İNGİLİZ DİLİ EĞİTİMİ BİRİNCİ SINIF ÖĞRENCİLERİNİN OKUMA STRATEJİLERİ İLE BAŞARILARI ARASINDAKİ İLİŞKİ

THE RELATIONSHIP BETWEEN READING STRATEGIES OF ENGLISH LANGUAGE TEACHING FRESHMAN STUDENTS AND THEIR ACHIEVEMENT

Asiye KARAPINAR

2014

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne,

Asiye Karapınar'ın hazırladığı "The Relationship between Reading Strategies of ELT Freshman Students and Their Achievement" başlıklı bu çalışma jürimiz tarafından **Yabanci Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda Yüksek Lisans Tezi** olarak kabul edilmiştir.

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ONAY

Bu tez Hacettepe Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca yukarıdaki jüri üyeleri tarafından 11/08/2014 tarihinde uygun görülmüş ve Enstitü Yönetim Kurulunca ...../...../......... tarihinde kabul edilmiştir.

Prof. Dr. Berrin AKMAN
Eğitim Bilimleri Enstitüsü Müdürü

İNGİLİZ DİLİ EĞİTİMİ BİRİNCİ SINIF ÖĞRENCİLERİNİN OKUMA STRATEJİLERİ İLE BAŞARILARI ARASINDAKİ İLİŞKİ

Asiye KARAPINAR

ÖZ

Bu çalışma; a) İngiliz Dili Eğitimi birinci sınıf öğrencilerinin genel olarak kullandıkları okuma stratejileri b) İngiliz Dili Eğitimi birinci sınıf öğrencilerinin okuma öncesi, okuma sırasında ve okuma sonrasında kullandıklarını ifade ettikleri okuma stratejileri c) İngiliz Dili Eğitimi birinci sınıf öğrencilerinin Erhman & Oxford (1990)' un önerdiği strateji sınıflandırma sistemine göre hangi stratejileri daha çok tercih ettiğini ve d) başarılı ve daha az başarılı öğrencilerin okuma stratejilerini kullanımı açısından aralarındaki farkları irdelemektedir.

Çalışma, bir devlet üniversitesinin İngiliz Dili Eğitimi birinci sınıf öğrencilerine (121 öğrenci) 2012-2013 bahar yarıyılında yapılmıştır. İngiliz Dili Eğitimi birinci sınıf öğrencilerinin kullandıkları okuma stratejilerini bulmak için, önceki çalışmalar üzerinde detaylı bir araştırma yapılmış ve alandaki uzman görüşleriyle hazırlanan 84 maddelik bir okuma stratejileri anketi uygulanmıştır. Anket için, katılımcıların genel okuma stratejilerini belirlemek amacıyla özellikle tasarlanan farklı çalışmalar kullanılmıştır (Kantarcı, 2006; Li & Wang, 2010; Mokhtari & Sheorey, 2002; Uzunçakmak, 2005; Yiğiter, Sarıçoban & Gürses, 2005; Zhang & Wu, 2009). Anket üzerinde iki sınıflandırma sistemi uygulamıştır; a) Okuma Öncesi, Okuma Sırası ve Okuma Sonrası Stratejileri b) Erhman & Oxford'un yabancı dil stratejileri sınıflandırması (Hafıza Stratejileri, Kavramsal Stratejiler, Telafi Stratejileri, Üstbiliş Stratejileri, Duygusal Stratejiler, Sosyal Stratejiler).

Uygulama aşamasıdan sonra, anketten toplanan veriler SPSS 17.0 programı kullanılarak girilmiş ve analiz edilmiştir. Daha önce bahsedilmiş olan iki sınıflandırma sistemi analiz aşamasında kullanılmıştır. Başarılı ve daha az başarılı öğrenciler arasındaki farkları bulmak amacıyla, öğrencilerin "İleri Okuma II" dersi yarıyıl sonu notları kullanılmıştır. Veriler analiz edildikten sonra, katılımcıların anketteki 84 okuma stratejisinden 16'sını yüksek sıklıkla kullandığı görülmüştür. En çok kullanılan stratejiler gösteriyor ki katılımcılar çoğunlukla metni genel olarak anlamalarını sağlayacak olan stratejileri kullanmaktadırlar. En çok kullanılan stratejiler hem yukarıdan aşağı (top-down) hem aşağıdan yukarı (buttom-up)

özellikler göstermektedir; bu nedenle, bu çalışma etkileşimli (interactive) okuma modelini desteklemektedir.

Birinci sınıflandırmanın (okuma öncesi, okuma sırası ve okuma sonrası stratejileri) sonuçlarına gelindiğinde, İngiliz Dili Eğitimi birinci sınıf öğrencilerinin çoğunlukla okuma sırası stratejilerini kullandıkları bulunmuştur. Çalışma sonuçları, katılımcıların ayrı ayrı bilgi parçalarını incelemek yerine metnin anlamını oluşturmaya yönelik stratejileri daha çok kullandığını gösteriyor. İkinci sınıflandırma sisteminde (Erhman & Oxford) ise katılımcıların kullandığı stratejilerin sırasının Üstbiliş, Kavramsal, Telafi, Hafıza, Sosyal ve Duygusal Stratejiler olduğu görülmüştür.

Başarılı ve daha az başarılı öğrenciler arasındaki farklar incelendiğinde, başarılı öğrencilerin metni kıyaslamalı bir şekilde incelemediği ve çevrelerinden daha az yardım aldıkları görülmüştür, ki bu da başarılı öğrencilerin daha az başarılı olan öğrencilerden daha akıcı bir şekilde okudukları ve daha fazla kendi kendilerine yettiklerini akla getirmektedir. Bu nedenle, öğretmenlere okuma stratejilerini öğretirken öğrenci özerkliğini teşvik etmeleri tavsiye edilmektedir.

Anahtar sözcükler: Okuma, yukarıdan aşağı (top-down) okuma, aşağıdan yukarıya (bottom-up) okuma, okuma stratejisi, kavramsal stratejiler, üstbiliş stratejileri, hafıza stratejileri, telafi stratejileri, duygusal stratejiler, sosyal stratejiler.

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THE RELATIONSHIP BETWEEN READING STRATEGIES OF ENGLISH LANGUAGE TEACHING FRESHMAN STUDENTS AND THEIR ACHIEVEMENT

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ABSTRACT

This study scrutinizes (a) the reading strategies ELT freshman students report to use in general (b) the kind of reading strategies ELT freshman students report to adopt while they are dealing with reading passages in terms of pre-reading, during-reading and post-reading strategies (c) the reading strategies mostly favored by ELT freshman students in terms of the categories suggested by Erhman & Oxford (1990) (Memory, Cognitive, Compensation, Metacognitive, Affective and Social Strategies) and (d) the differences between successful and less successful readers in terms of reading strategy use.

The study was conducted on 121 ELT freshman students at a public university during 2012-2013 spring semester. In order to find out the reading strategies of ELT freshman students, a 84-item reading strategy questionnaire which was formed after a detailed research on previous studies and taking experts' opinions in the related field was applied. For the questionnaire, different instruments that were specially designed to determine the general reading strategies of foreign language learners were adopted (Kantarcı, 2006; Li & Wang, 2010; Mokhtari & Sheorey, 2002; Uzunçakmak, 2005; Yiğiter, Sariçoban & Gürses, 2005; Zhang & Wu, 2009). Two categorization systems were applied to the questionnaire; a) pre, during, post- reading strategies b) Erhman & Oxford's categorization of language strategies (Memory Strategies, Cognitive Strategies, Compensation Strategies, Metacognitive Strategies, Affective Strategies, Social Strategies).

After the application process, the data gathered from the questionnaire were entered and analysed through SPSS 17.0. The previously mentioned two categorizations were adopted in the analysis phase. In order to find out the differences between successful and less successful students in terms of strategy use, the end of term grades of the students who were taking "Advanced Reading II" course were used.

Upon the completion of data analysis, it was found out that ELT freshman students use 16 reading strategies out of 84 with high frequency. Strategies adopted most show that participants mostly use strategies to enable them to comrehend the text in general. The most used strategies show both top-dowm and buttum-up characteristics; therefore, interactive reading model is supported through the study.

As for the results of first categorization (pre, during, post- reading strategies), mostly during reading strategies were found to be adopted by ELT freshman students. The results of the study show that strategies used to form the meaning of the text rather than studying separate pieces of information are spotted to be frequently employed by the participants. In terms of second categorization (Erhman &Oxford), the frequency order of the reading strategies employed by the participants is; metacognitive, cognitive, compensation, memory, social and affective strategies.

When the differences among successful students are examined, the successful students tend not to analyse the text contrastively and get less help from their environment, which suggests successful students read more fluently and are more self-sufficient than less-successful ones. Thus, teachers are suggested to encourage learner autonomy while teaching reading strategies.

Advisor: Assoc. Prof. Dr. Arif SARIÇOBAN, Hacettepe University, Department of Foreign Language Education, Division of English Language Education

ETİK BEYANNAMESİ

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü, tez yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında,

- tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi,

- görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu,

- başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu,

- atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi,

- kullanılan verilerde herhangi bir tahrifat yapmadığımı,

- ve bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı

beyan ederim.

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ABBREVIATIONS

ELT: English Language Teaching

L1: Mother Tongue

FL: Foreign Language

L2: Second Language

SPSS: Statistical Package for Social Sciences

RQ: Research Question

CHAPTER 1. INTRODUCTION

1.1. Introduction

Reading is a fundamental part of language learning; it is one of the four basic skills that need to be mastered in order to master a foreign language. In order to comprehend a text, the learner reads and transforms the knowledge through the use of background knowledge. Therefore, reading is an interactive process that requires the active cognitive involvement of the reader and making connections with the knowledge from the text (Koda, 2004). Reading text's complexity depends on a number of elements including the language learners' proficiency. To deal with the texts, learners either deliberately or unintentionally adopt some actions to comprehend the message of the text. These actions, mainly defined as reading strategies, are intentionally adopted, and aid readers to understand and recall the knowledge from the text more easily (Li, 2010). Readers being aware of the reading strategies tend to adjust themselves to the sctructure of the text in pace and style. The ability to employ strategies is what makes a distiction between successful and less successful readers. The readers who apply reading strategies are also capable of learning more in general leading them to become independent and more successful readers (Block, 1986).

The skill of applying strategies while reading has a key role particularly for the foreign language learners who are expected to read demanding passages in this language. This study aims to find (a)which reading strategies the ELT freshman students report to use in general, (b)what kind of reading strategies the ELT freshman students report to adopt while they are dealing with reading passages in terms of; pre-reading strategies, during-reading strategies, and post-reading strategies (c)what reading strategies are mostly favored by ELT freshman students in terms of the sub-categories; memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies? (d) what the differences between successful and less successful readers in terms of strategy use are?

1.2. Background of the Study

The reading process incorporates several sophisticated mechanisms (Koda, 2004). Additionally, reading in a foreign language is mainly the same as reading in the mother tongue; however, it takes more time and the extent of comprehension is much slower. As a matter of fact, there are a number of variables that affect the success of reading comprehension such as the level of learners, the text's content, interest of learners (Brantmeier, 2003); the type of reading text, text difficulty, and the intended tasks (Phakiti, 2003). It has even been argued that the gender of learners has an impact on the understanding of some certain texts about certain subjects (Brantmeier, 2003). Furthermore, to overcome the complexities of the reading process readers make use of some techniques or reading strategies.

However, deciphering the strategies that readers use while reading is not as simple as it seems, we come across strategies that overlap and have difficulty in separating them (Alderson, 1990). Therefore, the learners use a wide range of interwined strategies while they are learning a language. These strategies may have roles in giving learners a certain degree of self-confidence on their way to mastering a language.

Language learning strategies have been categorized by a number of authorities. One of the most accepted categorization is made by Oxford (1990) as a) cognitive strategies such as taking notes; the instruction of foreign language features; summarizing, paraphrasing, predicting, analyzing, and using cues; b) memory strategies such as grouping and linking ideas to form mind maps; employing keywords and connecting words with each other; c) compensation strategies such as making guesses, inferring, or using dictionaries; d) metacognitive strategies such as planning, organizing, and assessing their own learning; e) affective strategies such as self-encouraging and lowering anxiety; and f) social strategies such as strategies that include collaborating with others while reading, asking questions and giving feedback to each others' reading. Additionally, close relationships exist between these strategies, especially when it comes to reading. For instance, according to Phakiti (2003) metacognitive strategies affect cognitive strategies in a direct and positive way.

Social and affective strategies have been found to be used not so much as cognitive, metacognitive, compensation and memory strategies (Baker & Boonkit, 2004). More successful readers appear to be using some types of strategies more often than less successful readers. For instance, successful readers read English texts often and they apply what they have learned to the other abilities of language learning while less successful readers use translation, note taking, and highlighting. However, the use of note taking and highlighting may be beneficial when the mother tongue is incorporated into reading. Even the use of translation can be an adventageous method of language learning by the learners of English (Liao, 2006). Mokhtari and Sheorey (2002) highlight the adverse effect of low language proficiency level on reading comprehension which suggests us the existence of a language threshold. Related studies have further suggested that successful readers have a general look at the text before starting to read; make use of the title, subtitles and images; try to find the main idea in the text; adopt some activities to recall the general idea of the text such as taking notes, telling it in their own words, telling it again, asking themselves questions about it, and comprehending the type of text from the writing.

Successful and less successful foreign language readers' use of reading strategies have been the subject of a number of studies which shed light on the differences between the use of strategies. One of those studies puts forward that successful readers adopt more strategies (Uzunçakmak, 2005). Applying an explicit treatment of top-down reading strategies may enhance the students' use of top-down reading strategies (Kantarcı, 2006). However, it is also indicated that the reading strategies need to be applied for longer periods to enable learners to internalize them (Kantarcı, 2006).

The results of the studies demonstrate the significance of integrating reading strategy instruction into overall language learning activities (Uzunçakmak, 2005). It is also suggested that strategy instruction may be enhanced with the help of investigating learner needs, and applying the necessary strategies to the learner groups.

As a consequence, the studies mentioned above aid us to understand the procedures involved in reading in a foreign language and the strategies used by successful and less successful readers. Therefore, these studies constitute the

center of this study. The application of a questionnaire seems to be an appropriate procedure to adopt when the primary focus is to figure out the reading strategies of learners.

1.3. Statement of the Problem

Since the introduction of language learning strategies, there were a number of studies on reading strategies most of which are about the students' utilization or awareness of reading strategies (Alyas, 2011; Bak, 2011; Block, 1986; Ertekin, 2010; Ghasemi, 2010; Lau, 2006; Kantarcı, 2006; Kulaç, 2011; Mendi, 2009; Peymanfar, 2010; Razı, 2010; Song, 1998; Tuncer; 2011; Uzunçakmak, 2005; Varol, 2010). These studies contributed a great deal to gain more insight into the reading process; however, most of them focused on general participants' use of strategies. There is little research on the strategy use of successful and less successful ELT freshman students who have been trained on reading during their academic studies. Therefore, this study aims to determine ELT freshman students' use of reading strategies and to find out whether there is a difference between successful and less successful students in terms of strategy use.

For ELT students, reading plays a significant role in the overall success of their academic studies. As they come to English Language Teaching department, one of the aims of their academic studies is to learn how to teach reading in a foreign language. However, to do this they first have got to master reading in that language themselves. Therefore, these students take two different reading courses in their first year to master reading in that language. During these courses, they learn to examine academically challenging reading passages and general features of reading such as inferring, figurative language, tone, author's purpose, bias and point of view. That is, they get familiar with advanced level operations in reading. However, to what extent they use reading strategies and is there a relationship between success in reading and the use of strategies is not clear since they do not take an explicit training on reading strategies.

1.4. Purpose of the Study

This study aims to determine the reading strategies of English Language Teaching department freshman students and whether there is a difference between successful and less successful ones in reading. The results of the study are expected to demonstrate which reading strategies ELT freshman students employ before, during and after reading a passage as well as the type of strategies they prefer most such as memory, cognitive, compensation, metacognitive, social and affective strategies. The results are also intended to reveal the similarities or differences of reading strategy adoption of participants. In particular, reading strategy use of successful and less successful readers is aimed to be carried out in order to find out any differences between the two groups.

To sum up, the main purpose of the study can be defined as generating additional utile knowledge on the use of reading strategies in this particular setting since reading is one of the most important skills that ELT freshman students are trained during their university education and will be trained further how to teach this skill in the future.

1.5. Significance of the Study

Reading is one of the most singificant competences for the ELT students since they are educated to comrehend advanced level texts during their university education. This study aims to find out the strategies used by ELT freshman students to deal with reading passages in general. In this perspective, this study has a general purpose of determining the reading strategy use of advanced level students in ELT department. The study further aims to find out the differences between the strategy use of successful and less successful readers.

The findings of the study are expected to be useful for the reading course instructors at ELT departments since it will provide general information about reading strategy adoption of advanced level ELT students. The study is also intended to draw attention of reading instructors to determining the weaknesses and strenghts of the students before planning the course. This questionnaire will provide an example for the teachers to apply. The knowlege gained from the study

may assist teachers to plan their reading lessons accordingly by instructing reading strategies that may influence their students' ability of comprehension affirmatively.

1.6. Research Questions

In this study, the following research questions are addressed:

1. Which reading strategies do the ELT freshman students report to use in general?

2. What kind of reading strategies do the ELT freshman students report to adopt while they are dealing with reading passages in terms of;

    a. Pre-Reading Strategies,

    b.During-Reading Strategies, and

    c.Post-Reading Strategies?

3. What reading strategies are mostly favored by ELT freshman students in terms of the sub-categories suggested below :

    a. Memory Strategies,

    b. Cognitive Strategies,

    c. Compensation Strategies,

    d. Metacognitive Strategies,

    e. Affective Strategies, and

    f. Social Strategies?

4. What are the differences between successful and less successful readers in terms of strategy use?

1.7. Method

1.7.1. Setting

The study was conducted at Hacettepe University, Department of English Language Teaching during the spring semester of 2012-2013 academic year.

1.7.2. Participants

One hundred and twenty one ELT freshman students took part in this study. These students had completed "Advanced Reading I" in their first semester at university and   were taking "Advanced Reading II" at the time as a compulsory course to complete their studies. One hundred and twenty one students from three different classes that were taking "Advanced Reading II" course took part in the study, 88 of the participants were female students while 33 students are males. Ages of students range from 19 to 21. While 54% of the participating students are 20 years old, 44% of the students are 19, and 3% are 21.

Students were evaluated through two exams; mid-term and final exams, both of which consisted of academic reading texts and the following multiple choice questions aimed at determining the students' level of comprehension. As for students' "Advanced Reading II" course achievement of the participants, their grades were taken into account as a dependent variable.

1.7.3. Data Collection Procedure

The strategies students use to cope with the reading texts were investigated through a questionnaire. Piloting of the questionnaire was applied to one of the three classes that were taking "Advanced Reading II" course at the time. Thirty students were involved in the application of piloting. A comprehensive reading strategy questionnaire (Appendix A) was given in order to find out the strategies students adopt after the piloting. This questionnaire was adapted from six different previous sources (Kantarcı, 2006; Li & Wang, 2010; Mokhtari & Sheorey, 2002; Uzunçakmak, 2005; Yiğiter, Sariçoban & Gürses, 2005; Zhang & Wu, 2009). Later, mid-term and final exam results of these students were used to find out the correlation between the use of strategies and success in reading.

1.7.4. Data Analysis

The data acquired from the questionnaire were analysed using the Statistical Package for the Social Sciences (SPSS 17.0). Each item in the questionnaire was analyzed in detail to reach valid conclusions. For the analysis, two reading strategy classifications were adopted; a) pre, during, and post-reading strategies, b) sub-strategies suggested by Erhman and Oxford (1990).

1.8. Limitations

In spite of the beneficial results of the study there are some limitations that need to be adressed. Firstly, it was found that there was little distinction between successful and less successful students. Thus, the results of the study were not as clear as expected. Secondly, the number of items in the questionnaire (84 items) may have been too long for the participants. Third limitation of the study is the imbalance between the number of items retaled to pre, during and post-reading strategies. There were 9 pre-reading, 67 during reading and 8 post-reading strategies. This imbalance may have also negatively affected the result of the study. Another related limitation is about generalisation. The level of students that are included in the study (most of them are already above the threshold level) may not reflect the wide range of ELT students from different universities. The study's target group is a small portion of the university students which may affect the generalization of the study adversely. The fifth limitation is about the timing of application. The questionnare was applied to participants just before they took their reading exams, which may have influenced the reliability of the questionnaire negatively. The last limitation is related to the disadvantages of questionnaires since they are a type of self report there is always the possibility that the partcipants may have reported different from their real actions or thoughts.

1.9. Conclusion

As aforementioned, the role of reading is crucial both for the overall language development and for specific purposes as reading academically challenging passages in a foreign language. The specific behaviours that take learners a step further in reading comprehesion have been analysed for a long time, consequently the effect of reading strategies have been on spot and investigated in numorous settings. Unlike the previous studies, this study focuses on the reading strategies in the first year of ELT education.

 There have been a number of guesses regarding the differences between successful and less successful foreign language readers. One of these has been made by Paran (1996) as stemming from the beginner level learners' reliance on context to make up for their inadequate language competency. Thus, learners

become more independent of the contextual support as they become more proficient readers; they get the information they need from the text without asking for outer assistance.

When it comes to deciphering the processes adopted during the reading activity, whether learners read and evaluate reading passages objectively, or to what extent their personal feelings and opinions interfere with the text were two of the many points to be discovered for this study. Besides, common reading strategy patterns, or groups of strategies that could be drawn from the learners were searched for, and if there seemed to be such conclusions, they could give insight into their implementation as a part of classroom practice to improve success in reading comprehension.

This study was carried out with the assumption that the learners adopt a number of strategies that aid them comprehending the paragraphs in general and that the learners become successful in reading comprehension soon after they become comfortable with the strategies they adopt.

1.10. Definition of Terms

In the present study the terms listed below are of primary importance. Therefore, their meanings are provided so as to make the study more intelligible:

Reading: "dealing with language messages in printed or written form" (Urquhart & Weir, 1998, p.14).

Top-down Reading: Readers generate the meaning of the text by restating its general ideas, the essence of the text is aimed at being resolved (Yiğiter, Sarıçoban & Gürses, 2005).

Buttom-up Reading: Reading is processed starting from the smallest units of language like words, phrases, and sentences, which move in a linear fashion, FL readers get the meaning of the text by putting these units together (Brown, 1998).

Strategy: "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information . . . ; specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situations" (Oxford, 1990, p.8).

Cognitive Strategy: Strategies adopted to use language to get and produce meaning (Erhman & Oxford, 1990).

Metacognitive Strategy: Strategies adopted for planning, observing and assessing learning (Erhman & Oxford, 1990).

Memory Strategies: The act of getting knowledge into memory (Erhman & Oxford, 1990).

Compensation Strategies: Acts taken to deal with the insufficient language knowledge (Erhman & Oxford, 1990).

Affective Strategies: Adapting manners and feelings about learning (Erhman & Oxford, 1990).

Social Strategies: Learning through cooperation (Erhman & Oxford, 1990).

CHAPTER II. LITERATURE REVIEW

2.1. Introduction

The main purpose of this study is to find out the FL reading strategies university students in ELT departments use to deal with reading. The strategies used by the students provided information to distinguish successful and less successful readers at tertiary level. The study also aims at revealing valuable knowledge for teachers on the strategies to teach that can be useful to increase achivement in reading comprehension and the following exercises.

When we consider FL reading research, the 70s and 80s are claimed to be derived mostly of L1 reading research by Bernhardt (2005), he asserts that L1 reading studies were generally taken as FL reading materials. What's more, this trend was considered as a sign of Schema Theory being overused. The mechanisms were not studied in a detailed way. Emphasis in FL reading studies was either on the structures of language or background knowledge. The social side of reading mostly focused on cultural and related previous knowledge. However, later in 90s some extensive studies were carried out and the results revealed valuable data on foreign language reading. In this chapter, the literature related to the objectives of this study such as reading, models of reading, factors affecting reading, differences between successful and less successful readers, reading strategies and reading strategy instruction are reviewed.

2.2. Reading

Reading has been defined by many researchers in a number of different ways. According to Grellet (1981) getting the knowledge from a passage is the definition of text comprehension. Likewise, the explanation as "dealing with language messages in printed or written form" (Urqhuart & Weir, 1998, p.14) highlights the acquisition of intended message form the text. However, from another perspective Block (1986) describes reading as actively making meaning of the texts being read; one needs to link the knowledge of the text and to relate the crutial parts.

The connection between spoken language ability and reading is also highlighted (Koda , 2007; Verhoeven, 1990). Koda (2007) states that "reading builds on oral language competence and that learning to read uniformly requires making links between a language and its writing system"(p.1). Li's (2010) explanation to reading as "conceptualized as an interactive cognitive process in which readers interact with the text using their prior knowledge, cultural background and use appropriate strategies"(p.185) broadens the meaning by including the elements of reading and strategies.

The diverse explanations given to reading are expressed by Koda (2007) as "...opposing views of reading dominating reading research: One regards reading as an indivisible whole; and the other regards it as a constellation of distinct components or subskills." (p.3). Foreign language reading is regarded as crosslinguistic, complicated, having more than one dimension, and involving a number of subskills which make reading essential to various language knowledge (Barton, 2007; Koda, 2004; Koda, 2007; Wolf, 2007). Each one of these definitions have contributed a great deal to the comprehension of the reading process; furthermore, they all imply or directly express the existence of an interactive process while defining reading. Studies carried out recently also highlight the sophisticated and multilayered nature of the reading process. However, there seems to be no one definition accepted by all authorities.

Three main operations that need to be realised before the text can be comprehended are the reader distinguishing text components, joining them together so as to form larger linguistic units such as words and sentences, and these linguistic units are conjoined with previous knowledge to construct meaning (Koda, 2007). This is how successful reading occurs according to Koda (2007), yet there are some contradicting views on the mechanisms of reading comprehension; Verhoeven(1990) and Walter (2004), for instance, assert one comprehends the text by first achieving to construct pictures in their minds examplifiying it.

Word recognition is a crutial element for reading, and three representational systems to recognize words suggested by Verhoeven (1990) are a) phonemic mapping, b) recognition of ortographic patterns, and c) direct recognition of words that are already stored in the memory (p.92). Language reading processes can

work better when smaller units are not paid much attention which leads us to conclude that reading is an automatic process (Swaffar, 1988; Stevenson, Schoonen & De Glopper, 2003) .

2.2.1. Models of Reading

The processes involved in reading have been discussed for decades. The mental activities that occur during reading were mainly thought to be two in the past; buttom up and top down models. However, currently interactive model is accepted as a third model.

2.2.1.1. Buttom-Up Reading

In *buttom-up reading models*, reading is viewed to be processed starting from the smallest units of language like words, phrases, and sentences, which move in a linear fashion, FL readers get the meaning of the text by putting these units together, and it is mostly used by lower level FL readers (Brown, 1998). The readers make inferences while reading by using parts of the text to make meaning out of the text (Yazdanpanah, 2007).

Buttom-up processing is adopted by readers at early phases of language learning when learners are not skilled in getting meaning of the text automatically, rather learners try to recognize text components such as words or phrases and making meaning by relating these components (Yiğiter, Sarıçoban & Gürses, 2005). Reliance on buttom-up processes becomes less and less important as the learners' proficiency in language advances, and they start to use more meaning related processes (Verhoeven, 1990). The readers adopt buttom-up processing unless they have a common point of view with the writer of the text, in that case they make use of the components of the text to comprehend it (Yazdanpanah, 2007).

2.2.1.2. Top-Down Reading

In *top-down processing*, readers generate the meaning of the text by restating its general ideas, the essence of the text is aimed at being resolved (Yiğiter, Sarıçoban & Gürses, 2005). Instead of text components the ideas put forward in the text are paid attention. Top-down processing is mainly meaning based, the information presented in the text is of importance and the higher level readers use it (Brown, 1998). Learners who are not dependent on smaller level processes

make more general meanings out of the text. The adoption of top-down processing is more comrehensive than buttom-up processing as it is employed to get the intended meaning of the text by making guesses, analyzing the messages in the text (Yazdanpanah, 2007).

2.2.1.3. Interactive Model of Reading

Another way of explaining reading processes that has been employed is *interactive reading model* (Brown, 1998; Fitzgerald, 1995; Hayashi, 1999; Koda, 2007; Nassaji, 2002). This model asserts while reading in FL, different mechanisms are activated for different operations at the same time (Brown, 1998). "All previous knowledge, prediction and processing of actual words of the text are of high importance in interactive processing, in this process clues from the page are taken by the eye and transmitted to the brain and brain tries to match the existing knowledge to the data to facilitate further processing of the new information" (Yiğiter, Sarıçoban & Gürses, 2005, p.125).

 Fitzgerald (1995) suggests that *intercative model* consists of both *buttom-up* and *top down model* because it necessiates giving meaning to text components which can be referred to bottom-up processes and it also requires to use previous knowledge as an operation of top-down processing. Koda's (2007) previously mentioned three components required in reading attribute to the interactive nature of reading as they are proposed to work at the same time interactively. In the same vein, Nassaji (2002) adds "buttom-up and top-down processes rarely exist in isolation in reading comprehension in eiher L1 or L2" (p.461). Today, the most frequently mentioned model has become interactive model as it serves more to the sophisticated nature of the reading process by bringing the features of smaller (buttom-up) and higher level (top-down) mental operations involved in reading together.

2.2.2. Threshold Theory

Developing FL reading takes more time than in L1. "Linguistic threshold is the lowest level of general FL proficiency that is required to generate functional FL reading skills; L1 reading may rely on naturally emerging knowledge of vocabulary, grammar, discourse, genres..." while reading in L2 occurs only after a certain amount of linguistic knowledge is acquired (Ferris & Hedgecock, 2009, p.33).

Threshold theory asserts that reading in a foreign language effectively can only be realized after a certain amount of proficiency level is reached in that language. In other words, unless the FL reader reaches that level, this may be given as a reason for her/his ineffectiveness in reading. Lee and Schallert (1997) agree to the view that reading is a process moving from micro operations related to words to macro operations necessitating the use of more general processes. Walter (2004) further backs up the theory by stating visualising the text in the readers mind and thus comprehending it is possible after a certain level is reached in target language. Although most studies mention only linguistic knowledge as being significant in threshold level, some researchers hold the view that a certain amount of competence in language should be achieved especially in speaking so that the reader may improve faster in the language. High reading efficiency is also considered to be deterred unless that speaking level is reached (Fitzgerald, 1995).

FL reading threshold is associated with both FL proficiency level and L1 reading skills (Lee & Schallert, 1997). The inadequate general FL knowledge, however, is more responsible from the lack of FL reading competency than L1 reading skills (Ferris & Hedgecock, 2009). These two factors affect FL reading in different phases of FL reading. Higher level FL readers prove to be able to use L1 reading strategies more than those with lower FL proficiency level. Therefore, success in mother tongue reading also gains significance in FL reading efficacy after threshold level is passed. The level of FL has an impact more on FL beginner levels while L1 reading skills play a more significant role in higher FL levels (Ferris & Hedgecock, 2009).

The threshold theory is used as a reference in order to get a broader insight into FL reading process. In the light of the knowledge provided by threshold studies, in order to comprehend texts that are highly demanding the readers of FL should first be equipped to pass the threshold level through the use of explanatory vocabulary and grammar instruction (Uso-Juan, 2006). Threshold theory is currently recognized as valid; however, threshold level is interconnected with individual differences and its limit may not be the same for each FL reader (Ferris & Hedgecock, 2009). In order to pass the reading threshold in a foreign language one needs to read fluently in their own language. Threshold level in FL reading

may change if the learners transfer their L1 reading skills into the FL reading process. Therefore, reading in FL may become easier if the readers are improving themselves in L1 reading (Yamashita, 2002).

2.2.3. Schema Theory

The reader's familiarity with the text is utterly important as a determiner of reading comprehension (Brantmaier, 2003; Gilakjani & Ahmadi, 201; Swaffar, 1988). As a result, general knowledge also plays an important role in reading (Brown, 1998; Gilakjani & Ahmadi, 2011). In relation to these notions, schema theory is one of the most commonly applied theories to explain the occurence of reading. Simply, the previous knowledge of the reader is defined as schema and everytime the reader is engaged with the text schema is employed to give meaning to the written text; moreover, the information extracted from the text is also incorporated into the previously existing knowledge network (or schemata) in reader's mind (Ferris & Hedgecock, 2009; Gilakjani & Ahmadi, 2011; Nassaji, 2002; Pulido, 2004; Yiğiter, Sariçoban, & Gürses, 2005).

As forementioned, through the process of making meaning out of a text the reader is constantly involved with the reading material or its suggested notions; hence, schema theory highlights "...interaction between the reader and the text, particularly the constructive nature of the reading process" (Ferris & Hedgecock, 2009,p.60) since activating schema is a process that needs interaction (Yiğiter, Sariçoban, & Gürses, 2005), and the components of this interactive and dynamic process are buttom-up, top-down and interactive processes together (Yiğiter, Sariçoban, & Gürses, 2005).

Schema theory is adopted frequently to shed light on the occurence of reading. The theory has provided a vast understanding towards the nature of reading process; however, the theory has some dawnfalls in itself. According to Nassaji (2002) while explaining the reading process through schema theory we also face some handicaps; first, schema theory suggests that human mind is like a machine and it makes associations constantly; therefore, the creativity of humans is ignored; second, the schemata which is assumed to be a prerequisite of reading process is actually activated after the reader has already got message of the text. What's more, reading entails several complex layers of comprehension so as to be

explained with a theory that gives insight into only one component of the reading process, which is previous or general knowledge in this case. As a consequence, it would be wise to look at the other factors that were proven to have an impact on the reading process to some extent.

2.2.4. The Factors Affecting Reading

Reading involves a number of different factors that come together and work interactively to form meaning from the printed text. Interaction between the reader and those elements seems to be appreciated by most of the researchers (Koda, 2007; Verhoeven, 1990; Li, 2010). A wide array of studies have been carried out in order to determine the factors having an impact on reading.

Sufficient vocabulary knowledge has a vast impact on the comprehension of the reading text (Fitzgerald, 1995; Garcia, 1991; Hamdan et al., 2010; Kaivanpanah & Zandi, 2009; Manyak & Bauer, 2009; Verhoeven, 2000; Zhang & Wu, 2009). Vocabulary followed by automaticity in reading lead to fluent reading (Pang, 2008). Linguistic knowledge as well as vocabulary is also a vital demonstrator of efficiency in reading, FL knowledge also affects the ability to make correct guesses about the text (Pang, 2008). However, linguistic knowledge should be acquired so that the reading comprehension can occur (Pang, 2008), the grammatical knowledge plays a more robust role in determining the reading performance of the FL readers than vocabulary knowledge (Kaivanpanah & Zandi, 2009). The studies show that knowledge of field differs from knowing vocabulary in that vocabulary knowledge helps find out the meaning of the smaller language units such as words and sentences while knowledge of field aids the reader to get the main idea of the text (Droop and Verhoeven, 1998; Verhoeven, 2009).

The readers need to pass a certain language level (threshold) in order to be able to comprehend specific types of texts such as academic texts or texts giving general scientific information (Kaivanpanah & Zandi, 2009; Uso-Juan, 2006). Schema or the previous knowledge adds to the comprehension of the reading text (Chang, 2006; Crain-Thoreson, Lippman & McClendon-Magnuson, 1997; Pulido, 2004). As a result, both the general knowledge (Brown, 1998) on the related subject and the FL language proficiency level are significant for the reading comprehension; however, language level has a more vital role (Crain-Thoreson,

Lippman & McClendon-Magnuson, 1997; Uso-Juan, 2006), yet related background knowledge about the text can be utilized to lower the threshold level. The role of general knowledge about the text in the comprehension of the text can likewise be recovered with high language level (Uso-Juan, 2006).

The effect of previous cultural knowledge on reading comprehension has been investigated by some researchers (Droop and Verhoeven, 1998; Oxford, 1994; Verhoeven, 1990). Droop and Verhoeven's (1998) study revealed highly positive results that the cultural knowledge helps people understand a text better and read it more effectively in a foreign language. Learners' social, cultural and historical backgrouds affect the learners's view of reading (Droop and Verhoeven, 1998; Karbalei, 2010). However, cultural knowledge can be of use only if the language level of the text is not too complicated for the reader. In other words, the language learner should pass the threshold level in order to be able to adopt his/her cultural knowledge in comprehending a text. The parts of the texts recalled by the reader may differ according to the culture they were brought up, the readers are able to integrate the text if they are familiar with its content (Droop and Verhoeven's, 1998).

As a part of the discussions of reading models, L1's impact on FL reading was also a main field of concern. The results gained from Bernhart's (2005) and Yamashita's (2005) studies revealed that L1 reading can affect FL reading to some extent, and the language knowledge can account for a larger scale of comprehension. Therefore, the FL reader already has a basic knowledge to get advantage of if he can read and write in his mother tongue even before they start to learn FL; however, the threshold level of FL reading will comparatively be higher provided that the two languages are very distinct (Bernhardt, 2005), yet the utilization of L1 reading skills requires a certain level of FL structural knowledge gain. Hence, advanced FL readers utilize their L1 reading competencies during reading, they transfer their reading skills from one language to another (Shaw & McMillion, 2008).

Using translation to understand texts in FL helps readers to grasp the meaning of texts otherwise unable to be understood (Stevenson, Schoonen & De Glopper, 2003). Translation is a necessary process particularly for the lower level FL readers (Brown, 1998), but it decreases as FL proficiency increases. When the

learners are free from the burden of translation they are able to make deeper analyses about the texts they read. One explanation for the occurance of L1 reading skills in later stages of language learning may be that lower level learners use their working memory much more, so they can not make this kind of inferences. Likewise, FL readers with deficient vocabulary may encounter difficulty in keeping the words, phrases they are reading in mind; thus, they may not be able to comprehend the text as a whole and they can not use discourse devices effectively to get the meaning correctly (Verhoeven, 1990).

From a different point of view, another important facet of reading is emphasized by Swaffar (1988) as the comprehension of reading text is dependent on the reader more than the text itself, readers build a mental meaning of their own upon reading the text. The individual features of the reader also interfere with the accomplishment of reading. Motivation, for instance, is highly related to reading (He, 2008). The reading goals affect the motivation of the reader, and thus leading to a more positive attitude towards reading.

As for the the relationship of prior knowledge and topic interest on foreign language reading it is assumed that topic interest and background knowledge do not play a vital role in the comprehension of the texts (Carrell & Wise, 1998). However, topic interest may be a greater determiner of text comprehension for the male students, they can do better on topics that they are interested while female students can be successful at texts they report they have reletively lower interest. As a consequence, reading comprehension may not be diretly affected by topic interest and background knowledge about the text. However, students may have difficulty in understanding when they neither enjoy the topic nor have an extensive knowledge on it, but this difficulty will comparatively be felt more by the male students especially the ones having a lower language proficiency level (Carrell & Wise, 1998). We may conclude from this information that the students do not necessarily have a vast amount of information on the topics that interest them; likewise, they may have a great deal of information on a topic, but may not be interested in it.

The components of reading that have a profound impact on effective reading are summarized by Karbalei (2010) as "...reading in L2 is a dynamic and interactive process by which learners make use of background knowledge, text schema,

lexicon and grammatical awareness and goals, L1-related knowledge and real world knowledge, as well as their own personal aims and goals to arrive at an understanding of written material" (p. 165). As a matter of fact, awareness about the reading strategies is also a factor that helps readers understand the texts more efficiently (Stevenson, Schoonen & De Glopper, 2003), yet the impact of reading strategies on reading is not presented in this section as it will be mentioned in detail in the following sections on reading strategies.

2.3. Reading in a Foreign Language

Foreign language reading involves a continual interaction between two languages. Linguistic knowledge is important for the success of reading. Linguistic knowledge can be categorized as a) ortographic knowledge(knowing the writing system of a language), b)phonological knowledge (accessing, storing and manipulating phonological knowledge), c)vocabulary knowledge , d) morphological knowledge (words can be analysed by their smaller parts and comprehended in this way) (Koda, 2007).

While reading in foreign language, learners encounter all the problems related to the systems included in reading such as incorrectly pronouncing what they are reading. Verhoeven (1990) notes that FL readers can not either utilize the ortographic aids to recognize words and to read them correctly, or may have difficulty in visualising the texts they are reading, they may not discriminate between which words are frequent and which ones are not. While reading in FL there are some interligual problems that are caused by mother tongue (Verhoeven, 1990). In addition, FL readers may encounter difficulty in keeping the words, phrases they are reading in mind (Verhoeven, 1990); thus, they may not be able to comprehend the text as a whole may be explained as related to the capacity of working memory   (Walter, 2004). Probably due to their deficient reading process' rate FL readers have to engage their working memory to produce a textbase, so they have to read slower or read again so as to associate new knowledge with background knowledge and to form a related meaning of the text in their minds (Nassaji, 2002).

Mother tongue literacy of the FL learners also affects FL reading skills (Brisbois, 1995; Ferris & Hedgecock, 2009). Reading in FL relies on L1 reading skills to some extent. There's a complex relationship between FL and L1 reading (Yamashita, 2002). L1 reading skills and FL proficiency both affect FL reading success as they make up for the FL reading comprehension. However, as stated previously, in the early phases of FL reading instruction the FL proficiency level plays a vital role which supports the threshold hypothesis (Brisbois, 1995; Ferris & Hedgecock, 2009; Yamashita, 2002) and L1 reading abilities can be exploited for better comprehension of FL reading texts by the readers who have passed a certain proficiency level in FL or threshold level. As a result of this mentined relationship, figuring out the problems encountered in FL may be derived from L1 reading research. Although FL reading can not be considered as equal with L1 reading, the number of studies carried out on L1 reading outnumber the FL reading studies, they can be adapted to FL reading situations since it has already been demontrated that knowledge from L1 reading research is also applicable and valid for FL reading in many contexts (Ferris & Hedgecock, 2009).

Another distinction between L1 and FL reading is spotted as the speed of reading. The learners require more time to read in FL than in L1 (Stevenson, Schoonen & De Glopper, 2003). The learners need more time to process FL written input than L1 reading. FL readers can also achieve high in reading tests on condition that they are proficient enough; however, they make up for the gap between themselves and L1 readers through the use of extra time (Nassaji, 2002; Shaw, 2008).

Compared to L1 readers, FL readers adopt specific techniques so as to get a better understanding of a FL reading text. They compensate for their lack of understanding by the use of reading strategies (Stevenson, Schoonen & De Glopper, 2003). The definiton and features of FL reading strategies are described in the following section thoroughly.

2.4. Reading Strategies

The fact that some learners are better than the others made researchers think that the particular acts learners apply may be the difference (Griffiths, 2007). The

gradual change in teacher role has also brought about the learner centered and self-regulation of the learner; thus, language learning strategies came to be used (Lessard-Clouston, 1997). When readers have difficulty in understanding they use some ways to get the meaning of the text and the ways they use for this purpose are called comprehension or reading strategies. However, before introducing reading strategies it may be wise to mention the notion of strategy first. The word strategy may be defined as a deliberate action taken in order to reach an aim (Hsiao and Oxford, 2002), yet when it comes to explain a language learning strategy there are multiple definitons suggested such as:

- " cognitive steps learners use to process L2 input" (Brandtmaier, 2002, p.1).

- "procedures that facilitate a learning task" (Chamot, 2005, p.112).

- activities that aim at helping learners enhance learning in FL (Cohen, 1994).

- "activities consciously chosen by learners for the purpose of regulating their own language learning" (Griffiths, 2007, p.91).

- "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information ...... specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations" (Oxford, 1990, p.8).

Oxford's definition is probably the most comprehensive one as it gives the components of learning process and several dimensions of strategies such as cognitive and emotional sides. The features of language learning strategies may be summarized as a) learner-centered, b) acts employed by language learners, c) acts improving language learning, d) either observable or not (Lessard-Clouston, 1997). As a specific branch of learning strategies reading strategies are described as:

- activities of making meaning that readers employ so as to figure out the text they read (Brandtmaier, 2002).

- the acts FL readers use to solve problems (Anderson, 2003).

- the steps a person adopts with the aim of getting a texts's meaning (Karbalei, 2010).

These three definitons present the reading strategy as the acts FL readers use in order to get the meaning of a text or deal with comprehension problems arising during reading. The strategies may be used for understanding words or bigger language units such as sentences or paragraphs. Among elements of strategies are a) helping learners control their own reading, b) being focused on some problematic areas, c) being teachable, and d) mostly deliberate (Williams and Burden, 1997). The significance of reading strategies is clear when we consider the major factors of effective reading; "automaticity in word recognition, familiarity with text structure and topic, awareness of various reading strategies, and conscious use and control of these strategies in processing a text" (Pang, 2008, p.1). In the same perspective, reading strategies have the following features according to Carell (1989); a)they are applied intentionally and knowingly, b)their primary purpose is to develop understanding in reading and to make up for the inadequate understanding, and c)they may be adopted either physically or mentally.

Being deliberate or unconscious acts in nature has been a concern about strategies. Most researchers agree that strategies are deliberate (Carell, 1989; Cohen, 1994; Iwai, 2011; O'Malley & Chamot, 1990; Stevenson, Schoonen & De Glopper, 2003), and according to Iwai (2011) occurence of effective reading is possible only when the reader employs three types of knowledge actively; "a) declarative knowledge (knowing what the strategies are), b) procedural knowledge (knowing how to use them), c) conditional knowledge (knowing when, where and why to use strategies and evaluating their use)" (p. 157) which implies that reading strategies should be explicitly known and applied on the written material. On the other hand, some researchers are in the opinion that strategies can either be deliberate or unconscious (Erhman & Oxford, 1990; Williams and Burden, 1997). The use of strategies repeatedly make them automatic and the learners employ them without even noticing, so it is not possible for them to report or count these strategies (Erhman & Oxford, 1990). There are even researchers that claim provided that learner has enough FL knowledge and text knowledge, s/he may develop reading strategies naturally; therefore, teaching reading strategies is not as effective as reading extensively to enhance reading comprehension and strategy use (Hayashi, 1999).

Oxford and Nyikos (1989) reviewed the studies on the preference of strategies and they determined these factors as having importance; " language being learned, level of language learning, proficiency, or course, degree of metacognitive awareness, sex, affective variables such as attitudes, motivation, and language learning goals, specific personality traits, overall personality type, learning style, career orientation or field of specialization, national origin, aptitude, language teaching methods, task requirements; and, if relevant, type of strategy training" (p.291). The proficiency level of learners is one of the most important determiners in their use of strategies (Hong-Nam & Leavell, 2006; Phakiti, 2003). These scholars have suggested that the learners who have just started learning the language use far fewer strategies when compared to the intermediate or advanced level learners. The causes of this phenomenon may stem from the inadequate explanatory information of the low level learners while high level learners have adequate target language skills to reflect on their learning experiences and how successful they are (threshold theory) (Hong-Nam & Leavell, 2006). This knowledge suggests that the learner's awareness of his/her own learning assists them varying their learning strategies and thus in becoming more autonomous in day by day language decision making. The role of the teacher accordingly diminishes, especially in advanced classes.

When it comes to discuss the relationship between L1 and reading strategies. Verhoeven's study (1990) concludes that the strategies used for reading are generally same for both first and foreign language. In the same vein, Block (1986) carried out a study on the comprehension strategies of readers of English by using think-aloud protocols. He found out that the mother tongue of the readers did not affect their strategy choice in reading in ESL, for instance students whose mother tongue was Chinese and Spanish used similar startegies while reading English passages. Furthermore, the study revealed that learners transferred their mother tongue reading strategies and abilities into their foreign language reading process, which means strategies do not differ from language to language.

Gender's impact on the employment of the reading strategies is still not clearly described. While some studies suggest that females utilize more top-down than males do (Yazdanpanah, 2007) or females adopt strategies more than male learners in general (Li, 2010), others state that these differences in gender in

terms of strategy use are not significant (Erhman & Oxford, 1990; Yazdanpanah, 2007), and the difference becomes less apparent with the changing gender roles in modern society (Yazdanpanah, 2007).

FL readers may find some strategies more useful for their intended purposes than other strategies (Chamot, 2005). Different learning goals have a strong impact on the preference and adoption of reading strategies (He, 2008). The learners with multiple important learning goals use more top-down strategies and use strategies more often than the ones having only one goal (He, 2008). Having several aims result in high motivation, particularly intrinsic motivation since the use of reading strategies depends on how motivated readers are and whether they believe that they can achieve to draw meaning by using the strategies (Lau & Chan, 2003). The readers who consider themselves as efficient readers are also the ones using the reading strategies more (Shang, 2010; Li & Wang, 2010). There's a conformity between teachers and students in terms of beliefs about strategies as language learning strategies viewed as highly important by the teachers are also used frequently by learners (Griffiths, 2007). The characteristics of FL learners also have an impact on their use of strategies profoundly (Ghani, 2003). According to Erhman & Oxford (1990), an FL learner who is described as an "introvert, intuitive, feeler and perceiver" is adventageous in language learning (p.323). To sum up, there seem to be multiple factors that affect the employmet of reading strategies, and to figure out these factors is not as simple as it appears since the assessment of one factor will never be available due to all the variables being present in the same individual.

2.4.1. Categorizing Reading Strategies

Despite the large body of research on reading strategies a single use of categorization of strategies is not available. Among several categorizations, Block (1986) divided strategies as general comprehension and local linguistic strategies. Another classification of strategies proposed by Erhman & Oxford (1990) is direct and indirect strategies which are also subdivided into six strategies. Language learning strategies defined by O'Malley & Chamot (1990) are metacognitive strategies, cognitive strategies, social strategies. Cohen (1994) suggested four strategy groups; retrieval strategies, reheasal strategies, cover strategies, and communication strategies. In Fitzgerald's (1995) terms psycholinguistic and

metacognitive strategies are taken into account. Meanwhile, there are also some other groupings that aim at categorizing reading strategies. Carell (1989) describes traditional reading strategies as skimming, scanning, guessing from the context, not giving too much importance to unimportant words, reading for a purpose, finding out the results from the given text clues, using previous personal knowledge, and being able to find the type of texts. Today, however there are a number of grouping systems for strategies that are proposed by researchers. For instance, Mokhtari and Reichard's (2002) MARSI (The Metacognitive Awareness of Reading Strategies Inventory) has three main categories for reading strategies which are global reading strategies, problem solving reading strategies and support reading strategies.

Table 2.1: FL Learning/ Reading Strategy Classifications

FL Learning/ Reading Strategy Classifications		
Block (1986)	General Comprehension Strategies Local Linguistic Strategies	
Erhman & Oxford (1990)	Direct Strategies	Cognitive Strategies Compensation Strat. Memory Strategies Metacognitive Strat.
	Indirect Strategies	Affective Strat. Social Strategies
O'Malley&Chamot (1990)	Metacognitive Strategies Cognitive Strategies Social Strategies	
Cohen (1994)	Retrieval Strategies Reheasal Strategies Cover Strategies Communication Strategies	
Fitzgerald (1995)	Psycholinguistic Strategies Metacognitive Strategies	
Carell (1989)	Traditional Reading Strategies	
Mokhtari & Reichard (2002)	Global Reading Strategies Problem Solving Reading Strategies Support Reading Strategies	

In terms of Erhman & Oxford (1990) categorization system

 Direct Strategies are;

- Memoy Strategies: The acts of getting knowledge into memory,
- Cognitive Strategies: Strategies adopted to use language to get and produce meaning,

- Compensation Strategies: Acts taken to deal with the insufficient language knowledge.

Indirect strategies are;

- Metacognitive Strategies: Planning, observing and assessing learning,

- Affective Strategies: Adapting manners and feelings about learning,

- Social Strategies: Learning through cooperation.

Cohen (1994) divides strategies into two as language learning and language use strategies. Together these strategies aim at facilitating FL learning and the activation of the FL knowledge in learners' mind. There are four language strategy categories according to Cohen (1994); a)Retrieval Strategies: Methods adopted to remember the words, structures and the other components of language, b)Rehearsal Strategies: Strategies such as using new forms or vocabulary in different exercises or contexts, c)Cover Strategies: Methods learners employ to appear more equipped than they are, d)Communication Strategies: Learners apply a newly learned form or vocabulary unit to communicate without noticing that they do it. Language learning strategies defined by O'Malley & Chamot (1990) are; a)Metacognitive Strategies: Oragnization, observation and self-assessment strategies, b)Cognitive Strategies: Strategies that operate directly on incoming information manipulating it in ways that enhance learning, c)Social Strategies: Learning with the help of others.

Metacognitive reading strategies can be grouped into three main titles as planning, observing, and assessment strategies. Planning strategies occur before the reading process the reader thinks about the title, previews the pictures and tries to match it with his background knowledge(activate his schemata) (Iwai, 2011).

One current grouping of strategies is done by Oxford (1994) as cognitive, metacognitive, compensation, memory, affective and social strategies; metacognitive strategies relate to assessment, planning and organization of one's own learning; cognitive strategies are analysing, reasoning, transferring information, taking notes and summarizing; guessing, inferring the meaning are included in compensation strategies; memory strategies compose of grouping, and structured reviewing; affective and social strategies can be categorized as controlling emotions, keeping yourself motivated, and wanting help from others (p.xi).

In Fitzgerald's (1995) terms psycholinguistic and metacognitive strategies are taken into account. Mokhtari and Reichard's MARSI (The Metacognitive Awareness of Reading Strategies Inventory) (2002) has three main categories for reading strategies which are global reading strategies, problem solving reading strategies and support reading strategies. Global reading strategies contain general and deliberate strategies to prepare a suitable environment for reading such as deciding on the type of the text, which parts to skip or read in detail…etc. Problem solving strategies as can be guessed from the name are the strategies adopted when the reader faces problems understanding the text. This type of strategy enables the reader to go over the text by reading the obscure parts again, stopping reading and making inferences etc. The last type of strategy, support reading strategy, helps interacting with the texts by highlighting the important parts, noting down etc.

Among two of the most mentioned strategies in reading literature are cognitive and metacognitive strategies. Cognitive strategies are the acts such as being actively involved with the text, using text to carry out a task or employing a particular action to the text, they affect the knowledge directly utilizing it to get a better understanding while metacognitive strategies require planning, monitoring and observing (O'Malley & Chamot, 1990). "Cognitive strategies are seen as mental processes directly concerned with the processing of the information in order to learn. That is, for obtaining storage, retrieval, or use of information (Williams and Burden, 1997, p.148). Metacognitive strategies involve an awareness of what one is doing and the strategies one is employing. They involve awareness of one's own mental processes and an ability to reflect on how one learns or knows about one's learning" (Williams and Burden, 1997, p.148). "Learning strategies can develop learning in a direct or indirect way. Memorizing, inducing rules, guessing meaning, and rehearsal contribute directly while seeking opportunities to speak with tourists, listening to the radio or writing to a penfriend are examples of indirect strategies"(p.149). Metacognitive awareness is reader's awareness of his or her own reading, observing and knowing how to improve himself/herself. It plays an essential role in reading, as a result researchers focus on metacognitive factors of reading more and more (Li, 2010). Metacognition is a wider term in Williams and Burden (1997)'s views as they see it both as a mental and cognitive process.

The division between cognitive and metacognitive strategies may not be obvious in many cases, some strategies may be taken both as cognitive and metacognitive (Cohen, 1994). The knowledge gained from metacognitive strategies may be applied to enhance the understanding of cognitive strategies, and likewise cognitive strategy knowledge may help to gain insights into metacognitive strategies (Wenxia & Liu, 2008).

Fitzgerald (1995) takes psycholinguistic and metacognitive strategies into account; psycholinguistic strategies are the ones about grammar, meaning that are utilized to understand the meaning; metacognitive strategies are the ones readers use to determine the ways in which they process the text to compensate for their faulty understanding (Fitzgerald, 1995). Fitzgerald (1995) concludes that ESL readers frequently use vocabulary, more metacognitive strategies especially when they encounter problems in passages and psycholinguistic ones that are more related to meaning.

However, whether students use cognitive or metacognitive strategies more is not clear according to the results of the studies. While some studies conclude that students choose cognitive strategies while reading over metacognitive strategies (Hamdan et al., 2010; Shang, 2010), some others propose the frequency order of reading strategies are; metacognitive and compensation (Li, 2010), the results of Li's (2010) study suggest that learners use problem-solving strategies more than the other two types of strategies which means learners stop when they lose the track of reading, think about it for some time or read again to make out the meaning. The learners secondly use global reading strategies and they use support reading strategies least (Li, 2010).

Monitoring strategies happen simultaneously with the reading process. The reader may generate questions on the text, deduct a main idea or rephrase it, or focus on some word groups such as conjunctions (Iwai, 2011). Assessment strategies are adopted following the reading process. The reader may connect the text information to other contexts to find out the writer or a character (Iwai, 2011).

As stated by Williams and Burden (1997) some language strategies can be observed and some can not, some cognitive and some social. In addition, readers need to adjust the strategies according to text types (Crain-Thoreson, Lippman &

McClendon-Magnuson, 1997). Some strategies may be useful for certain text types (Brandtmaier, 2002). For instance, the use of reading strategies can make up for little background knowledge on the text topic (Crain-Thoreson, Lippman & McClendon-Magnuson, 1997). However, readers usually employ not only one strategy but rather multiple strategies at the same time (Perry, 2013).

Table 2.2: Erhman & Oxford Strategy Classification System (Erhman & Oxford, 1990; 313-314)

	Direct Strategies : Memory, Cognitive, and Compensation Strategies	
I. Memory Strategies	a. Creating mental linkages	1.Grouping 2.Associating/elaborating 3.Placing new words into a context
	b.Applying images and sounds	1.Using imagery 2.Semantic mapping 3.Using key words 4.Representing key words in memory
	c. Reviewing well	1.Structured viewing
	d.Employing action	1.Using physical response or sensation 2.Using mechanical techniques
II.Cognitive Strategies	a. Practicing	1.Repeating 2.Formally practicing with sounds 3.Recognizing and using formulas and patterns 4.Recombining 5.Practising naturalistically
	b.Receiving and sending messages	1.Getting the idea quickly 2.Using resources for receiving and sending messages
	c.Analyzing and reasoning	1.Reasoning deductively 2.Analyzing expressions 3.Analyzing contrastively (across languages) 4.Translating 5.Transferring
	d.Creating structure for input and output	1.Taking notes 2. Summarizing 3.Highlighting
III.Compensation Strategies	a.Guessing intelligently	1.Using linguistic clues 2.Using other clues
	b.Overcoming limitations in speaking and writing	1.Switching to the mother tongue 2.Getting help 3.Using mime or gesture 4.Avoiding communication partially or totally 5.Selecting the topic 6.Adjusting and approximating the message 7.Coining words 8.Using a circumlocution or synonym

Indirect Strategies: Metacognitive, Affective, and Social Strategies

I.Metacognitive Strategies	A.Centering your learning	1.Overwieving and linking with already known material 2.Paying attention 3.Delaying speech production to focus on listening
	B.Arranging and planning your learning	1.Finding out about language learning 2.Organizing 3.Setting goals and objectives 4.Identifying the purpose of a language task 5.Planning for language task 6.Seeking practise opportunities
	C.Evaluating your learning	1.Self monitoring 2.Self evaluating
II.Affective Strategies	A.Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation 2.Using music 3.Using laughter
	B.Encouraging Yourself	1.Making positive statements 2.Taking risks wisely 3.Rewarding yourself
	C.Taking your emotional temperature	1.Listening to your body 2.Using a checklist 3.Writing a language learning diary 4.Discussing your feelings with someone else
III.Social Strategies	A.Asking questions	1.Asking for clarification or verification 2.Asking for correction
	B.Cooperating with others	1.Cooperating with others 2.Cooperating with proficient users of the new language
	C.Emphatizing with others	1.Developing cultural understanding 2. Becoming aware of others' thoughts and feelings

SILL (Strategy Inventory for Language Learning) which was invented by Oxford in 1990 is frequently emloyed by the studies that aim to get a comprehensive insight into language strategies. SILL was applied in several strategy studies (Griffiths, 2007; Erhman & Oxford, 1990; Green & Oxford, 1995; Zhao, 2009). It includes both mental(cognitive) and organizational(metacognitive) sides of the FL learner; therefore, it considers learner as a whole (Oxford, 1996). SILL was sytematized by the use of factor analysis. This helped to group the strategies into six sub-categories which can also be divided into more detailed elements that provide valuable insights into FL learning strategies. Among these categories, cognitive strategies constitute the most detailed elements since they provide information on

how language is processed at the deepest level (Oxford, 1996). SILL can be applied both in L1 and FL as the reliability rates are satisfying enough for both; however, the reliability is higher if it is administered in L1 of the learners (Oxford, 1996). It is not aimed at applying with a specific language task, it has more general use (Oxford, 1996).

2.5. The Characteristics of Successful and Less Successful Readers

Even though the FL readers may understand the main components of the text such as grammar, vocabulary, the event sequence, there is the possibility that they may not analyse it to find out its implied meaning. Therefore, different levels of comprehension are involved in reading in a foreign language, and their identification is essential as they differentiate successful and less successful FL readers (Brown, 1998). Language learning strategies are of vital importance in FL teaching because they give us information about cognitive, metacognitive, social and affective operations in FL reading and the strategies successful learners adopt may be employed by less successful learners to enhance themselves in reading (Chamot, 2005; Zhao, 2009).

In the previous FL literature, different terms has been used to define the learners/ readers performing high and low in reading comprehension or other FL activities. Among these terms "good and bad/poor/low proficiency lerners/ readers" (Block, 1986; Gorsuch and Taguchi, 2010; Hayashi, 1999; Zhang & Wu, 2009; Zhao, 2009) , "high and low/lower level leaners/readers" and "successful and less successful/unsuccessful learners/readers" (Erhman & Oxford, 1990; Ghani, 2003; Hosenfeld, 1977), "proficient and less/non proficient learners/readers" (Li, 2010; Song, 1998), "skilled and less skilled comrehenders" (Brown, 1998), "more and less effective learners/readers" (Chamot, 2005), and "efficient readers" (Nasrin & Sepideh, 2007) have been mentioned. However, in this study to avoid confusion of these terms "successful and less successful" terms will be utilized as they stress the importance of performance and the end results in reading comprehension. Success term is more relevant to the purpose of the study since it aims at defining the reading strategies of learners and the relationship between their reading grades and the strategies they employ.

Successful and less successful readers' application of reading strategies has been of vital importance for some studies. Block (1986) and Hosenfeld's (1977) studies on reading strategies of successful and less successful learners lead in some specific features of successful readers. Likewise, studies confirm that FL proficieny level is parallel to strategy use (Zhao, 2009). Successful learners use more strategies (Nasrin & Sepideh, 2007), they apply strategies more often (Erhman & Oxford, 1990; Ghani, 2003; Griffiths, 2007; Li, 2010; Li & Wang, 2010) and more efficiently (Li & Wang, 2010) than less successful learners.

Another significant distinction between successful and less successful readers is in the employment of buttom-up or top-down strategies. A large body of research verifies that lower level students prefer buttom-up strategies while reading in FL, high level students ,however, adopt top-down strategies more (Brandtmaier, 2002; Carell, 1989; Hamdan et al., 2010). Hayashi (1999) also concluded that there is little difference between the top-down strategy use between high and low level learners, yet the amount of understanding varies greatly between the two groups. Learners who have efficiently adopted the buttom-up strategies such as reading again and memorizing during reading comprehend the vocabulary and structures of the text as a result they apply top-down strategies such as guessing the main idea, making associations with ease and come to correct conclusions about the text meaning (Hayashi, 1999). In the same vein, Hosenfeld (1977) found out that successful FL readers read the text thinking about its subject in general, have a general point of view while reading, do not pay attention to the parts that they think are trivial, and think themselves as successful readers. In short, they adopt a top-down approach towards the comprehension of the reading passages. Gorsuch and Taguchi (2010) also mention that less successful readers primarily focus on the physical components of the text such as its writing style, grammar, word identification; however, successful readers focus mostly on the messages of sentences, paragraphs and longer texts, they try to find the meaning of the writing. Likewise, since less successful readers focus too much on smaller units they have little time to think about the bigger picture or the essence of the passage. Too much attention on visual components of the passage prevents readers from using strategies for understanding the text better (Swaffar, 1988).

Reading strategies are closely related to metacognitive awareness and language proficiency according to Li (2010). High FL level is consistent with employing global strategies efficiently (Zhang & Wu, 2009). Especially metacognitive strategies are spotted as the main distinction between successful and less successful performers, which means that successful learners are more conscious of their own reading processes (Zhang & Wu, 2009). Succesful readers choose their own strategies (often metacognitive ones) and they adapt these strategies to themselves to get optimum results from them (Oxford, 1994), these readers are aware of the strategies they use while reading with a view to understanding and remembering the text better (Carell, 1989). Palinsar and Brown (as cited in Williams and Burden, 1997) found out that successful readers after certain intervals paraphrase the text with their own words, rephrase the questions to check their comprehension, go over the text to see the points they do not understand, and anticipate the following information, they also make efficient plans or organize their own reading by determining aims, allocating time, preferring suitable resources and adopting appropriate cognitive strategies, they change the strategies that do not apply to text type, they can also guess their reading performance correctly (Li & Wang, 2010). Successful readers find out how to use the reading strategies effectively; less successful readers also use reading strategies but not effectively enough to make out the text meaning (Hayashi, 1999). Successful readers can make out the important parts of the text and they can utilize strategies to balance their reading when they encounter difficulties (Song, 1998). Successful readers differ from others by being conscious of the strategies they are using, adjusting them to the types of texts they encounter, by being able to pick up the significant parts in the text, guessing from the already existing evidence, and linking the related parts to each other. These readers do not only use language strategies more often but they also use them after choosing the ones serving for their needs, proficiency level, and character. This further leads learners to take control of their own learning, freedom to choose their own directions (Oxford and Nyikos, 1989). As a result, successful readers can be distinguished in the planning, organizing and observing their own reading process; to wrap up, they adopt more metacognitive strategies which make them independent readers.

The use of backgroud knowledge by successful and less successful readers is another aspect that differenciates them. Block (1986) determined some elements that made the FL readers successful such as integration, finding out the text type, relating to previous, general knowledge and linking them to reflect on the text. Integrating, using personal information in a specific way, and reading extensively were three elements found to be supporting the readers while making sense of the texts (Block, 1986). However, personal knowledge is not paid much attention by the successful readers as the main focus is to decipher the text meaning (Block, 1986). Succesful readers who do not have an extensive background knowledge on the topic of the text use their reading abilities to make up for this; likewise, less successful readers having background knowledge on the topic make up for their lack of reading abilities by using this knowledge (Droop and Verhoeven, 1998).

When it comes to the impact of L1 and grammatical knowledge on the success of FL reading, the readers that are good at reading in L1 may turn out to adopt inefficient strategies (Swaffar, 1988). This may be because less successful readers rely on FL vocabulary knowledge mostly, and thus L1 literacy contributes very little to apprehend the text (Brisbois, 1995). Likewise, grammatical knowledge is not employed much both by successful and less successful readers in the process of making meaning of the text (Brisbois, 1995). Successful students are aware of reading strategies more than the low ones (Nasrin & Sepideh, 2007; Zhang & Wu, 2009), and less successful students may not use strategies even if they have information about them (Song, 1998). Successful readers in L1 and FL show similar characteristics (Pang, 2008).

Less successful readers can read in longer durations as they need more time to get the meaning of the text. They are unable to adapt their time to reading. This means smaller units of language require their concentration one by one whereas successful readers can process them in a relatively short time almost not noticing them (Swaffar, 1988). Successful readers are able to read fast with automaticity and during this process they do it with ease not requiring guessing or previous knowledge; therefore, automaticity leads to efficient reading since it completes text reading early to make time for more cognitive processing of the text (Pang, 2008). To access text's meaning Gorsuch and Taguchi (2010) suggest less successful FL

readers become automatic in reading so that they can identify the words in a shorter time which will enable them to do more complex cognitive operations, and they conclude that repetitive reading advances FL reading as the learners say they use more top-down, buttom-up, and metacognitive reading strategies; thus, they become better at understanding the texts and reading more fluently. Learners can ignore unimportant words, they can read more words at the same time, need less aid from the text in order to comprehend the meaning, and pay attention to parts that are of interest to the FL learner, and thus they develop as readers (Gorsuch and Taguchi , 2010).

Individual differences contribute to distinctions in strategy use; however, metacognitive strategies can be adopted by successful learners who can observe their own learning (Zhang, 2008). Carell (1989) found out that being self-confident and using compensation strategies was significant in the reading comprehension outcomes. Successful readers have more general views on their use of strategies, and they continue to read when they face difficulty in understanding. As a matter of fact, attitudes of the learner towards the target language also have an impact on the success of the reading (Verhoeven, 1990). High self-efficacy leads to frequent strategy use (Li & Wang, 2010).

Hosenfeld's (1977) definitions can be given as a summary of successful FL readers' characteristics; a) recalling the meaning of the text, b) reading generally, c) not paying attention to trivial words, d) evaluating themselves as successful readers, e) making guesses from title, and f) not stopping if a difficulty arises while reading. The readers that are efficient in using comprehension strategies are found to be improving their overall English faster as well. Both successful and less successful readers use the reading strategies, but only the successful readers manage to implement them in a systematic way according to previously set aims (Block, 1986). Swaffar (1988) also concludes that less successful readers use strategies that are not very operative. A reading instruction programme for unsuccessful readers in which they learn and apply reading strategies by following their teachers' demonstration was developed by researchers. This research proved reading strategy training to be really effective in enhancing reading skills (Palinsar and Brown as cited in Williams and Burden, 1997).

2.6. Teaching Reading and Reading Strategies

Strategy instruction in reading is worthwhile throughout foreign language learning process since it assists the learner to improve himself/ herself in reading by the efficient use of strategies (Song, 2009). The strategies successful readers use may be taught to less successful learners to promote their learning (Zhao, 2009). It is suggested that students benefit from strategy instruction to enhance their reading (Erhman & Oxford, 1990; Griffiths, 2001; He, 2008; Iwai, 2011; Nasrin & Sepideh, 2007; Perry, 2013; Oyetunji, 2013; Song, 1998; Song, 2008; Zhang & Wu, 2009; Zhao, 2009). Reading strategy training can be useful for advancing reader's understanding. More vitally, it gives the readers the chance of regulating their strategies according to their own pace of understanding. Thus, training on reading strategies improves the quality of the reading activity profoundly (Oxford, 1994). Cognitive and metacognitive strategies should be taught together in a well-planned schedule (Nasrin & Sepideh, 2007). Reading strategy instruction enhances the strategy employment of readers especially top-down strategies(Salatacı & Akyel, 2002; Zhang, 2008), and the readers find them beneficial to comrehend the text (Zhang, 2008). Furthermore, strategy instruction enhances comprehension in reading as well as overall EFL level (Song, 1998; Zhang & Wu, 2009).

Oxford and Crookall (1989) refer to language learning strategies as learning techniques, behaviors, actions; or learning-to-learn, problem-solving, or study skills(p. 404). Therefore, this instruction also helps the reader to get control over his own learning and study independently. Vygotsky's Proximal Zone of Development (ZPD) may be actualized in strategy instruction by gradually giving learner the responsibility of their own learning (Iwai, 2011). During the instruction of reading strategies students' self efficacy should also be given importance (Li & Wang, 2010) since learner independence is important (Nasrin & Sepideh, 2007). Through strategy training, step-by-step learners become more conscious of their own learning (Williams and Burden , 1997). Oxford and Nyikos (1989) suggest teachers promote learners' self application of strategies and finding out the ones suiting them best.

There are contradicting views on which profiency groups gain more from strategy instruction. While some claim that less successful readers are the ones that gain

more from the reading strategy instruction (Song, 1998) others are in the opinion that reading strategy instruction may be more effective on high level learners as they are able to make top-down processes; however, low level learners use buttom-up processes, so they may not utilize strategies (Chamot, 2005). Another explanation to this situation may be that explicit intruction of reading strategies enhance the skills related to predicting much more than asking questions for details (Song, 1998; Salatacı & Akyel, 2002). As a consequence, strategy instruction may not have an impact on the questions that ask for details about the text; however, it increases general text understanding (Song, 1998).

Before the strategy instruction teachers are suggested to carry out a needs analysis (Bruton & Marks, 2004; Chamot, 2005; Williams & Burden, 1997; Zhang, 2008; Zhang & Wu, 2009). Guided strategy instruction leads to success, while teaching strategies, interests learning styles and the aims of the readers need to be considered (Zhang, 2008). Language teachers should figure out the strategies their learners already apply before starting language strategy instruction, this can assist them figuring out the factors affecting their students (Chamot, 2005). Williams and Burden (1997) from their point of view, as a part of their Social-Constructivist approach suggest strategies should be built up and adopted by the individuals themselves. Therefore, they propose strategy training should be highly related to the learners' needs and aims. This way, learners will adopt these strategies eagerly and use them by internalizing them. Theacher's role will diminish in a way, they'll be the supporters waiting to aid them when learners need. Furthermore, the learners will be in the main role of evaluation by turning back and finding out how much they've achieved in accordance with their aims. However, the students may have more FL reading aims than they actually require, therefore; teachers are cautioned that students may be in need of different reading aspects according to their special fields of study (Bruton & Marks, 2004). It's vital that teachers determine their strategy use efficiency in reading and plan their future lessons to supplement their deficiencies (Zhang & Wu, 2009).

The application of instruction needs to be organized according to several variables. Williams and Burden (1997) pronounce that reading strategy training includes a more sophicticated nature than thought at first glance since cultural differences, gender, and type of character of the reader influence strategy use

considerably. Likewise, Grabe (2004) indicates that FL reading instruction should not be considered separate from factors such as the student's FL level, eagerness and aims to learn as well as the distinctions that may occur because of the institution, teacher, books, materials and techhniques adopted during the teaching porcess. Improvements in FL reading research contribute to FL reading instruction to some extent. However, one should not forget that FL reading instruction may differ in some ways relating to the learner's language level and the aims.

It has been discussed which way is best to teach strategies. Strategies may be instructed either as the main components of lessons in a specially designed curriculum or as designed in the overall language instruction. Reading strategy instruction can be realized with the use of specially prepared books also appropriate for reader level, requirements, and interests which involve some activities following the training (Carell, 1989). The implications of the literature reviewed in the previous parts of the study seem to guide FL reading teachers. Carell (1989) stressess teaching reading strategies in an isolated way is not enough, suggests FL readers should also be educated on the time, place, and the process of using these strategies as well as being told the significance and purpose of applying them. Buttom-up and top-down processes should both be involved in reading interactively (Hayashi, 1999). Furthermore, in accordance with threshold theory the teachers are recommended to first help readers reach the threshold level by the use of grammar and vocabulary and then to focus more on a wide range of factors such as strategies to use, background knowledge, and beneficial reading techniques. Familiarity with the text knowledge (Grabe, 2004), lexical and structural elements of the language (Brisbois, 1995; Kaivanpanah & Zandi, 2009) make it easier to make relations and guesses from the passage. If overall knowledge of the language and understanding are improved, reading will also get better, the knowledge of language structures can be signs of both reading and general understanding success (Grabe, 2004). While the readers read to improve their FL in the first phases, they start to analyse the text in meaning once they reach the threshold level (Lee & Schallert, 1997). Reading comprehension is heavily affected by the oral proficiency. In addition, it is suggested as the first step in threshold theory to read well. As a result, FL learners with a high speaking proficiency can also achieve a higher level of reading. Therefore, teachers are also

suggested to build an oral base for foreign language before they start reading instruction as it will be easier for the learners to get the implied meaning of the text (Fitzgerald, 1995; Verhoeven, 1990). Moreover, learners should be taught the low-level reading strategies first in accordance with their language proficiency level (Nasrin & Sepideh, 2007). A reading strategy threshold should be followed.

Teachers need to pay attention to cognitive aspects of reading, too. Slower rates of reading may require patience from the teacher and rephrasing of some comprehension questions or feedback, the selection of passages may be paid attention as the ones learners have some background knowledge enable them work more smoothly on them (Fitzgerald, 1995). The use of previous knowledge seems vital in reading instruction as studies show that readers understand passages better if they are about their own culture or their field of study (Grabe, 2004). Categorization of texts according to the cultural knowledge they contain is possible, and these texts are important as current reading materials. Therefore, in education texts with cultural information should be used, and the teachers should make the readers aware of background information or familiarity by the use of pre-reading exercises. The use of at least partly culturally familiar texts and well-organized language units are both required for the comprehension of reading (Droop and Verhoeven, 1998).

Vocabulary composed of different activities in order to reinforce words should be taught to enhance reading comprehension (Townsend, 2009; Manyak & Bauer, 2009). In FL reading instruction, it is advisable to enforce new vocabulary through printed exercises, teach commonly used inflectional verb forms, present sentence structures so as to prepare learners to get them comprehend the text more quickly (Ferris and Hedgecock, 2009). Manyak and Bauer (2009) suggest vocabulary should be taught to learners in a number of different ways. Furthermore, the teaching of vocabulary should not be limited to teaching words but rather teaching some strategies readers can apply themselves to get their meanings from the text. Grabe (2004) recommends teachers to make students able to realize the words in a short time, thus spending less time on each part. To realize this aim a) readers should be thaught the most common words in a number of different exercises, b) the importance of vocabulary should be stressed and rich vocabulary should be

provided, c) dense vocabulary should be taught in a systematic way to enhance effective reading (Grabe, 2004).

Some other strategy intruction tips proposed are having learners experience at first hand in using strategies, and teachers making learners conscious of the strategies they use (Manyak & Bauer, 2009; Oxford & Crookall, 1989), teaching text structures and discourse organization, promoting the strategic reader rather than teaching individual strategies, building reading fluency and rate, promoting extensive reading, developing intrinsic motivation for reading, and planning a coherent curriculum for student learning (Grabe, 2004, p.46), arranging extensive reading work for the learners to advance their comprehension ability in reading (Hayashi, 1999), preparing a three-staged (pre-during-post) reading lesson plan for FL learners to help them enhance in reading and in FL (Yiğiter, Sarıçoban & Gürses, 2005), not instructing learners only on testing reading, training them also on reading strategies by incorporating the strategy use into reading tasks and evaluating the strategy use (Zhang & Wu, 2009), and upon finalizing reading strategy instruction, encouraging learners to carry on adopting reading strategies and ultimately becoming independent strategic readers (Zhang, 2008).

2.7. Conclusion

In this chapter, a detailed research on relevant literature about reading strategies was carried out. Furthermore, implications of literature review on reading strategy instruction have been drawn. Literature offers specific characteristics of successful readers and the strategies they adopt during reading. Vocabulary knowledge is clearly revealed to be one of the most important indicators of achievement in reading. The reader's awarenes is an essential part of strategy instruction, concentration and planned aims of the readers are all within this practice. However, culture seems to change the effect of these strategies (Oxford, 1994; Williams and Burden, 1997; Verhoeven, 1990). Moreover, there seems to be a number of intermingled variables that can modify the results of strategy use, so it is advisable to see this as a sophisticated process. Henceforth, these results and knowlegde drawn from the previous studies are taken as guidelines for this study. Reading strategies Turkish ELT freshman students use while reading

academically demanding FL passages are investigated in this study. In the next chapter, methodology of the current study is explained in detail.

CHAPTER III. METHODOLOGY

3.1. Introduction

The aim of this study was to identify the reading strategies that ELT freshman students report they use and to find out the strategies successful and less successful students adopt while reading (gathered through a questionnaire). The questions that are expected to be replied in this study are as following; 1)which reading strategies the ELT freshman students report to use in general, 2)what kind of reading strategies the ELT freshman students report to adopt while they are dealing with reading passages in terms of pre, during, and post-reading strategies, 3)what reading strategies are mostly favored by ELT freshman students in terms of the sub-categories; memory, cognitive, compensation, metacognitive, affective, and social strategies, and 4)what the differences between successful and less successful readers are in terms of strategy use?

In this study, quantitive data will be used so as to draw conclusions related to the research subject. Throughout this chapter participants, instrument, data collection procedures and data analysis are explained.

3.2. Participants

Participants involved in this study are ELT freshman students at a public university who were taking "Advanced Reading II" course at the time of the study. These students had been trained in language departments at high schools and had taken an English test that consists of 80 multiple choice questions mostly evaluating reading skills before being admitted to the ELT department. Some of the participants had attended preparatory class while the others did not. Therefore, the language proficiency of the participants in the study range from upper-intermediate to advanced.

Table 3.1: The Gender of Students Participating in the Study with Respect to Classes

	Female	Male	Total
		Gender	
Class 1	36	7	43
Class 2	33	13	46
Class 3	19	13	32
Total	88	33	121

Primarily, the descriptive tables and charts were provided in the study. The number of participant students in each class was presented in Table 3.1. One hundred and twenty one students from three different classes that were taking "Advanced Reading II" course took part in the study, 88 of the participants were female students as language departments are preferred by females more frequently while 33 students are males. In the first class, there are 36 female, 7 male and 43 students in total. The second class has 33 female, 13 male and 46 students in total while the third class has 19 female, 13 male and thus 32 students in total.

The ages of students are presented in Figure 3.1. Ages of students range from 19 to 21. While 54% of the participating students are 20 years old, 44% of the students are 19, and 3% are 21.
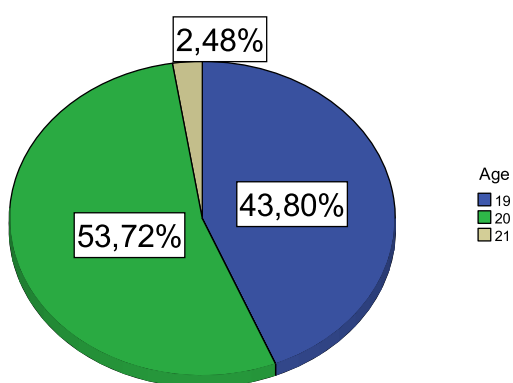
Figure 3.1: Participants' Distribution to Ages (In Percentage)

All the students included in the study took a compulsory reading course called "Advanced Reading II" upon the completion of "Advanced Reading I" in the Fall

Semester of 2012-2013. This compulsory reading course was described as "*The course involves reading, understanding, and critically evaluating textbooks and college-level reading. The students will explore the skills likely to lead to a successful college experience, review the basic skills needed for effective critical reading, develop critical reading and thinking skills, and improve study skills.*" in its syllabus (Appendix B) and the instruction included different components of reading required for the comprehension of academically challenging texts such as inferencing, tone, author's opinion, figurative speech etc.

Students were evaluated through two exams; mid-term and final exams, both of which consisted of academic reading texts and the following multiple choice questions aimed at determining the students' level of comprehension. As for students' "Advanced Reading II" course achievement, their course grades were taken into account as a dependent variable. Grading system of the university was presented below in Table 3.2. Overall course success of participants were transferred into Table 3.3.

Table 3.2: Grading System of the University

Scores	*Grades*	*Rating*
90-100	A1	Excellent
85-89	A2	Excellent
75-84	B1	Good
70-74	B2	Good
65-69	C1	Fair
60-64	C2	Fair
55-59	D1	Conditional
50-54	D2	Conditional
0-49	F3	Fail: examination score between 0-49
	F2	Fail: did not attend the exam
	F1	Fail: Non- attendance

Table 3.3: End of Term Grades of the Students Taking "Advanced Reading II" Course with respect to Classes

	A1	A2	B1	B2	C1	C2	D1	D2	Total
					Grades				
Class 1	0	3	20	10	4	6	0	0	43
Class 2	0	1	21	11	7	5	0	1	46
Class 3	1	1	9	11	5	4	1	0	32
Total	1	5	50	32	16	15	1	1	121

The students whose grades were either A1 or A2 at the end of the term were evaluated as *successful*, the ones taking B1 and B2 were regarded as average and the ones getting C1 and lower grades were accepted as not successful, who therefore will be mentioned as *the less successful* in this study. In Figure 3.2, the achievement grades of the total 121 students are presented. Table 3.4 shows the students who have failed the course previously and are taking it for the second time.
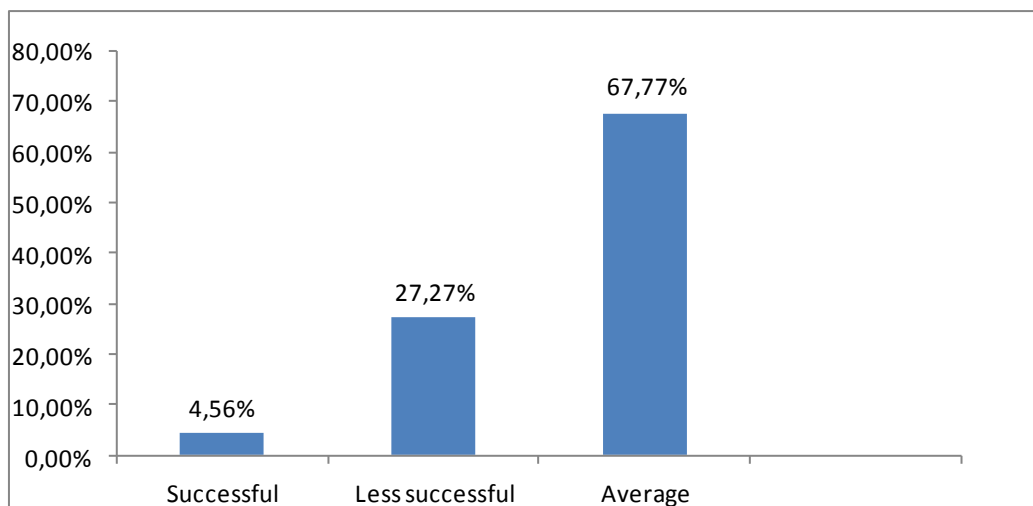
Figure 3.2: The Success of Participants' in Percentage

Table 3.4: Participants' Repetition of the Course

	Frequency	Percent
Taking the course for the first time	118	97.5
Previously failed and repeating the course	3	2.5
Total	121	100.0

3.3. Instrument

The instrument used in this study was "Reading Strategy Questionnaire". In order to compose this questionnaire, the studies carried out for the same purpose were searched thoroughly. As a result of the literature review, six instruments were chosen as having similar aims and they were adopted for the study. These instruments were all questionnaires designed to determine the general reading strategies of foreign language readers.

Since the aim of this study was to determine the general reading habits of ELT students in detail a broad range of items were included in the questionnaire. The core of the questionnaire was formed by the instrument proposed by Oxford (2004) and which was translated into Turkish by Uzunçakmak (2005). Reading Strategy Qestionnaire (Appendix A) was adapted from questionnaires that were chosen previously (Kantarcı, 2006; Li & Wang, 2010; Mokhtari & Sheorey, 2002; Uzunçakmak, 2005; Yiğiter, Sariçoban & Gürses, 2005; Zhang & Wu, 2009). Items 1, 29, 32, 33, 49, 56 were adapted from Zhang & Wu (2009)'s study; items 2, 3, 4, 6, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 27, 28, 30, 31, 34, 35, 36, 37, 38, 39, 41, 42, 45, and 77 were taken from Uzunçakmak (2005); items 5, 9, 23, 25, 26, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 79, 80, 81, 82, 83 and 84 were implemented from Li & Wang (2005)'s study; items 7, 72, 73, 74, 75 and 76 were adapted from Yiğiter, Sariçoban & Gürses (2005); items 40, 43, 48, 50, 51, 52, 53, 54 and 55 were from Mokhtari & Sheorey (2002)'s reading questionnaire; and lastly items 44, 46, 47 and 78 were adapted from Kantarcı (2006). For the newly formed version experts' opinions were taken on the subject. The reliability for the reference reading strategy questionnaires were given as r=.89 by Kantarcı (2006), r=.96 by Li & Wang(2010), r=.93 by Mokhtari & Sheorey (2002), r=.81 by Uzunçakmak (2005), and r=.85 by Zhang & Wu, (2009).

Reading Strategy Questionnaire composes of 84 items. The items were grouped according to two different criteria. Firstly, they were divided into three categories as pre, during and post-reading strategies. The items from 1 to 9 are related to *pre-reading strategies*, items from 10 to 76 are the strategies students adopt *during-reading* and the ones from 77 to 84 are about *post-reading strategies*.

Secondly, the items were categorized according to Erhman & Oxford (1990)'s study as *memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.*

Reading strategy questionnaire was applied with a 5 point Likert scale from 1 (almost never) to 5 (almost always) different from the 6 point Likert scale of Oxford(2004) and Uzunçakmak (2005) but it was the same with the other reference questionnaires (Kantarcı, 2006; Li & Wang, 2010; Mokhtari & Sheorey, 2002; Zhang & Wu, 2009). The questionnaire was applied in Turkish since the reliability was found to be higher if it is administered in L1 of the learners (Oxford, 1996). Oxford (2004)'s questionnaire was later translated into Turkish through back translation method by Uzunçakmak (2005) and the other items taken from the other references were translated by me and to make sure of the instrument's reliability the translation was traslated back to Turkish by an experienced colleague of mine who had been teaching for seven years as in Uzunçakmak's study (2005). Another colleague who had been teaching English for six years checked the translation for any spelling mistakes and intelligibility. The questionnaire that was applied in this study was the Turkish version (Appendix C) as the mother tongue of the students was preferred in the application of the questionnaire because of any possible comprehension problems. The reliability statistics for the reading strategies questionnaire administered during the study was calculated in detail both with respect to pre, during and post strategies and sub-stratgies (Tables 3.5-3.6), the results showed that the instrument's reliability is very high, and the overall reliability of the instrument is .93.

Table 3.5: The Reliability Statistics for Pre, During and Post-Reading Strategies Items in the Questionnaire

	Cronbach's Alpha
Pre-Reading Strategies	.931889
During Reading Strategies	.931104
Post-Reading Strategies	.930625

Table 3.6: The Reliability Statistics for Sub- Strategies Items in the Questionnaire

	Cronbach's Alpha
Memory Strategies	.931105
Cognitive Strategies	.931000
Compensation Strategies	.931166
Metacognitive Strategies	.931375
Affective Strategies	.931400
Social Strategies	.930600

In order to make students informed about the ongoing study procedure a consent form (Appendix D) that gave explanation about the purpose of the study, how the information gained will be used and the confidentiality of the information provided by the students. This form was also translated into Turkish to allow for a clearer understanding (Appendix E).

3.4. Data Collection Procedures

The study was carried out during the spring semester of 2012-2013 academic year. The data collection procedures of this study started in March, 2013. Permission from Hacetteppe University, Intitute of Social Sciences was obtained. After the permission was provided, the piloting started. Prior to piloting the Reading Strategy Questionnaire, the instructor who was giving the "Advaced Reading II" course was contacted and her permission was taken, then several meetings were organized with instructor about the piloting and the application of the questionnaire.

The Reading Strategy Questionnaire was piloted in May, 2013. Piloting of the questionnaire was applied to one of the three classes that were taking "Advanced Reading II" course at the time. Thirty students were involved in the application of piloting. The completion of the questionnaire took approximately 15 minutes for the students. Since the students did not report any spelling problems or incomprehensible parts in the questionnaire, it was regarded as ready to be

applied to all the participants in the study. The reliability of the piloted questionnaire was found to be high (r= ,92).

When the pilot studies were finished, the real applications were planned for all three classes in agreement with the course instructor. As the questionnaires were implemented on 19th and 20th of June, the course syllabus was completed and there were no obstructions to the application. Each class was applied Reading Strategy Questionnaire in their weekly course hours with the attendance of the course instructor. A short oral explanation was provided on the study and the implementation before the questionnaire was handed in to the participants.

3.5. Data Analysis

In this study, quantitive data gained from the questionnaire was used. The data were entered and analysed through the use of Statistics Package for Social Sciences (SPSS 17.0). The standard deviations, mean scores and frequencies of the questionnaire were calculated to determine the reliability. The overall reliability of the study was found quite high (r= .93).

The frequencies were calculated in terms of two categorizations as *a) pre, during, post-reading strategies* and as b) *memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.* The successful and less less successful students' use of reading strategies were compared to see if there were any significant differences in the strategy use. The questionnaire of the study was categorized twice. First categorization was according to the timing of the reading strategies as *pre, during and post-reading* stages (Table 3.7). Second categorization was carried out according to Erhman & Oxford (1990) categorization of language strategies(Table 3.8). Both of these categorizations are illustrated in the tables below, Erhman & Oxford (1990)'s categoriation was taken as the basis of the categorization; therefore, Table 3.7 was arranged according to their grouping. The categorizaton shows that the questionnaire contains 9 *pre reading*, 67 *during reading* and 8 *post reading* strategies. Besides, when Erhman & Oxford (1990) categoriation is taken into account there are 19 *memory strategies*, 27 *cognitive strategies*, 13 *compensation strategies,* 24 *metacognitive strategies*, 5 affective and 5 social

strategies. However, in Erhman & Oxford (1990) categorization some items in the questionnaire were found to be related with more than one strategy category, so a number of strategies were repeated in different strategy categories.

Table 3.7: First Categorization Used in the Study

Names of the Strategies	Related Items Numbers in the Questionnaire
Pre-Reading Strategies	1-9
During Reading Strategies	10 -76
Post-Reading Strategies	77-84

Table 3.8: Second Categorization Used in the Study (Erhman & Oxford Strategy Categorization)

Direct Strategies : Memory, Cognitive, and Compensation Strategies			The Numbers of Items in Questionnaire Related to the Strategy
I. Memory Strategies	A. Creating mental linkages	1.Grouping	46, 57
		2.Associating/elaborating	28
		3.Placing new words into a context	13, 22, 32
	B.Applying images and sounds	1.Using imagery	5, 31
		2.Semantic mapping	80
		3.Using key words	42, 43
		4.Representing key words in memory	78
	C. Reviewing well	1.Structured viewing	10, 12,16
	D.Employing action	1.Using physical response or sensation	7, 19
		2.Using mechanical techniques	37, 38
II.Cognitive Strategies	A. Practicing	1.Repeating	25, 36, 74
		2.Formally practicing with sounds	30
		3.Recognizing and using formulas and patterns	4
		4.Recombining	78
		5.Practicing naturalistically	15,17, 20, 34
	B. Receiving and sending messages	1.Getting the idea quickly	2
		2.Using resources for receiving and sending messages	2, 39, 40, 63
	C.Analyzing and reasoning	1.Reasoning deductively	47
		2.Analyzing expressions	41, 44, 73
		3.Analyzing contrastively (across languages)	35
		4.Translating	14
		5.Transferring	49

	D.Creating structure for input and output	1.Taking notes	42, 82
		2. Summarizing	45, 77, 79, 80
		3.Highlighting	29
III.Compensation Strategies	A.Guessing intelligently	1.Using linguistic clues	21, 62, 76
		2.Using other clues	26, 75
	B.Overcoming limitations in reading	1.Switching to the mother tongue	35
		2.Getting help	48, 69, 70
		3.Using mime or gesture	
		4.Avoiding communication partially or totally	
		5.Selecting the topic	9, 51
		6.Adjusting and approximating the message	18
		7.Coining words	
		8.Using a circumlocution or synonym	23

Indirect Strategies: Metacognitive, Affective, and Social Strategies			**The Numbers of Items in Questionnaire Related to the Strategy**
IV.Metacognitive Strategies	A.Centering your learning	1.Overwieving and linking with already known material	24, 27, 60
		2.Paying attention	3, 5, 11, 54
		3.Delaying speech production to focus on listening	
	B.Arranging and planning your learning	1.Finding out about language learning	1
		2.Organizing	8, 58
		3.Setting goals and objectives	50, 59, 67
		4.Identifying the purpose of a language task (purposeful reading/ listening/ writing/ speaking)	6, 72
		5.Planning for language task	64
		6.Seeking practise opportunities	71
	C.Evaluating your learning	1.Self monitoring	52, 55, 56, 61
		2.Self evaluating	81, 83, 84
V.Affective Strategies	A.Lowering your anxiety	1. Using progressive relaxation, deep breathing, or meditation	53, 68
		2.Using music	
		3.Using laughter	
	B.Encouraging Yourself	1.Making positive statements	65, 66
		2.Taking risks wisely	20
		3.Rewarding yourself	
	C.Taking your emotional temperature	1.Listening to your body	
		2.Using a checklist	
		3.Writing a language learning diary	
		4.Discussing your feelings with someone else	

VI.Social Strategies	A.Asking questions	1.Asking for clarification or verification	33, 69, 70
		2.Asking for correction	69, 70
	B.Cooperating with others	1.Cooperating with others	70
		2.Cooperating with proficient users of the new language	69
	C.Emphatizing with others	1.Developing cultural understanding	71
		2. Becoming aware of others' thoughts and feelings	44

3.6. Conclusion

In the present chapter, comprehensive information on the methods that were adopted during the study were provided. It set the driving principles of the study by first giving the research questions and then explaining the characteristics of participants, the components of the instrument, the application of data collection procedures and data analysis in detail. In the following chapter, the analysis of the data acquired through the previously mentioned procedures will be discussed with respect to the research questions of the study.

CHAPTER IV. DATA ANALYSIS

4.1. Introduction

The purpose of this study was to find out what reading strategies ELT freshman students report they use and thus draw conclusions on the general reading habits of ELT students. Furthermore, finding out the differences between successful and less successful students' use of reading strategies was another aim of the this study. The research questions of the study are as following:

1. Which reading strategies do the ELT freshman students report to use in general?

2. What kind of reading strategies do the ELT freshman students report to adopt while they are dealing with reading passages in terms of: a. Pre-Reading Strategies, b.During-Reading Strategies, and c.Post-Reading Strategies?

3. What reading strategies are mostly favored by ELT freshman students in terms of the sub-categories suggested below: a.Memory Strategies, b. Cognitive Strategies, c.Compensation Strategies, d.Metacognitive Strategies, e. Affective Strategies, and f. Social Strategies?

4. What are the differences between successful and less successful readers in terms of strategy use?

In order to carry out this study, a general reading questionnaire which consisted of 84 items was prepared after a number of similar studies were examined (Kantarcı, 2006; Li & Wang, 2010; Mokhtari & Sheorey, 2002; Uzunçakmak, 2005; Yiğiter, Sarıçoban & Gürses, 2005; Zhang & Wu, 2009). The reliability of the study was calculated and the result was found as .932 via Cronbach's Alpha as coefficient for internal cosistency.

The quantitive data which were gathered through a questionnaire were analysed by the use of SPSS version 17.0. The results of these analyses are explained in detail and their meaning is discussed in this chapter.

4.2. RQ 1: Which Reading Strategies Do The ELT Freshman Students Report to Use in General?

This questionnaire, which consists of 84 items, was designed so as to gather information about the strategies that ELT freshman students adopt to comprehend reading. 121 students took part in the study. A five point likert scale was used (almost never, rarely, sometimes, often, almost always). These adverbs show the frequency of the reading strategies' use. After the data was entered via SPSS, values were given for each frequency starting from 1 and ending in 5. While the means were calculated, these values were used. In the table below, the means of first and last ten strategies were demonstrated for 121 students. For the mean values and order of all 84 strategies the whole table was presented in Appendix F.

Table 4.1: Order of First and Last Ten Strategies Preferred by ELT Freshman Students in General Terms

	Item No	Strategies	N	M	Pre During Post
1	53	I try to get back on track when I lose concentration.	121	4.47	During
2	15	I start reading from the first paragraph and read all the way through the last paragraph.	121	4.31	During
3	54	When text becomes difficult, I pay closer attention to what I am reading.	121	4.31	During
4	18	I change reading speed depending on the difficulty of a text.	121	4.29	During
5	22	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.	121	4.26	During
6	20	I ignore unknown words and continue reading if they don't hinder my comprehension.	121	4.24	During
7	41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	121	4.14	During
8	2	I use the title to help predict the contents.	121	4.13	Pre
9	12	I focus on the tense of a verb, such as present tense and past tense.	121	4.12	During
10	24	If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	121	4.12	During
75	13	I try to understand the meaning of every word in a text.	121	2.74	During
76	69	I communicate with teachers about passages and reading skill and I ask them for help and explanation when I have difficulties in reading.	121	2.70	During
77	7	I give my personal opinion about the topic.	121	2.69	Pre
78	64	I make detailed plans for reading to improve my reading abilities.	121	2.64	During
79	82	I note down the knowledge I gained during reading not to	121	2.45	Post

		forget it.			
80	19	I read aloud the difficult parts of a text.	121	2.26	During
81	80	I use diagrams or outlines to summarize the topic, structure and the content of passages after reading.	121	2.15	Post
82	14	I translate each sentence into my native language.	121	1.98	During
83	38	I use slashes to divide a sentence grammatically.	121	1.93	During
84	30	I read aloud the entire text.	121	1.74	During

As can be seen in Table 4.1, the strategy mostly utilized by ELT freshman students is *trying to get back on track when they lose concentration* (M=4.47). The second one is *reading all the text from the beginning till the end* (M=4.31), the following two are *paying closer attention when the text becomes difficult* (M=4.31) and *changing reading speed according to difficulty of the text* (M=4.29). The fifth is *guessing the meaning of a an unknown word from the text* (M=4.26) and the sixth is *ignoring the unknown words if they don't hinder comprehension* (M=4.24). Therefore, the most preferred five strategies are all during reading strategies which means ELT freshman students use reading strategies more frequently while the reading process occurs. Moreover, three out of these strategies (*trying to get back on track when they lose concentration, paying closer attention when the text becomes difficult* and *changing reading speed according to difficulty of the text)* are about overcoming comprehension problems in reading. In other words, ELT students use these strategies to compensate for their lack of understanding. The other two most preferred strategies (*reading all the text from the beginning till the end* and *ignoring the unknown words if they don't hinder comprehension*) suggest reading to get the general meaning of the text and reading fluently. The least preferred reading strategy among the participant students was found to be *reading aloud all the text* (M=1.74), the second and third least preferred were *putting slashes to divide a sentence grammatically* (M=1.93) and *translating each sentence into their native language* (M=1.98) respectively. The least preferred strategies of ELT freshman students suggest they rarely read the texts aloud, they do not divide sentences grammatically or they do not translate each sentence into Turkish. These behaviours hint us that participants read fluently and automatically without reading aloud, translating each sentence or dividing the sentences into their parts.

The participants in the study tend to use 16 strategies with greater frequecy(M > 4.00), they use 51 strategies moderately (M= 3.00-3.99), and the rest 17 strategies

are used with lower frequency (M= 2.99-0.00). When *pre, during* and *post-reading strategies* are taken into consideration in the order, first 10 reading strategies students use almost all belong to *during-reading* strategies. Only Item 2 (*using the title to help predict the contents*) is a *pre-reading strategy* and there are no *post-reading strategies* in this order until 37th preferred strategy which is *evaluating whether what they have read achieved their reading purposes and met their requirements*.

4.2. RQ 2: What Kind of Reading Strategies Do the Elt Freshman Students Report to Adopt While They Are Dealing with Reading Passages in Terms of a. Pre-Reading, b.During-Reading, and c.Post-Reading Strategies?

Table 4.2: The Preference of Pre-Reading Strategies from the Most to Least

	Item No	Strategies	N	M	Type
1	2	I use the title to help predict the contents.	121	4.13	Pre
2	1	I review the text first by noting its characteristics like lenght and organization.	121	4.12	Pre
3	5	I browse titles, sub-titles, illustrations, and diagrams to predict the main idea before reading.	121	4.07	Pre
4	3	I consider what type of text it is, such as a newspaper article, a scientific paper, or a story	121	3.93	Pre
5	6	I read the questions first and after the reading text.	121	3.64	Pre
6	9	I skim the whole passage quickly and then read selectively according to my reading purposes.	121	3.64	Pre
7	8	I skim the text first, and later I read for details.	121	3.47	Pre
8	4	I review some information like dates, names, numbers in the text before reading the whole text.	121	3.21	Pre
9	7	I give my personal opinion about the topic.	121	2.69	Pre

N:Number of Participants, M=mean, Pre= Pre-Reading Strategies

In Table 4.2, most preferred pre-reading strategies of ELT freshman students are listed. Considering the table, items 2, 1, 5, 3, 6, 9, 8, 4, 7 from the questionnaire are preferred most by the participants respectively. Therefore, the most preferred strategy is Item 2; *using the title to guess the content of the text* (M=4.13) and the least preferred is Item 7; *giving personal opinion about the topic* (M=2.69).

Participants get a general idea about the text before reading by reviewing the title, lenght and organization as well as the illustrations (if provided in the text).

The participants tend to overview the text by using the written clues first and then visual ones, and then read the whole text in detail. However, they do not give their personal opinion about the subject of the text; thus, they try to read objectively without emposing their personal feelings about the topic. Their primary aim is to get the meaning of the text.

Table 4.3: The Preference of During-Reading Strategies (First & Last 10)

	Item No	*Strategies*	*N*	*M*	*Type*
1	53	I try to get back on track when I lose concentration.	121	4.47	During
2	15	I start reading from the first paragraph and read all the way through the last paragraph.	121	4.31	During
3	54	When text becomes difficult, I pay closer attention to what I am reading.	121	4.31	During
4	18	I change reading speed depending on the difficulty of a text.	121	4.29	During
5	22	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.	121	4.26	During
6	20	I ignore unknown words and continue reading if they don't hinder my comprehension.	121	4.24	During
7	41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	121	4.14	During
8	12	I focus on the tense of a verb, such as present tense and past tense.	121	4.12	During
9	24	If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	121	4.12	During
10	32	I link the content with what I already know.	121	4.11	During
58	49	I paraphrase (restate ideas in my own words) to better understand what I read.	121	2.85	During
59	70	I communicate with my peers about passages and reading skills and I ask them for help and explanation when I have difficulty in reading.	121	2.83	During
60	67	I set definite plans and set certain time to finish reading.	121	2.82	During
61	13	I try to understand the meaning of every word in a text.	121	2.74	During
62	69	I communicate with teachers about passages and reading skill and I ask them for help and explanation when I have difficulties in reading.	121	2.70	During
63	64	I make detailed plans for reading to improve my reading abilities.	121	2.64	During

			N	M	Type
64	19	I read aloud the difficult parts of a text.	121	2.26	During
65	14	I translate each sentence into my native language.	121	1.98	During
66	38	I use slashes to divide a sentence grammatically.	121	1.93	During
67	30	I read aloud the entire text.	121	1.74	During

N:Number of Participants, M=mean, During= During-Reading Strategies

Considering Table 4.3, *during-reading strategies* are the strategies that have the highest mean values, which means that they are adopted by the ELT freshman students with higher frequeny than *pre or post reading strategies*. When closer attention is paid to the most and least preferred during reading strategies, it is spotted that they are also the ones preferred most or least by the participants in general; that is, they are used most or least frequently by ELT freshman students. The order of the 10 most preferred *during-reading strategies* in the questionnaire are 53, 15, 54, 18, 22, 20, 41, 12, 24, 32. The *during-reading strategies* that have the lowest mean values are 14, 38 and 30. Item 30 which is *reading the entire text aloud* (M=1.74) is the strategy that is least preferred by the participants. These strategies were also mentioned as having the highest and lowest mean values while answering RQ1 (general strategy use). This means participants' both most and least preferred during-reading strategies are also generally most and least preferred ones. The whole list of 67 during-reading strategy mean values were presented in Appendix G.

Table 4.4: The Preference of Post-Reading Strategies from the Most to Least

	Item No	Strategies	N	M	Type
1	84	I evaluate whether what I have read achieved my reading purposes and met my requirements.	121	3.60	Post
2	78	After reading the text in a detailed way, I analyze and evaluate writer's opinion instead of accepting the presented knowledge passively.	121	3.32	Post
3	83	I evaluate what I have gained from reading and find out my shortcomings and think about countermeasures.	121	3.19	Post
4	79	I summarize the topic, structure and the content of passages after reading.	121	3.15	Post
5	77	I summarize the text in my own words.	121	2.96	Post
6	81	I summarize and reflect my reading skills and strategies after reading and judge whether they foster my reading comprehension.	121	2.80	Post

| 7 | 82 | I note down the knowledge I gained during reading not to forget it. | 121 | 2.45 | Post |
| 8 | 80 | I use diagrams or outlines to summarize the topic, structure and the content of passages after reading. | 121 | 2.15 | Post |

N:Number of Participants, M=mean, Post= Post-Reading Strategies

When the mean values of the post reading strategies are examined in Table 4.4, the frequency of the *post-reading strategies* are found as 84, 78. 83, 79, 77, 81, 82 and 80. However, the mean values of post-reading strategies were found to be lower in comparison with during and pre-reading strategies. The most preferred post-reading strategy was found to be *evaluating whether what they have read achieved their reading purposes and met their requirements* (M=3.60) and the least preferred one was *using diagrams or outlines to summarize the topic, structure and the content of passages after reading* with 2.15 mean value. These results suggest that participants use post-reading strategies less frequently than during and pre-reading strategies, and the strategy they adopt most is *assessing the text's success as to what extent it has achieved to meet their reading aims and needs*. The second most preferred strategy (*analyzing and evaluating writer's opinion instead of accepting the presented knowledge passively*) also hints that participants evaluate the text, criticize the opinion presented by the author and decide whether the opinion presented is trutful. These two most preferred post-reading strategies suggest participants' use of higher mental operations after reading such as evaluating the content of the text. However, the participants do not use detailed aids such as *diagrams or outlines* to summarize the text. In fact, the frequency order of the post-reading strategies demonstrates that evaluation in different ways is preferred more than summarizing the text by the participants.

4.4. RQ 3: What Reading Strategies Are Mostly Favored By ELT Freshman Students in Terms of the Sub-Categories: a. Memory, b.Cognitive, c.Compensation, d. Metacognitive, e. Affective, and f. Social strategies?

In the following table, participant 121 students' preference of the sub-strategies was presented with their means. The most preferred 20 reading strategies were highlighted in italics.

Table 4.5: The Order of Strategies' Preference in terms of Erhman & Oxford (1990)'s Categorization

	Strategies	*N*	*M*	*Type*
1	*Practicing naturalistically*	*121*	*16.64*	*Cognitive*
2	*Paying attention*	*121*	*16.22*	*Metacognitive*
3	*Self monitoring*	*121*	*14.77*	*Metacognitive*
4	*Using resources for receiving and sending messages*	*121*	*14.14*	*Cognitive*
5	*Structured viewing*	*121*	*11.65*	*Memory*
6	*Overwieving and linking with already known material*	*121*	*11.50*	*Metacognitive*
7	*Repeating*	*121*	*11.37*	*Cognitive*
8	*Summarizing*	*121*	*11.35*	*Cognitive*
9	*Placing new words into a context*	*121*	*11.10*	*Memory*
10	*Analyzing expressions*	*121*	*11.08*	*Cognitive*
11	*Using linguistic clues*	*121*	*10.62*	*Compensation*
12	*Setting goals and objectives*	*121*	*9.93*	*Metacognitive*
13	*Self evaluating*	*121*	*9.60*	*Metacognitive*
14	*Getting help*	*121*	*8.69*	*Compensation*
15	*Asking for clarification or verification*	*121*	*8.65*	*Social*
16	*Using progressive relaxation, deep breathing, or meditation*	*121*	*7.90*	*Affective*
17	*Identifying the purpose of a language task (purposeful reading/ listening/ writing/ speaking)*	*121*	*7.73*	*Metacognitive*
18	*Using imagery*	*121*	*7.71*	*Memory*
19	*Selecting the topic*	*121*	*7.17*	*Compensation*
20	*Organizing*	*121*	*7.02*	*Metacognitive*
21	Using other clues	121	6.77	Compensation
22	Using key words	121	6.73	Memory
23	Grouping	121	6.54	Memory
24	Making positive statements	121	5.97	Affective
25	Taking notes	121	5.54	Cognitive
26	Asking for correction	121	5.54	Social
27	Using physical response or sensation	121	4.94	Memory
28	Using mechanical techniques	121	4.79	Memory
29	Adjusting and approximating the message	121	4.29	Compensation
30	Taking risks wisely	121	4.24	Affective
31	Getting the idea quickly	121	4.13	Cognitive
32	Finding out about language learning	121	4.12	Metacognitive
33	Using a circumlocution or synonym	121	3.98	Compensation
34	Highlighting	121	3.97	Cognitive
35	Associating/elaborating	121	3.89	Memory
36	Reasoning deductively	121	3.74	Cognitive
37	Analyzing contrastively (across languages)	121	3.60	Cognitive
38	Switching to the mother tongue	121	3.60	Compensation

39	Developing cultural understanding	121	3.51	Social
40	Seeking practise opportunities	121	3.45	Metacognitive
41	Becoming aware of others' thoughts and feelings	121	3.45	Social
42	Representing key words in memory	121	3.32	Memory
43	Recombining	121	3.32	Cognitive
44	Recognizing and using formulas and patterns	121	3.21	Cognitive
45	Transferring	121	2.85	Cognitive
46	Cooperating with others	121	2.83	Social
47	Cooperating with proficient users of the new language	121	2.70	Social
48	Planning for language task	121	2.64	Metacognitive
49	Semantic mapping	121	2.15	Memory
50	Translating	121	1.98	Cognitive
51	Formally practicing with sounds	121	1.74	Cognitive

As the most preferred 20 strategies are studied, it can be seen that there are seven metacognitive (*paying attention, self monitoring, overwieving and linking with already known material, setting goals and objectives, self evaluating, identifying the purpose of a language task (purposeful reading/ listening/ writing/ speaking), organizing*), five cognitive (*practicing naturalistically, using resources for receiving and sending messages, repeating, summarizing, analyzing expressions),* three compensation *(using linguistic clues, getting help, selecting the topic*), three memory (*structured viewing, placing new words into a context , using imagery*), one social (*asking for clarification or verification*), and one affective strategy (*using progressive relaxation, deep breathing, or meditation*). The most preferred strategies are *practicing naturalistically, paying attention, self monitoring and using resources for receiving and sending messages*. Two of these strategies are metacognitive and the other two are cognitive, which suggests cognitive and metacognitive strategies are also employed in higher frequencies by participants than other strategies. These strategies hint ELT students read fuently without being distracted by trivial details, they focus on the reading task they work on and evaluate themselves all through this process which means they are generally self-sufficient readers. The least preferred strategies according to Erhman & Oxford (1990)'s categorization are *semantic mapping, translating and formally practicing with sounds.* ELT students do not use translation or practice with sounds to comprehend the reading text since they read fluently which also hints their *practicing naturalistically*.

4.5. RQ 4: What Are the Differences between Successful and Less Successful Readers in Terms of Strategy Use?

For the success of the students, all 121 students and their strategy use were calculated according to their "Advaced Reading II" grades. However, no significant statistical values were noticed when the p-values were examined. In Tables 4.6,4.7 and 4.8 these correlation values were provided.

Table 4.6: Correlation between Success and General Strategy Use

		General Strategy Use
Success	*Pearson Correlation*	.000
	Sig. (2-tailed)	.999
	N	121

Table 4.7: Correlation between Success and Pre, During, Post-Reading Strategies

		Pre-Reading	*During-Reading*	*Post-Reading*
Success	*Pearson Correlation*	-.144	.044	-.103
	Sig. (2-tailed)	.115	.635	.260
	N	121	121	121

Table 4.8: Correlation between Success and Sub-Strategies in Reading

		Memory	*Cognitive*	*Compensation*	*Metacognitive*	*Affective*	*Social*
Success	Pearson Correlation	-.038	-.006	.051	.000	.103	.027
	Sig. (2-tailed)	.681	.945	.576	.998	.259	.768
	N	121	121	121	121	121	121

As can be seen in Tables 4.6, 4.7 and 4.8, correlations between general strategy use, pre,during, and post reading strategies and sub-strategies such as memory, cognitive, compensation, metacognitive, affective and social strategies and the success of students was not found statistically meaningful for the study. The reason for this may be the students' similar success results as pointed out earlier the success rates of students were not found dramatically different from each other and this may be attributed to the deficiency in statistical results of strategy use.

Participants' success was grouped and these groups were illustrated in the following table. The reason why the third group was named as less successful and not unsuccessful is that their grades are not so bad to fail the course which means they have lower reading grades than the first two groups but are not necessarily unsuccessful in reading.

Table 4.9: Grouping of Participant Students' Grades

Successful	*Average*	*Less Successful*
A1-A2	B1-B2	C1-D2
100-85	84-70	69-50

Successful and less successful participants students' answers to the each questionnaire item and their means, standard deviation and error were calculated. The whole table of descriptive statistics of successful and less successful students' preference of strategies were presented in Appendix H.

As can be seen in the table below, all the questionnaire items' statistics were demonstrated in three groups (pre, during, post-reading) according to successful and less successful students.

Table 4.10: Successful Less Successful Students' Statistics on Use of Strategies in Terms of Pre, During, Post-Reading

Type		*N*	*M*	*SD**	*SEM***
Pre-Reading	Successful	6	32.50	2.51	1.02
	Less Successful	33	32.94	4.21	0.73
During-Reading	Successful	6	229.50	25.30	10.33
	Less Successful	33	234.70	30.54	5.32
Post-Reading	Successful	6	21.33	5.28	2.16
	Less Successful	33	24.45	6.53	1.14

*SD : Standard Deviation   **SEM:Standard Error of Mean

In Tables 4.11 and 4.12, most favoured 20 reading strategies by successful and less successful students were presented in sequence. The reading strategies whose means were calculated over four were presumed to be the ones preferred most. Only two strategies that had means below four were added to the most preferred strategies of less successful students (Table 4.12). The strategies successful students prefer most are *reviewing the text first by noting its characteristics like lenght and organization*, *thinking about whether the content of*

the text fits their reading purpose, browsing titles, sub-titles, illustrations, and diagrams to predict the main idea before reading, and marking important parts by underlining, using colored pens or drawing stars to separate them from the rest of the text. Two of these strategies are used before reading *(reviewing the text first by noting its characteristics like lenght and organization and browsing titles, sub-titles, illustrations, and diagrams to predict the main idea before reading).* This information makes it clear that successful students examine the reading text even before they start reading with the use of various strategies, and when they are reading, they separate important information that helps them comprehend the main idea from the rest of the reading text. On the other hand, less successful students prefer strategies like *trying to get back on track when they lose concentration, paying closer attention to what they are reading when text becomes difficult, guessing meaning of an uknown word using clues from the text, and focusing on the tense of a verb, such as present tense or past tense.* These are all during-reading strategies. That is, less successful students most frequently adopt strategies while they are reading. Furthermore, all four of these strategies are about overcoming the reading difficulties they encounter during reading, which suggests these students try to compensate for their lack of understanding with these strategies. However, it is essential to note that one strategy (*starting reading from the first paragraph and reading all the way through the last paragraph*) is preferred with high frequency by both successful and less successful students. This is a sign of all the students reading naturally or fluently.

Table 4.11: Twenty Most Preferred Strategies of Successful Students

Item No	Strategies	N	M	Type
1	I review the text first by noting its characteristics like lenght and organization.	6	4.67	Pre
15	I start reading from the first paragraph and read all the way through the last paragraph.	6	4.67	During
51	I think about whether the content of the text fits my reading purpose.	6	4.67	During
5	I browse titles, sub-titles, illustrations, and diagrams to predict the main idea before reading.	6	4.50	Pre
29	I mark important parts, by underlining, using colored pens or drawing stars to separae them from the rest of the text.	6	4.50	During
32	I link the content with what I already know.	6	4.50	During

53	I try to get back on track when I lose concentration.	6	4.50	During
3	I consider what type of text it is, such as a newspaper article, a scientific paper, or a story)	6	4.33	Pre
10	I pay attention to parts of sentences such as phrases and clauses.	6	4.33	During
17	I continue reading even if I have difficulty.	6	4.33	During
20	I ignore unknown words and continue reading if they don't hinder my comprehension.	6	4.33	During
34	I try to understand the meaning without translating the text into my native language.	6	4.33	During
54	When text becomes difficult, I pay closer attention to what I am reading.	6	4.33	During
11	I pay attention to the beginning and the end of each paragraph.	6	4.17	During
12	I focus on the tense of a verb, such as present tense and past tense.	6	4.17	During
16	I pay attention to sentence structure, such as subjects and objects.	6	4.17	During
18	I change reading speed depending on the difficulty of a text.	6	4.17	During
41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	6	4.17	During
55	I stop from time to time and think about what I am reading.	6	4.17	During
62	I analyze grammatical structures to enhance my reading comprehension when I encounter complex sentences in reading.	6	4.17	During

Table 4.12: Twenty Most Preferred Strategies of Less Successful Students

Item No	Strategies	N	M	Type
53	I try to get back on track when I lose concentration.	33	4.39	During
54	When text becomes difficult, I pay closer attention to what I am reading.	33	4.30	During
15	I start reading from the first paragraph and read all the way through the last paragraph.	33	4.27	During
22	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.	33	4.27	During
12	I focus on the tense of a verb, such as present tense and past tense.	33	4.21	During

18	I change reading speed depending on the difficulty of a text.	33	4.21	During
32	I link the content with what I already know.	33	4.21	During
5	I browse titles, sub-titles, illustrations, and diagrams to predict the main idea before reading.	33	4.15	Pre
20	I ignore unknown words and continue reading if they don't hinder my comprehension.	33	4.15	During
24	If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	33	4.15	During
41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	33	4.15	During
29	I mark important parts, by underlining, using colored pens or drawing stars to separae them from the rest of the text.	33	4.12	During
2	I use the title to help predict the contents.	33	4.06	Pre
17	I continue reading even if I have difficulty.	33	4.06	During
28	I check what each pronoun refers to.	33	4.06	During
56	I check my understanding when I come across new information.	33	4.06	During
36	If I'm having trouble, I go back to previous sentences.	33	4.03	During
50	I have a purpose in mind when I read.	33	4.00	During
27	I link the content with what I already know.	33	3.97	During
34	I try to understand the meaning without translating the text into my native language.	33	3.97	During

Partcipants students' use of strategies in *pre, during, post-reading* phases was analysed in terms of success. The analyses were done separately for each class and the results were demonstrated in Figure 4.1. The use of these three groups of strategies were found to be very similar. Thus, no significant difference was found in the use of pre, during and post-reading strategies. As stated before there are 121 participants in the study. Approximately 4% (6 students) of these participants were regarded as successful while 27% (33 students) were categorized as less successful. When we include only the successful and less successful students in our study, 15% of these 39 students' are comprised of successful students while

85% are formed by less successful ones. Therefore, less successful students outnumber successful students.
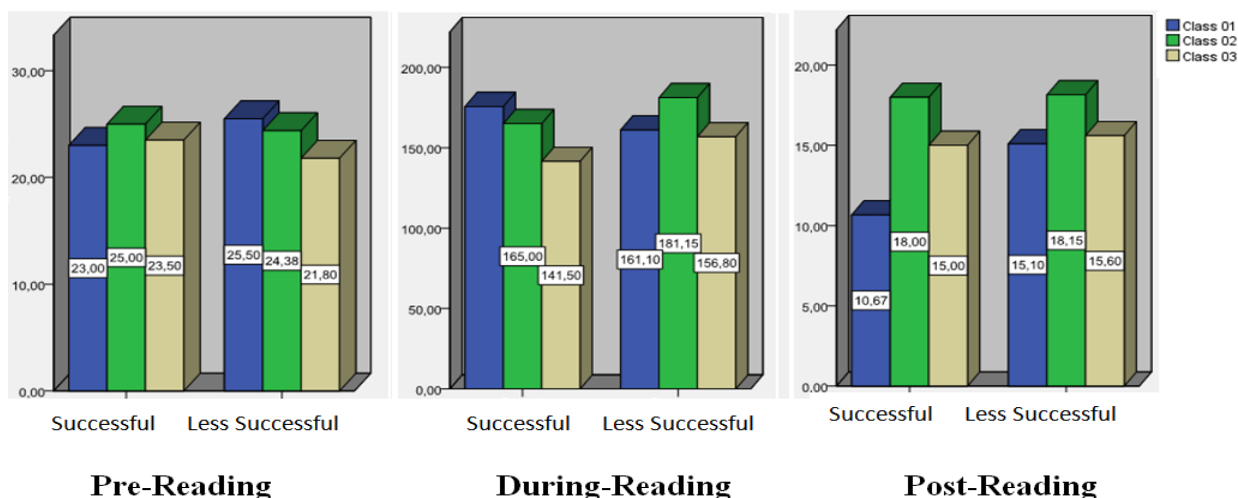
Figure 4.1: Three Strategy Groups' Adoption by Successful and Less Successful Students Regarding Classes

The reading strategies' percentages that are preferred most by the successful students were presented in Table 4.13. The percentages were presented in the basis of first "Almost Always" and "Almost Always + Often"(Table 4.13). During the analysis the percentages between 0% and 50% were regarded as not being used by the successful students, thus they were not included in the table. Therefore, the strategies that have higher percentages were accepted as being preferred most by successful students. Twenty strategies found to be used more frequently by successful students were also presented in Table 4.13.

Table 4.13: Strategies Preferred in Higher Percentages by Successful Students in Terms of "Almost Always" and "Almost Always & Often"

	ItemNo	*Strategies*	*Percentage (%) "Almost Always"*	*"Almost Always & Often" (%)*
1	1	I review the text first by noting its characteristics like lenght and organization.	67	100
2	3	I consider what type of text it is, such as a newspaper article, a scientific paper, or a story)	___	100
3	4	I browse titles, sub-titles, illustrations, and diagrams to predict the main idea before reading.	50	100
4	7	I pay attention to the beginning and the end of each paragraph.	___	100
5	15	I start reading from the first paragraph and read all the way through the last paragraph.	67	100

6	29	I mark important parts, by underlining, using colored pens or drawing stars to separae them from the rest of the text.	50	100
7	51	I think about whether the content of the text fits my reading purpose.	67	100
8	6	I pay attention to parts of sentences such as phrases and clauses.	50	83
9	16	I pay attention to sentence structure, such as subjects and objects.	___	83
10	17	I continue reading even if I have difficulty.	50	83
11	20	I ignore unknown words and continue reading if they don't hinder my comprehension.	67	83
12	28	I check what each pronoun refers to.	___	83
13	32	I link the content with what I already know.	67	83
14	33	I ask questions to myself about text or my comprehension.	___	83
15	34	I try to understand the meaning without translating the text into my native language.	50	83
16	41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	___	83
17	54	When text becomes difficult, I pay closer attention to what I am reading.	50	83
18	56	I check my understanding when I come across new information.	___	83
19	62	I analyze grammatical structures to enhance my reading comprehension when encountering complex sentences in reading.	___	83
20	72	I try to see what point the writer is attempting to establish.	___	83

4.5.1. Is There a Significant Difference between Successful and Less Successful Students in Terms of General Strategy Use?

In order to test the two samples or to test the sense in between the two arithmetic means, t-test was used statistically. The absence and the alternative hypotheses that were formed for this test were presented below. Besides, the confidence level was taken as α=0,05. When Table 24 is taken into consideration, no big difference is spotted between the group of 39 successful and less successful students. Assuming the hypothesis that the variants of the two groups are homogeneous, the results of the t-test were presented in Table 4.14.

In a hypothesis, if a p-value that is smaller than alpha (α) is obtained, then the non existence hypothesis is rejected. According to the results of Table 4.14, as p value is bigger than alpha (P=0,589 > α=0,05) non existence hypothesis can not be rejected. In this respect, it can be suggested with 95% reliability that there is no difference between successful and less successful students' use of reading strategies.

Table 4.14: Independent Samples T-test Results of Participants' General Reading Strategy Use with Reference to Their Success

Status	N	M	SD	t	df	p
Successful	6	283.3333	24.22946	-.545	37	.589

Less Successful	33	292.0909	37.76189

4.5.2. Is There a Significant Difference between Successful and Less Successful Students in Terms of Pre, During and Post-Reading Strategies?

The 84 strategies in the questionnaire are grouped in three as; *pre-reading* (0-9), *during-reading* (10-76), and *post-reading*(77-84) strategies. Whether there is difference in use of strategies in these three groups was also investigated through two group sample tests and was compared to α= 0,05 reliability level.

First of all, the difference in *pre-reading strategies* was tested. As can be seen from the table, the means between two groups were found very close. Assuming the hypothesis that the variants of the two groups are homogeneous, the results of the t-test were presented in Table 4.15.

Considering the results in Table 4.15, as the p-value is bigger than alpha (P=0,807 > α=0,05), non existence hypothesis can not be rejected, which means there is no difference between successful and less successful students in terms of *pre-reading strategy* use (95% reliability).

Table 4.15: Independent Samples T-test Results of Participants' Pre- Reading Strategy Use with reference to Success

Status	*N*	*M*	*SD*	*t*	*df*	*p*
Successful	6	32.5000	2.50998	-.246	37	.807
Less Successful	33	32.9394	4.20520			

Secondly, whether there is a difference between successful and less successful students' startegy use in terms of *during-reading strategies* was examined. As can be seen from the table, the means of the two groups were found close. Assuming the hypothesis that the variants of the two groups are homogeneous, the results of the t-test were presented in Table 4.16. Considering the results in Table 4.16, as the p-value is bigger than alpha (P=0,697 > α=0,05), non existence hypothesis can not be rejected. In this case, it can be suggested with 95% reliability that no difference between successful and less successful students in terms of during-reading strategy use.

Table4.16: Independent Samples T-test Results of Participants' During- Reading Strategy Use with Reference to Their Success

Status	N	M	SD	t	df	p
Successful	6	229.5000	25.30415	-.392	37	.697
Less Successful	33	234.6970	30.54248			

Thirdly, whether there is a difference between successful and less successful students' startegy use in terms of post-reading strategies was examined. Mean results were similar to the prior two strategy groups (Table 4.17). Considering the results in Table 4.17, as the p-value is bigger than alpha (P=0.277 > α=0.05), non existence hypothesis can not be rejected. In this case, it can be suggested with 95% reliability that there is no difference between successful and less successful students in terms of post-reading strategy use.

Table 4.17: Independent Samples T-test Results of Participants' Post-Reading Strategy Use with Reference to Their Success

Status	N	M	SD	t	df	p
Successful	6	21.3333	5.27889	-1.103	37	.277
Less Successful	33	24.4545	6.53400			

The sample which included only 39 successful and less successful students from all the 121 participant students was also applied Pearson Correlation test in order to test the direction of the relation between *pre, during* and *post-reading strategy* groups and its statistical meaning. In Table 4.18, statistics about these three groups were given. In Table 4.19, correlation coefficients and p-values for these coefficients were illustrated.

Table 4.18: Descriptive Statistics about Pre, During, Post-Reading Strategies

	M	SD	N
Pre-Reading	32.8926	4.32975	121
During-Reading	233.7190	28.64269	121
Post-Reading	23.6198	6.00591	121

Table 4.19: Correlations between Pre, During, Post-Reading Strategy Groups

		Pre-Reading	During-Reading	Post-Reading
Pre-Reading	Pearson Correlation	1	.416[*]	.298[*]
	Sig. (2-tailed)		.000	.001
During- Reading	Pearson Correlation	.416[*]	1	.639[*]
	Sig. (2-tailed)	.000		.000
Post-Reading	Pearson Correlation	.298[*]	.639[*]	1
	Sig. (2-tailed)	.001	.000	

* Correlation is significant at 0.05   Sig. (2-tailed) values are p (probability) values.

Correlation values are between -1 and +1. As seen in Table 4.19, there is a same way and about 41.6% relation between *pre-reading* and *during-reading strategies*. In the realiability level of α(alpha) = 0.05, p value is 0.000; therefore, non existence hypothesis is rejected. In this case, a relationship between the two variables can be uttered to exist with 95% reliability. The realtionship between *pre-reading* and *post-reading strategies* is relatively lower than *during-reading strategies* (29.8%). In addition, this relationship is meaningful as the result of our hypothesis. In the realiability level of α(alpha) = 0.05, p value is 0.001; as a result, as the p value is smaller than alpha non existence hypothesis is rejected and the statistical meaning of this relationship can be expressed with 95% reliability.

Lastly, when we interpret the correlation between *during-reading* and *post-reading strategies*, we see a closer correlation than the correlation between the other strategies. The percentage of this correlation is 63.9%. In addition, this relation was found to be statistically meaningful, too. Considering Table 4.19, p value (0.000) is smaller than α=0.05, and this means the acceptance of the alternative hypothesis with 95% reliability.

4.5.3. Is There a Significant Difference between Successful and Less Successful Students in Terms of Erhman & Oxford (1990) Strategy Categorization System?

Taking Erhman & Oxford (1990) Strategy Categorization System about language strategies into account, each strategy in the questionnaire was grouped into a category and this newly gained data was adopted to carry out the gap analysis between the reading strategy use of successful and less successful students

statistically. However, as some of the categories don't match with the strategies included in the questionnaire, some categories were left blank. Primarily, *direct and indiresct strategies* which are the first categorization in Erhman & Oxford (1990) Strategy Categorization System were analysed. Statistical means of this categorization were presented in Table 4.20.

Table 4.20: Statistical Means and Difference Tests of the First Sub-Strategies in Erhman & Oxford (1990) Strategy Categorization System

Strategy	Status	N	M	SD	t	p	Result
Direct Strategies	Successful	6	187.5000	16.87306	-.728	.471	Ho Accepted
	Less Successful	33	196.2121	28.22206			
Indirect Strategies	Successful	6	126.1667	13.67358	-.526	.602	Ho Accepted
	Less Successful	33	130.1818	20.05065			

There seems to be a bigger gap in terms of succesful and less successful students' strategy use means in *direct strategies* than *indirect strategies*. The statisticial results about whether this gap is significant or not were also illustrated in Table 4.20.

First hypothesis; as P=0,471 > α=0,05 non existence hypothesis can not be rejected, thus it can be said with 95% reliability that there is no difference between successful and less successful students in terms of *direct strategy* use. Second hypothesis; as P=0,471 > α=0,05 non existence hypothesis can not be rejected; and therefore, it can be said with 95% reliability that no difference between the strategy use of successful and less successful students exists in terms of *indirect strategy* use.

In the second sub-strategies, the difference between the successful and less successful students in terms of *memory, cognitive, compensation, metacognitive, affective and social reading strategies* was examined.

Table 4.21: Statistical Means and Difference Tests of the Second Sub-Strategies in Erhman & Oxford (1990) Strategy Categorization System

No	Strategy	Status	N	M	SD	t	p	Result
1	Memory	Successful	6	62.3333	6.43946	-.399	.692	Ho Accepted
		Less Successful	33	64.0909	10.37233			
2	Cognitive	Successful	6	94.3333	6.62319	-1.097	.280	Ho Accepted
		Less Successful	33	100.3636	13.05713			
3	Compensation	Successful	6	30.8333	6.52431	-.327	.745	Ho Accepted
		Less Successful	33	31.7576	6.33458			

No		Status	N	M	SD	t	p	
4	**Metacognitive**	Successful	6	85.6667	7.63326	-.314	.755	Ho Accepted
		Less Successful	33	86.7879	11.79713			
5	**Affective**	Successful	6	15.6667	2.58199	-1.230	.226	Ho Accepted
		Less Successful	33	17.4242	3.30748			
6	**Social**	Successful	6	24.8333	7.70498	-.335	.740	Ho Accepted
		Less Successful	33	25.9697	7.64234			

*SD : Standard Deviation

As seen in Table 4.21, there seems a bigger difference in Cognitive Strategies than in other categories. However, t-test was run to find out whether this difference is statiscically meaningful. The results were presented with t-values and p probability values in Table 4.21.

Contrary to what had been expected, no difference was spotted between successful and less successful students in the second sub-strategies in Erhman & Oxford (1990) strategy categorization system. Considering the p probability values, in α=0.05 reliability level non existence hypothesis (Ho) can not be rejected, thus it can be said with 95% reliability that there is no difference in all these six strategy groups.

In the third stage, gap analyses of successful and less successful students' strategy use were carried out for 18 sub-strategies in Erhman & Oxford (1990) Strategy Categorization System. Prior to this process, the mean values for these third sub-strategies were presented in Table 4.22. In each strategy category, the strategy uses of successful and less successful students were found quite similar; however, they were tested statistically to make sure.

Table 4.22: Statistical Means and Difference Tests of Third Sub-Strategies in Erhman & Oxford (1990) Strategy Categorization System

No	Strategy	Status	N	M	SD	t	p
1	**Memory-A** **Creating mental linkages**	Successful	6	21.1667	2.31661	-.494	.624
		Less Successful	33	21.8788	3.37044	-.640	.538
2	**Memory-B** **Applying images and sounds**	Successful	6	18.8333	2.31661	-1.001	.323
		Less Successful	33	20.4545	3.81683	-1.403	.189
3	**Memory-C** **Reviewing well**	Successful	6	12.6667	1.96638	1.189	.242
		Less Successful	33	11.4848	2.27927	1.320	.225
4	**Memory-D** **Employing action**	Successful	6	9.6667	1.96638	-.456	.651
		Less Successful	33	10.2727	3.12523	-.625	.546
5	**Cognitive-A** **Practicing**	Successful	6	36.1667	4.70815	-.077	.939
		Less Successful	33	36.3030	3.87689	-.067	.949
6	**Cognitive-B**	Successful	6	16.8333	1.47196	-.883	.383

	Receiving and sending messages	Less Successful	33	18.0606	3.31605	-1.473	.160
7	*Cognitive-C*	Successful	6	21.0000	3.84708	-1.659	.106
	Analyzing and reasoning	Less Successful	33	23.9394	4.01512	-1.710	.130
8	*Cognitive-D*	Successful	6	20.3333	3.20416	-.799	.429
	Creating structure for input and output	Less Successful	33	22.0606	5.08023	-1.094	.299
9	*Compensation-A*	Successful	6	17.3333	3.20416	-.082	.935
	Guessing intelligently	Less Successful	33	17.4545	3.34562	-.085	.935
10	*Compensation-B*	Successful	6	26.5000	4.18330	-.417	.679
	Overcoming limitations in reading	Less Successful	33	27.3030	4.36237	-.430	.680
11	*Metacognitive-A*	Successful	6	28.1667	3.54495	.256	.800
	Centering your learning	Less Successful	33	27.7576	3.61447	.259	.803
12	*Metacognitive-B*	Successful	6	33.3333	6.53197	-.559	.579
	Arranging and planning your learning	Less Successful	33	34.1818	5.34120	-.514	.624
13	*Metacognitive-C*	Successful	6	24.1667	2.48328	-.367	.716
	Evaluating your learning	Less Successful	33	24.8485	4.39546	-.537	.601
14	*Affective-A*	Successful	6	7.5000	1.51658	-.310	.758
	Lowering your anxiety	Less Successful	33	7.7576	1.92078	-.366	.724
15	*Affective-B*	Successful	6	8.1667	2.04124	-1.689	.100
	Encouraging Yourself	Less Successful	33	9.6667	1.99478	-1.662	.141
16	*Social-A*	Successful	6	13.0000	4.47214	-.345	.732
	Asking questions	Less Successful	33	13.7273	4.78456	-.362	.727
17	*Social-B*	Successful	6	4.5000	2.42899	-.747	.460
	Cooperating with others	Less Successful	33	5.2424	2.20837	-.698	.509
18	*Social-C*	Successful	6	7.3333	1.36626	.526	.602
	Emphatizing with others	Less Successful	33	7.0000	1.43614	.545	.602

Calculated statistical t-values and p probability values were all presented in Table 4.22. The results of the hypothesis are all the same. In the table, in the reliability level α=0.05 the hypothesis can not be rejected; therefore, it can be said with 95% reliability that there is no difference between successful and less successful students in terms of strategy use.

Lastly, the fourth sub-strategies in Erhman & Oxford (1990) strategy categorization t-test and gap analyses of all 51 sub-categories were carried out. In Table 4.23, the mean values of all 51 sub categories in the fourth sub-strategies were presented. When the table is examined in detail, it can be interpreted that there is difference in the mean values that are showed in dark. However, in order to confirm this it was tested statistically.

Table 4.23: Statistical Means of the Fourth Sub-Strategies in Erhman & Oxford (1990) Strategy Categorization System

No	Strategy	Status	N	M	SD
1	*Memory-A1* *Grouping*	Successful	6	6.0000	1.41421
		Less Successful	33	6.4242	1.96898
2	*Memory-A2* *Associating/elaborating*	Successful	6	4.0000	1.09545
		Less Successful	33	4.0606	.74747
3	*Memory-A3* *Placing new words into a context*	Successful	6	11.1667	1.47196
		Less Successful	33	11.3939	1.73096
4	*Memory-B1* *Using imagery*	Successful	6	7.8333	1.47196
		Less Successful	33	7.8485	1.50252
5	*Memory-B2* *Semantic mapping*	Successful	6	1.8333	.75277
		Less Successful	33	2.2424	1.06155
6	*Memory-B3* *Using key words*	Successful	6	6.3333	1.63299
		Less Successful	33	7.0606	1.91930
7	*Memory-B4* *Representing key words in memory*	Successful	6	2.8333	.75277
		Less Successful	33	3.3030	1.04537
8	*Memory-C1* *Structured viewing*	Successful	6	12.6667	1.96638
		Less Successful	33	11.4848	2.27927
9	*Memory-D1* *Using physical response or sensation*	Successful	6	4.3333	1.36626
		Less Successful	33	5.3030	1.68606
10	*Memory-D2* *Using mechanical techniques*	Successful	6	5.3333	1.50555
		Less Successful	33	4.9697	2.39119
11	*Cognitive-A1* *Repeating*	Successful	6	10.8333	2.56255
		Less Successful	33	11.5455	1.93796
12	*Cognitive-A2* *Formally practicing with sounds*	Successful	6	1.6667	1.03280
		Less Successful	33	1.8485	.93946
13	*Cognitive-A3* *Recognizing and using formulas and patterns*	Successful	6	3.1667	.98319
		Less Successful	33	3.1515	1.09320
14	*Cognitive-A4* *Recombining*	Successful	6	2.8333	.75277
		Less Successful	33	3.3030	1.04537
15	*Cognitive-A5* *Practicing naturalistically*	Successful	6	17.6667	2.58199
		Less Successful	33	16.4545	2.29253
16	*Cognitive-B1* *Getting the idea quickly*	Successful	6	3.8333	.98319
		Less Successful	33	4.0606	1.02894
17	*Cognitive-B2* *Using resources for receiving and sending messages*	Successful	6	13.0000	.89443
		Less Successful	33	14.0000	2.70416
18	*Cognitive-C1* *Reasoning deductively*	Successful	6	3.8333	.75277
		Less Successful	33	3.7576	.93643
19	*Cognitive-C2* *Analyzing expressions*	Successful	6	10.6667	2.42212
		Less Successful	33	11.1515	2.06339
20	*Cognitive-C3* *Analyzing contrastively (across languages)*	**Successful**	**6**	**2.5000**	**1.04881**
		Less Successful	**33**	**3.6970**	**.88335**
21	*Cognitive-C4* *Translating*	Successful	6	1.6667	.81650
		Less Successful	33	2.1212	1.05349
22	*Cognitive-C5*	Successful	6	2.3333	1.21106

	Transferring	Less Successful	33	3.2121	1.21854
23	**Cognitive-D1**	**Successful**	**6**	**4.5000**	**1.04881**
	Taking notes	**Less Successful**	**33**	**6.1818**	**2.06843**
24	*Cognitive-D2*	Successful	6	11.3333	2.80476
	Summarizing	Less Successful	33	11.7576	3.12280
25	*Cognitive-D3*	Successful	6	4.5000	.54772
	Highlighting	Less Successful	33	4.1212	1.05349
26	*Compensation-A1*	Successful	6	10.8333	2.04124
	Using linguistic clues	Less Successful	33	10.5455	2.04773
27	*Compensation-A2*	Successful	6	6.5000	1.37840
	Using other clues	Less Successful	33	6.9091	1.70227
28	**Compensation-B1**	**Successful**	**6**	**2.5000**	**1.04881**
	Switching to the mother tongue	**Less Successful**	**33**	**3.6970**	**.88335**
29	*Compensation-B2*	Successful	6	7.5000	2.88097
	Getting help	Less Successful	33	8.5455	2.75103
30	**Compensation-B5**	**Successful**	**6**	**8.5000**	**1.04881**
	Selecting the topic	**Less Successful**	**33**	**7.0000**	**1.60078**
31	*Compensation-B6*	Successful	6	4.1667	.98319
	Adjusting and approximating the message	Less Successful	33	4.2121	.73983
32	*Compensation-B8*	Successful	6	3.8333	.75277
	Using a circumlocution or synonym	Less Successful	33	3.8485	.83371
33	*Metacognitive-A1*	Successful	6	10.8333	2.63944
	Overwieving and linking with already known material	Less Successful	33	11.6970	1.99193
34	*Metacognitive-A2*	Successful	6	17.3333	1.21106
	Paying attention	Less Successful	33	16.0606	2.78320
35	*Metacognitive-B1*	Successful	6	4.6667	.51640
	Finding out about language learning	Less Successful	33	3.9394	1.22320
36	*Metacognitive-B2*	Successful	6	7.1667	.75277
	Organizing	Less Successful	33	7.0000	1.62019
37	*Metacognitive-B3*	Successful	6	9.0000	3.79473
	Setting goals and objectives	Less Successful	33	9.5758	1.85456
38	*Metacognitive-B4*	Successful	6	7.0000	1.41421
	Identifying the purpose of a language task	Less Successful	33	7.7576	1.54172
39	*Metacognitive-B5*	Successful	6	1.8333	.75277
	Planning for language task	Less Successful	33	2.6061	1.22320
40	*Metacognitive-B6*	Successful	6	3.6667	1.03280
	Seeking practise opportunities	Less Successful	33	3.3030	1.04537
41	*Metacognitive-C1*	Successful	6	15.6667	2.80476
	Self monitoring	Less Successful	33	15.2424	2.79542
42	*Metacognitive-C2*	Successful	6	8.5000	2.58844
	Self evaluating	Less Successful	33	9.6061	2.68024
43	*Affective-A1*	Successful	6	7.5000	1.51658
	Using progressive relaxation, deep breathing, or meditation	Less Successful	33	7.7576	1.92078
44	**Affective-B1**	**Successful**	**6**	**3.8333**	**1.72240**
	Making positive statements	**Less Successful**	**33**	**5.5152**	**2.03287**
45	*Affective-B2*	Successful	6	4.3333	1.21106
	Taking risks wisely	Less Successful	33	4.1515	.83371

46	*Social-A1* *Asking for clarification or verification*	Successful	6	8.5000	2.16795
		Less Successful	33	8.4848	2.67069
47	*Social-A2* *Asking for correction*	Successful	6	4.5000	2.42899
		Less Successful	33	5.2424	2.20837
48	*Social-B1* *Cooperating with others*	Successful	6	2.1667	1.16905
		Less Successful	33	2.7576	1.34699
49	*Social-B2* *Cooperating with proficient users of the new language*	Successful	6	2.3333	1.50555
		Less Successful	33	2.4848	1.12142
50	*Social-C1* *Developing cultural understanding*	Successful	6	3.6667	.81650
		Less Successful	33	3.6970	.91804
51	*Social-C2 Becoming aware of others' thoughts and feelings*	Successful	6	3.6667	1.03280
		Less Successful	33	3.3030	1.04537

For each strategy, whether there is statistical difference in the strategy use of successful and less successful students was tested. Calculated statistical t-values and p probability values were presented in one table (Table 4.23). Hypothesis 1 was written for Item 1, and the other 50 variant hypotheses are the same.

Ho: There is no statistical difference between successful and less successful students in terms of Memory-A1 strategy use.

H1: There is   statistical difference between successful and less successful students in terms of Memory-A1 strategy use.

Table 4.24 Strategies That Have Difference between Successful and Less Successful Students and Difference Tests Results of These Strategies in Erhman & Oxford (1990) Strategy Categorization System

Direct Strategies			*The Number of Item in Questionnaire Related to the Strategy*	*t*	*p*
Cognitive Strategies	Analyzing and reasoning	Analyzing contrastively (across languages)	35	-2.972	.005*
	Creating structure for input and output	Taking notes	42, 82	-1.932	.061**
Compensation Strategies	Overcoming limitations in reading	Switching to the mother tongue	35	-2.972	.005*
		Selecting the topic	9, 51	2.198	.034*
Indirect Strategies					
Affective Strategies	Encouraging Yourself	Making positive statements	65, 66	-1.901	.065**

*In 0,05 realiability level, Ho hypothesis was rejected.**: In 0,10 reliability level, Ho hypothesis was rejected.

Considering Table 4.24, difference was found between successful and less successful students in five strategies according to Erhman & Oxford's categorization. Two strategies belong to cognitive strategies *(analyzing contrastively(across languages) and taking notes*) another two strategies are compensation strategies (*switching to the mother tongue and selecting the topic*) and one is an affective strategy (*making positive statements*)*.*

4.6. Conclusion

In this chapter, the analyses of the data obtained through a comprehensive reading strategy questionnaire were drawn. The analyses were drawn via SPSS 17.0. In order to reply each of the research questions of the study, relevant data were compiled in tables or figures, and they were presented under the research questions. The data in tables and figures were explained and this knowledge will be used in the following discussions and conclusion chapter. In the next chapter, the results of the study will be discussed in relation with the literature on the subject.

CHAPTER V. DISCUSSION AND CONCLUSION

5.1. Introduction

The aim of this study was to find out the reading strategies ELT freshman students use in general and whether there is a difference between successful and less successful students in terms of strategy use. One hundred and twenty one ELT freshman students from Hacettepe University who were taking "Advanced Reading II" course were involved in the study, the students filled in a reading strategy questionnaire which was later used to gather the data for the study.

The following research questions have been formulated for the purpose of this study; a) which reading strategies the ELT freshman students report to use in general, b) what kind of reading strategies ELT freshman students report to adopt while they are dealing with reading passages in terms of pre, during, and post-reading strategies, c) what reading strategies are mostly favored by ELT freshman students in terms of the sub-categories; memory, cognitive, compensation, metacognitive, affective, and social strategies, and d)what the differences between successful and less successful readers are in terms of strategy use?

In this chapter, the data gathered as a part of this study will be used to draw conclusions in the light of the literature review completed on the subject. The results of the study will be compared to the similar studies and it will be discussed whether the results match with the previous literature. The similar and different data from the literature will be examined and the possible reasons for these results will be discussed in detail. Pedagogical information will be drawn as a result of the new findings and the literature. Besides, suggestions will be made for further research and lastly, general conclusions will be presented and the study will be summarized in general terms.

5.2. Findings and Discussion

The data that was obtained through questionnaire revealed the answers to the research questions of the study. Each research question will be answered in relation to the literature review.

5.2.1. RQ 1: Which Reading Strategies Do the ELT Freshman Students Report to Use in General?

Firstly, it would be wise to give some information about the students. The participant students as stated in methodology chapter are over intermediate level; therefore, it can be asserted that they have passed the threshold level (Ferris & Hedgecock, 2009; Fitzgerald, 1995; Lee & Schallert, 1997; Uso-Juan, 2006; Yamashita, 2002; Walter, 2004). They have a highly sufficient vocabulary and grammatical knowledge of the language which means that they are capable of dealing with reading texts for multiple aims in their foreign language; English. This also gives some information about the small differences among the students in terms of grades.

As for the reading strategies the students of ELT apply, even though they had been taking Advanced Reading courses for two semesters they may not have internalized all the information provided by the instructor. The results of the questionnaire revealed that students use only 16 out of the 84 strategies with high frequency, and when these strategies are examined thoroughly, it can be asserted that they reveal the fluent reading of the participants in a foreign language and literature also suggests the adaptation of reading speed and strategies according to different types of texts and reading purposes (Brandtmaier, 2002; Crain-Thoreson, Lippman & McClendon-Magnuson, 1997). For instance, adjusting the reading speed according to the difficuty of the text seems to be a result of the capacity of the working mind as Walter (2004) suggests; furthermore, relating the knowledge to the backgound information comes as a natural result of compensating for the insufficient knowledge in the foreign language (Nassaji, 2002).

Moreover, it can be assumed that the participant students' use of reading strategies can be explained through *interactive reading model* (Brown, 1998; Fitzgerald, 1995; Hayashi, 1999; Koda, 2007; Nassaji, 2002) since some of the most preferred reading strategies of participant students are *top-down* such as

reading the whole text from beginning till the end or *ignoring the unknown words if they are not of importance* while some of the other most preferred strategies are *buttom-up* such as *paying attention to conjunctions or focusing on the tense of the verbs*. The balance between *top-down and buttom-up reading* has gained a wider acceptance rather than only focusing on *top-down strategies* nowadays. However, it is essential to add that even though there are both *top-down* and *buttom-up strategies* in the list of most preferred strategies the majority of the preferred reading strategies are *top-down strategies* which hints that the participants students' priority in reading is semantic.

5.2.2. RQ 2: What Kind of Reading Strategies Do the ELT Freshman Students Report to Adopt While They Are Dealing With Reading Passages in Terms of (A) Pre (B) During (C) Post-Reading Strategies?

The findings of the study reveal that participant students adopt pre-reading strategies especially use *title to guess the content of the text*, they also use *lenght and organization to have an opinion about the text they are going to deal with*. However, they reported to use pictures, illustrations or graphics relatively with lower frequency and they rarely report to give their personal opinion about the text before reading it. These results suggest that participant students mostly use written clues rather than pictures or illustrations, the reason for this may be that not all the texts have pictures or other visual aids especially the academic texts they are expected to deal with. The participants also reported to use skimming the text before reading, however not as frequently as using the title or visual aids. This may be because of the students reliance on top-down reading strategies more. As for *giving personal opinion before reading the text*, the participants don't seem to express an opinion about the topic before reading it, this is most probaly because of staying objective about the topic and focusing on the proper understanding of the text instead.

As for the during-reading strategies, there are a wide array of interpretations that can be drawn since the number of during reading strategies are plenty compared to pre and post-reading strategies. When special attention is paid to the most preferred during reading strategies, controlling the emotions while reading stands out as well as the strategies trying to overcome the difficulties in the comprehension of the text (Carell, 1989; Williams and Burden, 1997). As pointed

out before, the general tendency for using the reading strategies seems to be towards forming meanings of the text rather than studying separate pieces of information to get the message of the text. This explains why strategies like using slashes to divide sentences grammatically and translating each sentence into native language come last in the frequency order of during-reading strategies. The preferrence of more *top-town strategies* may be linked to the proficiency level of the participants as they are over the threshold level they tend to focus more on making meaning than the smaller parts of language (Hong-Nam & Leavell, 2006; Phakiti, 2003).

Post-reading strategies are preferred less by the participants. The most significant post-reading strategy for the ELT freshman students was found to *evaluate whether the reading text had fulfilled their reading purpose and to analyse the writer's opinion instead of accepting it passively*. This suggests that although the participants try not to be prejudiced against the text by not giving their opinion before reading the text, the first thing they do after finishing reading is to analyse whether it fits their needs and evaluate the information given in the text. This kind of judgement is reached at advanced levels of reading in a foreign language which again proves the participants are far above the threshold level and are capable of taking control of their own progress in reading. The least used strategies in post-reading are about summarizing. ELT students don't write down summaries or draw diagrams about the text they read; instead, they summarize it in their own words and reflect on it without writing. This may be a natural result of most reading tasks they encounter in their academic life since they are supposed to read challenging texts on multiple subjects and analyse them in a limited period of time. Therefore, the comprehension of the text and to react on the given prompts in the text come forward.

Lastly when the relationship between pre, during and post-reading strategies is taken into consideration, during-reading strategies seem to come before than the other two. This finding suggests that the reading strategies the participants adopt in order to decipher the meaning of a text in a foreign language are employed mostly while the actual reading process is taking place in the minds of the readers. Therefore, while the students are trying to make meaning of the text, they adopt a wider range of strategies to overcome the comprehension problems they face than before or after the reading process.

5.2.3. RQ 3: What Reading Strategies Are Favored Mostly by ELT Freshman Students in Terms of the Sub-Categories; (A) Memory (B) Cognitive(C) Compensation (D) Metacognitive (E) Affective (F) Social Strategies?

In order to answer the third research question of the study, the results of questionnaire will be interpreted according to Erhman and Oxford (1990) catecorization of strategies. As stated before, from the 51 sub-categories 20 most preferred were *metacognitive, cognitive, memory, social and affective strategies* in order. Metacognitive and cognitive strategies were both preferred more frequently and the number of metacognitive and cognitive strategies preferred outnumbered the other strategies. However, metacognitive strategies slightly outnumbered cognitive strategies. These findings make it clear that ELT students actively organize their own reading and they adopt some delibetare actions in order to advance themselves in reading; thus they apply metacognitive strategies (Li, 2010; Williams and Burden, 1997).

The second most employed strategy was cognitive strategies such as practicing naturalistically, summarazing, repeating and analyzing expressions. Cognitive strategies were also found to be frequently used after metacognitive strategies, which means ELT students get direct clues from the text such as grammatical clues to reach a better understanding. The other cognitive strategies are utilized so as to keep the knowledge gained from the text better and to use this information later when needed. However, the boundary between metacognitive and cognitive strategies is not clear (Cohen, 1994; Wenxia & Liu, 2008). This is because these strategies may affect each other interactively. For instance, some strategies may be both cognitive and metacognitive, and the information gained from these two strategies may be emloyed to understand the other one better.

Thirdly, three compensation strategies are among the ELT students' reportedly most preferred strategies (*repeating, summarizing, analyzing expressions*). Therefore, participants repeat the parts they find more difficult to comprehend, summarize and analyze expressions so that they can understand the texts of which they have insufficient knowledge.

Fourth, among the 20 most used strategies there are three memory strategies (*structured viewing, placing new words into a context, using imagery*). These three strategies are adopted by the students so as to place the newly learned

knowledge or vocabulary in the memory better. New words are remembered from the context and new associations about them are formed in the memory. Lastly, social and affective strategies both have only one strategy that is among the most preferred 20 strategies, and they are not high up in the list. As a social strategy, participant students ask for clarification or verification and as an affective strategy they use progressive relaxation so as to keep their emotions under control.

When all of these strategies are paid closer attention, there seems to be a closer relationship between cognitive and metacognitive strategies in terms of preference; moreover, as they interact with each other and have an impact on the comprehension of the reading text they are preferred more frequently by the ELT students.

5.2.4. RQ 4: What Are the Differences between Successful and Less Successful Readers in Terms of Strategy Use?

Findings of the study show that there are some slight differences between the successful and less successful students in terms of strategy use. The reason for this was found to be the close reading achievement (reading grades) of the participant students. The analysis results of the last research question are presented in the following paragraphs.

Firstly, the general strategy use between successful and less successful students was examined and the most preferred 20 strategies were listed for the two groups. As expected, the less successful students adopt strategies to overcome their insufficient understanding in reading. They emloy strategies such as *trying to focus when they lose concetration, paying closer attention to what they read, guessing the unkown words from the text or changing reading speed according to the difficulty of the text.* Since the less successful students need more time to process the new information they read in a foreign language, it takes more time and concentration for them to understand, this is why they need to change the reading speed and try to concetrate more frequently than successful students (Gorsuch and Taguchi, 2010; Pang, 2008; Swaffar, 1988). These strategies are not among the first 10 strategies successful students adopt, which means less successful students feel the need to apply these strategies more frequently as they often encounter comprehension problems. Instead, successful students make use of strategies such as *paying attetion to the characteristics of the text such as*

organization, lenght, illustrations, or reviewing for specific information, and having a purpose in mind. Successful students also report to *ignore the unknown parts and continue if they do not prevent them from understanding*. This makes it clear that successful students read with automaticity and as they have a clear purpose in their mind as to what they need from a specific piece of reading text they are not hindered by trivial details, or irrelevant information. Another distinction between successful and less successful students is that successful students use strategies with higher frequency as noted in the tables of the previous chapter, which is also in conformity with previous studies (Erhman & Oxford, 1990; Ghani, 2003; Griffiths, 2007; Li, 2010; Li & Wang, 2010).

No singificant distinction was found between the strategy uses of successful and less successful students in terms of pre, during and post-reading stages. The reason for this result may be the little difference in language proficiency of students as stated before or these phases of reading (pre, during, post-reading) are not necessarily phases that successful and less successful readers in FL differ.

The last comparison was carried out according to Erhman & Oxford (1990) categorization. The findings suggest that there are five differences in this categorization and seven strategies match with them from the questionnaire. Analyzing contrastively is not employed by successful students as they prefer practising naturally rather than making translations to comprehend the text, which also contributes to their processing the information automatically and in comparatively shorter periods of time. Furthermore, successful students have a purpose in their mind while they are reading and they constantly ask themselves whether what they read fits their reading purpose or not.

As for getting help from teachers and friends, less successful students report to get help from others more frequently, successful students are self-sufficient and they are independent in their reading, thus they know their strenghts and deficiencies and plan their reading according to these parameters. Less successful students also tend to get lost in the details as they analyse the smaller units of language in the reading text and make it more difficult for themselves to comprehend the actual and general point the text is intended to give.

5.3. Pedagogical Implications

The results of the study suggest a number of clues in teaching reading strategies. It would be wise to express once again that this study was not meant to evaluate the results of a strategy instruction, the students had reading lessons but they were not specially organized so as to improve their strategy use in reading rather they were meant to delevop reading comprehension in general. However, the results of the study may shed light on some of the points that need to be taken into consideration before planning the strategy instruction.

Many researchers agree that reading strategy instruction is beneficial for advancing students in reading in a foreign language (Erhman & Oxford, 1990; Griffiths, 2001; He, 2008; Iwai, 2011; Nasrin & Sepideh, 2007; Perry, 2013; Oyetunji, 2013; Song, 1998; Song, 2008; Zhang & Wu, 2009; Zhao, 2009). As a result of the current study, it can be advised that instruction on reading strategies should be aimed to help students read with automaticity as the efficient readers have tendency to read naturally without stopping for unimportant reasons such as trying to find out the meanings of words if they don't hinder general understanding or translating everything they read. Second, as the findings of this study support threshold theory teachers are advised to first advance their students in FL so that they can benefit from reading strategy instruction much more.

The third suggestion on training of reading strategies can be the gradual encouragement towards self- efficacy and self-confidence. Since the results of the study also confirm that successful students need less help from their environment and can make efficient decisions on what to do to improve themselves in reading the training should also include practices on assisting students to become more self-dependent readers (Iwai, 2011; Li & Wang, 2010; Nasrin & Sepideh, 2007; Oxford and Nyikos, 1989; Williams and Burden , 1997).

Fourth, reading strategy instruction should focus on both cognitive and metacognitive strategies (Nasrin & Sepideh, 2007). Since the results of the study also verify the fact that cognitive and metacognitive strategies are both effective and necessary for the development of students as efficient readers both types of strategies should be included in the instruction. *Top-down* strategies are suggested to be used more from strategy training (Salatacı & Akyel, 2002; Zhang,

2008). Therefore, they are also advised to be employed to enhance the reading comprehension of students. However, both *top-down* and *buttom-up* strategies may be adopted during the strategy training as *interactive reading model* is supported by the findings of the study. Briefly, reading strategy instruction should be planned so as to promote the students' automony in reading in a FL, the students should be encouraged to take control of their own reading plan and their reading according to their own needs and finally become autonomous readers.

5.4. Limitations of the Study

There are a number of limitations to this study, and these must be expressed to make the findings clear. The limitations of the study are; a)little distinction between the success of students, b)the lenght of the questionnaire, c)the imbalance between number of items retaled to pre, during and post-reading strategies, d)the generalization of the study,e) the timing of application, and f)disadvantages of questionnaires.

First of all, the *Advanced Reading II* course grades of the participant students which were employed to determine the successful and less successful students were found to be close to one another. Therefore, the distinction between successful and less successful students was not clear enough. Although this was pointed out by the use of *less successful* term instead of *unsuccessful*, the results of the study made it clear that the distinction was not enough to distinguish the reading strategy uses of successful and less successful students. As these students either came to this department with similar university entrance exam results or they have studied at the preparatory class, and thus they all have similar language proficiency level which results in similar achievement level in reading. Therefore, this kind of a study can bring about clearer results if it is applied to groups having a noticeable difference in reading success or foreign language proficiency.

Secondly, the questionnaire consisted of 84 items and this number may have been too many for the participants. This situation may have affected the participant students in a negative way (Plumb & Spyridakis, 1992). Third, the number of during reading strategies in the questionnaire are far more than the pre and post-

reading strategies. The questionnaire includes 9 pre-reading strategies, 67 during-reading strategies and 8 post-reading strategies. The comparison of pre, during, post-reading strategies would have been more fair if the number of items related to these three categories were closer.

Fourth limitation is related to the generalisation the study, the study was carried out only on ELT students. They have a high level of English, their primary goal is English and teaching English, thus they are generally motivated towards the language and the related subjects. This fact makes it difficult to generalize the study to different departments and even different ELT departments at different universities. Fifth limitation is about the timing of application. The questionnaire was applied to the participants on the days they were having their final exams. Each class had filled the questionnaire and then took their "Advanced Reading II" course final exam. This timing may have caused stress during the application of questionnaire, which might have affected the reliability of the study negatively. However, this application was preferred since these times were the only ones all the students gathered together.

The last limitation of the study is related to the instrument. Questionnaires have some inherent disadvantages. The most important feature of the questionnaire is that the participants choose the questionnaire items on the assumption of what they believe they feel or do about the statements provided. However, these answers may not be their real emotions or activities, which means that knowledge of the participants should be strong about what to do and what to believe. This is a natural down side of questionnaire as they are categorized as self reports (Plumb & Spyridakis, 1992). Furthermore, as the participants have to choose from the ready answers, they can not give further information on their replies so that they prove truthfulness of their replies.

5.5. Further Research

In the light of the results and the limitations of the study, further research may be suggested on reading strategies.

Primarily, the application of a similar study on the differences between the reading strategy use of successful and less successful/ unsuccessful students is

suggested to be carried out on groups of students that have substantial distinction between their levels of proficiency. In this situation, the results of the study may become more reliable. What's more, it is advisable that the further studies of this kind be administered on larger groups of participants, which may also raise the reliability of the study.

Second, in order to decrease the negative effects of the instrument application of questionnaire can be followed by a number of other data collection procedures such as interviews or think-aloud procedures. The adoption of think-alouds and interviews may assist researcher to verify the replies given to the questionnaires.

5.6. Conclusion

This final chapter of the study was on the discussion and conclusion of the findings. Throughout the chapter, each research question of the study which was set at the beginning was answered in relation to the results of the research carried out and relevant conclusions were drawn with the help of related literature. After each of the four research questions were answered, possible pedagogical implications of the study were compiled making connections with the current study results and literature. Subsequently, limitations of the study were pointed out and the probable reasons for these limitations were listed. Following the limitations, suggestions on what sort of research may be conducted on the same topic or similar to the current study were shared.

The findings of the study verify previous study results on reading strategy patterns of efficient readers in a foreign language. The results present that efficient readers generally use naturalistic reading patterns, they have an aim in mind while reading, do not stop when they have difficulty in reading, and solve the problems they encounter by themselves and take control of their own reading process.

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APPENDICES

APPENDIX A. READING STRATEGIES QUESTIONNAIRE

	Pre-Reading	Almost Never	Rarely	Sometimes	Often	Almost Always
1	I review the text first by noting its characteristics like lenght and organization.	1	2	3	4	5
2	I use the title to help predict the contents.	1	2	3	4	5
3	I consider what type of text it is, such as a newspaper article, a scientific paper, or a story.	1	2	3	4	5
4	I review some information like dates, names, numbers in the text before reading the whole text.	1	2	3	4	5
5	I browse titles, sub-titles, illustrations, and diagrams to predict the main idea before reading.	1	2	3	4	5
6	I read the questions first and after the reading text.	1	2	3	4	5
7	I give my personal opinion about the topic.	1	2	3	4	5
8	I skim the text first, and later I read for details.	1	2	3	4	5
9	I skim the whole passage quickly and then read selectively according to my reading purposes.	1	2	3	4	5
	During Reading					
10	I pay attention to parts of sentences such as phrases and clauses.	1	2	3	4	5
11	I pay attention to the beginning and the end of each paragraph.	1	2	3	4	5
12	I focus on the tense of a verb, such as present tense and past tense.	1	2	3	4	5
13	I try to understand the meaning of every word in a text.	1	2	3	4	5
14	I translate each sentence into my native language.	1	2	3	4	5
15	I start reading from the first paragraph and read all the way through the last paragraph.	1	2	3	4	5
16	I pay attention to sentence structure, such as subjects and objects.	1	2	3	4	5
17	I continue reading even if I have difficulty.	1	2	3	4	5
18	I change reading speed depending on the difficulty of a text.	1	2	3	4	5
19	I read aloud the difficult parts of a text.	1	2	3	4	5
20	I ignore unknown words and continue reading if they don't hinder my comprehension.	1	2	3	4	5
21	I try to understand the meaning of an unknown word by dividing it into parts (un-forget-able).	1	2	3	4	5
22	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
23	I use semantic knowledge (synonym, antonym) to guess unknown words.	1	2	3	4	5

24	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
25	I read the obscure words, phrases, and sentences repeatedly to ponder their meaning while reading.	1	2	3	4	5
26	I adopt different methods to handle unknown words according to different reading purposes.	1	2	3	4	5
27	I link the content with what I already know.	1	2	3	4	5
28	I check what each pronoun refers to.	1	2	3	4	5
29	I mark important parts, by underlining, using colored pens or drawing stars to separae them from the rest of the text.	1	2	3	4	5
30	I read aloud the entire text.	1	2	3	4	5
31	I make a picture in my mind about what the text is saying.	1	2	3	4	5
32	I try to link the content to different parts of the passage.	1	2	3	4	5
33	I ask questions to myself about text or my comprehension.	1	2	3	4	5
34	I try to understand the meaning without translating the text into my native language.	1	2	3	4	5
35	While reading, I think about informtion both in English and my mother tongue.	1	2	3	4	5
36	If I'm having trouble, I go back to previous sentences.	1	2	3	4	5
37	I follow the line I am reading with my finger or my pen.	1	2	3	4	5
38	I use slashes to divide a sentence grammatically.	1	2	3	4	5
39	I predict what will come next.	1	2	3	4	5
40	As I read, I check whether my prdictions are correct.	1	2	3	4	5
41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	1	2	3	4	5
42	I write down key words.	1	2	3	4	5
43	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
44	I try to separate objective sentences and subjective sentences writer uses to tell his own sentences.	1	2	3	4	5
45	I try to figure out the main idea of each paragraph.	1	2	3	4	5
46	I try to separate the main idea and the details that support it.	1	2	3	4	5
47	I pay attention to indirect opinions in the text and try to figure out their meaning.	1	2	3	4	5
48	I use a dictionary or another relevant book, encyclopedia, etc. to help me comprehend.	1	2	3	4	5
49	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
50	I have a purpose in mind when I read.	1	2	3	4	5
51	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
52	I read slowly and carefully to make sure I understand what I'm reading.	1	2	3	4	5
53	I try to get back on track when I lose concentration.	1	2	3	4	5
54	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
55	I stop from time to time and think about what I am reading.	1	2	3	4	5

56	I check my understanding when I come across new information.	1	2	3	4	5
57	I reclassify and reorder information of text while reading.	1	2	3	4	5
58	I adopt different reading skills (critical reading, careful reading, skimming, scanning) contingent on different passages and reading purposes.	1	2	3	4	5
59	I read selectively, choose to read what I think is necessary, and skip unnecessary parts.	1	2	3	4	5
60	I use background information and common sense to predict the main idea of passages.	1	2	3	4	5
61	I check continuously whether my comprehension is right and correct in time.	1	2	3	4	5
62	I analyze grammatical structures to enhance my reading comprehension when I encounter complex sentences in reading.	1	2	3	4	5
63	I notice the topic sentence.	1	2	3	4	5
64	I make detailed plans for reading to improve my reading abilities.	1	2	3	4	5
65	I encourage myself to carry on my reading plans through to the end.	1	2	3	4	5
66	I encourage myself to continue reading when I get tired of reading.	1	2	3	4	5
67	I set definite plans and set certain time to finish reading.	1	2	3	4	5
68	I relax myself when I become anxious and nervous in reading.	1	2	3	4	5
69	I communicate with teachers about passages and reading skill and I ask them for help and explanation when I have difficulty in reading.	1	2	3	4	5
70	I communicate with my peers about passages and reading skills and I ask them for help and explanation when I have difficulty in reading.	1	2	3	4	5
71	I choose actively some English magazines, newspapers or books that am interested in reading.	1	2	3	4	5
72	I try to see what point the writer is attempting to establish.	1	2	3	4	5
73	I analyze the arguments made in the text.	1	2	3	4	5
74	I analyse repetitions or patterns of recurring images and repeated descriptions very carefully.	1	2	3	4	5
75	I look for use of figurative language to reflect the authors' attitudes, tone, and feelings.	1	2	3	4	5
76	I try to see the use of modal verbs, what they convey about the writer's attitude and mood (affirmative, negative, imperative, or interrogative).	1	2	3	4	5
	Post-Reading					
77	I summarize the text in my own words.	1	2	3	4	5
78	After reading the text in a detailed way, I analyze and evaluate writer's opinion instead of accepting the presented knowledge passively.	1	2	3	4	5
79	I summarize the topic, structure and the content of passages after reading.	1	2	3	4	5
80	I use diagrams or outlines to summarize the topic, structure and the content of passages after reading.	1	2	3	4	5
81	I summarize and reflect my reading skills and strategies after reading and judge whether they foster my reading comprehension.	1	2	3	4	5

82	I note down the knowledge I gained during reading not to forget it.	1	2	3	4	5
83	I evaluate what I have gained from reading and find out my shortcomings and think about countermeasures.	1	2	3	4	5
84	I evaluate whether what I have read achieved my reading purposes and met my requirements.	1	2	3	4	5

APPENDIX B. "ADVANCED READING II" COURSE SYLLABUS

Hacettepe University
Faculty of Education
Foreign Language Education
Department of English Language Teaching
Spring, 2013

Advanced Reading
İDÖ 186 Sections 2&3

Instructor: Assist. Prof. Dr. Didem KOBAN

E-mail: Dkoban@hacettepe.edu.tr

Class hours: Section 3 Wednesday   9:00-10:45   Room: B9ZK08
             Section   2 Wednesday   11:00-12:45 Room: B9ZK08

A. Course Description

The course involves reading, understanding, and critically evaluating textbooks and college-level reading. The students will explore the skills likely to lead to a successful college experience, review the basic skills needed for effective critical reading, develop critical reading and thinking skills, and improve study skills.

B. Course Requirement

Midterm Exam	50 %
Final exam	50 %

B. Course Outline

Week 1 (6 March)	Introduction+Syllabus
Week 2 (13 March)	Chapter 1: Life in college and beyond
Week 3 (20 March)	Chapter 2: Topics, Main ideas, and Details

Week 4 (27 March)	Chapter 3: The author's purpose and the rhetorical modes
Week 5 (3 April)	Chapter 4: Transition words and patterns of organization
Week 6 (10 April)	Chapter 5: Inference
Week 7 (17 April)	Chapter 6: Figurative Language
Week 8 (24 April)	Chapter 7: Tone
Week 9 (1 May)	NO CLASS
Week 10 (8 May)	Chapter 8: Fact and opinion
Week 11 (15 May)	Midterm
Week 12 (22 May)	Chapter 9: Point of view
Week 13 (29 May)	Chapter 10: Bias
Week 14 (5 June)	Review

APPENDIX C. OKUMA STRATEJİLERİ ANKETİ

		Nerdeyse hiç	Nadiren	Bazen	Sık sık	Hemen her zaman
	Pre-Reading (Okumadan Önce)					
1	Metnin uzunluk ve organizasyon gibi özelliklerine dikkat ederek önce bir gözden geçiririm.	1	2	3	4	5
2	Metnin içeriğini tahmin etmek için konu başlığını kullanırım.	1	2	3	4	5
3	Ne çeşit bir metin olduğunu (gazete makalesi, bilimsel yazı, hikaye, vb.) göz önünde bulundururum.	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 birlikte verilen grafiklere, resimlere ve diğer yardımcı öğelere dikkat ederim.	1	2	3	4	5
6	Önce soruları okuyup sonra metni okurum.	1	2	3	4	5
7	Konu başlığı hakkında kişisel fikrimi söylerim.	1	2	3	4	5
8	Metin hakkında genel bir bakış edinmek için önce ana hatlarıyla okurum daha sonra geri döner detaylı bir şekilde okurum.	1	2	3	4	5
9	Bütün metni hızlıca gözden geçirir ve sonra okuma amacıma göre seçerek okurum.	1	2	3	4	5
	During Reading (Okuma Sırasında)					
10	Cümlelerin içindeki sözcük grubu (phrase) ve yan cümlecik (clause) gibi parçalara dikkat ederim.	1	2	3	4	5
11	Her bir paragrafın başlangıç ve sonunu dikkat ederek okurum.	1	2	3	4	5
12	Fiillerin zamanlarına dikkat ederim (geniş zaman, geçmiş zaman, vb).	1	2	3	4	5
13	Metindeki her kelimenin anlamını kavramaya çalışırım.	1	2	3	4	5
14	Metindeki her cümleyi Türkçe'ye çeviririm.	1	2	3	4	5
15	Okumaya birinci paragraftan başlayıp metni sonuna kadar okurum.	1	2	3	4	5
16	Cümle yapılarına (özne, nesne, vb) dikkat ederim.	1	2	3	4	5
17	Okurken anlamada zorluk yaşasam da okumaya devam ederim.	1	2	3	4	5
18	Okuma hızımı, metnin zorluk derecesine göre değiştiririm.	1	2	3	4	5
19	Metnin zor bölümlerini yüksek sesle okurum.	1	2	3	4	5
20	Eğer anlamayı engellemiyorsa bilmediğim kelimeleri görmezden gelir ve okumaya devam ederim.	1	2	3	4	5
21	Bilmediğim bir kelimenin anlamını kelimeyi parçalarına bölerek anlamaya çalışırım (un-forget-able).	1	2	3	4	5
22	Bir sözcük ya da sözcük grubunu (phrase) anlamadığım zaman, metindeki ipuçlarını kullanarak anlamı tahmin ederim.	1	2	3	4	5
23	Anlamsal bilgiyi (synonym, antonym) bilmediğim kelimeleri tahmin etmek için kullanırım.	1	2	3	4	5
24	Bir sözcük ya da sözcük grubunu (phrase) anlamadığım zaman,	1	2	3	4	5

	metnin konusuyla ilgili bildiklerimi kullanarak anlamı tahmin ederim.					
25	Anlayamadığım kelimeleri, kelime gruplarını, cümlelerin anlamını çıkarabilmek için tekrar tekrar okurum.	1	2	3	4	5
26	Farklı okuma amaçları için bilmediğim kelimelerle baş etmek için farklı metotlar kullanırım.	1	2	3	4	5
27	Metnin içeriğiyle o konuyla ilgili önceden bildiklerim arasında bağlantı kurarım.	1	2	3	4	5
28	Her bir zamirin (pronoun) neyi kastettiğini/neyin yerini tuttuğunu kontrol ederim.	1	2	3	4	5
29	Önemli yerleri altını çizerek, yuvarlak içine alarak, renkli kalem kullanarak, yanına yıldız çizerek ya da daha farklı yollarla metnin diğer kısımlarından ayırırım.	1	2	3	4	5
30	Bütün metni sesli bir şekilde okurum.	1	2	3	4	5
31	Metinde anlatılanları kafamda canlandırmaya çalışırım.	1	2	3	4	5
32	Metni okurken anlatılanlar arasında bağlantı kurmaya çalışırım.	1	2	3	4	5
33	Metni okurken metinle ya da anladıklarımla ilgili kendime sorular sorarım.	1	2	3	4	5
34	Metni Türkçe'ye çevirmeden anlamaya çalışırım.	1	2	3	4	5
35	Okurken, hem İngilizce hem de Türkçe olarak verilen bilgi hakkında düşünürüm.	1	2	3	4	5
36	Anlamakta zorluk çekersem önceki cümlelere dönerim.	1	2	3	4	5
37	Okumakta olduğum satırı parmağımla ya da kalemimle takip ederim.	1	2	3	4	5
38	Bir cümleyi gramer kurallarına göre parçalarına ayırmak için çizgiler (/) çizerim.	1	2	3	4	5
39	Metinde daha sonra neler anlatılacağını tahmin ederim.	1	2	3	4	5
40	Metni okudukça yaptığım tahminlerin, çıkarımların doğru olup olmadığını kontrol ederim.	1	2	3	4	5
41	"Buna rağmen" ve "bunun yanında" gibi bağlaçlara dikkat ederim, böylece cümlenin yapısını anlayabilirim.	1	2	3	4	5
42	Anahtar kelimeleri yazarım.	1	2	3	4	5
43	İtalik ve koyu yazı gibi tipografik özellikleri anahtar bilgileri belirlemek için kullanırım.	1	2	3	4	5
44	Metinde geçen nesnel cümlelerle, yazarın kendi cümlelerini anlatmak için kullandığı öznel yargıları birbirinden ayırmaya çalışırım.	1	2	3	4	5
45	Metindeki her bir paragrafın ana fikrini çıkarmaya çalışırım.	1	2	3	4	5
46	Metnin ana fikrini ve onu desteklemek için verilen detayları birbirinden ayırmaya çalışırım.	1	2	3	4	5
47	Metinde dolaylı olarak anlatılan fikirlere dikkat eder ve ne anlama geldikleriyle ilgili çıkarımlarda bulunmaya çalışırım.	1	2	3	4	5
48	Metni okurken anlamama yardımcı olması için herhangi bir kaynağı (sözlük, ansiklopedi, gramer kitabı vb) kullanırım.	1	2	3	4	5
49	Metnin ana fikrini anlamamı kolaylaştırması için metinde anlatılanları kendi cümlelerimle tekrar ifade etmeye çalışırım.	1	2	3	4	5
50	Okurken aklımda bir amaç vardır.	1	2	3	4	5
51	Metni okurken içeriğin benim okuma amacıma uyup uymadığını düşünürüm.	1	2	3	4	5

52	Okuduğumu anladığımdan emin olmak için yavaş ve dikkatli bir şekilde okurum.	1	2	3	4	5
53	Konsantrasyonum bozulduğunda tekrar aklımı toplamaya çalışırım.	1	2	3	4	5
54	Metin zorlaştıkça okuduklarıma daha çok dikkat ederim.	1	2	3	4	5
55	Zaman zaman durur ve okuduğum şey hakkında düşünürüm.	1	2	3	4	5
56	Yeni bilgi ile karşılaştığımda anladığımı kontrol ederim.	1	2	3	4	5
57	Okurken metindeki bilgileri yeniden gruplandırır ve düzenlerim.	1	2	3	4	5
58	Farklı metinler ve okuma amaçları için farklı okuma becerilerini (eleştirel düşünme, dikkatli okuma, gözden geçirme ve detaylı okuma) uygularım.	1	2	3	4	5
59	Gerekli olduğunu düşündüğüm bölümleri seçerek ve gereksiz bölümleri atlayarak seçici bir şekilde okurum.	1	2	3	4	5
60	Metnin ana fikrini bulmak için ön bilgilerimi ve sağduyumu kullanırım.	1	2	3	4	5
61	Okurken sürekli olarak doğru anlayıp anlamadığımı kontrol ederim ve zamanında düzeltirim.	1	2	3	4	5
62	Metinde karmaşık cümlelerle karşılaştırdığımda daha iyi anlamak için gramer yapılarını analiz ederim.	1	2	3	4	5
63	Konu (Thesis statement) cümlesini bulurum.	1	2	3	4	5
64	Okuma becerilerimi geliştirmek için kendime detaylı okuma planları hazırlarım.	1	2	3	4	5
65	Kendimi okuma planlarımı sonuna kadar sürdürmek için teşvik ederim.	1	2	3	4	5
66	Okumaktan yorulduğumda/sıkıldığımda kendimi okumaya devam etmeye teşvik ederim.	1	2	3	4	5
67	Belirli okuma planları yaparım ve metni bitirmek için belirli bir zaman sınırı koyarım.	1	2	3	4	5
68	Okurken endişelenip gerildiğimde kendimi sakinleştiririm.	1	2	3	4	5
69	Öğretmenlerimle okuma parçaları ve becerileri konusunda konuşurum, yardımlarını ister ve açıklamalar yapmalarını isterim.	1	2	3	4	5
70	Arkadaşlarımla okuma parçaları ve becerileri konusunda konuşurum, yardımlarını ister ve açıklamalar yapmalarını isterim.	1	2	3	4	5
71	Okumakla ilgilendiğim bazı İngilizce dergi, gazete ve kitapları seçerim.	1	2	3	4	5
72	Yazarın iletmeye çalıştığını bulmaya çalışırım.	1	2	3	4	5
73	Metinde iddia edilenleri analiz ederim.	1	2	3	4	5
74	Metindeki tekrarlara, tekrar eden simgelere, tanımlamalara, kelime ve sözük öbeği tekrarlarını dikkatle incelerim.	1	2	3	4	5
75	Yazarın tavrını, tarzını ve duygularını yansıtmak için mecazlı bir dil kullanıp kullanmadığını konrol ederim.	1	2	3	4	5
76	Kiplerle ilgili (modal) fiillerin kullanımına, yazarın tavrıyla ilgili neleri açığa çıkardığına dikkat ederim (affirmative, negative, imperative, or interrogative).	1	2	3	4	5
Post- Reading (Okuduktan sonra)						
77	Metni kendi cümlelerimle özetlerim.	1	2	3	4	5
78	Metni detaylı şekilde okuduktan sonra sunulan bilgileri pasif bir şekilde kabul etmek yerine metni ve yazarın bakış açısını analiz eder ve değerlendiririm.	1	2	3	4	5

79	Okuduktan sonra başlığı, yapıyı ve metinlerdeki içeriği özetlerim.	1	2	3	4	5
80	Okuduktan sonra başlığı, yapıyı ve metnin içeriğini özetlemek için şema ya da taslaklar çizerim.	1	2	3	4	5
81	Okuduktan sonra, okuma beceri ve stratejilerimi özetler ve okuduğumu anlamayı artırıp artırmadıklarına karar veririm.	1	2	3	4	5
82	Okuma boyunca edindiğim bilgileri devam ettirmek için bu bilgileri yazarım.	1	2	3	4	5
83	Metinden ne kazandığımı değerlendirir, eksiklerimi bulur ve alınacak önlemleri düşünürüm.	1	2	3	4	5
84	Okuduğum metnin okuma amacımı gerçekleştirip gerçekleştirmediği ve benim ihtiyaçlarımı karşılayıp karşılamadığını değerlendiririm.	1	2	3	4	5

APPENDIX D. CONSENT FORM

Dear Participant,

This Questionnaire is a part of master thesis which is carried out by Asiye Karapınar. The aim the study is to gather information about strategies that participants use while reading English as a second language. Participation to the study is voluntary. Your answers will be completely anonymous and will be evaluated by the researchers and the data gained will be used scientific publications.

The questionnaire doesn't generally include questions that will give discomfort. However, you are free to go if you feel discomfort from the questions or any other reason. In such a situtation, it will be enough to tell the person applying the questionnaire that you haven't completed the questionnaire. At the end of the questionnaire, your questions about the study will be answered. Thanks in advance for taking part in this study. In order to get further information about the study you can contact Asiye Karapınar (Tosya Anadolu Öğretmen Lisesi; Tel: 03663136502; e-mail: asiyekarapinar@live.fr)

I participate in this study completely voluntarily and I know that I can stop and leave anytime. I accept that the information I give can be used for scientific publications. (Give the form to the person applying after filling and signing.)

Name Surmane   Date   Signiture   The Course Taken

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INSTRUCTION:

It is important that you choose the statements according to how well they describe you not what you should do or what other people do. THIS IS NOT AN EXAM. The statements below do not have a right or wrong answer. This application will not

affect your course grades in any way. You may be using different strategies according to your language learning experiences and needs. The strategies presented here are general. Everyone may not need the same strategies.

Thank you for your participation!

Asiye KARAPINAR

Signiture

APPENDIX E. ONAY FORMU

Sevgili Katılımcı,

Bu anket, Asiye Karapınar tarafından yürütülen bir yüksek lisans çalışmasının bir parçasıdır. Çalışmanın amacı, katılımcıların ikinci dil olarak İngilizce okumada kullandıkları stratejiler ile ilgili bilgi toplamaktır. Çalışmaya katılım tamamıyla gönüllülük temelinde dayanmaktadır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Asiye Karapınar (Tosya Anadolu Öğretmen Lisesi; Tel: 03663136502; E-posta: asiyekarapinar@live.fr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad Soyad	Tarih	İmza	Alınan Ders
	----/----/-----		

YÖNERGE:

İfadeleri, sizin ne yapmanız gerektiği ya da başka insanların ne yaptıklarına göre DEĞİL, her bir ifadenin <u>sizi ne kadar iyi anlattığına göre</u> seçmeniz önemlidir. BU BİR SINAV DEĞİLDİR. Aşağıdaki ifadelerin doğru ya da yanlış cevabı yoktur. Bu uygulama ders notlarınızı hiçbir şekilde etkilemeyecektir. Dil öğrenme tecrübeleriniz ve ihtiyaçlarınıza göre farklı stratejiler kullanıyor olabilirsiniz. Burada sunulan stratejiler genel stratejilerdir. Herkesin aynı türde stratejilere ihtiyacı olmayabilir.

Katılımınız için teşekkürler!

Asiye KARAPINAR

İmza

APPENDIX F. ORDER OF THE STRATEGIES FROM THE MOST TO LEAST PREFERRED BY ELT FRESHMAN STUDENTS IN GENERAL TERMS

	Item No	Strategies	N	Mean
1	53	I try to get back on track when I lose concentration.	121	4.47
2	15	I start reading from the first paragraph and read all the way through the last paragraph.	121	4.31
3	54	When text becomes difficult, I pay closer attention to what I am reading.	121	4.31
4	18	I change reading speed depending on the difficulty of a text.	121	4.29
5	22	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.	121	4.26
6	20	I ignore unknown words and continue reading if they don't hinder my comprehension.	121	4.24
7	41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	121	4.14
8	2	I use the title to help predict the contents.	121	4.13
9	12	I focus on the tense of a verb, such as present tense and past tense.	121	4.12
10	24	If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	121	4.12
11	1	I review the text first by noting its characteristics like lenght and organization.	121	4.12
12	32	I link the content with what I already know.	121	4.11
13	72	I try to see what point the writer is attempting to establish.	121	4.09
14	5	I browse titles, sub-titles, illustrations, and diagrams to predict the main idea before reading.	121	4.07
15	17	I continue reading even if I have difficulty.	121	4.05
16	34	I try to understand the meaning without translating the text into my native language.	121	4.03
17	23	I use semantic knowledge (synonym, antonym) to guess unknown words.	121	3.98
18	29	I mark important parts, by underlining, using colored pens or drawing stars to separae them from the rest of the text.	121	3.97
19	3	I consider what type of text it is, such as a newspaper article, a scientific paper, or a story)	121	3.93
20	36	If I'm having trouble, I go back to previous sentences.	121	3.93
21	11	I pay attention to the beginning and the end of each paragraph.	121	3.91
22	56	I check my understanding when I come across new information.	121	3.91
23	28	I check what each pronoun refers to.	121	3.89
24	27	I link the content with what I already know.	121	3.88

25	50	I have a purpose in mind when I read.	121	3.83
26	52	I read slowly and carefully to make sure I understand what I'm reading.	121	3.83
27	10	I pay attention to parts of sentences such as phrases and clauses.	121	3.79
28	74	I analyse repetitions or patterns of recurring images and repeated descriptions very carefully.	121	3.76
29	16	I pay attention to sentence structure, such as subjects and objects.	121	3.74
30	47	I pay attention to indirect opinions in the text and try to figure out their meaning.	121	3.74
31	25	I read obscure words, phrases, and sentences repeatedly to ponder their meanings while reading.	121	3.69
32	6	I read the questions first and after the reading text.	121	3.64
33	9	I skim the whole passage quickly and then read selectively according to my reading purposes.	121	3.64
34	31	I make a picture in my mind about what the text is saying.	121	3.64
35	43	I use typographical features like bold face and italics to to identify key information.	121	3.64
36	55	I stop from time to time and think about what I am reading.	121	3.60
37	84	I evaluate whether what I have read achieved my reading purposes and met my requirements.	121	3.60
38	35	When reading, I think about informtion in both English and my mother tongue.	121	3.60
39	62	I analyze grammatical structures to enhance my reading comprehension when encountering complex sentences in reading.	121	3.56
40	58	I adopt different reading skills (critical reading, careful reading, skimming, scanning) contingent on different passages and reading purposes.	121	3.55
41	76	I try to see the use of modal verbs, what they convey about the writer's attitude and mood (affirmative, negative, imperative, or interrogative).	121	3.55
42	51	I think about whether the content of the text fits my reading purpose.	121	3.53
43	63	I notice the topic sentence.	121	3.52
44	75	I look for use of figurative language to reflect the authors' attitudes, tone, and feelings.	121	3.52
45	21	I try to understand the meaning of an unknown word by dividing it into parts. (un-forget-able).	121	3.51
46	71	I choose actively some English magazines, newspapers or books that I am interested in reading.	121	3.51
47	60	I use background information and common sense to predict the main idea of passages.	121	3.50
48	73	I analyze the arguments made in the text.	121	3.50
49	8	I skimte text first, and later I read for details.	121	3.47
50	44	I try to separate objective sentences and subjective sentences writers uses to tell his own sentences.	121	3.45

51	61	I check continuously whether my comprehension is right and correct in time.	121	3.43
52	68	I relax myself when I become anxious and nervous in reading.	121	3.43
53	40	As I read, I check whether my prdictions are correct.	121	3.32
54	46	I try to separate the main idea and the detailsgives to support it.	121	3.32
55	78	Post readingthe text in a detailed way, I analyze and evaluate writer's opinion instead of accepting the presented knowledge passively.	121	3.32
56	59	I read selectively, choose to read what I think is necessary, and skip unnecessary parts.	121	3.27
57	26	Adopting different methods to handle unknown words according to different reading purposes.	121	3.25
58	57	I reclassify and reorder information of text while reading.	121	3.21
59	4	I review some information like dates,names, numbers in the text before reading the whole text.	121	3.21
60	83	I evaluate what I have gained from reading and find out my shortcomings and think about countermeasures.	121	3.19
61	39	I predict what will come next.	121	3.17
62	48	I use a a dictionary or another relevant book, encyclopedia, etc. to help mecomprehend.	121	3.15
63	79	I summarize the topic, structure and the content of passages after reading.	121	3.15
64	33	I ask questions to myself about text or my comprehension.	121	3.12
65	42	I write down key words.	121	3.09
66	45	I try to figure out the main idea of each paragraph.	121	3.09
67	66	I encourage myself to continue reading when I get tired of reading.	121	3.09
68	77	I summarizethe text in my own words.	121	2.96
69	65	I encourage myself to carry my reading plans through to the end.	121	2.88
70	37	I follow the line I am reading with my finger or my pen.	121	2.86
71	49	I paraphrase (restate ideas in my own words) to better understand what I read.	121	2.85
72	70	I communicate with my peers about passages and reading skills and I ask them for help and explanation when I have difficulties in reading.	121	2.83
73	67	I set definite plans and set certain time to finish reading.	121	2.82
74	81	I summarize and reflect my reading skills and strategies post readingand judge whether they foster my reading comprehension.	121	2.80
75	13	I try to understand the meaning of every word in a text.	121	2.74
76	69	I communicate with teachers about passages and reading skill and I ask them for help and	121	2.70

		explanation when I have difficulties in reading.		
77	7	I give my personal opinion about the topic.	121	2.69
78	64	I make detailed plans for reading to improve my reading abilities.	121	2.64
79	82	I note down the knowledge I gained during reading not to forget it.	121	2.45
80	19	I read aloud the difficult parts of a text.	121	2.26
81	80	I use diagrams or outlines to summarize the topic, structure and the content of passages after reading.	121	2.15
82	14	I translate each sentence into my native language.	121	1.98
83	38	I use slashes to divide a sentence grammatically.	121	1.93
84	30	I read aloud the entire text.	121	1.74

APPENDIX G.THE PREFERENCE OF DURING-READING STRATEGIES FROM THE MOST TO LEAST

	Item No	Strategies	N	Mean	Type
1	53	I try to get back on track when I lose concentration.	121	4.47	During
2	15	I start reading from the first paragraph and read all the way through the last paragraph.	121	4.31	During
3	54	When text becomes difficult, I pay closer attention to what I am reading.	121	4.31	During
4	18	I change reading speed depending on the difficulty of a text.	121	4.29	During
5	22	If I don't understand something such as a word or phrase, I guess its meaning using clues from the text.	121	4.26	During
6	20	I ignore unknown words and continue reading if they don't hinder my comprehension.	121	4.24	During
7	41	I pay attention to linking words such as "however" and "besides" so that I can understand the structure.	121	4.14	During
8	12	I focus on the tense of a verb, such as present tense and past tense.	121	4.12	During
9	24	If I don't understand something such as a word or phrase, I guess its meaning using information I know about the topic.	121	4.12	During
10	32	I link the content with what I already know.	121	4.11	During
11	72	I try to see what point the writer is attempting to establish.	121	4.09	During
12	17	I continue reading even if I have difficulty.	121	4.05	During
13	34	I try to understand the meaning without translating the text into my native language.	121	4.03	During
14	23	I use semantic knowledge (synonym, antonym) to guess unknown words.	121	3.98	During
15	29	I mark important parts, by underlining, using colored pens or drawing stars to separate them from the rest of the text.	121	3.97	During
16	36	If I'm having trouble, I go back to previous sentences.	121	3.93	During
17	11	I pay attention to the beginning and the end of each paragraph.	121	3.91	During
18	56	I check my understanding when I come across new information.	121	3.91	During
19	28	I check what each pronoun refers to.	121	3.89	During
20	27	I link the content with what I already know.	121	3.88	During
21	50	I have a purpose in mind when I read.	121	3.83	During

22	52	I read slowly and carefully to make sure I understand what I'm reading.	121	3.83	During
23	10	I pay attention to parts of sentences such as phrases and clauses.	121	3.79	During
24	74	I analyse repetitions or patterns of recurring images and repeated descriptions very carefully.	121	3.76	During
25	16	I pay attention to sentence structure, such as subjects and objects.	121	3.74	During
26	47	I pay attention to indirect opinions in the text and try to figure out their meaning.	121	3.74	During
27	25	I read obscure words, phrases, and sentences repeatedly to ponder their meanings while reading.	121	3.69	During
28	31	I make a picture in my mind about what the text is saying.	121	3.64	During
29	43	I use typographical features like bold face and italics to identify key information.	121	3.64	During
30	55	I stop from time to time and think about what I am reading.	121	3.60	During
31	35	While reading, I think about information in both English and my mother tongue.	121	3.60	During
32	62	I analyze grammatical structures to enhance my reading comprehension when I encounter complex sentences in reading.	121	3.56	During
33	58	I adopt different reading skills (critical reading, careful reading, skimming, scanning) contingent on different passages and reading purposes.	121	3.55	During
34	76	I try to see the use of modal verbs, what they convey about the writer's attitude and mood (affirmative, negative, imperative, or interrogative).	121	3.55	During
35	51	I think about whether the content of the text fits my reading purpose.	121	3.53	During
36	63	I notice the topic sentence.	121	3.52	During
37	75	I look for use of figurative language to reflect the authors' attitude, tone and feelings.	121	3.52	During
38	21	I try to understand the meaning of an unknown word by dividing it into parts. (un-forget-able).	121	3.51	During
39	71	I choose actively some English magazines, newspapers or books that I am interested in reading.	121	3.51	During
40	60	I use background information and common sense to predict the main idea of passages.	121	3.50	During
41	73	I analyze the arguments made in the text.	121	3.50	During

42	44	I try to separate objective sentences and subjective sentences writer uses to tell his own sentences.	121	3.45	During
43	61	I check continuously whether my comprehension is right and correct in time.	121	3.43	During
44	68	I relax myself when I become anxious and nervous in reading.	121	3.43	During
45	40	As I read, I check whether my prdictions are correct.	121	3.32	During
46	46	I try to separate the main idea and the details that support it.	121	3.32	During
47	59	I read selectively, choose to read what I think is necessary, and skip unnecessary parts.	121	3.27	During
48	26	I adopt different methods to handle unknown words according to different reading purposes.	121	3.25	During
49	57	I reclassify and reorder information of text while reading.	121	3.21	During
50	39	I predict what will come next.	121	3.17	During
51	48	I use a dictionary or another relevant book, encyclopedia, etc. to help me comprehend.	121	3.15	During
52	33	I ask questions to myself about text or my comprehension.	121	3.12	During
53	42	I write down key words.	121	3.09	During
54	45	I try to figure out the main idea of each paragraph.	121	3.09	During
55	66	I encourage myself to continue reading when I get tired of reading.	121	3.09	During
56	65	I encourage myself to carry my reading plans through to the end.	121	2.88	During
57	37	I follow the line I am reading with my finger or my pen.	121	2.86	During
58	49	I paraphrase (restate ideas in my own words) to better understand what I read.	121	2.85	During
59	70	I communicate with my peers about passages and reading skills and I ask them for help and explanation when I have difficulty in reading.	121	2.83	During
60	67	I set definite plans and set certain time to finish reading.	121	2.82	During
61	13	I try to understand the meaning of every word in a text.	121	2.74	During
62	69	I communicate with teachers about passages and reading skill and I ask them for help and explanation when I have difficulties in reading.	121	2.70	During
63	64	I make detailed plans for reading to improve my reading abilities.	121	2.64	During
64	19	I read aloud the difficult parts of a text.	121	2.26	During

65	14	I translate each sentence into my native language.	121	1.98	During
66	38	I use slashes to divide a sentence grammatically.	121	1.93	During
67	30	I read aloud the entire text.	121	1.74	During

N:Number of Participants, M=mean, During= During-Reading Strategies

APPENDIX H.DESCRIPTIVE STATISTICS OF SUCCESSFUL AND LESS SUCCESSFUL STUDENTS' PREFERENCE OF STRATEGIES

Strategy / Student Status		N	Mean	SD	SEM
S1	Successful	6	4.67	0.52	0.21
	Less Successful	33	3.94	1.22	0.21
S2	Successful	6	3.83	0.98	0.40
	Less Successful	33	4.06	1.03	0.18
S3	Successful	6	4.33	0.52	0.21
	Less Successful	33	3.79	0.99	0.17
S4	Successful	6	3.17	0.98	0.40
	Less Successful	33	3.15	1.09	0.19
S5	Successful	6	4.50	0.55	0.22
	Less Successful	33	4.15	1.06	0.19
S6	Successful	6	3.00	1.41	0.58
	Less Successful	33	3.91	1.10	0.19
S7	Successful	6	2.00	1.26	0.52
	Less Successful	33	2.91	1.07	0.19
S8	Successful	6	3.17	1.17	0.48
	Less Successful	33	3.48	1.28	0.22
S9	Successful	6	3.83	0.98	0.40
	Less Successful	33	3.55	1.25	0.22
S10	Successful	6	4.33	0.82	0.33
	Less Successful	33	3.67	1.08	0.19
S11	Successful	6	4.17	0.41	0.17
	Less Successful	33	3.82	1.04	0.18
S12	Successful	6	4.17	0.98	0.40
	Less Successful	33	4.21	0.82	0.14
S13	Successful	6	2.67	1.21	0.49
	Less Successful	33	2.91	1.23	0.21
S14	Successful	6	1.67	0.82	0.33
	Less Successful	33	2.12	1.05	0.18
S15	Successful	6	4.67	0.52	0.21
	Less Successful	33	4.27	0.88	0.15
S16	Successful	6	4.17	0.75	0.31
	Less Successful	33	3.61	1.12	0.19
S17	Successful	6	4.33	0.82	0.33
	Less Successful	33	4.06	0.97	0.17
S18	Successful	6	4.17	0.98	0.40
	Less Successful	33	4.21	0.74	0.13
S19	Successful	6	2.33	1.51	0.61
	Less Successful	33	2.39	1.20	0.21
S20	Successful	6	4.33	1.21	0.49
	Less Successful	33	4.15	0.83	0.15

S21	Successful	6	3.33	1.03	0.42
	Less Successful	33	3.48	1.06	0.19
S22	Successful	6	4.00	1.26	0.52
	Less Successful	33	4.27	0.63	0.11
S23	Successful	6	3.83	0.75	0.31
	Less Successful	33	3.85	0.83	0.15
S24	Successful	6	3.67	1.21	0.49
	Less Successful	33	4.15	0.76	0.13
S25	Successful	6	3.50	1.05	0.43
	Less Successful	33	3.76	1.00	0.17
S26	Successful	6	2.67	0.52	0.21
	Less Successful	33	3.27	0.94	0.16
S27	Successful	6	3.33	0.52	0.21
	Less Successful	33	3.97	0.98	0.17
S28	Successful	6	4.00	1.10	0.45
	Less Successful	33	4.06	0.75	0.13
S29	Successful	6	4.50	0.55	0.22
	Less Successful	33	4.12	1.05	0.18
S30	Successful	6	1.67	1.03	0.42
	Less Successful	33	1.85	0.94	0.16
S31	Successful	6	3.33	1.37	0.56
	Less Successful	33	3.70	1.05	0.18
S32	Successful	6	4.50	0.84	0.34
	Less Successful	33	4.21	0.74	0.13
S33	Successful	6	4.00	1.10	0.45
	Less Successful	33	3.24	1.06	0.18
S34	Successful	6	4.33	0.82	0.33
	Less Successful	33	3.97	1.07	0.19
S35	Successful	6	2.50	1.05	0.43
	Less Successful	33	3.70	0.88	0.15
S36	Successful	6	3.50	0.84	0.34
	Less Successful	33	4.03	0.88	0.15
S37	Successful	6	3.67	1.21	0.49
	Less Successful	33	2.94	1.39	0.24
S38	Successful	6	1.67	0.82	0.33
	Less Successful	33	2.03	1.26	0.22
S39	Successful	6	3.00	0.63	0.26
	Less Successful	33	3.18	1.01	0.18
S40	Successful	6	3.33	0.52	0.21
	Less Successful	33	3.33	0.92	0.16
S41	Successful	6	4.17	0.75	0.31
	Less Successful	33	4.15	0.80	0.14
S42	Successful	6	2.67	0.82	0.33
	Less Successful	33	3.36	1.41	0.25
S43	Successful	6	3.67	1.21	0.49

	Less Successful	33	3.70	0.98	0.17
S44	Successful	6	3.67	1.03	0.42
	Less Successful	33	3.30	1.05	0.18
S45	Successful	6	3.17	1.33	0.54
	Less Successful	33	3.03	1.24	0.22
S46	Successful	6	2.67	1.03	0.42
	Less Successful	33	3.27	1.10	0.19
S47	Successful	6	3.83	0.75	0.31
	Less Successful	33	3.76	0.94	0.16
S48	Successful	6	3.00	1.26	0.52
	Less Successful	33	3.30	1.21	0.21
S49	Successful	6	2.33	1.21	0.49
	Less Successful	33	3.21	1.22	0.21
S50	Successful	6	3.83	1.17	0.48
	Less Successful	33	4.00	0.83	0.14
S51	Successful	6	4.67	0.52	0.21
	Less Successful	33	3.45	1.03	0.18
S52	Successful	6	3.83	0.98	0.40
	Less Successful	33	3.94	1.12	0.19
S53	Successful	6	4.50	0.55	0.22
	Less Successful	33	4.39	0.93	0.16
S54	Successful	6	4.33	0.82	0.33
	Less Successful	33	4.30	1.07	0.19
S55	Successful	6	4.17	0.98	0.40
	Less Successful	33	3.79	1.05	0.18
S56	Successful	6	4.00	0.63	0.26
	Less Successful	33	4.06	0.75	0.13
S57	Successful	6	3.33	1.03	0.42
	Less Successful	33	3.15	1.20	0.21
S58	Successful	6	4.00	0.89	0.37
	Less Successful	33	3.52	1.00	0.17
S59	Successful	6	3.00	1.90	0.77
	Less Successful	33	2.97	1.05	0.18
S60	Successful	6	3.83	1.17	0.48
	Less Successful	33	3.58	0.97	0.17
S61	Successful	6	3.67	0.82	0.33
	Less Successful	33	3.45	1.15	0.20
S62	Successful	6	4.17	0.75	0.31
	Less Successful	33	3.73	1.13	0.20
S63	Successful	6	2.83	1.17	0.48
	Less Successful	33	3.42	1.15	0.20
S64	Successful	6	1.83	0.75	0.31
	Less Successful	33	2.61	1.22	0.21
S65	Successful	6	2.00	0.89	0.37
	Less Successful	33	2.73	1.10	0.19

S66	Successful	6	1.83	1.17	0.48
	Less Successful	33	2.79	1.24	0.22
S67	Successful	6	2.17	1.17	0.48
	Less Successful	33	2.61	1.20	0.21
S68	Successful	6	3.00	1.55	0.63
	Less Successful	33	3.36	1.19	0.21
S69	Successful	6	2.33	1.51	0.61
	Less Successful	33	2.48	1.12	0.20
S70	Successful	6	2.17	1.17	0.48
	Less Successful	33	2.76	1.35	0.23
S71	Successful	6	3.67	0.82	0.33
	Less Successful	33	3.70	0.92	0.16
S72	Successful	6	4.00	0.63	0.26
	Less Successful	33	3.85	0.91	0.16
S73	Successful	6	2.83	1.47	0.60
	Less Successful	33	3.70	1.02	0.18
S74	Successful	6	3.83	0.98	0.40
	Less Successful	33	3.76	1.03	0.18
S75	Successful	6	3.83	0.98	0.40
	Less Successful	33	3.64	0.96	0.17
S76	Successful	6	3.33	1.03	0.42
	Less Successful	33	3.33	0.99	0.17
S77	Successful	6	3.17	1.17	0.48
	Less Successful	33	3.21	1.24	0.22
S78	Successful	6	2.83	0.75	0.31
	Less Successful	33	3.30	1.05	0.18
S79	Successful	6	3.17	0.98	0.40
	Less Successful	33	3.27	1.15	0.20
S80	Successful	6	1.83	0.75	0.31
	Less Successful	33	2.24	1.06	0.18
S81	Successful	6	2.17	0.98	0.40
	Less Successful	33	2.88	1.02	0.18
S82	Successful	6	1.83	0.75	0.31
	Less Successful	33	2.82	1.24	0.22
S83	Successful	6	3.00	1.10	0.45
	Less Successful	33	3.18	1.10	0.19
S84	Successful	6	3.33	0.82	0.33
	Less Successful	33	3.55	1.06	0.19

*SD : Standard Deviation   **SEM:Standard Error of Mean

APPENDIX I.ORIGINALITY REPORT

ÖZGEÇMİŞ

Adı Soyadı	Asiye Karapınar
Doğum Yeri	Bulgaristan
Doğum Yılı	1983
Medeni Hali	Bekar

Eğitim ve Akademik Durumu

Lise	Şükrü Şankaya Anadolu Lisesi	1999-2003
Lisans	Uludağ Üniversitesi İngilizce Öğretmenliği	2003-2007
Yabancı Dil	İngilizce	
İş Deneyimi	Yeşilova İlköğretim Okulu, Kastamonu	2007-2010
	Tosya Anadolu Öğretmen Lisesi,Kastamonu	2010-2013
	Pazaryeri Anadolu Lisesi, Bilecik	2013- .....