UNIVERSITY INSTRUCTORS' VIEWS ABOUT AND APPROACHES TO READING INSTRUCTION AND READING STRATEGIES

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Abstract

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The present study investigates university preparatory school teachers' views about and approaches to reading instruction and reading strategies. Fifty instructors who work at preparatory schools of Cag University, Cukurova University and Mersin University in Turkey participated in the study. To investigate instructors' views about and approaches to reading instruction a questionnaire was given and interviews were conducted with six of the participants according to the diversity of the answers they gave in the questionnaire. The study also investigated how teachers read in a foreign languguage, how they teach reading, the problems they face in reading lessons and whether they teach reading strategies in their reading lessons. It also focused on how and whether instructors' use of reading strategies' in their daily lives is reflected in their reading classes. The data were collected with a questionnaire and a semi-structured interview. It is found out that the most important problems instructors face in a reading class is the unknown vocabulary and unfamiliar topic. The results showed that instructors thought an ideal reading instruction should include reading strategies; instructors used more pre-reading strategies than post-reading strategies, and participants who used reading strategies in their daily lives made more use of reading strategies in class.

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Introduction

Reading has been the most emphasized skill in traditional foreign language (EFL) teaching and it is the mainstay of English as a foreign language (FL) instruction in many countries (Susser & Rob, 1990). Reading can not be regarded as a set of mechanical skills to be learned once and for all, but rather as a complex process of making meaning from a text for variety of purposes and in a wide range of contexts (Allen & Bruton, 1998).

It should be considered that reading in English is essential for learners' academic success, and therefore teachers and researchers attribute attention to understand the factors effecting success in reading comprehension (Kamhi-Stein, 2003). Without comprehension, reading would be meaningless. To provide comprehension, teachers should aid learners in understanding and using reading strategies (Yigiter, Saricoban, & Gurses, 2005).

In trying to understand how teachers deal with teaching reading, it is necessary to examine beliefs and thinking processes of teachers which constitute classroom actions. Bandura (1997) claims that teachers' beliefs in their abilities to instruct students and influence

students' performance are a very strong indicator of instructional effectiveness and he originally proposes that individual beliefs or efficacy expectations are major determinants of activity choice, willingness to expand effort, and persistence. It is the teacher who must introduce and provide practice in using reading strategies for coping with texts in an unfamiliar language (Eskey and Grabe, 1995).

Reading and the Reading Process

Reading is the receptive process of written communication (Goodman, 1995). Reading is described as a complex process of making meaning from a text, for variety of purposes and in a wide range of contexts (Allen and Bruton, 1998). Reading is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs (Goodman, 1995). Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand a written text (Pang et. al., 2003). Additionally, in the reading process, readers use their background knowledge about the text's topic and structure along with their linguistic knowledge and reading strategies to achieve their purpose for reading (Peregoy & Boyle, 2001). During the reading process, the brain seeks to maximize information it acquires and minimize effort and energy used to acquire it (Goodman, 1995).

Reading Strategies

Reading strategies may be defined as an action or series of actions employed in order to construct meaning (Garner, 1987). Barnett (in Tercanlıoğlu, 2004) has used the term reading strategy to refer to the mental operations involved when readers purposefully approach a text to make sense of what they read.

Reading comprehension is an essential component of academic areas, professional success and life long learning. Importance of reading skills in academic contexts has led to undertaking of considerable research in reading in a second language (Grabe, 1991; Tercanlioglu, 2004; Jager, 2002; El-Okda, 2005; Yigiter, Saricoban, Gurses, 2005). The ability to read academic texts is regarded as one of the most important skills that university students of English as a second language and English as a foreign language need to achieve (Levine, Ferenz and Reves, 2000).

Research in second language reading suggests that learners use a variety of strategies to assist them with the acquisition, storage and retrieval of information (Rigney in Singhal, 2001). When readers encounter comprehension problems they use strategies to overcome their difficulties; different learners seem to approach reading tasks in different ways, and some of these ways appear to lead to better comprehension (Tercanlıoğlu, 2004). Research has shown that learners can be instructed to use appropriate reading strategies to help them improve comprehension and recall (Carrell, Pharis, & Liberto, 1989).

Teachers' Beliefs and Reading Instruction

Traditionally, language teaching has been described in terms of what teachers do; that is, in terms of the actions and behaviors which teachers carry out in the classroom and the effects of these on learners (Richards & Lockhart, 1997). Teachers' tacit beliefs about teaching and learning constitute the main component of the knowledge base of teaching English as a foreign language (El-Okda, 2005). In trying to understand how teachers deal with teaching reading it is necessary to examine teachers' beliefs and thinking processes of teachers which constitute classroom actions.

Reading a text with comprehension is the ultimate goal of reading instruction. In order to achieve this, teachers should provide high quality reading comprehension instruction. Students need to be taught explicitly to use comprehension skills when they read (Pressley in

Jager, 2002). It is not satisfactory that students answer the comprehension questions and teachers supervise. Pearson et al. (in Jager, 2002) state that teachers must explain the students how expert readers make sense of text; teachers have to learn students' skills that help them understand the texts. Besides these, students need to learn how, when, and where to use these skills. With respect to instruction, it is the teachers' responsibility to introduce, and provide practice in, useful reading strategies for coping with texts in an unfamiliar language (Eskey and Grabe, 1995).

Taking into consideration the importance of reading in learners' academic achievement, the role and importance of teachers' beliefs in teaching and scarcity of research in the area of reading strategies and teacher thinking, the present study aims at identifying how teachers view themselves as readers of foreign language, how they think reading is taught, their concerns about reading instruction and if they are using reading strategies in the classroom.

The Study

The purpose of this study was to investigate teachers' views about and approaches to reading instruction at university preparatory levels as to how teachers view themselves as readers of L2, how they think reading is taught, their concerns about reading instruction and if they are using reading strategies in the classroom. It was hoped that this study would also reveal information about the relationship between how teachers viewed themselves as readers and how this reflected in their classroom practices.

The study addressed the following research questions:
1. How do teachers view themselves as readers in L2?
2. Do they use reading strategies in their daily lives? (If yes) Which strategies do they use?
3. How do teachers teach reading?
4. How do teachers think reading should be taught?
5. What are teachers' concerns about teaching reading in the classroom?
6. Are teachers using or teaching reading strategies in reading instruction? How do teachers choose which strategy to use? What are teachers' purposes for teaching strategies?

Setting and Participants

The study was conducted at Cag University, Cukurova University, and Mersin University, Turkey. The preparatory school education offered at these universities consists of two 14-week semesters. Students are placed at appropriate levels from beginner to pre-intermediate level at the beginning of the academic year. In Cukurova and Mersin Universities reading skill is taught in a general course, in Cag University reading skill is taught as a seperate course as three hours a week. Generally a reading book or a course book is followed which include pre-reading, while-reading and post-reading strategies.

Fifty teachers were selected from the preparatory schools of Cag University, Cukurova University, and Mersin University for the questionnaire by using convenience sampling. Thirty-nine of the participants were female and eleven of the participants were male. After the analysis of the questionnaire, criterion sampling was used for the identification of interview participants. The logic of criterion sampling is to review and study the cases that meet some predetermined criterion of importance (Patton, 1990). Six of the participants were chosen according to the diversity of the answers they gave on the questionnaire. The following criteria were considered while choosing the six participants for the interview:
- Their perceptions of themselves as readers
- The degree of familiarity with the concept of reading strategies

- The university they work at.

Three of the lecturers were chosen from Cag University, two of them were from Cukurova University and one of them was from Mersin University. According to the findings from the questionnaires, three of the participants regarded themselves as "very good readers", and three others as "good readers." Additionally, two of the lecturers indicated that they were very familiar with the concept of reading strategies, two of them were somewhat familiar and two of them were slightly familiar with the concept of reading strategies.

Data Collection

In this study, quantitative data were collected through questionnaires, and qualitative data were gathered through semi-structured open-ended interviews. The questionnaire allowed gathering information about the teachers' perception of themselves as readers and their perception and understanding of reading strategies and the purpose for teaching them. The questionnaire was adopted from the study carried out at Eastern Mediterrannean University by Sallı (2002). The questionnaire consisted of six parts. The first part aimed at gathering background information about the participants; their names, gender, years of teaching experience at university, and degree (programs) completed. The questionnaire consisted of some open-ended questions and Likert-type items to identify how the instructors viewed themselves as readers in L2, whether they used or taught reading strategies in reading instruction or not, how they decided to choose which strategy to use, how frequently they taught reading strategies. Finally, last part of the questionnaire aimed at gathering instructors' perceptions of the materials in terms of the degree of reading strategies they fostered.

The interviews, on the other hand, were conducted in order to obtain detailed information about the teachers' concerns about teaching reading in the classroom, how they dealt with them, the properties of an ideal reading instruction and how teachers decided which strategies to teach. The interview questions (Appendix 2) were prepared by taking into consideration a typical reading lesson. In other words, questions were designed in order to gather data on how teachers taught reading, what their concerns were, how they dealt with the problems, and whether they employed particular reading strategies to facilitate students' comprehension of texts before, during, or after reading. Additionally, such follow-up questions as how teachers did what they did and why they did such activities were also asked.

Data Analysis
Analysis of Questionnaire Findings

The items in parts IV, V, and VI of the questionnaire (Appendix 1) were analyzed using the Statistical Package for Social Sciences (SPSS). For every item, frequencies and percentages were taken. In order to find the significance of the distribution of answers for each item, Chi-square tests were used.

Analysis of Interview Data

Semi-structured interviews (Appendix 2) were conducted after the analysis of the questionnaires. The aim of the interview was to get in-depth information about strategy training and find answers to how instructors taught reading, how they thought reading should be taught and their concerns about teaching reading. The interviews were tape-recorded, transcribed and analyzed by the researcher. The questions were analyzed on a cross-sectional basis (Mason, 1996). Moreover, non-cross sectional analysis of individual transcripts also revealed additional points. Content analysis, which is the process of identifying, coding, and categorizing the primary patterns in the data (Patton, 1990), was used for coding data and identifying the categories within data.

Findings

The general impression from the questionnaire is that when the teachers were asked to rate themselves as readers the majority of the teachers found themselves good or very good readers (88%). It is difficult for them to understand the texts which do not provide any background knowledge or enough vocabulary knowledge. Most of the teachers have at least an idea of what reading strategies are and why they need to teach reading strategies. The table below shows how familiar the teachers are with the concept of reading strategies.

Table 1. How familiar are the teachers with the concept of reading strategies?

	F	P
Very	22	44,0%
Somewhat	20	40,0%
Slightly	7	14,0%
Not at all	1	2,0%
Total	50	100,0%

Note: F= Frequency; P= Percentage.

The results show that most teachers considered themselves as being 'very' familiar with the concept of reading strategies. Among 50 participants, 20 of them ticked the 'somewhat' option. 7 of the participants said that they were 'slightly' familiar with the concept of reading strategies. Only one teacher indicated the 'not at all' option for this question. The results show that almost all the teachers reported having been familiar with the reading strategies and having some ideas about them.

According to the teachers, students' limited knowledge of vocabulary was the most important difficulty students faced with in understanding a text. As Laufer (2003) states no text comprehension is possible without understanding the text's vocabulary and it has been consistently demonstrated that reading comprehension is strongly related to vocabulary knowledge, more strongly than to the other components of reading. In such cases teachers generally suggested guessing the meaning of words from context and using a dictionary. During the interviews, all the participants reported that students also faced difficulties while reading because of lack of the knowledge of grammar, unfamiliar topic and inappropriate level of the text. Nevertheless, the teachers' suggested solutions to the problems were quite diverse. They stated that they simplified the text, made explanatory sentences, and gave examples. Some of the teachers also explained that they made the students use reading strategies.

According to the teachers' reports we can conclude that they prefer using pre-reading, while reading, and post-reading strategies and they follow the activities or the strategies suggested by the books. Such instruction combines direct teaching of several strategies while students are reading and comprehending a text (Grabe, 2004). Students learn to engage with texts strategically through a process of teacher modeling, teacher support, and gradual independent use of strategies to comprehend the text better (ibid.). From the questionnaire and interview results we can conclude that teachers tend to use more pre-reading strategies such as making use of pictures, titles and while-reading strategies like anticipating what is to come, or guessing the meaning of the word from the context. On the contrary, it seems that teachers are less likely to use post-reading strategies. Table 2 presents the results for the items that are considered as pre-reading strategies. The general impression is that the teachers do most of pre-reading activities in class before they have students read the text. It is clearly seen that almost all the teachers (80 %) usually or always set a purpose for reading.

Table 2. Items Related to Pre-Reading Strategies

Question	Always	Usually	Sometimes	Rarely or Never	χ^2
Q.1	25 (50,0%)	15 (30,0%)	5 (10,0%)	3 (6,0%)	25,667**
Q.2	33 (66,0%)	9 (18,0%)	5 (10,0%)	2 (6,0%)	46,320**
Q.3	36 (72,0%)	8 (16,0%)	4 (8,0%)	2 (4,0%)	60,400**
Q.4	17 (34,0%)	18 (36,0%)	11 (22,0%)	2 (4,0%)	13,500**
Q.5	2 (4,0%)	10 (20,0%)	16 (32,0%)	21 (28,0%)	16,388**
Q.6	7 (14,0%)	16 (32,0%)	11 (22,0%)	14 (28,0%)	3,833
Q.7	37 (74,0%)	7 (14,0%)	4 (8,0%)	2 (4,0%)	65,040**
Q.8	8 (16,0%)	8 (16,0%)	20 (40,0%)	13 (26,0%)	7,898*
Q.9	7 (14,0%)	15 (30,0%)	17 (34,0%)	9 (18,0%)	5,667
Q.10	12 (24,0%)	19 (38,0%)	14 (28,0%)	4 (8,0%)	9,531*

Note: Q1. I set a purpose for reading.

Q2. I ask students to read the titles and predict what the text is about.

Q3. I ask students to look at illustrations/pictures and try to guess how they relate to the text.

Q4. I set a context before students begin reading.

Q5. I use instructional aids (e.g. realia, music, etc.) to set a context.

Q6. I have the students quickly look over the text before reading.

Q7. I ask students warm-up questions related to the text before reading.

Q8. I teach vocabulary before students read the text.

Q9. Before doing discussions or any other activity, I have students read the text.

Q10. I ask students to relate the text/topic to their experience.

χ^2 = Chi-square

*p<.05   **p<.01

The Chi-square test results for questions 1,2,3,4,5,7,8 and 10 were all found to be significant. Numbers 1, 2, 3, 4, 5, and 7 were significant at a level of p<.01 and number 8 and 10 were found to be significant at a level of p<.05. According to these results, it can be assumed that instruction in pre-reading strategies is a widespread, common part of these teachers' teaching practices. This may be because the coursebooks include pre-reading activities. Moreover, teachers feel the need to motivate students and set a purpose.

The following discussion is about the data gathered on teachers' practices of post-reading strategies. Table 4.16 presents the results for questions 29, 30, 31, 32, 33, 34, 35, 36, and 37, which are about post-reading strategies. Except for questions 31, 33 and 37; the findings for all the other questions were found to be significant on a Chi-square test. Numbers

29, 32, 34, and 35 were found to be significant at a level of p<.01, and numbers 30 and 36 were found to be significant at a level of p<.05. Considering these results, we can conclude that post-reading strategies are at least sometimes applied in the reading instructions. However, as the percentages show in Table 3, post-reading strategies are not as frequently used as pre-reading strategies.

Table 3. Items Related to Post-reading Strategies

Question	Always	Usually	Sometimes	Rarely or Never	χ^2
Q.29	32 (64,0%)	9 (18,0%)	7 (14,0%)	2 (4,0%)	42,640**
Q.30	10 (20,0%)	16 (32,0%)	19 (38,0%)	5 (10,0%)	9,360*
Q.31	19 (38,0%)	12 (24,0%)	11 (22,0%)	8 (16,0%)	5,200
Q.32	15 (30,0%)	22 (44,0%)	11 (22,0%)	2 (4,0%)	16,720**
Q.33	6 (12,0%)	13 (26,0%)	17 (34,0%)	14 (28,0%)	5,200
Q.34	3 (6,0%)	2 (4,0%)	18 (36,0%)	26 (52,0%)	33,694**
Q.35	7 (14,0%)	25 (50,0%)	15 (30,0%)	3 (6,0%)	22,640**
Q.36	4 (8,0%)	10 (20,0%)	19 (38,0%)	15 (30,0%)	10,500*
Q.37	5 (10,0%)	16 (32,0%)	17 (34,0%)	11 (22,0%)	7,408

Note: Q29. I ask comprehension questions about the text.

Q30. I ask students to draw conclusions about the text they have read.

Q31. I ask students to discuss the text after reading.

Q32. I ask students to comment on the text.

Q33. I ask students to summarize the text (written or oral).

Q34. I give students a quiz about the text.

Q35. I give students follow-up activities related to the text.

Q36. I assign students tasks to do using the information in the text.

Q37. I ask students to interpret the texts.

χ^2 = Chi-square

*p<.05   **p<.01

For the use of the materials on reading strategies, most of the teachers followed the tasks given by the books such as visuals, questions or strategies suggested to guide the students. The table below presents teachers' perceptions of the reading strategies presented in the coursebooks.

Table 4. Questions Presented in Questionnaire Part 6

Question	Always	Usually	Sometimes	Rarely or Never	χ^2
Q.1	8 (16,0%)	18 (36,0%)	18 (36,0%)	6 (12,0%)	9,840*
Q.2	7 (14,0%)	20 (40,0%)	13 (26,0%)	10 (20,0%)	7,440
Q.3	13 (26,0%)	13 (26,0%)	13 (26,0%)	11 (22,0%)	0,240
Q.4	9 (18,0%)	16 (32,0%)	4 (8,0%)	21 (42,0%)	13,520*

Note: Q1 The way reading materials are designed is appropriate for teaching reading startegies.

Q2. Reading strategies are included in the materials on an ongoing and systematic basis.

Q3. Each text is designed for specific reading strategies.

Q4. The amount of materials on reading strategies presented in the coursebook is sufficient for teaching   reading strategies.

χ^2 = Chi-square

*p<.05

For question 1, 36% of the teachers indicated that they agreed about the appropriateness in design of the reading materials for teaching reading strategies. For question 2, 54% of the participants strongly agreed or agreed that reading strategies were included in the materials on an ongoing and systematic basis, whereas 26% of the teachers were neutral and 20% of the teachers disagreed or strongly disagreed with this statement. For question 4, 50% of the teachers agreed or strongly agreed that the amount of materials on reading strategies presented in the coursebook was sufficient for teaching reading strategies; other 50% of the teachers chose 'neutral', 'diagree', or 'strongly disagree' options about the issue. The answers to question 3 seem to be more evenly divided; 26% of the teachers strongly agreed, 26% of the teachers agreed, 26% of the teachers were neutral and 22% of the teachers disagreed or strongly disagreed that each text was designed for specific reading strategies. Although the participants did not strongly agree that the reading strategies presented in the coursebooks were well-designed, they relied on the strategies suggested by the books.

It seems that outcome of the interviews are consistent with the results gathered from the questionnaire. The teachers reported that the reading material should be interesting or at least related to the background knowledge of the students. The participants also pointed out that teachers' beliefs, which formed the basis of the way the teacher approaches to reading instruction, was another important factor. During the interviews, all the participants reported that students faced difficulties while reading because of limited knowledge of vocabulary, lack of the knowledge of grammar, unfamiliar topic and inappropriate level of the text. Nevertheless, the teachers' suggested solutions to the problems were quite diverse. They stated that they simplified the text, made explanatory sentences, and gave examples. Some of the teachers also explained that they made the students use reading strategies. As to the use of the materials on reading strategies, most of the teachers followed the tasks given by the books such as visuals, questions or strategies suggested to guide the students. Although the participants did not strongly agree that the reading strategies presented in the coursebooks were well-designed, they relied on the strategies suggested by the books.

<u>Discussion</u>

The findings from the questionnaire showed that the majority of the teachers (88%) viewed themselves good or very good readers and they reported using reading strategies but only limited number of the interviewees expressed clear awareness of using reading strategies in their own readings. They tend to use such strategies as skimming, scanning, guessing the meanings of unknown words, and using the dictionary.

The teachers reported that the reading material should be interesting or at least related to the background knowledge of the students. Similarly, Salatacı and Akyel (2002) found out that the texts should be based on learners' interest and background knowledge. The participants also pointed out that teachers' beliefs, which formed the basis of the way the teacher approaches to reading instruction, was another important factor. In addition to this, although most of the teachers did not express clear awareness of reading strategies, they thought that reading instruction should involve strategy training.

During the interviews, all the participants reported that students faced difficulties because of lack of the knowledge of vocabulary and grammar, unfamiliar topic and inappropriate level of the text. Text comprehension requires both language knowledge (vocabulary and grammar knowledge) and recognition of key ideas (Grabe, 2004). Since unfamiliar topic creates difficulties for students in comprehending a text, teachers should make sure that the passage is on a topic that is familiar to their students or students should be made familiar with the topic (Day, 1994).

The teachers who used reading strategies in their daily lives seemed to make more use of strategy use in their instructions. According to the results of the questionnaire, most of the teachers reported teaching almost all the listed pre-reading strategies, such as predicting what the text was about by making use of the pictures or titles provided in the book, setting a context, or relating the text to the background knowledge of the students. During the interviews, the teachers also mentioned similar strategies. Relating students' background knowledge to the information in the text is mentioned by the majority of the teachers. In order to activate students' schemata participants stated that they made use of the title and the pictures in the book. By doing this, teachers believed that they would motivate students and provide an aim for reading the text. Possible reasons for high usage of pre-reading strategies might be that pre-reading strategies are emphasized in the coursebooks.

As for while reading strategies, teachers reported that they used guessing the meaning of unknown words from context or skipping unknown words instead of stressing the importance of every word, underlining key words, and guessing the upcoming information from the context. During the interviews, it was seen that participants who perceived themselves 'very' familiar with the concept of reading strategies made more use of the while reading strategies than the teachers who perceived themselves 'slightly' familiar with the concept of reading strategies. Regarding teachers' making less usage of while reading strategies, Barnett (1988) explains that helping students to employ strategies in while reading phase can be difficult because individual students need different strategies, yet teachers can pinpoint valuable strategies and explain which strategies individuals most need to practice.

The results of both the questionnaire and the interviews revealed that teachers made less use of the post-reading strategies; this may be because they are less familiar or place less value on post-reading strategies. Two of the participants gave the reason of not having enough time. Almost all of the teachers reported asking comprehension questions. Some of the teachers made use of drawing conclusions, commenting on the text, and summarizing. During the interviews, almost all of the participants talked about two specific strategies, which were answering the questions and summarizing.

The general outcome showed that the text was important about deciding on the strategy and the teachers generally used the strategies suggested by the books. Almost all of the teachers reported making use of titles, pictures and comprehension questions in the coursebooks. Their purposes for teaching certain strategies which were elicited through the questionnaire were as follow:

* To help students understand texts better,
* To develop subskillls for developing overall reading skills,
* To improve students' enjoyment of the texts,
* To enhance autonomy,
* To have students be aware of the language they are learning,
* To prepare students for the text,
* To save time while reading.

The responsibilities of teachers are to train students to determine their own goals and strategies and how to use all these strategies according to their levels, interests, and needs. It is also emphasized in the reading research that creating independent readers, focusing on the text and making use of appropriate strategies should be the long-term goal of strategy training (Grant, 1994 & Janzen, 2003). If the students know what they are doing and their benefits, they are going to enhance their efficiency of reading comprehension to become independent which is the aim of the foreign language teachers (Yigiter, Saricoban & Gurses, 2005).

Conclusion

The present study investigated teachers' views about and approaches to reading instruction and reading strategies. The findings revealed that teachers who used reading strategies in their daily lives were more knowledgeable about reading strategies and they had a clear awareness of the reading strategies while instructing in the classroom.

Unfamiliar texts, lack of vocabulary, and grammar knowledge, inappropriate level of the text were the common points that the teachers reported regarding the difficulties students faced in a reading class. Instructors reported that in case of difficulties they either helped directly to the students or guided them to use reading strategies. Most of the instructors thought that a good reading instruction should involve strategy training.

Instructors tend to use more pre-reading strategies than post-reading strategies. Lack of time, students' boredom, or limited number of activities included in the books were given as reasons for little use of post-reading strategies by teachers. Additionally, it was also found out that teachers relied on the strategies suggested by the course books. During the interviews conducted, instructors suggested that different types of strategies and explicit strategy instructions could be included in the books.

Pedagogical Implications

Based on participant instructors' views, it can be suggested that the reading texts should be familiar to the student; with a familiar text it would be easier to activate student schemata and motivate them to read the text. Lack of time was an issue raised by instructors during the interviews. Most of the teachers stated that they taught the reading skill in a general course and because of that they did not have enough time. If the reading instruction is taught as a separate course, it may be more possible to focus on strategies and enough time can be allocated.

Especially for the teachers who are not very familiar with the concept of reading strategies, more explanations, explicit instructions or why to use certain strategies should be given with the books or in teachers' books.

Various workshops might be organized for the teachers. Through workshops, teachers might be informed about the concept of reading strategies, different strategies and how to train students on those strategies.

As the teachers base their strategy instruction on the strategies suggested by the books, the books should be well-designed for strategy training. Because the teachers in the present study seemed to be more focused on pre-reading strategies than post-reading strategies; the number and the type of post-reading strategies could be increased.

Some of the teachers indicated that they taught certain strategies without drawing students' attention to the importance of them. Following from this, it may be suggested that raising students' consciousness on the value and usefulness of reading strategies is also important.

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Appendix 1

Questionnaire

PART I:

BACKGROUND INFORMATION

Please circle the appropriate choices and provide the necessary information below.

1. Name: ....

2. Surname: ....

3. Gender: a. Male   b. Female

4. Years of teaching experience at university

     a. Less than 1 year

     b. 1-4

     c. 5-8

     d. 9-12

     e. 13-16

     f. 17 or more

5. Do you teach reading in a general course or as a seperate reading course?

    _____

6. Degree Program(s) completed:

    a. BA/BS in _____ at (university)

    _____(year) _____.

    b. MA/MBA in _____ at (university)

    _____(year) _____.

    c. PhD in_____ at (university)

    _____(year) _____.

PART II:

Please answer the questions as frankly as possible .

1. Do you think that you are a good reader?

   Very Good___   Good____   Avarage___   Not Very Good____
   Why or why not?

2. What types of reading materials are most difficult for you to understand?

3. What types of reading materials are easiest for you to understand?

4. What causes you the greatest difficulty when you try to understand what you read?

5. What could you do to be better at understanding what you read?

6. What do you do when you come to a word that you do not understand?

7. What might stop you when you are reading?

8. When you are reading and you have difficulty, what do you do?

       a. Do you ever repeat what you are reading in your own words?

       Always___   Usually___   Sometimes____   Rarely____   Never___

       b. Do you ever reread something that does not make sense?

       Always___   Usually___   Sometimes____   Rarely____   Never___

       c. Do you ever ask yourself questions as you read? Yes_____   No_____

       Always___   Usually___   Sometimes____   Rarely____   Never___

PART III:

1. How familiar are you with the concept of reading strategies? Please put a tick (√) in the appropriate box.

      Very

      Somewhat

      Slightly

      Not at all

2. What are your reasons for teaching reading strategies in class. (Please (√) tick all that apply)

      It helps students understand texts better.

      To improve their enjoyment of the texts.

      Because they are included in the pack.

      To develop subskills for developing overall reading skills.

      For the appreciation of the text.

      To have students be aware of the language they are learning.

      To save time while reading.

      To prepare students for the tests.

      To enhance autonomy.

Others

      _____

3. Have you taken any courses related to teaching reading or reading strategies during your education?

      _____

PART IV:

While answering the questions in this part, please consider **what you actually do** while dealing with a reading test. Tick (√) only **one option** for each item.

5- always,   4- usually,   3- sometimes,   2-rarely,   1- never

No.	Items	5	4	3	2	1
1.	I set a purpose for reading.					
2.	I ask students to read the titles and predict what the text is about.					
3.	I ask students to look at illustrations/pictures and try to guess how they relate to the text.					
4.	I set a context before students begin reading.					
5.	I use instructional aids (e.g. realia,music,etc.) to set a context.					
6.	I have the students quickly look over the text before reading.					
7.	I ask students warm-up questions related to the text before reading.					
8.	I teach vocabulary before students read the text.					
9.	Before doing discussions or any other activity, I have students read the text.					
10.	I ask students to relate the text/topic to their experience.					
11.	I ask students to relate what they read to what they already know.					
12.	I set a time limit for reading in class.					
13.	I teach all the new vocabulary in the text.					
14.	I ask students to use monolingual dictionary.					
15.	I allow students to use a bilingual dictionary.					
16.	I teach students how to guess the meaning of unknown words.					
17.	I ask students to guess/predict the meaning of unknown words.					
18.	I tell the students to skip unknown words.					
19.	I ask students to underline unknown words.					

20.	I ask students to underline key words and/or phrases.					
21.	I ask students to take notes while reading.					
22.	I tell students to read carefully and slowly.					
23.	I stress the importance of reading every word.					
24.	I ask students to read the text more than once.					
25.	I ask students to try to visualize what they read.					
26.	I tell students to make guesses about up-coming information in the text.					
27.	I have students read aloud in class one at a time.					
28.	I teach students to read the first and last paragraphs more carefully.					
29.	I ask comprehension questions about the text.					
30.	I ask students to draw conclusions about the text they have read.					
31.	I ask students to discuss the text after reading.					
32.	I ask students to comment on the text.					
33.	I ask students to summarize the text (written or oral).					
34.	I give students a quiz about the text.					
35.	I give students follow-up activities related to the text.					
36.	I assign students tasks to do using the information in the text.					
37.	I ask students to interpret the text.					

PART V:

Please answer the questions below considering the reading materials in coursebooks.

5- always,   4- usually,   3- sometimes,   2-rarely,   1- never

No.	Items	5	4	3	2	1
1.	I use the pictures in the coursebook.					
2.	I use the instructions step by step in the coursebook.					
3.	I prefer using the 'suggested approach' materials in the book.					
4.	I try to simplify the materials in terms of language					
5.	I make changes in the materials in terms of content.					
6.	When the text is unfamiliar to students, I try to relate it to their culture.					
7.	When the text is culturally unfamiliar to students I skip it and use other materials.					
8.	In addition to the reading text provided, I use extra aids.					

PART VI:

Answer the questions below considering if the reading materials foster reading strategy training.

5- strongly agree, 4- agree, 3- neutral, 2-disagree, 1- strongly disagree

No.	Items	5	4	3	2	1
1.	The way reading materials are designed is appropriate for teaching reading strategies.					
2.	Reading strategies are included in the materials on an ongoing and systematic basis.					
3.	Each text is designed for specific reading strategies					
4.	The amount of materials on reading strategies presented in the coursebook is sufficient for teaching reading strategies.					

Appendix 2

Interview Questions

Part 1

1- How long have you been teaching reading?

2- What are the difficulties in reading that students face in your classroom?

3- What kind of solutions do you suggest for the problems?

4- What do you do to ensure that students understand the reading material?

5- What kinds of factors affect the degree of success of a reading instruction? (ex: material, motivation,teacher…)

6- What should be the properties of a reading instruction? (How do you think reading should be taught?)

Part 2

1- What do you think reading strategies are? (What are the reasons for using reading strategies?)

2- Do you use reading strategies in your daily life?

3- If yes - what are they? (how do you use?)

     - what are your reasons?

4- Do you teach any reading strategies in your reading instruction? Why/ why not?

5- Do you model any strategies to make comprehension easier for students? If yes, what kind of models do you suggest to your students?

6- Suppose you are giving a text to your students. How would you deal with it as a start before students read it? (ex: give the vocabulary, activate schemata…)

7- As the students start reading do you suggest them to use reading strategies?

    a- If yes, what are they?

8- After reading do you encourage your students to use reading strategies?

    a- If yes, what kind of strategies would you suggest your students?

9. Do you have any criteria when choosing a strategy for your students?

    a- If yes what are they?