

**ÖZGÜN METİNLERLE OKUMA ANLAMADA
ÖĞRENCİ İLGİLERİNİN ÖNEMİNİN DENEYSEL
OLARAK İNCELENMESİ**

**AN EXPERIMENTAL STUDY ON THE
SIGNIFICANCE OF STUDENTS' INTEREST
IN READING COMPREHENSION
THROUGH AUTHENTIC TEXTS**

**Muammer SİVRİKAYA
(Yüksek Lisans Tezi)
Eskişehir, 1996**

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**ANADOLU UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES**

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THESIS OF MASTER OF ARTS

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ÖZET

Bu çalışma özgün metinlerle (temel görevi hedef dilde mesaj iletmek olan ve o dili öğretmek olmayan metinler) yabancı dilde okuma anlama becerisinin geliştirilmesi için “öğrenci ilgileri” nin önemi üzerinde yoğunlaşmıştır. Çalışma Anadolu Üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümü’nde gerçekleşmiştir.

Araştırmaya katılan denekler ilgili programın birinci sınıfına devam eden “Upper-intermediate” ya da “Lower-advanced” İngilizce bilgisi düzeyli öğrencilerden rassal olarak seçilmiştir. Araştırma kontrol ve deney grupları olmak üzere iki grup üzerinde gerçekleşmiştir. Kontrol Grubu’nda 26 ve Deney Grubu’da 23 öğrenci öğretimde yer almıştır.

Araştırmanın öğretim öncesi aşamasında her iki grubun üyelerine okumaya ilgi duydukları metin türlerini belirlemeyi amaçlayan bir anket verilmiştir. Öğrencilerin ne kadar çok ve ne kadar az sıklıklarla okudukları ya da okumaya ilgi duydukları metin türlerini belirledikten sonra öğrencilere özgün metinleri okuyup anlayabilmedeki mevcut düzeylerini ölçmek amacıyla bir öntest verildi. Testteki metinler İngilizce dergi ve gazetelerden alınmış özgün metinlerdir. Her metin, bireylerin “yazılı metinlerden sonuç çıkarabilme” becerisini ölçmeyi amaçlamıştır.

Öntest uygulamasının ardından öğretime başlandı.

Deney Grubu öğrencileri ilgi duydukları konuları içeren özgün metinlerle okuma anlama yaparken Kontrol Grubu öğrencileri de ilgi duymadıkları konuları içeren özgün metinler üzerinde çalıştı. Metinler anket sonuçlarına göre seçildi ve öğrencilerin metinlerden çıkarsama yapmalarına yönelik alıştırmalar şeklinde geliştirildi.

Sekiz saatlik bir öğretim sürecinden sonra her iki grubun öğrencilerine sontest uygulandı. Test sonuçları istatistiksel olarak incelendi ve analizleri yapıldı. İstatistiksel sonuçlar Deney Grubu'ndaki öğrencilerin öğretim süreci boyunca ilgili beceri öğretiminde önemli derecede bir gelişme kaydettiklerini oysa Kontrol Grubu öğrencilerinin ise kaydadeğer bir ilerlemede bulunamadıklarını göstermiştir. Sonuç olarak yabancı dilde okuma anlamada *öğrenci ilgilerinin* önemli bir unsur olduğu ortaya çıkmıştır.

ABSTRACT

This study concentrates on the significance of students' interest in foreign language reading comprehension through the use of authentic texts- the texts in the target language basic function of which is to convey messages in the target language, not to teach language-. It was conducted on Turkish students of EFL studying at Anadolu University, English Language Teachers Training Department of Education Faculty.

The participants of the study were randomly selected from the first year class students with upperintermediate or lower-advanced levels of English. The subjects constituted the groups of control and experimental for the study. In the control group 26 subjects and in the experimental group 23 subjects took part in the study.

Prior to the instruction stage of the research subjects in groups were given a questionnaire which aimed at determining the types of the text that they were interested in reading. Having determined the text types that the students most frequently and least frequently read or they were interested in, they received a test which was developed so as to test their existing level of comprehending an original

reading text in English before the instruction. The texts in the test were extracted from authentic reading materials, magazines and newspapers. Each text aimed at testing the individuals' ability of drawing inferences from a printed text.

Following the pre-test the instruction started. The experimental group subjects were presented authentic texts with the topics in which they were interested while the control group subjects were given the texts in which they were not interested. The texts were selected and developed according to the questionnaire result.

After an eight hour period of instruction in the both groups the subjects were given the same test as a post-test. The test results were examined and analyzed statistically. The statistical results revealed that the subjects in the experimental group made significant progress whereas the control group subjects did not make a remarkable progress throughout the instruction. As a result, it is concluded that *students' interest* is an important factor in foreign language reading.

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**To my wife, Nermin and
little son, Oğuzhan,
is this study dedicated.**

**STADEN KİTAPÇESİ
MERKEZ KUTUPHANESİ**

CHAPTER I

INTRODUCTION

Reading, a silent communication between the writer and reader but most effective, reliable and everlasting phenomenon to some extent in most cases, dates back to the origin of the script. Throughout the history of mankind this classical means of communication has provided human beings with the reputation of literacy for his ability in receiving, conceiving and comprehending the figures each of which mean and convey invaluable messages within itself.

We, as readers, read even the same text for different purposes in different times since degree of the valuability of the messages conveyed through figures to the receiver vary from the receiver to receiver and from time to time. The receiver, the reader, can establish the communication with the sender of the message, the writer, to the range of sharing the message sent. That is to say, the writer and the reader should have specific things in common if communication between them is to happen. The reader and the writer are expected to have closely similar background, interest, training, attitude and so on in order that the comprehension by the reader takes place. Evangelidou, Polymenidou,

Tsitsopoulou and Vacharoglou(1990:31) state that “The greater the size of the shared area, the easier communication will be”. The acceptance of the message by the reader can be liable to change according to type of the channels carried by as well. For instance, a reader’s approach and attitude to novels, short stories and tales will be different from newspaper and magazine headlines or from handbooks, textbooks, and guidebooks. Although the reader handles the same reading passage but within different atmosphere, mood or psychological state the way he is accessing to it in different ways for each time will likely be indispensable.

The statements that have been mentioned so far have been related to reading in first language. However, most of the current views on second or foreign language reading are shaped by research on first language learning. Some researchers such as Grabe (1993), Hynd & Chase (1991), and Ehrlich, Kurtz-Costes & Loidant (1993) are noticed to support ESL reading theory which originated from the idea that readers in first language bring their habits to second language. The theory basically aims at understanding what fluent L1 readers do, then deciding on how best to move ESL students in that direction.

Nonetheless, what is put forward as a considerable idea by Grabe (1993) on the difference between reading in first language and second or foreign language is that reading in second language is influenced by factors which are not considered in L1 reading research. Grabe divides these

factors into the following areas: L2 acquisition and training background differences, language processing differences, and social context differences. According to him L2 acquisition and training differences refer to the fact that second language learners begin L2 reading process with very different knowledge of vocabulary and grammar of the language from the first language learners who have already learned somewhere on the order of 5000 to 7000 words before they formally begin reading instructions in schools with a fairly complete sense of grammar of the language. On the other hand, second language students are asserted to have certain advantages such as age and world knowledge. Since most academically oriented ESL learners are older than L1 learners, they have a more well developed conceptual sense of the world. This enables them to make elaborate logical inferences from the text. Another remarkable advantage that L1 learners have, according to Harwey (1989), Brown (1987) and Grabe (1993), is that ESL students tend to be motivated by instrumental as well as integrative goals, which improves learning in formal classroom contexts.

Apart from the difference in vocabulary and the sense of grammar knowledge students have social context of reading in their first languages. Besides, their attitude to texts might have a sound effect on their abilities to develop academic reading skill in English. Since students having limited literacy in the population, they come from, may

poorly do second language extensive reading. Recent research in second language reading is most frequently noticed to have a primary focus on schema theory for second language reading which engulfs the insight that students need to activate background knowledge of topic before they begin to read. This is due to the fact that activating content information plays a major role in students' comprehension and recall of information from a text. Roller (1993) states that without prior knowledge the brain will be unable to make sense of the information the eyes send. Reading specialists such as Hynd & Chase (1991), Stahl, Hare and et al. (1991), Roller and Matambo (1992), Holmes and Roser (1987) and Afflerbach (1990), generally accept that such factors as rhetorical structure, topic familiarity or prior knowledge, text genre influence reader's attention too and thoughts about what the text means.

Research in recent years has seen interest of readers in a reading material that is created and formed through the existence of background knowledge. That the reader's topic interest leads him to reading have also been implied in recent studies. Though it is frequently pronounced that topic interest of readers is significant in predicting and comprehending a text, only a few researchers have studied this phenomenon. Besides, studies in language teaching and learning are realized to take place mostly in second language teaching and learning. For that reason, this study being conducted in foreign language learning setting in Turkey on

Turkish students is expected to contribute to the literature on effects of students' interests in reading materials.

1.1 Reading Comprehension and Aims of Reading Programme

A simple definition of reading Williams (1991: 2) is that it is a process whereby one looks at and understands what has been written (Williams, 1991:2) . Reading is defined by Grellet (1991) as understanding a written text extracting the required information from it as efficiently as possible. However, Nuttall (1989) takes reading comprehension not only as getting information but also a task that can enjoy the reader, for instance a “dedective novel” or “comics” are not read for being informed but for pleasure. Therefore, the questions “what do we read?” and “why do we read?” emerge naturally. When considering the first question one usually comes across the following text types:

- Novels, short stories, tales; other literary texts and passages (e.g. essays, diaries, anecdotes, biographies)
- Plays
- Poems, limericks, nursery rhymes
- Letters, postcards, telegrams, notes
- Newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, radio/ TV/theatre programmes)
- Specialized articles, reports, reviews, essays, business letters, summaries, precis, accounts etc.

- Handbooks, textbooks, guidebooks
- Recipes
- Advertisements, problems, rules for games
- Instructions, directions, notices, rules and regulations, posters, signs, forms (e.g. application forms, landing cards), price lists, tickets
- Comic strips, cartoons, and caricatures
- Statistics, diagrams, time-tables, maps
- Telephone directories, dictionaries, phrase books

(Grellet, 1991: 4)

As for the second question, Grellet (1991) limits reasons for reading mainly in two ways:

- Reading for pleasure
- Reading for information (in order to find out something or in order to do something with information you get)

Nuttall (1989) points out that the reading lesson needs to make allowances for both the variety of texts and the variety of readers. However, if every text and every individual reader requires different treatment, the most convenient way will be setting a general aim for a reading development programme. That is to say, the reader in the programme will not always receive an aid or not be accompanied with a trouble-shooter in his real authentic reading event outside the classroom. That is why they have to be prepared to tackle with authentic reading tools in genuine environments and this nonartificial reading often

takes place silently.

The purpose of the reading lesson as a means is then to actualize the above mentioned goals which are; firstly, getting the learner readers to tackle with authentic reading materials for authentic purposes, and secondly, enabling them to achieve the efficiency of speed and comprehension in reading. The focus of interest in the reading lesson to Nuttal(1989) is neither language nor content, but the two together. What is aimed at is students' developing the ability of using the target language to convey content with the skills and strategies that will enable them to become ideal readers. Moreover, it is claimed that every text that is handled in the reading courses assists to push the student towards the goal; but a particular book is not seen a goal itself but just one of the steps in that direction (Hedge,1991; Nuttal,1989).

1.1.1 Reading Problems in Foreign Language

Several times instructors of Reading comprehension lessons and literature classes complain about that they cannot make their pupils read a printed text in English as it is required. From the perspective of ESL and EFL learners, the reply would probably be that they are not satisfied with the texts they receive in reading classes. The reason can either be the gap between the learner as a target language reader and the writer, or instructor of the target language and the learner himself. Reading, to many researchers, is considered as an interaction or transaction between the author and the

reader, that is a silent communication (Gül, 1992). So one can claim that what makes a text difficult is due to the mismatch in conveying a message while communicating. Naturally, the difficulty as Nuttal(1989) expresses, emerges as a result of the amount of prior knowledge that the reader brings to the text. Despite the difficulty of the vocabulary used in a text it sounds to many that its message eludes them. In order to provide the communication between the reader and the writer to take place there should be certain things in common. The basic requirement is that they should share the same code as well as sharing assumptions about the world and the way it works. Additionally, to Yorio (ctd in Gül, 1992) the reading problems of foreign language learners arise fundamentally from two sources: imperfect knowledge of the target language and interference from the native language. The same is true for readers in second or foreign language even in mother tongue. Concerning second or foreign language readers, the major problems were diagnosed by Gül(1992) as lack of motivation and extensive reading. Besides, it is also asserted that students find the materials of reading poorly motivating and complain that the instructional materials are rather boring. So, there appears the need for motivation which can be provided with the reading texts that evoke students interests and enlarge the shared area with the authors.

The reader will respond to a given text differently on different occasion in different situations. Even in mother

tongue reading we have different moods according to whether we are reading a short story (Nell,1988:7) for pleasure and relaxation, in the comfort of our living room, or we are reading in reading class to be tested in detail. In that content, as Evangelidou and et. al. (1990: 30) state it can be said that the more maximum shared knowledged texts the students are given, the more enjoyable and interesting the reading classes become. It becomes important to facilitate the shared knowledge in language classes. One way of doing this is to use authentic materials.

1.1.2 Authenticity and Authentic Materials

Authentic materials are regarded as bits from life. As Grant (1987: 73) remarks authentic approach in language teaching is the real-life approach: teaching language that could appear outside the classroom in real life. Thus authentic materials are those that function naturally in real life and those which can be embodied in the classroom for the purpose of genuine language teaching and learning as well. In other words, an ‘authentic material’ is any material that is functioning not specifically for language learning purposes but for discourse (Williams,1991). According to Young (1993) authentic materials are unedited, unsimplified materials written for a native target language population.

According to Ahellal (1990:39) the following can be the aims of authenticity in language teaching and learning pocess:

First, authentic materials aim to shift formal teaching, where the focus is on accuracy, to less formal situations.

Secondly, the materials aim to play a positive role in motivating the learners.

Thirdly, by being exposed to these materials, the learners will be prepared to process language in real situations.

Fourthly, using authentic materials aims to highlight the status of English by showing the usefulness of learning a foreign language. Additionally, to Williams (1991) and Widdowson (1983) authentic texts aim:

- merely to convey message, and not simply to exemplify language.

- to allow the learners to experience 'real' instances of language use.

- to give a sense of achievement and confidence.

- to entertain learners and feel relaxed

- and more significantly to help learner cope with real language outside the classroom and to develop the ability to tackle with genuine discourse.

That there has been substantial increase in the use of authentic texts in language teaching profession in the last few decades is asserted by Young (1993). He bases the reasons on two points: For one, authentic texts offer language students promoted opportunities for successful reading comprehension; secondly, foreign language and second language acquisition research (Krashen, Vanpatten and Lee, cited in Young, 1993) claims that challenging and

comprehensible input facilitate language acquisition.

Although authentic texts show language being used for real communicative purposes it is claimed by Williams (1991) that they will not magically lead to greater learning of language or language use. Furthermore, authentic texts should not be expected to guarantee of “authentic” or more accurately, “appropriate” response. Beyond this reality, the criteria in using authentic materials should also be taken into the consideration. For instance, the exclusive use of newspapers as language material is likely proclaimed to create an atmosphere of boredom. Hence, what is suggested by Parks (1986) is that they should be combined with other teaching methods and materials. Therefore, however much the reading materials are authentic, if they exist outside the circle of the students’ interests they may not become fruitful entities and may not enable the learners to play effective roles in the reading phenomenon.

Student interest in reading is of great importance. Thus, many teachers, as Hedge(1991:37,38) declares, are concerned to provide class time for individual reading, periods when students can engage in reading as private activity, selecting books on the basis of their own interests and preferences and reading at their own pace. In selection of reading, the different ages, sexes, interests and linguistic abilities of the students are alleged to be important issues. Of these, student interest relatively concerns to the significance of authentic materials. What encourages us to think so is the

challenge that the student find himself more successful dealing with a difficult text on a subject he is interested in.

The distinction between authentic and non-authentic, to Harmer (1987) is that while authentic texts (either spoken or written) are those designed not for language students but for the speaker of the language in question, non-authentic texts, in language teaching terms, are ones that have been written especially for the purpose of language teaching and learning with some language control. The study conducted by Young (1993) on examining the efficiency of authentic reading materials as apposed to edited, say, non-authentic ones, offered some qualitative and empirical quantitative evidence to suggest that authentic materials can encourage meaning getting processed more than edited texts. The reason is that authentic materials, unlike edited texts, are written to communicate ideas rather than to teach language or culture.

Wong (1995:318) states that since authentic materials are characterized by the genuineness of time, location and people, students will find easier to relate the events to their own experience or knowledge and be able to appreciate the use of language in these materials. Besides, these materials are asserted to serve the teacher as well as the the learner well in that they can offer contexts with which students are more familiar. The conclusion drawn from this is that as the learner reader becomes familiar with the text he will be interested in it, and ultimately his motivation in reading will be sustained. However, it may not be true or efficient

unless the authentic materials in second or foreign reading classes interest the readers.

Authentic texts are often regarded as more interesting than textbook materials because they can be more up to date. However, they may not be the trouble shooters all the time. Due to their irrelevance to the reader these materials may conversely contribute to loss of learner readers' motivation and may even cause them culture shock or discomfort.

Lee (1993:325- 326) alleges that when learners read an authentic text, the prior knowledge, interest and curiosity make it easier for them to engage with it. In the absence of the crucial factors authentic materials would mean less to the readers.

When Young (1993:460) searched for the significance of authentic reading materials in proportion to edited texts, he concluded that an instructor of reading is supposed to select readings with a high likelihood of student topic familiarity and interest. He detected that these features of 59 reading texts will simply encourage more varied strategy use.

Research has indicated that the majority of students prefer authentic materials to textbook materials (Bacon and Finnemann, 1990 and Allen et al.,1988; cited in Lee, 1995). Nevertheless, Lee (1995) make a concrete suggestion by claiming that these materials should virtually be authentic to learners, and good materials cannot by themselves elicit positive affective and cognitive responses from learners.

Lee additionally insists that authentic materials be learner authentic, that is they must respond to learners' needs, prior knowledge and linguistic level because to Widdowson (1990; cited in Lee, 1995) their rhetorical structure must be appropriate to learners' needs and learning purposes. Morrow (1987) handles authenticity of the the text from the dimension of individual tastes of readers in first language and relates this freedom of text choice to second language reading phenomenon. According to Morrow, starting point for teaching and learning must be the response of the student to the text because when individuals read in real life they have reactions or responses to the reading texts. Nobody forces them to read a particular writing that are not interested in.

Jolly (1982; cited in Morrow, 1987) emphasizes the quantity of the texts to be employed as reading materials. It is pointed out that learner readers will choose a text that interest him in a rich source of reading materials. thus, the learner should be provided with an opportunity to develop an authentic response to a piece of textual material. The study by Morrow (1987) divulges authentic materials will merely be authentic and be efficiently functioning in second language reading providing that they are personally involved in and chosen.

Thus, in the light of these we need to delineate the issue whether using reading texts within students' interest would improve comprehension in reading classes.

1.2 Statement of the Research Question

The study basically attempts to answer the question of whether certain authentic materials encourage meaning-getting processes will do more . The authentic texts will be selected on the basis of commonly known high interest topic and low interest topic as a result of the questionnaire (see APPENDIX A). So, the research investigates the following questions:

1. Does reading comprehension vary between two sorts of authentic reading materials, The materials which students are interested in and and the materials students are not interested in?

2. Do EFL Turkish students acquire the strategy, *drawing inference from a written text* more efficiently through authentic texts that they are interested in.

There are two reasons why we have employed this strategy of reading- drawing inference from a written text- in the instruction.

The first reason, according to McInctosh (1985); Farr, Carey and Tone (1986); ctd in Chikalanga (1992: 697), is that many writers claim that **inference** is central to reading comprehension. It is stated that a text is never totally explicit and many of the things a reader needs to know to comprehend the text are not explicitly stated. That is to say, ultimately they must be able to make inferences and fill in the gaps.

Trabasso (1981), and Nicholas and Trabasso (1980), ctd in Chikalanga (1992: 697) bring to the fore the vital role

that the process of inference plays in reading comprehension. They suggest some functions which they consider are played by this process: 1) Resolution of ambiguous words; 2) Resolution of pronominal referents; 3) Identification of contexts for sentences; 4) Establishment of frameworks for interpretation; 5) Predicting causes and consequences of events; and 6) Recognition of incongruent events.

The second reason is that the text familiarity or background knowledge is highly helpful in answering specifically **inferential** questions during reading. Moreover, Anderson and Pearson (1984), ctd in Stahl, and V.C. Hare (1991:488) point out that prior knowledge enables students to make inferences about their reading.

1.3 Aim and Scope

This study basically aims at ascertaining the benefits of using authentic materials by determining common student interests that the students bring to the text.

The study is conducted on teaching one of the strategies of reading, drawing inference from a reading passage, through authentic texts and aims to provide students with efficient, creative and communicative reading lessons in a stress-free environment.

EFL learners in Turkey usually constraint themselves to the readings merely in classroom settings. So, one of the fundamental goals of the study is to initiate Turkish EFL readers into developing a habit of extensive readers pushing

them outside the classroom. Of course, the central idea is to bring them up as ideal individual readers in the target language. Thus, the purpose of the study is to see:

1. whether students will be feeling relaxed and having stress-free mood while reading a genuine text they are interested in.

2. how efficiently the students will develop their target language by means of reading authentic texts in which they are interested in and visa versa.

3. how fruitfully function and be necessary the selection of materials for reading classes.

The study will be restricted to first class students- with the level of upper intermediate and advanced- at English Language Teachers Training Department of Education Faculty, Anadolu University, Eskişehir.

The reading materials that experimental & control group students will be dealing with will be those which are mentioned in Methodology Chapter as well as in APPENDIX E,F,G,H,I,J,K and L.

1.4 Definitions

Authenticity

Authenticity is the degree to which language teaching materials have the qualities of natural speech or writing (Richards, John and Heidi Platt,1992) .

Text Authenticity

Authenticity of the text refers to the originality of the

materials (Lee,1995).

Learner Authenticity

Learner authenticity refers to the learner's interaction with materials in terms of appropriate responses and positive psychological reactions. According to Lee(1995) authenticity can only be reached when there is agreement between the material writer's intention and the learner's interpretation.

Authentic Materials

The materials which are used in genuine communication in the real world, not specifically prepared for the teaching and learning of foreign language.(Wong, 1995; Lee, 1995; Lund, 1992; Harmer, 1987)

According to Richards, John and Heidi Platt (1992) texts which are taken from newspapers, magazines, etc. and tapes of natural speech taken from ordinary radio or television programmes etc. are called authentic materials.

Young (1993) defines authentic materias as those that are intended for the native speakers of the target language.

Instructional Materials

Instructional materials are identified by Young (1993) as the materials that are designed for pedagogical purposes in language teaching and learning.

Interest

Interest is the condition of wanting to know or learn about something or somebody (Hornby, 1985).

In this context it refers to the state of wanting to read

something that the reader's background knowledge, feelings and the conditions he is in permit.

Inference

It is a cognitive process a reader goes through to obtain the implicit meaning of a written text on the basis of two sources of information: the propositional content of the text and prior knowledge (Chikalanga, 1992)

CHAPTER II

REVIEW OF LITERATURE

In this chapter, we will focus on, first the theoretical background on the brief account of reading strategies, and then the empirical studies connected with our study.

2.1 Theoretical Background

2.1.1 Strategies of Reading

Global reading strategies are presented by Dolly(1993: 22-24), having been driven from various sources: Anderson(1989), Block(1986), Carrel(1989), Kletzien(1991) and Pritchard(1990); and according to Langan & L. Jenkins (1989) are as follows:

2.1.1.1 Skimming

The reader reads headings, subheadings, subtitles and looks at pictures. S/he views the text to get a general idea of what the article is about before actually reading the text. The

learner just look it over before he or she reads it to get an idea, of what it is going to be. According to Richards and J.&H. Platts (1992: 322), skimming or skim-reading is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage. For example a reader may skim-read a chapter to find out if the writer approves or disapproves of something.

2.1.1.2 Scanning

According to Richards and J.&H. Platts (1992: 322), scanning in reading is a type of *speed reading* technique which is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of a text or passage. For instance the the reader the reader may read through a chapter of a book as rapidly as possible in order to find out information about a particular date, such as when someone was born.

2.1.1.3 Anticipating content

The reader predicts what content will occur in succeeding portions of text. For instance the reader guesses the story will be about how you go about talking to babies.

2.1.1.4 Recognizing text structure

The reader distinguishes between main points and supporting details or discusses the purpose of information or notes how the information is presented. For example, the

reader may think that this article just compares the myths and realities of chocolate.

2.1.1.5 Integrating information

The reader connects new information with previously stated content. He may see the sentence he is reading connected to the sentence just before it.

2.1.1.6 Reacting to the text

The reader reacts emotionally to information in the text. For instance, s/he may say “Oh great, my team won the match.”

2.1.1.7 Speculating beyond the information in the text

The reader shares a thought that goes beyond the information contained in the text. For example, while reading he or she may be thinking about his roommate who loves the topic of the passage and wishes s/he read it too.

2.1.1.8 Acknowledges lack of background knowledge and using background knowledge

The reader states lack of familiarity or knowledge about text topic. For instance s/he may think that s/he doesn't know much about chemistry, biology etc. so this is hard to understand.

The reader states a familiarity or knowledge about text

topic. A sample response in Young (1993:23)'s study is: "I just thought about the things I learnt in Food and Nutrition." "I thought about what I experienced from passages."

2.1.1.9 Reads ahead

The reader specifically mentions ahead as he/she reads.

2.1.1.10 Visualizing

The reader indicates that he/she had a mental image.

2.1.1.11 Identifying main idea

The reader relates major points of paragraph or passage. To Langan & Jenkins (1989:13) it is identifying the writer's primary point about the subject. It is also called finding out the *central point* or *thesis*, the chief point the an author is making about the topic. The reader can relate the idea, for example, "this whole thing was talking about how Africa was trying to get independence" to "so they have to have control of the government"

2.1.1.12 Using inference or drawing conclusions

Inferencing, to Richards and J.&H. Platts(1992:306), is reading in order to find information which is not explicitly contained in the passage, using the reader's experience and intuition. According to Langan & Jenkins (1989:86), it is discovering the ideas that are not stated directly.

The reader indicates that he/she guesses based on information in text and own knowledge. A sample response by some of Young (1993:23)'s individuals to a reading passage during the study is: "I wasn't familiar with either of these names so I simply used the fact that Charles Arden-Clarke was not African, and Nkrumah, who was the Gold Coast Prime Minister, he was getting advice so I would assume that Clark was an advisor. I knew he wasn't an African because of his name."

2.1.1.13 Identifying supporting details

Supporting details , to Langan & Jenkins (1989:31) are the specific details such as examples, reasons, facts and etc., which are covered by the main idea, the umbrella statement. It is illustrated as "My sociology class is very tough." It is stated that the reader would understand the the general idea that the speaker finds his sociology class is demanding, but the reader or listener wouldn't understand why. The speaker or the writer might then go on to clarify with some supporting details: "we have to read about a hundred pages each week. In addition, we have to hand in a report every Monday and we have to take a quiz every Friday. We have to also write a longer paper by the end of the semester." Those supporting details, to Langan and Jenkins (1989:31), clarify the individual's general comment.

2.1.1.14 Distinguishing facts from opinions

A *fact* , according to Langan and Jenkins (1989:77-78), is a

statement that can be checked and proven through objective evidence whereas an *opinion* is a statement that cannot be objectively proven true or false. Opinions usually express the beliefs, feelings, or judgements that a person has about a subject.

Apart from the above mentioned general or global reading strategies, Block (1986:463-495) talks about some local strategies of reading. So, local strategies, to Block (1986:473), deal with attempts to understand specific linguistic units. Some of these strategies are:

a) Paraphrasing: The reader rephrases content using different words, but with the same sense. This strategy is said to have been used to assist understanding, to consolidate ideas, or to introduce a reaction.

b) Rereading: the reader rereads a portion of the text either aloud or silently. The use of this strategy usually indicated a lack of understanding.

c) Questioning meaning of a clause or sentence: The reader does not understand the meaning of a portion of the text.

d) Questioning meaning of a word: The reader does not understand a particular word. "I don't understand this word."

e) Solving vocabulary problem: The reader uses context, a synonym, or some other word-solving behavior to understand a particular word.

2.1.2 Prior Knowledge

Efficient reading in ESL and EFL is influenced by the way in which the subject matter of the book or a reading text relates to learner's available prior knowledge (Hedge, 1991: 45). The terms prior and background are substituted for one another by Deller (1993), and Roller and Matambo (1992)

Background knowledge is classified by Hedge (1991: 45-47) into three as:

a) General knowledge: Understanding the world and how it works.

b) Subject specific or domain knowledge: Every individual is aware how difficult to read a new subject where there is new information to assimilate new terminology to learn. It is exemplified as a new word to figure the meaning out and a new structure to understand.

c) Cultural knowledge: This is another kind of knowledge that affects successful reading. It is defined as meaning which springs from shared experiences, values and attitudes. When this kind of meaning is not taken into the consideration, or when an English text is not interpreted according to its own culture distortions and misunderstanding will occur (Rivers and Temperly, 1978; ctd in Hedge, 1991: 47).

2.1.2.1 Role of Prior Knowledge in Reading Comprehension

The findings in first language reading have shown that first language readers use background knowledge during reading. This has become the primary focus for second language research in recent years.

Swaffar (1988; cited in Roller, 1992) points out that “every L2 study published confirms the theory that familiarity with a schema will facilitate reading

comprehension". These findings strongly do use schema and engage in top down processing.

On the other hand, researches in second language reading have demonstrated how prior knowledge is integrated in memory and used in higher level comprehension process (Anderson and Pearson, 1984; cited in Grabe, 1993). Besides, implications of schema theory have been proven to be very useful for improving reading comprehension. According to Carrel (1984, 1987; cited in Grabe, 1993); Hynd and Chase (1991); Hedge (1991); Afflerbach (1990); Roller (1992); Stahl, V.C. Hare, R. Sinatra and J.F. Gregory. (1991), without schema in activation of prior knowledge, second language readers will be processing difficulty in reading. Moreover, successful reading in a foreign language is claimed to be affected by the way in which the subject matter of a book relates to learner's existing background knowledge.

Stahl, et al. (1991) looks to the efficiency of prior topic knowledge in terms of its value as well as vocabulary knowledge. They claim people with high amounts of prior knowledge comprehend texts better than those with lesser amounts. This reality also varies along a continuity in their knowledge of real domains, from no knowledge to little knowledge, from some knowledge to much, detailed knowledge.

From Anderson's and Pear's (1984; cited in Stahl, et

al. 1991) points of view comprehension may be affected by prior knowledge in three ways. According to them, background knowledge may: a) enable students to make inferences about their reading, b) Direct their attention to information important in a knowledge domain, and c) provide a plan for recall.

That readers use their prior knowledge in order to anticipate the structure and contents of texts with the help of schema has been mentioned earlier. Another aspect of prior knowledge in comprehension is that it functions as a monitoring system in generation of predictions. Through the use of this system the reader can predict the ideas in the text. Afflerbach (1990) stresses on the significance of aspects functioning specifically in essay and narration types of texts and concludes that without the familiarity of the text and content readers interest will not be able to alert.

Goodman and Brurke (1980; cited in Afflerbach, 1990) support the efficiency of prior knowledge in that it determines the success of reader as one who actively constructs meaning by using prediction and confirmation strategies. According to these reseachers' findings competent readers use their language experience and world knowledge so as to choose appropriate cues in text to help them generate predictions.

The results of the studies indicate that prior knowledge significantly influences reader's prediction. Apart from these what is noticed in the studies is that some domain knowledge

is necessary to understand relations between ideas in a text. As attention hypothesis asserts people who have more relevant domain knowledge know what information is important and what is trivial because high subject knowledge tend to recall information more than low knowledge subjects do.

2.1.2.2 The Relationship between Reader's Interest and Prior knowledge

We noted previously the difficulty areas in second language reading that second language readers confront while reading. Of these, vocabulary knowledge was of importance. However, readers who are high in domain knowledge but low in vocabulary knowledge may use their domain knowledge to compensate for their lack of word knowledge. A text may be difficult for a reader with low words but high domain knowledge will facilitate and overcome the problem (Stahl, 1991).

The idea underlying domain knowledge is thought to be specific knowledge in a specific field. This is often the content area in which the reader is interested. As these two overlap we can come to the conclusion that prior knowledge and interest are both integrated elements functioning in comprehending a text. The following quotation remarked by Deller (1993) describes the relationship between interest and and background knowledge or domain knowledge as:

“We need a certain amount of background to be able to tune in to the text. In addition we read texts on subjects that interest us, or that we enjoy much more easily than others... However, many words we do know in a text we are unlikely to understand the message of the text if it is about something that we know nothing about.”

Deller (1993) gives an explanation to the fact that reading materials should be on subjects or topics that readers have background knowledge of, or those which interest them in order that they can make sense of easily. When the reverse is true, the brain will not be able to comprehend the information that is unfamiliar with him, so the reader will unlikely make good progression in reading.

In teaching strategies of reading each strategy may require different treatment and ways of approach to teaching. Especially, when teaching a strategy, “how to draw an inference from a written text”, the significance of topic familiarity and having high levels of interest has been observed. Researchers who have investigated the importance of prior knowledge have revealed that pupils with high levels of prior knowledge and interest are better to recall information presented. Holmes (1987) confirms that the text familiarity or background knowledge is highly helpful in answering specifically inferential questions.

So far researchers and reading educators have

maintained that the relation between prior knowledge and reader's interest has always, to some extent, remained profoundly connected. It has been revealed that they seem to go hand in hand. Findings in Afflerbach's (1990) studies for influence of prior knowledge indicate that his subjects who are interested in and familiar with the essay topic of the athletics and academics demonstrated more prediction than on the benefits of carpeting essay which was rated least familiar and least interesting. This means that when students are provided with reading texts that they are interested in and familiar with, they will be more sufficiently predicting, comprehending and progressing in reading skills.

2.1.3 Role of Reading Materials in Motivating Foreign Language Readers

Selection of materials in foreign language instruction takes an essential part in motivating or demotivating learners of target language. Therefore, the focus of the studies in recent years have been on the field of materials evaluation and development on par with the increase of novelties in foreign language teaching and learning.

As it has been mentioned in Harmer's (1987) study, reading texts above the levels of foreign language readers and those which have no difficulty in any respect will cause the readers to lose their motivation. The study disclosed that right level of difficulty of the selected text would sustain

the reader's motivation.

Evangelidou and her colleagues (1990:31), in their studies, examined why foreign language readers cannot do well and are demotivated in target language reading. They found that instructors of foreign language reading are unable to drive foreign language reading skill to the readers' daily lives outside the classroom. According to their assertion, the problem is that students of foreign language reading do not read for authentic purposes. On the contrary, what they read for is that they simply want to improve some linguistic items: vocabulary, structure and etc. Therefore, in order to increase the students' motivation in reading class the materials to be read should ingeniously be selected to serve for authentic purposes. The authenticity of the texts, according to Howell (1986:40), contributed readers' maintenance of motivation leaving them with a sense of pride at having accomplished a remarkable progress in the challenging arena of English language learning. Nevertheless, it is pointed out that apart from being authentic the text must interest the students and be the right level of difficulty. As long as the above mentioned requirements in selection of the texts are taken into the consideration the students are expected to be highly motivated in reading foreign language texts.

On the other hand, from Lucas's (1990:29) aspect "the learner-readers are demotivated by seeing a lot of questions, confused by their variety, and bored with the texts, by the

time they are half way through the exercise”. It means that although they are given authentic texts the students are still bored because they feel that it is something they are required to do.

The previously noted studies bring us to the threshold of the question, how authentic reading materials contribute to the efficiency in foreign language reading comprehension.

2.1.4 How is Motivation Related to Interest of Foreign Language Learners?

Recent studies in ELT have been found to be focusing on individualization in learning, namely, learner centered instruction from common to specific. It is noticed that this view of foreign language teaching is more common in ESP (English for Specific or Special Purposes).

The research which was carried out by Guanawardena and Knight (1989) revealed that students who have specific domain of study saw “General English” a waste of time and they had little or no tolerance for materials outside their field of study. In the study it is also pointed out that in 1970s several attempts were made to teach General English in the faculties of science and technology and it had to be abolished. The reason stated for its failure involved a lack of interest shown by the students and naturally a lack of motivation.

In order to maintain the motivation in foreign

language environment, to Chastain (1988), individual stances towards language learning should be kept in mind. Since motivating individuals in the same way and getting the focus on a particular topic will be rather difficult, the instructor of language go into to examine the learner's interested areas.

According to Chastain (1988) individual interest is one of the motivational patterns that lead the learner to achievement. The study performed by Yaşar (1985) states the significance of learner's interest that sustains motivation and facilitates foreign language learning. Yaşar (1985), in his study, concludes that in order to obtain achievement in language education students should be identified in terms of their individual interests and attitudes towards learning and teaching process. The achievement in education of foreign language is asserted to require the close recognition and knowing learners' individual needs and interests. These are also accepted as some of the basic criteria in the design of foreign language curriculum and materials development.

Krashen's The Affective Filter Hypothesis, which claims "the learners with low affective filter seek and receive more input and are more receptive to the input in order to interact confidently", includes motivation which means acquirers with high motivation will do better learning. To be able to maintain this motivation interest of the learner must be engaged to learning target language. This can be accomplished by means of providing the learner

with a variety of learning tasks that students are interested in (Richards and Rodgers, 1986:133; Frankel, 1990).

The studies on the the role of reading materials in maintaining readers' motivation will separately be reported through the relation of the interest of foreign language readers in reading texts to motivation.

2.1.5 Determinants of Efficiency in Reading Materials

During the last decade, in the field of applied linguistics and teaching foreign language skills scholars of reading and instructors of foreign language reading spotlight their discussion on the efficiency of reading texts. Of the topics of discussion, communicatively use of target language through readings has been the basic issue. For that reason, we most frequently witness that when reading materials matter their use rather than usage has become the basic point.

Researchers and teachers of second language reading have by and large agreed on the determinants of efficiency in reading materials (Milne, 1989; Evangelidou and et al. 1990; Hilferty,1978; Lucas 1990; Abdul Ghani, 1993; Silva, 1992; Bouman,1986; Dunbar,1987; Bowen 1985, and Wong, 1995).

These researchers have concluded three principle determinants of efficiency in reading materials:

- 1) Reading materials should interest the students.

According to Boven and Hilferty (1985), the first rule

of material selection is student's interest and usefulness of the materials, and these two are often related. As the student's interest comes the first determinant of text efficiency, this requires the definition of the students.

For Hilferty (1978), the teacher should preliminarily ask who the students are, what purposes they have in reading, whether they want to learn English for specific purposes, and what their hopes, background and interests are.

Allwright (1990) and Frankel (1990) judged the learner's perception of his needs analysis. One of the ways they followed was interviewing the students individually in order to find out what their wants and interests are. They come to the conclusion concerning the materials that writers of self study materials lack in how to engage the interest of the learner and so sustain his motivation in learning. Besides, another result that they obtained was that inadequacy of the materials failed to motivate the learners.

The relevance of interest to motivation in reading skill is defined by Rileigh (1993) as: "Reading motivated by genuine interest, freedom of choice, and desire to enhance knowledge in speciality areas may have lasting impact than mandotary text book reading". It is indicated by the quotation that additional readings can be enjoyable for students of reading.

Some researchers like Ellis and McRae (1991), Hirsh and Nation (1992), Oxford (1990) and Hedge (1991) have a

common idea in their studies that reading should not be constrained to class time and learner readers should be encouraged to involve in extensive reading as a private activity, selecting books and reading materials on the basis of their own interests and preferences.

As was mentioned previously, most of the studies concerning the significance of learners' interest had been in the field of ESP (English for Specific Purposes). Since students of science and technology, medicine, economics and so on have a particular field of interest, subject matter is obviously of great importance in the selection of the texts. Milne (1989: 37) suggests that teacher of English try to choose an article that will interest the learners of English as a second language.

Lucas (1990:29), like Lee (1995) and Milne (1989) points out that the essence of finding out the learner reader's interest at the beginning of the course. Furthermore, Hedge (1991) and Lee (1995) note that in ideal circumstances the students should be encouraged to choose their own materials and design their own learning tasks.

Individuals at different ages will likely find a part in materials that interest them and requires teachers of reading skill to choose, in any case, language activities and materials that interest them.

2) Reading materials should be authentic.

Many instructors of reading in foreign language have

recently been talking about the usefulness of authentic materials and they have shown how efficiently they could be used in order to obtain favorable results in the skill of foreign or second language reading.

Some of the articles concerning the authenticity in foreign language teaching, particularly in foreign language reading have involved: 1) Kaohane's (1993) suggested activities for usage of newspapers as authentic materials in teaching of reading comprehension strategies, 2) Bouman's (1986) sample reading lesson on the development of reading strategies such as scanning and skimming, and interpreting headlines with their specific linguistic features and journalistic prose style, 3) Ross's (1995) comments on using *Time* and *Newsweek* with students as authentic examples, 4) Beaumont's (1985-1986) idea on the procedure and preparation of newspapers for a lesson which students in the early stages of learning the language ought to find within their capabilities, and so on.

3) Reading materials should be at the right level of difficulty.

The materials either instructional or authentic that are too difficult to the learners of foreign language are prone to diminish motivation of the learners. The opposite situation is also asserted to be possible, that is, too easy materials can lose learner's motivation (Harmer, 1987 & Harvey, 1989).

In spite of the authenticity of the materials selected, which is thought to be encouraging learners to learn with

high motivation and enthusiasm, they may be so discouraging and dampening enthusiasm when they are inconveniently handled without taking the learner's existent level of the target language into the consideration.

According to Nunan (1988), and Morrow & Schocker (1987) difficulty in authentic materials are identified as cultural and linguistic. They claim that reading texts may become incomprehensible due to too much gap between the culture of the target language engaged in the text and non-native speakers. as for linguistic difficulty, complex sentence structure of sentences and vocabulary are most commonly argued points. Especially magazines like Time and Newsweek, internationally and most frequently read magazines, have been focused on with the discussion points for their inventions of new constructions and coining new words (Ross, 1995:15). In addition to this Madsen (1978:159) insists reading materials for non-native speakers be reduced or simplified in order to avoid loss of motivation. He adds redundancy in written material helps reader to understand words and grammatical relationships that he does not know or knows imperfectly. In addition to this, Sally (1989:40) suggests that structural difficulties should be dealt with not only in reading lessons but in special grammar lessons.

2.2 Empirical Background

Teaching of reading in foreign language is looked to by Lucas (1990) through two questions: 1. Why cannot people who are efficient readers in their own language read in a foreign language? and How do we teach people to perform the complex operation of reading on texts in a foreign language. These questions also supply basis for the research question of this study.

A study carried out by Young (1993: 451-467) is on processing strategies of foreign language readers: authenticity and edited input. In the study 49 subjects; 14 first year, 14 second year, 9 third year, and 12 fourth year students, participated in. The subject were asked to read the same Spanish authentic passage and an edited passage written for the level of their Spanish course. Students in the first year were in their second semester, and second-year students were in their fourth semester of Spanish. Students in the junior level courses were in their sixth semester of Spanish. The study investigates the following questions:

1. Does reading comprehension vary between two kinds of reading texts (an authentic and an edited one) across levels of language instruction?. Recall scores were, in general., 9 points higher for the authentic text than the edited text.

2. Are there differences in processing strategies- local and global strategies- between two kinds of reading text -an authentic and edited one- across levels of instruction? While successful readers of authentic text tended to to use more

global strategies the successful readers of the edited text used almost as many global as local strategies.

3. Are there differences in student affective responses between two kinds of reading texts- an authentic and edited one?.The results indicate that students in general responded more favorably to the authentic text than the edited one. According to the study, students' responses indicated that the authentic passage was more interesting because it related more to the real world than an artificially created one.

Young (1993: 451-467) concludes that authentic texts should be used in class to actively promote 'strategic' reading. It is stressed that instructors need to select readings, especially at elementary levels, with a high likelihood of **student topic familiarity and interest**.

The factors that unable foreign language readers to read efficiently can be rooted from personal characteristics, types of learning and reading, lack of background knowledge disregarding the topic or text, being interested or uninterested in text genre or topics, types of text, and lack of motivation for reading. It may be impossible to draw sharp lines between these elements since they inescapably overlap. Thus, research in recent years has been noted to direct its spotlight on individualization in reading. An individualized approach to recent teaching of reading is handled by Badrawi (1992) as in the following description:

“Different readers may respond in different ways and they should be entitled to do so, provided they base

their responses on a correct literal understanding of writer's message ... since individuals differ in their ability, background and interests and since they learn at different rates, there is reason to believe that each should progress at his/her own pace and capacity”

The quotation shows that there is no a single and the rightest model that can be fit and cater the learners' needs and wants. Because of the variations in personalities and individualities each individual makes progress in learning reading by adopting various learning styles that best suit him.

Within the individualization in reading the most recent study conducted on the significance of *readers' interest* has been performed by Lee (1995: 323- 328). In the study, materials prepared for the students of BA part time Social Work at Hong Kong Polytechnic based on responses they gave to needs analysis questionnaire completed on registration. It was hoped that by identifying students' needs and interests the materials selected would be relevant and useful. In the study a topic approach was used for material selection in order to identify the learners' interests. The students were asked which areas they were interested in. Lee (1995:326-327) concludes that when learners are supplied with the materials in which they are interested they will afford to do better

As we have seen from the existing literature with regard to reading skill in foreign language, efficiency of text types, strategies, background knowledge and personal interest

in selection of reading materials play significant roles in the phenomenon. Research in the field has indicated that reading materials to be selected for teaching reading should be authentic, interest the learner readers and be at right level of difficulty. In spite of the authenticity of the materials selected, which is thought to be encouraging learners to learn with high motivation and enthusiasm, they may be so discouraging and dampening enthusiasm when they are inconveniently handled without taking the learner's interest and existent level of the target language into the consideration. While reviewing literature we have encountered limited studies on role of authentic materials and readers' interest. Namely, we have not come across any other studies specifically done on efficiency of learner's or readers' interests in relation with authenticity in foreign language reading comprehension. Nevertheless, this issue has been frequently pronounced to play significant role in facilitating reader's comprehension and increasing the motivation.

CHAPTER III

METHODOLOGY

This chapter of the study involves the design of the research: the subjects, questionnaire, pre and post test, materials and the procedure to be followed in the collection of the data.

3.1 Subjects

The subjects of the study are Turkish EFL students. Totally, 49 students; 23 students in the experimental group and 26 students in the control group constituted the subjects of the research. The study took place in the Department of English Language Teachers Training in Education Faculty, Anadolu University in Eskişehir. The participants of the study were randomly selected among the first year students of the programme who had an experience of preclass which aimed to develop the students in grammar and basic foreign language skills such as reading , writing, speaking and listening; or those who directly had rights to continue their studies in the first class of the field after passing the proficiency test with the grades over 70 out of 100. Thus,

English proficiency levels of the subjects in both groups were similar to one another.

As just mentioned above, the subjects are being trained to become teachers of English in complete language at the end of their four year academic study. So, to study various aspects of language in use as well as their methodology and linguistic subjects in which reading comprehension has a primary function.

Although the subjects of the research were composed of a mixture of male and female students. there were 8 males and 18 females in the control group, and 7 males and 16 females in the experimental group, sex type distinction was not taken into account for the study. Age of the students ranged from 19 to 23. However, the age factor was not taken into the consideration either .

3.2 General Procedure

This study aimed at achieving the goal whether or not foreign language learners are efficiently capable of comprehending the reading materials in English when they are supplied with the authentic materials in which they are interested and those they are not interested in. For that reason, students were given a questionnaire to reveal their interests

3.2.1 Questionnaire

The subjects responded to a questionnaire adapted from

Cotteral's (1991:628-630) Reading Strategies Questionnaire, which aimed at exploring students' approach to reading for study purposes. The questionnaire that took part in this study was developed to reflect student readers interests about text types in reading. It consisted of two parts; books reading and newspaper and magazine reading. Each heading covered the varieties and the types in subjects. Each item was sequenced with frequency adverbs, always, often, usually, sometimes, and never in order to determine how often they read in the related text type with different subject. They were able to circle the items labeled on the questionnaire sheet (cf. APPENDIX A).

At the top of the questionnaire the subjects were instructed on, in English, how to answer the questions. They were made sure that the questionnaire was designed to explore their approach to reading materials in English.

The first section of the questionnaire involved some of the eighteen items on book reading.

The second part of the questionnaire covered newspapers and magazines reading with some topic types.

Implementing the questionnaire was the first step of the procedure for the research. Totally 49 participants were given the questionnaire. After the aim and purpose of the questionnaire was explained the subjects were asked to read the instruction at the top of the questionnaire statements and write their names ages and class. The subjects were demanded that they be as honest as possible when filling the

sheet. They were also given an example of how to respond to the items.

For instance: If you **SOMETIMES** read advertisements, circle the letter S next to the item "I read advertisements."

The students taking the questionnaire were not assigned to a limited time. After they had filled the questionnaire each item for each individual in each group was calculated and marked in percentage in terms of their frequencies. At the end of the calculation the materials in the topics which are most frequently ranked in reading were selected for the experimental group students. Of these topics; sports, politics, music, and woman's and famous people section were determined to be the topics of reading materials in the instruction for the research in the experimental group. On the other hand, the least frequently preferred reading topics; sports, finance and business, and politics were employed as the materials of instruction in reading for the control group students.

. At the end of the marking procedure , each item was assessed according to frequency marker. The highest ranked items by percentage were determined as preference for reading, the lowest ranked items, on the contrary, were classified as the items the students do not prefer.

The highly preferred items for the interest of the subjects became the basis of materials selection for the experimental group students whereas the less frequently read and preferred text types became the source of the reading

materials to the control group individuals. Thus, according to the questionnaire results, reading materials with the topics of politics, sports, woman and famous people, and music were selected to instruct the experimental group students. The reading texts which are less preferred or interested in by the control group students were about the topics of politics, sports, and finance and business. Interestingly, while the items, politics and sports, were chosen as highly preferred or interested in by the experimental group students, they were observed to be less frequently read or interested in by the subjects of the control group. So, we preferred to employ the same texts with the same topics for both the control and the experimental group subjects so as to obtain reliable results.

3.2.2 Texts

The materials selected and used for the each group were authentic text articles- real materials taken out from the newspapers and magazines in English written for the speakers of English. The purpose of these texts are not basically to teach the language but to provide merely communication locally or internationally-.

A. The texts selected for the experimental group subjects (cf. APPENDIX E):

1. **Sports-Champ Barcelona foils Real Madrid in Spanish league-** Turkish Daily News, May 29, 1995.

materials to the control group individuals. Thus, according to the questionnaires results, reading materials with the topics of politics, sports, woman and famous people, and music were selected to instruct the experimental group students. The reading materials which are less preferred or interested in by the control group students were about the topics of politics, sports, and finance and business. Interestingly, while the items of politics and sports, were chosen as highly preferred or interested in by the experimental group students, they were often to be less frequently read or interested in by the subjects of the control group. So, we preferred to employ the same texts with the same topics for both the control and the experimental group subjects so as to obtain reliable results.

3.2.2 Texts

The materials selected and used for the each group were authentic materials- real materials taken out from the newspaper and magazines in English written for the speakers of English. The purpose of these texts are not basically to teach the language but to provide merely communication locally or internationally-.

A. The texts selected for the experimental group subjects (cf. APPENDIX B)

1. Sports - **Barcelona foils Real Madrid** in Spanish League- Turkish Daily News, May 29, 1995.

2. Pop Music- **Roaring Back: Astair for 25 years clean and sober for three**-TIME International, March 13, 1995.
3. Politics- **The political interest: A solution in three parts**- TIME International, June 12, 1995.
4. Woman's Section and Famous People-**Oliver on the Spot**. People, September 26, 1994.

B. The passages selected for the control group students (cf. APPENDIX F):

1. Politics- **The political interest: A solution in three parts**- TIME International, June 12, 1995.
2. Finance and Business-**DM, DM UberAlles: The end of Europe's common currency dream?**- NEWSWEEK, March 20, 1995.
3. Sports-**Champ Barcelona foils Real Madrid in Spanish league**- Turkish Daily News, May 29, 1995.
4. Politics-**Intensive negotiations begin over constitutional changes**- Turkish Daily News.

2. **Pop Culture - Roaing Back: Astair for 25 years clean** - **Time** for **three-TIME** International, March 19, 1995.
3. **Politics - The political interest: A solution in three parts** - **TIME** International, June 12, 1995.
4. **World - Religion and Famous People-Oliver on the Spot** - **Time** International, September 26, 1994.

B. The passage is selected for the control group students (cf. APPENDIX).

1. **Politics - The political interest: A solution in three parts** - **TIME** International, June 12, 1995.
2. **Finance - Business-DM, DM UberAlles: The end of Europe's common currency dream** - **TIME** WEEK, March 20, 1995.
3. **Sports - Camp Barcelona foils Real Madrid in Spanish League**- **Turkish Daily News**, May 29, 1995.
4. **Politics - Intensive negotiations begin over constitutional changes**- **Turkish Daily News**.

The criteria in selection of these passages were diagnosed by the questionnaire they received.

3.3 The Pre-test

The test that functioned as the pre test, which was employed in order to see the existing knowledge of the subjects in both groups prior to the instruction. The pretest was developed from the same authentic materials. The test consisted of four texts which were labeled as Text A, Text B, Text C and Text D, (cf. APPENDIX D). Each text aimed at testing the participants ability of inferring meaning from a reading passage.

At the top of the test, the students were given the instruction about the questions, which runs as “Read the following passages and circle the numbers of the statements that can be logically inferred from the given information in each text.”

Each text involved ten statements; five of which must be logical inferences drawn from the passages. However, the test takers were not informed that there were five logical inferences.

The test was checked by six Turkish instructors, two American specialists and two Turkish lecturers in ELT after it had been designed and developed.

Two weeks prior to the study, subjects were given the pretest, described previously. They were told that they were participating in an experiment to determine the effects of

certain text types. They completed the questionnaire, then took the pretest in a 60 minute period of time the following day.

The content of the test was allocated to authentic text articles extracted from the magazines and newspapers (See APPENDIX D). The purpose of the test, as uttered before, was to determine the subjects' level of proficiency in drawing inference from a reading passage.

A 60 minute period of time were allowed to the individuals for the whole test and 15 minute period of time was advised for each text.

In selection of the texts that formed the tests we attempted to keep text types neutral: preferred neither by the control nor by the experimental group.

3.4 Classroom Procedure in the Experimental Group

In the first class setting the subjects received the Task I (APPENDIX E). Before handing out the materials the subject of the that day's reading class was told to the learners . That is to say, they were going to learn how to draw an inference from a reading text.

The subjects were given an explanation of what an inference meant and how it could be drawn from a written text. First, they were told that they not only inferred meaning from a published passage but also from an action taking place in every day life. For instance, when they saw people flooding into streets and screaming in their cars with

the flags of a football team, the following could be inferred from that situation:

-The football team that they supported won the match and became the champion.

- Their team had the right of playing against the first league teams.

- When the football team of the town won a match the fans celebrate it touring around the town etc.

The subjects were asked to expand the examples like the above mentioned ones.

When it came to inferring meaning from a written text they received the following explanation :

“You have probably heard the expression *to read between the lines* . When we read between the lines we pick up ideas that are not directly stated in what we are reading. These implied ideas are not directly stated and usually important for a full understanding of what an author means. Discovering the ideas that are not stated directly is called drawing inferences. While reading we make logical leaps from the information given directly on the page to ideas that are not stated directly. To draw inferences we use our experience and logic.”

Following the explanations the students were handed out the reading texts which involved Task I. In Task I the learner readers were instructed to read the passage carefully and circle the numbers of the statements that could be logical

inferences drawn from passage. Before discussing the each statement one by one the subjects were told to skim the text and asked what it was about. Later, the first statement as an example was discussed and explained whether it could be an inference from the passage or not. When the students had difficulty in understanding the meaning of a word it was explained in the target language.

Each statement in the task was discussed justifying the reasons and relating to the lines that it could be hidden in. Each individual was asked to state his or her opinions on the statements being studied.

The other passages in Task II, Task III and Task IV were studied in the same way just as the Task I was studied and instructed.

The day after the last instruction the subjects were given the posttest. They were supposed to do it in the same period of time, 60 minutes.

3.5 Classroom Procedure in the Control Group

The students in the Control Group were supposed to be taught how to draw inferences from a published text through the reading passages in which they are not interested in. Prior to the tasks they received, as the Experimental Group subjects were instructed, they were informed about “How to draw inferences from a reading passage”:

The subjects were given an explanation of what an inference meant and how it could be drawn from a written

text. First, they were told that they not only inferred meaning from a published passage but also from an action taking place in every day life. For instance, when they saw people flooding into streets and screaming in their cars with the flags of a football team, the following could be inferred from that situation:

-The football team that they supported won the match and became the champion.

- Their team had the right of playing against the first league teams.

- When the football team of the town won a match the fans celebrate it touring around the town etc.

The subjects were asked to expand the examples like the above mentioned ones.

When it came to inferring meaning from a written text they received the following explanation :

“You have probably heard the expression *to read between the lines* . When we read between the lines we pick up ideas that are not directly stated in what we are reading. These implied ideas are not directly stated and usually important for a full understanding of what an author means. Discovering the ideas that are not stated directly is called **drawing inferences**. While reading we make logical leaps from the information given directly on the page to ideas that are not stated directly. To draw inferences we use our experience and logic.”

The first task that they were given was on the passage about business which discusses Europe's common currency. So, first of all, they were asked whether they had recent knowledge of how the foreign currencies ran against TL (Turkish Lira), a few students remarked their ideas. Soon after a short motivation period they were presented the materials, Task I. They were told just to skim to have a general idea about the passage. Later, they were instructed to read the passage carefully in order to find out the statements that could be rightfully inferred from the article. The first statement, "European Monetary Union has started to harvest its fruits", were examined as an example and after it was discussed whether it might be an inference from the text the other left statements were treated one by one relating to the lines where it was involved in.

The same process and the procedure were pursued in the activation of the other three tasks in the other left six hour setting.

3.6 The Post-test

The post-test was given two weeks later, following an eight hour instruction, so as to measure how much ability of inferring meaning the subject gained in reading comprehension. The test is just the same as the pretest employed at the beginning of the instruction.

The performance of the subjects were graded out of 100 points 25 points was allocated for each text in the test.

Each right statement in the each text was 5 points.

3.7 Analytical Procedure

The scores of the subjects in the pre-test and the post-test were calculated separately in the same manner. Each correct answer stood for 5 points of total 25 points for each text and each text involved five correct answers out of ten statements.

The grades obtained from the pre-test were listed, and so were those obtained from the post-test. Then, the results of the tests were statistically analyzed. The t-test for paired samples were used in order to reveal if there is any difference between the groups' level of proficiency after the instruction. The results were examined in terms of:

- 1) Pretest results of both experimental and control groups
- 2) Difference between pretest and posttest results of the experimental group,
- 3) Difference between pretest and posttest results of the control group
- 4) Posttest results of both the experimental and control groups (See Results and Discussion, Chapter IV) .

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of the study is to ascertain the effects of individual students' interests in the selection of reading materials and the efficiency of development in their reading comprehension. Therefore, it is aimed to examine whether there will be significant differences between the experimental group which was given authentic reading texts with the topics they are interested in and the control group which was given authentic reading passages with the topics in which they are not interested.

This chapter will deal with the analysis of the data gathered from 49 subjects studying Reading Comprehension

Course.

The analysis of the data will be dealt with in terms of:

- 1) Pretest results of both experimental and control groups,
- 2) Difference between pretest and posttest results of experimental group,
- 3) Difference between pretest and posttest results of the control group
- 4) Posttest results of both the experimental and the control groups.

4.1 Pretest Results of the Experimental and the Control Groups

The subjects were regarded to be at the same proficiency level of English considering their two academic terms of prep-class background and passing the proficiency test that allowed them to study in the first class of ELT (English Language Teaching) Department of Educational Faculty. Yet, we aimed at justifying and confirming, statistically, the fact that there would be no significant difference between the groups in terms of their proficiency levels in English Language Reading. For that reason, Experimental and Control Groups were compared according to their pretest results.

In order to determine whether there is a significant difference between the experimental and the control groups before beginning the treatment t-test for paired samples has been applied to the pretest results.

TABLE 1
Pretest Results of the Experimental and Control Groups by
Mean Scores

GROUPS	MEAN SCORE	DIFFERENCE in MEANS
EXPERIMENTAL (n = 23)	55.59	0.64
CONTROL (n = 26)	54.95	

Totally 49, 23 Experimental Group and 26 Control Group, individuals have taken the test. As seen in Table1 The mean score of the Experimental Group students was calculated as 55.5. The mean score of the Control Group students was calculated as 54.9. The statistical analysis indicates that there is no significant difference between the students in the experimental group and the students in the control group interms of their pretest results ($t= 0.92$; $P \leq .367$).

4.2 Pre-test and Post-test Results of the Experimental Group

In order to see whether the experimental group has

shown any improvement with the treatment we need to look at TABLE 2.

TABLE 2
Pretest and Posttest Results of the Experimental Group by
Mean Scores

TEST-TYPE	MEAN SCORE	DIFFERENCE IN MEANS
PRE-TEST	55.59	15.82
POST- TEST	71.42	

The number of the experimental group subjects taking pretest and posttest is 23. As indicated in TABLE 2, the mean score of the posttest is 71.42 and the pretest mean score has been founded as 55.59. The difference between posttest and pretest values is 15.82.

The mean score of the subjects in experimental group before the application of programme was 55.5 out of 100. This score, at the end of the programme has increased to 71.4 with the mean difference of 15.8 points over hundred percent. There is a highly significant difference between the level of the students in the experimental group before and after the application of the programme, ($t= 5.7$; $P \leq 0.0001$) at $P < 0,05$). That is, within the course of eight hour settings

the individuals have learnt “how to draw inferences from a reading passage” through authentic reading materials selected from various magazines and newspapers (cf. APPENDIX E) without any simplifications according to their interests which were determined previously via questionnaire (cf. APPENDIX A.).

4.3 Difference Between Pretest and Posttest Results of the Control Group.

When Table 3 is examined, it is clearly noticed that at the beginning of the programme pupils’ mean score was 54.9 as percentage and at the end of the programme they have only been able to increase their success to the mean points of 57.5. The statistical analysis shows that there is not any significant difference between the pretest and posttest results of the control group ($t= 0.92$; $P\leq 0. 367$). It means that they could not make a good progress in learning of the strategy: “drawing inference from written or published texts in English” although they were given the texts with the same instructions as the experimental group was

TABLE 3
Pretest and Posttest Results of the Control Group by Mean
Scores

TEST-TYPE	MEAN SCORE	DIFFERENCE IN MEANS
PRE-TEST	54.95	2.54
POST- TEST	57.5	

4.4 Comparison of the Experimental and the Control Groups in terms of Posttest Results

At the end of the instructional programme of the concerned Reading Comprehension in foreign language, the subjects of control and experimental groups have been presented the same test as the posttest they took at the beginning as the pretest.

TABLE 4
Posttest Results of the Experimental and Control Groups by
Mean Scores

GROUPS	MEAN SCORE	DIFFERENCE in MEANS
EXPERIMENTAL (n = 23)	71.42	13.92
CONTROL (n = 26)	57	

The number of the subjects, 23 experimental and 26 control, stayed unchanged. The mean score of the experimental group was 71.4. The same item for control group was 57.0. Thus, the mean difference of the groups is 13.9. It shows that there is a significant difference between the groups in terms of posttest results ($t= 4.05$; $P \leq 0001$) It means that students in the experimental group has made much better progress than those of the control group in reading. Such difference is thought to result from nothing but the text types employed during the instruction. That is to say, the texts selected according to the learner readers' interest in the experimental group has made this possible whereas the same progress cannot be mentioned for the control group.

4.5 Summary of the Results

When we summarize the results, it is noticed that the mean score of the pretest results of the experimental group is 55.59, it is 54.95 for the control group. As we compare these, the statistical results tell that there is not a significant difference between the groups in terms of their proficiency in drawing inferences from reading texts at the beginning. As it is seen in the following Table 5, the posttest result of the experimental group is 71.42 whereas the mean score of the control group is 57. And the statistical analysis indicates that there is a highly difference between the two groups in the ability of inferencing at the end of the programme.

TABLE 5
Mean Scores of Experimental and Control Groups by Pretest
and Posttest Results

EXPERIMENTAL	PRE-TEST MEAN SCORES	POST-TEST MEAN SCORES	MEAN DIFFERENCE BETWEEN PRE-TEST and POST-TEST
	55.59	71.42	15.82
CONTROL	54.95	57	2.54
DIFFERENCE in MEANS	0.64	13.92	13.28

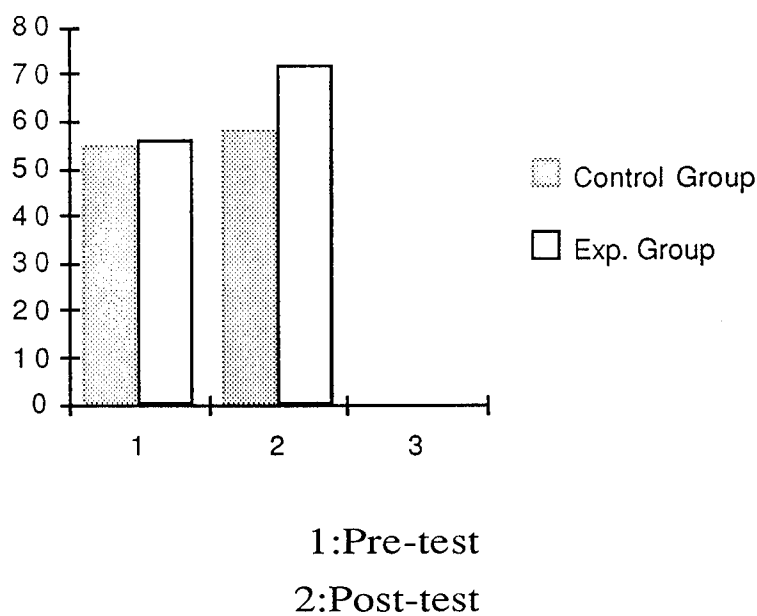


FIGURE 1 Pretest and Posttest results of the Control and
 Experimental Groups

As it is also clearly exhibited in FIGURE 1, individuals who are provided with authentic reading materials with the content in which they are interested and familiar with will more effectively learn how to comprehend in reading process than the pupils who are even supplied with the authentic materials but in which they are not interested and unfamiliar with. Thus, it can be stated that when the instructor selects or develops the materials for Reading Comprehension classes determining previously his or her students' interests and provides the individuals with such texts, reading will be more enjoyable, interesting and fruitful.

4.6 Discussion

The statistical results have demonstrated that even though the control group individuals were provided with authentic reading materials too as they were not satisfied with the content types of the texts they were presented they did less in the acquisition of the strategy- Drawing Inferences-. On the other hand, experimental group subjects indicated remarkable progress in the acquisition of the same strategy. It can, thus, be pronounced that foreign language learners develop more efficient habit in Reading Comprehension through non-threatening and stressfree situations with maximum interaction between themselves and

authors. These situations will naturally be created by the instructors who take his/her pupils' interests in reading into account.

It can be pointed out that learning varies as a function of personality characteristics. Individuals' uniqueness in both native and second or foreign language acquisition and learning mirrors their interests in selection of the reading materials as well. So, taking students' interests into account when selecting a reading material is stressed to play great role in foreign language reading on the account of the fact that it facilitates learning and enhances students' motivation, and develops positive attitudes for extensive reading. Furthermore, as students are provided with reading materials chosen for their interests, as though these materials are far beyond their current proficiency levels, they will make every effort to understand the reading since interest in the content rises to a level of importance than that of linguistic complexity (Oxford,1992; Chastain, 1988).

The findings above mentioned were drawn from the studies that were run in second language learning environments. The present study, on the other hand, has been carried out in foreign language learning settings. As stated in Methodology Chapter, Control Group subjects were aimed at teaching the strategy of reading "Drawing inferences" with the authentic materials that they are not interested in whereas the Experimental Group subjects were aimed at instructing the same strategy with the authentic materials in

the content in which they are not interested.

This study will hopefully provide fruitful insights for the developments of the foreign language readers both home and abroad. With the help of the study instructors of English might have an idea of significance in selecting reading materials which are associated with their students' levels and interests so that the learners of foreign language can easily make progress in foreign language reading without boredom with the text they have to deal with. It can be assumed that right selection of the materials facilitates students' reading comprehension.

It is also expected that the study will provide bases for reading materials designers or developers to keep in mind effectiveness of students' interest when they are about to develop a reading material. Although this research aims at ascertaining the significance of students' interest in merely foreign language reading materials, in developing and selecting materials for the other skills in this field, this issue may gain importance as well.

CHAPTER V

CONCLUSION

5.1 Summary of the Study

Studies on second or foreign language reading for the last few years have demonstrated that the common problem for learners of foreign languages in reading comprehension stems from some of the reasons such as artificiality and lack of motivation. What is meant by the artificiality is lack of authenticity of the learner readers and the texts, as well as the environment.

The problem of lack of the learner authenticity is due to the fact that the individuals pretend reading for instructional purposes not for, say, they do not read by and large for the purpose of communicating with the writer. Even though s/he is not interested in reading the text s/he has to read it because it is compulsorily part of his/her job as a student.

As for the texts as instructional materials and text authenticity, this issue cannot be isolated from the learner reader as they go hand in hand. That the reading materials

should be authentic in reading classes is common to many researchers and instructors. However, merely text authenticity is regarded to be insufficient owing to the fact that the learners might reject to reading those which do not interest them though they are genuine texts.

According to the literature there must be a close relation between the reader and the text type in every day life reading. This situation is considered to be the same in second or foreign language reading environment too so that there be efficient learning and comprehension. Research has indicated that if learner readers are presented reading texts in which they are interested or kept free in selection of the materials, comprehension increases.

This research has approached the issue of teaching of reading comprehension through authentic texts in more specific way, teaching the strategy 'How do we read between the lines or draw inferences from reading passages? Inference to many writers is central to reading comprehension (McIntosh, 1985; Farr and tone, 1986; ctd. in Chikalanga, 1992).

In the study, the significance of students' interest in reading comprehension and its effect to comprehending a written text was examined. Two groups of students from first classes in ELT department of Education Faculty, Anadolu University were randomly selected considering the criteria of the subjects in almost equal level of proficiency in English. The students were classified into two groups consisting as an experimental and a control. The

experimental group consisted of 23 students and the control group did 26. The strategy of reading “How to draw inference from a written text” was selected as a means to test their comprehension.

Prior to the instruction the subjects were given a questionnaire which aimed at exploring the subjects’ approaches to reading materials. The questionnaire was built on various text types and various topics. Frequencies in terms of reading a text type was determined in percentages.

The materials to be used in the instruction was developed according to the questionnaire results. Thus, the text types which the experimental group students most frequently read and were interested in, were developed in four different tasks and topics. The texts were about politics, sports, music, and women’s section and famous people. The reading texts for the control group were chosen among the text types in which this group subjects were the least frequently interested and read.

Thereafter, the subjects received a pretest which was developed to test the existing knowledge of the subjects in reading between the lines before the instruction underwent. Two weeks later, The eight hour instruction began in both groups. Following the instruction the subjects were given the post-test. Their achievement at the end of the instructions were scored out of 100.

The last procedure in the study was the evaluation of the data collected. The scores obtained from both pretest and

post tests of the individuals were statistically analyzed using t-test for paired samples. The result was that in the comparison of the pre-tests of the experimental and the control groups there was not any significant difference between the groups ($t=0.15$; $P\leq 0.878$). When the pre-tests and the post-tests of the control group were compared it was concluded that there was not a remarkable progress in acquisition of the strategy, inferring from a written text ($t=0.92$; $P\leq 0.3.97$). As we compared the pre-test and the post-test results of the experimental group we witnessed a significant progress in the ability of drawing inferences from a reading passage ($t=5.7$; $P\leq 0.0001$). The last stage of the comparison was the post-test results of the both groups. This comparison demonstrated that there seemed a noticeable difference between the groups in comprehending the the texts ($t=4.05$; $P\leq 0.0001$).

Consequently, it can be remarked that although the both groups received authentic reading texts with the same level of difficulty and were instructed through the same methods and techniques they could not show the same progress. The reason for this must be the fact that the experimental group students went through the reading instruction in the materials in which they were interested in reading most whereas the control group learners were instructed in the texts in which they were less frequently interested reading.

5.2 Conclusion

This study sought answers to these questions:

1) Does reading comprehension vary between two sorts of authentic reading materials, students are interested in and students are not interested in?

The findings that we have obtained at the end of the study show that although both experimental and control groups were given authentic texts to develop the associated strategy, they did not make the same progress. The reason why the control group students were less successful can be that they are not supplied with the materials they are interested in while reading.

2) Do EFL Turkish students acquire the strategy-drawing inference from a written text- more efficiently through authentic texts that they are interested in?

As for the second question; as it has been mentioned in Chapter 5, Results and Discussion, there is a highly difference between the mean scores of the experimental and the control groups. While there is only 2.54 point of progress in the control group 15.82 of progress is seen in the experimental group at the end of instructing the strategy- drawing inference from a written text. It means that the EFL Turkish students acquire the strategy- drawing inference from a written text- more efficiently through authentic texts they are interested in.

5.3 Pedagogical Implications

In Turkey, instructors of reading comprehension and literature unfortunately complain about the fact that they usually face difficulty in getting their students to read on their own. Similarly, the students also complain about the texts that they were presented. They state that the texts are boring and sometimes too difficult to understand or overloaded with unknown words. Many learners may also remark their complains that the teacher follows only a single book which may involve lots of passages that they are not interested in reading. Such a course will naturally be boring both for the instructor and the students.

According to Gül (1992), some of the basic problems in reading classes are lack of learner readers' motivation which can be influenced many factors as they were mentioned in Chapter II, and lack of extensive reading. The texts used in the reading classes, to Gül (1992), can become poorly motivating.

Thus, this study may help instructors of English that if they tend to select materials in skills teaching, especially reading, they should remember to choose those which are relevant to their students interest. Then, the individuals may make better progress in the associated skills.

The study might also give reading materials designers or developpers for foreign language learners the idea of effectiveness of students' interest in learning.

5.4 Suggestions for Further Research

The study was restricted to the factors such as environment, subjects, texts, skill, strategy of reading and task, the varieties of which might require further studies.

The research was conducted in English as a foreign language learning environment in which Turkish students studying to become teachers of English as a foreign language. A similar study can be run in ESP (English for Specific Purposes) settings for the learners of various fields like medicine, economics, engineering, tourism and so on. The study covered only one university environment. So another research should involve a few universities educating in the same field and even secondary and high schools could be included in the study.

The subjects of the study were limited to upper-intermediate and lower-advanced level students. Therefore, intermediate or advanced level learner of English. The ages of the subjects ranged between 19 and 23 but teenagers can also become subjects of another study. Furthermore, totally 49 subjects participated in the study. This number may be extended to larger numbers in further studies.

The texts employed in the study, were extracted from various magazines and newspapers according to the questionnaire results without being simplified. It can be utopic but a similar study can be conducted through an instruction in which students select their own texts that they wish to read. The research to be undergone further might be on

more individualized reading in classroom settings. In addition, the number of the selected materials which will be determined by the subjects can be increased.

In the study, reading, one of the basic skills in language teaching, was solely focused on through the teaching of the strategy- drawing inference from a written text-. The other strategies such as finding out the main idea, finding out the supporting details, skimming and scanning, and etc. can altogether or separately be studied as well. Apart from these, different types of activities and tasks for the instruction of these strategies could be implications for the researchers who wish to study in this field.

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APPENDIX A

The Questionnaire

AGE :

SEX :

CLASS :

This questionnaire is designed to explore your approach to **Reading Materials**. Please answer the questions as honestly as you can. Answer the questions in reference to your reading habits in **ENGLISH**.

Circle a letter next to each statement indicating how often you do the following. **For instance** look at Statement I "I. I read books" If you **OFTEN** read books, circle the letter "O" next to the statement.

	ALWAYS	OFTEN	USUALLY	SOME TIMES	NEVER
I. 1. I read books	A	O	U	S	N
2. I read historical novels	A	O	U	S	N
3. I read love stories/novels	A	O	U	S	N
4. I read spy/detective stories/novels	A	O	U	S	N
5. I read poems	A	O	U	S	N
6. I read drama/plays	A	O	U	S	N
7. I read science-fiction	A	O	U	S	N
8. I read biographies	A	O	U	S	N
9. I read about great inventors	A	O	U	S	N
10. I read about military heroes	A	O	U	S	N
11. I read about worldly famous actors/actresses	A	O	U	S	N
12. I read about famous novelists	A	O	U	S	N
13. I read about science and space explorations	A	O	U	S	N
14. I read textbooks	A	O	U	S	N
15. I read handbooks	A	O	U	S	N
16. I read guidebooks	A	O	U	S	N
17. I read history books	A	O	U	S	N
18. I read others	A	O	U	S	N
II. I read newspapers and magazines	A	O	U	S	N
1. I read editorials	A	O	U	S	N
2. I read foreign affairs	A	O	U	S	N
3. I read domestic affairs	A	O	U	S	N
4. I read about politics	A	O	U	S	N
5. I read sports section	A	O	U	S	N
6. I read TV movies of the day	A	O	U	S	N
7. I read horoscope	A	O	U	S	N
8. I read advertisements	A	O	U	S	N
9. I read woman's section and famous people	A	O	U	S	N
10. I read finance and business	A	O	U	S	N
11. I read science and technology	A	O	U	S	N
12. I read comics or cartoons	A	O	U	S	N
13. I read travel	A	O	U	S	N
14. I read music section/entertainment section	A	O	U	S	N
15. I read letters to editor	A	O	U	S	N
16. I read others	A	O	U	S	N

APPENDIX C

The Distribution of the Frequencies of the Text Types Read by the Control Group Subjects (%)

	ALWAYS	OFTEN	USUALLY	SOMETIMES	NEVER
I. 1. I read books	18.5	11.1	18.5	51.8	0
2. I read historical novels	0	0	0	48.1	40.7
3. I read love stories/novels	0	11.1	11.1	44.4	29.6
4. I read spy/detective stories/novels	3.7	3.7	18.5	44.4	22.2
5. I read poems	11.1	7.4	7.4	44.4	18.5
6. I read drama/plays	11.1	3.7	11.1	40.7	33.3
7. I read science-fiction	0	3.7	14.8	48.1	29.6
8. I read biographies	0	7.4	0	44.4	37.03
9. I read about great inventors	0	3.4	3.7	55.5	29.6
10. I read about military heroes	0	3.7	7.4	29.6	59.2
11. I read about wordly famous actors/actresses	0	14.8	14.8	40.7	25.9
12. I read about famous novalists	7.4	7.4	18.5	44.4	22.2
13. I read about science and space explorations	0	7.4	7.4	51.8	33.3
14. I read textbooks	0	11.1	3.7	40.7	40.7
15. I read handbooks	0	0	22.2	33.3	37.03
16. I read guide books	0	11.1	11.1	55.5	22.2
17. I read history books	0	11.1	7.4	51.8	33.3
18. I read others	11.1	11.1	14.8	48.1	3.7
II. I read newspapers and magazines	40.7	25.9	11.1	11.1	0
1. I read editorials	22.2	18.5	29.6	29.6	0
2. I read foreign affairs	11.1	14.8	37.3	37.03	0
3. I read domestic affairs	18.5	11.1	14.8	37.03	7.4
4. I read about politics	22.2	11.1	11.1	37.03	14.8
5. I read sports section	18.5	11.1	11.1	33.3	25.9
6. I read TV movies of the day	25.9	18.5	18.5	25.9	14.8
7. I read horoscope	22.2	7.4	19.1	37.03	10.5
8. I read advertisements	27.4	11.1	22.2	29.6	9.6
9. I read woman's section and famous people	25.9	11.1	11.1	37.03	11.1
10. I read finance and business	3.7	25.9	14.8	37.03	18.5
11. I read science and technology	22.2	11.1	18.5	25.9	18.5
12. I read comics or cartoons	37.03	29.6	7.4	18.5	3.7
13. I read travel	18.5	25.9	11.1	33.3	7.4
14. I read music section/entertainment section	37.03	14.8	22.2	22.2	3.7
15. I read letters to editor	27.4	17.4	11.1	28.1	15.9
16. I read others	14.8	3.7	22.2	48.1	3.7

APPENDIX D

Pre/Post Test

NAME :

DATE:

CLASS :

Instruction:

Read the following passages and circle the numbers of the statements that can be logically inferred from the given information in each text.

TEXT A

THERE'S HELP FOR HYPERACTIVE KIDS

1. **A** Almost every child could be described as "hyperactive" from time to time, but for children who suffer from *attention deficit hyperactivity disorder*, it's almost all the time. These kids have a hard time sitting still, they interrupt, and they have trouble listening and following directions. So it is no wonder that they lag behind both academically and socially.



20. One of the most common behavioral problems in school-age children and adolescents, attention deficit hyperactivity disorder affects boys four to seven times more often than girls. While

researchers have not yet found the cause of the disorder, studies have shown that the drug Methylphenidate, commonly known as Ritalin, can calm many hyperactive children. The drug won't cure the problem or eliminate all the symptoms, but it may help attention deficit hyperactive children focus their attention. It's not meant to be used by itself but only in combination with appropriate educational programs and psychological therapies. And it should never be prescribed before nondrug approaches have been tried.

30. As many as 750,000 children in the U.S. take Ritalin, and up to 80% of them improved significantly after beginning treatment. However, some children have adverse reactions, such as loss of appetite, problems sleeping, and depression.

35. Diagnosing attention deficit hyperactivity disorder isn't easy because there are no specific medical tests. The diagnosis is based primarily on observations of a child's typical behaviors by parents and teachers *over a period of at least six months or longer*. Here is a partial list of some common behaviors that could signal the disorder in a child:

- 40. ■ often fidgets and finds it difficult to remain seated
- has difficulty paying attention to activities that interest other children of the same age
- 45. ■ usually has trouble waiting in line
- often talks excessively, interrupts, and is overly loud
- shows excessive frustration and has sudden, inappropriate emotional outbursts

A.

1. Many children cannot sit on hard chairs.
2. Using drug for calming children may cause side effects.
3. People from all ages can have a hyperactivity problem.
4. Those hyperactive children can be thought of as bees perching on flower after flower without stopping.
5. For some kids hyperactivity disorder goes on through life.
6. Hyperactive children may be unable to learn how to work out a machine.
7. Hyperactivity is such a disorder that can be cured through regular treatment.
8. The pills for cure should be taken with another calming tablets.
9. Hyperactive children's behaviours can cause problems for their elders.
10. Hyperactive kids will definitely fail in schools.

ATTITUDE

TEXT B

The Positive Power Of Pets

1. Talk to researchers who study the power animals have over our health, and you
 5. will hear lots of inspirational stories. You'll hear about people-pet relationships that have helped mend marital conflicts, have given stroke victims the will to live, and
 10. even have helped children recover from serious illness. You will also hear about promising research into the

15. health benefits of pets.

One of those researchers, Thomas Wolffe, D.V.M., Ph.D., is director of the Institute of Laboratory Animal
 20. Resources of the National Academy of Sciences in Washington, D.C. But when he talks about animals (especially his beloved birds
 25. who give kisses and smile at him), scientific lingo flies out the door. "For a little caring, you have a creature who will do anything to
 30. make you happy," Wolffe says. "They don't have bad days at the office. They don't come home grumpy. It's hard to be mad around a
 35. happy dog." Or a happy cat, bird, gerbil, or fish.

Although studies have shown some health benefits from pet ownership, much of

40. the evidence to date is not as scientific as needed, says Cindy Wilson, Ph.D., director of research at the Uniformed Services University of the
 45. Health Sciences in Bethesda, Maryland. Nevertheless, she and other scientists strongly maintain that animals can have a positive influence on
 50. emotions, decrease stress, and even provide positive health benefits.

(Cooking light - Sept. 1993)

B.

1. Contrary to pets, human beings often come back home in a bad mood because of their work.
2. People feeling very lonesome need to own a pet.
3. Since animals are usually loyal to human their relationships are positive.
4. All things told about people-pet relationship are just fantasies and cannot be proven scientifically.
5. People with high blood pressure petting their animals, their blood pressure may go down soon.
6. The more you feed your pet the more love you receive.
7. Animals make good companions because they don't talk back and gossip.
8. Animal-man relationship always results in happiness.
9. The best solution for quarreling couples is becoming a petowner.
10. Some studies have been carried out about the influence of keeping pets at home.

C.

1. There seems to be no problems between the partners in working on daily routines of the state but they do not agree on crucial issues.
2. Unskilled and inconsistent bureaucrats may delay the investment which are valuable for the country.
3. Private sectors in Turkey seem to be more enthusiastic than public sectors in investment
4. Throughout the history of Turkish Republic all ministers have been afraid of approving the new projects.
5. Foreign sectors are not so pessimistic about Turkey's future.
6. The public is of the opinion that the government is not running its requirements seriously.
7. From the writer's point of you another coalition government should takeover the post.
8. An issue that is favoured by one of the partners is disfavoured by the other one.
9. Turkey is possessed of all a elements to activate the democracy but for the public.
10. The public is quite content with the political situation in Turkey.

EXT C

There is theoretically a government in Turkey. There is also a prime minister and even a deputy prime minister. There are two coalition partners and other political parties. We have a state system and believe it or not there is also a parliament in this land. So what is wrong? The answer is none of them work properly.

The government does not work because we only have a "leader" on paper and the prime minister who is supposed to be running this country is not doing this properly because of an array of reasons.

The two coalition partners, the True Path Party (DYP) and the Republican People's Party (CHP), do not see eye to eye on practically any of the important issues

and thus there is a danger that the coalition may come to an end anytime... The state system has ground to a halt because bureaucracy is refusing to perform its duties due to several reasons. Parliament, which the prime minister said would work round the clock and push through vital bills with the help of the coalition partners, is not even doing its routine

work. All these show a general lack of seriousness and this is angering the public.

There are several very important projects which are in the pipeline but bureaucrats are refusing to process them. Alarko Holding has offered to build and expand Atatürk Airport in Istanbul free of charge and has even found the credit for it yet no official at the Transportation Ministry dares to approve it out of fear that they will later be prosecuted by the supreme court on corruption charges.

The Americans are offering \$5 billion worth of loans for the energy sector yet again our bureaucrats at the Energy Ministry refuse to process them.

So nothing is done...

People very close to the prime minister say Çiller has driven away some very valuable bureaucrats because of her temper and her insults. Instead she has employed a group of people who cannot even draft legislation.

This is a crisis situation in Turkey which we have to overcome. If we fail to do this, tomorrow may be darker than today.

For this we need early elections...

(TDN-May 26, 1995)



TEXT D

Agence France Presse

- 1 CANNES, France- Whatever problems women may face in some parts of the film industry, strong females have come out on top as the real stars at this year's Cannes Film Festival. From jury chairwoman Jeanne Moreau to actress-turned-director Diane Keaton to actress Nicole Kidman in U.S. director Gus van Sant's film "To Die For," women have made all the running on the Croisette, where the movie world has gathered for the world's biggest annual filmfest.

Strong female roles, the lack of which is so often lamented, dare for once in abundance, with three films focussing specifically on female leads within the first five days of the festival.

One of the most powerful films so far in competition, John Boorman's "Beyond Rangoon," is a virtual personal tribute to female Burmese democracy leader Aung San Suu Kyi.

15 The one African film in competition tells the story of a young girl's odyssey from a South African township through half the continent to adulthood and emancipation.

Moreau set the dominant female tone from the very start of the festival, stunning the opening ceremony last Wednesday

20 with an impromptu duet with French singer Vanessa Paradis. To the surprise of the assembled stars, Paradis appeared from the wings to sing "Le Tourbillon de la Vie" ("The Whirlpool

D.

1. Female stars who had no problems gathered (TDN- May 22, 1995) strength.
2. Only strong females can overcome the problems of film industry.
3. Aung San Suu Kyi has done a lot on behalf of democracy.
4. In the past actors rather than actresses were given the prominent roles.
5. Several films involving women were shown at the festival this year.
6. The festival lasted more than five days.
7. "To Die For" is the most favourable film for all women.
8. The film from Africa reflects an aspect of people's hard life.
9. This year only female stars were invited to the festival.
10. There is a decline in the number of the films actors taking dominant parts due to the growing feminism in the world.

APPENDIX E Tasks used in the Experimental Group

TASK I

Read the following text and circle the numbers of the statements that can logically be concluded from the given information.

Champ Barcelona bills Real Madrid in Spanish League

Top narrowed: Real Madrid now leads Deportivo by only four points with three games to play

Reuters

BARCELONA, Spain- A headed goal from Spanish national Miquel Nadal gave champions Barcelona a 1-0 home win over bitter rivals Real Madrid in the Spanish First Division Soccer League.

The result, coupled with Deportivo Coruna's 2-0 victory over Real Betis earlier in the day, scupped Madrid's hope of clinching their 26th League title on Catalan soil.

Madrid now lead Deportivo by four points at 51 to 47 with three games to play.

But the two teams meet in Madrid's Santiago Bernabeu Stadium this weekend in what could prove a title decider. Barcelona leapfrogged over Betis into second on 42 points, nine behind Madrid.

The Catalans, playing with a spirit and confidence rarely seen at Nou Camp this season, deserved their victory. Hristo Stoichkov and Jordi Cruyff stretched Real Madrid defense time and time again and Ronald Koeman was majestic in his last Barcelona-Madrid match before returning to the Netherlands at the end of the season. "Today, although it was only 1-0, the fans and players enjoyed themselves," Barcelona coach Johan Cruyff said afterward. "If we play like this we'll have no problems qualifying for Europe."

Madrid made the better start with Jose Amavisca making an early save from Carlos Busquets and firing a shot into the side netting moments later.

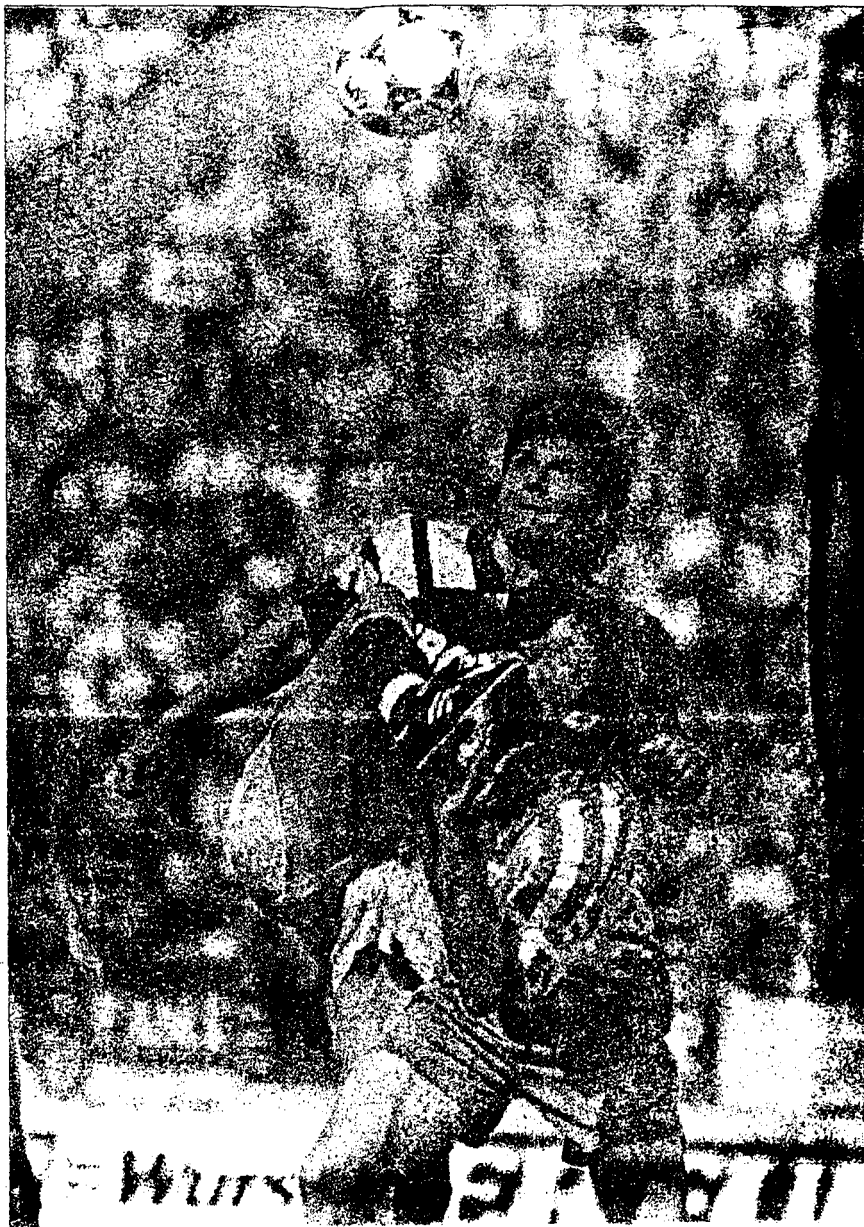
But as the half wore on the Catalans took control. Stoichkov, back at his best after a two weeks out of the team earlier this month, fired a scorching shot at Paco Buyo's goal on 15 minutes and moments later Cruyff headed one just over the Madrid crossbar.

But the Spanish champions could not turn territorial advantage into goals, and their momentum died at the end of the half, which ended 0-0. After the interval Barcelona restarted with bang. Cruyff was brought in just outside the penalty area and Koeman stepped up to take the kick.

Barcelona is likely to become the winner of the Spanish Soccer League Cup in 1995 football season.

Rarely ever does Madrid beat Barcelona for the championship.

After playing three games left Deportivo still purely be top at 1995 Spanish soccer league.



4. Stoichkov and Cruyff are two strikers in Barcelona football team.
5. Betis seems to be the second best team in Spanish league this year.
6. R. Koeman is a footballer from Netherlands who plays for a Spanish football team.
7. Jordi Cruyff and Johan Cruyff must be close relatives.
8. Scoring even a goal is a sufficient indicator how well the team plays.
9. Amavisca is the goal-keeper of the team Madrid.

TASK II

Read the following text and choose the numbers of the statements that can logically be concluded from the given information.

POP MUSIC

Roaring Back

star for 25 years, clean and sober for three, Elton John rides his *Lion King* smash to new heights

RICHARD CORLISS

HIS A GAME LAD, SO WHEN ELTON John was asked to write songs for *The Lion King*, he said why not. In a career that began 30 years ago with the and Bluesology and thus spans most of the rock era, John had worked and lived in the grand and sordid rock-star tradition: written hundreds of songs, sold albums in the hundred millions, cavorted onstage in tuxedos and plumes, dared to announce his homosexuality, endured rehab for alcoholism, cocaine addiction, bulimia. Nothing human was alien to him. But as he began the task of composing melodies to Tim Rice's words for the Disney animated adventure, John wondered whether he'd sunk too far. "I sat there with a line of lyrics that began, 'When I was a young warthog ...' and I thought, 'Has it come to this?'"

It came out fine. *The Lion King* album sold 7 million copies, and the hit single "Can You Feel the Love Tonight?" earned John a Grammy last week for Best Male Pop Vocal Performance (one of three *Lion King* Grammys). He's the prohibitive

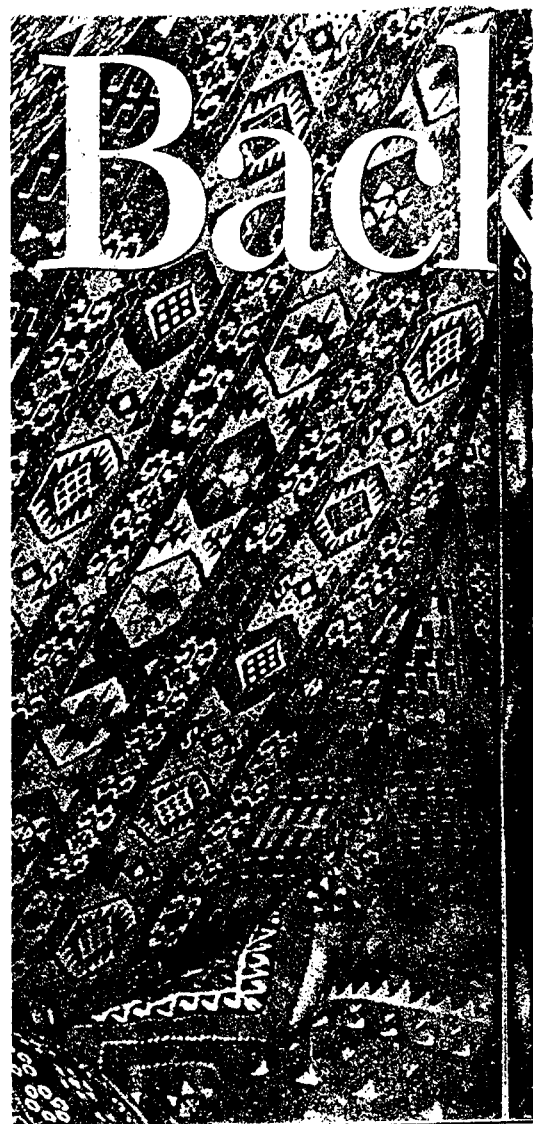
favorite to win an Oscar later this month: of the five nominees for Best Original Song, three are numbers from *The Lion King*. And he has a new generation of groupies: the six-year-olds who accost him in airports and tell him they love the movie's songs. "That's exactly what I wrote it for," he says. "I wanted to write melodies that kids would like."

These days, the Liberace of rock is on a roll. *Made in England*, his new album of songs with longtime collaborator Bernie Taupin, is a strong set from an enlightened survivor: pungent, coherent, brimming with good tunes. This month John resumes his smash series of concerts with Billy Joel. Twelve of his old albums are about to be issued in remastered editions, with previously unreleased songs. He and Rice will soon begin writing the score for a new version of *Aida*, which Disney is planning to bring to Broadway. And he's working on an animated film version of *Belfast*, a haunting and hopeful song about the Irish troubles that is the high point of his new album. ↓

TIME, MARCH 13, 1995

1. *The Lion King* is for kids like Elton John.
2. Elton likes working on behalf of children.
3. Elton John is an individual who felt all the pleasures of life were stranger to him.
4. Elton fought for protecting youngsters from the influence of alcoholism which is specifically of wide use among rock-and-roll fans.
5. Elton John is a pop singer whose songs are loved by plenty of young people.
6. After 30 years Elton was rarely seen on television and then he was desired to be back by his admirers.

7. Elton seems to wear a mood of sensitiveness and peace.
8. Rock-and Roll singles despite the rumours lead very modest and honest life.
9. There is a very sympathetic lively talented child in him.
10. Owing to his age Elton John looks incoherent in his profession with his relatively young collaborators.
11. Contrary to his unhealthy and fluctuated past life he is likely healthy and wealthy.
12. It cannot be uttered that John doesn't enjoy watching cartoon films.



TASK III

Read the following article and circle the numbers of the statements that can logically be inferred from the given information.

OLIVER ON THE SPOT

The charmer Princess Diana couldn't resist finds himself under siege



A Diana turned up on Aug. 24 for a portrait-sitting in Chelsea.

► Oliver Hoare politely dodged reporters at his Chelsea home last month.

AS ELEGANT AND DISCREET AS ITS owner, Oliver Hoare's Ahuan Gallery is a curiously uninviting place these days. On posh Eccleston Street in London's Belgravia, the gallery where Hoare, 49, sold Islamic art to clients including Queen Noor of Jordan and the Sultan of Brunei looks deserted: No one answers the door, and the reception desk is unattended. A month after London papers broke the story that the dashing Hoare had received over 300 anonymous phone calls believed to be from the Princess of Wales, the only artifact in the display window is, symbolically, a suit of armor.

Since being pegged as the man with whom the princess is obsessed, Hoare has found himself under attack from all sides. Fleet Street's finest have been camping out at the \$3.5 million house on Chelsea's fashionable Tregunter Road where he lives with wife Diane, 46, and their children Tristan, 17, Damien, 15, and Olivia, 12. Tabloids are gleefully reporting that, instead of being a family man who merely offered a sympathetic shoulder to Diana when her marriage was foundering, Hoare is a compulsive



1. Most famous people suffer from being focused especially in their private lives.

2. Mr. Hoare wants to be left alone.

3. Only the rich could dare to buy some masterpieces at Oliver Hoare's Ahuan gallery.

4. At the Galery were sold merely Western artistic products.

5. The Sultan of Brunei seems to be interested in Islamic arts.

6. If London papers had not made Hoare public he wouldn't have been so irritated by phone calls.

7. According to the passage, Oliver has been married to Princess Diana for about seventeen years.

8. Rumour has it that Oliver Hoare and Princess Diana are leading an illegal marriage.

9. Mr. Hoare is an intelligent man.

10. The house where Oliver and his family live must be very large and luxurious.

TASK IV

Read the following passage and choose the numbers of the statements that can logically be inferred from the given information.

According to the passage military approach the solution of the war will not suffice. U.N. peace keepers fail even to protect themselves against Serbian combatants. Bosnian muslims' government presently is not strong enough to resist Serbian attacks. The writers completely pessimistic about the future of the Balkans. Iraq Government is thinking of sending its own troops to Bosnia in order to strengthen the Bosnian fighters. To the writer Saddam is inferior to Serbian president Milosevic in brutality. The Serbs violate international rules. The Bosnian muslims may forget soon the massacre after having their rights. Bosnian government insists not to accept any territorial division of the country. The sanctions in the act can deter the aggressive Serbs from battling. As long as the war in Bosnia does not harm Western interests European countries are reluctant to intervene truly. International negotiations held up now show that whatever has been proposed is a half-filled step by step for ceasing the fire. The Serbs are so strong that the whole world fail to prohibit their acting further. Bosnian Muslims deprived of heavy munitions and army. But for American aid the people in Bosnia would have died of hunger.

THE POLITICAL INTEREST

Michael Kramer

A Solution in Three Parts

UNABLE TO TALK THE WARRING FACTIONS INTO ENDING THEIR slaughter and unwilling to use force to stop them, the allies are sending additional troops to protect those already in Bosnia. It is a prescription for paralysis, and possibly disaster.

Strengthened and redeployed to fewer enclaves, the so-called peacekeepers will do ... what? They are already ineffective at shielding and feeding innocent civilians; if they merely hunker down in the six existing misnamed safe havens, it will become impossible for them to fulfill those missions. Worse, they will continue as prime targets of the Serbs, because the Bosnian Muslims use those very same areas to rest, retrain and plan counterattacks. If, to render themselves less vulnerable, they retreat to more remote locations, they will be safer but almost wholly irrelevant—unless they become combatants, which is the last thing their governments want.

Is a successful strategy still possible? Perhaps. Where the remaining hostages are concerned, the message should be clear: harm them, and you will suffer a pounding even Saddam Hussein might deem impressive. For the long term, the beginning of wisdom is to cease denying

the reality that there is no peace to keep, while pursuing a three-pronged plan.

1. The goal of a serious policy, says the U.S.'s Council on Foreign Relations president Leslie Gelb, "should be a settlement along the lines of the territorial division already approved by" Serbian President Slobodan Milosevic. That scheme contemplates a roughly fifty-fifty split of Bosnia. "There's no hope for a nice, multi-ethnic society," says Gelb. "The parties will keep fighting till they're together" with their brethren. "So, up front, we should propose that the Serbs in Bosnia confederate with Serbia and move people so they're living in areas contiguous to Serbia itself."

2. In the service of this negotiated division, large economic sticks should be brandished. Right now, despite sanctions, the Serbs import whatever they need. Failure by both Belgrade and the Bosnian Serbs to ratify an equitable land split should prompt an end to all international air traffic and the sinking of ships carrying forbidden cargo.

3. If that doesn't work, the old "lift and strike" proposal should be revived. That means "the coming redeployment should be a prelude to getting the U.N. troops out altogether," says Democratic Senator Joseph Lieberman of Connecticut. The Muslims would then be provided with heavy weapons, and air strikes would be employed while they learn to use them. Targets would include Serb military headquarters, munitions depots, arms factories, oil-storage facilities and bridges.

It is not a pretty—or a bloodless—solution. But continued dithering will further erode the West's credibility, produce a huge refugee crisis in Europe and encourage others to conclude that aggression carries no price. Avoiding such outcomes—particularly the last—is the very definition of a vital Western interest. If a strategy like the one suggested here doesn't work, at least the Bosnian Muslims will have been given what they want: the chance to fight on a leveled killing field. If a serious strategy isn't tried, then as U.S. Assistant Secretary of State Richard Holbrooke says, history will confirm the verdict so far: "The failure to respond properly in this tragedy is the greatest collective failure of the

CYNTHIA JOHNSON FOR TIME



Perry, Gore and Clinton discuss the F-16 shoot-down

APPENDIX F Tasks used in the Control Group

TASK I

Read the following article and circle the numbers of the statements that can logically be inferred from the given information.

DM, DM ber Alles

The end of Europe's common-currency dream?

SO MUCH FOR A COMMON EUROPEAN currency within two years—or this century, or maybe ever. As continental currency markets calmed down last week, the single largest corpse on trading-room floors was the dream of a European economic and financial union by 1997. The turbulence of the preceding 10 days proved, if anything else, that the gap between the mighty Deutsche mark and other Eurocurrencies could certainly not be bridged quickly. "We still need an instrument like exchange rates to cushion the shocks of different economic evolutions in Europe," said Horst Siebert, a leading German economist. Even ardent backers of European monetary union could hardly disagree.

It was obvious months ago that Europe could not easily meet the Maastricht Treaty's target of monetary union in phases beginning in 1997. The current monetary crisis—Europe's third in three years—shows that it is impossible. Monday's devaluation of the Spanish peseta and the Portuguese escudo eliminated those two countries from eligibility for EMU in 1997. That, in turn, reduced the number of possible candidates to seven—fewer than the minimum required by the treaty. And the speculative hammering taken by such relatively strong currencies as the French franc and the Danish krone sharply tipped the odds against those countries' meeting the membership requirements in time.

There were other victims. Jacques Couard Balladur, who as France's prime minister has made his reputation largely by keeping the franc strong, is no exception. Balladur's already fading chances of winning the presidency in May collapsed with the franc's slump. Equally bloodied was Spain's prime minister, Felipe González: the peseta devaluation was one more blow to his scandal-ridden administration. Worst of all were German export-oriented businesses, especially the automobile and aerospace industries, which could be priced out of foreign markets. "It is no long-

'We want to lose the Deutsche mark rally cry'



The franc had a

URE BOUSSEL—AP
ices plunging

1. European Monetary union has started reaping its fruits.

2. Both Spanish peseta and the Portuguese escudo possess a large proportion of financial crisis in so-called European Monetary union.

3. DM (Deutsche Mark) leads European currency markets.

4. As far as the passage is concerned, European monetary union will not be able to be established by 1997 unless the members' currencies are stabilized to a certain extent.

5. The year 1997 is likely to be a vital year for European businessman.

6. Europe will definitely encounter financial turbulence as long as common-currency dream does not come true.

7. French economy cannot dare to warn its weak counterparts against their constantly fluctuating currencies.

8. As the union realized mighty countries will probably never be affected by a likely monetary crisis.

9. Reducing members of EMU members is thought of to be a logical way of speeding up the time for the union.

10. During general elections the currency of a country may not stay cool.

11. Not only do the financial situations of the members of EMU but also their political situations delay the dream.

12. Greece and Italy probably participate in EMU.

13. From all respects European countries are ready to found their monetary Union.

14. Both France and Denmark are certainly becoming weak members of EMU restricting their requirements.

TASK II

Read the following passage and circle the numbers of the statements that can logically be inferred from the given information

Champion Barcelona Defeats Real Madrid in Spanish League

Lead narrowed: Real Madrid now leads Deportivo by only four points with three games to play

Reuters

BARCELONA, Spain- A headed goal from Spanish international Miquel Nadal gave champions Barcelona a home win over bitter rivals Real Madrid in the Spanish First Division Soccer League.

The result, coupled with Deportivo Coruna's 2-0 victory over Real Betis earlier in the day, scupped Madrid's hope of clinching their 26th League title in Catalan soil.

Real Madrid now lead Deportivo by four points at 51 points with three games to play.

At the two teams meet in Madrid's Santiago Bernabeu Stadium this weekend in what could prove the league decider. Barcelona leapfrogged over Betis into second on 42 points, nine behind Madrid.

The Catalans, playing with a spirit and confidence never seen at Nou Camp this season, deserved their victory. Hristo Stoichkov and Jordi Cruyff stretched Real Madrid's defense time and time again and Ronald Koeman was majestic in his last Barcelona-Madrid match before returning to the Netherlands at the end of the season. "Today, although it was only 1-0, the fans and players enjoyed themselves," Barcelona coach Johan Cruyff said afterward. "If we play like this we'll have no problems qualifying for Europe."

Real Madrid made the better start with Jose Amavisca making an early save from Carlos Busquets and firing a shot into the side netting moments later.

As the half wore on the Catalans took control. Stoichkov, back at his best after a two weeks out of the team earlier this month, fired a scorching shot at Paco Buyo's goal on 15 minutes and moments later Cruyff scored the winning goal just over the Madrid crossbar.

But the Spanish champions could not turn territorial dominance into goals, and their momentum died at the end of the half, which ended 0-0. After the interval Barcelona restarted with bang. Cruyff was brought on just outside the penalty area and Koeman stepped up to take the kick.

Barcelona is likely to become the winner of the Spanish Soccer League Cup in 1995 football season.

How many times will Madrid ever beat Barcelona for the championship?

How many games left Deportivo Coruna has to play to be top at 1995 Spanish soccer league?



4. Stoichkov and Cruyff are two strikers in the Barcelona football team.

5. Betis seems to be the second best team in the Spanish league this year.

6. R. Koeman is a footballer from the Netherlands who plays for a Spanish football team.

7. Jordi Cruyff and Johan Cruyff must be close relatives.

8. Scoring even a goal is a sufficient indicator of how well the team plays.

9. Amavisca is the goal-keeper of the team Real Madrid.

TASK III

Read the following text and circle the numbers of the statements that can logically be concluded from the given information.

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Perry, Gore and Clinton discuss the F-16 shoot-down

TASK IV

Read the following passage and choose the numbers of the statements that can logically be inferred from the given information.

Intensive negotiations begin over constitutional changes

Partners disagree: CHP group says it will not agree to any restrictions on participation in politics while the DYP group is against political rights for trade unions and associations and bringing down voting age to 18

TDN Parliament Bureau

ANKARA—Meetings between party leaders continued Tuesday after Prime Minister Tansu Çiller's first contacts on Monday aimed at achieving consensus on amendments in 25 provisions of the 1982 Constitution, its preamble included.

Coalition party groups, however, voiced different views in their separate meetings at Parliament the same day. Senior partner True Path Party (DYP) deputies were against wide participation in politics on the grounds that "there are many separatist organizations in the country," while junior partner Republican People's Party (CHP) deputies rejected any restriction against political freedoms. CHP deputies said they cannot agree with the changes made at Parliamentary Constitution Commission and wanted the amendments that were originally agreed to.

Çiller yesterday first met with Nationalist Movement Party (MHP) Leader Alparslan Türkeş and with Nation Party (NP) Chairman Aykut Edibali later in the evening, while Parliament Speaker Hüsamettin Cindoruk, who had his round of meetings with party leaders last week, met Democratic Left Party (DSP) Leader Bülent Ecevit.

In her meeting with Türkeş, Çiller received the support she wanted. Türkeş stated his party will give the necessary support for the constitutional amendments. "We shall give the support needed to make the constitution more democratic," Türkeş told press members after the meeting with the prime minister. Pro-Islamic Welfare Party (RP) Leader Necmettin Erbakan, who already declared he would not support the amendments if the provision on secularism isn't lifted from the constitution for good, met with main opposition Motherland Party (ANAP) leader Mesut Yılmaz.



ANAP leader Mesut Yılmaz: Still committed to support the amendments.



sensus among parties has still not been achieved. He said, "Let us take back the draft at the second round of debates and achieve a consensus." Recalling Parliament procedures, Cindoruk said the amendments cannot be taken up again until next year if they are rejected now. "Therefore to evade such a danger a wide consensus is required," he stated.

Cindoruk said he is concerned that constitutional changes will never be achieved unless a full agreement is secured among the political parties. "We have seen examples in the past. We can never be 100 percent sure with secret voting where party discipline cannot be effective. It is our common duty to finalize these amendments on which we have been meticulously working for a long time, and not risk a rejection. Political parties, deputies will openly state their views during the debate on the whole of the draft. It doesn't make much difference whether this debate is held a week later or earlier."

1. Constitutional changes cannot be performed just by the leading government.
2. 1982 Constitution seems to be the first Turkish Constitution.
3. Constitutions may require an amendment and renewal in the course of time.
4. All political parties in Turkey support amendments in constitutions.
5. Secularism is the chief topic of the debate for changes.
6. When virtually designed the parties cannot achieve consensus on amendments in 25 provisions of the 1982 Constitution before long.
7. Cindoruk has an absolute confidence in the parliament procedures.
8. All the political parties in Turkey have rights to state their opinions on the constitutional amendments.
9. Through the changes in constitution voting age has been brought down.
10. The first requirement of the amendments involves an agreement between the partners of the government.
11. It is concluded from the entire body of the passage that as long as there is disagreement between the political parties in the parliament constitutional amendments will remain in suspense.
12. Customs union is going to be included in the new constitution.

APPENDIX G

Pre-Post Tests Scores of the Experimental Group

<u>Pre-test</u>	<u>Post-test</u>
69	79
53	53
64	70
38	83
48	63
74	80
53	63
58	63
49	79
51	63
31	58
58	79
41	66
63	84
63	58
25	68
66	79
85	85
59	85
48	69
53	79
84	85
51	58

APPENDIX H

Pre-Post Test Scores of the Control Group

<u>Pre-test</u>	<u>Post-test</u>
74	62
51	58
46	53
53	74
51	41
59	33
74	59
43	43
79	80
53	51
43	43
59	74
20	48
48	49
48	43
59	79
75	80
59	63
63	68
61	58
35	46
56	48
69	73
25	68
68	56
63	56

APPENDIX I Statistical Tables

Comparison of the Samples by Pretest Results

Groups	Number of Cases	Mean	t	P
Exp.	23	55.5978	.15	.878
Cont.	26	54.9519	.15	.878

The Experimental Group by "Posttest and Pretest" Results

Variable	Number of pairs	Mean	MD	t	P
Posttest		71.4239			
	23		15.8261	5.7	0.000
Pretest		55.5978			(P<0,05)

MD= Mean Difference

The Control Group by Posttest and Pretest Results

Variable	Number of Pairs	Mean	MD	t	P
Posttest		57.5			
	26		2.54.81	0.92	0.367
Pretest		54.9519			

MD= Mean Difference

Experimental and Control Groups by Posttest Results

Groups	Number of Cases	Mean	t	P
Exp.	23	71.4239		
			4.05	0.000 (P<0.05)
Cont.	26	57.000		

Mean difference= 13.9239