

**BAŞARILI VE DAHA AZ BAŞARILI OKURLARIN
METİN OKUMA-ANLAMA STRATEJİLERİNİN
KARŞILAŞTIRILMASI**

**A COMPARISON OF COMPREHENSION
STRATEGIES OF SUCCESSFUL AND
LESS-SUCCESSFUL READERS**

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ABSTRACT

This study was conducted in order to find out and compare the reading comprehension strategies of Turkish University students designated as successful and less-successful readers. In order to achieve this goal, first year students at Uludağ University, Education Faculty, English Language Teaching Department were given a placement test. Pre-intermediate level students were chosen for the study. They were given two different reading comprehension passages followed by multiple choice questions, and asked to think aloud during the reading sessions. These processes were tape-recorded. From the results of the multiple choice questions, five successful and five less-successful readers were chosen as subjects.

The study was planned with the phases of preparing the necessary material in order to collect data, finding out the strategies used by the students, analysing the gathered data, and explaining the results. Tape-recordings of the think-aloud processes, multiple choice tests and a strategy questionnaire were used in collecting data. The study was concluded by comparing the comprehension strategies of successful and less-successful readers.

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ABBREVIATIONS IN TABLES AND GRAPHS

TAP	Think-Aloud Protocols
Rr.	Rereading
S.	Skipping
Q.	Questioning
G.	Guessing
I.	Interpret the text
K.	Use General Knowledge
P.	Assimilate with Personal Experiences
R.	React to the text

CHAPTER I

INTRODUCTION

I. 1. Background to the Problem

Reading is getting a message from a text. It is transfer of meaning from mind to mind; transfer of a message from writer to reader. (Nuttall, C. 1982)

Reading is a complex area. It is much more than the decoding of black marks upon a page. It is an interactive process between the reader and the text. (Brindley, S. 1994)

In this receptive language process, the reader's role is not passive. The reader is responsible for making sense of the text. His task is to activate background and linguistic knowledge to recreate the writer's intended meaning. (Chastain, K. 1988)

Reading is an important activity in any language class. In the past, it has generally been used as a way of teaching grammar, vocabulary and pronunciation. In the mid-to late 1960's, as Silberstein notes, it was seen as little more than a reinforcement for oral language instruction, but with the changes in ESL institutional needs and views of reading theory, reading is now characterized as an active process of comprehending. For this reason students need to be taught strategies to read more efficiently. (Silberstein, 1987 cited in Grabe, W. 1991)

Recently the differences between a reading and a language development lesson have been differentiated. It has been stated that in a reading lesson, unlike a language development lesson, the teacher should not try to put something into the students' heads, but instead should try to get the students to make use of their existing knowledge in order to acquire new messages. (Nuttall, C. 1982)

The importance of knowledge and use of strategies in reading comprehension instruction of second and foreign language learners has been emphasized throughout the last several decades in numerous studies. Many

researchers have also discussed the value of strategy training for effective reading. Some of the studies investigated the current strategies of untrained students in order to form a foundation for instruction, while others researched the effects of strategy training on selected pilot groups.

The results of the studies conducted in this area give us many clues as to the means of helping poor comprehenders. The major differences between poor and good readers lead us to make the appropriate reformations in our classes.

Garner (1981) compares proficient and poor readers and mentions that proficient readers tend to use meaning-based cues to evaluate whether they have understood what they have read, whereas poorer readers tend to use or over-rely on word-level cues to focus on the decoding part of reading.

Block (1986), states that good readers are more able to monitor their comprehension and are more aware of the strategies they use. According to her, good readers use strategies more flexibly and adjust their strategies to the type of text they are reading. The importance of using reading comprehension strategies flexibly is also mentioned by Carrell, Carson and Zhe (1993).

According to Grabe (1991), good readers are more effective in using metacognitive skills than less fluent readers and make better use of text organisation than do poor readers. He adds that fluent readers evaluate the text information, compare and synthesize it with other sources.

Block (1992) mentions that proficient readers tend to recognize that a problem exists, identify the source of that problem, solve the problem with varying degrees of success, and check their solutions. She adds that some of them even revise and recheck their solutions; several also verbalize their strategic plan.

O'Malley and Chamot (1990, p.222) report some of the findings from their studies:

"Students designated by teachers as more effective learners use strategies more frequently and use a greater variety of strategies than students designated as less effective learners"

Kleitzen (1992) emphasizes the importance of strategy regulation and states that strategic readers are able to regulate their strategy use for different tasks whereas non-strategic readers might not be able to match appropriate strategies to particular reading tasks even if they know the strategies.

Thus, previous studies overall emphasize the importance of the reading strategies which are used by readers in determining the level of their comprehension. In this study we investigate the typical strategies used by EFL students at Uludağ University and their effectiveness. The results of this study can be used to improve methods of teaching EFL students in the years to come.

1. 2. Problem

At Uludağ University - ELT Department, first and second year students are exposed to reading instruction four hours per week. They are taught a number of reading comprehension skills including skimming and scanning. Various authentic materials are used and intensive - extensive reading activities are designed to satisfy different needs.

However, feedback from some students have suggested that these efforts are not sufficient to render them good comprehenders. While many students are successful in reading comprehension, some are unable to solve the problems faced during the reading process. Even if they try to attend the lessons regularly, the sense of failure eventually diminishes their motivation and they fail.

I . 3. Aim and Scope of the Study

This study is designed to monitor the comprehension strategies of successful and less successful readers in Uludağ University - ELT Department. It focuses specifically on the differences in strategy use of successful and less-successful students.

The study addresses the following research questions:

- 1) Which general strategies are used by successful readers? a) Interpret the text, b) Use general knowledge, c) Assimilate with personal experiences, d) React to the text.**
- 2) Which general strategies are used by less-successful readers? a) Interpret the text, b) Use general knowledge, c) Assimilate with personal experiences, d) React to the text.**
- 3) Which local strategies are used by successful readers? a) Rereading, b) Skipping, c) Questioning, d) Guessing.**
- 4)) Which local strategies are used by less-successful readers? a) Rereading, b) Skipping, c) Questioning, d) Guessing.**
- 5) Are there any differences between the strategy use of these two groups of students?**

The results of this study will be given to the students who participated in the study. This may be beneficial for students' self-awareness as a starting point in strategy training.

The results of this study will also be shared with the teachers and other EFL University students. Teachers can benefit from the results of this study by better planning and students can benefit by becoming aware of how they read and by adapting strategies used by more successful students.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, in order to familiarize the reader with the present research, some information on reading theories in L1, which are often referred to in the L2 literature on reading, will be reviewed. After mentioning language learning and reading strategies, the studies investigating the readers' strategy use will be discussed.

II. 1. A Brief History of Reading Studies

L2 reading literature often refers to reading theories in L1. The most influential of them are the bottom-up model, top-down model, and interactive model.

Nunan(1991) states that the notion behind the bottom-up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. Cambourne(cited in Nunan, p.64) explains the bottom-up process in the following way:

Print → Every letter discriminated → Phonemes and graphemes
matched → Blending → Pronunciation → Meaning

The top-down model is suggested as an alternative approach for the bottom-up model. According to this model, the reader and the text interact and in order to make meaning out of the text, the reader, by using his or her background knowledge of the content and the language, makes some hypotheses about how the text will develop later.(Nunan,1991). According to Cambourne(cited in Nunan, p.65)), the top-down model could be shown as follows:

Past experience, language intuitions and expectation → Selective
aspects of print → Meaning → Sound pronunciation if necessary

The two models are also explained by Rumelhart(1980, cited in Mikulecky, B.S. 1990). He notes that when a person reads, two aspects of the 'human

information processing system' continuously interact: when the reader focuses primarily on what is already known in trying to comprehend a text, this strategy is called a concept-driven or 'top-down' mode, when the reader relies primarily on textual information to comprehend, this strategy is called a data driven or 'bottom-up' mode.

According to the interactive model, many reading skills process at the same time. That is, both bottom-up and top-down strategies are employed interactively and simultaneously as the reader tries to relate the new information in the text to what is already known.(Rumelhart,1980)

Today, researchers mostly believe that reading is a process resulting from the interaction between the bottom-up and top-down models.

Schema Theory

Schema theory suggests that meaning does not reside in the written material. Instead the reader recreates the author's intended message based on the interaction that takes place in his head between the text and his background knowledge.(Chastain, K.1988)

Nunan(1991) reports that according to this theory, reading involves more than utilizing linguistic and decoding skills; that interest, motivation and background knowledge determine the success that a reader will have with a given text.

Carrell and Eisterhold(1988) explain this theory in detail. They note that during reading, information is placed onto the reader's already existing schemata and this activates bottom-up and top-down processes. The schemata have a hierarchical organization: at one end, there are the least general schemata, and at the other end, there are the most general schemata. When a piece of information is processed, it first activates the "best fitting bottom-level schemata"; that is, the bottom-up, least general processes are activated. This, in turn, activates "more general schemata", top-down processes. Because after first processing "the

incoming data", the reader starts to predict and tries to find the correct place on his general top-down schemata. To the degree that both are consistent with each other, comprehension occurs.

II. 2. Language Learning and Reading Comprehension Strategies

O'Malley and Chamot(1990) describe learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information.

Oxford(1990,p.1) emphasizes the importance of language learning strategies and mentions their features:

"Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence."

Oxford(1990, p.9) explains the features of language learning strategies as follows: 1)Contribute to the main goal, communicative competence, 2) Allow learners to become more self-directed, 3)Expand the role of teachers, 4)Are problem-oriented, 5)Are specific actions taken by the learner, 6)Involve many aspects of the learner, not just the cognitive, 7)Support learning both directly and indirectly, 8) Are not always observable, 9) Are often conscious, 10)Can be taught, 11)Are flexible, 12)Are influenced by a variety of factors.

Oxford(1990) forms two major strategy classes and divides them into a total of six groups:

LEARNING STRATEGIES

I- Direct Strategies

- 1- Memory Strategies
- 2- Cognitive Strategies
- 3- Compensation Strategies

II- Indirect Strategies

- 1-Metacognitive Strategies
- 2- Affective Strategies
- 3- Social Strategies

Direct strategies are defined as strategies that directly involve the target language. All direct strategies require mental processing of the language: Memory strategies are based on the students storing and retrieving new information, cognitive strategies enable learners to understand and produce new language by many different means, and compensation strategies allow learners to use the language despite their often large gaps in knowledge.

Indirect strategies support the business of language learning: Metacognitive strategies allow learners to control their own cognition, affective strategies help to regulate emotions, motivations and attitudes, and social strategies enable students to learn through interaction with others. In her book "Language Learning Strategies" Oxford (1990) explains how to apply all these strategies to four language skills.

Metacognitive, cognitive and social mediation strategies are also mentioned by O'Malley and Chamot(1990).According to their classification, metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task are put into a cognitive strategy class. Interacting with another person to assist learning and using affective control to assist a learning task are grouped into the social and affective strategies.

Reading strategies are a wide range of tactics that readers use to engage and comprehend text; they are actions selected deliberately to achieve particular goals. (Paris, Wasik and Turner, 1991) They also indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read and what they do when they do not comprehend; they reveal a reader's resources for understanding. (Block, E. 1986)

The importance of strategic reading in comprehension is emphasized in many studies. Paris, Wasik and Turner (1991) inform six crucial reasons in order to report its value: 1) Strategies allow readers to elaborate, organize, and evaluate information derived from text, 2) The acquisition of reading strategies coincides and overlaps with the development during childhood of multiple cognitive strategies to enhance attention, memory, communication, and learning, 3) Strategies are controllable by readers; they are personal cognitive tools that can be used selectively and flexibly, 4) Strategic reading reflects metacognition and motivation because readers need to have both the knowledge and disposition to use strategies, 5) Strategies that foster reading and thinking can be taught directly by teachers, 6) Strategic reading can enhance learning throughout the curriculum.

Block (1986) classifies comprehension strategies in two groups: General Strategies and Local Strategies. General strategies are comprehension-gathering and comprehension-monitoring strategies: 1- Anticipate content, 2- Recognize text structure, 3- Integrate information, 4- Question information in the text, 5- Interpret the text, 6- Use general knowledge and associations, 7- Comment on behavior or process, 8- Monitor Comprehension, 9- Correct behavior, 10- React to the text. Local strategies include attempts to understand specific linguistic units: 1- Paraphrase, 2- Reread, 3- Question meaning of a clause or sentence, 4- Question meaning of a word, 5- Solve a vocabulary problem.

In her study on comprehension strategies of second language learners, Block (1986) explains all of these strategies and gives one or more examples in

quotations. Here, information about the strategies which are also mentioned in the other studies will be conveyed and clarified.

The reader who uses 'anticipate content' strategy predicts what content will occur in succeeding portions of the text: "I guess the story will be about how you go about talking to babies". This strategy is also announced in many other studies. Mikulecky(1990) mentions it under the title of 'guessing and taking risks to predict meaning'. Brown(1994) designates it as 'guessing'. Knight, Padron and Waxman(1985) prefer the term 'predicting outcomes'.

According to Nolan(1991) prediction provides a purpose for reading because readers anticipate coming events in the passage and motivation is increased by the anticipation of discovering whether one's hypothesis will be confirmed. Thus, prediction activates a plan or cognitive blue-print to guide the student during reading.

'Question information in the text' is designated as a general strategy while 'question meaning of a clause/sentence/word' is grouped into the local strategies by Block(1986). If the reader questions the significance or veracity of content the strategy is general: "Why is baby talk among adults usually limited to lovers?", if the reader does not understand the meaning of a portion of the text: "What's this sentence mean?" or a particular word: "I don't understand this word" the strategy is local.

'Asking questions about the parts of the story you don't understand' is considered as a positively related strategy to comprehension by Padron and Waxman(1988). Nolan(1991) notes that 'self-questioning' directs the learner's attention to critical aspects of the text, thereby increasing understanding of important textual elements.

Block(1986) combines three strategies: 'assimilating with personal experiences' (Knight, Padron, Waxman, 1985), 'applying the knowledge of the world and of the topic in attempting to understand' (Mikulecky,1990) , and 'reacting to content' under the title of 'use general knowledge and associations'. She

explains that the reader uses his knowledge and experience a) to explain, extend, and clarify content b) to evaluate the veracity of content and c) to react to content. For example, "When they talk to a baby, they just sing little songs which brought to mind again my little nephew because when he hears sounds he just opens his eyes and he looks and he'll try to clap and sing with them", "That's true. It's not easy to hold baby's attention".

Paris, Wasik and Turner(1991) use the term 'making inferences' while Block(1986) uses 'interpret the text' instead. This strategy helps to construct meaning. The reader makes an inference, draws a conclusion, or forms a hypothesis about the content: "I think that's why some people doing this thing"(Block,1986).

Brown(1994) uses the term 'skipping' without making a negative classification while 'skipping unknown words' and 'skipping unimportant words' are called good reading strategies by Hosenfeld(1981, cited in Chastain, 1986). However, 'skipping the parts you don't understand in the story' is considered as a negatively related strategy to comprehension by Padron and Waxman(1988). This is because when using this strategy the reader omits the portion of the text which he does not understand.

Knight, Padron and Waxman(1985) discuss 'rereading' strategy in their study. Block(1986) notes that the reader rereads a portion of the text either aloud or silently. This strategy usually indicates a lack of understanding, however, it may give the reader time to reflect on the content.

'Thinking about something else while reading', 'writing down every word', 'reading as fast as possible', 'saying every word over and over again','looking up words in the dictionary', 'saying the main idea over and over' are the other negatively related strategies to comprehension according to Padron and Waxman(1988). They classified 'summarizing in writing', 'underlining important parts of the study', 'checking through the story to see if you remember all of it',

'taking notes', 'imaging or picturing the story in mind' as positive strategies for students' achievement.

II. 3. Research Results on the Area

"Cohen and Hosenfeld (cited in Block , 1986, p.464) urged ESL professionals to collect process-oriented descriptions of what second language learner actually do before deciding what these learners need to learn."

Block (1986) mentions two types of verbal reports used for obtaining process-oriented descriptions:

- a) Retrospective, obtained after the reading task is completed, or
- b) Introspective reports and think-alouds, obtained during reading.

First in this section, the article reports on think-aloud protocols will be considered, since, as it has been stated by Block (1986), think-aloud protocols provide a direct view of a reader's mental activity, a kind of window into those processes which are usually hidden. Secondly, some other studies investigating readers' strategies by cloze tests or questionnaires will be mentioned. Thirdly, the studies reporting the effects of different reading comprehension strategy-instructions on readers will be clarified.

Block (1986) designed a study to provide a detailed description of the comprehension strategies used by ESL students designated as non-proficient readers. She tried to find out the strategies these readers used while reading textbook material in English and the product of their reading-the amount of information understood and remembered. At the end of the study, she compared the strategies used by these readers with those of native speakers of English also designated as non-proficient readers.

Nine students (3 native speakers of Spanish, 3 native speakers of Chinese, 3 native speakers of English) were selected for the study. The think-aloud process

was used to collect data. All participants were given two sample passages to read and they were told to report exactly what they were thinking while reading into a tape recorder. In order to measure memory and comprehension, retellings and multiple choice questions were used. Strategies were categorized into two levels: general comprehension and local linguistic strategies.

According to the results of her study, Block (1986) mentioned that there did not seem to be a pattern of strategy use which distinguished the ESL readers in the study from the native speakers of English or which distinguished the native speakers of Spanish from the native speakers of Chinese.

At the end of the study, she designated the readers as integrators and nonintegrators. The integrators were aware of text structure with relative frequency and monitored their understanding consistently and effectively. When they did not understand, they frequently read on, looking for clues. Nonintegrators seemed to rely much more on their personal experiences to help them develop a version of the text, they made fewer attempts to connect information and tended to refer personal experiences more than the integrators. Their retellings focused on details and included few main ideas.

Results of another study by Block (1992) with think-aloud protocols showed that proficient L2 readers performed similarly to proficient L1 readers; less proficient L2 readers performed similarly to less proficient L1 readers.

The purpose of the study was to illustrate the comprehension-monitoring process used by first and second language readers of English in dealing with two types of language-based problems commonly met when reading expository prose. At the end of the article Block (1992, p.335) compared proficient and less proficient readers and clarified the differences:

"Most readers seemed to recognize when a problem existed, however, the proficient readers identified the problem's source more frequently and more explicitly than did the less proficient. They also verbalized their strategic plans more frequently; proficient L1 readers seemed more likely to do so than proficient L2 readers."

"The less proficient readers used the process incompletely. Even when they expressed a problem with understanding, they did not seem to know what to do next."

"The proficient L2 readers in this study did not have to understand all the words or structures to understand what they read. Part of the strength of their reading was in being able to decide which problems they could ignore and which they had to solve."

Nolan(1991) in his study looked at the effectiveness of combining two cognitive strategies, self-questioning and prediction. According to the results of his study, students who used self-questioning with prediction scored higher on a measure of reading comprehension than those who used only self-questioning or a more traditional vocabulary development intervention.

In another study cloze tests were used as a tool of investigating language reading performance. This study, conducted by Carrell-Carson and Zhe (1993), reports that native and nonnative speakers perform similarly on cloze in a given language (English), that native and nonnative speakers seem to use the same strategies on cloze in English, and that readers perform differently in different languages (Chinese and English). They indicate that Chinese and English readers' responses tended to be similar in English, with differences due to whether the language was the reader's native or foreign language. They add that Chinese readers' responses were not similar on the Chinese and English clozes.

The study on cognitive reading strategies of ESL students (Knigh, Padron, Waxman, 1985) indicates that monolingual English students were using about twice as many strategies as Spanish speaking ESL students. The study included 13 strategy categories and individual audiotaped interviews which were used for analysis of the strategies.

In order to investigate Hispanic ESL students' cognitive reading strategies Padron and Waxman (1988) used a reading strategy questionnaire which was adapted from Hahn (1984) and Paris and Myers (1981). The findings reveal that there were large differences in the ways students reported using strategies. According to the results of the study the use of inappopriate cognitive strategies may be an additional reason why Hispanic ESL students generally score lower on reading achievement tests than English monolingual students.

A study conducted in order to search the effect of metacognitive strategy training (Carrell, Pharis and Liberto, 1989) informs that metacognitive strategy training does enhance L2 reading when compared to nonstrategy training. The results of this study suggest that second language reading pedagogy, especially for adult students in academic ESL programs, should benefit from the inclusion of explicit, comprehension-fostering metacognitive strategy training.

Cotterall (1991) presents a detailed description of the observable reading behaviour of an ESL learner exposed to a programme of strategy instruction in her case study. She argues that teachers must first know what strategies their learners are using before they can suggest alternative approaches.

Rusciolelli (1995) informs the most useful strategies selected by Spanish learners after they had received instruction of strategies used by successful readers. According to the results of that study instruction in skimming and word guessing proved most useful to students.

CHAPTER III

METHODOLOGY

This study aims to monitor the reading comprehension processes of Turkish University students studying at Uludağ University - Education Faculty - ELT Department. The monitoring is used to find the answers to the following questions:

1) Which general strategies are used by successful readers? a) Interpret the text, b) Use general knowledge, c) Assimilate with personal experiences, d) React to the text.

2) Which general strategies are used by less successful readers? a) Interpret the text, b) Use general knowledge, c) Assimilate with personal experiences, d) React to the text.

3) Which local strategies are used by successful readers? a) Rereading, b) Skipping, c) Questioning, d) Guessing.

4) Which local strategies are used by less-successful readers? a) Rereading, b) Skipping, c) Questioning, d) Guessing.

5) Are there any differences between the strategy use of these two groups of students?

III.1. Subjects

All of the first year students at Uludağ University - Education Faculty - English Language Teaching Department were informed of the study. Eighty-nine volunteer students were given a placement examination and based on the results of the exam, forty-three pre-intermediate level students were listed to participate in two think-aloud protocols followed by multiple-choice tests.

After testing twenty-six of the forty-three pre-intermediate level students, ten suitable students were chosen for further study: five successful and five less-successful readers.

Since forty-nine and below (FD/FF) is not enough to pass according to the Uludağ University - Education Faculty - ELT Department standards, students whose average marks were below forty-nine were designated as less-successful readers, whereas higher marked students were called successful readers.

In order to create a senseful gap between these two groups of students' scores, students whose marks were between fifty and fifty-nine (:DD) were not included in the study. All of the subjects were monolingual native speakers of Turkish and at the time of the study they all had completed the first term of their first year.

Table III.1
Comprehension Scores for passages I and II
Multiple-choice test (% correct)

Participant	Passage I	Passage II	Average Score
Kamer	85.2	87.5	86.3 (BA)
Deniz	71	62.5	66.7 (DC)
Veli	71	62.5	66.7 (DC)
Filiz	71	62.5	66.7 (DC)
Zeren	71	62.5	66.7 (DC)
Yunus	42.6	37.5	40 (FD)
Ayça	42.6	37.5	40 (FD)
Ece	28.4	50	39.2 (FF)
Feray	28.4	37.5	32.9 (FF)
Selin	14.2	25	19.6 (FF)

III. 2. Research Design

Pre-intermediate level students were called for two think-aloud protocols one by one. Prior to the think-aloud protocols the participants were informed of the process. A teacher asked them to say exactly what they were thinking while reading and not to try to explain or analyze their thoughts. Using a sample text, the teacher modelled for them in order to clarify the think-aloud method.

Two different reading passages followed by multiple choice tests were used for the process. So as to observe the strategy-usage, red dots were placed between the sentences and the students were asked to report their thoughts when they saw the dots.

In the first passage the red dots were placed between a few (2-4) sentences in order to monitor the local strategy use, while in the second passage they were placed after each paragraph for the observation of the general strategies.

The time for the protocols was not limited and the students' expressed thoughts were tape recorded. Subjects were allowed to use their native language (Turkish) during these protocols.

On the basis of the multiple choice scores, five successful and five less-successful readers were designated and their strategy use was analysed in detail.

Supportative of the data collected by the think-aloud protocols, a strategy questionnaire was prepared and the participants were asked to answer the questions about their individual strategy-use.

III. 3. Materials for Data Collection

So as to collect data two different reading comprehension passages followed by multiple choice tests and a strategy questionnaire were used.

Tape-recordings of think-aloud protocols were also used for data collection.

III. 3. 1. Reading Passages followed by Multiple Choice Tests

Two passages followed by multiple choice questions were selected from the book "First Certificate in English" which included two sample papers for the revised FCE examination.(Ap.A) Both of them were extracts from autobiographies. Their contents were similar and the levels of difficulty were the same.

The first passage had seven related multiple-choice questions whereas the second had eight .

III. 3. 2. The Think-Aloud Protocols

" To find out the processes by which learners in a second language read and to help them acquire new reading strategies, Hosenfeld has conducted several studies using a technique called thinking aloud. The technique requires students to read a passage and think aloud as they are doing it, either in the second or first language." (Connor, cited in Devine & Carrell & Eskey, 1987, p.15)

Think-aloud protocols were used to find out strategy usage of readers in numerous studies. In some studies, they were also recommended as a means of strategy instruction.

In this study, the aforementioned method is used to find out the comprehension strategies used by the participants. The students were asked to read the passages silently and to think-aloud when they met the red dots marked between the sentences. They were asked to tell everything they understood and everything they were thinking as they read the text. A teacher, using a sample passage, modelled for them before their think-aloud protocols. The process was completed after they had answered the multiple-choice questions at the end of the passages.

III. 3. 3. A Strategy Questionnaire

After a careful study of some reading strategy questionnaires used in recent studies (Rusciolelli(1995), Cotterall(1991), Miholic(1994)) was carried out, a special strategy questionnaire pertinent to only the particular strategies for this study was adapted (Ap. B). Readers answered questions about their strategy-use while they read in English. The searched strategies are as follows:

LOCAL STRATEGIES

- 1)Rereading (The reader rereads a portion of the text in order to understand it)
- 2)Skipping (The reader omits the portion of the text which he/she does not understand)
- 3)Questioning (The reader does not understand the meaning of a portion of the text)
- 4)Guessing (The reader tries to guess the meaning of a word/sentence from the context)

GENERAL STRATEGIES

- 5- Interpret the text (The reader makes an inference, draws a conclusion, or forms a hypothesis about the content)
- 6- Use general knowledge (The reader uses his/her knowledge to explain, extend, and clarify content)
- 7- Assimilate with personal experiences (The reader ties the passage to something in one's life or someone else's life)
- 8- React to the text (The reader reacts emotionally or critically to information in the text)

III.4. Data Analysis

First, the tapes were transcribed ortographically. Then, the students' sentences were numbered paralelled to the red dots in the reading comprehension passages.

The sentences with the relevant strategies were underlined, categorized and coded and then they were translated into English.

STRATEGY TYPE	CODE
Local Strategies	
1) Rereading	Rr.
2) Skipping	S.
3) Questioning	Q.
4) Guessing	G.
General Strategies	
5) Interpret the text	I.
6) Use general knowledge	K.
7) Assimilate with personal experiences	P.
8) React to the text	R.
 Examples Sentences:	 Code
<u>"Bu cümleyi iki kere okudum".</u>	Rr.
<u>"I read this sentence twice".</u>	
(The reader states his/her rereading)	
 <u>"Ve arkadaşı onun 'idiot' olduğunu düşünüyor."</u>	 S.
<u>"And his friend thinks that he is an 'idiot'. " ('idiot' in English)</u>	
(The reader does not understand the word "idiot" and omits it by using its original form, without mentioning the turkish meaning.)	

"On turning' ne demek bilmiyorum."

Q.

" I don't know the meaning of 'on turning'. "

(The reader does not understand the meaning of a portion of the text: "on turning")

" Boru galiba."

G.

"I guess it is a tube."

(The reader tries to guess the meaning of the word "pipe" from the context)

"Bu birazcık onu sıkmış sanırım."

I.

"This bothered him a little I suppose."

(The reader forms a hypothesis about the content.)

"Hayat şaşırtıcı şeylerle dolu."

K.

"Life is full of surprises."

(The reader uses his knowledge to extend content.)

"İnşallah bende ileride bir ödül alabilirim."

P.

"I wish that I could win an award in the future."

(The reader ties the passage to something in his life.)

"Çok ilginç geldi bana böyle düşünmesi!"

R.

"I think the way he thinks is very interesting!"

(The reader reacts emotionally to information in the text.)

In order to clarify the strategy use in the passages, TAP(think aloud protocol) result-tables including example sentences with the strategies were prepared for each of the subjects. (Ap.C)

So as to notice the rereading strategy use, students' think-aloud protocols were monitored carefully and silent reading times were determined. The silent seconds were observed and recorded after each reading session and at the end of the passage, total silent reading times were specified. Each sessions' total silent reading seconds were announced in result tables. If students stated their rereading strategy use these sentences were also underlined and coded.

The students' answers of the reading strategy questionnaire, which was prepared to support the data collected by the think-aloud protocols, were also analyzed. In order to show the differences in strategy use of successful and less-successful readers graphics are designed. Contrasting data were noticed and the reasons were discussed.

CHAPTER IV

RESULTS AND DISCUSSION

The general aim of this study is to find out and compare the comprehension strategies of successful and less-successful readers. A strategy questionnaire (Ap.B) and think-aloud protocols are used to collect data.

In this section, in order to convey the results of the think-aloud protocols, result tables formed for each of the participants (Ap.C) are explained and then strategy uses of successful and less-successful readers are compared. Results of the strategy questionnaire are also compared in graphics which are designed to clarify the differences between the successful and less-successful readers.

IV. 1. Results of the Think-Aloud Protocols

IV. 1. 1. Less-successful Readers

The think-aloud protocol of the first passage shows that **Selin** uses one local strategy during reading. She combines only the reading units that she understands in order to form the meaning. She *skips* the red dots three times without mentioning anything about the passage.

Only one general strategy use is observed in Selin's second think-aloud protocol. She uses *interpret the text* strategy three times. During reading, she draws a conclusion: "He is in despair" or forms a hypothesis: "I guess he thinks that this could be bad for him".

Only one local strategy use is found in **Feray's** first think-aloud protocol. Here, she *guesses* the meaning of a verb: "I guess 'to put up with' means getting used to".

In her second think-aloud protocol, Feray, like Selin, uses one general strategy, *interpret the text*, three times. Here, she forms a hypothesis: "I guess it

is not a good thing for him not to be able to get this", or draws conclusions: "He thinks that the man is two-faced".

Like Selin and Feray, **Ece** uses only one local strategy in her first session; her strategy is *questioning*. Here, she points out the specific portions of the text that she does not understand: "I don't know the meaning of 'dealing with pipes' ", "What is the meaning of 'outskirts' ?". She does not use any of the four general strategies monitored in this study in her second think-aloud protocol.

Ayça uses one local strategy during her first think-aloud protocol. She *skips* the word "pipe" without mentioning its Turkish meaning, using the English word instead in her response.

In her second think-aloud protocol, **Ayça**, unlike the others in this group, uses two general strategies: *interpret the text* and *react to the text*. Each of the strategies is used only once. She forms a hypothesis: "This bothered him a little I guess" and reacts critically to information in the text: "This is interesting".

During his first session, **Yunus**, like **Ayça**, uses only one local strategy, *skipping*. He skips the words "idiot" and "pipes" without mentioning their Turkish meanings. As with **Ece**, it is not possible to observe any general strategy use in the second think-aloud protocol of **Yunus**.

Think-aloud protocol results show that the general tendency of the less-successful readers is to use few reading strategies.

IV. 1. 2. Successful Readers

Kamer uses two local strategies during her first session, *questioning* and *guessing*. She tries to guess the meaning three times and reports that she does not understand a portion of the text twice.

In her second think-aloud session, **Kamer** uses one general strategy. She *interprets the text* once. Here, she makes an inference: "So, he can see that he will be more happy there".

Zeren uses two local strategies, *rereading* and *questioning*, during her first session. She reports her *rereading* strategy use once and *questions* meanings of two portions of the text: "I don't know the meaning of 'wage' ", "I couldn't understand what he was saying about spending time with pipes".

In her second think-aloud protocol, Zeren uses two general strategies only once each. She *reacts* emotionally to the text: "Very good" and *interprets the text*: "This made him very happy".

Veli uses the local strategy *questioning* more than any other student, eight times during the session: "I don't know the meaning of 'on turning' ", "I couldn't understand, to meet up with". In addition to *questioning the text* frequently, he makes three *guesses*: "I think that this is a mountain".

In the second reading session, Veli uses only one general strategy: *interpret the text* once. Here, he draws a conclusion: "This guy is preoccupied with literature".

Filiz uses more different local strategies than any other student. She uses three local strategies, *questioning*, *skipping* and *guessing* during reading of the first passage. Here, she does not understand the meaning of five portions of the text: "I couldn't understand this sentence". Twice she *guesses* the meanings: "Here, it seems like an internship" and twice she *skips* the unknown words: "He doesn't want to deal with these thingspipes".

Like Veli and Kamer, Filiz uses only one general strategy, *interpret the text*, three times in her second session. Here, she forms a hypothesis: "I think that he likes poetry" or draws conclusions: "He likes his job".

In the first think-aloud protocol of **Deniz**, two local strategy uses are observed. She *questions* a portion of the text: "I couldn't understand this part but ..." and *guesses* the meaning: "I guess that he goes to an evening school" two times each.

In the second session, Deniz, like several of the successful readers, uses only one general strategy, *interpreting the text*, twice.

IV. 1. 3. Comparison of TAP Results

Table 4.1.3.1.
TAP Results
Local Strategies

Less-successful Readers	Guessing	Skipping	Questioning	Totals
Yunus	0	2	0	2
Ayça	0	1	0	1
Ece	0	0	4	4
Feray	1	0	0	1
Selin	0	3	0	3
Successful Readers	Guessing	Skipping	Questioning	Totals
Kamer	3	0	2	5
Deniz	2	0	2	4
Veli	3	0	8	11
Filiz	2	2	5	9
Zeren	0	0	2	2

During the first think-aloud protocol, successful readers generally use *guessing* much more frequently than less successful readers. Four of the successful readers use this strategy more than once while only one of the less-successful readers uses this once.

According to the results of the think-aloud protocols, three less-successful readers use *skipping* while only one successful reader uses this strategy during reading.

All of the successful readers use *questioning* in their think aloud protocols at least twice while only one less-successful reader, Ece, uses this strategy in her first session.

Table 4.1.3.2.
Silent Reading Time

Less-successful Readers	Passage I	Passage II
Yunus	206"	167"
Ayça	279"	156"
Ece	280"	354"
Feray	152"	154"
Selin	309"	260"
Successful Readers	Passage I	Passage II
Kamer	328"	342"
Deniz	365"	292"
Veli	573"	350"
Filiz	214"	195"
Zeren	343"	385"

In this study, the recorded silent reading seconds are used as a sign of *rereading* strategy use. In contrast to Feray and the other less-successful readers, the successful readers spend more time reading the text. They spend an average of approximately one hundred more seconds per reading than the less-successful readers.

The reading times of Veli and Zeren are particularly long and indicate more *rereading* strategy use. These two readers also report their rereading during the think-aloud protocols:

Veli: "I want to reread this part" (Passage II)

Zeren: "I read the last sentence many times" (Passage I),

"I want to reread this paragraph" (passage II),

"I read this again" (passage II),

"I read this twice" (passage II),

"I will read once more" (passage II).

Table 4.1.3.3.
TAP Results
General Strategies

Less-successful Readers	Interpret the text	Use General Knowledge	React to the text	Assimilate with personal Experiences	Totals
Yunus	0	0	0	0	0
Ayça	1	0	1	0	2
Ece	0	0	0	0	0
Feray	3	0	0	0	3
Selin	3	0	0	0	3
Successful Readers	Interpret the text	Use General Knowledge	React to the text	Assimilate with Personal Experiences	Totals
Kamer	1	0	0	0	1
Deniz	2	0	0	0	2
Veli	1	0	0	0	1
Filiz	3	0	0	0	3
Zeren	1	0	1	0	2

According to the results of the think-aloud protocols all of the successful readers use *interpret the text* strategy during reading, while only three of the less-successful readers' usage is observed in the same session.

One successful reader, Zeren, and one less-successful reader, Ayça, use *react to the text* strategy once each in their think aloud protocols.

None of the students use either their *general knowledge* or *personal experiences* in their think-aloud protocols.

According to the total strategy use scores, all of the successful readers use one general strategy at least once. In contrast two of the less-successful readers, Yunus and Ece, did not use any general strategies during their think-aloud protocols.

IV.2. Results of the Strategy Questionnaire

IV.2.1. Local Strategies

Table 4.2.1.1.

Strategy Questionnaire Results

Less-successful Readers	Guessing	Skipping	Rereading	Questioning
Yunus	4	3	4	2
Ayça	3	4	3	2
Ece	4	3	4	3
Feray	4	3	4	2
Selin	2	3	4	2
Successful Readers	Guessing	Skipping	Rereading	Questioning
Kamer	4	2	3	3
Deniz	4	3	3	4
Veli	4	2	2	4
Filiz	4	3	3	4
Zeren	4	3	4	4

According to the results of the strategy questionnaire, three less-successful readers report that they use *guessing*-strategy "generally" while the other two readers indicate less-usage: Selin, "Generally not", Ayça, "Sometimes". However, all of the successful readers report that they use *guessing*-strategy "generally".

Four of the less-successful readers report that they use *skipping*-strategy "sometimes". Only one less-successful reader, Ayça, announces that she uses this strategy "generally". *Skipping*-strategy is used "sometimes" according to the answers of the three successful readers while the other two report that they do "not" use this strategy "generally".

Four less-successful readers report that they use *rereading*-strategy "generally" while only one of them answers "sometimes". One successful reader, Zeren, replies that she uses *rereading*-strategy "generally" while another one, Veli, says "generally not". The other three successful readers' answer is the same: "sometimes".

All but one of the less-successful readers answer that they do "not" use *questioning*-strategy "generally". Only one of them, Ece, says that she uses this strategy "sometimes". In contrast, all but one of the successful readers report that they do use *questioning*-strategy "generally" while one of them answers "sometimes".

IV.2.2. General Strategies

Table 4.2.2.1.

Strategy Questionnaire Results

Less-successful Readers	Interpret the text	Use General Knowledge	React to the text	Assimilate with Personal Experiences
Yunus	4	4	3	3
Ayça	4	4	4	2
Ece	3	4	2	4
Feray	3	4	3	3
Selin	4	4	5	5
Successful Readers	Interpret the text	Use General Knowledge	React to the text	Assimilate with Personal Experiences
Kamer	4	5	4	4
Deniz	4	4	3	2
Veli	3	4	3	3
Fliz	4	4	3	3
Zeren	4	5	4	5

Three less-successful readers report that they use *interpret the text*-strategy "generally" while the other two readers' answer is "sometimes". Four successful readers answer that they use *interpret the text*-strategy "generally" but only one of them reports using this strategy "sometimes".

All of the less-successful readers report that they "generally" use their *general knowledge* while reading. Two of the successful readers reply that they "always" use this strategy during reading while three of the students' answer is "generally".

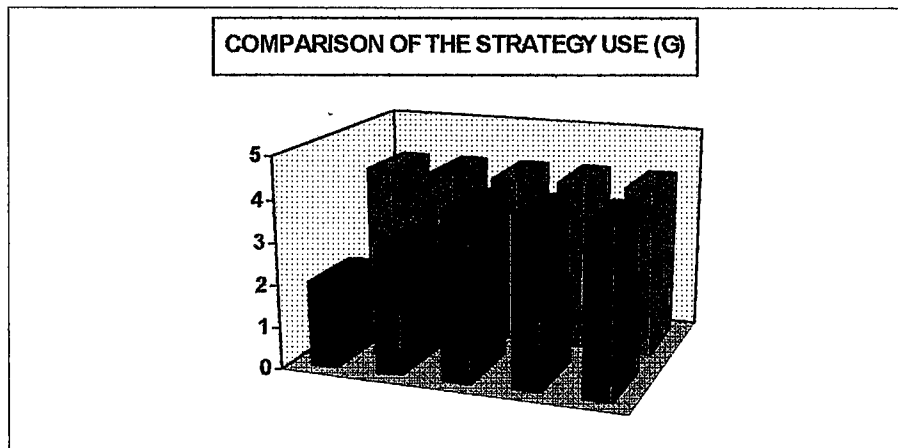
According to the responses to the strategy questionnaire, one less-successful reader, Ece, reports that she does "not" use *react to the text*-strategy "generally" while two other students' answer is "sometimes". Selin replies that she always uses this strategy while Ayça answers "generally". Three successful readers report that they use *react to the text*-strategy "sometimes" while the other students' answer is "generally".

Two of the less-successful readers report that they "sometimes" use their personal experiences during reading while the other students' answers vary between "generally not", "generally" or "always". Interestingly, two successful readers also note that they "sometimes" use their personal experiences during reading while the other three readers answer "generally not", "generally" or "always".

IV. 2.3. Comparison of the Questionnaire Results

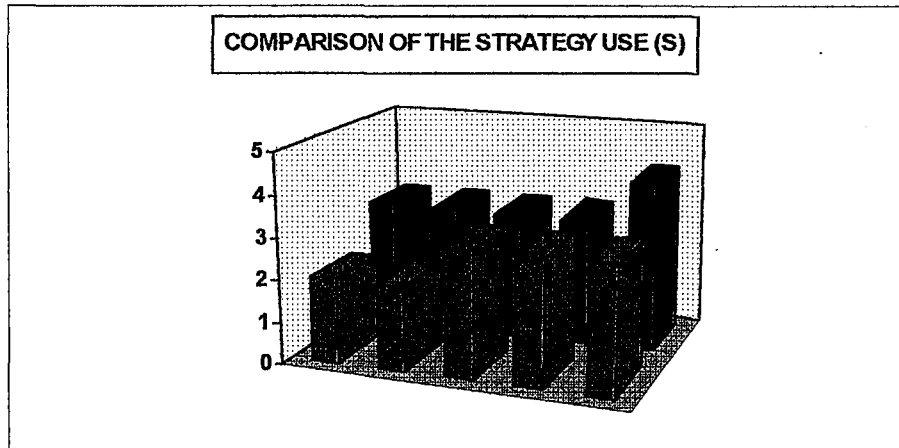
The following section illustrates the results of the strategy questionnaires in graphic form. In the graphs below red columns represent less-successful readers and blue columns represent successful readers.

Table 4.2.3.1.



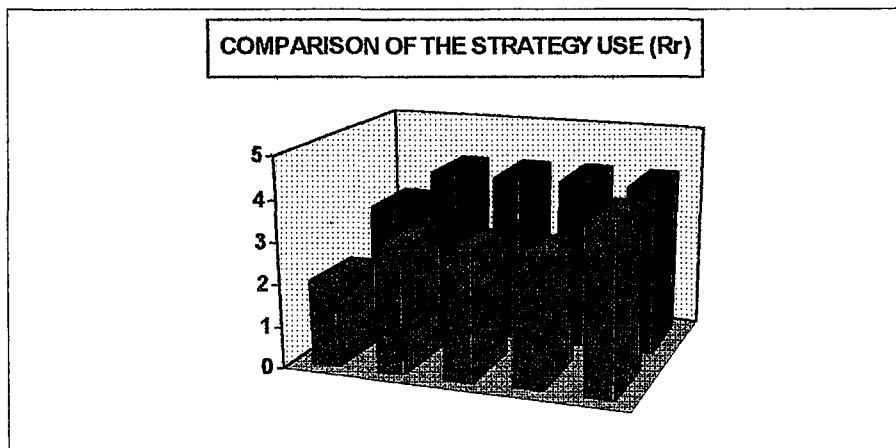
When we compare the results of the strategy questionnaire, it is possible to observe more *guessing*-strategy usage in the successful readers' group.

Table 4.2.3.2.



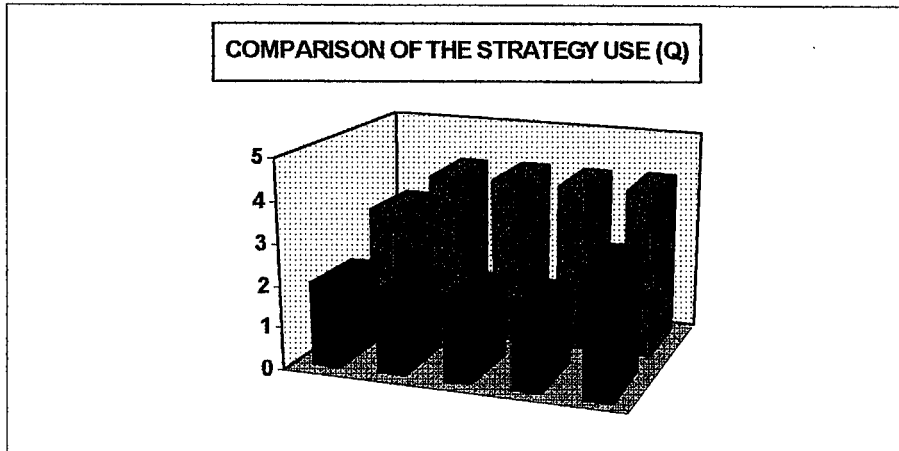
The comparison graphic shows that less-successful readers report using *skipping-strategy* more than successful readers.

Table 4.2.3.3.



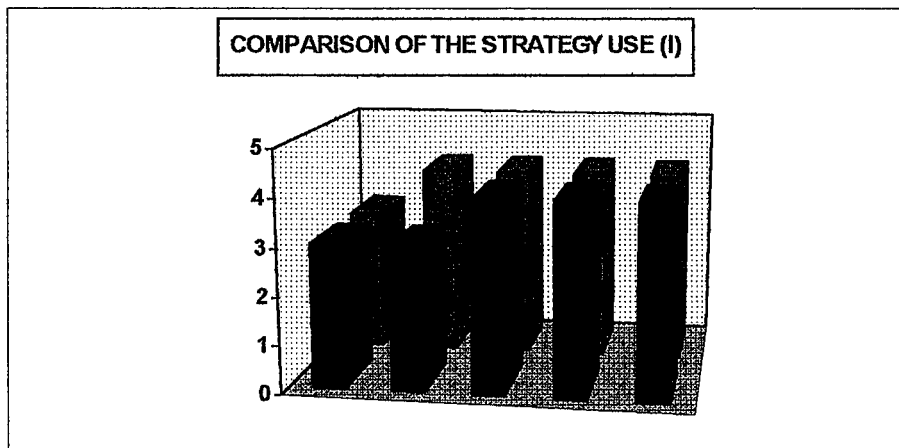
According to the questionnaire responses, more *rereading-strategy* usage is found in the less-successful readers' group.

Table 4.2.3.4.



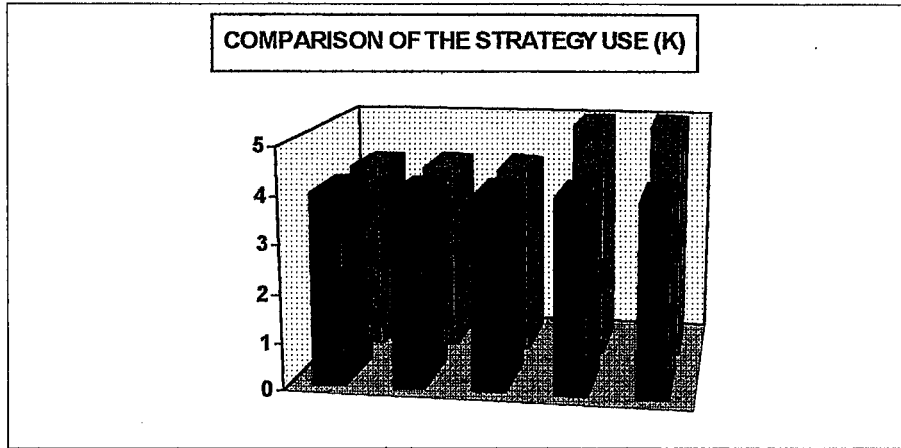
Comparing the answers of the students in the two groups, we observe that successful readers use *questioning*-strategy more often than less-successful students.

Table 4.2.3.5.



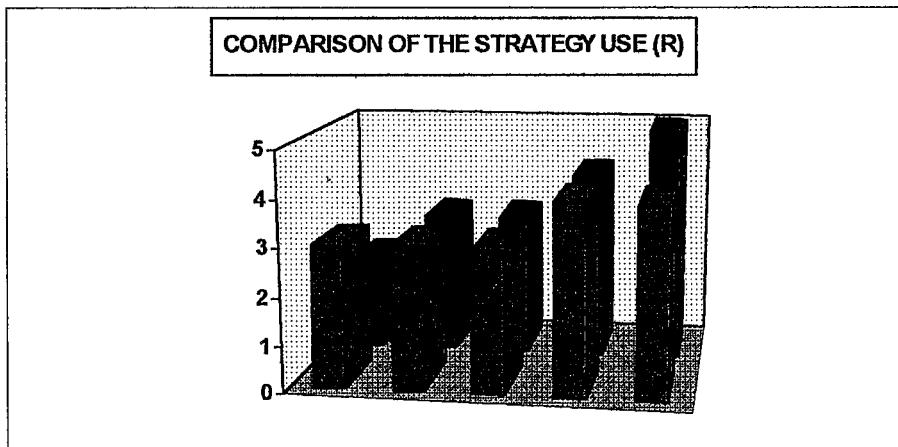
Although the difference is slight, the comparison graphic above shows that successful readers report using *interpret the text*-strategy more than the less-successful readers.

Table 4.2.3.6.



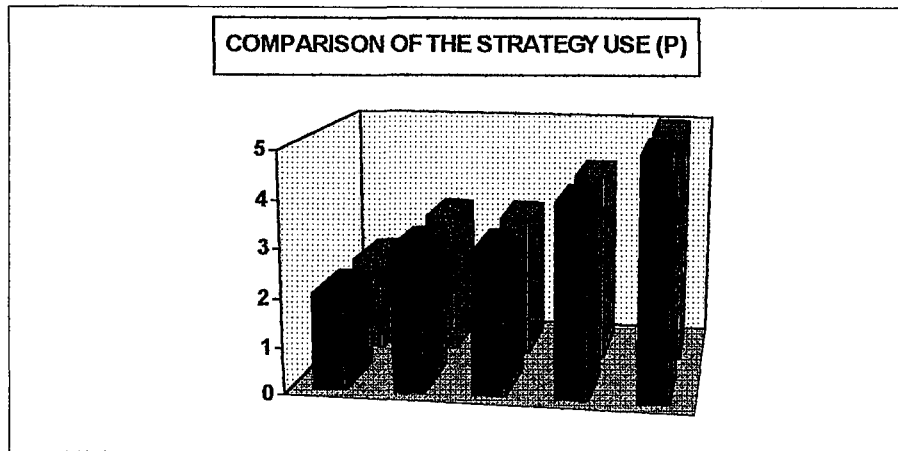
It is possible to observe more use of *general knowledge* in the successful readers' group. They report using this strategy more than less-successful readers during reading.

Table 4.2.3.7.



When we compare the strategy use of the two groups of students, we can see that the group of successful readers uses *react to the text*-strategy more consistently than the group of less-successful readers.

Table 4.2.3.8.



There is no difference in the strategy use of these two groups of students. They report using *personal experiences* in equal frequencies.

IV.3. Discussion

IV.3.1. Local Strategies

It was predicted to observe less *guessing* strategy use in the less-successful readers' group. According to the results of the think-aloud protocols, the successful readers use *guessing*-strategy more than the less-successful readers. This result is also correlated by the strategy questionnaire answers, which supports the predictions.

Many studies (Mikulecky, B.S.(1990), Brown, E.(1994), Knight and Padron and Waxman(1985)) indicate that *guessing* is a positively related strategy to comprehension. Good readers guess and take risks to predict meaning. Word guessing is also proved most useful to students in Rusciolli's study(1995).

Skipping is reported to be a negatively related strategy to readers' achievement (Padron, Y.N. Waxman, H.C.1988). For this reason, it was predicted to be monitored more in the less-successful readers' group. Both of the result groups (TAP and Strategy Questionnaire) support the expectations.

The less-successful readers skip the parts they do not understand in the passage. In this study, it is monitored that they do not try to guess the meaning of the unknown words but they just use them in their English forms as if there is no problem; this limits their comprehension. Block(1992) mentions this reality in her study and she notes that less-proficient readers lack awareness of problems and the ability or inclination to take action when they are aware of a problem.

Although the less-successful readers report using *rereading* strategy more than the successful readers in their responses to the strategy questionnaire, total silent reading times obtained from both of the think-aloud protocols indicate that the successful readers use this strategy more during reading. Two successful readers(Zeren and Veli) also report their *rereading* strategy use in their think-aloud protocols which indicates their self-awareness.

Knight, S.L., Padron, Y.N. and Waxman, H.C.(1985) report that *rereading* is one of the strategies that enhance reading comprehension and overcoming comprehension failures. In this study, the successful readers' longer reading times for the think-aloud protocols also indicate the same fact.

Both of the result groups (TAP and Strategy Questionnaire) demonstrate that the successful readers use *questioning*-strategy more than the less-successful readers. This result is reported in the other studies, too. Block(1992) mentions that good readers are observed to be aware more of the source of the problems they encounter.

IV.3.2. General Strategies

Although *interpret the text* strategy is monitored during the think-aloud protocols of three less-successful readers, results indicate more strategy use in the successful readers' group. The difference is slight but strategy questionnaire answers indicate the same result. Paris, S.G., Wasik, B.A., Tunner,J.C.(1996) report that this strategy helps readers to construct meaning. This study also demonstrates the same reality.

During the think-aloud protocols none of the readers use their *general knowledge* but the results of the strategy questionnaire show that more strategy use is found in the successful readers' group. Block(1986) mentions that the reader who uses this strategy applies the knowledge of the world and of the topic in attempting to understand. So, as a result it is possible to conclude that this strategy is positively related to the readers' achievement.

The comparison graphic clarifying the strategy questionnaire results points out that *react to the text* strategy use is equal in both of the groups. Think-aloud protocols supports this result.

The comparison graphic clarifying the strategy questionnaire results points out that the readers in both of the groups use their personal experiences in equal frequencies. Although think-aloud protocol results do not indicate that the readers use this strategy during reading, Knight, S.L., Padron, Y.N., Waxman, H.C. (1985) reports that this strategy enhances reading comprehension, as indicated in the questionnaire results.

IV.3.3. Differences in Overall Strategy Use

Many studies report that successful readers use reading strategies more frequently. They also indicate that successful readers use a greater variety of strategies than less-successful readers.

The results of this study also indicate that the less-successful readers use strategies less frequently and their strategy-variety is more limited when compared to the successful readers. "Using strategies flexibly" is noted as a speciality of a good reader in the studies. In this study, it is likewise observed that the successful readers use the strategies more flexibly and more effectively.

If we compare the local and general strategy use in both of the groups, it is possible to say that differences in the use of local strategies are found to be more notable than differences in the use of the general strategies. The difference in *questioning* strategy use is especially remarkable.

As it is mentioned in Block's study (1992), it is monitored that successful readers identify the problem's source, verbalize their strategic plan and make attempts to solve the problem, but less-successful readers, even when they express a problem with understanding, do not know what to do next. *Questioning* and *guessing* strategies, which are used more often by the successful readers, support this fact.

According to the results of the strategy questionnaire, the less-successful readers report more usage of *rereading* than the successful readers. However, the total silent reading seconds of successful readers show that they use *rereading* - strategy significantly more than the less-successful readers. The fact that the only two readers who reported their *rereading*-strategy during the think-aloud protocols were successful readers may indicate greater self-awareness of successful readers.

CHAPTER V

CONCLUSION

V.1. Summary of the study

This study attempted to identify and compare the comprehension strategies used by the successful and less-successful readers studying English as a foreign language in the Uludağ University, Education Faculty, English Department.

The study addressed the following research questions:

1) Which general strategies are used by successful readers? a) Interpret the text, b) Use general knowledge, c) Assimilate with personal experiences, d) React to the text.

2) Which general strategies are used by less-successful readers? a) Interpret the text, b) Use general knowledge, c) Assimilate with personal experiences, d) React to the text.

3) Which local strategies are used by successful readers? a) Rereading, b) Skipping, c) Questioning, d) Guessing.

4) Which local strategies are used by less-successful readers? a) Rereading, b) Skipping, c) Questioning, d) Guessing.

5) Are there any differences between the strategy use of these two groups of students?

The findings of the studies on the area indicate numerous differences between successful and less-successful readers. They inform that proficient readers are more able to monitor their comprehension and more aware of the strategies they use. It is added that good readers also use strategies more flexibly and adjust their strategies to the type of the text they are reading.

In this study, the participants were designated as successful or less-successful readers according to their results of the multiple choice tests which were answered after the reading passages. In order to find out the strategies used

by the two groups, a strategy questionnaire and two think-aloud protocols were used.

A total of ten students, five successful and five less-successful, were chosen for the study and their use of eight comprehension strategies was investigated:

LOCAL STRATEGIES

- 1- Rereading.
- 2- Skipping.
- 3- Questioning
- 4- Guessing.

GENERAL STRATEGIES

- 5- Interpret the text.
- 6- Use general knowledge.
- 7- Assimilate with personal experiences.
- 8- React to the text.

The findings were not contrary to expectations. Successful readers' strategy use was found to be greater than that of the less-successful readers in terms of "frequency" and "variety" .

Less-successful readers used only one local strategy (skipping) more than the successful readers. Since "skipping" has been informed as a "negative" strategy, this finding was also predicted.

V. 2. Pedagogical Implications

The importance of knowing the comprehension strategies that students are actually using is informed in numerous studies. It is also emphasized that reading strategy training programmes are successful with poor readers. After a careful study on students' reading processes, teachers may catch the weak points and help them enlarge their positive strategy use.

Strategy questionnaires and think-aloud protocols can also be used as a tool in order to make students aware of the strategies they use during silent reading sessions. Many studies mention that after think-aloud protocols students become more aware of their individual strategy use and strategy questionnaires also lead them think about their own strenghts and weaknesses.

In this study, was also observed that less-successful readers reported a greater awareness after their two think-aloud protocols. They announced that this "awareness" help them to think about their own reading processes.

By the help of the reading strategy training programmes, less-proficient readers will be aware of positive strategies which will improve their comprehension levels, and they will also be informed about negative strategies which should be avoided.

Block(1992) informs that teaching students that problems exist when reading and that there are ways of solving them may be more important than teaching the meaning of specific words, phrases, and concepts. She adds that to continue to teach background knowledge and linguistic features means to continue to apply only a bandaid to the problem.

Paris, Wasik and Turner(1991) state that good teachers model and demonstrate strategies used by experts. It is added that they also provide explanations and practice using these strategies. They inform that ineffective instruction has focused on isolated skills and repeated practice on worksheets, whereas effective instruction orients students to the task of constructing meaning from text and provides a variety of tactics to use before, during and after reading.

Nolan(1991) emphasizes the importance of strategy training and adds that teaching students to become more strategic when they read increases their understanding of important textual information, as well as their motivation.

As a result, in order to help poor readers with their reading achievement, teachers should make use of the results of studies on the area. By conveying the

information into their classes, they will be able to guide less-proficient readers in becoming more-proficient readers.

V.3. Implications for further research

The two reading passages chosen for this study were extracts from autobiographies. It would be beneficial to monitor the students' comprehension strategy use with different topics. Since their comprehension levels may differ with various passages, researchers may claim to find some special positive strategies for special topics.

Only eight strategies(four local and four general) were monitored in this study. Further research may be done with the strategies which have not been mentioned here because of the limitations.

The study indicates that the differences in local strategy use between successful and less-successful readers are more significant than the differences between the general strategy use. In this study two short passages were used; in order to observe greater differences in general strategy use, studies may be designed using longer passages.

Metacognitive strategy use, which was informed to be very effective in comprehension, should also be taken into consideration.

The progress in students' reading achievement may be monitored after an intensive strategy training programme. As it was informed in the studies, "reciprocal teaching" might be beneficial for poor readers.

Detailed studies on the strategies which were categorized as "positive" or "negative" may be done, conveying more fruitful results to reading classrooms.

V. 4. Conclusions

This study was conducted to find out and compare the reading comprehension strategies used by successful and less-successful readers. The results obtained reveal that proficient readers' strategy use is greater than that of less-successful readers in terms of "frequency" and "variety".

Some local strategies which were informed to be "positive" in the studies such as "rereading", "guessing", "questioning" were observed to be frequently used by the successful readers, whereas a "negative" local strategy, "skipping", was found to be frequently used by less-successful readers.

Although some strategies ("use general knowledge", "assimilate with personal experiences", "react to the text") were not used by all of the successful readers, the number of the less-successful readers using them was found to be lower.

As was the aim of this study, the findings provide beneficial information which can be used in strategy instruction in order to heighten students' reading achievement.

APPENDICES

Appendix A : Reading Passages followed by Multiple Choice Tests

Appendix B : Strategy Questionnaire

Appendix C : TAP Result Tables

APPENDIX A

I left school at fifteen. I was an academically bright lad who was urged by some of his teachers not to leave, but I wanted out, to see life, and I didn't want to reach beyond the expectations of the friends who left school with me. I worked for a year in a laundry, as a van-boy delivering dry cleaning.

On turning sixteen I applied to be, and eventually began working as, a trainee heating engineer with a medium-sized company in East Belfast. The first months were boring. The work was not demanding but I found the environment of a factory annoying. I remember my first week. I left the factory to meet up with a friend and I realised that I had forgotten to collect my wages. My friend thought I was an idiot. After many months working in the factory, I was sent off to college to study for my Certificate in Heating Engineering. I found the classroom routine unpleasant and I remember feeling a sense of limitation. Five years of this – to end up as a heating engineer and continue with that for the foreseeable future was not an exciting thought.

Although I had left school against the advice of my teachers I had, without telling anyone, tried to continue my studies in literature at evening classes. It was a boring walk from one end of the city to another and to sit amongst adults was confusing. I was the youngest in the class, so the companionship I knew at school was absent. I put up with it for a short period. It was too long a walk on cold winter's nights and it was hard to concentrate on Shakespeare with wet shoes and soaking trousers. So I carried on reading books and started writing poetry at home.

By chance, I won some prizes and literary awards in national competitions. A young woman from a TV company came to the college one day. She told me in the quiet of the corridor that I had won a national poetry award. I stared at her in astonishment and disbelief. She wanted to make a short film about me, to which I said: 'No, I couldn't do that.' Not that I had any real excuse. I was just frightened. She eventually persuaded me that I should do it the following day.

Off I went to Shaws Bridge, on the outskirts of Belfast. They made a short film of me reading one of my poems and I was forever after occupied with a fascination for words. I wondered what I should do after this, and decided some weeks later that I could not stand the idea of spending the rest of my days dealing with pipes. So one evening, I hesitatingly told my parents that I wanted to return to school. They were shocked and, I think, a little afraid but they did not try to persuade me not to. They wanted to know if I was sure, if I knew what it meant and whether I was aware that if I gave up my training it would be very difficult to get a good job. But nothing could put me off, and they pursued the matter no further.

- 7 One reason why the writer left school at the age of fifteen was that he
- A thought he would get a good job.
 - B had no other choice.
 - C didn't get on well with his teachers.
 - D didn't want to be different from his friends.
- 8 What did the writer feel while he was training to be a heating engineer?
- A He didn't receive enough money.
 - B He preferred the college to the factory.
 - C He was capable of doing something better.
 - D He might fail to qualify as a heating engineer.
- 9 What did the writer find when he attended evening classes?
- A The behaviour of the other students annoyed him.
 - B The studies were less interesting than he expected.
 - C He was out of place among the other students.
 - D He learned more when he studied at home.
- 10 What does 'it' in line 17 refer to?
- A companionship
 - B the walk
 - C literature
 - D the evening class
- 11 Why at first did the writer refuse to appear in the film?
- A He felt he didn't deserve it.
 - B He was taken by surprise.
 - C He thought someone else should be in it.
 - D He wanted more time to think about it.
- 12 How did the writer's parents react to his decision to return to school?
- A They argued with him.
 - B They pointed out how it would affect his future.
 - C They told him he was making a mistake.
 - D They hid their real thoughts from him.
- 13 What would be the most suitable title for this extract?
- A A change of direction
 - B Great expectations
 - C An unlucky beginning
 - D Pressures of fame
-

You are going to read an extract from an autobiography. For questions 8–15, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

My new home was a long way from the centre of London but it was becoming essential to find a job, so finally I spent a whole morning getting to town and putting my name down to be considered by London Transport for a job on the tube. They were looking for guards, not drivers. This suited me. I couldn't drive a car but thought that I could probably guard a train, and perhaps continue to write my poems between stations. The writers Keats and Chekhov had been doctors. T.S. Eliot had worked in a bank and Wallace Stevens for an insurance company. I would be a tube guard. I could see myself being cheerful, useful, a good man in a crisis. Obviously I would be overqualified but I was willing to forget about that in return for a steady income and travel privileges – those latter being particularly welcome to someone living a long way from the city centre.

The next day I sat down, with almost a hundred other candidates, for the intelligence test. I must have done all right because after half an hour's wait I was sent into another room for a psychological test. This time there were only about fifty candidates. The examiner sat at a desk. You were signalled forward to occupy the seat opposite him when the previous occupant had been dismissed, after a greater or shorter time. Obviously the long interviews were the more successful ones. Some of the interviews were as short as five minutes. Mine was the only one that lasted a minute and a half.

I can remember the questions now: 'Why did you leave your last job?', 'Why did you leave your job before that?', 'And the one before that?' I can't recall my answers, except that they were short at first and grew progressively shorter. His closing statement, I thought, revealed a lack of sensitivity which helped to explain why as a psychologist, he had risen no higher than the underground railway. 'You have failed the psychological test and we are unable to offer you a position.'

Failing to get that job was my low point. Or so I thought, believing that the work was easy. Actually, such jobs – being a postman is another one I still desire – demand exactly the sort of elementary yet responsible awareness that the habitual dreamer is least qualified to give. But I was still far short of full self-understanding. I was also short of cash.

- 8 Why did the writer apply for the job?
- A He could no longer afford to live without one.
 - B He wanted to work in the centre of London.
 - C He had suitable training.
 - D He was not interested in any other available jobs.
- 9 It suited him to become a guard on the tube because
- A the job would be near his home.
 - B he did not want too much responsibility.
 - C it would give him the opportunity to write.
 - D he did not have any other qualifications.
- 10 What quality did the writer think he would bring to the job of guard?
- A His intelligence would be useful to the organisation.
 - B He was an experienced underground traveller.
 - C He understood what the job required.
 - D He would be able to deal with difficult situations.
- 11 What did he find especially attractive about the job?
- A He wanted to get to work more quickly.
 - B He wanted to do a useful job.
 - C He would be able to earn high wages.
 - D He would be able to receive special benefits.
- 12 The length of his interview meant that
- A he had not done well in the intelligence test.
 - B the job was not going to be offered to him.
 - C he had little work experience to talk about.
 - D the examiner had decided he didn't like him.
- 13 Why didn't he get the job?
- A He was too nervous to give proper answers.
 - B He could not remember the answers to the questions.
 - C His answers appeared to be unsatisfactory.
 - D There were no more positions to be filled.
- 14 What was the writer's opinion of the psychologist?
- A He was inefficient at his job.
 - B He was unsympathetic.
 - C He was unhappy in his job.
 - D He was very aggressive.
- 15 What does the writer realise now that he did not realise then?
- A how difficult it can be to get a job
 - B how unpleasant ordinary jobs can be
 - C how badly he did in the interview
 - D how unsuitable he was for the job
-

APPENDIX B

METİN OKUMA STRATEJİLERİ LİSTESİ

Yönergeler

Bu liste İngilizce metin okuma-anlama şekliniz hakkında bilgi toplamak amacı ile düzenlenmiştir. Lütfen her cümleyi okuyunuz ve cümlelerin size ne kadar uygun olduğunu gösteren harfi işaretleyiniz. Cevaplarınızı cümlelerin sizi ne kadar iyi tanımladığını göz önüne alarak veriniz. Nasıl olmanız gerektiğini veya başkalarının yaptıklarını düşünerek, veya seçenekleri doğru yada yanlış şeklinde değerlendirerek cevap vermeyiniz. Cevaplarınızı mümkün olduğunca çabuk veriniz ve sorularınız varsa, lütfen öğretmeninize sorunuz.

İngilizce bir metni sessiz olarak okurken,

**okuduğum metinde anlamını bilmediğim/anlayamadığım bir kelime/cümle/cümlecik olduğunda*

1- Öncelikle burada anlamı bilmediğimi/bilemediğimi düşünürüm.

- a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım
d)Genellikle yaparım e)Herzaman yaparım

2- Bu bölümü tekrar tekrar okurum.

- a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım
d)Genellikle yaparım e)Herzaman yaparım

3- Bu bölüm üzerinde hiç durmadan / takılmadan diğer bölümlere geçerim.

- a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım
d)Genellikle yaparım e)Herzaman yaparım

4- Anlamı metnin tamamını göz önünde bulundurarak tahmin etmeye çalışırım.

- a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım
d)Genellikle yaparım e)Herzaman yaparım

İngilizce bir metni sessiz olarak okurken,.....

5- Okuduğum metni kendimle, kişisel/kültürel tecrübelerimle bağdaştırırım.

a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım

d)Genellikle yaparım e)Herzaman yaparım

6- Okuduğum metni anlamada, açıklamada genel bilgilerimden yararlanırım.

a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım

d)Genellikle yaparım e)Herzaman yaparım

7- Okuduğum metne duygusal/eleştirel tepkiler veririm.

a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım

d)Genellikle yaparım e)Herzaman yaparım

8- Okuduğum metinden sonuçlar çıkartır, çeşitli hipotezler oluştururum.

a)Hiç yapmam b)Genellikle yapmam c)Az çok yaparım

d)Genellikle yaparım e)Herzaman yaparım

APPENDIX C
TAP Result Tables

Table 4.1.1.1.

SELİN	TAP Results
Passage I Local S.	Sentence
S.	_____
Passage II General S.	Sentence
I.	<ol style="list-style-type: none"> 1. I suppose he thinks that this could be bad for him. 2. When he was not offered employment he was very disappointed. 3. He is in despair.

Table 4.1.1.2.

FERAY	TAP Results
Passage I Local S.	Sentence
G.	1. I guess "to put up with" means getting used to.
Passage II General S.	Sentence
I.	<ol style="list-style-type: none"> 1. He thinks that since others have already done it, he too can write poetry while working at the train station. 2. He thinks that the man is two-faced. 3. I suppose it is not a good thing for him not to be able to get this.

Table 4.1.1.3.

ECE	TAP Results
Passage I Local S.	Sentence
Q.	<ol style="list-style-type: none"> 1. I don't know the meaning of "Van-boy delivering". 2. He will leave the job and then I can not understand. 3. What is the meaning of "outskirts"? 4. I don't know the meaning of "dealing with pipes".
Passage II General S.	Sentence
—	—————

Table 4.1.1.4.

AYÇA	TAP Results
Passage I Local S.	Sentence
S.	1. After a few weeks he decided that he should not spend the rest of his days at work dealing with *"pipes". (*"pipes" in English)
Passage II General S.	Sentence
I.	1. This bothered him a little I suppose.
R.	1. This is interesting.

Table 4.1.1.5.

YUNUS	TAP Results
Passage I Local S.	Sentence
S.	<ol style="list-style-type: none"> 1. And his friend thinks that he is an "idiot". ("idiot" in English) 2. And he says that he won't be dealing with these kind of things for the rest of his life.
Passage II General S.	Sentence
—	—

Table 4.1.2.1.

KAMER	TAP Results
Passage I Local S.	Sentence
G.	<ol style="list-style-type: none"> 1. This looks like an engineering business. 2. That is, he gets involved in something related to the job. 3. "Companionship" means friendship I guess. ("Companionship" in English)
Q.	<ol style="list-style-type: none"> 1. "Heating engineer" I don't know its meaning. 2. I don't know what this word means: "put up with".
Passage II General S.	Sentence
I.	<ol style="list-style-type: none"> 1. So, he can see that he will be more happy there.

Table 4.1.2.2.

ZEREN	TAP Results
Passage I Local S.	Sentence
Q.	1. I don't know the meaning of "wage". 2. I couldn't understand what he was saying about spending time with pipes.
Rr.	1. I read the last sentence many times.
Passage II General S.	Sentence
R.	1. Very good.
I.	1. This made him very happy.

Table 4.1.2.3.

VELI	TAP Results
Passage I Local S.	Sentence
Q.	<ol style="list-style-type: none"> 1. I don't know the meaning of "on turning". 2. I couldn't understand: "to meet up with". 3. I couldn't understand the last sentence. 4. I couldn't understand this phrasal verb: "put up with". 5. I don't know what it is. 6. I couldn't understand at all. 7. I couldn't understand the last word. 8. I don't know the meaning of "put me off".
G.	<ol style="list-style-type: none"> 1. I think that this is a mountain. 2. I think that they are making a film. 3. but I guess it is a tube.
Passage II General S.	Sentence
I.	1. This guy is preoccupied with literature.

Table 4.1.2.4.

FİLİZ	TAP Results
Passage I Local S.	Sentence
Q.	<ol style="list-style-type: none"> 1. I don't know the meaning of "lad". 2. I couldn't understand this sentence. 3. He says "the work demanding". I couldn't understand what he means. 4. I couldn't understand this part. 5. I couldn't remember the meaning of "pipe".
G.	<ol style="list-style-type: none"> 1. Here, it seems like an internship. 2. I think that this is a programme, a kind of TV programme.
S.	<ol style="list-style-type: none"> 1. He works in the factory as an "heating engineer". ("heating engineer"in English.) 2. He doesn't want to deal with these things ... "pipes". ("pipes" in English.)
Passage II General S.	Sentence
I.	<ol style="list-style-type: none"> 1. I think that he likes poetry. 2. He likes his job. 3. I gathered that he believes that he deserved to be a mailman.

Table 4.1.2.5.

DENİZ	TAP Results
Passage I Local S.	Sentence
Q.	<ol style="list-style-type: none"> 1. Does he start to going to school again? 2. I couldn't understand this part but
G.	<ol style="list-style-type: none"> 1. I guess that he goes to an evening school. 2. He probably changes his mind about making the film.
Passage II General S.	Sentence
I.	<ol style="list-style-type: none"> 1. I suppose he writes poetry, he compares himself with others. 2. Because of an insufficient answer, at the end he's unsuccessful.

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