IMPROVING READING COMPREHENSION IN TURKISH EFL READERS THROUGH VOCABULARY ENHANCEMENT AS A PRE-READING STRATEGY

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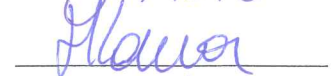
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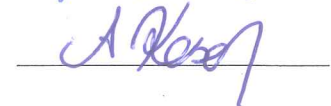Assist. Prof. Yeşim Keşli DOLLAR   (BAU, ELT)   _____

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ABSTRACT

IMPROVING READING COMPREHENSION IN TURKISH EFL READERS

THROUGH VOCABULARY ENHANCEMENT

AS A PRE-READING STRATEGY

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Master's Thesis Program in English Language Teaching

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The purpose of the study is to examine the effectiveness vocabulary enhancement as a pre-reading strategy on the improvement of the reading comprehension of twenty five intermediate level of Turkish EFL students from a state vocational high school in Turkey. The study was designed as a mixed method. Data was obtained through a triangulated approach in which observation, survey of reading strategies, pre-test, pre- reading vocabulary test and post-test were administered to the participants. The findings of the study showed that the pre-reading vocabulary instruction had a positive effect of reading Turkish EFL vocational high school students' reading comprehension. It was also revealed that word-mapping vocabulary instruction is an effective tool for EFL readers. Therefore, Turkish EFL teachers should take in to account the effect of reading strategies in their reading lessons.

Keywords: English as a Foreign Language (EFL)

ÖZ

OKUMA ÖNCESİ STRATEJİSİ OLARAK KELİME GELİŞTİRME YOLUYLA
TURK EFL OKURLARININ OKUDUKLARINI ANLAMALARINI
ARTTIRMAK

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Bu çalışmanın amacı, Türkiye'de bir meslek lisesinde 25 orta düzey Türk EFL öğrencisinin okuduklarını anlamalarını arttırma adına kelime geliştirme yolunu okuma öncesi stratejisi olarak etkinliğini incelemektir. Çalışma karma bir yöntemle hazırlanmıştır. Veriler gözlem, okuma stratejileri anketi, ön test, ön okuma kelime testi ve son test ile toplanmıştır. Çalışmanın bulguları, okuma öncesi kelime öğretiminin Türk EFL meslek lisesi öğrencilerinin okuduğunu anlamalarına olumlu etkisi olduğunu ortaya koymuştur. Çalışma kelime eşleme öğretiminin de EFL öğrencileri için etkili bir araç olduğunu ortaya çıkardı. Bu nedenle; Türk EFL öğretmenleri okuma derslerinde okuma stratejilerinin etkisini göz önünde bulundurmalıdır.

Anahtar Kelime: Yabancı Dil Olarak İngilizce

To My Father

ACKNOWLEDGEMENTS

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Introduction

This chapter covers the information about background of the study, theories and concepts that are relevant to the research topic, statement of the problem, researcher's purpose for the study, research questions, and significance of the study and for the last it mentions the definitions of operational key terms.

1.1 Theoretical Framework

Reading comprehension is one of the significant skills in education. It involves cognitive and metacognitive processes. Understanding about how to improve reading comprehension is important in many ways. First of all, both the instructors and researchers should know the definition of comprehension. The reader, the text and the activity are the most important elements of comprehension. Snow (2002) states that learning how to read is a long term development. Literacy knowledge may not be sufficient for comprehension. The features of text have effect on comprehension. The context of texts should be beyond the classroom settings. Apart from these, Snow (2002) claims that the teachers should be aware of assessment of reading comprehension in order to do reliable and valid assessment.

Reading teachers should be aware of some reading strategies to improve students' reading comprehension. Drucker (2003) claims that readers tend to use same strategies in their first and second languages. Drucker (2003) suggests some strategies such as previewing, shared-paired reading, narrow reading and read aloud. The writer focuses on the importance of cultural differences and schema, she says that linguistic knowledge is important, but not sufficient for reading comprehension. Moreover, graphic and semantic organizers are important strategies to improve reading strategies. Navarro (2008) wants to determine effective reading strategies so as to build schema for learners. According to researchers, readers must bring a schema to their mind in order to comprehend a message. Schema theory brings two modes of information named bottom-up and top-down processing and theory also confirms that background knowledge is significant for psycholinguistic model of ESL reading. Navarro (2008) focuses some strategies such as pre-reading, vocabulary instruction, visual cues,

questioning methods, comprehension instruction and appreciating their culture in order to create schema. Furthermore, Navarro (2008) claims that teachers should be aware of their students' prior knowledge and cultural backgrounds. Prior knowledge and experiences related to the concept help readers while reading a text. Besides, semantic mapping is excellent pre and post reading strategies. If students have lack of sufficient knowledge about the concept, semantic mapping will be useful for them. Furthermore, Little and Box (2011) conducted a study on the use of specific schema theory strategy. They show the impact of pre-reading activities for readers in their research study. Little and Box (2011) indicate that abstract concepts can be understood by the schema theory. Prior knowledge and experiences related to the concept help readers while reading a text. Besides, semantic mapping is excellent pre and post reading strategies. If students have lack of sufficient knowledge about the concept, semantic mapping will be useful for them.

Moreover, vocabulary knowledge is a fundamental issue for reading. Lerva and Aukrust (2010) say that teachers should give opportunities to their students to read independently. Lerva and Aukrust (2010) conducted a research about vocabulary knowledge in reading comprehension. They compare first and second language learners. According to their research results, vocabulary knowledge is an important concept for both first and second language learners to understand reading texts; and second language learners have not better reading comprehension skills than first language learners.

Apart from these, rereading, questions and generating questions are other strategies for improving reading comprehension. Weinstein, McDermott, and Roediger (2010) focus on students' reading strategies. They conduct a research and compare these strategies. According to their research results, even though generating questions don't have sufficient effect on answering questions, they are more beneficial than rereading.

Besides, reading without comprehension is meaningless. Developing reading strategies should aid learners in understanding. Reading activities can be examined through three stages. These are pre-reading stage, during reading stage and post-reading stage. Yiğiter, Sarıçoban and Gürses (2005) state that there are some strategy

types for the three reading stages during instruction. Predicting/guessing, commenting on the illustrations, teaching new vocabulary and setting the scene are the strategies at pre-reading stage, and also annotating and analyzing are the strategies during the reading stage. Lastly; summarizing, evaluating, synthesizing, commenting and reflecting are the strategies at post-reading stage. Yiğiter, Sarıçoban and Gürses (2005) conducted a research to identify what strategies good readers employ in pre, during and post reading stages in classroom language learning. Yiğiter, Sarıçoban and Gürses (2005) research results show that the three phase approach has advantages. It motivates students, it combines reading skill with other skills and it embodies students' mind to be good and strategic learner. Finally, pre-reading phase has various goals and benefits for both teachers and learners. It is good for teachers as a guide and helps students to develop a purpose for reading and the purpose of the study to investigate the positive effect of pre-reading vocabulary instruction on Turkish EFL students in terms of enhancing their reading comprehension.

1.2 Statement of the Problem

English is one of the most commonly spoken languages in the world. The introduction of 12 year compulsory education (4+4+4) provides an opportunity to review and reform the teaching and learning English as a foreign language in the Turkish state school system. The early introduction of foreign language instruction from second grade should be useful in many ways. However, despite the efforts to address gaps in education through the compulsory education system, very few of the students are able to achieve basic communicative competency even after the completion of approximately 1000 hours of English lessons.

TEPAV (Türkiye Ekonomi Politikaları Araştırma Vakfı) project team (2014) try to identify the reasons behind the low level of success in English language teaching and learning in the state school system and the project team identified two major realities. The first one is, 80% of the teachers have the qualifications and language skills to deliver effective language lessons so that the majority of the students will graduate from High school in Grade 12 at least intermediate level of speaking, listening, writing and reading competences in English. Second one is despite the potential of the teachers; the competence level in English 90% of the students across

Turkey was evidenced as rudimentary even after 1000 hours (estimated at the end of Grade 12)

According to TEPAV (2014) classroom observation report, official textbooks and curricula fail to take account of the varying levels and needs of the students, repetition of a similar curriculum from grade to grade and the teachers' obligation to follow the curriculum and grammar based approach cause student failures. With the repetition of the curriculum from grade to grade, the students are unable to see their own learning progress.

Another significant finding is the low level of perceived English among vocational high school students and general high school students. Vocational high schools are lack of a specialized English language curriculum. Revising curriculum documents, related learning materials and move from the current grammar-based teaching approach may enhance vocational high school students' English language proficiency level.

Reading is one of the significant skills in EFL classrooms. However, reading skill is one of the ignored skills at vocational high schools' in Turkey because their curriculum is mostly based on grammar translation approach. Students have difficulties in reading classes and they should be aware of importance of reading and reading strategies to improve their reading comprehension. Vocabulary instruction at a pre-reading stage may develop students' reading skills. It activates students' knowledge of the subject, it motivates the learners to read the text and it promotes students' engagement and interest by providing those means of previewing and anticipating of the text. Therefore, regarding all problems mentioned above, the teachers should be aware of importance of vocabulary instruction to improve students' reading comprehension.

1.3 Purpose of the Study

The purpose of the study to investigate the effect of pre-reading vocabulary instruction on Turkish EFL students in terms of enhancing their reading comprehension. The participants are twenty-five 10th grade state school students at Maltepe Vocational High School. They are Turkish native speakers and their ages ranged from 15 to 16. The participants' English proficiency level is intermediate according to Common European Framework of Reference for Languages (CEFRL)

1.4. Research Question

The major objective of this study is to determine the effect of pre-reading vocabulary instruction in EFL reading classes;

In order to pursue the purposes of the present study, the following research questions were posed:

1. Does pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting? If so;
2. To what extent does pre-reading vocabulary instruction improve EFL learners' reading comprehension?

1.5 Significance of the Study

The English language has spread through Turkey in the last fifty years. Demands of globalization, international trade and academia are among some factors of the rapid spread of English. English becomes as a compulsory foreign language in education policies and English language teaching is incorporated at different levels of the Turkish education system. In 1997, the two governing bodies of education policy, Turkish Ministry of National Education (MEB) and Higher Education Council (YOK) reformed the curriculum of ELT across all levels of Turkish education in order to modernize the language acquisition process. The YOK and MEB also emphasized the importance of learner-centered education. However, despite such reform measures, the language teaching education system has been hindered by curriculum deficiencies. The curriculum mostly depends on grammar approach, and reading, writing, listening and speaking skills are not effectively taught at vocational high schools.

This study investigates how to improve learners' reading comprehension at a state vocational high school. The vocational high school education system mostly gives importance to field courses. There are accounting, computerized accounting, and foreign trade departments at the school where this research was conducted, and its curriculum is prepared according to their vocational needs. The students are not motivated to learn foreign language and most of them have biases towards English language learning. They claim that they don't need to learn English.

This study examines the importance of *reading* and the importance of reading strategies to the learners like these who lack any kind of motivation to learn English. Moreover, the study will hopefully show the positive effect of pre-reading vocabulary

instruction in EFL reading classes. There were many researches about the importance of pre-reading strategies, but this study will be the first study which will be conducted at a state vocational high school in Turkey. Besides, it will unveil the significance of pre-reading vocabulary instruction once more.

1.6 Operational Definitions

The researcher assures that all the participants in this study participate voluntarily and respond to the questions of data collection tools with full honesty. Data collection tools in this study are classroom observation forms, survey of reading strategies, pre-test and post-test results are appropriate and relevant. The mixed method is used in order to make results reliable and valid. While collecting survey of reading strategies data, non-parametric Wilcox test is used. According to Cronbach's alpha coefficient, the internal consistency of the data, which is gained from the students with reading strategies scale, is found to be sufficient to continue the analysis.

Chapter 2

Literature Review

In this chapter, the literature review of this study is divided into several sections. First, The Nature of reading is discussed. Next, Approaches, Models and Theories of Reading are explained. Then Reading Strategies are discussed in detail. Also, Characteristic of Readers and Strategies for Teachers are examined. Moreover, the information is given the Types of Learning and Teaching System. Besides, Building Comprehension Through -Pre - During and - Post Reading Strategies are explained. Lastly, Teaching Vocabulary as a Pre-Reading Strategy to Improve Comprehension is discussed.

2.1 The Nature of Reading

People have been using oral language for perhaps four million years, but the ability to represent the sounds of language by written symbols has been around for only 4000 to 5000 years. Nearly every human on the earth was illiterate until the twentieth century; however in today's society, reading skills serves as the primary foundation for all school based learning.

Reading involves perceiving the written form of language. It is composed of decoding and comprehension processes. These two processes are independent from one another, but both are necessary for literacy. Decoding involves being able to connect letter strings to the corresponding units of speech that they represent in order to make sense of print. Comprehension involves higher-order cognitive and linguistic reasoning, including intelligence, vocabulary, syntax, which allow children to gain meaning from what they read. Nevills and Wolfe (2004) say that fluency and comprehension are separate processes. A person can be fluent reader without comprehending what is being read. Besides, Nevills and Wolfe (2004) claim that learning to read can be difficult. Because our biological destiny is speaking, not reading. Speaking is a natural development, reading is an unnatural act. Moreover; biological and environmental or instructional factors may lead reading difficulties.

2.2 A Simple View of Reading

A simple view of reading (SVR) is a basic theory of reading comprehension developed by Hoover and Gough (1990). SVR consists of two factors; decoding and oral language which have reading comprehension as their product. This point of view suggests that reading comprehension is a form of linguistic comprehension that enters the brain through visual decoding. Decoding is the translation of symbols on the page in to a word in the reader's aural vocabulary. From this point oral language comprehension helps to interpret the meaning of words. The simple view of reading can be expressed as an equation: **D x C = R**

In this equation, each of the letters stands for a specific skill:

D is a measure of decoding skills

C is a measure of language comprehension ability

R is a measure of reading comprehension ability

The relationship can be conceptualized as follows:

Figure 1. Simple View of Reading (Hoover and Gough 1990).

Although, SVR model is a good tool for understanding reading processes and categorizing assessment of reading disabilities, it doesn't account for depth or amount of processing that is required for reading comprehension. Thus, the Modified Triangle provides more detailed information about the comprehension. The modified triangle integrated with a simple view as follows:
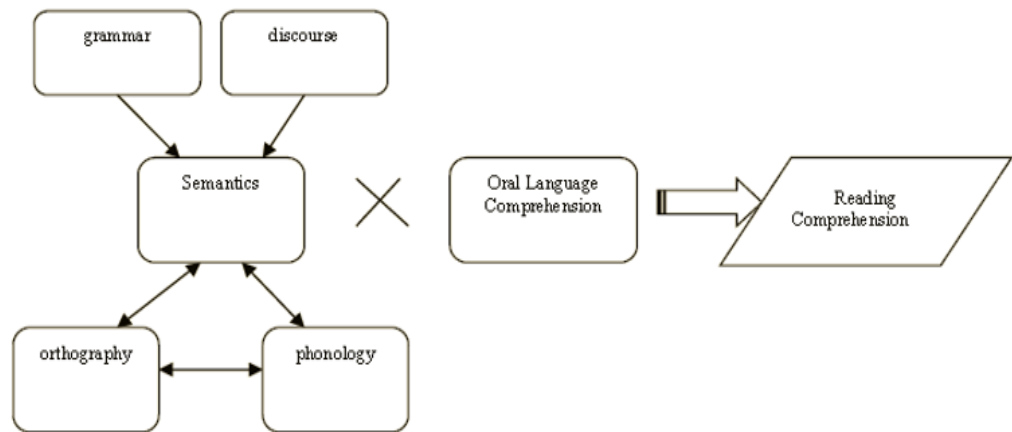
Figure 2. The modified Triangle (Combined with SVR-Bishop and Snowling 2004).

The modified triangle adapted by Bishop and Snowling (2004) from Siedenberg and McClelland (1989), details the different process required for decoding and can be applied to the thinking of both beginning and more advanced readers (Bishop and Snowling 2004). This model shows the back and forth (connectionist) relationship between orthography (written text) and phonology (the sounds of language). Besides, the model provides a more price analysis of decoding skills and it is better able to explain how various observed behaviors relate to core skills in the area of decoding. However, reading does not the end with the ability of decode. Furthermore, the goal of reading is beyond decoding.

Reading comprehension processes are exceedingly complex and not as concrete and measurable as decoding process (Kamhi 2005). In order to comprehend a reader both builds meaning from smaller units of language and also uses larger ideas to inform her or his ability to decode smaller units. Besides the entire reading comprehension process takes place within the context of metacognition (the ability to think about thinking) and emotion. Metacognition is significant for reading comprehension because it gives an approach and orientation to the text; a plan or purpose for read (Westby 2005). Emotion is another component of context that can include feelings such as motivation and interest. Furthermore, motivation must be stimulated before reading process in order to comprehend the text.

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Mclntyre and Yee (2013) refer that ideas about decoding, comprehension and the context in which they occur can be represented in a model. Model of Meaningful Reading is the combination of old and new ideas. The meaningful reading model shows the complexity of various cognitive processes working in coordination to produce higher level reading and thinking. Background knowledge, inferring, reading comprehension strategies, vocabulary and word reading are the key components of the model and they show a strong relationship with reading comprehension. The model takes in to account the concepts of phonology, orthography, grammar, discourse, semantics, sensory, representations, inferences, background knowledge, predictions, main ideas, metacognition and emotion. The model can guide teachers in an efficient way. Besides it expands the general notions of decoding and oral language comprehension to more concenter and discreet skills. A model of Meaningful Reading view as follows:
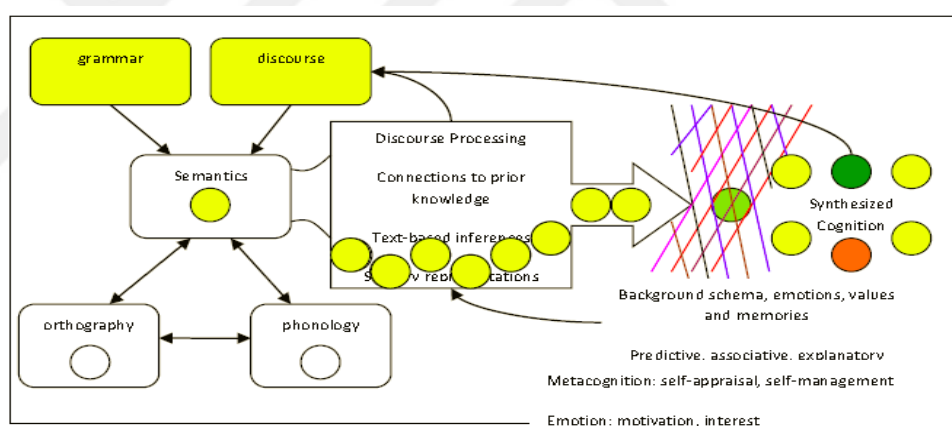
Figure 3. A model of Meaningful Reading (Mclntyre and Yee 2013).

2.3 Reading Approaches

A reading knowledge of a foreign language is very significant in EFL education settings. In the past, since 1940s lots of the linguists and researchers have studied EFL reading with a focus on language form based on Structuralism. In this regard, the structuralist principle advocated by Fries and Bloomfield presumes that language is set of habits to be learned systematically, item by item, using methods imitation, repetition, and reinforcement. Over the long periods of learning L2 reading on a basis of language form, many learners have faced with some problems. And lots of the

researchers have indicated that the problems came from language form-based instructions that they didn't focus on learners' thought from a viewpoint of the learner-centered language acquisition. Shin (2013) focuses on the current main issues as follow:

2.3.1 Humanistic approaches in EFL reading. The humanistic principle is learner-centered and voluntary approach. The approaches could be categorized as 'Whole Language' or 'Natural Language' approaches. Because it is assumed that acquisition occurs naturally through extensive exposure to interesting text-often self-selected with minimal systematic instruction and few linguistic controls on input. The learners are more willing to read about interesting materials, and follow-up activities

2.3.2 Meaning-based approaches to EFL reading. Meaning- based approach integrates the language contents and forms. Reading is meaning focused, not form centered. Readers are given the time, encouragement, and materials to read presumably. They see the reading as a pleasurable, rather than stressful activity. Readers use critical thinking skills and imagination effectively in the activities.

2.3.3 Task-based approaches to EFL reading. Learners learn language in order to make functional use of texts. Teachers aim to stimulate learners' ability to understand and give instructions and they confront with functional tasks in which the learners are asked to produce and comprehend the instructions. The task-based language teaching is mainly focus on meaning, but it does not exclude a focus on form.

2.3.4 Integrative approaches to EFL reading. Reading should be meaningful to the learner in natural settings. Reading teaching is examined by focusing on the learners' interest in the classroom as a learning environment and interaction with learners.

Apart from these, a primary aim for EFL reading theory and instruction is to understand what fluent L1 readers do, and then decide how best to move EFL students in that developmental direction. Grabe (1988) states that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing. The following factors are major concerns in the teaching of reading

- Vocabulary acquisition is important for extensive reading. The frequency level of the learners' vocabulary and the length of time that the memory of a meeting

with a word retained are two factors to determine the necessity amount of reading. Extensive reading both increases the knowledge of meaning of words and produce gains in background knowledge that can further facilitate reading comprehension

- Materials selected for extensive reading must be interesting and enjoyable

Krashen (1988) states that learners must be able to draw meaning from the input they try to access and Krashen (1994) also makes a strong case for extensive reading as an effective and efficient path for obtaining input for acquisition.

2.3.5 Linguistic approaches to EFL reading. The reading approaches have developed with the cognitive principle, affective principle, and linguistic principle. The cognitive principle includes automaticity and meaningful learning. The affective principle is related with self-confidence, risk taking, and language culture collection. And the linguistic principle means the development of communicative competence.

2.3.6 Grammar-translation approaches to EFL reading. Readers are given explanations of individual points of grammar, and then they are given sentences which exemplified grammatical points.

2.3.7 Language work with comprehension questions. This approach focuses on text book containing short passages that demonstrate the use of foreign language words or points of grammar. It consists of reading word-by-word, comprehension questions, and exercises.

2.3.8 Extensive reading approach to EFL reading. The goal of this approach is for students to be willing and fluent readers in EFL reading. The reader brings information, knowledge, emotion, experience and the culture to the printed world.

Besides, Liu (2010) states that understanding the process of reading is important to the understanding of the nature of reading. Many things can be going on when a reader reads. It is a dynamic process. Different readers may engage in very different reading processes. Earlier research in to reading in twentieth century used a product approach. Researchers typically designed tests of understanding of particular texts, administered the tests and then inspected the relationship between the test results and

variables of interests. However, product approaches became unfashionable. Because reading process is more complex than the interests of the product reading approach.

2.4 Reading Model

Davies (1995) defines that a reading model is a theory of what is going on in the reader's eyes and mind during reading and comprehending a text. Traditionally, comprehension has been viewed as a reader's capacity to replicate the text. However, in recent years considerable research effort has focused on a conceptual model.

2.4.1 Bottom-up model. A bottom-up reading model emphasizes the written or printed text. Reading is driven by a process that results in meaning and that reading proceeds from part to whole. It focuses on linguistic cues, builds literal comprehension of a text.

2.4.2 Top-down model. A top-down reading model emphasizes what the reader brings to the text. It contends that reading is driven by meaning and proceeds from the whole to part. Skudiene (2002) says that it emphasis the importance of background knowledge, builds global comprehension.

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            ┌─────────────────────────────────────────┐
            │            READING MODELS               │
            └─────────────────────────────────────────┘
         ┌──────────────────┐         ┌──────────────────┐
         │    BOTTOM-UP     │         │    TOP-DOWN      │
         └──────────────────┘         └──────────────────┘
            ┌─────────────────────────────────────────┐
            │            APPLICATION                  │
            └─────────────────────────────────────────┘
        ┌─────────┐      ┌─────────────┐      ┌─────────┐
        │  PRE-   │      │   WHILE-    │      │  POST-  │
        └─────────┘      └─────────────┘      └─────────┘
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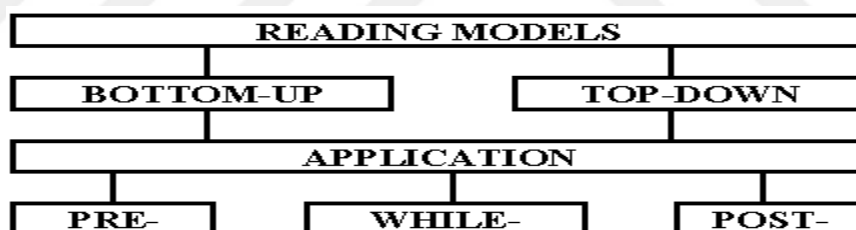
Figure 4. Reading Models (Skudiene 2002).

Moreover, bottom-up and top-down have also been used with reference to language processing. Fagan (2015) says that bottom-up language processing works from phonemes, morphemes through lexemes and phrases to clauses and larger chunks of text. Top-down language processing works in the opposite direction, from overall message and text structure to lower ranked units. The figure shows how Celce-Murcia and Olshtain (2001) conceptualise graphically to operation of bottom-up and top-down processing.
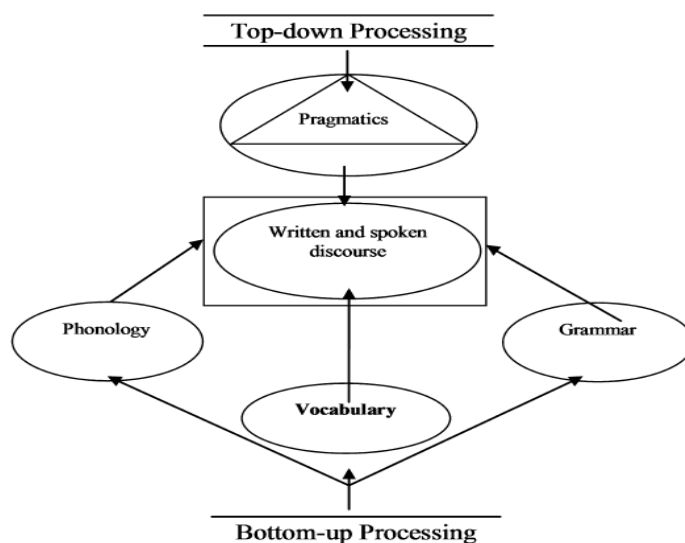
Figure 5. Vocabulary and Language Knowledge. (Celce-Murcia and Olshtain (2001)

The two types of language processing seem closely aligned with the two principal forms of language use, perception and production. Language perception by its nature seems to be essentially bottom-up: phonological, morphological and lexical aspects of the sentence/utterance must be processed before it is linked to conceptual-semantic content. Production seems to generally operate in the opposite way: starting with conceptual semantic content only then assigning grammatical structure to it. Model of lexical perception and production is as follow:
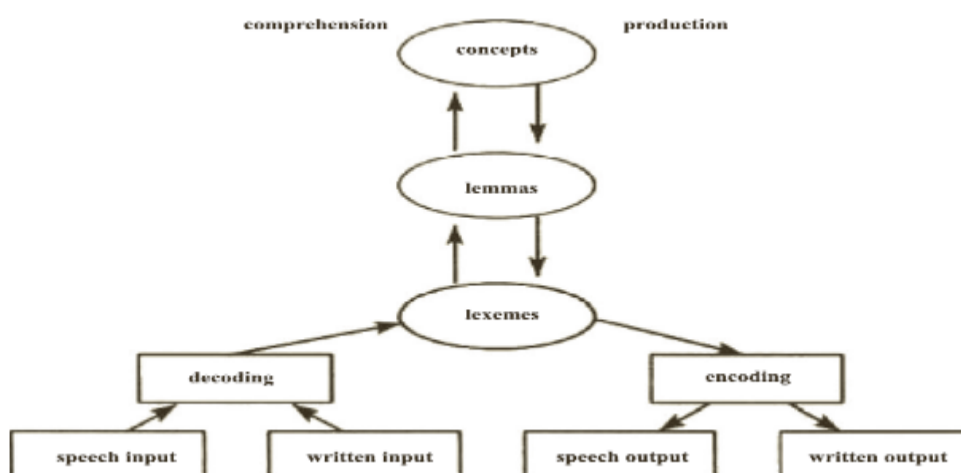
Figure 6. Model of Lexical Perception and Production. (Carrell (1988).

Besides, the concepts of bottom-up and top-down processing are obviously relevant to the field of second/foreign language (L2) learning. There is an important

role of bottom-up and top-down processing in L2 reading comprehension. Carrell (1988) claims that reading is very complex mental operation necessarily involving both bottom up and top down processing.

2.5 Theories of Reading Comprehension

Gunning (1996) identifies three main theories of reading comprehension. These theories are Schema Theory, Mental Models and Proposition Theory.

2.5.1 Schema theory. Gunning (1996) defines a schema organized knowledge that one already has about people, places, events and things. Based on the schema theory, readers can increase their reading comprehension by using their background knowledge.

2.5.2 Mental model theory. This model can be thought of as a mind movie created of one's head, based on the reading content. According to Gunning (1996) the mental model is re-constructed or updated to reflect the new circumstances as the situation changes, but the items important to the main character are kept in the foreground.

A text-based model, which is a mental representation of propositions of the text, and a situation model, which is consisting of what the text is perceived to be about, are the two classes of mental models. Skilled readers normally develop text-based model while reading. The text based model incorporates propositions extracted from the reading successive sentences that are supplemented by inferences which are necessary to make the text more coherent. However, situation models consists elaborative inferences that integrate prior knowledge with text-based information. The construction of situation model is dynamic constructive process.

2.5.3 Proposition theory. The theory involves the reader constructing a main idea or macrostructure as they process the text.

2.6 Reading Strategies

Reading is a significant skill in foreign language learning and teaching process. It provides important linguistic input for foreign language learners; furthermore, it helps for further development in listening, speaking, and writing. Successful readers use some strategies to cope with the reading text difficulties. Oxford's (1990) Strategy

Inventory for Language Learning (SILL) categorizes strategies in to two types. These are direct and indirect strategies. Direct strategies consist of memory, cognitive and compensation strategies. Memory strategies help the learners store and retrieve new information. On the other hand, cognitive strategies enable learners to understand new language by different ways. It involves using resources to find out the meaning of what is read in the new language, or produce messages in the new language. Moreover, comprehension strategies are the learner's guessing intelligently by using linguistic clues.

Oxford (1990) suggested six reading strategies from learning strategies. Predicting, skimming, scanning, inferring, guessing and self-monitoring are suggested strategies. Besides, according to Oxford (1990) indirect strategies support and manage reading without directly involving the target language. They are divided into cognitive, metacognitive and socio-affective strategies.

2.6.1 Cognitive reading strategies. A reader uses both cognitive and metacognitive strategies while reading. Kara (2015) claims that cognitive strategies help learners to facilitate comprehension and improve learning. Recognizing, using topics, guessing from the context, using a dictionary, writing down imagery, activating background knowledge, summarizing, using text markers, using linguistic clues, skipping the difficult parts and repeating words or phrases are the elements of cognitive reading strategies. O' Malley and Chamot (1990) propose that cognitive strategies includes these items: repetition, directed physical response, translation, grouping, note-taking, deduction recombination, imagery, auditory representation, key words, contextualization, elaboration, transfer and inference.

2.6.2 Metacognitive reading strategies. Metacognition term is most often associated with John Flavell (1979). According to Flavell (1979), metacognition refers to one's knowledge concerning one's own cognitive processes or anything to them. Metacognitive reading strategies include both the awareness and the conscious control of one's learning. The metacognitive awareness of reading strategies is a self-assessment inventory, guided to direct students to reflect upon their own use of reading strategies. O'Malley and Chamot (1990) propose eight metacognitive strategies

include planning, directed attention, selective attention, self-monitoring, self-management, delayed production, self-enhancement, and self-evaluation.

2.6.3 Socio-Affective reading strategies. O' Malley and Chamot (1985) classify the socio affective strategy as one of the three learning strategies which include the metacognitive and the cognitive strategy. O' Malley and Chamot (1985) further divide socio affective strategies in to two sub- strategies: the cooperative strategy and the questioning for clarification strategy. O' Malley and Chamot (1985) define cooperation as 'working with one or more peers to obtain feedback, pool, information or a model a language activity' and question for clarification as 'asking a teacher or other native speaker for repetition paraphrasing, explanation, and examples.' A brief summary of reading strategies as follow:

Metacognitive	Cognitive	Socio Affective
Advanced organizers	Repetition	Socio Affective
Direct attention	Resourcing	Cooperation
Selective attention	Directed physical response	Question for clarification
Self-management	Translation	
Advance preparation	Grouping	
Self monitoring	Note taking	
Delayed Production	Deduction	
Self Evaluation	Recombination	
	Imaginary	
	Auditory representation	
	Keyword	
	Contextualization	
	Elaboration	
	Interferencing	

Figure 7. Learning Strategies in the Second Language Literature (Wenden 1987).

2.7 Characteristics of Readers

Reading is a cognitive process. Each reader never produces the same meaning for a given text meaning and no reader's opinion ever completely agree with the writer meaning. Besides, the readers may have difficulties while reading a text. According to

Winne (1995) poor readers are not likely to engage metacognitive process, because poor readers use too much cognitive resources, and they have no cognitive resources left over for metacognition that is needed to reach higher levels. Winne (1995) also claims that language proficiency affect EFL readers' strategy use. Characteristics of poor and successful readers as follow:

Characteristics of Poor Readers	Characteristics of Successful Readers
Think understanding occurs form "getting the words right," rereading.	Understand that they must take responsibility for construction meaning using their prior knowledge.
Use strategies such as rote memorization, rehearsal, simple categorization.	Develop a repertoire of reading strategies, organizational patterns, and genre.
Are poor strategy users: They do not think strategically about how to read something or solve a problem. They do not have an accurate sense of when they have good comprehension readiness for assessment.	Are good strategy users: They think strategically, plan, monitor their comprehension, and revise their strategies. They have strategies for what to do when they do not know what to do.
Have relatively low self-esteem.	Have self-confidence that they are effective learners; see themselves as agents able to actualize their potential.
See success and failure as the result of luck or teacher bias.	See success as the result of hard work and efficient thinking.

Figure 8. Durkin, D. (1978-79) Classroom Observation.

Besides, teachers should focus on and teach strategies to help learners cope with the text. Bell (1998) suggests sixteen reading strategies to help the reader gain confidence and which could encourage and help reader to develop a better understanding and perspective of reading.

2.7.1 Strategies for teachers. There are some strategies for teacher to help learners cope with the text. Some useful strategies as follow:

Table 1

Reading: Strategies for teachers and Parents

1.Read to your students	Students will learn reading from the modelling of it. Make it fun an exciting for them
2.Uninterrupted reading	Don't correct them on every single mistake. Focusing readers on reading to make sense is what is happen
3.Skip and go on	When students come to unknown word, encourage them to continue reading to obtain meaning from the context
4.Predict to make sense	If the student comes to and unknown word or sentence, through context prediction could be used for a meaningful substitution of a word
5.Modified cloze procedure	Words that could easily be predicted based on meaning can be blocked out. The reader should be more than willing to predict instead of sounding out
6.Line Maker	Some students have a hard time focusing on lines of text and easily get distracted. An item will act as a guide to stay focus
7.Retelling	After the reader has completed a text or a piece of it, have him/her retell what he just read
8.Responsive writing	Ask the reader to write about the part of the story they liked best and share their writing
9. Rereading	Students can develop confidence by rereading pieces of work he feels confident with
10.Reading is fun	Make reading sound like language by reading easy and fun jokes, poems, riddles, etc.
11.Language Experience	The teacher can write what the student orally produces. This will allow the student to read something s/he is familiar with
12.Eco reading and partner reading	The child and teacher read a piece together in a duet. It helps children become more fluent, support her/his efforts, and help them move to becoming independent readers
13.Reading to others	Having your reader read to a younger group of students or in to a tape recorder can help them achieve the fluency needed to develop good comprehension
14. Sustained Silent Reading	Being exposed to a variety of materials and rereading them silently for his own pleasure or information will contribute to the proficiency and efficiently of your reader
15. Previewing a text	Previewing a text using pictures, graphs and charts is an excellent strategy to familiarize with the text
16. Journal writing	It can be benefit reading and writing because it connects them and thoughts about the content, personal background and experience can be expressed.

2.8 Types of Learning and Teaching System

Understanding of classification of different types of teaching and learning system is beneficial when it comes to planning a course. The concept of learning and teaching system divides into three broad groups. Three basic classes of instruction methods as follow:

Class of techniques	Examples	Role of teacher/ Instructor
Mass Instruction.	Conventional lectures and expository lessons; television and radio broadcast; cable television ; films.	Traditional expository role ; controller of instruction process.
Individualized Instruction.	Directed study, open learning, distance learning; programmed learning; mediated self-instruction; computer based learning.	Producer/ manager of learning resources ; tutor and guide.
Group Learning	Tutorials; seminars; group exercises and projects, games and simulations; self-help groups.	Organizer and facilitator.

Figure 9. Ellington and Race (1998) Three basic Classes of Instruction Methods.

2.8.1 Building comprehension through -pre - during and - post reading strategies.
Reading is an active process that requires critical thought before, during and after engaging the text. Reading comprehension strategies are cognitive strategies that the reader uses pre-reading, during reading and post reading to understand the text better. Yiğiter and Gürses (2004) state that the aims of using pre-reading strategies are to activate background knowledge of the students about the text, motivate them, raise their interest and draw their attention to new words. The strategies used during reading help students interact with the text, help them understand the aim of the author and guide them to get the main idea. The aims of post reading strategies are to make deep analysis of the text and aid students connect the information in the text and their background knowledge, and evaluate what they have already learnt. Strategies that can be used pre-reading, during reading and post reading as follow:

Pre-reading strategies	Identifying the aim of reading To understand the topic reading the first sentences of each paragraph Looking through the text Activating background knowledge Guessing the topic of the text by looking at title and subtitles Deciding on which points to focus If there is a picture looking at it and guessing the content of the text Determining the reading pace Developing a reading plan
During-reading strategies	Making connections between the parts of the text. Visualizing what is being told in the text Taking notes while reading Controlling the reading pace Going back to already read part when distracted Underlining important parts Using dictionary when unknown words cannot be deduced from the context Not doing verbal translation Skipping unknown words which do not contribute to understanding Reading over the difficult parts of the text. Utilizing visuals like graphs, tables and pictures Using other clues (punctuation, bold, italics and transitions) Looking through the text again if there is contradictory information. Guessing the meaning of unknown words from the context Anticipating what is going to be told and making guesses during reading Making connections between previous knowledge and knowledge acquired from the text
Post-reading strategies	1. Questioning whether the content of the text is appropriate for the reading aim. Summarizing the text Looking through the text again to see the connections. Reading over the text if it sounds difficult. Checking whether guesses about the text are correct or not. Evaluating the main idea of the text with a critical eye. Summarizing the main idea of the whole text. Discussing the text with others to check whether one has grasped the gist or not. Retelling the important ideas deduced from the text. Retelling the text with her/his own words loudly. Taking notes to use later and to remember. If there are prepared questions about the text, answering them.

Figure 10. Strategies that can be used pre-reading, during reading and post reading.

In order to comprehend the text the good reader should be active while reading. Reading strategies can help students in order to comprehend the text.

2.8.2 Teaching vocabulary as a pre-reading strategy to improve comprehension. Second language reading comprehension has been discussed for a long time in second language teaching. Reading is a challenging task for most second language learners because it requires phonological, morphological, syntactic, semantic and discourse levels. Research studies of Adams (1980), Snow, Burns and Griffin (1998) and Mokthari and Thompson (2006) show that reading comprehension depends on some degree of readers' knowledge of language structure.

Comprehension is important for reading and vocabulary is a vital for the success of reading. According to The Report of National Reading Panel (2010) the importance of vocabulary knowledge has long been recognized in the developing reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge'

Laufer (1997) says that it is impossible to achieve comprehension for both native speakers and second language learners without understanding the vocabulary in the reading text. Besides, Krashen and Terrell (1983) state that if the learners recognize the meaning of the key words, they are able to participate successfully in reading. Apart from these, from the Natural Approach Perspective, Krashen and Terrell (1983) elaborate that 'Acquisition crucially depends on the input being comprehensible and comprehensibility is dependent directly on the ability to recognize the meaning of key elements in utterance. Thus, acquisition will not take place without comprehension of vocabulary.'

Moreover, Richards (1976) outline eight aspects of knowing a word. These aspects are as follow:

1-Knowing a word is that native speakers' vocabulary knowledge, unlike their stability of grammatical competence, will continuous to grow as they reach adulthood

2-Knowing a word means knowing the degree of probability of Encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word

3-Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.

4-Knowing a word means knowing the syntactic behavior associated with the word.

5-Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it

6-Knowing a word entails knowledge of the network of associations between that word and other words in the language

7-Knowing a word means knowing the semantic value of a word

8-Knowing a word means knowing many of the different meanings associated with a word (p.15)

Furthermore, Schmitt (2000) focuses on the vocabulary depth in a clear way. Vocabulary depth means language learners know multiple meaning of words and are able to use them in a variety of ways, and word knowledge is defined into three levels: Unknown (the word is completely unfamiliar), acquainted (the learners may know the word) and established (learners know the word and use it properly) . Thus, the level of word knowledge may affect reading comprehension. Besides, comprehension decodes and associates the meaning with the symbols that comprise a word. Lapp and Flood (1978) claim that reading process includes three processes: word recognition, comprehension of concepts and reaction of the new knowledge with the readers' past experience.

Besides, during 1960s, many researchers believed that reading comprehension was the product of decoding. Later on, researchers found out that students were not comprehend the text although they decode it. Interest in comprehension instruction increased during 1980s and reading researchers began to focus on comprehension strategies during 1990s. Karbalaee (2012) claims that "as general understanding of a text is the first step to achieve a complete comprehension, the higher use of global reading strategies seem to enhance the reading comprehension."

Moreover, reading skill needs exercises. The exercises should consider reading knowledge, prior knowledge, reading strategies and reading participation. The learning and teaching processes should be designed in this way. Pikulski and Templeton (2004) also claim that teachers should facilitate the vocabulary teaching process by teaching strategies for learning words independently and they should directly teach important specific words and also they should sustain students' curiosity about the words. As Chall (1987) states that vocabulary can help readers in reading, reading can help readers to develop their vocabulary size and knowledge.

Previewing vocabulary enables students to connect to the content and comprehend the material and also it provides the students with knowledge that they will use during reading Teachers are concerned about teaching vocabulary is to facilitate the comprehension of the text. Pikulski and Templeton (2004) claim that if

the purpose of the vocabulary instruction is to facilitate the comprehension it should be given before the reading. Finally, EFL teachers and syllabus designers should realize the importance of reading strategies to improve EFL readers' comprehension.

Apart from these there are many researches on the effectiveness of pre-reading strategies on the improvement of the reading comprehension. Darayseh (2014) investigates the impact of a combination of both the explicit and implicit vocabulary teaching strategies on developing EFL learners' vocabulary span and improving their reading comprehension skills. The researcher's study results show that teachers should try hard to vary their vocabulary teaching techniques and strategies, students should be given enough chance to develop their meaning-attack skills by utilizing the implicit vocabulary teaching strategy effectively and the utilization of the explicit vocabulary teaching strategy should also be given enough attention so as to provide students background knowledge about the assigned texts and to facilitate students' reading comprehension.

Chou (2011) focuses the effects of vocabulary knowledge and background knowledge on reading comprehension of Taiwanese EFL students. The participants consisted 159 students from a college in Southern Taiwan. The data for this study is based on the participants' performance on reading comprehension text. The results of the study show that the participants who received a list of vocabulary to study performed significantly better on the reading comprehension than the participants who relied on background knowledge. Besides, the results show that vocabulary knowledge is more important when it comes to helping second language learners' improve their reading comprehension. And also the background information about the topic provided to the background knowledge fails to increase the comprehension level of the students, if they don't have the vocabulary knowledge, they don't understand the reading passages. The fundamental result of the study shows that background knowledge does not simply mean topic familiarity, but also includes knowledge in the terminologies and vocabularies about the topic.

Jamalipour (2015) investigates Iranian EFL learners' L2 reading comprehension ability after receiving vocabulary knowledge and background knowledge Seventy four university students are selected according to their proficiency level. As for the

instruments of the study, the pre-test and post-test of Preliminary English Test (PET) and the Select Reading books are used. SPSS is used to evaluate pre-test and post-test results. The results of the study show that there is an increase on reading comprehension after the participants get vocabulary instruction. Jamalipour (2015) claims that the positive influence of the vocabulary on reading comprehension can be enhanced by the instruction of related vocabulary strategies so that learners can better employ their vocabulary knowledge to the text. The researcher also says that teachers need to be aware of reading strategies that can help learners' better exploit their vocabulary and reading resources.

Besides; Yiğiter, Sarıçoban and Gürses (2005) designed a study to identify what strategies good readers employ in pre-, during- and post- reading stages in classroom language learning. This study is a replica of the study conducted by Sarıçoban (2002) in which setting is EFL upper-intermediate preparatory school of English at Hacettepe University. The final test is given to she students. The test consists of grammar, writing, vocabulary and reading. The reading section of the achievement test is used to determine the good and weak readers. The data is analyzed through a percentage of study to determine the differences in terms of strategies employed by these two different readers. The researchers claim that pre-reading phase is good for both teachers and learners. It is good for teachers as a guide, as for students they can be mature readers if the techniques, key points and rationale of this phase are taught perfectly. And also the researchers refer that students should be guided to find answers to given questions based on the text, to give their personal opinion about the topic and predict the continuing text by their teachers.

Çubukçu (2014) examines the interrelationships of vocabulary and TPRS as they impact reading comprehension, and focuses on instructional approaches that foster word-level knowledge. The results show that vocabulary instruction through TPRS has a significant impact on the lexical knowledge level. Çubukçu (2014) refers that when teachers teach for fluency, the teaching time needs to be devoted to working with high frequency level.

İstifçi (2009) focuses on inference strategies which the learners use when they attempt to guess the meaning of unknown words while they are reading. İstifçi (2009)

states that more advanced learners use context in order to decide the meaning of an unknown word, try to makes guesses on the basis of what is familiar to them and they are more successful than low ability learners. İstifçi (2009) states that students may be exposed to different types of authentic reading materials and they may be encouraged to guess the meanings of unknown words in these texts and also students can be trained to make word derivations and word associations so as to increase reading comprehension.

Demir (2013) aims to provide insight in to the understanding of teaching and learning vocabulary and explores if the vocabulary instruction through in class vocabulary strategies developed by the researcher are helpful for Turkish 8th grade EFL students' English vocabulary retention in comparison to traditional vocabulary instruction in the study. The data is collected through the post-test and retention test and is analyzed via SPSS. The results of the study show that traditional vocabulary instruction is not sufficient enough to teach and learn English vocabulary once more.

Chapter 3

Methodology

This chapter describes the methodology of the study. The remainder of the chapter will focus on the research question, the research design, setting and participants, data collection instruments, procedures and data analysis

The following research questions have been addressed in this study:

1. Does pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting? If so;

2. To what extent does pre-reading vocabulary instruction improve EFL learners' reading comprehension?

The following table summarizes the major purposes of the study matching with the specified research questions:

Table 2

Matching Research Questions and Purpose

Purpose of the Study	General Research Questions
To investigate whether pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting or not?	Does pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting? If so;
To investigate does pre-reading vocabulary instruction improve EFL learners' reading comprehension	To what extent does pre-reading vocabulary instruction improve EFL learners' reading comprehension?

3.1 Research Design

There are two common research designs namely qualitative and quantitative methods. According to Creswell (2009) qualitative research is means for exploring and understanding the meaning individuals groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

On the other hand, Creswell (2009) elaborates that quantitative research is a means for testing objective theories by examining the relationship among variables. These variables in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures.

Mixed method research is an approach to inquiry that combines both quantitative and qualitative forms. Creswell (2009) states that it involves philosophical assumptions, the use of qualitative and quantitative approaches and the mixing of both approaches in a study. So, it is more than simply collecting and analysing both kinds of data, it also involves both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. Creswell (2009) explains that using both qualitative and quantitative approaches in combination is benefit to get a better understanding of research problems than either approach alone.

Besides, there are three general mixed method strategies namely sequential mixed methods, concurrent mixed methods and transformative mixed methods Craswell (2009)

Sequential mixed methods: procedures are those in which the researcher seeks to elaborate on or expand on the finding of one method with another method. This may involve beginning with a qualitative interview for explanatory purposes and following up with a quantitative survey, or the study may begin with quantitative method and followed by qualitative method.

Concurrent mixed methods: procedures are those in which the researcher converges or merges quantitative and qualitative data in order to provide a

comprehensive analysis of the research problem. In this design, the researcher collects both form of data at the same time and then integrates the information in the interpretation of the overall results.

Transformative mixed methods: procedures are those in which the researcher uses theoretical frameworks as an over changing perspective within a design that contains both quantitative and qualitative data.

For the purpose of this study, sequential mixed method was applied. In the first phase the qualitative data was collected through classroom observation and then the quantitative data was collected through questionnaire, and then the pre- and post- tests were applied. Lastly, the data was analysed sequentially.

In this study, a mixed method was used to understand the research problem. Various procedures were applied while collecting data. Quite often, quantitative designs use tests and closed ended questionnaires in order to gather, analyze and interpret the data, however qualitative designs mostly use interviews, dairies journals, classroom observation and open ended questionnaires in order to gather, analyze and interpret the data. Apart from these, the mixed method approaches have recently risen to importance. The reason that the researchers use both quantitative and qualitative data simultaneously and it is believed that using different types of procedures for collecting data can increase the validity and reliability of the data.

The data was collected through observation, survey on reading strategies, the participants' responses on the pre-test, pre- reading vocabulary test and post-test. The data was analyzed and interpreted quantitatively and qualitatively. The data from questionnaire and the pre- and post-reading comprehension tests was analyzed quantitatively. The data from observation notes was analyzed qualitatively.

3.2 Universe and Participants

The study was conducted at a state vocational high school in İstanbul, Turkey. In this school, the students receive four hours of English instruction per week. All of the 10th grade of students' proficiency level is intermediate. According to TEPAV (Türkiye Ekonomi Politikaları Araştırma Vakfı) (2014) Vocational high schools lack a specialized English language curriculum and the English curriculum of the school

mainly depends on grammar. The text books are given by MEB and the text books are not sufficient for reading activities. There are only one reading paragraph in each unit and comprehension questions are not sufficient to make assessment.

For the purpose of this study, data was gathered from 25 Turkish EFL high school students, namely, 10th graders. The participants were 12 female and 13 male with an age of 15-16. They were all at A.2.2 (intermediate) proficiency level.

Table 3

Participants Characteristics

Participants	Gender	Age	Grade	Level
25	12 Female	15-16	10th Grade	Intermediate
	13 Male			

3.3 Procedure

3.3.1 Types of sampling .The sample method involves taking a representative selection of the population and using the data collected as research information. It is a way to gather information about a population without having to measure the entire population. There are two types of sampling: Probability sampling and non-probability sampling Latham (2007)

Latham (2007) states that probability sampling provides an advantage because of researcher's ability to calculate specific bias and error in regards to the data collected. Clearly, there is random selection in sampling. There are four types of probability sampling: Simple random sampling: Each member of the study population has an equal probability of being selected

Systematic random sampling: Each member of the study population is either assembled or listed, a random start is designated, and then members of the population are selected at equal intervals

Stratified random sampling: Each member of the study population is assigned to a group or stratum, then a simple random sample is selected from each stratum

Cluster sampling: Each member of the population is assigned to a group or cluster, then clusters are selected at random and all members of a selected cluster are included in the sample   Latham (2007)

In non-probability sampling, subjective judgements play a specific role. Researchers must be careful not to generalize results based on non-probability sampling to the general population. Individuals in the population of interest are not given equal chances of being selected. Convenience sampling, purposive (judgmental) sampling, snowball sampling and quota sampling are basic types of non-probability Latham (2007):

- Convenience sampling: Select cases based on their availability for the study
- Purposive sampling: Select cases that judged to represent similar characteristics
- Snowball sampling: Group members identify additional members to be included in the sample
- Quota sampling: Interviewers select a sample that yields the same proportions as the population proportions on easily identified variables again same thing like the above.

In this study, purposive non- probability sampling was used. A particular group of accounting department students (A2.2, intermediate) were chosen to investigate the effect of pre-reading vocabulary instruction to improve EFL learners' reading comprehension in vocational high school setting. Non-probability purposive sampling was selected because a particular group represent similar characteristics.

3.3.2 Source of data. In this study, the data was collected from three different instruments, namely classroom observation form which formed qualitative aspect of the study, the Survey of Reading Strategies (SORS), pre-test, word- mapping

technique as a treatment, vocabulary activity , and post- test results which formed quantitative aspect of the study.

3.3.2.1 *Classroom observation.* According to Zohrabi (2013) observation can take place through two methods: nonparticipant and participant. In nonparticipant observation, the observer only watches and records the classroom activities without any involvement. However, in participant observation, the observer enters the classroom and integrates with the students directly. Thus, the classroom observation in this study was a participant observation. The researcher integrated with the students directly. Classroom observation form that was used in this study was adopted from Cadena (2006). (See Appendix A for observation form) It was chosen because it was used for similar purpose which was to obtain deeper insights in to the participants' performance of a given texts. 25, 10th grade vocational high school students were observed for three weeks in the first term of the 2015-2016 academic year. The participants had four hours of English lesson per week, but they were observed for the reading lesson for two hours per week. They were observed for three weeks in the first term of the 2015-2016 academic year.

3.3.2.2. *Survey of reading strategies-likert type scale.* In this study, Likert type scale was adopted and the data were collected on predetermined instruments that yield statistical data. Crousmun and Ostam (2011) define that Likert type scales provide a range of responses to statements or series statements. Usually there are five categories from always (5) to never (1). When using Likert type scales, it is essential that the researcher calculates and reports Cronbach's alpha coefficient for internal consistency. Internal consistency reliability refers to the extent to which items in an instrument are consistent among themselves and with overall instrument; Cronbach's alpha estimates the internal consistency reliability of an instrument by determining how all items in the instrument relate to all other items to the total instrument. The assessment criteria used in the evaluation of Cronbach's Alpha Coefficient as below:

If it is $0,00 \leq \alpha < 0,40$, the scale is not reliable.

If it is $0,40 \leq \alpha < 0,60$, the scale is of low reliability.

If it is $0,60 \leq \alpha < 0,80$, the scale is very reliable.

If it is $0,80 \leq \alpha < 1,00$, the scale is a highly reliable scale.

In order to measure students' attitudes towards reading and to analyse their awareness about using reading strategies, the Survey of Reading Strategies (SORS) questionnaire by Mokhtari and Sheorey (2002) constructed and validated (see Appendix B). The sample survey was applicable and replicable in this study's context. It was used for this study where it consisted of three broad categories of reading strategies namely, Global Reading Strategies, Problem Solving Strategies and Support Reading Strategies.

The Likert type scales were carried out with 25, 10th grade students at a vocational high school. A selected-response format of thirty items was measured using the Likert-Scale that provided an ordinal scale measurement. The responses were rated based on a five point Likert- The scale ranged from always (5) to never (1) by exhibiting symmetry and balance.

In survey of reading strategies 30 items were categorized into three categories of reading strategies comprising of Global Reading Strategies (13 items), Support Strategies (9 items) and Problem Solving Strategies (8 items) by Mokhtari and Sheorey (2002), adapting this formula from the work of Oxford and Stock (1995). All the items in this questionnaire were mainly used to indicate the extent of awareness to which the respondents perceived themselves to be using the described strategy when reading materials.

3.3.2.3 *Reading pre-test.* In order to learn 25, 10th grade students' level of reading comprehension the pre- reading comprehension test was conducted without any vocabulary instruction. The reading pre-test was adopted from National Geographic Learning (2015) database. The text was about 'Wild Weather'. The database was applicable and the topic of the reading text was authentic. It consisted of real extreme weather conditions in our world. Some examples of the text were familiar to the participants. The content of the text was similar to the school's curriculum as well. The reading comprehension test consisted of ten questions and each question had three items. (See Appendix for pre-test C).

3.3.2.4 *Word-mapping-treatment-vocabulary activity.* According to Schmitt (2007) vocabulary learning strategy is an approach, which facilities vocabulary learning and has attracted considerable attention.

Aviles (2011) focuses on the effects of guided reading and word-mapping on the vocabulary, comprehension, and fluency of struggling adolescent readers. Aviles (2011) defines that word mapping is an explicit method that allows students to interact with the word and its meaning, thus developing schemas. It is a significant tool for students to learn to examine associations and relationships of word meanings.

The word map design in this study was developed based on the Flayer model. Marty (2015) states that Flayer model was developed by Frederick, and Klausmeier in 1969. This model is used to analyse concepts and assess the understanding of concepts utilizing a graphic organizer divided into four sections for writing down ideas related to the concept. Steps to the Flayer model as follow:

-In the centre Oval, write the key word or concept word

-In definition, write the meaning of the word

-Under characteristics, list the characteristics describing the word

-In the examples box, list examples of the word

-In the non-example box, list what the word is not
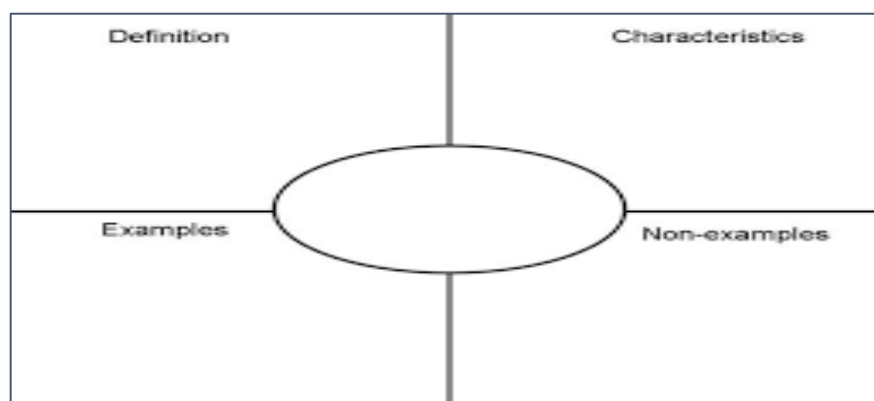
Figure 11. Flayer Model Diagram. (Frederick and Klausmeier 1969).

The researcher used word mapping technique as a treatment to improve students' vocabulary knowledge (See Appendix D for lesson plan). After the word mapping treatment, the researcher conducted pre-reading vocabulary activity to discuss the effectiveness of pre-reading vocabulary on students' reading comprehension. The pre

reading vocabulary activity consisted 10 questions and 12 key words. The participants was asked for the complete the sentences (Appendix E for the vocabulary activity).

3.3.2.5 *Reading post- test.* In order to evaluate 25, 10th grade students' reading comprehension improvement which was based on pre reading vocabulary instruction, the reading comprehension post-test was conducted. The post test and pre-test were the same. The reading post-test was adopted from National Geographic Learning (2015) database. The text was about 'Wild Weather'. The database was applicable and the topic of the reading text was authentic. It consisted of real extreme weather conditions in our world. Some examples of the text were familiar to the participants. The content of the text was similar to the school's curriculum as well. The reading comprehension test consisted of ten questions and each question had three items. (Appendix F for the Post test)

3.3.3 Data collection procedures. In this study, the data for the first and second questions were gathered from 25 10th grade vocational high school students. First of all, having obtained expert approval and tested the reliability of the source, participants were informed about the aim of the study and their role in the study. In order to collect data for the first question observation form and survey of reading strategies were used.

As for the observation data, observation form and observation reading texts from studens' book were used. (See for the Appendix A for observation form).The participants had four hours of English lesson per week, but they were observed for the reading lesson for two hours per week. They were observed for three weeks in the first term of the 2015-2016 academic year. The researcher filled the observation form according to these items:

1- Information (date and time)
2- Description (setting and context)
3- Action (what was done in the class)
4- Observation (what was the researcher observed)

For the first observation form, the researcher talked about her goals and objectives on the reading lessons and she asked some questions about reading lessons

to get their ideas about reading lessons. For the second observation form, the researcher asked students to do observation reading activity without any instruction and evaluated their responses' percentage by taking notes. For the third observation form, two weeks later, the researcher discussed about some pre reading strategies, but not taught them yet and wanted them to do other reading comprehension text and evaluated their responses' percentage by taking notes. In both observation reading texts were adopted from their students' book and they were appropriate for their curriculum. There were 10 reading comprehension questions. The two texts' topics were different, but their question contents were the same. They both had 5 word meaning questions, 4 referring questions and 1 main idea question. (See Appendix A for classroom observation forms and observation reading texts)

As for survey of reading strategies data the researcher conducted the questioners to the whole participant students simultaneously. The participants were first informed about the Likert order scale and how to fill in the questionnaire and then they were asked to evaluate the statements in the questionnaire according to the Likert type scale. The researcher explained the statements if needed..The researcher conducted the questioners to the whole participant students simultaneously.

In order to collect data for the second question pre-test and post-test were used. For the first step, the researcher developed 10 closed-ended reading comprehension pre-test. 40 minutes and instructions were given to the participants. The pre- reading comprehension test were given without any pre-reading vocabulary instruction. After analyzing the pre-test results quantitatively the teacher taught word mapping strategy as a treatment, and then so as to draw students' attention the researcher prepared pre-reading vocabulary activity. After the word mapping treatment and vocabulary activity the post-test was given to the students. The context, the content, number of questions and level of the pre- and post-test text were the same. Finally, the two test results were compared quantitatively.

3.3.4 Data analysis procedures. Field (2009) states that data analysis procedures follow the data collection in a research study to make the study meaningful and to reach certain findings.

In order to answer for the first question of the study the data were gathered from 25 10th grade students through observation and survey of reading strategies. Content analysis was done for data analysis. The Survey of Reading Strategies (SORS) questionnaire was analysed using descriptive statistics. For the evaluation of data number mean and standard deviation were used as descriptive statistical methods. Quantiative results were obtained by this way.

As for the second question pre and post test were used. Descriptive statistics were used to analyze the data. Content analysis was done. Takami (2009) states that content analysis as a research tool has a long history in many field, as well as in education. Content analysis as a research method, is similar to descriptive research. Random sampling of the units of data collection is typical, thus making the findings generalizable to larger population

Finally, the pre- and post- test results were analysed quantitatively with SPSS and compared the participant's responses to the questionnaire. Table 3 summarizes the research questions and the corresponding procedures:

Table 4

Overview of Research Questions and Corresponding Procedures

Research Question	Data Collection Instrument	Data Analysis
1. Does pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting? If so;	Observation Form Survey of Reading Strategies (Likert Scale questionnaire)	Content Analysis Descriptive statistics (Data number, percentage, mean and s.deviation)
2.To what extend does pre-reading vocabulary instruction improve EFL learners' reading comprehension?	Pre-Test and Post Test Results	Descriptive statistics

3.3.5 Reliability and Validity

There are various procedures of collecting data: tests, questionnaires, interviews, classroom observations, dairies, journals, etc. Zohrabi (2013) states that in order to

triangulate the data, the researchers can obtain information through different procedures to heighten the dependability and trustworthiness of the data.

Shenton (2004) states credibility (in preference internal validity), transferability (in preference to external validity), dependability (in preference to reliability) and confirmability (in preference to objectivity) are the some significant strategies for trustworthiness of the data. In order to achieve the credibility, triangulation strategy was used in this study. The data was triangulated with the questionnaire results,–pre and -post test results and observation notes. Moreover, the researcher's findings, detailed information about the settings and participants were applicable. Another important issue was dependability of the study. The researcher collected and analysed the data in a plan and the findings of the research were consistent. Besides, the triangulation, which the researcher made, reduced the researcher's bias that was the key issue for the conformability of this study.

3.4 Limitations

The present study focused on the effectiveness of pre-reading strategies on the improvement of the reading comprehension of twenty five intermediate level Turkish EFL students from a state vocational high school in Turkey.

Although the present study contains some important findings, there are some limitations. Initially, several classes could not be observed at a short period of time. The researcher selected participants randomly in order to maintain the representative criterion. Had there been a chance to examine the effectiveness of pre-reading strategies of EFL learners' with more learners, it would have given the researcher a chance to make wider generalizations.

Moreover, the essential point in observational process was the amount of time spent on observation. If the researcher had more time for observing, the more reliable information could be obtained. In addition, working with students of this level required a lot of time on giving feedback, which was not always possible due to time limitation.

Apart from these, there was a certain curriculum to be followed. So conducting a research study required changes in the adopted curriculum and syllabus. As a result,

with extra activities that were not foreseen by the program both teachers and students had to spare additional effort and energy to fulfil the program.

Despite these limitations, this study is significant for the vocational high school students. It provides for further research to build upon.

Chapter 4

Results

This chapter reports the results of the present study which aimed to identify the effectiveness of pre-reading strategies on the improvement of the reading comprehension of twenty five intermediate level Turkish EFL students from a state vocational high school in Turkey. The survey data obtained from the questionnaire and pre-test, post-test were analyzed by using SPSS and observation notes were analyzed qualitatively by field notes.

4.1 Findings of Research Question 1

The rationale behind the first question aims to find whether pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting. Content analysis and descriptive statistics (mean and standard deviation) was used for the analysis of the questionnaire data which was obtained through observation form and Likert type style questionnaire that was administered to 25, 10th grade students.

4.1.1 The findings of observations. As stated in the previous section, content analysis data gathered through observation form. The researcher observed the participants at the beginning of the semester for six hours in three weeks to understand their attitudes towards reading, awareness of reading and level of reading. The experimental group has four hours of English lesson in a week. The teacher had two hours of reading classes. The observation form consisted of four items. Date / time of the lesson, setting / context, what was done in the class and what the researcher observed in students' attidue. Initially, the researcher focused on the reading text from participants' text books. S/he did that without any instruction or reading strategies and wanted them to solve comprehension questions and checked their answers and took their responses' percentages. Most of them failed to respond to the questions.

The first reading comprehension text had 10 open ended comprehension questions.5 of the questions were word-meaning questions and 4 of the questions were referring questions and one of the question was about the main idea. Each question was 10 points as well. In order to observe participants' attitudes and level of reading,

the researcher asked them to read and focus on the comprehension questions. First of all, the researcher observed their attitudes while they were reading the text and answering the comprehension questions. Participants were worried because they didn't have confidence on their reading skills. Moreover, they couldn't answer the reading comprehension question in a given time. The teacher had to expand the lesson. The participants had biases towards reading lesson. They taught that they were not skilled enough to answer the comprehension questions. They claimed that they didn't have enough vocabulary knowledge to comprehend the text. The text was unfamiliar to them. In order to understand the reasons of the problem, the researcher analyzed their reading comprehension text responses in a category: word meaning questions, main idea question and referring questions. The researcher checked their responses to understand level of their reading comprehension. Their responses as below:

Table 5

Word Meaning Questions Averages for Observation Form -2-

	Word Meaning Questions	
Question	Number of students who correctly answer	The percentage of students' success
2	6	24%
4	8	32%
6	8	32%
8	8	32%
10	7	28%

The researcher observed that they were not sufficient enough to response the vocabulary questions. To support this observation, the researcher evaluated participants' vocabulary knowledge via questions 2, 4, 6, 8 and 10. The results showed that majority of the students in low level on the word-meaning awareness questions. The participants' data and oral responses supported their deficiencies on vocabulary.

Secondly, the researcher observed participants' awareness of getting the main idea from the text. Some of the participants who could response the word meaning

questions understand what the text was about. In order to persuade those observation, the researcher analyzed their responses on main idea question. The responses as below:

Table 6

Main Idea Question Average for Observation Form -2-

Main Idea Question

Question	Number of students who correctly answer	The percentage of students' success
3	11	44%

The researcher evaluated participants' responses on main idea question. The results showed that 44% of the students could get the main idea of the reading text. The students who were successful at main idea question said that they could get the main idea by the help of their vocabulary knowledge.

Lastly, the researcher observed that students could not answer the referring questions. They could not understand the sentences because of the unfamiliar vocabularies. They could understand the context, but could not answer the specific questions from the text. In order to persuade the observation of the students' attitudes towards referring questions, the researcher analyzed their referring questions' responses.

Table 7

Referring Questions Averages for Observation Form -2-

Referring Questions		
Question	Number of students who correctly answer	The percentage of students' success
1	8	32%
5	8	32%
7	5	20%
9	9	36%

The results showed that majority of the students in low level were not successful on the referring questions. The participants claimed that they couldn't know how to handle with referring questions. They couldn't understand the text sentence by the sentence because of the unfamiliar words.

Finally, the researcher observed that they were not successful on reading comprehension text. In order to persuade this observation the researcher analyzed the total success of the students as below:

Table 8

Total Success Average of all questions for Observation Form -2-

Number of Students	25
Number of Questions	10
Students achievement percentage	31,20%

The overall results for the first reading comprehension observation reading text showed that the average of students' success was 31, 20%. It was below the 50% average. That score made student unsuccessful at class setting exams. During this observation, the researcher realized that students reading comprehension deficiencies

arose from the lack of their vocabulary knowledge. The test results and students responses supported that opinion. The researcher decided to do another observation to observe the effects of vocabulary instruction as a pre reading activity. Therefore, she focused on another reading text from participants' text books.

The purpose of the second reading comprehension text observation was to evaluate the effects of pre-reading vocabulary instruction, the researcher talked about some pre-reading strategies such as word-mapping, but s/he didn't teach how to use it to them yet. S/he taught a few key words from the text. The second reading comprehension text had 10 open ended comprehension questions; 5 of the questions were word-meaning questions and 4 of the questions are referring questions and 1 of the question was about the main idea. Each question was 10 points as well. The researcher observed that they felt relaxed and confident. They claimed that if they were aware of some key words of the text, they could understand the text more easily. In order to evaluate the effects of vocabulary knowledge, the researcher analyzed word meaning questions first. The results for the word meaning questions of the second observation reading text responses as bellow:

Table 9

Word Meaning Questions Averages for Observation Form -3-

Question	Number of students who correctly answer	The percentage of students' success
2	7	28%
4	8	32%
6	9	36%
8	8	32%
10	8	32%

The results of the data showed that there was a 4% improvement for the question 2, and there was a 4% improvement of for the question 6 and 4% improvement of the question 10. The researcher observed that there was a positive effective of vocabulary instruction. The participants claimed the vocabulary awareness could improve their vocabulary knowledge.

Moreover, the researcher observed their improvement on getting the main idea from the text. While reading the text, some of the participants, who knew the vocabulary, could get the main idea of the text. The data for the main idea question as below:

Table 10

Main Idea Question Average for Observation Form -3-

Main Idea Question		
Question	Number of students who correctly answer	The percentage of students' success
3	12	48%

The results showed that 48% of the students could get the main idea of the reading text. There was 4% increase on to get the main idea. The researcher observed that the knowledge on the vocabulary had a positive effect on to get the main idea.

Furthermore, the researcher observed the participants while they were reading the text, they underlined the unknown words, asked the meaning of the some specific words. They were willing to answer referring questions. They were confident. In order evaluate the effects of vocabulary instruction on referring questions; the researcher analyzed the data as below:

Table 11

Referring Questions Averages for Observation Form -3-

Referring Questions		
Question	Number of students who correctly answer	The percentage of students' success
1	9	36%
5	8	32%
7	6	24%
9	9	36%

The results of the data showed that there was a 4% improvement for the question 1, and there was a 4% improvement of for the question 7. The researcher found that there was a positive effective of vocabulary instruction. The data supported to the observation of the participants' confidence attitude.

Finally, the researcher evaluated the total success of the participants. S/he searched for whether there was an improvement or not. The students' total success as below:

Table 12

Total Success Average of all questions for Observation Form -3-

Number of Students	25
Number of Questions	10
Students achievement percentage	33,60 %

The results of the data showed that there was an improvement on 2, 4% students' total success. The researcher taught that the improvement might arise from the vocabulary. According to the students' oral responses and tests results, the researcher taught that students needed to know some vocabulary before reading a text. In order to support these findings, the researcher conducted survey of reading strategies to understand the students' awareness of reading strategies.

4.1.2 The findings about the survey of reading strategies. The purpose of this survey was to collect information about the various strategies that participants used while they were reading school-related academic materials in English. The data collected from the 25 respondents were computed and analyzed using the SPSS. Non-parametric Wilcox test was used. It was used because there wasn't any other participant group for the study and also participants' quantity was below 30.

Table 13

The Scale of Reading Strategies Reliability Analysis

	Cronbach's Alpha	N
Glob subscale	.830	13
Prob subscale	.692	8
Sup subscale	.738	9
Overall	.887	30

According to Cronbach alpha coefficient, a scale of reliability limits in literature is evaluated as follow (Özdamar, 1999).

$0.00 \leq \alpha < 0.40$ scale is not reliable

$0.40 \leq \alpha < 0.60$ scale reliability is low

$0.60 \leq \alpha < 0.80$ scale is quite reliable

$0.80 \leq \alpha < 1.00$ scale is highly reliable

In line with these criteria, reading strategies scale and the reliability of the subscale showed that Problem Solving (α=.692) and Support Reading (α=.738) subscales were highly reliable. Besides, it was identified that Global Reading (α=.8330) and Overall Reading strategies scale (α=.887) were highly reliable. The internal consistency of the data, which was gained from the students with reading strategies scale, was found to be sufficient to continue the analysis.

The researcher followed 6 steps while analyzing the survey of reading strategies data. Steps of the data as follow:

1- The researcher searched for the frequency and percentage of participants' usage of reading strategies
2- The researcher searched for the findings of pre and post test results

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3- The researcher searched for whether there was a difference between pre-test and post-test results according to frequency of Overall Reading Strategies usage or not.

4- The researcher searched for whether there was a difference between pre-test and post-test results according to frequency of Global Reading Strategies usage or not.

5- The researcher searched for whether there was a difference between pre-test and post-test results according to frequency of Problem Solving Reading Strategies usage or not.

6- The researcher searched for whether there was a difference between pre-test and post-test results according to frequency of Support Reading Strategies usage or not.

To begin with, the researcher focused on the frequency and percentage of participants' usage of reading strategies. Table 14 shows the descriptive statistics related to reading strategies

Table 14

Descriptive Statistics Related to Reading Strategies

		Frequency f	Percentage $\%$
Global Reading Strategies	Low Usage	9	36.00
	Medium Usage	15	60.00
	High Usage	1	4.00
Problem Solving Strategies	Low Usage	9	36.00
	Medium Usage	12	48.00
	High Usage	4	16.00
Support Reading Strategies	Low Usage	13	52.00
	Medium Usage	12	48.00
	High Usage	0	.00
Overall Reading Strategies	Low Usage	1	4.00
	Medium Usage	18	72.00
	High Usage	6	24.00

Descriptive statistics based on the frequency of participants' reading strategies usage was identified as follow: The use of GRS (Global Reading Strategies) are as follows: 9 respondents (36%) in low usage, 15 respondents (60%) in medium usage and1 respondents (4%) in high usage. The use of PSS (Problem Solving Strategies) are: 12 respondents (48%) in medium usage, 9 respondents (36%) in low usage, 4 respondents (16%) in high usage The uses of SRS (Support Reading Strategies) are: 13 respondents (52%) in low usage, 12 respondents (48%) in medium usage and no one in high usage.

After analyzing the frequency of participants' usage of reading strategies, the researcher analyzed the pre and post test data as follow:

4.2 The Findings of Research Question 2

The data for the second question aims to find to what extend does pre-reading vocabulary instruction improve EFL learners' reading comprehension. The data was obtained through pre test post test results and the comparision the Likert type style questionnaire results. Pre- test and post test were administered to 25, 10th grade students. Descriptive statistics (mean and standard deviation) was used for the analysis of the pre-test and post-test results and also comprarision on the questionnaire data.

4.2.1 Findings of pre-test and post-test

The data for the second research question aims to find out to what extend does pre-reading vocabulary instruction improve EFL learners' reading comprehension . Pre test and post tests were used for the data collection purposes.

Pre-test was applied without any vocabulary instruction. After applying the vocabulary activity, the post-test was applied. Non-parametric Wilcox test was usedsince the participants weren't homogenious and their quantity were below 30. Besides, the Wilcox test is a dependent sample test, so that it was applied in order to identify the effect of vocabulary instruction.

The researcher examined the findings of pre and post test results. Table 15 shows the tests' results.

Table 15

Pre- Test and Post-Test Results

	f	$\overline{X}$	sd	z	p
Pre- test	25	4.32	1.7	-4.491	.000
Post-test	25	6.08	1.8		

As seen in Table 14, it was identified that the average of pre-test correct answer ($\overline{X}$ =4.32, $_{sd}$=1.7), was statistically lower than the average of post-test correct answer ($\overline{X}$ =6.08, sd=1.8). It was statistically determined that pre-test correct answer was lower than post-test correct answer (z =-4.491, p =.000)

To find out whether there was a difference between pre-test and post-test results according to frequency of overall usage reading strategies or not, the researcher come up with the following findings. Table 16 shows the findings:

Table 16

The Sampling Wilcox Test: To Determine Whether There was a Difference between Pre-Test and Post-Test Results According to Frequency of Overall Reading Strategies Usage or not

		f	$\overline{X}$	sd	z	p
Medium Usage	Pre test	18	3.72	1.6	-3.804	.000
	Post test		5.50	1.7		
High Usage	Pre test	6	6.00	.9	-2.271	.023
	Post test		7.67	.8		

In order to determine the relation between tests' results and frequency of Overall Reading Strategies usage the statistical data was analyzed. There wasn't low level usage at this data because the frequency of the low level usage was only 1 participant (see Table 13). Standard deviation of one participant could not be analyzed technically.

In order to make a comparison there should have been at least two participants at low usage level.

The comparison showed that the participants use of reading strategies at medium level had lower average of correct answer in pre-test ($\overline{X}$ =3.72, sd=1.6), than the average of correct answer in post-test ($\overline{X}$ =5.50, sd=1.7). It was statistically determined that pre-test correct answer was lower than post-test correct answer. (z =-3.804, p =.000) Besides, there was an increase on the average of the correct answer. The average of correct answer increased from $\overline{X}$ =3.72 to $\overline{X}$ =5.50. In other words, there was a 41.20% increase on the average of correct answer.

The participants use of reading strategies at high level had lower average of correct answer in pre-test ($\overline{X}$ =6, sd=.9) than the average of correct answer in posttest ($\overline{X}$ =7.67, sd=.8). It was statistically determined that pre-test correct answer was lower than post-test correct answer. (z =-2.271, p =.023). Furthermore, there was an increase on the average of correct answer. The average of correct answer increased from $\overline{X}$ =3.72 to $\overline{X}$ =5.50. So, there was a 38.65% increase on the average of correct answer.

Besides, after analyzing the recent data, the researcher searched for whether there was a difference between pre-Test and post-test results according to frequency of Global Reading Strategies Usage or not. Table 17 shows the findings:

Table 17

The Sampling Wilcox Test: To Determine Whether There was a Difference between Pre-Test and Post-Test Results According to Frequency of Global Reading Strategies Usage or not

		f	$\overline{X}$	sd	z	p
Low Usage	Pre-test	9	2.89	1.3	-2.754	.006
	Post-test		4.89	1.4		
Medium Usage	Pre-test	15	5.00	1.4	-3.487	.000
	Post-test		6.60	1.5		

In order to determine the relation between tests' results and frequency of Global Reading Strategies usage the statistical data was analyzed. There wasn't high level usage at this data because the frequency of the high level usage was only 1 participant (see Table 13). Standard deviation of the one participant could not be analyzed technically. In order to make a comparison there should have been at least two participants at high usage level.

The participants use of Global Reading Strategies at low level had lower average of correct answer in pre-test ($\overline{X}$=2.89, sd=1.3) than the average of correct answer in post-test ($\overline{X}$=4.89, sd=1.4). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z=-2.754, p=.006). Moreover, there was an increase on the average of correct answer. The average of correct answer increased from $\overline{X}$=2.889 to $\overline{X}$=4.89'. Briefly, there was a 46.29% increase on the average of correct answer in the use of global reading strategies at low level.

The participants use of Global Reading Strategies at medium level had lower average of correct answer in pre-test ($\overline{X}$=5, sd=1.4) than the average of correct answer in post-test ($\overline{X}$=6.60, sd=1.5). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z=-3.487, p=.000). The average of correct answer increased from $\overline{X}$=5 to $\overline{X}$=6.60. Shortly, the average of participants' correct answers increased %37.03 via vocabulary instruction in the use of global reading strategies at medium level.

Moreover, the researcher searched for whether there was a difference between pre-test and post-test results according to frequency of problem solving reading usage strategies or not, she compared tests' findings and frequency data. Table 18 shows the findings:

Table 18

The Sampling Wilcox Test: To Determine Whether There was a Difference Between Pre-Test and Post-Test Results According to Frequency of Problem Solving Reading Usage Strategies or not

		f	$\overline{X}$	sd	z	p
Low Usage	Pre-test		2.89	1.3	-2.716	.007
	Post-test	9	5.00	1.6		
Medium Usage	Pre-test		4.92	1.6	-3.153	.002
	Post-test	12	6.33	1.6		
High Usage	Pre-test		5.75	1.0	-2.000	.046
	Post-test	4	7.75	1.0		

In order to determine the relation between tests' results and frequency of Problem Solving Strategies usage the statistical data was analyzed.

The participants use of Problem Solving Reading Strategies at low level had lower average of correct answer in pre-test ($\overline{X}$ =2.89, sd=1.3), than the average of correct answer in post-test ($\overline{X}$ =5, sd=1.6). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z =-2.716, p =.007). The average of correct answer increased from $\overline{X}$ =2.89 to $\overline{X}$ =5. Briefly, the average of participants' correct answers increased 48.84% with the vocabulary instruction in the use of problem solving reading strategies at low level.

The participants use of Problem Solving Reading Strategies at medium level had lower average of correct answer in pre-test ($\overline{X}$ =4.92, sd=1.6), than the average of correct answer in post-test ($\overline{X}$ =6.33, sd=1.9). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z =-3.153, p =.002). The average of correct answer increased from $\overline{X}$ =4.92 to $\overline{X}$ =6.33. In other words, there was a 32.63% increase on the average of correct answer in the use of problem solving reading strategies at medium level.

The participants use of Problem Solving Reading Strategies at high level had lower average of correct answer in pre-test ($\overline{X}$ =5.75, sd=1.0), than the average of correct answer in post-test ($\overline{X}$ =7.75, sd=1.0). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z =-2.00, p =.046). The average of correct answer increased from $\overline{X}$ =5.75 to $\overline{X}$ =7.75. Shortly, there was a 46.29% increase on the average of correct answer in the use of problem solving reading strategies at high level.

Lastly, the researcher searched for whether there was a difference between pre-test and post-test results according to frequency of support reading strategies usage or not. Table 19 shows the findings:

Table 19

The Sampling Wilcox Test: To Determine Whether There was a Difference Between Pre-Test and Post-Test Results According to Frequency of Support Reading Strategies Usage or not

		f	$\overline{X}$	sd	z	p
Low Usage	Pre-test	9	3.69	1.6	-3.307	.001
	Post-test		5.62	1.6		
Medium Usage	Pre-test	12	5.00	1.7	-3.126	.002
	Post-test		6.58	1.9		

In order to determine the relation between tests' results and frequency of Support Reading Strategies usage the statistical data was analyzed. There wasn't high level usage at this data because the frequency of the high level usage was only 1 participant (see Table 13). Standard deviation of the one participant could not be analyzed technically. In order to make a comparison there should have been at least two participants at high usage level.

The participants use of Support Reading Strategies at low level had lower average of correct answer in pre-test ($\overline{X}$ =3.69, sd=1.6) than the average of correct

answer in post-test ($\overline{X}$=5.62, sd=1.6). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z=-3.307, p=.001). The average of correct answer increased from $\overline{X}$=3.69 to $\overline{X}$=5.62. Briefly, there was a 44.67% increase on the average of correct answer in the use of Support Reading Strategies at low level.

The participants use of Support Reading Strategies at medium level had lower average of correct answer in pre-test ($\overline{X}$=5, sd=1.7) than the average of correct answer in post-test ($\overline{X}$=6.58, sd=1.9). It was statistically identified that pre-test correct answer was lower than post-test correct answer (z=-3.126, p=.002). The average of correct answer increased from $\overline{X}$=5 to $\overline{X}$=6.58. Finally, there was a 36.57% increase on the average of correct answer in the use of Support Reading Strategies at medium level.

Briefly, the pre-test results showed that the participants' had some comprehension problems while reading the text. According to both observation forms and questionnaire results, these comprehension problems came from students' lack of using reading strategies. It was taught that these efficiencies effected participants' reading performance. Figure 12 shows the pre-test results
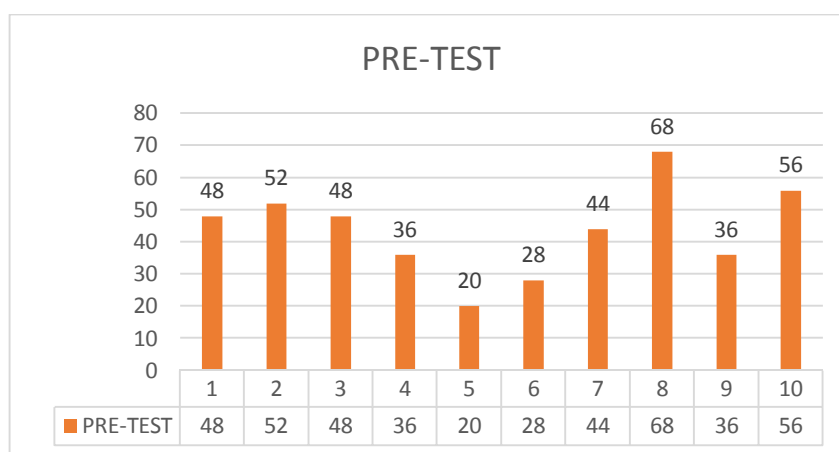

Figure 12. Pre-Test Results.

Moreover, Interrupted data showed that there was an increase on participants' correct responses in the post-test results after word-mapping treatment and pre-vocabulary activity. Figure 13 shows post test results.
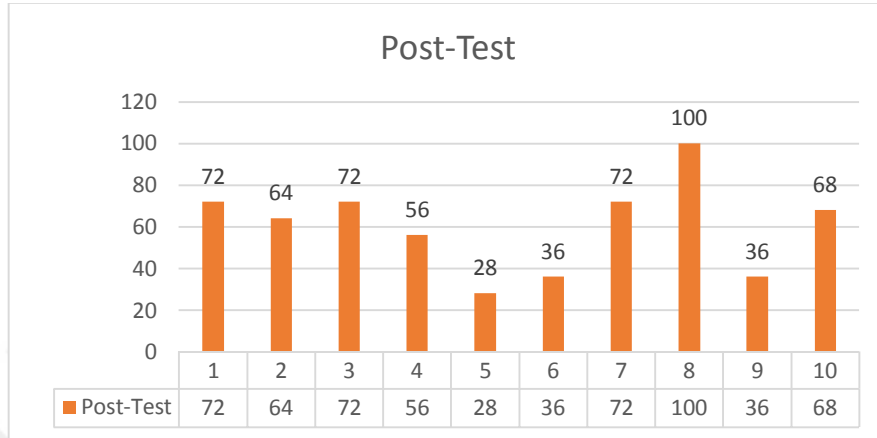
Figure 13. Post-Test Results.

Lastly, according to analyzed data the researcher compared pre and posttest findings. The comparison of the pre-test and post-test data as below:

Figure 14. The comparison of Pre-Test and Post-Test Results.

The average of the data showed that there was a 16, 8% increases on participants' correct responses after pre-vocabulary instruction. Word-map method was used as a pre-reading treatment before post-test. The participants learned keywords before the

post-test. The data showed that vocabulary instruction had a positive effect on participants' responses.

Chapter 5
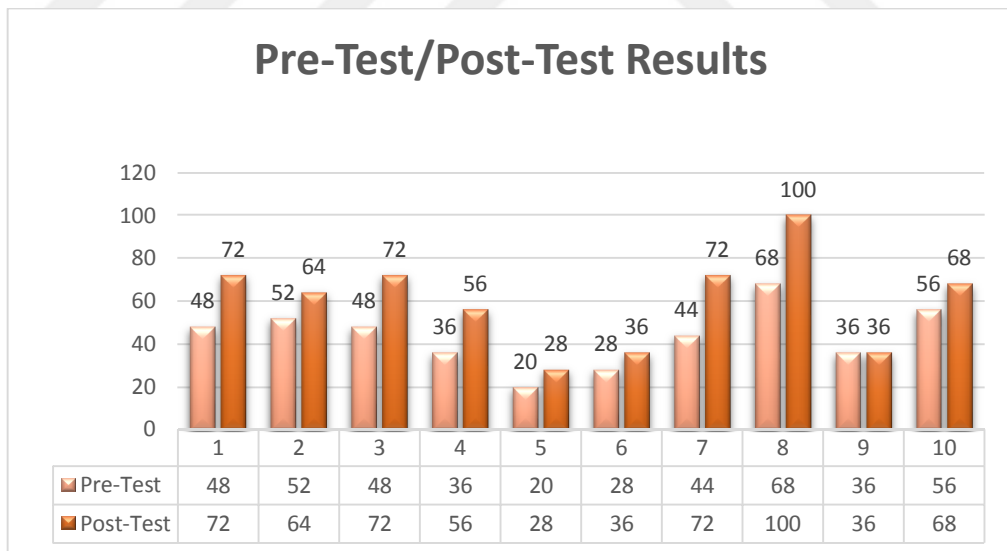
Discussion and Conclusions

The purpose of the study was to investigate of the positive effect of pre-reading vocabulary instruction in EFL reading classes. The researcher attempted to identify the vocational school participants' attitudes towards reading comprehension text via questionnaire to learn about the potential problems about reading texts. And then she tried to increase the students' success with pre-reading vocabulary instruction. Data was collected both quantitatively and qualitatively with the aim of achieving credibility.

The following section discusses the findings of the research questions.

5.1. Discussion of Findings for Research Question 1

The first research question of this study aimed to find out whether or not the pre-reading vocabulary instruction improve EFL learners' reading comprehension in vocational high school setting. The gathered data revealed that the Turkish EFL learners in vocational high school setting had some problems while reading and they were unaware of some reading strategies. The deficiencies of the students' comprehension of the reading texts based on both vocational high school curriculum and being unaware of reading strategies. The data showed that after conducting pre-reading vocabulary instruction, the participants' success increased in a positive way in their reading comprehension. Parallel to this finding of the present study, Anjomshoa and Zamanian (2014) investigated the effect of vocabulary knowledge on reading comprehension on EFL Iranian learners' reading comprehension ability. They indicated that there was a relationship between vocabulary knowledge and reading comprehension; moreover, no text comprehension was possible, either in one's native language or in a foreign language without understanding the text's vocabulary. In order to persuade these thoughts, they conducted a study. 450 EFL students from English department in undergraduate level at Azad University of Kerman were the participants of the study. The result of that study showed that there was a significant moderate positive relationship between vocabulary knowledge and reading comprehension. The researchers supported the findings in the earlier studies done by Gone (2008), Golkar

(2007), Hu et al (2000), Maher Salah (2008), Kavianpanah (2009), Mehrpoor (2011), and Abbutt (2006), they found significant relationship between vocabulary knowledge and reading comprehension. Furthermore, Madaoui (2013) investigated the effect of two pre reading activities (class discussion and vocabulary definitions) on EFL reading comprehension by fifty-seven second semester EFL Morroccan college students and his study revealed that pre-reading activities especially vocabulary activities enhanced students' reading comprehension. Apart from these studies, Ma and Lin (2014) conducted a study on the relationship between English reading comprehension and English vocabulary knowledge. A total of 124 college students taking the course of freshmen English in Taipei were the participants of the study. Reading comprehension test, vocabulary size test, a word association test, a derivative test, a motivation questionnaire and a self-efficacy questionnaire were the instruments of the study. According to the findings, Ma and Lin (2014) stated that vocabulary knowledge were associated with the reading comprehension in a positive way. The depth of vocabulary knowledge could also play an important role in reading comprehension process. Therefore, by examining the effect of vocabulary instruction on EFL learners' reading comprehension, it can be said that vocabulary instruction should be used in an appropriate way to improve EFL learners' reading comprehension.

5.2 Discussion of Findings for Research Question 2

The second research question attempted to investigate to what extent pre-reading vocabulary instruction improves EFL learners' reading comprehension. The data was gathered from pre-post test results. The word map design in this study was developed based on the Flayer model as a pre-reading vocabulary activity to improve participants' reading comprehension. After the vocabulary treatment, students' responses to post-test increased in a positive way. According to obtained results there was a positive effect of pre-reading vocabulary instruction and there was a 16,8% increase on participants' correct responses after pre-vocabulary instruction. Similarly, Marty (2015) focused on the vocabulary instruction and effectiveness of the Flayer model in his study. The purpose of the study was to find if a certain method of vocabulary instruction, Flayer model, was valuable intervention for level 2 and 3 ELLs (English Language Learners). The study conducted in a rural school district with 39 kindergarten learners. Pre-test and post-test were used to collect data, and analyzed

using a Wilcox signed rank test to determine if a significant growth made between the pre- and post-test and a Mann Whitney U test to determine if the average growth in treatment between control and treatment groups. And also the interviews with teachers were analyzed using transcription and coding. Analyzing data showed that both control group and treatment made statistically significant growth in gaining vocabulary which made the students more confident and more comfortable in reading lessons. In a parallel way, in this present study, the researcher found that the Flayer model was indeed a valuable vocabulary intervention.

Besides, Aviles (2011) investigated the effects of guided reading and word-mapping on the vocabulary and comprehension on 53 struggling students in grades five and six in three groups: the control group, which had no treatment, a word mapping group and a guided reading group. Pre-test and post-test, teacher training and teacher fidelity were the instruments for the data collection purposes. According to the analyzed data, word mapping, guided reading, and control treatments had a significant effect on vocabulary knowledge, word recognition, fluency and comprehension. Besides, the word map design in the study was developed based on the Flayer model. Aviles found out that word map helped to develop schema and allowed participants to make connections between known words and target words, so the readers comprehended the texts by the help of these words. Aviles (2011) stated that word mapping technique affected pre- and –post test scores in a positive way. There was an increase on control group's word recognition which enhanced reading comprehension in return.

The findings of the present study also correspond with Aviles (2011) study stating that Flayer model word map helped to develop schema and allowed participants to make connections between known and target words, so the readers comprehended the texts by the help of these words.

5.3 Conclusion

This study aimed to investigate the positive effect of pre-reading vocabulary instruction on Turkish EFL students in terms of enhancing their reading comprehension. Despite the fact that the present study was a small scale exploration, it shed light to the effect of pre-reading vocabulary instruction.

The significant findings of this study which revealed the effect of pre-reading vocabulary instruction on reading comprehension highlight the importance of vocabulary teaching once more. In this regard, it is hoped that this study would attract Turkish ELT teachers in Turkey.

Besides, with the significant findings, this study called attention to word mapping model as a pre-reading vocabulary instruction and its effect on EFL readers. It is hoped that EFL Turkish teachers would use word mapping model in their reading lessons.

As a result, by revealing that there is a relationship between vocabulary instructions and reading comprehension, if the learners gain sufficient vocabulary by pre-reading vocabulary instruction, there should be increase on learners' reading comprehension. It is hoped that this study would unveil the effectiveness of pre reading vocabulary instruction on reading comprehension once more.

5.4. Recommendations

The pre-reading vocabulary instruction was investigated in this study with a particular group of students. Different data collection instruments and data analysis procedure could be used with the same group of participants to investigate the effectiveness of this particular research design. This study has several recommendations to be taken for further research.

Initially, the present study was carried out with limited number of participants, it is recommended to replicate the study with a large number of participants to generalize the results, and also it is recommended to replicate the present study with different vocational high schools in Turkey to compare the results.

Secondly, further research should be also investigated to analyze the effect of different pre-reading vocabulary strategies to enhance participants' reading comprehension. Furthermore, there are several reading comprehension strategies to improve reading comprehension. Another pre-reading strategies or during and post-reading strategies can be used for further researches at vocational high school settings in Turkey.

Lastly, MEB (Milli Eğitim Bakanlığı- Ministry of National Education) should assist and assess these kinds of researches to revise vocational high school English Lesson's curriculum because vocational high schools are in lack of a specialized English language curriculum. Revising curriculum documents, learning materials and moving from the current grammar-based teaching approach may enhance vocational high school students' English language proficiency level.

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APPENDIX A

OBSERVATION FORMS

Transcription of Reading Lesson Observations

1- Information (Date and Time)
2- Description (Setting and Context)
3- Action (What was done in the Class)
4- Observation (What I observed in my Students' Attitude)

Observation Form 1

1- October 8th / 10:05-11:25
2- 10-D / Relaxing Atmosphere
3- It was our first reading lesson. I spent some time getting to know the students and talked about my objectives of the reading lesson
4- They were worried because they didn't have confidence about reading skills

Observation Form 2

1- October 2nd / 10:05-11:25
2- 10-D / Relaxing Atmosphere
3- I focused on a reading text from their textbooks. The text was about 'Nature and Environment'. I wanted them to read the text and to answer the following reading comprehension questions. (Without any instruction or reading strategies)   • most of the students were unaware of word meanings   • 44% of the students could get the main idea of the reading text   • most of the students could not answer referring questions correctly   • the average of students' total success was 31, 20%

Observation Form 2-1 Reading Text

NATURE AND ENVIRONMENT

Futurists or futurologists are scientists and they make predictions about the future of our world. Their predictions about our future and systematic. They usually speak about future possibilities. But nobody can know the future for sure, can they? There are some good and some bad predictions about our future. The worst predictions are about the nature and environment. Today very few people care about the environment. You can see children and grownups dirtying the streets and parks everywhere. They throw a lot of trash onto the streets and do not care about them afterwards. It is not right to clean our homes but neglect our environment. Futurists think the cities in the future will have a lot of garbage problems. They say it will be difficult to keep our streets, parks and seas clean. For a clean environment we must start now. Some futurists think that the hole in the ozone layer will become bigger in 50 years' time. They also think that skin cancer will increase. There will be more deaths from skin cancer than other cancers. Other futurists make predictions about social life in future. Many say there will be more loneliness in our lives in the near future. They think people will not have time to visit each other. They predict people will not socialize anymore. Some good predictions are about technology. Futurists say we will have robots in our lives. They think these robots will do great housework and shopping. So women will have more time for their children. That sounds great, doesn't it?

Read the text and answer the following questions (each question is 10 points)

1- What do futurists do?
2- What is the meaning of **prediction**
3- What is the main idea of the text?
4- What is the meaning of **possibility**
5- Are the predictions about future always good?
6- What is the meaning of **difficult**
7- What are the worst predictions about the nature and environment?
8- What is the meaning of **habit**
9- Can we neglect our environment?
10- What is the meaning of **increase**

Observation Form 3

1- October 15th / 10:05-11:25

2- 10-D class / Relaxing Atmosphere

3- I focused on another reading text from their text books named by 'School Trip', and I discussed about some pre reading strategies as word mapping. They claimed that if they were aware of some key words of the text, they could understand the text more easily.

I taught some vocabularies about the text and wanted them to answer reading comprehension questions.

4-
- there was a positive effective of vocabulary instruction
- the knowledge on the vocabulary had a positive effect on to get the main idea
- there was an improvement on 2, 4% students' total success

They felt comfortable and confidence. They said that They hadn't heard these kind of strategies before. They tried to solve the reading comprehension questions by using key words.

Observation Form 3.1 Reading Text

SCHOOL TRIP

Dear students,

Next Friday night we are going to on our school trip. 120 students, 26 teachers and about 30 parents are going to take part in it. We are going to meet at school and after we check the lists we are going to set off at exactly one o'clock in the morning. Please read this text carefully before you pack your things.

First of all, students should not forget to bring sun lotion and hats with them. The lotion should at least be 30 SPF. Everybody should have an identity card and enough money the two days. They won't pay for the hotel and for the meals

On Saturday there will be a tour to a museum. Students should stay in their groups and they should not walk around alone. They should read instructions on the brochures carefully. On Saturday afternoon we are going to the beach. Students should never swim in the deep. There is going to be a lifeguard but everybody should obey safety rules. They should put on sun lotion twenty minutes before they go out. There are also hotel rules. Students shouldn't forget to turn off the lights when they leave their hotel rooms. They should be quite in the corridors and they shouldn't run around in the hotel. I wish everybody a nice trip.

Read the text and answer the following questions (each question is 10 points)

1- How many people are going on the school trip?
2- What is the meaning of **identity**
3- What is the main idea of the text?
4- What is the meaning of **stay**
5- What should the students do before they pack?
6- What is the meaning of **instruction**
7- Are the students going to pay for the meals?
8- What is the meaning **obey**
9- What are they going to do on Saturday?
10- What is the meaning of **rule**

APPENDIX B

SURVEY OF READING STRATEGIES

Full Name: Age: Gender:

Thank you for your participating in this survey of reading strategies and assisting my graduate thesis project. The purpose of this study is collect information abut the various strategies you use when read school related academic materials in English. (E.g. reading textbooks for homework or examinations) Each statement is followed by five numbers, 1, 2, 3, 4, 5, and each numbers mean the following:

1 means that I have **never** or **almost never** do this

2 means that I do this only **occasionally**

3 means that I **sometimes** do this (about 50% of the time)

4 means that I **usually** do this

5 means that I **always** or **almost always** do this

KARACA Münire: Graduate Student, Bahçeşehir University, Graduate School of Educational Sciences, English Language Education

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

SURVEY OF READING STRATEGIES

Statement   **1   2   3   4   5**

1. I have a purpose in my mind when I read

2. I take notes while reading to help me understand what I read

3. I think about what I know to help me understand what I read

4. I take an overall view of the text to see what is about before reading it

5. When text becomes difficult, I read aloud to help me understand what I read

6. I think about whether the content of the text fits my reading purpose

7. I read slowly and carefully to make sure I understand what I am reading

8. I review the text first by noting its characteristics like length or organization

9. I try to get back on track when I lose concentration

10. I underline or circle information in the text to help me remember it

11. I adjust my reading spend according to what I am reading

12. When reading, I decide what to read closely and what to ignore

13. I use reference materials to help me understand what I read

14. When text becomes difficult, I pay closer attention to what I'm reading

15. I use tables, figures and pictures in text to increase my understanding

16. I stop from time to time and think about what I'm reading

17. I use context clues to help me better understand what I am reading

18. I paraphrase to better understand what I read

19. I try to picture or visualize information to help remember what I read

20. I use typographical features like bold and italics to identity key information

21. I critically analyze and evaluate the information presented text

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22. I go back and forth in the text to find relationships among ideas in it

23. I check my understanding when I come across new information

24. I try to guess what the content of the text is about when I read

25. When text becomes difficult, I re-read it to increase my understanding

26. I ask myself questions I like to have answered in the text

27. I check to see if my guesses about the text are right or wrong

28. When I read, I guess the meaning of unknown words or phrases

29. When reading, I translate from English to my native language

30. When reading, I think about information in both English and my mother tongue

APPENDIX C

PRE TEST

What is 'extreme' weather? Why are people talking about it these days? Extreme weather is an unusual whether event such as rainfall, a drought or a heat wave in the wrong place or at the wrong time. In theory, they are very rare. But these days, our TV screens are constantly showing such extreme whether events. Take just three news stories from 2010: 28 centimeters of rain fell on Rio de Janeiro in 24 hours, Nashville, USA, had 33centimetres of rain in two days and there was record rainfall in Pakistan. The effects of this kind of rainfall are dramatic and lethal. In Rio de Janeiro, landslides followed, killing hundreds of people. In Pakistan, the floods affected 20 million people. Meanwhile, other parts of the world suffer devastating droughts. Australia, Russia and East Africa have been hit in the last ten years. And then there are unexpected heat waves, such as in 2003 in Europe. That summer, 35.000 deaths were said to be heat-related. So, what is happening to our whether? Are these extreme events part of a natural cycle? Or are they caused by human activity and its effects on the Earth's climate? Peter Miller says it's probably a mixture of both of these things. On the other hand, the most important influences on the weather events are natural cycles in the climate. Two of the most famous whether cycles, El Nino and La Nina, originate in Pacific Ocean. The heat from the warm ocean rises high in to the atmosphere and affects weather all around the world. On the other hand, the temperature of the Earth's oceans is slowly but steadily going up. And this is a result of human activity. We are producing greenhouse gases that trap heat in the Earth's atmosphere. This heat warms up the atmosphere, land and oceans. Warmer oceans produce more water vapor- think of heating a pan of water in your kitchen. Turn up the heat, it produces steam more quickly. Satellite data tells us that the water vapor in the atmosphere has gone up by four percent in 25 years. This warm, wet air turns in to the rain, storms, hurricanes and typhoons that we are increasingly experiencing. Climate scientists Michael Oppenheimer says that we need to face the reality of climate change. And we also need to act now to save lives and money in the future.

Reading Comprehension / Read the Text and Choose the Correct Option

1. The text says extreme weather is…..

a) becoming more common   **b)** not a natural occurrence **c)** hard for scientist to understand

2. According to the text, extreme weather is a problem because……

a) we can't predict it **b)** It effects places where lots of people live

c) It's often very destructive

3. Extreme whether can be caused by……..

a) satellites above the Earth **b)** water vapor in the atmosphere   **c)** very hot summers

4. Why was the rain in Nashville considered to be an extreme event?

a) there was lots of rain in a long period   **b)** It doesn't rain usually

c) there was lots of rain in a short period

5. What happened after the extreme rain in Rio de Janeiro?

a) there were major floods **b)** There were many deaths c) Millions of people were affected

6. What caused many deaths in 2003?

a) a period of hot weather   **b)** floods that followed a bad summer **c)** a long drought

7. Which of these things is the basis of normal weather patterns?

a) greenhouse gases   **b)** human activity   **c)** El Nino and La Nina

8. Where does atmospheric water vapor come from?

a) the land   **b)** the ocean   **c)** greenhouse gases

9. We can use satellites to…..

a) change where storms will happen   **b)** trap greenhouse gases in the atmosphere

c) measure to change in atmospheric water vapor

10. According to Michael Oppenheimer….

a) we don't understand extreme weather events

b) we can limit the effects of extreme weather

c) we can stop climate change

Word Mapping as a Class

Lesson Plan

Course: Reading

Level: Intermediate

Grade: 10th Grade / EFL Class

Seize of the Class: 25 Turkish EFL Vocational High School Students

Topic: Wild Weather

Techniques: Word-Mapping / Vocabulary Teaching / Reading for Comprehension

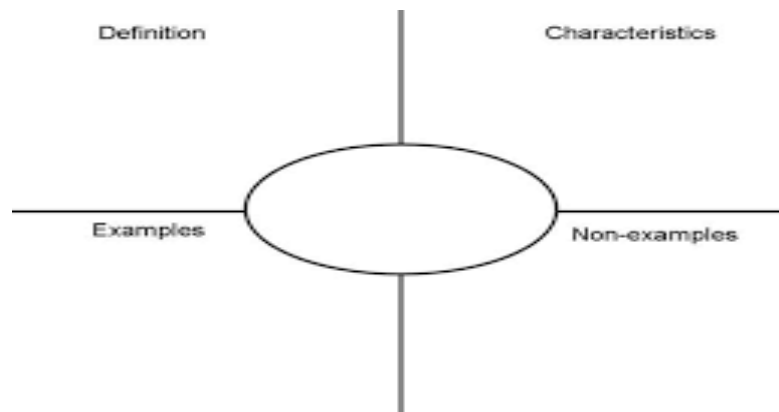**Key Vocabulary:** climate, drought, heat, lethal, steam

Supplementary Materials: A piece of paper (preferably A4), pencils, dictionary

Objectives:

- To create a word map
- To create in a class discussion about the weather
- To work in groups (5 students in each group)

Procedures:

- Explain what a word-map is and show the Flayer Model Diagram

- Explain how they fill the diagram.

  -In the centre Oval, write the key word or concept word

  -In definition, write the meaning of the word

  -Under characteristics, list the characteristics describing the word

  -In the examples box, list examples of the word

  -In the non-example box, list what the word is not

- Break in to groups of 5 and instruct them to create their word-maps
- Advise them
- Guide the students
- Assess their word maps and instruct them to discuss about weather conditions

VOCABULARY ACTIVITY

Complete the Sentences with Five of the Words in the Keywords Box. Each Word is Needed Twice

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Keywords:

air (n) the mixture of gases that is around the Earth and that we breathe

atmosphere (n) the air around the Earth

climate (n) the general weather conditions that are typical of a place

cycle (n) series of things that are repeated again and again

death (n) the end of life

drought (n) a long period of time without rain

event (n) something that happens, especially something important or unusual

heat (n) the quality of being warm or temperature of something that is warm

hit (v) to have a bad effect on someone or something

lethal (adj) extremely dangerous and causing death

rainfall (n) the amount of the rain that falls

steam (n) the hot mist that forms when water boils

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1. 2016 is the 400th anniversary of the ……………death of Shakespeare

2. Cannes Film Festival is annual cinema……………in France

3. I don't cook, I just…………..up food in the microwave

4. I like to……………-cook vegetables. They taste better

5. Its goal to get out in the …………..and go walking or cycling

6. Our hotel room had no …………conditioning and it was too hot to sleep

7. Some tennis players had problems with the extreme……….in the Australian competition

8. The bathroom fills with……..after my shower. I can't see in the mirror

9. The doctor said the cause of ……………was a heart attack

10. The Olympic Games are the biggest sports ………….in the world

APPENDIX F

POST TEST

Wild Weather

What is 'extreme' weather? Why are people talking about it these days? Extreme weather is an unusual whether event such as rainfall, a drought or a heat wave in the wrong place or at the wrong time. In theory, they are very rare. But these days, our TV screens are constantly showing such extreme whether events. Take just three news stories from 2010: 28 centimeters of rain fell on Rio de Janeiro in 24 hours, Nashville, USA, had 33centimetres of rain in two days and there was record rainfall in Pakistan. The effects of this kind of rainfall are dramatic and lethal. In Rio de Janeiro, landslides followed, killing hundreds of people. In Pakistan, the floods affected 20 million people. Meanwhile, other parts of the world suffer devastating droughts. Australia, Russia and East Africa have been hit in the last ten years. And then there are unexpected heat waves, such as in 2003 in Europe. That summer, 35.000 deaths were said to be heat-related. So, what is happening to our whether? Are these extreme events part of a natural cycle? Or are they caused by human activity and its effects on the Earth's climate? Peter Miller says it's probably a mixture of both of these things. On the other hand, the most important influences on the weather events are natural cycles in the climate. Two of the most famous whether cycles, El Nino and La Nina, originate in Pacific Ocean. The heat from the warm ocean rises high in to the atmosphere and affects weather all around the world. On the other hand, the temperature of the Earth's oceans is slowly but steadily going up. And this is a result of human activity. We are producing greenhouse gases that trap heat in the Earth's atmosphere. This heat warms up the atmosphere, land and oceans. Warmer oceans produce more water vapor- think of heating a pan of water in your kitchen. Turn up the heat, it produces steam more quickly. Satellite data tells us that the water vapor in the atmosphere has gone up by four percent in 25 years. This warm, wet air turns in to the rain, storms, hurricanes and typhoons that we are increasingly experiencing. Climate scientists Michael Oppenheimer says that we need to face the reality of climate change. And we also need to act now to save lives and money in the future.

Reading Comprehension / Read the Text and Choose the Correct Option

1. The text says extreme weather is…..

a) becoming more common

b) not a natural occurrence

c) hard for scientist to understand

2. According to the text, extreme weather is a problem because……

a) we can't predict it

b) It effects places where lots of people live

c) It's often very destructive

3. Extreme whether can be caused by……..

a) satellites above the Earth

b) water vapor in the atmosphere

c) very hot summers

4. Why was the rain in Nashville considered to be an extreme event?

a) there was lots of rain in a long period

b) It doesn't rain usually

c) there was lots of rain in a short period

5. What happened after the extreme rain in Rio de Janeiro?

a) there were major floods

b) There were many deaths

c) Millions of people were affected

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CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: KARACA Münire

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EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	
BS	Yeditepe University	2012
High School	Konya Gazi High School	1999
Primary-Secondary School	Konya Diltaş Anatolian Primary and Secondary School	1996

WORK EXPERIENCE

Year	Place	Enrolment
2013 to present	Maltepe Vocational High School	English Teacher
2012-2013	Samandıra Technical and Vocational High School	English Teacher
2011-2012	İstek Acıbadem Private Schools	Trainee Teacher
2009-2010	İstek Acıbadem Private Schools	Observer Teacher

SKILLS

Foreign Languages: English- Advanced; German- Intermediate

Computer-Related Skills: MS Office Tools, Internet- Microsoft Operating Systems

Driving Licence: B

Social Skills: Communicative, and interpersonal skills

Interests: Travelling, Music, Cinema, Theatre, Swimming