

**THE UNIVERSITY OF GAZIANTEP
INSTITUTE OF SOCIAL SCIENCES**

M.A. IN ENGLISH LANGUAGE TEACHING

**AN ANALYSIS OF THE OPINIONS OF INSTRUCTORS AND STUDENTS
TOWARDS THE PROBLEMS RELATED WITH THE MAIN IDEA
CONSTRUCTION IN FRESHMAN CLASSES**

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A MASTER'S THESIS

BY

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**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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IN
ENGLISH LANGUAGE TEACHING**

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Supervised By

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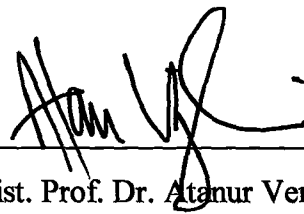
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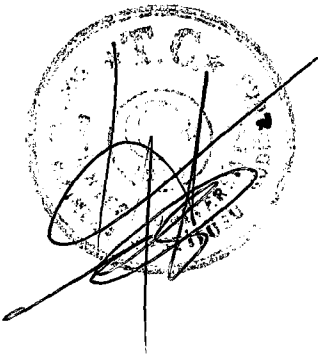
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ABSTRACT**AN ANALYSIS OF THE OPINIONS OF INSTRUCTORS AND STUDENTS
TOWARDS THE PROBLEMS RELATED WITH THE MAIN IDEA
CONSTRUCTION IN FRESHMAN CLASSES**

(A study Carried out at the Foreign Languages Department of Gaziantep University)

by

KUTLAR, Emine Lale

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Freshman students of Engineering Faculty at Gaziantep University, namely Electric-Electronics, Mechanical, Civil, Food, Physics and Textile Engineering Departments, are assigned a considerable amount of reading materials in English which are regarded as to be expository. While they are reading these passages, they sometimes fail to comprehend the text. The major reason of their miscomprehension is their inability to construct the main idea of a passage. Thus, this study aims to research the problems that freshman students at the Foreign Languages Department of Gaziantep University might come across during the process of constructing the main idea of expository texts.

In this descriptive study, a questionnaire has been conducted as data collection instrument. In the questionnaire, there were 35 Likert-type items. For each

item of the questionnaire, frequencies, means, standard deviations and percentages were calculated. The results were calculated by using chi square test. Moreover, the questionnaire was administered to both freshman students and freshman instructors (present and ex-instructors). The informants of this study were 174 freshman students and 11 freshman instructors.

In this study, there were 3 main hypotheses related with before, during and after reading stages. Moreover, there were 35 sub-hypotheses related with the main idea construction activities which were used through before, during and after reading stages. Only 3 hypotheses were rejected at the end of the statistical analysis.

Some of the general conclusions derived from the results of the statistical analysis are as follows:

- 1) Freshman students are generally given the chance of discussing what the passage is about by paying attention to the title or subtitle of the text.
- 2) 125 of 174 students and 8 of 11 instructors point out that before reading, a picture related with the passage to find the main idea is never or rarely used in freshman classes.
- 3) 7 of 11 instructors mention that the technique of finding the supporting sentences together with the main idea is never or rarely used in freshman classes.
- 4) Freshman students of Engineering Faculty are given little chance to make a list which consists each paragraph's main idea of a passage in English classes.

- 5) 108 of 174 students point out that they never or rarely state the main idea by summarizing the passage following the reading.

Science Code: ELT 599



ÖZET**İNGİLİZCE OKUMA DERSLERİNDE ANA FİKİR BULMADA
KARŞILAŞILAN PROBLEMLERE İLİŞKİN ÖĞRETMEN VE ÖĞRENCİ
GÖRÜŞLERİNİN İNCELENMESİ****(Gaziantep Üniversitesi Yabancı Diller Bölümünde Yürütülen Bir Çalışma)**

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Gaziantep Üniversitesi'ndeki Mühendislik Fakültesi, Elektrik-Elektronik, Makine, İnşaat, Gıda, Fizik ve Tekstil Bölümü birinci sınıf öğrencileri İngilizce derslerinde anlatımsal tarzda yazılmış bir çok okuma parçasını incelemek durumundadırlar. Bu okuma parçalarını incelerken, okuma parçasını kavramakta bazı zorluklarla karşı karşıya kalmaktadırlar. Karşılaştıkları zorluklardan en önemlisi ise parçanın ana fikrini bulmaktır. Bu araştırmanın amacı, Gaziantep Üniversitesi Yabancı Diller Bölümü'ndeki öğretim elemanlarının ve öğrencilerinin görüşleri karşılaştırılarak, İngilizce derslerinde bir okuma parçasındaki ana fikri bulmada öğrencilerin karşılaştıkları problemleri ortaya çıkarmaktır.

Bu çalışmada veri toplama aracı olarak, Mühendislik Fakültesi'ndeki birinci sınıfı okutan İngilizce öğretim elemanlarına ve Mühendislik Fakültesi birinci sınıf öğrencilerine uygulanmak üzere geliştirilen Likert tipi bir anket kullanılmıştır.

Anket verileri ki-kare(x^2) testi kullanılarak değerlendirilmiştir. Ankette 35 adet soru vardır. Öğretmen ve öğrencilerin görüşleri arasındaki ilişkiyi belirlemek amacı ile anketteki her soru için frekans, ortalama, standart sapma ve yüzdelik hesapları yapılmıştır. Bu çalışmaya 174 birinci sınıf öğrencisi ve 11 öğretim elemanı katılmıştır.

Bu çalışmada 3 ana hipotez ve bu hipotezlerle bağlantılı 35 tane alt hipotez vardır. İstatistiksel işlem sonucunda 35 hipotezden 3 tanesi kabul edilmemiştir. Bu sonuç, öğretim elemanı ve öğrenci fikirlerinin genelde birbiri ile aynı doğrultuda olduğunu göstermektedir.

Araştırma sonucunda elde edilen bazı bulgular aşağıda belirtildiği gibidir:

- 1- Birinci sınıf öğrencilerine, okuma parçasının ana başlığına ve alt başlığına dikkat ederek, parçanın konusu hakkında tartışma imkanı verilmektedir.
- 2- Araştırma sonucunda, 174 öğrenciden 125'i ve 11 öğretim elemanından 8'i ana fikri bulmak için okuma parçasını okumadan önce, parça ile ilgili bir resim kullanımının hemen hemen hiç uygulanmadığını belirtmişlerdir.
- 3- 11 öğretim elemanından 7'si, destekleyici ifadelerle birlikte ana fikrin bulunması çalışmasının çok seyrek uygulandığını belirtmiştir.
- 4- Mühendislik Fakültesi birinci sınıf öğrencilerinin İngilizce derslerinde bir okuma parçasındaki paragraflardaki ana fikirleri bir liste olarak çıkarma çalışmasını yaygın olarak uygulamadıkları saptanmıştır.

5- 174 öğrenciden 108'i okuma parçasının özetini çıkararak ana fikri ifade etmediklerini belirtmiştir.

Bilim Kodu: ELT 599



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CHAPTER ONE

INTRODUCTION

1.0 Presentation

This study aims to analyse the problems of freshman students during the identification of the main idea in expository texts in the Foreign Languages Department of Gaziantep University. This chapter consists of the background of the study, the statement of the problem, the purpose of the study, the hypotheses, the limitations, and the definition of the terms.

1.1 Background Information to the Study

Research on second language reading has grown significantly in the past quarter century (Grabe, 1991:375). Sheng (2000:12) mentioned that “theories about reading and numerous teaching techniques have created an awareness of the influence reading has on listening, speaking, writing, and even translating”. As Nuttall (1982, cited in Mei-yun, 1991:8) said reading is an interactive, active process

of communication. We read because we want to get the message that the writer has expressed.

It is difficult to synthesize ESL /EFL academic reading. First, there are many different learner groups and, thus, their needs are different. A good reading teacher should identify their needs clearly. Second, since it has been recognized that reading is the most important skill for second language learners, all the aspects of L2 reading such as, background knowledge (content schemata) and top-down and bottom-up processes should be dealt with carefully (Grabe, 1991:375).

The view of reading process has changed over the past thirty years. First, the bottom-up model was popular and then it was replaced by the top-down model, which in turn was replaced by the interactive model (Urquhart, & Weir, 1998:39). Recent research generally accepts the interactive model of reading which consists of both bottom-up process and top-down process.

One important theory about L2 reading is schema theory. Schema theory focuses on the content and the structure of a text. This means it looks at how a text's content and form influence L2 learners' reading comprehension. This theory was best explained by Johnson (1981,1982), Hudson (1982), and Carrell and Eisterhold (1983) (Casanave, 1988:283). There are two types of schemata (singular schema): formal schemata which is related to rhetorical structure and content schemata which is the background knowledge of the content of the text (Mikulecky, 1984:263).

Rivers (1978 cited in Mikulecky, 1984:263) mentioned that many ESL students do not know how to read English texts. Because of this, readers should be

helped with the content schemata. However, this help is not enough to improve their reading ability. Sufficient instruction is necessary to enable them to enhance both the top-down and the bottom-up processes in order to increase their repertoire of formal schemata. They need to learn how to comprehend the text and so they need to be taught specific reading comprehension skills. In this way they can easily comprehend the text.

Comprehension is an active process by which meaning is constructed. For good comprehension, firstly, the reader should step in to find out the meaning of unknown words. Second, the reader should identify the major theme in the text. In other words s/he should use bridging inferences to maintain text coherence (van den Broek, 1994 cited in Taraban, et al., 2000:12).

There are many reading skills, some of which overlap and some of which are more important than others. Identifying the main idea is one of these fundamental skills (Mikulecky, 1984:263). Harris and Sipay (1971) stated that "without this ability, the reader gets lost in a mass of detail, inspecting trees but unable to see the forest". Some other reading skills, such as identifying patterns of organization, summarizing and outlining become meaningless without prior mastery of main idea skills. In other words, the reader cannot deal with higher levels of comprehension until s/he identified the main idea of a text. Dechant (1970) stated that all other skills are secondary to main idea skill. (cited in Dishner & Readence, 1977:292).

This thesis will focus on identifying the main idea of an expository text. "Good readers do this in their own language. ESL readers need help in transferring

this ability to English. Unfortunately, many of our students are not good readers in their native language” (Mikulecky, 1984:257). Therefore, it is necessary to provide instruction on how to identify the main idea of a text.

1.2 Statement of the Problem

Freshman students of Engineering Faculty at Gaziantep University have some problems in comprehending a text during English classes. They generally claim that they read a text carefully from beginning to end. However, they are not successful in comprehending the text at the end of the reading classes. They think that the reason of this situation is not knowing the meanings of all the unknown words. Moreover, they claim that the teacher should give the meaning of all the unknown words during the reading class. In fact this is not necessary. The real reason of their failure is that they do not know how to apply some major reading skills during reading classes.

Collier(1987 cited in Shih,1992:290) stated that ESL students experience great difficulty when they make the transition to the English-medium academic classes. In academic content classes, students must not only comprehend texts but also recall main points and details and synthesize information from reading with other related information (Shih,1992:290). Since the training of Engineering Faculty at Gaziantep University is English medium, freshman students of this faculty are expected to have high proficiency in English. However, most of the students who are admitted to the university are unprepared for the reading demands of academic classes. When they are forced to read, they often select inefficient and ineffective

strategies(Caverly &Orlando,1991b; Wade et al.,1990 cited in Caverly,1997). Freshman students of Engineering Faculty at Gaziantep University(henceforth freshman students) lack the requisite knowledge about reading strategies to employ, and the knowledge of reading skills.They need to learn how to comprehend the text and need to be taught specific reading comprehension skills, such as scanning, skimming, activating prior knowledge, and identifying the main idea. The problems of freshman students during English classes were identified from the informal talks with the students and with the freshman English instructors.

Limited prior knowledge related to the main idea of the text that the students have been assigned to read, is the other problem for freshman students at Gaziantep University. During the reading process, students should get the meaning by forming connections with what they know and what is contained in the text(Rumelhart,1980 cited in Seda, et al., 1999:35).The prior knowledge generally makes reading easier to visualize and so makes reading easier to understand. "Linking the old with the new provides a schema on which to hang the new ideas" (Smith,1993:48).

The most important weakness in developmental readers is their inability to identify main ideas when they are explicit or implicit (Englert & Palincsar,1991;Meyer, et.al.,1980;Wade,et al.,1990, cited in Caverly,1997). Students should be taught how to recognize and infer the main ideas in order to make them understand expository text material(Johnson &Afflerbach,1985, cited in Caverly, 1997). As it is supported by the above mentioned scholars, freshman students have the same problem of not being able to identify the main idea either explicit or

implicit in texts. The reason of difficulty with identifying the implicit main idea is that sufficient instruction to find the implicit main idea is not given to the students. Sometimes they have difficulty in writing the implicit main idea using their own words.

The second weakness is that they do not know in which stage of reading they will find the main idea or what they will do in each stage of reading. They assume that only at the end of the reading stage, they can find the main idea. However, this is not always true. Because of this, they should be taught some cues on how to identify the main idea.

Their third weakness is finding the location of the main idea. The location of the main idea can change from text to text. It can be in the first paragraph, in the second or in the third paragraph and sometimes it is expressed both at the beginning and at the end. Freshman students generally ignore the second paragraph when trying to find the main idea. Moreover, they frequently think that the first sentence or the last sentence of a passage states the main idea of a text.

If a reader does not understand the message that the author is trying to convey, s/he will not be able to infer an author's purpose. In fact, "the reader will not be able to deal with higher levels of comprehension until he has mastered what the author says"(Herber, 1970, cited in Dishner& Readence,1977:292).

Jolly (1974 cited in Dishner & Readence, 1977:293) suggested that problems related with finding the main idea are due to the following reasons:

1-Skills which are necessary before finding the main idea are not often included in reading textbooks. When they are included, they are rarely taught in sequence.

2-Identification of main ideas and related skills are usually taught in workbook or composition exercises affecting little transfer to other reading needs.

3-Textbook exercises, which intend to teach main ideas, often simply test students' ability with the skill rather than teach the skill.

1.3 Purpose of the Study

Freshman students are expected to deal with a considerable amount of reading materials in English. Because of this they have to perform the ability to comprehend these materials successfully. To comprehend a text clearly, first they need to identify the author's purpose. In other words, they have to construct the main idea of a text. However, identifying the main idea of a text can be a difficult task for them. Thus, the reason of this difficulty must be researched to enable them to comprehend the reading materials that they have been assigned.

The primary purpose of this study is to investigate the opinions of instructors and students towards the problem related with the main idea construction in freshman classes at the University of Gaziantep.

1.4 Significance of the Study

This study has great significance, as it is among a few dealing with difficulties that students come across in finding the main idea during reading

comprehension classes in a foreign language. This study aims at suggesting some effective techniques that can be used during identification of main idea in reading comprehension classes.

With the results obtained through this study, it is hoped to be able to come up with certain implications for the students, the instructors and the syllabus designers towards the betterment of reading classes.

It is also hoped that freshman instructors at the Foreign Languages Department will make use of the results of this study by paying attention to the needs of freshman students while they identify the main idea of a text.

1.5 Hypotheses

This study has three main hypotheses that have also their subsequent sub-hypotheses.

Main Hypothesis 1: There is no significant difference between the opinions of instructors and students towards the problem related with the main idea construction concerning the before-reading activities in reading classes.

This hypothesis has 5 sub-hypotheses related to the opinions of instructors and students according to the questions regarding the before-reading activities.

There is no significant difference in the responses of instructors and students concerning the questions:

1.1 whether the teacher sets up a discussion about the topic of the reading passage before doing a study to find the main idea.

1.2 whether the teacher gives sufficient instruction to find the main idea before reading the passage for the main idea.

1.3 whether the students are given a group of words before reading and then asked to choose the word or phrase that best tells about all the other items.

1.4 whether the students are given a group of words before reading and then asked to write the word that defines the group explicitly.

1.5 whether the students are shown a picture related to the passage before reading and asked to find the main idea.

Main Hypothesis 2: : There is no significant difference between the opinions of instructors and students towards the problem related with the main idea construction concerning the during-reading activities in reading classes.

This hypothesis has 13 sub-hypotheses related to the opinions of instructors and students according to the questions concerning the during-reading activities.

There is no significant difference in the responses of instructors and students concerning the questions:

1.1 whether the students are encouraged to use their prior knowledge during the construction of main idea.

1.2 whether the students are provided with sufficient time to complete the first reading without using a dictionary in order to find the main idea of the passage.

1.3 whether the students are asked to read the passage quickly, paying attention to the title of the passage and to the general concept of the passage without using a dictionary.

1.4 whether the students are asked to find the main idea only by reading the passage quickly without looking up the meanings of unknown words.

1.5 whether the students are asked to find the main idea by paying attention to the subtitle of the passage without looking up meanings of unknown words.

1.6 whether the students are asked to find the main idea by paying attention to the title of the passage without looking up meanings of unknown words.

1.7 whether the students are asked to read the passage quickly to find the main idea by paying attention to the opening quotation from other passages and their titles.

1.8 whether the teacher encourages the students to find the main ideas of two passages by paying attention to their titles and by thinking about how the passages are related to each other.

1.9 whether the students are asked to find the explicit main idea of a paragraph during reading.

1.10 whether the students are asked to find the implicit main idea of a paragraph during reading.

1.11 whether the students are asked to find the explicit main idea of a passage during reading.

1.12 whether the students are asked to find the implicit main idea of a passage during reading.

1.13 whether the students are asked to read the passage quickly and then to choose from a given list, a title which describes the general theme of a passage.

Main Hypothesis 3: There is no significant difference between the opinions of instructors and students towards the problem related with the main idea construction concerning the after-reading activities in reading classes.

This hypothesis has 17 sub-hypotheses concerning the opinions of instructors and students according to the questions regarding the after-reading activities.

There is no significant difference in the responses of the instructors and the students concerning the questions:

1.1 whether the students are asked to read the passage quickly for the second time paying attention to the meanings of new words in the context.

1.2 whether the students are encouraged to confirm the main idea by comparing the topic sentence which expresses the content of the passage explicitly and the main idea.

1.3 whether the students are asked to write the first draft of the main idea along with the supporting sentences.

1.4 whether the students are asked to confirm the main idea by scanning the passage quickly once more after writing the first draft of the main idea.

1.5 whether the students are asked to make a list of the main ideas of a passage in collaboration with a peer group.

1.6 whether the students are asked to find the idea which the author implies through work in collaboration with a peer group.

1.7 whether the students are asked to make a list which consists of the main idea of each paragraph of a passage working in collaboration with a peer group.

1.8 whether the teacher gives sufficient instruction that guides the students how to read to find the explicit main idea following the first reading.

1.9 whether the teacher gives sufficient instruction that guides the students how to read to find the implicit main idea following the first reading.

1.10 whether the students are asked to find the implicit main idea of a passage by examining the details of paragraphs and determining what all these details are about.

1.11 whether the students are asked to state the main idea in the passage in their own words without copying it directly from the text.

1.12 whether the students are asked to choose the best option stating the main idea of a paragraph from multiple-choice statements following the reading.

1.13 whether the students are asked to find the main idea which summarizes the passage best following the reading.

1.14 whether the students are asked to choose a suitable title for each paragraph of a passage from a given list following the reading.

1.15 whether the students are asked to find the statement which summarizes the whole passage accurately following the reading.

1.16 whether the students are asked to find the main idea of a text by means of a diagram(map).

1.17 whether the students are asked to state the main idea by summarising the passage following the reading.

1.6 Assumptions

In this study , it was assumed that the questionnaire which was used in collecting data was accepted valid and reliable after conducting a pilot study in freshman classes at the University of Gaziantep. It was also assumed that students and teachers gave the true objective answers which show the general situation in freshman reading comprehension classes.

1.7 Limitations

1. In this study, only freshman students of Engineering Faculty at Gaziantep University were chosen.

2. The teachers' questionnaire was given to both ex-freshman instructors and present freshman instructors.

3. This study has implications only for the freshman instructors and the freshman students at the Department of Foreign Languages of Gaziantep University since the questionnaire was distributed at this university.

1.8 Definitions of Terms

English medium school: A school in which English is used as the major medium of instruction. This term is usually used in countries where English is second language(Richards, et al.,1992:24).

Basal readers: When a course to teach reading has a number of graded parts, the first or most basic part is called the basal reading programme, and uses basic reading textbooks called basal readers(Richards, et al., 1992:32).

Skimming: Skimming is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage. For example, a reader may skim-read a chapter to find out if the writer approves or disapproves of something(Richards, et al., 1992:322).

Scanning: A type of speed reading technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage(Richards, et al., 1992:322).

ESL(English as a Second Language): The role of English in countries where it is widely used within the country(e.g. as a language of instruction at school, as a language of business and government, and of everyday communication by some people) but is not the first language of the population(Richards, et al., 1992:124).

EFL(English as a Foreign Language): The role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication(Richards, et al., 1992:125).

Think Aloud Procedure: A technique used in investigating learner strategies, in which learners think aloud as they are completing a task, in order that the researcher can discover what kinds of thinking processes or strategies they are making use of (Richards, et al., 1992:380).



CHAPTER TWO

REVIEW OF LITERATURE

2.0 Presentation

This chapter includes the importance of reading, the definitions of reading and comprehension, the reading process, schema theory, reading models, reading comprehension, reading strategies, cognition, definition of narrative texts and expository texts, reading comprehension skills, main idea and topic sentence, supporting details, the importance of prior knowledge, the location of explicit main idea and implicit main idea and related studies carried out in Turkey and abroad.

2.1 Why is Reading Important?

Reading is a service skill. It has a great influence on all the other language skills. "Although a reader may read fiction for pleasure, s/he generally reads nonfiction with an eye to performing some other task: the point of getting information and ideas is to use them. Reading thereby serves to integrate a variety

of language activities” (Sonka, 1979:120). Many ESL students do not choose to read although reading is recognized as an important skill for second language acquisition (Dupuy, et al.,1996 cited in Gee,1999:3). Some researchers state as the reason the students’ attitudes toward reading. Because of this, ESL teachers should help their students develop a positive attitude toward reading and encourage them to read more(Gee:1999). Moreover, since most of the students do not read in their own language, it is difficult to encourage them to read in a foreign language.

It is important for ESL students especially low-literate students, to be keen on reading. When students continue to read, they become competent readers and acquire English in a reciprocal relationship (Gee,1999:4). Krashen (1993 cited in Gee,1999:3) mentions that some written materials are too difficult to read only by direct instruction. They should read a large number of materials to gain the huge amount of input which is necessary for both L1 and L2 learners to acquire high levels of literacy.Because of this ESL students need to read.

2.2 What is Reading?

According to Nuttall (1982:8 cited in Mei-yun:1991:8), as it has been stated in chapter one, “reading is an interactive, active process of communication”. People read because they want to get the message that the writer has stated. This purpose is the same both in native language and in the foreign language. However, there is a difference between reading in native language and reading in a foreign language.When people read in their own language, they concentrate on meaning, and hardly pay attention to the form or the structure of reading material. However,

when people read in a foreign language, they generally concentrate on the form of the reading material, and have difficulty in getting meaning. Therefore an important goal of EFL reading course is to teach students effective ways to extract meaning from texts.

Sheng(2000:13) described reading as a process of recognition, interpretation, and perception of written material. Reading is also a process of communication from the writer to the reader. It consists of the recognition of letters, words, phrases, and clauses.

Goodman (1967 cited in Carrell & Eisterhold, 1983:554) described reading as a “psycholinguistic guessing game”. That is, “a reader reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display”. In this model, the reader needs not to use all of the textual cues. A good reader should choose or select enough information to make correct predictions.

2.3 What is Comprehension?

Comprehension is a process of understanding between the reader and the writer. In other words, it is understanding the meaning of the written material. Comprehension covers conscious strategies which lead to understanding. Although reading deals with language form, comprehension deals with language content. It is a complex psychological process. Some linguistic factors are important for comprehension. These linguistic factors are phonological, morphological, syntactic, and semantic elements. Moreover, cognitive and emotional factors influence comprehension. The reader gets information from the

author by using the words, sentences, and paragraphs and then tries to understand the inner feelings of the writer (Sheng:2000:13).

Comprehension is an active process. The reader must continually make hypotheses about what he is reading, try to match these hypotheses with other data which are available to him, and then modify the hypotheses if they prove to be inadequate (Wardhaugh:1975:111).

2.3.1 Semantic Analysis

Semantics is the study of meaning in language, as the analysis of the meaning, of words, phrases, sentences, discourse, and whole texts. Distinction between *surface structures* and *deep structures* exist in semantic analysis. At the surface level meaning can be divided into two groups: *denotative meaning* and *connotative meaning*. Denotative meaning is the meaning of words which is given in the dictionary. Connotative meaning is the communicative value of an expression by means of what it refers to, over and above its purely denotative meaning (Sheng, 2000:13).

Deep structure can also be divided into two groups: *contextual meaning* and *pragmatic meaning*. Although the surface meaning is realized at the word level, contextual meaning is realized at the sentence level. The meaning at the sentence level associates with its context. This type of meaning is decided by the context in which the whole sentence functions (Sheng, 2000:13).

For example, the proposition,

“Examination results are misleading”.

has no value when it stands alone, except as a generalization. However, if it is followed by this sentence,

“You should not expel my son just because he has failed”.

it could be seen to have the value of an explanation or justification. The writer is using it to substantiate the claim that expulsion would be wrong (Nuttall,1989:81).

The pragmatic meaning is the writer’s feelings and attitudes. In other words, it is the writer’s intended unwritten meaning. “In the reading process, the understanding of this type of meaning is implicative because this type of meaning lies outside the organization of language. It cannot be deduced from the linguistic system itself; it is realized at the functional level” (Sheng, 2000:13).

“Both contextual meaning and pragmatic meaning call for cognitive ability on the part of the reader. Thus, the distinction between surface structure meaning and deep structure meaning is that the former is the literal meaning while the latter is the inferential meaning”(Sheng, 2000:13).

2.4 The Reading Process

Reading is generally accepted to be the most important skill for second language learners in academic context(Carrell,1989;Lynch&Hudson,1991 cited in Grabe,1991:375).There are many researchers who have written about the reading process. One of the most important and influential ones is Goodman who stated that “reading is a psycholinguistic guessing game”(see section 2.2). Coady, in 1979, reinterpreted Goodman’s psycholinguistic model for ESL reading. An ESL reader’s prior knowledge interacts with conceptual abilities and process strategies to produce

comprehension (Coady, 1979;5-12 cited in Carrell,1988:3). Despite of the fact that beginning readers focus on process strategies, more proficient readers focus on more abstract conceptual abilities and make better use of prior knowledge. These proficient readers use only necessary textual information to confirm and to predict the information in the text(Grabe,1991:377).

According to Smith(1983) and Goodman(1984) making correct predictions is important in this model.The predictions are based on readers' prior knowledge. This prior knowledge is both about the world and about the language being read. When the reader continues to read the text, s/he confirms prediction that s/he has made. The reader does this by using decoding clues(phonics), semantic cues (word meanings), and syntactic clues(sentence structure)(cited in Strickland, et al., 1987:3).

2.5 The Schema Theory

The importance of prior knowledge in language comprehension has been explained by researchers through schema theory(Strickland, et al., 1987:3). "According to schema theory, reading comprehension is an interactive process between the text and the reader's background knowledge"(Adams, & Collins, 1979;Rumelhart,1980, cited in Carrell,& Eisterhold, 1983:553). This means that a text does not itself carry meaning.It only provides directions for readers to construct meaning from their own, previously acquired knowledge. This previously acquired knowledge is the reader's background knowledge and the previously acquired knowledge structures are schemata (singular schema) (Bartlett:1932,Adams and

Collins:1979,Rumelhart:1980 cited in Carrell,& Eisterhold, 1983:556). "Schemata are frameworks which the reader brings to the text, and they are essential to comprehension"(Rumelhart, 1980 cited in Mickulecky, 1984:262).

"The first well-known psychologist who used the term schema in the sense that is used today is Sir Frederic Charles Bartlett (1932) following Head [1920, cited in Rumelhart, 1980:33 in Spiro et al.(eds)]. Bartlett's usage of the term can be summarised as, the information which is selected from experience, abstracted, interpreted and often integrated with other information that has been presented or with information that is already known (Foos,1992:420)" (cited in Toprak, 1997:37). (parentheses are original)

Pearson and Spiro(1982 cited in Strickland et al.,1987:3) describe a schema as "the little pictures of associations you conjure up in your head when you hear a word or a sentence". Readers are always in the process of adding new information to the schemata already in their heads, and empty slots always remain waiting to be filled. Reading comprehension involves filling these empty slots (Strickland, et al., 1987:3).

Schema theory has focused on the different effects of background knowledge in reading and stressed that culturally suitable instructional reading materials both in terms of linguistic content and background knowledge are necessary (Johnston, 1983:29).

To understand the role of background knowledge in reading comprehension, it is necessary to show the difference between *formal schemata* and

content schemata. Formal schemata are related to background knowledge of the formal, rhetorical organizational structures of different types of texts. For expository texts Meyer and her colleagues state five different types of expository rhetorical organization: *collection, causation, response, comparison, and description*. Content schemata are related to the background knowledge of the content area of a text, such as a text about the history of Canada, or about the problems of nuclear breeder reactors (Carrell & Eisterhold, 1983:560).

Readers should have good knowledge of formal schemata. Knowing the text structure provides the better comprehension of the text. For example good readers can make better use of text organization than the poor readers and also write better recalls (Grabe, 1991:381). Not only formal schemata but also content schemata are important for reading comprehension. The importance of content schemata has been pointed out by many researchers. Johnson, in 1982, has shown that “a text on a familiar topic is better recalled by ESL readers than a similar text on unfamiliar topic (Carrell & Eisterhold, 1983:561). If the background knowledge is not enough, the comprehension process may break down. Thus, comprehension of a text may not occur (Smith-Burke, 1982:165).

2.5.1 The Bottom-up Model

Early reading researchers thought that second language reading was a passive, bottom-up process (Carrell, 1988:1). In bottom-up processing, the reader relies on his/her language knowledge to recognize linguistic elements- letters, words, and sentence structure- to construct the meaning of a text (Chia, 2001:23). In other

words the reader builds up a meaning from the black marks on the page, identifies letters and the words, and works out sentence structure(Nuttall,1996:17).

Bottom-up processing is produced by incoming data; “the features of data enter the system through the best fitting, bottom-level schemata.....As these bottom-level schemata converge into higher level, more general schemata, these too become activated.Bottom-up processing is, therefore, called data-driven”(Carrell & Eisterhold, 1983:557).

Recently the bottom-up model is considered to be insufficient in explaining the reading process.First of all, since human memory is limited , reading will be very slow and it will be impossible to keep the first part of the sentence before reaching the end of the text(Nunan,1991 cited in Sayram,1994:10). Second, according to Eskey and Grabe (1988:231) simply knowing meanings of words does not make the reader sure about the meaning of a reading text. “Whatever a reader may know in the abstract, a failure to identify, or the misidentification of, some form can disrupt the reading process. This disruption can cause the lack of comprehension of the text”.

2.5.2 The Top-down Model

Since the bottom-up model is not enough for the comprehension of a text, another model, which is called top-down model, has been introduced together with Goodman’s reading model although he did not characterize his theory as a top-down model. In Goodman’s model, reading comprehension is described as a “psychological guessing game” which means that readers not only need textual cues

but also need to predict meaning and to confirm those predictions by using their prior knowledge (Carrell,1988:2-3). Thus, “top-down processing is the making of predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation or refutation of those predictions” (Carrell,1988:101).

“Top-down processing occurs as the system makes general predictions based on higher level, general schemata and then searches the input for information to fit into these partially satisfied, higher order schemata. Top-down processing is, therefore, called conceptually-driven”(Carrell,&Eisterhold, 1983:557).

The top-down model views reading as an active process rather than a passive one. However, this top-down model is not enough for an efficient comprehension of a text. Like the bottom-up model, the top-down model has some problems. Firstly, the reader sometimes has little knowledge of the topic and cannot generate predictions. Second, although a good reader can generate predictions, “the amount of time necessary to generate a prediction may be greater than the amount of time the skilled reader needs simply to recognize the words”. In other words, for the sake of being efficient, skilled readers only recognize the words in a text rather than generate predictions. Thus, the top-down model can explain beginning reading, with slow rates of word recognition, but cannot describe skilled reading behavior(Samuels & Kamil, 1988:32).

2.5.3 The Interactive Model

According to Grabe(1988:56) “ interactive models of reading assume that skills at all level are interactively available to process and interpret the text”. In this model two kinds of interaction can be described. First, the reader and the text interact when the reader construct the text information by using both the prior knowledge and the textual knowledge. Second, the reading process is the interaction of bottom-up and top-down processes(Grabe, 1991:383).Both of these processes “ focus on how the various aspects of reading (e.g., word recognition,eye movement, and background knowledge) contribute to the reading process”(Carol,1999). (parantheses are original)

Rumelhart (1980 cited in Carrell & Eisterhold, 1983:557) stated that both top-down and bottom-up processes should occur at all levels simultaneously. Through the bottom-up process, the data that are needed to fill out the schemata are activated. On the other hand , through the top-down process the assimilation of data is facilitated if the data is consistent with the reader’s conceptual expectation. The bottom-up process ensures that the readers will be sensitive to information that does not fit their ongoing hypotheses about the structure of the text. The top-down process helps the readers to select between alternative possible interpretations of the incoming data.

Keith Stanovich’s Interactive-Compensatory Model (1984) is more widely accepted by reading researchers than Goodman’s model. Stanovich points out that “ reading involves a number of interactions with the text. One of the most

important of these is the reader's allocation of 'processing capacity' to the text. Fluent readers need less processing capacity for word recognition, freeing more capacity for comprehension. If there are problems with word recognition, more resources are allocated to that part of the reading process, at the expense of some of the capacity for comprehension" (Harrison, 1998).

2.6 Reading Comprehension

The concept of reading comprehension has changed over the past years. It is hypothesized that knowledge is stored in schematic structures (Anderson, et al., 1977; Rumelhart, & Ortony, 1977 cited in Johnson, 1983:16), and comprehension is the process which is involved in forming, elaborating, modifying or integrating these knowledge structures (Rumelhart, 1977 cited in Johnson, 1983:17). Reading comprehension is considered to be a complex behavior. First, it consists of conscious and unconscious use of different strategies to construct a model of the meaning which the writer has intended (Johnson, 1983:18). Second, it involves knowledge, experience, thinking, and teaching. It depends on knowledge both about the world and about the worlds of language and print (Fielding & Pearson, 1994:62)

"Reading comprehension refers to the act of thinking and constructing meaning before, during, and after reading by integrating information from the author with the reader's background knowledge" (Snider, 1989 cited in Bryant, et al., 1999:299). There are some critical reading comprehension skills, such as the ability to activate one's prior knowledge about a topic, self-question, identify main

ideas, which is the topic of this study, and identifying supporting details, paraphrase, and summarize. “Thus, the development and use of effective strategies before, during, and after the reading process to foster reading comprehension skills is one of the significant goals of educators” (Mastropieri& Seruggs, 1997;Pressley, and et.al.,1995 cited in Bryant, et al.,1999:299).

2.7 Reading Strategies

Students should be able to use some strategies to reach the best comprehension of a reading passage. Instructors should inform students what the strategy is and why,when, where, and how they might use it (Armbruster & Brown, 1984 cited in Shih,1992:293). The reading process involves before-reading, during reading, and after-reading strategies. These strategies increase students’ reading and learning process. One of the most important goals in English for academic purposes(EAP) reading classeses is to improve students’ independent text interaction strategies (Shih, 1992:289).

2.7.1 Before(Pre-) Reading Strategies

Before-reading phase tries to introduce and arouse interest in the topic, to motivate readers by giving a purpose for reading, and to provide some preparation for the text (Williams, 1984:37). Moreover, the purpose of this stage is to activate background knowledge and to help the students in generating predictions about the text. Students are given 2 or 3 minutes to preview the text (Vaughn&Klinger, 1999:286). “When the goal of reading is good comprehension

and recall of information from expository text, previewing facilitates the process because it familiarizes a reader with the basic content and organization of the text and helps to activate relevant prior knowledge” (Shih,1992:301). Before-reading activities consist of discussing the author or text type, brainstorming, reviewing familiar stories, considering illustrations and titles, skimming and scanning-for structure, main points, and future directions (Barnett,1988).

2.7.2 During(While) Reading Strategies

This stage draws on the text instead of the reader’s ideas previous to reading. The aim of this stage is to help to understand the writer’s purpose and the text structure, and to clarify text content. During-reading activities should begin with a general understanding of the text, and then move to smaller units such as paragraphs, sentences and words(Williams,1984:38). During- reading activities help students improve their control of the second language, and decode problematic text passages. “Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of ‘guided reading’ activity sheets”. During-reading exercises are guessing word meanings by using context clues and word formation clues, considering syntax and sentence structure by noting the grammatical functions of unknown words, and predicting text content, reading for specific pieces of information, and learning to use the dictionary effectively (Barnett,1988).

2.7.3 After(Post) Reading Strategies

The fundamental goal of after-reading activities is to consolidate what has been read and to relate the text to the readers' own knowledge and interests. After-reading activities should contribute to the writing, speaking and listening skills that the program aims to develop(Williams, 1984:39).

After-reading activities first check students' comprehension and then lead students to a deeper analysis of the text. After the last reading of a text, readers can make use of variety of strategies to organize important information. Note-taking and summarizing are useful strategies for organizing. By writing summaries, students can state the main idea statement and key supporting points of a text. Note-taking is a good way to show relationships between ideas (Shih, 1992:306).

2.8 Cognition and Reading

Cognition refers to the knowledge or skill(s) that readers possess. These skills and knowledge are invisible, just as thinking and problem-solving are also invisible. In reading, if you know how to read, you are operating on the cognitive level (Smith, 1993:50).

A second language teacher must be interested in how human beings receive messages and how they process and interpret them. Moreover, teachers are "interested in the way new information is transformed by receivers as they relate it to information already stored; what they receive is recoded and organized for storage; how recoded information moves from short-term to long-term storage, and how is

retrived”(Rivers, 1982:8). Thus,one of the most important implications for teaching is the research on cognitive processing, that is; research on how information is stored and retrieved (Barak,1997:197). “The storage stage concerns with how information is organised within the memory system in order to be retained; the retrieval stage concerns with the processes involved in retrieving information from the memory for use”(Malim,1994:94).

Research on cognitive processing has shown us the importance of helping students to develop a well-connected body of accesible knowledge. When the knowledge structure on a particular topic is well-connected, the new information is acquired and prior knowledge is readily available for use. “Having a well-connected network means that any one piece of information can serve to help retrieve the entire pattern. Having strong connections and a richness of relationships enables one to retrieve more pieces of the pattern”(Rosenshine, 1997:197).

As a result, it can be said that if readers can learn to think about the cognitive processes which are necessary to understand a text, they can define their goals and proceed appropriately (Hadwin, & Winne, 1996; Pressley, 1995 cited in Simpson & Nist, 2000:536).

2.9 Narrative Text

In a narrative text a story is being told by presenting events in an order or in a logical sequence. There are different kinds of narrative texts, such as

biography, autobiography, personal letters and diaries (Kirsznner & Mandell, 1989:47 cited in Öner, 2000:39).

A narrative is composed of story and discourse. The former is “the internal relations of the narrative, consisting of a logic of action and a syntax of characters and the latter is the comprising the time, the aspect and the modes of the narrative” (Chatman, 1969:3-4 cited in Toprak, 1997:171). Therefore, narrative means not only sequences of events but also the circumstances in which those events take place (Toprak, 1997:171).

2.10 Expository Text

In an expository text, information is presented usually to inform (Caverly, 1997) and it helps the reader to understand some processes. Expository materials are generally in the form of textbooks, technical articles, reports, and essays. “Expository text looks for only what is what, by giving information about a specific topic through the explanation of the content of issue or problem” (Demirezen, 1994:92).

Learning from an expository text is known as “reading to learn” (Guthrie, 1982 cited in Effie, 1997:277). If expository text structure is unfamiliar to readers, reading an expository text can be problematic (Effie, 1997:278). Most of the time university freshman students are faced with expository text type materials since their aims are getting information from the material. However, some research has showed that students in higher education are not proficient readers. Thus, they should be taught expository text structure to help them “to see relations between

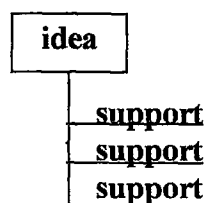
ideas, including hierarchical relationships between main ideas and details”(Shih,1992:292).

Knowledge of text structure is necessary for reading to learn. By learning the structures of a text, students can observe how authors organized ideas and determine which kinds of structures are used to connect ideas(Collins,1996). Moreover, Shih(1992:292) mentioned that “in both L1 and ESL studies, students who have been taught how to identify text structure and use this knowledge to guide their reading process have exhibited better comprehension and recall of information than readers lacking such knowledge”.

Smith categorized(1993:120) the structure of textbooks into six patterns: simple listing, definition, description, time order or sequence, comparison-contrast,and cause and effect.

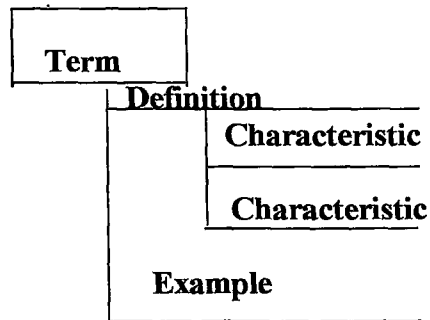
2.10.1 Simple listing

Items are randomly listed in a series of supporting facts or details. These elements have equal value. However, the order in which they are presented is not so important. If you change the order, the meaning of the paragraph does not change.



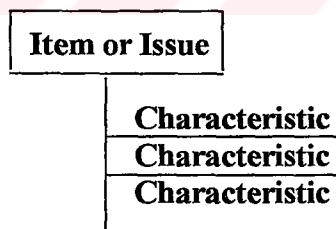
2.10.2 Definition

Frequently in a text book, an entire paragraph is devoted to defining a complex term or idea. The concept is defined initially and then expanded with examples and restatements.



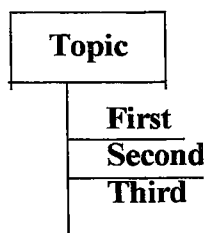
2.10.3 Description

Description is like listing; the characteristics that make up a description are no more than a definition or a simple list of details.



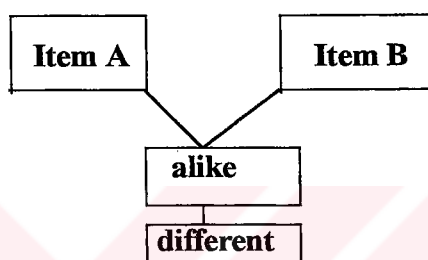
2.10.4 Time order or Sequence

Items are listed in the order in which they occurred or in a specifically planned order in which they must develop. Here, the order is important. The change in the order changes the meaning.



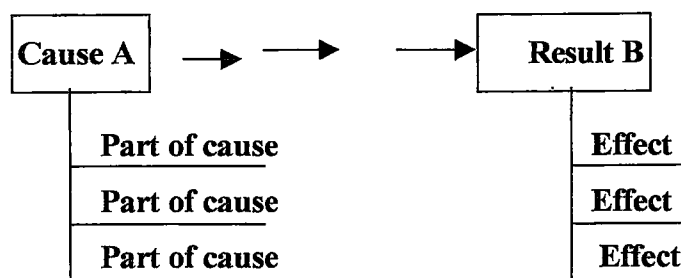
2.10.5 Comparison-Contrast

Items are presented according to similarities and differences among them.



2.10.6 Cause and Effect

One element is shown as producing another element. One is the cause that stimulated the particular result or effect.



Readers who are unable to recognize these patterns perform poorly on comprehension. When the author makes these patterns explicit through the use of signal or transition words or the teacher provides maps, comprehension improves significantly (Caverly,1997).

2.11 Reading Comprehension Skills

Skills are useful tools for the development of both teaching materials and texts. We can describe a reading skill as a cognitive ability which a person can use when interacting with written texts. Although comprehension can be seen as the product of reading a particular text, skills are viewed as part of the generalization reading process (Urquhart & Weir, 1998:88).

Recent studies in psycholinguistics, cognitive psychology, and information processing theory support the idea that more emphasis should be put on reading comprehension skills in the ESL classroom. However, the students should focus on one skill at a time. In this way, they can master the skill and then apply it in different contexts (Mikulecky, 1984:261).

There is not just one list of reading skills. Different researchers have made various attempts to arrange reading skills. There are some similarities and differences in the researches. Rosenshine created a list of reading skills from a wide range of sources. This list represents both a broad range of sources and some of the best thinking in this area. This table lists common skills across five fairly authoritative lists. The first column, from Science Research Associates(SRA) was developed by the Center for the Study of Evaluation at UCLA(1973). The second is from the National Assessment of Educational Progress(1973). The third is from Scott Foresman's scope(1976). The fourth is from the work of Harris and Smith(1976).The fifth is from Otto and Askov(1974) (cited in Rosenshine, 1980:536).

Table 2.1
Categories in Common Across Sources

SRA (literal and inferential comprehension)	National Assessment (ages 9-13)	Scott-Foresman (1976)	Harris& Smith (1976)	Otto (1974)
1.Main idea/title	Main idea/title	Main idea	Main idea	Topic/main idea
2.Detail	(a)Recognizing facts (b)Retaining facts	Detail	Detail	Detail
3.Sequence	Organization	Sequence	Sequence	Sequence
4.Draw conclusions	(See number 6)	Predict outcomes and conclusion		Predict outcomes
5.Cause and effect	(See number 6)	Cause and effect		Cause and effect
6.Compare and contrast	(a)Draw inference from material given (b)Draw inference from material given plus previous knowledge		Critical reading (a)Analytic interpretation (b)Inferential interpretation (c)Evaluation	
7.Fact and opinion	Fact and opinion			
8.Author's purpose	Author's purpose		Author's plan of organization	
9.	Words in context			Words in context

borrowed from Rosenshine,(1980:536 in Spiro, et al.)

Rosenshine(1980) also suggests that these skills can be divided into three categories.The following Table 2.2 shows these three groups.

Table 2.2
Three General Types of Reading Skills

Locating details	Simple inferential skills	Complex inferential skills
<ul style="list-style-type: none"> - recognition - paraphrase - matching 	Draw inferences after reading short segments of a passage <ul style="list-style-type: none"> -Understanding words in context -Recognizing the sequence of events -Recognizing cause and effect relationships -Comparison and contrasting 	Draw inferences after reading longer segments and passage <ul style="list-style-type: none"> -Recognizing the main idea/title/topic -Drawing conclusions -Predicting outcomes

However, this division is not fixed. Some of the reading skills overlap and some are more fundamental than others (Mikulecky, 1984:263). When the researchers have identified a new subskill, this list can grow longer.

Beyond the comprehension skills which are shown in Table 2.1, there are also some unique skills. For example, when Table 2.1 is observed, the reader can see that the skill of distinguishing fact and opinion only appears in some of the lists. The most empirical work on identifying unique reading skills have been done by Davis (1968, 1972). "Davis began with a large item pool and selected test items designed to measure eight hypothesized reading comprehension skills". These eight skills are listed in the left-hand column of Table 2.3 (Rosenshine, 1980:541). After Davis's work, Spearritt (1972), and Thorndike (1973) who reanalyzed Davis' data searched for unique skills in reading comprehension. Spearritt (1972) stated that

“although certain comprehension skills can be differentiated, present types of reading comprehension tests, as distinct from word knowledge tests, largely measure one basic ability, which may well correspond to the label of ‘reasoning in reading’”(cited in Rosenshine,1980:543).Thorndike claimed that Davis’s reading skills were not distinguishable.However, his study on unique skills did not produce any separate reading comprehension skills(Rosenshine, 1980:542).

Table 2.3

Three Analyses of Identical Data on Specific Reading Skills

	Distinguishable Skills from Davis’s (1968) Analysis	Distinguishable Skills from Davis’s (1972) Analysis	Distinguishable Skills from Spearritt’s (1972) Analysis
-Recalling word meanings	__a	__	__
-Drawing inferences about the meaning of a word from context	__	__	__
-Finding answers to questions answered explicitly or in paraphrase	__	__b	__
-Weaving together ideas in the content	__	__b	__
-Drawing inferences from the content	__	__	__
-Recognizing a writer’s purpose,attitude, tone, and mood	__	__	__
-Identifying a writer’s literary techniques	__	__	__
-Following a structure of a passage	__	__	__

a-Each unique distinguishable skill that the investigator found is indicated by a-.Thus ,Davis(1968)

found five distinct reading comprehension skills.

b-These two skills loaded on the same factor

(borrowed from Rosenshine,1980:542 in Spiro, et al.)

As it can be seen in Table 2.1, there are some similarities between these programs. Thus, we can say that there are common reading skills. Especially identifying the main idea is mentioned in all these programs. Good readers can identify the main idea in their native language. On the contrary, ESL readers need help to identify the main idea. Most of the ESL readers are not good readers, so it is necessary to provide instruction in how to identify the main idea (Mikulecky, 1984:263).

2.12 Main Idea and Topic Sentence

It is agreed that the most important reading skill is understanding the main idea. Comprehending the main idea is necessary to the comprehension of the text (Smith, 1993:100). Harris and Sipay (1971) stated that “without that ability, ‘the reader gets lost in a mass of detail, inspecting trees but unable to see the forest’”. Dechant (1970) said all other skills are secondary to main idea skills” (cited in Dishner & Readence, 1977:292).

Students learn information which is presented in a text at school. If they want to learn from the text, it is necessary to extract the main idea of what they have read, and retain that related information for future use. However, many students do not have enough proficiency in recognizing the main idea of passages. This deficiency decreases their ability to comprehend passages and to recall information which is presented in passages (Stevens, 1988:21).

In spite of the fact that identifying the main idea is claimed to be the most important and often difficult reading comprehension skill, few studies have

been done on the processes readers use to construct main ideas until the last few years (Smith, 1993:100).

In order to construct the main idea of a passage or a paragraph, the reader must first identify the topic. Identifying the topic helps the reader to focus on the general subject of a reading. "A **topic** is the general subject of the items in a list, the sentence in a paragraph, or the paragraphs in a selection. Identifying the topic of what the reader is reading is the first step toward understanding subject information". The topic is like a title. It can be stated as a word or a phrase. Knowledge of the topic provides the comprehension from which to move to further understanding about expository readings such as textbook chapters (Kimmelman, et al., 1984:188).

Identifying the topic provides a frame of reference for the subject the reader is reading about. This understanding can be obtained by identifying the main idea of a text. Different researchers describe the main idea in different ways. Yet, all of these descriptions are almost the same in essence. According to Aulls (1978 cited in Baumann 1984:97) the main idea of a paragraph "signals to the reader the most important statement the writer has presented to explain the topic. This statement characterizes the major idea to which the majority of sentences refer. This statement is usually developed in a single sentence". According to Kimmelman the main idea sentence is "the most general statement that the author makes about the topic. The main idea frequently covers the details in a text" (Kimmelman, et al., 1984:192).

However, the main idea must not be so general as to be useless to those trying to understand the passage. The main idea must not be in a question form

because it does not contain no controlling idea to construct what is said about the subject although a question can focus on the subject of a text. Thus, the main idea must be a statement, not a question. It must contain a controlling idea and a subject, a statement on what is being said about the subject (Ashton, et al. 1985 cited in O'Hear, et al. 1987).

It is important to be careful that main idea and topic sentences are not synonymous terms. O'Hear and et al.(1996) state the difference between the main idea and the topic sentence as the following:

Braddock defines topic sentence as those which fulfill one or more of the following functions: provision of transition, suggestion of organization, and presentation of subject (Braddock,1974). Since main idea satisfies the last of these categories, it will always be a topic sentence. However, all topic sentences will not necessarily be the main idea.

As a result we can ask two questions to show the difference between the topic and the main idea. The first one is "What is the passage about?" and the second one is "What does the author say about the topic?". The answer of the former is the topic and the answer of the latter is a statement of the main idea(Dishner&Readence, 1977:298).

2.13 Supporting Detail

As it has been stated previously the topic is the subject of what the reader is reading and the main idea is the most general statement that the author makes about the topic. The main idea both relates to the topic of the paragraph and also relates to the details of the paragraph. Comprehension of a text depends on the

readers ability to understand the relationship between the main idea and the details. Hence, identifying the main idea and details in passages enables the reader to focus on the important ideas that the reader wants to remember (Kimmelman, et al., 1984:198).

Supporting details are ideas and facts which prove the main idea of a paragraph. However, not all details are equally important. Supporting details can be divided into two groups. Primary details directly explain or support the main idea and secondary details are less important details which provide additional information, offer an example, or sometimes explain one of the primary details (McWhorter, 1990:32). Smith (1993:113) also states that primary or major details try to support, explain, and describe main ideas, but secondary or minor details try to support, explain and describe the major details. There are some key words for readers to distinguish between major and minor details. Key words for major details are: “one, first, another, furthermore, also, finally”. Key words for minor details are: “for example, to be specific, that is, this means”. The structure of a paragraph can be visualized as follows:

Main Idea

Primary detail

Secondary detail

Secondary detail

Primary detail

Secondary detail

Primary detail

(cited in McWhorter, 1990:32)

The duty of a reader is to recognize the major details and to pull them together into a main idea. If a reader is able to recognize major details, it implies that the reader has some degree of prior knowledge on the subject and has probably already begun to identify the main idea. As a result “the topic pulls our attention to a general area, and the main idea provides the focus. The details offer elaboration and support” (Smith, 1993:103).

2.14 Importance of Prior Knowledge in Main Idea

“Reading is comprehending, that is, the construction of meaning. Readers construct meaning by interacting with the text (Pearson, et al. 1990) on the basis of their existing or prior knowledge about the world (Rumelhart, 1980). The importance of prior knowledge in reading has been demonstrated through research based on schema theory (Anderson and Pearson 1984)” (cited in Sweet, et al., 1993).(parantheses are original).

Schema theory for second language(L2) reading is a very useful notion for describing how prior knowledge is integrated in memory and used in higher-level comprehension processes(Carrell, 1984b, 1987; Anderson & Pearson, 1984 cited in Chun & Plass, 1997:71). “According to schema theory, readers understand what they read only as it relates to what they already know. This means that existing knowledge about a particular topic influences the extent to which they understand what they read about that topic. Because the text is not fully explicit, readers must draw from their existing knowledge in order to understand it” (Sweet, et al., 1993). Moreover this theory states that readers need to activate prior knowledge of a

topic before reading and this activated knowledge facilitates the reading process (Chun & Plass, 1997:65).

“Reading is an interactive process (Rumelhart, 1977) and the automacity of main idea construction might be influenced by the reader’s prior knowledge of the content domain of the text.....Readers with high prior knowledge of the content domain have well developed schemata, or knowledge structure, into which they assimilate the information from a text”. Fincher-Kiefer, Post, Greene, and Voss (1988) stated that if the reader has prior knowledge of the content domain of the text, s/he can interpret information from the text more quickly and organize a large amount of the text for both comprehension and retrieval. Moreover, prior knowledge aids in the assignment of importance in text, which is necessary for main idea construction (cited in Afflerbach, 1990:35).

Readers use their knowledge of text topic and text structure to determine what to use in constructing a main idea. Readers who have prior knowledge and readers who do not have prior knowledge use different strategies and cues which they use in assigning importance to the text. Readers should be aware of how using appropriate prior knowledge may help in accurately assigning importance (Afflerbach & Johnston, 1986:61).

According to Afflerbach (1987 cited in Smith, 1993:100) already knowing something about the topic is the key to easy reading. He also added that expert readers use different strategies for familiar and unfamiliar materials. If they have prior knowledge about the material, constructing the main idea is effortless and most of the time automatic. “They quickly assimilate the unfolding text into already

well-developed knowledge networks. They seem to organize text into chunks for comprehension and later retrieval". They do not have to struggle with an information overload. However, expert readers with little prior knowledge about the material are unwilling to guess at a main idea and to predict a topic. They generally prefer to read all of the information before trying to make sense out of it. In this case constructing the main idea is a difficult task for these expert readers. Moreover, Hare and Bingham (1986 cited in Hare, 1986:17) stated that "insufficient prior knowledge about a topic can render all ideas equally important or unimportant".

2.15 Location of Main Idea

Locating main ideas has long been an important reading skill which is taught in college developmental reading courses. It is also necessary for comprehension of expository material. Developmental reading texts generally list different kinds of clues for finding main ideas. Recognition of main idea statements and clues for locating them can help students to find or construct the main idea (O'Hear, et al., 1987). The main idea can be presented in two ways, either explicit (stated) or implicit (unstated). Some researchers, such as Baumann (1984) and Braddock (1974) said that comprehension improves when the main idea is directly stated (cited in O'Hear & Aikman, 1996).

2.15.1 Explicit(stated) main idea and its location in a selection

An explicit main idea is a sentence found in the reading passage which states the topic and the main points made about the topic(Doyle, 2001). When

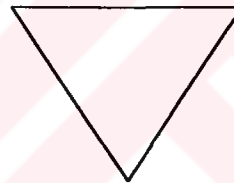
the readers read the text for explicitly stated main ideas, they need to decode the whole of a text to understand it or to establish its macrostructure. In this model, they have to read a text carefully from beginning to end in a linear and sequential fashion with regressions as necessary. "This will mainly be a bottom-up sequential process with some limited top-down processing" (Urquhart & Weir, 1998:202).

When the main idea is directly stated in the passage, readers generally find passages easier to comprehend. Because it provides an overview of the material (Smith, 1993:108). Researchers have identified four places for main ideas:

I. The first sentence of a paragraph: This is the most common placement in which writers give their purpose and then develop it in succeeding sentences (Ashton et al., 1985 cited in O'Hear & Aikman, 1996).

main idea

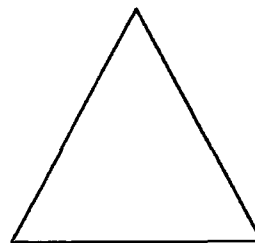
- 1.detail
- 2.detail
- 3.detail



II. The last sentence of a paragraph: The writer states the main idea in the last sentence when authors develop points throughout a paragraph and then name their purpose last (Ashton, et al., 1985 cited in O'Hear & Aikman, 1996).

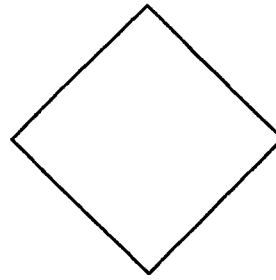
- 1.detail
- 2.detail
- 3.detail

main idea



III. In the middle of a paragraph: The writer first begin with details to arouse interest and then states the main idea in the middle (Smith, 1993:110).

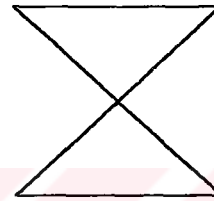
1.detail
 2.detail
main idea
 3.detail



IV. Both the introductory and concluding sentence: (Smith, 1993:110)

main idea

1.detail
 2.detail
 3.detail



main idea

2.15.2 Implicit(unstated) main idea

An implicit main idea means that the author has chosen not to use a statement in the selection or passage to tell the reader the main idea. The reader must read the passage and determine the main idea from the information which is presented in the passage. The reader is responsible for constructing a statement of the main idea. That is, an implicit main idea is never a statement taken directly from the passage(Doyle, 2001). When the main idea is not clearly stated, readers tend to construct the main idea by themselves rather than select it as it is in the explicit main idea (Hare&Chesla, 1986 cited in Hare et al., 1989:76).

After readers are taught to identify explicit main ideas, they should be informed that many paragraphs do not have stated main ideas. Because of this they

should learn how to identify an implicit main idea. First, they should identify the topic, then determine what is said about the topic and after that compose a main idea statement that captures the gist of the passage. Teachers should show students how to use details in the passage to infer what the main idea is and to test main idea statement by asking, “Does this main idea statement tell me about all the details in this passage?” (Baumann, 1986:115).

Finally it can be said that “an implied main idea may be inferred from postulating the dominant relationship between the superordinate and subordinate topics (i.e., details) of a paragraph”(Aulls, 1978 cited in Baumann, 1984:97).

2.16 Related Studies Carried out Abroad

Dishner and Readence (1977:292) states in **A Systematic Procedure For Teaching Main Idea** that a reader cannot infer an author’s purpose if s/he does not understand the message the author is trying to convey. Moreover, identifying patterns of organization, outlining, summarizing and other types of reading skills become meaningless without prior mastery of main idea skills. He produced a four step teaching main idea procedure. According to him this procedure provides students a system to identify main ideas. When this procedure has been mastered, the reader can equally apply this procedure to sentences, paragraphs and longer selections. Thus, this procedure must be systematic in order to enable the students to transfer this strategy to all reading tasks.

Baumann (1984:96) mentions in **The Effectiveness of a Direct Instruction Paradigm for Teaching main Idea Comprehension** that the

application of the direct instruction paradigm is very effective for teaching sixth-grade students to comprehend main ideas in written prose. As a result of this study, Baumann suggests that “the implementation of a direct instruction paradigm for teaching the reading comprehension skill of main idea is superior to basal reader instruction in main ideas and to meaning vocabulary development activities”.

Stevens (1988:21) tested in **Effects of Strategy training on the Identification of the Main Idea of Expository Passages** that the relative effectiveness of four methods for teaching remedial reading students how to identify the main idea of expository paragraphs. Through strategy training, students learned strategies for identifying the topic and main idea of paragraphs and metacognitive strategies for checking their main idea hypotheses. Classification training provided students with instruction and practice in classifying words, phrases, and sentences under appropriate topics.

Hare, Rabinowitz and Schieble (1989:72) states in **Text Effects on Main Idea Comprehension** that students who have been taught to identify main ideas using only contrived text will have difficulty transferring their main idea skills to naturally occurring texts. Thus, instruction in teaching main idea should have the opportunity for students to practice applying their skills to naturally occurring texts.

Afflerbach(1990:31) examined in **The Influence of Prior Knowledge on Expert Readers' Main Idea Construction Strategies** that the influence of prior knowledge on the strategies used by expert readers to identify and state the main idea of a text when the main idea is implicit. He identified three methods to construct the main idea: *automatic construction*, *the draft-and-revision strategy*,

and the topic/comment strategy. In addition to these strategies there are also two related strategies: forming an *initial hypothesis* and *listing* words, concepts and ideas. When readers have the prior knowledge of the content domain of the text, they generally used automatic construction strategy, whereas when they do not have such prior knowledge, they prefer to use the draft-and-revision strategy. He suggests that instructional materials and instruction should be designed to acknowledge the difficulty of the construction task.

Toprak(1992:90) aimed in **A Study of Language-based Approaches to the Teaching of Literature to First Year Students of The Faculty of Sciences and Literature of The University of Gaziantep in Turkey** to enable the target learner of this study to combine his/her knowledge of language and ability in order to comprehend a reading text.(This thesis has been submitted to the University of Nottingham and supported by the University of Gaziantep in Turkey.)

Toprak(1997:296) suggests in **An Eclectic Approach to Narrative Comprehension Teaching with Special Reference to Turkish Universities** some solutions to the problems of Turkish students of English Literature in the comprehension process. This thesis is submitted to the University of Kent at Canterbury in England and supported by the University of Gaziantep in Turkey. She found out that Turkish students of English Literature have been captured in the decoding process and have not been led to construct the meaning. The students have also had to struggle with schema distortions which blocked the cognitive processes and resulted in non/misunderstanding.

2.16 Related Studies Carried out in Turkey

Aksoy (1999:107) studied in **An Analysis of the Relationship Between Students' Summarising Ability and Their Success in Answering Reading Comprehension Questions in Their Second Language** that the relationship between students' summarising ability and their success in answering reading comprehension questions in their second language. Aksoy states that a student can comprehend and summarise a narrative text better if s/he has invented his/her own story grammar for the narrative text. But it is not so for the expository text. If a reader does not find the topic sentence and its supporting details, s/he cannot combine them in his/her summary, so that summary results in failure.

Kayıoğlu-Korkmaz (2000:70) mentions in **An Analysis of the Opinions of Instructors and Students Towards the Problem Related With Reading Activities in Reading Classes** that some effective techniques can be used in reading comprehension classes where English is taught through literary works as a foreign language. She carried out her study at Özel Çağ Lisesi in Tarsus. She found out that students at özel Çağ Lisesi believe that they are taught through some effective and communicative teaching techniques in their reading comprehension classes. She also suggests some useful pre-reading, during-reading, after-reading and home-reading activities.

Bezci (1998:68) found out in **An Investigation of the Cognitive Reading Strategy Needs of the Freshman Students at Hacettepe University** that

freshman students at Hacettepe University lack certain cognitive reading strategies which are believed to be essential in making sense of written material. The strategies that the freshman students need to develop are reading the first line of each paragraph to get the gist, guessing the meaning of a word by considering its grammatical category, avoiding word-for-word translation, visualization, note-taking, assimilating background knowledge with the text, classifying words according to their meanings and grammatical categories, summarizing and rereading to remember important information.



CHAPTER THREE

METHODOLOGY

3.0 Presentation

This chapter involves the research design, the research population and sampling, the data collection tools and techniques, reliability and validity of this study, and data collection analysis.

3.1 Research Design

The purpose of this descriptive study has been to analyse the opinions of instructors and students towards the problem related with the main idea construction in freshman classes at Gaziantep University. This study involves the collection and analysis of quantitative data. Quantitative data is information which is expressed numerically. In order to describe the data, it must be reduced in a meaningful way. This can be done either by using a graph or by

reducing the data to a numeral form. Then the information about the data is available from the descriptive information (Trochim, 1999). A descriptive study involves collecting data in order to test hypotheses concerning the current status of the subject of the study (Gay, 1973:12).

Chi-square value was used in order to observe whether there are statistically significant differences between the variables. The hypotheses were formulated before the construction of the questionnaire. The questionnaire was conducted to the freshman students from six different departments and freshman instructors, both ex-instructors and present instructors. There are three main hypotheses (see chapter 1). Through these hypotheses, opinions of students and instructors were compared.

3.2 Research Population and Sampling

This study has been carried out during the 2000-2001 academic year at Gaziantep University. 174 freshman students and 11 present and ex-freshman instructors answered the questionnaire. Freshman students are from six different engineering departments, namely Electric-Electronics, Mechanical, Civil, Food, Physics and Textile Engineering. At this period of time there were only 4 freshman instructors. Since this number is not sufficient, 7 ex-freshman instructors were also included in this study.

In this study, the students of Foreign Languages Department (except freshman students) and instructors excluded. The questionnaire was distributed at the beginning of the first term of the 2000-2001 academic year. Most of the Foreign

Languages Department students were in either elementary or pre-intermediate level during this time and they were not able to give sufficient reliable answers to the questionnaire.

The training of Engineering Faculty at Gaziantep University is English. Freshman students in this faculty are exposed to expository reading passages throughout their education. Thus, in order to comprehend these reading passages, they should possess sufficient language knowledge and prior knowledge. Freshman students of Engineering Faculty at Gaziantep University can theoretically be divided into three groups. The first group consists of students who have not attended Foreign Languages Department, the second group consists of students who have attended Foreign Languages Department for a year and the third group consists of repeat students(second year in a freshman class).

3.3 Data Collection Tools and Techniques

The data in the present study have been collected by means of a questionnaire. There were 35 questions which search for the problems related with the main idea construction in freshman classes. The questionnaire was designed for both freshman instructors and freshman students at the Foreign Languages Department of Gaziantep University.

In this study, a ready-made questionnaire has not been used. It was developed by using different kinds of reading textbooks. Main idea questions have been researched to design the questions from these reading textbooks. After that, the instructions to these questions have been turned out to be the questions of

the questionnaire. The aim of collecting instructions from different kinds of books is to display different ways of constructing the main idea, some of which are not generally used in reading comprehension classes.

3.4 Reliability and Validity

Since the aim of this study has been to find out the opinions of instructors and students, a questionnaire was used as a data collection tool. At the first step the questionnaire was piloted. The first form of the questionnaire consisted of 35 questions. The pilot study was carried out with 38 freshman students who were selected randomly. After the results were calculated, only one question was reorganised and the final version of the questionnaire was reached. In order to verify the validity and reliability of the questionnaire, the present author consulted the experts.

In the questionnaire there were 35 Likert-type items. Answer slots were composed of five options such as, always, frequently, sometimes, rarely and never. For the items in the questionnaire, frequencies, means, standard deviations and percentages were calculated. The results were used to analyse the relationship between the opinions of instructors and students.

The results were obtained by using SPSS 10.01 version. The reliability value of .8838 indicates significantly high reliability for the questionnaire. Guttman Split-half reliability coefficient was found to be .6946.

3.5 Data Analysis

The questionnaire was given to the randomly selected 180 freshman students who were from six different engineering departments. They were given 20-25 minutes to answer the questionnaire. Six students did not give sufficient reliable answers so they were rejected. That is, they all marked the same option, e.g. sometimes.

The questionnaire was also given to 4 present freshman instructors and 7 ex-freshman instructors.

After the questionnaire was conducted, the data were computed by using SPSS 10.01 version program. The scores were obtained through the chi-square value for the probability level of $p=0.5$ which means that we are willing to accept a less restrictive 95% probability of non-chance results.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Presentation

In this chapter, the analysis of research questions and hypotheses which were mentioned in chapter one were discussed. The frequencies and percentages of the responses to each questionnaire item were computed and presented in tables. Then tables were described individually. The results of analysis present information about the instructors and the students opinions of constructing the main idea in expository texts in freshman classes at the Foreign Languages Department of Gaziantep University.

4.1 Findings related to the sub-hypotheses under the heading of main hypothesis I

4.1.1 The frequencies and percentages of the students' and instructors' answers to the question whether the teacher sets up a discussion about the topic of the reading passage before doing a study to find the main idea.

Table 4.1.1

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	10	5,8	0	0,0	10	5,5
Rarely	29	16,9	0	0,0	29	15,8
Sometimes	48	27,9	5	45,5	53	29,0
Frequently	51	29,7	5	45,5	56	30,6
Always	34	19,8	1	9,1	35	19,1
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=5.05$ $\chi^2_{\text{table}}=9.49$

As can be seen in Table 4.1.1 there is no statistically significant difference between the opinions of instructors and students. $\chi^2_{\text{calculated}}=5.06$ was found lower than $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 45.5% of the instructors state that they frequently set up a discussion about the topics of the reading passage. Moreover, most of the students(50%) point out that they are generally encouraged to discuss about the topic of the reading passage. Only 5.8% of the students give the answer as "rarely". The result shows that discussion about the topic of the reading passage before doing a study to find the main idea is generally done during reading classes.

4.1.2 The frequencies and percentages of the students' and instructors' answers to the question whether the teacher gives sufficient instruction to find the main idea before reading the passage for the main idea.

Table 4.1.2

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	7	4,0	0	0,0	7	3,8
Rarely	30	17,2	1	10,0	31	16,8
Sometimes	43	24,7	3	30,0	46	25,0
Frequently	67	38,5	4	40,0	71	38,6
Always	27	15,5	2	20,0	29	15,8
Total	174	100,0	10	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=0.93$ $\chi^2_{\text{table}}=9.49$

The obtained value of $\chi^2_{\text{calculated}}= 0.92$ proved that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. A great number of participant, both instructors(60%) and students(54%), agree that sufficient instruction to find the main idea before reading the passage is frequently given by the instructors. 17.2% of the students give the answer as “rarely” and 10% of the instructors state that they rarely give sufficient instruction to find the main idea before reading the passage.

4.1.3 The frequencies and percentages of the students' and instructors' answers to the question whether the students are given a group of words before reading and then asked to choose the word or phrase that best tells about all the other items.

Table 4.1.3

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	51	29,5	2	18,2	53	28,8
Rarely	39	22,5	3	27,3	42	22,8
Sometimes	29	16,8	2	18,2	31	16,8
Frequently	29	16,8	1	9,1	30	16,3
Always	25	14,5	3	27,3	28	15,2
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=2.06$ $\chi^2_{\text{table}}=9.49$

As clearly illustrated in Table 4.1.3 that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. As can be seen above this activity is not very common. 29.5% of students give the answer as “never” and 22.5% of students give the answer as “rarely”. Moreover, most of the instructors(45.5%) agree with the students. Few instructors(27.3%) state that they always apply this activity. Thus, this activity should be used more during reading comprehension classes. “Classification activities provide students with word-level comprehension activities as an introduction to paragraph-level comprehension activities”(Stevens, 1988:22).

4.1.4 The frequencies and percentages of the students' and instructors' answers to the question whether the students are given a group of words before reading and then asked to write the word that defines the group explicitly.

Table 4.1.4

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	45	26,2	6	54,5	51	27,9
Rarely	32	18,6	2	18,2	34	18,6
Sometimes	30	17,4	2	18,2	32	17,5
Frequently	37	21,5	0	0,0	37	20,2
Always	28	16,3	1	9,1	29	15,8
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=5.70$ $\chi^2_{\text{table}}=9.49$

There is no statistically significant difference between the opinions of instructors and students since the value of $\chi^2_{\text{calculated}}=5.70$ is lower than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. A large number of students(45) state that this kind of activity is never used during reading classes; however, some students(37) point out that they frequently use this kind of activity. On the contrary, most of the instructors(54.5%) state that they never use this activity during reading classes. Thus, most of the informants, both instructors and students, state that this kind of activity has never been used during reading classes.

4.1.5 The frequencies and percentages of the students' and instructors' answers to the question whether the students are shown a picture related with the passage before reading and asked for finding the main idea.

Table 4.1.5

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	92	53,2	5	45,5	97	52,7
Rarely	33	19,1	3	27,3	36	19,6
Sometimes	24	13,9	1	9,1	25	13,6
Frequently	15	8,7	2	18,2	17	9,2
Always	9	5,2	0	0,0	9	4,9
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=2.23$ $\chi^2_{\text{table}}=9.49$

As clearly illustrated in Table 4.1.5 that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. The result shows that displaying a picture related with the passage to find the main idea is not very common in freshman classes. More than half of the students (72.3%) point out that a picture related to the passage is never or rarely used to find the main idea in reading comprehension classes. Most of the instructors (72.8%) agree with the students. However, pictures can suggest main ideas. The main idea can be either stated or unstated in the picture. Talking about a picture can give the idea about the topic of the reading passage (Smith, 1993:106).

4.2 Findings related to the sub-hypotheses under the heading of main hypothesis II.

4.2.1 The frequencies and percentages of the students' and instructors' answers to the question whether the students are encouraged to use their prior knowledge during the construction of main idea.

Table 4.2.1

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	12	7,0	0	0,0	12	6,6
Rarely	26	15,1	0	0,0	26	14,2
Sometimes	56	32,6	3	27,3	59	32,2
Frequently	59	34,3	2	18,2	61	33,3
Always	19	11,0	6	54,5	25	13,7
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=17.65$ $\chi^2_{\text{table}}=9.49$

The analysis of Table 4.2.1 shows that there is statistically significant difference between the opinions of instructors and students. The value of $\chi^2_{\text{calculated}}=17.65$ was found higher than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is rejected by chi square test. As the result indicates, the students' opinion and the instructors' opinion about the encouragement of students to use the prior knowledge differ from each other at some points. Almost 55% of the instructors point out that they always encourage their students to use their prior knowledge to find the main idea. On the contrary, 35% of the students state that they frequently use their prior knowledge. Moreover, some of the students mention that

they never or rarely use their prior knowledge. However, there are no instructors who answer as “never” or “rarely”.

4.2.2 The frequencies and percentages of the students’ and instructors’ answers to the question whether the students are provided with a sufficient time to complete the first reading without using a dictionary in order to find the main idea of the passage.

Table 4.2.2

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	20	11,6	0	0,0	20	10,9
Rarely	14	8,1	0	0,0	14	7,7
Sometimes	23	13,4	2	18,2	25	13,7
Frequently	58	33,7	4	36,4	62	33,9
Always	57	33,1	5	45,5	62	33,9
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=2.83$ $\chi^2_{\text{table}}=9.49$

After the application of χ^2 test, no statistically significant difference has been observed. Table 4.2.2 shows that the value of $\chi^2_{\text{calculated}}=2.83$ is lower than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. Both instructors(45.5%) and students(33.1%) agree that sufficient time is always provided to complete the first reading without using a dictionary. There is a direct relationship between the reading achievement and the length of the reading period (Fisher, et al., 1978 cited in Baumann, 1986:137). When expert readers are allowed to have sufficient time to perform the main idea construction task, they successfully

construct main idea statement because they can use appropriate strategies if they have sufficient time (Afflerbach, 1990:44).

4.2.3 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to read the passage quickly, paying attention to the title of the passage and to the general concept of the passage without using a dictionary.

Table 4.2.3

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	8	4,6	0	0,0	8	4,3
Rarely	27	15,5	1	9,1	28	15,1
Sometimes	35	20,1	1	9,1	36	19,5
Frequently	35	20,1	4	36,4	39	21,1
Always	69	39,7	5	45,5	74	40,0
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=2.82$ $\chi^2_{\text{table}}=9.49$

As can be observed in Table 4.2.3 that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. 45.5% of the instructors and 39.7% of the students state that this activity is always used during reading a text. The statistical analysis reveals that in reading classes, students are asked to read the passage by paying attention to the title of the passage and to the general concept of the passage as a during reading activity.

4.2.4 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the main idea only by reading the passage quickly without looking up the meanings of unknown words.

Table 4.2.4

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	10	5,7	0	0,0	10	5,4
Rarely	15	8,6	2	18,2	17	9,2
Sometimes	37	21,3	2	18,2	39	21,1
Frequently	58	33,3	2	18,2	60	32,4
Always	54	31,0	5	45,5	59	31,9
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=3.12$ $x^2_{\text{table}}=9.49$

Table 4.2.4 indicates that there is no statistically significant difference between the opinions of instructors and students. The value of $x^2_{\text{calculated}}=3.12$ was found lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 45.45 of the instructors and 31% of the students mention that the technique of reading the passage quickly without looking up the meanings of unknown words to find the main idea has been applied in the classroom situation. 33.3% of the students give the answer as "frequently".

4.2.5 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the main idea by paying attention to the subtitle of the passage without looking up meanings of unknown words.

Table 4.2.5

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	8	4,7	0	0,0	8	4,4
Rarely	23	13,4	2	18,2	25	13,7
Sometimes	31	18,0	2	18,2	33	18,0
Frequently	64	37,2	2	18,2	66	36,1
Always	46	26,7	5	45,5	51	27,9
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=3.02$ $x^2_{\text{table}}=9.49$

The result mentioned in Table 4.2.5 reveals that there is no statistically significant difference between the opinions of instructors and students. The value of $x^2_{\text{calculated}}=3.02$ was found lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is not rejected by chi square test. 45.5% of the instructors and 26.7% of the students point out that they always use subtitles to find the main idea. Moreover, 37.2% of the students give the answer as "frequently". This means that they agree with each other.

4.2.6 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the main idea, paying attention to the title of the passage without looking up meanings of unknown words.

Table 4.2.6

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	6	3,5	0	0,0	6	3,3
Rarely	23	13,4	0	0,0	23	12,6
Sometimes	42	24,4	3	30,0	45	24,7
Frequently	65	37,8	2	20,0	67	36,8
Always	36	20,9	5	50,0	41	22,5
Total	172	100,0	10	100,0	182	100,0

$$df=4 \quad p=0.05 \quad x^2_{\text{calculated}}=6.16 \quad x^2_{\text{table}}=9.49$$

The result in Table 4.2.6 was found as $x^2_{\text{calculated}}=6.16$ and $x^2_{\text{table}}=9.49$. As a result there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. 37.8% of the students state that they frequently use titles to find the main idea. 20.9% of the students give the answer as "sometimes". 50% of the instructors say that they always want their students to pay attention to the title to find the main idea.

4.2.7 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to read the passage quickly to find the main idea, paying attention to the opening quotation from other passages and their titles.

Table 4.2.7

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	50	28,7	1	10,0	51	27,7
Rarely	46	26,4	2	20,0	48	26,1
Sometimes	41	23,6	2	20,0	43	23,4
Frequently	25	14,4	2	20,0	27	14,7
Always	12	6,9	3	30,0	15	8,2
Total	174	100,0	10	100,0	184	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=7.79$ $x^2_{\text{table}}=9.49$

Analysis of Table 4.2.7 shows that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. Both instructors(30%) and students(55.1%) agree that referring to a quotation from other passages is not a common activity during reading classes. 30% of the instructors give the answer as "always". 23.6% of the students state that this kind of activity is sometimes use in freshman English classes

4.2.8 The frequencies and percentages of the students' and instructors' answers to the question whether the teacher encourages the students to find the main ideas of two passages by paying attention to their titles and by thinking about how the passages are related to each other.

Table 4.2.8

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	30	17,3	0	0,0	30	16,4
Rarely	45	26,0	4	40,0	49	26,8
Sometimes	47	27,2	5	50,0	52	28,4
Frequently	34	19,7	1	10,0	35	19,1
Always	17	9,8	0	0,0	17	9,3
Total	173	100,0	10	100,0	183	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=5.60$ $x^2_{\text{table}}=9.49$

As can be observed in Table 4.2.8 that there is no statistically significant difference between the opinions of instructors and students since the value of $x^2_{\text{calculated}}=5.60$ is lower than the value of $x^2_{\text{table}}=9.4$. Thus, this hypothesis is supported by chi square test. The result in the table shows that instructors (50%) sometimes use this activity in their reading classes. 40% of the instructors state that they rarely use this activity. 27.2% of the students give the answer as "sometimes".

4.2.9 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the explicit main idea of a paragraph during reading.

Table 4.2.9

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	8	4,6	0	0,0	8	4,3
Rarely	27	15,5	2	18,2	29	15,7
Sometimes	45	25,9	2	18,2	47	25,4
Frequently	60	34,5	3	27,3	63	34,1
Always	34	19,5	4	36,4	38	20,5
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=2.38$ $x^2_{\text{table}}=9.49$

Table 4.2.9 indicates that there is no statistically significant difference between the opinions of instructors and students. The value of $x^2_{\text{calculated}}=2.38$ is lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 34.5% of the students point out that they frequently find the explicit main idea of a paragraph. Most of the instructors(36.4%) mention that they always ask their students to find the explicit main idea of a paragraph. A few students(15.5%) and instructors(18.2%) state that they rarely use this activity. The result shows that finding the explicit main idea of a paragraph is a very common activity during reading classes.

4.2.10 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the implicit main idea of a paragraph during reading.

Table 4.2.10

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	18	10,5	1	9,1	19	10,4
Rarely	27	15,8	3	27,3	30	16,5
Sometimes	50	29,2	2	18,2	52	28,6
Frequently	52	30,4	1	9,1	53	29,1
Always	24	14,0	4	36,4	28	15,4
Total	171	100,0	11	100,0	182	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=6.25$ $x^2_{\text{table}}=9.49$

The observation of Table 4.2.10 shows that there is no statistically significant difference between the opinions of instructors and students since the value of $x^2_{\text{calculated}}=6.25$ is lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 52 of 171 students give the answer as "frequently" and 50 of 171 students state the answer as "sometimes". However, 4 of 11 instructors give the answer as "always" and 3 of 11 instructors state that they rarely ask the students to find the implicit main idea of a paragraph

4.2.11 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the explicit main idea of a passage during reading.

Table 4.2.11

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	10	5,9	0	0,0	10	5,5
Rarely	22	12,9	1	9,1	23	12,7
Sometimes	33	19,4	2	18,2	35	19,3
Frequently	64	37,6	4	36,4	68	37,6
Always	41	24,1	4	36,4	45	24,9
Total	170	100,0	11	100,0	181	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=1.40$ $\chi^2_{\text{table}}=9.49$

There is no statistically significant difference between the opinions of instructors and students since the value of $\chi^2_{\text{calculated}}=1.40$ is lower than the value of $\chi^2_{\text{table}}=9.4$. Thus, this hypothesis is supported by chi square test. 72.8% of the instructors and 61.7% of the students agree with each other about this activity. 12.9% of the students and 9.1% of the instructors give the answer as "rarely". This result indicates that freshman students are given the opportunity of finding the explicit main idea of a passage.

4.2.12 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the implicit main idea of a passage during reading.

Table 4.2.12

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	20	11,6	1	9,1	21	11,4
Rarely	26	15,0	3	27,3	29	15,8
Sometimes	46	26,6	2	18,2	48	26,1
Frequently	52	30,1	1	9,1	53	28,8
Always	29	16,8	4	36,4	33	17,9
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=5.11$ $x^2_{\text{table}}=9.49$

As can be seen above both instructors and students agree on the idea that there is no statistically significant difference between two informant groups. The value of $x^2_{\text{calculated}}=5.11$ is lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 36.4 % of instructors point out that they always lead their students to find the implicit main idea of a passage. 27.3 % of instructors say that they never do this activity in reading comprehension classes. 30.1 % of students point out that they frequently find the implicit main idea of a passage during reading classes.

4.2.13 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to read the passage quickly and then to choose a title which describes the general theme of a passage from a given list.

Table 4.2.13

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	22	12,7	1	9,1	23	12,5
Rarely	52	30,1	4	36,4	56	30,4
Sometimes	42	24,3	1	9,1	43	23,4
Frequently	36	20,8	2	18,2	38	20,7
Always	21	12,1	3	27,3	24	13,0
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=3.11$ $\chi^2_{\text{table}}=9.49$

As can be observed in Table 4.2.13 that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. 36.4% of the instructors and 30% of the students state that they rarely use this activity. 27.3% of the instructors give the answer as "always". The activity of choosing a title which describes the general theme of a passage from a given list is rarely used in freshman classes.

4.3 Findings related to the sub-hypotheses under the heading of main hypothesis III.

4.3.1 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to read the passage quickly for the second time by paying attention to the meaning of new words in the context.

Table 4.3.1

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	13	7,6	0	0,0	13	7,1
Rarely	35	20,3	0	0,0	35	19,1
Sometimes	37	21,5	4	36,4	41	22,4
Frequently	43	25,0	3	27,3	46	25,1
Always	44	25,6	4	36,4	48	26,2
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=4.57$ $x^2_{\text{table}}=9.49$

As can be seen in Table 4.3.1 that there is no statistically significant difference between the opinions of instructors and students because the value of $x^2_{\text{calculated}}=4.57$ is lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 36.4% of the instructors and 25.6% of the students mention that they always use this activity. 36.4% of the instructors and 21.5% of the students give the answer as "sometimes".

4.3.2 The frequencies and percentages of the students' and instructors' answers to the question whether the students are encouraged to confirm the main idea by comparing the topic sentence which expresses the content of the passage explicitly and the main idea.

Table 4.3.2

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	17	9,8	0	0,0	17	9,3
Rarely	40	23,1	3	30,0	43	23,5
Sometimes	49	28,3	1	10,0	50	27,3
Frequently	40	23,1	4	40,0	44	24,0
Always	27	15,6	2	20,0	29	15,8
Total	173	100,0	10	100,0	183	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=3.57$ $\chi^2_{\text{table}}=9.49$

Table 4.3.2 reveals that there is no statistically significant difference between the opinions of instructors and students. The value of $\chi^2_{\text{calculated}}=3.57$ was found lower than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. Taking the opinions of instructors(40%) and students(28.3%) into consideration the results can be interpreted as this technique is sometimes used during reading classes.

4.3.3 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to write the first draft of the main idea along with the supporting sentences.

Table 4.3.3

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	40	23,1	4	36,4	44	23,9
Rarely	29	16,8	3	27,3	32	17,4
Sometimes	33	19,1	2	18,2	35	19,0
Frequently	37	21,4	1	9,1	38	20,7
Always	34	19,7	1	9,1	35	19,0
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=2.78$ $x^2_{\text{table}}=9.49$

Since the value of $x^2_{\text{calculated}}=2.78$ was found lower than the value of $x^2_{\text{table}}=9.49$, it can be concluded that there is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. Writing the first draft of main idea along with the supporting sentences is never or rarely used during reading comprehension classes. Only 1 of 11 instructor state that s/he always asks his/her students to write the first draft of main idea. 19.1% of the students give the answer as "always".

4.3.4 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to confirm the main idea by scanning the passage quickly once more after writing the first draft of the main idea.

Table 4.3.4

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	24	13,8	4	40,0	28	15,2
Rarely	39	22,4	2	20,0	41	22,3
Sometimes	39	22,4	2	20,0	41	22,3
Frequently	51	29,3	2	20,0	53	28,8
Always	21	12,1	0	0,0	21	11,4
Total	174	100,0	10	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=5.81$ $\chi^2_{\text{table}}=9.49$

The analysis of Table 4.3.4 demonstrates that there is no statistically significant difference between the opinions of instructors and students since the value of $\chi^2_{\text{calculated}}=5.81$ was found lower than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 40% of the instructors point out that they never ask their students to scan the passage. 22.4% of the students state that they rarely scan the text. After the reader finds the main idea statement, they scan the passage and this strategy serves to make the main idea construction process more manageable. Therefore, "teachers feel that it might be valuable to teach students to read through the text once and then state a main idea, keeping in mind that they might read to revise it" (Afflerbach & Johnston, 1986:57).

4.3.5 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to make a list of the main ideas of a passage in collaboration with a peer group.

Table 4.3.5

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	89	51,1	4	40,0	93	50,5
Rarely	37	21,3	5	50,0	42	22,8
Sometimes	31	17,8	1	10,0	32	17,4
Frequently	13	7,5	0	0,0	13	7,1
Always	4	2,3	0	0,0	4	2,2
Total	174	100,0	10	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=4.96$ $\chi^2_{\text{table}}=9.49$

The results gathered in Table 4.3.5 shows that there is no statistically significant difference between two subject groups. Thus, this hypothesis is supported by chi square test. As can be seen above most of the instructors(90%) and the students(72.4%) agree that this kind of activity has never or rarely been done during reading comprehension classes. 17.8% of the students and 10% of the instructors point out that the technique of making a list of the main ideas of a passage in collaboration with a peer group is sometimes used in freshman classes.

4.3.6 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the idea which the author implies through a work in collaboration with a peer group.

Table 4.3.6

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	79	45,4	1	9,1	80	43,2
Rarely	36	20,7	7	63,6	43	23,2
Sometimes	32	18,4	2	18,2	34	18,4
Frequently	17	9,8	1	9,1	18	9,7
Always	10	5,7	0	0,0	10	5,4
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=12.00$ $\chi^2_{\text{table}}=9.49$

As clearly illustrated in Table 4.3.6 there is a statistically significant difference between two participants. The value of $\chi^2_{\text{calculated}}=12.00$ was found higher than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is rejected by chi square test. This means that the instructors and the students did not agree with each other. 45.4 % of students say that they are never asked to find the idea which the author implies through a peer group work. Besides some instructors(63.6%) claim that they rarely do this activity in reading classes and some other instructors(18.2%) state that they sometimes ask the students to find the idea which the author implies.

4.3.7 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to make a list which consists each paragraph's main idea of a passage working in collaboration with a peer group.

Table 4.3.7

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	78	45,1	4	36,4	82	44,6
Rarely	31	17,9	2	18,2	33	17,9
Sometimes	33	19,1	3	27,3	36	19,6
Frequently	17	9,8	2	18,2	19	10,3
Always	14	8,1	0	0,0	14	7,6
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=2.12$ $x^2_{\text{table}}=9.49$

There is no statistically significant difference between the opinions of instructors and students. The value of $x^2_{\text{calculated}}=2.12$ was found lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 78% of students say that this kind of activity has never been used during reading comprehension classes. 36.4 % of instructors also point out that they never do this activity. Only 14 of 174 students give the answer as "always".

4.3.8 The frequencies and percentages of the students' and instructors' answers to the question whether the teacher gives sufficient instruction that guides the students how to read to find the explicit main idea following the first reading.

Table 4.3.8

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	17	9,8	0	0,0	17	9,2
Rarely	23	13,2	1	9,1	24	13,0
Sometimes	45	25,9	2	18,2	47	25,4
Frequently	55	31,6	7	63,6	62	33,5
Always	34	19,5	1	9,1	35	18,9
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=5.21$ $x^2_{\text{table}}=9.49$

Table 4.3.8 displays that there is no statistically significant difference between the opinions of instructors and students since the value of $x^2_{\text{calculated}}=5.21$ is lower than the value of $x^2_{\text{table}}=9.49$. Therefore, this hypothesis is supported by chi square test. Both the instructors(63.6%) and the students(31.6%) agree that sufficient instruction to find the explicit main idea is frequently given during reading classes.

4.3.9 The frequencies and percentages of the students' and instructors' answers to the question whether the teacher gives sufficient instruction that guides the students how to read to find the implicit main idea following the first reading

Table 4.3.9

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	15	8,7	1	9,1	16	8,7
Rarely	37	21,5	1	9,1	38	20,8
Sometimes	50	29,1	1	9,1	51	27,9
Frequently	49	28,5	8	72,7	57	31,1
Always	21	12,2	0	0,0	21	11,5
Total	172	100,0	11	100,0	183	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=10.09$ $\chi^2_{\text{table}}=9.49$

There is statistically significant difference between the opinions of instructors and students since the value of $\chi^2_{\text{calculated}}=10.09$ is higher than the value of $\chi^2_{\text{table}}=9.49$. Therefore, this hypothesis is rejected by chi square test. As a result, the opinions of the instructors and the students about this question differ from each other. Although a great number of instructors(72.7%) point out that they frequently give sufficient instruction to find the implicit main idea, 50 of 172 students state that instructors sometimes give sufficient instruction to find the implicit main idea. Moreover, 37 of 172 students give the answer as "rarely".

4.3.10 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the implicit main idea of a passage by examining the details of paragraphs and determining what all these details are about.

Table 4.3.10

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	20	11,6	0	0,0	20	10,9
Rarely	28	16,2	0	0,0	28	15,2
Sometimes	54	31,2	3	27,3	57	31,0
Frequently	43	24,9	4	36,4	47	25,5
Always	28	16,2	4	36,4	32	17,4
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=6.162$ $x^2_{\text{table}}=9.49$

The result demonstrates that there is no statistically significant difference between the opinions of instructors and students. The value of $x^2_{\text{calculated}}=6.162$ is lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 36.4 % of instructors say that students always find implicit main idea of a passage by paying attention to the details of the passage. 31.2 % of students point out that they sometimes find the implicit main idea of a passage by examining the details of the passage.

4.3.11 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to state the main idea in the passage in their own words without copying it directly from the text.

Table 4.3.11

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	13	7,5	3	27,3	16	8,6
Rarely	32	18,4	2	18,2	34	18,4
Sometimes	53	30,5	2	18,2	55	29,7
Frequently	52	29,9	4	36,4	56	30,3
Always	24	13,8	0	0,0	24	13,0
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=6.88$ $x^2_{\text{table}}=9.49$

The obtained value of $x^2_{\text{calculated}}=6.88$ is lower than the value of $x^2_{\text{table}}=9.49$. There is no statistically significant difference between the opinions of instructors and students. Thus, this hypothesis is supported by chi square test. Most of the students(60.4%) state that this activity is sometimes or frequently done during reading comprehension classes. Moreover, 36.4 % of the instructors say that they frequently ask their students to state the main idea by means of their own words. 27.3% of the instructors give the answer as" never". 18.4% of the students point out that they rarely state the main idea by using their own words.

4.3.12 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to choose the best option stating the main idea of a paragraph among the multiple-choice statements following the reading.

Table 4.3.12

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	36	20,7	0	0,0	36	19,5
Rarely	36	20,7	3	27,3	39	21,1
Sometimes	36	20,7	4	36,4	40	21,6
Frequently	45	25,9	1	9,1	46	24,9
Always	21	12,1	3	27,3	24	13,0
Total	174	100,0	11	100,0	185	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=6.68$ $x^2_{\text{table}}=9.49$

The observation of Table 4.3.12 indicates that there is no statistically significant difference between participants as the value of $x^2_{\text{calculated}}=6.68$ is lower than the value of $x^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 36.4% of the instructors state that they sometimes ask multiple-choice statements to find the main idea and 27.3% of the instructors point out that they rarely use this activity. Moreover, 27.3% of the instructors give the answer as "always". 25.9% of the students state that they frequently use this activity. A few students mention that they never or rarely use this activity.

4.3.13 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the main idea which summarizes the passage best following the reading.

Table 4.3.13

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	7	4,1	0	0,0	7	3,8
Rarely	25	14,5	2	20,0	27	14,8
Sometimes	50	29,1	1	10,0	51	28,0
Frequently	49	28,5	2	20,0	51	28,0
Always	41	23,8	5	50,0	46	25,3
Total	172	100,0	10	100,0	182	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=4.63$ $\chi^2_{\text{table}}=9.49$

As can be seen in Table 4.3.13 there is no statistically significant difference between the opinions of instructors and students since the value of $\chi^2_{\text{calculated}}=4.63$ is lower than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. This means that both instructors and students agree with each other. 50 % of instructors mention that they always ask their students to find the main idea which summarizes the passage. 29.1 % of students mention that they sometimes do this activity. 28.5 % of students point out that they frequently find the main idea which summarizes the passage.

100 FÜKSİYÖKÖRÜMÜ Kİ BİTİRİ
100 FÜKSİYÖKÖRÜMÜ Kİ BİTİRİ

4.3.14 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to choose a suitable title for each paragraph of a passage from a given list following the reading.

Table 4.3.14

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	27	15,7	1	10,0	28	15,4
Rarely	37	21,5	2	20,0	39	21,4
Sometimes	48	27,9	3	30,0	51	28,0
Frequently	38	22,1	4	40,0	42	23,1
Always	22	12,8	0	0,0	22	12,1
Total	172	100,0	10	100,0	182	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=2.82$ $\chi^2_{\text{table}}=9.49$

The observation of Table 4.3.14 shows that there is no statistically significant difference between two informant groups. The value of $\chi^2_{\text{calculated}}=2.82$ is not higher than the value of $\chi^2_{\text{table}}=9.49$. Therefore, this hypothesis is supported by chi square test. 40% of the instructors and 22.1% of the students state that this kind of activity is sometimes used in freshman English classes. 27.9% of the students give the answer as "sometimes". 21.5% of the students and 20% of the instructors point out that they rarely use this activity in freshman classes.

4.3.15 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the statement which summarizes the whole passage accurately following the reading.

Table 4.3.15

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	9	5,3	1	9,1	10	5,5
Rarely	34	19,9	1	9,1	35	19,2
Sometimes	53	31,0	3	27,3	56	30,8
Frequently	55	32,2	4	36,4	59	32,4
Always	20	11,7	2	18,2	22	12,1
Total	171	100,0	11	100,0	182	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=1.36$ $x^2_{\text{table}}=9.49$

There is no statistically significant difference between the opinions of instructors and students since the value of $x^2_{\text{calculated}}=1.36$ is lower than the value of $x^2_{\text{table}}=9.49$. Therefore, this hypothesis is supported by chi square test. 36.4 % of instructors and 32.2 % of students state that they frequently find the statement which summarizes the whole passage accurately. 27.3% of the instructors and 31% of the students point out that they sometimes use this kind of activity in freshman English classes. 19.9% of the students give the answer as "rarely".

4.3.16 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to find the main idea of a text by means of a diagram (map).

Table 4.3.16

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	36	20,8	4	36,4	40	21,7
Rarely	36	20,8	1	9,1	37	20,1
Sometimes	30	17,3	4	36,4	34	18,5
Frequently	33	19,1	2	18,2	35	19,0
Always	38	22,0	0	0,0	38	20,7
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $x^2_{\text{calculated}}=6.30$ $x^2_{\text{table}}=9.49$

The obtained value of $x^2_{\text{calculated}}=6.30$ proved that there is no statistically significant difference between the opinions of instructors and students ($x^2_c < x^2_t$). Thus, this hypothesis is not rejected by chi square test. 36.4 % of instructors mention that diagrams are never used in freshman classes. However, 36.4 % of instructors state that they sometimes use diagrams to find the main idea. 20.8 % of students point out that diagrams are never used in reading classes. Moreover 20.8% of the students give the answer as "rarely". 22% of the students mention that they always use maps to state the main idea.

4.3.17 The frequencies and percentages of the students' and instructors' answers to the question whether the students are asked to state the main idea by summarizing the passage following the reading.

Table 4.3.17

	Students		Teachers		Total	
	N	%	N	%	N	%
Never	62	35,8	5	45,5	67	36,4
Rarely	46	26,6	2	18,2	48	26,1
Sometimes	30	17,3	0	0,0	30	16,3
Frequently	22	12,7	4	36,4	26	14,1
Always	13	7,5	0	0,0	13	7,1
Total	173	100,0	11	100,0	184	100,0

df=4 p=0.05 $\chi^2_{\text{calculated}}=7.37$ $\chi^2_{\text{table}}=9.49$

There is no statistically significant difference between two informant groups since the value of $\chi^2_{\text{calculated}}=7.37$ is lower than the value of $\chi^2_{\text{table}}=9.49$. Thus, this hypothesis is supported by chi square test. 45.5% of the instructors and 35.8 % of the students state that the technique of summarizing the passage to state the main idea is never used in freshman classes. 26.6% of the students give the answer as "rarely". Writing the summary of a passage as an after reading activity is a useful way of finding the main idea. However, this activity is not very common in freshman classes. " The summary should be in a paragraph form and should always be shorter than the material being summarized. Students should be trained in the use of summarization rules which are related to main idea construction" (Brown & Day, 1983 cited in Afflerbach, 1990:44).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Presentation

This chapter comprises the summary, the conclusion of the study and recommendation for further research.

5.1 Summary

The aim of this descriptive study is to identify the opinions of the instructors and the students towards the problem related to the main idea construction in expository texts at the Foreign Languages Department of Gaziantep University. The data were collected through a questionnaire. The questionnaire has been conducted to be given to both freshman instructors and freshman students at the Foreign Languages Department of the University of Gaziantep.

Freshman students are from six different engineering departments, namely Electric-Electronics, Mechanical, Civil, Food, Physics and Textile Engineering. Instructors involves present and ex-freshman instructors.

The questionnaire consists of 35 questions related to the main idea construction. For each item in the questionnaire, frequencies and percentages were calculated and the results were displayed in tables (see chapter 4). The results were analyzed through chi square test and the questionnaire was assumed to be valid and reliable. The results were observed by using SPSS 10.01 version.

5.2 Conclusions

This section reviews the findings of the study. The findings will be discussed by means of the hypotheses. In this study, there were three main hypotheses and 35 sub-hypotheses (see chapter 1).

5.2.1 Conclusion of five questions(questions 1-5), regarding the opinions of instructors and students about the main idea construction concerning before reading activities in reading classes.

According to the results gathered from the data analysis (see Table 4.1.1), there is no statistically significant difference between the opinions of instructors and students regarding the question whether the teacher sets up a discussion about the topic of the reading passage before doing a study to find the main idea. Thus, this hypothesis is supported by chi square test. Most of the instructors and the students point out that they generally have discussion about the topic before reading a text. By means of discussion about the topic, students can

have an idea what the passage is about and they can share their ideas. Consequently, it can be said that the importance of discussion about the topic is known at the Foreign Languages Department of Gaziantep University.

As can be observed in Table 4.1.2, there is no statistically significant difference between the opinions of instructors and students regarding the question whether sufficient instruction is given to find the main idea before reading a passage. Therefore, this hypothesis is supported by chi square test. The results can be interpreted as the informants, both the instructors and the students, agree that sufficient instruction is supplied before reading. Instructors are aware of the fact that if students do not know what to do during the construction of the main idea, the lesson can result in failure.

The findings (see Table 4.1.3) show that there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are given a group of words before reading and then asked to choose the word or phrase that best tells about all the other items. Thus, this hypothesis is supported by chi square test. Students at the Foreign Languages Department of Gaziantep University are not given the opportunity to choose the word that best tells about all the other items. This can be observed in the answers of the students, e.g. "rarely" or "never".

According to the results gathered through the data analysis (see Table 4.1.4), there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are given a group of words before reading and then asked to write the word that defines the

group explicitly. Therefore, this hypothesis is not rejected by chi square test. Instructors can use this activity to help students establish the levels of importance of text information and semantic relationships among topics. However, this is not a very common activity at the Foreign Languages Department of Gaziantep University.

Since there is no statistically significant difference between the opinions of participants regarding the question whether the students are shown a picture related with the passage before reading and asked to find the main idea (see Table 4.1.5), this hypothesis is supported by chi square test. More than half of the students point out that a picture related to the passage is never or rarely used to find the main idea in reading comprehension classes. Most of the instructors agree with the students. Talking about a picture can give the idea about the topic of the reading passage. It can be concluded that pictures related with the passage should be used more in freshman classes. This activity can be interesting and different for freshman students.

All the hypotheses related to pre-reading activities are supported by chi square test. This means that the instructors and the students agree with each other about pre-reading activities proposed in the questionnaire.

5.2.2 Conclusion of thirteen questions (questions 6-18), regarding the opinions of instructors and students about the main idea construction concerning during reading activities in reading classes.

As can be observed in Table 4.2.1, there is a statistically significant difference between the opinions of participants regarding the question whether the students are encouraged to use their prior knowledge during the construction of the main idea. Therefore, this hypothesis is rejected by chi square test. More than half of

the instructors state that they encourage students to use their prior knowledge. However, few students agree with the instructors. This means that students need more encouragement to use their prior knowledge. It can be said that using prior knowledge generally influences the way in which some readers deal with the text (Afflerbach&Johnston, 1986:68).

The opinions of instructors and students about the question whether sufficient time is provided to complete the first reading without using a dictionary in order to find the main idea are the same(see Table 4.2.2). Therefore, there is no statistically significant difference between their opinions and this hypothesis is supported by chi square test. Most of the participants, both the instructors and the students state that sufficient time is always provided to complete the first reading at the Foreign Languages Department of Gaziantep University.

According to the result gathered from data analysis, there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to read the passage quickly paying attention to the title of the passage and to the general concept of the passage without using a dictionary(see Table 4.2.3). Therefore, this hypothesis is not rejected by chi square test. The majority of instructors(81.9%) and students(59.8%) point out that they generally use this activity in freshman classes. It can be concluded that the instructors are aware of the fact that students do not need to know all unknown words meanings in a text. If the students understand the general concept of the passage, comprehension occurs easily.

As can be observed in Table 4.2.4, there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the main idea only by reading the passage quickly without looking up the meanings of unknown words. Therefore, this hypothesis is supported by chi square test. The majority of instructors(63.7%) and students(64.3%) state that this activity is generally used during reading classes. As a result both the instructors and the students agree with each other.

Subtitles can give an idea about the subject of the passage and can suggest the outline or structure of the passage. There is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the main idea paying attention to the subtitle of the passage without looking up meanings of unknown words. Thus, this hypothesis is supported by chi square test(see Table 4.2.5).

The findings indicate that there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the main idea, paying attention to the title of the passage without looking up meanings of unknown words(see Table 4.2.6). Therefore, this hypothesis is supported by chi square test. Almost 38% of the students mention that they frequently pay attention to the title to find the main idea. Moreover, half of the instructors and 20.9% of the students point out that they always use this activity. This means that above mentioned activity is commonly used in freshman classes.

Using quotations from other passages is not a very common activity at the Foreign Languages Department. 30% of the instructors and 55.1% of the students

state that they never or rarely use quotations from other passages to find the main idea. There is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to read the passage quickly to find the main idea by paying attention to the opening quotations from other passages(see Table 4.2.7).Therefore, this hypothesis is supported by chi square test. At the Foreign Languages Department, expository materials are not generally accompanied by quotations from other passages.

Comparison of two similar texts can be an effective activity to find the main idea. One of the passages can be original and the other one can be a rewritten text. During this activity, students study both passages to find the main idea and after that they can realize in which passage they can find the main idea easily. There is no statistically significant difference between the opinions of instructors and students regarding the question whether the teacher encourages the students to find the main ideas of two passages by paying attention to their titles and by thinking about how the passages are related to each other(see Table 4.2.8). Therefore, this hypothesis is supported by chi square test. 47 of 173 students and 5 of 11 instructors state that they sometimes use this activity. However, some of the students and the instructors point out that they rarely use this activity in reading comprehension classes. This kind of activity can be used more in order to show the students different kinds of materials.

As can be indicated from the findings, there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the explicit main idea of a paragraph during

reading(see Table 4.2.9). Therefore, this hypothesis is supported by chi square test. Finding the explicit main idea of a passage is common in freshman classes. When students learn to identify the explicit main idea, it can be easier for them to construct the implicit main idea.

According to the findings gathered from the data analysis there is no statistically significant difference between the participants regarding the question whether the students are asked to find the implicit main idea of a paragraph(see Table 4.2.10). Therefore, this hypothesis is supported by chi square test. 36.4% of the instructors state that the students are always directed to find the implicit main idea of a paragraph. On the other hand, the majority of students point out that they are generally led to find the implicit main idea of a paragraph. A few instructors mention that they rarely lead their students to find the implicit main idea of a paragraph. However, this activity should be used more during reading classes because it is generally more difficult to find the implicit main idea than to find the explicit main idea.

Since there is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to find the explicit main idea of a passage during reading classes, this hypothesis is supported by chi square test(see Table 4.2.11). After the mastery of explicit and implicit paragraph main ideas, students can be taught to find the main idea of short passages. Having short passages studied, they may be able to study the construction of main ideas in long passages. The majority of instructors(72.8%) and students(61.7%) mention that they generally use this activity. As a result, it can be said that finding

the explicit main idea of a passage is a common activity in reading classes and instructors are aware of the importance of this activity.

There is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to find the implicit main idea of a passage (see Table 4.2.12). Thus, this hypothesis is supported by chi square test. Some of the instructors and students point out that they generally use the technique of finding the implicit main idea of a passage. However, 36% of the instructors and 26.6% of the students state that they never or rarely find the implicit main idea of a passage. The result shows that finding the implicit main idea is not as common as finding the explicit main idea.

According to the result gathered from the data analysis there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to read the passage quickly and then to choose a title which describes the general theme of a passage from a given list (see Table 4.2.13). Therefore, this hypothesis is supported by chi square test. 30.1% of the students state that they rarely use this activity and majority of the instructors agree with the students. Less than half of the students point out that they sometimes use this technique. The result shows that this activity is not very common in freshman classes. However, this can be a good activity to determine the main idea. At the lower level, choosing the best title of a selection measures the ability of identifying the topic and the ability to determine the main idea. If the objective of instruction is a general awareness of the passage content, then topic questioning may be appropriate (Blaricom, 1979 cited in Pennock, 1979:65).

In conclusion, of the 13 hypotheses related with during reading activities, only one hypothesis, which is related to the students encouragement of using their prior knowledge during the construction of main idea, is rejected and the other 12 hypotheses are supported. This means that the instructors and the students generally agree with each other about during reading activities.

5.2.3 Conclusion of seventeen questions(questions19-35), regarding the opinions of instructors and students about the main idea construction concerning after reading activities in reading classes.

The findings show that there is no statistically significant difference between the opinions of participants regarding to the question whether the students are asked to read the passage quickly for the second time, paying attention to the meaning of new words in the context(see Table 4.3.1). Therefore, this hypothesis is supported by chi square test. Most of the students state that they are generally given the chance to read the passage for the second time paying attention to the meanings of unknown words. Majority of the instructors agree with the students. However, few students(7.6%) mention that they never do this kind of activity. When the students read the passage quickly for the second time, they can have the chance to confirm the main idea. Freshman students generally have the chance to read the passage for the second time.

As it has been mentioned previously, the main idea includes the topic sentence. Comparison of the topic sentence and the main idea can lead the students to confirm the main idea and show the students whether the main idea statement explains what the passage is about. Most of the instructors and the students claim that

students sometimes or frequently compare the main idea and the topic sentence to confirm the main idea. Moreover, some other instructors(30%) and students(23%) point out that they rarely compare the main idea and the topic sentence. Freshman students at Foreign Languages Department are given a chance to compare the topic sentence and the main idea. The result shows that there is no statistically significant difference between the opinions of participants(see Table 4.3.2). This means that they agree with each other. Thus, the hypothesis is supported by chi square test.

According to the findings gathered from data analysis, there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to write the first draft of the main idea along with the supporting sentences(Table 4.3.3). Therefore, this hypothesis is supported by chi square test. Most of the instructors and 39.8% of the students state that they never or rarely use this activity. However, 22% of the students point out that they frequently use this activity. The result shows that this kind of activity must be used more often and it can be concluded that students need more practice.

After writing the first draft of the main idea, scanning the passage is an effective way to confirm the main idea. However, this is not a very common activity in freshman classes. 20% of the instructors and 29% of the students state that they frequently use this technique. 60% of the instructors and 63% of the students point out that they never or rarely read the passage for the second time to confirm the main idea(see Table 4.3.4). The result shows that they find the main idea but they do not confirm it by scanning the passage. There is no statistically significant difference

between the opinions of participants. Thus, this hypothesis is not rejected by chi square test.

The result gathered from data analysis indicate that there is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to make a list of the main ideas of a passage in collaboration with a peer group(see Table 4.3.5). Thus, this hypothesis is supported by chi square test. Majority of the instructors state that they never or rarely ask the students to make a list of main ideas of a passage in collaboration with a peer group. Most of the students agree with the instructors. This shows that students should be encouraged to make a list of the main ideas of a passage. When the students make a list of the main ideas of a passage, this list should consists of individual paragraph main ideas and the passage main idea.

According to the finding gathered from data analysis there is a statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the idea which the author implies through work in collaboration with a peer group(see Table 4.3.6). Therefore, this hypothesis is rejected by chi square test. Majority of the instructors state that they rarely use this activity. Almost 19% of the instructors claim that they sometimes use this activity. However, almost half of the students point out that they never find the idea which the author implies and a few students state they sometimes use this activity. The result shows that the instructors and the students do not agree with each other.

Since there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to make a list which consists of each paragraph's main idea of a passage working in collaboration with a peer group, this hypothesis is supported by chi square test(see Table 4.3.7). The majority of instructors(6) and students(109) point out that they never or rarely use this activity in reading classes. This means that this is not a common activity during the construction of main idea.

As can be seen from the result, there is no statistically significant difference between the opinions of instructors and students regarding the question whether the teacher gives sufficient instruction that guides the students how to read to find the explicit main idea following the first reading(see Table 4.3.8). Therefore, this hypothesis is supported by chi square test. The majority of instructors claim that they frequently give sufficient instruction to find the explicit main idea. Moreover, 31.6% of the students agree with the instructors. The result shows that both instructors and students believe in the importance of giving instruction to find the explicit main idea and sufficient instruction to find the explicit main idea is generally given at the Foreign Languages Department of Gaziantep University.

There is a statistically significant difference between the opinions of instructors and students regarding the question whether the teacher gives sufficient instruction that guides the students how to read to find the implicit main idea following the first reading(see Table 4.3.9). Therefore, this hypothesis is rejected by chi square test. 73% of the instructors say that they frequently give sufficient instruction to find the implicit main idea. On the other hand, 29% of the students

state that they are sometimes given instruction to find the implicit main idea. 30% of the students point out that they are never or rarely given instruction to find the implicit main idea. This means that instructors and students do not agree with each other. Moreover, this result indicates that freshman students need more instruction to find the implicit main idea.

The results show that there is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to find the implicit main idea of a passage by examining the details of paragraphs and determining what all these details are about(see Table 4.3.10). Thus, this hypothesis is supported by chi square test. Majority of the students state that they have a chance to use this activity in freshman classes. Moreover, 73% of the instructors point out that they generally ask their students to find the implicit main idea of a passage by examining the details of paragraphs. This means that participants agree with each other. Details are important in finding the implicit main idea because when students try to identify the implicit main idea, it is necessary to construct a main idea rather than to select one. Students should eliminate the nonsupporting details and find which details are important for them (Hare, et al., 1989:76).

Since there is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to state the main idea in the passage in their own words without copying it directly from the text, this hypothesis is supported by chi square test(see Table 4.3.11). More than half of the students agree that they generally state the main idea by using their own

words. However, few students point out that they never use this activity in freshman classes. 36% of the instructors frequently ask their students to write the main idea by using their own words but 27% of the instructors mention that they never use this activity. However, this kind of activity is effective especially to construct the implicit main idea and can be used more in freshman classes.

As can be seen from the findings, there is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to choose the best option stating the main idea of a paragraph from the multiple-choice statements following the reading(see Table4.3.12). Therefore, this hypothesis is not rejected. This activity is sometimes used in freshman classes. If the instructors always use this activity, it can be difficult for students to state the main idea by using their own words.

Half of the instructors state that they always ask their students to find the main idea which summarizes the passage best and 20% of the instructors point out that they rarely use this activity in freshman classes. Majority of the students point out that they generally find the main idea which summarizes the passage best. 14.5% of the students mention that they rarely use this activity. This means that there is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the main idea which summarizes the passage best following the reading(see Table 4.3.13). Therefore, this hypothesis is supported by chi square test.

According to the result gathered from data analysis, there is no statistically significant difference between the opinions of participants regarding the

question whether the students are asked to choose a suitable title for each paragraph of a passage from a given list following the reading(see Table 4.3.14). Thus, this hypothesis is supported by chi square test. 40% of the instructors state that students frequently choose a title for each paragraph of a passage from a given list.27.9% of the students give the answer as “frequently”.

There is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to find the statement which summarizes the whole passage accurately following the reading(see Table 4.3.15). Thus, this hypothesis is supported by chi square test. 36.4% of the instructors and 32.3% of the students point out that they frequently use this activity in freshman classes. This statement can help the students to find the main idea accurately.

Since there is no statistically significant difference between the opinions of participants regarding the question whether the students are asked to find the main idea of a text by means of a diagram (map), this hypothesis is not rejected by chi square test(see Table 4.3.16). In freshman classes using a map to find the main idea is not very common. This visual system can enable the students to see the main idea and all supporting details as a whole. Almost half of the instructors and the students state that they never or rarely use mapping technique and 36.4% of the instructors and 17.3% of the students point out that they sometimes use this technique. 22% of the students gave the answer as “always”. However, there are no instructors who gave the answer as “always”.

There is no statistically significant difference between the opinions of instructors and students regarding the question whether the students are asked to state the main idea by summarizing the passage following the reading(see Table 4.3.17). Thus, this hypothesis is supported by chi square test. More than half of the instructors and the students mention that they never or rarely state the main idea by summarizing the passage. Since summarization is an important skill to find the main idea, more practice should be done in freshman classes at Gaziantep University. Moreover, they should be trained how to write the summary of a text by using the main idea and supporting details.

To sum up, only 2 hypotheses related with after reading stage are rejected and 15 hypotheses are supported by chi square tests. This means that both the instructors and the students agree with each other concerning after reading activities.

5.3 Recommendations

Consequently the following recommendations can be given to improve students' ability during the construction of the main idea in expository texts in English at the Foreign Languages Department of Gaziantep University.

- 1- First of all, students should be taught the difference between the topic sentence and the main idea.
- 2- Students should be trained to identify the superordinate and subordinate relations among propositions in a paragraph or in a passage(see Table 4.1.3 and 4.1.4).

3- Before reading a passage, a picture related with the passage should be displayed which may help to find the main idea(see Table 4.1.5).

4- More practice should be done to find the implicit main idea of a paragraph or a passage in freshman classes.

5- Students should be taught that there are some helpful cues to find the main idea. Afflerbach and Johnston(1986:58) identified three types of cues to help to determine what was important in the text; “these cues were contextual knowledge based cues, such as words or phrases; text based cues, such as text structure; and readers’ beliefs about the authors and authors’ intentions”.

6- Students should be trained how to scan the passage to confirm the main idea. Following this training, students should be led and instructed to use this technique.

7- Students should be led to work with a peer group during the construction of the main idea. They should understand that if they work in groups, they can share their thoughts and ideas better.

8- Students should be trained to use a diagram(map) during the construction of main idea.

9- Summarization of a passage is a good way to construct the main idea and this technique should be used more because students are not generally asked to write the summary of a passage.

10- The instructors should follow a procedure during the construction of the main idea. According to Baumann(1984:96) a teacher should follow a five step procedure: “(a) introducing the skill (*Introduction*), (b) providing an example

(*Example*), (c) directly teaching the skill (*Direct Instruction*), (d) providing application and transfer exercises under the teacher's supervision so that corrective feedback was provided (*Teacher-Directed Application*), and (e) administering practice exercises (*Independent Practice*)”.

5.4 Recommendations for Future Research

Reading expository material is an important and necessary skill at the Foreign Languages Department of Gaziantep University owing to the fact that freshman students have to read a great amount of reading materials. Moreover, they have to understand the gist of the text to be able to be successful at the end of the reading course. This study aimed at investigating the opinions of instructors and students about the problems during the construction of the main idea in expository text. After this study, an experimental research can be carried out about the strategies which students use during the construction of the main idea either explicit or implicit.

Moreover, another research can be carried out about the location of the main idea. That is, in which location students can find the main idea easily.

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APPENDICES



Sevgili Öğrenciler

Bu anket freshman sınıflarında İngilizce dersleri sırasında ana fikir bulmada yapılan çalışmalara yönelik öğrencilerin fikirlerini belirlemek amacı ile hazırlanmıştır. Ankette 35 adet soru vardır. Soruları dikkatlice okuyup her soru için verilen seçeneklerden birisini işaretleyiniz. Hazırlamakta olduğum master tezine katkılarınızdan dolayı teşekkür ederim.

A-Kişisel Bilgiler

L-101 dersini ilk kez alıyorum.

Bölüm:.....

L-101 dersini ikinci kez alıyorum

B-Araştırma ile ilgili sorular

5-Her zaman 4-Sıklıkla 3-Bazen 2-Nadiren 1-Hiçbir zaman

		5	4	3	2	1
1	Sınıfınızda, ana fikir(main idea)bulma çalışması yapılmadan önce,öğretmeniniz okuma parçasının konusu hakkında tartışma yaptırıyor mu?	5	4	3	2	1
2	Sınıfınızda ,ana fikir bulma çalışması yapılmadan önce yeteri kadar ön bilgi (instruction) veriliyor mu?	5	4	3	2	1
3	Sınıfınızda, bir grup kelime verilerek, bunlar içinde grubu en iyi tanımlayan kelime veya kelime grubunu <u>seçmeniz</u> isteniyor mu?	5	4	3	2	1
4	Sınıfınızda, bir kelime grubu verilerek, bu grubu açıkca tanımlayan kelimeyi <u>yazmanız</u> isteniyor mu?	5	4	3	2	1
5	Sınıfınızda, okuma parçası ile ilgili bir resim kullanılarak parçanın ana fikrini bulmanız isteniyor mu?	5	4	3	2	1
6	Sınıfınızda,ana fikir bulma çalışması yapılırken, konu hakkında daha önceki bilgilerinizi kullanmanız sağlanıyor mu?	5	4	3	2	1

7	Sınıfınızda,okuma parçasındaki ana fikri bulmak için,hem birinci okumayı tamamlamakta ihtiyacınız olan zamanı kullanmanız hem de sözlük kullanmadan parçayı okumanız sağlanıyor mu?	5	4	3	2	1
8	Sınıfınızda, <u>okuma parçasının başlığına ve genel kavramına dikkat ederek</u> , sözlük kullanmadan parçayı hızlı bir şekilde okuyarak ana fikri bulmanız sağlanıyor mu?	5	4	3	2	1
9	Sınıfınızda,okuma parçasındaki bilinmeyen kelimelere bakmak için durmadan,sadece hızlı okuma yolu ile ana fikri bulmanız isteniyor mu	5	4	3	2	1
10	Sınıfınızda, <u>bölüm başlığına dikkat ederek ve bilinmeyen kelimeleri sözlükte aramadan</u> , ana fikri bulma çalışması yapılıyor mu?	5	4	3	2	1
11	Sınıfınızda, <u>okuma parçasının başlığına dikkat ederek ve bilinmeyen kelimeleri sözlükte aramadan</u> , ana fikri bulma çalışması yapılıyor mu?	5	4	3	2	1
12	Konu ile ilgili başka kitaplardan alıntılara ve başlığa dikkat ederek,ana fikri bulmak için parçayı hızlı bir şekilde okumanız isteniyor mu?	5	4	3	2	1
13	Sınıfınızda, iki okuma parçasındaki ana fikri, başlıklarına ve birbiri ile olan ilişkisine dikkat ederek,sözlük kullanmadan bulmanız sağlanıyor mu?	5	4	3	2	1

14	Sınıfınızda, <u>bir paragrafta</u> açıkca belirtilen ana fikri(explicit main idea) bulma çalışması yapıyor mu?	5	4	3	2	1
15	Sınıfınızda, <u>bir paragrafta</u> açıkca belirtilmeyen ana fikri(implicit main idea) bulma çalışması yapıyor mu?	5	4	3	2	1
16	Sınıfınızda, <u>bir okuma parçasındaki</u> açıkca belirtilen ana fikri(explicit main idea) bulmanız sağlanıyor mu?	5	4	3	2	1
17	Sınıfınızda, <u>bir okuma parçasındaki</u> açıkca belirtilmeyen ana fikri (implicit main idea) bulmanız yönünde çalışma yapıyor mu?	5	4	3	2	1
18	Sınıfınızda, okuma parçası ile ilgili bir resim kullanılarak parçanın ana fikrini bulmanız isteniyor mu?	5	4	3	2	1
19	Sınıfınızda, ana fikri bulduktan sonra, yeni kelimelerin parça içerisindeki anlamına dikkat ederek, okuma parçasını ikinci kez hızlı bir şekilde okumanız isteniyor mu?	5	4	3	2	1
20	Sınıfınızda, konunun içeriğini açıkca ifade eden cümle(topic sentence) ile ana fikri (main idea) kıyaslayarak ana fikrin doğruluğunun onaylanması isteniyor mu?	5	4	3	2	1
21	Sınıfınızda, kısa bir okuma parçasındaki ana fikri, destekleyici ifadelerle birlikte (supporting sentences) bir taslak olarak yazmanız isteniyor mu?	5	4	3	2	1
22	Sınıfınızda, ana fikri kaba bir taslak olarak çıkardıktan sonra, parçayı tekrar hızlı bir şekilde okuyarak ana fikri tam olarak ifade etmeniz isteniyor mu?	5	4	3	2	1

23	Sınıfınızda grup çalışması yöntemi ile <u>okuma parçasındaki ana fikirleri</u> bir liste olarak yazmanız isteniyor mu?	5	4	3	2	1
24	Sınıfınızda grup çalışması yöntemi ile yazarın vurgulamak istediği fikri bulmanız isteniyor mu?	5	4	3	2	1
25	Sınıfınızda, grup çalışması yöntemi ile her paragraftaki ana fikri ayrı bir liste halinde yazmanız isteniyor mu?	5	4	3	2	1
26	Sınıfınızda, ilk okumadan sonraki okumalarınızda <u>açıkca belirtilen ana fikri</u> bulmak için gerekli olan, okumanızı yönlendirici talimatlar veriliyor mu?	5	4	3	2	1
27	Sınıfınızda, ilk okumadan sonraki okumalarınızda <u>açıkca belirtilmeyen ana fikri</u> bulmak için gerekli olan, okumanızı yönlendirici talimatlar veriliyor mu?	5	4	3	2	1
28	Sınıfınızda, okuma parçasındaki paragrafların detaylarına bakarak ve bu detayların nelerden bahsettiğini belirleyerek parçada <u>açıkca belirtilmeyen ana fikri</u> bulmanız isteniyor mu?	5	4	3	2	1
29	Sınıfınızda, okuma parçasındaki ana fikri parçadan olduğu gibi kopya etmeden kendi cümlelerinizle ifade etmeniz isteniyor mu?	5	4	3	2	1
30	Sınıfınızda, çoktan seçmeli soru türü kullanılarak paragrafın ana fikrini en iyi belirten ifadeyi seçmeniz isteniyor mu?	5	4	3	2	1

31	Sınıfınızda, bir okuma parçasını en iyi özetleyen ana fikri bulmanız isteniyor mu?	5	4	3	2	1
32	Sınıfınızda, okuma parçasındaki her paragraf için verilen alternatiflerden en uygun olan başlığı seçmeniz isteniyor mu?	5	4	3	2	1
33	Sınıfınızda, bir okuma parçasını bütün olarak en doğru şekilde özetleyen ifadeyi bulmanız isteniyor mu?	5	4	3	2	1
34	Sınıfınızda, bir şema aracılığı ile konunun ana fikrini bulmanız isteniyor mu?	5	4	3	2	1
35	Sınıfınızda, bir parçayı okuduktan sonra özet çıkararak ana fikri bulmanız isteniyor mu?	5	4	3	2	1

Bir okuma parçasındaki ana fikri bulma konusunda eklemek istediğiniz bir düşünceniz varsa lütfen yazınız.....

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Dear Students

This questionnaire has been prepared to identify your opinions about the problems regarding the construction of main idea in expository texts during English reading comprehension classes. There are 35 questions in this questionnaire. Read the questions carefully and choose only one option which is given for each question. I would like to thank you for your participation to this master thesis.

A- Personal Information

First year in L-101 course

Department:.....

Second year in L-101 course

B- Questions about the research

5-Always

4-Frequently

3-Sometimes

2-Rarely

1-Never

1	Does your teacher set up a discussion about the topic of the reading passage before doing a study to find the main idea?	5	4	3	2	1
2	Does your teacher give sufficient instruction to find the main idea before reading the passage for the main idea?	5	4	3	2	1
3	Does your teacher give you a group of words before reading and then ask for <u>choosing</u> the word or phrase that best tells about all the other items?	5	4	3	2	1
4	Does your teacher give you a group of words before reading and then ask for <u>writing</u> the word that defines the group explicitly?	5	4	3	2	1
5	Does your teacher show you a picture related with the passage before reading and ask for finding the main idea?	5	4	3	2	1
6	Does your teacher encourage you to use your prior knowledge during the construction of main idea?	5	4	3	2	1

7	Does your teacher provide you with a sufficient time to complete the first reading without using a dictionary in order to find the main idea of a passage?	5	4	3	2	1
8	Does your teacher ask you to read the passage quickly by paying attention to the title of the passage and to the general concept of the passage without using a dictionary?	5	4	3	2	1
9	Does your teacher ask you to find the main idea only by reading the passage quickly without looking up the meanings of unknown words?	5	4	3	2	1
10	Does your teacher ask you to find the main idea by paying attention to the subtitle of the passage without looking up meanings of unknown words?	5	4	3	2	1
11	Does your teacher ask you to find the main idea by paying attention to the title of the passage without looking up meanings of unknown words?	5	4	3	2	1
12	Does your teacher ask you to read the passage quickly to find the main idea by paying attention to the opening quotation from other passages and their titles?	5	4	3	2	1
13	Does your teacher encourage you to find the main ideas of two passages by paying attention to their titles and by thinking about how the passages are related to each other?	5	4	3	2	1
14	Does your teacher ask you to find the explicit main idea of <u>a paragraph</u> during reading?	5	4	3	2	1
15	Does your teacher ask you to find the implicit main idea of <u>a paragraph</u> during reading?	5	4	3	2	1
16	Does your teacher ask you to find the explicit main idea of <u>a passage</u> during reading?	5	4	3	2	1
17	Does your teacher ask you to find the implicit main idea of <u>a passage</u> during reading?	5	4	3	2	1

18	Does your teacher ask you to read the passage quickly and then choose a title which describes the general theme of a passage from a given list?	5	4	3	2	1
19	Does your teacher ask you to read the passage quickly for the second time by paying attention to the meanings of new words in the context?	5	4	3	2	1
20	Does your teacher encourage you to confirm the main idea by comparing the topic sentence which expresses the content of the passage explicitly and the main idea?	5	4	3	2	1
21	Does your teacher ask you to write the first draft of the main idea along with the supporting sentences?	5	4	3	2	1
22	Does your teacher ask you to confirm the main idea by scanning the passage quickly once more after writing the first draft of the main idea?	5	4	3	2	1
23	Does your teacher ask you to make list of the main ideas of a passage in collaboration with a peer group?	5	4	3	2	1
24	Does your teacher ask you to find the idea which the author implies through a work in collaboration with a peer group?	5	4	3	2	1
25	Does your teacher ask you to make a list which consists of each paragraph's main idea of a passage working in collaboration with a peer group?	5	4	3	2	1
26	Does your teacher give you sufficient instruction that leads you how to read to find the <u>explicit</u> main idea following the first reading?	5	4	3	2	1
27	Does your teacher give you sufficient instruction that leads you how to read to find the <u>implicit</u> main idea following the first reading?	5	4	3	2	1
28	Does your teacher ask you to find the implicit main idea of a <u>passage</u> by examining the details of paragraphs and determining what all these details are about?	5	4	3	2	1

29	Does your teacher ask you to state the main idea in the passage in your own words without copying it directly from the text?	5	4	3	2	1
30	Does your teacher ask you to choose the best option stating the main idea of a paragraph among the multiple-choice questions following the reading?	5	4	3	2	1
31	Does your teacher ask you to find the main idea which summarizes the passage best following the reading?	5	4	3	2	1
32	Does your teacher ask you to choose a suitable title for each paragraph of a passage from a given list following the reading?	5	4	3	2	1
33	Does your teacher ask you to find the statement which summarizes the whole passage following the reading?	5	4	3	2	1
34	Does your teacher ask you to find the main idea of a text by means of a diagram(map)?	5	4	3	2	1
35	Does your teacher ask you to state the main idea by summarizing the passage following the reading?	5	4	3	2	1

If you have any other opinions about finding the main idea in a reading passage, please specify

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Sevgili Öğretim Elemanı

Bu anket freshman sınıflarında İngilizce okuma dersleri sırasında ana fikir bulmada yapılan çalışmalara yönelik düşüncelerinizi belirlemek amacı ile düzenlenmiştir. Ankette 35 adet soru vardır. Soruları dikkatlice okuyup, her soru için verilen seçeneklerden sizin için en uygun olanını işaretleyiniz. Hazırlamakta olduğum master tezine katkılarınızdan dolayı teşekkür ederim.

Ex-freshman instructor

Sorular:

5-Her zaman 4-Sıklıkla 3-Bazen 2-Nadiren 1-Hiçbir zaman

1	Sınıfınızda, ana fikir(main idea) bulma çalışması yapmadan önce okuma parçasının konusu hakkında tartışma yaptırıyor musunuz?	5	4	3	2	1
2	Sınıfınızda ,ana fikir bulma çalışması yapmadan önce yeteri kadar ön bilg(instruction) veriyor musunuz?	5	4	3	2	1
3	Öğrencilerinize, bir grup kelime vererek,bunlar içinde grubu en iyi tanımlayan kelime veya kelime grubunu <u>seçme</u> çalışması yaptırıyor musunuz?	5	4	3	2	1
4	Öğrencilerinize, bir kelime grubu vererek, bu grubu açıkca tanımlayan kelimeyi <u>yazma</u> çalışması yaptırıyor musunuz?	5	4	3	2	1
5	Sınıfınızda,okuma parçası ile ilgili bir resim kullanarak parçanın ana fikrini bulma çalışması yapıyor musunuz?	5	4	3	2	1

6	Sınıfınızda, ana fikir bulma çalışması yaparken, öğrencinin konu hakkında daha önceki bilgilerini kullanmasını sağlıyor musunuz?	5	4	3	2	1
7	Sınıfınızda, okuma parçasındaki ana fikri bulma çalışması yaparken öğrencinin hem birinci okumayı tamamlamakta ihtiyacı olan zamanı kullanmasını hem de sözlük kullanmadan parçayı okumasını sağlıyor musunuz?	5	4	3	2	1
8	Sınıfınızda, öğrencinizden, <u>okuma parçasının başlığına ve genel kavramına dikkat ederek</u> , sözlük kullanmadan parçayı hızlı bir şekilde okuyarak ana fikri bulmasını istiyor musunuz	5	4	3	2	1
9	Sınıfınızda, okuma parçasındaki bilinmeyen kelimelere bakmak için durmadan, sadece hızlı okuma yolu ile ana fikri bulma çalışması yapıyor musunuz?	5	4	3	2	1
10	Sınıfınızda, <u>bölüm başlığına dikkat ederek</u> ve bilinmeyen kelimeleri sözlükte aramadan ana fikri bulma çalışması yapıyor musunuz?	5	4	3	2	1
11	Sınıfınızda, <u>okuma parçasının başlığına dikkat ederek</u> ve bilinmeyen kelimeleri sözlükte aramadan, ana fikri bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
12	Sınıfınızda, konu ile ilgili başka kitaplardan alıntılara ve başlığa dikkat ederek, ana fikri bulmak için parçayı hızlı bir şekilde okuma çalışması yaptırıyor musunuz?	5	4	3	2	1

13	Sınıfınızda, iki okuma parçasındaki ana fikri, başlıklarına ve birbiri ile olan ilişkisine dikkat ederek,sözlük kullanmadan bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
14	Sınıfınızda, bir paragrafta açıkca belirtilen ana fikri(explicit main idea) bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
15	Sınıfınızda,bir paragrafta açıkca belirtilmeyen ana fikri(implicit main idea) bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
16	Sınıfınızda,bir okuma parçasında açıkca belirtilen ana fikri(explicit main idea) bulma çalışması yapıyor musunuz?	5	4	3	2	1
17	Sınıfınızda, bir okuma parçasında açıkca belirtilmeyen ana fikri(implicit main idea) bulma çalışması yapıyor musunuz?	5	4	3	2	1
18	Öğrencilerinizden, bir okuma parçasını hızlı bir şekilde okuyarak, verilen alternatiflerden parçanın genel temasını tarif eden başlığı seçmelerini istiyor musunuz?	5	4	3	2	1
19	Sınıfınızda, ana fikri bulduktan sonra, yeni kelimelerin parça içerisindeki anlamına dikkat ederek, okuma parçasını ikinci kez hızlı bir şekilde okumalarını istiyor musunuz?	5	4	3	2	1
20	Sınıfınızda,konunun içeriğini açıkca ifade eden cümle(topic sentence)ile ana fikri(main idea) kıyaslayarak ana fikrin doğruluğunun onaylanmasını istiyor musunuz?	5	4	3	2	1

21	Öğrencilerinizden, kısa bir okuma parçasındaki ana fikri, destekleyici ifadelerle birlikte bir taslak olarak yazmalarını istiyor musunuz?	5	4	3	2	1
22	Öğrencilerinizden, ana fikri kaba bir taslak olarak çıkardıktan sonra, parçayı tekrar hızlı bir şekilde okuyarak ana fikri tam olarak ifade etmelerini istiyor musunuz?	5	4	3	2	1
23	Öğrencilerinizden, grup çalışması yöntemi ile okuma parçasındaki ana fikirleri bir liste olarak yazmalarını istiyor musunuz?	5	4	3	2	1
24	Sınıfınızda, grup çalışması yöntemi ile yazarın vurgulamak istediği fikri bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
25	Sınıfınızda, grup çalışması yöntemi ile <u>her</u> paragraftaki ana fikri ayrı bir liste halinde yazma çalışması yaptırıyor musunuz?	5	4	3	2	1
26	Öğrencilerinize, ilk okumadan sonraki okumalarında, <u>açıkça belirtilen ana fikri</u> bulmak için gerekli olan, okumalarını yönlendirici açıklamalar veriyor musunuz?	5	4	3	2	1
27	Öğrencilerinize, ilk okumadan sonraki okumalarında <u>açıkça belirtilmeyen ana fikri</u> bulmak için gerekli olan, okumalarını yönlendirici açıklamalar veriyor musunuz?	5	4	3	2	1

28	Sınıfınızda, okuma parçasındaki paragrafların detaylarına bakarak ve bu detayların nelerden bahsettiğini belirleyerek, parçada açıkça belirtilmeyen ana fikri bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
29	Öğrencilerinizden, okuma parçasındaki ana fikri parçadan olduğu gibi kopya etmeden, kendi cümleleriyle ifade etmelerini istiyor musunuz?	5	4	3	2	1
30	Sınıfınızda, çoktan seçmeli soru türü kullanarak, paragrafın ana fikrini en iyi belirten ifadeyi bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
31	Öğrencilerinizden, bir okuma parçasını en iyi özetleyen ana fikri bulmalarını istiyor musunuz?	5	4	3	2	1
32	Sınıfınızda, okuma parçasındaki her paragraf için verilen alternatiflerden , en uygun olan başlığı seçme çalışması yaptırıyor musunuz?	5	4	3	2	1
33	Öğrencilerinizden, bir okuma parçasını bütün olarak en doğru şekilde özetleyen ifadeyi bulmalarını istiyor musunuz?	5	4	3	2	1
34	Sınıfınızda, bir şema aracılığı ile konunun ana fikrini bulma çalışması yaptırıyor musunuz?	5	4	3	2	1
35	Öğrencilerinizden, bir parçayı okuduktan sonra özet çıkararak ana fikri yazmalarını istiyor musunuz?	5	4	3	2	1

Bir okuma parçasındaki ana fikri bulma konusu hakkında eklemek istediğiniz bir düşünceniz varsa lütfen ekleyiniz.....

Dear Colleague

This questionnaire has been prepared to understand your opinions about the problems regarding with the construction of main idea in expository texts during English reading comprehension classes. There are 35 questions in this questionnaire. Read the questions carefully and choose only one option which is given for each question. I would like to thank you for your participation to this master thesis.

Ex-freshman instructor

5-Always

4-Frequently

3-Sometimes

2-Rarely

1-Never

1	Do you set up a discussion about the topic of the reading passage before doing a study to find the main idea?	5	4	3	2	1
2	Do you give your students sufficient instruction to find the main idea before reading the passage for the main idea?	5	4	3	2	1
3	Do you give your students a group of words before reading and then ask for <u>choosing</u> the word or phrase that best tells about all the other items?	5	4	3	2	1
4	Do you give your students a group of words before reading and then ask for <u>writing</u> the word that defines the group explicitly?	5	4	3	2	1
5	Do you show your students a picture related with the passage before reading and ask for finding the main idea?	5	4	3	2	1
6	Do you encourage your students to use their prior knowledge during the construction of main idea?	5	4	3	2	1
7	Do you provide your students with a sufficient time to complete the first reading without using a dictionary in order to find the main idea of a passage?	5	4	3	2	1

8	Do you ask your students to read the passage quickly by paying attention to the title of the passage and to the general concept of the passage without using a dictionary?	5	4	3	2	1
9	Do you ask your students to find the main idea only by reading the passage quickly without looking up the meanings of unknown words?	5	4	3	2	1
10	Do you ask your students to find the main idea by paying attention to the subtitle of the passage without looking up meanings of unknown words?	5	4	3	2	1
11	Do you ask your students to find the main idea by paying attention to the title of the passage without looking up meanings of unknown words?	5	4	3	2	1
12	Do you ask your students to read the passage quickly to find the main idea by paying attention to the opening quotation from other passages and their titles?	5	4	3	2	1
13	Do you encourage your students to find the main ideas of two passages by paying attention to their titles and by thinking about how the passages are related to each other?	5	4	3	2	1
14	Do you ask your students to find the explicit main idea of <u>a paragraph</u> during reading?	5	4	3	2	1
15	Do you ask your students to find the implicit main idea of <u>a paragraph</u> during reading?	5	4	3	2	1
16	Do you ask your students to find the explicit main idea of <u>a passage</u> during reading?	5	4	3	2	1
17	Do you ask your students to find the implicit main idea of <u>a passage</u> during reading?	5	4	3	2	1
18	Do you ask your students to read the passage quickly and then choose a title which describes the general theme of a passage from a given list?	5	4	3	2	1
19	Do you ask your students to read the passage quickly for the second time by paying attention to the meanings of new words in the context?	5	4	3	2	1

20	Do you encourage your students to confirm the main idea by comparing the topic sentence which expresses the content of the passage explicitly and the main idea?	5	4	3	2	1
21	Do you ask your students to write the first draft of the main idea along with the supporting sentences?	5	4	3	2	1
22	Do you ask your students to confirm the main idea by scanning the passage quickly once more after writing the first draft of the main idea?	5	4	3	2	1
23	Do you ask your students to make list of the main ideas of a passage in collaboration with a peer group?	5	4	3	2	1
24	Do you ask your students to find the idea which the author implies through a work in collaboration with a peer group?	5	4	3	2	1
25	Do you ask your students to make a list which consists of each paragraph's main idea of a passage working in collaboration with a peer group?	5	4	3	2	1
26	Do you give your students sufficient instruction that leads them how to read to find the <u>explicit</u> main idea following the first reading?	5	4	3	2	1
27	Do you give your students sufficient instruction that leads them how to read to find the <u>implicit</u> main idea following the first reading?	5	4	3	2	1
28	Do you ask your students to find the implicit main idea of a <u>passage</u> by examining the details of paragraphs and determining what all these details are about?	5	4	3	2	1
29	Do you ask your students to state the main idea in the passage in their own words without copying it directly from the text?	5	4	3	2	1
30	Do you ask your students to choose the best option stating the main idea of a paragraph among the multiple-choice questions following the reading?	5	4	3	2	1

31	Do you ask your students to find the main idea which summarizes the passage best following the reading?	5	4	3	2	1
32	Do you ask your students to choose a suitable title for each paragraph of a passage from a given list following the reading?	5	4	3	2	1
33	Do you ask your students to find the statement which summarizes the whole passage following the reading?	5	4	3	2	1
34	Do you ask your students to find the main idea of a text by means of a diagram(map)?	5	4	3	2	1
35	Do you ask your students to state the main idea by summarizing the passage following the reading?	5	4	3	2	1

If you have any other opinions about finding the main idea in a reading passage,
please specify

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