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STRATEGIES EMPLOYED BY FIRST YEAR ELT STUDENTS IN AN EFL READING CONTEXT: A CASE STUDY

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TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün. 03/09/2019 tarih ve 301 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin (24/7 veya 38/8) maddesine göre, İngiliz Dili eğitimi Bilim Dalı Yüksek Lisans öğrencisi DMITRY **KRASNOKUTSKIY**'nin "**Strategies Employed by First-Year ELT Students in an EFL Reading Context: A Case Study**" başlıklı tezini incelemiş ve aday 13/09/2019 tarihinde saat 13.30'da jüri önünde tez savunmasına alınmıştır.

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Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Tez Yazım Kılavuzuna uygun olarak hazırlanan "Strategies Employed by First Year ELT Students in an EFL Reading Context: A Case Study" başlıklı Yüksek Lisans tez çalışmasında;

- Tez içinde sunulan veriler, bilgiler ve dokümanların akademik ve etik kurallar çerçevesinde elde edildiğini,
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ABSTRACT

STRATEGIES EMPLOYED BY FIRST YEAR ELT STUDENTS IN AN EFL READING CONTEXT: A CASE STUDY

DMITRY KRASNOKUTSKIY

Master`s Thesis, English Language Teaching Department

Supervisor: Prof. Dr. Şevki Kömür

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This study investigates the case of six students of Muğla Sıtkı Koçman University, ELT Department in order to identify the strategies used during reading task with the help of think-aloud protocols. The analysis of think-aloud protocols allowed to gather data which can be used in other studies, as well as giving students an opportunity to get better with the help of properly directed strategy training.

In the process of data collection, the first year ELT students were given two reading tasks, one general and another academic, with seven different questions aiming to reveal on task-reading strategies used. Before the tasks, students were informed and instructed for the procedures of think-aloud protocols. After that, the qualitative data were analyzed to determine the strategies the students were using during the reading task. Finally, strategies, obtained through think-aloud protocols were compared to conclude what exactly makes a good reader. Additionally, there was an investigation to determine strategy use differences for academic and non-academic readings.

The analysis also revealed that students were very concentrated, had a big dependency on keywords, and were constantly reciting the data during both tasks. Many differences were identified between two tasks, such as lower self-evaluation during academic reading, which led to the lack of confidence as well as low range of strategies. Furthermore, total ignorance towards essential strategies such as transferring, memory strategies, note taking, guessing from the context were detected.

Keywords: Reading, Think-Aloud Protocols, English Language teaching, ELT Students, Reading Strategy, Academic Reading.

ÖZET

İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRETİLDİĞİ OKUMA ORTAMINDA İNGİLİZCE ÖĞRETMENLİĞİ BİRİNCİ SINIF ÖĞRENCİLERİN KULLANDIĞI STRATEJİLER: BİR DURUM ÇALIŞMASI

DMITRY KRASNOKUTSKIY

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Okuma becerileri dil öğretimin en önemli unsurlarından biridir. Özellikle İngilizcenin ikinci ya da yabancı dil olarak öğretildiği ortamlarda önemi bir kez daha artmaktadır. Yabancı dil öğretiminde okuma etkinlikleri dil kullanımı açısından bağlamın oluşturulmasında önemli bir rol oynamaktadır.

Bu çalışma, sesli düşünme protokolleri yardımıyla okuma görevi sırasında kullanılan stratejileri belirlemek amacıyla Muğla Sıtkı Koçman Üniversitesi ELT bölümünün 6 öğrencinin katılımı ile gerçekleştirildi.. Yüksek sesli düşünme protokolleri, akademik İngilizce okumaları üzerine çalışan öğrencilere ve diğer araştırmacılara çalışmalarında kullanılabilecek zengin bir veri toplama imkanı sağlayabilecektir.

Bu çalımada ELT birinci sınıf öğrencilerine, biri genel ve diğeri akademik olmak üzere, iki okuma görevi verilmiştir. Bu okuma görevleri sırasında, öğrencilerin strateji kullananma durumlarını görmek üzere her bir okuma etkinliği için yedi soru yöneltildi. Okuma görevi öncesi, öğrencilere konu ile ilgili bilgi verildi ve düşüncelerini, eylemlerini ve fikirlerini yüksek sesle düşünmelerini ve bunları dile getirmeleri için bilgilendirme yapıldı. Daha sonra, elde edilen nitel veriler , öğrencilerin kullandıkları stratejileri belirlemek ve öğrenme yaklaşımlarına bazı ek detaylar eklemek için analiz edilmiştir. Bu analiz sonunda çalışmaya katılan öğrencilerin iki fazlı metni okurken kullandıkları stratejiler verilmiştir.

Anahtar Kelimeler: Okuma, Sesli Düşünme Protokolleri, İngiliz Dili Öğretimi, İngiliz Dili Eğitimi Öğrencileri, Okuma Stratejisi, Akademik Okuma

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23. 08. 2019

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

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CHAPTER I

INTRODUCTION

1. Topic of the Thesis

The main topic of the thesis was to investigate what kinds of strategies first year ELT students use during academic and non-academic reading with the help of think-aloud protocols in order to reveal differences and similarities between strategy approaches. All spotted strategies were arranged according to strategy taxonomy by Oxford (1990).

1.1. Background of the study

Reading in English is one of the four fundamental language skills in language classes. There has always been a tendency toward making English a necessary requirement in private and state universities in and out of Turkey. This is because only English written texts from journals, text books, articles, texts translated from other foreign languages, online resources are a way of receiving unstrained information necessary for academic success. It can also be stated that reading in English is a necessity for the professional, social and academic development of the students who are attending universities. In this context reading comprehension strategies need to be identified and developed for the enhancement of reading skills.

In language education, researchers have always been interested in the way successful language learners use special learning strategies useful for successful language learning since 1975 when Rubin first defined what English learning strategies were in her research called "*What the good language learner can teach us*". Rubin (1975) and Stern (1975) recognized the difference between some skilled individual students who were more successful with their English acquisition and information processing because of their special approach to the learning process. In addition, they highlighted the fact that these strategies can be learned by others and make them more competent as well.

Much research (e. g. Barnett, 1988; Block, 1986; Hosenfeld, 1977) has been conducted regarding strategies students use directly and indirectly, and strategies which are more useful than others as well as definition of good and bad English learning strategies. It is admitted that in an academic context reading comprehension skills have always been playing a major role in learning foreign language. Thus, it would not be wrong to assume that strategy use improves reading ability (Baker and Brown, 1984), and leading to the better understanding of academic materials, therefore, reasoning academic success of students regardless of English language proficiency level. Students always look at reading as a necessity for successful graduation which can guarantee decent employment.

1.2. Scope of the study

This research is focused on obtaining data on strategies used on task by ELT department students with the help of think-aloud protocols during two reading tasks, one academic and another on more casual topic in order to investigate if there is any difference between academic and non-academic reading approach as well as to get an insight into students` self-evaluation about their reading skills. During data analysis process there was an attempt to determine strategies academically successful students use.

1.3. Aim of the study

The present study aims to explore the types of strategies students use while doing reading tasks and investigates them in order to see if they show any variation according

to the text type. In other words, the purpose of this study is to find out what reading strategies the first-year ELT students used. In addition, this study also aims at examining whether there is any variation in the ways of students' using strategies according to text type. Moreover, the study intends to gain information about students` insights of their own strategies. With this in mind, the present study seeks to find answers to the following research questions:

1. What strategies do the first-year ELT students use while reading academic and nonacademic texts?

2. Do the strategies used by the students show any variation according to text type?

1.4. Significance of the study

Purpura (1997) in his very progressive research about the relationship between the cognitive and metacognitive strategy use and L2 test performance stated that there is a relationship between reading strategies and high-stake exam success, which is very complex. For instance, product-oriented strategies were found out to be advantageous, but process-oriented strategies caused a decrease in test achievement grades. Thus, it can be said that improving reading skills and competencies is very important for students for their exams and professional development.

Understanding of the text is not automatic process, especially for L2 learners. It depends on the use of reading strategies, which are basically "targeted efforts to decode, understand words, and analyze the meaning of text" (Afflerbach, 2008, p. 368). Reading strategies increase the comprehension of the text (Alexander and Jetton, 2001). It can even separate good reader from a bad reader (Mokhtari and Sheorey, 2002). And because all aspects of learning process are related to each other, with the help of active use of reading strategies, learner can improve his memory, focus, which will in the end improve the learning process in general, which is the ultimate goal of education. (Oxford, 1990)

It is worth mentioning that awareness of reading strategies is not given enough attention in most of the curricula. Teachers still struggle on how to prepare students properly for academic texts. (Pressley, 1998). Moreover, they need to learn how to instruct their

students in the most accurate manner possible, increase students` awareness of different strategies, which will result in greater academic success.

Since mastering English reading skills in the shortest period is significant for academic achievement in language classes, there is an urge to enable students to become competent enough. In this respect, understanding the reading strategy building process will allow instructors to guide their students forward in the correct way and as a result they will be able to minimize the difference among "less successful" and "successful" students in terms of their reading achievements. When teachers learn about their students' preferences in terms of cognitive and meta-cognitive strategies, they can increase learners' awareness of these strategies and design better instructions (Chen and Intrapraserd, 2014)

Even though there has been much research defining and even classifying different strategies (Oxford 1990), there is still a need for studies on the strategy use and its effectiveness in English as a second and foreign language contexts.

1.5. Limitations

It is evident that this study is not free from some limitations. First, it is limited to only six first-year students studying at the department of English Language Teaching Department in Education Faculty in Muğla Sıtkı Koçman University. Even though research done with bigger number of participants can lead to different results, it does not affect the quality of gathered data from subjects. Secondly, all strategies revealed with the help of think aloud protocols were divided according to the categorization created by Oxford in 1990. Even though there is no generally accepted taxonomy on learning strategies; "Oxford's taxonomy, although not without faults, has been considered the most comprehensive classification of learning strategies to data". (Droździał and Szelest, 1997, p. 41).

1.6. Definition of Terms

Learning Strategies: Learning strategies: operations employed by the learner to aid in acquisition, storage, retrieval and use of information (Rigney, 1978, p. 23).

Metacognitive strategies: "One's knowledge concerning one's own cognitive processes and products or anything related to them". (Flavell, 1976, p. 232). Metacognitive strategies deal with "planning, monitoring, and evaluation of language learning activities". (Oxford, 1990, p. 121)

Cognitive strategies: Tools used to help students with their learning problems to support the learner in his internal procedures in complex tasks (Rosenshine and Meister, 1997).

Direct strategies: A combination of Memory, Cognitive and Compensation Strategies and their subgroups (Oxford, 1990, p. 18).

Indirect strategies: A combination of Metacognitive, Affective, and Social Strategies

(Oxford, 1990, p. 18).

Gist or skimming: Looking quickly through the text to get the main idea (Maxwell, 1972).

Scanning: Rapid search for specific information (Maxwell, 1972).

Memory strategies: Strategies intended to help learning some kind of information to be able to remember it later. For EFL, most commonly used to learn new vocabulary, or grammar (Oxford, 1990, p. 39).

Affective strategies: Strategies which involve emotions, motivations, self-esteem (Oxford, 1990, p. 140).

Social strategies: Strategies that involve communication, the most basic one being asking teacher for question, or permission, or cooperating with your peers, or empathy (Oxford, 1990, p. 144).

Compensation strategies: Help students to use new language units to go beyond their limitations in knowledge. Best examples are: guessing, searching for clues, asking for help, coining words (Oxford, 1990, p. 47).

CHAPTER II

LITERATURE REVIEW

2.1.1. History of Reading and Reading Strategies Learning

Urquhart and Weir (1998) identified reading as a "process of receiving and interpreting information encoded in language form via the medium of print" (p.22). This is an act of reader achieving meaning with the help of reading material (Anderson, 2000). Reading is considered the most crucial of all second language skills, especially in English as a foreign language context (Carrell, Devine and Eskey, 1988). When compared to other language skills, reading is already considered the most vital skill for academic achievement (Adamson, 1993).

With this importance given to reading, reading strategy use has also come to have a crucial role. Before, reading strategies used to be considered static skills used by the reader (Langer, 1982). However, Goodman (1967) proved that reading is an interactive process. After that, people viewed reading strategy choice as a cognitive skill, which is used to overcome problems that may come up during reading activities (Aarnoutse and Schellings, 2003).

There have been other views on strategies, for example reading strategies were defined as "behavior process taken by the learner to solve the difficulties in reading" (Johnson and Johnson, 1998) as well as conscious actions aimed to help language learners to learn language in more efficient ways (Cohen and Macaro, 2007).

However, when the literature is investigated there has not been one sole definition and classification of reading strategies. At first reading strategies were divided into two categories: comprehensive strategies and partial strategies (Block, 1986). Identifying the

structure, predicting, monitoring, understanding and so on were comprehensive strategies. On the other hand, when solving vocabulary problems, paraphrasing, repeating and so on was considered partial strategies.

O'Malley and Chamot (1990) separated learning strategies into metacognitive, cognitive and socio-affective categories. A more comprehensive classification was made by Oxford (1990). She grouped them into direct and indirect strategies, where direct strategies included compensation, memory, and cognitive strategies and indirect strategies included meta-cognitive, affective and social strategies.

Strategy Inventory for Language Learning (SILL) (Oxford, 1989) was the first instrument for exploring the use of learning strategies. In 2002, The Metacognitive Awareness of Reading Strategies Inventory (MARSI) for native speakers, and The Survey of Reading Strategies (SORS) for non-native speakers were created and used explicitly for reading. (Mokhtari and Sheorey, 2002). Metacognitive Reading Strategy Questionnaire (MRSQ) was used to understand how often metacognitive reading strategies are used. MRSQ categorized reading strategies into two different concepts; the analytic strategies (reading comprehension), and pragmatic strategies, used mostly in academic environment for setting behavior goals and highlighting (Taraban, Kerr and Reynearson, 2004). Even though questionnaires were not used in this research, without the doubt these instruments played a great part in the history of reading strategies research and were valuable for the research.

2.1.2. The Overview of Strategies Classification

Oxford (1990) has done outstanding progress on the topic of reading strategies and defined reading strategies` categories and gave the types list. Her book, "Language Learning Strategies", has been recognized by almost any researcher on reading strategies. According to the book, strategies are everywhere and affect the learning process in all aspects, and teachers are given special role in the mechanism, not as authority figures, but as co-communicators, guides, or advisors. To start from the top, strategies are separated into two classes; direct and indirect. Direct strategies are strategies that are used by students consciously and indirect strategies are helping to

manage more inside aspects of learning, used unconsciously by the students. There are three direct and three indirect strategies. The direct strategies are - memory strategies, to learn the new information and be able to acknowledge it later; cognitive strategies for receiving and creating the language; compensation strategies to help use the language even with information gaps. The three indirect strategies are - metacognitive strategies, for managing the learning process; affective strategies, which are basically all our emotions and feelings; social strategies for learning with others. Since a great amount of this research is devoted to categorizing different strategies into groups, it is necessary to talk about every group in great detail but in the reading aspect.

The memory strategies, otherwise known as, mnemonics, which belong to the class of direct strategies, are connected to associating what you have read, recognizing it from the text using keywords, imagination and even linking sounds to words or sentences in the memory. When it comes to vocabulary learning, which is broad, complicated and even frustrating to many students, memory strategies help to contain the verbal material and use it when needed. There are countless ways to use memory strategies, for instance semantic mapping, or sounds representation in the memory. Structural reviewing, which is used by the student after he finishes his task and goes back to review and retrieve the necessary information, all these are connected to memory strategies. It is also worth mentioning that memory and its mechanics are still “black hole in the center of neurobiology” (Begley, Springen, Katz, and Jones, 1986, p. 48), although a great progress has been done in understanding the physics of short-term and long-term memory, for example protein synthesis and modification (Leaver, 1984). The most amusing fact is that the frequency of memory strategies use is under debate. In some research (e.g., Reiss, 1985; Nyikos and Oxford, 1987) it was stated that students don`t use memory strategies frequently enough. On the contrary, with the help of other research methods (Cohen and Aphek, 1981), it was revealed that memory strategies are widely used. Interestingly enough it was also noted that use of memory strategies, while making learning process more effective, could make initial learning slower.

Cognitive strategies have very broad specter and are essential for learning a new language; they are used by students to recombine, repeat, to practice with sounds and writing systems, as well as reason deductively. The list does not end here. When the student needs to use resources, to translate, to analyze the expressions, and even when

he takes notes, summarizes, highlights the important information; all these can be qualified as cognitive strategies. Cognitive strategies have one common characteristic, they help to manipulate and transform the target language. O`Malley and Chamot (1985) found out that ESL high school students preferred to use cognitive strategies more than metacognitive ones. During reading, many students took notes, underlined paragraphs. On the other hand, Chamot (1987a) stated that metacognitive strategies are more commonly used by advanced language learners. With different motivations on doing such an action, this is undoubtedly an example of cognitive strategy.

"Compensation strategies are used when student needs to compensate some gap in knowledge or any kind of data, for example when they face unknown words or new information" (Droździał and Szelest, 1997 p. 42). Students having a choice to use the dictionary or try to guess the meaning of the word from the context are a classic example, and that defines good or bad reader. A bad reader would stumble across the words and search for the meaning every time he gets stuck, when a good reader searches for linguistic clues or grammatical clues. Switching to the mother tongue is also an option used by students. It is also common to try to recognize if they hear the word before, maybe in different context. When it comes to compensation, there are no limitations; student can try to ask for help or do some gestures or mime, which will remind him of the meaning of the word, searching for synonyms, switching to the mother tongue, the list can go on. As long as the strategy is intended to fill the gap in knowledge, it is a compensation strategy (Oxford, 1990, p. 47).

Indirect strategies start with metacognitive strategies. Metacognitive strategies go beyond cognitive strategies, they help student to organize, plan and coordinate their learning. Oxford (1990) states that the most important metacognitive strategy would be seeking of practice opportunities, since it is students` responsibility to practice language outside the classroom. The strategies students come up with when they try to focus their attention, to concentrate, to organize their learning plan, to attempt to identify the purpose of the task and how to deal with it, to search for some practice opportunities. Deciding what to pay attention to in the text, for example many students prioritizing numbers and dates above the meaning of the passage, to be able to recall it later for task or exam. Self-evaluating and self-monitoring is a very problematic metacognitive strategy since students tend to make unrealistic monitoring of their errors (Rubin 1975).

When students build wrong impression of their academic progress, sometimes underrating themselves or overrating themselves, they can become traumatized, and confusion grows under influence of grading systems, since grading systems are more rewarding toward discrete-point rule learning. All these metacognitive strategies are important although students do not recognize their importance. Several studies (e.g. Chamot, 1987b) showed that students used metacognitive strategies less often than cognitive strategies, planning strategies prevailed compared to self-monitoring and self-evaluation. Research done in academic setting (McGroarty, 1987) is reported with similar results. Lack of crucial metacognitive strategies has been proved in several research studies, even when academic students were given an opportunity to plan their time and be prepared for exams. (Nyikos and Oxford, 1987, Nyikos and Oxford, 1989, etc.).

Metacognitive strategies are used by students to organize and coordinate their learning process. (Oxford, 1990, p. 136.) The most classic example is concentrating, paying attention. This strategy helps students to navigate in overwhelming amount of grammar, vocabulary, etc. Such metacognitive strategies, like organizing, setting goals, planning for a task help students to manage their learning process. Every student wants to practice English with foreigner; this is also an example of metacognitive strategy. Self-monitoring, self-esteem and self-evaluation are underestimated, but very powerful strategies overlooking them can lead to losing of motivation, traumas and even to quitting ESL courses.

Affective strategies are the most private psychological matter, and they will also be specified here, but think-aloud protocols may affect them in a subjective way. Affective strategies can be connected to numerous actions; music, laughter, deep breathing, discussing feelings, and rewarding yourself. Motivation is another determining factor in the learning process, but it has been given a giant attention in research, trainings, or other academic fields since it doesn’t limit itself to just teaching, but is very significant for business, marketing, economy, etc. Some researchers go as far as stating that affective side of the learning process can be the determining factor between a good and a bad learner. Good language learners are often those who manage to control their feelings and attitudes (Naiman, Frohlich and Stern, 1975).

The last of indirect strategies, but certainly not the least, are social strategies, which depend on communications. Asking questions plays an important part in the classroom because it gives learner an opportunity to get closer to the ultimate knowledge of the subject. It stimulates the input and increases interest in the lesson. Asking for a correction is a standard social strategy used by all students. Questions can be formed in order to ask for permission, verification, and clarification. Cooperating is imperative to learners, especially when boosted with the help of cooperative rewards (Kagan, 1994). Cooperative learning has been observed to have a positive effect on self-esteem, confidence, and increased respect for the teacher, the subject, better volunteering and mutual concern. For instance, when asking questions student tries to cooperate with other on team-based tasks, or when there is a cultural learning understanding.

This research is not limited to just meta-cognitive or cognitive strategies, the observer analyzed the think-aloud protocol without limitations to specific type or category, but organized everything according to the taxonomy given by the book (Oxford, 1990), therefore, terminology and definitions from the book are adopted in the current research.

2.1.3. Think-aloud Protocols in Reading Studies

Think-aloud protocols are playing a significant part in this research. During think-aloud protocol students verbalize how they are processing the text they are reading (Ericsson, 2002). As stated by Oster (2001 p. 64); “Think-aloud is a technique in which students verbalize their thoughts as they read and thus reveal the strategies they are using to understand the text”. It is important to add here that students are not expected to analyze their strategies (Cohen, 1987). Newell and Simon (1972) promoted think-aloud for studying problem-solving strategies. According to Someren, Barnard and Sandberg (1994), think-aloud method was taken from psychological research, originally called introspection. According to the study on think-aloud protocols done by Jahandar, (2012), think-aloud protocols are trustworthy and objective since this method avoids any kind of self-analysis from participants and only provides a simple verbalization process. On top of that, think-aloud method bases itself on verbal protocols which are

accessible to anyone, and Jahandar (2012) suggests them as a methodology despite it being so time-consuming and difficult to analyze.

Some studies have shown that students who verbalize their reading strategies and ideas get a better grade on comprehension tests (Oster, 2001). Henry (2008) states that using think-aloud as a strategy for students has improved their comprehension.

A perfect example of think-aloud experiment`s framework was given in studies done by Ericsson (Ericsson and Simon, 1984, 1993; Ericsson, 2002). According to his work, information on thinking process is stored in short term memory away from long term memory, easy in access but low in capacity. The best way to get to that "inner voice" directly is to verbalize the thoughts on the task while it is still in short memory. The resulting verbal protocol is recorded and then analyzed.

2.2. Related International Research

During the past 30 years, there have been many research studies (e. g. Kissau S., 2013; Xiaoqiong and Yonggang, 2014; Yang, 2016; Bećirović, 2017) on EFL reading strategies in an attempt to determine if there are any side factors which affect students` reading strategy choice. For instance, Ariyani (2018) investigated the role of gender in strategy choice. According to Ariyani (2018) gender may affect individuals' learning strategy choices while learning a foreign language. However, Ariyani (2018) could not determine in what way gender affects the learning approach. In another study, Green and Oxford (1995) state that female students use a greater amount of learning strategies. But in literature it is also possible to find out different views. According to Bailey (1996), males were more productive. Thus, it can be said that gender differences may not be a significant factor in terms of reading strategy choice.

There are other factors that are thought to effect learners' strategy choice. According to Bećirović's (2017) findings the impact of nationality, which can be accepted as one of the individual factors affecting reading strategy choice, on reading strategies was found to be ineffective. The effect of the field of study was considered as well by analyzing strategies of students of management department in comparison to the English literature

department, and it was concluded that English major students read with more attention when compared to students from other fields (Mochizuki, 1999; Peacock, Ho, 2003).

Concerning the topic of research on reading strategies with the use of think-aloud protocols, an example would be research done by Hosenfeld, (1977), named "*A preliminary investigation of the reading strategies of successful and unsuccessful second language learner*s". In the study difference between successful and unsuccessful students was discovered with the help of think-aloud protocols. It was found out that successful readers show better focus on important content, better memorizing skills, and higher concentration during reading in general, while weak readers were forgetting information easily, had a negative self-sense. Block (1986) also used think-aloud protocols and found out the difference between two groups; integrators and non-integrators. According to his research, as it turned out, integrators develop their strategies faster than non-integrators. We can see the same approach, interest, and recognition to reading strategies and think-aloud protocols from reliable researchers (Barnett, 1988; Alderson, 1991).

Nowadays think-aloud method is recognized by majority of scientific community in psychology and pedagogy. Newell and Simon (1972) built very detailed model of problem solving processes with the help of think-aloud protocols, even though the mode was designed as a representation of general problem solving process, they highlighted how problem solving relates to psycholinguistics as well as to the education of teaching. This work presented think-aloud method in a very good light since Newell and Simon managed to get explanations and assumptions just from verbal data. It was also shown that think-aloud is not just a great research tool, but a respectful reading learning strategy. Henry (2008) investigated that and came to a conclusion that think-aloud methodology increased students` reading comprehension on tests. Bereiter and Beck (1985, in Duke and Pearson, 2002) support this idea, where students who were taught to think-aloud while reading had better comprehension and were better at getting the general idea of the text (Silven and Vauras, 1992). Therefore, we could go as far as stating that thinking aloud plays an important role as a data gathering tool, and even learning strategy which could and should be taught to students during strategy training.

2.3. Related National Research

In Turkey researchers have also showed interest in reading strategies used by language learners. For instance, Çöğmen and Saracaloğlu, (2010) did an adaptation of the Taraban, Kerr and Rynearson's (2004) *Metacognitive Reading Strategies Questionnaire* to Turkish. 786 university students attending Pamukkale University during 2007-2008 academic year participated in the study. In the end, it was found that increasing students' awareness about metacognition and metacognitive reading strategies is a task of high priority due to students` struggle in evaluation of what students are reading. Students' habit of reading strategies in the faculty of education clearly indicated that different factors affect metacognitive strategy use when factors such as nationality, educational background, gender, age, and others are considered. In another study, Çöğmen included 230 college students attending the Faculty of Education in Pamukkale University. The aim of this study was to examine students' use of reading strategies in the faculty of education in order to see whether gender and age had any effect on their Metacognitive Reading Strategies. It can be said that they did not find any significant effect of age or gender on the reading skill performance.

Beşkardeşler and Kocaman (2016) studied 122 ELT students` awareness of reading strategies and concluded that students prefer metacognitive strategies to cognitive and affective/social reading strategies. He also noted that senior students show more balanced grasp on the reading strategies, meaning that he found them expandable. In another study, Razı (2008) did a gender based strategies study, and stated that both male and female students get relatively the same score, on the contrary to Green and Oxford's (1995) and Baily's (1996) studies.

Another research was done by Hismanoglu and Colak (2017). In this study they included 286 second-year students of Usak University studying at Economics, Business Administration, Public Administration, Finance, Econometrics at the Economics and Administrative Sciences Faculty. The aim of the study was to identify what reading strategies were used by students in different departments and they came to the conclusion that strategies do vary on gender, age, academic field, and specifically female students' use reading strategies in much more active way than males do.

Think-aloud protocols based researchers from Turkey carry a lot of data, although not many have been done. For instance, a study done by Bulut (2018) investigated strategies of good and bad learners using think-aloud protocols, but in listening aspect and on

young learners. Interestingly enough, it also used two tasks, one narrative and another informative.

Bulut investigated the case of 4 fourth-grade students. He divided learners in two different groups, semantic and linguistic, according to data from various studies (Block, 1986; Pritchard, 1990; Davis and Bistodeau, 1993; Çetinkaya, 2004). After the data collection he analyzed the data and came to the conclusion that successful listeners prefer to guess the meaning, inferring as well as answering questions, summarizing and self-monitoring. Successful listeners use these strategies unconsciously and automatically. In fact, prediction and inference are automatically used in the comprehension process. (Özenici, Kınsız, and Seçkin, 2011). The results of the study show that even though students apply different strategies in order to comprehend the text, students` self-evaluation is very low and that slows down middle school students` learning process.

A different research done in Turkey related to the topic of this research is the study done by Yaylı (2010). In this research, 6 competent and 6 less competent students reading strategies were investigated, with the help of think-aloud protocols, with expository and narrative texts, and afterwards had a retrospective session, designed to retrieve the data on types of cognitive and metacognitive reading strategies used by the participants, as well as strategies frequency. She also compared narrative and expository texts reading strategies application. Results showed that advanced students and less advanced students share the same strategies, but advanced students use them more regularly. It was revealed that students used more strategies in narrative reading as it was easier.

CHAPTER III

METHODOLOGY

3.1. Research Design

There are many aspects of qualitative studies mentioned in literature of research methods in linguistics (Dörnyei, 2007, p. 37), and all of them are related to this research. The research design was done in the most flexible way possible to support an emergent nature so that it could adapt to any new discoveries or openings without any strict hypotheses. The researcher was ready for any kinds of data during think-aloud protocols and their analysis. In fact, it is advised to ignore literature before the study to make sure that "the emergence of categories will not be contaminated by concepts more suited to different areas" (Glaser and Strauss, 1967, p. 37).

However, there are alternative views on this subject. Some scientists (Tashakkori and Teddlie, 2003) claim that researcher`s extensive background knowledge and personal view of the subject cannot be neglected and can make the outcome subjective. They advised to learn about the subject of the research in advance which would allow to see more details, guide researcher into correct direction, and to provide support during data extraction and analysis (Miles and Huberman, 1994).

The nature of qualitative data includes think-aloud protocols, voice recording. Throughout data analysis, recordings were transcribed in text format, although for the convenience purpose only parts linking to the strategy use were put into the thesis. The research had nothing to do with any kind of statistics, or any other way of counting, except of the "quantitating" (Miles and Huberman, 1994). In order to categorize the number of students` strategies, for this research the part where students` academic overall success was compared to the number of strategies students used in order to show

the relation between them. Participants were put in their most natural environment, and observer did no intervention, avoided manipulating participants, and was stimulating think-aloud protocols with basic questions, such as “What are you thinking about at that moment?”, “Why do you think you did that?”, etc.

The research was designed to investigate students` “inner voice” (Punch, 2005), it is essential for qualitative research to allow participants to show meanings and interpretations of their own experience, and that opportunity is guaranteed with the help of think-aloud protocoling. Interpretative analysis is fundamental for qualitative research. According to Miles and Huberman (1994), the researcher is playing a part of the “measurement device” in the study, and leading to the research outcome which is researcher subjective interpretation of the data. In order to avoid mistakes with all the overwhelming data and to stay focused on the main questions of the study was limited to descriptive analysis method.

Qualitative research is the best method for exploring such complex subject as on-task strategies, with its flexibility to help researcher to deal with difficult situations as well as the best way to get a rich material. Unfortunately, disadvantages of qualitative research cannot be ignored and must be acknowledged in order to get most unprejudiced result and better analysis. To Duff (2006), even though studying participants’ speech provides excellent insight into phenomenon, it may not be broadly applied. In addition, researcher is aware of the giant role of his perspective, which can lead to manipulated results, or subjective data analysis. To avoid researcher`s personal biases, supervisor and his assistants were present during data collection and were shown the data analysis. Richards (2005) stated that qualitative data collection could lead us to overloading with data, which is a common problem for novice researchers. That issue was avoided by limiting the study to descriptive study of reading strategies, without overextending to any other aspects of language acquisition. Analyzing reading strategies with the help of descriptive approach allowed us to make statistics of students` strategies, compare them with each other as well as to compare them to students` academic average from the first semester. It allowed us to focus on specific information during observation, data collection and data analysis stages.

According to Stake (1995, 2005) the case study is the study of special “cases” in all their details, with insight of their complexity. By “cases”, we usually mean people,

although in many studies it is also referred as organizations, communities, institutions, and so on. Even though case studies usually are considered as qualitative research, because one simple case cannot be used for any kind of generalization of population, they can include some quantitative data such as questionnaires (Verschuren, 2003). Stake (1995, 2005) separates case studies in three categories. The "intrinsic case study" is the study of just one case, possessing some value or specialty. The "instrumental case study" is focused more on wide problems, putting the case as a second priority. Moreover, the last one, "multiple or collective case study", is the research where the number of cases are studied to investigate some phenomenon or general condition. Duff (2006) stated that most of her students conduct case studies with the number of 4-6 participants, and that this kind of study format can be treated as a typical research. She also recommended preparing "a data gathering plan", in order to avoid the overabundance of data.

This research is a qualitative collective case study, with the think-aloud protocols used as a main data gathering tool and designed to learn and investigate students` reading strategies.

Reading tasks are designed for different purposes and most commonly classified as: skimming and scanning (Dörnyei, 2007). Brown (1994, p. 283) stated that skimming and scanning are very beneficial reading strategies for both native speakers and language learners. Moreover, skimming and scanning are perfect explanations of reading approach in general (Carrell, Devine and Eskey, 1988). Even though skimming and scanning are not the part of Oxford (1990) strategy taxonomy, researcher expects that this extra information can be useful for other research, or at least, will provide a better insight into participants` reading skill profile.

3.2. Participants

Any research always is limited to number of participants, and we had to make principled decisions on how to select our participants. Participants were selected by using purposive sampling model.

They were six first-year students of ELT Department of Faculty of Education, Muğla Sıtkı Koçman University. The Department of English Language Teaching was opened in 2001-2002 academic year and offers first cycle (bachelor's) degree with 240 ECTS in the field of English Language Teaching, one of the branches within the general field of "Teacher Training and Educational Sciences" in the structure of the scientific organization of Higher Education System. Students of ELT have a high school diploma and an eligible score from the University Entrance Exam.

All of the participants are non-native speakers of English. They were included in the study from those who took the highest grades from the course "Reading Skills I" of the first term and on a voluntary basis. Generally, their level of English shows similarities as they finished one year intensive English prep-school at B2 level or passed the proficiency exam at B2 level administered by the school of foreign languages at the very beginning the academic year. They took "Reading Skills I" course last term and they were attending Reading Skills II course of English Teacher Education program at the time of the data collection.

3.3. Think-aloud Protocols and Data Collection Procedures

Qualitative method is absolutely necessary to analyze think-aloud protocols during the task as well as to identify the strategies students are applying, Think-aloud protocols were the main tool for this research and play the dominant part for qualitative data (Dörnyei, 2007). Obviously, verbalizing thoughts in this manner is not a natural process (Dörnyei, 2007). Therefore, proven as necessary by other researchers, (Cohen, 1998) students were given proper instruction and had a training session to be able to produce useful data as well as a practice exercise with the same approach on different kind of task. This allows us to gather data on thinking processes in details, as long as the observer follows the procedure. According to Ericsson and Simon (1993, pp. 21-30), the rules are as follows:

First, the verbalization of current thoughts has to happen, to make sure that the subject is not interpreting his thoughts but rather is verbalizing the thoughts from the short-term memory.

Secondly, the communication between researcher and the subject should be kept to a minimum with no interfering allowed and no limitations given to the participant. Subjects should feel not like a part of social interaction-in order to increase the value of the data. Ice-breaking questions before the start of the task are welcome, in order to decrease the tension. It is forbidden to guide participant in any way, only questions intended to keep participant talking. (Why do you think like that? What made you do that? What are you thinking about right now?)

Thirdly, the personality and personal history can be taken in an account, researcher is aware that the amount of relevant information contained in short-term memory cannot be controlled, which is a well-known disadvantage of a think-aloud protocol. In order to increase the quality of think-aloud protocol, individual differences between students were limited during the on-task recording, but were given attention during the analysis.

Even though Task 1 was not that much easier than Task 2, Task 1 was much less academic, without quotes and references which are normally seen in academic texts. Task 2 was a purely academic ELT article.

Questions in the Task 1;

There were seven questions. The first one was designed to make the student remember or scan for specific information. The second question asked for a number. The third and fifth asked for a summary. Question four was designed to make student skim for correct paragraph. Question six was a basic vocabulary question, asking the student to choose the correct word synonym which would fit the context. In addition, the last question forced the student to remember all the information combined.

Questions in the Task 2;

There were six questions. The first and the third one were designed to make the student remember or scan for specific information. The second question was designed to make the student remember a quote from the beginning of the text. Question four asked for a summary, Question five was a basic vocabulary question, asking the student to choose the correct word synonym which would fit the context. In addition, the last question forced the student to remember all the information combined.

The data gathering process has been completed in the spring term of 2018-2019 Academic year. The data was gathered in multiple steps using different data collection tools. In order to ensure the reliability of the think-aloud protocol data collection, researcher`s supervisor and his assistant were present during every reading activity as side observers.

The first research question was to find out what strategies students used while reading. Students were asked to verbalize their thought processes, to make them "think-aloud" in voice recorders. At first the students were given an instruction on how think-aloud protocols work, and were given an example activity which was not related to reading. Afterwards, students were given Task 1. They were not limited in anything, they could speak the language they felt comfortable with, and they could take any kind of notes or consult with the dictionary. During the protocol, students were telling their thoughts, reasons and ideas about their reading. After reading, they moved to questions, and answered them one by one.

After reading Task 1 and completing questions, students were given Task 2, the academic one. The same process was repeated and recorded. Later the obtained data were analyzed and separated into different groups, and presented in the form of tables. The purpose was to understand if the strategies used by the students show any variation according to text type. Then the students were given another reading task, which had an academic content in order to identify any differences in reading strategies application and the effect of text type on students` strategy use. Both of reading texts were authentic. The Task 1 was taken from a book: "Focus on Vocabulary 1: Bridging Vocabulary, 2nd Edition", written by Diane Schmitt, Norbert Schmitt, David Mann and published by Pearson Education ESL on 2011. This book was focused on frequent English for intermediate to high-intermediate ESL students. The Task 2 was retrieved from a journal "English Teaching Forum 2018, Volume 56, Number 4", a well-known journal for ESL teachers, designed to expand teachers` ways of teaching approach.

3.4. Data Analysis

The data analysis was done in several steps, repeated for every student separately:

1. The researcher created a table similar to Oxford (1990) taxonomy figure 1.4, with empty spaces to fill if any signs of strategies were spotted, with an “extracts” cell to justify that choice.

2. He listened to think-aloud protocols recordings. The recordings were transcribed and coded.

3. On the second listening researcher filled in the blanks and took notes with extracts to support his decisions.

4. Extra observations taken during the think-aloud protocol were also analyzed and added, when needed.

5. After completing steps 1-4 of the same participant for the Task 2, tables containing the data about strategies were compared to determine the differences for that case.

With the help of the present data the researcher would be able to analyze what strategies are used by students and that would allow the researcher to point out all the differences between reading strategies in the given academic environment (Dörnyei, 2007, 148). Results of two different reading tasks were compared and highlighted via content analysis.

When the data analysis was completed two experts in the field were invited and after their coding and analysis the inter-rater reliability was calculated to be 0.88. According to the study done by Munoz S. and Bangdiwala S. (1997, p.111), on the scale from -1.0 to 1.0, 0.88 is interpreted as “almost perfect”.

CHAPTER IV

RESULTS

4.1. Introduction

The research questions, which guided this study, were:

1. What strategies do ELT students use while reading academic and nonacademic texts?

In order to identify these strategies, the researcher had to record think-aloud protocols and analyze them according to the Oxford (1990) strategy taxonomy. The researcher took notes as well in order to have a better insight of students` behavior during reading, although they did not play an important role during data analysis. In the analysis of data, the researcher used descriptive method, and put the information in tables as "Yes" for strategies observed and "No" for non-observed strategies.

2. Do the strategies used by the students show any variation according to text type?

In order to determine whether there are any differences in strategy use between Task 1 and Task 2, researcher created a table comparing direct strategies used during Task 1 and direct strategies used during Task 2 as well as comparing indirect strategies during Task 1 and indirect strategies during Task 2. Field notes for Task 1 and Task 2 were compared as well.

Below is the detailed presentation of the six cases, arranged in the table format and divided as direct and indirect strategies in relation to Task 1 and Task 2. In addition, field notes for every case are presented, as well as explanations with extracts from the think-aloud protocol. In the field notes researcher mentions about scanning and skimming in what may appear as a subjective opinion that scanning slows down a reading process, which is not true. Both skimming and scanning as reading approaches

are needed but only when it is developed correctly, preferably with the help of training (Asmawati, 2015). During observation, researcher only wanted to highlight which of these two reading approaches was used most of the time. Think aloud protocol`s extracts are shown under quotation marks and written in italics.

4.1.1. Case 1

Participant 1, male.

Memory strategies of Participant 1 in Task 1

This participant had a bright imagination *"I always imagine myself in the situation given in the text"*, also the picture in Task 1 got the student`s attention. He reviewed the text first from the beginning to the end before actual reading and analyzed its design structure quickly. He focused on the context and keywords to navigate through parts of the text instead of just translating it word by word. When needed, first he remembered the passage without looking back, and only then checked it for more details. Using numbers and names as keywords helped the participant to navigate through the text; *"The text is history designed by Confucius first, ending with science theme"*. Main keywords were numbers, words in bold.

Cognitive strategies of Participant 1 in Task 1

An active use of cognitive strategies was witnessed. We could see that the participant understood the main idea of the text quickly; he summarized all the main points even before moving to questions. Everything read was transformed into native language and analyzed the same way. The participant mentioned several times his opinion toward the subject, to contain the idea of the text. He summarized the text several times while processing the questions. *"Bold letters and numbers grab my attention"*. Quotes were analyzed and repeated; participant linked the whole paragraph to one quote. On the other hand, he didn`t show any will to take any notes during the reading, trusted keywords, his own experience, and short term memory.

Compensation strategies of Participant 1 in Task 1

There were signs of several compensation strategies, it can mean that the student had no problems with reading whatsoever, or he lacked compensation strategies. When having difficulties, he referred back to Turkish language. Still no dictionary was needed; he managed to use compensation strategies to guess the general meaning of the sentence.

Table 1.

Task 1, Student 1, Field Notes

Field Notes of Student 1 in Task 1	
Use of dictionary	No
Writing of notes	No
Time used on the task	15 minutes
Skimming or scanning preference	Mostly skimming

The student did not choose to use the dictionary even though he faced some unknown words, he neglected them; "*I see a word I don`t know, but I don`t want to check the dictionary, I don`t need it.*" In addition, he completed the task with the highest speed.

Metacognitive strategies of Participant 1 in Task 1

Participant 1 used metacognitive strategies during Task 1, he paid a lot of attention to the reading activity and had his goals set. The participant knew about the concept of happiness; *"Happiness is different for everyone "*. He was judging the text from his perspective from the start. The participant was very concentrated. While concentrated on reading he spoke less. "*At first I look at the heading of the text, afterwards I go through the pages to understand how big the text is*".

Affective and social strategies of Participant 1 in Task 1

Interestingly enough, during think aloud protocol the participant felt the need to share his thoughts and feelings about happiness (which was the main topic of Task 1), although he did not show any signs of other affective strategies. It is not a very big surprise; after all, he was participating in a reading task for a short period and there was very little chance to learn any more affective strategies. Furthermore, no signs of social strategies from this student; he was reading by himself and did not ask for help.

Memory strategies of Participant 1 in Task 2

There were slight changes in memory strategy application during Task 2. This student was much slower, compared to Task 1, and did not perform a structural review. Even though keywords were used to tackle reading questions, during the reading the

participant was aiming to understand the main idea of the text. "*I focus on general idea of the text; words are not interesting for me"*. But he paid attention to details and struggled with new words, for example the word "scaffold" got his attention because it was in bold.

Cognitive strategies of Participant 1 in Task 2

All students in this experiment without exception repeated part of the text or word at some point. Even in academic Task 2, he understood the idea quickly, he summarized the text during questions and he highlighted important quotes. Repeating question 1 helped him to understand the question. He managed to learn general idea of the text and used it to locate answers to the questions. The participant translated questions into Turkish out loud and was referring to his mother tongue a lot; "*For example, here they are speaking about the speaking role in English, later they moved onto the text and then onto what teachers should do, and here what can they do*". In addition, the participant paid big attention to quotes, because they "*provide the main idea of the passage*".

Compensation strategies of Participant 1 in Task 2

No signs of compensation strategies were observed except for guessing meaning from the context. The participant was translating questions into Turkish, for better understanding.

Table 2.
Task 2, Student 1, Field Notes

Field Notes in Task 2	
Used dictionary?	No
Took notes?	No
Time needed to complete the task?	17 minutes
Skimming or scanning preference	Mostly skimming

In Table 2 we can see that even during the second task, which was intended to be much more difficult than the first one, the participant did not need a dictionary, and, compared to other participants, he completed task in the shortest period.

Metacognitive strategies of Participant 1 in Task 2

During Task 2 the participant started very concentrated. But he lost his concentration because he saw something that looked like a grammatical mistake. After that participant recovered concentration but spoke less. "*I want to read all in big pieces, and then I will find small details in correct passage, and it will help me to answer the question*". A good example of self-monitoring; "*I have lost my concentration again because I saw something which looks like an error in the text*".

Social and affective strategies of Participant 1 in Task 2

During Task 2, the participant was searching for a long time for the sentence with needed information before choosing the final answer, he was careful as if he was on an exam. He told that because of weird grammatical structure he lost his concentration and it was frustrating for him; this was his emotional side probably because he formed some emotional bond with research observers, during the think-aloud protocols. He was also curious where the text was taken from, and showed interest in reading more texts like that.

4.1.3. Case 2

Student 2, female

Memory strategies of Participant 2 in Task 1

Participant 2 was much more talkative person during her think-aloud protocol, as well as much slower than Participant 1. For question 6, Participant 2 tried to fit words in a context. There were no signs of structural reviewing, a great dependence on keywords and placing new words into a context. In search of keywords the participant searched for names, numbers, and academic terms; *""Social relationship"" reminds me the idea of the whole passage"*, "*Numbers stayed in my head because it was new information*", "*Searching for names because they are specific*". Unknown words also drew a lot of participant`s attention.

Cognitive strategies of Participant 2 in Task 1

During Task 1 Participant 2 showed the brightest signs of top - down, from general to specific data. *"I don't remember this information, so I am reading again and again"* - indicates repeating strategy. *"I can understand what text is going to be after looking at the heading, it is pretty obvious",* is a good indicator that idea of the text was learnt quickly. She translated her own opinion and compared it with the information task was giving; *"The text is about happiness, Confucius sayings about social happiness, shopping for happiness, and percentage of how genetics influence happiness.* She was very eager to transfer information given in the text to her own experience and opinion, and compared the information given in the text to her own perspective on the subject.

Compensation strategies of Participant 2 in Task 1

Generally, during the think-aloud protocol data analysis for all participants, the hardest strategies to spot were compensation strategies. All participants were allowed to speak Turkish if they wanted to, and they commonly referred to it. This provided enough compensation, and the participants limited themselves to it. It is very rare to observe anything else, although some exceptions apply. In the case of Participant 2, the main compensation strategy observed was switching to the mother tongue, and it is important

to keep in mind that the student stumbled across unknown words a lot, which slowed down the reading process.

Table 3.

Task 1, Student 2, Field Notes

Field Notes in Task 1	
Used dictionary?	No
Took notes?	No
Time needed to complete the task?	26 minutes
Skimming or scanning preference	Mostly skimming

In Table 3 the participant was slower than the previous participant, almost twice, but she did not need any dictionary. She did not write even single note.

Metacognitive strategies of Participant 2 in Task 1

"I agree with what the text says, if you asked me I would answer the same way text does." proves the overviewing and linking with already known material. The participant spoke much less while reading for the first time. No signs of self-monitoring were observed this time. Student was paying a lot of attention to the text, and her speech production was slower due to focus on learning. The participant showed no signs of reading organizing and planning.

Affective and social strategies of Participant 2 in Task 1

In Table 18 the participant was more emotional than expected, she wished to share her feelings about reading non-academic and academic texts, simply put, the participant found the topic of Task 1 *"very interesting, I don't like when texts are too scientific, I like it already."* This is the indicator of self-encouragement. Even when student knew the answer, she checked the text to make sure, not taking any risk. In addition, the student showed great interest in the text; *"I feel good about this text because it is about the topic that interests me".*

Memory strategies of Participant 2 in Task 2

Participant 2 had several memory strategies, for example grouping was spotted in; *"This part of text is about speaking; this part is about writing"*. Associating was proved with the extract; *"Integrate is like Turkish entegre etmek"*. After translating from the dictionary, the participant tried to find the most meaningful translation by putting into the context even more, compared to the Task 1. While searching for answers to the questions, the participant showed high dependence on names and terminology.

Cognitive strategies of Participant 2 in Task 2

Participant 2 started translating unknown words, but gave up because she realized that there were too many unknown words in the academic text. Repetition strategy was revealed; *"I want to read from the start again"*. When the text provided an example, she remembered her experience in a similar situation, to develop the mental link to the passage. Highlighting unknown words and repetition strategies were used a lot. The participant highlighted passages frequently in parts of the text she assumed would be crucial for the questions. After translating words, she was writing translation, to avoid forgetting new data in the future.

Compensation strategies of Participant 2 in Task 2

During Task 2 she used dictionary as a compensation tool. Other than that, no compensation strategies were found, except of course, referring to the mother tongue.

Table 4.
Student 2, Task 2, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	Yes
Time needed to complete the task?	35 minutes
Skimming or scanning preference	Mostly scanning

In Table 4 the participant used dictionary many times, and took lots of notes. The time spent on the reading task was average. The student was translating the text word by word; maybe that is why it took longer time to complete the task.

Metacognitive strategies of Participant 2 in Task 2

The participant was very active and skillful with her metacognitive strategies. During reading Participant 2 spoke little less during reading activity, showed high focus, identified the task easily and showed signs of self-evaluation. "*I believe questions will be about people, I should highlight them to find later*" is the extract that proved use of highlighting strategies. She was reading with only purpose to answer questions. *"According to the text writing is more difficult to speaking but for me speaking always was more challenging."* confirms the attempt to transfer her experience toward the new subject, which was impressive for an academic task.

Affective and social strategies of Participant 2 in Task 2

The participant didn`t use many affective and social strategies, except reviewing the text before answering the question. She was careful about answering the questions.
Researcher did not reveal any other attempts to lower the anxiety or anything emotional.

4.1.4. Case 3

Student 3, female

Memory strategies of Participant 3 in Task 1

Participant 3 used memory strategies a lot. With the help of grouping, she was placing new words into a context. She recognized keywords; *"Religion, Confucius are important keywords*." Student tended to distinguish text in pieces, for example; *"Second half of the text is more scientific data"*. Participant 3 was trying to fit new words in context, after checking them up in the dictionary.

Cognitive strategies of Participant 3 in Task 1

During Task 1 Student 3 showed signs of repeating strategy, as well as translating and transferring. The student had to read the text again to be able to answer questions. The participant understood the idea of the text quickly, mainly because of the headline and the first paragraph of the text; "*Why are we happy? This text will be about the idea of happiness"*. She gathered meaning of difficult sentence by breaking it in pieces and checking it out in dictionary. She referred to translated text and questions; *"I myself feel better when I give presents to my parents"*, so we can see the transfer happening here. The student summarized the text easily; "*Text is about happiness and ways of achieving it*".

Compensation strategies of Participant 3 in Task 1

The participant showed lack of compensation strategies, just like the previous participants. Instead of trying to fit the context during Question 6, she decided to answer question trusting her grammar instincts; *"what fits the grammar better, let's see"*. This is very widespread compensation strategy, when you do not know the meaning of the word; you tend to base your ideas on other aspects of English, including grammar. Just like all other students, Participant 3 was comfortable with the mother tongue during Task 1, avoiding thoughts in English.

Table 5.

Student 3, Task 1, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	No
Time needed to complete the task?	33 minutes
Skimming or scanning preference	Mostly scanning

In Table 5 we can see that the student used dictionary but interestingly enough did not write or underline anything. It seems that casual format of the text made the participant relaxed and allowed to memorize everything. Even though she was scanning the text it did not take too much time for her to finish the task; 33 minutes.

Metacognitive strategies of Participant 3 in Task 1

Participant 3 was speaking less during reading process and paid a lot of attention during think-aloud protocols. The student was very organized and eager to share how she was interacting with the reading task and questions after them; *"I remember the order of ideas, how the text is designed", "I first look at the questions before starting the text"*. The student did a self-evaluation, which can also be a way for self-encouragement; *"I don't think I pay enough attention to the text while reading"*.

Affective and social strategies of Participant 3 in Task 1

Participant 3 showed active signs of affective strategies. Think-aloud protocols appeared to be a great tool to gather data about emotional state of students during reading. Apparently, they can reveal emotional side of the learning process. The student presented positive statements and laughter, as she stated - "*To reduce stress*". "*When losing concentration, I breathe deeply*". She breathed deeply to boost her concentration several times. The participant checked the text many times and hesitated a lot before answering questions, avoiding taking any risks. Social strategies were not detected, and the participant didn`t attempt to ask questions or speak to the observers.

Memory strategies of Participant 3 in Task 2

During Task 2 we could see that the participant showed using keywords strategy again. Quotes, names, and summarizing statements at the end of a text helped the student to get some idea during the first reading attempt. It seems like keywords were a go-to option for all students, unfortunately there were no signs of other memory strategies such as using imagery, structural review, or searching for the context when trying to guess the meaning of a new word.

Cognitive strategies of Participant 3 in Task 2

During Task 2, the participant used many cognitive strategies, especially subcategory creating structure for input and output; *"I need to read again, to understand the sentence better; I hope it will come to me again when I will need it later"*. She did not show any signs of attempts to break sentences into pieces; she was reading them as one, in order to acquire the main idea. At some point the student revealed her opinion about the topic covered in a subject. *"It seems logical to me, so I can use that statement on-task"*. That was a transferring strategy. The student judged the task from her perspective, tried to put her experience into account. Participant 3 was taking notes, and during the final part of the exercise, she managed to summarize the text, which was impressive for academic level reading task. *"I think Scaffolding is important word, because I see it several times in the text"*, is the example of how students decide what is worth highlighting, and what is not.

Compensation strategies of Participant 3 in Task 2

Student 3 shared some compensation strategies toward the text, during the think-aloud protocol. She guessed answers from clues, for question 5; *"I choose this word because it fits grammatically, in my opinion", "I think that this word has a negative meaning, so I can guess what it means"*. Participant 3 was the first student to ask for help from the observers, and since the observers are not allowed to interfere, the student had to continue dealing with the exercise herself. Participant 3 was always using her mother tongue during the task, which is a common feature among all the participants.

Table 6.

Task 2, Student 3, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	Yes
Time needed to complete the task?	55 minutes
Skimming or scanning preference	Mostly skimming at first, but later switched to mostly scanning

At first the student was going fast but the moment she encountered difficult sentences she started to struggle with vocabulary , it is safe to assume that the students involved were more likely to start translating the text word by word when having difficulties during reading Task 2 compared to Task 1. The academic text was very difficult for Participant 3; it took a lot of time to complete it. She needed dictionary and took a lot of notes.

Metacognitive strategies of Participant 3 in Task 2

During Task 2 Participant 3 was very concentrated but concerned about the difficulty of the text. She spoke slower during the reading process. She linked the topic to her opinion and experience; *"Yes, I totally agree with this point of the text, it got my attention, writing indeed is more difficult than speaking"*. It seemed that think-aloud protocols triggered a lot of self-monitoring for some students, and it was safe to assume that she had a formed opinion about her English reading skill; *"Again I will check questions first, to see what to look for"*, *"I`m losing my motivation because of the amount of unknown words"*, *"Sometimes I understand the text totally and face no problem, but sometimes I get stuck and it is frustrating, I don`t know why"*.

Social and affective strategies of Participant 3 in Task 2

During Task 2, the participant showed affective strategies about the text. We could see that she was little frustrated by the text difficulty; she laughed a lot to reduce stress. In

addition, Participant 3 preferred to look for answers in the text again, before trying to answer the question, to avoid any risks and to make sure that the answer is correct.

4.1.5. Case 4

Student 4, female

Memory strategies of Participant 4 in Task 1

Student 4 showed decent skills of guessing the meaning from the context. *"I like to guess the meaning of the words before searching in a dictionary, although I am not confident in my guesses".* She located keywords like "*grafting*", as well as dates, and names.

Cognitive strategies of Participant 4 in Task 1

During Task 1 Student 4 summarized the main point of the text easily, while including her opinion on the subject. She repeated parts of the text, depending on the keyword, related to the questions, while answering them; *"I will read the passage, with the keyword, and I will be able to answer the question".* Similar to Participant 3, Participant 4 got the main idea of the text early; *""Are you happy?" got my attention even before headline and I think this is what the whole text will be about".* Transferring played an important role during Task 1; *"I remembered what happiness is for me, and compare it to the information provided in the text".*

Compensation strategies of Participant 4 in Task 1

While Student 4 was reading Task 1, we could see evidence of linguistic clues. She wanted to translate the words from the context, herself, and later was comparing the guessed word to the dictionary translation, which is very correct and impressive compensation strategy; *"I guessed the word just like in dictionary".* In addition, in Question 7, while the student was searching for errors, instead of fitting it in the text she studied them separately according to the summary she remembered. She translated everything to Turkish and spoke in Turkish during Task 1.

Table 7.

Student 4, Task 1, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	No
Time needed to complete the task?	29 minutes
Skimming or scanning preference	Mostly scanning

In Table 7, the participant needed dictionary even in the first reading, but did not take any notes. 29 minutes was a rather long time for Task 1, but it was average. The participant was focusing mostly on different words, instead of getting the main idea first.

Metacognitive strategies of Participant 4 in Task 1

We could observe how paying attention can delay participant`s speech production to focus on learning. The student was concerned on meaning of every problematic word, and that slowed down the speech production during the reading activity. Self-evaluation was spontaneous *"I don`t like to leave unknown words behind when I read"*. The student was very careful about words, wanted to know them all and got irritated when she could not understand everything.

Affective and social strategies of Participant 4 in Task 1

Participant 4 did not show any signs of affective strategies, or social strategies, the possible reason being the fact that student was very concentrated. Unlike other participants, she was more silent, thinking aloud only about her actions and reasons for them, without additional emotional details.

Memory strategies of Participant 4 in Task 2

During Task 2 no memory strategies were detected besides keywords and placing new words into a context strategy. The participant was anxious; *"After seeing the word in vocabulary, if I can`t still understand the meaning in the context, I become*

uncomfortable. I try out all meaning from the dictionary in a context until it fits". The researcher observed a very big influence of keywords mapping, for instance the participant focused her attention on such things as "*scaffold*" in the heading, quotes, names, dates.

Cognitive strategies of Participant 4 in Task 2

Participant 4 showed signs of analyzing strategies as well as repeating and getting the idea quickly; *"I loved the text, it really appeals to me because of good examples about the role of time and note-taking before the conversation begins"*. While reading, the student recalled a paper she read about teaching writing in middle schools, and shared her opinion about the subject of the text; *"I remember there was a quote from Zwiers in the second paragraph"*. Like others, she gave attention to the word "scaffolding" and tried to guess it from the context. She highlighted words she considered important, but did not take any notes. It is also worth mentioning that Student 4 did not summarize the text, at least verbally.

Compensation strategies of Participant 4 in Task 2

During Task 2 the participant displayed guessing strategies, high dependence on the context as well as remembering Turkish cognates; *"I forgot the word "integrate" but remembered it because it reminded me of Turkish loan word which sounds the same"*. She did not ask for help, just used dictionary. Just like other students, she did not use a circumlocution or synonym.

Table 8.
Student 4, Task 2, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	No
Time needed to complete the task?	30 minutes
Skimming or scanning preference	Mostly scanning

In Table 8 we can see a pattern when the student bases strategies on scanning during academic reading. She used dictionary, but neglected note-taking. It took her relatively short time to finish the task, 30 minutes, which is an adequate reading speed.

Metacognitive strategies of Participant 4 in Task 2

Participant 4 did not display many metacognitive strategies. She was very concentrated and speaking much less during the reading process. She was self-monitoring her reading process; *"My reading is going well at the moment"*. Moreover, she did not have any plan for a language task, did not check questions before reading, and had no organization in her reading.

Social and affective strategies of Participant 4 in Task 2

During Task 2 we could observe constant check-up in dictionary. After reading was finished, the student reviewed the text again before answering the questions. The student was very careful in her answers; no risks were taken. The researcher did not spot any signs of social strategies. Participant 4 did not attempt to contact directly to anyone during think-aloud protocol. Even though the student was a little nervous about the think-aloud protocol, no signs of lowering anxiety strategies were spotted. She did not share any personal emotions or ideas about the academic text.

4.1.5. Case 5

Student 5, female

Memory strategies of Participant 5 in Task 1

Participant 5 was very active and flexible in her reading strategies, but her memory strategies were limited, similar to other students. The student depended herself on keywords search a lot; *“I pay a lot of attention to sayings and quotes”* proves the active keyword use. She structurally reviewed the reading; *"I see name Confucius and I know where to look at"*. Moreover, Student 5 was the first one to point out that phrases "*According to*", etc., helped her to navigate in the text and used as keywords.

Cognitive strategies of Participant 5 in Task 1

Student 5 had a range of cognitive strategies of all students. Reviewing and repeating strategies were the first thing the student used after she finished reading; *"I read in a very abstract manner, when facing questions, I have to go back to review"*. She grasped the idea of the reading quickly and she was translating sentences into Turkish, highlighted keywords and took some notes. During Task 1, Student 5 was underlining unknown words without translating them, showed structural summarizing of the text for Question 5; *"Normally questions start from the top of the text, so I start searching for keywords from the first paragraph"*. Participant 5 took notes, which was not very common for the Task 1, compared to other participants. On top of that, she shared her personal opinion about the text; *“I also thought about what happiness is, this text gives some new information for me”.*

Compensation strategies of Participant 5 in Task 1

Student 5 did not use many compensation strategies. She tried to guess meaning of unknown words from the context, without using a dictionary. If Participant 5 could not guess the meaning, she just skipped the word and continued. She was constantly thinking in Turkish, she never asked for help from the observers.

Table 9.

Student 5, Task 1, Field Notes

Field Notes	
Used dictionary?	No
Took notes?	Yes
Time needed to complete the task?	19 minutes
Skimming or scanning preference	Mostly skimming

According to Table 9, we can see that she did not use dictionary, but underlined unknown words, and statements she considered important. The participant performed in a very short period of time; 19 minutes.

Metacognitive strategies of Participant 5 in Task 1

Student 5 used metacognitive strategies. For instance, she applied self-evaluating; "*I`m a very positive person*", *"I read very fast, and after I do some task, when I can`t find needed word, I start to panic"*. The student also checked how big the task is before reading it; *"I do it all the time, even when I read books"*. The participant was speaking less during the reading process, due to concentration. The student also did some self-encouragement; *"I immediately understood the subject, because I loved the topic, this topic was always interesting to me".*

Affective and social strategies of Participant 5 in Task 1

Participant 5 constantly encouraged herself with positive statements during reading; *"I love this topic and idea", "I was always interested in that"*. This served as a powerful motivating tool for a student. The student did not ask for help, and took risks about her answers, which helped her to pass the reading task faster. Even though the student was quite straightforward with the observers, not many affective strategies were spotted.

Memory strategies of Participant 5 in Task 2

During the think-aloud protocols we could see that keywords were very important for this student. She was reviewing the structure and linked words to the context; *"I tried to put the word "Study" in different place, did not happen, I will look at another place"*. The participant was underlining keywords as a main practical memory strategy; *"I underline sentences with the main idea from the text", "Again I start searching for keywords from the first paragraph"*.

Cognitive strategies of Participant 5 in Task 2

During Task 1 we could see few cognitive strategies; she highlighted keywords and took notes; *"I underline unknown words and main ideas of paragraphs, which can be asked, to my opinion"* was a sign of highlighting, reviewing and repeating. The student admitted using repeating strategy; *"When I don`t understand something, I read again", "I need to check again that paragraph before writing answers".*

Compensation strategies of Participant 5 in Task 2

Participant 5 did not use many compensation strategies. She was switching to her mother tongue every time when she did not understand the idea of the passages. She also was able to guess words from the context if needed. She did not use the dictionary. The student did not ask for help, and did not make synonyms of new words in order to understand them better.

Table 10.
Student 5, Task 2, Field Notes

Field Notes	
Used dictionary?	No
Took notes?	Yes
Time needed to complete the task?	25 minutes
Skimming or scanning preference	Mostly skimming

From the Field Notes in Table 10 we can see that the student did not use any dictionary, but took notes and underlined important sentences and unknown words. The student finished Task 2 in just 25 minutes.

Metacognitive strategies of Participant 5 in Task 2

Student 5 was planning how to deal with the reading task, she checked the questions before reading and was very concentrated; *"The text is big; I need to be more careful and pay more attention to main idea in each paragraph "*. During Task 2 we could see that the participant was speaking less during the reading process. She was very good at self-monitoring; *"I'll check again how big the text is"*. Student 5 was not very organized and did not link the information to her own experience, and did not spontaneously give a clear self-evaluation, like some other participants.

Affective and social strategies of Participant 5 in Task 2

During Task 2 we could observe the participant's self-encouragement; *"I`m sure I will love this text too"*. She encouraged herself to avoid getting bored during reading, which she considered a demotivating factor. Apparently, staying motivated and interested was very important for Participant 5. She was very safe with her answers to the questions during Task 2, even if she knew the answer; *"I could answer without looking back, but I will take a look really fast"*. There were no signs of other affective strategies. There were no attempts to communicate with the observers in any way.

4.1.6. Case 6

Student 6, male

Memory strategies of Participant 6 in Task 1

During Task 1 we could observe that Participant 6 displayed imagery strategy. The picture at the beginning of the task really got student`s attention and he made a remark about it; *"I love the picture; happy smiling people on it make me comfortable"*. Just like other participants, Participant 6 prioritized keyword strategy, like many cases before that, he played a lot of attention to terminology, names, dates, for instance; *"Confucianism", "Genetic"*.

Cognitive strategies of Participant 6 in Task 1

During Task 1, we could see that the student underlined the main sentence for each paragraph, took many notes and highlighted passages. He also applied transferring and translating strategies. He was not reading word by word, instead trying to grasp on the main idea of the text; *"I try to get only main information from the text, it is not academic anyway"*. Even though he looked so confident, he still asked for dictionary for Task 1. After reading the text and getting familiar with questions, he went back and checked some parts of the text before choosing the final answer.

Compensation strategies of Participant 6 in Task 1

The researcher could not find many compensation strategies from the participant`s think aloud protocol. Once participant 6 tried to fit the word from Exercise 6 from the grammar perspective, instead of context. Of course, his main compensation tool was Turkish language. It seemed that except that compensation strategy he did not possess any other compensation strategy at all.

Table 11.

Student 6, Task 1, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	Yes
Time needed to complete the task?	20 minutes
Skimming or scanning preference	Mostly scanning

As we can see in Table 11, Student 6 was a very fast reader, taking into account his little number of strategies. Even though he focused on every word, used dictionary and was stumbling every time when he saw an unknown word, he read very fast. He highlighted a lot, as well.

Metacognitive strategies of Participant 6 in Task 1

During Task 1 the participant was speaking less during the reading process, which was a sign of concentration. He did a lot of spontaneous self-evaluating and self-evaluating as well; "I read too fast, I missed some information". He did not identify the purpose of Task 1, did not do any preparation before the reading activity. It seemed like Participant 6 seriously lacked metacognitive strategies.

Affective and social strategies of Participant 6 in Task 1

Participant 6 was a very careful reader, before every question he made sure that he knew where exactly the answer is located in the text. It seemed as if Participant 6 did not have a lot of self-confidence. Apparently, learners with low self-esteem are more dependent on affective and social strategies compared to self-assured learners. He was the only participant who asked direct translation from the researcher. The participant`s lack of confidence may have been the reason of his slow reading skill; *"Text is meant to improve confidence; I wish I had that"*.

Memory strategies of Participant 6 in Task 2

During Task 2, we could not observe many memory strategies. There was a heavy dependence on keywords, with some original perspective. He paid a lot of attention to comparatives and superlatives; *"Comparatives also have big value about the main idea of the text, and they are easier to understand"*. This was rather fresh view on the topic of reading, reviewing and keyword marking. Presumably, the lack of reading strategies education may have caused it.

Cognitive strategies of Participant 6 in Task 2

Student 6 showed a broad variety of cognitive strategies. Repeating examples were presented during activity several times, in order to understand examples better. Student used transferring strategy; *"I think example given in the text is also suitable for me".* Participant 6 wrote translations and underlined important words and statements; *"I`m underlining parts of sentence which I may face later"*. He gave a structural review; *"At this part they explain why students need more time before speaking activities to prepare for the subject"*.

Compensation strategies of Participant 6 in Task 2

During Task 2 the student did not show many compensation strategies. His only compensation tool were dictionary and switching to the mother language. Compared to other participants, he was rather slow with reading activity. Participant 6 also underlined keywords, quotes and names.

Table 12.
Student 6, Task 2, Field Notes

Field Notes	
Used dictionary?	Yes
Took notes?	Yes
Time needed to complete the task?	40 minutes
Skimming or scanning preference	Mostly scanning

As seen in Table 12, Student 6 used the dictionary, wrote a lot of notes, and went through the text in a slow word-by-word manner. This, probably, could be the reason it took so much time for the student to finish Task 2.

Metacognitive strategies of Participant 6 in Task 2

During Task 2 we noticed that Participant 6 used metacognitive strategies. He was very concentrated, and spoke less during reading process. He managed to summarize the text; *"The last paragraph of the text is useful because it summarizes the text"*. He did some spontaneous self-evaluating as well; *"If only I practiced speaking more"*. While reading, Student 6 also told that he wished he had more practice with his English; *"I think speaking is much more difficult than writing, at least for me"*.

Affective and social strategies of Participant 6 in Task 2

Participant 6 was very anxious during Task 2. He used laughter as an affective strategy to reduce tension, but still felt little frustrated, he asked some questions to the researcher, but since it was forbidden for the researcher and observers to interfere, he could not get help in this way. On the bright side, he shared many interesting ideas and emotions, which indicates that think-aloud protocol was done in suitable and relaxing environment.

4.2.1. Types of direct strategies used by ELT students during reading academic and non-academic texts.

Through extensive data analysis, we can now see all strategies students preferred, and what strategies were neglected. Even though there is some distinction between the cases we observed, we could see quite a few similarities. For the easier data representation, both research questions are presented as groups of direct and indirect strategies separately.

Table 13.

Comparison of Direct Strategies during Task 1

Memory Strategies							
Creating mental Images	Grouping	S3					
	Placing new words into a context	S 1	S2	S3	S4		
Applying Images and sounds	Using Imagery	S1	S6				
	Using keywords	S1	S2	S3	S4	S5	S6
Reviewing well	Structural reviewing	S1	S5				
Cognitive strategies							
Practicing	Repeating	S1	S2	S3	S4	S5	S6
Receiving and sending messages	Getting the idea quickly	S1	S2	S3	S4	S5	
	Using resources for receiving and sending messages	S2					
Analyzing and reasoning	Reasoning deductively	S1					
	Analyzing expressions	S1	S3				
	Translating	S1	S2	S3	S4	S5	S6
	Transferring	S1	S2	S3	S4	S5	S6
Creating structure for input and output	Taking notes	S5	S6				
	Summarizing	S1	S2	S3	S4	S5	
	Highlighting	S1	S5	S6			
Compensation strategies							
Guessing intelligently	Using linguistic clues	S3	S4	S6			
	Using other clues						
	Switching to the mother tongue	S1	S2	S3	S4	S5	S6

Direct strategies were easy to spot, and they were quite similar among the participants. In Table 13 we can see all direct strategies compared to each other. All participants were using keywords as the main strategy. It is not very surprising; in academic environment keywords have played a very important role since primary school. The students involved were translating everything, not even single student who would try to

treat English reading directly. Since the first text was nonacademic, the students were transferring their experience to the text, judging it from their own perspectives. All the students shared their ideas about happiness during think-aloud protocol unconsciously. Moreover, everyone was more comfortable with their mother tongue during reading and question solving. Almost everyone understood the idea of the text instantly; they looked very experienced in this kind of reading. In many cases the participants summarized the text without problems. What is interesting is that almost no one took any notes, or even highlighted the text. Most of the students were quite confident in themselves, but not everyone.

However, referring to Table 14, we can see some approach differences, which support the second research question with necessary data about the differences between academic and non-academic text strategy differences. The academic text was treated in a very careful manner. Transferring lowered, students were not very experienced in the field of ELT, and could not compare an academic article to their experience or anything what they had read before. Everyone with no exception started to highlight unknown words, quotes, names, and sentences which contained main idea of the text. They took notes and had to use more guessing techniques.

Indirect strategies are very important and they are little more divergent between the students. In Table 15 we can see that everyone was paying a lot of attention to the text, their speech for think-aloud protocol during the reading process was slowing down and most of them were not risking and before answering the questions they wanted to look back to the text to confirm that everything is as they remember. Almost no one set goals and objectives, identified goals and objectives, or wondered what kinds of questions waited ahead. Social and affective strategies were almost impossible to spot due to the nature of think-aloud protocol, which student is doing alone and has no peers to interact with. However, what is impressive is that students showed signs of their self-evaluation or self-monitoring, and it was usually something negative about their reading skills, like "*I skip unknown words; I am not a very careful reader*". While students do indeed apply some indirect reading strategies more or less, they underestimate indirect strategies` effectiveness, limiting themselves to concentration, self-evaluating and avoiding risks.

Table 14.

Comparison of Direct Strategies during Task 2

Memory Strategies							
	Placing new words into a context	S4	S5				
	Semantic mapping						
	Using keywords	S1	S2	S3	S4	S5	S6
Reviewing well	Structural reviewing	S5					
Cognitive strategies							
Practicing	Repeating	S1	S2	S3	S4	S5	S6
Receiving and sending messages	Getting the idea quickly	S1	S4				
	Analyzing expressions	S4					
	Translating	S1	S2	S3	S4	S5	S6
	Transferring	S2	S3	S4	S6		
Creating structure for input and output	Taking notes	S2	S3	S5	S6		
	Summarizing	S1	S2	S3	S6		
	Highlighting	S1	S2	S3	S4	S5	S6
Compensation strategies							
Guessing intelligently	Using linguistic clues	S3	S4				
Overcoming limitations in speaking and writing	Switching to the mother tongue	S1	S2	S3	S4	S5	S6
	Getting help	S3					

4.2.2. The variation of strategy use between two different task types

After identifying the strategies, we continued to compare strategies between academic and non-academic tasks. During Task 2, indirect strategies took a different turn. Table 16 highlights the difference in concentration. There was an active use of affective strategies to keep motivation up, even more self-evaluating and self-monitoring than

during Task 1 observation. Students at this level have strong position on their reading skills; they think they know how good they are as a reader, judging by the number of unknown words they face, as it seemed. Vocabulary is the biggest problem for students, they don`t know compensation strategies, and big amount of unknown words in academic text were so frustrating to students. Most of the students could not read without a dictionary, and had troubles putting word into the context. It seems like instructors should teach students not new words, but how to properly deal with new words. Oxford (1990) did mention that vocabulary issues should not be taken lightly, and we can see why.

Table 15.

Comparison of Indirect Strategies during Task 1

Metacognitive Strategies							
Centering your learning	Overviewing and linking with already known material	S1	S2				
	Paying Attention	S1	S2	S3	S4	S5	S6
	Delaying speech production to focus on learning	S1	S2	S3	S4	S5	S6
	Organizing	S3					
	Setting goals and objectives	S1					
	Identifying the purpose of a language task (purposeful reading)	S3					
	Planning for a language task	S5					
Evaluating your Learning	Self-monitoring	S1	S5	S6			
	Self-evaluating	S3	S4	S5	S6		
Affective Strategies							
Lowering your anxiety	Using progressive relaxation, deep breathing, or meditation	S3					
	Using music						
	Using laughter	S3					
Encouraging yourself	Using positive statements	S2	S5				
	Taking risks wisely	S2	S3	S6			
	Discussing your feelings with someone else	S1	S2				
Social strategies							
Asking questions	Asking for clarification or verification	S6					

Table 16.

Comparison of Indirect Strategies during Task 2

Metacognitive Strategies							
Centering your learning	Overviewing and linking with already known material	S3					
	Paying Attention	S1	S2	S3	S4	S5	S6
	Delaying speech production to focus on learning	S1	S2	S3	S4	S5	S6
	Identifying the purpose of a language task (purposeful reading)	S2	S3				
	Planning for a language task	S1	S2	S5	S6		
	Seeking practice opportunities	S6					
Evaluating your Learning	Self-monitoring	S3	S4	S5			
	Self-evaluating	S1	S2	S3	S6		
Affective Strategies							
Encouraging yourself	Using laughter	S3	S6				
	Using positive statements	S5					
	Taking risks wisely	S1	S2	S3	S4	S5	
	Discussing your feelings with someone else	S1	S3				
Social strategies							
Asking questions	Asking for clarification or verification	S1	S6				

However, the easiest way to see the differences between academic and non-academic reading is by comparing field notes. When Tables 17 and 18 are compared, the average time the students spent for non-academic Task 1 was 23 minutes, without any significant differences between the students. As expected, skimming was preferred here, the students did not use a dictionary too much and almost no one took any kind of notes. The average time spent for academic Task 2 was 33 minutes. Nevertheless, here more students took notes, and almost everyone used a dictionary at some point. Scanning was used more during Task 2.

Table 17.

Field Notes Comparison for Task 1

Field note for Task 1	S 1	S 2	S 3	S 4	S 5	S 6
Used dictionary?	S3	S4	S6			
Took notes?	No	No	No	No	Yes	Yes
Time needed to complete the task?	15 Minutes	25 Minutes	33 Minutes	29 Minutes	19 Minutes	20 Minutes
Skimming or scanning preference	Mostly skimming	Mostly skimming	Mostly scanning	Mostly scanning	Mostly skimming	Mostly scanning

Table 18.

Field Notes Comparison for Task 2

Field note for Task 2	S 1	S 2	S 3	S 4	S 5	S 6
Used dictionary?	No	Yes	Yes	Yes	No	Yes
Took notes?	No	Yes	Yes	No	Yes	Yes
Time needed to complete the task?	17 Minutes	35 Minutes	55 minutes	30 Minutes	25 Minutes	40 Minutes
Skimming or scanning preference	Mostly skimming	Mostly scanning	Mostly scanning	Mostly scanning	Mostly skimming	Mostly scanning

As extra information about the reading activity, Table 16 and Table 17 provide insight on the subject of time consuming and general reading approach. Students preferring the scanning turned out to be bound to the dictionary as a compensation tool. That was not practical and it took a lot of time for these students to process their think-aloud protocols.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Discussion

To guarantee objective results from the study, the researcher gathered background knowledge on the subject of think-aloud protocols and strategies, but delayed the investigation of the results of similar studies, in order to avoid unintentional manipulating of the data to fit the findings of the similar research. The findings of this study shared some similarities with the other studies conducted in Turkey and abroad. For instance, Bulut (2018) in his think-aloud protocol case study proved that more successful students use more strategies, although the approach is similar, which goes hand in hand with our research, even though he conducted his research on rather young learners. Hosenfeld, (1977), in his study "A Preliminary Investigation of the Reading Strategies of Successful and Unsuccessful Second Language Learners", stated that there is a difference between good and bad students. Furthermore, it was indicated that successful readers show better focus on important content, better memorizing skills, and higher concentration during reading in general, while weak readers were forgetting information easier, had a negative self-sense, which also goes hand in hand with this research`s findings.

A study done by Xiaoqiong and Yonggang (2014) showed signs of well-developed self-monitoring, the roots of mistakes in reading strategy use going down to the middle and high school education, which lead to assumptions similar to this research.

The study by Yaylı (2010) revealed that students did not have big difference in types of strategies, regardless of level and type of task, which is comparable to this research finding. In similar fashion to the aforementioned research, the participants in the present study preferred cognitive strategies over metacognitive. However, the participants in

Yaylı`s research were separated in two separate groups according to their ESL reading skill, and it did not use Oxford (1990) taxonomy at all.

Though, some researchers came to slightly different conclusions. Anderson (1991) stated that reading strategies don`t affect student`s overall success unless it is supported by language proficiency. In other words, it does not matter how many strategies student is ready to use, if he or she does not possess necessary ability, he will not be successful. Still, he supported the theory that if students are exactly at the same language proficiency level, then students with more strategies at hand get higher grade overall.

5.2. Conclusion and Implications

Even though it is difficult to generalize in the think-aloud protocols case study, there are some implications we could develop. First, first-year university students of ELT department reach high level of concentration easily, and they develop enough experience to develop their own strategies. Secondly, the students showed high level of self-monitoring and self-evaluation, but these images are not necessarily correct, most likely developed from their past negative experiences and/or positive achievements. They showed low level of confidence, always wanted to repeat the data, even in easiest parts, and wasted a lot of time rescanning paragraphs. Even though the students showed signs of some form of skimming technique during Task 1, it was totally ignored during Task 2, and scanning prevailed.

Lack of basic reading strategies was observed, such as underdeveloped note taking, most likely a bad reading habits from high schools, and too big dependence on dictionary.

No signs of organizing, semantic mapping, grouping, associating, recognizing, recombining, contrastive analysis, which shows us that the participants are very limited in their strategy pool. Compensation strategies were nearly non-existent, limited to the routine: check the dictionary, try to guess, or ignore.

Observation and protocols showed that many students had problems on the affective and social side of learning. Negative emotions may slow down the progress, and make students lose motivation even if they understand the concept of learning the new language. It is a deep psychological matter since it is almost impossible to determine the

trigger for all the people, because of their personal differences and backgrounds. For some students it can be the classroom atmosphere, or outside of classroom events, disappointment in instructor. There have been cases of students having low grader just because they did not like their teacher`s voice or intonations! On the contrary, maintaining a positive atmosphere in the classroom would provide students with additional energy and boost learning process significantly. Teachers can influence the emotional atmosphere in the classroom by teaching learners how to use affective strategies by providing more communication opportunities or by manipulating the social structure in the classroom to give more responsibility to students.

Self-esteem plays an important role as well and influences motivation with students possessing high self-esteem being less shy and having a better listening, reading and oral comprehension. Self-esteem is based on self-judgment of your value, based on the feeling of efficacy (White, 1959). The best, but not the only way to fight this is to focus students' attention on their competence in broad subjects, and revealing that the area they consider so important is not that crucial compared to their achievements (Harter, 1986). There were some studies focused on the use of affective strategies with shocking results, only 1 in 20 language learners has been reported in the use of affective strategies (Chamot, 1987a).

In this context, instructors should focus students' attention on proper skimming techniques and the ability to guess the meaning from the context as well as helping students to overcome the depression when facing overwhelming number of unknown words, and to broaden their horizons to new strategies especially in compensation category.

Findings of the present study may encourage instructors to add compensation, affective, social strategies in their courses. Finally, teachers should find a way to balance negative, confidence destroying experience students might face during their academic life, with the insight of their achievements and the fact that learning is always possible, and there are no limits of how good they can become.

5.3. Suggestions for Further Research

This is a qualitative descriptive case study conducted with a limited number of participants. Further quantitative or mixed studies with bigger variety of tools can be done to get a better insight on social, compensation, affective strategies. Think-aloud protocols proved to be useful, it is recommended to conduct research on differences between reading strategies of ELT and other departments based on different taxonomies. Furthermore, we need similar researches on high school, middle school, and even primary school students, in order to determine the strategies development stages. That may be needed to study instructors` influence on students` strategies establishment.

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APPENDICES

Appendix 1: Permission Letters for Data Collection from the Faculty

Evrak Tarihi : 02.05.2019

MSKU-44389

T.C.
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı

Sayı : 89241861-302.08-E.44389
Konu : İzin İşleri

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : EĞİTİM BİLİMLERİ BÖLÜM BAŞKANLIĞI'nın 25.04.2019 tarihli ve 14988706-302.08-E.43990 sayılı yazısı

Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi tezli yüksek lisans programı 1543120Y07 numaralı öğrencisi Dmitry KRASNOKUTSKIY'in "On-Task Reading Strategies in Efl Reading Context: A Case Of First-Year Elt Students " başlıklı tez çalışması kapsamında 2018-2019 Eğitim-Öğretim Yılı Bahar Yarıyılında Fakülteniz Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği 1. sınıf okuma becerileri II dersine devam eden öğrencilere veri toplama aracı olarak "think-aloud protocols" uygulayabilme talebi Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır
Prof. Dr. Bilal DUMAN
Dekan V.

Bu belgenin aslı elektronik imzalıdır. https://ebds.mu.edu.tr adresinden **BD85FA-HD638R** kodu ile doğrulayabilirsiniz.

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ EĞİTİM FAKÜLTESİ KÖTEKLİ KAMPÜSÜ
KÖTEKLİ/MENTEŞE/MUĞLA
Telefon No: (0252) 211-1761 / Faks No: (0252) 211-1762
e-Posta: egitim@mu.edu.tr İnternet Adresi: http://www.egitim.mu.edu.tr/

Bilgi için: Ramazan ÇINAR
Şef
Telefon No: null

Evrak Tarihi : 09.05.2019

MSKU-48891

T.C.
MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : 59763365-302.08-E.48891
Konu : İzin İşleri

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi : ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞI'nın 08.05.2019 tarihli ve 28677689-302.08-E.47598 sayılı yazısı

Anabilim Dalınız, İngiliz Dili Eğitimi tezli yüksek lisans programı 1543120Y07 numaralı öğrencisi Dmitry KRASNOKUTSKIY'in "On-Task Reading Strategies in Efl Reading Context: A Case Of First-Year Elt Students " başlıklı tez çalışması kapsamında 2018-2019 Eğitim-Öğretim Yılı Bahar Yarıyılında Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği 1. sınıf Okuma Becerileri II dersine devam eden öğrencilere veri toplama aracı olarak "think-aloud protocols" uygulayabilme talebinin uygun görüldüğüne dair Eğitim Fakültesi Dekanlığının ilgi (b) yazısı ekte gönderilmektedir.

Bilgilerinizi ve gereğini rica ederim.

e-imzalıdır
Prof. Dr. Ayşe Rezan ÇEÇEN EROĞUL
Enstitü Müdürü

Ek: İlgi yazı

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Ali Koçman Kültür Sanat Sitesi
Kat:1 48000 Kötekli / MUĞLA
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Bilgi için: Erol KÖSTEL
Memur
Telefon No: null

Appendix 2: Task 1

Why Are You Happy?

1 Are you happy? It is a simple question, one that you can instinctively answer with an easy "yes" or "no. " However, for some obscure reason the question "What is happiness?" is more difficult to answer. So too is the question that follows: How do we achieve it?

2 Well, defining happiness is not quite as simple as it might seem. Go into any mall these days and you'll find many people shopping at a frantic pace, believing that happiness is the thrill of buying a new pair of shoes or the latest high-tech device. Indeed, the idea of happiness has been a topic of much thought and discussion within the fields of philosophy, religion, and science for the past 2, 500 years. A follower of Confucius, the famous Chinese philosopher, would say that happiness is the joy obtained from learning about humanity through social relationships and good deeds. Those good deeds, however, do not include going to the grocery store because your mother has told you to, or treating yourself to a steak at a restaurant after a hard day's work. In fact, a Buddhist would say that happiness is the reverse of consumerism, because happiness consists of self-discipline and a life without longing. Another perspective comes from scientists who have demonstrated that 50 percent of happiness is a result of the genes we inherit from our parents rather than the jeans we purchase at the mall.

3 So who is right, the shopper, the philosopher, the monk, or the scientist? Perhaps the answer lies in the field of psychology or, more specifically, positive psychology. In

1998, Martin Seligman, a psychologist at the University of Pennsylvania, gave a speech at the American Psychological Association in which he said that rather than devoting attention to unhappiness, psychology needed to change direction and focus instead on people for whom everything was going well. He said psychologists had a reasonably good understanding of depression, but they knew almost nothing about the mysteries of a happy life. He argued that if psychologists could isolate what those were, then people might be able to learn how to make themselves more satisfied with and cheerful about their lives. This was the beginning of positive psychology.

4 Since then, research on happiness has come up with some astonishing facts. If we go back to the mall, shopping can indeed be a source of happiness, but it is significantly less so once your basic needs have been met. The best kind of "retail therapy" is to shop for someone else. This is consistent with the Chinese teachings of 2, 500 years ago that assert that happiness lies in acting within social networks, rather than for our individual benefit only. Again, current research agrees. In 2002, a University of Illinois study found that students with the highest levels of happiness and the fewest signs of depression were those with strong friendship and family networks. Religion facilitates happiness in a similar **manner**. Once again, a review of a large number of research studies on the links between religion and happiness has concluded that there is a positive correlation between religious commitment and higher levels of perceived well-being and self-esteem.

5 Grafting modern research onto Confucian philosophy, we can go back to our original question and say that happiness is a very personal combination of genetics, actions, and beliefs. In the future, it may become a standard practice for therapists to suggest interventions that boost happiness levels-including thanking people, writing letters to old friends, and hanging out with family. Who knew that learning to feel good could feel so good?

READING COMPREHENSION

Respond to the questions in the text. Base your responses on the reading

1. What does Confucianism say is the source of happiness?

2. How much of our happiness may be the result of our genetic makeup?

3. How did Martin Seligman change the way the field of psychology thinks about human happiness?

4. Which passage talks about grafting modern research onto Confucian philosophy? What does this mean?

5. According to the text, how can we define happiness? (According to the text, what do we need to be happy?) (What are the sources for happiness?)

6. The word “manner” in the paragraph 4 is the closest in meaning to;

a) Characteristic
b) Method
c) Research
d) Impression

7. All of the following are mentioned in the article EXCEPT

a) Religious commitment can provide feeling of self-satisfaction
b) Happiness has been discussed in fields of religion philosophy, and science.
c) Shopping is a great source of happiness, but only when you gain more than your minimum needs.
d) According to the scientists, happiness is related to the DNA, and gets transferred from parents to their children.

Appendix 3: Task 2

Using Writing as a Scaffold to Academic Discussions in the Foreign Language Classroom

1 Following current best practices for language teaching, educators continue to focus on communicative proficiency and conversational exchange in the second or foreign language (L2) classroom (Brown and Lee 2015). Teachers have integrated speaking practice into reading, writing, and grammar lessons to add variety and create interactive opportunities for their students. This has been perceived to facilitate students' acquisition of targeted linguistic structures while providing them opportunities to test their language hypotheses (Zhang 2009).

2 Clearly, the integration of language skills across both content-focused and language-focused classes is important, and its significance to language learning cannot be denied. But simply giving students the time and space to interact is not enough; language teachers need to take important steps to scaffold these interactive opportunities and keep in mind the targeted language objectives of their students as well as the overarching standards of their institutions.

3 In preparation for the academic rigor of higher-education institutions and the high standards of international businesses across the English-speaking globe, our students must learn "to use language in more sophisticated ways: arguing, evaluating evidence, analyzing complex texts, and engaging in academic discussions" (Zwiers 2014, ix). In order to give students, the tools they will need to access academic content and achieve goals they have for using English, we need to effectively teach these high-order functions of language. However, simply asking students to do such tasks with the language might not achieve this goal. Although language and content teachers may dedicate an allotted amount of time to performing text analysis and generating academic discussions, this does not effectively happen by accident.

4 Concerning the use of academic language in speaking (that is, in academic discussions) in L2 classrooms, the pressure for students to perform can be intimidating. The necessary underlying academic skills may be there already—perhaps teachers have done such activities with students before, or students have done them in other academic contexts or in their first languages—but the academic language needed to fulfill these tasks takes time to emerge. An academic discussion may have started, but the students remain silent and unresponsive, participating only to a minimal degree. This scenario is fairly common. However, teachers might be able to allay this issue by giving students the time to write before having them speak in academic contexts.

5 This article describes how to effectively **scaffold** academic language in discussions, focusing specifically on the use of writing to help students organize their thoughts, stay focused on the topic, and lower their L2 speaking anxiety. The article includes examples from a high-beginning English as a second language (ESL) classroom in a university setting.

HOW WRITING MAY INFORM SPEAKING

6 Writing and speaking, as two productive language skills, have some commonalities. Both skills communicate meaning to a certain audience (sometimes oneself), and they draw on similar patterns of thinking in order to do so. One way that writing could beneficially inform speaking is with the use of more-sophisticated or complex language—language that tends to fit the criteria for targeted academic language that meets institutional and/ or language-program standards. Writing is more complex than speaking; it tends to contain the use of "more subordinate clauses, elaborations, abstractions, sentence-combining transformations, embeddings, and passive verb forms" (Sperling 1996, 56). In contexts where teachers want a student's speaking to contain more content-rich and accurate academic language (both vocabulary and targeted language functions), it makes sense that writing be the productive skill to influence speaking.

7 It is not a coincidence that written texts are more complex, are richer in content, and use more-accurate grammatical structures than oral texts. Students use more-sophisticated language in their writing because they have more time to organize their thoughts and clarify their message by choosing more-precise vocabulary and necessary grammatical forms. As students are required to piece together new concepts and apply, analyze, or critique them in various contexts, teachers need to provide them with the additional time to mentally work with complex language.

8 Giving students the time to first write a response to a given prompt allows them to better organize their thoughts and work out foreseeable misunderstandings that may occur if they are asked to speak right away. Adequate time also gives students the opportunity to find specific vocabulary that effectively communicates their intended meaning in response to the prompt, instead of reverting to nonacademic, catchall terminology such as stuff or thing. And, importantly, students at lower skill levels—having had more time to think—may participate more actively in academic discussions rather than remain silent (Rowe 1974).

READING COMPREHENSION

Respond to the questions in writing. Base your responses on the reading

1. What is the main objective of integrating speaking into various skill teaching?
2. What are higher order functions needed in business and academic world mentioned by Zwiers (2014)?
3. When students intend to remain silent in academic discussions, what can be done by teachers?
4. Why do you think writing text is challenging compared to the oral text? What could be possible reasons?

5. The word “Scaffold” in the text 5 is closest in meaning to;
    a. study
    b. support
    c. prepare
    d. extend

6. All of the following are mentioned in the article EXCEPT
    a. Writing is much more complicated than speaking
    b. When given enough time, students can come up with good vocabulary for speaking debates.
    c. Speaking has been integrated in all parts of lessons
    d. The excessive amount of speaking based exercises may result in overuse of nonacademic, catchall phrases in the writing field.

Appendix 4: Curriculum Vitae

CURRICULUM VITAE

PERSONAL INFORMATION

Name and Surname: Dmitry KRASNOKUTSKIY

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EDUCATION

MA (2014-2019) Sıtkı Koçman University, English Language Teaching

BA (2010-2014) Kazakhstan Engineering and Pedagogical University Of Friendship of Nations – Foreign Language teaching (Kazakhstan, Shinkent)

WORK EXPERIENCE

Summer 2019, Koc University ELC for Kids program: English Teacher

2018-2019, Okan University, PACE program: English Teacher

Summer 2018, Koc University ELC for Kids program: English Teacher

2017-2018, Dilko, private school in Sisli: English Teacher

2013-2017, American Culture, private school in Mugla Merkez: English Teacher

2013-2013, American Street, private school in Mugla Merkez: English Teacher

2011-2013, British Street, private school in Mugla Merkez: English Teacher