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**A STUDY ON THE IDENTIFICATION OF THE READING
STRATEGY TYPES USED BY THE 9th GRADE
STUDENTS IN A PRIVATE HIGH SCHOOL**

**THESIS BY
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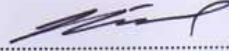
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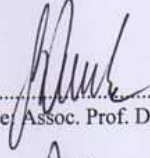
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II

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10.01.2014

Nazım DİKMEN

ÖZET

ÖZEL BİR OKULDAKİ DOKUZUNCU SINIF İNGİLİZCE ÖĞRENCİLERİNİN KULLANDIĞI OKUMA STRATEJİLERİNİ BELİRLEME ÜZERİNE BİR ÇALIŞMA

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Bu çalışma, Özel Sunguroğlu Lisesi 9. Sınıf öğrencilerinin okuma stratejileri hakkındaki farkındalıklarını araştırmak ve bir okuma aktivitesi ortaya koyarken kullandıkları stratejileri belirlemek için yapılmıştır. Bu çalışmaya 2012-2013 Eğitim Yılında iki farklı dokuzuncu sınıfta okuyan rastgele seçilmiş 46 öğrenci katılmıştır; buna göre, öğrenciler üç okuma stratejisi kategorisini içeren 45 maddelik bir anketi yanıtladılar; okuma öncesi, okurken ve okuma sonrası. Bu çalışmada elde edilen bulgular ortaya çıkarmıştır ki belirlenen okuma stratejilerinin toplam kullanım seviyesi orta sıklık derecesindedir; bu şekilde, öğrencilerin belirlenen stratejileri kullandığı ama yeteri kadar kullanmadığı ortaya çıktı. Diğer yandan, okuma öncesi stratejilerin toplam sıklığı, üç kategori arasında en yüksek olarak bulundu, böylece öğrencilerin kavrayış süreçleriyle ilgili genel olarak bilinçli olduğu ve bir okuma aktivitesine başlamadan önce planlı oldukları belirginleşti.

Anahtar Kelimeler: Okuma, Okuma Kavrayışı, Okuma Stratejisi Farkındalığı

ABSTRACT

A STUDY ON THE IDENTIFICATION OF THE READING STRATEGY TYPES USED BY 9TH GRADE EFL LEARNERS IN A PRIVATE HIGH SCHOOL

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This study was conducted in order to investigate the generic awareness of reading strategy use of 9th Grade students studying in Sunguroğlu High School and state the types of strategies used by them while performing a reading task. Forty-six randomly selected students from two 9th Grade classes participated in this study in 2012-2013 Academic Year; accordingly, the students responded to a 45-item scale that included three categories of reading strategies; before, during and after. The findings obtained in this study indicated that the overall usage-level of the designated reading strategies were at a medium frequency-level; therefore, it revealed that the students use the designated strategies but not necessarily enough. On the other hand, the overall frequency of before-reading strategy use was found to be highest among three categories, so it indicated that the students are generally conscious of their comprehension process and they are planned before performing a reading task.

Key Words: Reading, Reading Comprehension, Awareness of Reading Strategy

ABBREVIATIONS

- EFL** : English as a Foreign Language
ESL : English as a Second Language
L1 : First Language
L2 : Second Language
SPSS : Statistical Package for Social Sciences

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CHAPTER 1

1. INTRODUCTION

1. 1. Background of the Study

Language, the complicated sound signaling system, which is biologically programmed, is the most distinctive attribution of human beings and it emerges in various processes, which are also affected by several external factors. “Language is one of the most impressive and fascinating aspects of human development. Indeed, learning a language is an amazing feat-one that has attracted the attention of linguists and psychologists for generations.” (Lightbown and Spada, 2006, p.1) Therefore, the nature of language learning and teaching is contentiously argued as the most significant factor that affects the biological program.

It was inevitable trying to find the perfect way of teaching language throughout the time; especially, when the people needed a common language for commerce, science and countless other subjects. The world seems to be shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages. (Brewster, Ellis and Girard, 1991, p.1) As the necessities changed, the purpose of the language learning and teaching changed; thus, the language learning and teaching theories were implicitly affected by the process. Whereas “the fundamental purpose of learning a foreign language was to read the literary works written in that language according to Grammar Translation Method in 1950s” (Larsen-Freeman, 2000, p.17), “the idea language for communication appeared to be the fundamental purpose of learning by the Communicative Approach.” (Larsen-Freeman, 2000, p.121) It was also a milestone for language learning theories to consider teaching language by dividing it into four skills as grammar, reading, writing and listening.

According to Ur (1996, p.138), “reading is preliminary defined as reading and understanding. A foreign language learner who says, I can read the words but I do not know what they mean” is not, therefore, reading, in this sense. He or she is merely decoding-translating written symbols into corresponding sounds.” Such a complicated process, regarded as one of the crucial skill in language learning, should be really supported in certain ways. Learning to use strategies that ease the process of decoding will help the learners in every stage of learning process.

Within this context, identification of reading strategies used by the learners construct a framework for the educators. The aim of the study is to identify the

perceived uses of reading strategies and the reading strategies that are most frequently used by the 9th grade EFL learners studying in a private school, Sunguroğlu High School in Gaziantep in 2012-2013 Academic Year.

1. 2. Statement of the Problem

In today's learning atmosphere, learners have to be effective readers to involve in course books basically composed of activities in which learners have to be at certain level to do them; therefore, students need a high level of reading strategy awareness. The students studying in Sunguroğlu High School at 9th Grade also have certain difficulties in comprehending the texts used in the courses. So, teaching the use of reading strategies to the students become inevitable for maintaining an effective course related to reading and comprehension activities. Students should learn reading strategies and use them properly.

According to Barnet (1988, p.66), "strategy means the mental operations, involved when readers purposefully approach a text to make a sense of what they read." And Garner (1987) describes reading strategies as an action or series of actions used by the readers so as to construct the meaning of the text. These reading strategies include skimming, scanning, and contextual guessing, reading for meaning, utilizing background and so forth (Singhal, 2001, p.1).

Within this context, the study aims to identify the awareness of reading strategies of the 9th grade EFL learners studying in Sunguroğlu High School in Gaziantep in 2012-2013 Academic Year.

1. 3. Research Questions

The focus of this study is to find the answers to the following questions:

1. What are 9th grade EFL learners' perceived uses of reading strategies?
2. What are the reading strategies that are most frequently used by the 9th grade students?

1. 4. Significance of the Study

As it is clear the use of reading strategies is indispensable for learners to comprehend the text properly and to do various activities related to the texts. For this reason, this study is believed to be helpful to the instructors to raise learners' awareness on the importance of reading strategies in comprehending texts.

“Knowledge of the strategies used by English as a foreign language (EFL) or second language (ESL) readers can help instructors teach these techniques and thereby enhance their students' reading comprehension.” (Fotovation and Shokrpour, 2007, p.47) By the use of strategies, probably, it will be easier for the learners to comprehend a text or answer questions related to the text. This also might help learners to involve in texts although they do not know meaning of the all words in a written text; that was to say, the learners will be able to get rid of the prejudice that they have to know the meanings of the all words in a written text to comprehend and answer all the questions about it correctly.

1. 5. Operational Definitions

Reading: Reading described as “a mental process is not only decoding written symbols into comprehensible sounds but understanding. Reading skills need to be fostered; since, it means coping with more and more sophisticated texts and tasks, and dealing with them efficiently; quickly, appropriately and skillfully.” (Ur, 1996, p.147).

Reading Strategy: Reading strategies are defined as “conscious mental activities, which enable the reader to construct the meaning from a text.” (Aebersold and Field, 1997; Grabe and Stoller, 2002).

Metacognitive Awareness: “Metacognitive awareness refers to the readers' awareness of reading strategies during the reading process instead of the strategy use itself.” (Singhal, 2001, p.5) Additionally, according to Garner (1987),” it is the learners' knowledge and the use of their own cognitive resources.”

Before-During-After Reading Strategies: Schoenbach (1999, p.74) states “reading is an active process that requires critical thought before, during and after engaging a text”.

CHAPTER 2

2 .LITERATURE REVIEW

The aim of the study is to investigate the types of reading strategies used by 9th Grade students studying in Sunguroğlu High School and identify the reading strategies that are most frequently used by the students while accomplishing a reading task. In this chapter, firstly, “reading” as a process will be viewed. Secondly, the characteristics of efficient/independent readers will be defined and then, reading in a foreign/second language will be reviewed. Afterwards, “reading comprehension” and “reading strategy”, and categorization of the reading strategies will be discussed. Lastly, ways to teach comprehension strategies will be discussed.

2.1. Reading as a Process

Reading is a complex cognitive process of language learning. Within this complexity, it is possible to encounter various definitions of reading in many aspects. In this process, “you are dealing with the represented and you are dealing with ideas and concepts that have no material matter or substance.” (Jennings, 1965, p.3) For this reason, reading is a complex process in which you have to deal with many variables. Reading is also defined as “an active process where there is an interaction between the reader and the text in order to produce meaning out of written discourse.” (Silberstein, 1994, p.6) According to De Certeau (1984, p.167), “there are not concrete laws in reading; rather it enables readers to escape from producing their own products introspectively. This promotes deep exploration of texts during interpretation.” Also, reading is preliminary defined as “reading and understanding” for a foreign language learner; in this sense, “the reader is decoding-translating written symbols into corresponding sounds” (Ur, 1996, p.138).

2.2. Efficient/independent Reader

“Efficient readers make predictions about the content of the text, and also they combine textual clues, knowledge of the world and experience skillfully.” (Şahan, 2012, p.2) In other words, “independent readers are those who are constantly monitor their understanding of the text as they read it. These individuals are predicting, questioning, clarifying, summarizing, connecting, and evaluating, as they read, essentially engaging

in a dialogue with the author and themselves in their minds. “(Farr, Kopp and Kamras, 2010, p.59)

“In high school, proficient readers preview the text then approach it with an appropriate mindset. They continually connect what they already know with what they are reading. These youths’ mental processes are functioning skillfully and automatically, with little conscious attention.” (Moore, 2000, p.1) Also, according to Smith (1971, p.62), “such readers develop expectations about what they will read, and then they read to verify or refute these predictions and expectations.” And lastly, according to Schoenbach (1999, p.74), “readers need to be reminded again and again that they should be “reading with (their) mind as opposed to just reading with (their) mouth.”

“The strategies are ones that proficient readers use regularly and across a wide variety of texts: Plan and monitor, Determine Importance, Ask Questions, Make Inferences, Make Connections, Synthesize and Visualize. (Moore, 2000, p.1)”

According to Farstrup and Samuels (2002, p.205), good readers do the following activities when they read:

1. They are active readers.
2. From the outset, they have clear goals in mind for reading.
3. They typically look over the text before they read, noting such things like the structure of the text and text sections that may be most relevant to their reading goals.
4. As they read, they often make predictions about what is to come.
5. They read selectively, what to read carefully, what not to read, what to reread and so on.
6. Good readers construct, revise and question the meanings they make as they read.

2.3. Reading in a Foreign/Second Language

In many aspects, reading is regarded as a complex mental process while reading in a second/foreign language has something special as a process. This process has important stages and it should be followed regularly. In the initial stages of learning to

read in English, “first of all learners need to have enough level of literacy in L1 as reading in a foreign language also requires phonemic, phonological and morphological awareness” (Brewster, Ellis, and Girard, 2007, p. 111). Language processing differences refer to transfer effects from L1 to L2 reading contexts. That is, students’ L1 syntactic knowledge can interfere with their L2 learning. For example, differences in word order variation and other syntactic structures between L1 and L2 can cause interference in L2 learning because the readers process the two languages differently (Cohen, 1990; Grabe, 1991; Uzunçakmak, 2005). This shows that” both reading process and reading in a second/foreign language have relations; in addition, competency in the mother tongue affects the process in certain ways.” (Ahmadi, Ismail and Abdullah, 2013 p.241) “Metacognitive reading strategy awareness also has become one of the effective ways to facilitate students reading comprehension in the field of second/foreign language studies.” (Ahmadi, Ismail and Abdullah, 2013, p.240)

2.4. Reading Comprehension

“Reading comprehension is basically defined as the level of understanding of a text or a message. This understanding comes from the relation between the words that are written and how they operated to be knowledge outside.” (Rayner; Foorman; Perfetti; Pesetsky, and Seidenberg, 2001, p.32) Within this context, comprehension is the preliminary concern of the students in reading activities. Most of the strategies helping comprehension are used commonly. However, reading comprehension activities is usually based on teachers’ asking comprehension questions to the students in today’s classroom. But, according to Ur (1996, p.140), “you probably had no difficulty in answering the questions: however, this obviously did not show that you had understood the passage.” “Reading comprehension has so crucial position in reading that reading strategies are linked with comprehension strategies itself.” (Pressley, 2001; Uzunçakmak, 2005).

On the other hand, according to schema theory (Rumelhart & Ortony, 1977, p.105), “comprehending a text is an interpretive process involving the reader’s background knowledge and the text itself. Prior knowledge, which is organized and stored in the reader’s mind, is termed schema (plural schemata). The reader tries to activate an appropriate schema based on clues provided by the writer in the text”. According to Mihara, (2011, p.51) within this theory; “readers can comprehend the text only if they reconstruct its content by relating their own schemata to the new

information in the text.” Thus to help students activate appropriate schemata, pre-reading strategies are considered useful.

“A schema a “mental information organizer” that helps us make sense of what we see, hear, or otherwise experience. We fit new information into an existing schema, which also “fills in the blanks” of what we may not directly perceive.” (Blachowicz, Ogle, 2008, p.28)

In addition, the process also defined as; “first, the reader turns the surface form of the text into underlying conceptual propositions. Second, he uses his world knowledge to identify the referents of the concepts in the text, recognizes linking expressions, and draws inferences to make causal relations among the action sequences of the text. In this way, the reader constructs a mental model or situation model.” (Şahan, 2012, p.2)

“Reading comprehension is the issue of how the readers schemata, or knowledge already stored in memory, function in the process of interpreting new information and allowing it to enter and become a part of the knowledge store.” (Pearson, Barr and Kamil, 2002, p.255) “One has comprehended a text is to say that she has found a mental “home” for the information in the text, or else that she has modified an existing mental home in order to accommodate that new information” (Pearson, Barr and Kamil, 2002, p.255)

“Reading comprehension has three important models that should be emphasized in the reading comprehension process. These models facilitate reading comprehension and help readers to figure out texts and solve their problems while reading” (Eskey, 2005, p.565).

The Bottom-Up Model: This model believes that “readers who utilize this process quickly become skilled readers. Moreover, readers who are successful at recognizing the words become proficient readers whose proficiency is improved by their ability to decode.” (Pressley, 2000, p.556) So, “this model is focused more on reading, rather than understandings, thus reading strategies are not very useful in this model.” (Ahmadi, Ismail and Abdullah, 2013, p.239)

The Top-Down Model: According to, Eskey (2005, p.567), “the top-down model is based “from brain to text” and focuses on the whole reading process.” “As reading strategies are also about the whole reading process, the top-down model is the model in

which before reading, during reading and after reading strategies may be used effectively.” (Ahmadi, Ismail and Abdullah, 2013, p.239)

The Interactive Model: According to Smith (2004, p.19), “a reader acts a very active function in the process of translating print into meaning by using knowledge of a relevant language, subject matter, and how to read to confirm or reject his/her hypotheses.”

2.5. Reading Strategies

Reading strategies has also other common definitions, so it is difficult to view merely one definition. “A reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension.” (McNamara, 2007, p.6) Basically strategy is a mental process. “Strategies are part of our overall capacity in dealing with problems and tricky situations. This capacity is called strategic competence.” (Bachman 1990; Bachman and Palmer 1996; Canale and Swain 1980; Karami, 2008) In this way, readers try to choose the most appropriate way to accomplish a reading task. Using “reading strategy indicates how readers conceive a task, what they do to make meaning from texts, and what they do when comprehension breaks down.” (Wu and Zhang, 2009, p.39) It is widely acknowledged that “strategy use improves reading comprehension and that most readers will face many difficulties if they do not take up using a variety of strategies.” (Carrell, 1989, p. 127) According to Karami (2008, p.5), “based on this general review, we may be in a position to provide a synthesis definition of reading strategies. Reading strategies may be defined as the conscious, internally variable psychological techniques aimed at improving the effectiveness of or compensating for the breakdowns in reading comprehension, on specific reading tasks and in specific contexts.” Reading strategies “play a significant role in the comprehension of the text, and students who are equipped with sufficient and effective reading strategies employ them correctly and appropriately to comprehend the text.” (Şahan, 2012, p.3)

2.6. Types of Reading Strategies

“Reading is essential. It is the process by which people gain information. Using strategies for constructing meaning before, during and after reading will help students

connect what they read now with they have learned in the past.” (Blachowicz, Ogle, 2008, p.15)

It is difficult to find out a consistent classification of reading strategies, because reading strategies are classified in many ways. According to Moats (2004), “reading comprehension occurs before, during and after reading.” There are various comprehension strategies that can be applied for each stage. In the same way, strategies are divided into three categories such as before, during, after. The three categories of the strategies stated in the Reading Strategy Questionnaire (Oxford, 2004) will be reviewed.

In addition, according to Babbitt (1996, p.2); “reading activities can be divided into three categories, depending on when they take place: pre-reading, reading, and post-reading.”

Pre-reading: “Collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way.” (Babbitt ,1996, p.2)

Reading: “Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes.” (Babbitt ,1996, p.2)

Post-reading: “Summarizing is an effective strategy that can take many different forms.” (Babbitt ,1996, p.2)

2.6.1. Before-reading Strategies

“Pre-reading strategies actively involve students in the themes, concepts, and vocabulary of the text before they even pick up the article, textbook passage, or piece of literature” (Farr, Kopp and Kamras 2010, p.64). According to Taglieber et al. (1988, 457), “the three pre-reading strategies (pictorial context, vocabulary pre-teaching, and pre-questioning) were intended to help EFL students overcome three major problems that may disrupt reading comprehension.”

” Pre-reading strategies that focus on active engagement with the text help struggling readers do what good readers do—think all throughout the reading process, not just at the conclusion (Beers, Kyle, 2003, p.101). “Effective pre-reading strategies

also stimulate students' prior knowledge about a topic; when the knowledge that we already have in our heads about a topic or a related topic is pushed to the forefront of our minds, it is easier to make connections between what we are learning from the text and what we already know, make predictions about what will happen next, and organize what we read into the mental file folders that already exist in our brains.” (Farr, Kopp and Kamras 2010, p.64)

2.6.2. During-reading Strategies

During the reading process, “it should be required to continually practice and apply the comprehension strategies that good readers employ almost subconsciously, such as making connections, monitoring understanding, and stopping to summarize, asking questions, etc.” (Farr, Kopp and Kamras 2010, p.70) During- reading strategies likely constitute most of the reading strategies because the readers usually try to comprehend the text while reading. Therefore, 37 out of 45 items of the Reading Strategy Questionnaire were during reading strategies. (Oxford, 2004)

2.6.3. After-reading Strategies

The “process of actively engaging with a text does not end once you have completed the reading as the readers process the information they have read and they try to use their abilities to clarify, connect, summarize, and evaluate” (Farr, Kopp and Kamras 2010, p.74). Post-reading strategies, “such as Scales, Very Important Points, and Somebody-Wanted-But So, drive home the fact that the process of actively engaging with a text does not end once students have completed the reading” (Farr, Kopp and Kamras 2010, p.76).

2.7. Ways to Teach Comprehension Strategies

“Many students of EFL/ESL have “major difficulties” with English reading comprehension even after years of learning the English language. They can read a text but for recognizing or understanding the authors' message/messages often encounter with difficulties.” (Ahmadi, Ismail and Abdullah 2013 p.235) “Reading comprehension instruction has evolved over the years, and will continue to do so in the future. It is necessary for teachers to have their teaching strategies evolve, as new best practices in reading comprehension instruction are developed and researched” (Closs, 2006, p.7)

According to Keene (2006, p.9), Assessing Comprehension Thinking Strategies to consider, the following strategies are listed:

1. **Think out loud:** Good readers monitor their thinking when reading.
2. **Use schema:** Consciously connect the text to preexisting knowledge and experiences and consider how it helps their understanding of the text.
3. **Inferring:** Use experience and information from the text to draw conclusions, make connections, predictions, and form opinions.
4. **Ask questions about the text before, during, and after reading.**
5. **Make decisions about what is important in the text** (elements and themes). Be able to summarize the main points.
6. **Set a purpose for reading to make it meaningful.**
7. **Monitor comprehension:** Make sure students have strategies in place if they find the text too hard.
8. **Visualize what is being read:** Make brain movies! Tune into the sensory and emotional images of the text to enhance the visualization. Use this information to help make inferences and draw conclusions.
9. **Synthesizing and retelling:** Keeping track of their impressions while reading and identifying the underlying meaning of the text. Connect the text to information from other sources. Extending that information beyond the text to form opinions and read critically.
10. **Text structure:** Understanding the elements of a story and how stories are put together helps students analyze and think critically about meaning.

On the other hand, metacognitive strategies indicate “one's thinking and can facilitate more learning and developed performance, especially among students who try extremely hard to understand the written context”. (Ahmadi, Ismail and Abdullah, 2013, p.236) That is to say; “Metacognitive reading strategy awareness, are strategies that help students to regulate or monitor cognitive strategies.” (Ahmadi, Ismail and Abdullah, 2013, p.236)

“Metacognitive reading strategy regulatory skills have three essential skills and are as follows:” (Jacobs & Paris, 1987, p.255)

1. **“Planning:** Making predictions before reading, strategy sequencing, and allocating time or attention selectively before beginning a task.”
2. **“Monitoring:** Monitoring is a strategy that analysis of information as a project progresses.”
3. **“Evaluation:** Evaluation is defined as appraising the conclusion and a regulatory process of an individual’s learning.”

According to the study conducted by Closs (2006, p.3), there are also certain strategies, which help students in comprehension process:

1. **Engagement and Motivation to Read:** “Motivation to read can impact a reader’s persistence in reading.”
2. **Activation of Prior Knowledge:** “Activation of prior knowledge makes up a great amount of the process of reading comprehension.”
3. **Teacher read-aloud:** “Before reading aloud to students, teachers should choose a few vocabulary words that the students may not understand. Teachers should then focus attention on the vocabulary words during the interactive read-aloud.”
4. **Vocabulary Instruction:** New vocabulary should be read before reading.
5. **Comprehension Checklist:**
6. **Sustained Silent Reading of Student Selected Texts:** “Students should be able to self-select texts that they are interested in, as well as that are at their own reading level to independently practice their reading comprehension strategies.”
7. **Scaffolded Retelling:**
8. **School-Wide Reading Program:** “Schools can work together as a team, building a program that supports all students.”
9. **Extended Day Literacy Program:** “The program is offered one hour per day, four days per week (after school), for a five month period for struggling students in low grades”
10. **Home Reading Programs:** “The students were provided with new books every couple of weeks, increasing in difficulty as the students’ reading abilities increased.”

“The reading comprehension strategy instruction provides adolescents rich and meaningful opportunities to take control of their reading. It shows youth that reading

proficiently is not a matter of being innately smart but, in part, a matter of applying appropriate strategies. (Moore, 2000, p.3)”

According to Moore (2000 p1-3), the best practices for teaching strategic reading are;

1. **Direct, Explicit Instruction:** “Teachers model, or demonstrate, the strategy— frequently thinking through the process aloud—to show it in action.”
2. **Show, Don’t tell:**” Every strategy has explicit step-by-step explanations of how to perform the strategy.”
3. **Connect Reading to Students’ Lives and Their Out-of-School Literacy:** “Every strategy introduction begins with an inductive learning experience, in which students are able to connect the skills and processes involved in the reading strategy to something they already know how to do in their everyday lives.”
4. **Focused Instruction:** “Focusing comprehension strategy instruction—one strategy at a time—guards against overwhelming students.” (Nokes & Dole, 2004, p.167)
5. **Promote Transfer across Genres:** “Students meet recurring commentaries on one particular strategy along with multiple opportunities to perform it with different genres and passages.”
6. **Encourage Cognitive Collaboration:** “Intersperse prompts throughout the reading selections for students to voice their applications of the targeted reading strategy.”

CHAPTER 3

3. METHODOLOGY

This chapter is dedicated to the methodology of the study, which is basically consisted of the research procedures followed by the researcher to find out quantitative information about the study. It provides elaborated knowledge related to the participants of the study. In addition, the approach employed while collecting the data and the tool used for collecting the data are considerably stated. Finally, the approach employed to analyze the data is presented.

3.1. Research Design of the Study

The study aimed to identify the types of reading strategies used by 9th Grade students studying in Sunguroğlu High School in Gaziantep. Identifying such awareness requires a quantitative research design; which, refers to “the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques” (Given, 2008).

Therefore, the study was methodologically conducted as a quantitative research. Among the quantitative research approaches the survey research design was used to elicit the types of reading strategies used by the students. Survey research is defined “as a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire” (Visser, Kornick & Laurakas, 2000, p. 223).

3.2. Participants

Forty-six students from two 9th Grade classes, which were selected from the 9th Grade classes studying in Sunguroğlu High School in Gaziantep participated in this study in 2012-2013 Academic Year. The convenience sampling method was used to select the participants. The convenience sampling is defined as “a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher.” (Castillo, 2009, p.2) By using the technique, “the researcher simply selects the cases that are at hand until the sample reaches a desired, designated size.” (Powell, Ronald R, 1997, p. 68) The populations of forty-six students from two different classes were invited to respond the questionnaire and a total of forty-six responses were valid.

3.3. Data Collection Tools

The data collection tool used in this study was a Reading Strategy Questionnaire (See Appendix A), which consisted of 45 items altogether. It was a five-point Likert-Type rating scale ranging from “1” (never) to “5” (almost always). The data collection tool, Reading Strategy Questionnaire, was originally prepared by Ikeda and Takeuchi (2000 as cited in Oxford et al, 2004) and later adapted by Uzunçakmak (2005) by adding 7 items and Kantarcı (2006) by adding 3 items.

A questionnaire is described as “a set of carefully designed questions given in exactly the same form to a group of people in order to collect data about some topic(s) in which the researcher is interested” (Jupp V, 2006).

Thirty-five entries in the questionnaire were originally employed by Ikeda and Takeuchi (2000 as cited in Oxford et al., 2004), and revised by Oxford et al. (2004). In addition, 7 items, items 4, 5, 30, 31, 36, 42, 45, were taken from the addendum prepared by Uzunçakmak (2005); and 3 more items (items 6, 39, 41) were added following Kantarcı’s (2006) thesis. The total number of items in the present Reading Strategy Questionnaire was 45, while 15 of them concerned bottom-up strategies, 30 items focused on top-down reading strategies. In addition to the categorization of top-down and bottom-up strategies, all the items in the questionnaire were also categorized under the titles of “before”, “while” and “after reading strategies” as used by Oxford et al. (2004).

The finalized version of questionnaire was formed a total of 45 items, with 6 items employed in before-reading strategies, 38 items in while-reading strategies and 2 items in after-reading strategies. Since “the reliability of the questionnaire was found to be .81 by using Cronbach’s alpha coefficient of internal consistency” (Uzunçakmak, 2005), the internal consistency of this Reading Strategy Questionnaire was proven to be acceptable.

The questionnaire was administered in the students’ native language, Turkish, in order to prevent the problems which might have occurred due to the participants’ lack of linguistic proficiency. The items from Oxford et al. (2004) and Uzunçakmak (2005) were employed with the translation by Uzunçakmak.

3.4. Data Collection Procedures

The questionnaire was administered to forty-six students in two classes, under the supervision of an English language teacher. It was conducted in May 2013, the students were informed about the purpose and significance of the study so they were invited to give honest responses. It lasted about a forty- minute lesson to complete the Reading Strategy Questionnaire; it was administered in Turkish, the students native language in which they are most proficient and comfortable. After the completion of the questionnaire, the teacher examined them to remind students to do the missing responses and finally 46 questionnaires were ready for the statistical analysis.

Before the administration process, permission was taken from the headmaster of the school to employ the questionnaire to the students and he was informed about the purpose of the study and the administration process.

3.5. Data Analysis

As the study employed quantitative research design, the data gathered through the questionnaire were analyzed through Statistical Package of Social Sciences (SPSS), the version 15.0 for Windows Evaluation.

The data were subjected to descriptive and inferential statistics. Through the examination of students' awareness, frequencies and variances of strategy use was defined. While evaluating the scores of the items in a Likert-scale, ranging from "1" to "5", it was divided into three groups as high (mean of 3.5 or higher), moderate (mean of 2.5 to 3.4) and low (mean of 2.4 or lower) for strategy use in language learning following the suggestions by Oxford and Burry-Stock (1995).

CHAPTER 4

4. FINDINGS AND DISCUSSION

This study aimed to investigate 9th Grade students' perceptions of reading strategy use and to find out the types of strategies, which they most frequently use while performing a reading task. Within this context, this chapter presents the quantitative results of the data collected through the Reading Strategy Questionnaire (see Appendix A). The findings of the study are presented in two main sections: the findings regarding students' overall reading strategy use and the findings regarding the types of reading-strategies that are most frequently used.

Table 1. Sungurođlu High School 9th grade students' perceived use of reading-strategies

<i>Item Number</i>	<i>Mean</i>	<i>Std. Error</i>	<i>Std. Deviation</i>
1	3,63	0,16	1,1
2	3,13	0,16	1,14
3	3,08	0,19	1,29
4	2,93	0,16	1,1
5	3,91	0,15	1,02
6	3,28	0,18	1,25
7	2,65	0,17	1,21
8	3,36	0,15	1,06
9	3,21	0,18	1,22
10	3,84	0,15	1,03
11	3,23	0,17	1,21
12	4,08	0,16	1,11
13	2,86	0,16	1,1
14	3,45	0,16	1,08
15	3,34	0,18	1,23
16	2,13	0,16	1,1
17	2,19	0,16	1,1
18	3,36	0,16	1,14
19	3,17	0,17	1,16
20	3,89	0,15	1,05
21	3,43	0,17	1,2
22	2,67	0,17	1,15
23	2,08	0,17	1,18
24	1,84	0,16	1,09
25	2,95	0,18	1,24
26	1,95	0,16	1,11
27	3,52	0,17	1,16
28	2,93	0,17	1,16
29	3,15	0,16	1,13
30	3,56	0,16	1,1
31	2,56	0,21	1,43
32	1,89	0,15	1,07
33	1,47	0,1	0,72
34	2	0,16	1,13
35	3,13	0,15	1,02
36	2,97	0,17	1,22
37	2,8	0,17	1,18
38	1,97	0,18	1,25
39	2,3	0,19	1,29
40	2,52	0,19	1,31
41	2,41	0,16	1,14
42	2,73	0,16	1,14
43	3,39	0,16	1,1
44	2,52	0,2	1,36
45	2,21	0,18	1,24
Overall	2,88		

4.1. Findings Regarding Overall Reading Strategy Use

According to scores of the students to each item, ranging from “1” (never) to “5” (always), the overall frequency of reading strategy use was found to be “2.88”. Table 1 presents a detailed descriptive statistics of all items in the questionnaire with overall frequency-level of the strategies.

The results showed that the overall usage-level of the designated reading strategies were at a medium frequency-level ($M=2.88$). Accordingly, it revealed that the students use the designated strategies, but not necessarily enough and they do not have a high-usage level of using reading strategies. As the students did not have strategy training and enough instructions given in their course books, they do not have the chance of developing or internalizing the strategy use.

On the other hand, according to the study conducted by Uzunçakmak (2005, p.57), “Based on the responses given to items that were designed on the 6-point Likert scale ranging from “0” (almost never) to “6” (almost always), the mean score of all the participant responses was found to be 2.74” Therefore, the study also showed a medium-usage level of reading strategies. In addition, in the study conducted by Wu and Zhang (2009, p.44), “the results showed that students on whole reported using the reading strategies at a high-frequency level ($M=3.5$, $SD=0.61$).”

Table 2. Frequencies of Sunguroğlu High School 9th grade students' strategy use

<i>ITEMS</i>	<i>IN</i>	<i>M</i>	<i>SE</i>	<i>SD</i>	<i>T</i>	
Starting from 1 st paragraph and reading through the last paragraph	12	4,08	0,16	1,11	D	H
Paying attention to visuals such as graphs, pictures, or tables	5	3,91	0,15	1,02	B	H
Guessing meaning using clues from the text	20	3,89	0,15	1,05	D	H
Trying to understand the meaning of every word	10	3,84	0,15	1,03	D	H
Using the title to help predict the contents	1	3,63	0,16	1,1	B	H
Trying to connect information within the text	30	3,56	0,16	1,1	D	H
Making a picture in the mind about what the text is saying	27	3,52	0,17	1,16	D	H
Continuing reading despite difficulties	14	3,45	0,16	1,08	D	M
Consulting an outside source to help comprehension	21	3,43	0,17	1,2	D	M
Reading the comprehension questions before reading the text	43	3,39	0,16	1,1	D	M
Paying attention to the beginning and end of paragraphs	8	3,36	0,15	1,06	D	M
Linking content with background knowledge	18	3,36	0,16	1,14	D	M
Changing reading speed depending on the difficulty of a text	15	3,34	0,18	1,23	D	M
Guessing meaning using background knowledge	6	3,28	0,18	1,25	B	M
Translating each sentence into Turkish	11	3,23	0,17	1,21	D	M
Focusing on the tense of a verb	9	3,21	0,18	1,22	D	M
Linking content with background knowledge	19	3,17	0,17	1,16	D	M
Going back to previous sentences when faced difficulty	29	3,15	0,16	1,13	D	M
Considering what type of text it is	2	3,13	0,16	1,14	B	M
Predicting what will come next	35	3,13	0,15	1,02	D	M
Skimming	3	3,08	0,19	1,29	B	M
Confirming/disconfirming the predictions/guesses/inferences	36	2,97	0,17	1,22	D	M
Going over difficult parts	25	2,95	0,18	1,24	D	M
Scanning to locate specific information	4	2,93	0,16	1,1	B	M
Using non-target language to understand the text	28	2,93	0,17	1,16	D	M
Paying attention to sentence structure	13	2,86	0,16	1,1	D	M
Paying attention to linking words	37	2,8	0,17	1,18	D	M
Paraphrasing	42	2,73	0,16	1,14	D	M
Checking what each pronoun refers to	22	2,67	0,17	1,15	D	M
Paying attention to parts of sentences	7	2,65	0,17	1,21	D	M
Asking questions related to the text	31	2,56	0,21	1,43	D	M
Trying to figure out the main idea of each paragraph	40	2,52	0,19	1,31	D	M
Summarizing the text	44	2,52	0,2	1,36	A	M
Translating the text into Turkish to help comprehension	41	2,41	0,16	1,14	D	L
Making inferences	39	2,3	0,19	1,29	D	L
Evaluating the text and the writer's viewpoint	45	2,21	0,18	1,24	A	L
Skipping unknown words	17	2,19	0,16	1,1	D	L
Reading aloud the difficult parts	16	2,13	0,16	1,1	D	L
Underlining important parts	23	2,08	0,17	1,18	D	L
Skipping sentences that are not understood	34	2	0,16	1,13	D	L
Writing down key words	38	1,97	0,18	1,25	D	L
Reading aloud the entire text	26	1,95	0,16	1,11	D	L
Following the lines read with pen or finger	32	1,89	0,15	1,07	D	L
Marking important parts, using colored pens or drawing stars	24	1,84	0,16	1,09	D	L
Using slashes to divide a sentence grammatically	33	1,47	0,1	0,72	D	L

Note. IN=Item Number; M=Mean; SE=Standard Error; SD=Standard Deviation; T=Type; B=Before-Reading Strategy; D=During-Reading Strategy; A=After-Reading Strategy; H=High-Usage Level; M=Medium-Usage Level; L=Low-Usage Level

Secondly, with regard to computations of the usage level of the reading strategies, among the 45 items, 7 items (15.55%) were reported as a high-usage level, 26 items (57.77%) were reported as a medium-usage level and 12 items (26.66%) were reported as low-usage level. Within the present questionnaire, the scores of the students ranged from “4.08 (SD=1.11)” to “1.47 (SD=0.72)”. The top five strategies responded by the students was under during-reading and before-reading categories (Items: 12, 5, 20, 10, 1); on the other hand, the bottom five were only under during reading strategies (Items: 33, 24, 32, 26, 38). Table 2 displays a detailed list of strategies that ranked according to level of frequency.

The results showed that the most frequent strategy that was favored by the students was a during-reading strategy, “*Starting from the 1st paragraph and reading all the way through the last paragraph*”; while, the least favored was also a during-reading strategy, “*Using slashes to divide a sentence grammatically*”. Accordingly, it revealed that almost all the students prefer to read given text in a detailed way and they are just careful about the meaning because they do not consider a given text grammatically; therefore, comprehension is the primary concern of the students in performing a reading task.

When the top five strategies were investigated, two of the before reading strategies are also used by the students frequently, items “5” and “1” (“*Paying attention to visuals such as graphs, pictures, or tables*” and “*Using the title to help predict the context*”). It showed that students try to be planned about the given text before dealing with a reading task and find additional information to help comprehension process. So, all the before-reading strategies in the questionnaire were defined as high or medium level strategies. On the other hand, the bottom five strategies were during-reading strategies especially based on marking and reading aloud. It showed that certain strategies such as “*Reading aloud*” and “*Reading aloud the difficult parts*” were almost impossible to carry out in the classroom atmosphere while performing a reading task. In addition, owing to limitations of time, the students cannot draw the important parts with colored pens or writing key words elaborately.

The results of the present study do not comply with the study of Uzunçakmak (2005), in terms of the distribution of three categories of strategies according to their usage level; while the study conducted by Uzunçakmak (2005, p.58) stated that the top five strategies were during-reading strategies with a high-usage level, in this study the top five strategies were under before-reading and during-reading strategies. Moreover,

when the least favored strategies were investigated, the bottom strategies were almost the same. The bottom strategies, mainly on marking and reading aloud, were the least favored ones, because of their difficulty of use.

In addition, the study conducted by Wu and Zhang (2009) has certain common characteristics with this study in terms of before-reading strategies' having a high-level usage. According to Wu and Zhang (2009, p.45), "students also demonstrated capacity of planning for reading and this is seen from their frequent use of strategies such as *"Setting goals for reading"*, *"Previewing"*, *"Using prior knowledge"* and *"Predicting text context"*.

Table 3. Analyses of Three Categories of Reading Strategy Questionnaire (N=46)

<i>C</i>	<i>ITEMS</i>	<i>IN</i>	<i>M</i>	<i>SE</i>	<i>SD</i>	<i>L</i>
<i>B</i>	Paying attention to visuals such as graphs, pictures, or tables	5	3,91	0,15	1,02	<i>H</i>
<i>B</i>	Using the title to help predict the contents	1	3,63	0,16	1,1	<i>H</i>
<i>B</i>	Guessing meaning using background knowledge	6	3,28	0,18	1,25	<i>M</i>
<i>B</i>	Considering what type of text it is	2	3,13	0,16	1,14	<i>M</i>
<i>B</i>	Skimming	3	3,08	0,19	1,29	<i>M</i>
<i>B</i>	Scanning to locate specific information	4	2,93	0,16	1,1	<i>M</i>
	Overall Before-Reading		3,32			
<i>D</i>	Starting from 1st paragraph and reading through the last paragraph	12	4,08	0,16	1,11	<i>H</i>
<i>D</i>	Guessing meaning using clues from the text	20	3,89	0,15	1,05	<i>H</i>
<i>D</i>	Trying to understand the meaning of every word	10	3,84	0,15	1,03	<i>H</i>
<i>D</i>	Trying to connect information within the text	30	3,56	0,16	1,1	<i>H</i>
<i>D</i>	Making a picture in the mind about what the text is saying	27	3,52	0,17	1,16	<i>H</i>
<i>D</i>	Continuing reading despite difficulties	14	3,45	0,16	1,08	<i>M</i>
<i>D</i>	Consulting an outside source to help comprehension	21	3,43	0,17	1,2	<i>M</i>
<i>D</i>	Reading the comprehension questions before reading the text	43	3,39	0,16	1,1	<i>M</i>
<i>D</i>	Paying attention to the beginning and end of paragraphs	8	3,36	0,15	1,06	<i>M</i>
<i>D</i>	Linking content with background knowledge	18	3,36	0,16	1,14	<i>M</i>
<i>D</i>	Changing reading speed depending on the difficulty of a text	15	3,34	0,18	1,23	<i>M</i>
<i>D</i>	Translating each sentence into Turkish	11	3,23	0,17	1,21	<i>M</i>
<i>D</i>	Focusing on the tense of a verb	9	3,21	0,18	1,22	<i>M</i>
<i>D</i>	Linking content with background knowledge	19	3,17	0,17	1,16	<i>M</i>
<i>D</i>	Going back to previous sentences when faced difficulty	29	3,15	0,16	1,13	<i>M</i>
<i>D</i>	Predicting what will come next	35	3,13	0,15	1,02	<i>M</i>
<i>D</i>	Confirming/disconfirming the predictions/guesses/inferences	36	2,97	0,17	1,22	<i>M</i>
<i>D</i>	Going over difficult parts	25	2,95	0,18	1,24	<i>M</i>
<i>D</i>	Using non-target language to understand the text	28	2,93	0,17	1,16	<i>M</i>
<i>D</i>	Paying attention to sentence structure	13	2,86	0,16	1,1	<i>M</i>
<i>D</i>	Paying attention to linking words	37	2,8	0,17	1,18	<i>M</i>
<i>D</i>	Paraphrasing	42	2,73	0,16	1,14	<i>M</i>
<i>D</i>	Checking what each pronoun refers to	22	2,67	0,17	1,15	<i>M</i>
<i>D</i>	Paying attention to parts of sentences	7	2,65	0,17	1,21	<i>M</i>
<i>D</i>	Asking questions related to the text	31	2,56	0,21	1,43	<i>M</i>
<i>D</i>	Trying to figure out the main idea of each paragraph	40	2,52	0,19	1,31	<i>M</i>
<i>D</i>	Translating the text into Turkish to help comprehension	41	2,41	0,16	1,14	<i>L</i>
<i>D</i>	Making inferences	39	2,3	0,19	1,29	<i>L</i>
<i>D</i>	Skipping unknown words	17	2,19	0,16	1,1	<i>L</i>
<i>D</i>	Reading aloud the difficult parts	16	2,13	0,16	1,1	<i>L</i>
<i>D</i>	Underlining important parts	23	2,08	0,17	1,18	<i>L</i>
<i>D</i>	Skipping sentences that are not understood	34	2	0,16	1,13	<i>L</i>
<i>D</i>	Writing down key words	38	1,97	0,18	1,25	<i>L</i>
<i>D</i>	Reading aloud the entire text	26	1,95	0,16	1,11	<i>L</i>
<i>D</i>	Following the lines read with pen or finger	32	1,89	0,15	1,07	<i>L</i>
<i>D</i>	Marking important parts, using colored pens or drawing stars	24	1,84	0,16	1,09	<i>L</i>
<i>D</i>	Using slashes to divide a sentence grammatically	33	1,47	0,1	0,72	<i>L</i>
	Overall During-Reading		2,84			
<i>A</i>	Summarizing the text	44	2,52	0,2	1,36	<i>M</i>
<i>A</i>	Evaluating the text and the writer's viewpoint	45	2,21	0,18	1,24	<i>L</i>
	Overall After-Reading		2,36			

Note. C=Category; IN=Item Number; M=Mean; SE=Standard Error; SD=Standard Deviation; L=Level; B=Before-Reading Strategy; D=During-Reading Strategy; A=After-Reading Strategy; H=High-Usage Level; M=Medium-Usage Level; L=Low-Usage Level

4.2. Findings Regarding the Types of Reading-Strategies Used

With regard to second research question descriptive analyses were carried out to find out the most frequently used reading-strategies. According to the students' responses to Reading Strategy Questionnaire, the overall frequency of before-reading strategy use was found to be "3.32", frequency of during-reading strategies was "2.84" and it was "2.36" for after-reading strategy use.

When before-reading category was investigated, it was seen that the scores of before-reading strategies ranged from "3.91" to "2.93" and item 5 "*Paying attention to visuals such as graphs, pictures, and tables*" was the most favored strategy in before-reading category. Only two of the items (Item 5 and 3) had a high-level of usage in this category, the other items had a medium-level usage but no item was considered to be low-level usage. According to the investigation of during-reading category; the scores ranged from "4.08" to "1.47" and item 12 "*Starting from the 1st paragraph and reading all the way through the last paragraph*" was the most favored strategy both in during-reading category and the questionnaire. Five out of 37 during-reading strategies were defined as having a high-usage level (Items=12, 20, 10, 30, 26). In addition, 20 items had a medium-level usage level while 11 items had low-usage. Lastly, the scores in after-reading category ranged from "2.52" to "2.21" with a mean score of "2.36" for the overall category. None of the after-reading strategies had a high-usage level. While the frequency of item 44, "*Summarizing the text*", was "2.52" (medium-level), frequency of item 45, "*Evaluating the text and the writers' viewpoint*", was "2.21" (low-level). Table 3 shows detailed statistics about three categories of reading strategies.

The results showed that within the category of before reading, 2 of the total 6 strategies (33%) reported to be of frequent use and the other existing 4 strategies (66%) were of medium-level usage; therefore, it indicated that the students are generally conscious of their comprehension process and they are planned before performing a reading task. The category of during-reading strategies showed that it had three levels of usage: high medium and low. However, with the "2.84" overall frequency, the students seem to be conscious of during reading strategies but not necessarily. The students' primary purpose in during-reading process was to use strategies that help comprehension in a direct way. Because, the most frequent items in during-reading category were items 12 "*Starting from 1st paragraph and reading through the last paragraph*" and item 10 "*Trying to understand the meaning of every word*". In addition, the students prefer to use strategies that bring the right answer in the quickest way as

course books' activities and English examinations employed in high schools are essentially based on answering the comprehension questions in a limited time. Lastly, the investigation of after-reading category did not show much enough as the questionnaire has only two items regarding after-reading strategies and neither of the strategies had a frequent usage. Therefore, we might assume the students comprehend a given text mostly by using before and during reading strategies.

CHAPTER 5

5. CONCLUSION

5.1. Introduction

This chapter presents the summary and conclusions of the study. It also provides limitations of the study and suggestions for further studies.

5.2. Summary of the study

The main of the study was to investigate Sunguroğlu High School 9th grade students' perceived use of reading strategies. It also focused on the identification of the most frequently used reading strategies by the 9th grade students. The study was conducted with 46 students. While selecting the participants, convenience sampling method was used. The data was collected through the Reading Strategy Questionnaire to find out the answers to the following research questions:

1. What are 9th grade EFL learners' perceived uses of reading strategies?
2. What are the reading strategies that are most frequently used by the 9th grade students?

In the following subsection, the findings for each research question are presented.

5.2.1. What are 9th grade EFL learners' perceived uses of reading strategies?

The results showed that the overall usage-level of the designated reading strategies were at a medium frequency-level ($M=2.88$); in addition, the most frequent strategy that was favored by the students was "*Starting from the 1st paragraph and reading all the way through the last paragraph*"; while, the least favored was "*Using slashes to divide a sentence grammatically.*"

According to the study conducted by Uzunçakmak (2005, p.57), "the mean score of all the participant responses was found to be 2.74"; therefore, the study also showed a medium-usage level of reading strategies. On the other hand, in the study conducted by Wu and Zhang (2009, p.44), "the results showed that students on whole reported using the reading strategies at a high-frequency level ($M=3.5$, $SD=0.61$).” Accordingly, we assume that the students are aware of the strategies but not necessarily enough. Lastly,

the students could be aware of all types of the strategies and use them properly, if they were trained enough.

The study results may be seen as a guide for EFL teachers working in Sunguroğlu High School. The EFL teachers who give reading classes may focus on the reading strategies, which are not used frequently by students, and they may try to teach these strategies to students.

5.2.2. What are the reading strategies that are most frequently used by the 9th grade students?

The overall frequency of before-reading strategy use was found to be “3.32”, frequency of during-reading strategies was “2.84” and it was “2.36” for after-reading strategy use. “*Paying attention to visuals such as graphs, pictures, and tables*” was the most favored strategy in before-reading category. “*Starting from the 1st paragraph and reading all the way through the last paragraph*” was the most favored strategy both in during-reading category and the overall categories in the questionnaire. None of the after-reading strategies had a high-usage level.

The study conducted by Uzunçakmak (2005, p.58) stated that the top five strategies were “during-reading strategies with a high-usage level”, while the study conducted by Wu and Zhang (2009, p.45) has certain common characteristics with this study in terms of before-reading strategies’ having a high-level usage. Accordingly, the students are essentially aware of the before-reading strategies, which activate their schemas about the information; their attempts should be supported by the teachers. In addition, much more instruction should be employed in using after reading strategies. Because, “the process of actively engaging with a text does not end once students have completed the reading.” (Farr, Kopp and Kamras 2010, p.76)

The strategies, which are frequently used, should not be seen enough for students to comprehend reading tasks. The EFL teachers working in Sunguroğlu High School are supposed to try better for the students to use other reading strategies.

As a conclusion, the study showed that the strategy instruction employed according to course books are not enough and the reading strategy awareness should be raised in certain ways. Firstly, as the students are provided with reading strategy use only with course books, they should be supported by additional activities that will improve their reading strategy awareness. The students can be supported by a manual that describes many reading strategies. In this way, the students will be aware of reading

strategies. Also, the students should have the chance of using provided strategies, because strategy training does not work without implementing them in a real reading task.

5.3. Limitations of the Study

The study has three main limitations. The first one is also stated by Uzunçakmak (2005, p.86), it is the imbalance between the items stated in three categories of Reading Strategy Questionnaire; “before-reading”, “during-reading” and “after-reading”. Secondly, the scale design and investigating awareness of strategy use only with a Likert-type rating scale without any pre-instruction or the process of accomplishing a task by using certain strategies. Third, the limitation of generalizing the results according to responses of a limited number of participants will be reviewed.

Firstly, the items in three categories are not equal in number; while pre-reading category consists of 6 items, during- reading is 37 and after-reading is just 2. As after-reading category has only 2 items, it is not reliable enough to give information about students’ strategy use levels. Compared to during-reading strategies, before-reading category also has a limited number of items.

Secondly, the scale is designed from “1” to “5”, so the students are always tend to choose “5” because they regarded the scale as an exam and they always tend to choose the higher one. The process is also affected by biases. In addition, questionnaires may not always provide detailed and consistent results on strategy use since the students are not required to complete an actual task and the statements in the questionnaires are removed from the event that the researcher aims to observe (Gass & Mackey, 2000). In this way, use of strategy can be reported by investigating students’ real reactions in accomplishing a real reading task.

Lastly, the results of the study cannot be generalized with a limited number of participants. First of all, the questionnaire has to be applied to a huge number of participants who are really at appropriate position for the study.

5.4. Suggestions for Further Research

According to data viewed in this study, certain suggestions for the further research can be made. These are using pre/post tests and investigating both scores in order to show significant differences: studying with different variables, relations,

participants etc., and lastly, researches on teachers' point of view and awareness of teachers about the subject.

As this kind of studies, based on strategy use, requires investigating the students in the real atmosphere, a pre-test can be applied to the students so that the level of the students will be viewed. And with testing the level of the students, it can be easier to have information about the participants. Studying on different variables also will show the relation between these variables and the reading strategy awareness. For example, apart from the similar studies such as strategy use and success, the relation between the strategies use in L2 and the level of the learner in L1 can be compared. Lastly, teachers also can be investigated in terms of their teaching reading strategies to the students or the teachers' level of strategy.

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7. APPENDICES

7.1. Appendix A: Reading Strategy Questionnaire

Reading Strategy Questionnaire

This questionnaire is designed to get information about how you read a text in English. The information gathered via this questionnaire will be used in a master's thesis on reading strategies. Show how often you use strategies by checking the appropriate number.

While 1 means “never”, 5 means “almost always”.

Never	Rarely	Sometimes	Often	Almost always
1	2	3	4	5

Answer the statements by thinking of what you are doing while reading in English, not in terms of what you should do. The score you obtain will not affect your lesson grades, and your answers to the questionnaire will be kept confidential.

Before I read a text,

	Never	Rarely	Sometimes	Often	Almost always
1. I use the title to predict the contents.	1	2	3	4	5
2. I consider what type of text it is, such as a newspaper article, a scientific paper, or a novel.	1	2	3	4	5
3. I skim it first, and later I read for details.	1	2	3	4	5
4. I look through the text to spot specific information such as dates, names, or numbers.	1	2	3	4	5
5. I pay attention to visuals such as graphs, pictures, or tables.	1	2	3	4	5
6. I use my prior knowledge about the topic to predict the content.	1	2	3	4	5

While I am reading a text,

7. I pay attention to parts of sentences such as phrases and clauses.	1	2	3	4	5
8. I pay attention to the beginning and the end of each paragraph.	1	2	3	4	5
9. I focus on the tense of a verb, such as present tense and past tense.	1	2	3	4	5
10. I try to understand the meaning of every word in a text.	1	2	3	4	5
11. I translate each sentence into my native language.	1	2	3	4	5
12. I start reading from the first paragraph and read all the way through the last paragraph.	1	2	3	4	5
13. I pay attention to sentence structure, such as objects and subjects.	1	2	3	4	5
14. I continue reading even if I have difficulty.	1	2	3	4	5
15. I change reading speed depending on the difficulty of a text.	1	2	3	4	5
16. I read aloud the difficult parts of a text.	1	2	3	4	5
17. I skip unknown words.	1	2	3	4	5
18. I link the content with what I already know.	1	2	3	4	5
19. I try to understand the meaning of an unknown word by dividing it into parts.	1	2	3	4	5
20. If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.	1	2	3	4	5
21. If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	1	2	3	4	5
22. I check what each pronoun refers to.	1	2	3	4	5
23. I underline important parts.	1	2	3	4	5
24. I mark important parts, using colored pens or drawing stars.	1	2	3	4	5
25. I go over difficult parts several times.	1	2	3	4	5
26. I read aloud the entire text.	1	2	3	4	5
27. I make a picture in my mind about what the text is saying.	1	2	3	4	5
28. I try to understand the meaning without translating the text into my native language.	1	2	3	4	5
29. If I'm having trouble, I go back to previous sentences.	1	2	3	4	5
30. I try to connect information within the text.	1	2	3	4	5
31. I ask questions related to the text or what I have read.	1	2	3	4	5
32. I follow the line I am reading with my finger or my pen.	1	2	3	4	5
33. I use slashes to divide a sentence grammatically.	1	2	3	4	5
34. When I cannot understand a sentence even if I know every word, I skip that sentence.	1	2	3	4	5
35. I predict what will come next.	1	2	3	4	5
36. I try to confirm or disconfirm the predictions, guesses, or inferences I have made.	1	2	3	4	5
37. I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	1	2	3	4	5
38. I write down key words.	1	2	3	4	5

39. I try to distinguish between factual sentences and the writer's subjective opinions in the text.	1	2	3	4	5
40. I try to figure out the main idea of each paragraph.	1	2	3	4	5
41. I try to distinguish between the main idea and the supporting details in the text.	1	2	3	4	5
42 . I pay attention to indirectly stated ideas and try to make inferences about them.	1	2	3	4	5
43. I read the comprehension questions first and then read the text.	1	2	3	4	5

After I read a text,

44. I summarize it in my own words.	1	2	3	4	5
45. After reading the text in detail, I evaluate the text and the writer's viewpoint.	1	2	3	4	5

Thank you for answering the questionnaire.

7.2. Appendix B: Okuma Stratejileri Anketi

Okuma Stratejileri Anketi

Bu anket İngilizce bir metni nasıl okuduğunuza dair bilgi edinmek için hazırlanmıştır. Anketten elde edilen bilgiler Okuma Stratejileri üzerine hazırlanan bir yüksek lisans tezinde kullanılacaktır.

Bir metni okurken ne kadar sıklıkla strateji kullandığınızı uygun numarayı işaretleyerek gösteriniz. 1 “hiçbir zaman” anlamındayken 5 “hemen her zaman” anlamına gelmektedir.

Hiçbir zaman	Nadiren	Bazen	Sık sık	Hemen her zaman
1	2	3	4	5

İfadeleri ne yapmanız gerektiğine göre değil, İngilizce okurken ne yaptığınızı düşünerek cevaplandırınız. Elde ettiğiniz puan ders notlarınızı hiçbir şekilde etkilemeyecek, ankete verdiğiniz cevaplar tamamen gizli tutulacaktır.

Bir metni okumadan önce,

	Hiçbir zaman	Nadiren	Bazen	Sık sık	Hemen her zaman
1. Metnin içeriğini tahmin etmek için konu başlığını kullanırım.	1	2	3	4	5
2. Ne çeşit bir metin olduğunu (gazete makalesi, bilimsel yazı, hikaye, vb.) göz önünde bulundururum.	1	2	3	4	5
3. Metni önce ana hatlarıyla okurum daha sonra geri döner detaylı bir şekilde okurum.	1	2	3	4	5
4. Metinde geçen tarih, isim, numara gibi belirli bilgileri bulmak için metnin hepsini okumadan gözden geçiririm.	1	2	3	4	5
5. Metinle beraber verilen grafiklere, resimlere ve diğer yardımcı öğelere dikkat ederim.	1	2	3	4	5
6. Metnin konusunu tahmin etmek için o konuyla ilgili geçmiş bilgi birikimimden yararlanırım.	1	2	3	4	5

Bir metni okurken,

	Hiçbir zaman	Nadiren	Bazen	Sık sık	Hemen her zaman
7. Cümlelerin içindeki sözcük grubu (phrase) ve yan cümlecik (clause) gibi parçalara dikkat ederim.	1	2	3	4	5
8. Her bir paragrafın başlangıç ve sonunu dikkatlice okurum.	1	2	3	4	5
9. Fiillerin zamanlarına dikkat ederim (geniş zaman, geçmiş zaman, vb.)	1	2	3	4	5
10. Metindeki her kelimenin anlamını kavramaya çalışırım.	1	2	3	4	5
11. Metindeki her cümleyi Türkçeye çeviririm.	1	2	3	4	5
12. Okumaya birinci paragraftan başlayıp metni sonuna kadar okurum.	1	2	3	4	5
13. Cümle yapılarına (özne, nesne, vb.) dikkat ederim.	1	2	3	4	5
14. Okurken zorluk yarasam da okumaya devam ederim.	1	2	3	4	5
15. Okuma hızımı, metnin zorluk derecesine göre değiştiririm.	1	2	3	4	5
16. Metnin zor bölümlerini yüksek sesle okurum.	1	2	3	4	5
17. Metnin içindeki bilmediğim kelimeleri atlarım.	1	2	3	4	5
18. Metnin içeriği ve o konuyla ilgili önceden bildiklerim arasında bağlantı kurarım.	1	2	3	4	5
19. Bilmediğim bir kelimenin anlamını kelimeyi parçalarına bölerek anlamaya çalışırım. (un-forget-able)	1	2	3	4	5
20. Bir sözcük ya da sözcük grubunu (phrase) anlamadığım zaman, metindeki ipuçlarını kullanarak anlamını tahmin ederim.	1	2	3	4	5
21. Bir sözcük ya da sözcük grubunu (phrase) anlamadığım zaman, metnin konusuyla ilgili bilgilerimi kullanarak anlamını tahmin ederim.	1	2	3	4	5
22. Her bir zamirin (pronoun) neyi kastettiğini kontrol ederim.	1	2	3	4	5
23. Önemli yerlerin altını çizerim.	1	2	3	4	5
24. Önemli yerleri renkli kalem kullanarak ya da yanına yıldız çizerek işaretlerim	1	2	3	4	5
25. Metnin zor bölümlerini birkaç kere gözden geçiririm.	1	2	3	4	5
26. Bütün metni sesli bir şekilde okurum.	1	2	3	4	5
27. Metinde anlatılanları kafamda canlandırmaya çalışırım.	1	2	3	4	5
28. Metni Türkçeye çevirmeden anlamaya çalışırım.	1	2	3	4	5
29. Anlamakta zorluk çekersem önceki cümlelere dönerim.	1	2	3	4	5

30. Metni okurken anlatılanlar arasında bağlantı kurmaya çalışırım.	1	2	3	4	5
31. Metni okurken metinle ya da anladıklarım ile ilgili kendime sorular sorarım.	1	2	3	4	5
32. Okumakta olduğum satırı parmağım ile ya da kalemimle takip ederim.	1	2	3	4	5
33. Bir cümleyi gramer kurallarına göre ayırmak için çizgiler (/) çizerim.	1	2	3	4	5
34. İçindeki bütün kelimeleri anlamama rağmen bir cümleyi anlamadıysam, o cümleyi atlarım.	1	2	3	4	5
35. Metinde daha sonra neler anlatılacağını tahmin ederim.	1	2	3	4	5
36. Metni okudukça yaptığım tahminlerin, çıkarımların doğru olup olmadığını kontrol ederim.	1	2	3	4	5
37. “Buna rağmen” ve “bunun yanında” gibi bağlaçlara dikkat ederim, böylece cümlenin yapısını anlayabilirim.	1	2	3	4	5
38. Anahtar kelimeleri yazarım.	1	2	3	4	5
39. Metinde geçen nesnel cümlelerle, yazarın kendi düşüncelerini anlatmak için kullandığı öznel yargıları birbirinden ayırmaya çalışırım.	1	2	3	4	5
40. Metindeki her bir paragrafın ana fikrini çıkarmaya çalışırım.	1	2	3	4	5
41. Metindeki ana fikri ve onu desteklemek için verilen detayları birbirinden ayırmaya çalışırım.	1	2	3	4	5
42. Metinde dolaylı olarak anlatılan fikirlere dikkat eder ve ne anlama geldikleriyle ilgili çıkarımlarda bulunmaya çalışırım.	1	2	3	4	5
43. Önce soruları okuyup sonra metni okurum.	1	2	3	4	5

Metni okuduktan sonra,

	Hiçbir zaman	Nadiren	Bazen	Sık sık	Hemen her zaman
44. Metni kendi cümlelerimle özetlerim.	1	2	3	4	5
45. Metni detaylı şekilde okuduktan sonra metni ve yazarın bakış açısını değerlendiririm.	1	2	3	4	5

Anketi cevapladığınız için teşekkür ederim.