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**AN EXPERIMENTAL STUDY ON THE SIGNIFICANCE OF
DEVELOPING SKILLS FOR READING COMPREHENSION**

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ÖZET

Bu çalışma özgün metinlerle (temel görevi hedef dili öğretmek değil, mesaj vermek amacı taşıyan metinler) yabancı dilde okuma anlama becerisinin geliştirilmesi için "öğrenci ilgileri"nin önemini incelemeyi amaçlamaktadır.

Birinci bölümde, giriş olarak çalışmanın amacı, boyutları ve çalışmaya neden gerek duyulduğu açıklanmakta ve konuyla ilgili bir takım tanımlamalar ortaya koyulmaktadır.

İkinci bölümde, metin okuma aktivitesi ile ilgili açıklamalar, yabancı bir dilde okuma yapılırken ortaya çıkan sorunlar, konunun teorik temeli ve arka planı ele alınarak okumayı etkileyen faktörler açıklanmıştır.

Üçüncü bölüm, uygulamalı çalışmanın nasıl dizayn edildiği, verilen anketin, ilk ve son testlerin, kullanılan materyallerin ve bilgi toplamada kullanılan prosedürle ilgili bilgi vermektedir. Çalışma Selçuk Üniversitesi, Yabancı Diller Yüksekokulu yaz dönemi kurslarına katılan öğrencilerle gerçekleştirilmiştir.

Araştırmaya katılan denekler Yabancı Diller Yüksekokulunun ya/ dönemi kurslarına devam eden devam eden "Orta düzey ya da Üstü" İngilizce bilgisi düzeyli öğrencilerden rastlantısal olarak seçilmiştir. Araştırma kontrol ve deney grupları olmak üzere iki grup üzerinde yapılmıştır. Kontrol Grubu'nda 20 ve Deney Grubu'nda 18 öğrenci yer almıştır.

Araştırmanın öğretim öncesi aşamasında her iki grubun üyelerine okumaya ilgi duydukları metin türlerini belirlemeyi amaçlayan bir anket verilmiştir. Öğrencilerin ne kadar çok ve ne kadar az sıklıklarla okudukları ya da okumaya ilgi duydukları metin türlerini belirledikten sonra, öğrencilere özgün metinleri okuyup anlayabilmedeki mevcut düzeylerini belirleyebilmek amacıyla bir ön-test verilmiştir. Testteki metinler İngilizce dergi ve gazetelerden alınmış özgün metinlerdir. Her metin, bireylerin "yazılı metinlerden sonuç çıkarabilme" becerisini ölçmeyi amaçlamıştır.

Ön-test uygulamasının ardından öğretime başlanmıştır. Deney Grubu öğrencileri ilgi duydukları konuları içeren özgün metinlerle okuma

anlama yaparken Kontrol Grubu öğrencilerine de ilgi alanlarıyla birebir örtüşmeyen metinler verilmiştir. Metinler anket sonuçlarına göre seçilmiştir ve öğrencilerin metinlerden çıkarımda bulunmalarına yönelik alıştırmalar şeklinde geliştirilmiştir.

Dördüncü bölümde, sekiz metini kapsayan altı saatlik bir öğretim sürecinden sonra her iki grubun öğrencilerine uygulanan son-testin uygulanması ve test sonuçlarının istatistiksel olarak incelenmiş analizleri yer almıştır. İstatistiksel sonuçlar Deney Grubu'ndaki öğrencilerin öğretim süreci boyunca ilgili beceri öğretiminde önemli derecede bir gelişme kaydettiklerini oysa Kontrol Grubu öğrencilerinin ise kayda değer bir ilerlemede bulunamadıklarını göstermiştir. Sonuç olarak yabancı dilde okuma anlamada *öğrenci ilgilerinin* önemli bir unsur olduğu ortaya çıkmıştır.

Sonuncu ve beşinci bölümde ise yapılan çalışmanın özeti , çıkarılan sonuç ve çalışmanın metin okuma dersi veren diğer öğretim elemanları için pedagojik göndermeleri ele alınmıştır.

ABSTRACT

This study aims at examining on the significance of students' interest in foreign language reading comprehension through the use of authentic texts- the texts in the target language basic function of which is to convey messages in the target language, not to teach language.

In the first chapter, the aim, scope and the reasons for the study were revealed and several definitions related to the subject have been uncovered.

The second chapter reviews information about several facts involving in the reading activity as well as reading problems in a foreign language, theoretical foundations and the background of the issue together with some factors affecting it.

Third chapter of the study involves the design of the research: the subjects, the questionnaire, pre and post tests, materials and the procedure to be followed in the collection of the data. The experimental study was conducted on Turkish students who attended the Summer English Course at Selcuk University, School of Foreign Languages.

The participants of the study were randomly selected from the students with intermediate or upper intermediate levels of English. The subjects constituted the groups of control and experimental for the study. In the control group 18 and in the experimental group 20 subjects took part in the study.

Prior to the instruction stage of the research subjects in groups were given a questionnaire which aimed at determining the types of the text that they were interested in reading. Having determined the text types that the students most frequently and least frequently read or they were interested in. They were given a test which was developed so as to find out their existing level of comprehending an original reading text in English before the instruction. The texts in the test were extracted from authentic reading materials, magazines and newspapers. Each text aimed at testing the

individuals' ability of drawing inferences from a printed text.

Following the pre-test the instruction started. The experimental group subjects were presented authentic texts with the topics in which they were interested while the control group subjects were given the texts in which they were not interested. The texts were selected and developed according to the questionnaire result.

The fourth chapter gives information about the post-test which is the same as pre-test and given after a six-hour period of instruction with eight different texts in both groups the subjects were given the same test as a post-test. In this chapter the test results were examined and analyzed statistically and the statistical results revealed that the subjects in the experimental group made significant progress whereas the control group subjects did not make a remarkable progress throughout the instruction. As a result, it is concluded that *students' interest* is an important factor in foreign language reading.

The last and the fifth chapter contains a brief summary of the study, the conclusion and some pedagogical implications and some suggestions to English instructors who teach reading.

CHAPTER I

INTRODUCTION

Reading, a silent sort of communication and interaction between the writer and reader but most influential, reliable and undying phenomenon to some extent in most cases, traces its origins to the beginning of the script. Throughout the history of man this classical means of communication has provided mankind with the reputation of literacy for his faculty in receiving, conceiving and comprehending the figures each of which mean and deliver invaluable messages within itself. People, as readers, read even the same reading text for different purposes in different times since degree of the valuability of the messages conveyed through figures to the receiver vary from receiver to receiver and from time to time. The receiver,(the reader), can achieve the communication with the sender of the message, (the writer), to the scope of sharing the message sent. In other words, the writer and the reader should have particular things in common if communication between these two is to occur. The reader and the writer are figured to have closely similar background, point of view, interest, training, attitude and so on in order that the feat of comprehending by the reader is performed. Evangelidou, Polymenidou, Tsitsopoulou and Vacharoglou(1990:31) state that "The greater the size of the shared area, the easier communication will be". The acceptance and comprehension of the message by the reader can be liable to differ and change according to type of the channels carried by as well. For instance, a reader's approach and attitude to novels, short stories and tales will be different from newspaper and magazine headlines or from handbooks, textbooks, and guidebooks. Although the reader handles the same reading passage but within different atmosphere, mood or psychological state the way he is accessing to it in different ways for each time will likely be indispensable.

The statements that have been mentioned so far have been related to reading in first language. However, most of the current views on second or foreign language reading are shaped by research on first language learning.

Some researchers such as Grabe (1993), Hynd & Chase (1991), and Ehrlich, Kurtz-Costes & Loridant (1993) are noticed to support ESL reading theory which originated from the idea that readers in first language bring their habits to second language. The theory basically aims at understanding what fluent L1 readers do, then deciding on how best to move ESL students in that direction.

Nonetheless, what is put forward as a considerable idea by Grabe (1993) on the difference between reading in first language and second or foreign language is that reading in second language is influenced by factors which are not considered in L1 reading research. Grabe(1993) divides these factors into the following areas: L2 acquisition and training background differences, language processing differences, and social context differences. According to him L2 acquisition and training differences refer to the fact that second language learners begin L2 reading process with very different knowledge of vocabulary and grammar of the language from the first language learners who have already learned somewhere on the order of 5000 to 7000 words before they formally begin reading instructions in schools with a fairly complete sense of grammar of the language. On the other hand, second language students are asserted to have certain advantages such as age and world knowledge. Since most academically oriented ESL learners are older than LI learners, they have a better developed conceptual sense of the world. This enables them to make elaborate logical inferences from the text. Another remarkable advantage that L1 learners have, according to Harwey (1989), Brown (1987) and Grabe (1993), is that ESL students tend to be motivated by instrumental as well as integrative goals, which improves learning in formal classroom contexts.

Apart from the difference in vocabulary and the sense of grammar knowledge students have social context of reading in their first languages. Besides, their attitude to texts might have a sound effect on their abilities to develop academic reading skill in English. Students having limited literacy in the population they come from may poorly do second language extensive reading. Recent research in second language reading is most frequently noticed to have a primary focus on schema theory for second language reading which engulfs the insight that students

need to activate background knowledge of topic before they begin to read. This is due to the fact that activating content information plays a major role in students' comprehension and recall of information from a text. Roller (1993:129-141) states that without prior knowledge the brain will be unable to make sense of the information the eyes send. Reading specialists such as Hynd & Chase (1991), Stahl, Hare and et al. (1991), Roller and Matambo (1992), Holmes and Roser (1987) and Afflerbach (1990), generally accept that such factors as rhetorical structure, topic familiarity or prior knowledge, text genre influence reader's attention too and thoughts about what the text means.

Research in recent years has seen interest of readers in a reading material that is created and formed through the existence of background knowledge. That the reader's topic interest leads him to reading have also been implied in recent studies. Though it is frequently pronounced that topic interest of readers is significant in predicting and comprehending a text, only a few researchers have studied this phenomenon. Besides, studies in language teaching and learning are realized to take place mostly in second language teaching and learning. For that reason, this study being conducted in foreign language learning setting in Turkey on Turkish students is expected to contribute to the literature on effects of students' interests in reading materials.

1.1 Statement of the Research Question

The study basically attempts to answer the question of whether certain authentic materials encourage meaning-getting processes. The authentic texts will be selected on the basis of commonly known high interest topics and low interest topics as a result of the questionnaire. So, the research investigates the following questions:

1. Does reading comprehension vary between two sorts of authentic reading materials, The materials which students are interested in and the materials students are not interested in?

2. Do EFL Turkish students acquire the strategy, *drawing inference from a written text* more efficiently through authentic texts that they are interested in?

There are two reasons why we have employed this strategy of reading- drawing inference from a written text-in the instruction.

The first reason, according to McIntosh (1985); Farr, Carey and Tone (1986); ctd in Chikalanga (1992: 697), is that many writers claim

that inference is central to reading comprehension. It is stated that a text is never totally explicit and many of the things a reader needs to know to comprehend the text are not explicitly stated. That is to say, ultimately they must be able to make inferences and fill in the gaps.

Trabasso (1981), and Nicholas and Trabasso (1980), ctd in Chikalanga (1992: 697) bring to the fore the vital role that the process of inference plays in reading comprehension. They suggest some functions which they consider are played by this process: 1) Resolution of ambiguous words; 2) Resolution of pronominal referents; 3) Identification of contexts for sentences; 4) Establishment of frameworks for interpretation; 5) Predicting causes and consequences of events; and 6) Recognition of in-congruent events.

The second reason is that the text familiarity or background knowledge is highly helpful in answering specifically inferential questions during reading. Moreover, Anderson and Pearson (1984), ctd in Stahl, and V.C. Hare (1991:488) point out that prior knowledge enables students to make inferences about their reading.

1.2 Aim and Scope

This study basically aims at ascertaining the benefits of using authentic materials by determining common student interests that the students bring to the text.

The study is conducted on teaching one of the strategies of reading, drawing inference from a reading passage, through authentic texts and aims to provide students with efficient, creative and communicative reading lessons in a stress-free environment.

EFL learners in Turkey usually constraint themselves to the readings merely in classroom settings. So, one of the fundamental goals of the study is to initiate Turkish EFL readers into developing a habit of extensive readers pushing them outside the classroom. Of course, the central idea is to bring them up as ideal individual readers in the target language. Thus, the purpose of the study is to see:

1. whether students will be feeling relaxed and having stress-free mood while reading a genuine text they are interested in.

2. how efficiently the students will develop their target language by means of reading authentic texts in which they are interested in and

visa versa.

3. how fruitfully function and be necessary the selection of materials for reading classes.

1.3 Definitions of Authenticity

Authenticity is the degree to which language teaching materials have the qualities of natural speech or writing (Richards, John and Heidi Platt, 1992:323-325) .

1.3.1 Text Authenticity

Authenticity of the text refers to the originality of the materials (Lee, 1995).

1.3.2 Learner Authenticity

Learner authenticity refers to the learner's interaction with materials in terms of appropriate responses and positive psychological reactions. According to Lee (1995:325-328) authenticity can only be reached when there is agreement between the material writer's intention and the learner's interpretation.

1.3.3 Authentic Materials

The materials which are used in genuine communication in the real world, not specifically prepared for the reaching and learning of foreign language. (Wong, 1995; Lee, 1995; Lund, 1992; Harmer, 1987)

According to Richards, John and Heidi Platt (1992) texts which are taken from newspapers, magazines, etc. and tapes of natural speech taken from ordinary radio or television programmes etc. are called authentic materials.

Young (1993:451-468) defines authentic materials as those that are intended for the native speakers of the target language.

1.3.4 Instructional Materials

Instructional materials are identified by Young (1993:451-468) as the materials that are designed for pedagogical purposes in language teaching and learning.

1.3.5 Interest

Interest is the condition of wanting to know or learn about something or somebody (Hornby, 1985). In this context it refers to the state of wanting to read something that the reader's background knowledge, feelings and the conditions he is in permit.

1.3.6 Inference

It is a cognitive process a reader goes through to obtain the implicit meaning of a written text on the basis of two sources of information: the propositional content of the text and prior knowledge (Chikalanga, 1992)



CHAPTER II

REVIEW OF LITERATURE

In this chapter, we will focus on, first the theoretical background on the brief account of reading, reading strategies, and then the empirical studies connected with our study.

2.1 Reading Comprehension and Aims of Reading Program

A simple definition of reading is that "it is a process whereby one looks at and understands what has been written" (Williams, 1991:2). Reading is defined by Grellet (1991:125-127) as understanding a written text extracting the required information from it as efficiently as possible. However, Nuttall "(1989:87-90) takes reading comprehension not only as getting information but also a task that can enjoy the reader, for instance a "detective novel" or "comics" are not read for being informed but for pleasure. Therefore, the questions "what do we read?" and "why do we read?" emerge naturally. When considering the first question one usually comes across the following text types:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, postcards, telegrams, notes -Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/ TV/theatre programmes)
- Specialized articles, reports, reviews, essays, business letters, summaries, precis, accounts etc.
- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, problems, rules for games
- Instructions, directions, notices, rules and regulations, posters, signs, forms (e.g. application forms, landing cards), price lists, tickets

- Comic strips, cartoons, and caricatures
- Statistics, diagrams, time-tables, maps
- Telephone directories, dictionaries, phrase books

(Grellet, 1991: 4)

As for the second question, Grellet (1991) limits reasons for reading mainly in two ways:

- Reading for pleasure
- Reading for information (in order to find out something or in order to do something with information you get)

Nuttall (1989:87-90) points out that the reading lesson needs to make allowances for both the variety of texts and the variety of readers. However, if every text and every individual reader requires different treatment, the most convenient way will be setting a general aim for a reading development program. That is to say, the reader in the program will not always receive an aid or not be accompanied with a trouble-shooter in his real authentic reading event outside the classroom. That is why, they have to be prepared to tackle with authentic reading tools in genuine environments and this non-artificial reading often takes place silently.

The purpose of the reading lesson as a means is then to actualize the above mentioned goals which are; firstly, getting the learner readers to tackle with authentic reading materials for authentic purposes, and secondly, enabling them to achieve the efficiency of speed and comprehension in reading. The focus of interest in the reading lesson to Nuttall(1989:112) is neither language nor content, but the two together. What is aimed at is students' developing the ability of using the target language to convey content with the skills and strategies that will enable them to become ideal readers. Moreover, it is claimed that every text that is handled in the reading courses assists to push the student towards the goal; but a particular book is not seen a goal itself but just one of the steps in that direction (Hedge, 1991; Nuttall,1989).

2.1.1 Reading Problems in Foreign Language

Several times instructors of Reading comprehension lessons and literature classes complain about that they cannot make their pupils read a printed text in English as it is required. From the perspective of ESL and EFL learners, the reply would probably be that they are not satisfied with the

texts they receive in reading classes. The reason can either be the gap between the learner as a target language reader and the writer, or instructor of the target language and the learner himself. Reading, to many researchers, is considered as an interaction or transaction between the author and the reader, that is a silent communication (Gül, 1992:136-142). So one can claim that what makes a text difficult is due to the mismatch in conveying a message while communicating. Naturally, the difficulty as Nuttal(1989:136) expresses, emerges as a result of the amount of prior knowledge that the reader brings to the text. Despite the difficulty of the vocabulary used in a text it sounds to many that its message eludes them. In order to provide the communication between the reader and the writer to take place there should be certain things in common. The basic requirement is that they should share the same code as well as sharing assumptions about the world and the way it works. Additionally, to Yorio (in Gül, 1992:145) the reading problems of foreign language learners arise fundamentally from two sources: imperfect knowledge of the target language and interference from the native language. The same is true for readers in second or foreign language even in mother tongue. Concerning second or foreign language readers, the major problems were diagnosed by Gül(1992.146) as lack of motivation and extensive reading. Besides, it is also asserted that students find the materials of reading poorly motivating and complain that the instructional materials are rather boring. So, there appears the need for motivation which can be provided with the reading texts that evoke students interests and enlarge the shared area with the authors.

The reader will respond to a given text differently on different occasion in different situations. Even in mother tongue reading we have different moods according to whether we are reading a short story (Nuttall, 1988:7) for pleasure and relaxation, in the comfort of our living room, or we are reading in reading class to be tested in detail. In that content, as Evangelidou and et. al. (1990: 30) state it can be said that the more maximum shared knowledge texts the students are given, the more enjoyable and interesting the reading classes become. It becomes important to facilitate the shared knowledge in language classes. One way of doing this is to use authentic materials.

2.1.2 Authenticity and Authentic Materials

Authentic materials are regarded as bits from life. As Grant (1987: 73) remarks authentic approach in language teaching is the real-life approach: teaching language that could appear outside the classroom in real life. Thus authentic materials are those that function naturally in real life and those which can be embodied in the classroom for the purpose of genuine language teaching and learning as well. In other words, an 'authentic material' is any material that is functioning not specifically for language learning purposes but for discourse (Williams, 1991). According to Young (1993:451) authentic materials are unedited, unsimplified materials written for a native target language population.

According to Ahellal (1990:39) the following can be the aims of authenticity in language teaching and learning process:

First, authentic materials aim to shift formal teaching, where the focus is on accuracy, to less formal situations.

Secondly, the materials aim to play a positive role in motivating the learners.

Thirdly, by being exposed to these materials, the learners will be prepared to process language in real situations.

Fourthly, using authentic materials aims to highlight the status of English by showing the usefulness of learning a foreign language. Additionally, to Williams (1991:132) and Widdowson (1983:156) authentic texts aim:

- merely to convey message, and not simply to exemplify language.
- to allow the learners to experience 'real' instances of language use.
- to give a sense of achievement and confidence.
- to entertain learners and feel relaxed
- and more significantly to help learner cope with real language outside the classroom and to develop the ability to tackle with genuine discourse.

That there has been substantial increase in the use of authentic texts in language teaching profession in the last few decades is asserted by Young (1993). He bases the reasons on two points: For one, authentic texts offer language students promoted opportunities for successful reading

comprehension; secondly, foreign language and second language acquisition research (Krashen, Vanpatten and Lee, cited in Young, 1993) claims that challenging and comprehensible input facilitate language acquisition.

Although authentic texts show language being used for real communicative purposes it is claimed by Williams (1991:216) that they will not magically lead to greater learning of language or language use. Furthermore, authentic texts should not be expected to guarantee of "authentic" or more accurately, "appropriate" response. Beyond this reality, the criteria in using authentic materials should also be taken into the consideration. For instance, the exclusive use of newspapers as language material is likely proclaimed to create an atmosphere of boredom. Hence, what is suggested by Parks (1986:87) is that they should be combined with other teaching methods and materials. Therefore, however much the reading materials are authentic, if they exist outside the circle of the students' interests they may not become fruitful entities and may not enable the learners to play effective roles in the reading phenomenon.

Student interest in reading is of great importance. Thus, many teachers, as Hedge(1991:37,38) declares, are concerned to provide class time for individual reading, periods when students can engage in reading as private activity, selecting books on the basis of their own interests and preferences and reading at their own pace. In selection of reading, the different ages, sexes, interests and linguistic abilities of the students are alleged to be important issues. Of these, student interest relatively concerns to the significance of authentic materials. What encourages us to think so is the challenge that the student find himself more successful dealing with a difficult text on a subject he is interested in.

The distinction between authentic and non-authentic, to Harmer (1987:172) is that while authentic texts (either spoken or written) are those designed not for language students but for the speaker of the language in question, non-authentic texts, in language teaching terms, are ones that have been written especially for the purpose of language teaching and learning with some language control. The study conducted by Young (1993:457) on examining the efficiency of authentic reading materials as opposed to

edited, say, non-authentic ones, offered some qualitative and empirical quantitative evidence to suggest that authentic materials can encourage meaning getting process more than edited texts. The reason is that authentic materials, unlike edited texts, are written to communicate ideas rather than to teach language or culture.

Wong (1995:318) states that since authentic materials are characterized by the genuineness of time, location and people, students will find easier to relate the events to their own experience or knowledge and be able to appreciate the use of language in these materials. Besides, these materials are asserted to serve the teacher as well as the the learner in that they can offer contexts with which students are more familiar. The conclusion drawn from this is that as the learner reader becomes familiar with the text he will be interested in it, and ultimately his motivation in reading will be sustained. However, it may not be true or efficient unless the authentic materials in second or foreign reading classes interest the readers.

Authentic texts are often regarded as more interesting than textbook materials because they can be more up to date. However, they may not be the trouble shooters all the time. Due to their irrelevance to the reader these materials may conversely contribute to loss of learner readers' motivation and may even cause them culture shock or discomfort.

Lee (1995:325- 326) alleges that when learners read an authentic text, the prior knowledge, interest and curiosity make it easier for them to engage with it. In the absence of the crucial factors authentic materials would mean less to the readers.

When Young (1993:460) searched for the significance of authentic reading materials in proportion to edited texts, he concluded that an instructor of reading is supposed to select readings with a high likelihood of student topic familiarity and interest.

Research has indicated that the majority of students prefer authentic materials to textbook materials (Bacon and Finnemann, 1990 and Allen et al.,1988; cited in Lee, 1995). Nevertheless, Lee (1995) make a concrete suggestion by claiming that these materials should virtually be authentic to learners, and good materials cannot by themselves elicit positive affective and cognitive responses from

learners. Lee additionally insists that authentic materials must be learner authentic, that is, they must respond to learners' needs, prior knowledge and linguistic level because to Widdowson (1995:211) their rhetorical structure must be appropriate to learners' needs and learning purposes. Morrow (1987) handles authenticity of the text from the dimension of individual tastes of readers in first language and relates this freedom of text choice to second language reading phenomenon. According to Morrow, starting point for teaching and learning must be the response of the student to the text because when individuals read in real life they have reactions or responses to the reading texts. Nobody forces them to read a particular writing that they are not interested in.

Jolly (in Morrow, 1987:248-252) emphasizes the quantity of the texts to be employed as reading materials. It is pointed out that learner readers will choose a text that interest him in a rich source of reading materials, thus, the learner should be provided with an opportunity to develop an authentic response to a piece of textual material. The study by Morrow (1987) divulges authentic materials will merely be authentic and be efficiently functioning in second language reading providing that they are personally involved in and chosen.

Thus, in the light of these we need to delineate the issue whether using reading texts within students' interest would improve comprehension in reading classes.

2.2 Theoretical Background

2.2.1 Strategies of Reading

Global reading strategies are presented by Dolly(1993: 22-24), having been driven from various sources: Anderson(1989), Block(1986), Carrel(1989), Kletzien(1991) and Pritchard(1990); and according to Langan & L. Jenkins (1989) are as follows:

2.2.1.1 Skimming

The reader reads headings, subheadings, subtitles and looks at pictures. S/he views the text to get a general idea of what the article is about before actually reading the text. The learner just look it over before he or she reads it to get an idea, of what it is going to be. According to Richards and

J.&H. Platts (1992: 322), skimming or skim-reading 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.

2.2.1.2 Scanning

According to Richards and J.&H. Platts (1992: 322), scanning in reading is 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. For instance the the reader the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born.

2.2.1.3 Anticipating content

The reader predicts what content will occur in succeeding portions of text. For instance the reader guesses the story will be about how you go about talking to babies.

2.2.1.4 Recognizing text structure

The reader distinguishes between main points and supporting details or discusses the purpose of information or notes how the information is presented. For example, the reader may think that this article just compares the myths and realities of chocolate.

2.2.1.5 Integrating information

The reader connects new information with previously stated content. He may see the sentence he is reading connected the sentence just before it.

2.2.1.6 Reacting to the text

The reader reacts emotionally to information in the text. For instance, s/he may say "Oh great, my team won the match."

2.2.1.7 Speculating beyond the information in the text

The reader shares a thought that goes beyond the information contained in the text. For example, while reading he or she may be thinking about his roommate who loves the topic of the passage and wishes s/he read it too.

2.2.1.8 Acknowledges lack of background knowledge and using background knowledge

The reader states lack of familiarity or knowledge about text topic. For instance s/he may think that s/he doesn't know much about chemistry, biology etc. so this is hard to understand.

The reader states a familiarity or knowledge about text topic. A sample response in Young (1993:23)'s study is: "I just thought about the things I learnt in Food and Nutrition." "I thought about what I experienced from passages."

2.2.1.9 Reads ahead

The reader specifically mentions ahead as he/she reads.

2.2.1.10 Visualizing

The reader indicates that he/she had a mental image.

2.2.1.11 Identifying main idea

The reader relates major points of paragraph or passage. To Langan & Jenkins (1989:13) it is identifying the writer's primary point about the subject. It is also called finding out the *central point* or *thesis*, the chief point the author is making about the topic. The reader can relate the idea, for example, "this whole thing was talking about how Africa was trying to get independence" to "so they have to have control of the government"

2.2.1.12 Using inference or drawing conclusions

Inferring, to Richards and J.&H. Platts(1992:306), is reading in order to find information which is not explicitly contained in the passage, using the reader's experience and intuition. According to Langan & Jenkins (1989:86), it is discovering the ideas that are not stated directly.

The reader indicates that he/she guesses based on information in text and own knowledge. A sample response by some of Young (1993:23)'s individuals to a reading passage during the study is: "I wasn't familiar with either of these names so I simply used the fact that Charles Arden-Clarke was not African, and Nkrumah, who was the Gold Coast Prime Minister, he was getting advice so I would assume that Clark was an advisor. I knew he wasn't an African because of his name."

2.2.1.13 Identifying supporting details

Supporting details , to Langan & Jenkins (1989:31) are the specific details such as examples, reasons, facts and etc., which are covered by the main

idea, the umbrella statement. It is illustrated as "My sociology class is very tough." It is stated that the reader would understand the general idea that the speaker finds his sociology class is demanding, but the reader or listener wouldn't understand why. The speaker or the writer might then go on to clarify with some supporting details: "we have to read about a hundred pages each week. In addition, we have to hand in a report every Monday and we have to take a quiz every Friday. We have to also write a longer paper by the end of the semester." Those supporting details, to Langan and Jenkins (1989:31), clarify the individual's general comment.

2.2.1.14 Distinguishing facts from opinions

A *fact*, according to Langan and Jenkins (1989:77-78), is a statement that can be checked and proven through objective evidence whereas an opinion is a statement that can not be objectively proven true or false. Opinions usually express the beliefs, feelings, or judgements that a person has about a subject.

Apart from the above mentioned general or global reading strategies, Block (1986 :463-495) talks about some local strategies of reading. So, local strategies, to Block(1986:473), deal with attempts to understand specific linguistic units. Some of these strategies are:

- a) **Paraphrasing:** The reader rephrases content using different words, but with the same sense. This strategy is said to have been used to assist understanding, to consolidate ideas, or to introduce a reaction.
- b) **Rereading:** the reader rereads a portion of the text either aloud or silently. The use of this strategy usually indicated a lack of understanding.
- c) **Questioning meaning of a clause or sentence:** The reader does not understand the meaning of a portion of the text.
- d) **Questioning meaning of a word:** The reader does not understand a
- e) **particular word.** 'I don't understand this word'
- f) **Solving vocabulary problem:** The reader uses context, a synonym, or some other word-solving behavior to understand a particular word.

2.2.2 Prior Knowledge

Efficient reading in ESL and EFL is influenced by the way in which the subject matter of the book or a reading text relates to learner's available prior knowledge (Hedge,1991:45) The terms prior and background are substituted for one another by Deller (1993), and Roller and Matambo. It is essential to mention the schema theory if we are to indicate the relationship between efficient reading in ESL and EFL and the prior knowledge of the text readers. Schema

can be defined as one's knowledge already stored in memory. According to Yule (1989:69) schemes are mental representations of typical situations, and they are used in discourse processing to predict the contents of the particular situation which the discourse describes. The idea is that the mind, stimulated by key words or phrases in the text, or by the context, activates one's prior or background knowledge and uses it to make sense of the text. Researches in second language reading have demonstrated how prior knowledge is integrated in memory and used in higher level comprehension process (Anderson and Pearson, 1984; cited in Grabe, 1993). Besides, implications of schema theory have been proven to be very useful for improving reading comprehension. According to Carrel (1984,1987; cited in Grabe, 1993); Hynd and Chase (1991); Hedge (1991); Afflerbach (1990); Roller (1992); Stahl, V.C. Hare, R. Sinatra and J.F. Gregory. (1991), without schema in activation of prior knowledge, second language readers will be processing difficulty in reading. Moreover, successful reading in a foreign language is claimed to be affected by the way in which the subject matter of a book relates to learner's existing background knowledge.

Stahl, et al. (1991) looks to the efficiency of prior topic knowledge in terms of its value as well as vocabulary knowledge. They claim people with high amounts of prior knowledge comprehend texts better than those with lesser amounts. This reality also varies along continuity in their knowledge of real domains, from no knowledge to little knowledge, from some knowledge to much, detailed knowledge.

From Anderson's and Pear's (1984; cited in Stahl, et al. 1991) points of view comprehension may be affected by prior knowledge in three ways, According to them, background knowledge may: a) enable students to make inferences about their reading, b) Direct their attention to information important in a knowledge domain, and c) provide a plan for recall. Another aspect of prior knowledge in comprehension is that it functions as a monitoring system in generation of predictions. Through the use of this system the reader can predict the ideas in the text. Afflerbach (1990) stresses on the significance of aspects functioning specifically in essay and narration types of texts and concludes that without the familiarity of the text and content readers interest will not be

able to alert.

Goodman and Brurke (in Afflerbach, 1990:131-148) support the efficiency of prior knowledge in that it determines the success of reader as one who actively constructs meaning by using prediction and confirmation strategies. According to these researchers' findings competent readers use their language experience and world knowledge so as to choose appropriate cues in text to help them generate predictions.

The results of the studies indicate that prior knowledge significantly influences reader's prediction. Apart from these what is noticed in the studies is that some domain knowledge is necessary to understand relations between ideas in a text. As attention hypothesis asserts people who have more relevant domain knowledge know what information is important and what is trivial because high subject knowledge tend to recall information more than low knowledge subjects do.

2.2.2.1 The Relationship between Reader's Interest and Prior knowledge

We noted previously the difficulty areas in second language reading that second language readers confront while reading. Of these, vocabulary knowledge was of importance. However, readers who are high in domain knowledge but low in vocabulary knowledge may use their domain knowledge to compensate for their lack of word knowledge. A text may be difficult for a reader with low words but high domain knowledge will facilitate and overcome the problem (Stahl, 1991.487-508).

The idea underlying domain knowledge is thought to be specific knowledge in a specific field. This is often the content area in which the reader is interested. As these two overlap we can come to the conclusion that prior knowledge and interest are both integrated elements functioning in comprehending a text. The following quotation remarked by Deller (1993:21:5-6) describes the relationship between interest and and background knowledge or domain knowledge as:

"We need a certain amount of background to be able to tune in to the text. In addition we read texts on subjects that interest us, or that we enjoy much more easily than others... However, many words we do know in a text

we are unlikely to understand the message of the text if it is about something that we know nothing about."

Deller (1993:21:5-6) gives an explanation to the fact that reading materials should be on subjects or topics that readers have background knowledge of, or those which interest them in order that they can make sense of easily. When the reverse is true, the brain will not be able to comprehend the information that is unfamiliar with him, so the reader will unlikely make good progression in reading.

In teaching strategies of reading each strategy may require different treatment and ways of approach to teaching. Especially, when teaching a strategy, "how to draw an inference from a written text", the significance of topic familiarity and having high levels of interest has been observed. Researchers who have investigated the importance of prior knowledge have revealed that pupils with high levels of prior knowledge and interest are better to recall information presented. Holmes (1987) confirms that the text familiarity or background knowledge is highly helpful in answering specifically inferential questions.

So far researchers and reading educators have maintained that the relation between prior knowledge and reader's interest has always, to some extent, remained profoundly connected. It has been revealed that they seem to go hand in hand. Findings in Afflerbach's (1990) studies for influence of prior knowledge indicate that his subjects who are interested in and familiar with the essay topic of the athletics and academics demonstrated more prediction than on the benefits of carpeting essay which was rated least familiar and least interesting. This means that when students are provided with reading texts that they are interested in and familiar with, they will be more sufficiently predicting, comprehending and progressing in reading skills.

2.2.3 Role of Reading Materials in Motivating Foreign Language Readers

Selection of materials in foreign language instruction takes an essential part in motivating or de-motivating learners of target language. Therefore, the focus of the studies in recent years have been on the field of materials evaluation and development on par with the increase

of novelties in foreign language teaching and learning.

As it has been mentioned in Harmer's (1987) study, reading texts above the levels of foreign language readers and those which have no difficulty in any respect will cause the readers to lose their motivation. The study disclosed that right level of difficulty of the selected text would sustain the reader's motivation.

Evangelidou and her colleagues (1990:31), in their studies, examined why foreign language readers cannot do well and are demotivated in target language reading. They found that instructors of foreign language reading are unable to drive foreign language reading skill to the readers' daily lives outside the classroom. According to their assertion, the problem is that students of foreign language reading do not read for authentic purposes. On the contrary, what they read for is that they simply want to improve some linguistic items: vocabulary, structure and etc. Therefore, in order to increase the students' motivation in reading class the materials to be read should ingeniously be selected to serve for authentic purposes. The authenticity of the texts, according to Howell (1986:40), contributed readers' maintenance of motivation leaving them with a sense of pride at having accomplished a remarkable progress in the challenging arena of English language learning. Nevertheless, it is pointed out that apart from being authentic the text must interest the students and be the right level of difficulty. As long as the above mentioned requirements in selection of the texts are taken into the consideration the students are expected to be highly motivated in reading foreign language texts.

On the other hand, from Lucas's (1990:29) aspect "the learner-readers are demotivated by seeing a lot of questions, confused by their variety, and bored with the texts, by the time they are half way through the exercise". It means that although they are given authentic texts the students are still bored because they feel that it is something they are required to do.

The previously noted studies bring us to the threshold of the question, how authentic reading materials contribute to the efficiency in foreign language reading comprehension.

2.2.4 How is Motivation Related to Interest of Foreign Language Learners?

Recent studies in ELT have been found to be focusing on individualization in learning, namely, learner centered instruction from common to specific. It is noticed that this view of foreign language teaching is more common in ESP (English for Specific or Special Purposes).

The research which was carried out by Guanawardena and Knight (1989:143) revealed that students who have specific domain of study saw "General English" a waste of time and they had little or no tolerance for materials out side their field of study. In the study it is also pointed out that in 1970s several attempts were made to teach General English in the faculties of science and technology and it had to be abolished. The reason stated for its failure involved a lack of interest shown by the students and naturally a lack of motivation.

In order to maintain the motivation in foreign language environment, to Chastain (1988), individual stances towards language learning should be kept in mind. Since motivating individuals in the same way and getting the focus on a particular topic will be rather difficult, the instructor of language go into to examine the learner's interested areas.

According to Chastain (1988) individual interest is one of the motivational patterns that lead the learner to achievement. Krashen's The Affective Filter Hypothesis, which claims " the learners with low affective filter seek and receive more input and are more receptive to the input in order to interact confidently", includes motivation which means acquirers with high motivation will do better learning. To be able to maintain this motivation interest of the learner must be engaged to learning target language. This can be accomplished by means of providing the learner with a variety of learning tasks that students are interested in-(Richards and Rodgers, 1986:133; Frankel, 1990).

The studies on the role of reading materials in maintaining readers' motivation will separately be reported through the relation of the interest of foreign language readers in reading texts to motivation.

2.2.5 Determinants of Efficiency in Reading Materials

During the last decade, in the field of applied linguistics and teaching foreign language skills scholars of reading and instructors of foreign language reading spot lit their discussion on the efficiency of reading texts. Of the topics of discussion, communicatively use of target language through readings has been the basic issue. For that reason, we most frequently witness that when reading materials matter their use rather than usage has become the basic point.

Researchers and teachers of second language reading have by and large agreed on the determinants of efficiency in reading materials (Milne, 1989; Evangelidou and et al. 1990; Hilferty,1978; Lucas 1990; Abdul Ghani, 1993; Silva, 1992; Bouman,1986; Dunbar,1987; Bowen 1985, and Wong, 1995).

These researchers have concluded three principle determinants of efficiency in reading materials:

- 1) Reading materials should interest the students.

According to Boven and Hilferty (1985), the first rule of material selection is student's interest and usefulness of the materials, and these two are often related. As the student's interest comes the first determinant of text efficiency, this requires the definition of the students.

For Hilferty (1978), the teacher should preliminarily ask who the students are, what purposes they have in reading, whether they want to learn English for specific purposes, and what their hopes, background and interests are.

Allwright (1990:222-224) and Fränkel (1990:78-85) judged the learner's perception of his needs analysis. One of the ways they followed was interviewing the students individually in order to find out what their wants and interests are. They come to the conclusion concerning the materials that writers of self study materials lack in how to engage the interest of the learner and so sustain his motivation in learning. Besides, another result that they obtained was that inadequacy of the materials failed to motivate the learners.

The relevance of interest to motivation in reading skill is

defined by Rileigh (1993) as: "Reading motivated by genuine interest, freedom of choice, and desire to enhance knowledge in specialty areas may have lasting impact than mandatory text book reading". It is indicated by the quotation that additional readings can be enjoyable for students of reading.

Some researchers like Ellis and McRae (1991), Hirsh and Nation (1992), Oxford (1990) and Hedge (1991) have a common idea in their studies that reading should not be constrained to class time and learner readers should be encouraged to involve in extensive reading as a private activity, selecting books and reading materials on the basis of their own interests and preferences.

As was mentioned previously, most of the studies concerning the significance of learners' interest had been in the field of ESP (English for Specific Purposes). Since students of science and technology, medicine, economics and so on have a particular field of interest; subject matter is obviously of great importance in the selection of the texts. Milne (1989: 37) suggests that teacher of English try to choose an article that will interest the learners of English as a second language.

Lucas (1990:29), like Lee (1995) and Milne (1989) points out that the essence of finding out the learner reader's interest at the beginning of the course. Furthermore, Hedge (1991) and Lee (1995) note that in ideal circumstances the students should be encouraged to choose their own materials and design their own learning tasks.

Individuals at different ages will likely find a part in materials that interest them and requires teachers of reading skill to choose, in any case, language activities and materials that interest them.

2) Reading materials should be authentic.

Many instructors of reading in foreign language have recently been talking about the usefulness of authentic materials and they have shown how efficiently they should be used in order to obtain favorable results in the skill of foreign or second language reading.

Some of the articles concerning the authenticity in foreign language teaching, particularly in foreign language reading have involved: 1) Kaohane's (1993) suggested activities for usage of newspapers as authentic materials in teaching of reading comprehension strategies, 2) Bouman's

(1986) sample reading lesson on the development of reading strategies such as scanning and skimming, and interpreting headlines with their specific linguistic features and journalistic prose style, 3) Ross's (1995) comments on using *Time* and *Newsweek* with students as authentic examples, 4) Beaumont's (1985-1986) idea on the procedure and preparation of newspapers for a lesson which students in the early stages of learning the language ought to find within their capabilities, and so on.

3) Reading materials should be at the right level of difficulty.

The materials either instructional or authentic that are too difficult to the learners of foreign language are prone to diminish motivation of the learners. The opposite situation is also asserted to be possible, that is, too easy materials can lose learner's motivation (Harmer, 1987 & Harvey, 1989).

In spite of the authenticity of the materials selected, which is thought to be encouraging learners to learn with high motivation and enthusiasm, they may be so discouraging and dampening enthusiasm when they are inconveniently handled without taking the learner's existent level of the target language into the consideration.

According to Nunan (1988), and Morrow & Schocker (1987) difficulty in authentic materials are identified as cultural and linguistic. They claim that reading texts may become incomprehensible due to too much gap between the culture of the target language engaged in the text and non-native speakers, as for linguistic difficulty, complex sentence structure of sentences and vocabulary are most commonly argued points. Especially magazines like *Time* and *Newsweek*, internationally and most frequently read magazines, have been focused on with the discussion points for their inventions of new constructions and coining new words (Ross, 1995:15). In addition to this Madsen (1978:159) insists reading materials for non-native speakers be reduced or simplified in order to avoid loss of motivation. He adds redundancy in written material helps reader to understand words and grammatical relationships that he does not know or knows imperfectly. In addition to this, Sally (1989:40) suggests that structural difficulties should be dealt with not only in reading lessons but in special grammar lessons.

2.3 Empirical Background

Teaching of reading in foreign language is looked to by Lucas (1990) through two questions: 1. Why cannot people who are efficient readers in their own language read in a foreign language? and How do we teach people to perform the complex operation of reading on texts in a foreign language. These questions also supply basis for the research question of this study.

A study carried out by Young (1993: 451-467) is on processing strategies of foreign language readers: authenticity and edited input. In the study 49 subjects; 14 first year, 14 second year, 9 third year, and 12 fourth year students, participated in. The subject were asked to read the same Spanish authentic passage and an edited passage written for the level of their Spanish course. Students in the first year were in their second semester, and second-year students were in their fourth semester of Spanish. Students in the junior level courses were in their sixth semester of Spanish. The study investigates the following questions:

1. Does reading comprehension vary between two kinds of reading texts (an authentic and an edited one) across levels of language instruction?. Recall scores were, in general, 9 points higher for the authentic text than the edited text.

2. Are there differences in processing strategies- local and global strategies- between two kinds of reading text -an authentic and edited one- across levels of instruction? While successful readers of authentic text tended to use more global strategies the successful readers of the edited text used almost as many global as local strategies.

3. Are there differences in student affective responses between two kinds of reading texts- an authentic and edited one? The results indicate that students in general responded more favorably to the authentic text than the edited one. According to the study, students' responses indicated that the authentic passage was more interesting because it related more to the real world than an artificially created one.

Young (1993: 451-467) concludes that authentic texts should be used in class to actively promote 'strategic' reading. It is stressed that instructors need to select readings, especially at elementary levels, with

a high likelihood of student topic familiarity and interest.

The factors that unable foreign language readers to read efficiently can be rooted from personal characteristics, types of learning and reading, lack of background knowledge disregarding the topic or text, being interested or uninterested in text genre or topics, types of text, and lack of motivation for reading. It may be impossible to draw sharp lines between these elements since they inescapably overlap. Thus, research in recent years has been noted to direct its spotlight on individualization in reading. An individualized approach to recent teaching of reading is handled by Badrawi (1992) as in the following description: "Different readers may respond in different ways and they should be entitled to do so, provided they base their responses on a correct literal understanding of writer's message ... since individuals differ in their ability, background and interests and since they learn at different rates, there is reason to believe that each should progress at his/her own pace and capacity"

The quotation shows that there is no a single and the rightest model that can be fit and cater the learners' needs and wants. Because of the variations in personalities and individualities each individual makes progress in learning reading by adopting various learning styles that best suit him.

Within the individualization in reading the most recent study conducted on the significance of readers' interest has been performed by Lee (1995: 323- 328). In the study, materials prepared for the students of BA part time Social Work at Hong Kong Polytechnic based on responses they gave to needs analysis questionnaire completed on registration. It was hoped that by identifying students' needs and interest the materials selected would be relevant and useful. In the study a topic approach was used for material selection in order to identify the learners' interests. The students were asked which areas they were interested in. Lee (1995:326-327) concludes that when learners are supplied with the materials in which they are interested they will afford to do better

As we have seen from the existing literature with regard to reading skill in foreign language, efficiency of text types, strategies, background knowledge and personal interest in selection of reading materials play significant roles in the phenomenon. Research in the field has indicated that reading materials to be selected for teaching reading should be

authentic, interest the learner readers and be at right level of difficulty. In spite of the authenticity of the materials selected, which is thought to be encouraging learners to learn with high motivation and enthusiasm, they may be so discouraging and dampening enthusiasm when they are inconveniently handled without taking the learner's interest and existent level of the target language into the consideration.



CHAPTER III

METHODOLOGY

This chapter of the study involves the design of the research: the subjects, questionnaire, pre and post test, materials and the procedure to be followed in the collection of the data.

3.1 Subjects

The subjects of the study are Turkish EFL students. Totally 38 students; 18 students in the experimental group and 20 students in the control group constituted the subjects of the research. The study took place in the School of Foreign Languages, Selçuk University in Konya. The participants of the study were randomly selected among the students of intermediate English level students who were attending the summer English course in the School of Foreign Languages at Selçuk University which aimed to develop the students in grammar and basic foreign language skills such as reading, writing, speaking and listening. Thus, English proficiency levels of the subjects in both groups were similar to one another.

Although the subjects of the research were composed of a mixture of male and female students, there were 11 males and 9 females in the control group, and 10 males and 8 females in the experimental group, sex type distinction was not taken into account for the study. Age of the students ranged from 18 to 22. However, the age factor was not taken into the consideration either.

3.2 General Procedure

This study aimed at achieving the goal whether or not foreign language learners are efficiently capable of comprehending the reading materials in English when they are supplied with the authentic materials in which they are interested and those they are not interested in. For that reason, students were given a questionnaire to reveal their interests

3.2.1 Questionnaire

The subjects responded to a questionnaire adapted from Cotteral's (1991:628-630) Reading Strategies Questionnaire, which aimed at exploring students' approach to reading for study purposes. The questionnaire that took part in this study was developed to reflect student readers' interests about text types in reading. It consisted of two parts; books reading and newspaper and magazine reading. Each heading covered the varieties and the types in subjects. Each item was sequenced with frequency adverbs, always, often, usually, sometimes, and never in order to determine how often they read in the related text type with different subject. They were able to circle the items labeled on the questionnaire sheet.

At the top of the questionnaire the subjects were instructed on, in English, how to answer the questions. They were made sure that the questionnaire was designed to explore their approach to reading materials in English.

The first section of the questionnaire involved some of the eighteen items on book reading.

The second part of the questionnaire covered newspapers and magazines reading with some topic types.

Implementing the questionnaire was the first step of the procedure for the research. Totally 38 participants were given the questionnaire. After the aim and purpose of the questionnaire was explained the subjects were asked to read the instruction at the top of the questionnaire statements and write their names ages and class. The subjects were demanded that they be as honest as possible when filling the sheet. They were also given an example of how to respond to the items.

For instance: If you **SOMETIMES** read domestic affairs, circle the letter **S** next to the item "I read domestic affairs."

The students taking the questionnaire were not assigned to a limited time. After they had filled the questionnaire each item for each individual in each group was calculated and marked in percentage in terms of their frequencies. At the end of the calculation the materials in the topics which are most frequently ranked in reading were selected for the experimental group students. Of these topics; sports, politics, music, and woman's and famous people section were determined to be the topics of reading materials in the

instruction for the research in the experimental group. On the other hand, the least frequently preferred reading topics; sports, finance and business, and politics were employed as the materials of instruction in reading for the control group students.

At the end of the marking procedure, each item was assessed according to frequency marker. The highest ranked items by frequency were determined as preference for reading, the lowest ranked items, on the contrary, were classified as the items the students do not prefer.

The highly preferred items for the interest of the subjects became the basis of materials selection for the experimental group students whereas the less frequently read and preferred text types became the source of the reading materials to the control group individuals. Thus, according to the questionnaire results, reading materials with the topics of politics, sports, woman and famous people, and music were selected to instruct the experimental group students. The reading texts which are less preferred or interested in by the control group students were about the topics of politics, sports, and finance and business. Interestingly, while the items, politics and sports, were chosen as highly preferred or interested in by the experimental group students, they were observed to be less frequently read or interested in by the subjects of the control group. So, we preferred to employ the same texts with the same topics for both the control and the experimental group subjects so as to obtain reliable results.

3.2.2 Texts

The materials selected and used for the each group were authentic text articles- real materials taken out from the newspapers and magazines in English written for the speakers of English. The purpose of these texts are not basically to teach the language but to provide merely communication locally or internationally A. The texts selected for the experimental group subjects:

A) The texts selected for the experimental group subjects (cf. APPENDIX E)

1) Sports-**What is happening to Ovidiu Petre?**- Turkish Daily News, September 4,2004

2) Music- **Dancing for their lives**- Newsweek, August 2,2004

3) Politics- - **EU Ministers tell GÜL in New York to pass penal code**

reforms- Turkish Daily News,September16,2004

4) Woman's Section and Famous People-**Beckhams sue newspaper over claim their marriage in trouble-** Turkish Daily ews,september18,2004

B. The passages selected for the control group students (cf. APPENDIX F):

1. Politics- **EU Ministers tell GÜL in New York to pass penal code reforms-** Turkish Daily News,September16,2004

2. Finance and Business-**U.S textile industry wants China limits-** International Herald Tribune, July 27,2003

3. Sports-**What is happening to Ovidiu Petre?-** Turkish Daily News, September 4,2004

4. Politics- **German opposition against Turkey's EU membership-** Turkish Daily News,September16,2004

The criteria in selection of these passages were diagnosed by the questionnaire they received.

3.3 The Pre-test

The test that functioned as the pre test was employed in order to see the existing knowledge of the subjects in both groups prior to instructions. The pre-test was developed from the same authentic materials. The test consisted of four texts which were labeled as Text A, Text B Text C and Text D, (cf. APPENDIX D). Each text aimed at testing the participants ability of inferring meaning from a reading passage.

At the top of the test, the students were given the instruction about the questions, which runs as "Read the following passages and circle the numbers of the statements that can be logically inferred from the given information in each text."

Each text involved ten statements; five of which must be logical inferences drawn from the passages. However, the test takers were not informed that there were five logical inferences.

One and a half weeks prior to the study, subjects were given the pretest, described previously. They were told that they were participating in an experiment to determine the effects of certain text types They completed the questionnaire, then took the pretest in a 60 minute period of time the following day.

The content of the test was allocated to authentic text articles extracted

from the magazines and newspapers (See APPENDIX D). The purpose of the test, as uttered before, was to determine the subjects' level of proficiency in drawing inference from a reading passage.

A 60 minute period of time was allowed to the individuals for the whole test and 15 minute period of time was advised for each text.

In selection of the texts that formed the tests we attempted to keep text types neutral: preferred neither by the control nor by the experimental group.

3.4 Classroom Procedure in the Experimental Group

In the first class setting the subjects received the Task I (APPENDIX E). Before handing out the materials the subject of that day's reading class was told to the learners. That is to say, they were going to learn how to draw an inference from a reading text.

The subjects were given an explanation of what an inference meant and how it could be drawn from a written text. First, they were told that they not only inferred meaning from a published passage but also from an action taking place in every day life. For instance, when they saw people flooding into streets and screaming in their cars with the flags of a football team, the following could be inferred from that situation:

-The football team that they supported won the match and became the champion.

- Their team had the right of playing against the first league teams.

- When the football team of the town won a match the fans celebrate it touring around the town etc.

The subjects were asked to expand the examples like the above mentioned ones.

When it came to inferring meaning from a written text they received the following explanation:

"You have probably heard the expression *to read between the lines*. When we read between the lines we pick up ideas that are not directly stated in what we are reading. These implied ideas are not directly stated and usually important for a full understanding of what an author means. Discovering the ideas that are not stated directly is, called drawing inferences. While reading, we make logical leaps from the information given directly on the page to ideas that are not stated directly. To draw inferences we use our experience and logic."

Following the explanations the students were handed out the reading texts which involved Task I. In Task I the learner readers were instructed to read the passage carefully and circle the numbers of the statements that could be logical inferences drawn from passage. Before discussing the each statement one by one the subjects were told to skim the text and asked what it was about. Later, the first statement as an example was discussed and explained whether it could be an inference from the passage or not. When the students had difficulty in understanding the meaning of a word it was explained in the target language.

Each statement in the task was discussed justifying the reasons and relating to the lines that it could be hidden in. Each individual was asked to state his or her opinions on the statements being studied. The other passages in Task II, Task III and Task IV were studied in the same way just as the Task I was studied and instructed.

The day after the last instruction the subjects were given the posttest. They were supposed to do it in the same period of time, 60 minutes.

3.5 Classroom Procedure in the Control Group

The students in the Control Group were supposed to be taught how to draw inferences from a published text through the reading passages in which they are not interested in. Prior to the tasks they received, as the Experimental Group subjects were instructed, they were informed about "How to draw inferences from a reading passage":

The subjects were given an explanation of what an inference meant and how it could be drawn from a written text. First, they were told that they not only inferred meaning from a published passage but also from an action taking place in every day life. For instance, when they saw people flooding into streets and screaming in their cars with the flags of a football team, the following could be inferred from that situation:

-The football team that they supported won the match and became the champion.

- Their team had the right of playing against the first league teams.

- When the football team of the town won a match the fans celebrate it touring around the town etc.

The subjects were asked to expand the examples like the above

mentioned ones.

When it came to inferring meaning from a written text they received the following explanation:

"You have probably heard the expression *to read between the lines*. When we read between the lines we pick up ideas that are not directly stated in what we are reading. These implied ideas are not directly stated and usually important for a full understanding of what an author means. Discovering the ideas that are not stated directly is called drawing inferences. While reading we make logical leaps from the information given directly on the page to ideas that are not stated directly. To draw inferences we use our experience and logic." The first task that they were given was on the passage about business which discusses U.S textile industry. So, first of all, they were asked whether they had recent knowledge of textile industry in Turkey and in the U.S.), a few students remarked their ideas. Soon after a short motivation period they were presented the materials, Task I. They were told just to skim to have a general idea about the passage. Later, they were instructed to read the passage carefully in order to find out the statements that could be rightfully inferred from the article. The first statement, "American companies complain about Chinese goods because they believe that Chinese goods hurt their markets and profit", were examined as an example and after it was discussed whether it might be an inference from the text the other left statements were treated one by one relating to the lines where it was involved in.

The same process and the procedure were pursued in the activation of the other three tasks in the other left six hour setting.

3.6 The Post-test

The post-test was given one and a half weeks later, following a six hour instruction, so as to measure how much ability of inferring meaning the subjects gained in reading comprehension. The test is just the same as the pretest employed at the beginning of the instruction.

The performance of the subjects was graded out of 100 points 25 points was allocated for each text in the test. Each right statement in the each text was 5 points.

3.7 Analytical Procedure

The scores of the subjects in the pre-test and the post-test were calculated separately in the same manner. Each correct answer stood for 5 points of total 25 points for each text and each text involved five correct answers out of ten statements.

The grades obtained from the pre-test were listed, and so were those obtained from the post-test. Then, the results of the tests were statistically analyzed. The t-test for paired samples was used in order to reveal if there is any difference between the groups' level of proficiency after the instruction. The results were examined in terms of:

- 1) Pretest results of both experimental and control groups
- 2) Difference between pretest and posttest results of the experimental group,
- 3) Difference between pretest and posttest results of the control group
- 4) Posttest results of both the experimental and control groups

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of the study is to ascertain the effects of individual students' interests in the selection of reading materials and the efficiency of development in their reading comprehension. Therefore, it is aimed to examine whether there will be significant differences between the experimental group which was given authentic reading texts with the topics they are interested in and the control group which was given authentic reading passages with the topics in which they are not interested.

This chapter will deal with the analysis of the data gathered from 38 subjects studying Reading Comprehension

Course.

The analysis of the data will be dealt with interims of:

- 1) Pretest results of both experimental and control groups,
- 2) Difference between pretest and posttest results of experimental group,
- 3) Difference between pretest and posttest results of the control group
- 4) Posttest results of both the experimental and the control groups.

4.1 Pretest Results of the Experimental and the Control Groups

The subjects were regarded to be at the same proficiency level of English. Yet, we aimed at justifying and confirming, statistically, the fact that there would be no significant difference between the groups in terms of their proficiency levels in English Language Reading. For that reason, Experimental and Control Groups were compared according to their pretest results.

In order to determine whether there is a significant difference between the experimental and the control groups before beginning the treatment t-test for paired samples has been applied to the pretest results.

TABLE 1

Pretest Results of the Experimental and Control Groups by Mean

Scores

GROUPS	MEAN SCORE	DIFFERENCE IN MEANS
experimental (n = 18)	53.38	2.64
CONTROL (n = 20)	55.77	

Totally 38, 18 Experimental Group and 20 Control Group, individuals have taken the test. As seen in Table 1, The mean score of the Experimental Group students was calculated as 53.38. The mean score of the Control Group students was calculated as 55.77. The statistical analysis indicates that there is no significant difference between the students in the experimental group and the students in the control group in terms of their pretest results ($t= 0.56$).

4.2 Pre-test and Post-test Results of the Experimental Group

In order to see whether the experimental group has shown any improvement with the treatment we need to at TABLE 2.

TABLE 2

Pretest and Posttest Results of the Experimental Group by Mean

Scores

TEST-TYPE	MEAN CORE	DIFFERENCE IN MEANS
PRE-TEST	53.38	16.77
POST- TEST	70.16	

The number of the experimental group subjects taking pretest and posttest is 18. As indicated in TABLE 2, the mean score of the posttest is 70.16 and the pretest mean score has been founded as 53.38. The difference between posttest and pretest values is 16.77.

The mean score of the subjects in experimental group before the application of program was 53.5 out of 100. This score, at the end of the program has increased to 70.1 with the mean difference of 16.7 points over hundred percent. There is a highly significant difference between the level of the students in the experimental group before and after the application of the program, ($t= 4.9$). That is, within the course of six hour settings the individuals have learnt "how to draw inferences from a reading passage" through authentic reading materials selected from various magazines and newspapers (cf. APPENDIX E) without any simplifications according to their interests which were determined previously via questionnaire (cf. APPENDIX A.).

4.3 Difference Between Pretest and Posttest Results of the Control Group.

When Table 3 is examined, it is clearly noticed that at the beginning of the program pupils' mean score was 56.4 as percentage and at the end of the program they have only been able to increase their success to the mean points of 57.5. The statistical analysis shows that there is not any significant difference between the pretest and posttest results of the control group ($t= 0.33$). It means that they could not make a good progress in learning of the strategy: "drawing inference from written or published texts in English" although they were given the texts with the same instructions as the experimental group was

TABLE 3

Pretest and Posttest Results of the Control Group by Mean Scores

TEST-TYPE	MEAN SCORE	DIFFERENCE IN MEANS
PRE-TEST	56.45	1.05
POST- TEST	57.5	

4.4 Comparison of the Experimental and the Control Groups in terms of Posttest Results

At the end of the instructional program of the concerned Reading Comprehension in foreign language, the subjects of control and experimental groups have been presented the same test as the posttest they took at the beginning as the pretest.

TABLE 4

Posttest Results of the Experimental and Control Groups by Mean Scores

GROUPS	MEAN SCORE	DIFFERENCE IN MEANS
EXPERIMENTAL (n = 18)	70.16	13.33
CONTROL (n = 20)	56.83	

The number of the subjects, 18 experimental and 20 control, stayed unchanged. The mean score of the experimental group was 70.1. The same item for control group was 56.8. Thus, the mean difference of the groups is 13.3. It shows that there is a significant

difference between the groups in terms of posttest results ($t= 3.87$) It means that students in the experimental group has made much better progress than those of the control group in reading. Such difference is thought to result from nothing but the text types employed during the instruction. That is to say, the texts selected according to the learner readers' interest in the experimental group has made this possible whereas the same progress cannot be mentioned for the control group.

4.5 Summary of the Results

When we summarize the results, it is noticed that the mean score of the pretest results of the experimental group is 53.38 it is 55.77 for the control group. As we compare these, the statistical results tell that there is not a significant difference between the groups in terms of their proficiency in drawing inferences from reading texts at the beginning. As it is seen in the following Table 5, the posttest result of the experimental group is 70.16 whereas the mean score of the control group is 56.83. And the statistical analysis indicates that there is a highly difference between the two groups in the ability of inferring at the end of the program.

TABLE 5

Mean Scores of Experimental and Control Groups by Pretest and Posttest Results

EXPERIMENTAL	PRE-TEST MEAN SCORES	POST-TEST MEAN SCORES	MEAN DIFFERENCE BETWEEN PRE-TEST and POST-TEST
	53.38	70.16	16.77
CONTROL	56.45	57.50	1.05
DIFFERENCE IN MEANS	2.38	13.92	13.33

As it is also clearly exhibited in Table 5, individuals who are provided with authentic reading materials with the content in which they are interested and familiar with will more effectively learn how to comprehend in reading process than the pupils who are even supplied

with the authentic materials but in which they are not interested and unfamiliar with. Thus, it can be stated that when the instructor selects or develops the materials for Reading Comprehension classes determining previously his or her students' interests and provides the individuals with such texts, reading will be more enjoyable, interesting and fruitful.

4.6 Discussion

The statistical results have demonstrated that even though the control group individuals were provided with authentic reading materials too as they were not satisfied with the content types of the texts they were presented they did less in the acquisition of the strategy- Drawing Inferences- On the other hand, experimental group subjects indicated remarkable progress in the acquisition of the same strategy. It can, thus, be pronounced that foreign language learners develop more efficient habit in Reading Comprehension through non-threatening and stress-free situations with maximum interaction between themselves and authors. These situations will naturally be created by the instructors who take his/her pupils' interests in reading into account.

It can be pointed out that learning varies as a function of personality characteristics. Individuals' uniqueness in both native and second or foreign language acquisition and learning mirrors their interests in selection of the reading materials as well. So, taking students' interests into account when selecting a reading material is stressed to play great role in foreign language reading on the account of the fact that it facilitates learning and enhances students' motivation, and develops positive attitudes for extensive reading. Furthermore, as students are provided with reading materials chosen for their interests, as though these materials are far beyond their current proficiency levels, they will make every effort to understand the reading since interest in the content rises to a level of importance than that of linguistic complexity (Oxford, 1992; Chastain, 1988).

The findings above mentioned were drawn from the studies that were run in second language learning environments. The present study, on the other hand, has been carried out in foreign language learning settings. As stated in Methodology Chapter, Control Group subjects were aimed at teaching the strategy of reading "Drawing inferences" with the authentic materials that they are not interested in whereas the Experimental

Group subjects were aimed at instructing the same strategy with the authentic materials in the content in which they are not interested.

This study will hopefully provide fruitful insights for the developments of the foreign language readers both home and abroad. With the help of the study instructors of English might have an idea of significance in selecting reading materials which are associated with their students' levels and interests so that the learners of foreign language can easily make progress in forcing language reading without boredom with the text they have to deal with. It can be assumed that right selection of the materials facilitates students' reading comprehension.

It is also expected that the study will provide bases for reading materials designers or developers to keep in mind effectiveness of students' interest when they are about to develop a reading material. Although this research aims at ascertaining the significance of students' interest in merely foreign language reading materials, in developing and selecting materials for the other skills in this field, this issue may gain importance as well.

CHAPTER V

CONCLUSION

5.1 Summary of the Study

Studies on second or foreign language reading for the last few years have demonstrated that the common problem for learners of foreign languages in reading comprehension stems from some of the reasons such as artificiality and lack of motivation. What is meant by the artificiality is lack of authenticity of the learner readers and the texts, as well as the environment.

The problem of lack of the learner authenticity is due to the fact that the individuals pretend reading for instructional purposes not for, say, they do not read by and large for the purpose of communicating with the writer. Even though s/he is not interested in reading the text s/he has to read it because it is compulsorily part of his/her job as a student.

As for the texts as instructional materials and text authenticity, this issue cannot be isolated from the learner reader as they go hand in hand. That the reading materials should be authentic in reading classes is common to many researchers and instructors. However, merely text authenticity is regarded to be insufficient owing to the fact that the learners might reject to reading those which do not interest them though they are genuine texts.

According to the literature there must be a close relation between the reader and the text type in every day life reading. This situation is considered to be the same in second or foreign language reading environment too so that there be efficient learning and comprehension. Research has indicated that if learner readers are presented reading texts in which they are interested or kept free in selection of the materials, comprehension increases.

This research has approached the issue of teaching of reading comprehension through authentic texts in more specific way, teaching the strategy "How do we read between the lines or draw inferences from reading passages? Inference to many writers is central to reading comprehension (McIntosh, 1985; Farr and tone, 1986;in Chikalanga, 1992).

In the study, the significance of students' interest in reading comprehension and its effect to comprehending a written text was examined. Two groups of students from summer English courses of the School of Foreign Languages, Selçuk University were randomly selected considering the criteria of the subjects in almost equal level of proficiency in English. The students were classified into two groups consisting as an experimental and a control. The experimental group consisted of 18 students and the control group did 20. The strategy of reading "How to draw inference from a written text" was selected as a means to test their comprehension.

Prior to the instruction the subjects were given a questionnaire which aimed at exploring the subjects' approaches to reading materials. The questionnaire was built on various text types and various topics. Frequencies in terms of reading a text type were determined in percentages.

The materials to be used in the instruction were developed according to the questionnaire results. Thus, the text types which the experimental group students most frequently read and were interested in, were developed in four different tasks and topics. The texts were about politics, sports, music, and women's section and famous people. The reading texts for the control group were chosen among the text types in which this group subjects were the least frequently interested and read.

Thereafter, the subjects received a pretest which was developed to test the existing knowledge of the subjects in reading between the lines before the instruction underwent. One week and a half later, The six hour instruction began in both groups. Following the instruction the subjects were given the post-test. Their achievement at the end of the instructions was scored out of 100.

The last procedure in the study was the evaluation of the data collected. The scores obtained from both pretest and post tests of the individuals were statistically analyzed using t-test for paired samples. The result was that in the comparison of the pre-tests of the experimental and the control groups there was not any significant difference between the groups ($t=0.56$). When the pre-tests and the post-tests of the control group were compared it was concluded that there was not a remarkable progress

in acquisition of the strategy, inferring from a written text ($t=0.33$). As we compared the pre-test and the post-test results of the experimental group we witnessed a significant progress in the ability of drawing inferences from a reading passage ($t=4.9$). The last stage of the comparison was the post-test results of the both groups. This comparison demonstrated that there seemed a noticeable difference between the groups in comprehending the texts ($t=3.87$).

Consequently, it can be remarked that although the both groups received authentic reading texts with the same level of difficulty and were instructed through the same methods and techniques they could not show the same progress. The reason for this must be the fact that the experimental group students went through the reading instruction in the materials in which they were interested in reading most whereas the control group learners were instructed in the texts in which they were less frequently interested reading.

5.2 Conclusion

This study sought answers to these questions:

1) Does reading comprehension vary between two sorts of authentic reading materials, students are interested in and students are not interested in?

The findings that we have obtained at the end of the study show that although both experimental and control groups were given authentic texts to develop the associated strategy, they did not make the same progress. The reason why the control group students were less successful can be that they are not supplied with the materials they are interested in while reading.

2) Do EFL Turkish students acquire the strategy-drawing inference from a written text- more efficiently through authentic texts that they are interested in?

As for the second question; as it has been mentioned in Chapter 5, Results and Discussion, there is a highly difference between the mean scores of the experimental and the control groups. While there is only 2.38 point of progress in the control group 13.38 point of progress is seen in the experimental group at the end of instructing the strategy- drawing inference from a written text, it means that the EFL Turkish students acquire

the strategy- drawing inference from a written text- more efficiently through authentic texts they are interested in.

5.3 Pedagogical Implications

In Turkey, instructors of reading comprehension and literature unfortunately complain about the fact that they usually face difficulty in getting their students to read on their own. Similarly, the students also complain about the texts that they were presented. They state that the texts are boring and sometimes too difficult to understand or overloaded with unknown words. Many learners may also remark their complaints that the teacher follows only a single book which may involve lots of passages that they are not interested in reading. Such a course will naturally be boring both for the instructor and the students.

According to Gül (1992), some of the basic problems in reading classes are lack of learner readers' motivation which can be influenced many factors as they were mentioned in Chapter II, and lack of extensive reading. The texts used in the reading classes, to Gul (1992), can become poorly motivating.

Thus, this study may help instructors of English that if they tend to select materials in skills teaching, especially reading, they should remember to choose those which are relevant to their students interest. Then, the individuals may make better progress in the associated skills.

The study might also give reading materials designers or developers for foreign language learners the idea of effectiveness of students' interest in learning.

APPENDIX A The Questionnaire

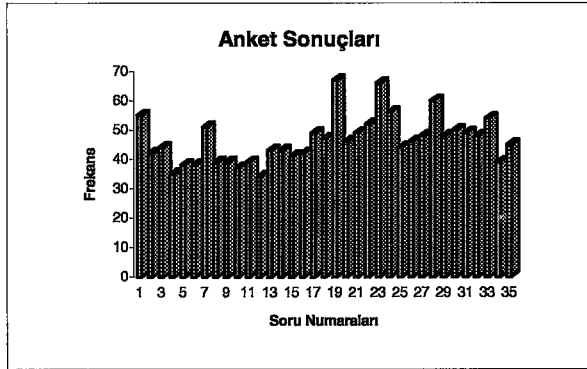
AGE
SEX
CLASS

This questionnaire is designed to explore your approach to **Reading Materials**. Please answer the questions as honestly as you can. Answer the questions in reference to your reading habits in **ENGLISH**.

Circle a letter next to each statement indicating how often you do the following. **For instance** look at Statement I "I. I read books" If you **OFTEN** read books, circle the letter "O" next to the statement.

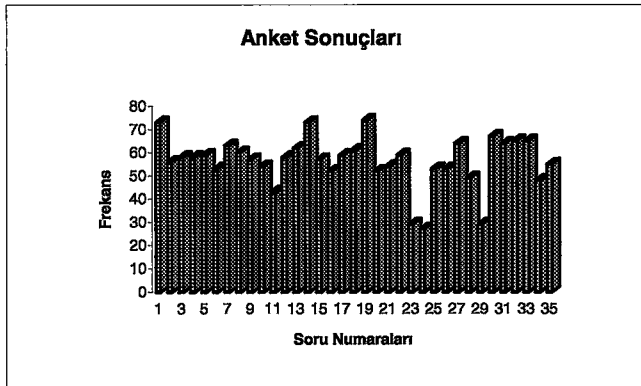
	ALWAYS	OFTEN	USUALLY	SOME TIMES	NEVER
I. I. I read books	A	O	U	S	N
2. I read historical novels	A	O	U	S	N
3. I read love stories/novels	A	O	U	S	N
4. I read spy/detective stories/novels	A	O	U	S	N
5. I read poems	A	O	U	S	N
6. I read drama/plays	A	O	U	S	N
7. I read science-fiction	A	O	U	S	N
8. I read biographies	A	O	U	S	N
9. I read about great inventors	A	O	U	S	N
10. I read about military heroes	A	O	U	S	N
11. I read about worldly famous actors/actresses	A	O	U	S	N
12. I read about famous novelists	A	O	U	S	N
13. I read about science and space explorations	A	O	U	S	N
14. I read textbooks	A	O	U	S	N
15. I read handbooks	A	O	U	S	N
16. I read guidebooks	A	O	U	S	N
17. I read history books	A	O	U	S	N
18. I read others	A	O	U	S	N
II. I read newspapers and magazines	A	O	U	S	N
1. I read editorials	A	O	U	S	N
2. I read foreign affairs	A	O	U	S	N
3. I read domestic affairs	A	O	U	S	N
4. I read about politics	A	O	U	S	N
5. I read sports section	A	O	U	S	N
6. I read TV movies of the day	A	O	U	S	N
7. I read horoscope	A	O	U	S	N
8. I read advertisements	A	O	U	S	N
9. I read woman's section and famous people	A	O	U	S	N
10. I read finance and business	A	O	U	S	N
11. I read science and technology	A	O	U	S	N
12. I read comics or cartoons	A	O	U	S	N
13. I read travel	A	O	U	S	N
14. I read music section/entertainment section	A	O	U	S	N
15. I read letters to editor	A	O	U	S	N
16. I read others	A	O	U	S	N

	always 5	often 4	usually 3	sometimes 2	never 1		
1	2	4	5	7		55	18
2	2	1	3	7	5	42	18
3		2	7	6	3	44	18
4			3	11	4	35	18
5		2	4	6	6	38	18
6		2	3	8	5	38	18
7	3	1	5	8	1	51	18
8		2	2	11	3	39	18
9		2	3	9	4	39	18
10	1		3	9	5	37	18
11		3	3	6	6	39	18
12		1	3	7	7	34	18
13		2	5	9	2	43	18
14	1		6	9	2	43	18
15		1	5	10	2	41	18
16		3	4	7	4	42	18
17	5	1		8	4	49	18
18		3	6	8	1	47	18
19	3	8	6	1		67	18
20	2	1	3	11	1	46	18
21	2	3	4	6	3	49	18
22	5	1	3	5	4	52	18
23	8	3	2	3	2	66	18
24	4	6	1	2	5	56	18
25		3	5	7	3	44	18
26	1	1	6	9	1	46	18
27	1	4	3	8	2	48	18
28	5	2	5	6		60	18
29	3	2	3	6	4	48	18
30	1	6	1	8	2	50	18
31	1	5	3	6	3	49	18
32	2	3		13		48	18
33	4	2	3	8	1	54	18
34	2		4	5	7	39	18
35		1	9	6	2	45	18



The Distribution of the Frequencies of the Text Types Read by the Experimental Group Subjects

	always 5	often 4	usually 3	sometimes 2	never 1		
1	3	9	6	2		73	20
2		4	9	6	1	56	20
3	1	4	9	4	2	58	20
4	1	4	9	4	2	58	20
5	3	3	7	4	3	59	20
6		4	7	7	2	53	20
7	3	5	5	6	1	63	20
8	2	4	7	6	1	60	20
9	1	4	9	3	3	57	20
10	1	4	4	10	1	54	20
11		1	4	12	3	43	20
12		4	11	4	1	58	20
13	3	4	7	4	2	62	20
14	6	6	3	5		73	20
15	1	5	6	6	2	57	20
16	2	2	4	10	2	52	20
17	1	5	8	4	2	59	20
18	2	6	4	7	1	61	20
19	2	12	4	2		74	20
20	1	1	8	9	1	52	20
21		3	10	5	2	54	20
22	3	5	3	6	3	59	20
23			1	7	12	29	20
24		1		4	15	27	20
25	1	5	4	6	4	53	20
26	2	2	5	9	2	53	20
27	2	9	3	3	3	64	20
28		2	7	9	2	49	20
29			1	7	12	29	20
30	6	5	2	4	3	67	20
31	3	5	7	3	2	64	20
32	3	5	6	6		65	20
33	3	3	10	4		65	20
34		3	5	9	3	48	20
35	1	3	7	8	1	55	20



The Distribution of the Frequencies of the Text Types Read by the Control Group Subjects

APPENDIX D

Pre-Post Tests

Name:

Class:

Instruction:

Read the following passages and circle the numbers of the statements that can be logically inferred from the given information in each passage.

Text A

BREAKFAST

Breakfast provides an invaluable opportunity to enable you to maximise your wellbeing. Some fresh fruit salad, eaten shortly after getting up, for example, will provide a slow release of energy to help you get through the morning, as well as a dose of vitamins and minerals. Scrambled eggs on toast, on the other hand, supply a dose of protein that goes towards building up your muscles, which is particularly necessary if you expend a lot of physical energy during the day. Everyone responds differently to food in the morning: some people feel sleepy and unable to function after eating a large breakfast, whereas others need a large breakfast before they start with the day's activities.

It has been proven that the body performs and feels better if you eat something between waking up and having lunch. Because you have had to rely on your body's reserves to keep you going overnight, the morning is the best time to start adding to that reserve. Scientific studies have furthermore shown that children who either skip breakfast or eat very little at the start of the day are at a disadvantage compared with those who eat a healthy breakfast. This is because the brains of children who have empty stomachs tend to receive less than the ideal level of blood sugar.

Children who've breakfasted properly generally have better reaction times and are also more proficient at such problem-solving exercises such as mental arithmetic. A well-nourished brain can improve adults' abilities to recall information too.

The best way in which to deliver nourishment to your brain is to package it within in a high-fibre, carbohydrate-rich food, such as bread, cereals, oats, or fresh fruit. The wide range of foods offers you flexibility and choice at breakfast time. If time is short in the morning, how about some fruit or a slice of bread with honey and apple purée, these are ideal breakfasts, because they are quick to prepare and they contain energising properties. They are also a good way in which to give children a vitamin boost at the beginning of the day.

1. Having proper breakfast is important if you want to minimize your well-being.
2. When brain gets enough nourishment it doesn't need blood sugar.
3. Morning is the right time to add to the energy reserves of the body as the body uses up the available energy reserves of the body during the night.
4. The wide range of foods offers flexibility and choice means it is hard to decide which food to have for breakfast.
5. If one does not have adequate time to have large breakfast he can make do with a slice of bread spread with honey.
6. Children who've breakfasted properly can solve problems sooner than others.
7. According to the passage to build muscle one should have foods containing protein.
8. The brains of children who have empty stomachs get little sugar.
9. "Why should we skip breakfast" can be another title for the text.
10. Everybody's reaction to food in the morning is the same.

Technology takes on Alzheimer's

Intel joins effort to help patients gain more independence

New By John Markoff

The Alzheimer's Association and Intel have announced that they are forming a research consortium to explore ways to use computing technologies and sensor networks to help in caring for patients with both early and advanced cases of Alzheimer's disease.

The disease, which strips away independence from those afflicted by it and adds an economic burden to society, is expected to grow at a much higher rate as the population ages in the next decade.

According to the Alzheimer's Association, unless a cure is found, about 14 million Americans will have the disease by 2050, up from 4 million today. One in 10 people older than 65 and nearly half of those older than 85 now have Alzheimer's disease. The disease costs the U.S. economy \$61 billion a year, according to the association.

On Thursday, Intel executives and officials of the Alzheimer's Association sketched out a vision of existing and fu-

ture computer-related devices that would be modified to allow Alzheimer's patients to live independently for longer periods and elaborate monitoring networks that might help reduce the burden of care for patients with advanced cases.

The project, Everyday Technologies for Alzheimer's Care, or ETAC, initially plans to finance more than \$1 million in research to develop new systems for Alzheimer's care in the home.

The project, which will be managed by the association, will initially pursue research projects that can develop affordable systems capable of delaying the onset of disabling symptoms as well as provide automated support to postpone the need to put patients in facilities where they require constant care.

Intel researchers cited examples like simple drill-and-practice memory systems that might be displayed on a home television to help people practice recognizing co-workers so that they can counteract the effects of the disease and continue to work. For patients with more

advanced cases, they held out the possibility of systems that use limited artificial intelligence techniques to determine whether a person has remembered to drink fluids during the day.

"If it's 3 o'clock in the afternoon and the person has not gone into the kitchen or the refrigerator and the cabinets have not been opened, then it might be useful to offer a reminder," said Eric Dishman, an Intel sociologist who is a member of the company's Proactive Health strategic research project, based in Hillsboro, Oregon.

Dishman acknowledged that the greatest challenge was creating systems that would not compound the challenges already faced by patients. "The danger is getting a confused person and making them more confused," he said.

The company has developed a range of prototypes and is preparing to test them with patients. One experiment includes placing radio transmitters in shoes to track individuals.

The New York Times

1. Different establishments can share their expertise and sources in a joint attempt to ease the difficult lives of patients.
2. Alzheimer's disease poses a very heavy economic burden on the economy.
3. The new vision sketched by Intel and the Alzheimer's Association involves the usage of high-tech devices.
4. Artificial intelligence has nothing to do with the new project.
5. The Project has the risk of being counterproductive as well as being useful for the patients.
6. The Project is still on an experiment level and hasn't been tried on the patients.
7. The Project will bring heavier economic burdens for the economy than that of the Alzheimer patients.
8. Alzheimer's patients are all independent during the process of the disease.
9. The economic burden of the Alzheimer's disease
10. It is in fact very rare to have someone afflicted by the Alzheimer's disease among the aged population.



Shadows & Lights

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A September dream

It is a September morning. You wake with a feeling that you remember from many years before. The date you have tonight is something like the first time you broke school; actually, it resembles a return to those far-off days, even though she is not there any more. You broke school and your mother found out, so when you came back home she looked right into your eyes with anger and love, you didn't know what to say to her - anyhow, she forgave you. But she is no longer there for you.

Even though we are almost through September, most of us are suffering from the "September Syndrome."

1. To those who live in this country it means autumn is just around the corner. Leaves turn every shade of green, yellow, orange and red imaginable. There is a feeling of melancholy in the air. One cannot help but think, "here comes autumn" -- and then it's winter in no time at all.

The air hangs heavy upon people. Compared to the arrival of spring, one feels lousy.

It's hard to decide what to wear. It's always more difficult to replace sleeveless T-shirts and see-through blouses with sweaters and cardigans, than to change heavy clothes for lighter garments. And so Spring is always easier to welcome.

2. Although there are some good aspects to it, it is still hard to begin a new school year. For children it is good in a way as most of them get fed up with the long summer holiday and the end to their boredom is often a happy occasion. However, starting a new school year means that soon it will be over in that "there goes another one."

It's funny, but the start of a new school year is like the start of a new year, and the end of it seems to be like the end of that year. As the academic year draws to a close people start getting into a holiday mood -- either leaving their hometowns to go on vacation, or they just get a bit lazy and lethargic. Even cultural and social events slow down.

3. Autumn may be the time of year that you dream most. People are more sentimental...

The September Syndrome describes that time when everything begins to resort to normal; even the cities return to normality.

Just like last year you can't figure out if just a T-shirt is enough or if you should wear a cardigan as well. Just like last year, the breathtaking display of nature's change of colors is all around for us to witness. And just like last year you start dreaming -- with one difference... It is the way in which you regard him. With each passing year the change of seasons attracts your attention more and more deeply, and your dreams are more and more sentimental...

1. "September Syndrome." is a very rare feeling experienced by a limited number of people.
2. Both the arrival of spring and autumn inspire the same feelings.
3. One of the difficulties of autumn is that one can't make up her/his mind about what to dress up.
4. According to the passage arrival of autumn is the arrival of normality and the routine.
5. Unlike spring, one feels more occupied and busier in autumn.
6. According to the passage, in autumn people become a bit nostalgic and use their imagination a bit more.
7. "The air hangs heavy upon people" means people feel a bit distressed and not pleased being reminded that the autumn and after that the winter will set in inevitably.
8. Autumn is always easier to welcome than spring.
9. Seasons and their inspirations don't affect people's mood.
10. The changes in nature are not so significant and eye-catching.

TEXT D

EYE. ROBOT SURGERY

MORE THAN 8 MIL-lion people have had Laser Assisted In-Situ Keratomeliosis (better known as Lasik) surgery to correct their vision. The operation is considered safe, but a number of complications—such as blurriness, night glare and halos—can occur. Most problems crop up in the first part of Lasik treatment, when a small metal blade called a microkeratome is used to slice open a flap in the cornea. Now a new bladeless form of Lasik is being marketed globally by IntraLase, which claims its "all-laser" technique is safer and 100 times more accurate than the blade. Doctors say the IntraLase procedure has never caused a deep, invasive corneal incision. Plus, clinical studies indicate that more patients using IntraLase achieve 20/20 vision than those using the traditional method. It may cost a few hundred dollars more, but when it comes to good vision the advantage seems clear.

-SANDY LAWRENCE EDRY

1. The Laser assisted vision operations are not totally problem-solving and safe.
2. The blade called microkeratome is the source of some problems which can occur after the laser assisted vision correction surgeries.
3. New generation bladeless Lasik is not better than the older version with blade.
4. The laser assisted vision correction operations are based on the process of slicing open a layer in the cornea.
5. It is clear in the passage that the new method is more expensive than the old one.
6. Doctors are not in favor of the usage of the new method.
7. Clinical studies prove that the new method is more useful than the traditional method.
8. The number of people who have had laser assisted vision correction operations is under 8 million.
9. In the new method, the IntraLase procedure operates with a deeper incision on the cornea than that of the older version's.
10. Although the new method have some advantages, patients using IntraLase can not achieve significant improvement in vision when compared with those using the traditional method

APPENDIX E Tasks used in the Experimental Group . Task1. Read the following text and circle the numbers of statements that can logically be concluded from the given information.

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MICHAEL SEVERN

ANKARA - Turkish Daily News

Ovidiu Petre was signed by Galatasaray from National Bucharest last year when Fatih Terim was the coach. The 23-year-old Romanian has attracted little media attention since but was a regular performer during the 2003-04 season, making a total of 33 appearances in all competitions under Terim and his successor Gheorghe Hagi.

Petre was signed as a mid-fielder but he can also play at the back and it was in the latter role that he started the new season. He played the first two Super League matches alongside Rigobert Song in central defense but then disappeared from the squad and has not been seen on the pitch since.

The obvious reason for his removal from the team was the arrival of Croatian Stjepan Tomas who has taken over as Song's partner

However, we have seen a string of reports claiming that Galatasaray is planning to offload Petre in order to bring in a new foreign midfielder man, possibly River Plate's Marcelo Gallardo. "It's a complete puzzle," was how Petre described his situation to Fanatik on Tuesday (Sept. 21). "I'm in a fog." As to the reasons for his not being selected, he continued, "Although so many weeks have passed, nobody has told me anything. All I know is that the order came from above. It was a decision taken by the chairman or the directors. As Hagi has not called me to provide an explanation, that means he's obliged to follow orders."

This suggestion that the Galatasaray board is interfering in the coach's business by instructing him not to play Petre brought a blunt answer from the club's soccer branch director Fatih Goksen.

"That's Petre's interpretation," he said. "Every week there are players who don't make the squad, for example Omit Karan, Alioum Saidou, Ibrahim Yavuz... Two weeks ago Ayhan Akman couldn't get on the squad either. Did we tell Hagi to leave them out? We have a lot of midfield players. Our defense has settled and is playing very well. Who is Hagi going to ax from the defense to play Petre? It is out of the question for us to put any pressure on the coach in this matter." That explanation would appear reasonable. Hagi has more players available than he needs to fill an 18-man match squad and nobody is guaranteed a place. Like everyone else, Petre will have to fight for his.



Galatasaray coach Gheorghe Hagi at a training session.

1. Rumors that Petre is not given the chance to play by coach Hagi because of the interference from the Galatasaray board are true.
2. Since Petre is a midfielder, he can't play at the back.
3. When Petre was signed by Galatasaray he caused a media sensation.
4. During the 2003-2004 seasons Petre was a regular performer in the team.
5. The true reason that he can't play this season is the arrival of Croatian Stjepan Tomas who has taken over his mission in the team.
6. Even though he can't play in the team, Galatasaray is planning to keep him for the European League matches.
7. Petre believes that coach Hagi is obliged to obey the decisions of the Galatasaray board to offload him.
8. Club's soccer branch director Fatih Gökşen thinks that Petre has to fight to have a place in the team like everyone else.
9. Petre seems to have some prejudices about the Galatasaray board.
10. This season Petre couldn't even play a single game in Super League matches.

TASK II.

Read the following text and choose the number of the statements that can be logically concluded from the given information.

Dancing for Their Lives

Nothing illuminates Castro's Cuba better than music

BY MALCOLM BEITH

VISITING CUBA TENDS TO produce more questions than answers. How has the country's unique brand of socialism managed to stay afloat in the face of a strict U.S. embargo? How can the Cuban people remain so proud of their system when they live in such despair? When Fidel Castro dies, what will happen? And how in the name of Che did these slanders learn to dance so well?

In "Last Dance in Havana: The Final Days of Fidel and the Start of the New Cuban Revolution" (272 pages, *Free Press*), The Washington Post's Eugene Robinson poses similar questions. Using music and dance as his window, he illuminates a huge swath of Castro's Cuba. "Today all of Cuba dances to live; today all of Cuba lives to dance," writes Robinson. Understanding the rhythms and tensions of Cuban dance is critical to understanding the country. To escape abject poverty, Cubans dance each night as if there is no tomorrow. But dance also serves as a metaphor: ordinary Cubans, desperate for U.S. dollars to buy luxuries like medicine and fresh milk, delicately tiptoe the line between Castroism and capitalism to earn more than their allotted share. Everything in Cuba is a dance—and there is no better dancer than Castro.

For 45 years, Fidel Comandante has held forth on the diplomatic dance floor. He cleverly courted the Soviet Union while breathing fire at the *imperialistas* to the north. When the Soviet song—and \$6 billion in annual aid—came to an end, he found new dance partners among the Latin American and European left-wing elite. He has allowed dissent to twirl relatively freely, but has always reeled it in before it could escape altogether. For a time, he even permitted Cuban hip-hop artists to address Cuban racism—which he insists does not exist. But whenappers began to criticize just a little bit too loudly, Castro pulled the plug on Havana's regular hip-hop events.

Through interviews with **musicians**, some necessarily unnamed Cubans, a few too many cabdrivers and even some government officials, Robinson captures the pulse of contemporary Cuba. But despite turning over every stone, he is unable to dig into the dirt that holds diereal answers. Indeed, musicians are as torn between local *cimba* and commercially viable Latin pop as average Cubans are between the benefits of socialism and capitalism. The popularity of hip-hop demonstrates that young Cubans who don't identify with **the old** revolution may lie ready for a new one. Optimism about Cuba's future exists, as does a fear of what will happen after Castro dies. But what *will* happen? Robinson can't really predict. Like tourists left gawking at the dancers who light up Havana's Casa de la Musica each night, we too must settle for guessing what Cuba's great—not donccr'c npvf mnvp will be. and what it will mean for his country?



1. Washington Post's Eugene Robinson's two tools to reveal the real Cuba were music and dance.
2. It can be said that if one understands the different rhythms of Cuban dance, he /she can uncover the mysteries of Cuba.
3. Cubans dance not because of the terrible poverty but for being a prosperous country.
4. It is clear that the word "dance" in the passage is used in a figurative way in order to mention Fidel Castro's diplomatic maneuvers.
5. Castro tolerates all music makers even though they severely criticize him.
6. The popularity of some certain music types like hip-hop may be an indication of protest to the existing system in Cuba.
7. In the passage, Castro is considered to be Cuba's greatest dancer because of his changeable diplomatic maneuvers as same as that of a dancer who is changing his/her body figures.
8. In Cuba, all of the government officials work as musicians as a second profession.
9. Nobody in Cuba is anxious about what will happen after the death of Castro.
10. Music and dance contribute to the friendship between Americans and Cubans.

Task III. Read the following article and circle the numbers of the statements that can be logically inferred from the given information.

Beckhams sue newspaper over claim their marriage in trouble

LONDON -AP

Real Madrid soccer star David Beckham and his wife Victoria are taking legal action against a British tabloid newspaper over an article which claimed their marriage was in trouble, their lawyers said.

The lawyers said the article in the News of the World newspaper, headlined "Posh and Becks on Rocks," was untrue and caused the couple "considerable distress."

"David and Victoria Beckham today initiated legal proceedings against the News of the World, in relation to an article published on Sunday, 12 September 2004," said a statement, issued Tuesday by the law firm Harbottle and Lewis.

"The News of the World was given the opportunity to provide an apology but have chosen not to respond to the couple's request."

The newspaper declined to comment.

The couple have two children, Brooklyn, 5, and Romeo, 2, and are expecting their third child in March.

The marriage of Britain's No. 1 celebrity couple hit the headlines in April when a former personal aide, Rebecca Loos, claimed she and David Beckham had had a 10-day affair. He dismissed the claim as "ludicrous" and "absurd."

Victoria, 30, is a former member of the band the Spice Girls and is still known by the nickname "Posh Spice."



1. David Beckham is a soccer star who plays for Manchester United.
2. David Beckham and his wife Victoria Beckham are taking legal action against a British tabloid newspaper over an advertisement dispute.
3. Victoria Beckham was a member of a pop band called Spice Girls.
4. The newspaper's headline "Posh and the Becks on Rocks" means Victoria and David Beckham's marriage is likely to fail soon.
5. David Beckham admitted the claims of adultery when a former personal aide, Rebecca Loos put a claim that she and David had a love affair.
6. The newspaper replied positively to the demand of apology by the couple.
7. The Beckham couple have two children at the moment.
8. The headline of the tabloid newspaper affected the couple's private life dramatically and caused Distress.
9. Victoria Beckham is still called as "Posh Spice"
10. The couple does not plan to have another child.

ANKARA - Turkish Daily News



Foreign Minister Abdullah Gul has explained Turkey's penal code reforms, put hold amid confusion over government attempts to criminalize adultery, to his European Union counterparts in New York. He was told by the Europeans that the EU expected to see the reforms enacted at once, officials said.

Parliament postponed debates on a package of reforms to the Turkish Penal Code as government plans to introduce provisions criminalizing adultery into the package drew criticism from the opposition and the EU. The postponement prompted a sharp warning from the EU Commission that failure to enact the reform package would negatively affect Turkey's chances to get a positive assessment from the commission for beginning of long-awaited accession talks when it releases a final report on Oct. 6.

Prime Minister Recep Tayyip Erdogan recently dismissed the EU criticism, telling officials not to meddle in Turkey's internal affairs.

Gul, meeting separately with the foreign ministers of Italy and Portugal on the sidelines of U.N. General Assembly meetings in New York, explained the reforms envisaged in the penal code reform package and played down the adultery controversy, saying the proposed article on adultery was the least significant provision in the 348-article penal code reform bill.

He complained that the whole debate on the package had been reduced to the adultery issue, with the progressive articles in failing to be recognized. "This package is meant to expand individual freedoms. The current code is 'statist' and favors prohibition," Gul told his EU counterparts, Anadolu news agency, quoting diplomatic sources in New York, said.

marks a civilian revolution. Gul told Dutch Foreign Minister Bernard Bot, whose country holds the rotating presidency of the EU. He emphasized that adultery would be punishable by imprisonment only in cases where one of the spouses officially complained, according to government plans.

Bot said in response that he had a better understanding of the penal code controversy after Gul's explanation but insisted that the EU expected the reform package to become law before Oct. 6.

"Otherwise, this would negatively affect the report that the EU Commission will present on Oct. 6," he told Gul, according to Anatolia.

EU leaders will decide at a December summit whether or not to start entry talks with Turkey, a candidate since 1999. The decision will be shaped largely on the basis of the Oct. 6 report.

Political leadership in countries such as Britain, Germany and Italy have expressed firm support for Turkey's accession. While meeting Gul in New York on Tuesday, Italian Foreign Minister Franco Frattini reiterated his government's support for Turkish accession and said Italy would be the biggest supporter of Turkish membership in the EU.

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with considerable reaction.

5. Gül believes that the penal code reform must be considered as a whole, not by only underlining single issues like adultery.

6. In Turkey, the opposition totally agree to the government's adultery issue

7. Turkish government's postponement of the package will not affect Turkey's chances to get a positive assessment from the European Commission.

8. Dutch Foreign Minister Bernard Bot is in favor of Turkish government's attempt to criminalize adultery.

9. Prime Minister Erdoğan considers the reactions rather good-intended suggestions than meddling in Turkey's internal affairs

10. For the E.U, the new penal code reform package is of great importance and must become law.

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U.S. textile industry wants China limits

cheap imports are said to threaten jobs

by David Barboza

A coalition of textile and apparel industry groups is asking the U.S. government for new protection against what it calls unfair competition from China, another sign of how American companies are struggling in the face of foreign competition.

The coalition is pressing the Bush administration to limit certain imports from China, raising the stakes in the latest of several long-running trade disputes with Beijing. In a petition Tuesday, the group also called on the White House to impose safeguards that were agreed upon when China entered the World Trade Organization in late 2001.

Industry officials say a flood of cheap imports from China has hurt some American textile and apparel companies out of business and led to the loss of thousands of manufacturing jobs.

"This industry is literally flat on its back, and if the government doesn't do something about it, we're going to disappear," said Cass Johnson, a spokesman for the American Textile Manufacturers Institute, a lobbying group.

The trade dispute is one of many that have grown out of China's entry into the trade organization. The Bush administration has been seen as reluctant to antagonize China, which is now an important trading partner and a potentially important ally in the U.S. dispute with North Korea over nuclear capabilities.

At a news conference in Washington, industry officials were joined by a group of mostly Republican congressmen who so called on the administration to act.

"The practices of Chinese companies and the policies of the Chinese government are illegal and give them an unfair advantage in the textile market," said Senator Lindsey Graham, a Republican of South Carolina.

Most of the congressmen at the news conference were from Southern states with large textile and apparel operations. Some of the biggest U.S. textile and apparel companies, like Burlington Industries and Guilford Mills, have filed for Chapter 11 bankruptcy protection.

According to the Labor Department, 270,000 textile and apparel workers, or a quarter of the industry work force, have lost their jobs over the past two years.

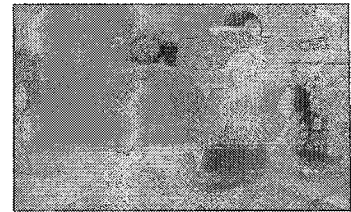
Commerce Department officials said they would review the textile industry's petition. The department is part of an interagency group that deals with textile issues tied to the World Trade Organization. If the group determines that China violated a trade organization agreement, the United States could place quotas on the four products that the industry wants to protect: brassieres, gloves, dress gowns and knit fabric.

"If we make a determination that there's been a market disruption, we'll put a quota in place with the Chinese," said Jim Leonard, a deputy assistant secretary of commerce and chairman of the federal interagency group that deals with textiles and apparels.

Officials in China have repeatedly disputed allegations of unfair trade in the textile market, and some textile industry officials in China have threatened to call for countermeasures if the United States takes action.

Textile industry officials, however, assert that China and other Asian countries are unfairly taking control of the market by keeping their currencies weak against the dollar and then dropping their prices even more to compete unfairly.

Many U.S. manufacturers complain that China has been flooding the market with underpriced goods, seeking to gain market share, and that thousands of jobs are being lost because of dumping and unfair competition.



1. American companies complain about Chinese goods because they believe that Chinese goods hurt their markets and profit.
2. American government have some strategic and diplomatic reasons not to behave according to the businesspeople of its country.
3. American textile companies can easily compete with the Chinese products.
4. Although American textile companies face a harsh competition with the Chinese goods, it doesn't affect them negatively. It is clear that American Textile Manufacturers Institute is a lobbying group. Some politicians and senators also involve in the discussion by supporting the American textile companies.
5. Competition with the Chinese textile products has resulted in many job losses and unemployment problem in the U.S.A
6. Chinese product are rare and of high quality rather than being cheap and abundant.
7. China admits all allegations about its products and don't intend to take countermeasures.
8. China's advantage in competing in the U.S.A has nothing to do with the value of its currency against dollar.

... reforms has been reduced to the
adultery controversy and says the
adultery clause is the least
significant of the proposed reforms

ANKARA - Turkish Daily News

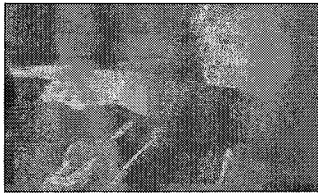
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4. Turkish government's attempt to criminalize adultery hasn't faced with considerable reaction.

5. Gül believes that the penal code reform must be considered as a whole, not by only underlining single issues like adultery.

6. In Turkey, the opposition totally agree to the government's adultery issue

7. Turkish government's postponement of the package will not affect Turkey's chances to get a positive assessment from the European Commission.

8. Dutch Foreign Minister Bernard Bot is in favor of Turkish government's attempt to criminalize adultery.

11. 9. Prime Minister Erdoğan considers the reactions rather good-intended suggestions than meddling in Turkey's internal affairs

10 For the E.U, the new penal code reform package is of great importance and must become law.

TASK IV

Read the following passage and choose the numbers of the statements that can be logically inferred from the given information

German opposition against Turkey's EU membership

ARA - Turkish Daily News

Spokesman for Germany's main opposition parties, Christian Democratic Union/Christian Social Union (CDU/CSU), yesterday that Turkey's accession to the European Union could put the 25-member union in difficulty.

"It is important to strengthen Turkey's ties with Europe. Everyone knows about the kindness and hospitality of the Turks," Anatolia news agency quoted spokesman Friedbert Pfluger as saying in a statement.

"However we cannot accept every good Muslim country to the EU. This could put the union in difficulty," Pfluger added. He did not explain what he meant.

The German main opposition objects to Turkey's EU accession, citing the candidate country's overwhelming large Muslim population. CDU leader Angela Merkel offered a "privileged partnership" to Turkey instead of full membership but her offer attracted little support from

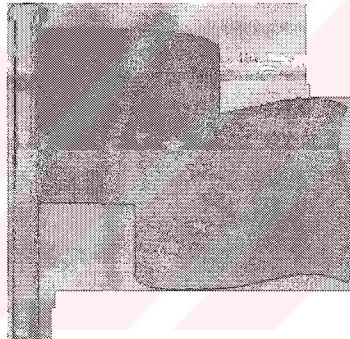
According to the German opposition party spokesman there are many drawbacks for Turkey to be admitted to the E.U but among them religion is of no importance.

The opposition party spokesman views are also shared by the governing party and its leader Chancellor Gerhard Schroeder.

The opposition spokesman, Pfluger also criticized his country.

He reveals that he has no problems with the true religion of Islam but Islamic fundamentalism.

Chancellor Gerhard Schroeder and other EU leaders. Turkey eagerly awaits a European Commission report on October 6 that is expected to tell EU leaders whether to open entry talks with Ankara. Pfluger, criticizing his country for being too tolerant of funda-



mentalists, said the fundamentalists living in Germany should immediately be expelled.

"We cannot wait for the terror attacks to happen in Germany. For this reason, those people who were only once in terror camps in Afghanistan, should be expelled," he said.

Pfluger highlighted the importance of dialogue with the Islamic world in the struggle with terrorism and referred to one of his journeys to the Central Anatolian province of Kayseri, Anatolia said. "There is actually the conflict of cultures behind the terror actions. Islam is not the same as Islamic fundamentalism. Islam is a great and tolerated religion," he said.

Pfluger added that most of the Muslims in the world were younger than 20 years old contrary to the Christian population in Europe. "That's why, we should be able to integrate the immigrants without looking at their religion or race as it is done in the United States," he said

5. Pfluger claims that the younger populations of muslim countries should be integrated into the aging European nations
6. Pfluger doesn't believe in the strenght of dialogue between different cultures and religions.
7. The spokes is aware of the fact that Turkey is a good and necessary country for the E.U, but he can't feel free about the possible entry of Turkey into the E.U
8. For the spokesman Turkey's control and keeping a tight rein on Turkey is essential.
9. With an optimistic point of view he doesn't believe that terrorist activities will occur in Germany.
10. Pfluger thinks that every single German citizen agrees with him.

APPENDIX G

Pre-Post Tests Scores of the Experimental Group

<u>Pre-test</u>	<u>Post-test</u>
65	75
54	54
60	66
39	88
47	62
72	78
51	61
56	62
48	79
50	64
30	57
56	76
43	68
60	81
63	59
24	69
63	79
80	85

APPENDIX H

Pre-Post Test Scores of the Control Group

<u>Pre-test</u>	<u>Post-test</u>
75	63
55	62
45	52
54	73
58	32
60	32
75	60
43	43
80	81
52	50
43	43
58	73
20	48
46	47
47	42
58	78
76	81
59	63
62	67
63	60

APPENDIX I Statistical Tables

The Experimental Group by "Posttest and Pretest" Results

Variable	Number of pairs	Mean	MD	t
Posttest		70.1667		
	18		16.7778	5.9
Pretest		53.3889		

MD= Mean Difference

The Control Group by Posttest and Pretest Results

Variable	Number of Pairs	Mean	MD	t
Posttest		57.5000		
			1.0500	-,333
Pretest		56.45		

MD= Mean Difference

Experimental and Control Groups by Posttest Results

Groups	Number of Cases	Mean	t
Exp.	18	70.1667	3.873
Cont.	20	56.8333	

Mean difference= 13.3333

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