Investigating Reading Strategy Use in EFL Environment: Instructors' and Preparatory Class Students' Perspectives*

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Abstract: This study investigated whether receiving cognitive and metacognitive reading strategy training explicitly would make a difference in the University preparatory class students' reading comprehension. From the instructors' aspect, the instructors' views about and approaches to teaching reading strategies were investigated and compared to each other. 83 students and 4 instructors participated to the mix-method study. Following the Solomon-four-group design the participants were divided into 2 research and 2 comparison groups. Data collection methods were pre-post reading comprehension test, CRSUS, MRSUS, TRSUS, self-evaluation checklists, interviews and classroom observations. The results of the study show that there is no significant difference in the reading comprehension of the comparison and research groups at the end of the term. For the instructors, the results indicate that the research group instructors had tendency to use more reading strategies. The paper concluded with implications and suggestions for the future research.
Key Words: Cognitive and metacognitive reading strategy use, reading strategy training, EFT, reading

Özet: Okuma Becerisi Stratejisi Kullanımının İngilizcenin Yabancı Dil Olarak Öğretildiği Ortamlarda İncelenmesi. Hazırlık Sınıfı Öğretim Elemanlarının ve Öğrencilerin Görüşleri. Bu çalışma, bilişsel ve üstbilişsel okuma stratejilerinin belirtik şekilde üniversite hazırlık sınıfı öğrencilerine öğretilmesinin İngilizce okuma parçalarını anlamalarında anlamlı bir farkın oluşturup oluşturmadığını araştırmaktadır. Öğretim elemanları yönünden bakıldığında bu çalışma, okuma stratejilerini öğretme hakkındaki fikir ve yaklaşımlarını araştırmış ve aralarında anlamlı bir farkın oluşup oluşmadığını incelemiştir. Karma yönteme dayalı bu çalışmaya 83 öğrenci ve 4 öğretim elemanı katılmıştır. Araştırma sürecinde katılımcıları araştırma ve karşılaştırma olarak oluşturmada deneysel yöntem olarak da adlandırılan 4'lü Solomon grup dizayını takip edilmiştir. Veri toplama metodları, okuduğunu anlamaya yönelik öntest-sontest, Okuma Becerisi Stratejileri Kullanım Ölçeği, Üstbiliş Okuma Stratejileri Ölçeği, Öğretmen Okuma Stratejileri Kullanım Ölçeği, kendi kendini değerlendirme ve kontrol listesi, görüşmeler, sınıf gözlemleridir. Araştırma sonuçları, araştırma ve karşılaştırma grupları öğrencilerinin dönem sonundaki okuduklarını anlama başarılarında anlamlı bir farkın ortaya çıkmadığını göstermiştir. Öğretim elemanları açısından bakıldığında sonuçlar araştırma grubu öğretim elemanlarının daha fazla strateji kullanma eğiliminde olduğunu göstermiştir. Makale gelecekte yapılacak çalışmalara öneriler bölümüyle sonlanmaktadır.
Anahtar Sözcükler: Bilişsel ve üstbilişsel okuma stratejisi kullanımı, okuma stratejisi eğitimi, İngilizce'nin Yabancı Dil olarak Öğretimi, okuma becerisi

Introduction

Reading is considered to be the most important language skill in traditional foreign language teaching (Carrell, 1988) and the means of teaching English as a foreign language in many countries (Susser & Rob, 1990). Therefore, according to Richards and Renandya (2002), many foreign language learners regard bettering in reading as the most important goal in their language learning process and several language learning activities are based on improving reading skills rather than other skills. More specifically, reading in English is also essential for learners' academic success, and accordingly teachers and researchers draw attention to understand the factors effecting success in reading comprehension (Kamhi-Stein, 2003).

To help improve learner's reading comprehension, teachers should aid them in understanding and using reading strategies (Yiğiter, Sarıçoban, & Gürses, 2005). The awareness of reading strategies can be defined as "the knowledge of the readers' cognition about reading and the self-control mechanisms they exercise when monitoring and regulating text comprehension" (Mokhtari & Reichard, 2002, p. 249). Since the first step of learning a skill is the cognitive step, cognitive strategies are considered to be very popular among language learners and they are essential in language learning (Oxford, 1990). Categorized under the heading of "direct group" as requiring learners' conscious involvement, these strategies allow learners to

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interact with language items through "reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally" (Oxford, 2003, p. 12). Through these strategies learners can interact with the new information in a variety of ways.

Block (1992) asserts, "reading in the foreign language is an inferior process for every individual that readers monitor actively, which directly influences the process itself. This kind of intellectual controlling mechanism is generally named as 'metacognition' " (p. 319). Block (1992) also states that "metacognitive thinking process includes observing the comprehension of the text as related to the use of reading skill; observing the comprehension of the text is a type of metacognitive thinking" (p. 320). In other words, "Metacognition refers both to the knowledge people have about their own cognitive processes and to their internal use of certain cognitive processes to facilitate learning and memory" (Ellis Ormrod, 2006, p. 46). O'Malley and Chamot (1990) explain the metacognitive strategies as consisting of four elements, namely, 'planning', 'prioritising', 'setting goals', and 'self-management'. Being able to monitor learning strategies can contribute to learning through metacognitive approaches (National Research Council, 2000).

Through examining the cognitive and metacognitive thinking processes, Wade (1990) revealed that "Many young and poor readers do not realize when a passage is incomprehensible, do not know that they should check their comprehension, lack strategies for doing so, and fail to make the necessary repairs" (p. 443). However, related to the repairs, in their study Berkowitz and Cicchelli (2004) found out that not being able to make the necessary repairs does not mean that readers make no use of cognitive strategies. For the researchers, the reasons for this might be that the readers are not aware of the strategies they use and do not apply them consciously. By the same token, in the metacognitive level the readers are far less able to monitor, evaluate, and direct their own learning. In most instances, the readers do not realize that there are strategies which make their learning process easier. Whether the reader comprehends what is read, whether an action is needed to solve a problem of understanding and how it is supposed to be are all the parts of the acting process of observing the comprehension of the text.

Pressley (1995) emphasizes that students need to be taught explicitly to use comprehension skills when they read. That is, the reading comprehension activities, which require students answer the comprehension questions and teachers supervise, is not sufficient. According to Jager (2002), learning occurs both by recording information and interpreting; students actively process information, using prior knowledge, skills, and strategies. During that process, teachers cannot simply transfer knowledge to the learners; instead, teachers have to involve the learners in a process in which they can actively posses the information. In line with this, Jager (2002) suggests that teachers must explain the students how expert readers make sense of a text and teachers have to learn students' skills that help them understand the texts. Besides these, students need to learn how, when, and where to use these skills. With respect to instruction, the teacher must introduce, and provide practice in useful reading strategies for coping with texts in an unfamiliar language.

The review of the experimental studies investigating cognitive and metacognitive reading strategies is summarized in Table 1. The studies investigated reading strategies in English focusing on the reading strategy awareness and use of the readers by evaluating the cognitive and metacognitive strategies separately. In addition, these studies focused on the reading strategy use of successful and unsuccessful readers. The research in the field included the participants attending high school, university preparatory class and English language department students. In these studies the following data collection methods such as, questionnaires, interviews, observations of students' class performances, were used either separately or in combination. However, there is no study up to the researchers' knowledge that combines all of them in a single study, which might provide detailed information to the field through data triangulation. In many studies it is expressed that reading strategies in foreign language helped readers comprehend the text better and assisted them to be more successful. From this point of view, it was also mentioned that the knowledge and experience of the university instructors were significant in the use and teaching of reading strategies in the classroom. However, there are limited findings on the awareness of the instructors at university about how to teach and practice the reading strategies and the quality level of the strategy education. Therefore, there is a gap in the field that should investigate the cognitive and metacognitive strategies together from both students' and instructors' perspectives through experimental mixed-method study.

Table 1: *The Studies on the Field*

	Reading Strategy Use	Reading Skill Level	Reading Comprehension Level	Researchers
Researches on the Use of Cognitive Reading Strategies	More	Medium Level	Better	Barnett (1988)
	Good Level	Good Level	Good Level	Pressley and Afflerbach (1995)
	No significant difference (After strategy treatment)	Medium Level	Medium Level	Güral (2000)
	Better (After strategy treatment)	Good Level	Better	Salataci & Akyel (2002)
	Good Level	Good Level	Good Level	Yigiter, Sarıçoban, & Gurses (2005)
Researches on the Use of Metacognitive Reading Strategies	Better (After metacognitive strategy treatment)	Medium Level	Bettter	Carrell, Pharis, & Liberto (1988)
	Better (After metacognitive strategy treatment)	Good Level	Bettter	Carrell, Pharis, & Liberto (1989)
	Good Level (After metacognitive strategy treatment)	Good Level	Positive Increase	Tunçman (1994)
	No significant difference between the two groups	Good Level	Good Level	Mokhtari & Reichard (2004)
	Better (After metacognitive strategy treatment)	Good Level	Better	Çubukçu (2008)
	No significant difference (After metacognitive strategy treatment)	Medium Level	Medium Level	Sayram (1994)
	Significant difference in the use of mentioned strategies	Good Level	Good Level	Hosenfeld, Arnold, Kirchofer, Laciura, Wilson (1981)

Regarding the necessities for having better reading comprehension, the main purpose of the present study is to examine Mersin University preparatory class students' reading comprehension skills and their cognitive and metacognitive reading strategy use. The specific research questions guided this present research are:

1. Does explicit teaching of cognitive and metacognitive reading strategies impact students reading comprehension in English and their reading strategy use?
2. How does the instructors' reading strategies awareness impact in the students' strategy use?

Unlike the previous studies in the field, examining the reading strategy use from a holistic perspective, from both students and instructors' perspectives, this present study might shed light on the context of the cognitive and metacognitive strategy use in reading comprehension.

Methodology

Design of the Study

This experimental mixed-method study includes both qualitative and quantitative data. The quantitative data includes the achievement test on reading comprehension (pre-post), Cognitive Reading Strategy Use Scale (CRSUS), Meta-cognitive Reading Strategy Use Scale (MRSUS) (pre-post) and the self-efficacy checklists that were administered to the students. Additionally, Teacher Reading Strategy Use Scale (TRSUS) (pre-post) was administered to the instructors. The qualitative data includes structured-interviews conducted with the students and the instructors (pre-post), classroom observations and the open-ended questions in the scales applied to both the students and the instructors.

Participants

This present study includes both the students and the instructors of Mersin University Foreign Language School preparatory classes of the pre-intermediate level. The language proficiency level was determined according to the proficiency exam administered by Foreign Language School at Mersin University. According to the background information form filled out by the students, they were 44 Male 39 Female students aged around 20. They were from various departments such as Architecture, Electrics and Electronics, Tourism, Business and Trade, and Food Engineering. Also, they had similar background in terms of culture, language and social features. Almost all of the students were having their first preparatory class education in English. Table 2 shows the participants of the present study.

The number of the instructors participated to this study was four. They were experienced instructors with a teaching experience of at least 10 years in preparatory classes. Two of them were chosen as the instructors of the research group, and the others were of the comparison group.

Table 2: *Participants of the Study*

Number of the	**Research Group**		**Comparison Group**		**Total**
Students	Class 1	Class 2	Class 1	Class 2	83
	26	20	25	12	
Instructors	1	1	1	1	4

Data Collection Procedure

According to the experimental method called as the Solomon four-group design, 2 research and 2 comparison groups were formed. The two research group classes received training on reading strategies whereas the comparison group did not. While "Class 1" in both research and comparison groups took both pretest and posttest, "Class 2" in both research and comparison groups took only the posttest.

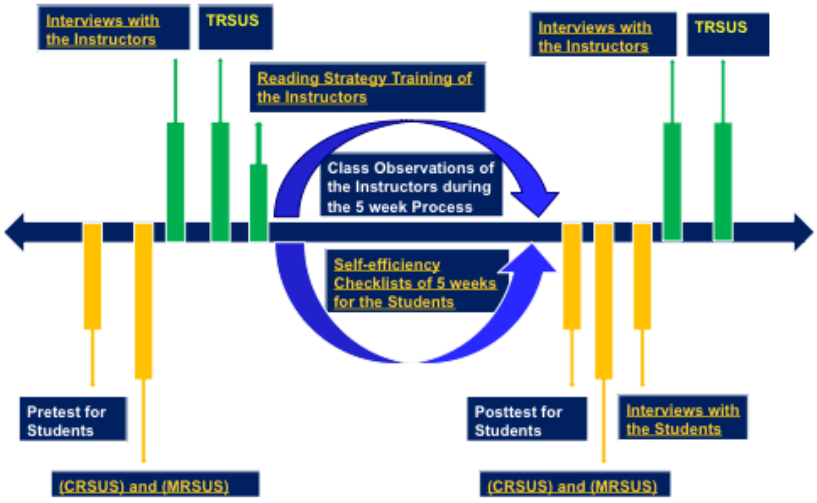

Figure 1. *Data Collection Procedure*

The pre-test was to measure students' reading comprehension achievement. The test including two reading texts with multiple choice questions for comprehension enable to test the use of the sub-reading skills: indentifying the topic and the supporting ideas, understanding the information clearly mentioned or the information given in details of the text, guessing the meaning of the words by using the contextual clues, following the referents to the different parts of speech, making inferences using the text and differentiating the contrasting ideas of the text.

After administering the pretest, all of the students were given the two likert-type scales: Cognitive Reading Strategy Use Scale (CRSUS) and Meta-cognitive Reading Strategies Scale (MRSUS) in order to disclose their reading strategy knowledge. CRSUS was developed by Pereira-Laird and Deane (1997) and it was adapted by Tuncer (2011). MRSUS was developed by Taraban, Rynearson and Kerr (2004) and was adapted by Tuncer (2011).

During 5 weeks period, the research group received training on reading strategy use whereas the control group did not. Both the research and comparison group classes were observed and voice-recorded in every week. Also each week the students were asked to fill out the self-efficacy checklists. At the end of the term, the pretest was administered as a posttest to the four groups of classes. After that, CRSUS and MRSUS were administered to all of the students. According to the results of the pre-post test, structured interviews with 35 students, who were chosen according to the 25% from the top and bottom of the achievement points, were conducted. The interviews were recorded and transcribed.

The data collected from the instructors through structured-interviews, including 17 open-ended questions on reading strategies developed by Aysun Yurdaışık (2007), conducted at the beginning and at the end of the study. The interviews were conducted individually, lasted 30 minutes each. They were voice-recorded and transcribed. After the interviews, Teacher Reading Strategy Use Scale (TRSUS) was given to the instructors in order to gather data on the instructors' awareness and use of the reading strategies. TRSUS was developed by Ayşegül Sallı (2002) and it was adapted by Yurdaışık (2007). It consists of likert type statements, multi optioned and open-ended questions. After administering TRSUS, the two instructors in the research group were trained for reading strategies based on Nunan's (1999) Strategy list. For the first 2 weeks these instructors taught reading strategies to the students and for 3 weeks they practiced these reading strategies. Additionally, during the 5-week period, before each lesson they were informed about the teaching of the chosen pre, during and post cognitive and meta-cognitive reading strategies through the course book and extra reading materials. However, except using the same teaching materials with the research group instructors, the other two instructors in the comparison group didn't receive any training, information and instruction about the reading strategy. In both research and control groups each lessons, which lasted two hours per week for 5-weeks, were observed and voice-recorded. Then, they were transcribed line by line for the data analysis. At the end of the term, the interviews with the instructors were conducted again for their awareness and use of the reading strategies. Also, TRSUS was readministered.

Data Analysis

In the analysis of the scales, pre and posttest, the Statistical Package for Social Sciences (SPSS) was used. In order to understand whether there was a difference between research and comparison groups in terms of the reading comprehension pretest and the use of cognitive and metacognitive strategies in reading through CRSUS and MRSUS, Independent Samples t-test was performed.

Considering the Solomon four-group design of the present study, One-way-ANOVA (post hoc LSD test) was used to analyze if there was a significant difference between research and comparison groups with regard to the reading comprehension pretest, CRSUS and MRSUS.

The students' self efficiency checklists that they filled out during the 5 week-period were analyzed with the Friedman's test, which is a non-parametric test (distribution-free) used to compare observations repeated on the same subjects, was used to calculate the statistic by the ranks of the data. Also, Wilcoxon Signed-Ranks Test for Matched Pairs and the Two-Related Samples Test were performed to identify the significant differences and associations between two checklists that are related to each other in one way or another.

The data gathered through TRSUS from the instructors in both research and comparison groups at the beginning and the end of the study were analyzed through One-way-ANOVA.

The qualitative data collected from the transcripts of class observations and the interviews conducted with both the students and instructors were analyzed through the Content Analysis on the bases of the research questions. The results of the analysis were used to interpret the quantitative data analysis.

Findings and Discussion

Is There a Significant Difference Between Research and Comparison Groups Based on the Pretest on Reading Comprehension, CRSUS and MRSUS at the Beginning of the Study?

In order to answer this question, Independent sample t-test was performed to the data collected through the pre-test on reading comprehension administered to the students as well as cognitive and metacognitive reading comprehension scales filled out by the students.

Table 3*: T-Test for the Reading Comprehension Pretest and Pre Practices Of The Cognitive Reading Strategy Use Scale (***CRSUS***) and the Metacognitive Reading Strategies Scale (***MRSUS***)*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std.Error Difference	Lower	Upper
Reading Pretest	Equal variances assumed	,037	,848	**-,312**	39	**,757**	-,45238	1,44998	-3,38524	2,48048
	Equal variances not assumed			-,311	38,303	**,757**	-,45238	1,45307	-3,39321	2,48844
CRSUS Pretest	Equal variances assumed	1,318	,257	**-,524**	42	**,603**	-2,90833	5,54622	-14,10105	8,28438
	Equal variances not assumed			-,531	41,920	**,598**	-2,90833	5,47338	-13,95468	8,13801
MRSUS Pretest	Equal variances assumed	,010	,922	**,363**	42	**,718**	2,41667	6,64933	-11,00221	15,83555
	Equal variances not assumed			,359	38,199	**,722**	2,41667	6,73057	-11,20633	16,03967

* The mean difference is significant at the .05 level.

The output, Table 3, shows that there is no significant difference between groups in the pre-test on reading comprehension (t= - 0,312 and p>0,05), in cognitive reading strategy use -CRSUS- (t= -0,524 and p>0,05), and in metacognitive reading strategy use -MRSUS- (t= 0,363 and p>0,05). Hence, it can be interpreted that the groups are equal in terms of reading comprehension, and using both cognitive and metacognitive reading strategies.

Is There a Significant Difference Between Research and Comparison Groups Based on the Posttest on Reading Comprehension, CRSUS and MRSUS at the End of the Study?

The parametric One Way Anova applied to data gathered through readministration of the post-test reading comprehension, CRSUS and MRSUS at the end of the study.

Table 4: *One Way Anova for the Reading Comprehension Posttest*

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	17,505	3	5,835	**,255**	**,857**
Within Groups	1531,143	67	22,853		
Total	1548,648	70			

* The mean difference is significant at the .05 level.

Regarding the students' reading comprehension in English through the texts in the posttest, Table 3 shows the values as F= 0.255 and p>0.857. In other words, there is no significant difference between classes of the research and comparison groups in the reading comprehension. The interview transcripts of the students explain this contradictory results. The students in the research group reported that they had difficulties in answering the comprehension questions of a reading text although they seem to understand what a text is about. For example, research group ST 5 commented: "*Before reading, I have a look at the context of the reading text to see whether it attracts my attention. While reading I find the meanings of the unknown words. After reading I try to answer the comprehension questions, but mostly I can't answer many. Despite understanding the text, I can't answer the questions. I haven't solved this problem for two years"*. From the quotation of the student, it can be inferred that the strategy training to the research group was required to be longer than five weeks to make such students better in comprehension and answering

the questions according to the text. Also, the student's attitude showed that she lost her motivation towards answering the comprehension questions.

The students in the comparison group also remarked on the lack of comprehension of the text: *"First I have a look at the whole text. Well, I don't know how I understand a text, so I just look at it. I read the text according to the questions. I don't read the text initially. If the text doesn't have any comprehension questions to answer, I just read it and try to guess the unknown words. As I am bored of English, I just want to finish it as soon as possible. In fact, nothing has changed in my English since the first day of preparatory class"* (ST 10). The quotation of this student also revealed that even though they haven't been taught the reading strategies explicitly, they were using these strategies. The students had a problem in creating the right connection between the text and the questions related to it. Without comprehending the text, directly trying to answer the questions would lead to successful results.

Regarding the students' answers to the post scale of cognitive reading strategies use (CRSUS), as shown in Table 5, One-Way Anova results reveal that the values are as F= 0.348 and p>0.791.

Table 5: *One-Way Anova for the Cognitive Reading Strategy Use Scale (CRSUS) Post Practice*

CRSUS Posttest					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	198,608	3	66,203	**,348**	**,791**
Within Groups	11602,530	61	190,205		
Total	11801,138	64			

* The mean difference is significant at the .05 level.

In other words, there is no significant difference between groups in the use of cognitive reading strategies. Similar to the reading comprehension posttest results, interviews administered to research and comparison group students revealed similar reasons on why there were not significant changes in the cognitive reading strategy use of especially research group students who were provided strategy education. For instance, ST 30 from research group indicates:

> *"Yes, we learned strategies in class, but they are all confusing for me now. There are skimming and scanning as I remember now. Generally I read the text, underline some certain numbers and highlight the parts as I see important. I can't do it properly, just I try it by myself"*.

This explanation reveals that ST 30 could only try using few cognitive level strategies and they were not able to practice a great variety of them at the end of the term. From research group ST 6 and ST 7 show the possibility that some students cannot make a difference in the use of basic reading strategies despite having strategy training. ST 6 commented:

> *"First I have a general look on the text, and then read by underlining the important parts. Such stuff. I only know underlining. I don't use any other strategies"*. ST 7 stated: "*First I read the text, then check the following comprehension questions. If I don't understand the text, I read it again. I never do something like underlining. I sometimes remember doing it, but it's simpler not to use it .I don't see any difference in my reading skill comparing to the beginning of the term. My performance in reading texts at the beginning and end of the term has never changed. Now the reading texts are harder, but it was not easy in the past either"*.

ST 14 and ST 18 from comparison group who received no reading strategy training revealed that the students without being aware of the cognitive reading strategies tried to understand the texts by combining meanings of the words they know and inferring meaning accordingly. ST 14 exemplified this by saying:

> *"I read the text fast, besides trusting my knowledge I try to guess the unknown words. Generally that's the way. I usually underline the dates and the first and the last sentences. I try to guess the sentences that I don't understand. In fact, I don't have a specific strategy in my mind. I really don't see any difference in my progress. I believe in my vocabulary knowledge more than my friends do. Of course my vocabulary developed, but in fact nothing much changed in my reading"*. ST 18 also stated: *"First I read, if there are any unknown words I look them up in the dictionary, then try to match them according to what the sentence means. I don't know about the strategies. I don't care about them, so I can't use any"*.

The analysis of post application of MRSUS shown in Table 6 shows that the values are as F= 2.430 and p>0.074.

Table 6: *One-Way Anova for the Metacognitive Reading Strategies Scale (MRSUS) Post Practice*

MRSUS posttest					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1854,478	3	618,159	**2,430**	**,074**
Within Groups	15011,744	59	254,436		
Total	16866,222	62			

* The mean difference is significant at the .05 level.

Therefore, there is no significant difference between groups in the use of metacognitive reading strategies. Two students from the research group ST 9 and ST 35 commented that during the reading comprehension process, they used a single strategy, but they weren't able to apply to multiple metacognitive strategies for better and deeper understanding of the text in details. ST 9 responded:

> *"First of all, I do scanning a little bit. If there are any known or unknown words, I underline them. Then, I start reading and if there is a part I don't understand, I underline it. Afterwards, if I don't understand a part, I try rereading. After I finish reading, I focus on the difficult parts to understand and try to understand the whole text. Especially I like scanning, and I use it mostly. In the past, I didn't have knowledge about a strategy called 'scanning'; I learned it thanks to my teachers. I didn't have the habit of using it in the past, but now I scan for the unknown words, too".* ST 35 also remarked: *"Firstly, I read the text, then I try to read again by not paying attention to the unknown words. From the context, I try to find out what they mean. If I can't, then I try to use a dictionary. After reading, if there are comprehension questions, I just answer them and do nothing more".*

Briefly, the participants could have difficulty in solving the contextual problems in a higher order thinking skills.

Is There a Significant Difference Between Research and Comparison Groups Based on the Self-efficiency Checklists?

Analysis for non-parametric model, Friedman Test, was used regarding to the students' self-efficiency on using reading strategies while they were trying to comprehend the texts in the study.

Table 7: *Friedman Test for the Self-efficiency Checklist Points*

Ranks	
	Mean Rank
self1	2,13
self2	1,78
self3	4,09
self4	3,56
self5	3,44

Table 7 shows that there is a significant difference among the 5 weeks of evaluation process. In the total value of the all self-efficiency student checklist points, between the beginning and end of the study process in both research and comparison groups, an increase in mean value can be observed reaching its hightest point in the self-efficieny 3 where a coursebook text was used only for practice. The second highest points in mean values obtained in 4th and 5th weeks. The reasons for these values might initially have a relationship with reading materials used each week of teaching reading process. In the first two weeks both the reading texts of the coursebook and extra material were used; in the third week, a coursebook material was chosen in the practice of the reading skill; and in the last two weeks only the extra materials were used for practice.

The interviews with both the research and comparison group students revealed the similarity that some of the interviewees had a tendency to feel more comfortable and self-confident understanding the extra reading materials rather than the coursebook. The difficulty of the coursebook materials was reported to be a limitation in students' concentration on the reading strategy learning and practice. Culturally bound texts prevent students to get involved in the reading texts; therefore the texts should be chosen according to students' needs, interest, and level. Readers comprehend texts better when texts are culturally familiar or when they relate to well-developed disciplinary knowledge of a reader (Grabe & Stoller, 2002).The

participants reported that the extra materials included the interesting content and topics. For example, ST 34 commented:

> *"Academic Skills course book in reading class was good for our development; however there could be more enjoyable things to have fun in it. Nevertheless, we learnt some new things from it. What's more, the texts and the paragraph were difficult. Of course strategy training could be done over the texts in the course book, but the last texts were hard to understand. We also studied the strategies on the extra materials and they were a little more comfortable to study on. They were attractive to me, and so I could do more things over them, like underlining and taking notes more. That way, you feel that you learn something new, so it makes you feel better".*

According to the comments of the interviewees, if the students have some negative attitude towards the reading texts, then they may show little effort in trying to understand what a text is about without having the intention of using reading strategies they know or were taught.

Is There a Significant Difference in Research and Comparison Groups Based on the Self-efficiency Checklists Comparison?

Regarding to the students' self-efficiency in the reading strategy use while trying to comprehend a text, the results of Wilcoxon Signed Ranks Test for non-parametric model is shown in Table 8.

Table 8: *Wilcoxon Signed Ranks Test for Self-efficiency Checklist Points*

Test Statistics[b]	
	self2 - self1
Z	**-1,779[a]**
Asymp. Sig. (2-tailed)	**,075**

Test Statistics[c]

	self3 - self1	self4 - self1	self3 - self2	self4 - self2	self5 - self2	self5 - self1	self4 - self3	self5 - self3	self5 - self4
Z	-4,171[a]	-2,958[a]	-5,477[a]	-5,619[a]	-4,200[a]	**-1,903[a]**	**-,565[b]**	-4,960[b]	-3,279[b]
Asymp. Sig. (2-tailed)	,000	,003	,000	,000	,000	**,057**	**,572**	,000	,001

Table 8 indicates that there is a significant difference among the 5 weeks of evalution process when compared to eachother. In the comparisons of self 2 - self1 (z= -1,779; p>0,05), self5 - self1(z= -1,903; p>0,05) and self 4 - self3 (z= -0,565; p>0,05) no significant difference was obtained in the results of the analysis. Self 1 and self 2 efficiency checlists are related to the first two weeks of the study. During this period the research group classes were applied strategy training on the reading materials. On the other hand, the comparison group classes studied without strategy training. This process was a newly developed learning treatment which required some time for adaptation. Thus, there could be no significant differences between the first two weeks. Similarly, self 3 and self 4 efficiency checklists are related to the first two weeks of the practising of the taught strategies in the research group classes just after adapting the first two weeks of teaching. Both the comparison and research group students might show a similar development level in this practice period. Comparing the first and the last weeks by the self-efficiency checklists, having the knowledge as no significant difference occured could mean that the teaching and learning process did not conclude as expected according to the manipulation on reading strategies.

Is There a Significant Difference in Research and Comparison Group Instructors on the TRSUS?

Regarding to reading strategy use of the instructors while teaching in English, One-Way Anova was used in the analysis of the scale items.

Table 9: *Teacher Reading Strategy Use Scale (TRSUS)*

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
Pre	Research	2	**166,5000**	10,60660	7,50000	71,2035	261,7965	159,00	174,00
	Comparison	2	**166,5000**	24,74874	17,50000	-55,8586	388,8586	149,00	184,00
	Total	4	166,5000	15,54563	7,77282	141,7634	191,2366	149,00	184,00
Post	Research	2	**176,5000**	17,67767	12,50000	17,6724	335,3276	164,00	189,00
	Comparison	2	**161,0000**	15,55635	11,00000	21,2317	300,7683	150,00	172,00
	Total	4	168,7500	16,27626	8,13813	142,8508	194,6492	150,00	189,00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Pre	Between Groups	,000	1	,000	**,000**	**1,000**
	Within Groups	725,000	2	362,500		
	Total	725,000	3			
Post	Between Groups	240,250	1	240,250	**,867**	**,450**
	Within Groups	554,500	2	277,250		
	Total	794,750	3			

* The mean difference is significant at the .05 level.

Table 9 shows that there is no significant difference between the the research and comparison group instructors (p>0,05 and x=166,5 for both groups). That is, they had same knowledge and perspectives on reading strategies at the beginning of the study. At the end of the study, according to One-way Anova results, there is no statistically significant difference between the research and comparison groups (p>0,05). However, in mean values of the pre and post scales, as seen above, the mean value of the two research group instructors increased by ten points, which means that the two research group instructors evaluated themselves as improved after receiving reading strategy training. On the other hand, the mean value of the two comparison group instructors in the post practice of the Instructor Reading Strategy Use Scale decreased over five points, which means that their self awareness and use of the reading strategies could not develop without a strategy treatment. It is also possible that they have become aware of some points related to the reading strategies.

Implications

In this study using both quantitative and qualitative data analysis made it possible to have better understanding of students and instructors' use of the reading strategies. The previous studies of literature, didn't use the experimental mixed method design with both students and intructors. Hence, in this study the quantitative results of this study was supported by qualitative research tools to have more reliable data on the strategy use of both the instructors and students.

Another implication of the study is using different materials while teaching the strategies. Apart from the previous studies, both the coursebook and the extra reading materials were used to teach and practice strategies overall. Presenting extra study materials to the students also gave them the opportunity to apply information they have learned into new contexts. Extra reading materials were considered to be more interesting and motivating compared to the reading coursebook.

While studying on the materials mentioned above, the students had background strategies that prevented them using new strategies. Despite the reading strategy training, majority of the students in the research group had tendecy in using the strategies they were accustomed to. This resistance to use new strategies prevented the students to understand the texts throughly. They weren't willing to use new strategies because they felt more secure with the ones they had already known.

According to the statistical results, there was no significant difference in the students' cognitive and metacognitive strategy uses. This result suggests that longer period of reading strategy training is needed to

teach and practice. In addition, more advanced reading strategies should be studied. The reason was that in the observations and interviews it was observed that students used the cognitive strategies more than the metacognitive ones. A greater focus should be given to the metacognitive reading strategies.

With respect to the instructors, the results of the study showed that some positive differences were observed in the instructors. However, this data could not be matched with the students' comprehension success results. The instructors, especially the ones who were given strategy training, stated that they were able to use new types of cognitive and metacoginitive strategies. Also, the statistical results confirmed that the instructors considered themselves of having required knowledge of reading strategies, but in fact teaching those strategies to students and making them able to use the strategies require more in-service training.

The Student Self-efficiency Checklists used in this study also underlines the importance of students' evaluation of themselves in the process of learning and practising the reading strategies. The results of the Student Self-efficiency checklists also revealed that in the last three weeks of the study the students had an increase in the checklist results, but this did not match with their reading comprehension posttest results. This might mean that students' perception of the reading strategy awareness and use might not reflect the real case. On one hand, the checklists can provide self-evaluation and monitoring studnets' own progress; on the other hand, instructors should be careful of students' overassessment of their performance.

Limitations and Suggestions for Further Research

One of the limitations of the study is that in the research group the instructors' different approaches and following different training processes appeared in the classroom observation transcripts. Due to the different personal experiences, background knowledge and teaching philosophies of the instructors, some uncontrollable practice differences occurred in the training of the students. Also, instructors in the comparison group instructors taught some strategies because of their prior knowledge and teaching style without being directed by the researchers. Therefore, while grouping the instructors, rather than assigning them to the groups randomly, their prior knowledge and teaching philosophies should be examined thoroughly. Additionally, a variety of longitudinal workshops with the reading strategy training of the instructors could be included as more intensive and a longer period treatment with different activities to get the instructors to a same level at teaching.

Secondly, instructors occasionally had difficulty in completing some of the exercises on the reading materials during the 40 minutes of class period. Since the instructors in the present study observed to be more focused on pre-reading and during reading strategies, in some lessons post-reading strategies and questions on reading comprehension were not practiced or covered in a short time. For example, post-reading activities like summarizing, speaking, or writing could show how much students understand the text. However, some of the instructors were not able to do these activities in the classtime. The results would differ in this study if there were more class time to practice the strategies and exercises. A further study can be conducted including more time to teach and practice the strategies.

Another limitation of the study is the students' lack of strategy use knowledge in Turkish. Most of the students did not receive any education about using reading strategies in Turkish in their secondary and high school education. Thus, the students came across with the term of reading strategies for the first time in their preparatory classes. This lack of prior knowledge in L1, caused a drawback in teaching the cognitive and metacognitive strategies in English. A further research can investigate the relationship and interaction between the use of reading strategies in Turkish and English by organizing a curriculum design of teaching the strategies in synchronization between the two languages, which might allow the students to transfer their strategy knowledge from one language to another.

In addition, students' lack of motivation in learning English is a very significant drawback in teaching reading strategies. Especially one research and one comparison group instructors were not satisfied with their students' motivation, performances and attendance. During the practice process the instructors continuously declared that teaching reading strategies to those students was quite discouraging and problematic. The university policy of ELT at Foreign Language Teaching Department should be revised requiring students to pass the preparatory school as a requirement to be able to attend the B.A. programs. Finally, the students might be trained for more objective evaluation of their performance in the checklists.

Conclusion

The research investigated the students and instructors' perspectives to reading instruction and reading strategies. The study revealed that between the research and comparison group classes there was no significant difference in terms of the practice of Cognitive and Metacognitive Scales and also the pretest and posttest of reading comprehension tests.

In the students' self-efficiency checklist results, a significant difference was assessed. The students' evaluation of the last three weeks of checklist points were in increase. However, this result does not have a meaningful relationship with the results of the scales, pretest and posttest.

According to the interviews with the students, they were more interested in the extra reading materials than the coursebook. This reveals that the content, difficulty and the type of the reading materials directly influence students' reading comprehension motivation and success. In addition, majority of the students were not willing to use metacognitive strategies much as their initial goal was to answer the comprehension questions which would prepare them for the proficiency exams.

The study also investigated the instructors' reading strategy knowledge and use by a scale, and the results showed that there is an increase in the research group instructors' assessment. However, this result does not have any relationship with the students' reading comprehension success results.

The points that the instructors reported regarding the difficulties students faced in a reading class were boring coursebook texts, poor knowledge of vocabulary and lack of motivation. Research group instructors stated that in case of difficulties they either helped directly to the students or guided them to use reading strategies. Although the comparison group instructors did not receive any strategy training, they also tried using reading strategies related to their background knowledge.

Research group instructors tended to use more pre and during reading strategies than post-reading strategies. Lack of time, students' boredom seemed to be the reasons for limited use of post-reading strategies by instructors. They sometimes tried using the strategies related to their prior experiences. According to the observations, for the use of strategies, instructors who did not receive any strategy training mostly use the strategies or techniques according to their experience and sometimes rely on the strategies suggested by the coursebook.

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Genişletilmiş Özet

"Okuma İngilizce'nin yabancı dil olarak öğretildiği ülkelerde çoğu zaman öğrencilerin yabancı dil öğrenmedeki temel amaçlarıdır" (Dubin & Bycina, 1991, p. 195). Ülkemizde de eğitim dili gerek İngilizce gerek Türkçe olan birçok üniversitede öğrenciler aldıkları eğitim süresince anlatım dili İngilizce olan değişik türlerde birçok kaynaktan yararlanmaktadır. Kimi zaman derslerinde bu kaynakları kullanmakta kimi zaman bu kaynaklarda bulunan okuma metinlerinden edindikleri bilgiler ışığında projeler hazırlamakta sınıf içi ya da sınıf dışı tartışmalara katılmaktadırlar. Carrell (1988), İngilizce'yi yabancı dil olarak öğrenen birçok üniversite öğrencisi için okuma becerisinin dört temel dil becerisinden en önemlisi olarak görüldüğünü belirtmektedir. Yabancı dilde okuyabilmenin bu kadar önemli olduğu üniversite öğrencilerden, yabancı dilde okumanın getirdiği zorluklarla baş edebilmeleri, okuduklarını anlayabilmeleri, edindikleri yeni bilgiyi sahip oldukları bilgilerle kaynaştırabilmeleri beklenmektedir. Bu noktada cevaplanması gereken soru ise biz eğitimcilerin, üniversite öğrencilerinin zorlandıklarını sıklıkla dile getirdikleri bu süreçte öğrencilere nasıl yardım edebileceğimiz ve onları nasıl daha etkili ve öğretmen yardımından bağımsız okuyucular haline getirebileceğimiz sorusudur.

Bu nedenle bu çalışma, Mersin Üniversitesi Yabancı Diller Yüksekokulu hazırlık sınıfı öğrenci ve öğretim elemanlarının hazırlık okuma dersi kitabı metinleri ve araştırmacı tarafından hazırlanan ek metinler üzerinden bilişsel ve üstbilişsel okuma stratejisi kullanımını hedef alarak uygulanmıştır. Çalışma ileri düzey öncesi 44'ü kız 39'u erkek toplam 83 öğrenci ve onların düzeylerinde eğitim veren 4 öğretim elemanıyla (en az 6, en çok 17 yıl deneyimlere sahip) yapılmıştır ve çalışmanın yöntemsel işlem süreci temelde hem nicel ve niteliksel olduğundan araştırma karma yöntemi kullanmıştır. Öntest, sontest, bilişsel okuma stratejileri kullanım ölçeği, üstbilişsel okuma stratejileri kullanım ölçeği, öğrenci kendi yeterliliğini kontrol listesi, öğretim elemanı okuma stratejisi kullanım ölçeği, öğrenci ve öğretim elemanlarıyla görüşme ve sınıf gözlemleriyle araştırmanın verileri toplanmıştır. T-test, One-way Anova, Friedman's test, Two-related samples test, Wilcoxon signed-ranks testleriyle nicel veriler SPSS'de analiz edilmiştir. Nitel verilerse görüşmeler ve sınıf gözlemlerine göre değerlendirilmiştir.

Araştırmanın veri toplama işlem süreci boyunca deneysel yöntem olarak da adlandırılan 4'lü Solomon grup dizayını takip edilerek katılımcı grupları oluşturulmuştur. İki sınıftan oluşan karşılaştırma grubu öğrencileri, dönem süresince okuma stratejileri kullanımına dair herhangi bir yönlendirme veya eğitim almamışlardır. Bunun aksine, diğer iki araştırma grubu sınıflarına bilişsel ve üstbilişsel okuma stratejileri eğitimi sunulmuştur. Bu açıdan bakıldığında temelde araştırma, öğrencilerin ister okuma stratejisi eğitimi alsın ya da almasın okuma stratejileri kullanım başarılarında dönem başı ve sonu karşılaştırıldığında anlamlı bir farkın oluşup oluşmadığını sorgulamıştır. Bu noktada, araştırma öğretim elemanlarının stratejileri kullanma ve öğretmedeki farkındalıkları sayesinde öğrencilerin okuduğunu anlama başarılarındaki olumlu ya da olumsuz değişimlere dikkat çekmiştir. Öğretim elemanları yönünden bakıldığında bu çalışma, öğretim elemanlarının üniversitede hazırlık İngilizcesi düzeyinde okuma stratejilerini öğretme hakkındaki fikir ve yaklaşımlarını araştırmış ve buna göre araştırma ve karşılaştırma grupları arasında gruplardan biri strateji eğitimi aldığında anlamlı bir farkın oluşup oluşmadığını ortaya koymuştur. Bu araştırma ayrıca hazırlık sınıfı öğrenci ve öğretim elemanlarının okuma stratejisi farkındalığı ve bilgisini değerlendirerek buna göre hangi stratejilerin kullanıldığını belirlemeyi amaçlayıp alana katkıda bulunmuştur. Alandaki çalışmaların, karma yöntem işlem süreciyle bilişsel ve üstbilişsel stratejilerin kullanımının araştırılmasına dair yeni katkılarla geliştirilmeye ihtiyacı vardır.

Bu çalışmanın sonuçları öntest, sontest, bilişsel ve üstbilişsel ölçekleri verilerinin analizlerine göre araştırma ve karşılaştırma grupları öğrencilerinin dönem sonundaki okuduklarını anlama başarılarında anlamlı bir farkın ortaya çıkmadığını göstermiştir. Bu sonuç, ideal bir okuma stratejisi eğitiminin, çok çeşitli ve kapsamlı strateji bilgisinin daha geniş sürelerde öğretilmesi ve pratik edilmesini gerektirdiği anlamına gelmektedir. Fakat, öğrencilerin kendi yeterliliklerini kontrol listeleri sonuçları dönem sonunda okuma stratejileri kullanımlarında ilerleme gösterdiklerine dair bilgi sunmuştur, ki bu da öğrencilerin strateji kullanımı ve okuduğunu anlamadaki başarılarının analiziyle örtüşmemiştir. Ayrıca öğrencilerin kendilerini değerlendirme listelerine göre okuma stratejilerinin kullanımında nicel verilerin aksine yüksek başarı oranı göstererek kendilerini olduklarından daha yeterli ve verimli görme yöneliminde oldukları ortaya çıkmıştır. Öğretim elemanları açısından bakıldığında nicel ve nitel sonuçlar araştırma grubu öğretim elemanlarının daha fazla strateji kullanma eğiliminde olduğunu göstermiştir. Bu sonuca rağmen öğrencilerin okuma stratejisi kullanım başarı performanslarında beklenen artış görülememiştir. Öğretim elemanlarıyla dönem başı ve sonu yapılan görüşmelerde de öğrencilerin ders materyaline, özellikle ders kitabı metinleri ve okuma dersinin işlenişine yönelik ilgi ve meraklarının bulunmamasının okuma becerisinin geliştirilememesinde temel etkenlerden biri olduğu belirlenmiştir. Buna ilaveten, ders içi yapılan gözlemler de hem araştırma hem de karşılaştırma grupları öğretim elemanlarından bazılarının kendi strateji bilgileri altyapılarına ve okuma stratejileri kullanma ve öğretme alışkanlıklarına göre ders işlenişini şekillendirme eğiliminde olduğunu da göstermiştir. Bu durum araştırma grubu sınıflarında strateji eğitiminin yönlendirmesi dışında ders içeriğinden bahsedilmesine sebep olmuştur. Benzer şekilde karşılaştırma grubu sınıflarında da öğretim elemanları strateji eğitimi yönlendirmesi almamasına rağmen mesleki tecrübeyle bildikleri stratejileri uygulama ve öğretme eğiliminde olmuşlardır. Tabiki, bu tarzdaki öğretim elemanı yaklaşımları araştırma sonuçlarını etkilemiştir. Nitel araştırma sonuçları da öğrencilerin özellikle ders kitabı metinlerinin zorluğu ve kişisel motivasyon eksikliği yüzünden bilişsel ve üstbilişsel stratejileri kullanma niyetinde olmadığını ortaya koymuştur.