Med	Med	High	Med	Med	Med
	<i>I read slowly and carefully to make sure I understand what I am reading.</i>											
PROB-S09	4.05	3.91	4.50	4.29	4.36	3.50	4.22	4.79	4.67	4.67	4.43	4.50
	High	Med	High	High	High	Med	High	High	High	High	High	High
	<i>I try to get back on track when I lose concentration.</i>											
PROB-S11	4.35	4.36	4.62	4.57	4.21	4.00	3.84	4.00	4.71	4.27	3.97	4.25
	High	High	High	High	High	High	Med	High	High	High	Med	High
	<i>I adjust my reading speed according to what I am reading.</i>											
PROB-S14	3.75	4.18	4.58	4.57	4.50	4.00	3.97	4.14	4.54	4.13	4.27	4.25
	Med	High	High	High	High	High	Med	High	High	High	High	High
	<i>When text becomes difficult, I pay closer attention to what I am reading.</i>											
PROB-S16	2.90	2.91	3.85	4.00	3.46	2.75	2.97	3.64	3.96	3.33	3.40	3.33
	Med	Med	Med	High	Med	Med	Med	Med	Med	Med	Med	Med
	<i>I stop from time to time and think about what I am reading.</i>											
PROB-S19	4.15	4.27	4.50	4.43	4.18	3.75	3.76	4.29	4.04	4.47	4.17	4.25
	High	High	High	High	High	Med	Med	High	High	High	High	High
	<i>I try to picture or visualize information to help remember what I read.</i>											
PROB-S25	3.50	3.73	4.65	4.14	4.14	2.50	3.59	4.43	4.58	4.33	4.13	3.92
	Med	Med	High	High	High	Med	Med	High	High	High	High	Med
	<i>When text becomes difficult, I re-read it to increase my understanding.</i>											
PROB-S28	3.55	3.45	3.77	4.29	4.07	2.00	3.46	3.43	4.17	3.87	4.03	3.42
	Med	Med	Med	High	High	Low	Med	Med	High	Med	High	Med
	<i>When I read, I guess the meaning of unknown words or phrases.</i>											

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

S16 is the least frequently used strategy in this category by both of the overall language groups (3.41, 3.37). This strategy relates to stopping to reflect while reading. The fourth grade rated S16 as a high usage strategy, but the rest of the grade level groups use it with

a medium level of usage. The overall group of T-EFL students uses S16 more frequently than the non-T-EFL students.

S14 is a strategy that talks about playing closer attention when text becomes difficult. This strategy is used more frequently by T-EFL students, but it is rated as a high usage by both of the overall language groups (4.27, 4.21). The T-EFL grade level groups that use S14 at a high level of frequency are fourth, fifth, seventh, and eighth. For the non-T-EFL groups, third, fourth, fifth, sixth, and eighth grades rate S14 as high usage. This strategy is one of the most frequently used strategies out of the list of thirty for both of the overall language groups, and it is not rated as a low usage strategy for any of the groups.

Strategy 11 talks about adjusting your reading speed according to the text. This is also high usage strategy for both of the overall language groups, as well as one of the most frequently used strategies (4.24, 4.24). S11 is used more frequently by the overall group of non-T-EFL students, and rates as high usage by each of the grade level groups. The T-EFL grade level groups rating this as high usage are third, fourth, fifth, and seventh grades.

S19 is a strategy that relates to visualizing text in order to increase memory. This strategy is a high usage strategy and one of the most frequently used strategies for both of the language groups. It is used more frequently by the non-T-EFL students (4.11, 4.30). All of the non-T-EFL students, with the exception of the 5th grade group, rate this as a high usage strategy. The same is true for the T-EFL grade level groups, except for

the sixth grade students. The fifth grade non-T-EFL students and the sixth grade T-EFL students rate S19 as a medium usage strategy.

S07 discusses reading slowly and carefully to better understand the text. This is a high usage strategy for the T-EFL students, and a medium usage strategy for the non-T-EFL students (4.10, 3.78). S07 rates as having either a high or medium level of usage for the grade level groups. The T-EFL groups to rate this as high usage include the third, fourth, fifth, and seventh grades, and the non-T-EFL groups include third and fourth grade students.

S25 rates as a high usage strategy for both of the overall language groups, but it is used more frequently by the T-EFL students (4.08, 4.03). This strategy talks about re-reading difficult text in order to increase understanding. The fourth, fifth, seventh, and eighth students in the T-EFL group rate this as a high usage strategy. The non-T-EFL students in sixth and seventh grades also rate S25 as a high usage strategy. The other grade level groups report using this strategy with a medium level of frequency. It is also interesting to note that S25 is one of the most frequently used strategies for the non-T-EFL students.

SORS: Support strategies

Support strategies are techniques the reader uses to support his/her understanding of the text. Strategies include taking notes, reading aloud, highlighting important text, using reference materials, paraphrasing and / or translating text, and finding relationships in the text. Figure 23 shows the means of usage for the category of Support Strategies

(strategies by grade level). Figure 43 in Appendix H provides a graph that orders the grade level groups from lowest mean of usage to highest mean of usage.

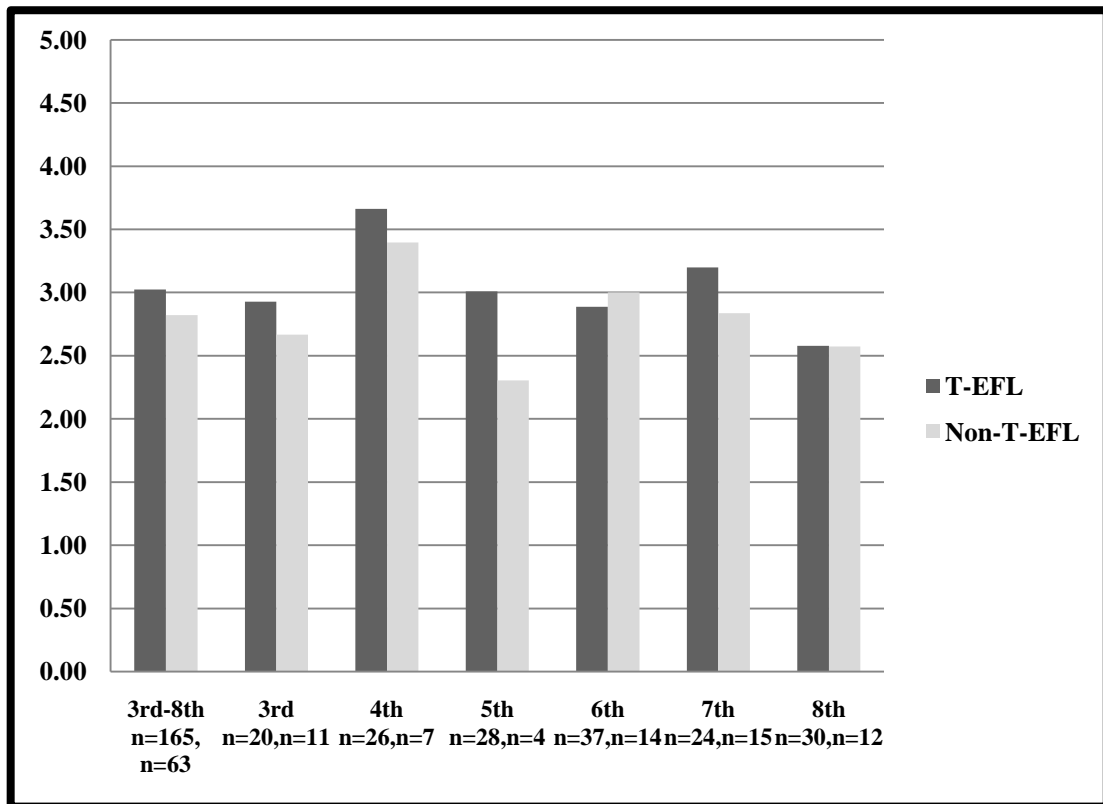


Figure 23. Support strategies by grade level – separated by mean per grade level

This category has a medium level of usage for both of the overall language groups. It is the least frequently used group of strategies by the overall groups of students and for each of the individual grade levels. The overall group of T-EFL students has a 3.02 mean of usage, and the non-T-EFL students have a 2.82 mean of usage.

Table 29 shows the average level of usage by each grade for the category of Support Strategies. All of the T-EFL groups have a medium level of usage for the category of support strategies. The same is true for the non-T-EFL grade level groups, with the exception of the fifth grade students who average a mean of 2.31 for this category.

Table 29

Support Strategies – Mean and Level for Each Group Separated by Category

Strategies by Grade Level		3rd-8th n=165, n=63		3rd n=20,n=11		4th n=26,n=7		5th n=28,n=4		6th n=37,n=14		7th n=24,n=15		8th n=30,n=12	
Support Strategies	T-EFL	3.02	M	2.93	M	3.66	M	3.01	M	2.89	M	3.20	M	2.58	M
	Non-T-EFL	2.82	M	2.67	M	3.40	M	2.31	L	3.00	M	2.84	M	2.57	M

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

The fourth grade T-EFL students have the highest mean of usage for the problem solving strategies (3.66), and they are followed by their peers in the non-T-EFL group (3.40). The T-EFL group with the lowest mean of usage for their language group is the eighth grade (2.58).

The T-EFL students in every grade level have a higher frequency of usage for this category than their peers in the non-T-EFL group. The only exception is the non-T-EFL sixth grade students, who have a higher mean of usage than their peers in the T-EFL group.

Figure 24 illustrates the level of usage for each of the support strategies by the overall group of participants. The category of support strategies includes nine different strategies. The T-EFL students use eight of the strategies at a medium level of frequency, and one of the strategies with a low level of frequency. The non-T-EFL students use seven strategies at a medium level and two strategies at a low level.

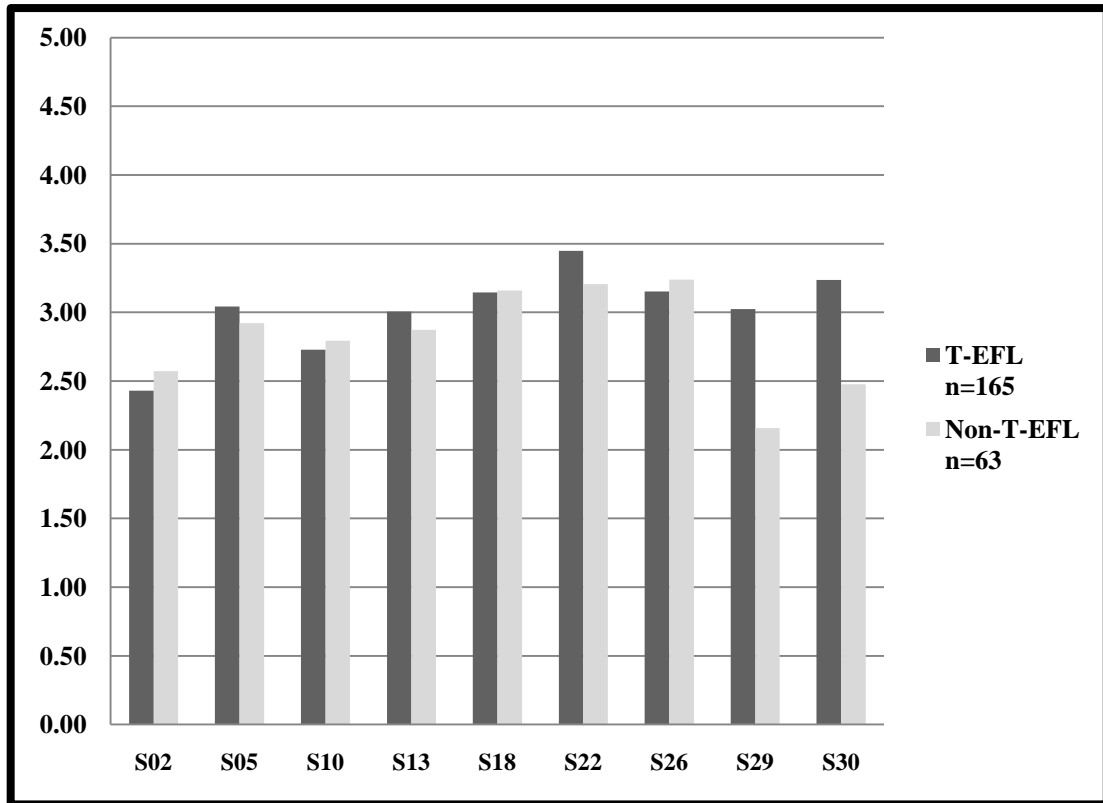


Figure 24. 3rd – 8th support strategies – separated by mean per strategy

Table 30 shows the frequency of usage for each strategy by the individual grade levels, and figures for each strategy are provided in Appendix R. S22 is the most frequently used strategy by the T-EFL students, and S26 is the most frequently used strategy by the non-T-EFL students. S22 is a strategy that relates to going back and forth in the text to find relationships among ideas. This strategy is used more frequently by the overall group of T-EFL students (3.45, 3.21). All of the grade level groups rate S22 as a medium usage strategy, with the exception of the fifth grade non-T-EFL students who rate it as a low usage strategy.

Table 30

Support Strategies – Mean and Level for Each Group Separated by Strategy

	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level	Mean & Level
SUP-S02	2.40	2.27	2.73	2.29	2.29	1.75	2.27	2.43	2.92	3.13	2.13	2.75
	Low	Low	Med	Low	Low	Low	Low	Low	Med	Med	Low	Med
<i>I take notes while reading to help me understand what I read.</i>												
SUP-S05	3.20	2.64	3.92	3.29	2.96	2.75	3.08	3.29	2.75	2.87	2.43	2.67
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Low	Med
<i>When text becomes difficult, I read aloud to help me understand what I read.</i>												
SUP-S10	2.45	2.18	3.31	3.00	2.25	2.50	2.32	2.64	3.79	3.13	2.50	3.08
	Low	Low	Med	Med	Low	Med	Low	Med	Med	Med	Med	Med
<i>I underline or circle information in the text to help me remember it.</i>												
SUP-S13	3.35	2.55	3.65	3.43	3.04	2.75	3.08	3.00	2.92	2.87	2.17	2.75
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Low	Med
<i>I use reference materials (e.g., a dictionary) to help me understand what I read.</i>												
SUP-S18	2.85	2.73	3.58	3.71	3.07	3.25	3.27	3.29	3.21	2.87	2.83	3.42
	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med	Med
<i>I paraphrase (restate ideas in my own words) to better understand what I read.</i>												
SUP-S22	2.95	3.45	3.92	3.29	3.50	1.75	3.03	3.29	3.88	3.20	3.50	3.33
	Med	Med	Med	Med	Med	Low	Med	Med	Med	Med	Med	Med
<i>I go back and forth in the text to find relationships among ideas in it.</i>												
SUP-S26	2.85	2.91	3.81	3.29	3.00	2.25	3.11	3.36	3.42	3.53	2.77	3.33
	Med	Med	Med	Med	Med	Low	Med	Med	Med	Med	Med	Med
<i>I ask myself questions I like to have answered in the text.</i>												
SUP-S29	2.75	2.18	3.96	4.00	3.39	2.25	2.92	2.93	2.88	1.67	2.30	0.75
	Med	Low	Med	High	Med	Low	Med	Med	Med	Low	Low	Low
<i>When reading, I translate from English into my native tongue.</i>												
SUP-S30	3.55	3.09	4.08	4.29	3.57	1.50	2.89	2.79	3.04	2.27	2.57	1.08
	Med	Med	High	High	Med	Low	Med	Med	Med	Low	Med	Low
<i>When reading, I think about information in both English and my mother tongue.</i>												

Low (mean of 2.49 or below), medium (means between 2.5-3.9), and high (mean of 4.0 or higher)

S26 is a strategy that relates to developing questions to have answered by the text. This strategy rates as a medium usage strategy for both of the overall language groups, but it is used more frequently by the non-T-EFL students (3.15, 3.24). All of the grade level

groups rate this as a medium usage strategy, with the exception of the fifth grade non-T-EFL students, who report this to be a low usage strategy.

Strategy 2, which relates to taking notes while reading, is the only strategy out of the list of thirty to be reported as low usage by T-EFL students. S02 ranks as one of the least used strategies for all of the grade level groups, with the exception of the seventh grade students. The non-T-EFL students use this strategy with a medium level of usage, but it ranks as one of the least used strategies for this group as well. Within the T-EFL grade level groups, the seventh grade and fourth grade students are the only groups to use S02 with a medium level of usage, and the other groups report using this strategy with a low level of frequency. For the non-T-EFL students, the seventh and eighth grade students are report a medium level of usage while the other groups have a low level of usage for this strategy.

S29 and S30 are the two least used strategies for the non-T-EFL students. Both of these strategies relate to translating text into your native tongue. It makes sense these are the least frequently used strategies by the overall group of non-T-EFL students because 76% of the non-T-EFL group are native English speakers or native English and Turkish speakers. S29 rates as a medium usage strategy for the overall group of T-EFL students and for most of the grade level groups. The exception is the eighth grade T-EFL students, who rate this as a low usage strategy. S30 also rates as a medium usage strategy for the overall group of T-EFL students and for most of the grade level groups. When comparing the difference between means of usage for the T-EFL students in 3rd – 5th grades and the 6th – 8th grades, S30 is used more frequently by the younger group of

students, and it has the largest difference than any of the other strategies (4.15, 3.04).

This means that students in the younger grades translate learned information into Turkish more frequently than the older students. S29 is also used more frequently by T-EFL students in 3rd – 5th grades (3.42, 2.73). The fourth grade students rate S30 as a high usage strategy. Looking at the non-T-EFL students, S29 and S30 rate as low usage for the fifth, seventh, and eighth grade groups. S29 also rates as low usage for the third grade non-T-EFL students.

Strategy training program

The strategy training program began with nine fourth grade students and three fifth grade students. All of the fifth grade students maintained their participation throughout the program, and four of the fourth grade students maintained their participation. Three students dropped out after the first or second class, and two dropped out half way through the classes. Reasons given for students dropping out were the parents did not want the students pulled out of class, and the students felt being pulled out of class increased their work load and decreased their free time.

The list of Language Learning & Reading Comprehension Strategies for the EFL Student, which is found in Appendix K, was compiled based on studies related to metacognition; English Language Learners; the use of English in Turkey; primary, middle, and high school learners; higher education and adult learners; reading instruction; language learning strategies; students with learning disabilities; and reading intervention. In addition, the researcher used her own teaching experience to expand the list as well as create the lessons for the training program. A summary of the program's

lessons is provided in Appendix L. The list developed throughout the training program. Some strategies were added to accommodate students' needs, and other strategies were broken down and became more specific. For example, during a class discussion the students expressed concern about doing a presentation in English. As the researcher counseled students on ways to prepare and practice for the presentation, it became apparent that these tactics were not included on the researcher's strategy list. Therefore strategies LSE06 and LSE07 were added to address this issue.

Each student in the training program was given a notebook, a vocabulary journal, and a certificate with an achievement chart on the back. The vocabulary journals were introduced during Lesson 3 and used by the students throughout the training program. The certificates showed the students' completion of their training and had an achievement chart on the back. The students marked each achievement with a sticker of their choice, and the researcher wrote underneath the sticker the date and the type of task completed. Tasks included interviews, Project Reflections, Vocabulary Journals (1 sticker per word web), and the graphic organizers (one sticker per graphic organizer). Project reflection sheets are provided in Appendix M; materials for the vocabulary journals are provided in Appendix O, and graphic organizers are provided in Appendix N. The notebooks were three ring binders with the detailed list of strategies, an outline of the course, project reflections, an explanation of each graphic organizer and blank graphic organizers, and a vocabulary list taken from "The First 500" (*The Reading Teachers Book of Lists, Third Edition*; by Edward Bernard Fry, PhD, Jacqueline E. Kress, Ed.D & Dona Lee Fountoukidis, Ed.D).

The notebooks also included reflection sheets entitled *Before and After Studying* and *Using Strategies*. At the beginning of every lesson, the students were given time to complete an entry on each of these sheets. *Before and After Studying* asked students to pick one major assignment for the week that they needed to prepare for. On the Before Studying side, the students answered the following questions: *what assignment do you plan to work on this week; how long will it take; when do you plan to work on it; what do you want to learn while you are working on this; what is something positive that can happen if you do well on this?* On the reverse side was the After Studying reflection, which included the following questions: *what assignment did you work in this week; how long did it take you; when did you work on it; what did you learn while you were working on this; what is one positive thing that happened from you completing this?* Students usually began by filling out the After Studying questions about their previous assignment before picking a new assignment for the upcoming week. The purpose of this reflection sheet was to encourage students to create a plan, set goals, and think about rewards for a big upcoming assignment. These three strategies are included in the *Planning to Learn* section, and going through this process each week enforced students' use of the strategies. In addition, completing this reflection allowed for classroom discussion of the students' feelings about upcoming assignments and strategies that could help, which led to the next reflection sheet- *Using Strategies*.

The purpose of the *Using Strategies* reflection was to encourage students to put the strategies into practice. The students would pick a "weekly strategy" at the beginning of each lesson and answer reflection questions about how it would be helpful. In the following lesson, they reflect on the usefulness of the strategy. Questions included *when*

will you use this strategy; why do you think it will help you; did this strategy help you; why or why not; when did you use the strategy; do you think you will use this strategy again; when do you think it will be helpful. The researcher encouraged students to use strategies related to the current lessons, but the students were allowed to pick any strategy that best fitted their purpose for the week. Sometimes students did not have time to complete a strategy. This would most often happen if the student picked a strategy not directly related to their studying and was therefore completed in addition to their normal homework, for example writing a project reflection or watching a movie in English. Fortunately, there were a small number of occasions when the students did not complete their goal for the week. While students completed the *Using Strategies* sheet, the class had a discussion about the strategies they used the previous week and would pick for the following week.

The training program consisted of eleven lessons, and the lessons were designed around the list of strategies. The lessons followed the same order as the categories of strategies- Planning to Learn, Listening to and Speaking English, Studying Vocabulary, Encountering New Vocabulary, and Reading Comprehension. The researcher tailored the lessons to the needs of the students and the amount of time allotted for the training program. On several occasions, the class time was shortened due to school related events, so the eleven lessons took more than eleven classes. The classes lasted two consecutive periods and were held once a week. The total amount of time for two periods equals 80 minutes. The classes began in November of 2009 and lasted until March 2010. During that time, there were also school holidays. The fourth graders and fifth graders met during two separate classes- fourth graders on Tuesday mornings and

fifth graders on Wednesday mornings. For the majority of the classes, the fourth grade students met in the researcher's third grade classroom, and the fifth graders met in the ICT lab. The classes were divided by each section of the strategy list. Below is a description of each lesson. Following the class outline is an analysis of each section of the strategies. The strategies are analyzed based on three areas. First, the researcher recorded observations from class discussions of the strategies and the students' performance during the lessons. Second, the students wrote reflections in their notebooks about the strategies they chose each week (referred to as *weekly strategies*). Third, the students completed the SILL and the SORS before and after the training program. As mentioned before, the students rate their own usage of each strategy. Not all of the strategies on the SILL and the SORS relate to the researcher's strategy list. As each section is discussed, the related data from the SILL and the SORS is included to show the students' perceptions about their change in usage.

Planning to learn

Planning to Learn provides strategies for helping the student to focus on learning. Suggestions include setting goals, planning out study time, reflecting on your learning and work, dealing with anxiety, and being a smart test taker. All of the strategies were taught during the first two lessons of the strategy training program. The class discussed why and how the strategies could be useful. Then the students put the strategies into practice by selecting one or two to use as a weekly strategy. Table 31 provides a summarized list of the strategies for this section.

Table 31

Summary of the Strategies for Planning to Learn. (Appendix K)

<p>PL01: Set a goal and a purpose for learning. PL02: Create a plan for big projects or tests. PL03: Plan a reward. PL04: If you are nervous about doing a test, project, or presentation in English, use different strategies to relax. PL05: Be a smart test taker. PL06: Reflect before, during, and after a learning activity that uses English. PL07: Learn from your mistakes.</p>
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Four of the strategies from this section were used as a weekly strategy and mentioned during the interviews. Three of the strategies were used by students during the first few weeks of the training program, and one of the strategies was used during the winter when the students were dealing with a number of tests and presentations. Eight strategies from the SILL and the SORS relate to the strategies in *Planning to Learn*. Table 32 shows the results of the strategies from the SILL and the SORS that connect to the researcher’s list of strategies.

Table 32

Connecting the Strategies from Planning to Learn with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
PL01: Set a goal and a purpose for learning.							
SILL: D	S37	I have clear goals for improving my English skills.	2.83	Medium	4.71	High	1.88
PL02: Create a plan for big projects or tests.							
SILL: D	S34	I plan my schedule so I will have enough time to study English.	3.17	Medium	3.00	Medium	-0.17
PL03: Plan a reward.							
SILL: E	S41	I give myself a reward or treat when I do well in English.	2.50	Medium	3.14	Medium	0.64

Table 32 (cont'd)

Connecting the Strategies from Planning to Learn with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
PL04: If you are nervous about doing a test, project, or presentation in English, use different strategies to relax.							
SILL: E	S39	I try to relax whenever I feel afraid of using English.	4.00	High	4.86	High	0.86
SILL: E	S44	I talk to someone else about how I feel when I am learning English.	2.67	Medium	3.71	Medium	1.05
PL06: Reflect before, during, and after a learning activity that uses English.							
SILL: D	S38	I think about my progress in learning English.	3.50	Medium	3.71	Medium	0.21
PL07: Learn from your mistakes.							
SILL: E	S40	I encourage myself to speak English even when I am afraid of making a mistake.	4.00	High	4.43	High	0.43
SILL: D	S31	I notice my English mistakes and use that information to help me do better.	4.17	High	4.57	High	0.40

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

Strategy PL01 relates to setting a goal or a purpose for learning. This strategy was discussed in the beginning of the classes and revisited when the class talked about setting a purpose for reading. The students did not use this as a weekly strategy, but in every lesson they set goals on the reflection sheets in their notebooks. The SILL strategy that focuses on setting goals increased from a 2.83 to a 4.71. PL02 discusses creating a plan for studying. Student 8 particularly liked this strategy. She used it as a weekly strategy and mentioned it in the final interviews, saying that creating a plan helps her to stay “more neat and organized and you can do things on time.” The strategy that most closely relates to PL02 is S34, which relates to planning a time to study English. This strategy decreased in frequency of usage from 3.17 to 3.00. However, Student 8 increased her usage of S34 from 2 to 5. The scores for Student 8 were not included in the averages shown in Table 32 because she dropped out of the Strategy Training Program

after Lesson 6. In the final interviews, she said she needed to spend more time on her school work.

Strategy PL03 deals with planning a reward for completing a goal, such as doing well on an English test or project. The SILL strategy that most closely relates to PL03 is S41, which states: *I give myself a reward or treat when I do well in English.* S41 was one of the least used strategies out of the list of fifty by students in 6th – 8th grades, and the 7th grade T-EFL students rated S41 as their least frequently used strategy. The fifth grade students all used this strategy during the beginning weeks of the training program.

Student 5 planned to read books with her mom if she finished all her homework before Sunday. She said it was very helpful and continued to practice this strategy after the training program. Student 6 also used this strategy frequently, but Student 7 did not feel it was helpful. In her weekly reflection, she wrote “The strategy didn’t help me because I saw I didn’t need it.” Student 7 wanted to use PL03 as a weekly strategy to avoid procrastinating, but afterwards realized she does not have many problems with procrastination and will do her work with or without a reward. However, in her reflection she wrote PL03 would be useful if there was an assignment she didn’t want to do. The students used this strategy for a variety of school assignments- including ones not related to learning English. SILL strategy S41 increased in usage from 2.50 to 3.41 after the *Strategy Training Program*.

PL04 relates to strategies for dealing with nervousness, anxiety, or stress. Suggestions for dealing with nerves include taking a deep breath, stretching, going to the bathroom, drinking water, talking to a teacher or friend, doing the easiest thing first, or finding

something to squeeze. This strategy is similar to strategies LSE06 and LSE07 because these three deal with stress related to speaking in English, especially giving presentations in front of a group. These three strategies were discussed frequently in the winter when the fifth grade students had several presentations. Student 6 used PL04 as a weekly strategy twice because she was nervous about presenting in English. She was actually more concerned that if she messed up, her partner would be upset with her. As a result, Student 6 made a point to talk to her partner before the presentation about her concerns, and it made her feel much more confident. S39 and S40 from the SILL most closely relate to PL04. S39 discusses relaxing when one feels afraid of using English, and S44 discusses talking to someone about how one feels when learning English. S39 increased from 4.00 to 4.86, and S44 increased from 2.67 to 3.71.

PL05 focuses on strategies for test taking. This strategy was never used as a weekly strategy or mentioned during interviews. However, it was useful because the class would review PL05 when the students had upcoming tests. PL06 refers to reflecting before, during, and after a learning activity. The students had reflection sheets in their notebooks, including an activity for reflecting on big projects. However, only one student created a project reflection sheet. When the researcher asked the students about the reflection sheets, students responded that they did not have the time to complete it. In addition to the project reflections, the students began each class by reflecting on their school projects and their use of the strategies while writing in their notebooks and having classroom discussion about the weekly reflection sheets.

PL07 deals with learning from one's mistakes. The researcher frequently reminded students of this strategy so they would understand that mistakes should not be embarrassing because mistakes show you are learning. PL07 was an especially popular strategy with the fourth grade students, and several of them used it as a weekly strategy. Three of the students used the strategy to learn from their mistakes on an English test, and all three said it was helpful and they would use it again- especially when doing homework. In her notebook, Student 9 wrote, "I will use this strategy in tests and in life." SILL strategies S40 and S31 most closely relate to PL07. S40 increased from 4.00 to 4.43, and S31 increased from 4.17 to 4.57.

Listening to and speaking in English

Listening to and Speaking in English focuses on strategies for learning English through listening, speaking, and reading, as well as strategies for presenting in English. Similar to *Planning to Learn*, the eight strategies for this section were taught during the first two lessons of the training program. The class discussed the strategies and then students picked one to use as a weekly strategy in their student notebooks. Table 33 provides a summarized list of the strategies from this section.

Table 33

Summary of the Strategies for Listening to and Speaking English. (Appendix K)

LSE01: Watch movies or TV and read books in English. LSE02: Practice speaking in English with your friends and family. LSE03: Ask people to correct you when you make mistakes while you are talking or writing. LSE04: Ask questions if you do not understand something. LSE05: Write down the difficult words you hear and find the meaning later. LSE06: If you are presenting in English, make a list of "talking points" to use during the presentation. LSE07: Practice! Practice! Practice! Before you give a speech, practice presenting to a friend or family member.
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This section was utilized and edited throughout the training program. The class frequently revisited this section for help with studying and presenting- or just to improve students' English skills. Several of the strategies were used in the students' weekly notebooks and mentioned during interviews. Table 34 shows the strategies from the SILL and SORS that most closely relate to this section.

Table 34

Connecting the Strategies from Listening to and Speaking in English with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
LSE01: Watch movies or TV and read books in English.							
SILL: B	S15	I watch English language TV shows or go to movies spoken in English.	5.00	High	4.86	High	-0.14
SILL: B	S16	I read for pleasure in English.	4.67	High	4.86	High	0.19
SILL: D	S36	I look for opportunities to read as much as possible in English.	4.00	High	4.43	High	0.43
LSE02: Practice speaking in English with your friends and family.							
SILL: B	S14	I start conversations in English.	4.17	High	3.86	M	-0.31
SILL: D	S30	I try to find as many ways as I can to use my English.	3.67	Medium	4.14	High	0.48
SILL: D	S32	I pay attention when someone is speaking English.	4.33	High	4.57	High	0.24
SILL: D	S35	I look for people I can talk to in English.	4.00	High	4.29	High	0.29
SILL: F	S47	I practice English with other students.	2.67	Medium	3.57	Medium	0.90
LSE03: Ask people to correct you when you make mistakes while you are talking or writing.							
SILL: D	S31	I notice my English mistakes and use that information to help me do better.	4.17	High	4.57	High	0.40
SILL: F	S46	I ask English speakers to correct me when I talk.	2.83	Medium	3.29	Medium	0.45
SILL: F	S48	I ask for help from English speakers.	3.50	Medium	4.43	High	0.93

Table 34 (cont'd)

Connecting the Strategies from Listening to and Speaking in English with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
LSE04: Ask questions if you do not understand something.							
SILL: F	S45	If I do not understand something in English, I ask the other person to slow down or to say it again.	3.83	Medium	4.29	High	0.45
SILL: F	S48	I ask for help from English speakers.	3.50	Medium	4.43	High	0.93

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

Strategy LSE01 relates to watching movies or TV and reading books to learn more English. It was used as a weekly strategy by Student 5 and Student 6. Student 5 wrote in her journal that she wanted to read five books with difficult vocabulary because “I can talk English better and if I go to an English or American school I can use it.” In her reflection a week later, Student 5 commented that reading the books improved her English, especially with talking to people and when writing tests and essays. Student 6 wanted to watch movies and TV to learn more English words, and she reported a week later that she learned two new words by doing this.

Three strategies from the SILL relate to LSE01. Strategies S16 and S36 relate to reading, and both of these strategies increased in usage. However, strategy S15, which relates to watching TV and movies, decreased in usage from 5 to 4.86. It is interesting to note that S15 is the most frequently used strategy by the 165 Turkish EFL students who participated in the surveys, and it was used with a 4.48 level of frequency.

LSE02 encourages the learner to practice speaking in English with friends and family. This strategy was used by Student 7 as a weekly strategy towards the end of the training program. She said that everyone in her family speaks English but usually communicate in Turkish. Student 7 hoped she would get in the habit of speaking English more regularly if she spoke at home and at school. It is interesting to note that a very small percentage of the survey participants use English outside of school, even though if they feel comfortable speaking in English and/or have a parent who can speak English. However, SILL results indicate that students in 6th – 8th grades have conversations in English more frequently than students in 3rd – 5th grades. LSE02 connects to four strategies from the SILL- S14, S30, S32, S35, and S47. All five of these strategies relate to improving one's English by listening and participating in conversations. Four of the strategies increased in usage, and one of the strategies decreased.

LSE03 is similar to PL07 because both strategies relate to learning from one's mistakes. The class did not spend a lot of time on this particular strategy; but as mentioned before, the researcher frequently urged students to learn from their mistakes and not be discouraged or embarrassed. In addition, several students used PL07 in their journals. LSE03 relates to three strategies from the SILL, and all three increased in usage. LSE04 encourages students to ask questions if they do not understand something, which is connected to admitting one's mistakes. Throughout the list of strategies and the training program, students are encouraged to identify when they are confused and then ask questions or find another way to solve the problem. S45 and S48 from the SILL talk about asking for help and both increased in usage.

LSE05 was taught in conjunction with ENV05 and RC07 because all three relate to identifying difficult words or text and then using different strategies to understand the meaning. These three strategies were emphasized during the lessons for encountering new vocabulary and reading comprehension, and they were used as part of the students' weekly strategies. The strategy that has the closest connection to LSE05 is S02 from the SORS. S02 talks about taking notes while reading to better understand the text, and this strategy increased from a 2.14 to 2.43.

LSE06 and LSE07 were added during the second half of the training program because the students needed strategies to help with presentations. Student 7 needed the most help in this area because she was nervous about presenting in English. The class discussed making a list of talking points, writing the talking points in large print so they are easy to glance at, and practicing the speech so it sounds more like a conversation than a recording. Student 7 used this as her weekly strategy. The students discussed their presentations the following week, and everyone felt the strategies were very helpful. The participants also felt the strategies would be useful for upcoming presentations, especially Student 7.

Studying vocabulary

The section entitled *Studying Vocabulary* includes fourteen strategies for studying English words. Suggestions include making a list of words, using reference books to understand the meaning, creating a vocabulary journal and/or word webs, using different strategies to remember the meaning, and playing games with flash cards. Table 35 provides a summarized list of the strategies for this section.

Table 35

Summary of the Strategies for Studying Vocabulary. (Appendix K)

SV01: Begin by making a list of the words you need to learn; and then use a dictionary, thesaurus, or translation dictionary to find different ways to understand a word.
SV02: When you are writing down the definition for a word, underline key words, or important words, in the definition that help you to remember what the word means.
SV03: Think about different meanings of a word.
SV04: Think about the part of speech of the word to help you understand the meaning and how to use the word.
SV05: Find a picture, memory, or situation that will help you remember the meaning of the word. Then draw a picture, take a picture, or find a picture in a book or on the internet that helps you remember what the word means.
SV06: Write a sentence or a paragraph that uses the word.
SV07: Think of a category the word will fit into. A category is like the name of a group of words that have something in common.
SV08: Think of an expression that reminds you of the word, such as green with envy.
SV09: Create a rhyme to help you remember the word.
SV10: Create a word web, or a semantic map, to illustrate the word.
SV11: Keep a vocabulary journal.
SV12: Try to use the word or words you are learning in your writing or in conversations with your friends and family.
SV13: With a friend or by yourself, act out the word using an action or creating a skit.
SV14: Play games like Matching, Go Fish, Bingo, Basic Drill with Flash Cards, and Categories

The class worked on *Studying Vocabulary* strategies during Lessons 2, 3, and 4. At the beginning of each lesson- especially the first one- the class went over the strategies in this section. The students were encouraged to pick strategies from *Studying Vocabulary* to use in their notebooks. In Lesson 2, the vocabulary journals and “word webs” were introduced. Each student was given his/her own journal and a list of words from the *Reading Teacher’s Book of Lists, Third Edition* (Appendix O). The researcher explained and modeled how to create word webs on the board. While adding each element to the semantic maps, the researcher discussed the different aspects. First she modeled how to find the translation, definition, synonyms, antonyms, and part of speech. Then she added a sentence, rhyme, and/or expression. The researcher also drew a small picture and

talked about category words. Slowly the students increased their participation. The researcher went on to explain that the word webs do not need to include all the elements suggested in the strategy, and sometimes a word may not have all of the elements. Another issue was words that have multiple definitions and when to include more than one definition on the semantic map. After modeling the strategies, the students used dictionaries and thesauruses to create word webs in their journals. The researcher encouraged the students to create more word webs on their own in order to improve their language skills and to add marks on their achievement charts.

During Lessons 3 and 4, the students learned games to help them study vocabulary. The researcher handed out word lists that included the translation, definition, synonyms, antonyms, and part of speech. The students created flash cards to play two of the games so they could learn how to do this independently. However, for Lesson 4 the researcher prepared the flash cards because it would take too much time for the students to create all of them. Each game used a different aspect of the words, and the directions for each game were outlined in students' journals. At the end, the researcher and students discussed the games and usefulness for studying. Table 36 shows the connections between the Studying Vocabulary section and the strategies from the SILL and the SORS.

Table 36

Connecting the Strategies from Studying Vocabulary with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
SV01: Begin by making a list of the words you need to learn; and then use a dictionary, thesaurus, or translation dictionary to find different ways to understand a word.							
SORS: SUP	S13	I use reference materials (e.g., a dictionary) to help me understand what I read.	2.86	Medium	3.14	Medium	0.29
SV05: Find a picture, memory, or situation that will help you remember the meaning of the word. Then draw a picture, take a picture, or find a picture in a book or on the internet that helps you remember what the word means.							
SILL: A	S04	I remember a new English word by making a mental picture of a situation in which the word might be used.	3.17	Medium	4.00	High	0.83
SILL: A	S09	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	3.83	Medium	4.57	High	0.74
SV06: Write a sentence or a paragraph that uses the word.							
SILL: A	S02	I use new English words in a sentence so I can remember them.	2.83	Medium	3.43	Medium	0.60
SV09: Create a rhyme to help you remember the word.							
SILL: A	S05	I use rhymes to remember new English words.	2.83	Medium	2.71	Medium	-0.12
SV13: With a friend or by yourself, act out the word using an action or creating a skit.							
SILL: A	S07	I physically act out new English words.	2.50	Medium	3.00	Medium	0.50
SV14: Play games like matching, Go Fish, Bingo, basic drill with flash cards, or categories							
SILL: A	S06	I use flashcards to remember new English words.	1.17	Low	1.86	Low	0.69

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

The strategies from Studying Vocabulary were some of the students' favorites, especially the word webs. Students used strategies from this section throughout the training program as part of their weekly strategies. During the mid-term and final interviews, this section was the most frequently mentioned out of the five. Students felt

they learned a lot, and it was useful and fun. Student 1 felt her English grades improved because she was “studying in a better way and learning more vocabulary.”

SV01 relates to using reference books to find the definition, translation, synonyms, and antonyms for a word. The fourth graders in particular found this to be a very helpful strategy. They frequently mentioned it during interviews as helping with a difficult text that they were reading in their English. Student 2 used SV01 as a weekly strategy several times because she felt that learning the synonyms of a word helped when she was “stuck.” Student 8 used several different reference books to help her with classwork and homework, and Student 4 also mentioned that finding the synonyms and antonyms of a word helped her to better understand the meaning. Student 3 used a thesaurus to make her script more interesting. In her final interview, Student 3 said that she has begun using the dictionary and thesaurus more frequently due to the strategy training program. Student 1 used SV01 as a weekly strategy to improve her poetry, and she mentioned during both interviews that it helped her in class and with homework. SORS strategy S13 talks about using reference materials; however, this strategy is really meant for using reference materials when a new word is encountered while reading- not studying vocabulary. In any case, the students increased their usage of reference materials from a frequency level of 2.86 to 3.14.

SV02, SV06, and SV07 were used as weekly strategies by the fourth grade students to help with understanding and memory of difficult or new vocabulary. SILL strategy S02 connects with SV06, and usage of this strategy increased from 2.83 to 3.43. SV09 was very popular with the fourth grade students; they used it in English class, math class, and

while reading for fun. S05 on the SILL, which most closely relates to SV09, decreased in usage from 2.83 to 2.71. However, every student except one maintained or increased their usage of this strategy.

SV04 is very similar to ENV04 because both strategies talk about using the part of speech to better understand the meaning of a word. Neither of these strategies was used in the student notebooks, but they were mentioned during several of the interviews as a new skill the participants learned. Many students had heard about nouns and verbs, but they were unsure how to identify the “different parts of a sentence.”

Strategy SV05 suggests drawing, finding, or taking a picture that will help the learner remember the meaning of the word. The picture can be of a memory or a situation in which the word is used. Drawing or finding a picture was a very successful strategy for the students to understand and remember a new or difficult word. It was used eleven times as a weekly strategy, in addition to being used when the students were studying. In a specific example, Student 7 could not remember the word “circumference” for her geometry test. She printed a picture from the internet that illustrated the word and posted it on her bedroom wall. As a result, Student 7 was able to remember the meaning of this word on her test.

Strategy SV10 talks about the word webs, or semantic maps, which students used to create a picture of a word’s meaning. This was the most frequently used strategy- it was used nineteen times as a weekly strategy and used at least once by every participant. All of the fourth grade students filled up their vocabulary journals with word webs, and the

fifth grade students put a lot of work into their journals as well. When this strategy was taught in class, the students only had time to complete one for their vocabulary journals, so the rest of the word webs were created during their free time. The students used vocabulary words from the researcher's list and words they encountered during class or while reading. The word webs were mentioned during the interviews of fourth and fifth grade students. The students said they used this strategy in class and while studying or reading, and even when watching TV or listening to music. Many of the participants felt finding the synonyms and antonyms of a word, in addition to the definition, was very helpful in understanding and remembering the word. In each of the interviews, SV10 was noted as one of the most effective strategies learned during the training program and would be used after the program finished. Student 3 noted this strategy as something she has started doing since participating in the training program.

SV11 talks about creating a vocabulary journal to learn and remember new or difficult words. The students created their word webs in their journals, so therefore the journals were frequently used. In addition, two students used SV11 as a weekly strategy. They both wrote down difficult words encountered during class and then looked up the meanings later. When asked during the final interviews about the strategies she uses while studying, Student 1 responded, “[I use] the vocabulary journal; sometimes I look up words I hear in the dictionary; the vocabulary is helping me to learn new words.”

Student 6 and Student 7 really enjoyed SV13, which talks about acting out a word by using an action or creating a skit. Student 6 used this as a weekly strategy twice, once for fun and once when preparing a test. In her journal, Student 6 wrote that she likes this

strategy because “acting is one of my favorite things and I can remember the lines so easily.” She went on to say, “Now I can remember the word’s meaning just like the lines of a play.” Both students wrote short skits using specific vocabulary words and performed the skits with their friends. The SILL strategy that most closely relates to SV13 is S07, and it increased from 2.50 to 3.00. During the final interviews, several students said one of their favorite activities during the training program was creating the vocabulary games. Six students used the vocabulary games as a weekly strategy.

Strategy SV14 focuses on creating flash cards and playing games to learn vocabulary. As mentioned before, this strategy was taught and practiced during Lessons 3 and 4. Six students used SV14 as a weekly strategy, and the vocabulary games were mentioned frequently during the final interviews as one of the most fun activities. Student 8 wrote that she wanted to create a vocabulary game so that she can “visualize what I want to learn or what I am saying.” Student 2 wanted to create games “to learn in a fun way,” and Student 9 created a bingo game to study for a human body test. During Student 4’s final interview, the researcher asked about the strategies she uses while studying. She said that she has started using flash cards because they help her to learn vocabulary in a fun way.

While six students planned to create vocabulary games as one of their weekly strategies, only three students reported in their journals actually making the flash cards and playing the games. The other three students wrote that they did not complete the goal because they did not have the time. SILL strategy S06, which talks about using flashcards to remember new English words, increased from 1.17 to 1.86 after the training program.

This is an increase, but the strategy is still used with a low level of frequency. It is also interesting to note that S06 is one of the least used strategies by the overall group of Turkish EFL students who participated in the survey, averaging a 1.98 level of frequency. The only strategy used less frequently by the students in grades third through eighth was writing down one's feelings in a language learning diary.

Encountering new vocabulary

Encountering New Vocabulary provides strategies for understanding an unknown word that the learner may encounter while reading or listening to English. There are nine strategies; and they focus on skills such as marking unknown words, using context clues, using the spelling of the word, thinking about the part of speech, asking for help, and using reference books. Table 37 provides a summarized list of the strategies for this section.

Table 37

Summary of the Strategies for Encountering New Vocabulary. (Appendix K)

ENV01: Mark or write down the word and keep reading or listening. When you are finished reading, use different strategies to figure out the meaning.

ENV02: When a difficult word makes the text confusing, stop and re-read the text out loud.

ENV03: Try to guess the meaning of the word using clues in the word or around the word. Strategies ENV04, ENV05, ENV06, and ENV07 will help you to make smart guesses about the meaning.

ENV04: Use prefixes, suffixes, or a root word to help you figure out the meaning of the word.

ENV05: Think about another word that the new word looks like.

ENV06: Look for clues to help you understand the meaning of a new word. One way to find clues is to use context clues.

ENV07: Think about the part of speech.

ENV08: Ask someone for help- a teacher, friend, or family member may be able to explain the word to you.

ENV09: If you cannot guess the meaning of the word, look it up in a dictionary, translation dictionary, or a thesaurus.

This section was taught in Lessons 5 and 6. During both lessons, the class began by reviewing the list of strategies and discussing how to use each. Lesson 5 focused on context clues. The students completed activities to use pictures, text, and the part of speech to determine the meaning of an unknown word (Appendix P). In Lesson 6, the students completed activities that focused on using the word itself to understand the meaning. The class focused on using spelling to determine the meaning of Spanish words; and then used prefixes, suffixes, and root words to find the meaning of English words. The researcher used Spanish vocabulary for part of this lesson because she wanted the words to be completely foreign for the children.

The students really enjoyed Lessons 5 and 6, and learning Spanish was an enticing novelty for them (Appendix P). They had some prior knowledge of finding context clues in text, but they had little to no prior knowledge of identifying a part of speech or using the part of speech as a clue toward the meaning. After some practice, the students were able to verbalize the context clues from text and pictures. They were also able to identify the part of speech and make the link towards determining the meaning. However, identifying the part of speech is a skill that needs much more practice. The students also had little prior knowledge of prefixes and suffixes. They enjoyed the activity and were able to verbalize the connections between the word and the definition, but they also need more practice in this area. Table 38 provides a comparison of students' perceptions about their own strategy usage before and after the training program. The strategies listed in this table have been selected from the SILL and the SORS because they relate to the strategy list for *Encountering New Vocabulary*.

Table 38

Connecting the Strategies from Encountering New Vocabulary with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
ENV01: Mark or write down the word and keep reading or listening. When you are finished reading, use different strategies to figure out the meaning.							
SORS: SUP	S02	I take notes while reading to help me understand what I read.	2.14	Low	2.43	Low	0.29
ENV02: When a difficult word makes the text confusing, stop and re-read the text out loud.							
SORS: SUP	S05	When text becomes difficult, I read aloud to help me understand what I read.	3.57	Medium	3.71	Medium	0.14
ENV03: Try to guess the meaning of the word using clues in the word or around the word. Strategies ENV04, ENV05, ENV06, and ENV07 will help you to make smart guesses about the meaning.							
SILL: C	S24	To understand unfamiliar English words, I make guesses.	4.50	High	4.00	High	-0.50
SILL: C	S27	I read English without looking up every new word.	4.17	High	4.00	High	-0.17
SORS: PROB	S28	When I read, I guess the meaning of unknown words or phrases.	4.14	High	3.86	Medium	-0.29
ENV04: Use prefixes, suffixes, or a root word to help you figure out the meaning of the word. ENV05: Think about another word that the new word looks like. If the two words have similar spelling, the meanings might be similar too.							
SILL: B	S19	I look for words in my own language that are similar to new words in English.	3.50	Medium	4.14	High	0.64
SILL: B	S20	I try to find patterns in English.	3.50	Medium	3.57	Medium	0.07
SILL: B	S21	I find the meaning of an English word by dividing it into parts that I understand.	3.83	Medium	3.29	Medium	-0.55
ENV06: Look for clues to help you understand the meaning of a new word. One way to find clues is to use context clues.							
SORS: GLOB	S03	I think about what I know to help me understand what I read.	3.43	Medium	3.86	Medium	0.43
SORS: GLOB	S15	I use tables, pictures, and figures in text to increase my understanding.	4.43	High	3.71	Medium	-0.71
SORS: GLOB	S17	I use context clues to help me better understand what I am reading.	2.86	Medium	3.29	Medium	0.43
ENV08: Ask someone for help- a teacher, friend, or family member may be able to explain the word to you.							
SILL: F	S48	I ask for help from English speakers.	3.50	Medium	4.43	High	0.93
ENV09: If you cannot guess the meaning of the word, look it up in a dictionary, translation dictionary, or a thesaurus.							
SORS: SUP	S13	I use reference materials (e.g., a dictionary) to help me understand what I read.	2.86	Medium	3.14	Medium	0.29

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

Strategy ENV01 is similar to LSE05 and RC07 because all three deal with identifying and marking confusing words or text. Several students used ENV01 for their weekly strategies, as well as mentioned it during interviews. Student 9 wrote in her notebook that this is a strategy she would like to use “so that I can get a 100 in the test.” Student 1 mentioned this strategy in her winter and spring interviews as one she uses in the classroom: “When I don’t know a word, I draw it in a little notebook and look it up in a dictionary.” Student 7 decided to combine two strategies- highlighting important information and marking confusing text with a question mark. She used this strategy three times, but struggled with not being able to mark in library books. At one point, Student 7 wanted to look up a word from a library book, but lost it in the text while getting out the dictionary. The researcher discussed using post-it notes or pencil to help in these situations. Overall, Student 7 felt the strategy was helpful and integrated it into her normal study routine. During the lessons for reading comprehension, the researcher noticed her using the strategy while reading text. First, Student 7 would re-read the difficult text, mark it, and then ask about the word after reading the section. SORS strategy S02, which talks about taking notes while reading, most closely relates to ENV01 and increased in usage from 2.14 to 2.43.

Strategies ENV03, ENV04, ENV05, ENV06, and ENV07 were directly taught during Lessons 5 and 6. Strategy ENV03 is very broad and leads into the following three strategies. ENV03 is included in the list to encourage students to guess at the meaning of a new word instead of either giving up or relying too heavily on other strategies, such as asking for help or using a dictionary. ENV06 and ENV07 were directly taught in Lesson

5; then they were reinforced during Lesson 6 and the following reading comprehension lessons. The students were very enthusiastic during the lesson. They used ENV06 as a weekly strategy and mentioned it during the interviews. Student 5 and Student 7 said the lesson about context clues helped them on the making inferences section of their recent English test. During the winter interview, Student 5 observed, “I can see that I can do better than my classmates with the context clues.” Student 3 and Student 7 used this strategy while reading a difficult text in English class. Many of the students feel challenged by this same text, and Student 3 commented that they are all using this strategy to understand difficult words. Student 7 wrote in her journal that ENV06 helped her because “when I read hard books I am always stuck somewhere.” ENV07 was a more challenging concept for the students; however, they were eager to learn about the different parts of speech. Two students during their interviews said that learning the parts of speech was something new for them. Student 6 said that she enjoyed learning about “the different parts of a sentence, like verbs. [She] didn’t know the names of the words.”

Despite the positive feedback from students, the SILL and SORS strategies related to ENV06 all dropped in usage. (There are no strategies on the SILL or the SORS that directly connect to ENV07.) SILL strategies S24 and S27 relate to ENV06, as does SORS strategy S28. All three of these strategies relate to making guesses about unfamiliar words when reading or listening in English, and all three of these strategies decreased in usage. The researcher expects the reason for this decrease in frequency is due to the students’ increase in using dictionaries and thesauruses, as well as other strategies, for understanding difficult words. In addition, the students may not have

connected the idea of making guesses (as mentioned in S24 and S28) and making inferences based on context clues.

ENV04 and ENV05 deal with using clues in the word to determine the meaning. ENV04 focuses on prefixes, suffixes, and root words; and ENV05 looks for similarities and patterns between words. These two strategies were directly taught during Lesson 6, and the students were very enthusiastic about the new concepts. Only one student used this as a weekly strategy, and in her notebook she wrote using prefixes and suffixes is useful because “we use it always in our normal lives.” SILL strategies S19, S20, and S21 relate to strategies ENV04 and ENV05. S19 and S20 increased in usage, but S21 decreased. For strategies S19 and S20, most of the participants increased or maintained the same level of usage. For S21, one student increased usage by one level, and all the other students decreased by one level. The increases and decreases appear contradictory and surprising because the students were very enthusiastic about the activities for Lesson 5. However, the researcher observed that using prefixes and suffixes was a very new concept for the students, and they needed more practice to use the strategy independently. Unfortunately, the amount of time allotted for the training program did not permit further practice with this skill.

ENV09 was taught in conjunction with SV01, which both relate to using dictionaries and thesauruses to deal with unfamiliar words. As mentioned before, the fourth graders especially found this strategy to be very helpful, used it several times as a weekly strategy in their notebooks, and mentioned it during interviews as very useful during class or study times. SORS strategy S13 relates to using reference materials to help with

reading, and it is the strategy that has the strongest connection to ENV09. This strategy increased from 2.86 to 3.14.

Reading comprehension

Reading Comprehension is the most extensive section of the strategy list. The purpose of this section is to help the learner understand and remember more information from an English text. Skills include setting a purpose for reading a text, previewing and predicting, making inferences, thinking critically about a text, dealing with difficult text, marking difficult or important text, taking notes in an organized way, and summarizing information. Table 39 provides a summarized list of the strategies from this section.

Table 39

Summary of the Strategies for Reading Comprehension. (Appendix K)

- RC01: Set a purpose for reading.
- RC02: Be a smart reader and know what to look for while you are reading.
- RC03: Preview and predict.
- RC04: Preview, scan, and decide.
- RC05: Use your prior knowledge.
- RC06: Make inferences.
- RC07: Use different strategies for dealing with difficult text.
- RC08: Write down questions you have before, during, and after reading.
- RC09: Pick out the main ideas of the text.
- RC10: Mark the main ideas, important information, and important events in the text
- RC11: Take notes and paraphrase. You can take notes by creating a fact sheet, outline, or timeline.
- RC12: Visualize or picture the text.
- RC13: Frequently reflect on the text before, during, and after reading.
- RC14: Critically analyze the text.
- RC15: Write a summary of what you have read to help you remember the important information and the important events.
- RC16: Talk to people about the text.
- RC17: Create questions for friends.
- RC18: Use graphic organizers before, during, and after you read.

The strategies for reading comprehension were taught during Lessons 7-11. A variety of texts were used, including fiction, non-fiction, and biographies. The strategies were introduced and discussed during Lesson 7, and then reviewed in each of the following lessons. While certain strategies were targeted in each lesson, all of the strategies were reinforced throughout all four lessons. There was less focus put on strategies RC12, RC14, RC16, and RC17 due to time constraints of the training program. However, RC14 and RC16, which relate to analyzing and talking about the text, were frequently used because the class discussed each text in great detail. RC12, which relates to visualizing the text, was encouraged by the researcher while the students reflected on the text. The students did not have time to create questions for friends, but they were encouraged to write down questions about the text. In addition, the researcher talked about using this strategy as a helpful studying technique.

Aside from RC12, RC14, RC16, and RC17, each of the other Reading Comprehension strategies was directly taught during one or more of the lessons. The researcher began with skills such as previewing, predicting, and making inferences (Appendix P). Gradually the students began scanning and deciding what to read, picking out the important information to support the purpose for reading, marking confusing or important text, taking notes and paraphrasing, and then organizing their notes into a specific format- such as a timeline or a summary. RC07 suggests a variety of ways to deal with difficult text. This is a review of the strategies introduced in the previous sections, but the strategies are broadened slightly to deal with not just a difficult word but also a difficult area of text. These skills were repeated and reinforced throughout Lessons 7-11, and they were the focus of Lesson 9a. Table 40 shows the strategies from

the SILL and the SORS that most closely relate to the strategies from the Reading Comprehension section.

Table 40

Connecting the Strategies from Reading Comprehension with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
RC01: Set a purpose for reading.							
RC02: Be a smart reader and know what to look for while you are reading.							
SORS: GLOB	S01	I have a purpose in mind when I read.	3.14	Medium	4.00	High	0.86
RC03: Preview and predict.							
SORS: GLOB	S04	I take an overall view of the text to see what it is about before reading it.	4.14	High	4.71	High	0.57
SORS: GLOB	S08	I review the text first by noting its characteristics like length and organization.	4.14	High	4.14	High	0.00
SORS: GLOB	S15	I use tables, pictures, and figures in text to increase my understanding.	4.43	High	3.71	Medium	-0.71
SORS: GLOB	S20	I use typographical features like bold face and italics to identify key information.	3.71	Medium	3.57	Medium	-0.14
SORS: GLOB	S24	I try to guess what the content of the text is about when I read.	3.86	Medium	4.29	High	0.43
RC04: Preview, scan, and decide.							
SILL: B	S18	I first skim an English passage (read it quickly) then go back and read carefully.	3.67	Medium	3.71	Medium	0.05
SORS: GLOB	S06	I think about whether the content of the text fits my reading purpose.	2.57	Medium	3.43	Medium	0.86
SORS: GLOB	S12	When reading, I decide what to read closely and what to ignore.	2.86	Medium	3.71	Medium	0.86
RC05: Use your prior knowledge.							
RC06: Make inferences.							
SILL: A	S01	I think of relationships between what I already know and new things I learn in English.	3.67	Medium	3.86	Medium	0.19
SORS: GLOB	S03	I think about what I know to help me understand what I read.	3.43	Medium	3.86	Medium	0.43

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

Table 40 (cont'd)

Connecting the Strategies from Reading Comprehension with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
RC07: Use different strategies for dealing with difficult text.							
RC08: Write down questions you have before, during, and after reading.							
SORS: GLOB	S03	I think about what I know to help me understand what I read.	3.43	Medium	3.86	Medium	0.43
SORS: PROB	S16	I stop from time to time and think about what I am reading.	3.43	Medium	3.57	Medium	0.14
SORS: GLOB	S17	I use context clues to help me better understand what I am reading.	2.86	Medium	3.29	Medium	0.43
SORS: PROB	S07	I read slowly and carefully to make sure I understand what I am reading.	4.29	High	4.43	High	0.14
SORS: PROB	S11	I adjust my reading speed according to what I am reading.	3.71	Medium	3.86	Medium	0.14
SORS: PROB	S14	When text becomes difficult, I pay closer attention to what I am reading.	4.57	HIGH	4.71	HIGH	0.14
SORS: PROB	S25	When text becomes difficult, I re-read it to increase my understanding.	4.43	HIGH	4.71	HIGH	0.29
SORS: PROB	S28	When I read, I guess the meaning of unknown words or phrases.	4.14	HIGH	3.86	MEDIUM	-0.29
SORS: SUP	S02	I take notes while reading to help me understand what I read.	2.14	LOW	2.43	LOW	0.29
SORS: SUP	S05	When text becomes difficult, I read aloud to help me understand what I read.	3.57	MEDIUM	3.71	MEDIUM	0.14
SORS: SUP	S26	I ask myself questions I like to have answered in the text.	3.00	MEDIUM	3.71	MEDIUM	0.71
SILL: A	S01	I think of relationships between what I already know and new things I learn in English.	3.67	MEDIUM	3.86	MEDIUM	0.19
SILL: C	S24	To understand unfamiliar English words, I make guesses.	4.50	HIGH	4.00	HIGH	-0.50
SILL: F	S48	I ask for help from English speakers.	3.50	MEDIUM	4.43	HIGH	0.93
RC09: Pick out the main ideas of the text.							
SORS: SUP	S10	I underline or circle information in the text to help me remember it.	2.71	M	3.00	M	0.29

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

Table 40 (cont'd)

Connecting the Strategies from Reading Comprehension with Strategies from the SILL and the SORS.

Type of Strategy	S#	Strategies from SILL or SORS	Level of Usage before Strategy Training		Level of Usage after Strategy Training		Difference in Usage
RC11: Take notes and paraphrase.							
RC15: Write a summary of what you have read to help you remember the important information and the important events.							
SILL: B	S17	I write notes, messages, letters, or reports in English.	3.83	Medium	5.00	High	1.17
SILL: B	S23	I make summaries of information that I hear or read in English.	3.17	Medium	3.71	Medium	0.55
SORS: SUP	S02	I take notes while reading to help me understand what I read.	2.14	Low	2.43	Low	0.29
SORS: SUP	S18	I paraphrase (restate ideas in my own words) to better understand what I read.	3.00	Medium	3.00	Medium	0.00
RC13: Frequently reflect on the text while you are reading and after you have finished reading.							
SORS: PROB	S16	I stop from time to time and think about what I am reading.	3.43	M	3.57	M	0.14
SORS: GLOB	S23	I check my understanding when I come across new information.	3.29	M	3.57	M	0.29

Low (mean of 2.49 or below), medium (means between 2.50-3.99), and high (mean of 4.00 or higher)

Strategy RC01 talks about setting a purpose for reading, and RC02 refers to knowing what to look for while reading. RC01 was added during the training program, but RC02 was part of the original list in the students' notebooks. Both were discussed during lessons 8, 9a, 9b, and 10. These four lessons focused on looking for information in texts, highlighting the important information that relates to the purpose for reading, and paraphrasing the important information in note form. The class began by setting a purpose for reading and then previewing the text. None of the students chose RC01 or RC02 as one of their weekly strategies, but this may be partly related to the fact that RC01 was added later and not included on the list of strategies in their notebook. The SORS strategy that most closely relates to RC01 and RC02 is S01: *I have a purpose in mind when I read*. This strategy increased from a medium level of usage to a high level of usage after the training program (3.14 → 4.00).

Strategy RC01 talks about setting a purpose for reading, and RC02 refers to knowing what to look for while reading. RC01 was added during the training program, but RC02 was part of the original list in the students' notebooks. These strategies were introduced in Lesson 8 and then utilized for Lessons 9a, 9b, and 10. RC01 was actually added during Lesson 8 because the class had to set a purpose for reading in order to know what to look for. This process was repeated every time the class began a new text. . The SORS strategy that most closely relates to RC01 and RC02 is S01: *I have a purpose in mind when I read*. This strategy increased from a medium level of usage to a high level of usage after the training program (3.14 → 4.00).

Strategy RC03 talks about previewing a text and making predictions. This strategy was introduced during Lesson 7, and then repeated in the following lessons. The students realized they frequently preview text and make predictions, but they were unfamiliar with the terms and do not intentionally use this strategy to improve their reading comprehension. During Lesson 7, the class practiced previewing and predicting with three different fiction texts, and the students enjoyed discussing their predictions about the books. Student 4 used RC03 as a weekly strategy one time, and she felt guessing what the book was about helped her learn more because she realized her predictions were not correct. There are five strategies from the SORS that connect to RC03.

Strategies S15 and S20 decreased in the level of usage after the training program. These two strategies relate to looking at tables, pictures, figures, and typographical features to increase understanding of the text and identify key information. Strategies S04, S08, and S24 increased in the level of usage. These strategies relate to taking an overall view of

the text, noting its length and organization, and trying to guess about the content of the text.

RC04 talks about previewing, scanning, and deciding about a text before reading it.

RC04 is similar to RC03, which also refers to previewing a text. However, RC04 is mainly a strategy for doing research, and RC03 can be applied to all texts. Students researching in a foreign language may have difficulty finding texts that relate to their topic and fit their reading level, and this is especially true for children. Sometimes young students will read an entire text before deciding it is not related to their topic or it is too hard to understand. It is important for learners to be consciously selective when choosing texts for research in order to avoid wasting time.

RC04 was directly taught in Lesson 8 and then utilized when the class read non-fiction texts or biographies. Before starting the lesson, the class discussed why research can sometimes be difficult or frustrating. The teacher then introduced the strategy and explained how it can be helpful. The activity of the lesson focused on setting a research topic, asking the students to scan over three different articles, and then pick the article best fit for finding information about the topic. One of the articles did not relate to the topic, one of the articles related to the topic but was difficult to understand, and the third article related to the topic and was appropriate for their reading level. Students had to preview and scan each article, and then decide if it would be useful for finding information on the research topic. Learning how to scan was the most difficult skill for the students. The teacher modeled how to scan, monitored the students, and gave feedback on ways to improve. In Lesson 10, the class reviewed and practiced previewing

and scanning. Again the teacher modeled scanning and the students attempted to verbalize their strategies for scanning. This improved their speed and ability to know what to look for when previewing and scanning a text.

This lesson was actually taught earlier than scheduled because the students were feeling anxious about an upcoming project and wanted to learn strategies to improve their researching skills. After Lesson 8, several of the students said this strategy was helpful while conducting research and studying for tests. Three students used strategy RC04 as a weekly strategy. Student 4 used the strategy to help her decide which book to read, and Student 5 used the strategy while conducting research. Student 7 explained that she found an article that she thought would be very helpful for a class project. However, after previewing and scanning she realized it was not useful. She also wrote in her journal, “[This strategy is] helpful because I will be able to decide what to skip.”

Student 5 and Student 7 mentioned this strategy during the final interviews. Student 5 said that since the training program, she has started skimming the text in order to decide if she is reading the right thing. Student 7 noted RC04 as one of the strategies that she uses in class and while studying. She said, “We learned about scanning. I knew how to do that before, but I can do it better now. It helps me a lot when researching.”

Three strategies from the SILL and the SORS relate to RC04. SILL strategy S18 states, “I first skim an English passage (read it quickly) then go back and read carefully.” This strategy improved after the training program (3.67 → 3.71). From the SORS, S12 talks about deciding what to read closely and what to ignore, and S06 states, “I think about

whether the content of the text fits my reading purpose.” S12 increased from a 2.86 level of usage to a 3.71, and S06 increased from 2.57 to 3.43.

Strategies RC05 and RC06 deal with using prior knowledge and making inferences to better understand the text. These strategies were introduced during Lesson 7, along with making predictions. The students were unfamiliar with the terms “prior knowledge” and “making inferences.” The researcher explained that a reader makes an inference when he or she combines prior knowledge with book information to understand something that is not completely explained in the text. The students found making inferences to be the most challenging skill. The class read three fiction texts. The teacher read the texts to the class and stopped frequently to ask students questions. Some of the questions were about making predictions. Other questions were inferential, which forced them to explain something that was implied in the text but not specifically stated. For both types of questions, the teacher followed up by asking the students to explain their answers. Students easily verbalized their reasoning behind predictions, but had more trouble verbalizing their reasoning behind inferences. From the SILL, S01 most closely relates to RC05. It states, “I think of relationships between what I already know and new things I learn in English.” This strategy increased from a 3.67 to a 3.86. The SORS also has a strategy that relates to RC05 and RC06 which says, “I think about what I know to help me understand what I read.” This strategy increased from a 3.43 to a 3.86.

Strategies RC07 and RC08 relate to dealing with difficult text. RC07 lists several different strategies for identifying and understanding difficult text, and RC08 focuses on writing down questions about text in order to find out what is confusing, or to help the

reader find specific information. The objective for Lesson 9a directly deals with text that is difficult to understand. The strategies include frequently stopping to reflect on the text, highlighting important text, marking difficult text, writing down questions, and re-reading and reviewing text. The teacher read small parts of the story, and then paused to allow students to review and reflect, mark important or confusing text, and write down their questions. The students enjoyed the story, but were resistant towards using some of the strategies. They would mark confusing text with a question mark but did not want to write down questions, perhaps because they were not sure what to write. After silent reflection, students were eager to discuss the confusing text and make predictions about what would happen next.

RC07 and RC08 were not used by the students for their journals or mentioned during the interviews. However, a similar strategy, marking unknown words with a question mark, was used several times as a weekly strategy. There are many strategies from the SILL and the SORS that relate to these to strategies, and all increased in usage after the training program except for two- SILL strategy S24 and SORS strategy S28. S24 and S28 relate to guessing the meaning of unknown words or phrases. These two strategies may have decreased in usage because the students increased their usage of reference materials, such as dictionaries and thesauruses. The two strategies that increased the most are asking for help from English speakers and asking oneself questions to have answered in the text. This is interesting because the students were the most resistant to writing down questions during Lesson 9a. However, the increase may be related to the fact students became more aware of setting a purpose for reading and looking for specific information in the text.

Strategy RC09 deals with picking out the main ideas of the text. This strategy was first introduced during Lesson 8, and it was continued in Lessons 9a, 9b, and 10. In each of these lessons, the students were asked to think about their purpose for reading and then to pick out the main ideas and important information in the text. Students marked the main ideas by using highlighters or underlining the text. The class also worked on being “picky highlighters” because a frequent problem was the students would mark too much information. In order to help students determine what and how much to highlight, the class worked on identifying the main ideas, topic sentences, and key words. After reading the article, students would look back at what they highlighted in order to reflect on using the marked text to find the important information. By Lesson 10, students were able to verbalize how to pick out a topic sentence, how they determined which text to mark, and why certain information was the most important.

After Lesson 8, the students frequently talked about highlighting the main ideas and important information while working on research projects for school. This strategy was very useful for them, and Student 7 commented after completing her research that she was very proud of her work. During the final interviews, Student 6 mentioned RC09 as the strategy she uses most. She felt that highlighting the important information makes researching easier and faster because she does not need to write down everything. The SORS strategy that most directly links to RC09 is S10 which states, “I underline or circle information in the text to help me remember it.” This strategy increased from 2.71 to 3.00.

RC09 and RC10 deal with picking out and marking the main ideas of the text. These strategies were first introduced during Lesson 8 and continued in Lessons 9a, 9b, and 10. In each of these lessons, the students were asked to think about their purpose for reading and then to pick out the main ideas and important information in the text. Students marked the main ideas by using highlighters or underlining the text. The class also worked on being “picky highlighters” because a frequent problem was the students would mark too much information. In order to help students determine what and how much to highlight, the class worked on identifying the main ideas, topic sentences, and key words. After reading the article, students would look back at what they highlighted in order to use the marked text to find the important information. By Lesson 10, students were able to verbalize how to pick out the main ideas and topic sentences, how they determined which text to mark, and why certain information was the most important.

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Strategy RC11 refers to taking notes and paraphrasing information from the text. The strategy also discusses three different formats for taking notes: a fact sheet, an outline, and a timeline. RC15 focuses on writing a summary of text in order to remember it. RC11 and RC15 are very similar because both deal with paraphrasing text in order to identify the important information and better remember the text. RC11 and RC15 were introduced in Lesson 8 and practiced in Lessons 9b and 10. After reading through the text and marking the main ideas, students used different formats for taking notes and paraphrasing the information in their own words. While teaching the lesson, the researcher emphasized rephrasing the text instead of copying it. The class discussed that paraphrasing is important to avoid plagiarizing text and to make sure you understand the information in the text. In Lesson 8, the students decided to take short notes in a semantic map. The fifth grade students wrote summaries of the text but the fourth grade students did not have time. While writing the summaries, students were only allowed to look at their notes for help. In Lesson 9b, the students chose to create a simple fact sheet for taking notes. In Lesson 10, students created a timeline of the life of Theodor Seuss Geisel. The timelines showed the students were able to emphasize the main ideas and explain them in their own words. The students chose their own headings in the timeline to represent each stage of Dr. Seuss' life.

When the students would discuss their upcoming projects at the beginning of class, they frequently mentioned using strategy RC11 in conjunction with strategy RC15 while doing research for classroom projects. The students found both of these strategies to be very helpful while doing research and used the strategies often. RC11 and RC15 were mentioned several times during the finals interviews as strategies the students would

continue using. The timeline of Dr. Seuss' life was frequently mentioned as one of the most enjoyable activities for the students. Two students used RC15 as a weekly strategy. One student verbally summarized each chapter of her library book for her parents, and the other student wrote a summary of her library book. Both students felt that summarizing helped to remember the text better.

There are two strategies from the SILL and two strategies from the SORS that relate to RC11 and RC15. S17 refers to how frequently students write notes, messages, letters, or reports in English. This strategy increased from 3.83 to 5.00. S23 specifically talks about summarizing information, and this strategy increased from 3.17 to 3.71. S02 and S18 specifically discuss taking notes and paraphrasing. S02 increased in usage but maintained a low level of usage (2.14→2.43), and S18 did not see a change in usage (3.00). It is interesting that the students often mentioned taking notes and paraphrasing as a useful and fun strategy; however, S02 has a low level of usage before and after the training session, and S18 does not increase in usage after the training session.

RC13 talks about reflecting on text before, during, and after reading. This strategy was practiced in Lessons 7-10 and specifically taught in Lesson 9a. The objectives in Lesson 9a emphasize reflecting on what the reader has learned, predicting what will happen next, and identifying and interpreting difficult text. The process of reflecting before, during, and after reading encourages the students to think more carefully about the text. The students enjoyed taking time to discuss their thoughts on the text, and they increased their frequency of reflecting and marking text while in the training program. The SORS strategies that most closely related to RC13 are S23, S16, and S27. S23 talks about

checking your understanding when you come across new information, and this strategy increased from 3.29 to 3.57. S16 refers to stopping from time to time to think about what you are reading, and this strategy increased from 3.43 to 3.57.

RC18 uses graphic organizers to increase reading comprehension. RC18 was taught in the last lesson of the strategy training program; however, graphic organizers were used in the lessons relating to strategies for studying vocabulary and reading comprehension. In their notebooks, students were given a packet of example graphic organizers with descriptions of the uses for each one. After discussing each organizer, the class practiced filling out blank charts by using the story elements of Dr. Seuss' *The Cat in the Hat* (Appendix P). The text was chosen because of the students' interest in Theodor Seuss Geisel, their familiarity with the story, and the simplicity of the story. Students were familiar with three of the six organizers. They really enjoyed filling out the different charts and brainstormed uses for each organizer. Student 5 used RC18 as a weekly strategy. She said using the organizers was easy and she felt it was helpful with difficult text. Student 8 mentioned RC18 in her final interview. She noted the different types of graphic organizers as something she learned during the training program and has been useful with her school work.

CHAPTER 5: DISCUSSION

Overview of the study

The purpose of this study was to examine how students in 3rd – 8th grades perceive their usage of language learning and reading comprehension strategies. The study also intended to explore the perceptions that elementary students in a PYP setting have about their own use of language learning and reading comprehension strategies before and after experiencing strategy training.

The first part consists of two surveys to determine students' perceptions about how they learn in a foreign language. The surveys were administered to all students in grades 3 – 8. The first survey is called the Strategy Inventory for Language Learning, and it contains 50 strategies for students who are learning in the foreign language of English.

The second survey is called the Survey of Reading Strategies, and it contains 30 strategies for students reading in the foreign language of English. The surveys are not targeting students who are only learning English. The surveys are designed for students who are learning many subjects - history, literature, math, science, music, drama, etc – in a language that is not their native tongue; specifically, English. The results reflect the students' perceptions of how often they use the strategies listed in the surveys.

The second part of the study looked at strategies and teaching methods to improve our students learning and studying habits. This part of the study was called the Strategy

Training Program, which is a series of lessons designed to teach Turkish EFL students how to use a range of strategies for learning, reading, and studying. The list of strategies and the lessons developed to teach the strategies were designed by the researcher. The researcher used a number of studies and her own teaching experience to build the program. Educators can take the lessons and strategies included in the *Strategy Training Program* and apply and expand the teaching of the skills to fit the needs of their students. It is important to note that the pronoun *she* is used to refer to all of the participants in order to protect the identity of the limited number of male participants.

Discussion of the findings

Demographic survey

The demographic survey was administered along with the SILL and the SORS. Questions were designed to provide a language profile for each child. Students answered 14 questions about their language skills, the language skills of their parents, how often they use English, where they have lived, the languages they have been exposed to, and how much exposure they had. There were 229 students surveyed for this study, and 63 of the 229 were labeled “Non-Turkish EFL”. Students were placed into the Non-Turkish EFL category based on the following characteristics:

- If the participant responded “no” to being a native Turkish speaker
- If the participant spent more than one year in a non-Turkish school
- If the participant was a native Turkish and native English speaker

One section of the demographic survey asked students to rate their English and Turkish language skills. The results indicate that most students feel confident speaking English

and Turkish. This is an important factor to consider when analyzing the results from this study. The students at BLIS are unique because they are submerged in English while at school, but they are in a Turkish culture outside of school. In addition, many students have been exposed to other languages or foreign cultures.

The SILL and the SORS

The surveys reveal that students in 3rd – 8th grades use 77.5% of the strategies at a medium level of usage. The most frequently used category of strategies on the SILL was Part D, which is entitled *Organizing and Evaluating Your Learning*. Some of the highest rated strategies in this section included learning from one's mistakes, speaking and listening to English as frequently as possible, thinking about one's progress and finding out ways to be a better learner, and reading in English. The least frequently used category was Part A, which is called *Remembering More Effectively*. Some of the least frequently used strategies in this section included using flashcards, skits, rhymes, sentences, and images to remember vocabulary words.

The strategies from the SILL that are ranked at a high level of usage include watching TV and movies in English; asking questions in English; using different strategies to deal with feeling nervous about speaking in English; and reading English without looking up every new word. It is important to note that the strategies related to dealing with feeling nervous about speaking English (S40, S39, and S42) may not accurately reflect student use of these strategies. While administering the survey, most students reported that they do not feel nervous about using English and therefore marked these strategies as high usage. Strategies with a low level of usage include writing down one's feelings in a

language learning journal, using flash cards to study vocabulary, and acting out a new word in order to remember it.

The most frequently used category from the SORS was *Problem Solving Strategies*, and the least frequently used category was *Support Strategies*. Strategies that were used at a high level of frequency by the Turkish EFL students included getting back on track when one loses concentration, paying closer attention when text is difficult, adjusting one's reading speed, taking an overall view of the text before reading, visualizing what is read, reading slowly to make sure one understands the text, and re-reading difficult text to increase understanding. The only strategy used at a low level of frequency was taking notes while reading to increase one's understanding.

On the SILL and the SORS, the Turkish EFL students had a higher mean of usage than the non-Turkish EFL students. Some of the strategies on the SILL used more frequently by the non-Turkish EFL students included strategies related to reading, writing, and speaking in English. On the SORS, non-Turkish EFL students more frequently use strategies to improve reading comprehension such as taking notes, marking difficult text, paraphrasing information, visualizing text, and using context clues and prior knowledge to understand confusing text.

It is also interesting to note that female students have a higher mean of usage than male students on the SILL (3.32, 3.42) and the SORS (3.53, 3.60). In addition, the elementary students had a higher mean of usage than the middle school students for every category

on the SILL and the SORS, with the only exception being Part B on the SILL, which is entitled *Using All of Your Mental Processes*.

In summary, the survey reveals that strengths of the Turkish EFL students at BLIS appear to be learning from one's mistakes, thinking about one's progress in learning English, feeling confident about using English, getting back on track when losing concentration, paying attention to difficult text, and previewing and visualizing text. The researcher observed while administering the survey that students connected monitoring one's progress with academic success in English class, which is a detour from thinking about one's progress with reading, writing, and speaking. Students also have high means of usage for strategies related to speaking, reading, and listening to English. However, considering the data from the demographic surveys, it appears that when students leave school they watch a lot of TV and movies in English but they do not use English in conversation with friends and family. Weak areas of strategy usage include learning and study strategies such as using strategies to learn vocabulary (creating flashcards, rhymes, sentences, etc), taking notes while reading, and writing down one's feelings in a language learning journal. Having a language learning journal may seem unusual to BLIS students, but it also begs the question of how often do students reflect on their school work and learning strategies.

Strategy training program

The survey reveals the strengths and weaknesses that students at BLIS have when learning and reading in English. The *Strategy Training Program* is a series of lessons designed to help students improve their usage of strategies for learning and reading. The

researcher created her own list of strategies and lessons to teach the strategies based on research and her own teaching experience. The program is divided into five sections: *Planning to Learn, Listening to and Speaking in English, Studying Vocabulary, Encountering New Vocabulary, and Reading Comprehension*. Teaching the extensive list of strategies within 14 lessons was a challenge. However, the low number of participants made it easier for the researcher to tailor the lessons to the needs of the participants, collect a large amount of feedback from each student, and track their progress throughout the program.

Planning to learn

The *Planning to Learn* strategies encourage students to reflect on and improve their study habits, as well as mentally prepare for tests and presentations. These strategies were directly taught during the first two lessons and revisited throughout the training program. The class discussed why and how the strategies could be useful; then the students put the strategies into practice by selecting one or two to use as a weekly strategy.

Strategy PL01 talks about setting goals for learning, and strategy PL06 talks about reflecting on one's work. These two strategies were an integral part of the Strategy Training Program. At the beginning of every lesson, the students completed reflection sheets that asked students to think about their learning and studying from the previous week and to set goals for assignments and strategy usage for the upcoming week. The SILL strategies that relate to PL01 and PL06 increased in usage after the training

program. The researcher felt this routine encouraged the students to put the strategies into practice and become more thoughtful about their work.

Data from the surveys completed by 3rd – 8th grades indicates that the students are setting goals and thinking about their progress in English with a medium level of frequency. This is good but it is always helpful to remind students to reflect on their work and learning as much as possible. A classroom teacher can use the reflection sheets to help students develop the habit of reflecting on completed assignments, set goals for upcoming assignments, creating a plan for studying, and to integrate language learning and reading comprehension strategies into their everyday lives. Students can also benefit from the teacher discussing the purpose of an objective or activity and the advantages of learning a skill or completing an assignment. The project reflection sheets may also be helpful for the teacher who wants students to give feedback about the project, to reflect on their work, or to reflect on their use of English during the project (Appendix M).

Strategy PL03 also relates to setting goals, but focuses more on creating rewards for completion of a goal. SILL strategy S41, which relates to rewarding oneself for doing well in English, was one of the least used strategies by students in 6th – 8th grades. Two of the participants in the training program used this strategy and felt it was helpful. Student 7 student did not feel it was helpful because she would do her work with or without a goal. However, she noted that it may be helpful if there was an assignment she felt unenthusiastic about working on. While this strategy may seem obvious to most teachers and students, some students, such as the participants in the program, will not actively using this strategy until it is pointed out and encouraged.

PL04, PL05, LSE06, and LSE07 are strategies that are useful to go over before a written assessment or presentations. Strategy PL04 talks about using strategies to relax if the person feels nervous about using English during a test, project, or presentation. PL05 provides a list of ways to be a “smart test taker”. LSE06 explains how to make a list of talking points when preparing for a presentation, and LSE07 emphasizes the importance of practicing before a presentation. These strategies were especially successful with the fifth grade students while they were going through a period with many assessments and presentations. One of the students used PL04 twice because she was nervous that her partner would be mad if she made a mistake during the presentation. She became more confident after talking with her partner about her concerns. Another student was concerned about remembering everything she needed to talk about during the presentation, so she created a list of talking points (LSE06). This helped her so much that she used the same strategy for another presentation the following week. Students may not talk to their teacher about feeling nervous before a test or presentation. However, these examples illustrate that having a student identify his/her emotions and then learn how to deal with the emotions can be beneficial. Encouraging students to strengthen their presentation and test taking skills can help the teacher obtain more accurate results of a student’s knowledge.

PL07 focuses on learning from one’s mistakes. This strategy was very popular with the fourth grade participants, and one student wrote that she *will use this strategy in tests and in life*. There are some students who feel embarrassed about making mistakes and others who just ignore mistakes. Teachers can help students improve their learning by

first admitting that mistakes are part of learning and nothing to be embarrassed about, and then encouraging students to figure out why the mistake was made and how to correct it.

Listening to and speaking in English

The strategies categorized under *Listening to and Speaking in English* provide different ways to improve one's English through daily practice and ways to prepare for a presentation. The students were exposed to these strategies during the first couple of weeks of the training program. In addition, the class revisited the strategies for help with studying, presenting, or using English.

Strategy LSE01 focuses on improving one's English by reading books or watching movies and TV programs in English. LES01 was used as a weekly strategy by two of the participants, and both students felt their English was improved from reading books and watching TV in English. This strategy closely relates to SILL strategy S15, which states, "I watch English language TV shows or go to movies spoken in English." It is interesting to note that S15 is the most frequently used strategy by the overall group of students in 3rd – 8th grades. This was also the most frequently used strategy of the participants in the training program before their classes began, but it decreased in usage afterwards. While we want EFL students to surround themselves with English as much as possible, TV and movies do not always provide the best example for using English. Training students in strategies to improve their English will hopefully increase their usage of a variety of strategies and make them more aware of how they are learning.

LSE02 encourages students to improve their English by practicing with friends and family. One of the students used this as a weekly strategy, and she commented that both of her parents speak in English but as a family they always communicate in Turkish. It is concerning that very few students at BLIS practice their English outside of school, even though many students feel comfortable speaking the language and have a parent who can practice English with them. SILL results indicate that students in 6th – 8th grades more frequently have conversations in English than students in 3rd – 5th grades. Parents can be a great resource for helping students to improve their English and language learning skills, especially at BLIS because the demographic survey shows that many of the families have knowledge about multiple languages- especially English. Reminding the students and school community to integrate English into everyday routines can extend and improve the abilities of Turkish EFL children.

Studying vocabulary

Studying Vocabulary provides a number of strategies to help students study vocabulary in a more effective way. Lessons 2, 3, and 4 of the Strategy Training Program were dedicated to the Studying Vocabulary section. In the first lesson, the class went over the strategies and then reviewed the strategies at the beginning of the following lessons. In addition, all of the students were given vocabulary journals to use in class and keep for personal use (Appendix O). The first objective was to teach students how to create and use word webs. A list of words taken from the *Reading Teacher's Book of Lists, Third Edition* was included in the students' vocabulary journals. The researcher modeled the word webs on the board, explaining each aspect as it was added. The students were unfamiliar with the concept of a word web, but slowly increased their participation

during the lesson. After modeling the strategies, the students used dictionaries and thesauruses to create word webs in their journals. They were also encouraged to create word webs outside of the classroom, which many children did. Lessons 3 and 4 focused on teaching the students how to use flash cards. First the students had to learn to create flash cards; then they had to learn how to use them. The researcher taught the students how to use flash cards for basic drill and practice, and also how to play several different games.

Many of the strategies from the *Studying Vocabulary* section are meant to be used independently by the students while studying vocabulary. However, the teacher can encourage use of these strategies by directly teaching them in the class and frequently reminding the students about them. The SILL and SORS strategies that relate to this section are some of the least frequently used strategies by the overall group of students in 3rd – 8th grades. Some of the strategies may be simple to learn, such as finding a picture to illustrate a word. Other strategies involve skills that the students need to learn or improve, such as using a reference book, creating flash cards, or identifying the part of speech of a word. The word webs are an especially useful tool for Turkish EFL students. The participants really enjoyed using the word webs, and they incorporate many of the strategies in this section.

SV01 focuses on creating a word list and using reference materials to better understand vocabulary. At the beginning of the training program, most of the participants did not frequently use reference materials and their reference skills were very low. The results of the survey indicated that this is characteristic of most of the BLIS students in 3rd – 8th

grades, especially middle school students. After completing the lessons about studying vocabulary, the students began using reference materials more frequently. However, the surveys indicate that the students decreased how often they simply guess at the meaning of a word. An educator does not want to discourage students from using context clues as one of the first strategies for understanding an unknown word. However, it is evident that the students at our school can benefit from direct instruction on frequently using reference materials.

SV05 talks about remembering the meaning of a word by drawing or finding a picture that will illustrate the meaning of the word. This was a very successful strategy for the students; it was used eleven times as a weekly strategy, in addition to being used when the students were studying. One student had trouble remembering the word *circumference* for her geometry test, so she printed off a picture to illustrate the word and posted it in her bedroom. As a result, she got it right on the test. This is a strategy the students were not using before the Strategy Training Program, but they began using it after discussing it in class. Educators can provide drawings and pictures to their students during class or encourage them to find and create pictures on their own.

SV10 and SV11 refer to using the word webs and the vocabulary journal. The word webs was the most frequently used strategy out of the entire list. The vocabulary journals were also used as a weekly strategy, but not as frequently as the word webs. The students created word webs from words provided on the word list and from words they encountered while in class, reading, listening to music, or watching TV and movies. Identifying an unknown word and knowing how to find the meaning is a very important

skill for EFL students. As mentioned before, using reference books was one of the least frequently used strategies of the students involved in the study, but usage increased after direct instruction. The participants reported that looking up the definitions, synonyms, and antonyms was very useful for remembering and understanding the word.

Vocabulary journals and word webs are strategies educators can easily teach in the classroom and help the students to organize. Having reference books available in the classroom is also helpful for encouraging students to look up words. These are skills that may seem obvious to most people, but young students may not be practicing these strategies as often as we would like them to.

SV14 deals with creating flash cards and playing games to learn vocabulary. Creating flash cards was an important skill for students to learn because this was the least frequently used strategy by the participants before the training program. It is also one of the least used strategies by the overall group of Turkish EFL students who participated in the survey, averaging a 1.98 level of frequency. The students frequently mentioned these activities as some of their favorites during the training program, and six of the students picked SV14 as a weekly strategy. However, only three of these students actually followed through with creating the cards, and the other students wrote they did not have the time for it. The students are not accustomed to taking the time to create flash cards because it is a concept very foreign to them. Despite this, the students still felt SV14 is a very useful strategy and one of the students commented that she was *studying in a better way and learning more vocabulary*. This experience exposes two important issues. One, educators can improve student learning by discovering the strategies they use and the strategies they do not use. Second, some students need direct

instruction and frequent practice in order to begin using a skill such as studying with flash cards. Also, the researcher discovered that students enjoy and learn from flash cards, even if it is not a strategy they use independently.

Encountering new vocabulary

Encountering New Vocabulary provides strategies for improving the student's vocabulary by figuring out the meaning of an unknown word that the student sees, hears, or reads. There are nine strategies included in this section, and they were directly taught in Lessons 5 and 6. The lessons focused on marking unknown words and then using context clues and the spelling to determine the meaning. Skills included thinking about pictures, text, headings, prefixes, suffixes, the root word, and the part of speech to understand the meaning. The students had some prior knowledge about using context clues but little experience with identifying the part of speech, prefixes, and suffixes. After some practice, the students were able to verbalize the connection between different clues and the meaning of the word. From the interviews and student journals, the researcher felt that students were able to integrate the skill of using context clues into their everyday learning. Several of the students felt the lesson on context clues helped them on their English test, and one student said that she was using context clues better than her classmates. However, using the part of speech, prefixes, and suffixes were strategies that needed more practice before the students could use them independently. This is an example of one of the limitations to the study. While exposure benefited the participants, the time constraints prevented mastery of the skills for which students had little prior knowledge. Once educators have identified the weaknesses that students have,

they can adopt the strategies to their own classroom and develop the skills that students need to better understand the language of English and become more fluent.

ENV01 dealt with marking and/or writing down unknown words. Using the vocabulary journals was very helpful in developing this skill. One student began writing unknown words in a little notebook and then looking them up later. Another student combined the strategy of highlighting important information and marking confusing text with a question mark. She used this strategy three times, but struggled with not being able to mark in library books. During the lessons for reading comprehension, the researcher noticed her using the strategy while reading text. First, Student 7 would re-read the difficult text, mark it, and then ask about the word after reading the section. During class, educators can encourage students to practice this skill by having them write down or put a question mark next to the unknown word and then using strategies such as looking up the word in the dictionary to find the meaning. On the SILL and the SORS, guessing the meaning of unknown words was one of the strategies used most frequently by the overall group of students in 3rd – 8th grades. However, after the training program, the participants dropped in their usage of this strategy and increased in their frequency of using reference materials. As educators, we hope that students are using clues from the context and the spelling of the word to determine the meaning, but there is also the possibility that they are just skipping over the unknown word. Students can benefit from reminders to think about the words they do not understand and then use different strategies to figure out the meaning.

Reading comprehension

Reading Comprehension provides a number of strategies for the EFL student to increase understanding and retention while reading. The strategies for this section were taught during the last five lessons of the Strategy Training Program. Fourteen of the strategies were directly taught, and four were exposed to the participants and then reinforced through practice. The skills directly taught included previewing, predicting, scanning, recognizing when text is confusing, identifying main ideas and important information, taking notes, organizing notes into a specific format- such as a timeline or a graphic organizer, and summarizing. As the lessons progressed, the students began picking up the skills, developing independence, and becoming more aware of how they were approaching texts.

The students had experience with some of the strategies, such as previewing and predicting, but were not consciously using these strategies to improve their reading and research skills. Based on interviews and reflections, the students increased their usage of these strategies after discussing and practicing them. Other strategies, such as making inferences and scanning text, were more challenging for students. However, direct instruction and practice helped the students to gain independence with these skills. In the final interviews, the participants were very enthusiastic about strategies such as identifying important information and taking notes because it enabled them to read and study in a more efficient manner. The strategies transformed from a difficult task into an easier method of learning.

Strategy RC04 explains that when a person finds an article to use for research, he/she needs to preview, scan, and decide. This means that the student needs to preview the article, scan over it, and then decide if it will be useful before taking the time to read the article in detail. When strategy RC04 was first introduced, the students were trying to read entire articles that were above their reading level and/or unrelated to their topic of research. After the lesson, students commented that this strategy helped them to do research and decide whether or not to read a text. Thinking about texts in a critical way is important for Turkish EFL students because it helps them to think about their understanding and the usefulness of the text.

Other strategies that were very useful to students included identifying and marking main ideas and important information, taking notes and paraphrasing in an organized way, and then summarizing the text to increase comprehension and retention. One of the most challenging skills was learning how to be a “picky highlighter” because students wanted to highlight everything as important information. The same was true for taking notes and summarizing. Learning about different formats for taking notes, such as the graphic organizers, fact sheets, outlines, and timelines, helped the students to edit down the information and put it into their own words. Many students went on to use these strategies while studying and in class because it helped them to increase their understanding of texts.

On the SORS, the least frequently used strategy by students in 3rd – 8th grades was taking notes while reading to improve comprehension, and the mean of usage by Turkish EFL students was 2.43 (low). Turkish EFL students need to be actively thinking about

the text while reading. They need to consider if they understand the text, the main ideas and important information, and how they can remember and use the text. However, reading comprehension skills must be directly taught to the students. Data from the surveys and the Strategy Training Program reveals that students do not always use comprehension strategies because they either do not know how or they do not think it is useful. Educators must teach students skills such as previewing, predicting, scanning, picking out the main ideas and important information, marking confusing or important text, taking notes, and summarizing.

The educators teaching the students during the training program were highly qualified and experienced with teaching English language skills. In addition, some of the participants in the *Strategy Training Program* were former students of the researcher. She was surprised to hear the students say they were unfamiliar with strategies such as making inferences because these are skills used in her classroom. Despite this, the students seemed unfamiliar with some of the most basic skills need for learning and reading in English. As educators of Turkish EFL students, we can make false assumptions about the skills students use to take in information. Overcoming the language barrier as well as learning a new topic, such as the history of inventions or the systems of the human body, can be overwhelming at times. This study is a reminder that it is helpful to directly teach strategies for learning and reading in English into our everyday curriculum so that students will have the skills needed to master the information presented in class.

Implications for practice

The demographic survey can be utilized in the classroom as a tool for understanding the language background of a student. There are limitations to using it- for example young students have difficulty answering questions about their parents, such as the languages their parents can speak or where they have lived. However, students should be able to answer questions about themselves, such as the languages they can speak or where they have gone to school. Understanding the language profile of a student helps the educator to make connections with prior knowledge. As students increase language skills and exposure to different languages, their base of prior knowledge increases and learning becomes easier and faster. For example, a student who has studied Spanish may know that the Spanish word *room* is *habitación*. This knowledge may help the student to remember the meaning of the word *habitat*. Understanding and building upon prior experiences, knowledge, and skills can help improve the amount of information that a student retains and utilizes beyond the classroom.

Using the SILL and the SORS is very helpful for identifying the strengths and weaknesses that students have when learning and reading in a foreign language- specifically English. However, there is also the concern that students, especially young children, may have difficulty understanding the strategies and therefore may rate their usage incorrectly. When administering the surveys, it is best to have a small group so the educator can monitor the students' understanding and responses. Following the surveys with small group discussion or one-on-one interviews will expand the collected data and provide a deeper understanding for how students cope with reading and learning in the foreign language of English. This information can then guide instruction of strategy

usage. Educators can have a specific time for strategy instruction, or they can integrate the strategies into other activities. For example, the strategies of identifying the main idea and important information, taking notes, and using a timeline can be directly taught along side with teaching students about the Roman Empire.

The *Strategy Training Program* provides educators with a comprehensive list of strategies for students, specifically Turkish EFL students, who are learning and reading in the foreign language of English. In addition, the program describes a number of methods for teaching the strategies to students. The participants in the program increased their usage of many of the strategies after completing the program; and during the interviews, students were very positive about their experience and its impact on studying and learning. This demonstrates that direct instruction and practice of the skills can help students to have a better understanding of the strategies and increase the usage.

One of the main focuses of the *Strategy Training Program* was to encourage students to set goals and reflect on their learning and strategy usage every week. Students began to self-monitor their own studying and reading, and they compared their learning with that of their peers. The researcher felt the process of setting goals and reflecting each week not only helped students to think about their learning and upcoming projects, but it also helped students to integrate the strategies discussed during class into their everyday learning and studying. Integrating methods for goal setting and reflection into the classroom can motivate students to be more thoughtful and active learners. Teachers can also benefit by using student reflections to tailor future lessons to their needs and

interests. The reflection forms used in the student notebooks are an example of some quick and easy questions to help students set goals and reflect.

At BLIS, 84% of the Turkish EFL students feel comfortable speaking in English, and 70% of the students have at least one parent who can speak English proficiently. However, only 18% of the Turkish EFL students use their English outside of school and only 12% use English with their parents. Teachers must be proactive about motivating and urging students to practice their English as often as possible, even after school hours. A student is termed EFL because he/she is not submerged in a community that frequently uses English. Once they leave school, most students return to an environment that has the comfort of their native language. Educators need to encourage students, parents, and the entire school community to use English as much as possible inside and outside of school.

The lessons on marking unknown vocabulary, using a vocabulary journal, and creating word webs encouraged students to become aware of improving their vocabulary skills. Participants began marking vocabulary and using the journals more frequently, and then using reference books to find the definition, synonyms, and antonyms. Teachers can integrate these strategies into the classrooms by directly teaching the skills and then keeping reference books available for students. These lessons highlighted some of the participants' weaknesses, such as having little prior knowledge about parts of speech, prefixes, and suffixes. If an educator discovers similar problems in his/her classroom, the opportunity can be taken to build up some basic vocabulary and grammar skills. The skills can then be reinforced by using the word webs and vocabulary journals.

Using flash cards was another skill the participants had little experience with, which was surprising to the researcher because she frequently used flash cards while growing up. After teaching at BLIS for three years, she did not realize that most students do not use flash cards until the strategy was directly taught in her classroom. This is an example of how the surveys can be used to identify weaknesses in the learning strategies of students. The participants enjoyed creating the flash cards and learning games to play with them, but the researcher did not feel many of the students carried this strategy into their normal studying routines. However, if educators are able to spend more time creating flash cards and using them to practice vocabulary in the classroom, students will hopefully begin using the strategy more regularly.

The lessons for on *Encountering New Vocabulary* focused on strategies for understanding the meaning of unknown words that students encounter while listening or reading English. The surveys of the students in 3rd – 8th grades indicated that students use context clues more frequently than using the spelling of the word to determine the meaning. The participants in the study had some prior experience with using context clues but struggled with skills related to the spelling of the word, specifically looking at the root word, prefixes, and suffixes. Based on data from student journals and interviews, the participants were able to carry over the skills practiced in class regarding context clues but had less success with using the spelling of the word. This was another moment when the researcher felt the students would have benefited from more instruction and practice than time allowed. It is possible that this is a common weakness among Turkish EFL students, and the strategies and skills needed for overcoming this

weakness must be taught directly. We want our students to be smart readers by identifying unknown words and then actively using strategies to determine the meaning. Strategies such as using context clues and the spelling of the word can help students to deduce the meaning of an unknown word more quickly and therefore improve comprehension. Another activity included in this section involved figuring out the meaning of Spanish words based on spelling. While teaching this lesson, students frequently mentioned different associations they made, such as comparing the spelling to another Turkish, English, French, or German word. This is an example of how understanding the language profile of a child can inform the educator on possible connections that will increase learning and retention in the classroom.

Strategies PL04, PL05, LSE06, and LSE07 focus on helping students with assessments and presentations. LSE06 and LSE07 were strategies added during the training program after a conversation the researcher had with participants because they were nervous about upcoming presentations. The conversation arose while students were completing the sheets for goal setting and reflection, which is an example of how this exercise can inform an educator about the issues that students may be dealing with. Educators may not realize when students have anxiety about an upcoming project or assessment because students may not be inclined to discuss such issues in the classroom. However, students may need to learn about and practice skills such as making a list of talking points or using different strategies to relax. Conversations and activities related to being a smart test taker, dealing with anxiety, and presentation skills can lead to assessments and presentations that provide more accurate results of the students' knowledge.

Reading comprehension is a key asset for learning in most classrooms, especially in classrooms with EFL students. The lessons in the *Strategy Training Program* for reading comprehension focused on skills such as previewing, predicting, scanning, recognizing and marking difficult text, identifying main ideas and important information, taking notes, organizing notes into a specific format- such as a timeline or a graphic organizer, and summarizing. Based on data from the researcher's observations, student journals, and interviews, the students became more independent with these skills, became more aware of how they were approaching text, and integrated the skills into their normal reading and studying routines in order to learn more efficiently and effectively. The data collected on the surveys from the students in 3rd – 8th grades reveals that students can improve how frequently they preview text before reading, especially the middle school students. The surveys also reveal that two of the least frequently used strategies are taking notes while reading and marking text to improve comprehension. Educators can easily integrate direct instruction of these skills into their normal curriculum, especially lessons that involve a lot of reading- such as history or literature lessons. Even if students have experience with a strategy such as picking out the most important information from a text, they may benefit from direct instruction and practice in order to be more selective and not become overwhelmed with the text.

One of the *Reading Comprehension* lessons focused on teaching students how to preview, scan, and decide while researching. The researcher observed in her experience in the classroom and in the *Strategy Training Program* that young students frequently make the mistake of reading an entire text before they decide if it is useful. In addition, the skill of scanning is challenging for children. The participants in the training program

needed a lot of instruction and practice to learn how to scan. This involved discussion of different ways to scan, modeling aloud how to pick out the words to look at, giving the students time to practice scanning, and then having them discuss which words they looked at to determine if the text was useful. Talking to children about *deciding* if a text is useful can be empowering for them. Many times children feel obligated to read whatever is put in front of them. This is especially true for EFL children because they blame their English skills if the text is confusing. Educators can help students be more successful with their research by discussing different strategies for approaching text.

Implications for further research

This study focused on using direct instruction to improve the language learning and reading strategies of Turkish EFL students at a primary academic level. The data collection process included many different elements- such as demographics, strategy usage, and teaching methods. Based on qualitative data collected from the participants and quantitative data collected from the surveys, the researcher feels that direct instruction of the strategies benefitted the participants in a number of ways. However, this study also leaves a number of questions unanswered. There are a number of different elements in this study that can be researched more closely:

- the relationships between language profile, age, and strategy usage
- the relationships between strategy usage, reading skills (phonics, vocabulary, comprehension), and academic performance
- the strategy usage of Turkish EFL students compared to those of other language backgrounds

- the strategy usage of Turkish EFL students in different age groups, academic settings, or cultural backgrounds
- the relationships between direct instruction of strategies, strategy usage, reading skills, and academic performance
- the relationships between reflection and goal setting, metacognitive skills, strategy usage, reading comprehension, and academic performance

In addition, educators and academics can expand upon the list of strategies and teaching methods used during the *Strategy Training Program*. The strategy list can become more detailed and specific to Turkish EFL students of different age groups, language experience, and cultural background. The teaching methods can also be tailored to fit a variety of classrooms and students with different learning needs.

It would be interesting to design a study that focused on developing lessons for only one or two parts of the strategy list and then determining if direct instruction in this area affected learning, reading, or strategy usage. The participants in this study would have benefitted from spending more time on the vocabulary lessons, especially to increase their use of flash cards and to improve their grammar skills. A study could be designed to determine if extensive instruction in this area would benefit students' vocabulary skills, reading comprehension, strategy usage, and/or academic performance.

There are also many possibilities for how to expand the reading comprehension lessons. An educator or researcher could integrate four or five of these strategies into lesson plans for about six weeks and compare strategy usage or academic performance before

and after. The methods for teaching these strategies would benefit educators with similar students.

Reflection and goal setting was one of the main focuses of this study. The researcher felt this process played a key role in the students using the strategies outside of the training program. The concept of reflection and goal setting aligns with research on metacognition. Extensions of the *Strategy Training Program* can explore similar routines to improve academic performance and mastery of skills in the classroom.

The best methods for teaching EFL students is a well-researched topic. However, there are still many areas to study in regards to the Turkish EFL learner. Direct instruction of language learning and reading comprehension strategies is an area that may benefit Turkish EFL students, especially students who are learning English and learning academic content in English at the same time.

Limitations

The *Strategy Training Program* took place during the school day and this led to constraints on time and participation. The students and the parents had concerns about the children missing two periods of English. Therefore, there were a limited number of students involved in the program, and several students dropped out during the program. At the end of the program, there were a total of seven participants. However, the low number of participants allowed the researcher to devote more attention to each student and tailor the program to their specific needs.

The time constraint was a limitation because the list of strategies is very extensive and involves a lot of skills for the Turkish EFL learner. There were a number of skills that the students needed to spend more time on but could not due to the number of lessons and amount of information to cover. Educators and researchers may choose to focus on one section of the strategy list and expand the lessons to fit the needs of students.

There is also a limitation with the surveys because the SILL and the SORS are designed for mature learners; therefore, some students, especially the youngest students, may not have understood the meaning of a strategy fully. In addition, some children may have marked themselves very high, when actually they do not use the strategy very often.

The information gathered from the demographic surveys is also limited because some students, especially younger children, had difficulty answering a few of the questions accurately. This is especially true for the questions about their parents. One child listed nine languages that the parents can speak, including Australian, African, and American.

The population of the study is Turkish-EFL students in a school with a combined, national and international curriculum. This sample is not common in the population of students learning to read English, and it is not a common population of students enrolled in Turkish schools. While the results will provide insight into developing students' language learning strategies and reading capabilities, educators must independently decide on the strategies most effective for their students.

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APPENDICES

Appendix A. Strategy inventory of language learning (SILL)

Ek-2

Dil Öğrenme Strateji Envanteri

Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

Version 7.0 (ESL/EFL) © R.L.Oxford, 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the worksheet, write the response (1,2,3,4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

NEVER OR ALMOST NEVER TRUE OF ME

means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME.

means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME.

means that the statement is true about half the time.

USUALLY TRUE OF ME

means that the statement is true more than half the time

ALWAYS OR ALMOST ALWAYS TRUE OF ME

means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes 20 – 30 minutes to complete. If you have any questions, let the teacher know immediately.

EXAMPLE:

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Read the item, and choose a response (1 through 5, as above). And write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English.

You have just completed the example item. Answer the rest of the items on the Worksheet.

Ek-2 (Devamı)
Dil Öğrenme Strateji Envanteri

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read it quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Ek-2 (Devamı)
Dil Öğrenme Strateji Envanteri

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or to say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

Worksheet for Answering and Scoring the SILL

1. The blanks (.....) are numbered for each item on the SILL.
2. Write your response to each item (write 1,2,3,4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMS for the different parts fo the SILL. Then divide by 50.
6. When you have finished, look at the Profile of Results. Copy your averages from the Worksheet onto the Profile.

Part A		Part B		Part C		Part D		Part E		Part F	
Q1		Q10		Q24		Q30		Q39		Q45	
Q2		Q11		Q25		Q31		Q40		Q46	
Q3		Q12		Q26		Q32		Q41		Q47	
Q4		Q13		Q27		Q33		Q42		Q48	
Q5		Q14		Q28		Q34		Q43		Q49	
Q6		Q15		Q29		Q35		Q44		Q50	
Q7		Q16				Q36					
Q8		Q17				Q37					
Q9		Q18				Q38					
		Q19									
		Q20									
		Q21									
		Q22									
		Q23									
SUM Part A:		SUM Part B:		SUM Part C:		SUM Part D:		SUM Part E:		SUM Part F:	A+B+C+D+E+F =
SUM ÷ 9		SUM ÷ 14		SUM ÷ 6		SUM ÷ 9		SUM ÷ 6		SUM ÷ 6	A+B+C+D+E+F ÷ 50 =
(Average)		(Average)		(Average)		(Average)		(Average)		(Average)	

Appendix B. Survey of reading strategies (SORS)

Profile of Results

This Profile shows your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers. To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet, at the bottom.

Part	Which strategies are covered	Your Average on this part
A	Remembering more effectively.	
B	Using all your mental processes.	
C	Compensating for missing knowledge.	
D	Organising and evaluating your learning.	
E	Managing your emotions.	
F	Learning with others.	

Key to understanding your averages:

High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
	Generally not used.	1.5 to 2.4
Low	Never or almost never used.	1.0 to 1.4

5.0							
4.5							
4.0							
3.5							
3.0							
2.5							
2.0							
1.5							
1.0							
	A Remem- bering more effectively	B Using all your mental processes	C Compensating for missing knowledge	D Organis- ing and evaluating your learning	E Managing your emotions	F Learning with others.	A – F Your overall average.

The overall average tells you how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use most for learning English.

SURVEY OF READING STRATEGIES
(SORS)

The purpose of this survey is to collect information about the various techniques you use when you read academic materials in English (e.g., reading textbooks for homework or examinations, reading journal articles, etc.).

All the items below refer to your reading of college-related academic materials (such as textbooks, *not* newspapers or magazines). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

- '1' means that 'I never or almost never do this'.
- '2' means that 'I do this only occasionally'.
- '3' means that 'I sometimes do this'. (About 50% of the time.)
- '4' means that 'I usually do this'.
- '5' means that 'I always do this or almost always do this'.

After reading each statement, *circle the number* (1, 2, 3, 4, or 5) which applies to you. Note that there are no right or wrong responses to any of the items on this survey.

Category		Statement	Never				Always
GLOB	1.	I have a purpose in mind when I read.	1	2	3	4	5
SUP	2.	I take notes while reading to help me understand what I read.	1	2	3	4	5
GLOB	3.	I think about what I know to help me understand what I read.	1	2	3	4	5
GLOB	4.	I take an overall view of the text to see what it is about before reading it.	1	2	3	4	5
SUP	5.	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
GLOB	6.	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
PROB	7.	I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
GLOB	8.	I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
PROB	9.	I try to get back on track when I lose concentration.	1	2	3	4	5
SUB	10.	I underline or circle information in the text to help me remember it.	1	2	3	4	5
PROB	11.	I adjust my reading speed according to what I am reading.	1	2	3	4	5

Category		Statement	Never				Always
GLOB	12.	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
SUP	13.	I use reference materials (e.g., a dictionary) to help me understand what I read.	1	2	3	4	5
PROB	14.	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
GLOB	15.	I use tables, pictures, and figures in text to increase my understanding.	1	2	3	4	5
PROB	16.	I stop from time to time and think about what I am reading.	1	2	3	4	5
GLOB	17.	I use context clues to help me better understand what I am reading.	1	2	3	4	5
SUP	18.	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
PROB	19.	I try to picture or visualize information to help remember what I read.	1	2	3	4	5
GLOB	20.	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
GLOB	21.	I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
SUP	22.	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
GLOB	23.	I check my understanding when I come across new information.	1	2	3	4	5
GLOB	24.	I try to guess what the content of the text is about when I read.	1	2	3	4	5
PROB	25.	When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
SUP	26.	I ask myself questions I like to have answered in the text.	1	2	3	4	5
GLOB	27.	I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
PROB	28.	When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
SUP	29.	When reading, I translate from English into my native tongue.	1	2	3	4	5
SUP	30.	When reading, I think about information in both English and my mother tongue.	1	2	3	4	5

Appendix C. Demographic survey given to students

Student Demographic Sheet

Number _____

Grade _____

Please make sure you write with pencil to answer the questions. If you do not know the answer to a question, you can leave it blank.

A. Are you a boy or a girl? Cinsiyetin nedir?		
B. When were you born? Doğum tarihin ne zaman? Day (1-31) _____ Month _____ Year _____ Age _____		
C. What country where you born in? Hangi ülkede doğdun?		
D. What languages can you speak? Hangi lisanları konuşabiliyorsun? Write in order from best to worst.		
1. _____	4. _____	
2. _____	5. _____	
3. _____	6. _____	
E. Have you ever gone to school in another country? If the answer is no, you can skip this section.		
Write each country where you went to school.	Which grade(s) were you in at the school?	What language did you speak at the school?
1. _____ →	_____ →	_____
2. _____ →	_____ →	_____
3. _____ →	_____ →	_____
4. _____ →	_____ →	_____
5. _____ →	_____ →	_____
6. _____ →	_____ →	_____
F. Write down all the languages your parents can speak: Ebeveynlerinin konuştuğu tüm lisanları aşağıya yazın:		

Student Demographic Sheet

Please make sure you write with pencil to answer the questions. If you do not know the answer to a question, you can leave it blank.

<p>G. What language do you usually speak with your parents? Ebeveynlerinle genel olarak hangi lisani konuřuyorsun?</p>
<p>H. Write down the countries where your mother has lived. For example, your mother may have lived in Turkey and the United States.</p>
<p>I. Write down the countries where your father has lived. For example, your father may have lived in Turkey and the United States.</p>
<p>J. What language do you usually speak when you are not in a classroom with your teacher? Sınıfta öğretmenin olmadığı zamanlarda genellikle hangi lisani konuřuyorsun?</p>
<p>K. Check the box to show how often you speak English. Ařađıda ne kadar sıklıkla İngilizce konuřtuđunuzu gösteren kutulardan birini iřaretleyin :</p> <p><input type="checkbox"/> I am a native English speaker. My parents and most of my family speak English, and I almost always speak English at home. İngilizceyi anadilim olarak konuřuyorum. Ebeveynlerim ve ailemin büyük bir kısmı İngilizce konuřuyor ve ben hemen hemen her zaman evde İngilizce</p> <p><input type="checkbox"/> I am not a native English speaker. I do not usually speak English with my family. İngilizceyi anadilim olarak konuřmuyorum. Genellikle ebeveynlerimle İngilizce konuřmuyorum.</p>

Student Demographic Sheet

Please make sure you write with pencil to answer the questions. If you do not know the answer to a question, you can leave it blank.

<p>L. Check the box to show how you feel about speaking English. Aşağıda İngilizce konuşma konusunda neler hissettiğinizi gösteren kutulardan birini işaretleyin:</p> <p><input type="checkbox"/> I am very good at speaking English; it is the easiest language for me to speak. İngilizce konuşma konusunda çok rahatım; İngilizce benim için en kolay lisan.</p> <p><input type="checkbox"/> I feel good about speaking in English, but it is not the easiest language for me. İngilizce konuşurken kendimi iyi hissediyorum, ama İngilizce benim için en kolay lisan değil.</p> <p><input type="checkbox"/> English is sometimes hard for me. İngilizce konuşmakta bazen zorlanıyorum.</p> <p><input type="checkbox"/> English is very hard for me and I need a lot of help. İngilizce benim için çok zor ve çok fazla yardıma ihtiyacım var.</p>
<p>M. Check the box to show how often you speak Turkish. Aşağıda ne kadar sıklıkla Türkçe konuştuğunuzu gösteren kutulardan birini işaretleyin:</p> <p><input type="checkbox"/> I am a native Turkish speaker. My parents and most of my family speak Turkish, and I almost always speak Turkish at home. Türkçeyi anadilim olarak konuşuyorum. Ebeveynlerim ve ailemin büyük bir kısmı Türkçe konuşuyor ve ben hemen hemen her zaman evde Türkçe konuşuyorum .</p> <p><input type="checkbox"/> I am not a native Turkish speaker. I do not usually speak Turkish with my family. Türkçeyi anadilim olarak konuşmuyorum. Genellikle ebeveynlerimle Türkçe konuşmuyorum.</p>
<p>N. Check the box to show how you feel about speaking Turkish. Aşağıda Türkçe konuşma konusunda neler hissettiğinizi gösteren kutulardan birini işaretleyin:</p> <p><input type="checkbox"/> I am very good at speaking Turkish; it is the easiest language for me to speak. Türkçe konuşma konusunda çok rahatım; Türkçe benim için en kolay lisan.</p> <p><input type="checkbox"/> I feel good about speaking in Turkish, but it is not the easiest language for me. Türkçe konuşurken kendimi iyi hissediyorum, ama Türkçe benim için en kolay lisan değil.</p> <p><input type="checkbox"/> Turkish is sometimes hard for me. Türkçe konuşmakta bazen zorlanıyorum.</p> <p><input type="checkbox"/> Turkish is very hard for me and I need a lot of help. Türkçe benim için çok zor ve çok fazla yardıma ihtiyacım var.</p>

**Appendix D. Comparing survey results of students in
3rd – 5th grades and 6th – 8th grades**

Table 41

Comparing SILL means of usage by students in 3rd - 5th grades with students in 6th - 8th grades

Category	Strategy	3 rd - 5 th Overall	6 th - 8 th Overall	Difference	Category	Strategy	3 rd - 5 th T-EFL	6 th - 8 th T-EFL	Difference	Category	Strategy	3 rd - 5 th Non-T-EFL	6 th - 8 th Non-T-EFL	Difference
A	S01	3.66	3.46	0.19	A	S01	3.89	3.57	0.32	A	S01	2.86	3.22	-0.36
A	S02	3.29	3.24	0.05	A	S02	3.45	3.26	0.18	A	S02	2.77	3.20	-0.42
A	S03	3.19	3.18	0.01	A	S03	3.35	3.16	0.19	A	S03	2.64	3.22	-0.58
A	S04	3.22	3.21	0.01	A	S04	3.45	3.24	0.20	A	S04	2.45	3.15	-0.69
A	S05	2.70	2.28	0.42	A	S05	2.88	2.45	0.43	A	S05	2.09	1.90	0.19
A	S06	2.06	1.92	0.15	A	S06	2.14	1.86	0.28	A	S06	1.82	2.05	-0.23
A	S07	2.66	1.99	0.66	A	S07	2.70	1.99	0.71	A	S07	2.50	2.00	0.50
A	S08	3.22	3.05	0.17	A	S08	3.35	3.07	0.29	A	S08	2.77	3.00	-0.23
A	S09	3.45	3.27	0.18	A	S09	3.50	3.21	0.29	A	S09	3.27	3.39	-0.12
B	S10	2.92	2.98	-0.06	B	S10	3.16	3.07	0.10	B	S10	2.09	2.78	-0.69
B	S11	3.82	3.39	0.44	B	S11	3.78	3.77	0.01	B	S11	3.95	2.54	1.42
B	S12	3.30	3.19	0.11	B	S12	3.42	3.24	0.18	B	S12	2.91	3.07	-0.16
B	S13	3.25	3.40	-0.15	B	S13	3.23	3.43	-0.20	B	S13	3.32	3.34	-0.02
B	S14	3.48	4.06	-0.58	B	S14	3.22	3.91	-0.70	B	S14	4.36	4.39	-0.03
B	S15	4.28	4.80	-0.51	B	S15	4.16	4.74	-0.57	B	S15	4.68	4.93	-0.25
B	S16	4.17	4.05	0.12	B	S16	3.99	3.90	0.09	B	S16	4.77	4.37	0.41
B	S17	3.60	4.23	-0.63	B	S17	3.54	4.13	-0.59	B	S17	3.82	4.46	-0.65
B	S18	3.02	2.78	0.24	B	S18	3.12	2.79	0.33	B	S18	2.68	2.76	-0.07
B	S19	3.26	3.05	0.21	B	S19	3.31	3.41	-0.10	B	S19	3.09	2.24	0.85
B	S20	3.19	2.75	0.44	B	S20	3.19	2.73	0.46	B	S20	3.18	2.80	0.38
B	S21	3.42	2.97	0.45	B	S21	3.50	3.01	0.49	B	S21	3.14	2.88	0.26
B	S22	3.64	3.48	0.15	B	S22	3.61	3.70	-0.10	B	S22	3.73	3.00	0.73
B	S23	3.28	3.13	0.15	B	S23	3.38	3.22	0.16	B	S23	2.95	2.93	0.03
C	S24	3.88	3.79	0.09	C	S24	4.05	3.89	0.16	C	S24	3.27	3.56	-0.29
C	S25	3.17	3.05	0.12	C	S25	3.20	3.19	0.02	C	S25	3.05	2.73	0.31
C	S26	2.99	2.59	0.40	C	S26	3.15	2.73	0.42	C	S26	2.45	2.29	0.16
C	S27	3.88	4.14	-0.26	C	S27	3.85	4.12	-0.27	C	S27	3.95	4.17	-0.22
C	S28	3.75	3.34	0.41	C	S28	3.80	3.47	0.32	C	S28	3.59	3.05	0.54
C	S29	3.77	3.53	0.24	C	S29	3.95	3.64	0.31	C	S29	3.18	3.29	-0.11
D	S30	3.88	3.83	0.04	D	S30	3.92	3.95	-0.03	D	S30	3.73	3.59	0.14
D	S31	4.05	3.92	0.14	D	S31	4.07	3.90	0.17	D	S31	4.00	3.95	0.05
D	S32	4.13	3.61	0.51	D	S32	4.09	3.70	0.39	D	S32	4.23	3.41	0.81
D	S33	3.95	3.55	0.39	D	S33	3.99	3.66	0.33	D	S33	3.82	3.32	0.50
D	S34	3.09	2.70	0.39	D	S34	3.11	2.69	0.42	D	S34	3.05	2.73	0.31
D	S35	3.72	3.45	0.27	D	S35	3.65	3.41	0.24	D	S35	3.95	3.54	0.42
D	S36	3.90	3.68	0.21	D	S36	3.84	3.52	0.32	D	S36	4.09	4.05	0.04
D	S37	3.68	3.31	0.37	D	S37	3.76	3.34	0.42	D	S37	3.41	3.24	0.17
D	S38	3.82	3.55	0.28	D	S38	3.91	3.73	0.18	D	S38	3.55	3.15	0.40
E	S39	4.00	4.05	-0.05	E	S39	4.09	4.21	-0.11	E	S39	3.68	3.71	-0.03
E	S40	4.11	4.30	-0.19	E	S40	4.08	4.21	-0.13	E	S40	4.23	4.51	-0.28

Table 41 (cont'd)

Category	Strategy	3rd - 5 th Overall	6th - 8 th Overall	Difference	Category	Strategy	3rd - 5 th T-EFL	6th - 8 th T-EFL	Difference	Category	Strategy	3rd - 5 th Non-T-EFL	6th - 8 th Non-T-EFL	Difference
E	S41	3.25	2.11	1.14	E	S41	3.27	2.09	1.18	E	S41	3.18	2.17	1.01
E	S42	3.93	3.83	0.10	E	S42	4.07	4.00	0.07	E	S42	3.45	3.44	0.02
E	S43	2.13	1.48	0.64	E	S43	2.18	1.53	0.65	E	S43	1.95	1.39	0.56
E	S44	3.66	2.79	0.87	E	S44	3.72	2.78	0.94	E	S44	3.45	2.80	0.65
F	S45	3.99	3.49	0.50	F	S45	4.19	3.67	0.52	F	S45	3.32	3.10	0.22
F	S46	3.23	2.44	0.79	F	S46	3.50	2.54	0.96	F	S46	2.32	2.22	0.10
F	S47	3.00	3.40	-0.40	F	S47	3.07	3.42	-0.35	F	S47	2.77	3.37	-0.59
F	S48	3.73	3.00	0.73	F	S48	3.80	3.24	0.56	F	S48	3.50	2.46	1.04
F	S49	4.16	4.32	-0.16	F	S49	4.16	4.35	-0.19	F	S49	4.14	4.24	-0.11
F	S50	3.65	3.34	0.30	F	S50	3.72	3.24	0.47	F	S50	3.41	3.56	-0.15
# of Strategies used more frequently in 3rd - 5th				40	# of Strategies used more frequently in 3rd - 5th				38	# of Strategies used more frequently in 3rd - 5th				28
# of Strategies used more frequently in 6th - 8th				10	# of Strategies used more frequently in 6th - 8th				12	# of Strategies used more frequently in 6th - 8th				22
Part A	3.05	2.84	0.20	Part A	3.19	2.87	0.32	Part A	2.58	2.79	-0.22			
Part B	3.47	3.45	0.03	Part B	3.47	3.50	-0.03	Part B	3.48	3.32	0.16			
Part C	3.57	3.41	0.17	Part C	3.67	3.51	0.16	Part C	3.25	3.18	0.07			
Part D	3.80	3.51	0.29	Part D	3.81	3.54	0.27	Part D	3.76	3.44	0.32			
Part E	3.51	3.09	0.42	Part E	3.57	3.14	0.43	Part E	3.33	3.00	0.32			
Part F	3.63	3.33	0.29	Part F	3.74	3.41	0.33	Part F	3.24	3.16	0.08			
Overall	3.49	3.29	0.20	Overall	3.55	3.34	0.21	Overall	3.29	3.17	0.12			

Table 42

Comparing SORS Means of Usage by Students in 3rd - 5th Grades with Students in 6th - 8th Grades

Category	Strategy	3rd - 5 th Overall	6th - 8 th Overall	Difference	Category	Strategy	3rd - 5 th T-EFL	6th - 8 th T-EFL	Difference	Category	Strategy	3rd - 5 th Non-T-EFL	6th - 8 th Non-T-EFL	Difference
GLOB	S01	3.79	3.43	0.37	GLOB	S01	3.92	3.34	0.58	GLOB	S01	3.39	3.63	-0.24
GLOB	S03	3.91	3.88	0.03	GLOB	S03	3.89	3.84	0.05	GLOB	S03	3.96	3.98	-0.02
GLOB	S04	4.25	3.83	0.42	GLOB	S04	4.39	3.85	0.54	GLOB	S04	3.78	3.78	0.00
GLOB	S06	3.70	3.53	0.17	GLOB	S06	3.78	3.51	0.27	GLOB	S06	3.43	3.56	-0.13
GLOB	S08	3.97	3.41	0.56	GLOB	S08	4.09	3.38	0.71	GLOB	S08	3.57	3.49	0.08
GLOB	S12	3.55	3.17	0.37	GLOB	S12	3.64	3.13	0.50	GLOB	S12	3.26	3.27	-0.01
GLOB	S15	4.01	3.15	0.86	GLOB	S15	4.15	3.04	1.11	GLOB	S15	3.57	3.39	0.17
GLOB	S17	3.92	3.73	0.19	GLOB	S17	3.99	3.65	0.33	GLOB	S17	3.70	3.90	-0.21
GLOB	S20	3.88	3.82	0.06	GLOB	S20	4.08	3.79	0.29	GLOB	S20	3.22	3.88	-0.66
GLOB	S21	3.88	3.36	0.52	GLOB	S21	3.91	3.29	0.61	GLOB	S21	3.78	3.51	0.27
GLOB	S23	3.73	3.61	0.12	GLOB	S23	3.76	3.63	0.13	GLOB	S23	3.65	3.56	0.09

Table 42 (cont'd)

Category	Strategy	3rd - 5 th Overall	6 th - 8 th Overall	Difference	Category	Strategy	3rd - 5 th T-EFL	6 th - 8 th T-EFL	Difference	Category	Strategy	3rd - 5 th Non-T-EFL	6 th - 8 th Non-T-EFL	Difference
GLOB	S24	3.80	3.92	-0.11	GLOB	S24	3.93	3.83	0.11	GLOB	S24	3.39	4.12	-0.73
GLOB	S27	3.43	3.45	-0.02	GLOB	S27	3.51	3.42	0.09	GLOB	S27	3.17	3.51	-0.34
PROB	S07	4.26	3.83	0.42	PROB	S07	4.28	3.95	0.34	PROB	S07	4.17	3.59	0.59
PROB	S09	4.25	4.47	-0.23	PROB	S09	4.32	4.39	-0.07	PROB	S09	4.00	4.66	-0.66
PROB	S11	4.39	4.12	0.27	PROB	S11	4.39	4.10	0.29	PROB	S11	4.39	4.17	0.22
PROB	S14	4.31	4.20	0.11	PROB	S14	4.32	4.22	0.11	PROB	S14	4.26	4.17	0.09
PROB	S16	3.39	3.38	0.01	PROB	S16	3.45	3.36	0.09	PROB	S16	3.22	3.44	-0.22
PROB	S19	4.28	4.08	0.20	PROB	S19	4.28	3.97	0.32	PROB	S19	4.26	4.34	-0.08
PROB	S25	4.04	4.08	-0.04	PROB	S25	4.15	4.01	0.14	PROB	S25	3.70	4.24	-0.55
PROB	S28	3.74	3.75	-0.01	PROB	S28	3.82	3.83	0.00	PROB	S28	3.48	3.59	-0.11
SUP	S02	2.42	2.51	-0.09	SUP	S02	2.47	2.39	0.08	SUP	S02	2.26	2.78	-0.52
SUP	S05	3.24	2.84	0.40	SUP	S05	3.36	2.79	0.57	SUP	S05	2.83	2.95	-0.13
SUP	S10	2.65	2.82	-0.17	SUP	S10	2.68	2.76	-0.09	SUP	S10	2.57	2.95	-0.39
SUP	S13	3.22	2.79	0.43	SUP	S13	3.34	2.75	0.59	SUP	S13	2.83	2.88	-0.05
SUP	S18	3.19	3.13	0.06	SUP	S18	3.19	3.11	0.08	SUP	S18	3.17	3.17	0.00
SUP	S22	3.40	3.34	0.06	SUP	S22	3.50	3.37	0.13	SUP	S22	3.09	3.27	-0.18
SUP	S26	3.16	3.16	0.01	SUP	S26	3.24	3.04	0.20	SUP	S26	2.91	3.41	-0.50
SUP	S29	3.27	2.45	0.82	SUP	S29	3.42	2.73	0.69	SUP	S29	2.78	1.83	0.95
SUP	S30	3.61	2.58	1.03	SUP	S30	3.74	2.79	0.95	SUP	S30	3.17	2.10	1.08
		# of Strategies used more frequently in 3rd - 5th:		23			# of Strategies used more frequently in 3rd - 5th:		27			# of Strategies used more frequently in 3rd - 5th:		11
		# of Strategies used more frequently in 6th - 8th:		7			# of Strategies used more frequently in 6th - 8th:		3			# of Strategies used more frequently in 6th - 8th:		19
Global	3.83	3.56	0.27	Global	3.93	3.52	0.41	Global	3.53	3.66	-0.13			
Problem	4.08	3.99	0.09	Problem	4.13	3.98	0.15	Problem	3.93	4.02	-0.09			
Support	3.13	2.85	0.28	Support	3.22	2.86	0.36	Support	2.85	2.82	0.03			
Overall	3.69	3.46	0.23	Overall	3.77	3.44	0.33	Overall	3.43	3.50	-0.07			

Appendix E. Comparing overall means of usage for SILL strategies
by grade level language groups

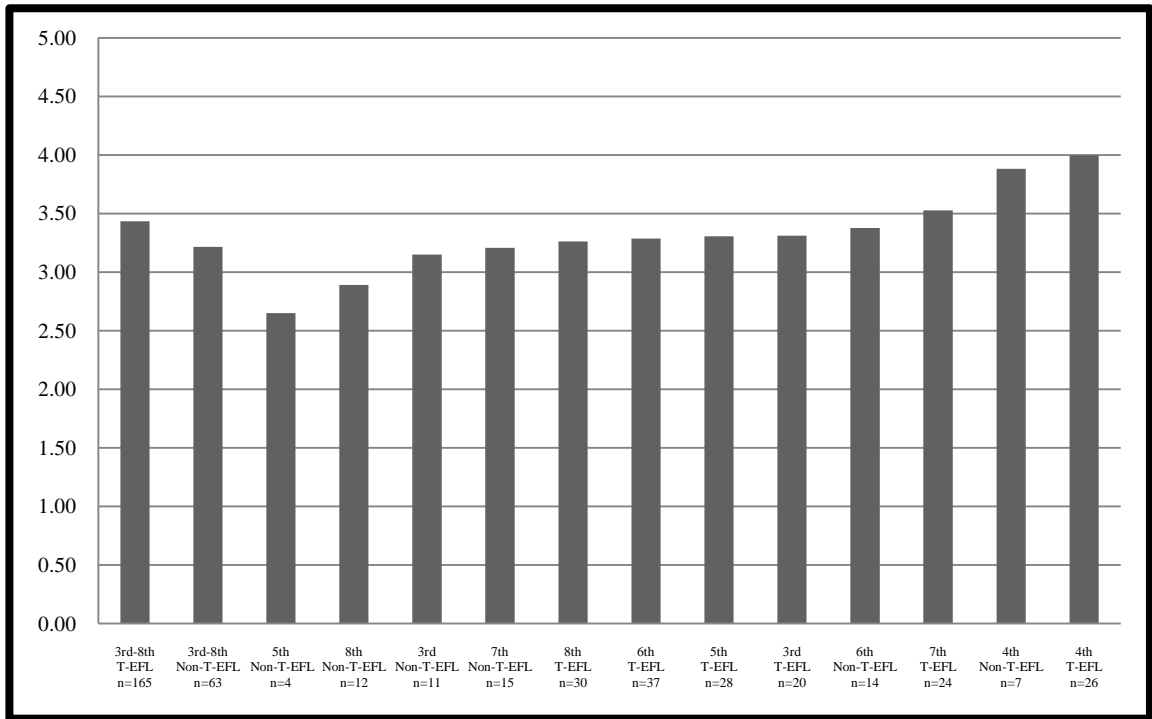


Figure 25. Comparing overall means of usage for SILL strategies by grade level language groups

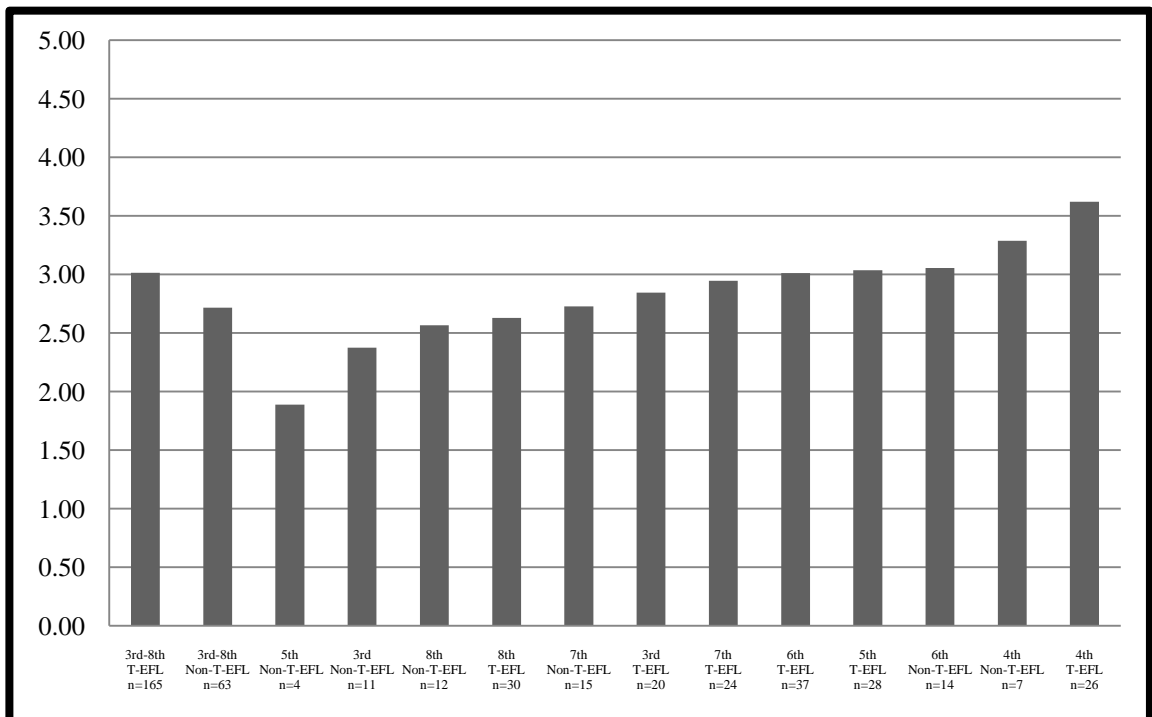


Figure 26. Comparing means of usage for Part A of the SILL by grade level language groups

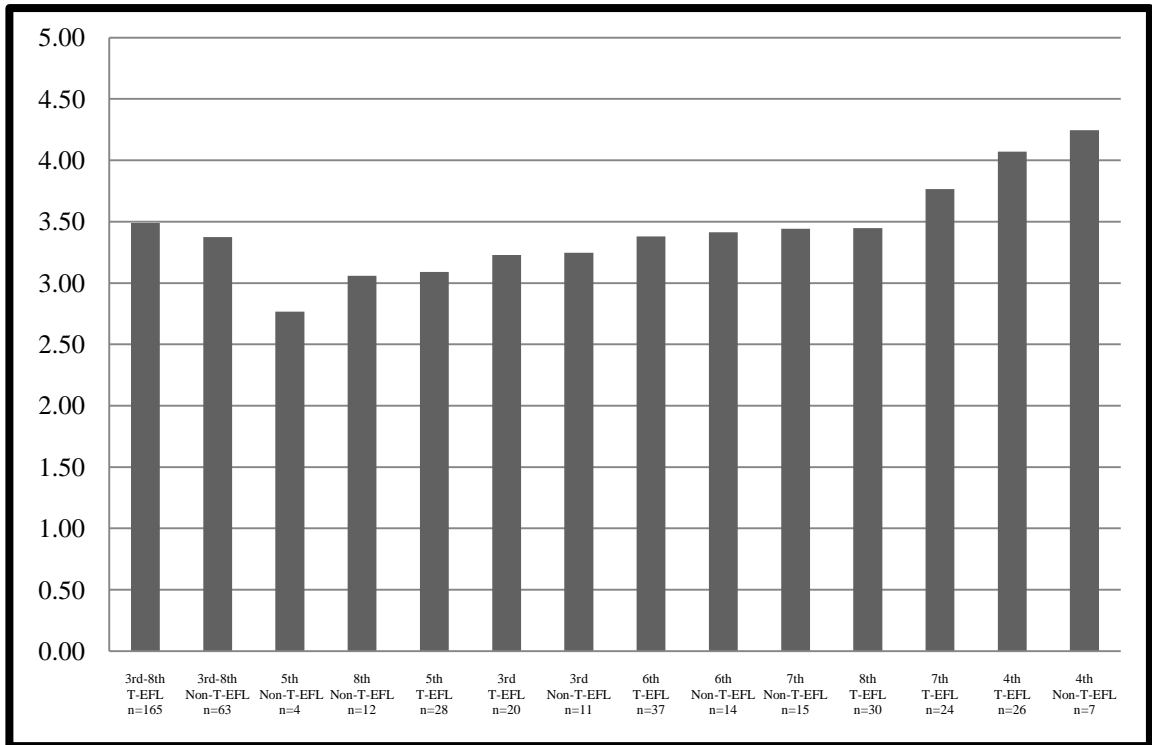


Figure 27. Comparing means of usage for Part B of the SILL by grade level language groups

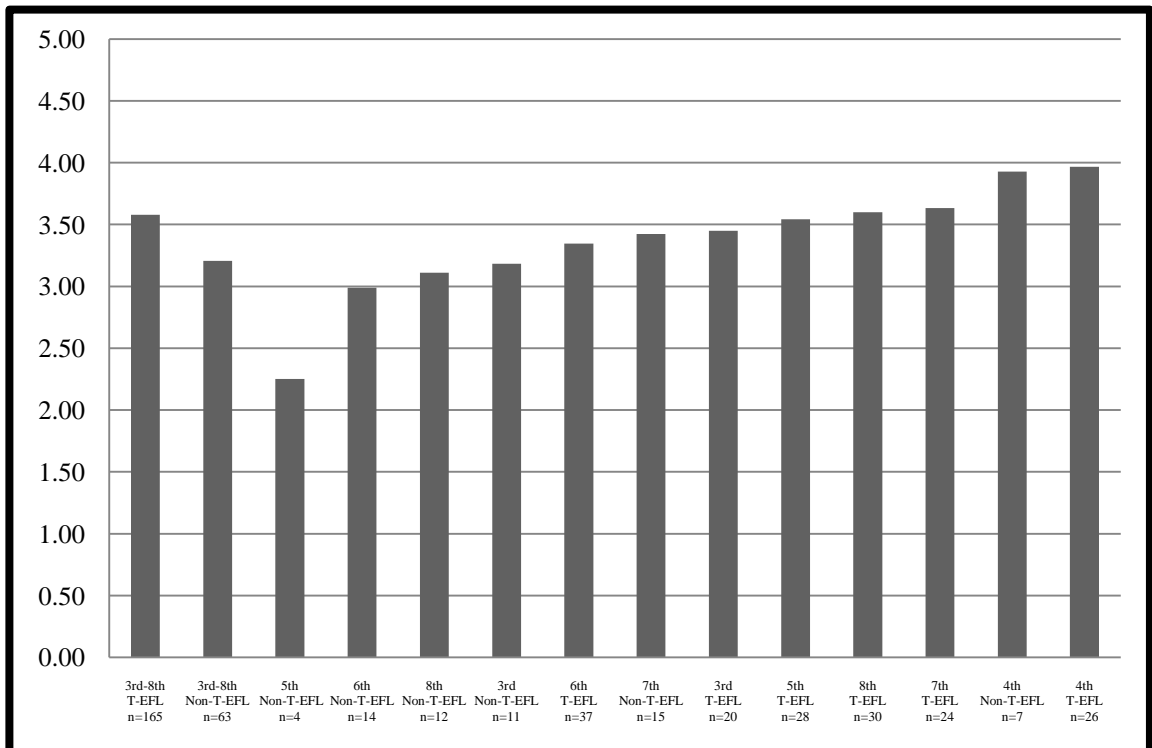


Figure 28. Comparing means of usage for Part C of the SILL by grade level language groups

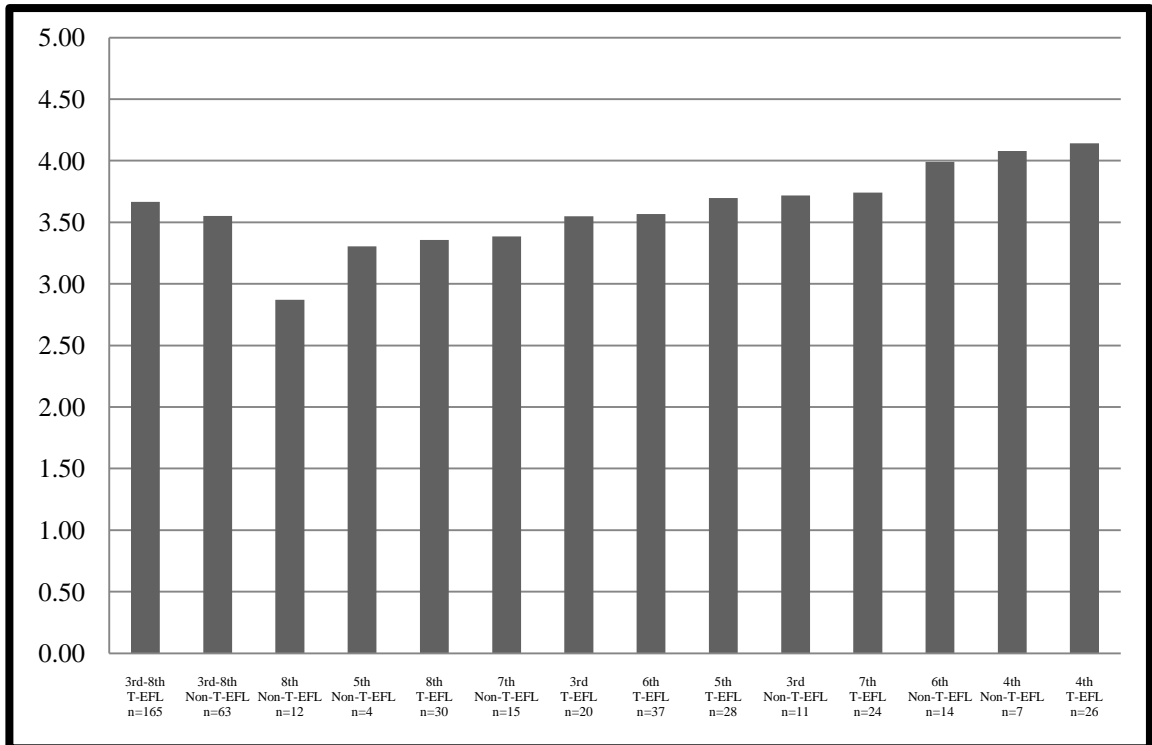


Figure 29. Comparing means of usage for Part D of the SILL by grade level language groups

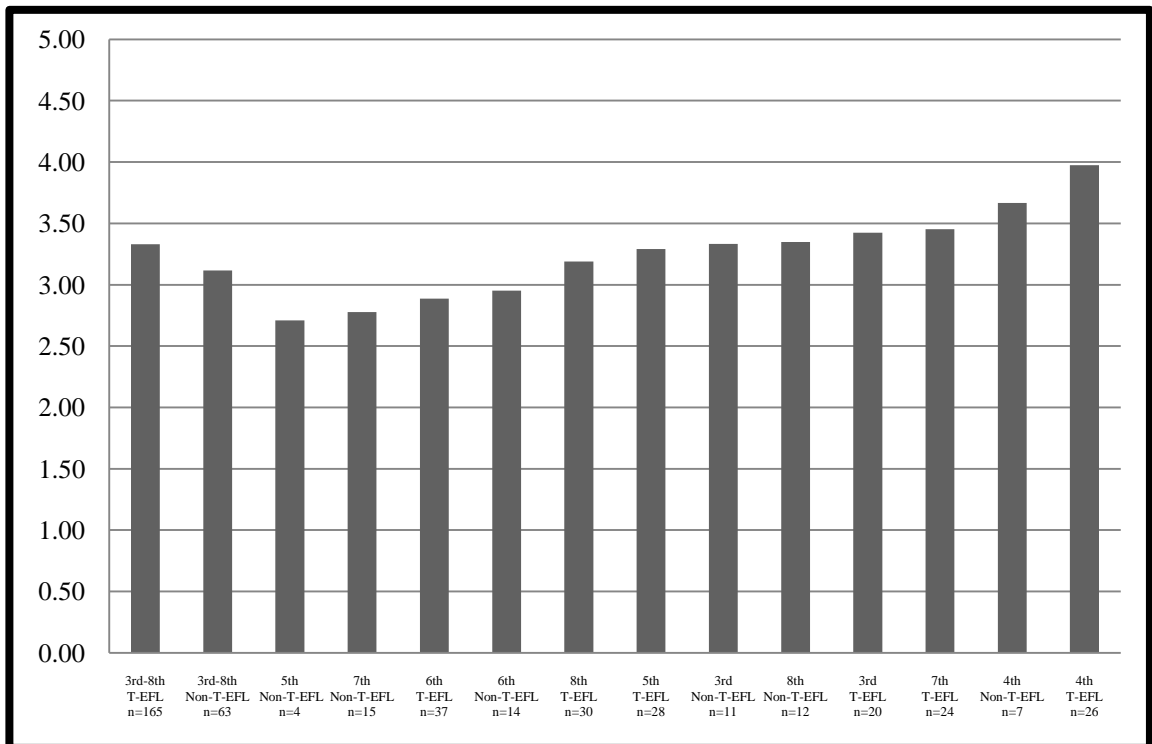


Figure 30. Comparing means of usage for Part E of the SILL by grade level language groups

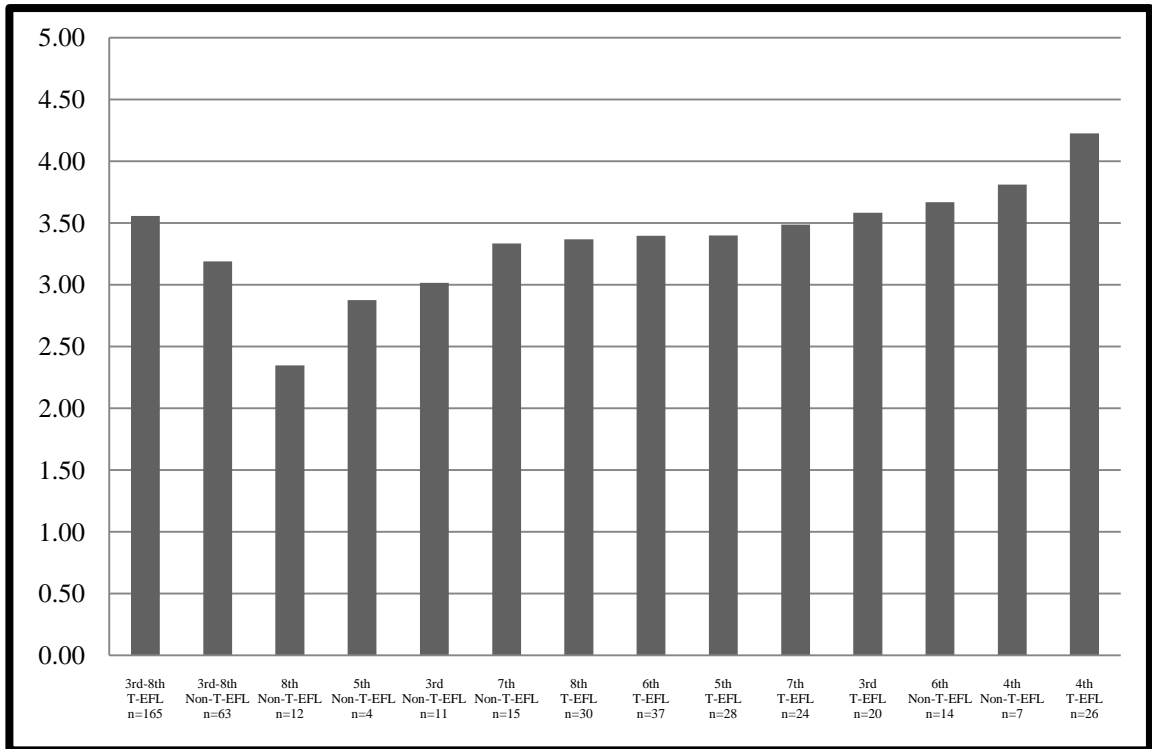


Figure 31. Comparing means of usage for Part F of the SILL by grade level language groups

Appendix F. Means of usage of the SILL categories from each grade level group

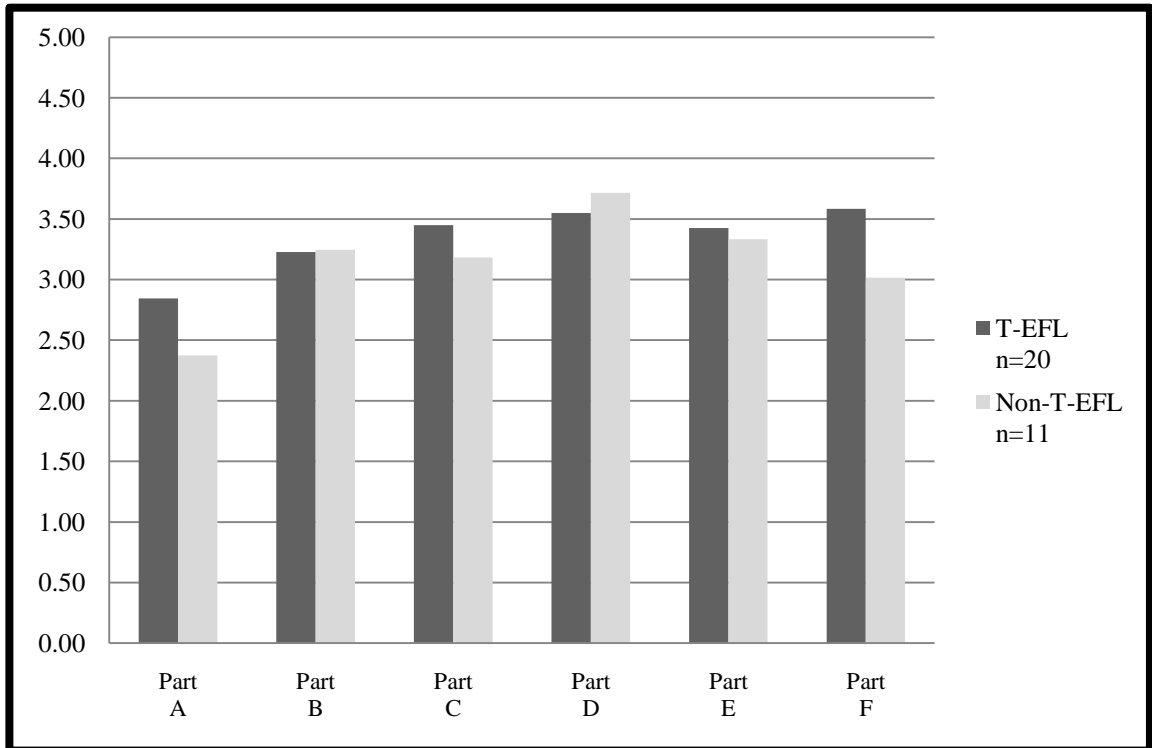


Figure 32. Means of usage of the SILL categories by 3rd grade

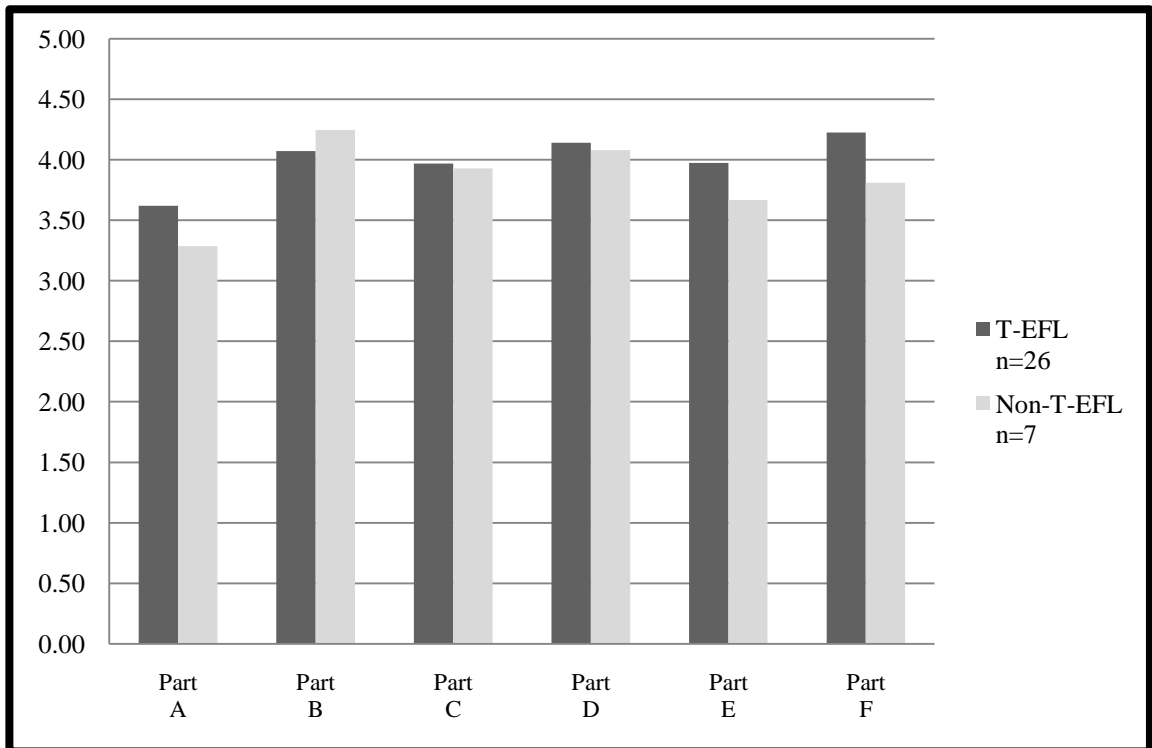


Figure 33. Means of usage of the SILL categories by 4th grade

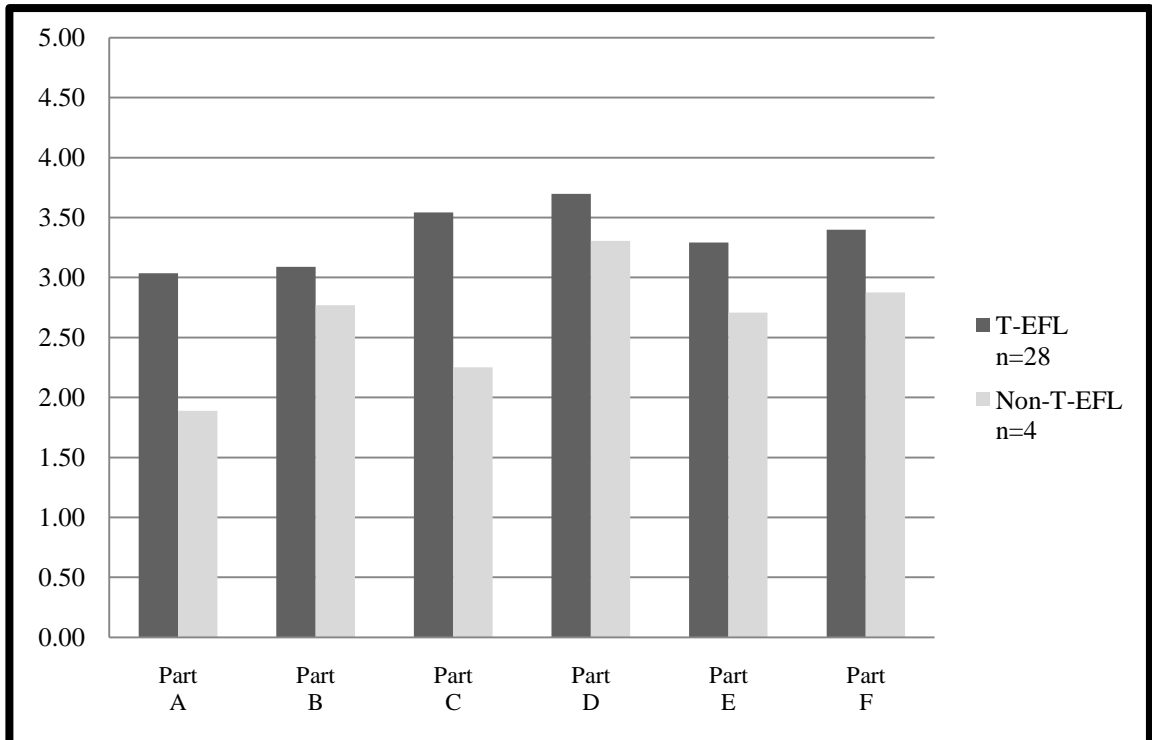


Figure 34. Means of usage of the SILL categories by 5th grade

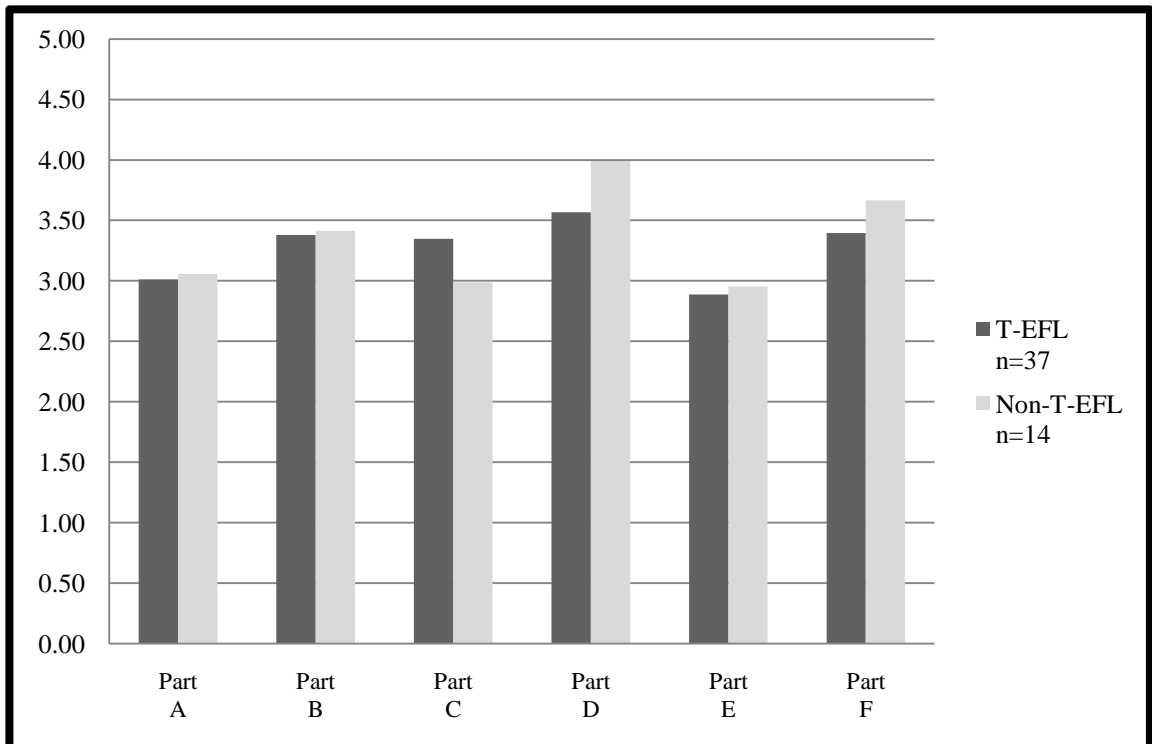


Figure 35. Means of usage of the SILL categories by 6th grade

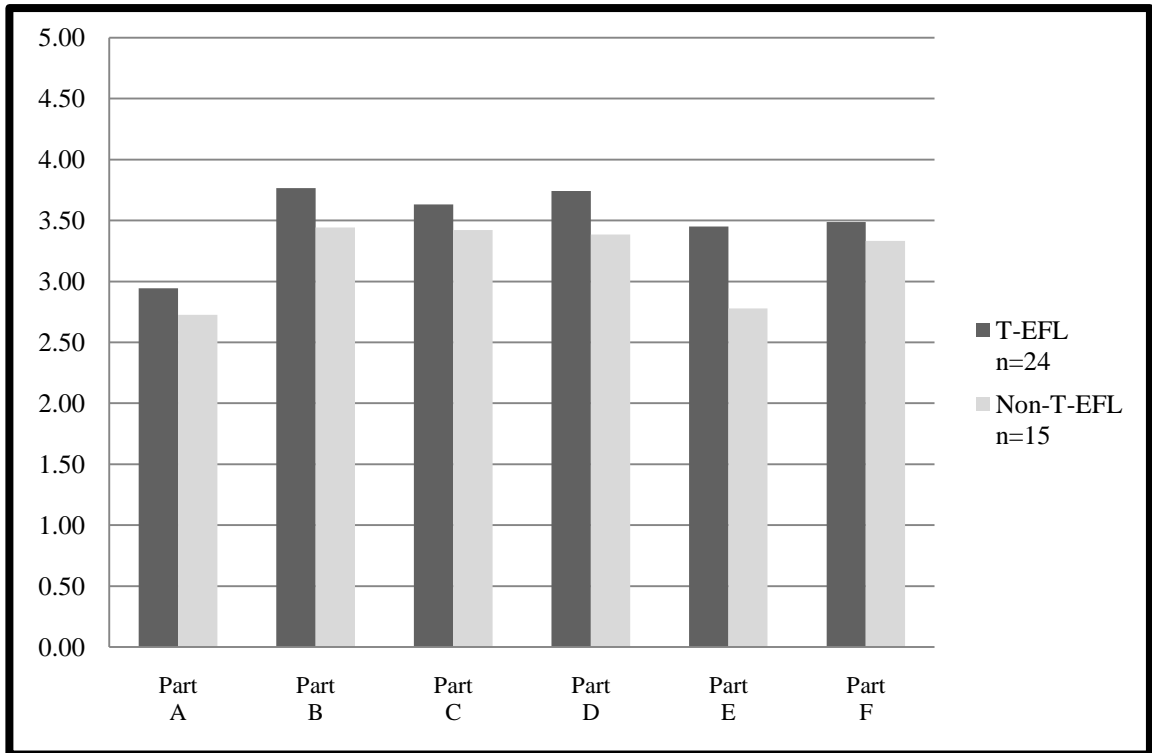


Figure 36. Means of usage of the SILL categories by 7th grade

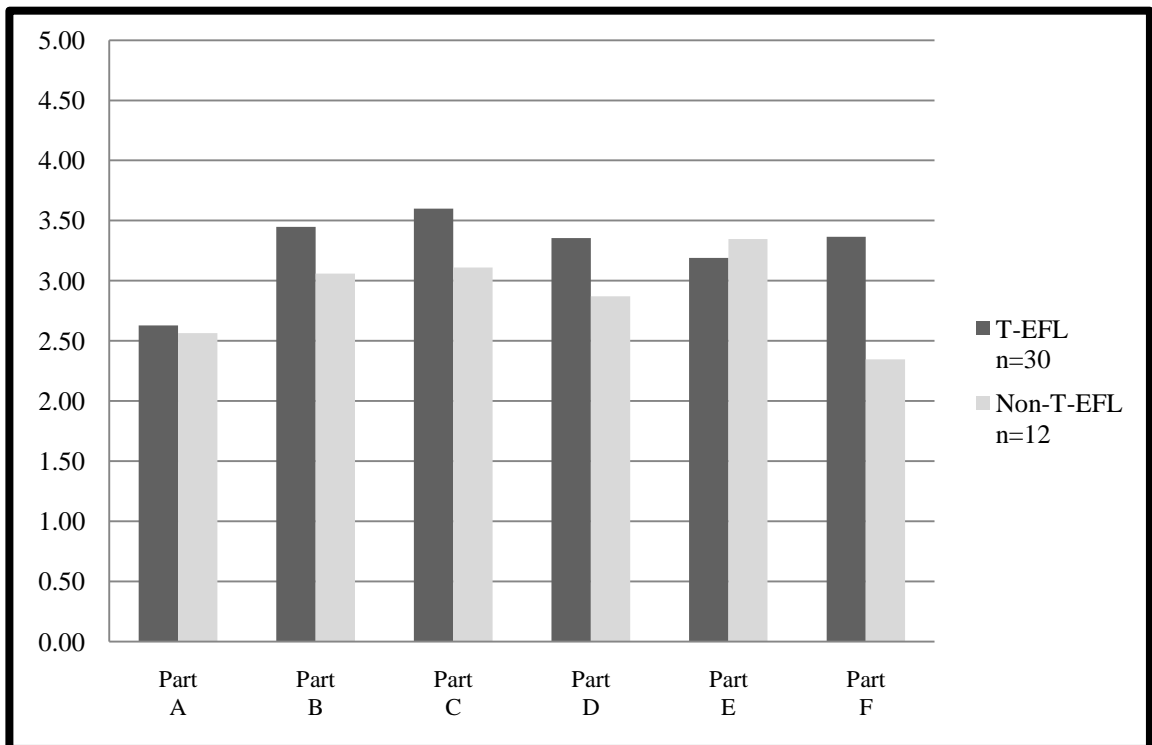


Figure 37. Means of usage of the SILL categories by 8th grade

Appendix G. High and low usage strategies for the SILL

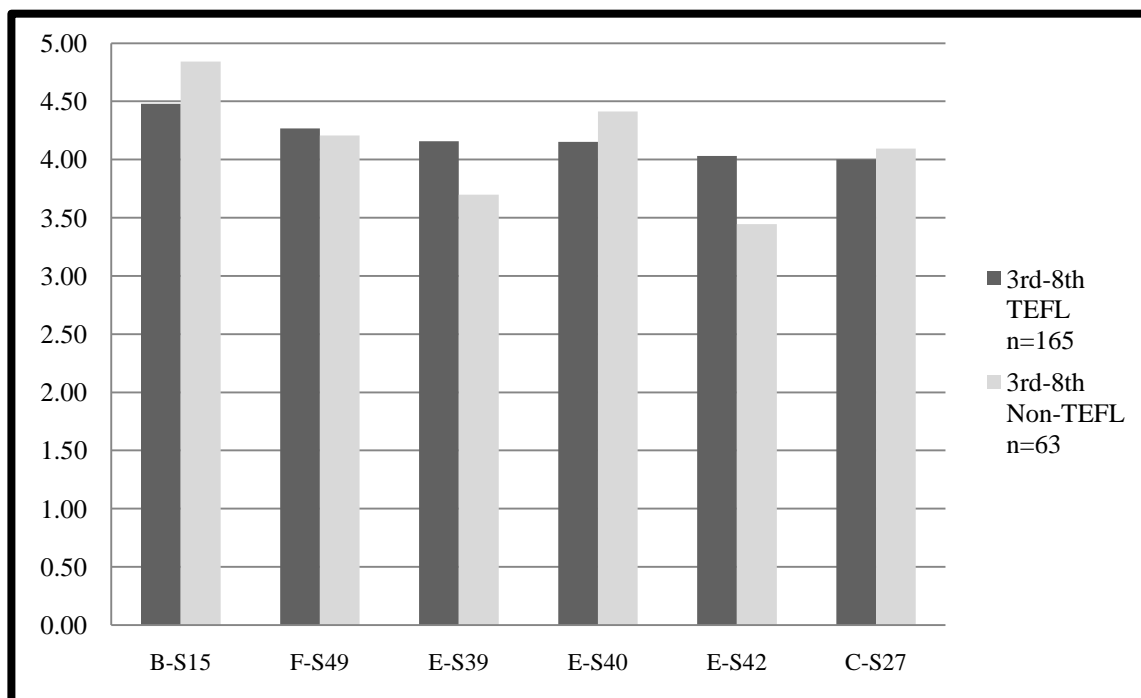


Figure 38. High usage strategies on the SILL by the overall group of Turkish EFL and non-Turkish EFL students

Table 43

High usage strategies on the SILL

	3rd-8th	3rd-8th	3rd	3rd	4th	4th	5th	5th	6th	6th	7th	7th	8th	8th
	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL	T-EFL	Non-T-EFL
B S15	4.48	4.84	3.45	4.45	4.54	5.00	4.32	4.75	4.57	5.00	4.83	4.87	4.87	4.92
	High	High	Med	High	High	High	High	High	High	High	High	High	High	High
<i>I watch English language TV shows or go to movies spoken in English.</i>														
F S49	4.27	4.21	3.80	3.91	4.81	5.00	3.82	3.25	3.92	4.29	4.67	4.73	4.63	3.58
	High	High	Med	Med	High	High	Med	Med	Med	High	High	High	High	Med
<i>I ask questions in English.</i>														
E S39	4.16	3.70	3.95	3.45	4.38	4.14	3.93	3.50	3.70	3.50	4.50	3.00	4.60	4.83
	High	Med	Med	Med	High	High	Med	Med	Med	Med	High	Med	High	High
<i>I try to relax whenever I feel afraid of using English.</i>														
E S40	4.15	4.41	4.15	4.18	4.31	4.43	3.82	4.00	3.78	4.64	4.46	4.40	4.53	4.50
	High	High	High	High	High	High	Med	High	Med	High	High	High	High	High
<i>I encourage myself to speak English even when I am afraid of making a mistake.</i>														
E S42	4.03	3.44	3.50	3.36	4.65	3.71	3.93	3.25	3.16	3.64	4.33	2.73	4.77	4.08
	High	Med	Med	Med	High	Med	Med	Med	Med	Med	High	Med	High	High
<i>I notice if I am tense or nervous when I am studying or using English.</i>														
C S27	4.00	4.10	3.50	3.73	4.50	4.86	3.50	3.00	3.89	4.07	4.17	4.40	4.37	4.00
	High	High	Med	Med	High	High	Med	Med	Med	High	High	High	High	High

I read English without looking up every new word.

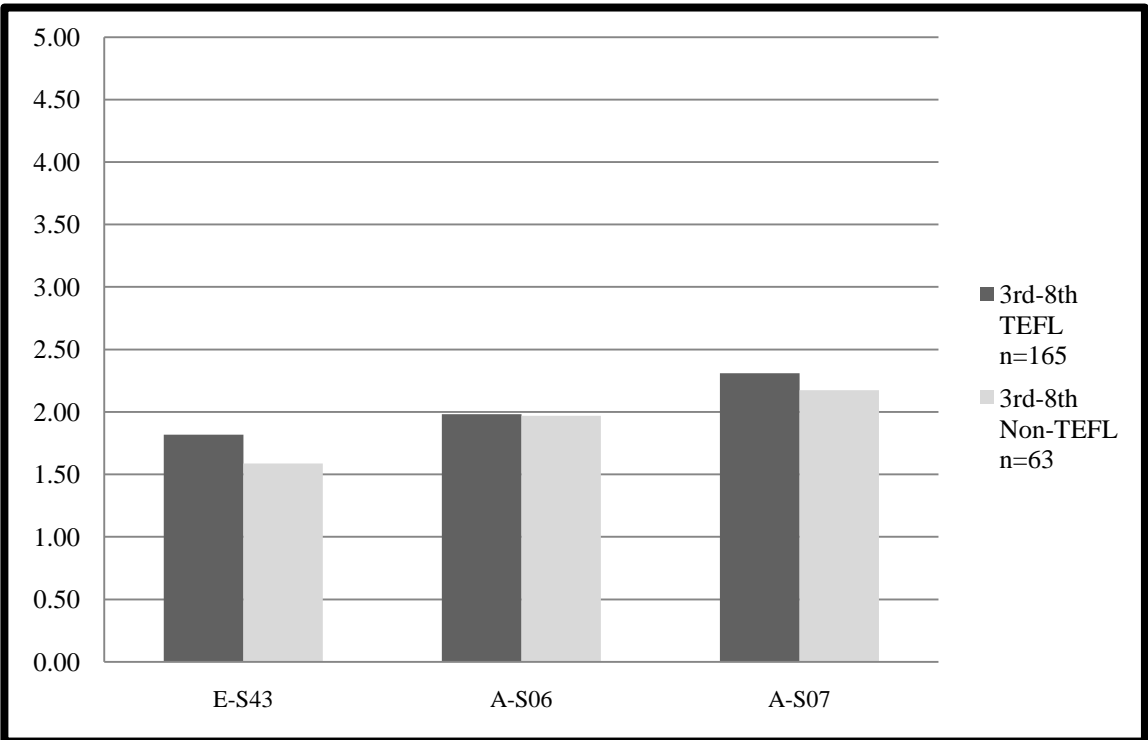


Figure 39. Low usage strategies on the SILL by the overall group of Turkish EFL and non-Turkish EFL students

Table 44

Low usage strategies on the SILL

	3rd-8th T-EFL	3rd-8th Non-T-EFL	3rd T-EFL	3rd Non-T-EFL	4th T-EFL	4th Non-T-EFL	5th T-EFL	5th Non-T-EFL	6th T-EFL	6th Non-T-EFL	7th T-EFL	7th Non-T-EFL	8th T-EFL	8th Non-T-EFL
E S43	1.82	1.59	2.10	1.91	2.58	2.57	1.86	1.00	1.43	1.43	2.08	1.33	1.20	1.42
	Low	Low	Low	Low	Med	Med	Low	Low	Low	Low	Low	Low	Low	Low
<i>I write down my feelings in a language learning diary.</i>														
A S06	1.98	1.97	2.25	2.00	2.31	1.86	1.89	1.25	2.35	2.36	1.83	1.80	1.27	2.00
	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
<i>I use flashcards to remember new English words.</i>														
A S07	2.31	2.17	2.70	2.82	3.19	2.86	2.25	1.00	2.41	2.50	2.08	1.87	1.40	1.58
	Low	Low	Med	Med	Med	Med	Low	Low	Low	Med	Low	Low	Low	Low
<i>I physically act out new English words.</i>														

**Appendix H. Comparing overall means of usage for SORS strategies
by grade level language groups**

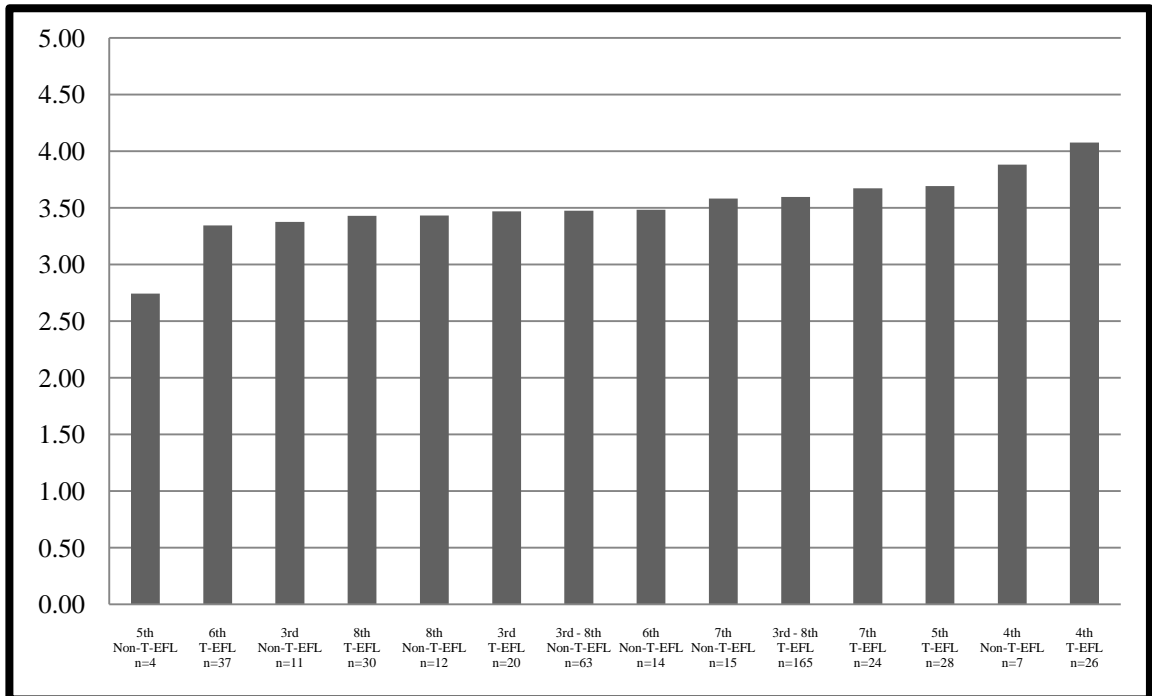


Figure 40. Comparing overall means of usage for SORS strategies by grade level language groups

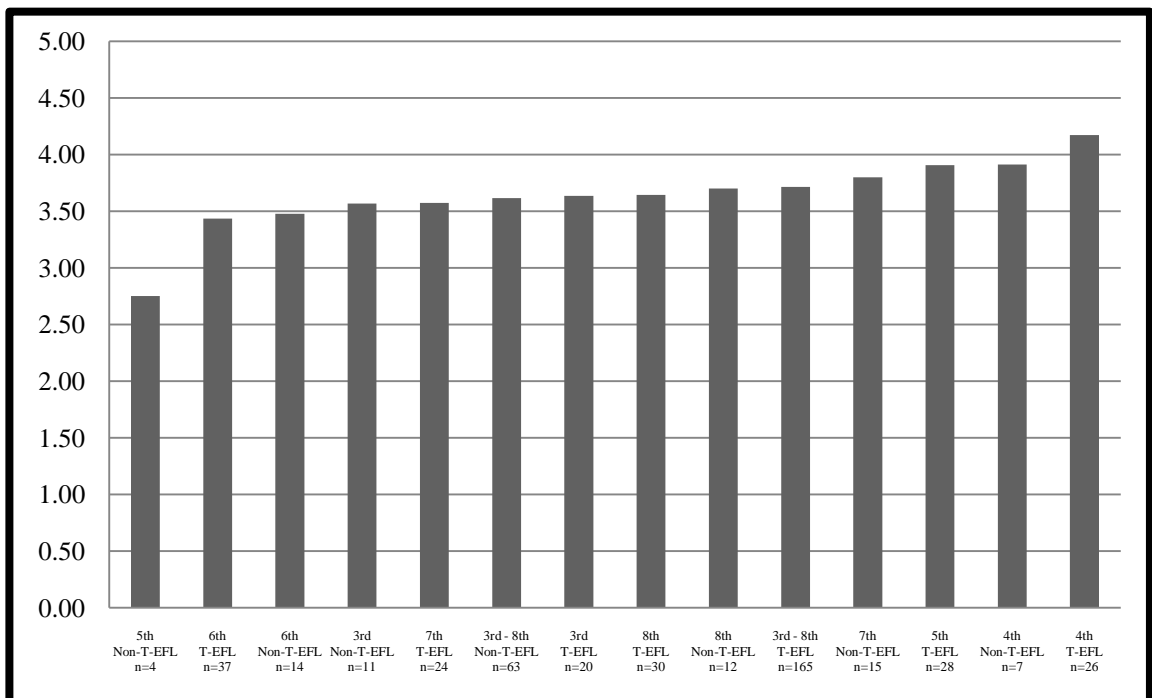


Figure 41. Comparing usage of SORS global reading strategies by grade level language groups

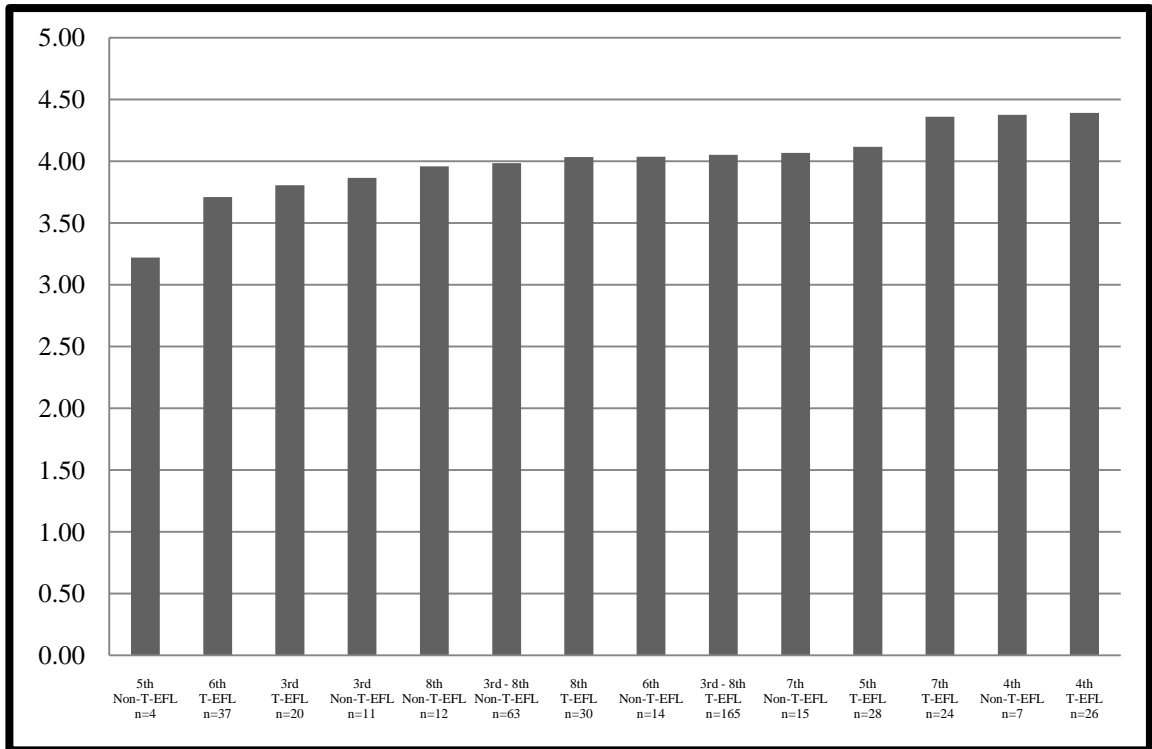


Figure 42. Comparing usage of SORS problem solving strategies by grade level language groups

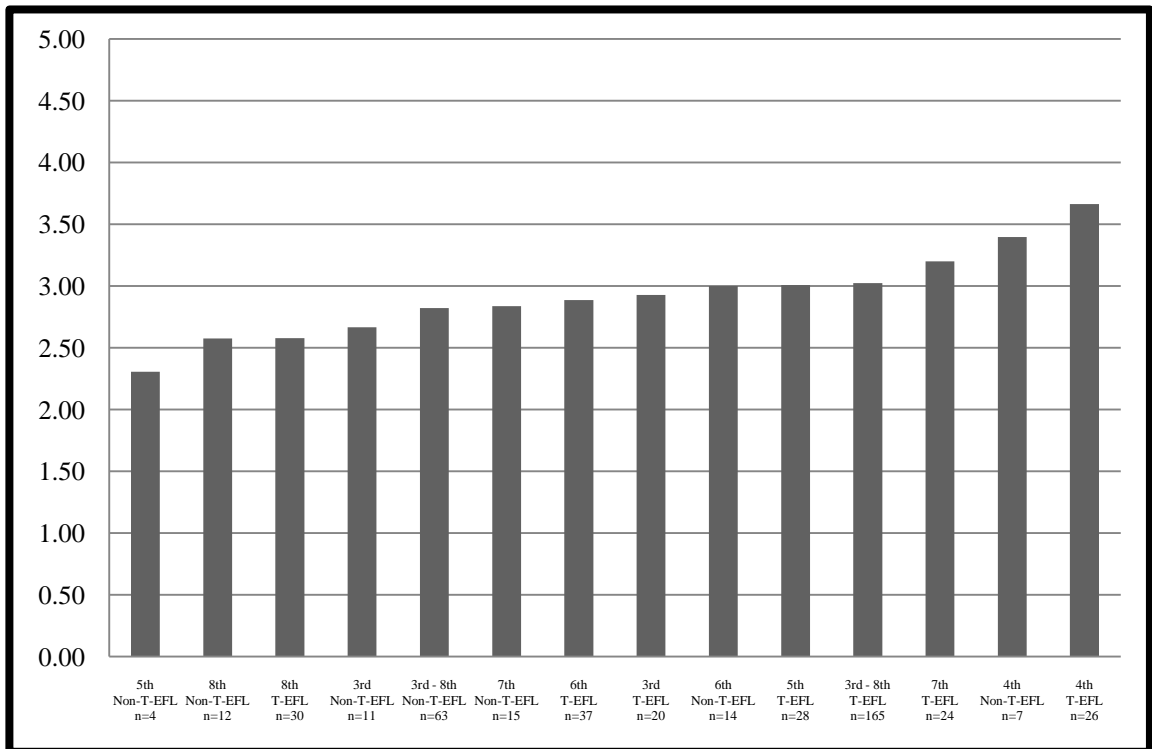


Figure 43. Comparing usage of SORS support strategies by grade level language groups

Appendix I. Means of usage of the SORS categories from each grade level group

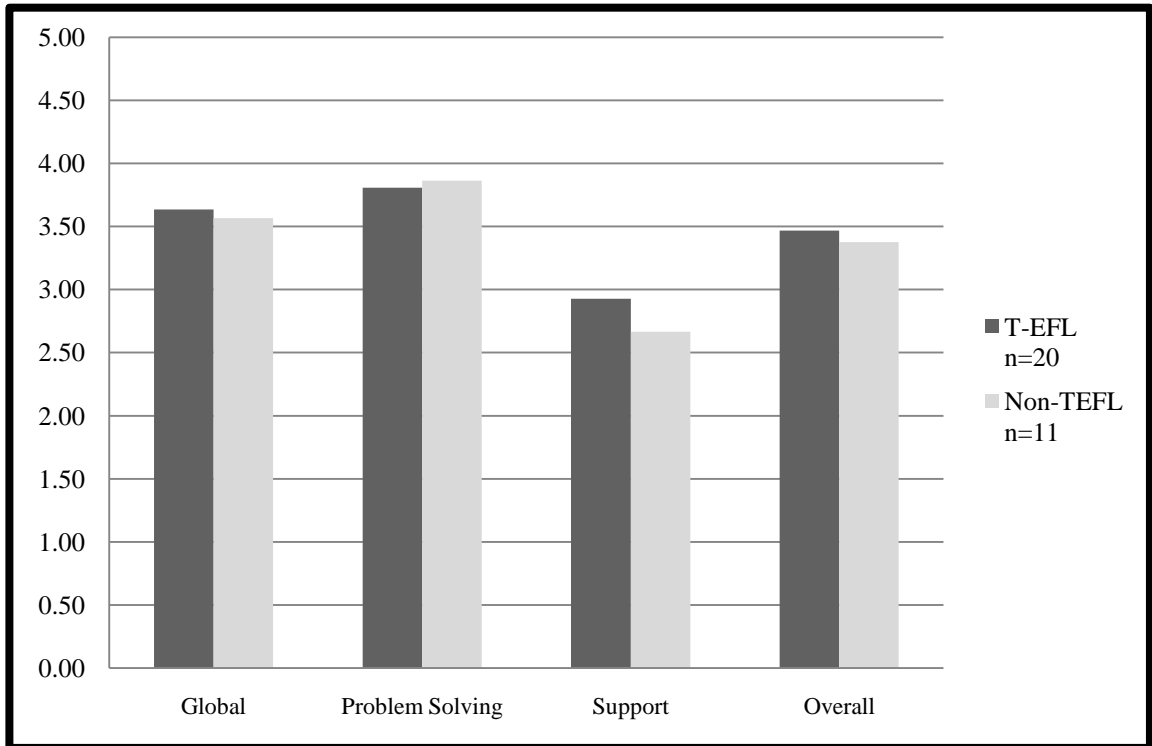


Figure 44. Means of usage of the SORS categories by 3rd grade

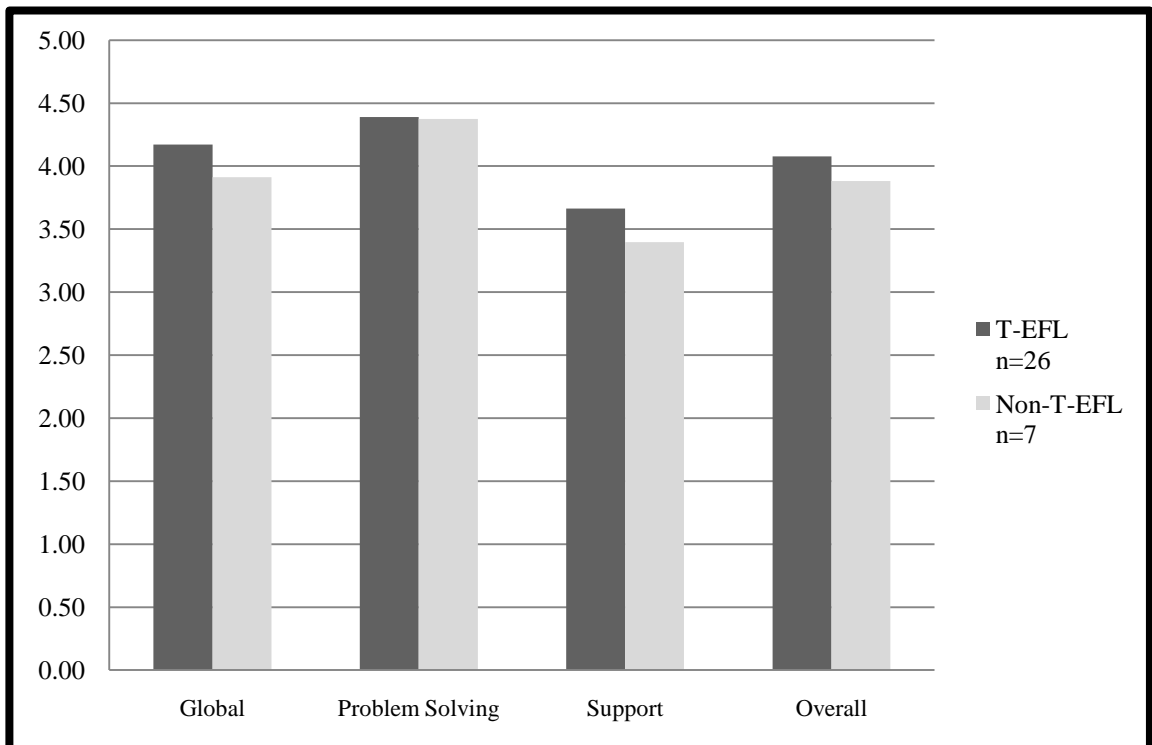


Figure 45. Means of usage of the SORS categories by 4th grade

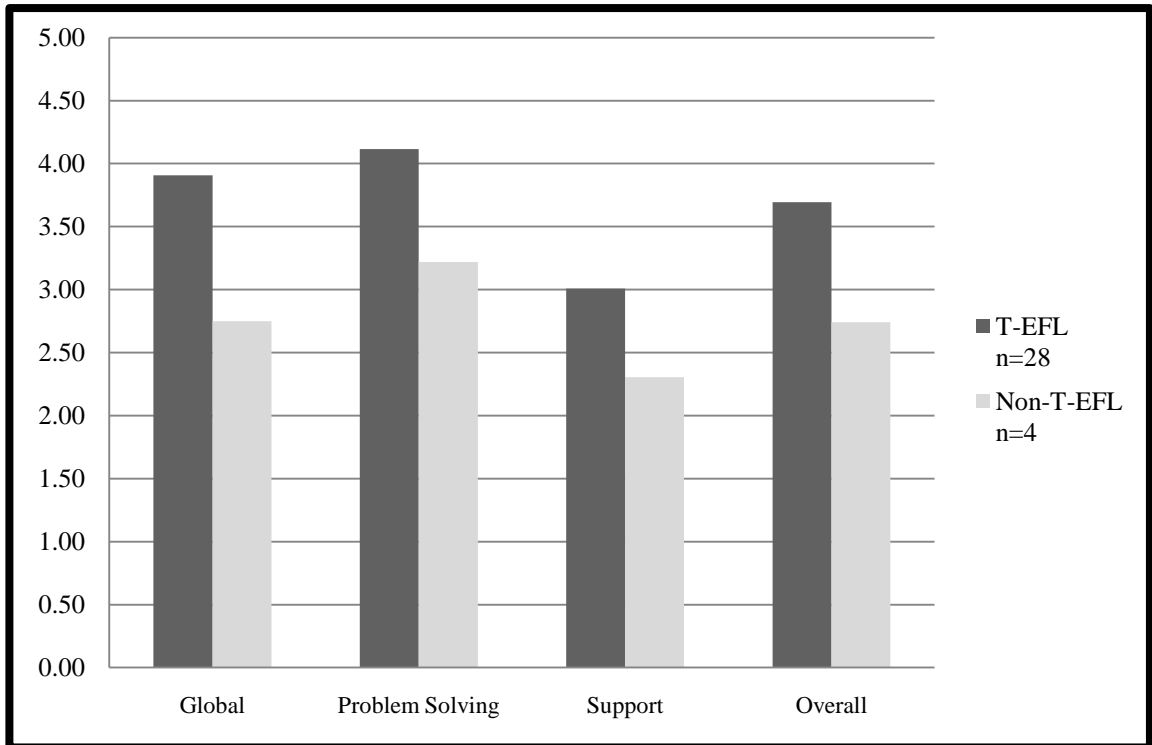


Figure 46. Means of usage of the SORS categories by 5th grade

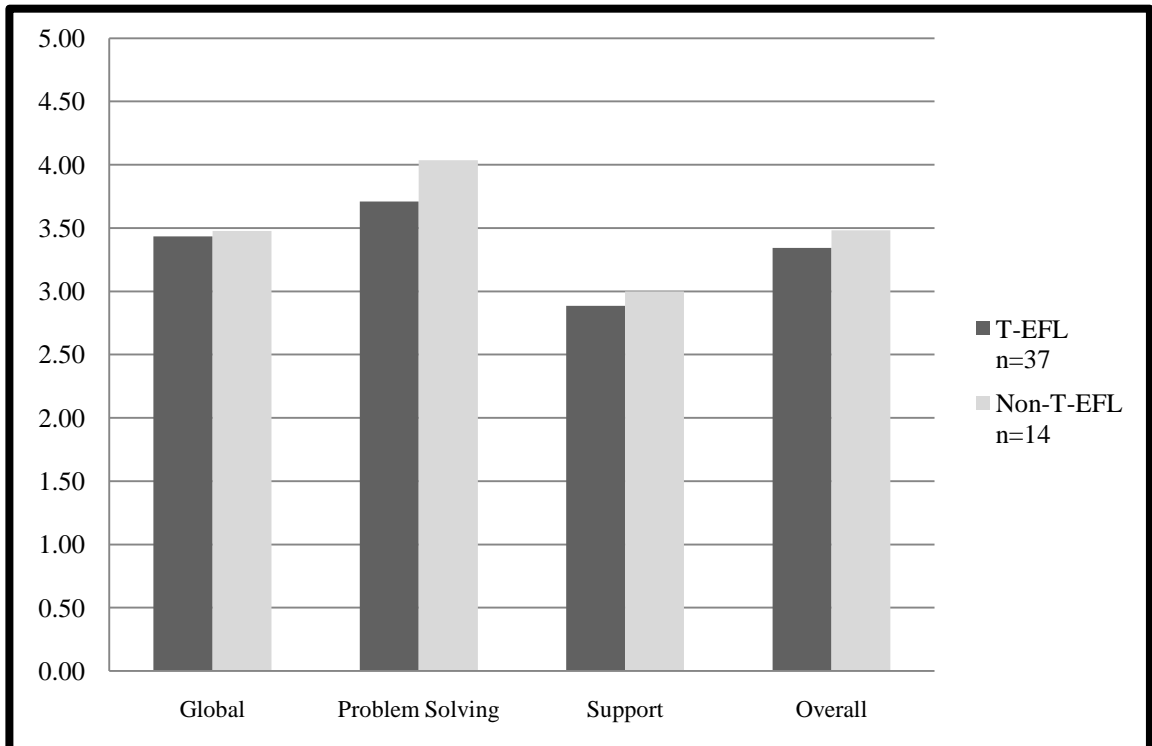


Figure 47. Means of usage of the SORS categories by 6th grade

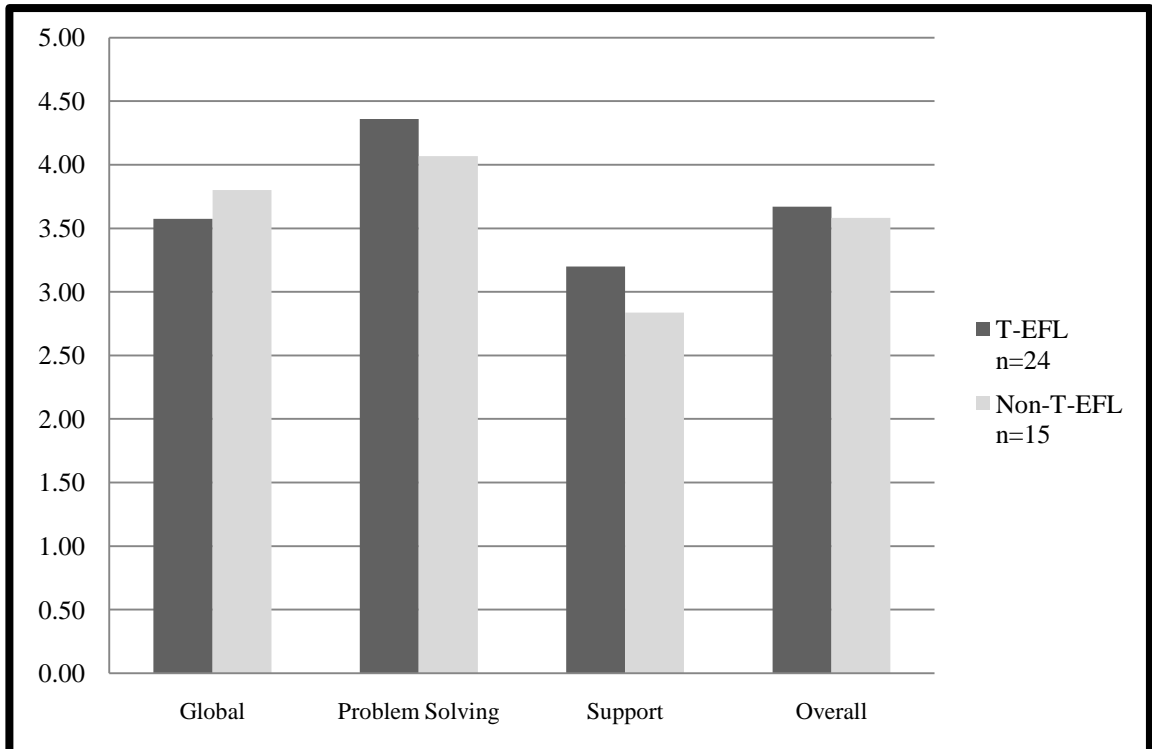


Figure 48. Means of usage of the SORS categories by 7th grade

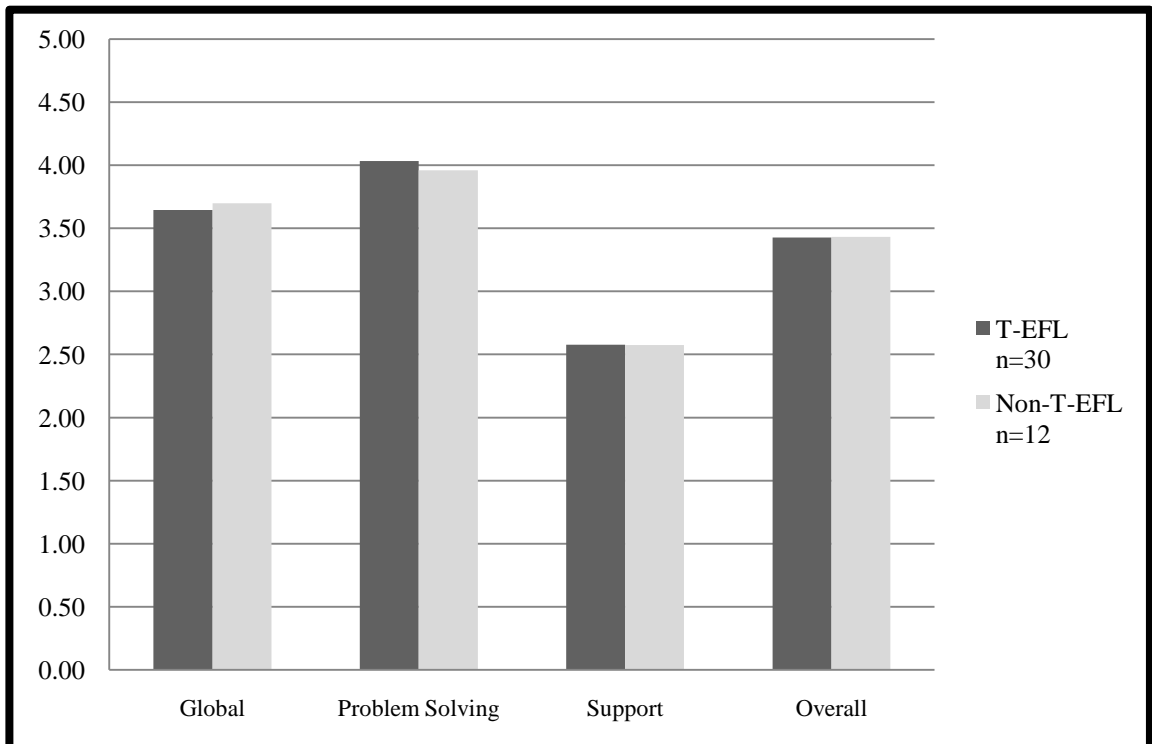


Figure 49. Means of usage of the SORS categories by 8th grade

Appendix J. High and low usage strategies for the SORS

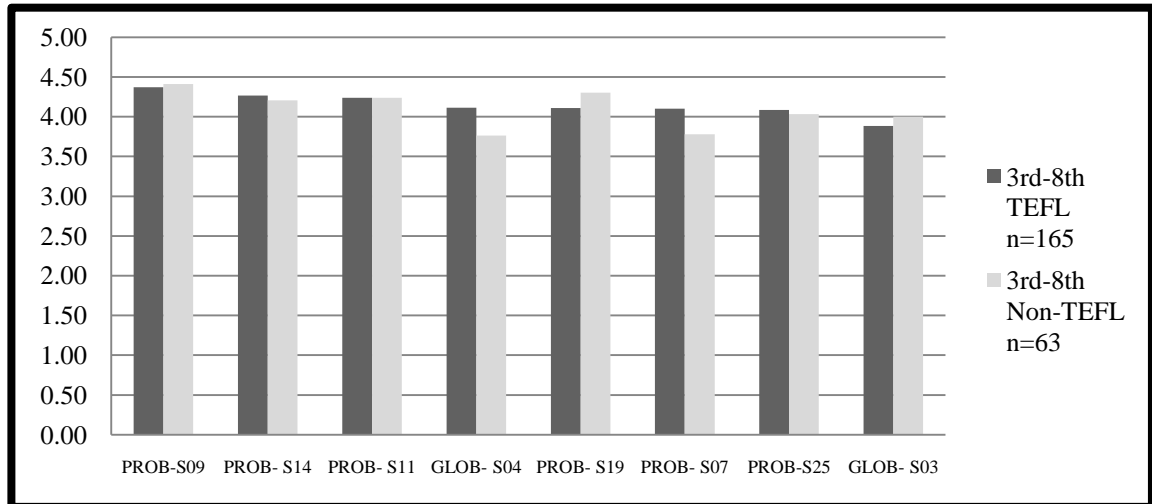


Figure 50. High usage strategies on the SORS by the overall group of Turkish EFL and non-Turkish EFL students

Table 45

High usage strategies on the SORS

	3rd-8th T-EFL	3rd-8th Non-T-EFL	3rd T-EFL	3rd Non-T-EFL	4th T-EFL	4th Non-T-EFL	5th T-EFL	5th Non-T-EFL	6th T-EFL	6th Non-T-EFL	7th T-EFL	7th Non-T-EFL	8th T-EFL	8th Non-T-EFL
PROB-S09 <i>I try to get back on track when I lose concentration.</i>	4.37	4.41	4.05	3.91	4.50	4.29	4.36	3.50	4.22	4.79	4.67	4.67	4.43	4.50
	High	High	High	Med	High	High	High	Med	High	High	High	High	High	High
PROB-S14 <i>When text becomes difficult, I pay closer attention to what I am reading.</i>	4.27	4.21	3.75	4.18	4.58	4.57	4.50	4.00	3.97	4.14	4.54	4.13	4.27	4.25
	High	High	Med	High	High	High	High	High	Med	High	High	High	High	High
PROB-S11 <i>I adjust my reading speed according to what I am reading.</i>	4.24	4.24	4.35	4.36	4.62	4.57	4.21	4.00	3.84	4.00	4.71	4.27	3.97	4.25
	High	High	High	High	High	High	High	High	Med	High	High	High	Med	High
GLOB-S04 <i>I take an overall view of the text to see what it is about before reading it.</i>	4.12	3.76	3.90	3.73	4.58	4.14	4.57	3.00	3.76	3.43	3.88	4.07	4.07	3.83
	High	Med	Med	Med	High	High	High	Med	Med	Med	Med	High	High	Med
PROB-S19 <i>I try to picture or visualize information to help remember what I read.</i>	4.11	4.30	4.15	4.27	4.50	4.43	4.18	3.75	3.76	4.29	4.04	4.47	4.17	4.25
	High	High	High	High	High	High	High	Med	Med	High	High	High	High	High
PROB-S07 <i>I read slowly and carefully to make sure I understand what I am reading.</i>	4.10	3.78	4.20	4.09	4.65	4.71	4.00	3.25	3.86	3.57	4.21	3.47	3.87	3.75
	High	Med	High	High	High	High	High	Med	Med	Med	High	Med	Med	Med
PROB-S25 <i>When text becomes difficult, I re-read it to increase my understanding.</i>	4.08	4.03	3.50	3.73	4.65	4.14	4.14	2.50	3.59	4.43	4.58	4.33	4.13	3.92
	High	High	Med	Med	High	High	High	Med	Med	High	High	High	High	Med
GLOB-S03 <i>I think about what I know to help me understand what I read.</i>	3.88	4.00	3.75	4.55	3.88	4.14	4.00	2.50	3.62	3.86	4.25	4.13	3.90	3.92
	Med	High	Med	High	Med	High	High	Med	Med	Med	High	High	Med	Med

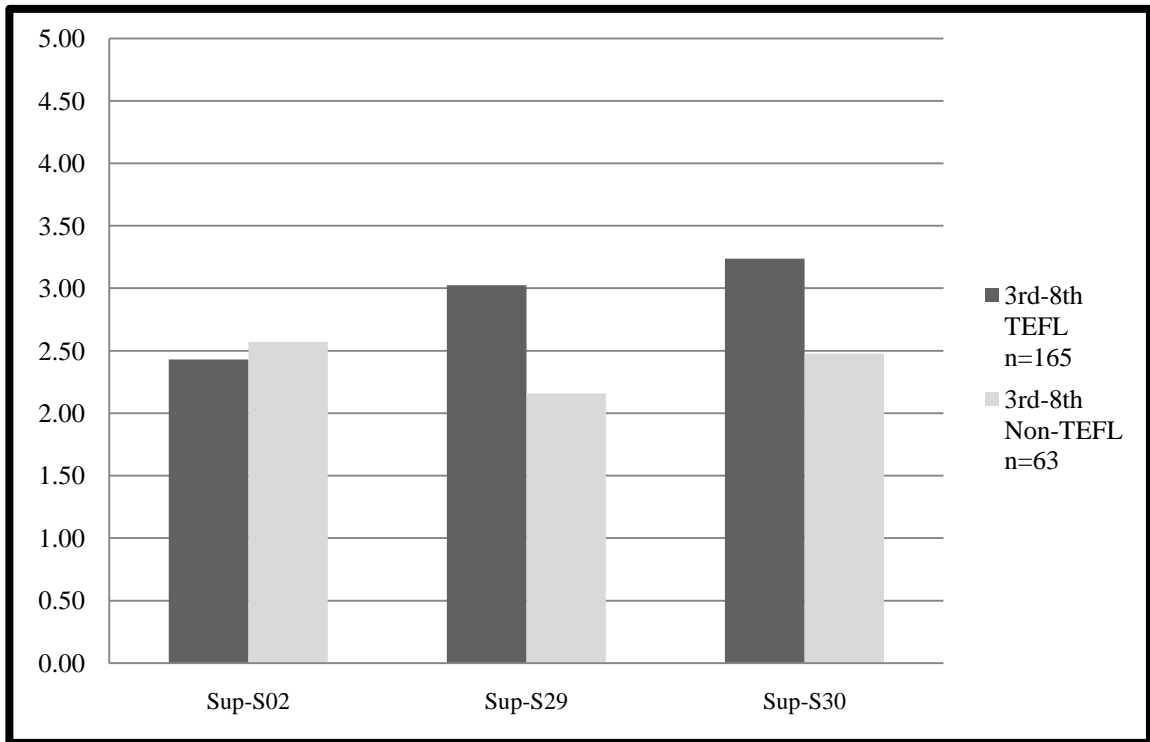


Figure 51. Low usage strategies on the SORS by the overall group of Turkish EFL and non-Turkish EFL students

Table 46

Low usage strategies on the SORS

	3rd-8th T-EFL	3rd-8th Non-T-EFL	3rd T-EFL	3rd Non-T-EFL	4th T-EFL	4th Non-T-EFL	5th T-EFL	5th Non-T-EFL	6th T-EFL	6th Non-T-EFL	7th T-EFL	7th Non-T-EFL	8th T-EFL	8th Non-T-EFL
SUP-02	2.43	2.57	2.40	2.27	2.73	2.29	2.29	1.75	2.27	2.43	2.92	3.13	2.13	2.75
	Low	Med	Low	Low	Med	Low	Low	Low	Low	Low	Med	Med	Low	Med
<i>I take notes while reading to help me understand what I read.</i>														
SUP-29	3.02	2.16	2.75	2.18	3.96	4.00	3.39	2.25	2.92	2.93	2.88	1.67	2.30	0.75
	Med	Low	Med	Low	Med	High	Med	Low	Med	Med	Med	Low	Low	Low
<i>When reading, I translate from English into my native tongue.</i>														
SUP-30	3.24	2.48	3.55	3.09	4.08	4.29	3.57	1.50	2.89	2.79	3.04	2.27	2.57	1.08
	Med	Low	Med	Med	High	High	Med	Low	Med	Med	Med	Low	Med	Low
<i>When reading, I think about information in both English and my mother tongue.</i>														

Appendix K. List of language learning & reading comprehension strategies for the EFL student

- I. Planning to Learn
- II. Listening to and Speaking in English
- III. Studying Vocabulary
- IV. Encountering New Vocabulary
- V. Reading Comprehension

I. Planning to Learn

- PL01: Set a goal and a purpose for learning. Think about these questions:
 - a. Why are you doing this activity?
 - b. What do you want to learn while you are doing this activity? OR What do you want to get better at doing?
 - c. What do you want to achieve by doing this activity?
 - d. What is something positive that can happen if you do well on this?
- PL02: Create a plan for big projects or tests. Make a list of what you need to do for the project. Then plan when you are going to do each part. If you need help, ask your parents or teachers. Don't do everything the night before it is due!
- PL03: Plan a reward. Planning a reward will keep you focused on a goal. Here are some suggestions:
 - a. Think about what you can do when you finish. For example, if you finish your homework early, you can go play with friends or watch TV.
 - b. Tell your family and friends about something you did or something you have learned.
 - c. Keep a portfolio of the work you are proud of to show to your family and friends at the end of the school year.
 - d. Ask your teacher to share your work with the class- you can share funny stories, a book you read, or a project you worked on.
 - e. Take a picture of a poster or a project that you made, and email it to someone in your family or a friend.
- PL04: If you are nervous about doing a test, project, or presentation in English, use different strategies to relax. Here are some examples:
 - a. Take a deep breath.
 - b. Stretch.
 - c. Go to the bathroom or get a drink of water.
 - d. Talk to a teacher or a friend about what is frustrating you.
 - e. If you are taking a test or working on a project, begin by finding something that is easy to do first.
 - f. Find something to squeeze in your hand- like a soft ball. Sometimes when you can focus on squeezing something, it helps you to calm down.
- PL05: Be a smart test taker! Use these strategies to help you do better on tests:
 - a. Only have the materials you need on your desk. Sometimes extra things can

- distract you.
- b. Look through the test to see how long it is. This will help you decide how to use your time.
- c. **READ ALL THE DIRECTIONS!!** So many students make the mistake of not reading the directions, and they end up losing points. The directions will help you figure out the answers. Read the directions!
- d. Do the easy things first. On a test, you want to get as many points if you can. If you do the easy problems first, you know you will get those points.
- e. Save the hard problems for last. If you come to a problem that is really hard, don't waste your time. Put a star next to it and come back to it at the end. Even if you can't figure out the answer, always try to write down something- maybe you guessed right!
- f. When you are finished, look through the test. Make sure you didn't skip anything. You want to be careful that the teacher can see your answer and understand it. Look at questions that were hard and try them again.
- PL06: Reflect before, during, and after a learning activity that uses English. Reflect means to think about the assignment and how you feel. This will help you do better. When you reflect, you can talk to someone or write down your thoughts in a journal. You can use questions or statements:

Table 47

Reflection questions and statements for the EFL student

Do you feel good about your work? What are you proud of?	I am proud that I...
What did you achieve?	I learned... I created...
If you did this project again, what would you change? Do you still have any questions?	I think I can improve ... I have questions about ...
Are you frustrated, embarrassed, or tired? Do you think the problem was because you were using English?	I had problems with... I need help with ...
Did I concentrate and stay focused while I was working?	While I was studying, I used my time... (good because... OR not well because...)
Do you think your teacher will be happy with your work? Does my work match the directions and guidelines of the assignment?	My teacher will think that...
What do you plan to do next?	The next thing I want to work on is ...

- PL07: Learn from your mistakes! Sometimes mistakes are embarrassing, but mistakes tell you that you are learning. If you are having trouble or you know you made a mistake, keep working or ask for help- the harder you work the more you will learn.

II. Listening to and Speaking in English

- LSE01: Watch movies or TV and read books in English. This will help you to learn the culture so that you will understand more about how to speak the language.
- LSE02: Practice speaking in English with your friends and family. It is especially

helpful to talk to people who are native English speakers. Having a conversation will challenge you to express yourself and learn new vocabulary; and the more you practice, the more you will learn.

- LSE03: Ask people to correct you when you make mistakes while you are talking or writing.
- LSE04: Ask questions if you do not understand something. Sometimes it is good to ask the question immediately. Sometimes it is best to write down your questions while you are listening, reading, or writing. When you are finished, review your questions. Cross out the questions you answered by yourself. Then, ask for help with questions you cannot figure out.
- LSE05: Write down the difficult words you hear and find the meaning later. You may want to ask someone about the word, look it up in a dictionary or thesaurus, or write it down in your vocabulary journal. (Find out more about using a vocabulary journal in the section for *Studying Vocabulary*.)
- LSE06: If you are presenting in English, make a list of “talking points” to use during the presentation. If possible, write down each talking point on flash cards or make a list on a sheet of paper, and keep this with you during the speech. Make sure the writing is big so you can see it easily while presenting.
- LSE07: Practice! Practice! Practice! Before you give a speech, practice presenting to a friend or family member. Use your list of talking points and talk about the subject to your listener(s). Reading from a script can get boring, and you will be looking at the paper instead of your audience. Instead, talk to the audience the same way you would talk to a friend about something really interesting. Briefly look at the talking points to remember all the different elements of your speech. The audience will be more interested in your speech if you sound interested in it too.

III. Studying Vocabulary

- SV01: Begin by making a list of the words you need to learn; and then use a dictionary, thesaurus, or translation dictionary to find different ways to understand a word. There are many ways you can find the meaning of a word. You can write down the translation of the word, the definition, synonyms, or even antonyms to help you learn the word.
- SV02: When you are writing down the definition for a word, underline key words, or important words, in the definition that help you to remember what the word means. (Example: exclaim- to say something with excitement.)
- SV03: Think about different meanings of a word. Some words have more than one meaning, like the word *blade*. Blade can be the blade of a sword or one piece of grass. If you are trying to find the meaning of blade, it will have more than one definition, synonym, and translation. You can decide if you want to write down all the meanings or if you want to pick the meaning that is best for your studying.
- SV04: Think about the part of speech of the word to help you understand the meaning and how to use the word. “Part of speech” tells you what type of word it is, and there are many different parts of speech. For example, if a word is a noun then it is a person, place, or thing. If a word is an adjective, then it is used to describe a noun.
- SV05: Find a picture, memory, or situation that will help you remember the meaning

of the word. Then draw a picture, take a picture, or find a picture in a book or on the internet that helps you remember what the word means. Post the picture somewhere where you can see it. Write the word under the picture. (To think of a *situation* when you might use the word is to think of a time or place where you might see, hear, or say the word. Examples include seeing the word on a sign, hearing it in a restaurant, or saying the word when you want to buy something.)

- SV06: Write a sentence or a paragraph that uses the word. This will help you to learn the meaning and how to use it in a sentence. If you are learning a list of words, write a sentence for each or try to use all of the words in a paragraph or story. Using all of your vocabulary words in a story may be tricky, but it will be fun!
- SV07: Think of a category the word will fit into. A category is like the name of a group of words that have something in common. For example- fish, bird, cat, and dog are all animals. Therefore, the category for these words is “animals”. What is the category for the word apple? The category can be “fruit” or “food”. You pick!
- SV08: Think of an expression that reminds you of the word, such as green with envy.
- SV09: Create a rhyme to help you remember the word.
- SV10: Create a word web, or a semantic map, to illustrate the word. A semantic map draws a picture of a word in many different ways. Below are some different things you can put on your semantic map.
 - the definition
 - synonyms
 - antonyms
 - the translation of the word
 - the part of speech
 - an illustration or picture
 - a sentence using the word
 - a category word
 - an expression that uses the word, such as green with envy
 - create a rhyme using the word
- SV11: Keep a vocabulary journal. In the journal, write down semantic maps, definitions, translations, or other tricks to help you remember the meaning of a word. If you forget the meaning of the word, you can look it up in your journal.
- SV12: Try to use the word or words you are learning in your writing or in conversations with your friends and family. Using new words as part of your everyday language helps you to improve your vocabulary and sound smart!
- SV13: With a friend or by yourself, act out the word using an action or creating a skit.
- SV14: Play games like:
 - Matching
 - Go Fish
 - Bingo
 - Basic Drill with Flash Cards
 - Categories

Vocabulary Games

- There are many ways to study vocabulary. You can practice by doing basic drill, playing vocabulary games, or sorting words into categories. Below are strategies for different ways to study vocabulary.
- Basic Drill:
 - For basic drill, you can have as many cards as you want. You can do basic drill by yourself or with a friend. Make sure you have your answer key to help you.
 - For Drill 1 and Drill 2, you want to have the vocabulary word on one side of the flash card, and the match word on the other side of the flash card. For Drill 3, you should have the vocabulary words and the match words on separate cards.
 - Drill 1: Go through each of the matching cards one by one. Try to remember the vocabulary word for each. Have one pile of cards you got correct, and one pile of cards you got incorrect. Keep going through the words until all the cards are in the correct pile.
 - Drill 2: If you want to make it harder, go through the cards one by one looking at the vocabulary words. Try to remember the term for each vocabulary word.
 - Drill 3: If you want to make it easier, lay all the match cards on the table so you can see the words. Hold the vocabulary cards in your hand. Go through each vocabulary card and try to find the match card. If you get it correct, put the pair into the correct pile. If you get it wrong, put it in the incorrect pile. Keep practicing until all the words are in the correct pile.
- Matching Words:
 - Begin by writing down a list of the vocabulary words you want to learn. Next, decide how you want to learn the word. You can use a term (the synonym, antonym, or translation), the definition, or a picture to help you learn the meaning of the words on your list. After you decide if you want to use a term/definition/illustration, write or draw this next to the vocabulary word. This will be your answer key for the games.
 - Create flash cards. A flash card is a card with a word or picture on it. Make flash cards for every vocabulary word and matching word (term/definition/illustration). On the back of all the cards, you should put a title to describe your list of vocabulary words, like *Science Vocabulary*. You can also decorate the back of the cards if you want.
 - Mix up all of the cards. Play one of these games:
 - Memory:
 - You need at least two people to play this game. You also need at least 20 cards, which means you should have at least 10 vocabulary cards and 10 matching cards. Make sure you have your answer key to help you.
 - The goal of this game is to find as many pairs as you can. A pair is a vocabulary card and a match card. Begin by mixing up the cards and laying the cards down in rows. The vocabulary words should be down so you cannot see them, and you should be looking at the back of the cards.
 - Next, turn over two cards. If the cards are a pair, set them next to you. If the cards are not a pair, you should turn them back over so you cannot see the words. Keep playing until all the cards are paired together.
 - If you are playing with a friend, take turns flipping cards. Make sure you

say each word out loud when you flip it and show it to everyone playing the game.

▪ Go Fish

- You need at least two people to play this game. You also need at least 30 cards, which means you should have at least 15 vocabulary cards and 15 matching cards. Make sure you have your answer key to help you.
- The goal of this game is to find as many pairs as you can. A pair is a vocabulary card and a match card. Begin by mixing the vocabulary cards and the matching cards together. Then deal each person four cards. All of the leftover cards are put into a pile in the middle of the table. This is the “Go Fish” pile.
- The first person will choose another person to ask for the pair for the card in his/her hand. If you have a vocabulary card, you will want to find the match card. If you have the match card, you will want to ask someone for the vocabulary card.
- When a person gets a pair, the two cards are put in a pile. Everyone has their own pile of pairs.
- If someone asks you for a card and you do not have it, then you have to say “Go Fish.” Go Fish means to take a card from the Go Fish pile, or the pile of extra cards in the middle.
- While you are playing you can use the answer key to check your pairs. If you put down a pair that is wrong, you cannot count it as one of your matches at the end of the game.
- Each person gets only one turn at a time. This means that you do not get to go twice in a row if you get a pair.
- If a person runs out of cards, he/she should get a new card from the Go Fish pile. This way everyone can keep playing and getting more pairs.

▪ BINGO

- You need at least two people to play this game. You also need at least 28 cards, which means you should have at least 14 vocabulary cards and 14 match cards. Make sure you have your answer key to help you.
- Each player needs to make his/her own BINGO board. Take a sheet of A4 (8.5x11) paper and fold it to have sixteen squares.
- Using the answer key, everyone needs to pick vocabulary words to write on their boards. Be careful! While the players are picking vocabulary words, they should not look at what the other people are writing down. Everyone's BINGO board needs to be a little different or there will not be a winner. The players should use a pen, not a pencil, to write the vocabulary words on the BINGO boards. This way, no one can change the BINGO board. After everyone has finished their boards, then you can let other people see it.
- For BINGO, you only need the match cards. You do not need the vocabulary card.
- Put the pile of match cards in the center. One person will begin by taking a match card and reading it to the group. Look on your board to see if you have the vocabulary word that is the pair to the match word. If the vocabulary word is on your board, you can cross it out or use a small

sheet of paper to cover it up. If you cross it out, make sure you can still see the vocabulary word because you want to be able to show the words on your board at the end of the game.

- Everyone should take turns reading the match cards.
- You can use the answer key to check if the match card is a pair to a vocabulary word on your BINGO board.
- The first person to cross out or cover up all their words is the winner.

- Categorizing Words:

- Begin by making a list of the words you want to learn. Look at your semantic maps to decide on categories for your words. You create a category by putting words into a group because the words are connected. For example, the words strawberry, potato, and sandwich are all types of food. Therefore, the category would be food. You can also create categories using the parts of speech such as adjective, nouns, verbs, and adverbs. There may be words for different subjects, like Unit of Inquiry, Math, Turkish, or English.
- The categories, or groups, will help you remember something about the words. You want to have at least 3 or 4 words in each category. On your list of words, write down the category next to each word. This will be your answer key.
- After you have created your categories, write each category word on a flash card. At the bottom of each flash card, write a “C” so that you will remember this is a category word.
- Next, write each of your vocabulary words on cards. At the bottom of each flash card, write a “V” so that you will remember this is a vocabulary word.
- Place the flash cards with category words on the table. Mix up the flash cards with vocabulary words. Challenge yourself to remember the category for each vocabulary word. After you are finished sorting all the cards, check your work using the answer key you created.

IV. Encountering New Vocabulary

- ENV01: Mark or write down the word and keep reading or listening. When you are finished reading, use different strategies to figure out the meaning. (You can find different strategies below.) You may want to write down the word in your vocabulary journal to study later. *You can “mark” things with a star or question mark, or you can underline or highlight it.*
- ENV02: When a difficult word makes the text confusing, stop and re-read the text out loud. Sometimes reading out loud helps you to understand what the author is trying to say.
- ENV03: Try to guess the meaning of the word using clues in the word or around the word. Strategies ENV04, ENV05, ENV06, and ENV07 will help you to make smart guesses about the meaning.
- ENV04: Use prefixes, suffixes, or a root word to help you figure out the meaning of the word.
- ENV05: Think about another word that the new word looks like. If the two words have similar spelling, the meanings might be similar too.
- ENV06: Look for clues to help you understand the meaning of a new word. One way to find clues is to use context clues. Context clues are clues about the meaning of a

word that can be found in the text, pictures, illustrations, charts, graphs, titles, headings, and subheadings.

- ENV07: Think about the part of speech. It helps to think about how the word is used in the sentence. Is the word a person, place, or thing? Is it describing something? Is it an action word?
- ENV08: Ask someone for help- a teacher, friend, or family member may be able to explain the word to you.
- ENV09: If you cannot guess the meaning of the word, look it up in a dictionary, translation dictionary, or a thesaurus. But be careful! If you look up too many words it will slow you down.

V. Reading Comprehension

- RC01: Set a purpose for reading. Think about why you are reading the text, and why the author wrote the text. Ask yourself questions like – Am I reading for fun or for information? What do I want to learn while reading this? Do I need to read the entire text or can I skip to the important parts?
- RC02: Be a smart reader and know what to look for while you are reading. If you are researching or reading for a classroom assignment, think about the questions you will have to answer in your assignment. You may want to read over the questions from your teacher, or write down your own questions. While you are reading, think about the questions and look for answers in the text.
- RC03: Preview and predict. When you read a text for school, you want to understand and remember as much as possible. If you preview and predict before reading, it will help you to get an idea of the text, why the author wrote the text, and what you will read about. This helps you to learn more while you are reading and to pick out the important events and information in the text. Use the titles, pictures, tables, charts & graphs, the author, the genre (fiction, biography, non-fiction, etc.), and other clues to help you decide what the text will be about and the important information you need to look for.
- RC04: Preview, scan, and decide. If you are reading a text to do research for a project, first you need to think about if the text is going to help you and decide if you want to read it. Preview the text & scan parts of it to decide if the text will help you. If the text is too difficult to understand or if it does not have the information you need, find another article or book that has more information.
 - Scanning: Scanning means that you read bits and pieces. Begin by looking at titles, illustrations, and key words. Next, scan the text. You do not have to start at the beginning. Read the parts that you think will help you. Scanning strategies include: read the first sentence in each paragraph, read the last sentence in each paragraph, and look for key words and read the sentences with those key words.
 - Deciding: Articles can be really easy or really hard. A lot of articles are in between; you can understand parts of it but not all of it. When you preview and scan an article, you should think about two questions: Does this article have information that I need for my project? Can I find information in this article that I can understand and explain in my own words? You may not be able to get any information from the article because there is not information for your topic or because the text is too hard to understand. If the article does not help you- don't

waste time! Find a new article that has more information and is easier to understand.

- RC05: Use your prior knowledge. For a fiction text, you may know the author or you may know some of the characters. Use this knowledge to help you know what is going on in the story. For a non-fiction text, you may know about the author or you may know about the topic. This knowledge will help you pick out the main ideas and the important information from the article.
- RC06: Make inferences. An inference is like a smart guess about what is happening in a story or what the article is going to tell you. To make an inference, you have to use the information in the text AND your prior knowledge. You can make inferences before you read, while you are reading, and after you are reading.
- RC07: Use different strategies for dealing with difficult text. Begin by reading the difficult part slowly and thinking about what is confusing you. Sometimes reading out loud will help you understand what the author is trying to say. If you still do not understand the difficult text, you can put a question mark next to what is confusing you – like a word, a sentence, or a paragraph. When you are finished reading, go back and re-read the areas you did not understand. You may be able to figure it out after you have read the entire text. Think about your prior knowledge of the text and what you have learned from the text. If you cannot understand it by yourself, ask for help from your teacher, a friend, or someone in your family.
- RC08: Write down questions you have before, during, and after reading. The questions can be about something that you want to learn while you are reading, information you need to find for a project, or text that is confusing to you. After you read, think about the questions. You may have found some of the answers while you were reading. For other questions, you may need to re-read parts of the text or ask someone for help.
- RC09: Pick out the main ideas of the text. To find the main ideas, think about why the author is writing the text – the big idea – and look for topic sentences that support the big idea. A topic sentence tells the reader the main idea for a paragraph or a section of the text. Topic sentences help to identify the important information in the text, and you can usually find a topic sentence in each paragraph.
- RC10: Mark the main ideas, important information, and important events in the text. This will reduce how much you highlight and help you locate important information more easily after you are finished reading. In a story, the important events and important information may help you make inferences about what will happen next or what you have read so far. In an article, important information will help you to learn about the topic of the article and help you to make inferences about things that are hard to understand. *You can “mark” things by starring, underlining, or highlighting it.*
- RC11: Take notes and paraphrase. Paraphrase means to put it in your own words or to summarize. While you are reading, frequently stop to take notes about what you have read; or, after you have finished reading, go back over the text and take notes. When you write things down in your own words, it helps you to understand what you have read and also to figure out what you have questions about. It may help to paraphrase in your native language instead of English.
 - Take notes by creating a fact sheet. This is a great strategy for biographies and

non-fiction texts. While you are reading, stop frequently to paraphrase the important information and to write down your notes. Use topic sentences and headings to help you decide on the most important information to write down. Skip lines between each note so that it is easy to read. You don't need to worry about indenting, spelling, grammar, or capitalization, but you do need to be able to understand what you wrote. When you are finished, you can re-read your fact list to see what you have learned and what you have questions about.

- Take notes by creating an outline. An outline is an organized fact list. Outlines are great for stories, biographies, and non-fiction texts. In an outline, you create headings and then write notes under the headings. You can use chapters, titles, and sub-titles from the text, or you can create your own headings.
- Take notes by creating a timeline. A timeline is also an organized fact list. Timelines help you to organize important events in a story or in history. Creating a timeline is the same as creating an outline, but the headings indicate a moment in time – such as a date, year, or period of time such as “War of Independence.” When you look at the timeline, you will be able to see the order of events and the amount of time between each event.
- RC12: Visualize or picture the text. While you are reading, stop, close your eyes, and think about what is going on in the text. If it is a story, try to picture in your mind the setting and what is happening with the characters. If it is a non-fiction text, picture the information the author is writing about.
- RC13: Frequently reflect on the text before, during, and after reading. Think about the predictions you had about the text, the inferences you made while reading, and what you learned from the text. Looking back at different parts of the story or article will help you to think about what you have learned. If you made notes or highlighted while you were reading, this will help you remember the important information and events.
- RC14: Critically analyze the text. This means to think about your opinion of the text. You can think about questions like: What did I learn from the text? What are the important ideas that the author wants me to remember? Did I like the text? Do I like the way the author wrote it? Was it too easy or too hard for me? Did it need more pictures, illustrations, or charts and graphs? Does the title or titles fit the text? How can it be better?
- RC15: Write a summary of what you have read to help you remember the important information and the important events. You can summarize in English or in your native language. Use highlighted information, notes, and graphic organizers to write your summary. Make sure to put it in your own words when you summarize. This will help you understand what you read and know what you have questions about.
- RC16: Talk to people about the text. Talking to someone helps you to know what you have learned, figure out things that are confusing, and learn what other people think about the text.
- RC17: Create questions for friends. Sometimes you learn more when you become the teacher.
- RC18: Use graphic organizers before, during, and after you read:
 - Story Elements: A chart for story elements lets you organize the information from a story. You can use it as you encounter new information in the story, or

you can complete it after you finish reading. You will write down the settings, the characters, the problem, the important events, and the solutions.

- Story Board: A story board allows you write down the important events in a story and draw illustrations for each event. Story boards are usually made after you finish reading. You can highlight or take notes about important events while you are reading, and then create the story board when you finish the story. When you finish the story board, you can look at the illustrations and the description of each event to help you remember what happened in the story.
- Four Square: A Four Square is used in many different ways. A sheet of paper is divided into four boxes. For a story, you may decide to use the four boxes for characters, setting, problem, and solution, or you may decide to write down four important events. For a non-fiction text, you may decide to write down four headings in the article and the important information for each heading. You can create the headings or you can use titles from the article.
- Semantic Map: A semantic map can be used for stories and articles. You can use a semantic map while you are reading to take notes or to organize information after you finish reading. For a story, you can write down the settings, the characters, the problem, the important events, and the solutions. For an article, the semantic map will help you to organize the information you learned into different categories.
- Venn Diagram: A Venn Diagram is used to compare two or three things. You may use it to compare characters in a story, solutions to a problem, cities you read about, or different types of animals. Venn diagrams help you to show how things are similar and how they are different. Usually a reader will use a Venn diagram after reading a text.
- T-Chart: A T-Chart is used to compare two things. In a T-Chart, you write down two headings at the top. The headings can be characters, settings, flowers, dogs, or anything. Then you write down all the information you have under each heading. This will help you to see how the two things are similar and how they are different.

Appendix L. Summary of lesson plans for the strategy training program

Lesson 1: Introduction, Surveys, Planning to Learn

The first lesson is a basic introduction to help the children understand the goal of the course and the types of activities we will be doing. The first objective was to complete the surveys. Second, we discussed the purpose of the course and why each student wants to participate. Then we went over the course outline and briefly discussed the strategies by flipping through the journals and reviewing the strategy posters. Once the purpose and goals of the course had been established, we took a more in depth look at the “Planning to Learn” strategies. Finally, we discussed the worksheets for project reflections, before & after studying, and the using strategies worksheet. Using the strategies from Planning to Learn, the students set goals for next week.

The majority of the time was taken up by the SILL. Due to the length of the survey, the SORS will be completed in the next lesson. We discussed the course outline and the purpose of the training program. Some students were enthusiastic and others were not, but this may be due to the length of the SILL. We briefly looked over all of the strategies, and then looked closely at strategies from the “Planning to Learn” section. They responded well to the list of strategies and the worksheets. We completed the lesson by setting goals for the next week on the Before & After worksheet and the Using Strategies worksheet.

Lesson 2: Planning to Learn and Vocabulary Journals

The objective for Lesson 2 is to learn strategies to use studying time in a smart way, especially for studying vocabulary. The lesson began by completing the SORS, which took about 20 minutes. Next, we reviewed the strategies for “Planning to Learn” and discussed the weekly goals.

For the vocabulary lesson, we began by passing out vocabulary journals and talking about how the journals can be used to benefit learning. Then we looked over a list of words taken from *Reading Teacher’s Book of Lists, Third Edition*. Students highlighted any unfamiliar words and then picked one word each to “dissect”. The teacher modeled creating a word web on the board. The elements for the word web can include the translation, definition, part of speech, synonyms, antonyms, example sentence, illustration, and a category word such as color or animal. Students used dictionaries and thesauruses to create their own word webs. The lesson only allowed time for students to create one word web, but the students were encouraged to complete more during their free time. They will be able to add stickers to their achievement charts for each word web.

We also spent some time talking about the project reflections in order to encourage students to complete these worksheets. Students had some trouble thinking about example projects; but once they did, we had an interesting discussion.

The word webs are a strategy the students used frequently throughout the strategy training program. One reason is the students were able to mark word webs on their

achievement chart. Also, the students feel it is fun and helps them to understand a word better by “creating an overall picture of the word.”

Lessons 3-4: Studying Vocabulary

The objective for this lesson is to learn strategies for studying vocabulary. The students are given their achievement charts and a list of “dissected” words to use for the games. They begin by making flash cards and then move on to playing the games. In order to encourage students to make flash cards as part of their normal study habits, it is important for them to practice creating the cards. However, the games require a lot of flash cards and creating all of these would be a waste of time. For Lesson 3, we played games with the cards the students made. During lesson 4, the cards were pre-made for the students.

The students played several different games: Bingo with definitions, basic drill with translations, Go Fish with synonyms, Memory with synonyms, and categorizing with parts of speech. The games also came with answer keys, and we talked about the fact that answer keys are important because it creates a list of what you need to learn and ensures you are learning the right thing while studying. The students were encouraged to create answer keys when studying independently by having the word webs or a word list with translations, definitions, etc.

Each time a new game was introduced, we talked about how to make it and the rules of the game. When the game was completed, we took a minute to discuss if the students learned anything, how the game would be useful during their normal study time, and if the students felt they would want to make and play the game outside of the training session. According to the children, all of the games are fun and will be useful while studying; the favorites are Bingo and Memory. From observation, the categories game is the most difficult for the students to create and play. Descriptions of the games are provided in their journals for guidance when playing the games outside of the training session.

Lesson 5: Encountering New Vocabulary

Lesson five is the first lesson for the section entitled “Encountering New Vocabulary”. The objective is to learn strategies for figuring out unknown words. We discussed using pictures, text, and parts of speech to determine the meaning of a word. For the picture activity, the students identify a missing word from a sentence by using clues from a picture. For parts of speech, the students read a Berenstain Bears story that has some difficult vocabulary. First the children identified the part of speech, and then used this knowledge in addition with clues from the text to determine the definition for each word.

Both of the lessons went well. The students knew about context clues and that you can find context clues in the text. We talked about other ways to find context clues, especially using pictures and the part of speech. The children had heard about parts of speech, but they said they mixed them up sometimes. We talked about nouns, verbs, adjectives, and adverbs. The picture activity was a lot of fun for them and very simple. The Berenstain Bear activity was more challenging, but the students really enjoyed the story and figuring out the definitions. They had some difficulty identifying the part of

speech in the beginning, but it was easier for them at the end. The fourth graders had more difficulty with the parts of speech than the fifth graders. Both groups of students made the connection of using the part of speech to figure out the definition, or the meaning of the word. The students were also able to verbalize other context clues they used to identify the definition.

After this lesson, several students commented during class and during the interviews that these strategies are some of the most useful. They frequently began using context clues while reading, studying, during class, and during tests. The fourth graders commented several times that the context clues helped with a lot of the difficult vocabulary in a book they were reading for English Language Arts. The fifth graders said these strategies helped them with the making inferences section of an English test. Throughout the rest of the lessons, context clues are a strategy the students frequently used while reading text. The children were eager to share the use of a strategy with the class, and they developed the ability to verbalize specific clues that helped them determine the meaning of a phrase or word.

Lesson 6: Encountering New Vocabulary

Lesson six is the second lesson for “Encountering New Vocabulary.” The goal of this lesson is to learn how to use parts of the word, or the spelling, to determine the meaning. The children completed two projects – one activity using the spelling of Spanish words and one activity using prefixes and suffixes.

The students were very excited about learning Spanish. They began thinking of words that are similar between Turkish, English, and Spanish. We talked about the Latin and Greek languages and how these languages became Italian, French, English, Turkish, Spanish, and many more. The activity using suffixes and prefixes was more difficult for them. They did not have any prior knowledge about prefixes, suffixes, and root words. Towards the end of the activity, the students began making the connection of using the patterns to determine the definition, but this proved to be a weak area for them.

Lesson 7: Reading Comprehension with Fiction

Lesson 7 is the first lesson in the section of reading comprehension. The objective is to understand a text better and remember more information by previewing, making predictions, using prior knowledge, & making inferences. The activities include reading three short fiction stories and stopping before, during, and after each text to answer questions. The questions are designed to encourage students to preview, make predictions, and explain their inferences.

We began by discussing the strategies and if the students currently use the strategies. The students seemed to realize they do this to some extent unconsciously, but they were unfamiliar with the terms and do not make a point of using the strategies to improve comprehension. The children enjoyed previewing and making predictions. The most difficult strategy for them was making inferences. They can explain their predictions or what they think something means, but it was difficult to verbalize the process of combining prior knowledge and book information to come up with an assumption.

Several times it took a few minutes of discussion for the students to determine what was going on in the story.

Lesson 8: Reading Comprehension with Non-Fiction Texts

The objective for this lesson is to learn how to improve research skills and comprehension of text. The strategies include preview, scan, and decide; using a semantic map, taking notes, and paraphrasing. The students will begin by previewing, scanning, and deciding if they want to use an article. Then they will read the chosen article and highlight the important information. After having read the article, students decide if they want to create a semantic map or a fact sheet to organize their notes. After taking notes and paraphrasing the information, the students will use only their notes to write a paper on the topic. The paper should be short but include the important information from the article to answer the research topic.

This lesson was actually meant to come later in the curriculum for the training program. However, the fifth grade students had a big project coming up and were having problems collecting research. As a group, we decided to work on strategies for conducting research. In both the fourth and fifth grade classes, we discussed difficulties the students have in collecting their research and this led into strategies for overcoming those difficulties.

We began by setting a purpose for our research – to write a paper on the defenses that monarch butterflies use to protect themselves from predators. We also discussed each of the strategies with a focus on previewing, scanning, and deciding. Each student was given three articles. We talked about how to pick out articles for research by thinking about if the article provides the information you need and if you can understand the language in the article. Students previewed and scanned the articles and then decided which article would be the most useful. The first article we looked at was easy to understand but related to the life cycle of a butterfly, so it was not relevant to the research topic. The second article directly spoke about the topic, but the article used academic language and was difficult to understand. The third article directly related to the topic and was written in child-friendly language, so we decided to use this article. One of the students felt comfortable using pieces of the academic article and was able to take some information from it. He used the scanning technique to pick out the paragraphs useful to the topic. While reading, the students practiced marking difficult text and being “picky highlighters”.

After reading, highlighting, and discussing difficult text, we talked about the differences between writing a fact sheet and creating a semantic map. All of the students decided to use a semantic map. We also talked about the importance of paraphrasing information in your own words in order to remember the information better and to not plagiarize the research. The fifth grade students went on to write summaries from their semantic maps. The fourth grade students did not have time for this.

Once the lesson was completed, we reflected on the difficulties previously discussed with using research and the strategies used in the lesson. All of the students felt the strategies would help, especially previewing, scanning, and deciding. Usually the

children will sit and read an entire article without thinking about if it is useful or if they will be able to paraphrase the information. One of the biggest issues for students is finding research that is written in language they can understand.

Lessons 9a: Reading Comprehension with Fiction Text

The objective for lesson 9a is to learn strategies for reading text that is difficult to understand. This lesson is a review of the previous lesson, but the strategies for dealing with text have increased because they will be using a more difficult text. The story for this lesson is a fiction text but relates to Harriet Tubman and the Underground Railroad. The strategies to focus on include frequently stopping to reflect on the text, highlighting important text, marking difficult text, writing down questions, and re-reading and reviewing text. The students received their own copies of the text and were allowed to mark as much as they wanted. We went slowly with the story and stopped frequently to preview, reflect, take notes or ask questions, and review.

The students were very interested in the story, but less interested in the strategies. We began by discussing the strategies and previewing the text. We discussed the author's purpose and what to look for in the text. The students enjoy highlighting, but frequently highlighted too much. We talked about being a "picky highlighter" and focusing on the main ideas and most important information. We also talked about identifying topic sentences. The strategy the students were the most resistant to was writing down their questions. While reflecting silently, the students would mark confusing text with a question mark but did not want to write down a question. I suspect it was because they didn't really know what to ask except- what does this mean. After silent reflection, the students were eager to discuss their ideas about the confusing text and in conjunction make predictions about what would happen next. The illustrations were very engaging for the students, and they frequently referred to the illustrations for context clues. When we finished reading, we flipped back through the story and reflected on our predictions and inferences. The students made the connection that reviewing increases their understanding of the text.

Lesson 9b: Reading Comprehension with Non-Fiction Text

*** The fourth grade students did not participate in this lesson ***

The objective for Lesson 9b is to learn strategies to improve researching skills and to increase comprehension and retention while reading non-fiction texts. The strategies include scanning, previewing, and deciding; creating a fact sheet; and paraphrasing. The students were given several non-fiction texts to choose from, and each student had a different article. The students began by reviewing the articles and picking out the main ideas. After previewing, students began highlighting important text. Finally, students paraphrased information by taking notes on a fact sheet.

The students were more enthusiastic about the activity and strategies for this lesson. The articles were decorated with lots of clip art and pictures in order to increase their interest. Student A had a clear strategy for scanning and got through the text quickly. Student B had more trouble and took a long time to preview and scan. (One of the students was absent for this lesson.) Student B read the article very quickly; student A demonstrated skills such as underlining difficult words and reviewing text several times.

Student B had trouble determining what to highlight in the previous lesson; this week she was more selective and better at identifying the important information. Student A also did well with highlighting, but he had some trouble towards the end of the article because he was confused about the subject matter.

Before beginning their fact sheets, we discussed the strategies of taking notes and paraphrasing. Both students had some trouble picking out the main ideas in the articles. Student A's notes were a little skimpy, but he managed to cover all the main ideas with the exception of some confusion towards the end. Student B's notes revealed more difficulty with picking out the main ideas, even though her highlighting skills were improved. Both students did well with paraphrasing text into their own words.

Lesson 10: Reading Comprehension with a Biography

The objective for lesson 11 is to organize the information from an article so it is easier to understand and remember. The lesson served to expand students' knowledge of taking notes by organizing their thoughts into a timeline. The text for this story is the biography of Theodor Seuss Geisel. Coincidentally, this lesson and lesson 11 coincided with the birthday of Dr. Seuss. The students were extremely excited to celebrate his birthday and decided to use the lesson to create a display for the school's library. The strategies for lesson 10 include highlighting important text, taking notes and paraphrasing, and organizing information into a timeline. The students were given texts of Geisel's biography and a separate page for taking notes.

As mentioned before, the students were extremely excited to celebrate Dr. Seuss' birthday and were therefore very enthusiastic about approaching this lesson. We began by discussing the strategies and then previewing the text and scanning the text. We began by the teacher modeling the scanning process- reading the first sentence and possibly the second and third sentence and then picking out key words and phrases without reading closely. Gradually the students took the lead in scanning each paragraph. During this time we verbalized our thoughts around how to scan. The students were apprehensive in the beginning but gained confidence throughout the procedure.

After previewing and scanning, we extended our discussion on what an outline is and how to organize the text. We reviewed taking notes and talked about organizing the information into headings to reflect the different stages of Geisel's life. We also reviewed identifying the main idea of each paragraph and being "picky highlighters." Once we began reading the text, we stopped at the end of each paragraph to talk about the main idea, allow students time to highlight and take notes in the margin, and then discuss what we highlighted and why.

This activity extended over two lessons. The second lesson focused around deciding on headings for the outline and taking notes and paraphrasing. During this time, we focused again on picking out the important information, paraphrasing into our own words, and communicating the information in a way that an external reader can understand. After completing their outlines, the students were given time to create decorations for the display. They focused on the stories that best reflected the stages of Geisel's life.

This activity seemed to culminate all of the previous lessons on reading comprehension. The students were surprisingly perceptive on the skills of scanning, highlighting, and paraphrasing the most important information. At this point in the training program, there is the feeling that the skills are sinking in with the students and they will continue to apply the strategies once we have finished. In the closing interviews, several students noted this activity as one of the most interesting and useful for applying to their every day studies.

Lesson 11: Graphic Organizers

The objective of Lesson 11 is to learn how to use graphic organizers to improve understanding and retention of text. The lesson reviews a variety of graphic organizers and when and how to use them. Each student has two packets of blank graphic organizers – one for the lesson and one for their journals. Underneath each organizer is a description of when and how to use it. The lesson begins by going through the organizers, discussing each one, and thinking about examples of when the organizer can be used. The text for this lesson is Dr. Seuss' *The Cat in the Hat*. This text is simple and the students are familiar with the story.

The students are familiar with some of the graphic organizers but not all of them. They use the organizers in class sometimes, but never use them without teacher guidance. The most familiar organizers are the semantic map, Venn diagram, and the T-Chart. Other organizers we covered included a story elements chart, a story board, and a four square. After reviewing the text, we used the organizers to organize story elements and analyze the characters and plot.

The students had a lot of fun with this lesson. They were even willing to stay after the lesson to complete their work. At the end of the lesson, we talked about ways to use the organizers in class and different types of projects where the organizers would be useful.

Appendix M. Project reflection worksheet for student journals

PROJECT REFLECTION:

What do YOU think about this assignment?

The name of the project and a short explanation of the directions:

How much time did you spend on this project during school?

- none
 a little bit
 a lot

How much time did you spend at home?

- none
 a little bit
 a lot

Did you work on the project with a partner? Yes No

Did you ask for help on the project? Yes No

If yes, write down the people that helped you: _____

Writing the Reflection

Write a reflection about completing the project. In your reflection, talk about how you felt while working on the project and when you finished.

Think about these different questions while you are writing the reflection.

You can write more than one answer for each question; the questions help to give you ideas.

- When you found out about the project, how did you feel?
- Which part of the project was fun?
- Which part of the project are you proud of?
- Which part of the project was hard or frustrating?
- Did you ever feel tired while you were working on the project? Why?

- Did you ever feel excited while you were working on the project? What were you excited about?
- Did you have any questions or problems during the project? How did you get help?
- Do you feel like you used your time wisely or did you waste time while working on the project?
- When you turned in your project, how did you feel?
 - Do you think you followed on the directions for your project?
 - Do you think your teacher will be happy with your work?
 - If you had to do this project again, what would you do differently?

If you had to present this project or talk about this project in English, write a reflection about your presentation. Use the questions to help you.

- How did you feel before presenting in English?
- Did you ever feel frustrated while trying to talk in English?
- Did you ever feel like explaining the project in English was easy?
- Do you think the people listening understood what you were trying to tell them?
- Do you think you did a good job on your presentation?
- If you could do the presentation again, what would you change?

Appendix N. Blank graphic organizers provided in student notebooks

Story Elements

Setting	Characters	Problem
Important Events	Important Events	Solution

A chart for story elements lets you organize the information from a story. You can use it as you encounter new information in the story, or you can complete it after you finish reading. You will write down the settings, the characters, the problem, the important events, and the solutions.

Story Board

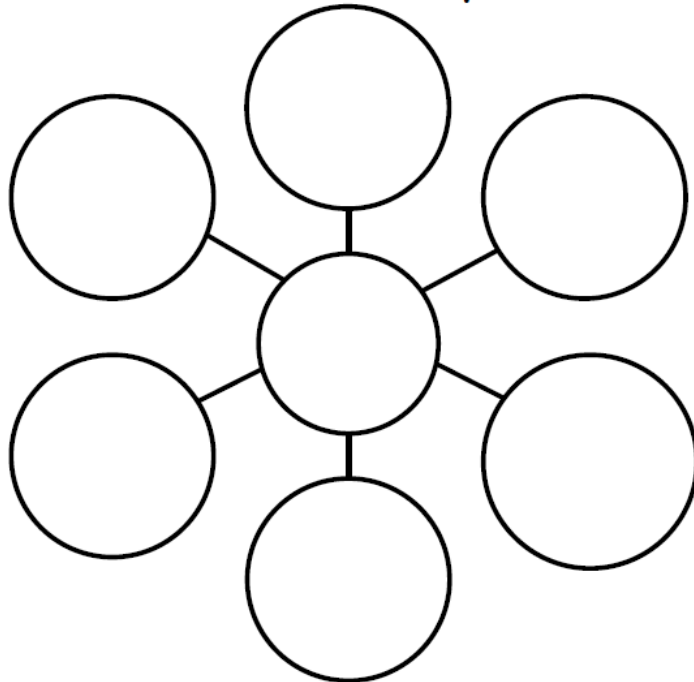
Event 1:	Event 2:	Event 3:
Event 4:	Event 5:	Event 6:

A story board allows you write down the important events in a story and draw illustrations for each event. Story boards are usually made after you finish reading. You can highlight or take notes about important events while you are reading, and then create the story board when you finish the story. When you finish the story board, you can look at the illustrations and the description of each event to help you remember what happened in the story.

Four Square

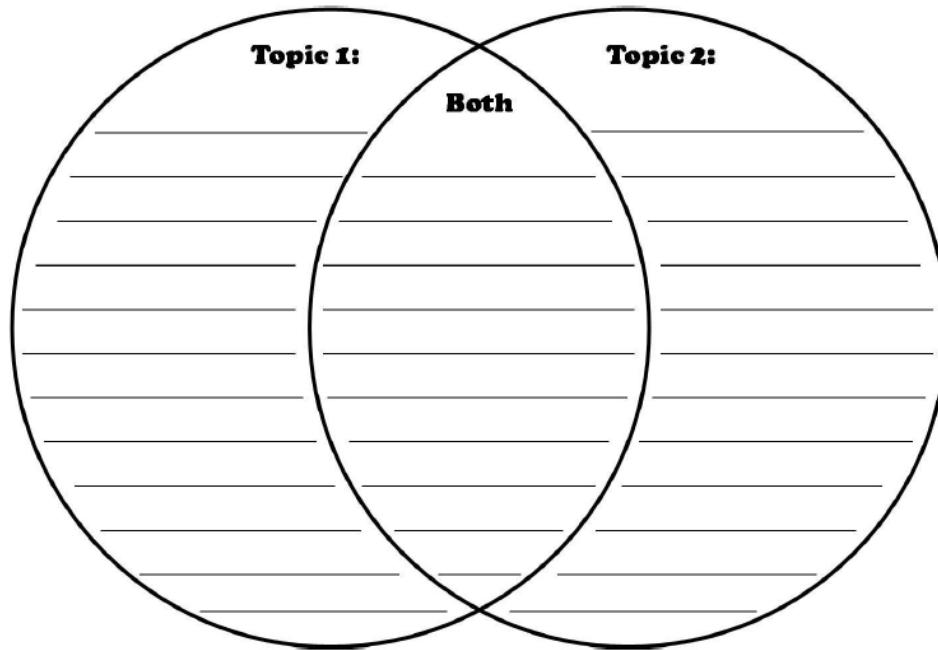
A Four Square is used in many different ways. A sheet of paper is divided into four boxes. For a story, you may decide to use the four boxes for characters, setting, problem, and solution, or you may decide to write down four important events. For a non-fiction text, you may decide to write down four headings in the article and the important information for each heading. You can create the headings or you can use titles from the article.

Semantic Map



Semantic Map: A semantic map can be used for stories and articles. You can use a semantic map while you are reading to take notes or to organize information after you finish reading. For a story, you can write down the settings, the characters, the problem, the important events, and the solutions. For an article, the semantic map will help you to organize the information you learned into different categories.

Venn Diagram



A Venn Diagram is used to compare two or three things. You may use it to compare characters in a story, solutions to a problem, cities you read about, or different types of animals. Venn diagrams help you to show how things are similar and how they are different. Usually a reader will use a Venn diagram after reading a text.

T-Chart

Title:	
Topic 1:	Topic 2:

A T-Chart is used to compare two things. In a T-Chart, you write down two headings at the top. The headings can be characters, settings, flowers, dogs, or anything. Then you write down all the information you have under each heading. This will help you to see how the two things are similar and how they are different.

Appendix O. Materials used for student vocabulary journals and the lessons on studying vocabulary

Vocabulary Words

Taken from <http://www.duboisl.org/EducationWatch/First100Words.html>

Vocabulary Words

company	France	shoes	workers	rope
radio	repeated	actually	Washington	cotton
we'll	column	nose	Greek	apple
action	western	afraid	women	details
capital	church	dead	brought	entire
factories	sister	sugar	led	corn
settled	oxygen	adjective	march	substances
yellow	plural	fig	northern	smell
isn't	various	office	create	tools
southern	agreed	huge	British	conditions
truck	opposite	gun	difficult	cows
train	wrong	similar	match	track
printed	chart	death	win	arrived
wouldn't	prepared	score	doesn't	located
ahead	pretty	forward	steel	sir
chance	solution	stretched	total	seat
born	fresh	experience	deal	division
level	shop	rose	determine	effect
triangle	suffix	allow	evening	underline
molecules	especially	fear	nor	view

supply	fit	sense	position	meat
corner	addition	string	entered	lifted
electric	belong	blow	fruit	process
insects	safe	famous	tied	army
crops	soldiers	value	rich	hat
tone	guess	wings	dollars	property
hit	silent	movement	send	particular
sand	trade	pole	sight	swim
doctor	rather	exciting	chief	terms
provide	compare	branches	Japanese	current
thus	crowd	thick	stream	park
won't	poem	blood	plants	sell
cook	enjoy	lie	rhythm	shoulder
bones	elements	spot	eight	industry
tail	indicate	bell	science	wash
board	except	fun	major	block
modern	expect	loud	observe	spread
compound	flat	consider	tube	cattle
mine	seven	suggested	necessary	wife
wasn't	interest	thin	weight	sharp

Taken From: *The Reading Teachers Book of Lists, Third Edition*; by Edward Bernard Fry, Ph.D., Jacqueline E. Kress, Ed.D. & Dona Lee Fountoukidis, Ed.D.
provided from: <http://www.duboisl.org/EducationWatch/First100Words.html>

Vocabulary Words

row	grew	east	suppose	direct
least	skin	pay	woman	ring
catch	valley	signal	coast	serve
climbed	cents	touch	bank	child
wrote	key	information	period	desert
shouted	presidents	express	wire	increase
continued	brown	mouth	choose	history
itself	trouble	yard	clean	cost
else	cool	equal	visit	maybe
plains	cloud	decimal	bit	business
gas	lost	yourself	whose	separate
England	sent	control	received	break
burning	symbols	practice	garden	uncle
design	wear	report	please	hunting
joined	bad	straight	strange	flow
foot	save	rise	caught	lady
law	experiment	statement	fell	students
ears	engine	stick	team	human
grass	alone	party	God	art
you're	drawing	seeds	captain	feeling

cross	buy	temperature	possible	fraction
speak	century	bright	gold	Africa
appear	outside	lead	milk	killed
metal	everything	everyone	quiet	melody
son	tall	method	natural	bottom
either	already	section	lot	trip
ice	instead	lake	stone	hole
sleep	phrase	consonant	act	poor
village	soil	within	build	let's
factors	bed	dictionary	middle	fight
sleep	copy	hair	speed	surprise
result	free	age	count	French
jumped	hope	amount	cat	died
snow	spring	scale	someone	beat
ride	case	pounds	sail	exactly
care	laughed	although	rolled	remain
floor	nation	per	bear	dress
hill	quite	broken	wonder	iron
pushed	type	moment	smiled	couldn't
baby	themselves	tiny	angle	fingers

Taken From: *The Reading Teachers Book of Lists, Third Edition*; by Edward Bernard Fry, Ph.D., Jacqueline E. Kress, Ed.D. & Dona Lee Fountoukidis, Ed.D.
provided from: <http://www.duboisl.org/EducationWatch/First100Words.html>

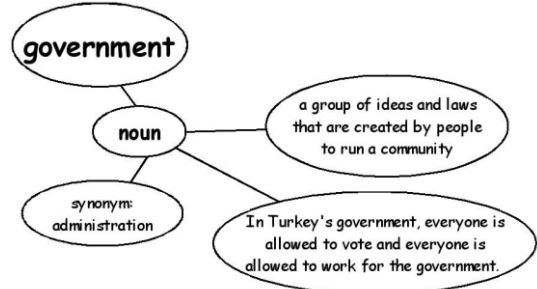
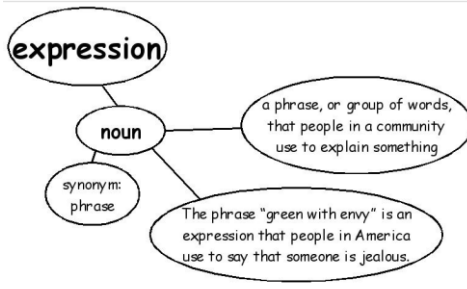
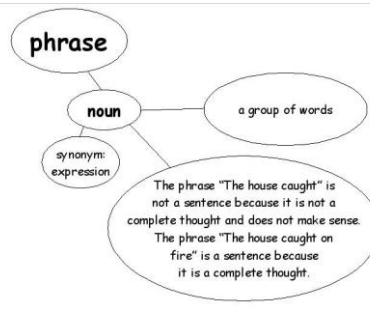
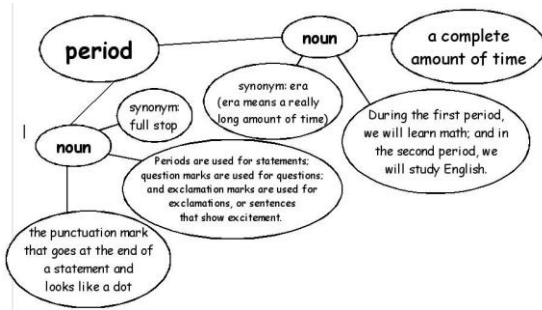
Vocabulary Words

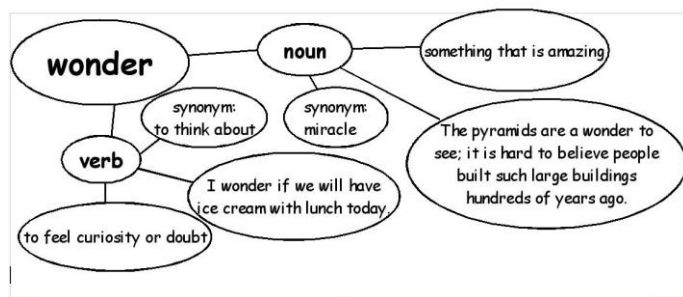
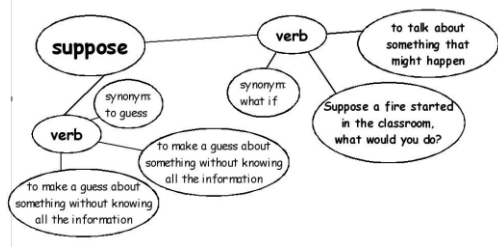
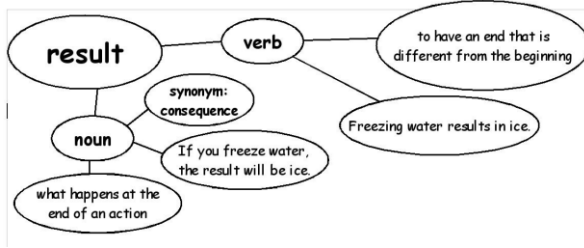
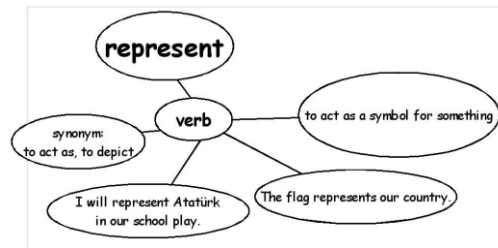
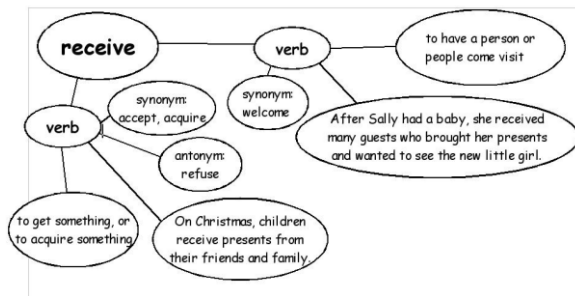
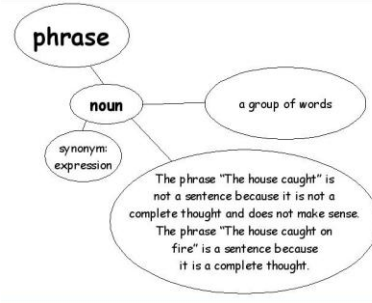
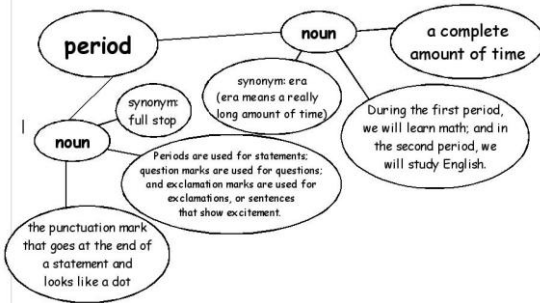
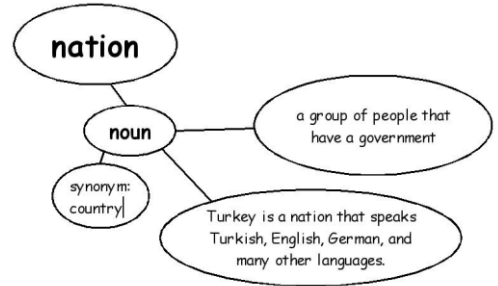
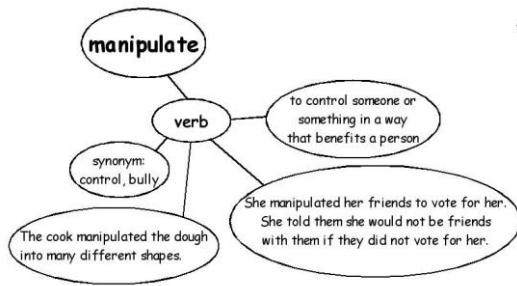
can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distance	race	weather
syllables	dance	heart	resent	root
perhaps	members	sit	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	glass	describe
moon	developed	interest	million	drive

able	common	full	nothing	size
ago	contain	game	noun	special
am	correct	gave	object	stars
among	course	government	ocean	stay
ball	dark	green	oh	stood
base	decided	halt	pair	street
became	deep	heat	person	strong
behind	done	heavy	plane	surface
boat	dry	hot	power	system
box	English	inches	produce	ten
bring	equation	include	quickly	though
brought	explain	inside	ran	thousands
building	fact	island	rest	understand
built	feel	known	road	verb
cannot	filled	language	round	wait
carefully	finally	less	rule	warm
check	fine	machine	scientists	week
circle	fly	material	shape	wheels
class	force	minutes	shown	yes
clear	front	note	six	yet

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provided from: <http://www.dubuok.org/EducationWatch/First100Words.html>

Word Webs





Vocabulary flash cards

suppose	receive
period	phrase
express	expression
control	result
manipulate	nation

wonder	base
represent	government
force	race
surface	course

farz etmek	telsim almak
dönem	değiş
ifade etmek	tabir
kontrol etmek	subsonic olmak sonuç
hile yapmak	ulus

merak etmek	temel
temsil	hükümet
kuvvet	yarış
yüzeye çık tabaka	kurs patika

what if	full stop		
faster	manipulate	miracle; to think about	to act as, to depict
control, bully	welcome, accept, acquire	power, control, manipulate	outside, top, rise up
expression	phrase	path; class	groundwork
consequence	country	administration	a contest of speed; a group of people

Translations

Answer Key

suppose	farz etmek
receive	telsim almak
period	dönem
phrase	değiş
express	ifade etmek
expression	tabir
control	kontrol etmek
result	subsonic olmak; sonuç
manipulate	hile; yapmak
nation	ulus
wonder	merak etmek
base	temel
represent	temsil
government	hükümet
force	kuvvet
race	yarış
surface	yüze çık; tabaka
course	kurs; patika

Synonyms

Answer Key

suppose	what if to guess
receive	welcome accept, acquire
period	full stop era (era means a really long amount of time)
phrase	expression
express	faster vent, air (both of these words mean to say something out loud)
expression	phrase
control	manipulate
result	consequence
manipulate	control, bully
nation	country
wonder	miracle to think about
base	groundwork
represent	to act as, to depict
government	administration
force	power control, manipulate
race	a contest of speed a group of people
surface	outside, top rise up
course	path class

Parts of Speech

Answer Key

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>
period	suppose	express
phrase	express	
expression	control	
result	manipulate	
nation	receive	
wonder	result	
force	wonder	
surface	represent	
course	force	
base	surface	
government	race	
race		

Nouns

Verbs

Adjectives

Definitions

Answer Key

1. suppose

verb: to talk about something that might happen

verb: to make a guess about something without knowing all the information

2. period

noun: a complete amount of time

noun: the punctuation mark that goes at the end of a statement and looks like a dot

3. express

adjective: something used for or made for traveling at high speeds

verb: to talk about or show people your ideas by talking or through art, such as drawing, drama, or music

4. control

verb: to have power over a machine or the actions of people

5. manipulate

verb: to control someone or something in a way that benefits a person

6. receive

verb: to have a person or people come visit

verb: to get something, or to acquire something

7. phrase

noun: a group of words

8. expression

noun: a phrase, or group of words, that people in a community use to explain something

9. result

verb: to have an end that is different from the beginning

noun: what happens at the end of an action

10. nation

noun: a group of people that have a government

11. wonder

noun: something that is amazing

verb: to feel curiosity or doubt

12. represent

verb: to act as a symbol for something

13. force

noun: a power on earth

verb: to make yourself or another person do something

14. surface

noun: the outside or top of something

verb: to rise to the top of something

15. course

noun: a path

noun: part of a meal

noun: a class

16. base

noun: the bottom part of a structure, like a building or a wall, that holds up the rest of the structure

noun: one of the four corners of a baseball field

17. government

noun: a group of ideas and laws that are created by people to run a community

18. race

noun: a contest of speed

verb: to participate in a contest of speed

noun: a group of people characterized by the color of their skin or where they are from

Definition Bingo Boards

to talk about something that might happen	a complete amount of time	something used for or made for traveling at high speeds	to have power over a machine or the actions of people
to control someone or something in a way that benefits a person	to have a person or people come visit	a group of words	a path
to have an end that is different from the beginning	a group of ideas and laws that are created by people to run a community	something that is amazing	to participate in a contest of speed
a power on earth	the outside or top of something	a phrase, or group of words, that people in a community use to explain something	the bottom part of a structure, like a building or a wall, that holds up the rest of the structure
to have power over a machine or the actions of people	a contest of speed	one of the four corners of a baseball field	part of a meal
to make yourself or another person do something	to rise to the top of something	to feel curiosity or doubt	what happens at the end of an action
to get something, or to acquire something	to talk about or show people your ideas by talking or through art, such as drawing, drama, or music	the punctuation mark that goes at the end of a statement and looks like a dot	to make a guess about something without knowing all the information
to act as a symbol for something	a group of people that have a government	to control someone or something in a way that benefits a person	a phrase, or group of words, that people in a community use to explain something

a group of words	to talk about or show people your ideas by talking or through art, such as drawing, drama, or music	to talk about something that might happen	to control someone or something in a way that benefits a person
to have an end that is different from the beginning	to feel curiosity or doubt	a power on earth	part of a meal
the bottom part of a structure, like a building or a wall, that holds up the rest of the structure	to rise to the top of something	to act as a symbol for something	a group of people that have a government
a phrase, or group of words, that people in a community use to explain something	to have a person or people come visit	a contest of speed	a complete amount of time
what happens at the end of an action	a group of words	to get something, or to acquire something	to have power over a machine or the actions of people
something used for or made for traveling at high speeds	the punctuation mark that goes at the end of a statement and looks like a dot	to make a guess about something without knowing all the information	a path
one of the four corners of a baseball field	a group of ideas and laws that are created by people to run a community	the outside or top of something	to participate in a contest of speed
to make yourself or another person do something	to act as a symbol for something	something that is amazing	a group of people that have a government

Appendix P. Various worksheets and activities used during the Strategy Training Program

Using Pictures for Clues

Name _____ Date _____

photographs	very large
excited, moving and jumping around a lot	to really like someone
boring; to feel like you are doing the same thing over and over again	a very loud, booming sound
terrible; really bad	a picture of a place like a city or a forest
really happy	to be confident; to believe you will do well at something



1. Carrie is **ecstatic** with the grade on her test.

Definition:



2. Faruk thinks his grade is **horrific**.

Definition:



3. Naz is wearing **bulky** shoes, which is very popular right now.

Definition:



4. Susie's favorite thing to do is taking lots of **snapshots**.

Definition:

Using Pictures for Clues

Name _____

Date _____



5. Michael is **smitten** with his new girlfriend.

Definition:



6. When Lizzie practices her instrument, the music is **thunderous**.

Definition:



7. The cheerleaders are always **animated** when cheering for the basketball team.

Definition:



8. Katherine is painting a **landscape**.

Definition:



9. Can thinks walking his dog everyday is **tedious**.

Definition:



10. Emre **assertively** gave his speech for the student council.

Definition:

How Can Context Clues Help YOU?

Context clues are clues that help you understand a word or a sentence that is confusing. Context clues can come from anywhere- text, pictures, headings & titles, or even the author.

Knowing the part of speech of a word can also give you a context clue. A *part of speech* tells you what kind of word it is. There are many different types of words- nouns, verbs, adjectives, adverbs, prepositions, and more. Let's start with noun, verb, adjective, and adverb.

A **noun** is a word that is a person, place, or thing. Examples: teacher, Atatürk, mall, Cepa, dog, tree, star, the Sun

A **verb** is a word that shows action or being. Action verbs are verbs like jump, write, smell. Being verbs are harder to understand, but we use them all the time. Examples of being verbs are am, is, are, was, were, and will be.

An **adjective** is a word that describes a noun. Here are some examples (the adjective is underlined): beautiful flowers, bright stars, fun party

An **adverb** is a word that describes a verb. Here are some examples (the adverb is underlined): run quickly, work hard, jump high, laugh loudly

Look at the worksheet called "Context Clues and the Berenstain Bears". Do you know what these words mean? Even if you know the word, some words may have more than one definition. Can you match each word to its definition?

You will hear these words while your teacher reads the story, The Berenstain Bears Go on a Ghost Walk. Underline or highlight the words when you see them. Over the word, write down if you think it is a noun, verb, adjective, or adverb. If you see other words you do not understand, underline or highlight those words too. At the end of the story, use context clues to figure out the definition for each word on the worksheet. Then try to figure out the other words you did not understand.

Context Clues and the Berenstain Bears

Write the part of speech next to each word:

noun verb adjective adverb

benefit _____ misshapen _____ perched _____

patch _____ grind _____ corridors _____

donating _____ innards _____ festooned _____

goods _____ gobs _____ dagger _____

clerk _____ shop _____ hideous _____

Write the vocabulary word next to each definition. Use the context clues to help you.

1.	noun	things you can buy
2.	noun	a place to work that has lots of tools
3.	noun	a party or celebration that raises money for a charity or a school
4.	noun	hallways
5.	adjective	very ugly
6.	noun	large amounts of something; big scoops of something
7.	verb	to sit on top of something
8.	noun	knife
9.	adjective	something that has a different form than it is supposed to
10.	noun	a small piece of land where fruits and vegetables grow
11.	verb	to cover a thing with something else
12.	verb	to give money or things to something
13.	verb	to chop something up until it is mushy
14.	noun	a person who works in a store
15.	noun	the inside of something

Answer Key

benefit	noun	a party or celebration that raises money for a charity or a school
patch	noun	a small piece of land where fruits and vegetables grow
donating	verb	to give money or things to something
goods	noun	things you can buy
clerk	noun	a person who works in a store
misshapen	adjective	something that has a different form than it is supposed to
grind	verb	to chop something up until it is mushy
innards	noun	the inside of something
gobs	noun	large amounts of something; big scoops of something
shop	noun	a place to work that has lots of tools
perched	verb	to sit on top of something
corridors	noun	hallways
festooned	verb	to cover a thing with something else
dagger	noun	knife
hideous	adjective	very ugly

Unknown Vocabulary

Name _____

Date _____

What do you do when you see a word that you do not understand? There are many ways to solve this problem! You can use context clues, or hints, from the text, pictures, and titles. But did you know that you can also use the word that you do not understand to give you clues? Sometimes the letters in a word will give you a clue about the meaning of the word.

Below are English words and Spanish words. If you do not know Spanish, it may be hard for you to figure out the meaning of each word. Use the letters in each word to give you a hint about the meaning of the word.

father	red
three	mother
school	student

Underline the letters in the word that give you a hint about the meaning of the word.

1. _____ la madre

4. _____ tres

2. _____ el padre

5. _____ el estudiante

3. _____ la escuela

6. _____ rojo

write	six
bank	fun
Nine	seven

Underline the letters in the word that give you a hint about the meaning of the word.

7. _____ el banco

10. _____ nueve

8. _____ seis

11. _____ la diversión

9. _____ escribir

12. _____ siete

Unknown Vocabulary

Name _____

Date _____

restaurant	boots
sweater	magic
pants	precious

Underline the letters in the word that give you a hint about the meaning of the word.

13. _____ precioso 16. _____ el suéter
14. _____ las botas 17. _____ el restauranté
15. _____ los pantalones 18. _____ la magia

cat	salad
tomato	turtle
soup	ocean

Underline the letters in the word that give you a hint about the meaning of the word.

19. _____ el gato 22. _____ el tomate
20. _____ la tortuga 23. _____ la océano
21. _____ la ensalada 24. _____ la sopa

Unknown Vocabulary

Name _____

Date _____

Answer Key

mother	red	six	sweater	fast
la madre	rojo	seis	el suéter	rápido
father	fun	bank	restaurant	salad
el padre	la diversión	el banco	el restauranté	la ensalada
school	write	precious	magic	tomato
la escuela	escribir	precioso	la magia	el tomate
three	nine	boots	cat	soup
tres	nueve	las botas	el gato	la sopa
student	seven	pants	turtle	ocean
el estudiante	siete	los pantalones	la Tortuga	la océano

Book: Moppy is Happy

Name _____

Date _____

Using prior knowledge and text information to make predictions and inferences.

1. Looking at the title of the book and the illustration, why do you think Moppy is happy?

2. Does the picture on the title page give you any clues?

3. On page 1, what do you think was the strange whizzing noise?

4. On page 3, why does David want to see what is outside?

5. On page 7, why is the squeaky voice hiding?

6. On page 9, In the story it says, "David, who was getting a bit cross by now." What does the word *cross* mean?

7. On page 13, why does Moppy say, "There are two funny people in there looking at a square box."

8. On page 15, why did David and Moppy start to giggle?

Book: Moppy is Happy

Name _____ Date _____

9. On page 19, why do you think David's mom does not believe David will take care of another pet?

10. At the end of the story, why does Moppy turn yellow?

11. Why is the name of the book *Moppy is Happy*?

12. What do you think would be another good name for the book?

The Great Smelly, Slobbery, Small-Tooth Dog

by Margaret Read MacDonald

Name _____

Date _____

Teacher: Show the cover of the book to the class and tell them the title. Tell the class this is a fairy tale that was told to children in Britain.

1. Before the teacher reads the story, look at the title and the illustration on the front of the book. Think about what you know about fairy tales. What do you think will happen in the book?

Teacher: Read pages 1-3

2. Do you think the man that the dog saved is rich or poor? Why?

3. Do you think the dog is rich or poor? Why?

Teacher: Read pages 4-7

4. After your teacher reads pages 4-7, write down a question using the word *how* about these pages.

5. Now write down the answer to the question.

Teacher: Read pages 8-11

6. Think about what you know about fairy tales. Why do you think the dog lives in a castle?

7. How do you think the girl feels about living in the castle?

Teacher: Read pages 12-15

8. Write a question using the word *who* about pages 12-15.

9. Now write an answer to your question.

Teacher: Read pages 16-19

10. Write a question using the word *when* or *what* for pages 16-19.

The Great Smelly, Slobbery, Small-Tooth Dog
by Margaret Read MacDonald

Name _____

Date _____

11. Now write an answer to your question.

Teacher: Read pages 20-23

12. Why do you think the dog continues to offer to take the girl to her father's house?

13. What do you think will happen if the dog takes the girl to her father's house?

Teacher: Read pages 24-25

14. On the next page, the dog will ask the girl, "What's that you always call me?" What do you think will be the girl's answer?

15. Write a question using the word *why* about pages 26-28.

16. Now write an answer to your question.

17. Do you think the name of the book is a good name? Why or why not?

18. If you had to create a new title, what would the title be? (You cannot use the same title as the book.)

Gertrude McFuzz

Name _____

Date _____

1. Preview the story title and picture on the first page. What do you think this story will be about?

2. What do you know about Dr. Seuss? What can you predict about this book?

Read pages 1-2

3. Do you have prior knowledge about feeling jealous? Why do you think Gertrude feels jealous about Miss Lolla-Lee-Lou?

Read page 3

4. What do you think Gertrude will do after Uncle Doctor says, "Your tail is just right for your kind of a bird"?

Read pages 4-5 (don't read the bottom line)

5. Think about how you would feel if you were Gertrude. What would you do after you grew two feathers?

Read pages 5-6

6. What do you think Gertrude will do now?

Read pages 7-10

7. Now that Gertrude has a big, beautiful tail, what will she do next?

Gertrude McFuzz

Name _____

Date _____

Read pages 11-12

8. What do you think Uncle Dake will do to save Gertrude?

Read pages 13-14

9. How do you think Gertrude will feel about her feathers being pulled out?

Read page 15

10. Why do you think Dr. Seuss wanted to write this story?

Story Board

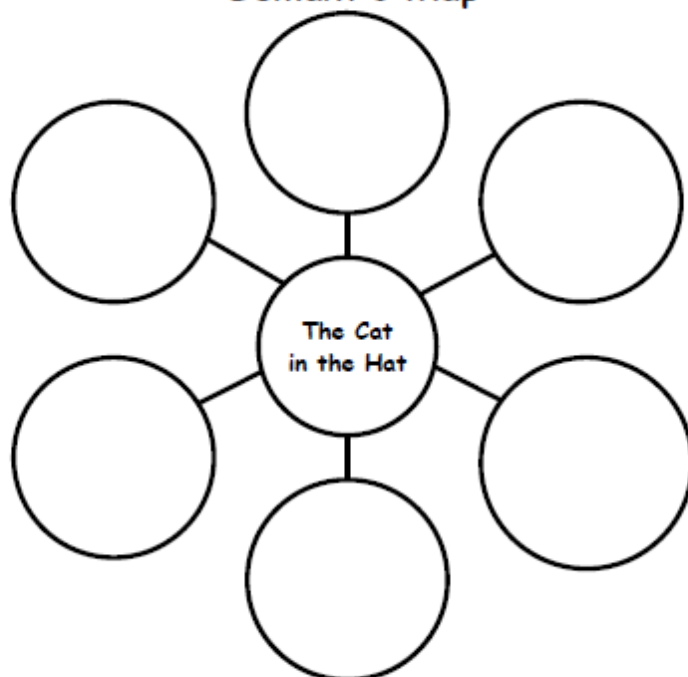
Event 1:	Event 2:	Event 3:
Event 4:	Event 5:	Event 6:

A story board allows you write down the important events in a story and draw illustrations for each event. Story boards are usually made after you finish reading. You can highlight or take notes about important events while you are reading, and then create the story board when you finish the story. When you finish the story board, you can look at the illustrations and the description of each event to help you remember what happened in the story.

Story Elements

Setting	Characters	Problem
Important Events	Important Events	Solution

A chart for story elements lets you organize the information from a story. You can use it as you encounter new information in the story, or you can complete it after you finish reading. You will write down the settings, the characters, the problem, the important events, and the solutions.

Semantic Map

Semantic Map: A semantic map can be used for stories and articles. You can use a semantic map while you are reading to take notes or to organize information after you finish reading. For a story, you can write down the settings, the characters, the problem, the important events, and the solutions. For an article, the semantic map will help you to organize the information you learned into different categories.

Four Square

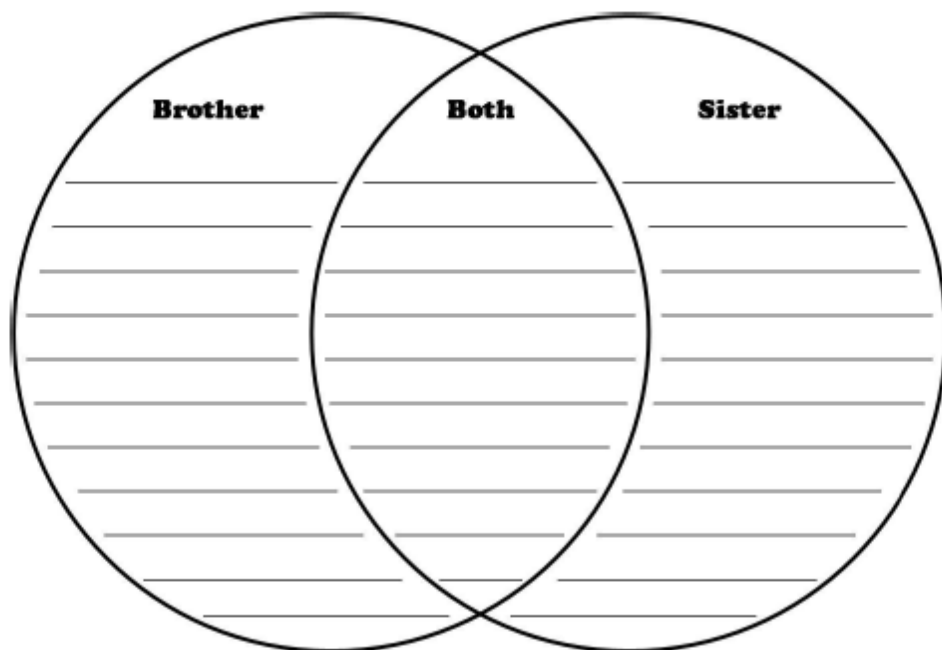
The Cat in the Hat	The Children
Thing 1 & Thing 2	The Mom

A Four Square is used in many different ways. A sheet of paper is divided into four boxes. For a story, you may decide to use the four boxes for characters, setting, problem, and solution, or you may decide to write down four important events. For a non-fiction text, you may decide to write down four headings in the article and the important information for each heading. You can create the headings or you can use titles from the article.

Brother & Sister

- has a red bow
- telling the story about the visit from the Cat in the Hat
- bored on a rainy day
- curious about the Cat in the Hat
- watched the Cat in the Hat fall off the ball
- has a name in the story
- shook hands with Thing 1
- shook hands with Thing 2
- saw Thing 1 & Thing 2 run down the hall
- was caught on a kite string
- caught Thing 1 & Thing 2 with a net
- excited to see the Cat and the Hat clean the house

Venn Diagram



A Venn Diagram is used to compare two or three things. You may use it to compare characters in a story, solutions to a problem, cities you read about, or different types of animals. Venn diagrams help you to show how things are similar and how they are different. Usually a reader will use a Venn diagram after reading a text.

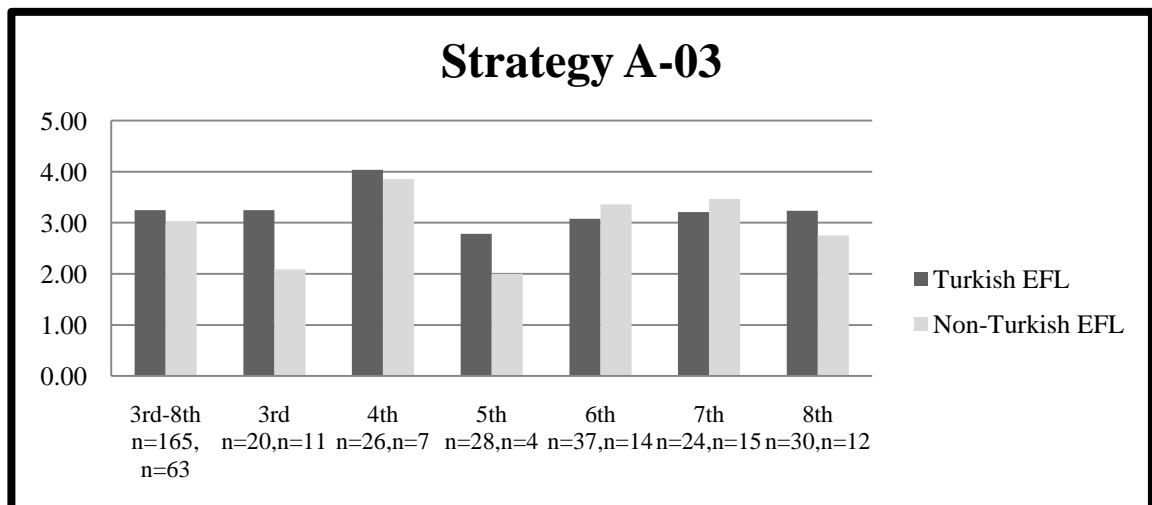
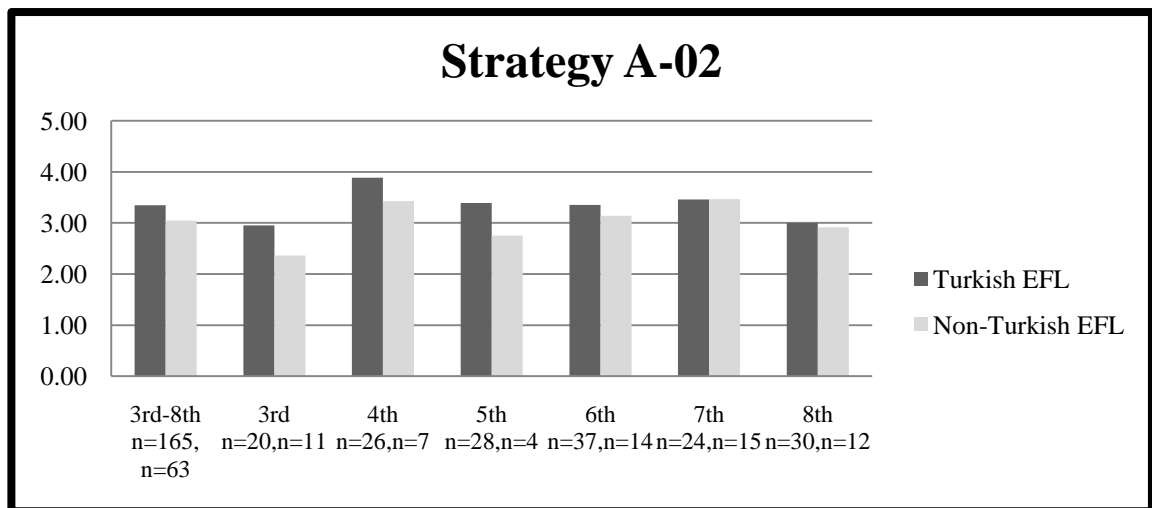
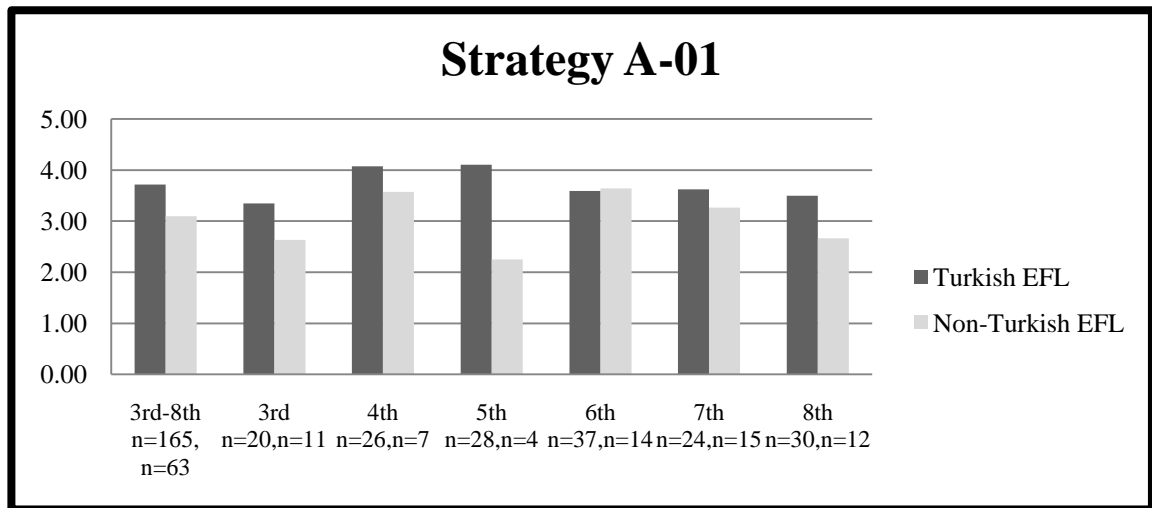
T-Chart

Title: The Visit from the Cat in the Hat	
Topic 1: Pro's	Topic 2: Con's

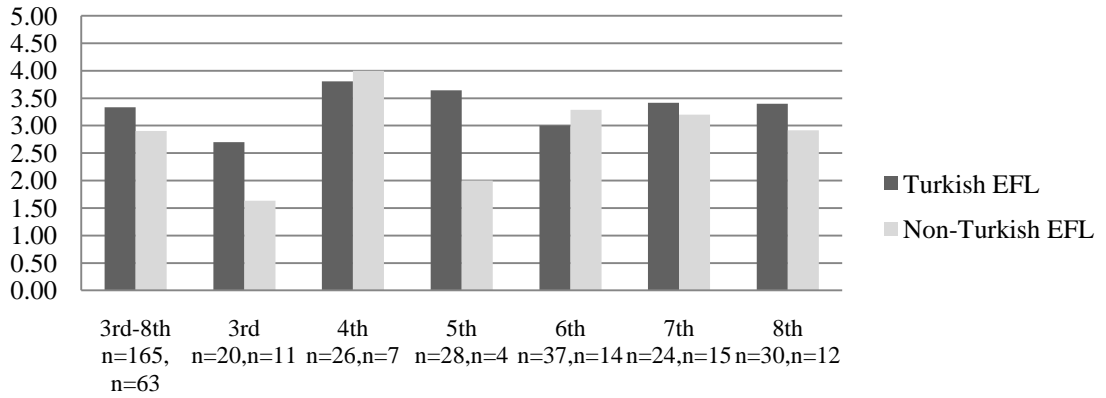
A T-Chart is used to compare two things. In a T-Chart, you write down two headings at the top. The headings can be characters, settings, flowers, dogs, or anything. Then you write down all the information you have under each heading. This will help you to see how the two things are similar and how they are different.

Appendix Q. Student use of individual strategies from the SILL

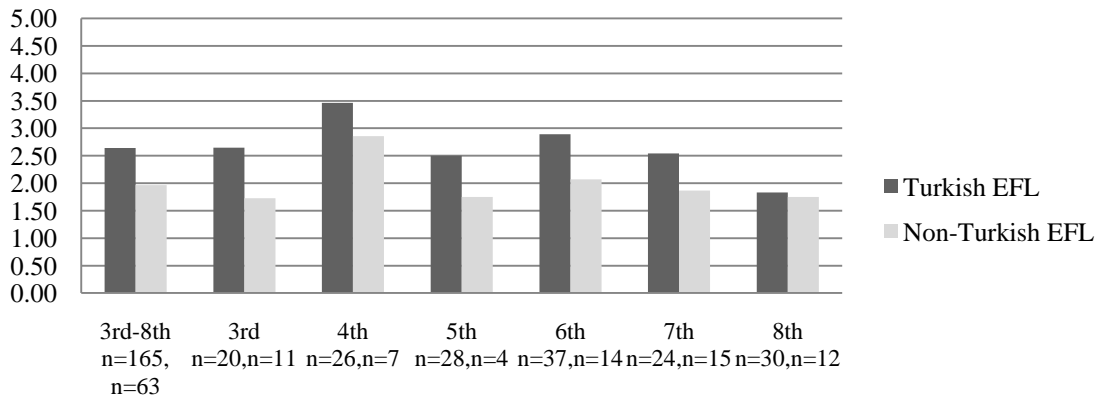
Part A: Remembering more effectively



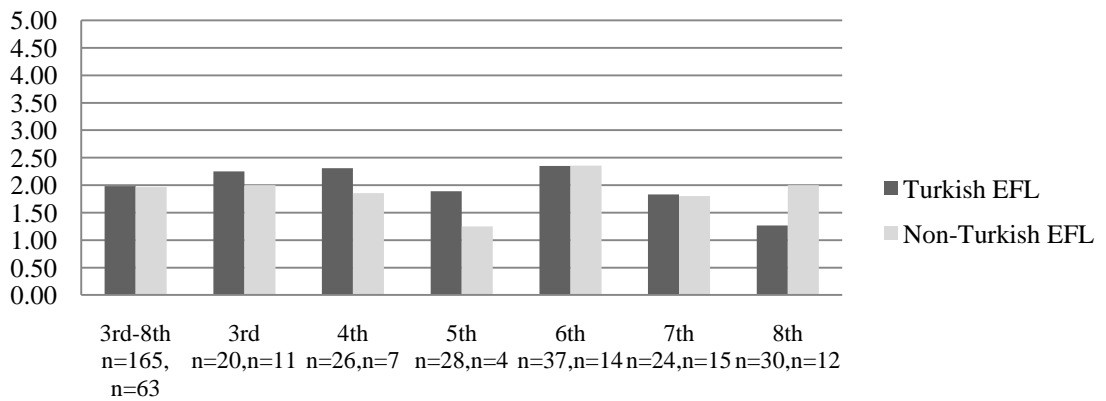
Strategy A-04



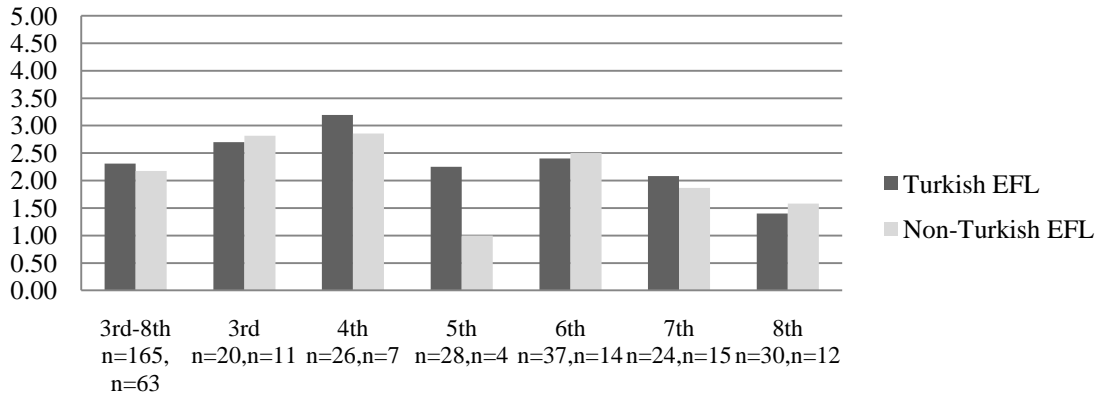
Strategy A-05



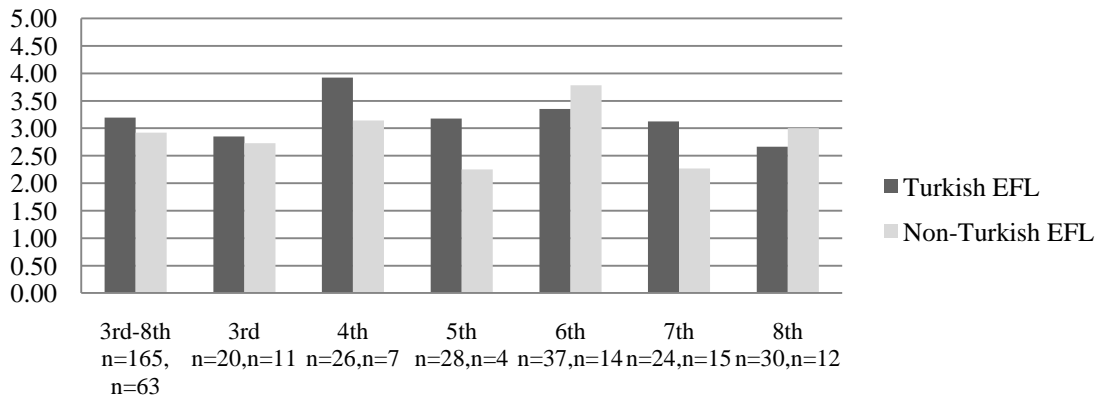
Strategy A-06



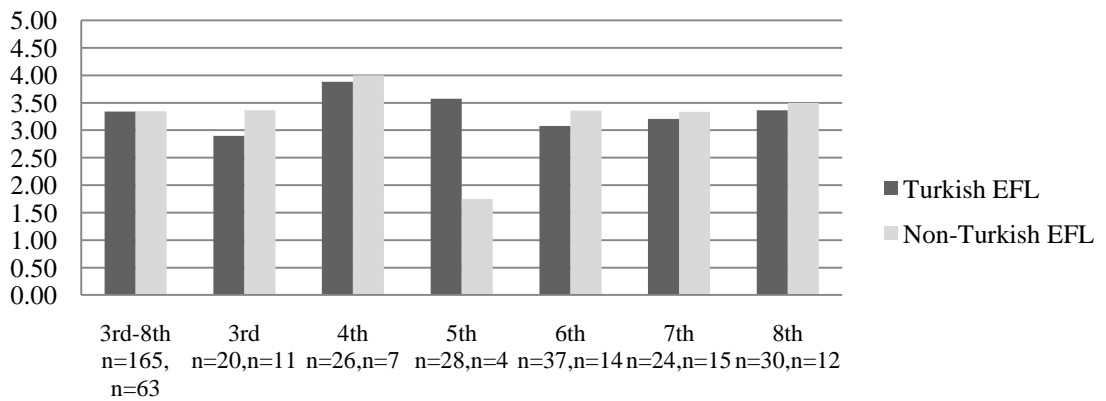
Strategy A-07



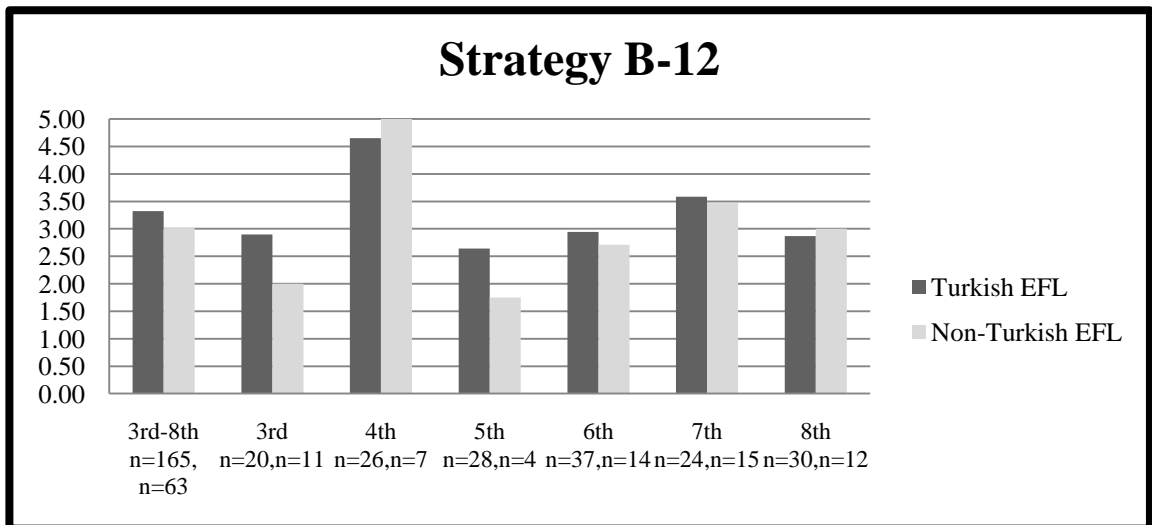
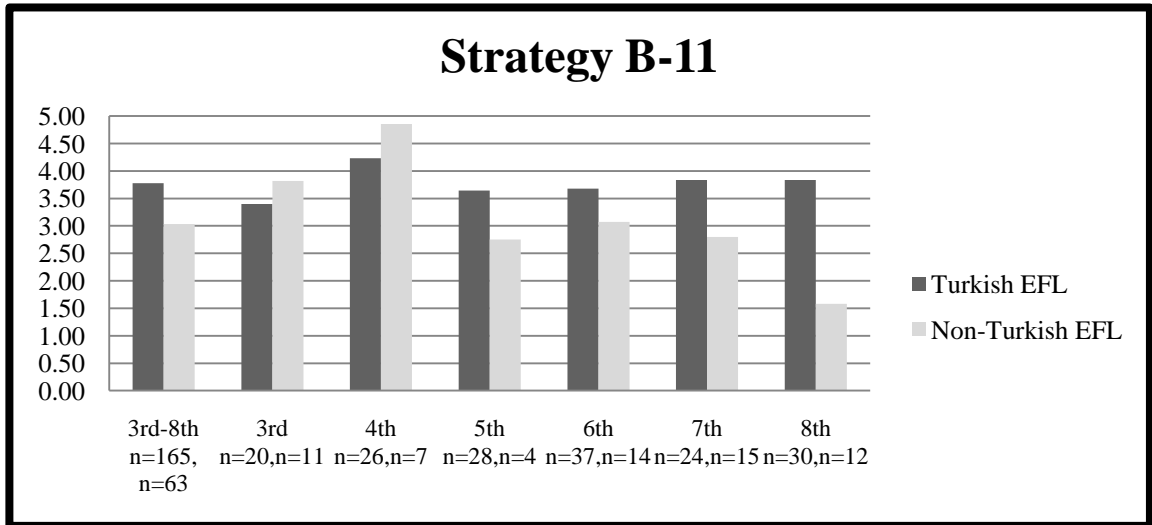
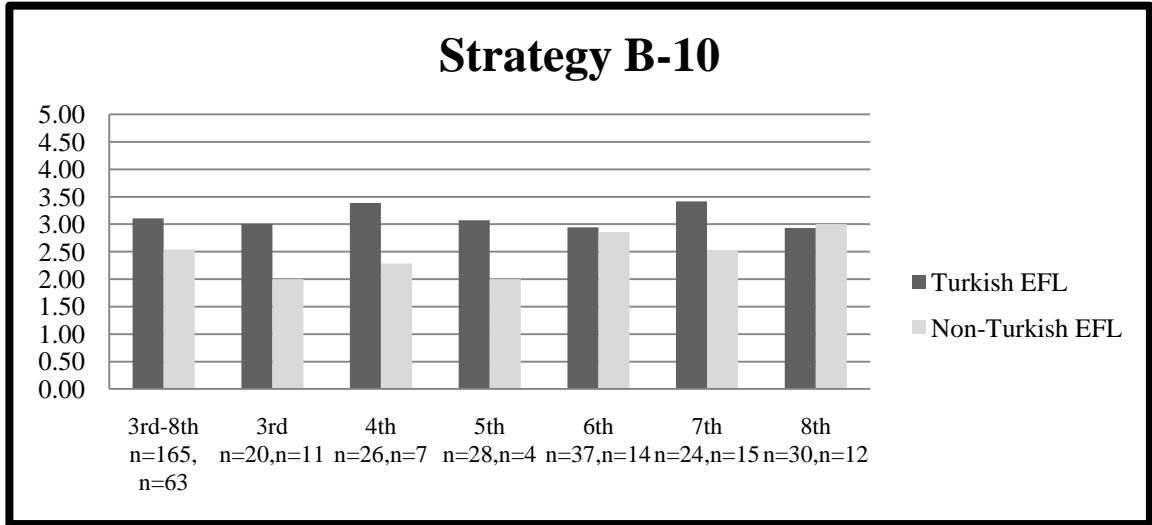
Strategy A-08



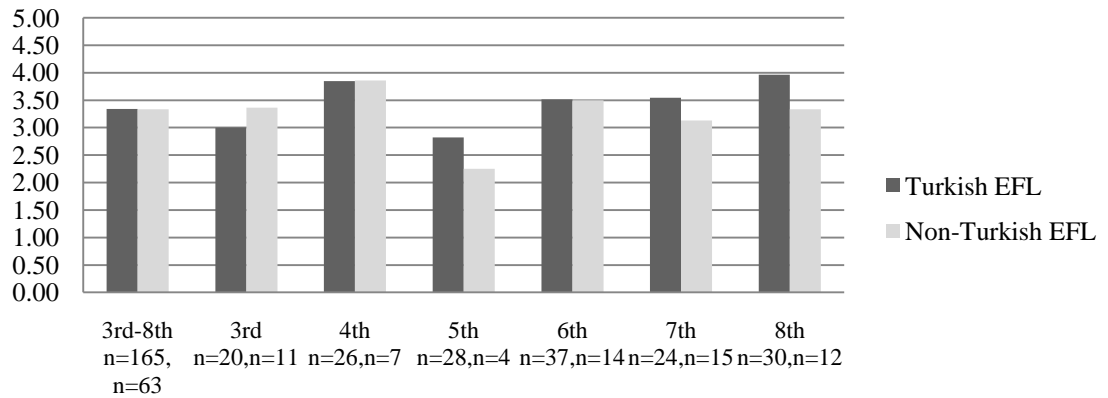
Strategy A-09



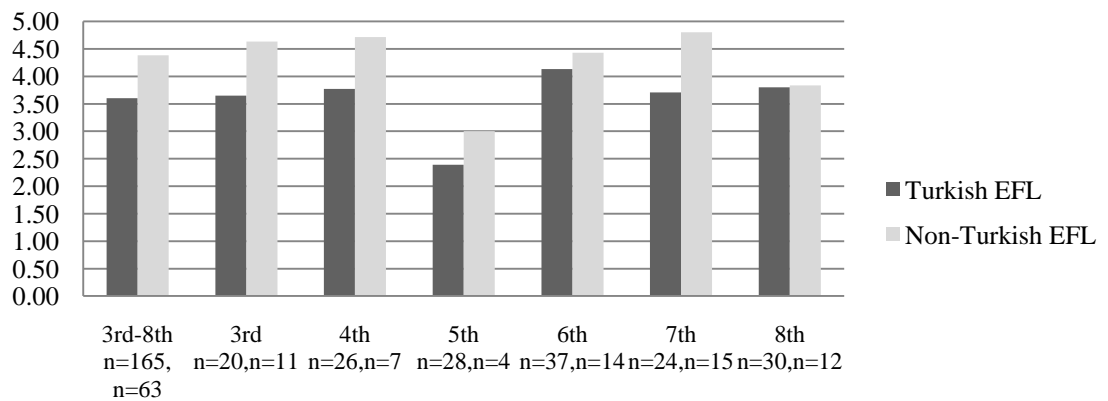
Part B: Using all your mental processes



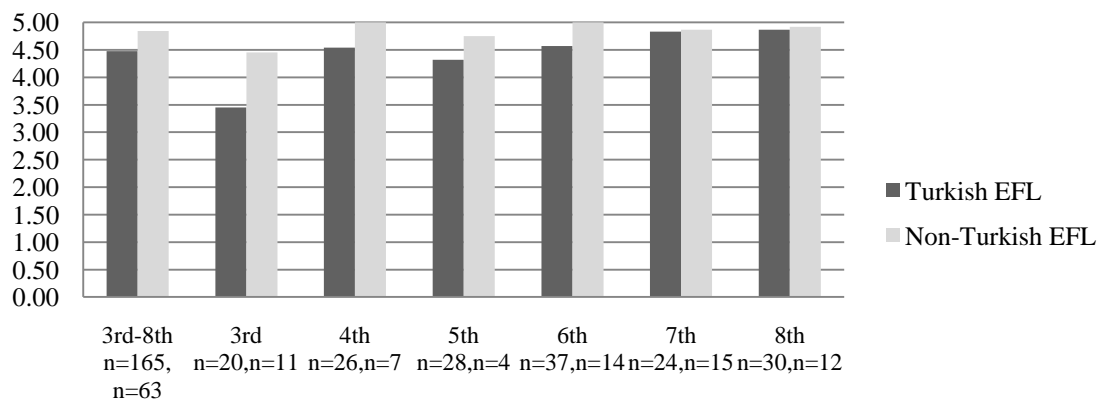
Strategy B-13



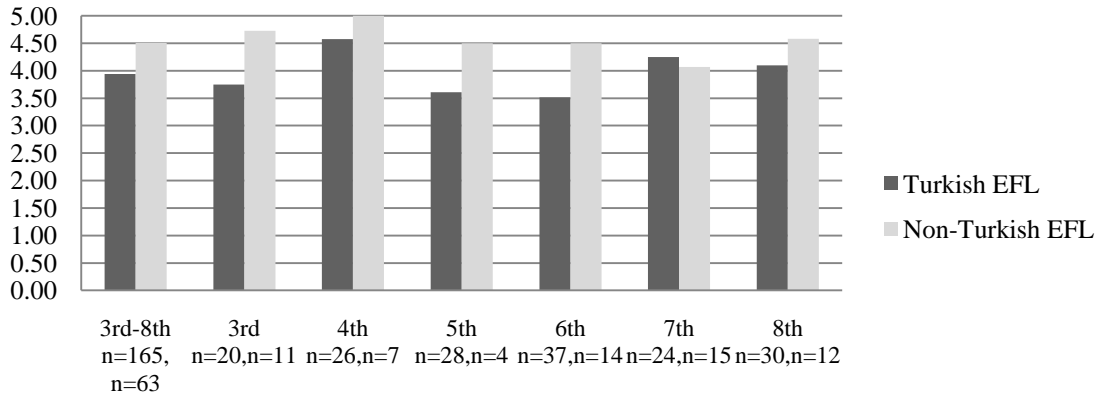
Strategy B-14



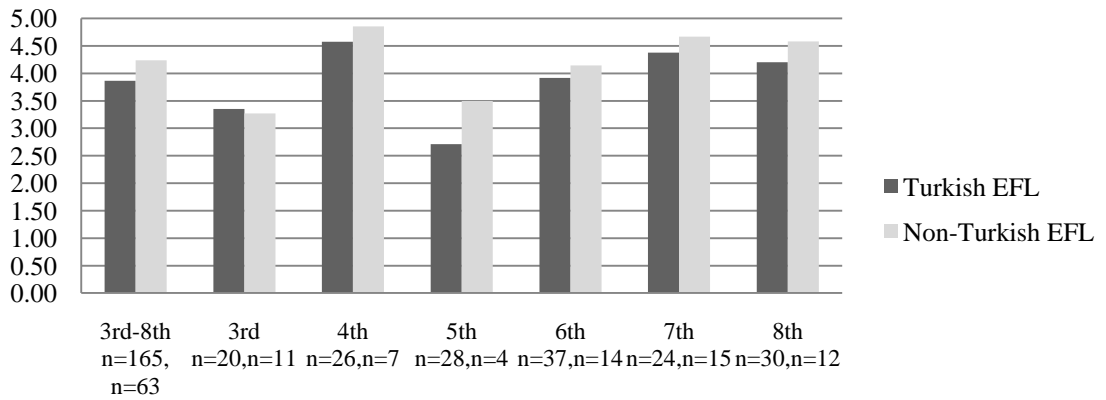
Strategy B-15



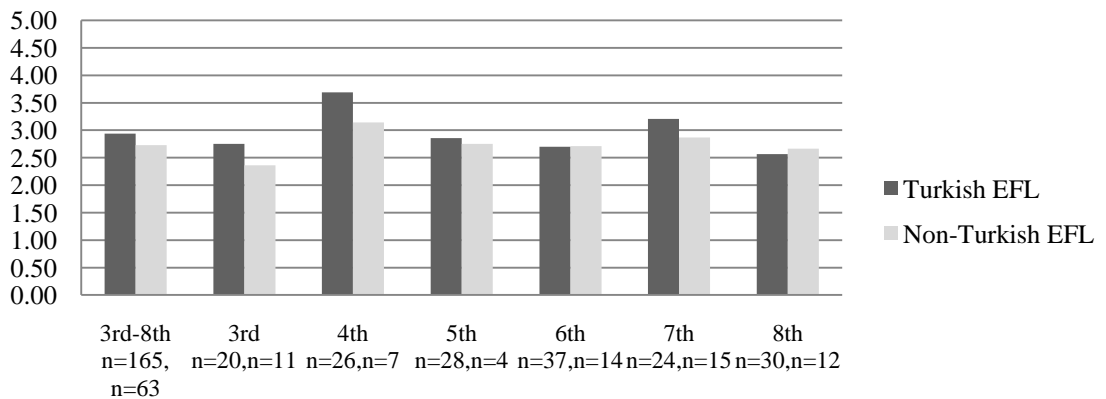
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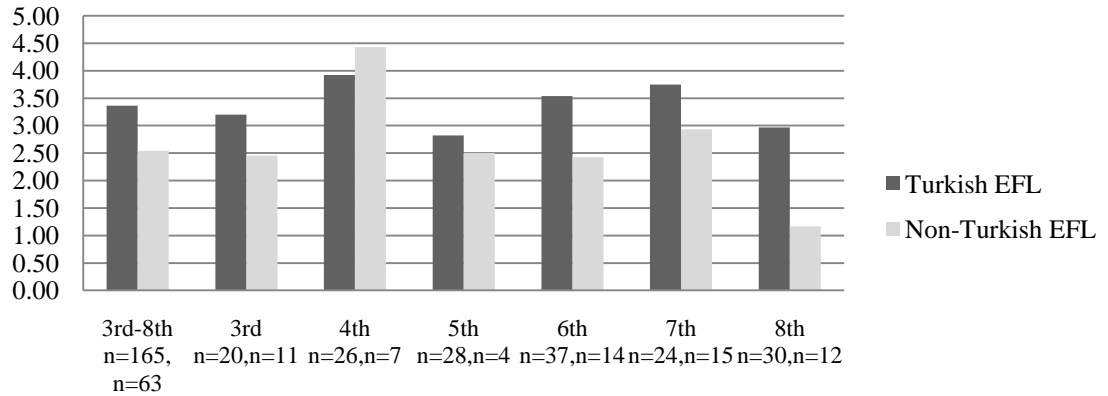
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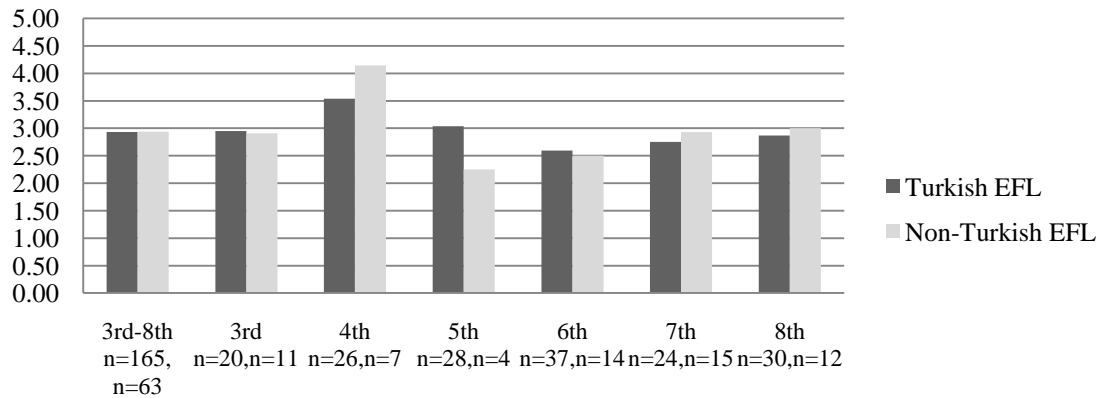
Strategy B-18



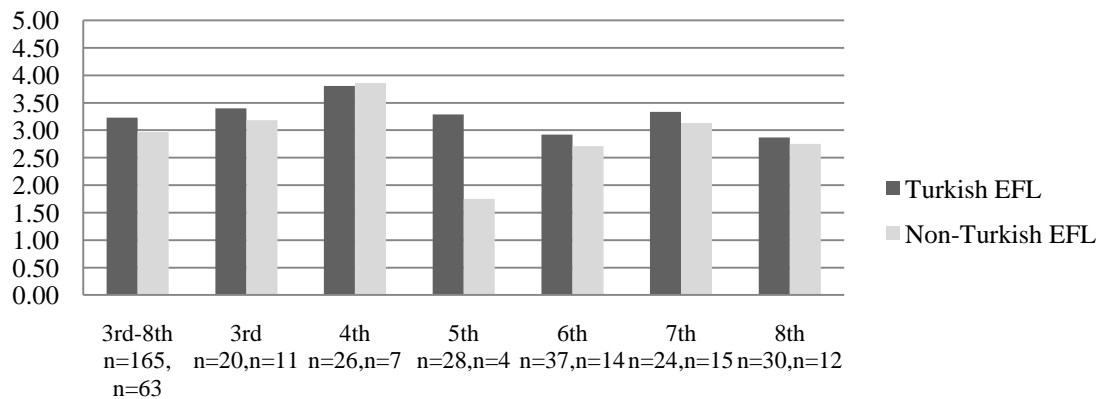
Strategy B-19

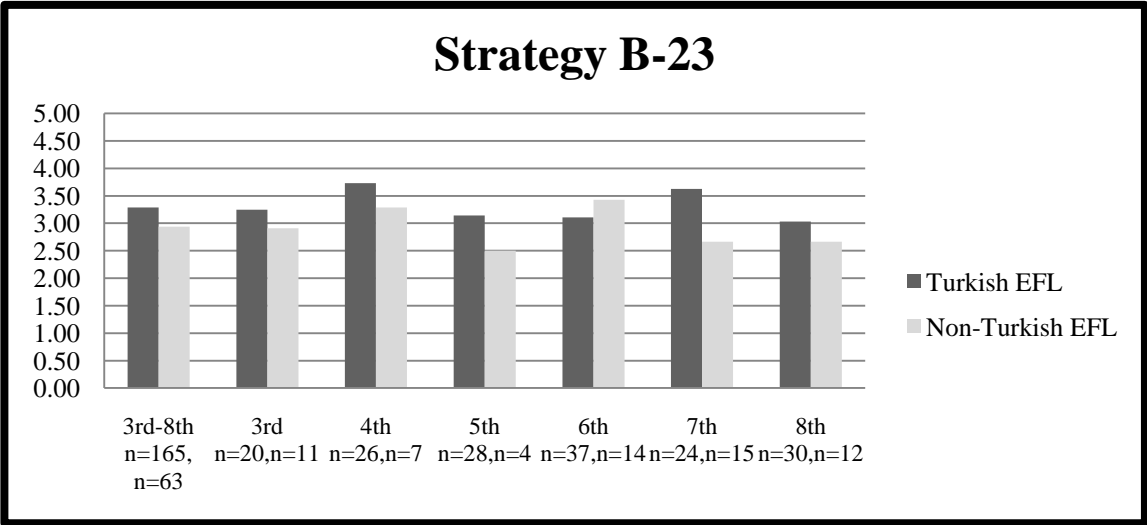
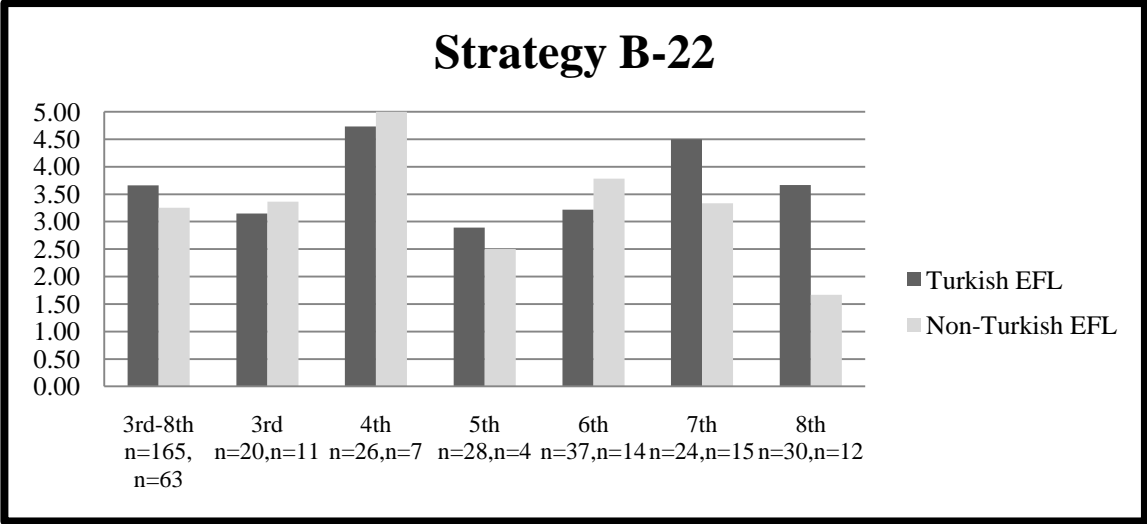


Strategy B-20

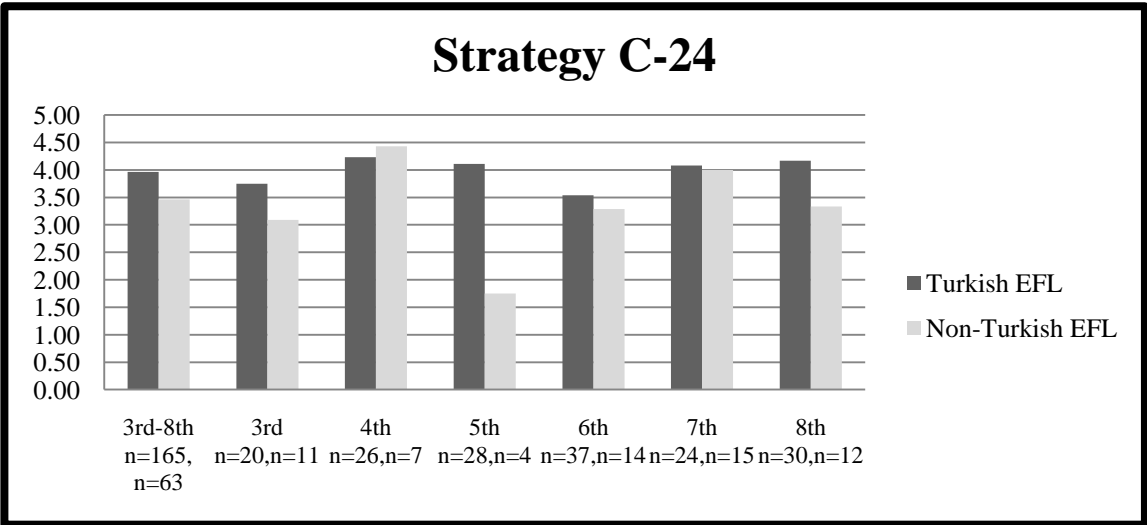


Strategy B-21

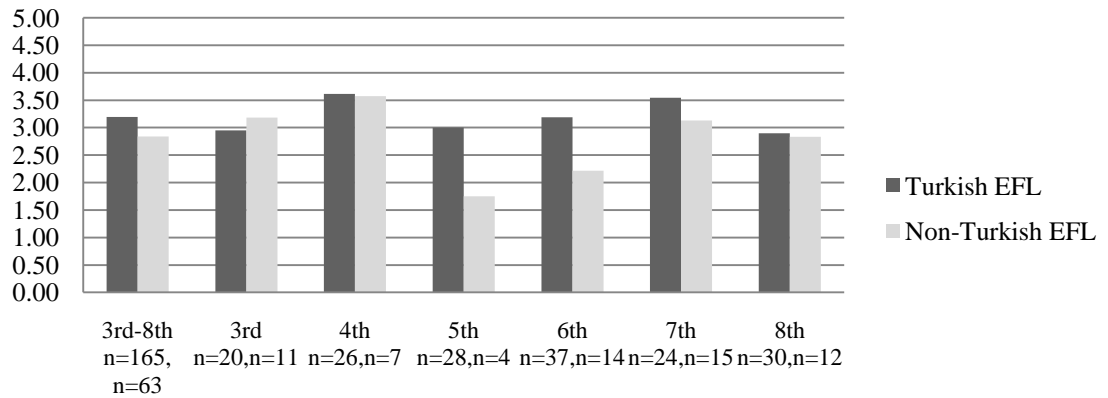




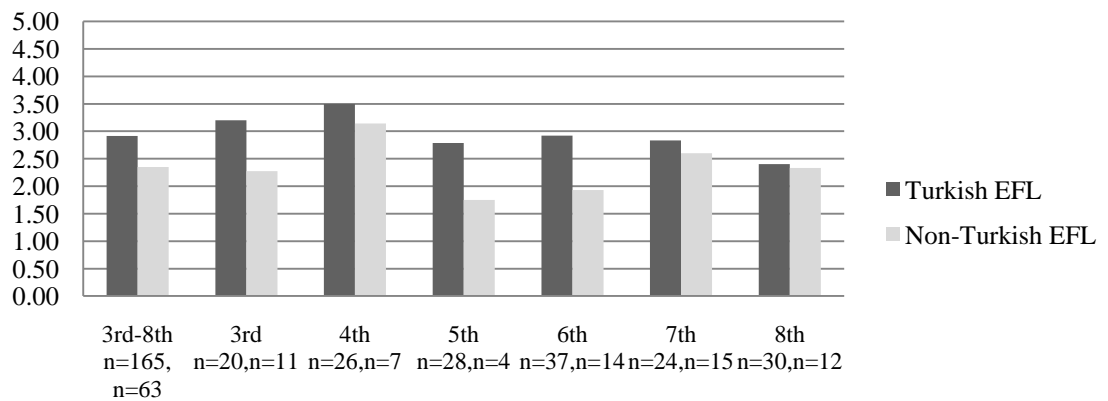
Part C: Compensating for missing knowledge



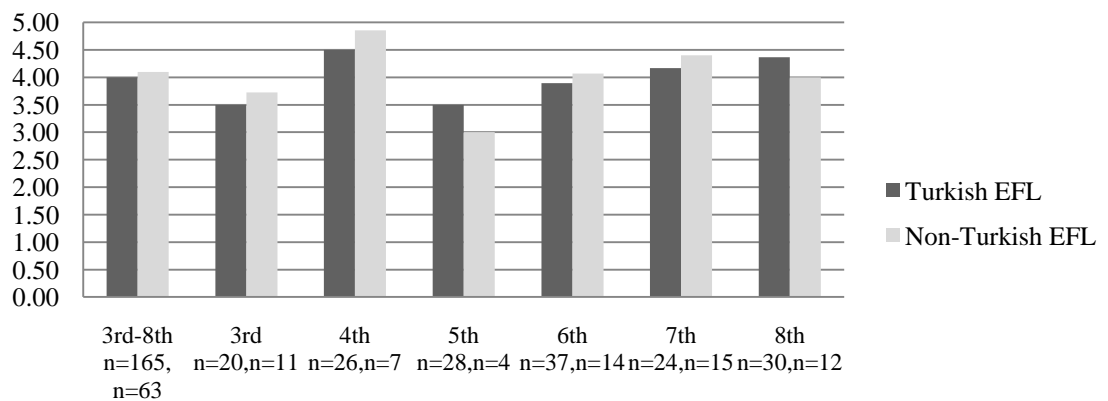
Strategy C-25



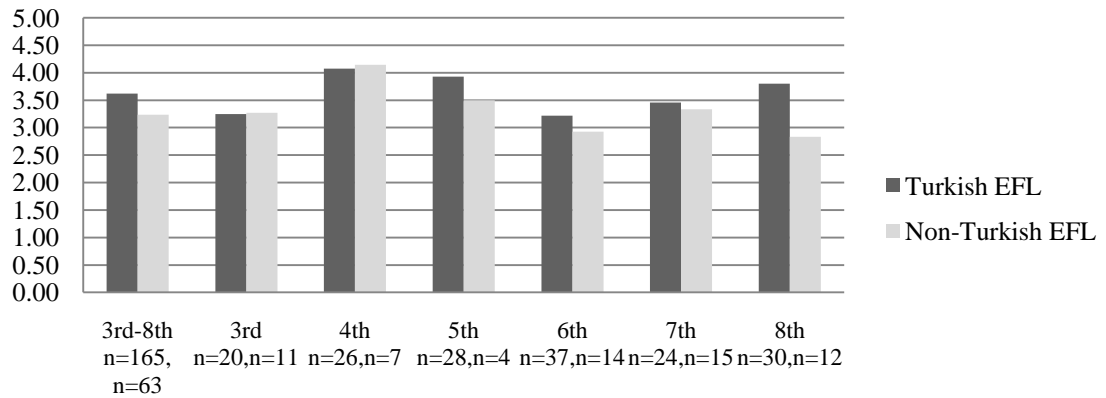
Strategy C-26



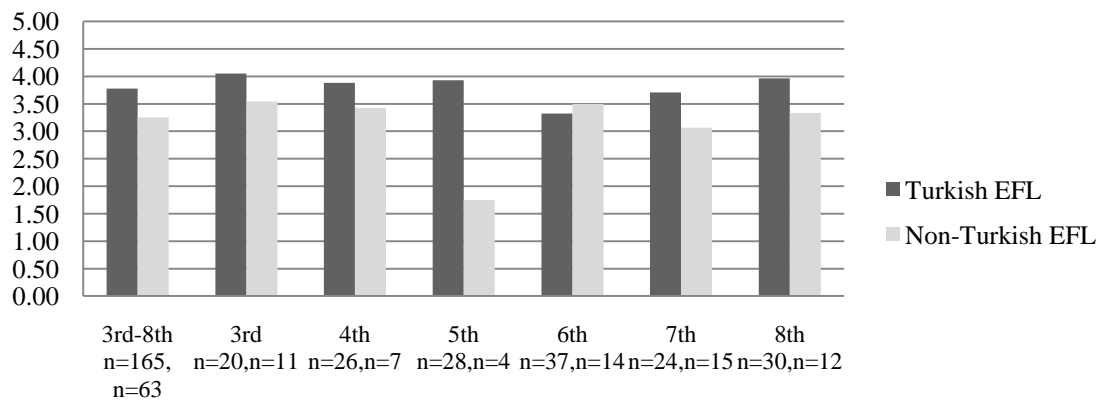
Strategy C-27



Strategy C-28

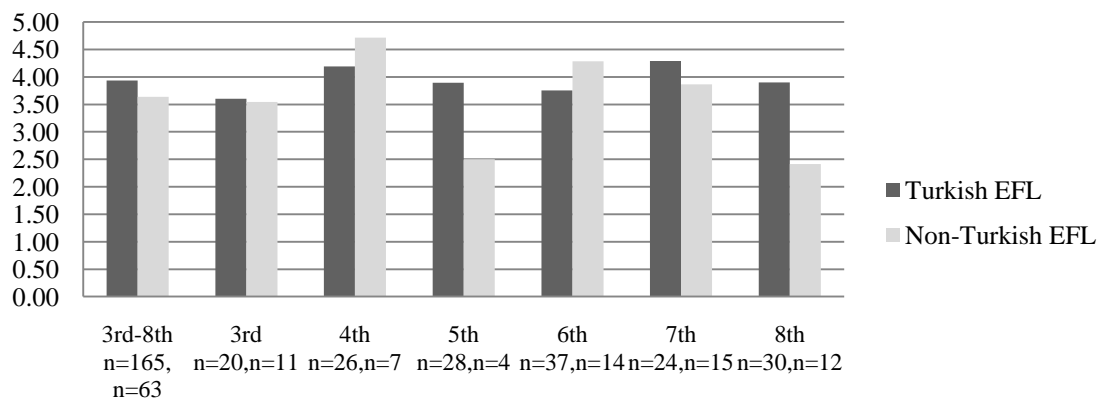


Strategy C-29

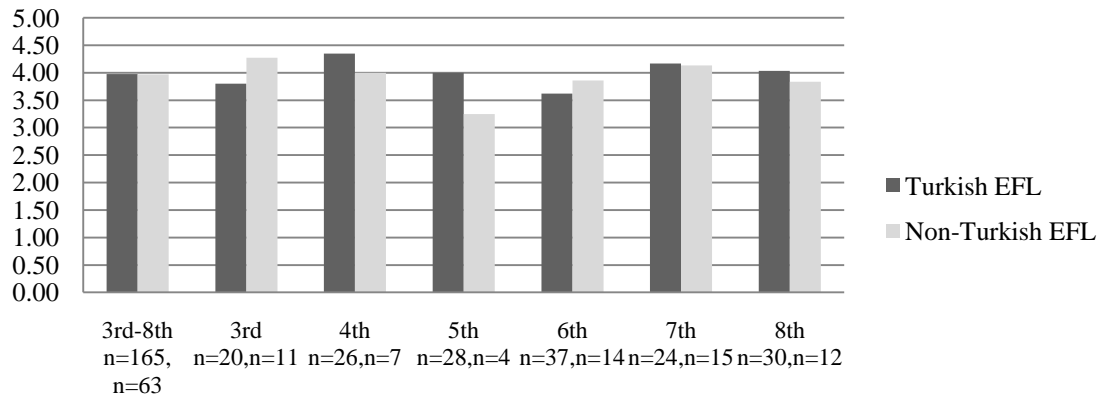


Part D: Organizing and evaluating your learning

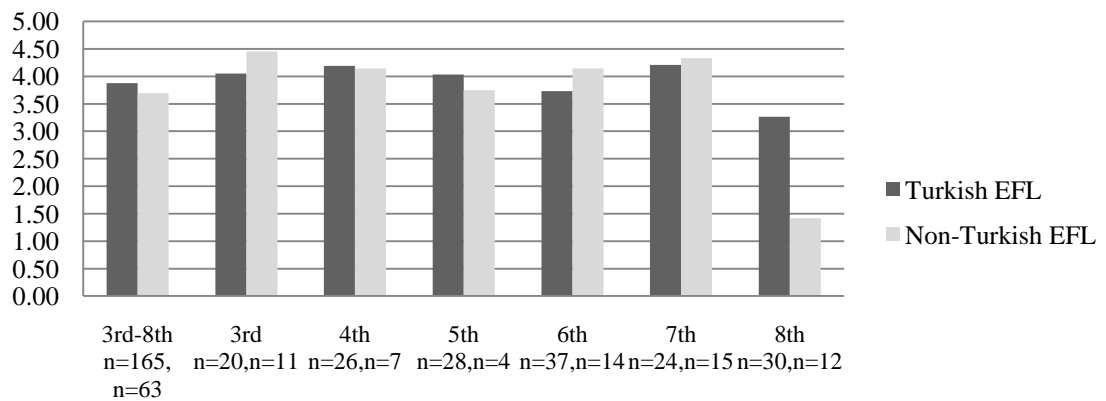
Strategy D-30



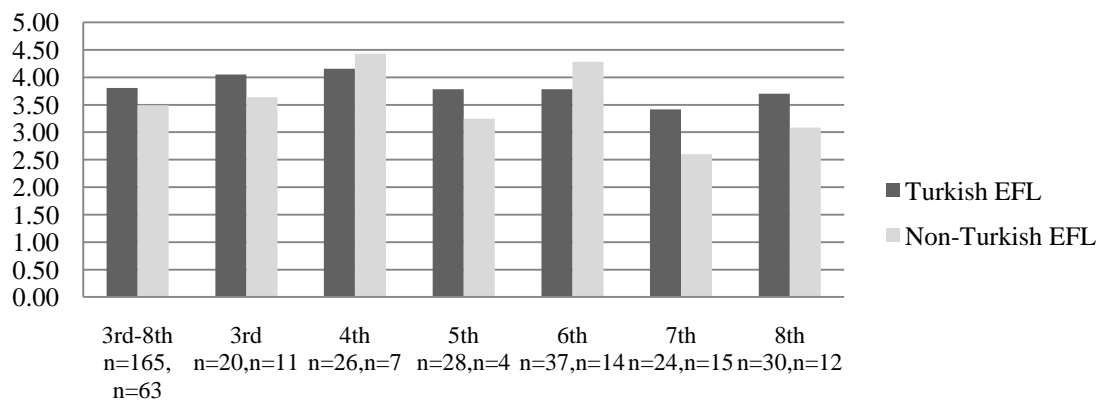
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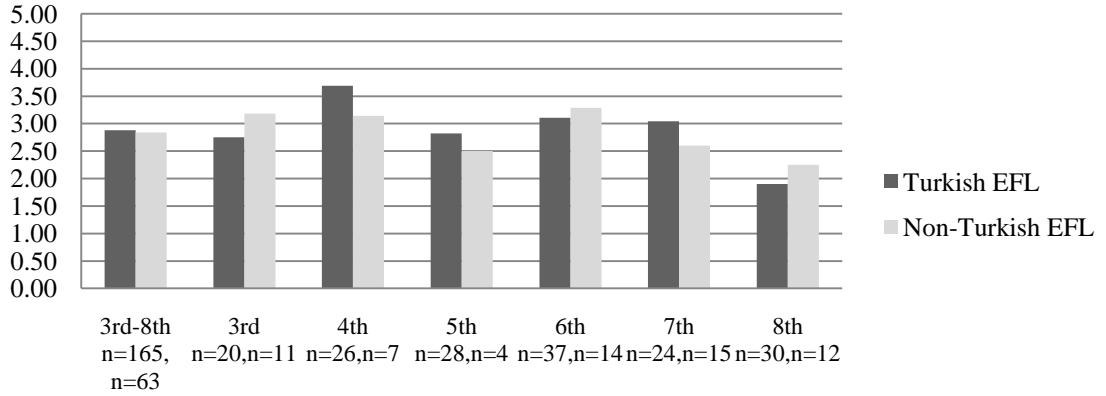
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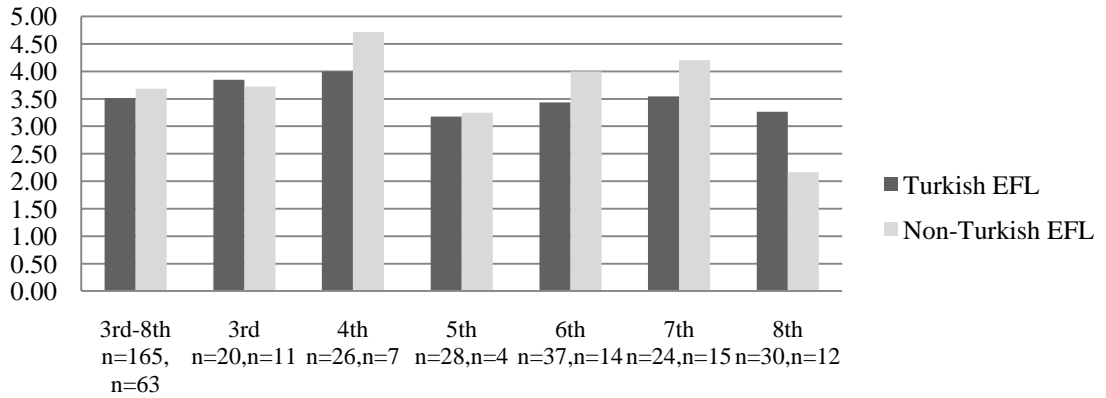
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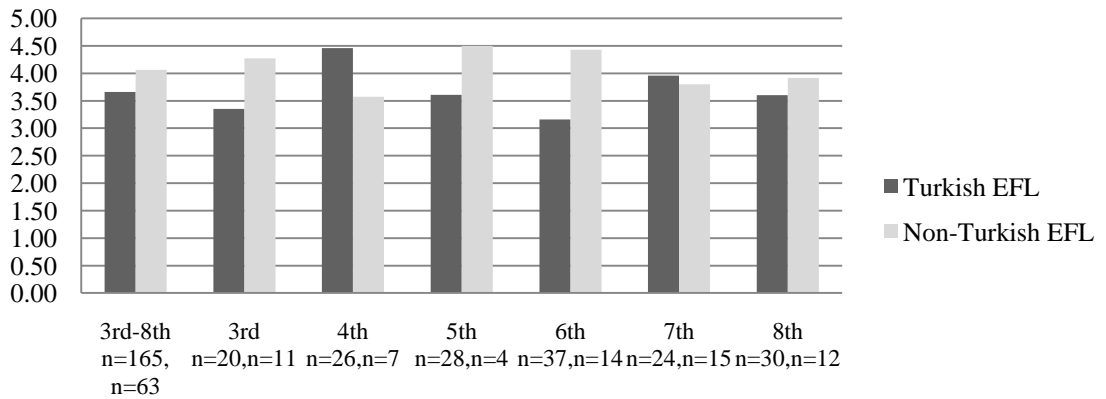
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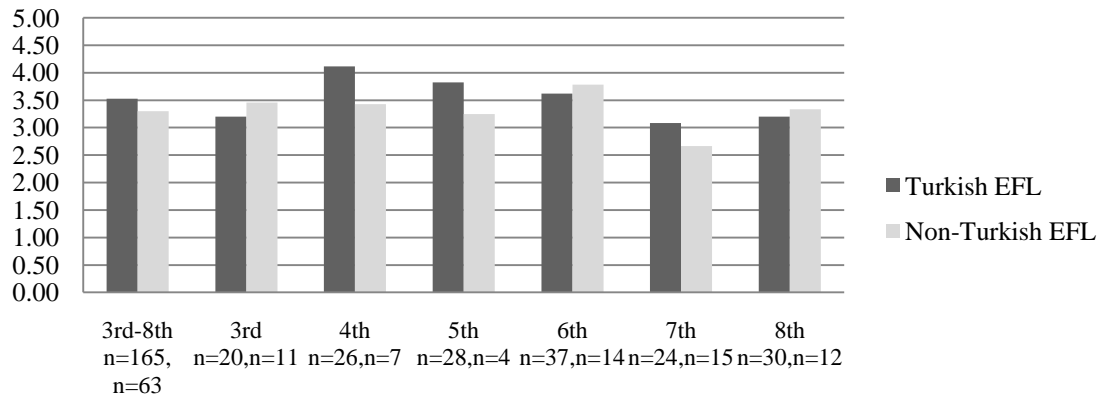
Strategy D-35



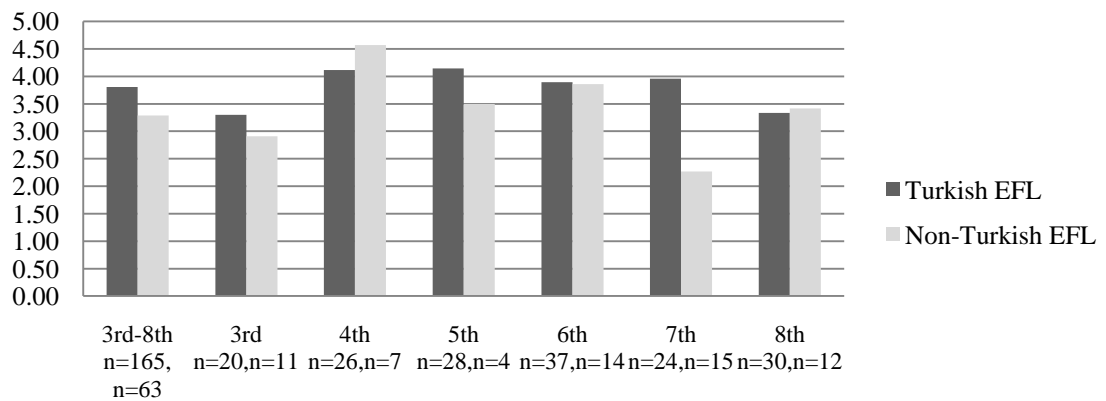
Strategy D-36



Strategy D-37

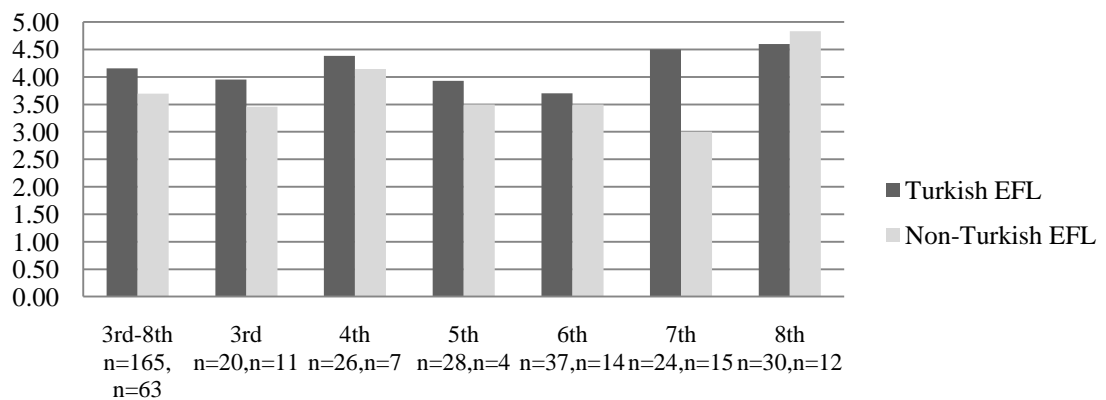


Strategy D-38

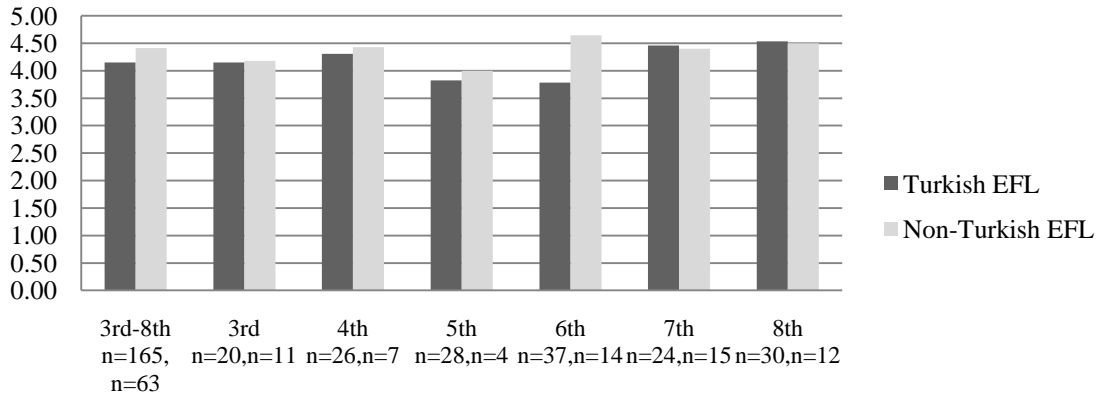


Part E: Managing your emotions

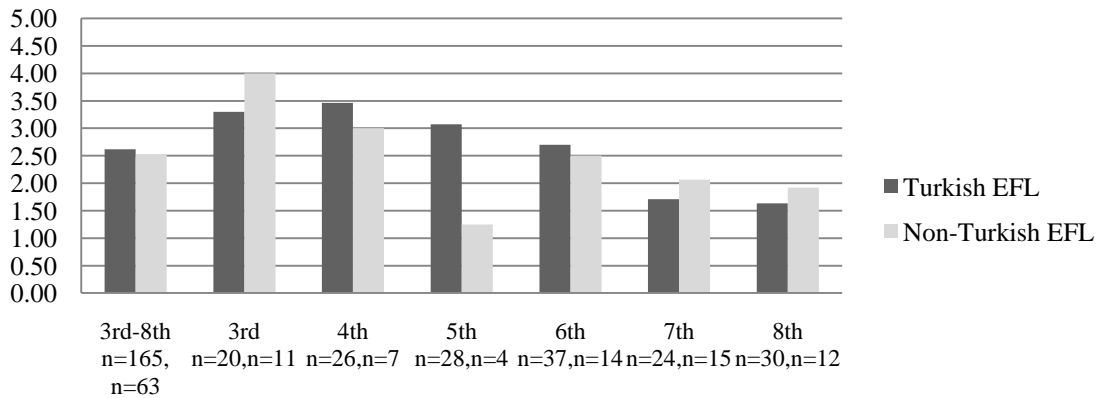
Strategy E-39



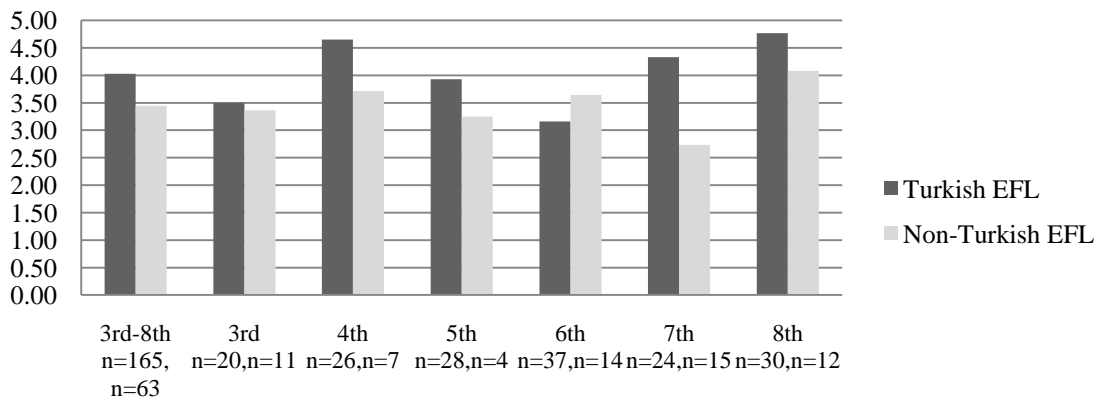
Strategy E-40



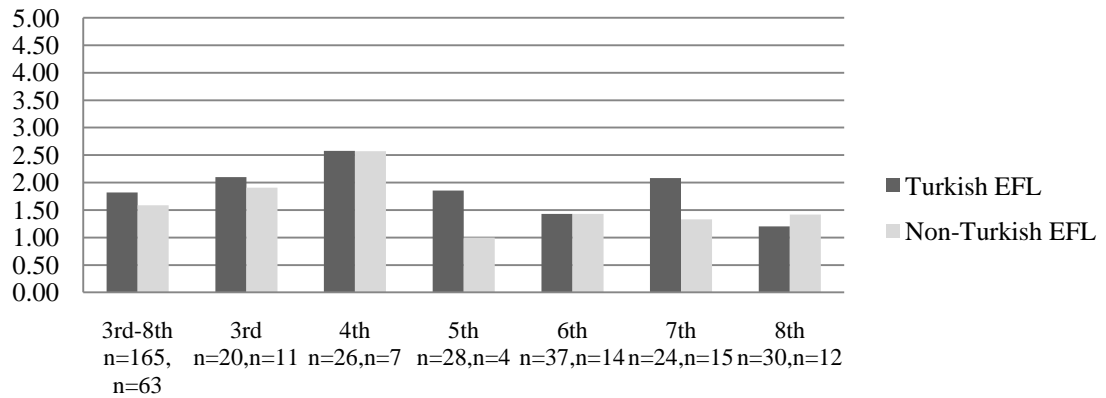
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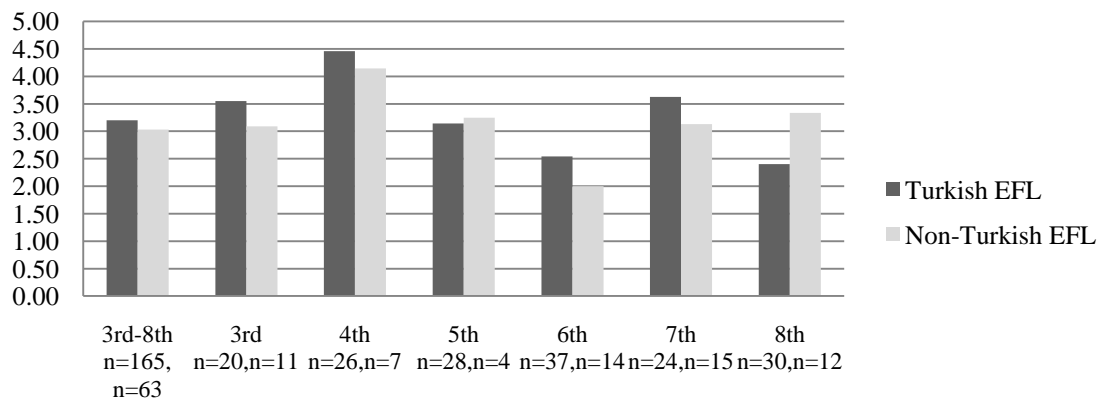
Strategy E-42



Strategy E-43

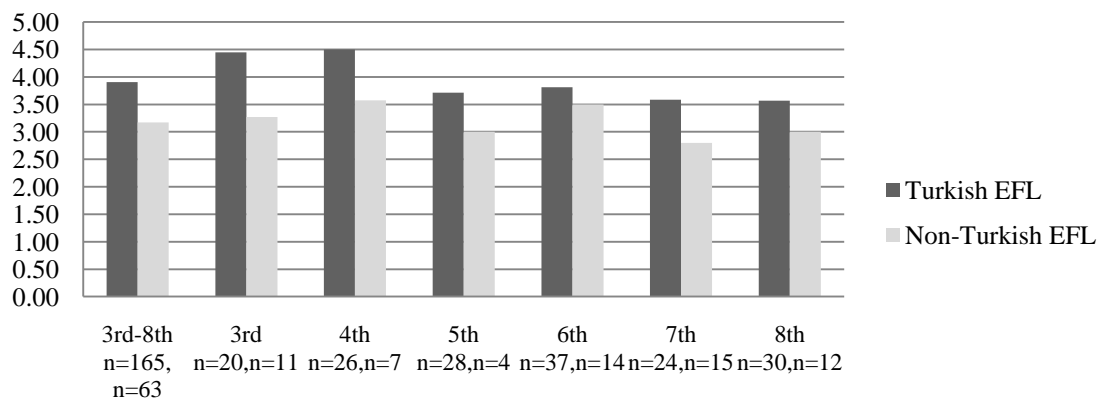


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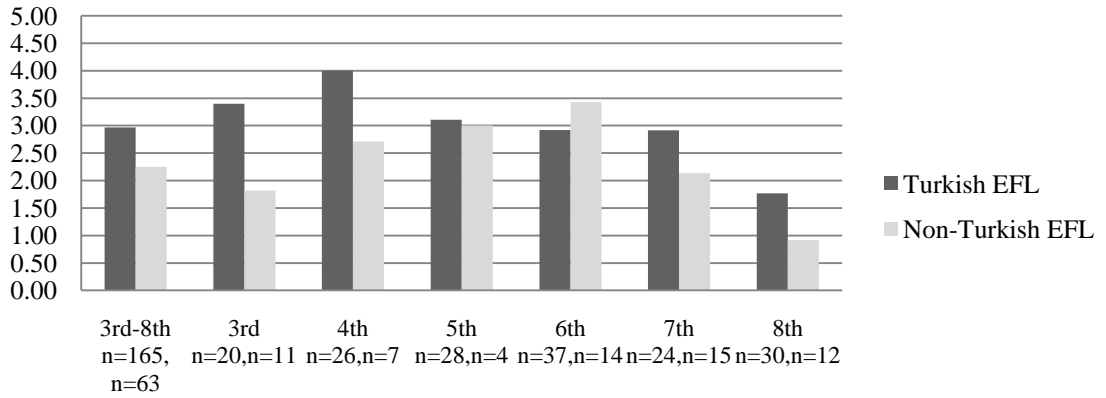


Part F: Learning with others

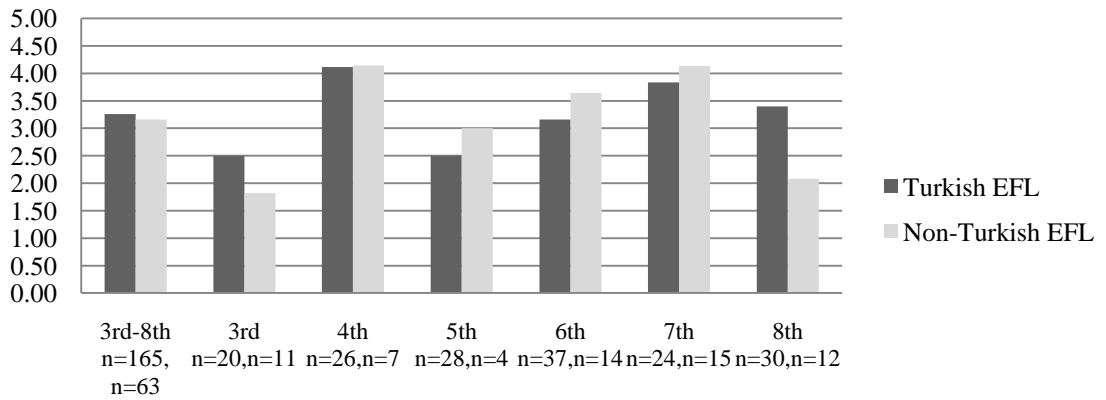
Strategy F-45



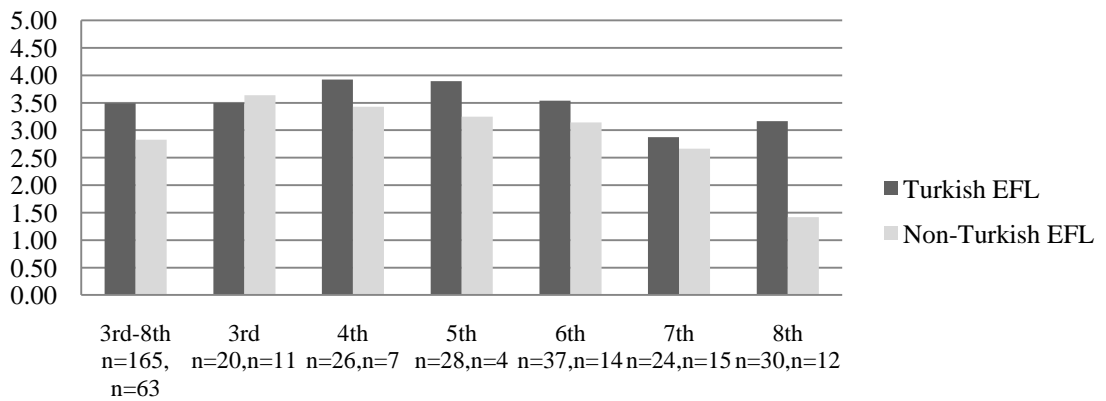
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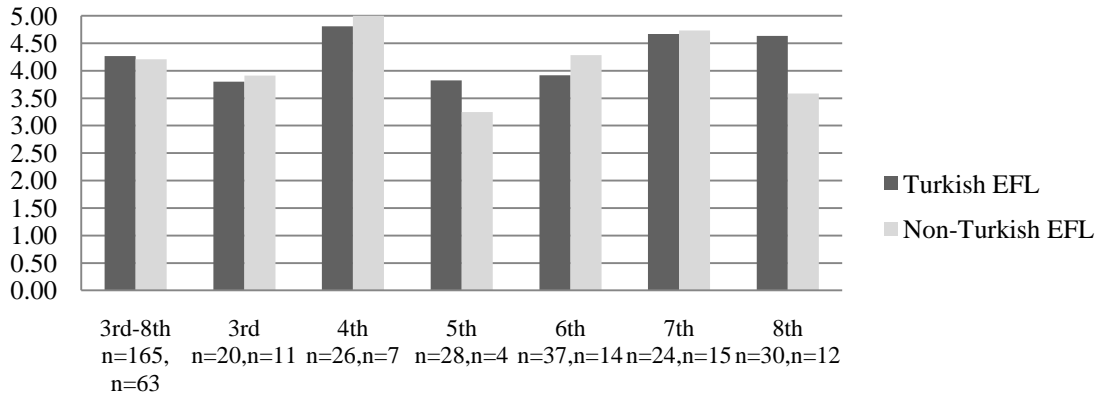
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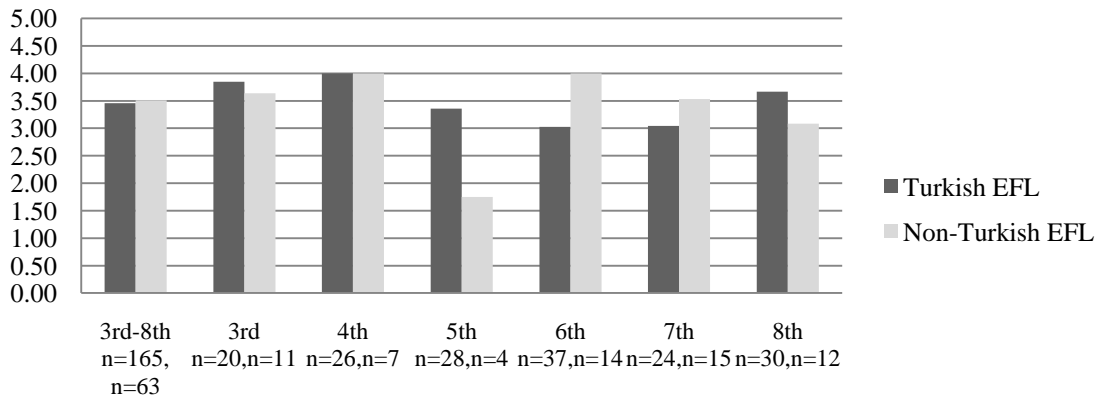
Strategy F-48



Strategy F-49

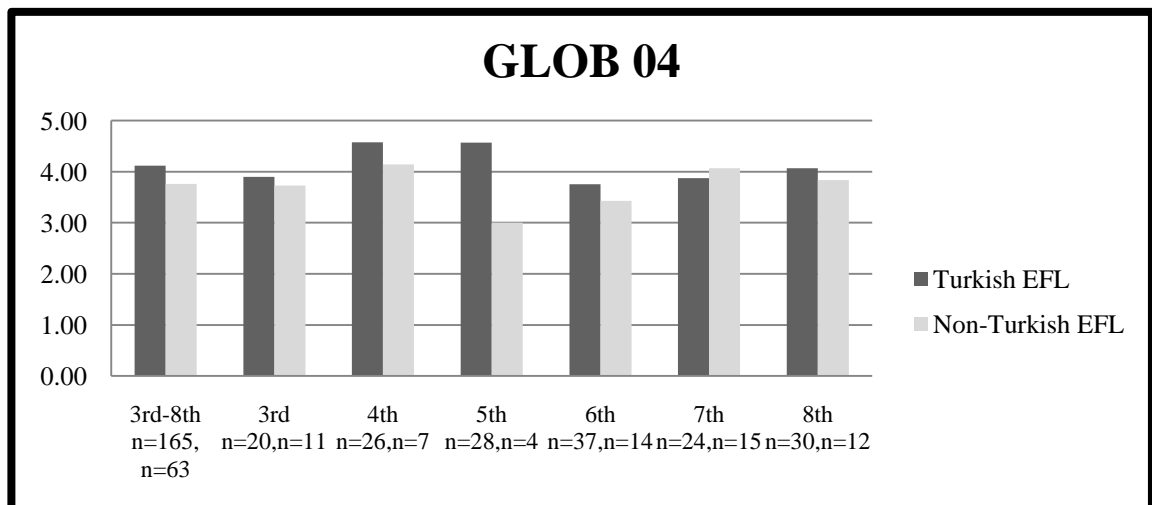
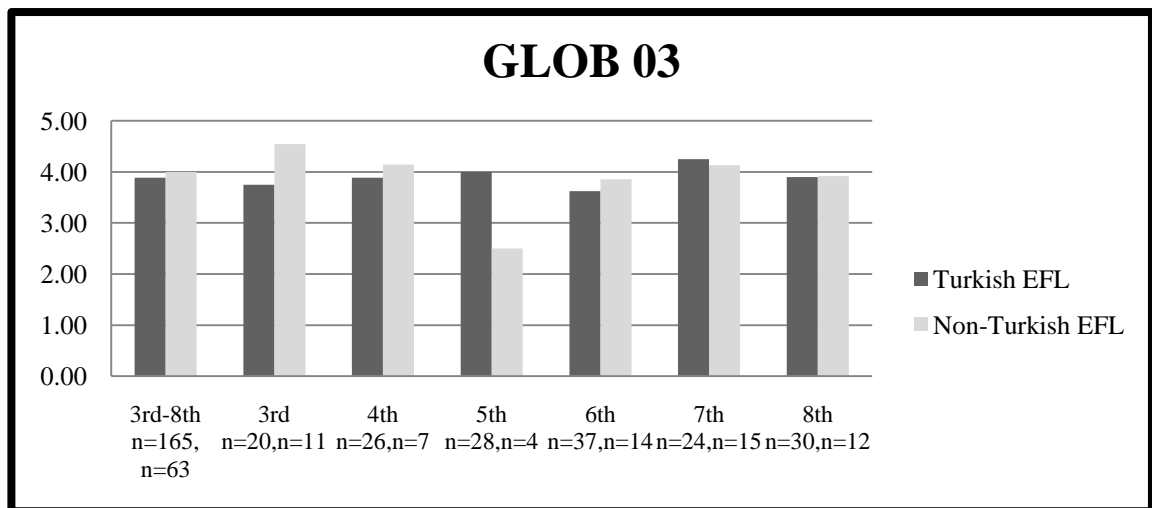
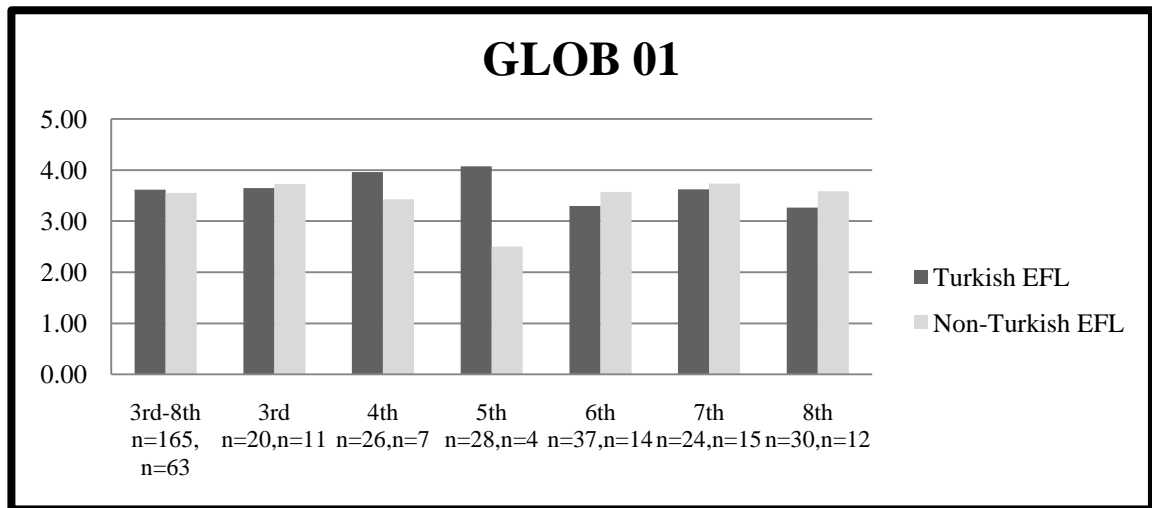


Strategy F-50

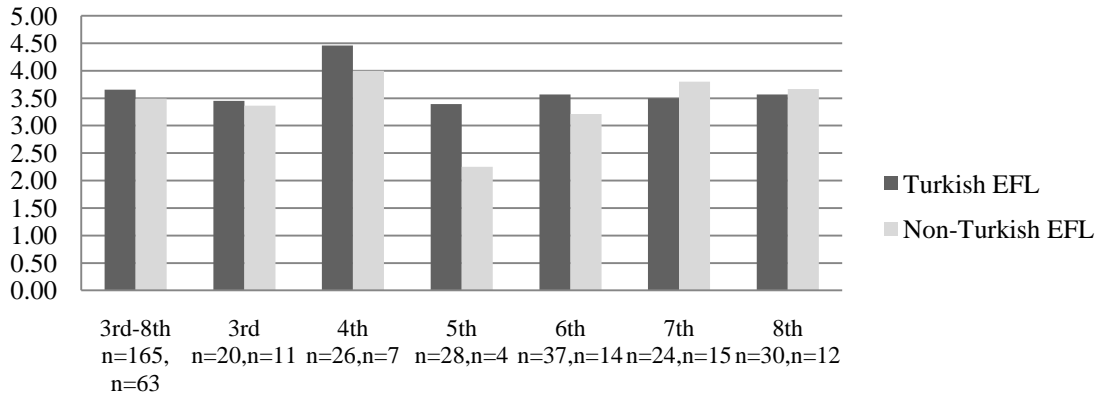


Appendix R. Student use of individual strategies from the SORS

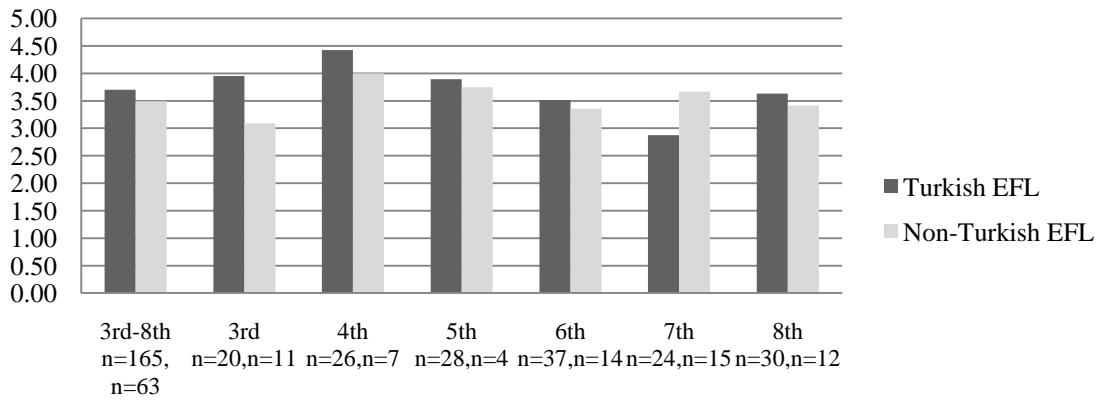
Global Reading Strategies



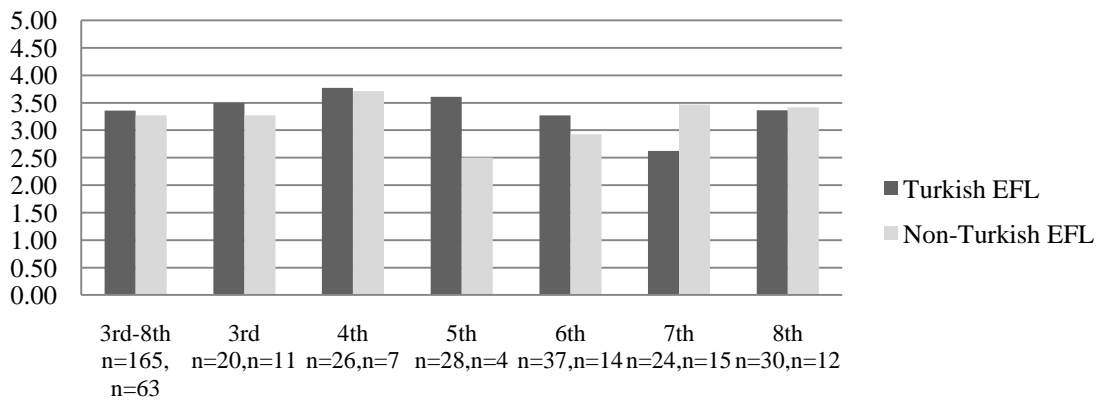
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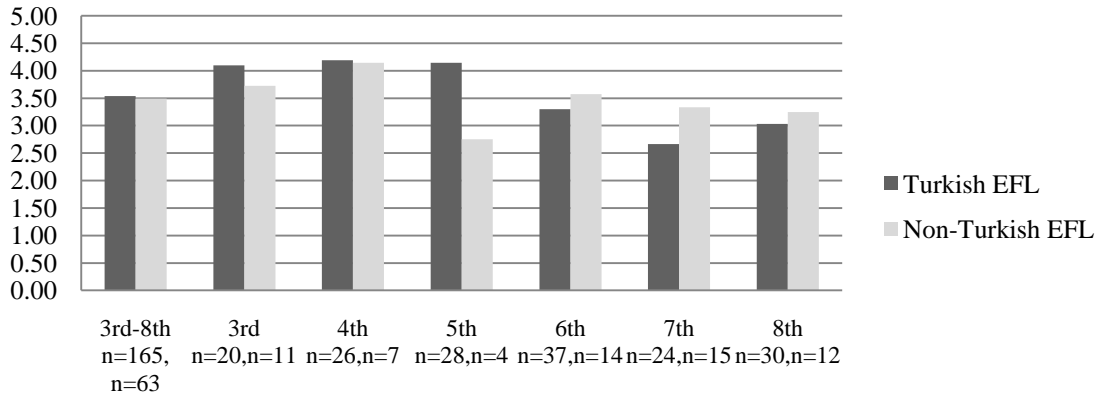
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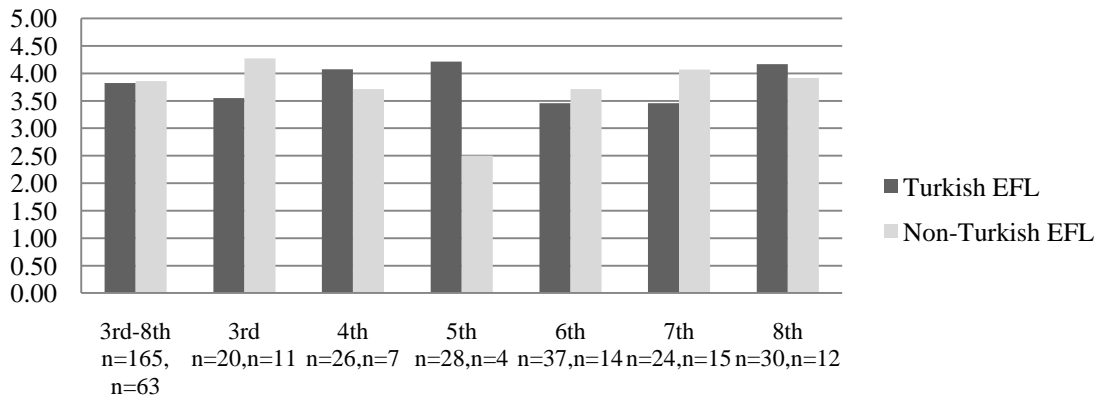
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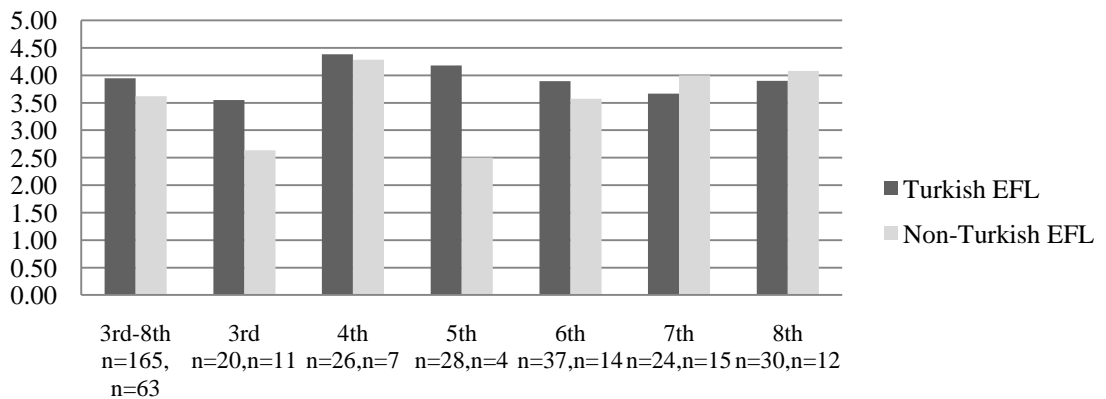
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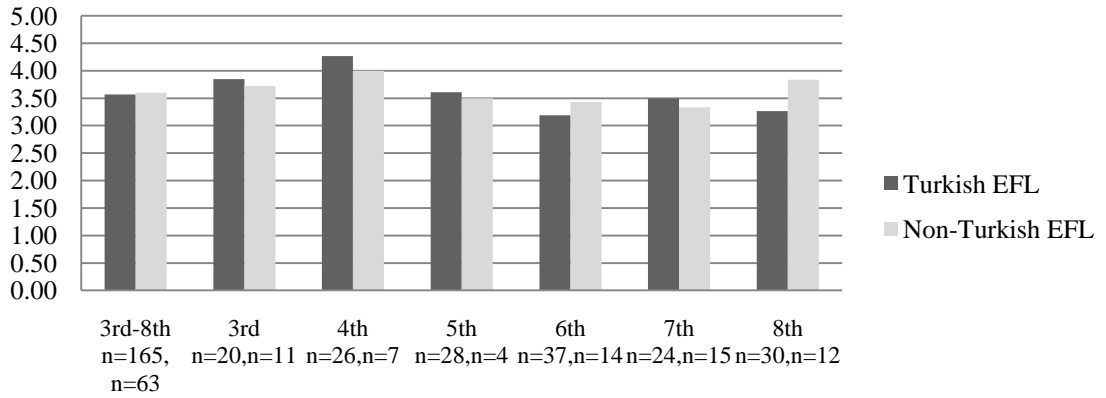
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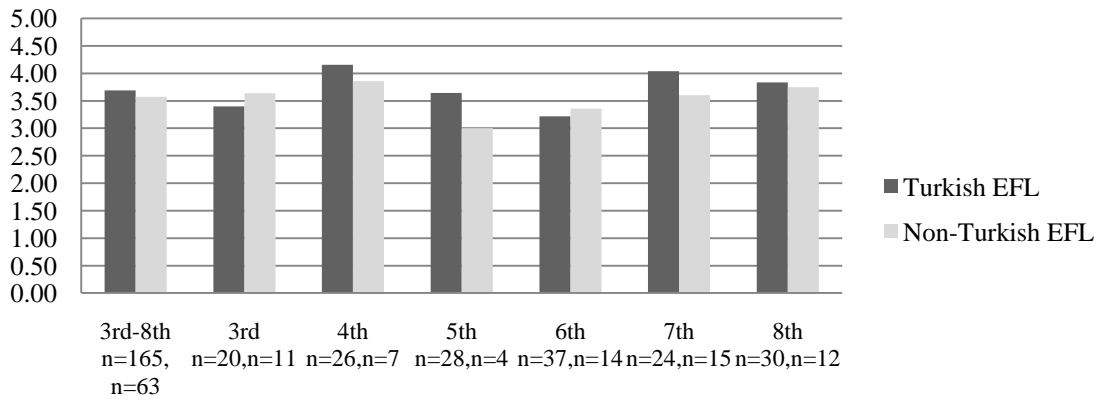
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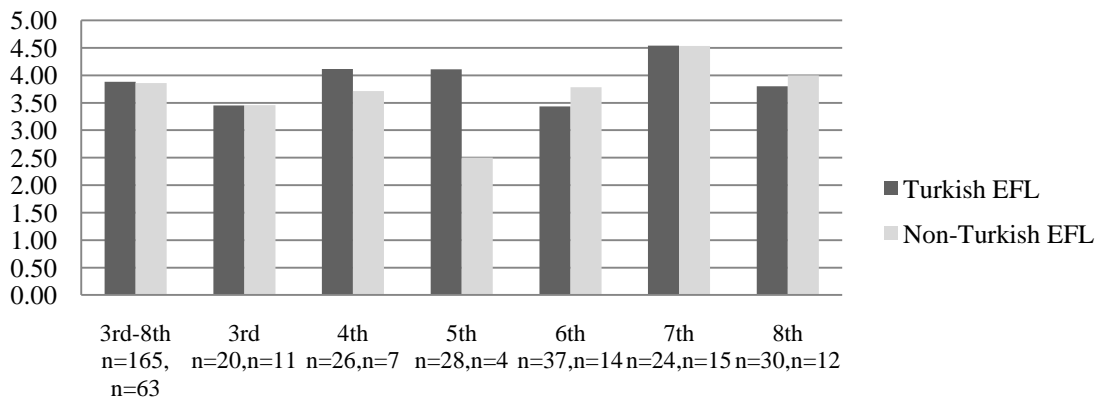
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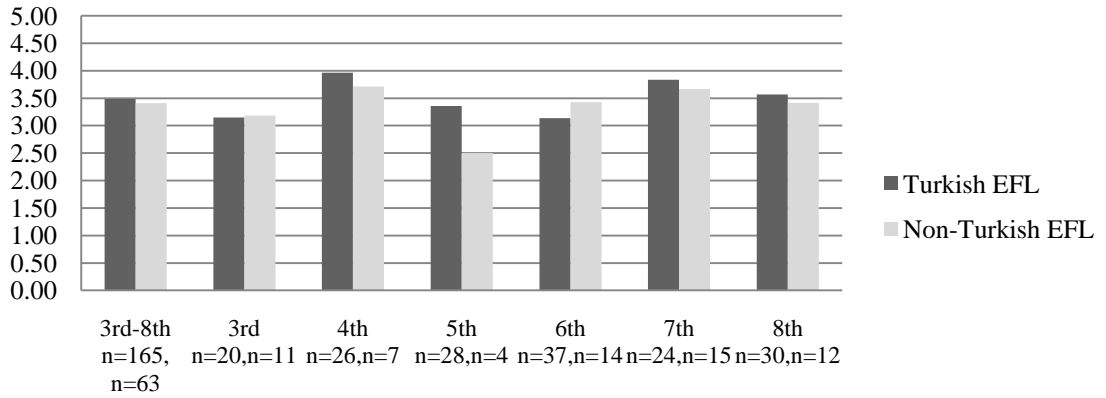
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GLOB 24

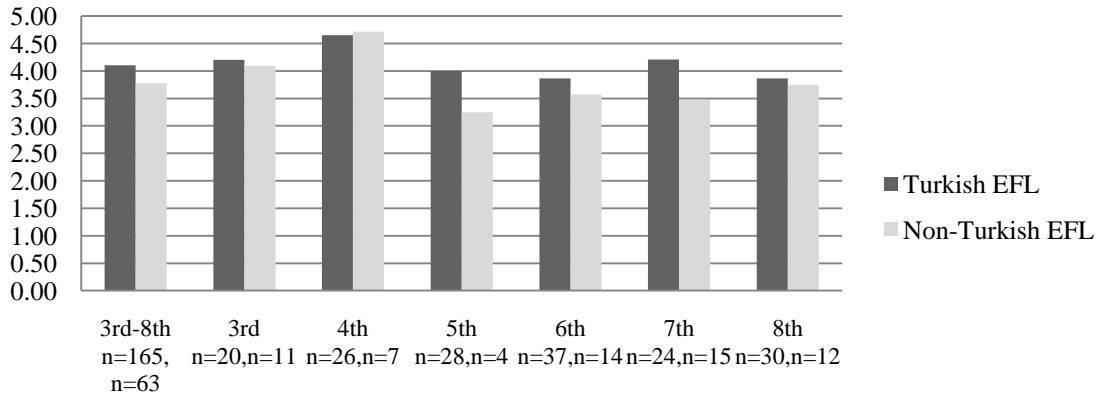


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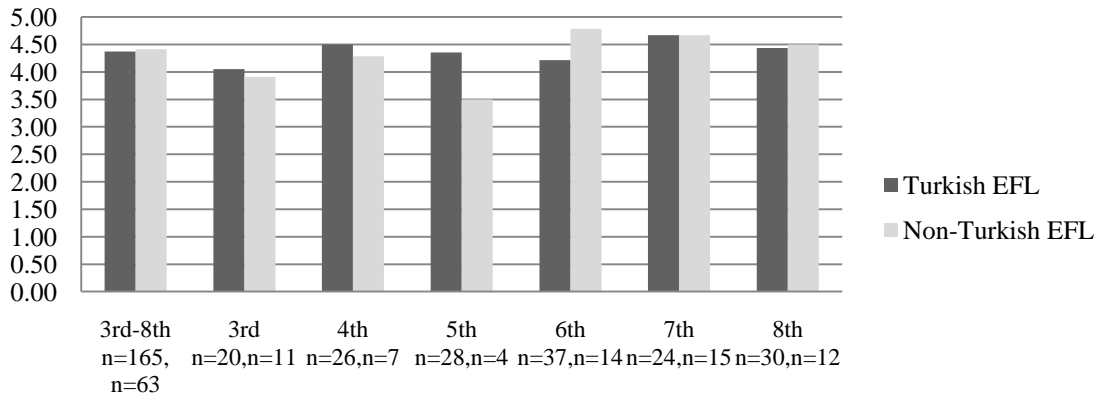


Problem Solving Strategies

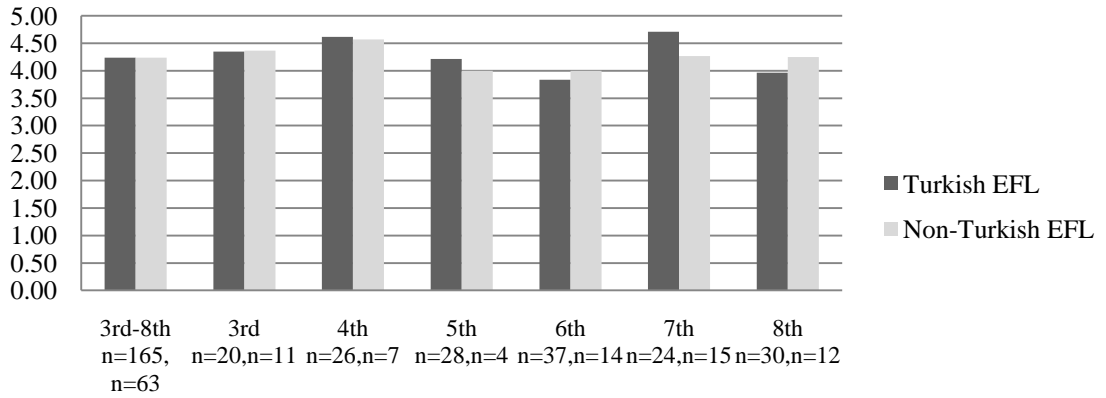
PROB 07



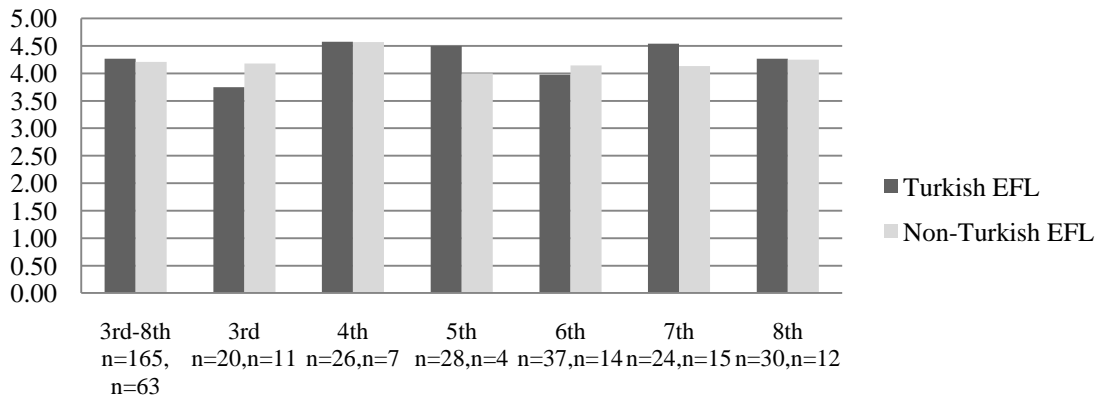
PROB 09



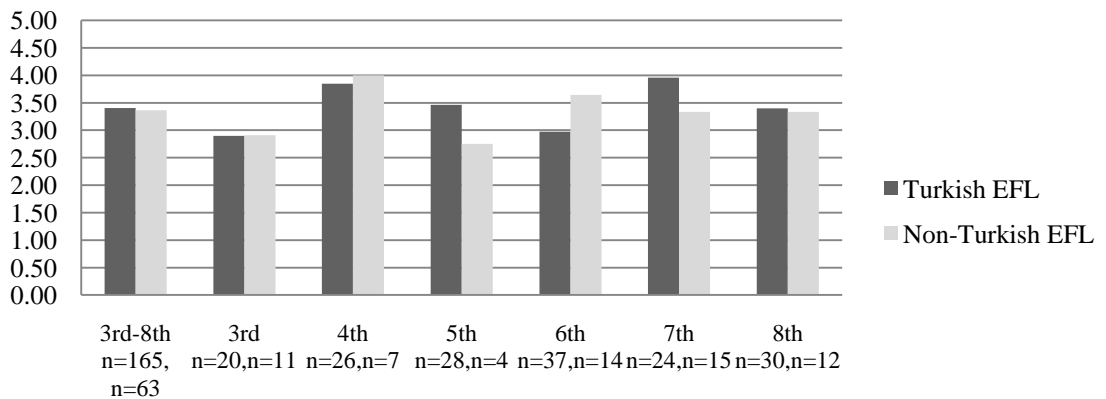
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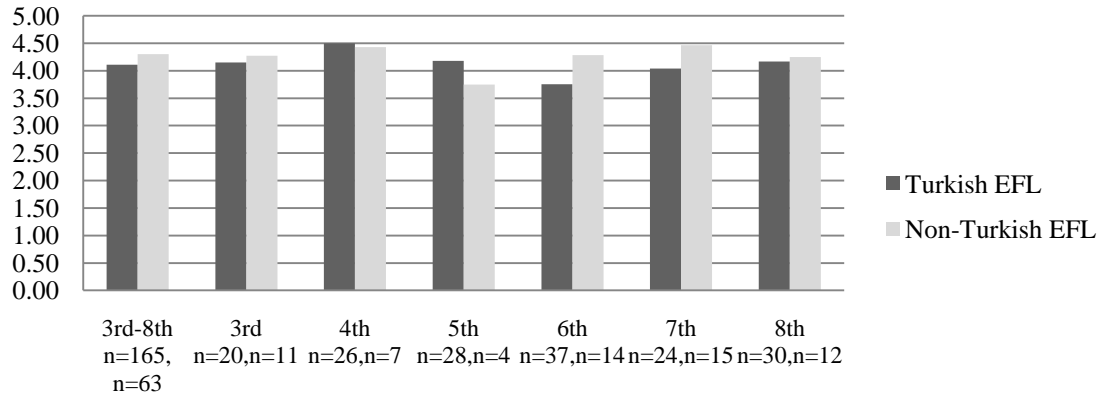
PROB 14



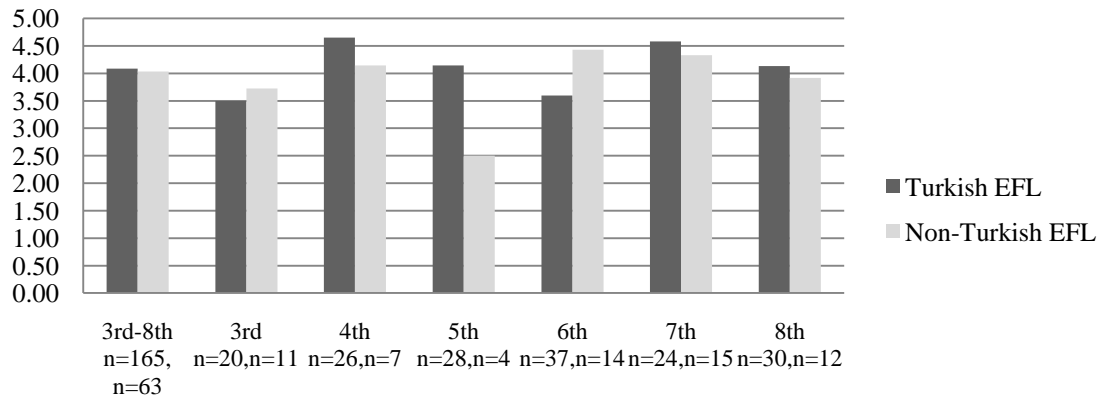
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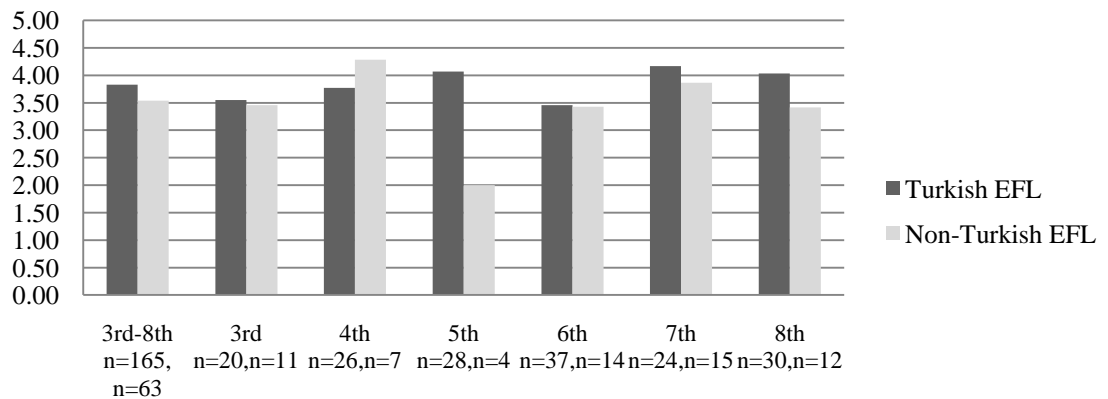
PROB 19



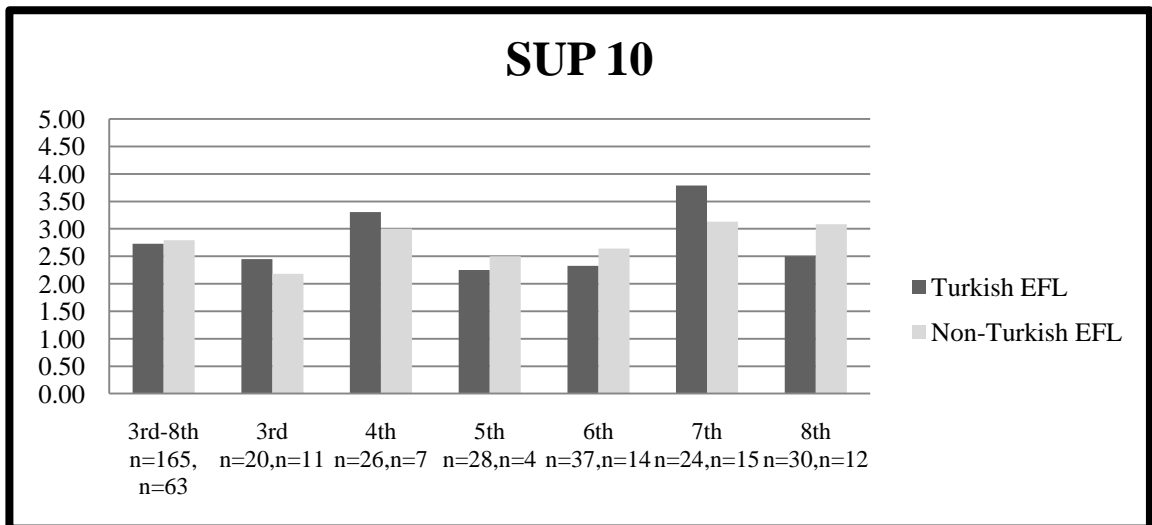
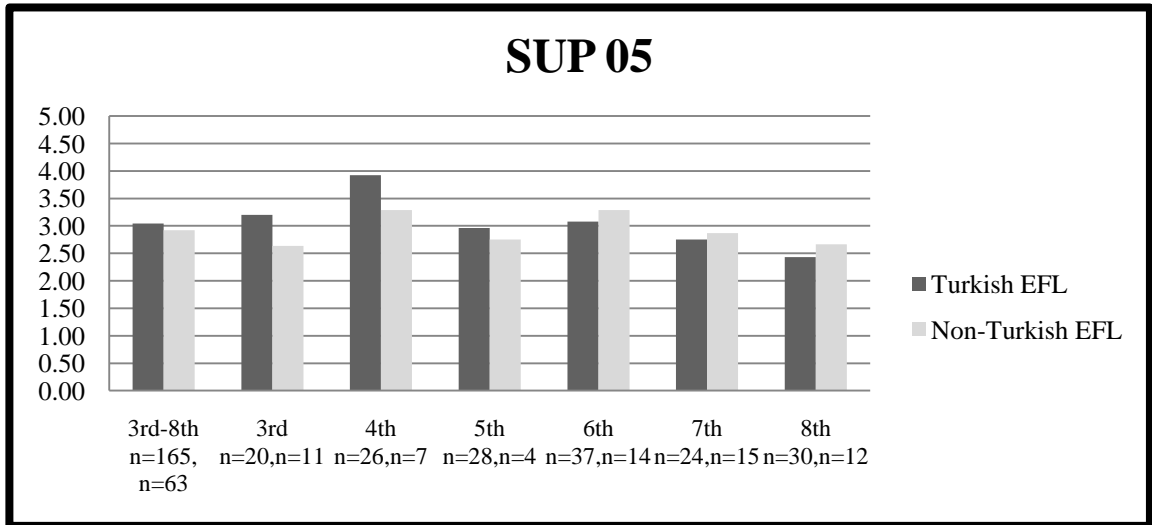
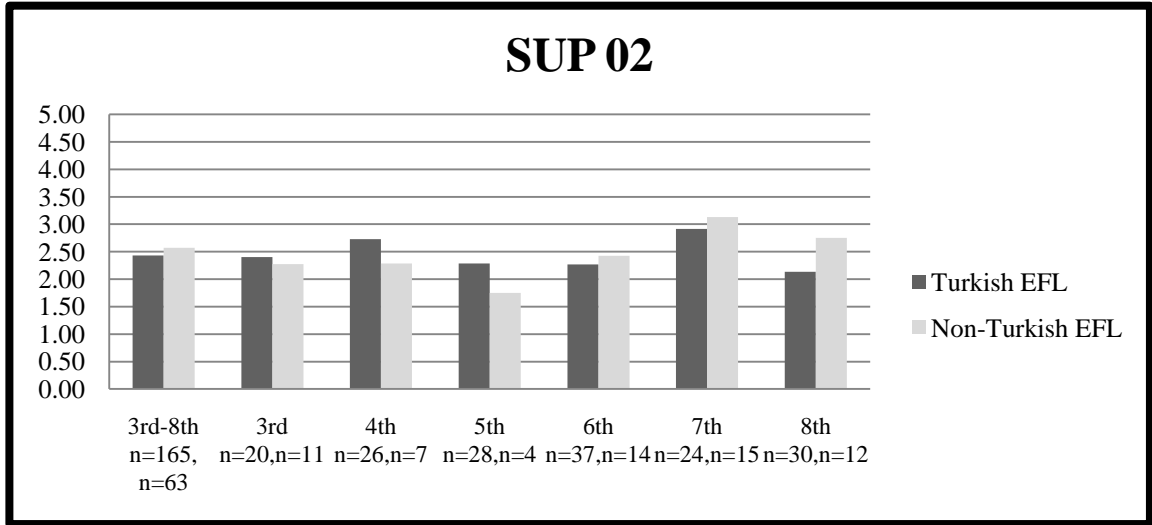
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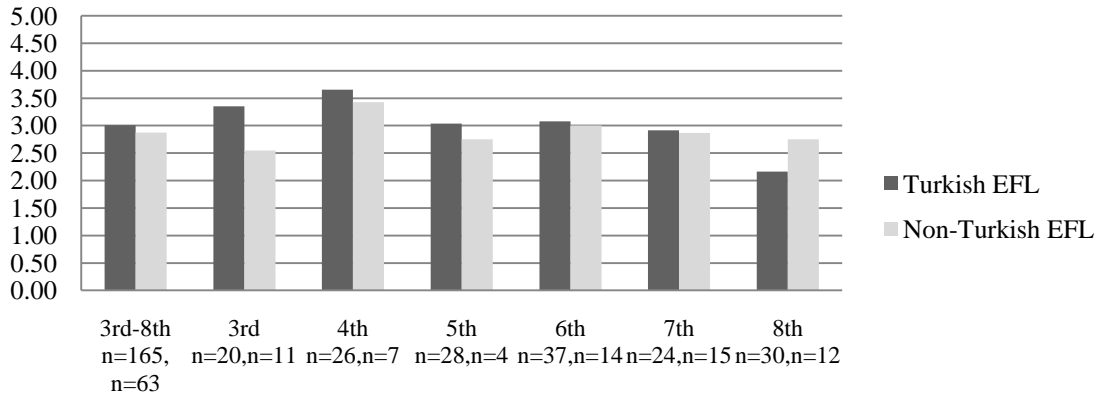
PROB 28



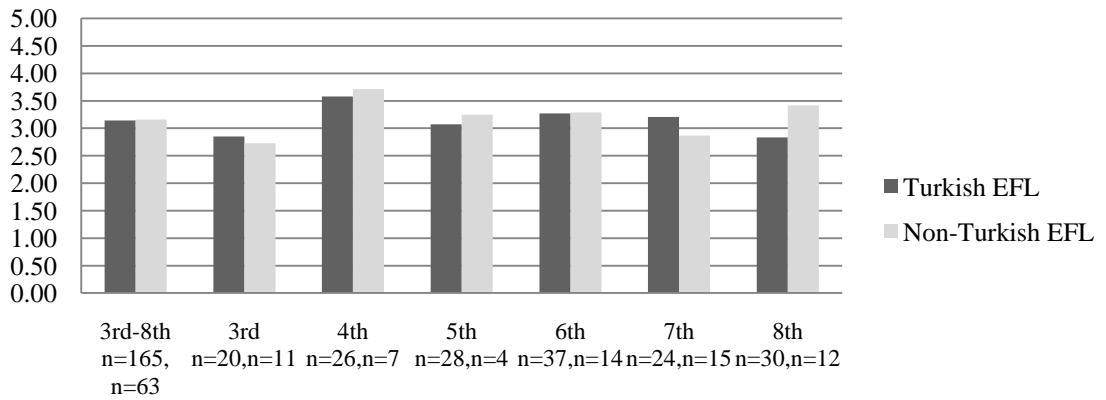
Support Strategies



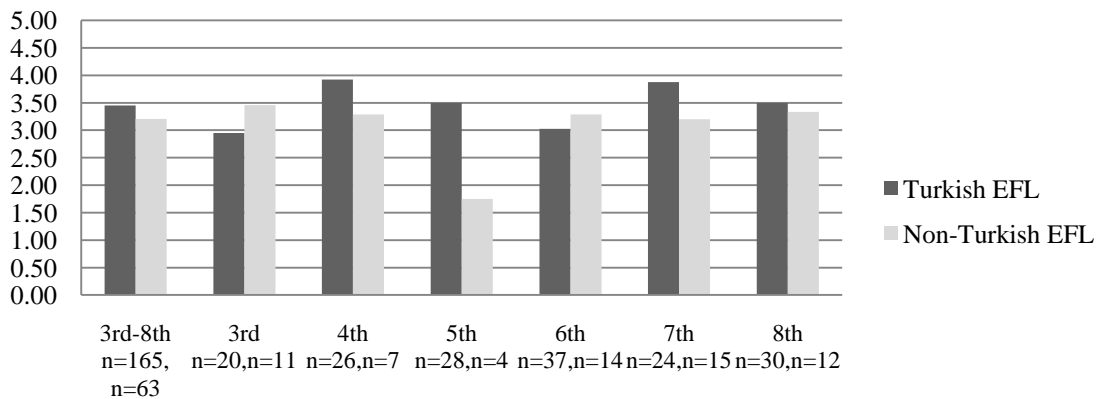
SUP 13



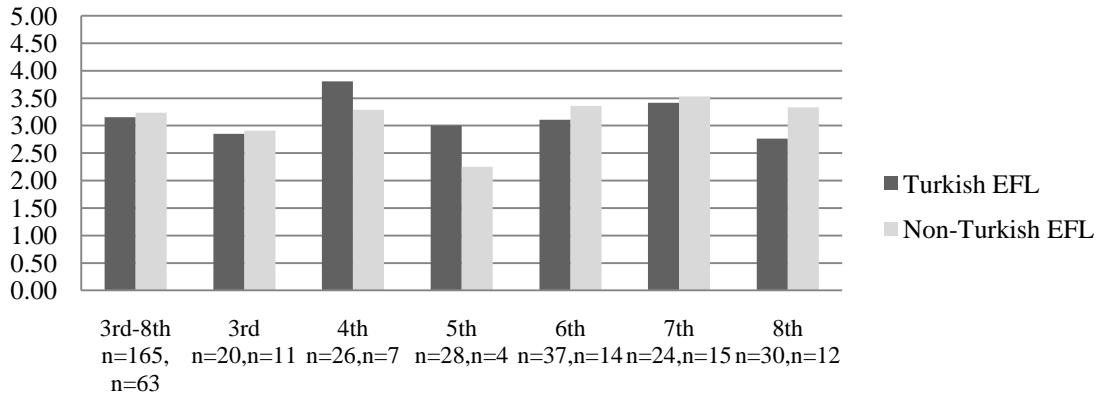
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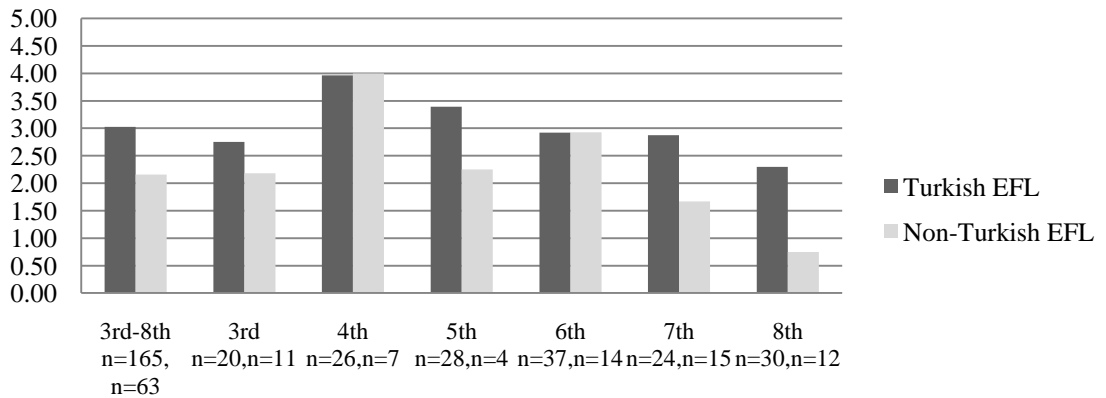
SUP 22



SUP 26



SUP 29



SUP 30

