T.C.

MALTEPE UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

A STUDY ON READING COMPREHENSION QUESTIONS FOR MIXED LEVEL CLASSES

MASTER OF ART THESIS

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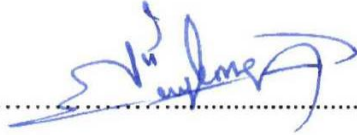
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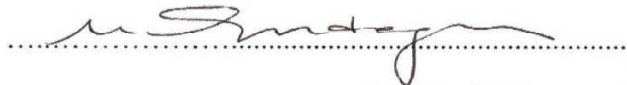Sosyal Bilimler Enstitüsü Müdürlüğü'ne,

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ÖZET

KARMA DİL YETERLİLİĞİ OLAN SINIFLARDA OKUMA ANLAMA SORULARI ÜZERİNE BİR ÇALIŞMA

Bu vaka çalışması, karma düzeyde dil yeterliliği olan sınıflarda, okuma sonrası sorularını öğrenci gruplarının seviyesine uygun hale getirerek farklılaştırmanın, alt düzey ve üst düzey dil yeterliliği olan öğrenciler üzerindeki anlama becerisine, okuma derslerine katılımlarına ve okuma derslerinde gösterdikleri motivasyon derecesine olan etkilerini araştırmayı hedeflemiştir. Çalışma aşağıdaki soruları cevaplamayı hedeflemektedir.

1. Yabancı dil sınıflarındaki karma seviye grupların oluşmasındaki temel neden nedir?
2. Yabancı dil öğretmenleri karma seviye sınıflarda okuma sonrası sorularını nasıl farklılaştırabilirler?
3. Karma seviyedeki okuma sonrası sorularının öğrencilerin okuma anlama becerisini geliştirmesinde rolü var mı?
4. Karma seviyedeki okuma sonrası sorularının öğrencilerin okuma derslerine karşı olan tutum ve motivasyonu üzerindeki etkileri nedir?
5. Karma seviyedeki okuma sonrası sorularının öğrencilerin okuma dersine olan katılımı üzerindeki etkileri nedir?

Bu çalışmanın örneklemi İstanbul'da Pendik Ticaret Meslek Lisesi'nin 10-A ve 10-B sınıflarına devam eden 51 öğrencidir. Çalışmaya katılan öğrenciler 2012-2013 eğitim-öğretim yılı başında seviye tespit sınavına girmiş ve sınav sonucuna göre 3 ayrı dil seviyesi şeklinde gruplandırılmışlardır. Aynı hafta, alt düzey ve üst düzey öğrenci grupları ile görüşme yapılmış ve dil seviyelerinin neden sınıf düzeyinin altında veya üstünde olduğunu öğrenme amaçlı sorular sorulmuştur. Yapılan görüşmenin ardından, Milli Eğitim Bakanlığı'nın liselerde okutulmak üzere hazırladığı 'Yes You Can' ders kitabının içindeki 12 okuma parçası seçilmiş, parçaların anlama soruları çalışmanın hipotezine uygun şekilde 3 farklı seviye grubu ile

farklılaştırılmış ve 12 hafta boyunca kırkar dakika işlenen okuma derslerinde, okuma sonrasında öğrencilere çalışma kağıtları şeklinde dağıtılmıştır. Çalışma sırasında, öğrencilerin derse katılımı ve derse olan tutumları araştırmacı tarafından gözlemlenmiştir.

12 hafta süren çalışmanın sonunda, alt seviye ve üst seviye gruptaki öğrenciler ile karma seviyedeki anlama sorularının, okuma anlama becerilerine, motivasyon ve derse katılımlarına olan etkilerini araştırmak için görüşme yapılmış ve sonuçları incelenmiştir.

Elde edilen bulgular, karma düzeydeki okuma sonrası anlama sorularının, alt seviye ve üst seviyedeki dil yeterliliği olan öğrenciler üzerinde önemli derecede etki sağladığını göstermiştir. Karma seviyedeki okuma sonrası anlama sorularının, okuma anlama becerisi, motivasyon ve derse olan katılımı ile ilişkisi incelendiğinde, öğrenciler üzerinde olumlu değişikliklere neden olduğu saptanmıştır.

Anahtar Kelimeler: Karma seviye sınıflar, karma seviyedeki okuma sonrası anlama soruları, okuma anlama becerisi, motivasyon, ders katılımı.

ABSTRACT

A STUDY ON READING COMPREHENSION QUESTIONS FOR MIXED LEVEL CLASSES

This study has aimed to investigate the effects of adapting the post-reading questions according to students proficiency levels on below-level and high-level students' comprehension skills, participation and motivation in the reading lessons in mixed-level classes. The study has aimed to answer the following questions:

1. What is the fundamental reason of the mixed-level groups in foreign language classrooms?

2. How could foreign language teachers diversify the post-reading comprehension questions in mixed-level classes?

3. Do mixed-level post-reading comprehension questions play a role in developing students' reading comprehension skills?

4. What are the effects of mixed-level post-reading comprehension questions on students' motivation and attitudes towards the reading lessons?

5. What are the effects of mixed-level post-reading comprehension questions on students' participation in the reading lessons?

The subjects of the study consist of 51 students of 10-A and 10-B classes in Pendik Trade Vocational High School in Istanbul. The students, who have participated in the study, have taken a placement test at the beginning of the 2012-2013 academic year and have been grouped in 3 levels according to the test results. In the same week, interviews are conducted with below-level and high-level students in order to get to know the reason of their level differences according to the majority of the class. After the interview, 12 reading texts are chosen in the coursebook Yes You Can prepared for the

students of secondary schools of State, and the post-reading comprehension questions have been differentiated for 3 level groups. These questions are distributed to students after reading the texts in the reading lessons which last 40 minutes for 12 weeks. During the study, participation of students and their attitudes towards the reading lesson are monitored by the researcher.

At the end of the twelve-week-study, interviews are conducted with below-level and high-level students in order to investigate the effects of mixed-level post-reading comprehension questions on developing their reading comprehension skills, motivation and participation in reading lessons and the results of the interviews are evaluated.

Findings reveal that mixed-level post-reading comprehension questions affect the below-level and high-level students in a significant aspect. Moreover, the findings indicate that mixed-level post-reading comprehension questions result in significant difference on students' reading comprehension skills, motivation and participation in the reading lessons in a positive way.

Keywords: Mixed-level classes, mixed-level post-reading comprehension questions, reading comprehension skills, student motivation, participation in lesson.

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ABBREVIATIONS

EFL   **:** English as a Foreign Language

CHAPTER 1

INTRODUCTION

The language proficiency levels of students in a class in secondary schools of State are mostly different because of their language study background in primary school, their interest and attitudes towards learning English as a foreign language (EFL).

The problem which has necessitated this study is that during a reading comprehension lesson students are all obliged to do the same activity because of teacher dependency on the course book. In the course books which are designed mostly for an ideal homogeneous classroom, the reading texts do not consist of different comprehension questions according to the levels of the students and teachers use these questions without adapting them in their lessons. The reading comprehension questions which are mostly for at-level students lead the high-level students participate in the lesson more and answer the questions easier, on the other hand these activities make below-level students hesitate to join and sit down silently on their desks. This causes a lack of participation, motivation and self confidence among below-level students as Grabe (2009) has stated that '*if the goal of the activity is achieved, satisfaction*

ensues, if not, resentment can be observed' (p.175). On the contrary, when the reading comprehension questions are prepared for only below-level students, it makes at- level or high level students bored during the lesson. This seems to be one of the most important problematic situation to bring up as a subject matter in the process of conducting a reading comprehension lesson in secondary schools in Turkey.

1.1. Reading

From the era of the grammar – translation method, reading skill has generally held an important place in foreign language study and teaching, with the exception of the era of the audiolingual method (Barnett, 1989). Now we see reading as communication, as a mental process, as the reader's active participation in the creation of meaning, as a manipulation of strategies, as a receptive rather than as a passive skill.

Reading is a highly effective means of extending the command of language, so it has an important place in classrooms where language learning is the main purpose. In this respect, Barnett (1989) defines reading as primary means of language acquisition as Krashen (1981) states that comprehensible input is vital for language acquisition, and reading is an inimitable source of such input.

Reading is often referred to as the most important of the four language skills for EFL learners as it enables students to gain exposure to the target language and receive valuable linguistic input to build up language proficiency (Gu, 2003).

Grabe (2009) states that *'there is no simple description or explanation of the term, because it depends on many factors and aspects'* (p. 5). According to

Grabe (2009) reading is centrally a comprehending process. We read in order to understand what the writer intends to convey in writing. Grabe (2009) further defines reading, in its broad sense, as '*a combination of text input, appropriate cognitive processes, and the information that we already know*' (p. 74).

On the other hand, Bamford & Day (1998) define reading as the construction of meaning from a printed or written message and Urquhart & Weir (1998) state that '*reading is the process of receiving and interpreting information encoded in language form via the medium of print*' (p.22).

More specifically McKeown & Gentilucci (2007) indicate that reading is a covert process actively controlled by readers to create meaning from text. In the same view, Koda mentioned in Grabe (2009) states that '*comprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known*' (p.14).

During the reading process, readers use a variety of clues to understand what the writer is implying or suggesting. Such a process presumes that readers have or should have some background knowledge about the topic of the text. Anderson (1999) explains reading as in the following:

> Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page. … Synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences (p. 1).

1.1.1. Theories of Reading

Among the four language skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching. The results of

the researches conducted for many decades on nature of reading have contributed contrasting theories about what works best in the teaching of reading. As a result, teachers are able to choose among a wide variety of teaching methods and techniques for students learning foreign language reading.

Reading is the most important skill to master for EFL students because of several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they can not express orally or in writing with equivalent accuracy. This situation will undoubtedly improve their motivation to learn. Second, reading requires very minimum necessities. Different from speaking which requires opportunities to interact with a partner or from writing which needs a lot of guidance and time to practice, reading requires only a text and motivation. Third, reading is an instrumental skill. After learning how to read effectively, students will be able to learn effectively by reading.

Realizing the importance of reading for students, EFL teachers ought to improve their reading lessons by implementing the best method and techniques provided by theories.

There are five main views which explain the nature of learning to read. The first one is the traditional view, or bottom-up model, which focuses on the printed form of a text. The second one is the cognitive view, or top-down model which increases the role of background knowledge in addition to what appears on the printed page. The third one is the interactive model which

integrates the elements of both bottom-up and top-down processes (Rumelhart, 1985). The fourth one is the schema theory, which explains the interaction of the background knowledge of the reader with the reading task in detail. And the last one is the metacognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, and thus, it emphasizes the involvement of the reader's thinking about what he is doing while reading.

1.1.1.1. The Traditional View: Bottom-Up Model

The traditional view or bottom- up reading model suggests the idea that readers build meaning as they draw on the individual letters and words as they read (Anderson, 1999). Singer & Ruddell (1985) point out that readers read by looking at print, identifying letters, matching phonemes and graphemes, blending letter sounds together, recognizing some words using their sight vocabulary, pronouncing words aloud, and after working through the stages, finally recover the meaning of the text. According to Nunan (1991), reading in this model is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

Nuttall (2005) exemplifies bottom-up model with a scientist examining the ecology of a transect, a tiny part of the landscape with a magnifying glass. According to her, the scientist develops a detailed understanding of that little area which might represent a sentence in the text, but full understanding only comes if this is combined with knowledge of adjacent areas and the wider terrain, so that their effects on one another can be recognized.

Dole et al. (1991) indicate that in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability and having mastered these skills, readers are viewed as experts who comprehend what they read.

For Stanovich (1980), the bottom-up model describes information flow as a series of stages that transforms the input and passes it to the next stage without any feedback or possibility of later stages of the process influencing earlier stages. In other words, language is viewed as a code and the reader's main task is to identify graphemes and convert them into phonemes. Consequently, readers are regarded as passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce it.

The textbooks, influenced by this perspective include exercises that focus on literal comprehension, give little or no importance to the reader's knowledge or experience with the subject matter, and the only interaction is with the basic building blocks of sounds and words. Most activities are based on recognition and recall of lexical and grammatical forms with an emphasis on the perceptual and decoding dimension.

This model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. As Browne (1996) states that it '*does not explain the full extent of reading behaviour as it is now understood. Reading is not usually a letter-by-letter or word-by-word activity, but one that calls for the use of a variety of strategies*' (p.35). According to

Browne (1996) readers actively pursue the author's meaning using strategies. Phonic and word recognition are not always used during reading and when they are used they may not be sufficient to truly read, that is to read with understanding.

Although it is possible to accept this rejection for the fact that there is over reliance on structure in this view, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. To counteract overreliance on form in the traditional view of reading, the cognitive view has been introduced.

1.1.1.2. The Cognitive View: Top-Down Model

Since the bottom-up model does not take account of all the strategies that readers need in order to read, an alternative model of the reading process has been constructed. This is known as the top-down model. The new top-down model has revolutionized the conception of the way students learn to read (Smith, 1994). In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. In this sense, reading is a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Tierney and Pearson, 1994). Reading is not a passive mechanical activity but purposeful and rational, dependent on the prior knowledge and expectations of the reader. *'It is not merely a matter of decoding print to sound but also a matter of making sense of written language'* (Smith, 1994, p.2).

For Barnett (1989) in this model, the reading process is driven by the reader's mind at work on the text. The reader uses general knowledge of the world or of particular text components to make intelligent guesses about what might come next in the text; the reader samples only enough of the text to confirm or reject these guesses.

In this respect Goodman (1976) indicates that:

> Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as reading processes (p.498).

Nuttall (2005) compares this model to an eagle's eye view of the landscape. According to her from a great height, the eagle can see a wide area spread out below; it understands the nature of the whole terrain, its general pattern and the relationships between various parts of it, far better than an observer on the ground.

Nuttall (2005) further indicates that readers adopt an eagle's eye view of the text when they consider it as a whole and relate it to their own knowledge and experience. This enables them to predict the writer's purpose, and use this framework to interpret difficult parts of the text.

In short, the top-down model gives a sense of perspective and makes use of all that the reader brings to the text, prior knowledge, common sense, etc, which have sometimes been undervalued in the reading class.

1.1.1.3. Schema Theory

The theory closely related to top-down model called schema theory also has a major impact on reading instruction. It describes in detail how the background knowledge of the learner interacts with the reading task and illustrates how a student's knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schema or background knowledge, plays a fundamental role in one's trial to comprehend a text.

Schema theory is based on the notion that past experiences lead to the creation of mental frameworks that help a reader make sense of new experiences. Smith (1994) places great importance on background knowledge (variously termed schema or schemes, schemata or schemas) in a person's contruction of meaning during the processing of virtually any type of information, including print. In this context, Smith (1994) states:

> Knowledge of relevant schemes is obviously essential if we are to read any kind of text with comprehension. A child who does not have a scenario about farming is unlikely to understand a story about farming or a reference to farming in a textbook (p.15).

A significant amount of research has been conducted by foreign language reading researchers which indicates that reading comprehension and reading skills are enhanced when prior knowledge is activated. Adequate data suggests that inducing appropriate schemata through suitable pre-reading activities is likely to be exteremely beneficial. The notion of prior knowledge influencing reading comprehension suggests that meaning does not rest solely in the printed word, but that the reader brings certain knowledge to the reading that

influences comprehension. Carrell & Eisterhold (1983) point out that *'a reader's failure to activate an appropriate schema… during reading results in various degrees of noncomprehension'* (p.560). Thus, activation of prior knowledge facilitates comprehension. In addition, research on knowledge of text structure indicates that the reader's understanding of how texts are organized influences reading comprehension (Anderson, 1999).

Anderson (1994) presents a research showing that recall of information in a text is affected by the reader's schemata. He states that *'a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message'* (p.469). According to Anderson (1994), comprehension is the process of *'activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse'* (p.473). As Anderson & Pearson (1988) previously state that comprehension is the interaction between old and new information. They emphasize that to say that one has comprehended a text is to say that he/she has found a mental home for the information in the text, or else that he/she has modified an existing mental home in order to accommodate that new information. Therefore, a learner's schemata will organize itself to accommodate new information as that information is added to the system (Omaggio, 1993).

Although schema theory is a decidedly top-down model of meaning making, comprehension sometimes occurs from bottom-up processing (Graesser,1981). According to Graesser (1981) a reader may be lost in the text until a specific

word or familiar image clarifies what went before. These familiar words and images evoke a connection between the text and the reader's prior knowledge.

On the other hand, schema theorists categorize the theory into two as content and formal schemata. Content schemata refer to the message of the text. One's familiarity with the content will make the comprehension process more productive and efficient.

On the other hand, formal schemata refer to the way that texts differ from one another; e.g. a reading text could be a fictional work, a letter to the editor, or a scientific essay, and each genre will have a different structural organization.

Readers' prior knowledge of both schemata enables them to predict events and meaning as well as to infer meaning from a wider context. So knowledge of these genre structures can aid reading comprehension, as it gives readers a basis for predicting what a text will be like (Smith 1994). For example, if readers know that the typical format of a research article consists of sections subtitled introduction, theoretical basis, methods, results, discussion, and conclusion, that knowledge will facilitate their interaction with the article and boost comprehension. On the other hand, if they are not familiar with this formal schema, teaching it to them could lead to improved reading ability with lasting and beneficial effects.

1.1.1.4. The Interactive Model

The most recent model, known as the interactive model integrates elements of the previous models with current research and practice (Rumelhart, 1985).

According to Anderson (1999) it supports the idea that good readers use both processes: top-down and bottom-up, when they encounter text in order to comprehend. Grabe (1991) illustrates this when he points out that:

> Reading is interactive; the reader makes use of information from his/her background knowledge as well as information from the printed page. Reading is also interactive in the sense that many skills work together simultaneously in the process (p.378).

For Browne (1996), interactive model describes reading as resulting from the reader's use of the features of language and the application of the reader's own experience and expectations of text. Anderson, Hiebert, Scott & Wilkenson (1985) describes this model as in the following:

> Reading can be compared to the performance of a symphony orchestra. This analogy illustrates three points. First, like the performance of the symphony, reading is a holistic act. In other words, while reading can be analyzed into subskills such as discriminating letters and identifying words, performing the subskills one at a time does not constitute reading. Reading can be said to take place only when the parts are put together in a smooth, integrated performance. Second, success in reading comes from practice over long periods of time, like skill in playing musical instruments. Indeed, it is a lifelong endevour. Third, as with a musical score, there may be more than one interpretation of a text. The interpretation depends upon the background of the reader, the purpose for reading, and the context in which reading occurs (p.7).

To sum up, in the interactive model of reading, readers use the features of the text, letters, words, headings, titles, illustrations, structure and content in combination with their own resources for reading, such as previous experiences of print, expectations of books, knowledge of the subject matter, knowledge about language, the ability to predict, and an expectation of meaning in order to read.

1.1.1.5. The Metacognitive View

According to Block (1992), there is now no more debate on whether reading is a bottom-up model, language-based process or a top-down model, knowledge-based process. It is also no more problematic to accept the influence of background knowledge on readers. Research has gone even further to define the control executed by readers on their trial to understand a text. This control is what Block (1992) refers to as meta-cognition.

In the context of reading, meta-cognition involves thinking about what one is doing while reading. Metacognitively skilled readers not only construct meaning; they also monitor and evaluate texts that they read (Israel, 2007). They exhibit understanding of what they read for they are conscious of their own mental processes (Gunning, 1996). Furthermore, Flavell (1979) believes in the feasibility and desirability of increasing both the quantity and quality of learners' metacognitive knowledge through systematic instruction.

To sum up, Klein, Peterson & Simington (1991) state that in the metacognitive view, readers attempt to identify the purpose of the reading, and the form or type of the text before reading; then they think about the general character and features of the form or type of the text. They scan, or read in detail, make continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

1.1.2. Ways of Reading in EFL Classrooms

One of the problems faced by EFL teachers is how best to teach students reading. Whilst some teachers have students read fairly long texts, including complete books and concentrate on understanding main idea; others prefer to have their students read shorter texts and discuss them in detail. In language teaching terms, '*these two approaches are described traditionally as extensive and intensive reading*' (Nuttall, 2005, p. 38).

Extensive and intensive reading are complementary and both are necessary, therefore it is important to explore both of them to understand teaching reading, yet, in this study, as the main topic is intensive reading and its comprehension question types, the former one will be mentioned to a lesser extent.

1.1.2.1. Extensive Reading

Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence (Day& Bamford, 1998).

Grellet (1981) states that '*extensive reading is reading longer texts, usually for one's own pleasure*' (p. 4.). It frequently takes place when students are on their own, therefore the learning occurs unconsciously and students acquire new knowledge without realizing it. Through extensive reading students broaden their lexical and morphological as well as syntactical knowledge.

Day and Bamford (1998) credits Harold Palmer as the first to use the term extensive in referring to a large amount of reading with a focus on the meaning of the text. For Palmer (1921), reading extensively has the advantage of being both informative and pleasurable because the reader's attention is usually on the content not on the language, which means that it has a real world purpose.

'*Extensive reading approach aims to get students reading in the second language and liking it*' (Day& Bamford, 1998). Richards, Platt & Platt (1992) state that it '*is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading*' (p.133). As these definitions indicate, extensive reading is of utmost importance for general second language competence.

Extensive reading has a number of benefits for the development of a students' language proficiency, especially when students are reading material written specially at their level. Grabe (1991) mentions some of the benefits of extensive reading as longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation. Moreover, Davis (1995) points out that any classroom will be poorer for the lack of an extensive programme and will be unable to promote its pupils' language development in all aspects as effectively as if such a programme were present. Harmer (2001) also claims that such a programme will make students more positive about reading, improve their overall comprehension skills, and give them a wider passive and active vocabulary.

Regarding its usefulness and benefits, extensive reading is often conducted in English lessons at schools with graded readers according to the students' language proficiency levels but as it takes too many hours to finish a book, some teachers prefer giving them as homework. In this case students are allowed to choose the books they are about to read according to their interests, and there is not always a follow-up discussion or work in class. In this way, students are encouraged to read for pleasure.

On the other hand, the role of the teachers in extensive reading programme is crucial as most students do not do enough extensive reading by themselves unless they are encouraged to do so by their teachers (Harmer, 2001). In this case, teachers ought to promote reading and persuade students of its benefits.

What these commentators and others are claiming is that extensive reading is the best possible way for students to develop automaticity and consolidate their reading comprehension. Nevertheless, to get the maximum benefit from their reading, students need to be involved in both extensive and intensive reading (Harmer, 2001).

1.1.2.2. Intensive Reading

Intensive reading which is also called reading for accuracy, is described as a detailed study of text designed to train students in reading strategies (Nuttall, 2005). In the same view, Scrivener (1994) defines intensive reading as "*reading texts closely and carefully with the intention of gaining an understanding of as much detail as possible*" (p. 188).

This type of reading is conducted with simplified or authentic texts according to the proficiency level of the class under the guidance of a teacher or a task which forces the student to focus on the text (Nuttall, 2005). Long & Richards (1987) indicate that it is a detailed in-class analysis of vocabulary and grammar points in a short passage led by the teacher.

The work of Palmer (1921) notes that intensive reading means '*the readers take a text, study it line by line, and refer at every moment to the dictionary, comparing, analysing, translating, and retaining every expression that it contains*' (p.111). In the same view, Brown (1994) states that it calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.

On the other hand, Anderson (1999) mentions that intensive reading can be defined as using a text for maximal development of comprehension skills. According to him, all activities are designed to explicitly teach readers the comprehension skills necessary for them to transfer the strategies and skills to their own reading.

For Harmer (2001) '*intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to achievement of a goal*' (p.204). According to him, in order to get students to read enthusiastically in class, teachers need to work to create interest in the topic and tasks. He notes that teachers need to tell students exactly what their reading purpose is, give them clear instructions about how to achieve it and observe

their progress while they are reading individually or collectively. Because this will give teachers valuable information about how well they are doing the reading task.

In addition to the definitions above, it is necessary to mention about why teachers highly prefer to use intensive reading in EFL classes. Harmer (2001) summarizes a number of reasons as in the following:

> They may want to have students practise specific skills such as reading to extract specific information, or reading for general understanding. They may on the other hand, get students to read texts for communicative purposes, as part of other activities, as sources of information, or in order to identify specific uses of language. Reading is often a prelude to a speaking or writing activity (p.215).

Furthermore, Laufer (1981) indicates that this way of reading is more preferrable by teachers because they consider that it is better to teach short passages of one to three pages per lesson and teach them thoroughly, thus enriching the students' command of vocabulary, syntax and discourse. She further explains that these teachers feel that better language ability is an asset in reading any passage, short or long, so these students will eventually be able to read short passages better than someone who reads long texts, leaving parts of them unclarified and therefore not understood.

In contrast to these views, there are also some arguments on usage of intensive reading in lessons as reading textbooks and completing teacher-directed classroom reading assignments are the least favourite and motivating reading activities for adolescents (Sweet& Snow, 2003). They indicate that when students are faced with such materials and circumstances, they report boredom

and difficulties in comprehending. Therefore these attitudes discourage adolescents from reading beyond.

Taking these factors into consideration, it may seem reasonable to support students' reading with free choice reading material according to their interests in order to increase their motivation and comprehension. Supporting this view, Sweet & Snow (2003) indicates that interest in a particular topic being read has a positive influence on comprehension.

In conclusion, Lems, Miller & Soro (2010) state that '*a good reading work-out involves both intensive and extensive reading*' (p.184). They associate reading with an exercise program in which one activity alone will not build overall strength and fitness. According to them, a good reading work-out '*gives opportunities to do many kinds of reading on a regular basis, especially reading for pleasure*' (p.184).

Anderson (1999) explains that good readers do more extensive reading than intensive reading. He further indicates that what makes the readers successful is that they have developed the strategies and skills through intensive reading that are then transferred to extensive reading contexts. According to him, reading teachers should consider the ratio of intensive and extensive reading activities they ask the students to engage in and see if they are providing opportunities for both of them.

1.1.3. Types of Reading

The combination of our daily encounters with texts and our needs to read in different ways in educational and professional settings requires that we read differently depending on the context, our goals and our motivations (Grabe, 2009).

In this context, when people want to locate some specific information they engage in search processes that include skimming and scanning (Guthrie, 1988). These are two specific reading techniques that enable readers browse the text, extract the key points, cover a large amount of material very rapidly and efficiently before reading the text in detail for a thorough comprehension. These techniques are similar in process but different in purpose.

1.1.3.1. Skimming

Skimming is a useful first step prior to in-depth reading. People often skim a text to get the main idea and a general overview of the content, and skip over the detail. It is helpful to preview a text before reading in detail or to refresh the understanding of a passage after you have read it in detail.

For Grellet (1981), '*skimming is going through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer*' (p.19). According to Feuerstein & Schcolnik (1995) this activity allows students to develop realistic expectations about the actual content of the passage.

In the same view, Nuttall (2005) indicates that skimming requires close attention to the text while readers are glancing rapidly through a text to determine its gist, or to keep themselves superficially informed about matters that are not of great importance to them.

During a skimming activity, students first read the title and read the first paragraph or the last paragraph. Next they read the first sentences of each following paragraphs and read the headings or sub-headings; and finally they look at the pictures or phrases that are in boldface or italics.

To sum up, skimming is a thorough activity which requires an overall view of the text and implies a definite reading competence (Grellet, 1981).

1.1.3.2. Scanning

Scanning involves moving the eyes quickly down the page seeking specific words and phrases without reading the entire text. This technique is also used when the readers first find a resource to determine whether it will answer their questions. When scanning, readers search for key words or ideas, they try to locate specific information and simply let their eyes wander over the text until they find what they are looking for, whether it be a name, a date, or a less specific piece of information (Grellet, 1981).

The aim at this stage is not to get to grips with its detailed arguments, it is simply to understand how many sections it has, which of them require careful reading and which one can read through quickly.

In most cases, the readers know what they are looking for, so they concentrate on finding a particular answer and solve the specific problem as quickly as possible which is only possible by means of scanning (Grellet, 1981).

For Grabe (2009) the combination of scanning and skimming allows a reader to search for information and Grellet (1981) states that it is usual to make use of these two activities together when reading a given text. According to her, a text or an article may well be skimmed first just to know whether it is worth reading, then read through more carefully because it has been decided to be of interest. It is also possible afterwards to scan the same article in order to note down a figure or a name which the reader wants to remember.

1.1.3.3. Reading for Thorough Comprehension

Reading is recognized as a skill basic for virtually all learning. Most students are successful at learning to read during the primary and elementary grades, and that success lays the foundation for high-level reading comprehension that is expected of them during the middle and high school grades (Whitaker, Gambrell & Morrow, 2004). On the other hand, some students experience frustration because reading is difficult and the meaning of the text message eludes them. It is clear that failure to learn to read severely limit a student's capacity to obtain an education and enjoy the full benefits of life (Donahue, Voelkl, Campbell & Mazzeo, 1999).

The Oxford Dictionary defines reading comprehension as the action of comprehending; the action or fact of comprehending with the mind;

understanding; and the ability to understand a passage of text and answer questions on it, as at school or psychological exercise.

In addition to the dictionary meaning, Carver states in Grabe (2009) that reading for comprehension is the most common purpose for reading, and it is the default assumption for the term reading comprehension. In the same view, Cain & Oakhill (2007) define reading comprehension as ultimate aim of reading.

Readers comprehend a text by acquiring meaning, confirming meaning, and creating meaning. Reading comprehension is an interactive process involving the reader, the text, and the context and for Altwerger, Jordan& Shelton (2007) it is the act of meaning-making during reading and the process of simultaneously extracting and constructing meaning through interaction and involvement with a written text.

During the reading comprehension process, the readers attend to the text-based information and relate it to the text in terms of their own experiences. In other words, proficient readers use information from the text and their background knowledge to make meaning from the text (Whitaker, Gambrell & Morrow, 2004).

For Opitz, Rubin & Erekson (2011) '*reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve knowing word meanings and using verbal reasoning*' (p.211). According to them without word meanings and verbal reasoning, there would

be no comprehension; and without comprehension there is no reading. To answer the question 'how does an individual achieve comprehension while reading?' Thorndike (1917) indicates that reading is a very elaborate procedure, involving a weighing of each of many elements in a sentence, their organization in the proper relations to one another, and the cooperation of many forces to determine final response. He further states that even the act of answering simple questions includes all the features characteristic of typical reasoning. Today researchers are still exploring reading comprehension in order to understand it better and state it definitively; and through the years many have expanded on Thordike's theories.

In order to examine reading comprehension better, three main levels of comprehension which are literal comprehension, interpretation and critical reading will be explained in detail in this part of the study.

Reading for thorough comprehension consists of literal comprehension, interpretation and critical reading. Literal comprehension represents the ability to obtain a low-level type of understanding by using only explicitly stated information. This category requires a lower level of thinking skills than the other categories. Comprehension at this level involves surface meanings and answers to literal questions which simply demand recall from memory (Opitz, Rubin & Erekson, 2011). According to Karlin (1971) being able to read for literal meanings is influenced by one's mastery of word meanings in context.

Although the ability to answer literal type questions is considered a low-level type of thinking, it should not be considered that reading for explicitly stated

facts is unimportant. According to Opitz, Rubin & Erekson (2011), ' *a fund of knowledge is important and necessary in order to read texts in many different content areas'* (p. 213). They also state that it is the foundation for high level thinking.

Interpretation is the next step in the hierarchy. At this level, students go beyond what is said and read for deeper meanings and they need to think in a higher level because the questions require answers that are suggested or implied by the text, but are not directly stated (Opitz, Rubin & Erekson, 2011). According to them, to answer questions at this level, readers must have problem-solving ability and be able to work at various levels of abstraction.

It is obvious that before students can achieve this level, they have to first understand the ideas that are stated which is called literal comprehension. Mohamad (1999) states that interpretation includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers ask more challenging questions. They ask students re-arrange the ideas or topics discussed in the text, explain the author's purpose of writing the text, summarize the main idea when this is not explicitly stated in the text or select conclusions which can be deduced from the text they have read.

Critical reading, on the other hand, is at a higher level than the first two categories because it involves evaluation that is the making of a personal judgment on the accuracy, value, and truthfulness of what is read (Opitz, Rubin & Erekson, 2011). It is a deeper and more complex engagement with a text. One of the first educators to define specific skills in critical reading is DeBoer

(1946). For him, critical reading is an active rather than a passive approach to the printed page in which the reader distinguishes relevant from irrelevant information, exhibits skepticism and evaluates the reliability of evidence and soundness of conclusions.

According to Spears (2006), critical reading is the most deliberate and thorough kind of reading, and in order to read critically, one must first be able to comprehend the literal message, then the deeper meanings intended by the author. It goes beyond literal comprehension and it means judging the worth of what you read, evaluating its accuracy, fairness, reliability, and significance, weighing the writer's words carefully, and applying the reasoning powers. To be able to achieve these, a reader must be able to collect, interpret, apply, analyze, and synthesize the information (Opitz, Rubin & Erekson, 2011).

Spears (2006) also emphasizes that critical reading requires keeping an open mind and developing a healthy skepticism, not accepting unquestioningly what you read just because it is in print, but also not rejecting ideas simply because they are different from your beliefs.

In addition to her views, Opitz, Rubin & Erekson (2011) state that '*critical reading includes skills such as the ability to differentiate between fact and opinion and between fantasy and reality*' (p.214).

Each of these thinking processes helps students to question the text in different ways. The questions they ask should depend on the type of text they read, and general questions will lead to more specific ones. Questions should also consider relationships between the text and the author, the reader, and the

context. During critical reading, students will interact with the text by highlighting important points, taking notes, brainstorming, outlining, describing, and reflecting on their own reading and thinking.

Sweet & Snow (2003) also indicate that critical reading focuses on figuring out how a text comes to have a particular meaning and it aims at helping students read between lines, which means being able to understand the hidden messages and some of the cultural meanings in the written text. Thus the students will be able to see how the text persuades people to behave or think in particular ways, and how it may be read in different ways by different people (Wallace, 2003).

Studies by Rogers (1960) show that the ability to analyze and evaluate ideas does not develop naturally, rather critical reading behaviour is learned and proper systematic instruction in the skills that contribute to it is necessary. In order to achieve this, teachers needs to be very specific in their instructions on how to approach a reading text.

Before reading critically, students should use both skimming and scanning strategies to look over the chapters, sections, subheadings, illustrations, introduction and conclusion. Teachers also should encourage students to preview the reading text in order to gain a clear sense of the nature of the reading text. They should also tell their students to underline the important terms, circle the definitions and meanings, write the key words and definitions in the margin, summarize what they have read in their own words, write the questions in the margin next to the section where the answers are found.

According to Robinson (1964) to develop critical readers, it is essential that skills and abilities in reading for complete understanding be combined with an inquiring attitude, a background to supply knowledge about the topic, field, or area to provide standards or criteria for evaluation; the ability to suspend judgement until the writer's message is fully secured; the ability to follow the organization or logic of the presentation; awareness of the author's qualifications and intent and recognition of the publisher's commitments.

Taught to read critically, students will think about what they read connects with their prior knowledge, other concepts they have learned in the course, and concepts they have learned in other courses and the real world. Students will also be able to analyze how writers represent people and their ideas and how they make the texts work (Alvermann, 2001).

However, in EFL classroom, while reading is well covered in the psycholinguistic and general methodology literature (Davis 1995; Urquhart & Weir 1998), there is little emphasize on critical reading.

According to Wallace (2003), many models of reading have been ultimately reductive in their effects. He comments on this reduction as:

> For early learners, reading may be seen as decoding texts, pronouncing the words correctly or practising language structure. For more advanced learners a comprehension view remains the dominant model. Indeed it is assumed that the eventual and unique goal of reading is comprehension of text, even though recent writers in the field of reading research make a plea for the development of a model of reading as interpretation.

In secondary school education, general reading ability is still the most potent factor. According to Bosley (2008), '*schools typically teach students to read*

receptively, to read for information. Many freshman students have not been taught to read actively or critically, to construct knowledge as they read' (p.286).

Bosley (2008) further states that many students have not learned to approach texts with a questioning stance that probes for underlying assumptions or intentions. They often read at surface level; if they do not get it, they give up rather than engage in the difficulty of the task.

1.1.4. Conducting a Reading Comprehension Lesson

Teaching reading is a complex undertaking and time spent in reading seems to be an important variable for success in reading, whether it is direct instructional time or time spent reading independently (Opitz, Rubin &Erekson, 2011).

Generally in the reading lessons, as Richards (1997) states that the reign of intensive approach can be seen. According to Minskoff (2005), in order to design an effective intensive approach reading comprehension lesson, all reading instruction must have three phases which are pre-reading, while reading, and post-reading phases whether working cooperatively with each other or reading independently. In each phase explicit instruction must be provided to students. This three-phase model of reading comprehension instruction is a long established best practice and has been found effective with all types of learners (Tompkins, 2003).

According to Opitz, Rubin &Erekson (2011), providing instruction before, during, and after the reading activity is a way to design supportive instruction. They indicate that pre-reading phase prepares the students for the reading activity by previewing the reading selection, going over new vocabulary or difficult words, teaching any strategies that students will need to read the material, as well as actively building topic knowledge. On the other hand, while-reading phase gives students a number of questions to think about as they read or encourage them to ask questions about the text material. Lastly, in the post-reading phase, students answer the teacher's questions, state the main idea of the text, or summarize it.

In this part of the study the three phases will be explained in detail with the examples from the coursebook Yes You Can prepared for the secondary schools of State in Turkey.

1.1.4.1. Pre- Reading

Pre-reading is one of the most important phases of reading activity as it prepares students for the text and activates their schema. The use of pre reading activities has been emphasized to provide anticipation and activate the reader's schema, which will motivate readers to become engaged in more purposeful reading in order to complete the activity better and with less effort, since they have gained confidence (Chastain, 1988; Ur, 1996). In the pre-reading phase, schemata can be activated through the discussion of titles, subheadings, photographs, identifying text structure, previewing, (Abraham, 2002).

Pre-reading activities consist of giving the purpose of reading, previewing the pages to be read, reviewing previously reading material, activating prior knowledge, teaching new vocabulary, and asking prediction questions (Minskoff, 2005). According to Feuerstein & Schcolnik (1995) students can predict content by reading the title, they may predict the genre of the text by noting the form and they may predict events by reading the first sentence of each paragraph. They also suggest asking students questions that encourage thinking about the topic to activate prior knowledge.

Anderson (1999) indicates that reading comprehension and reading skills are enhanced when prior knowledge is activated. The notion of prior knowledge that influences reading comprehension suggests that meaning does not rest solely in the printed word, but that the reader brings certain knowledge to the reading that influences comprehension. In this respect, Carrell & Eisterhold (1983) point out that ' *a reader's failure to activate an appropriate schema… during reading results in various degrees of noncomprehension*' (p.560).

Anderson (1999) indicates that pre-reading discussions provide an opportunity for readers to see what they know about a topic and what others may know. This discussion can best be directed by the teacher asking questions about the topic. With the same view, Minskoff (2005) points out that students are better equipped to integrate the new information with what they already know by discussing the topics before actually reading.

To sum up, it is evident that pre-reading activities play an important role in motivating the readers and activating their schema in order to comprehend the

text better. In the following are some pre-reading questions in the course book Yes You Can.

e.g. 1. What do you do in your free time? What are your hobbies? (p.16 from the reading text 'David's blog')

2. Look at the warning signs below. What do they mean? Write their meanings under the pictures. a. Attention moose! b. Be alert! c. Watch the ice! (p.34 from the reading text 'Alaska')

3. Match the parts of the sayings of Atatürk. Work in pairs and discuss about what they mean. (p. 37 from the reading text 'Atatürk')

4. Do you like reading true stories? Why/ Why not?

Look at the photos and guess the place. Is it an aquarium or a national park?

Would you like to visit this place? Why/ Why not? (p.50 from the reading text 'Baby Penguin?')

5. Read the leaflet below and look at the photos. What kind of holiday is it? (p.53 from the reading text 'City of Bridges')

1.1.4.2. While-Reading

After introduction to the text and activation of schema, readers move on to work on the reading material (Erten&Karakaş, 2007). To promote an interaction between the reader and writer, while-reading activities aim to encourage learners to be flexible, active, and reflective readers (Wallace, 1992). To achieve this purpose, the while-reading activities help readers tackle

texts by assisting them in linguistic and schematic knowledge (Alyousef, 2006).

Some common while-reading activities used to provide interaction in reading include skimming, scanning, predicting, key sentence, jumbled sentences or sections, group cloze, information gap tasks, multiple choice activity, reciprocal teaching, graphic organizers, and content and process questions (Wallace, 1992; Lazar, 1993).

Minskoff (2005) states that during the reading, the teacher ought to stop at certain times and ask literal comprehension questions to ensure that students are getting the main ideas, details, and sequence. Then the teacher should teach students to analyze the syntax of lengthy, complex sentences. According to her, *'these sentences can not be taught in the pre-reading stage because their meaning can only be interpreted in relationship to the text already read'* (p. 143). She further indicates that, the teacher should integrate pre-reading instruction by having students identify words that are taught in the pre-reading phase or answers to prediction questions when they meet in the text.

On the contrary, Feuerstein & Schcolnik (1995) point out that while-reading activities activate processing strategies and encourage close reading, but they interrupt the reading process. They indicate that most while-reading activities can be conducted as post-reading activities, though the point at which the activities are introduced can change their purpose.

In spite of the different views, while-reading activities are generally seen beneficial to prepare the students for more detailed questions of the post

reading phase. In the following are some while-reading questions in the course book Yes You Can.

e.g. 1. Read David's blog and write his missing hobbies in the text. (p.16 from the reading text 'David's blog')

2. Read the text and fill in the missing words (p. 17 from the reading text 'Love What You Do')

3. Find these things in the letter. e.g. the worst thing: cooking (p.34 from the reading text 'Alaska')

1.1.4.3. Post-Reading

After activating relevant skills during reading, students can go beyond with the other skills that are required for a reading comprehension lesson. These are skills that encourage readers to go back to the text and understand the factual and explicit information presented in the text (Feuerstein & Schcolnik, 1995).

During the post-reading phase, students are encouraged to reflect upon what they have read. According to Barnett (1988), post-reading activities first check readers' comprehension and then lead them to a deeper analysis of the text. Lazar (1993) comments that post-reading activities help readers to make interpretations of the text, understand the narrative point of view, and also prepare them for writing activities and discussion.

The post-reading phase is the best time for asking questions requiring inferential and evaluative comprehension. According to Minskoff (2005),

questions should emphasize summarizing the most important ideas of the material and require higher level thinking. She further suggests teaching the use of story maps and graphic organizers to help understanding of the text.

Erten & Karakaş (2007) give examples to some common post-reading activities that help readers interpret the text as thinking aloud, drawing conclusions, follow-up writing, role-playing, note-taking, question/answer relationships (QARs), recycled stories, and meta-cognitive journals.

On the other hand Feuerstein & Schcolnik (1995) assert that teachers can strengthen factual comprehension by asking –wh questions, asking yes-or-no questions, filling in tables, charts, or graphs, matching activities, and locating main ideas or supporting details.

The most common post-reading activities in the books of Ministry of National Education are –wh questions, true-false questions, filling in tables, charts, matching activities. Teachers generally stick to the course books but they can also conduct the post- reading phase creating new question techniques for their students' level.

In the following are some post-reading questions in the course book Yes You Can.

1. Read the blog again and write David's activities into the correct column. (p.16 from the reading text 'David's blog')

2. Read the letter again and answer the questions. (p.34 from the reading text 'Alaska')

- Is Martha having a good time in Alaska?

- What does Martha have to do?

- Do Maggie and Thomas have to carry the wood?

- Who has to be aware of the bears?

3. Read the story again and write True (T) or False (F). (p. 50 from the reading text 'Baby Penguin')

 a. The Jacksons were visiting the Antarctica section in the acquarium. ____

 b. Jamie was walking fast with his backpack. ____

 c. Jamie was continuously saying the same sentence in the taxi. ____

 d. Jamie said he took a toy penguin from the souvenir shop. ____

 e. The baby penguin was sleeping deeply in Jamie's backpack. ____

1.2. Mixed-Level Classes

Every class is a mixed-level class to some degree and most language teachers teach in a mixed-level class in some form, whether it is due to class size or to compulsory language study. This situation which is particularly seen in state secondary schools whose classes consist of between thirty and fifty students, becomes more complicated in foreign language lessons. In the same way Thomas (2010) states that '*the problem of mixed level classes is common in many disciplines, although it can be particularly significant when learning a foreign language'* (p. 227).

In order to discuss about mixed-level classes, it is beneficial to indicate the underlying reasons of mixed-level student groups in detail. When we take into account the students' education process, we can see that they arrive in secondary school with different proficiency levels. Cameron (2003) indicates that teachers have many students learning EFL for a period of time with varying degrees of proficiency. While some of these students have elementary knowledge of English, the others can have none at all. Thus whole-class teaching can be impossible with the same activities and it is also challenging for teachers because it makes them think, create and develop teaching techniques, exercises and good organization in the class.

Varanogullari, Lopez, Gansrigler, Pessanha, & Williams (2008) point out that classes with a mix of educational and language backgrounds are a reality for many teachers. Learners may have studied English in primary [school] but it is not a certainty that everyone did or that they studied to the same level.

In the same way, Richards & Barbisan (2004) indicate their view in the following:

> Students come to class with different levels of competence in English, different ways of approaching to language learning, and different attitudes about themselves and their abilities to learn English. Whatever the reasons are for these different competencies, teachers usually find it challenging to teach a multilevel class. When students are either under or over challenged, they can become bored or frustrated. This can lead to disruptive behavior, causing teachers to spend more time disciplining students than teaching them. If students are confused and frustrated, there is little chance they will be eager to come to class. On the other hand, if each student is challenged at the appropriate level for his or her ability, students will participate in class with more cooperative and enthusiastic attitudes. (p.t-x)

When faced with the challenge of mixed-level classes, many teachers do not know where to start. They fear that the preparation will take much longer, and that the students will be more demanding. In this respect Cameron (2003) indicates that EFL teachers need to cope with classes of mixed-levels of language skills and knowledge, and the task of maintaining or restoring motivation over these long periods of language learning.

Similarly, Hillier (2005) points out that dealing with mixed-level groups is something that has occupied many educational theorists and it has been the subject of much educational policy-making in compulsory education.

Burns (2010) indicates that a group of eight Australian EFL teachers volunteered to be part of a collaborative project in order to investigate the teaching mixed-level classes. Burns (2010) mentions about the project in the following:

> They had all joined the project because they were concerned that the very different language backgrounds, pace of learning, and learning skills of their students would impede their progress. They reasoned the problem: i) weaker students would hold back more able students; ii) finding different materials to meet all the students' needs was difficult and time consuming; iii) students had very different interests and skill levels; iv) some students would resent having to work at a different pace from others; v) it was impossible to give adequate attention to all the students; and vi) conflicts would arise because of the great diversity of cultural backgrounds and learning expectations (p.27).

On the other hand, since most language course books are designed for a homogeneous class, students react in the reading lessons differently due to their individual differences. Some students find the activity boring and difficult, whereas some find it interesting or very easy. In this context, Çopur (2005)

suggests that it is usually necessary for teachers to adapt the materials according to their classes.

Çopur (2005) indicates that the aim of teachers should be to reach all the students. However, it is well known that each student has a different way of learning, and learns and progresses at different speeds. Thus, while some students may find the learning task very easy to deal with, others may find it difficult to understand. Besides, learning also depends on what students have brought with them into class as researchers agree that background knowledge significantly influences the comprehension of foreign language reading materials (Brantmeier, Callender & McDaniel, 2011, p.189). Thus it is necessary for teachers to monitor all the students and to reach their needs in a variety of ways to achieve effective teaching.

When planning instruction for a mixed-level class, teachers must first consider the varied proficiency levels of their students. According to Roberts (2007), below-level students are struggling to keep up with instruction. They need extra time to complete activities and are often dependent on peer support to be successful. These students are at risk because they often become frustrated and blame themselves for their inability to learn more efficiently.

On the other hand, at-level students are doing well with their current level of instruction and are progressing as they should (Roberts, 2007).

High-level students may have more language proficiency than the at-level students, or these students may be able to understand more quickly than their

classmates. Similarly with below-level students, these students are at risk because they can become frustrated with the teacher for not providing more challenging lessons. They can also become bored or disruptive while waiting for the other students to catch up (Roberts, 2007).

Nolasco & Arthur (1988) state that some of the problems teachers frequently mention, include how to prevent bright students from getting bored or the weak ones from being left behind and avoid aiming at the average students to the exclusion of the others who also need stimulus and help. They suggest providing individualization in a variety of ways so that students can work on different tasks according to their level, needs and interests, work at different aspects of the same task, and work on tasks that can be carried out at a variety of levels.

In this respect, two principal considerations are seen necessary when dealing with different levels in a classroom. Rubino (2004) states that the first one is the necessity to create a learning environment where students feel safe to take linguistic risks without feeling afraid or embarrassed in front of their peers. The second is an emphasis on flexible learning that caters for the variety of learners' interests and levels as Guthrie (2004) states that '*a finite set of instructional supports explicitly targeted to motivational development in reading can facilitate engaged reading and reading comprehension* ' (p.417).

In order to support students, Campbell et al., (1998) suggest using teacher's books that give specific suggestions on how to adapt activities so that they can be suitable for both below-level and high-level students.

1.2.1. Reading Comprehension Questions in Mixed-Level Classes

Teacher questions are the most important factors in developing reading comprehension skills (Minskoff, 2005). The questions, which can stimulate students to use literal or higher level thinking give insight into students' comprehension. Student responses can help a teacher to see whether they are organizing information for memory; whether they are able to see relationships and make comparisons; and whether the material they are reading is easy or difficult (Opitz, Rubin & Erekson, 2011). Therefore a teacher must carefully prepare the questions for all three reading phases. In this respect, Grellet (1981) suggests that it is helpful to check comprehension through the use of various types of questions e.g. open questions, true or false, matching, multiple choice questions. According to him, variety in the range of exercises ' is an important factor in motivation and it is necessary if different skills are to be covered' (p.10).

Furthermore, reading can be devised to individualize students' work. Grellet (1981) states that instead of choosing one activity for the whole class, two or three sets of exercises of varying difficulty can be prepared based on the same text so that the student can work at their own levels. He further explains that this technique will stimulate for the below-level students, while the high-level ones will not feel held back.

In this sense, Minskoff (2005) states that it is important to first ask questions that require receptive responses from students such as multiple choices, matching and true/ false as they demonstrate whether students know the

answers to the questions without potential interference of problems that students may have in bringing forth their answers. According to Minskoff, after such questions open-ended questions can be asked in order to make students express their answers verbally or through motor movements. Supporting the views of Grellet, Minskoff (2005) indicates that '*use of different response formats increases student interest and integrates reading with other language art areas such as oral language and written expression*' (p. 150).

In addition to these suggestions, Bowler & Parminter (2002) put forward to use mixed-level tasks and assert that these tasks will keep the class working together by giving the whole class related texts at different levels according to their receptive ability. According to them every student will be involved in a version of the same reading tasks. They mentioned about mixed-level tasks as in the following:

> Students' ability to read or listen successfully is governed by a simple equation: text level of challenge plus task level of support equals student success. With a long, complex text, simple task makes the reading or listening achievable for weaker students. With a shorter, simpler text, the task can be more demanding. Bearing these principles in mind, we have isolated two ways of adapting reading or listening activities for mixed- level classes. We call them tiered tasks and bias tasks (p.59).

With the help of this adaptation of reading comprehension questions, the lesson will seem to be overflowing and motivating. Thus, the students will be more motivated, optimistic, aware of their capabilities, and willing to work on the reading tasks. They will also expect success and experience pleasure from their work (Grabe, 2009) and make use of different types of questions to promote different aspects of comprehension.

Minskoff (2005) mentions about different types of comprehension questions as:

> It is important to first ask questions that require receptive responses from students (e.g., multiple choices, matching, true/ false). These questions demonstrate whether students know the answers to the questions without the potential interference of problems that students may have in bringing forth their answers. Students may be able to recognize an answer when they see or hear it, but they may not be able to think of the response or call forth the words needed for the answer. Then, ask open-ended questions that require students express the answers verbally or through motor movements (e.g. writing, pantomiming) (p.149).

In addition to Minskoff, Grellet (1981) mentions about individual exercise as:

> (…) They can also be devised to individualize students' work at home. Instead of choosing one activity for the whole class, two or three sets of exercises of varying difficulty can be prepared based on the same text so that students can work at home at their own levels. If the text is then to be discussed in the class, each group of students who have worked on the same exercises will be able to talk about what they have done. This will certainly be stimulating for the weaker students, while the better ones will not feel held back (p.11)

1.2.2. Types of Post-Reading Comprehension Questions

In this section of the study, the types of post-reading comprehension questions will be dealt with thoroughly with the examples from the text book, Yes You Can which is used for tenth grade students in Pendik Trade Vocational High School.

1.2.2.1. Multiple-Choice Questions

Ur (1996) defines multiple-choice questions as consisting of a stem and a number of options, from which the testee has to select the right one. Alderson (2000) states that multiple-choice test items are so popular because they provide testers with the means to control test-takers' thought processes when

responding; they 'allow testers to control the range of possible answers …'
(p.38).

E.g.

1. A………..is some kind of TV drama in parts based on inter-human relationships.

   a. documentary   b. sit-com   c. soap opera

2. The time of day when most people are watching television is known as…………

   a. prime time   b. popular time   c. best time

  (Yes You Can, p. 47)

1.2.2.2. Dichotomous Items (True-False Technique)

Test-takers are asked to state whether the given statement is true or false by referring to the text. This technique is well known as the true or false technique. According to Alderson (2000), the ease of construction makes this technique popular.

Alderson (2000) and Hughes (2003) argue that the problem with this technique is a 50% possibility of guessing the right answer without comprehending the target text. In order to solve the guessing problem it has been proved better to ask the test-takers firstly to state whether the statements are true or false, and secondly ask them to correct the false ones.

E.g. Read the e-mail and mark the sentences (T) true or (F) false.

1. It is the 21st day in Paris for Sandra. ( )

2. Her flat has got two rooms, a bath room and a kitchen. ( )

3. The flat is over three hundred years old. ( )

(Yes You Can, p. 34)

1.2.2.3. Answering Questions

In order to check the comprehension of any reading text, the teacher asks open ended questions related to the text. In open-ended questions, test-takers are asked to write down every detail related with the question (Razı, 2005).

E.g. Read the diary again and answer the questions.

1. Where does she usually take a shower?

2. Who prepared the breakfast at home?

3. Why are they picking up the bushes?

(Yes You Can, p. 28)

1.2.2.4. Asking Questions to Answers

In order to check the comprehension of any reading text, the teacher gives the answers of the questions and asks the students guess the questions. This type of activity checks the students' understanding the text and usage of the correct structure while constructing the questions.

E.g.

1-…………………………? In the evenings, we watch TV and surf the Net.

2- …………………………? Ginger goes to bed after midnight at home.

3-…………………………..? She misses her home.

(Yes You Can, p.28)

1.2.2.5. Short-Answer Questions

Weir (1993) points out that short-answer tests are extremely useful for testing reading comprehension. According to Alderson (2000), short-answer tests are seen as a semi-objective alternative to multiple choice. Cohen (1998) argues that open-ended questions allow test-takers to copy the answer from the text, but firstly one needs to understand the text to write the right answer. Test takers are supposed to answer questions briefly by drawing conclusions from the text, not just responding 'yes' or 'no'. The test-takers are supposed to infer meaning from the text before answering the question.

E.g. 1. Where did the event happen? In Peru

2. When did it happen? In 1970 at 3.23 p.m.

3. How many people were killed because of the disaster? Nearly 20,000

(Yes You Can, p. 83)

1.2.2.6. Matching

In this technique, test-takers are provided with two sets of stimuli that need to be matched against each other. Matching items are similar to multiple-choice test items since there are distractors. In matching tests, each item acts as a distractor except one (Razı, 2005). According to Alderson (2000) since there is only one final choice, giving more alternatives than the matching task requires is more sensible.

1. In which city was Ataturk born?

2. When did Ataturk graduate from the military academy?

3. Where did the first National Congress take place?

a. 1905

b. Selanik

c. Erzurum

 (Yes You Can, p.36)

1.2.2.7.   Chronological Order Tasks

This type of questions is widely used in order to check the thorough comprehension of the reading text. The teacher asks the students to put the events into correct order and write the numbers next to the sentences. The disadvantage of this type of questioning in the exam is that if the student gives wrong number to any sentence, the other numbers continue in the wrong order, therefore the student fails in this section of the exam.

E.g.

a. …… He married to the actress Demi Moore.

b. …… He became a well-known actor with his film 'The Butterfly Effect'.

c. …… He started studying biochemical engineering at university.

d. …… He was born in Iowa, USA.

e. …… He won a modelling contest.

 (Yes You Can, p. 40)

1.3. Purpose of the Study

The aim of this study is to find out whether grouping the students according to their proficiency levels in a classroom and adapting the post-reading comprehension questions for each group will result in better comprehension, higher motivation and whole-class participation. Moreover, the study aims to give suggestions to teachers of English on how to diversify the reading comprehension questions for mixed-level classes.

1.3.1. Hypothesis

As the idea of 'one size fits all' is not a reasonable teaching approach, it is hypothesized that grouping students according to their levels and adapting the post-reading comprehension questions for these level groups will affect students' comprehension, motivation and participation during reading lessons in a positive way.

1.3.2. Research Questions

This study will try to find the answers to the following research questions:

1. What is the fundamental reason of the mixed-level groups in EFL classrooms?

2. How could EFL teachers diversify the post-reading comprehension questions in mixed-level classes?

3. Do mixed-level post-reading comprehension questions play a role in developing students' reading comprehension skills?

4. What are the effects of mixed-level post-reading comprehension questions on students' motivation and attitudes towards the reading lessons?

5. What are the effects of mixed-level post-reading comprehension questions on students' participation in the reading lessons?

1.4. Significance of the Study

This case study will put forward the significance of adapting the post-reading comprehension questions in mixed-level classes. It will initially focus on the effects of differentiating the post-reading comprehension questions according to the three level groups of students.

It is thought that the study will be of great help for the teachers of English in secondary schools as there is no similar study on the topic according to the research on the thesis database on 10/12/12.

1.5. Definition of Terms

The major terms that are used in the present study are defined as in the following:

Reading comprehension: The action or fact of comprehending with the mind, understanding, and the ability to understand a passage of text, answer the questions on it, as at school or psychological exercise.

Post-reading: The phase of reading which first checks students' comprehension and leads students to a deeper analysis of the text (Toprak & Almacıoglu, 2009).

Mixed-level class: A group of students who learn and study together in one class despite having varying levels of proficiency or literacy backgrounds.

Bottom-up model: The model of reading which supports the view that reading is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the test (Nunan, 1991).

Top-down model: The model of reading which supports the view that reading process is driven by the reader's mind at work on the test (Barnett, 1989).

Schemata: Structures of knowledge stored in the long-term memory (Bartlett, 1977 cited in Landry, 2002).

Schema Theory: The theory of how knowledge is obtained and processed. It deals with pre-existing or prior knowledge that is stored in mind. (Al-Issa, 2006).

Content schemata: Background of the content area of a text, or the subject a text talks about such as knowledge about people, the world, culture, and the universe (Erten & Razı, 2009).

Formal schemata: Knowledge of language and linguistic conventions, containing knowledge of how texts are structured and what the key characteristics of a particular genre of writing are (Alderson, 2000; Carrell & Eisterhold, 1983).

Metacognitive: The skill which refers to learners' automatic awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes (Doyle, 2008).

Extensive reading: Reading of longer texts, usually for one's own pleasure (Grellet, 1981).

Intensive reading: Reading texts closely and carefully with the intention of gaining an understanding of as much detail as possible (Scrivener, 1994).

Skimming: The technique of going through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer (Grellet, 1981).

Scanning: The technique of moving the eyes quickly down the page seeking specific words and phrases without reading the entire text.

Critical Reading: The high level of reading which involves evaluation that is the making of a personal judgment on the accuracy, value, and truthfulness of what is read (Opitz, Rubin & Erekson, 2011).

CHAPTER 2

METHODOLOGY

2.1. Research Design

The present study is a case study which aims to examine the effects of differentiating the post-reading comprehension questions for mixed-level groups in a class in terms of the students' comprehension, motivation and the rate of participation in the reading lessons.

A case study is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context. It is common in social sciences and life sciences. Thomas (2011) defines the case study as the analysis of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the subject of the inquiry will be an instance of a class of phenomena that provides an analytical frame within which the study is conducted and which the case illuminates and explicates.

In order to test the hypothesis of the study, at the beginning of the 2012-2013 academic year, two tenth grade classes who have been studying English for six years and who have English lessons 4 hours per week were selected. A

placement test was administered to both classes in order to determine the students' proficiency levels. For the placement test, Cambridge Key English Test (KET) which is a set at Level A2 of the Common European Framework of Reference (CEFR) was used. According to the test results, the students were classified as below-level (A1), at-level (A2), and high-level (B1) groups.

The following day of the test, an interview was conducted with below-level and high-level students in order to answer the first research question. Before conducting the study, twelve reading texts were chosen from the course book 'Yes You Can A.2.' which was prepared by Ministry of National Education for secondary schools and the post-reading comprehension questions were examined. In order to carry out the study, the questions of each reading text were differentiated and different types of questions were prepared with great attention for three proficiency levels in both classes.

The study started at the first term (in October) and it was conducted for one hour a week for twelve weeks by the researcher herself as the regular course teacher. During the reading lessons, after pre-reading and while-reading phases, each student was given a sheet of paper which consists of a set of questions and asked to complete the task in five minutes. After all the students finished doing their tasks, all the questions were answered in the class starting from the easiest type.

At the end of the twelfth week, interviews were conducted with the below-level and high-level student groups and their voices were recorded for the analysis of the study results in order to verify the hypothesis of the study.

The study was carried out with 51 tenth grade students at Pendik Trade Vocational High School. Two classes consisted of 51 students: 17 males + 34 females. The ages of the students in both classes were 15 and 16 with nearly similar social and educational backgrounds.

2.2. Data Collection Instruments

The instruments used in this study were the placement test (KET), twelve reading texts of the course book Yes You Can, mixed-level post-reading comprehension questions, and the transcripts of the audio-recordings of the interviews with 27 students.

2.2.1. Cambridge Key English Test

Cambridge Key English Test (KET), which was used in order to determine students' proficiency level, is a set at Level A2 of the Common European Framework of Reference (CEFR). It is a basic level qualification that shows the test taker can use English to communicate in simple situations and have achieved a good foundation in learning English. The test involves three parts: reading and writing, listening, speaking. The reading and writing section consists of 9 parts and 56 questions. The result shows that the test taker can understand simple written information such as signs, brochures, newspapers and magazines. The listening section consists of 5 parts and 25 questions. This section requires the test taker to be able to understand announcements and other spoken material when people speak reasonably slowly. The speaking section consists of 2 parts and tests the ability to take part in a conversation by answering and asking simple questions.

Since the study aims at determining the effects of mixed-level post-reading comprehension questions on students, only reading part of the test was taken into account, and writing, listening and speaking parts were excluded from the test. The reading part of the test consisted of 8 parts and there were 55 questions. As the reading part is rated as %45 of the total marks, the result was rated over 45 points and each question was evaluated as 0. 82 point. The duration of the test was 1 hour 10 minutes.

2.2.2. Reading Texts of the Course Book 'Yes You Can'

Twelve reading texts which were used for the study were chosen from the course book Yes You Can which is used for tenth grade students in secondary schools of State. According to the Common European Framework of Reference, the level of the course book is A.2 (waystage or elementary) which indicates that students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; and describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.

The course book which is integrated with four skills, supports communicative approach. It contains authentic texts, dialogues and activities as well as authentic photos, illustrations and comics apart from contextual vocabulary and grammar teaching; and the reading activities aim to promote general knowledge and cultural awareness.

The reason of using the reading texts of this coursebook was that the book is compulsory for state schools and also it was thought that this study will bring suggestions to the teachers who teache in mixed-level classes.

2.2.3. Mixed-Level Post-Reading Comprehension Questions

The post-reading comprehension questions of 12 texts were analyzed and adapted for three level groups in both classes and each student was given a worksheet on which there was a set of questions or exercises according to his/her proficiency. The groups of questions were prepared in an order from the easiest to the most difficult one.

2.2.4. Interviews

In the 1980s, there was a considerable growth in using interviewing as a method for educational research and now it is generally agreed that interviewing is a key method of data collection (Berry,1999). There are many kinds of interviews. Hitchcock (1989) lists nine types: structured interview, survey interview, counselling interview, diary interview, life history interview, ethnographic interview, informal/ unstructured interview, and conversations (p.79). Cohen& Manion (1994), however, prefers to group interviews into four types, including the structured interview, the unstructured interview (in-depth interview), the non-directive interview, and the focused interview.

In order to test the hypothesis of the study, unstructured interviewing was used at the beginning and at the end of the study as the main method to collect data for the study since an interpretative approach is adopted for the research.

Unstructured interviewing, also known as in-depth interviewing, is a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewee's point of view or situation (Berry, 1999). This type of interview involves asking informants open-ended questions, and probing wherever necessary to obtain data deemed useful by the researcher. Patton (1987) suggests three basic approaches to conducting in depth interviewing:

2.2.4.1. The Informal Conversational Interview

According to Patton (1987) this type of interview resembles a chat, during which the informants may sometimes forget that they are being interviewed. Most of the questions asked will flow from the immediate context. Informal conversational interviews are useful for exploring interesting topics for investigation and are typical of ongoing participant observation fieldwork.

In order to answer the first question, the informal conversational interview was conducted with 27 students during the lesson and their voices were recorded by the researcher.

2.2.4.2. The General Interview Guide Approach (Guided Interview)

This type of interview approach is useful for eliciting information about specific topics (Patton, 1987). When employing this approach for interviewing, a basic checklist is prepared to make sure that all relevant topics are covered. The interviewer is free to explore, probe and ask questions deemed interesting to the researcher. Wenden (1982) formulates a checklist as a basis to interview

her informants in a piece of research leading towards her PhD studies. She considers that the general interview guide approach is useful as it *'allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study'* (p.39).

In order to answer the third and fourth questions, this type of interview was conducted with 27 students and the voices of students were recorded by the researcher.

2.2.4.3. The Standardised Open-Ended Interview

According to Patton (1987) researchers using this approach prepare a set of open-ended questions which are carefully worded and arranged for the purpose of minimising variation in the questions posed to the interviewees. In view of this, this method is often preferred for collecting interviewing data when two or more researchers are involved in the data collecting process. Although this method provides less flexibility for questions than the other two mentioned previously, probing is still possible, depending on the nature of the interview and the skills of the interviewew.

2.3. Data Collection Procedure

51 students of two tenth grade classes participated in the study. In order to determine the students' proficiency levels, the placement test KET was conducted at the beginning of the 2012-2013 academic year. The results of the test revealed that there were three different levels in both classes. After classifying the students as below-level (A1), at-level (A2) and high-level (B1),

an interview with below and high-level students was conducted in order to know the fundamental reasons of their level differences.

After determining the reasons and their attitudes towards English, in order to verify the hypothesis of the study, twelve reading texts from the course book Yes You Can were selected and the post-reading comprehension questions were differentiated according to three level groups. The experimental phase of the study was carried out for twelve weeks and duration of each lesson was 40 minutes in a week. During the reading lessons, after pre-reading and while-reading phases, each student was given a sheet of paper which comprised a set of comprehension questions and the students were asked to complete their tasks in five or six minutes. During the application of the tasks as each students had different types of questions on their papers according to their levels, they tried to finish their tasks on their own without help from their peers, and the researcher did not answer any questions of the students. Instead, the researcher monitored the students' attitudes while they were answering the questions on their own.

After all the students finished doing their exercises, all the questions were answered in the class starting from the below-level to the high-level comprehension questions. While the students were answering the questions, their motivation and participation in the lesson were observed and evaluated.

At the end of the twelve-week-study, in-depth interviews were conducted with below-level and high- level students in each class in order to verify the hypothesis of the study. The words and actions of the students were monitored

and the voices were recorded. Consequently, it should be mentioned that subjects were not informed about the study during the twelve week, but they were informed about the interviews after the study finished.

2.4. Data Analysis Procedure

The corpus of the study analysis involves the results of the placement test, the two audio-recordings of the interviews with 17 below-level and 10 high-level students before and after the study, and observation of the researcher during the reading lessons. Data analysis described in relation to the research questions is as in the following:

1) In order to seek an answer to the first research question, informal conversational interview was conducted with 17 below-level and 10 high-level students after determining students' proficiency levels with the placement test KET. Two questions were asked to 27 students in order to determine the fundamental reasons of their language proficiency difference. During the interview the researcher recorded the voices of the students in order to write the results on paper. Before the interview, the students were not told about the study or that their voices were going to be recorded.

2) For the research question 2, the post-reading comprehension questions of 12 reading texts in the coursebook were differentiated and adapted for three level groups in both classes. In order to adapt the questions, different types of questions, which were mentioned in the literature, were used and listed from the easiest to the most difficult on sheets of papers. The number of the questions varied from 5 to 8 according to the length of the reading text and the

sheets were distributed to students after the pre-reading and while-reading phases during the lesson.

3) For the research questions 3 and 4, at the end of the twelve-week- reading lessons, the general interview guide approach was used. 27 students of the below-level and high-level groups were interviewed with the items of the checklist prepared by the researcher to make sure all relevant topics were covered. During the interview, the researcher recorded the voices of the interviewees' in order to write the results on paper later. Before the interview, the students were told about the purpose of the study and that their voices were going to be recorded.

4) In order to answer the research questions 4 and 5, the researcher monitored the two level groups in both classes and took notes on the students' behaviour change while they were doing their tasks which were appropriate for their proficiency levels. During the twelve reading comprehension lessons, students were not told about the purpose of the study.

CHAPTER 3

FINDINGS

3.1. Findings for the Placement Test

The study aimed at testing grouping the students according to their levels in a classroom and adapting the post-reading comprehension questions for each group would result in better comprehension, higher motivation and whole-class participation during the reading comprehension lessons. Therefore at the beginning of the academic year 2012-2013 the placement test KET was conducted on 51 tenth grade students in order to determine their proficiency. As the study was related to the reading skills, only reading part of the test was taken into account, and writing, listening and speaking parts were excluded from the test.

The test was evaluated over 45 as the reading part was rated as % 45 of total marks. The result of the test revealed a significant difference in the proficiency levels of the students. 17 students scored between 0-15, 24 students scored between 15-30, and 10 students scored between 30-45. According to the results, students were classified into three levels as below-level (A1), at-level (A2), and high-level (B1).

3.2. Findings for Research Question 1

What is the fundamental reason of the mixed-level groups in EFL classrooms?

The first research question seeks to find out the underlying reason of the mixed-level groups in a foreign language classroom. In order to answer this question, informal conversational interviews were conducted with 17 below-level and 10 high-level students one by one. The students were asked why their proficiency level was below or high according to the majority of the classroom and whether their proficiency level was the same during the primary school education. The conversations were recorded and later the answers were written on the paper by the researcher.

In the following are the interview questions and answers of the 17 below-level and 10 high-level students. As the interview was conducted in students' mother tongue, the questions and answers are given in Turkish and they can be seen in English in appendices.

The interview questions for below-level students:

Sence neden İngilizce seviyen sınıf düzeyinin altında? İlköğretim süresinde de İngilizcen hep bu seviyedemiydi?

Student 1: İngilizce çalışmak beni sıkıyor. 6 -7 ve 8. Sınıfta daha çok Seviye Belirleme Sınavına hazırlandım. İngilizceye gerek duymadım.

Student 2: İngilizceyi sevmiyorum, çalışmak istemiyorum. İlköğretimde de sevmiyordum.

Student 3: Alt yapım yetersiz. İlköğretimde 1 sene boyunca öğretmenimiz raporluydu.

Student 4: İlköğretimde İngilizceyi öğrenemedim. Lisedeki konulara şimdi çalışsam da yetişemiyorum. Evde yardım eden biri de yok.

Student 5: İlköğretimde detaylı ders işlenmiyordu. Sınıfımız gürültülüydü. Daha çok Seviye Belirleme Sınavına çalışıyorduk.

Student 6: İlköğretimde öğretmenimiz hep çeviri yaptırıyordu. Ders çok sıkıcıydı bu yüzden İngilizceyi sevmedim.

Student 7: İlköğretimde İngilizceye hiç ilgi duymadım. Daha çok Seviye Belirleme Sınavı'na çalıştım.

Student 8: İlköğretimde öğretmenimiz hep gramer işliyordu bu yüzden İngilizceyi sevmedim.

Student 9: Sınıfın gerisinde olduğumun farkındayım, çalışsam da yapamıyorum. İlköğretimden gelen bir alt yapı eksikliğim var. Sınıfımız çok kalabalıktı o yüzden öğretmen bizimle yeteri kadar ilgilenemiyordu.

Student 10: İngilizce dersini sevmiyorum. İlköğretim 7 ve 8. sınıfta İngilizce öğretmenimiz yoktu.

Student 11: İngilizceye yatkınlığım yok. İlköğretimde de aynıydım.

Student 12: İngilizce çalışıyorum ama ilköğretim süresinde de hep sınıf düzeyinin altında kaldım. İlköğretimde daha çok Seviye Belirleme Sınavı'na hazırlandım.

Student 13: İlköğretimde sınıfımız çok gürültülüydü. Öğretmen çok gençti ve bizimle ilgilenemiyordu.

Student 14: İngilizce ilgimi çekmiyor. Öğrenebileceğime de inanmıyorum. İlköğretimde de böyle düşünüyordum.

Student 15: Kelime ezberleme ve gramer kurallarını sevmiyorum. Gerçek İngilizcenin bu olduğunu düşünmüyorum. İlköğretimde öğretmenimiz hep ezber yaptırıyordu.

Student 16: İngilizce çalışıyorum ama yapamıyorum. İlköğretimde de notum hep düşüktü. Öğretmenim de benimle ilgilenmiyordu.

Student 17: İngilizce çalışamıyorum, çalışsam da anlamıyorum. İlköğretimde çoğunlukla Seviye Belirleme Sınavı için test çözüyorduk. İngilizce derslerini kimse önemsemiyordu.

The interview questions for high-level students:

Sence neden İngilizce seviyen sınıf düzeyinin üstünde? İlköğretim süresinde de İngilizcen hep bu seviyedemiydi?

Student 18: İngilizceyi çok seviyorum, evde devamlı yabancı film izliyorum. İlköğretimde de sınıftaki en iyi İngilizce notu olan öğrenciydim.

Students 19: İngilizce bana çok zevkli geliyor. Evde ailem İngilizce öğrenmem için beni teşvik ediyor. İlköğretimde öğretmenimiz bizimle çok ilgilenirdi. Dersler hep zevkli geçerdi.

Student 20: İngilizce çalışıyorum ve bu beni mutlu ediyor. Yaz tatillerinde kursa gidiyorum. İlköğretimde İngilizce dersleri daha çok oyunlar ve fıkralarla geçiyordu. Öğretmenimiz bizi gramer kurallarıyla sıkmıyordu.

Student 21: İngilizceyi seviyorum. İlköğretimde daha çok Seviye Belirleme Sınavı'na yönelik çalıştım ve sınavda İngilizceden hiç yanlışım çıkmadı.

Student 22: İngilizceyi seviyorum ve ileride iş bulmamı kolaylaştıracağını düşünüyorum. İngilizce çalışmak benim için hiç sıkıcı değil. İlköğretimde de sınıfta en iyi İngilizcesi olan bendim.

Student 23: İngilizceyi seviyorum ve internette chat yapıyorum. İlköğretimdeki öğretmenimiz çok etkili ders anlatıyordu.

Student 24: İngilizce bana çok kolay geliyor. Evde ablam İngilizce biliyor ve ödevlerimde bana yardım ediyor. İlköğretimde sınıfın birincisiydim. Öğretmenimiz bana çok değer veriyordu.

Student 25: İngilizceyi çok seviyorum. İleride İngilizce öğretmeni olmak istiyorum. İlköğretimde İngilizce puanım hep 85 ve üzeriydi.

Student 26: Sosyal derslerim hep iyidir. İngilizcenin yanı sıra Almancaya da merakım var boş zamanlarımda kelime kartlarıyla çalışıyorum ve yabancı film

izliyorum. İlköğretimde İngilizce öğretmenimiz derslerde bize hep oyunlar oynatırdı kelime ezberletmek için.

Student 27: İngilizceyi seviyorum ve İngilizce öğretmenlerimi de hep sevmişimdir. Evde babam İngilizce ödevlerime yardım ediyor. İlköğretimde de İngilizce dersinde hep başarılıydım.

The interviews revealed that the below-level students stayed behind their classmates because of several reasons such as personal interests, attitudes of previous English teachers, absence of English teachers for one or two years, classroom environment and SBS exam preparations. SBS is a special exam in order to determine students' general level before entering secondary school.

During the interviews with 17 students, 8 students indicated that they do not have any interest in learning English, 7 students indicated that their lack of language proficiency was associated with the attitudes of their previous English teachers in primary school. 2 students indicated that their English teachers in primary school were absent for one or two years, 4 students indicated that their previous classes were highly crowded and noisy. Lastly, 5 students indicated that they had to study for the SBS exam so they had a lack of interest in English during primary school.

On the other hand, the interviews conducted with high-level students revealed that the high-level students had a great interest in English, found learning English easy and thought that English was necessary for their future jobs. They also indicated that their success was the same during the primary school education.

During the interviews with high-level students, all of them indicated that they like English and find learning it easy. 3 students indicated that they watch English films or chat with friends in English at home; 3 students indicated that their families help them study or do their homework. 6 students stated that their English teachers in primary school had a positive attitude towards them and 6 students stated that they were successful in English lessons in primary school. Furthermore, 2 students indicated that they study English for their future jobs and one student indicated that she went to English course in summer holiday.

3.3. Findings for Research Question 2

How could EFL teachers diversify post-reading comprehension questions in mixed level classes?

The second research question seeks to find out the ways of diversifying and adapting the post-reading comprehension questions for three levels of students in a classroom.

In order to prepare the mixed-level questions, first, 12 reading texts of the coursebook Yes You Can were chosen and the post-reading comprehension questions were examined. After that, all the question types were analyzed and the most relevant ones were selected considering the 12 reading texts and students' proficiency levels. The questions which were prepared similar to each other in terms of content and meaning, were classified as below-level (A.1), at-level (A.2) and high-level (B.1) according to students' proficiency. The original questions of the reading texts were mostly remained the same as below-level or at-level question types. Yet some of the original questions were

differentiated in order to be harmonized with the below-level and high-level sets of questions.

The twelve reading texts, their post-reading questions and the adapted mixed-level post-reading questions are as in the following.

Reading Text 1 'David's Blog' on page 16:

A. David writes about his hobbies on his blog. Read David's blog and write his missing hobbies in the text.

Bowling – the Net – jogging – music – basketball – cinema – guitar – painting – TV

Hi! I'm David. I'm 17 and I'm a student at Glasgow High School. On weekdays I always get up at 7:30. I go (1) _____ with mom and have a shower before breakfast. I usually have a big breakfast, get dressed and leave home at 8.45. My school is very close to my house, so I go to school on foot on sunny days. The first lesson is at 9.00. We have four classes in the morning, and three in the afternoon. We have a 60- minute lunch break, so we often play (2) _____ in the garden after lunch. We have hobby classes in the afternoon and my favorite lessons are Arts and Music. I love (3) _____ and I am also a good (4) _____ player. After school, I usually meet my friends at a cafe. We sometimes have a little snack and chat. Then, I get home and relax for some time. I listen to (5) _____ or surf (6) _____. We have dinner at 7:00 p.m. We enjoy talking about our day and it is usually very amusing. I do my homework before my guitar practice. I rarely go to bed after 11:00 pm, because I'm an early person on weekdays.

At weekends, I never get up early. I have my brunch with the whole family. In the afternoon we generally do something entertaining with my friends. On rainy or cold days we sometimes go to the (7) _____ or play (8) _____ at a near saloon.

On Sundays, my grandparents come to our house and we have barbecue in the garden. Dad and I like watching football matches on (9) _____ in the afternoon. That's my typical weekly routine.

B. Read the blog again and write David's activities into the correct column.

Practicing the guitar – playing basketball – having barbecue – listening to music – playing bowling – surfing the Net

David's Individual Activities
David's Pair/ Group Activities

Mixed-Level Post-Reading Questions of the Reading Text 1 'David's blog'

A. Post-reading questions for below-level students: Match the questions with the correct answer

1. What time does David get up on weekdays?

2. Where is his school?

3. How does he go to school?

4. What is his favourite lesson?

5. When does he do his homework?

6. Who comes to their house on Sundays

a. His grandparents

b. On foot

c. Before the guitar practice

d. At half past seven

e. Close to his house

f. Arts and Music

B. Post-reading questions for at-level students: Choose the correct answer

1. What time does David get up on weekdays?

a. At quarter to nine b. at half past seven c. At nine o'clock

2. Where is his school?

a. Far from his house b. close to his house c. 60 minutes away from his house

3. How does he go to school?

a. By school bus   b. without shoes   c. On foot

4. What is his favourite lesson

a. English   b. P.E.   c. Arts and Music

5. When does he do his homework?

a. At 7:00   b. c. At 11:00   c. before the guitar practice

6. Who comes to their house on Sundays?

a. His grandparents b. his friends   c. His Dad

C. Post-reading questions for high-level students: Ask questions to the answers

1. …………………………………………? At half past seven

2. …………………………………………? Close to his house

3. …………………………………………? On foot

4. ………………………………………..? Arts and Music

5. ………………………………….……? Before the guitar practice

6. ………………………………….……? His grandparents

Reading Text 2 'Love What You Do' on page 17

Emma Preston comes from Bristol, England. She works as a flying dentist in South Australia. She doesn't have a private office. She flies to help people in the countryside. When people in the countryside have dental problems, they call her. She pulls out decayed teeth, fills cavities and repairs broken teeth. She loves treating patients of all ages especially children. She is good at helping very nervous kids. Her motto is love and cure. She never feels relaxed in the city centre. She is happy to work in the countryside because she is crazy about nature. She enjoys gardening, art and literature. She is also a writer. She

usually writes story books for kids. The name of her last book is 'The Balloons Are Dancing'. At the moment she is in her garden and trying to finish her book. She rarely has a holiday because she is so busy.

Ayhan Sicimoglu is a worldwide known Turkish musician. He is one of the great Latin- Afro drummers. People call him 'the Professor of Rhythm'. He has a band called Latin All Stars. He really loves music and his motto is 'love what you do'. In his concerts you can see the big smile on his face. Music is his life. He's not only a musician but also a TV programmer and a presenter. He makes travel programmes called 'Colours'. He always travels all over the world and presents culture, strange places and food. He usually enjoys cooking, sailing and history. Now he is in Cuba. He is cooking gazpacho, a traditional cold soup in a restaurant. He is peeling the cucumbers and the chefs are watching him. They think he's a great cook.

A. Read the text and fill in the missing words.

1. Emma...............feels relaxed in the city centre.

2. Emma...............has a holiday because she is so busy.

3. Ayhan................travels all over the world.

4. Ayhan................enjoys cooking.

B. Read the text again and fill in the table.

	Emma	Ayhan
What does she/ he do?		

Where is she/he now?		
What's she / he doing now?		
What's her / his motto?		

Mixed-Level Post-Reading Questions of the Reading Text 2 'Love What You Do'

A. Post-reading questions for below-level students: Write True or False

1. Emma is not an air-hostess. ……..

2. People from the countryside visit her when they are ill. ……..

3. She likes working in the countryside. ……..

4. She always goes on holiday to the countryside. ...……

5. Ayhan has three jobs. …….

6. Ayhan doesn't like cooking so much. ……..

7. Ayhan rarely travels because he is so busy. ……..

8. Cooking is Ayhan's real occupation. ……..

B. Post-reading questions for at-level students: Circle the correct answer.

1. What is Emma's job?

a. air hostess   b. dentist   c. dentist and writer

2. Where does she work?

a. At a hospital   b. in the countryside c. in a private office

3. How does she feel in the city centre?

a. Relaxed   b. busy   c. stressed

4. What is her second occupation?

a. Writer   b. gardener   c. artist

5. Who is Ayhan?

a. Cook   b. musician   c. traveller

6. What kind of TV programme does he make?

a. Music   b.history   c. travel

7. Where does he travel?

a. In Cuba   b. all over the world   c. In Turkey

8. What is he doing now?

a. Travelling to Cuba b. studying history   c. Cooking

C. Post-reading questions for high-level students: Answer the following
   questions

1. What is Emma's job?

2. Where does she work?

3. How does she feel in the city centre?

4. What is her second occupation?

5. Who is Ayhan?

6. What kind of TV programme does he make?

7. Where does he travel?

8. What is he doing now?

Reading Text 3 'London Fun for Families' on page 23

A. The Lucia family is in London now. Read the texts and match the pictures
   to the paragraphs.

There's something for everyone in London:

........A) Do you want to be James Bond? Come and see the new Science

of Spying exhibition at the Science Museum. You can learn about real spy

technology. Don't you like spies? Then, you can visit the World of Materials.

You can walk on a glass bridge, see a steel wedding dress or visit the atomic

disco.

........B) Do you like dolls and teddy bears? Visit the V&A Museum of

Childhood! There are toys and very old children's clothes. You can also have

activity sessions for children. Do you like playing and painting? You can visit

Art Smarts.

........C) Do you like shopping? Harrods is the right place for you! It's a very

famous department store in London. It's more than 150 years old. You can visit

a giant toy department and a famous Food Hall, or you can buy clothes, make

up and perfume by all top fashion designers.

........D) Take a tour of Chelsea Football Club and see one of the enormous

football stadiums in London. You can visit the changing rooms or take a

photograph of your favorite player's T-shirt. You can visit the Megastore and

buy a Chelsea football T-shirt, as well.

B. Read each text again. For each destination write one thing you can see and one thing you can do.

The Science Museum

See: You can see a steel wedding dress.

Do: You can walk on a glass bridge.

Harrods: V&A Museum of Childhood:

See: See:

Do: Do:

Chealsea Football Club:

See:

Do:

C. Read the text and complete the sentences comparing the places.

a) You can buy something in (1).........................and (2)...............................but you can't buy anything in (3)…..........................or (4) ……………………

b) You can see toys in the (5)..........................and (6)..............................., but you can buy toys only in (7).................................

D. Answer the following questions according to the text:

1. Which place can show you the real spy technology?

2. What can you buy in Harrods?

3. Can you take a photo of your favorite footballer in Chelsea Club?

Mixed-Level Post-Reading Questions of the Reading Text 3 'London Fun for Families'

A. Post-reading questions for below-level students: Write True or False to the sentences.

1. You can learn about atomic bomb at the Science Museum…….

2. There is a glass bridge and a glass dress in the World of Materials. …….

3. There are old children's clothes in V&A Museum. …….

4. Harrods is a department store in London. …….

5. You can buy the Chelsea T-shirt in Harrods. …….

B. Post-reading questions for at-level students: Answer the questions with short answer.

1. What can you learn at the Science Museum?

2. What is there in the World of Materials?

3. Where are the toys and old children's clothes?

4. What is Harrods?

5. Where can you buy a Chelsea football T-shirt?

C. Post-reading questions for high-level students: Match the questions to the answer

1. What can you learn at the Science Museum?   A. A department store

2. What is there in the World of Materials?   B. glass bridge, steel dress

3. Where are the toys and old children's clothes? C. In the Megastore

4. What is Harrods?   D. Real spy technology

5. Where can you buy a Chelsea football T-shirt? E. Atomic bomb

Reading Text 4 'Ginger's Diary' on page 27

A. Read the diary again and complete the chart on the next page to compare her

    routines at home to the ones at the campsite.

Dear diary,

It is my third day at the camp, and I'm getting homesick! At home, I never get

up before 7 am, but here I'm getting up before 6 am! I usually take a shower

before breakfast; believe it or not, I am just washing my face in the river at the

camp. My mom always prepares something for breakfast. Now, we're

preparing the breakfast in turns. I rarely make my bed at home, but here

everybody is rolling up their sleeping bags because our tents are very tiny. At

home, we have central heating. Here we're picking up bushes for the campfire.

In the evenings, we usually watch TV or surf the Net. Here, we are just sitting

around the campfire and singing songs or telling stories. I never go to bed

before midnight at home, but here we are all falling asleep around 9 pm. Home

sweet home!

At home	At the camp
1.	
2.	
3. Her mom always prepares something for breakfast.	They're preparing the breakfast in turns.

4.	
5.	
6.	
7.	

B. Read the diary again and answer the questions.

1. Where does she usually take a shower?

2. Who prepares the breakfast at home?

3. Why are they picking up bushes?

4. Is Ginger watching TV at the camp?

5. What are they doing in the evenings?

6. When does Ginger go to bed at home?

7. How does she feel at the camp?

Mixed-Level Post-Reading Questions of the Reading Text 4 'Ginger's Diary '

A. Post-reading questions for below-level students: Write True or False to the sentences

1. It is the fifth day at the camp …….

2. She washes her face in the river. …….

3. They prepare the breakfast in turns. ……..

4. They are picking up bushes and cutting wood. …….

5. She always goes to bed after midnight at home. …….

B.Post-reading questions for at-level students: Circle the correct answer

1. Where does Ginger wash her face at the camp?

a. In the bathroom   b. in the river   c. in the lake

2. Who prepares the breakfast at home?

a. Ginger   b. everybody in turns   c. her mother

3. Why are they picking up the bushes?

a. For the campfire   b. to sell them   c. to eat them

4. When does Ginger go to bed at home?

a. Before midnight   b. after midnight   c. very early

5. How does she feel at the camp?

a. Happy   b. alone   c. Homesick

C. Post-reading questions for high-level students: Answer the questions.

1. Where does Ginger wash her face at the camp?

2. Who prepares the breakfast at home?

3. Why are they picking up the bushes?

4. When does Ginger go to bed at home?

5. How does she feel at the camp?

Reading Text 5 'Alaska' on page 34:

Hi Simon,

I am having a wonderful time in Alaska. It's the largest state in the USA and one of the most beautiful places in the world. It was the most enjoyable journey ever. We arrived at the camp and slept in log cabins. It was the coldest night of

my life. Here the weather is terribly cold. It can get as cold as -60 °C. The best thing here is the wild life and the arctic beauty. Polar bears, red foxes, seals and moose are fascinating. I'll show you the photos when I come back. On the first day of the camp we shared the duties. The worst thing is that I have to cook. The best thing is that I don't have to do the washing up. Dennis has to do it. Maggie is responsible for the fire. She has to carry the wood with Thomas and light the fire. They have to watch out for the bears. The most frightening thing here is hungry bears. Actually, they are fantastic animals but they are the most dangerous animals when they're hungry.

That's all for now. Everybody is waiting for the spaghetti.

Loves, Martha

A. What is the lowest temperature in your country?

B. Find these things in the letter.   *e.g. the worst thing: cooking*

1. the largest state in the USA :

2. the most frightening thing:

3. the best thing :

4. the most dangerous animals :

C. Read the letter again and answer the questions.

1. Is Martha having a good time in Alaska?

2. What does Martha have to do?

3. Do Maggie and Thomas have to carry the wood?

4. Who has to be aware of the bears?

Mixed-Level Post-Reading Questions of the Reading Text 5 'Alaska'

A. Post-reading questions for below-level students: Match the questions to the answers

1. Where does Martha sleep in Alaska?   A. The cooking

2. What is the best thing in Alaska?   B. Meggie and Thomas

3. What does Martha have to do?   C. Meggie

4. Who lights the fire at the camp?   D. Arctic beauty

5. Who has to be aware of the bears?   E. In log cabins

B. Post-reading questions for at-level students: Choose the correct answer.

1. Where does Martha sleep in Alaska?

a. In tents   b. outside with sleeping bags c. in log cabins

2. What is the best thing in Alaska?

a. cold weather   b. polar bears   c.Wild life and arctic beauty

3. What does Martha have to do?

a. Do the washing up b. carry the wood   c. cook

4. Who lights the fire at the camp?

a. Martha   b. Maggie   c. Thomas

5. Who has to be aware of the bears?

a. Martha   b. Martha and Thomas   c. Meggie and Thomas

C. Post-reading questions for high-level students: Answer the questions according to the text.

1. Where does Martha sleep in Alaska?

2. What is the best thing in Alaska?

3. What does Martha have to do?

4. Who lights the fire at the camp?

5. Who has to be aware of the bears?

Reading Text 6 'Ataturk' on page 37:

A. Read and find a good title for the text below.

B. Read the text and complete it with the information below.

a. on "29th October, 1923"

b. Salonika in 1881.

c. in Ankara.

d. starts Şemsi Efendi School

e. on "23rd April, 1920".

Ataturk was born in (1).................... His father is Ali Riza Efendi, and his mother is Zubeyde Hanim. His parents call him Mustafa.

His father, Ali Riza Efendi dies when little Mustafa starts primary school, so they move to another city. They stay there with his uncle. Then, he goes back to Salonika, and (2)................again. Later, he enters the exam for the Military School and he passes it.

He is a very hardworking student. He finishes the Military School and joins the army as a young officer. After Çanakkale Wars he becomes the chief commanded the Turkish Independence War.

Then, he invites all the Turkish patriots to Ankara on 19th March 1920. He founds the Turkish Grand National Assembly (3).................

Ataturk is the founder of the Young Turkish Republic. He founds the Republic of Turkey (4)....................... and he becomes the first president of the Turkish Republic. In 1934 The Turkish Grand National Assembly gives him the surname "Ataturk".

He dies on "10th November, 1938". His mausoleum is (5)....................... .

C. Answer the questions

1. Where does young Mustafa go to primary school?

2. When does he become the chief commander?

3. Who gives him the surname 'Ataturk'?

4. Where is his mausoleum?

Mixed-Level Post-Reading Questions of the Reading Text 6 'Atatürk'

A. Post-reading questions for below-level students: Choose the correct answer.

1. Where does young Mustafa go to primary school?

a. Manastır   b. Salonika   c. İstanbul

2. When does he become the chief commander?

a. After the Military School b. Before Çanakkale War   c. After Çanakkale War

3. When does he open the TGNA?

a. In 1920   b. In 1923   c. In 1934

4. Who gives him the surname ' Ataturk'?

a. Turkish people   b. his teacher   c. TGNA

5. Where is his mausoleum?

a. In Salonika   b. In Ankara   c. In Istanbul

B. Post-reading questions for at-level students: Answer the questions with short answers.

1. Where does young Mustafa go to primary school?

2. When does he become the chief commander?

3. When does he open the TGNA?

4. Who gives him the surname 'Ataturk'?

5. Where is his mausoleum?

C. Post-reading questions for high-level students: Put the sentences in the chronological order.

1. He enters the Military School. ……..

2. He founds the Republic of Turkey. ……..

3. He joins the army. ……..

4. He stays with his uncle. ……..

5. He fights in Çanakkale War. ……..

6. He opens the Turkish Grand National Assembly. ……..

7. His father passes away when he was young. ……...

Reading Text 7 'I love Tuna Salad' on page 39:

A. Sam and Bertha want to make a salad for dinner but they don't know how to do it. Read the conversation between Sam and Bertha. Find what Bertha should do to get an Internet connection.

Sam : I'm starving, Bertha. Let's make a salad. It's easy and quick.

Bertha: OK. Remember we don't have any chicken, tomatoes or carrots. We have a little cheese, some lettuce and some dill.

Sam : Do we have any tuna?

Bertha :Yes, we have two cans of tuna. .

Sam : That's great. Let's google a recipe on the Net.

Bertha : But there is no connection at the moment.

Sam : Click on the cross and close the window. Try it again.

Bertha : Are you cold?

Sam : Don't be silly Bertha and be quick before I die from hunger.

Bertha : Aha! The Internet connection is OK. Here are the ingredients for a terrific tuna salad.

One can of tuna some lettuce, a few spring onions, a little garlic, some dill, 4 tablespoons olive oil and 3 tablespoons mayonnaise, a pinch of salt and some chopped pickle relish and enjoy your salad.

Sam : Let's put everything in a big bowl and stir together. Can you grate some cheese and squeeze two lemons? They're not in the recipe but we can add them.

Bertha : Sure I love cheese.

B. Read the dialogue again and answer the questions.

1. Who is very hungry?

2. What are Bertha and Sam going to prepare for dinner?

3. How many cans of tuna do they have?

4. How much dill do they need?

5. Who is going to grate the cheese?

Mixed-Level Post-Reading Questions of the Reading Text 7 'I love Tuna Salad'

A. Post-reading questions for below-level students: Write True or False

1. Bertha is very hungry. …….

2. They are going to prepare a chicken salad. ……..

3. They don't have any tuna in the fridge. ……..

4. It is very cold inside the kitchen. ……..

5. Sam is going to squeeze the lemon. …….

B. Post-reading questions for at-level students: Answer the questions.

1. Who is very hungry?

2. What are Bertha and Sam going to prepare for dinner?

3. How many cans of tuna do they have?

4. Why does Sam want to close the window?

5. Who is going to grate the cheese?

C. Post-reading questions for high-level students: Ask questions to the answers

1. ………………………………………? Sam

2. ………………………………………? Two

3. ……………………………………? Tuna Salad

4. …………………………………….? Because there is no connection

5. …………………………………….? Bertha is going to do it.

Reading Text 8 'Baby Penguin' on page 50:

A. Read the Jacksons' true story in Malaysia and find where they were when their son Jamie disappeared suddenly.

During their visit to Malaysia, the Jacksons decided to visit the largest aquarium in the country, the Underwater World Langkawi. They were visiting the Antarctica section. Suddenly their five-year-old son Jamie disappeared. They looked for the boy for over 20 minutes, but they couldn't find him. They were waiting hopelessly. All of a sudden they saw their son. Jamie was walking slowly with his backpack over his shoulder. After they found the boy, they got into a taxi happily. On the way to the hotel the boy said "I did something bad." His parents said "Don't worry about it because we're just glad you're back."Jamie repeated the second time that he did something bad. His parents said everything was fine. This conversation happened continuously on their way to the hotel. When they finally got to the hotel they asked their son why he was telling the same thing again and again. He said he took a baby penguin from the aquarium. The mother thought it was a toy penguin and said they would bring it back to the toy shop. In their hotel room when they opened the boy's backpack, they were very surprised because there was a real baby penguin in the backpack. It was sleeping deeply.

B. Read the story again and write True (T) or False (F).

......1. The Jacksons were visiting the Antarctica section in the aquarium.

......2. Jamie was walking fast with his backpack.

......3. Jamie was continuously saying the same sentence in the taxi.

......4. Jamie said he took a toy penguin from the souvenir shop.

......5. The baby penguin was sleeping deeply in Jamie's backpack.

Mixed-Level Post-Reading Questions of the Reading Text 8 'Baby Penguin'

A. Post-reading questions for below-level students: Write True or False

1. The Jacksons were visiting the Antarctica section in the acquarium. …….

2. Jamie was walking fast with his backpack. ……

3. Jamie was continuously saying the same sentence in the taxi…….

4. Jamie said he took a toy penguin from the souvenir shop. …….

5. The baby penguin was smiling in Jamie's backpack. ……..

B. Post-reading questions for at-level students: Circle the correct answer.

1. Where did the family visit in the country?

a. Malaysia   b. Antarctica   c. the acquarium

2. How was Jamie walking with his backpack?

a. Fast   b. slowly   c. happily

3. Jamie said in the taxi that he ……………

a. was glad   b. was worried   c. did something bad

4. What did Jamie carry in his backpack?

a. A toy penguin b. a real penguin   c. a baby

5. His parents were ………………. in the end.

a. worried   b. shocked   c. happy

C. Post-reading questions for high-level students: Answer the questions.

1. Where did the family visit in the country?

2. How was Jamie walking with his backpack?

3. What did Jamie say in the taxi?

4. What did Jamie say finally?

5. Why were they surprised in the end?

Reading Text 9 'City of Bridges' on page 53:

A. Read Cathy's story in Venice and find. "What did they eat at La Zucca?"

Last weekend, while I was cooking in the kitchen, I received a phone call from my friend Julia. She was going to Venice for a meeting. She said she had an extra flight ticket to Venice. While I was running towards my room to prepare suitcase, I was really excited. An hour later when Julia called me, I was charging my camera battery. She was at the airport so I called a taxi and left the house. When 1 arrived at the airport, Julia was waiting for me. We got on the plane. We arrived in Venice. I was planning to have a gondola ride in Venice while Julia was having a meeting. But it was impossible because it was raining heavily so I went to the hotel for a nap. After an hour, the rain stopped so I decided to go out. First I walked in the narrow and colorful streets of Venice. While I was walking and crossing over the many bridges, I took lots of photos. Then I went to La Zucca to have dinner with Julia. We ordered Italian pizza. It was really delicious. While we were eating our pizza, we made a plan for our short trip. After dinner, we went to the Rialto Bridge. The market stalls were closed, but many tourists were buying some Venetian souvenirs from the shops. Then we went to Piazza San Marco. It was full of tourists and course pigeons. Finally we went back to our hotel. I was tired but very happy at the end of the day.

B. Match two halves of the sentences.

1. I was charging my camera battery

2. While we were eating our pizza

3. Many tourists were buying

4. Julia was waiting for me

a. When I arrived at the airport.

b. Some Venetian souvenirs.

c. When Julia called me.

d. We made a plan for our short trip.

Mixed- Level Post-Reading Questions of the Reading Text 9 'City of Bridges'

A. Post-reading questions for below-level students. Write True (T) or False (F)

1. Cathy received a phone call from her friend Julia in the shower. …….

2. She said she had a spare flight ticket to Venice. …….

3. Cathy felt nervous while preparing her suitcase. …….

4. Her friend was waiting for Cathy in front of the airport gate. …….

5. It was impossible to have a gondola ride because of the rain. ……..

6. The streets of Venice were large and full of flowers. …….

B. Post-reading questions for at-level students. Answer the questions.

1. When did Cathy receive a phone call from her friend Julia?

2. What did she say to Cathy?

3. How did Cathy feel?

4. Who was waiting for Cathy at the airport?

5. Why was not it possible to have a gondola ride in Venice?

6. What were the streets of Venice like?

C. Post-reading questions for high-level students: Put the sentences in the correct chronological order.

1. They went to Piazza San Marco which was full of pigeons. …….

2. Cathy could not have a gondola ride because of the heavy rain. …….

3. They ate an Italian pizza which was really delicious. …….

4. She called the taxi and left the house. …….

5. She took lots of photos of the narrow streets and bridges. …….

6. Julia called Cathy while she was cooking in the kitchen. …….

Reading Text 10 'Charity Concert' on page 69:

A. Look at the title and guess the content of the newspaper extract.
B. Read and check your answer.

Young people do a great job. Liam and his friends organize a charity concert for the homeless people. The concert takes place at the town concert hall and a couple of local bands have their performances. The people spend wonderful hours. At the end, they make 4500 dollars. This is a big money. They have a good plan to spend the money. First, they are buying new clothes and hot meal today because it is urgent. Then, they are bringing the homeless people to a hostel in the centre. 'We are very happy because we help the homeless. I have more good news. We are organizing another charity concert in the neighbour town. This time Rihanna is coming to support. It is amazing, isn't it?' says Liam.

Now, young people are more willing to work for other people. They are not lazy or complaining. They want to change something in other people's lives. I think we should support them for a better society. I am attending their next even at the end of this month. Are you joining us?

C. Read the news extract and answer the questions.

1 - Where does the concert happen?

2. How much money do they make?

3. What are their next plans?

4. What does the reporter think about the young people?

5. Who is singing in the next event?

6. Is the reporter attending?

Mixed-Level Post-Reading Questions of the Reading Text 10 'Charity Concert'

A. Post- reading questions for below-level students. Write True (T) or False (F)

1. Liam and his friends organise the charity concert for old people. …….

2. The concert happens at the square of the town. …….

3. They earn a great amount of money. …….

4. They are happy because they have a home now. …….

5. The most urgent thing is the clothes and food for homeless people. …….

6. Rihanna is going to sing in the next event. …….

B. Post-reading questions for at-level students. Fill in the blanks with a correct phrase.

1. Liam and his friends organise the charity concert for ……………

2. The concert happens at………………

3. They earn …………….

4. They are happy because ………………

5. The most urgent thing for homeless people is ………………

6. ………………… is going to sing in the next event.

C. Post-reading questions for high-level students. Answer the questions.

1. Why do Liam and his friends organise the charity concert?

2. Where does the concert happen?

3. How much do they earn?

4. Why are they happy?

5. What is the most urgent thing for homeless people?

6. Who is going to sing in the next event?

Reading Text 11 'Atatürk, the Great Leader' on page 70

1923 is a very important date in Turkish history. On that date, Mustafa Kemal put an end to the Ottoman Empire and founded the Republic of Turkey.

As the president for fifteen years, until his death in 1938, M. Kemal Ataturk made a broad range of reforms in the political, social, legal, economic and cultural spheres.

Ataturk wanted to give his nation a modern outlook; He changed some its about wearing, the alphabet and the calendar. He separated the state and religion affairs. In 1926 the new Civil Code abolished polygamy and recognized the equal its of women in divorce, custody and inheritance. Later, in 1934 Turkish men gained the

right to vote and to join the elections. In those years, men in many European countries didn't have such rights.

The founder of the Turkish Republic and the first president, stands as a towering figure of the 20th century.

A. Answer the questions.

1. What happened on October 29, 1923?

2. What did he change to give the nation a modern outlook?

3. When did the women gain the right to vote?

Mixed- Level Post-Reading Questions of the Reading Text 11 'Ataturk the Great Leader'

A. Post-reading questions for below-level students: Write True (T) or False (F)

1. The T. G. N. A. was founded on October 29, 1923. ……..

2. Ataturk ruled the country till he died. ……..

3. Atatürk made only religious reforms. ……..

4. He changed the alphabet to the Greek alphabet. ……..

5. The new Civil Code recognized women and men as equal people. ……..

6. The women have had the right to vote since 1934. ……..

7. Atatürk died in 1938. ……..

B. Post-reading questions for at-level students: Answer the questions.

1. What happened on October 29, 1923?

2. How long did Atatürk rule the country?

3. What kind of reforms did he make?

4. What did he change to give the nation a modern outlook?

5.What did the new Civil Code comprise?

6. When did the women gain the right to vote?

7. When did Atatürk die?

C. Post-reading questions for high-level students: Ask questions to the answers.

1. …………………………? Atatürk founded the Republic of Turkey in 1923.

2. …………………………? He ruled the country for 15 years.

3. …………………………? He made political, social, legal, economic, and

cultural reforms.

4. …………………………? Because he wanted to give his nation a modern

outlook.

5. ……………………….? The new Civil Code removed polygamy.

6. ……………………….? The women have had the right to vote since 1934.

7. ………………………..? Atatürk died in 1938.

Reading Text 12 'Mozart' on page 74

Wolfgang Amadeus Mozart lived between 1756 and 1791. He was born in Salzburg; Austria in 1756. His family was a musical family. His father, Leopold was a composer and violin teacher. His sister was also a good musician. Young Mozart never went to school. Instead, his father taught him at home. He was very clever and his favourite subjects were Maths and Music. Mozart learned to play keyboards when he was just three and he composed music for the piano at the age of five. He wrote his first full symphony when he was nine years old. He was only

twelve when he completed his first full opera. He gave a lot of concerts with his father and sister between the ages of six and seventeen.

Mozart moved to Vienna and started composing some of his finest works, including the opera The Marriage of Figaro. He composed more than 600 works (symphonies, piano concertos, operas and choral music) during his short life. Many musicians and music experts say he was a musical genius and he is one of the most famous composers.

A. Read the text and write True or False.

1. Mozart was born in 1756 and died in 1791.

2. His father and sisters were musicians.

3. Mozart went to a famous school in Salzburg.

4. His father was a guitar teacher.

5. His favourite subjects were Music and Maths.

6. He started to play keyboard at the age of five.

7. He performed in many concerts only with his father.

8. He composed over 600 works.

Mixed-Level Post-Reading Questions of the Reading Text 12 'Mozart'

A. Post-reading questions for below- level students: Read the text and write True (T) or False (F).

1. Mozart was born in 1756 and died in 1791.

2. His father and sisters were musicians.

3. Mozart went to a famous school in Salzburg.

4. His father was a guitar teacher.

5. His favourite subjects were Music and Maths.

6. He started to play keyboard at the age of five.

7. He performed in many concerts only with his father.

8. He composed over 600 works.

B. Post-reading questions for at-level students: Match the questions to the answers

1. How long did Mozart live?	A. violin
2. What was his father's and sister's occupation?	B. over 600
3. Where did Mozart study?	C. at the age of three
4. What did his father teach?	D. at home
5. What was his favourite subject?	E. 35 years
6. When did he start playing the keyboard?	F. musicians
7. Who did he perform in concerts with?	G. Maths and music
8. How many works did he compose?	H. His father and sister

C. Post-reading questions for high-level students: Answer the questions

1. How long did Mozart live?

2. What was his father's and sister's occupation?

3. Where did Mozart study?

4. What did his father teach?

5. What was his favourite subject?

6. When did he start playing the keyboard?

7. Who did he perform in concerts with?

8. How many works did he compose?

3.4. Findings for Research Questions 3 and 4

Do mixed-level comprehension questions play a role in developing students' reading comprehension skills?

What are the effects of mixed-level post-reading comprehension questions on students' motivation and attitudes towards the reading lessons?

In order to answer this question, guided interviews with 17 below-level and 10 high-level students were conducted one by one at the end of the twelve-week-study. Before employing this approach for interviewing, two checklists were prepared for two levels of students to make sure that all relevant topics were covered by the researcher. The checklists for below-level and high-level students consisted of five questions. The conversations were recorded and later the answers were written on the paper.

In the following are the questions of the interview. Since the interview was conducted in students' mother tongue, the questions and answers are given in Turkish. The questions and answers can be found in English in appendices.

Interview questions with 17 below-level students.

1. Okuma parçalarının soruları yabancı dil seviyenize uygun hale geldi mi?
2. Okuma parçalarının sorularını daha kolay anlayabildiniz mi?
3. Okuma parçalarının sorularını daha kolay cevaplayabildiniz mi?
4. Okuma derslerinde sorulara doğru cevap vermeniz okuma derslerine olan motivasyonunuzu arttırdı mı?
5. Okuma derslerindeki bu soru sorma tekniği sizde ve arkadaşlarınızda başka ne gibi değişiklikler yarattı?

Interview questions with 10 high-level students

1. Okuma parçalarının soruları yabancı dil seviyenize uygun hale geldi mi?

2. Okuma parçalarının sorularını anlamanızda değişiklik oldu mu? Nasıl?

3. Okuma parçalarının sorularını cevaplamanızda değişiklik oldu mu? Nasıl?

4. Okuma derslerindeki sorular bölümünün seviyenize uygun hale getirilmesi okuma derslerine olan motivasyonunuzu arttırdı mı?

5. Okuma derslerindeki bu soru sorma tekniği sizde ve arkadaşlarınızda başka ne gibi değişiklikler yarattı?

The answers of the interview with 17 below-level students

Student 1:

1. Evet, sorular seviyeme uygundu.

2. Evet, sorular daha anlaşılırdı ve eskisi kadar soruyu anlamam uzun sürmedi.

3. Evet, soruları cevaplamam eskisi kadar zor olmadı.

4. Sorulara cevap verince derse karşı daha ilgi duymaya başladım.

5. Sınıftaki diğer arkadaşların derse eskisinden daha fazla katılması beni cesaretlendirdi. Yanlış cevap versem bile derse katılmaktan çekinmedim. Okuma derslerine de ilgi duymaya başladım.

Student 2:

1. Evet, sorular daha kolaylaştı.

2. Evet, soruları kolay anladım.

3. Evet, soruları rahatlıkla cevapladım.

4. Evet, sorulara cevap vermek beni mutlu etti ve derse olan ilgim arttı.

5. Okuma becerimin geliştiğini düşünüyorum. Üçüncü sınavdaki okuma bölümünden tam puan aldım.

Student 3:

1. Evet, sorular seviyeme biraz daha uygundu.

2. Evet, soruları her zamankinden daha kolay anladım.

3. Evet, soruların bir kaçına yanlış cevap versem de kısa zamanda bitirdim.

4. Sorulara doğru cevap vermek beni motive etti.

5. Sınıftaki herkesin derse katılması beni de teşvik etti. Sömestr tatilinde İngilizce kitap okumaya karar verdim.

Student 4:

1. Sorular seviyeme uygundu, hiç zorlanmadım.

2. Evet, soruları çok kolay anladım. Böylece metinleri okurken zorlansam bile soruları okurken metin hakkında fikrim oldu.

3. Evet. Metinleri ikinci kez hızlı okudum ve soruları kolaylıkla cevapladım.

4. Evet. Sorulara doğru cevap vermek beni çok mutlu etti, derse karşı ilgi duymaya başladım.

5. Sınıfta bir ve ya iki kişi hariç herkes derse katıldı. Bu beni motive etti. Okuma becerimin yükseldiğini düşünüyorum.

Student 5:

1. Evet. Sorular seviyeme uygundu.

2. Evet. Soruları eskisinden daha kolay ve çabuk anladım.

3. Evet. Sorulara her zaman doğru olmasa da kolaylıkla cevap verdim.

4. Evet. Sorulara doğru cevap vermek beni çok mutlu etti.

5. Arkadaşlarımın derse katılması beni cesaretlendirdi. Okuma becerimin geliştiğini düşünüyorum ve son iki sınavdan sadece birer yanlışım çıktı.

Student 6:

1. Evet. Sorular seviyeme çok uygundu.

2. Evet. Soruları anlarken hiç zorlanmadım.

3. Evet. Soruları çok kolay cevapladım ve genelde de hiç yanlışım olmadı.

4. Evet. Sorulara doğru cevap vermek, derse karşı ilgimi arttırdı.

5. Sınıftaki diğer arkadaşlar da derse katıldı. Soruların fazla olması hemen hemen herkesin söz almasını sağladı. İngilizce okumaya daha fazla ilgi duymaya başladım. Okuma becerim de gelişti bu yüzden sınav notum da arttı.

Student 7:

1. Evet. Sorular seviyeme uygundu.

2. Evet. Soruları kolay ve hızlı anladım.

3. Evet. Soruları nispeten kolay ve hızlı cevapladım.

4. Evet. Sorulara doğru cevap vermek derse olan ilgimi arttırdı.

5. Sınıftaki diğer arkadaşlarında derse katılımı arttı. Çoğunlukla herkes doğru cevap verdi. Benim de okumaya karşı ilgim arttı. Okuduğumu daha iyi anlamaya başladım ve sınav notum da yükseldi.

Student 8:

1. Evet. Soruların hepsi anlaşılırdı.

2. Evet. Soruları hiç zorlanmadan anladım.

3. Evet. Soruların hepsine çoğunlukla doğru cevap verdim.

4. Evet. Sorulara doğru cevap verince kendime güvenim geldi.

5. İngilizce okumaya karşı ilgim arttı. Okuduğumu daha iyi anlamaya başladım.

Student 9:

1. Evet. Soruların hepsi seviyeme uygundu.

2. Evet. Soruları kolay anladım.

3. Evet. Sorulara daha hızlı cevap verdim.

4. Evet. Sorulara doğru cevap verince motivasyonum arttı.

5. Arkadaşların çoğunun derse katılması beni de motive etti.

Student 10:

1. Evet. Sorular eskiye göre seviyeme daha uygundu.

2. Evet. Sorular daha anlaşılırdı.

3. Evet. Sorulara daha kolay cevap verdim.

4. Evet. Sorulara kolay cevap vermem ve sınıfta derse katılmam beni derse karşı
   motive etti, kendime güvenim geldi.

5. Diğer arkadaşların derste söz alması herkesi motive etti. Soruların fazla olması
   herkese söz hakkı sağladı. Son sınavda okuma bölümünden yüksek not aldım.

Student 11:

1. Evet. Sorular İngilizce seviyeme uygundu.

2. Evet. Daha önceki okuma derslerinde anlamadığım sorular oluyordu. Bu
yüzden cevaplarken de yanlışlarım oluyordu.

3. Evet. Sorulara kolaylıkla cevap verdim.

4. Evet. Sorulara doğru cevap verince derse katılımım da arttı. Bu beni çok
motive etti.

5. Sınıfın genelinde derse katılım oldu.

Student 12:

1. Evet. Sorular benim İngilizce seviyeme uygundu.

2. Evet. Soruları kolaylıkla anlayabildim.

3. Evet. Soruları kolaylıkla cevapladım.

4. Evet. Sorulara doğru cevap vermek beni motive etti. Derse olan ilgim arttı.

5. Okumaya olan ilgim arttı. Diğer arkadaşların derse katılması beni de motive etti.

Student 13:

1. Evet. Sorular İngilizce seviyeme göre uygun hale geldi.

2. Evet. Sorular gayet anlaşılırdı.

3. Evet. Sorulara kimseden yardım almadan cevap verdim.

4. Evet. Sorulara doğru cevap vermek beni mutlu etti. Derse karşı ilgim arttı.

5. Diğer arkadaşlar da derslere karşı ilgiliydi. Sınıftaki çoğu öğrenci söz almak istedi. Okumaya ilgim arttı. Okuma becerimin de arttığını düşünüyorum. Bu benim kendime güvenimi getirdi. Son iki sınavda okuma bölümünde hiç yanlış yapmadım.

Student 14:

1. Evet. Sorular çoğunlukla İngilizce seviyeme uygundu.

2. Evet. Sorular kolay olduğu için anlamakta zorlanmadım.

3. Evet. Sorular kolay olduğu için rahatlıkla cevapladım.

4. Evet. Sorulara doğru cevap vermek beni mutlu etti ve her okuma dersinde sorulara cevap vermeye çalıştım.

5. Okuma derslerinde başarılı olduğumu düşünüyorum

Student 15:

1. Evet. Sorular benim için oldukça kolaydı.

2. Evet. Soruları sıkıntı çekmeden anladım.

3. Evet. Sorulara hızlı ve çoğunlukla doğru cevap verdim.

4. Evet. Sorulara doğru cevap vermek beni motive etti ve her derste söz almaya çalıştım.

5. Sınıfta herkes derse katılmaya başladı. Ben de yapılan son sınavda okuma bölümünde hiç yanlış yapmadım.

Student 16:

1. Evet. Sorular seviyeme biraz daha uygundu.

2. Evet. Soruları biraz daha kolay anladım.

3. Evet. Soruları eskisinden daha rahat cevaplayabildim.

4. Evet. Derse katılmam ve çoğunlukla doğru cevap vermem beni mutlu etti.

5. Artık daha rahat okuyabildiğimi düşünüyorum. Son sınavda okuma bölümünden daha yüksek not aldım.

Student 17:

1. Evet. Sorular İngilizce seviyeme uygundu.

2. Evet. Soruları daha kolay anladım.

3. Evet. Sorulara daha doğru cevaplar verdim.

4. Evet. Sorulara doğru cevap verince motivasyonum arttı.

5. Sınıftaki çoğu arkadaşım derse katıldı. Bu beni de motive etti.

Answers of the interview with 10 high-level students

Student 18:

1. Evet. Sorular eskiye göre daha zordu.

2. Evet. Soruları anlamak için çaba sarfettim.

3. Evet. Cevaplarken eskisi kadar kısa sürede soruları bitiremedim.

4. Evet. Eskiden çok kolay cevaplıyordum bu yüzden derse olan ilgim fazla değildi. Sorulara cevap verirken zorlandığım için derse ilgim ve merakım da arttı.

5. Sorulara cevap verirken yanlış yaptığım zamanlar oldu.

Student 19:

1. Evet. Sorular eskiye göre daha zordu.

2. Hayır değişiklik olmadı.

3. Hayır değişiklik olmadı

4. Hayır. Zaten derslere karşı hep ilgiliydim. Derse olan ilgim ve motivasyonum değişmedi.

5. Okul haricinde, İngilizce hikaye kitabı okumaya başladım.

Student 20:

1. Evet. Sorular seviyeme daha uygun hale geldi.

2. Evet. Soruları anlamak için okurken daha dikkatli okudum.

3. Evet. Cevaplarımda yanlışlar oldu.

4. Yanlışlarımı fark etmek beni motive etti. İngilizce derslerini daha dikkatli dinlemeye başladım.

5. Derslerde eskisi gibi ön planda olmadım. Soruları cevaplamak için eskisinden daha fazla süre gerekti.

Student 21:

1. Evet. Sorular benim seviyeme uygundu.

2. Soruları okurken daha dikkatli okudum.

3. Soruları cevaplarken daha fazla dikkat ettim.

4. Hayır, motivasyonumda değişiklik olmadı.

5. Sınıftaki herkes derse katılmaya başladı, bu yüzden sadece ben söz almamış oldum.

Student 22:

1. Evet. Sorular seviyeme uygun zorluktaydı.

2. Hayır. Değişiklik olmadı.

3. Soruları cevaplarken sadece süre değişti ama hiç yanlış yapmadım.

4. Hayır. Değişiklik olmadı.

5. Sınıftaki çoğu arkadaşım derse katıldı. Ben de derslerin dışında İngilizce kitap okumak istiyorum.

Student 23:

1. Evet. Sorular seviyeme uygundu.

2. Evet. Soruları anlamak için biraz zaman harcadım.

3. Evet. Birkaç soruda hata yaptım.

4. Evet. Sorulara yanlış cevap vermem beni üzdü bu yüzden daha fazla çalışmaya başladım. Derse olan motivasyonum arttı.

5. Evde daha fazla çalışmaya başladım. Okuma parçalarını eve gidince tekrar okuyorum.

Student 24:

1. Evet. Sorular seviyeme uygun zorluktaydı.

2. Soruları okurken biraz daha dikkat harcadım.

3. Verdiğim cevaplar çoğunlukla doğruydu.

4. Evet. Okuma derslerine karşı ilgi duymaya başladım.

5. Sınıfın çoğunluğu derse katıldı. Bu da benim derse karşı motivasyonumu olumlu yönde etkiledi.

Student 25:

1. Soruların hemen hemen hepsi seviyeme uygundu.

2. Soruları anlamakta hiç zorlanmadım.

3. Soruları cevaplandırırken daha fazla düşündüm ama hiç yanlış yapmadım.

4. Evet.

5. Daha fazla okumaya ilgi duymaya başladım. İngilizce hikaye kitaplarını da okumak istiyorum.

Student 26:

1. Evet. Sorular daha zorlaşmıştı.

2. Hayır. Soruları anlayabildim.

3. Eskisi kadar kolay cevaplayamadım. Ara sıra hata yaptığım yerler oldu.

4. Evet. Eksikliklerimi fark ettim ve çalışmam gerektiğini anladım.

5. Sınıfta derse katılım arttı. Derse karşı ilgim arttığı için okumaya da ilgim arttı. Boş zamanlarımda İngilizce kitap okumak istiyorum.

Student 27:

1. Evet. Sorular seviyeme uygundu.

2. Hayır. Soruları kolay anladım.

3. Hayır. Soruları rahatlıkla cevapladım.

4. Sorular biraz daha zorlaştığı için derse olan ilgimi arttırdı.

5. Sınıfta derse katılım çoğaldı. Okuma dersleri zevkli geçiyor.

During the interviews with the 17 below-level students, all the students indicated that the post-reading comprehension questions became appropriate for their proficiency and they were able to understand the questions better and answer the questions easier and faster. Furthermore, 7 students indicated that this way of questioning reading helped them increase their interest in reading and 10 students stated that it increased their reading skills. Lastly 7 students stated that they got higher marks from the reading comprehension part in the second and third exam.

On the other hand, the interviews with 10 high-level students revealed that the reading comprehension questions became more apropriate for their proficiency and they all indicated that they did not understand and answer the questions as easy as before. They all stated that they spent more time finding out the answers of the questions. While 4 students stated that they even made mistakes while answering the questions, the other 6 students indicated that the results of their answers did not change. In contrast to the below-level students, none of the students indicated that they gained higher marks from the reading comprehension part in the exams.

For the research question 4, the interviews with the 17 below-level students revealed that the students gained a great motivation for reading lessons. 17 students stated that their motivation for the reading lesson increased when their answers were correct. In addition, 13 students indicated that mixed-level post reading comprehension questions helped to increase the participation of the whole class which resulted in higher motivation on them and positive attitudes towards the reading lessons.

Similarly, the interviews with the 10 high-level students showed an increasing motivation towards the lessons and reading in general. According to the interviews, 6 students stated that mixed-level post-reading comprehension questions helped to increase their motivation on reading lessons and they wanted to read more in their free time while 3 students indicated that their motivation and interest in reading lessons did not increase or decrease.

3.5. Findings for Research Question 5

What are the effects of mixed-level post-reading comprehension questions on students' participation in the lesson?

In order to answer this question, students' behaviours were observed during the twelve reading comprehension lessons by the researcher. The twelve-week-observations revealed that the below-level students started to participate in the lesson and tried to answer the questions more easily and with less hesitation in front of the class. It was also seen that most of their answers were correct.

On the other hand, it was observed that the high-level students who normally used to finish their tasks before their classmates and answer the questions immediately without waiting for others, spent more time on their tasks while answering the questions which were prepared according to their proficiency levels. And they showed a higher degree of effort and motivation during the reading lessons.

CHAPTER 4

DISCUSSION

This study aimed at determining whether grouping the students according to their levels in a classroom and adapting the post-reading comprehension questions for each group result in better comprehension, higher motivation and whole-class participation during the reading comprehension lessons. Therefore it examined the students' behaviours during the reading comprehension lessons and the interviews were conducted with 27 below- level and high-level students at the beginning and at the end of the twelve-week-study.

As a conclusion, the study tested the following hypothesis:

Grouping the students according to their proficiency levels in a classroom and adapting the post-reading comprenhension questions for these level groups will affect students' comprehension, motivation and participation in the lesson in a positive way.

In this chapter, discussions are presented according to the research findings.

4.1. Discussion About the Findings on the Reasons of Mixed-Level Groups in EFL Classrooms.

The first research question aimed to investigate the fundamental reasons of mixed level groups in EFL classrooms. After two tenth-grade-classes of students took the placement test (KET), their proficiency levels were determined. In order to answer the first research question, below-level and high-level students were interviewed and asked why their proficiency level was below or high according to the majority in the classroom. They were also asked whether their proficiency level was the same during the primary school education.

The interview revealed that the below-level students stayed behind their classmates because of several reasons such as personal interests, attitudes of previous English teachers, absence of English teachers for one or two years, classroom environment and SBS exam preparations. On the other hand, the interviews conducted with high-level students revealed that they had a great interest and success in English, found learning English easy and thought that English was necessary for their future jobs. They also indicated that their English teachers was helpful and caring in the primary school.

These results are consistent with the study of Varanogulları et al. (2008) which points out that it is not a certainty that everyone did or studied to the same level during primary school.

With respect to the students' primary school education, the results of the study also confirm the findings of the study of Thomas (2010) which mentions about the predominance of mixed-level classes particularly in foreign language lessons.

Besides, the studies of Richards & Barbisan (2004) on different levels of competence in English, different ways of approaching to language learning, and different attitudes to learn English confirm the results of the present study. They indicate that the reasons of mixed-level students show great diversity according to the students' attitudes and needs.

Hence, in the light of the results of the present study, it could be concluded that the lack of student interest and foreign language education in primary school results in mixed level classes when the student answers to the interview questions are taken into consideration.

4.2. Discussion About the Way of Diversifying the Post-Reading Comprehension Questions for Mixed-Level Classes

The second research question aimed to investigate the ways of diversifying the post-reading comprehension questions in a coursebook according to the three proficiency levels in a classroom. In order to diversify the questions, all question types were analyzed and used for twelve reading texts with great attention.

The way of adapting the questions is consistent with the study of Grellet (1981) which points out that it is usual to check comprehension through the use of various types of questions. According to her, the activities should be flexible, varied and suited to the texts and to one's reason for reading them. This view was covered by seven different types of questions which were mentioned in the literature.

The view of Bowler & Parminter (2002) supports the way of diversifying the questions for below-level students, which points out that a simple task of a long and complex text makes the reading more achievable. Furthermore, for high-level

students, it is also consistent with the view of Grellet (1981) which suggests differentiating questions in which there is no simple, obvious answer but which will force the students to examine the text and the different possibilities carefully in order to make their minds.

Hence, even if the coursebook is the most traditional one, this study revealed that the adaptation of post-reading comprehension questions is possible in order to support mixed-level teaching.

4.3. Discussion About the Effects of the Mixed-Level Post-Reading Comprehension Questions on Students' Reading Comprehension Development

The third research question attempted to find out the effectiveness of the mixed-level post-reading comprehension questions on students' reading comprehension development. After the twelve reading lessons, an interview was conducted with the below-level and high-level students. According to the results of the interview, it was found out that there is a direct relationship between the mixed-level post reading comprehension questions and students' reading comprehension development.

The results are compatible with the hypothesis of Grellet (1981) which advocates that variety in the range of exercises is an important factor in students' developing reading skills. The results are also compatible with the hypothesis of Minskoff (2005) which indicates that teachers' questions are the most important factors in developing reading comprehension skills.

Furthermore, the results of the study are consistent with the study of Bowler & Parminter (2002), which supports that a simple task makes the reading more achievable for below-level students and a challenging task makes the reading more demanding for high-level students. Similarly, during the twelve-week-study it was seen that below- level students achieved an amount of success in reading comprehension and in the reading parts of the second and third exams. Besides, high-level students spent more time to answer the questions and did not participate in the lesson before their classmates as before.

Considering the results related to study, it could be concluded that adapting the reading comprehension questions according to students' proficiency affects below-level students' reading comprehension in a positive way while this type of questioning challenges nearly half of the high-level students during the reading lessons.

4.4. Discussion About the Effects of the Mixed-Level Post-Reading Comprehension Questions on Students' Motivation and Attitudes towards the Reading Lessons

The fourth research question aimed to investigate the relationship between mixed level reading comprehension questions and students' motivation and attitudes towards the reading lessons. The results of the interview with the below-level and high-level students and observations of the researcher revealed that there is a significant relationship between motivation and adapting the comprehension questions according to students' proficiency level.

As mentioned in the literature earlier, Grabe (2009) puts forward that with the help of the adaptation of reading comprehension questions, the lesson will seem to

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be overflowing and motivating as Minskoff (2005) indicates that the use of different question types increases student interest. Thus, the students will be more motivated, optimistic, aware of their capabilities, and willing to work on difficult tasks. They will also expect success, build connections with others, and experience pleasure from their work. Similarly, the view that comes from Grellet (1981) about the role of flexible and varied questions on students' motivation, supports the results of the present study.

Taking into consideration the results of the study, it could be concluded that if the reader is able to understand the question of a reading text, he/she is more likely to find the answers which results in higher motivation and positive attitude towards reading (Grellet, 1981).

4.5. Discussion About the Effects of the Mixed-Level Post-Reading Comprehension Questions on Students' Participation in the Reading Lessons

The fifth research question attempted to find out the effectiveness of mixed-level comprehension questions on the students' participation in the reading lessons. During each reading comprehension lesson, the behaviour change of the students was observed by the researcher and it was found that the mixed-level post-reading comprehension questions help students participate in the reading lesson more and answer the questions more willingly.

According to the researcher's observation, the results are consistent with Richards & Barbisan's hypothesis (2004), which advocates that if student are challenged at the appropriate level for their proficiency, they will participate in class with more cooperative and enthusiastic attitudes.

It is seen that the results are also compatible with the suggestion of Bowler & Parminter (2002) to use mixed-level tasks in order to make everyone in the classroom be involved in a version of the same reading tasks.

Furthermore, the results of the present study confirm the study of Grellet (1981) which points out that instead of choosing one activity for the whole class, two or three sets of exercises of varying difficulty can be prepared based on the same text. Thus, each student can work at his/her own level which will stimulate for the below-level students, while the high-level students will not feel held back. Considering the results of the present study, it could be concluded that if the questions are asked at an appropriate level for the students, they are more likely to find the answers and participate in the reading lesson with less hesitation.

4.6. Limitations of the Study

Because of the following reasons, the results of this study may be limited in generalizability to a larger body of EFL learners at the secondary school.

1. The first limitation of the study was the small size of the sample since the study was restricted to two tenth grade classes with 51 students in total.

2. The study was conducted in two classes of a single secondary school. Therefore, the findings of the study may not be generalized to EFL learners in other secondary schools.

3. The study was conducted with 12 reading texts for twelve weeks, therefore the findings of the study did not comprise all the reading texts of the course book.

4. In the current study, the findings were restricted only to the post-reading questions, therefore examining the other two phases of a reading lesson (pre-

reading, while-reading) would not be possible because of the restricted time allowed for each treatment.

4.7. Suggestions for Classroom Practice

The findings of the study offer several implications for EFL teachers in secondary schools. Based on the findings of the present study, the following implications could be of some sort of help to foreign language teachers and teacher trainers.

1. As the current study revealed that since there can be different proficiency levels in a classroom, it is recommended to conduct a placement test at the beginning of the academic year in order to determine students' proficiency.

2. As the study revealed that there are three level groups in a classroom, it is recommended that teachers should be aware of the extent of individual differences among comprehenders and factors of the varied reading comprehension questions. It is an important factor in students' developing reading skills, motivation and participation in the reading lessons.

3. As the study results showed that adapting the post-reading questions affects students' reading comprehension, motivation and participation in the lesson, it is recommended that teachers should differentiate the post-reading questions according to the level groups in the classroom.

4. It is recommended that teachers who use the same course book should cooperate with each other in order to reduce the preparation time. Furthermore, if the teachers are teaching the same course book in the following years, they can recycle their mixed-level task sheets with a new mixed-level class.

5. Taking into account the positive effects of mixed-level post-reading questions, it is recommended that teachers should prepare similar questions as homework in order to develop students' reading comprehension and motivation more.

6. It is also recommended that teachers should adapt the pre-reading and while reading questions and conduct the reading lessons with mixed-level question types in order to ensure the whole class participation and comprehension.

4.8. Suggestions for Further Research

Taking the findings and limitations of the study into the account, the following suggestions are proposed for further research:

1. The first suggestion for future research is to conduct a similar study with all the reading texts of a course book during an academic year.

2. Since the study was conducted on a small number of students, future research could replicate this study with a larger number of students in order to obtain more generalizable and convincing results.

3. This study examined only the effects of mixed-level post-reading comprehension questions on students' comprehension skills, motivation and participation in the lesson. Therefore, it is suggested that conducting mixed level questioning in pre-reading and while-reading phases would be helpful to obtain more reliable and generalizable results.

4. Final suggestion for further research is to conduct a similar study with questions of listening parts of coursebooks. For instance, post-listening questions can be differentiated according to the students' levels in a class in order to see if it will be effective on students' listening skill developments.

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APPENDIX-1

Cambridge Key English Test: PART 1

QUESTIONS 1-5

Which notice (A-H) says this (1-5)?
For questions 1-5, mark the correct letter A-H on the answer sheet.

EXAMPLE	ANSWER
0 This is broken.	**C**

1   Children pay less than adults here.

2   Be careful because this will burn.

3   We don't want any money yet.

4   Things are cheaper here.

5   You must pay with cash.

A   *SUMMER SALE*
LOW PRICES IN ALL
DEPARTMENTS

B   *FIRE DOOR*
KEEP CLOSED

C   LIFT NOT WORKING

D   TOY SHOP NOW OPEN

E   BUY NOW
PAY NEXT YEAR!

F   *Keep this nightdress*
away from fire!

G   **We do not take cheques**
or credit cards.

H   Under 12s
HALF PRICE

PART 2

QUESTIONS 6-10

Read the sentences (6-10) about going to the zoo.
Choose the best word (A, B or C) for each space.
For questions 6-10, mark A, B or C on the answer sheet.

EXAMPLE		ANSWER B
On Sunday, Tim ...... up early because he was going to the zoo.		
A stood	B woke	C went

6   He put some biscuits and an apple in a bag for his

   A meat   B lunch   C dish

7   He took a bus to the zoo and got off outside the   entrance.

   A high   B important C main

8   He .. at the monkeys eating some bananas.

   A enjoyed   B watched   C laughed

9   The lions were sleeping under a tree because it was very

   A hot   B tired   C full

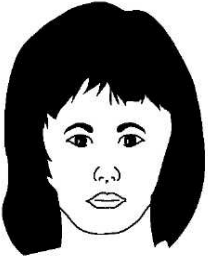10   Tim.. some photos of the elephants.

   A put   B took   C made

PART 3

Complete the five conversations.
For questions 11-15, mark A, B or C on the answer sheet.

11	John's broken this plate.	A	That's very good.
		B	Here you are.
		C	It doesn't matter.

12	Is this your watch?	A	It's three o'clock.
		B	I think it's Dave's.
		C	I'm sorry I'm late.

13	Can I have a sandwich?	A	Yes, of course.
		B	Yes, it is.
		C	Yes, that's right.

14	How many people were in the cafe?	A	Not much.
		B	A few.
		C	A little.

15	We're from London.	A	Not at all.
		B	Yes, please.
		C	How interesting.

QUESTIONS 16-20

Complete the conversation about a
flat. What does Ben say to Ann?
For questions 16-20, mark the correct letter A-H on the answer sheet.

EXAMPLE	ANSWER
Ann: 279616, Ann Beaton speaking.	D
Ben:	

Ann:	Oh yes, in the Evening Post?	A	How many bedrooms does it have?
Ben: 16			
Ann:	£300 a month.	B	That's right. How much is it?
Ben: 17			
Ann:	Two, both of them with double beds.	C.	OK. Can I come and see it?
Ben: 18		D	Hello, I'm phoning about your advertisement for a flat.
Ann:	Yes. It's quite small, but there are some nice plants in it.		
Ben: 19		E	Is there a bus stop near the flat?
Ann:	I'm afraid not, but you can park outside on the street.	F	Does it have a garden?
Ben: 20			
		G	How many beds are there?
Ann:	Of course - is tomorrow all right? At about 10 a.m.?		
		H	And is there a garage?
Ben:	Yes, that'll be fine. So I'll see you tomorrow. Goodbye.		

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PART 4

Read the article about some birds.

Are sentences 21-27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

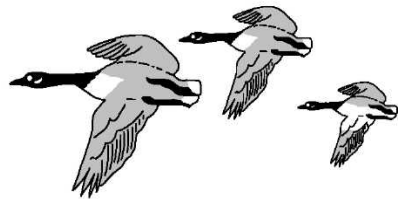For questions 21-27, mark A, B or C on the answer sheet.

CANADA GEESE

Canada Geese are large blue and white birds. When autumn arrives, they have to fly south where the weather is warmer. The winters are so cold in Canada that the birds die if they stay there.

Last spring, Bill Lishman found sixteen young Canada Geese on his farm. They had lost their parents. Bill thought, 'These young birds won't know what to do in the autumn.'

Bill had a small plane and he decided to teach the birds to follow him. All through the summer, he went on short trips in his plane and the young geese flew after him.

When the cold weather arrived in autumn, Bill flew to Virginia in the United States, 600 miles south of his home in Canada. The geese followed him all the way. Bill left the geese in Virginia and he returned home.

This spring, Bill was waiting for the birds to come back. They didn't arrive, so Bill flew to Virginia to get them. He looked for them for two weeks but he couldn't find them.

When he arrived back home, Bill found the geese waiting for him. They had found their way home without him!

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EXAMPLE	**ANSWER A**
Winters in Canada are too cold for Canada Geese.	
A Right B Wrong C Doesn't say	

21   Bill Lishman is a farmer.

A Right   B   Wrong   C Doesn't say

22   Bill lives with his parents.

A Right   B   Wrong   C Doesn't say

23   Bill carried the geese in his plane.

A Right   B   Wrong   C Doesn't say

24   This was Bill's first visit to Virginia.

A Right   B   Wrong   C Doesn't say

25   Bill wanted the geese to stay at his home for

the winter.

A Right   B   Wrong   C Doesn't say

26   Bill stayed in Virginia all winter.

A Right   B   Wrong   C Doesn't say

27   The geese returned to Canada in the spring.

A Right   B   Wrong   C Doesn't say

PART 5

Read the article about bicycles.
Choose the best word (A, B or C) for each space (28-35). For questions 28-35, mark A, B or C on the answer sheet.

BICYCLES

The bicycle is ......**0**...... cheap and clean way to travel. The first bicycle ......**28**...... made about one hundred and fifty years ago.

At first, bicycles were expensive. Only rich people ......**29**...... buy one. These early bicycles looked very different from the ones we have today. Later, ...**30**...... bicycles became cheaper, many people ......**31**...... one. People started riding bicycles to work and in ......**32**...... free time.

Today, people use cars more than bicycles; cars are much ......**33**...... and you don't get wet when it rains! But some people ......**34**...... prefer to cycle to work. They say that ......**35**...... are too many cars in town centres and you can't find anywhere to park!

EXAMPLE		ANSWER			
0 A some		B any C a			
28	A	was	B	is	C	were
29	A	must	B	could	C	may
30	A	when	B	if	C	that
31	A	buy	B	buys	C	bought
32	A	their	B	his	C	its
33	A	fast	B	faster	C	fastest
34	A	yet	B	still	C	already
35	A	they	B	there	C	here

PART 6

Read the descriptions (36-40) of some people in a
family. What is the word for each description?
The first letter is already there. There is one space for each other
letter in the word.
For questions 36-40, write the words on the answer sheet.

EXAMPLE	ANSWER
0 If your child is a boy, he is this.	s o n

36 This is your mother's brother.   U _ _ _ _

37 She is your father's mother.   G _ _ _ _ _ _ _ _ _

38 This is the person a man is married to.   W _ _ _

39 This is your father's sister.   A _ _ _

40 If your child is a girl, she is this.   D _ _ _ _ _ _

PART 7

Complete these letters.
Write ONE word for each space (41-50).
For questions 41-50, write your words on the answer sheet.

Dear Sir,

I   (Example: read   ) your advertisement for English
courses   …41…..   the newspaper. I would ...... 42…… to have
some more information. How …43….. ..   does a course
cost? Also, ….44……. long is each course and when
does the next course start?

Yours,

Maria Gonzalez

Dear Ms. Gonzalez,

Thank …45…..   for your letter. Our next course
starts in three weeks, ...46….. Monday,   9 May. This
is a 6-week course and it...... 47…. £150. If you
prefer …..48……   begin in June, we have ….49…..10-week
course for £200. I hope ... 50...… is the information you want.

Yours,

David May

PART 8

Read the note from a student who wants a book from a library.
Fill in the information on the Reservation Form.
For questions 51-55, write the information on the answer sheet.

Rose Cottage
Northfleet
26 March

To: Weston University Library

My teacher, Robin Gibson, has told me to read *Understanding Science* before my exam on 17th April. I am on holiday in Northfleet at the moment but I'll return to my home at 22 King's Road, Weston on 9th April. I'd like to get the book the next day and keep it for one week. It's by S J Renshaw. Thank you.

Mary Jones

Weston University Library

Reservation Form

Name of the book:	Understanding Science
Name of the writer	51
When do you want the book?	52
For how long?	53
Student's name:	54
Student's adress:	55

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APPENDIX-2

Questions and answers of the interview 1 with below-level students

According to you, why is your English proficiency behind the class level? Was it the same during the primary school education?

Student 1: I get bored while studying English. I prepared for SBS exam at the sixth, seventh and eight grades and I didn't need to study for the English lesson.

Student 2: I do not like English and I do not want to study it. I did not like English when I was in primary school either.

Studen 3: My language background is not sufficient. Our English teacher in the primary school was absent for a year.

Student 4: I could not learn English in primary school and I can not catch up with the subjects now. There is nobody to help me at home.

Student 5: English lessons were not conducted in detail in primary school and the class was noisy. We studied for the SBS exam more.

Student 6: Our teacher always made us translate in primary school. The lessons were boring and that's wy I did not like English.

Student 7: I had no interest in English. I studied for SBS exam in primary school.

Student 8: Our teacher always taught grammar that's why I did not like English.

Student 9: I know that I am behind the class level. I can not do although I study. I have an insufficient language background. Our class was very crowded and the teacher did not deal with us sufficiently.

Student 10: I do not like English lessons. Our teacher was absent at the seventh and eighth grades.

Student 11: I am not keen on English. I was the same in primary school.

Student 12: I study English but I was always behind the class level. I studied for SBS exam more in primary school.

Student 13: Our class was very noisy in the primary school. Our teacher was young and did not deal with us well.

Student 14: I am not interested in English. I do not believe I will learn it. I thought in the same way when I was in primary school.

Student 15: I do not like memorizing and grammar rules. I do not think this is the real English. Our primary school teacher always made us memorize.

Student 16: I study but I can not succeed. My grade was always low in primary school. My teacher did not deal with me, either.

Student 17: I can not study English, I can not understand it, although I try to study. We mostly studied for SBS exam and solve the tests in primary school. Nobody cared about the English lessons.

Questions and answers of the interview 1 with high-level students

According to you, why is your English proficiency is higher than the class level? Was it the same during the primary school education?

Student 18: I like English and I watch English films at home. I was the best student in English in primary school.

Student 19: English is very interesting for me. My family encourage met o learn English and our English teacher always cared about us in primary school. Our lessons were always funny.

Student 20: I study English and this makes me happy. I attend English courses on summer holidays. In primary school the lessons passed with games and anectodes. Our teacher didn't bore us with grammar rules.

Student 21: I like English. I studied it for SBS exam in primary school and I had no incorrect answer in the exam.

Student 22: I like English. I believe it will be easy for me to find a job in the future. Studying English is not boring for me. Also I was the best student in English lessons in primary school.

Student 23: I like English and I chat on the net with foreign friends. Our teacher conducted the lessons very efficiently in primary school.

Student 24: English is very easy for me. My sister speaks English and helps me with my homework. I was the best students in primary school and my teacher always appreciated me.

Student 25: I like English very much. I want to be an English teacher in the future. In primary school, I always got high marks.

Student 26: My social science lessons are always good. Beside English I am also interested in German. I study with word cards and watch English films. Our English teacher always made us play games in order to memorize new words.

Student 27: I like English and English teachers. My father helps me with my English homework. In primary school, I was always successful in English lessons.

APPENDIX-3

The questions of the second interview with 17 below-level students

1. Did the post-reading comprehension questions become appropriate for your proficiency level?

2. Were you able to understand the post-reading comprehension questions more easily?

3. Were you able to respond to the post-reading comprehension questions more easily?

4. Did your correct answers to the post-reading questions increase your motivation for reading lessons?

5. What kind of differences did the new questioning technique create on you and your friends?

The questions of the second interview with 10 high-level students

1. Did the post-reading comprehension questions become appropriate for your proficiency level?

2. Did a change occur on your understanding the post-reading comprehension questions? How?

3. Did a change occur on your way of anwering the post-reading comprehension questions? How?

4. Did the new questioning technique increase your motivation on the reading lessons?

5. What kind of differences did the new questioning technique create on you and your friends?

APPENDIX-4

Student 1:

1. Yes, the questions were appropriate for my level.

2. Yes, the questions were more comprehensible and it did not last long to understand them as in the past.

3. Yes, answering the questions was not as difficult as in the past.

4. When I answered the questions, I started to be interested in the lesson more.

5. My classmates participated in the lesson more and this encouraged me, too. I did not hesitate to join the lesson although my answers were wrong.

Student 2:

1. Yes, the questions were easier.

2. Yes, I understood the questions easily.

3. Yes, I answered the questions easily.

4. Yes, answering the questions made me happy and my interest in the lessons has increased.

5. I think my reading skill has developed. I got full mark in the reading part of the third exam.

Student 3:

1. Yes, the questions were more appropriate for my level.

2. Yes, I understood the questions more easily than normal.

3. Yes, although I answered wrongly to some questions, I finished the tasks in a short time.

4. Answering the questions correctly motivated me.

5. Everybody in the class participated in the lessons, which encouraged me, too. I decided to read English books in the semestre holiday.

Student 4:

1. The questions were appropriate for my level. I had no difficulty.

2. Yes, I understood the questions easily. Although I had difficulty in reading the texts, I had an idea about the text while reading the questions.

3. Yes, I read the texts twice and quickly, and I answered the questions easily.

4. Yes, answering the questions correctly made me happy and I started to like the lesson.

5. Everybody except one or two students participated in the lesson and this motivated me. I think my reading skill has developed.

Student 5:

1. Yes, the questions were appropriate for my level.

2. Yes, I understood the questions more easily and quickly than normal.

3. Yes, I answered the questions easily although they were not always correct.

4. Yes, answering the questions correctly made me happy.

5. I was encouraged by my friends' participation in the lesson. I think my reading skill has developed and I had only one wrong answer in the last two exams.

Student 6:

1. Yes, the questions were appropriate for my level.

2. Yes, I had no difficulty in understanding the questions.

3. Yes, I answered the questions easily and I had no wrong answers in general.

4. Yes, answering the questions correctly increased my interest in the lesson.

5. The other students in the class participated in the lesson, too. The number of the questions helped nearly all the students answer the questions. I started to be more interested in reading in English. My reading skill has also developed and I I got better marks in the exam.

Student 7:

1. Yes, the questions were appropriate for my level.

2. Yes, I understood the questions more easily and quickly.

3. Yes, I answered the questions rather easily and quickly.

4. Yes, answering the questions correctly increased my interest in the lesson.

5. Participation of other students in the lesson increased, too. Mostly everybody gave correct answers. My interest in reading has also increased. I started to understand what I read better and my exam grades increased, too.

Student 8:

1. Yes, all the questions were comprehensible.

2. Yes, I understood the questions without any difficulty.

3. Yes, I mostly answered the questions correctly.

4. Yes, I felt confident when I answered the questions correctly.

5. My interest in reading in English has increased. I started to understand what I read better.

Student 9:

1. Yes, the questions were appropriate for my level.

2. Yes, I understood the questions easily.

3. Yes, I answered the questions quickly.

4. Yes, when I answered the questions correctly, my motivation increased.

5. The participation of most of my friends in the lessons motivated me, too.

Student 10:

1. Yes, the questions were more appropriate for my level.

2. Yes, the questions were more comprehensible.

3. Yes, I answered the questions more easily.

4. Yes, answering the questions easily and participating in the lesson motivated me and I felt confident.

5. Everybody was motivated by the participation of other students. The number of the questions helped everybody in the class answer and speak. I got a high mark in the reading part of the last exam.

Student 11:

1. Yes, the questions were appropriate for my level.

2. Yes, there were questions which I could not understand in the reading lessons in the past, that's why I used to answer wrongly.

3. Yes, I answered easily.

4. Yes, my participation in the lesson increased when I answered correctly. This motivated me greatly.

5. The class in general participated in the lesson.

Student 12:

1. Yes, the questions were appropriate for my level.

2. Yes, I could easily understand the questions.

3. Yes, I could easily answer the questions.

4. Yes, answering the questions correctly motivated me. My interest has increased in the lesson

5. My interest in reading has increased and participation of other friends in the lesson motivated me, too.

Student 13:

1. Yes, the questions were appropriate for my level.

2. Yes, the questions were quite comprehensible.

3. Yes, I answered the questions without any help.

4. Yes, answering the questions correctly made me happy. My interest in the lesson has increased.

5. Other students were also interested in the lesson. Most students wanted to speak and answer. I think my reading skill has developed. This made me feel confident. I did not make any mistakes in the last two exams.

Student 14:

1. Yes, the questions were mostly appropriate for my level.

2. Yes, I had no difficulty in understanding because the questions were easy.

3. Yes, I answered easily because the questions were easy.

4. Yes, answering the questions correctly made me happy and I tried to answer the questions in all reading lessons.

5. I think I am successful in reading lessons.

Student 15:

1. Yes, the questions were quite easy for me.

2. Yes, I understood the questions without having difficulty.

3. Yes, I mostly answered the questions quickly and correctly.

4. Yes, answering the questions correctly motivated me and I tried to participate in the lesson more.

5. Everybody started to participate in the lesson. I did not make any mistake in the reading part of the last exam.

Student 16:

1. Yes, the questions were more appropriate for my level.

2. Yes, I understood the questions more easily.

3. Yes, I answered the questions more easily than in the past.

4. Yes, my participation in the lesson and my correct answers made me happy.

5. I think I can read more easily. I got a higher mark in the reading part of the third exam.

Student 17:

1. Yes, the questions were appropriate for my level.

2. Yes, I understood the questions more easily.

3. Yes, I gave more correct answers.

4. Yes, when I gave correct answers, my motivation increased.

5. Most of my friends in the class participated in the lesson. This motivated me, too.

Student 18:

1. Yes, the questions were more difficult than in the past.

2. Yes, I struggled a little to understand the questions.

3. Yes, while answering I could not finish the tasks as quickly as in the past.

4. Yes, in the past I could answer the questions very easily so my interest was not so high for the lesson. My interest got higher because I had difficulty in answering the questions.

5. I made some mistakes while answering the questions.

Student 19:

1. Yes, the questions were more difficult.

2. No, there was no change.

3. No, there was no change.

4. No, I was always interested in the lesson. My interest and motivation did not change.

5. I started to read English story books outside the class.

Student 20:

1. Yes, the questions became more appropriate for my level.

2. Yes, in order to understand the questions, I read more carefully.

3. Yes, I made some mistakes.

4. Noticing my mistakes motivated me. I started to listen to the lessons more carefully.

5. In the lessons, I was not at the forefront as in the past. In order to answer the questions, I needed more time.

Student 21:

1. Yes, the questions were appropriate for my level.

2. I read the questions more carefully.

3. I answered the questions more carefully.

4. No, there was no change on my motivation.

5. Everybody in the class started to participate in the lesson, thus, not only I spoke in the lesson as in the past.

Student 22:

1. Yes, the questions were at a normal difficulty for my level.

2. No, no change occured.

3. While answering the questions, only the duration changed, however, I did not make any mistake.

4. No, no change occured.

5. Most of my classmates participated in the lesson. I want to read English books outside the class, too.

Student 23:

1. Yes, the questions were appropriate for my level.

2. Yes, I spent more time understanding the questions.

3. Yes, I made some mistakes.

4. Yes, I was sad when I made mistakes that's why I started to study more and my motivation has increased.

5. I started to study more at home. I read the texts again when I come home after school.

Student 24:

1. Yes, the questions were appropriate for my level.

2. I paid more attention while reading the questions.

3. My answers were mostly correct.

4. Yes, I started to have an interest in reading lessons.

5. Most of the class participated in the lesson. This affected my motivation in a positive way.

Student 25:

1. Nearly all of the questions were appropriate for my level.

2. I had no difficulty in understanding the questions.

3. I spent more time thinking about the answers, but I made no mistake.

4. Yes.

5. I started to have an interest in reading and I want to read English story books.

Student 26:

1. Yes, the questions were more difficult.

2. No, I could understand the questions.

3. I couldn't answer as easily as before. I sometimes made some mistakes.

4. Yes, I noticed my shortcomings and I understood that I have to study.

5. Participation in the lesson increased. Because my interest in the lesson increased, my interest in reading also increased.

Student 27:

1. Yes, the questions were appropriate for my level.

2. No, I understood the questions easily.

3. No, I answered the questions easily.

4. Because the questions became more difficult, my interest in the lesson increased.

5. Participation in the lesson increased. The reading lessons are passing enjoyably.

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Education

2011 -2013   **MALTEPE UNIVERSITY**, **M.A**. in English Language Teaching

2001-2005   **ÇANAKKALE ONSEKIZ MART UNIVERSITY, B.A.** in
English Language Teaching

Experience

08/11- Still   **Pendik Trade Vocational High School**, English Teacher
09/10-08/11   **STFA Technical High School**, English Teacher
02/06-09/10   **Lafarge Aslan Çimento Technical High School**, English
Teacher

Courses

11/12 -12/12 EU Project Circle Management Course, Government of Istanbul
07/11 -07/11 Developing Oral Fluency in the Secondary English Classroom/ IPC
(Exeter / UK)
08/10-08/10 Italian Course, C1 level/ Dilit International House (Rome/Italy)
01/09-07/10 Italian Course, B2 level/ Italian Culture Centre (Istanbul/ Turkey)

Seminars

Çevre Private Primary School, 8th Annual ELT Conference 'Teacher and
Student Duet' 25 Feb. 2012
Bahçeşehir University, 3rd ELT Conference 'A World to Come for Teaching and
Learning: Remodelling Perspectives and Trends' 14 May, 2011
Government of Kocaeli, Teaching Methodologies and Techniques of English
Language, 09/05/11-13/05/11

Successes

2012-2014   EU Life Long Learning Program Comenius School Partnerships Project: Let's Learn Traditions with Ceremonies (Project Coordinator)

2012-2014   EU Life Long Learning Program LDV Partnership Project: Beyond Numbers and Borders: An Innovative Approach to Accountancy (Project Coordinator)

Foreign Languages

English : C2
Italian   : C2

Computer Skills

Microsoft: Word, Excel, Powerpoint

Personal Information

Place of Birth: Istanbul, Turkey
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