

**A COMPARISON OF SUSTAINED SILENT READING
(SSR) AND READING WHILE LISTENING (RWL)
TECHNIQUES IN EFL READING COMPREHENSION:
A STUDY WITH 8th GRADE TURKISH STUDENTS**

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TURKISH STUDENTS**

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M. A. THESIS

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ESKİŐEHİR

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**YABANCI DİL OLARAK İNGİLİZCE OKUMA ANLAMADA
SESSİZ OKUMA VE OKURKEN DİNLEME TEKNİKLERİNİN
KARŞILAŞTIRILMASI: 8. SINIF TÜRK ÖĞRENCİLERİYLE
BİR ÇALIŞMA**

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YÜKSEK LİSANS TEZİ

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JÜRİ VE ENSTİTÜ ONAYI

Sebla NAZLI'nın "A Comparison of Sustained Silent Reading (SSR) and Reading While Listening (RWL) Techniques in EFL Reading Comprehension: A Study with 8th Grade Turkish Students" başlıklı tezi 27.02.2012 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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M. A. THESIS ABSTRACT**A COMPARISON OF SUSTAINED SILENT READING (SSR) AND READING
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COMPREHENSION: A STUDY WITH 8th GRADE TURKISH STUDENTS****Sebla NAZLI****Anadolu University, Institute of Educational Sciences****English Language Teaching Department, February 2012****Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE**

To be able to read in a foreign language is an indispensable skill of language learning. Most of the research conducted on reading dwells on understanding the nature of it and improving reading comprehension process. This particular research attempts to investigate the effectiveness of two different techniques on the reading comprehension of 8th grade EFL students in a state primary school. One of them is sustained silent reading (SSR) and the other is reading while listening (RWL). The participants in the study are 45 elementary level students at Yusuf Köstem Primary School in Bursa. They are assigned into three different groups; two experimental groups and a control group. The materials used in the study are twelve different reading texts for the implementation of the techniques, a pre-test which is also given as post test-1 and post-test-2, and a questionnaire. During a six week period, all the students in the experimental groups read the texts silently, or read and listen to them simultaneously and answer the follow up questions. They were given post test-1 after three weeks of silent reading / reading while listening, and post test-2 at the end of six weeks. The study was completed over

nine weeks, including the reading procedure, implementing pre and post-tests, and the questionnaire in the first semester of 2010 - 2011 academic year. The scores of the groups are compared using one-way analyses of variance (ANOVA) for independent samples, post hoc Scheffé tests for multiple comparison, t-test for independent samples, and paired samples t-tests using SPSS 16.0 version. The outcomes of the statistical analyses revealed that SSR and RWL sessions led to similar gain scores in the short-term, after three weeks on post-test-1; whereas RWL group students outperformed SSR and control group students on post-test-2, at the end of six-week period. Results of within group analyses showed that students in one of the experimental groups improved their scores after SSR and RWL sessions, while students in the other experimental group were able to do that only after RWL. In addition, SSR and RWL group students performed much better on both tests than the control group students who didn't participate in the reading / listening sessions. The findings of the research provided evidence that the amount of exposure to reading played an important role on improving students' reading comprehension, listening to the audio recordings of texts was helpful to support reading, SSR and RWL sessions resulted in positive changes on the students' opinions and increased their awareness in reading in English. As a conclusion, it is suggested that an integrated practice of silent reading and reading while listening should be used in the lessons in order to enhance the reading comprehension development of EFL learners.

Key words: Reading, Reading comprehension in EFL, Sustained Silent Reading (SSR), Reading- While- Listening (RWL).

YÜKSEK LİSANS TEZ ÖZÜ

**YABANCI DİL OLARAK İNGİLİZCE OKUMA ANLAMADA SESSİZ OKUMA
VE OKURKEN DİNLEME TEKNİKLERİNİN KARŞILAŞTIRILMASI: 8. SINIF
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Yabancı bir dilde okuyabilme, yabancı dil öğreniminin ayrılmaz bir becerisidir. Okuma alanında yapılan çalışmaların çoğu, okumanın doğasını anlamak ve okuma anlama sürecini iyileştirmek üzerinde durmaktadır. Bu araştırma, iki farklı tekniğin İngilizceyi yabancı dil olarak öğrenen ilköğretim devlet okulu sekizinci sınıf öğrencilerinin okuma anlamaları üzerindeki etkilerini araştırmayı amaçlar. Bunlardan biri sürekli sessiz okuma, diğeri ise okurken dinleme tekniğidir. Çalışmaya Bursa ilindeki Yusuf Köstem İlköğretim Okulu'nda öğrenci olan, temel seviyede İngilizce bilgisine sahip 45 öğrenci katılmıştır. Öğrenciler iki deney grubu ve bir kontrol grup olmak üzere üç gruba ayrılmışlardır. Çalışmada teknikleri uygulamak için on iki farklı okuma metni, aynı zamanda son testler olarak da kullanılan bir ön test ve bir anket kullanılmıştır. Uygulama grubundaki tüm öğrenciler altı hafta boyunca metinleri ya sadece sessiz okumuşlar ya da eş zamanlı olarak hem okuyup hem dinlemişler ve parçalarla ilgili soruları cevaplandırmışlardır. Üç hafta sonunda tüm gruplara 1. son test, altı hafta sonunda ise 2. son test verilmiştir. Çalışma, 2010 - 2011 akademik yılının ilk yarısında ön test, 1. ve 2. son testler, uygulama süreci ve anket ile birlikte dokuz haftada

tamamlanmıştır. Grupların sonuçları SPSS 16 versiyonu kullanılarak gruplar arası tek yönlü varyans analizleri, çoklu karşılaştırma Scheffé izleme testleri, bağımlı ve bağımsız örneklem için t-testleri ile karşılaştırılmıştır. İstatistik analiz sonuçları , sessiz okuma ve okurken dinleme uygulamalarının kısa bir süre içinde, üç hafta sonunda 1. son testte, benzer sonuçlara yol açtığını; bununla beraber okurken dinleme yapan grubun altı hafta sonunda 2. son testte, sadece sessiz okuma yapan grup ve kontrol grubu öğrencilerinden daha yüksek sonuçlar elde ettiğini ortaya çıkarmıştır. Yapılan grup içi analizler ise, deney gruplarından birinde bulunan öğrencilerin hem sessiz okuma hem de okurken dinleme uygulamalarından sonra testlerde yüksek notlar aldığını, fakat diğer deney grubu öğrencilerinin sadece okurken dinleme uygulamasından sonra notlarının yükseldiğini göstermiştir. Ayrıca, sessiz okuma ve okurken dinleme grubu öğrencileri her iki testte de okuma /dinleme uygulamalarına katılmamış olan kontrol grubu öğrencilerinden daha iyi sonuçlar elde etmişlerdir. Araştırma sonuçları okuma miktarının öğrencilerin okuma anlamalarını geliştirmede önemli rol oynadığına, parçaların sesli kayıtlarını dinlemenin okumayı desteklemede yardımcı olduğuna, sessiz okuma ve okurken dinleme uygulamalarının öğrencilerin İngilizce okuma hakkındaki düşünceleri üzerinde olumlu etkileri olduğuna ve farkındalıklarını arttırdığına dair kanıtlar sağlamıştır. Sonuç olarak, İngilizceyi yabancı bir dil olarak öğrenen öğrencilerin okuma anlamalarını geliştirebilmeleri için, derslerde sessiz okuma ve dinlemenin birleştirildiği bir yöntemin kullanılması önerilmektedir.

Anahtar kelimeler: Okuma, Yabancı dilde okuduğunu anlama, Sessiz okuma, Okurken dinleme.

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SYMBOLS AND ABBREVIATIONS

- DCT:** Dual Coding Theory
- RA:** Reading Aloud
- RWL:** Reading While Listening
- SSR:** Sustained Silent Reading

CHAPTER I INTRODUCTION

1.1.Introduction

Reading is a cognitive and complex skill to produce comprehension. The aim of it is to get a meaning from a piece of written text. The reader with the help of a text learns new information and / or remembers what he already knows. Readers simply read different kinds of texts everyday without paying attention, because they have to read, or because they simply want to read. Reading is not just a skill for comprehension or getting the meaning, but it is also required to develop the linguistic abilities when learning a language. Hence, it is essential for learning a language. According to Grabe and Stoller (2001) reading serves as a primary tool for independent learning whether the goal is performing better on academic tasks, learning more about a subject matter, or improving language abilities. Although the reasons may vary, more or less, people may need to read in a foreign language as much as they do in the native language.

The research on reading generally dwells on understanding the nature of it and exploring the ways to improve it. Many approaches, methods or theories with this aim have emerged in the research area. Much research is conducted in L1, L2 and foreign language reading to investigate the different characteristics of them and the variables influencing reading comprehension. According to Gardiner (2005) if comprehending reading materials is a skill, it must be practised to be improved. This is supported by Krashen (2009) who has stated that “ only one method of improving reading ability really works: Engaging in a great deal of interesting (better yet, compelling), and comprehensible reading ” (p.20).

One of the techniques which has gained much attention is sustained silent reading. Sustained Silent Reading (SSR) is a time when students, including the teacher, read silently for a given period of time (Butler and Turbill, 1987; cited in Kimbell-Lopez, 2003). Birmingham (2001) also defines it as “ the act where the students are given class time to read silently at their desks” (p. 2). SSR is individual and it gives opportunity to students to practise their reading skills. It is based on the idea that the more students read, the better their reading comprehension skills get. Though it is not a new practice, benefits of SSR have been well understood and it has become a useful

component of the reading programmes in many schools and in different countries; in L1, L2 as well as in FL reading. In our country, some schools hold silent reading sessions in which the students bring their own books and read at the same time for a period generally between 10 to 20 minutes. The educational goal of these reading times is the development of reading habits in Turkish. It is worth investigating whether this is also possible with reading materials in English to improve reading skills of students. This study is highly motivated from this idea.

Another recent and popular technique in reading is integrating listening into the reading process, that is Reading-While-Listening (RWL). Listening, like reading, is a receptive skill and has the aim of getting a meaning or message. Roberts and Lunzer (1968, as cited in Williams,1973) defined reading as type of listening with visual input. Hirai (1999) has stated that cognitive processes involved in listening and reading comprehension seem to be quite similar, because listeners and readers focus on aural or visual input to construct meaning and relate what they hear or read to their knowledge. Moreover, it is widely believed that when more kinds of channels are engaged in the learning process, the more gains occur. This view is also supported by Sippola (1985) who has emphasized that receiving information from two sensory channels- auditory (listening) and visual (reading)- can facilitate the reading comprehension; as these two channels reinforce each other.

A practical way of simultaneous reading and listening is using audiobooks. They allow students to read and listen the books at the same time. According to Grover and Hannegan (2005), there is a growing interest in audiobooks because much research has demonstrated that listening to audiobooks improves many aspects of language like reading comprehension, fluency, language acquisition and vocabulary development. Another researcher Prowse (2002) states that we can encourage students to get involved into books by listening the audiobooks, even when reading is impossible (e.g. in the car). Thus, the role of listening in development of reading skill is worth investigating. The effects of simultaneous reading and listening instruction have been much investigated. The present study aims to compare the effects and the possible benefits of sustained silent reading and reading-while-listening techniques on the reading comprehension of Turkish EFL students with elementary levels of English in a primary school.

1.2.Statement of the Problem

When the students struggle in reading, one of the best ways to move them forward is to engage them into reading, as reading improvement depends largely on the amount of time that the students spend engaged in reading (Rasinski, et al., 2010). According to the same authors (2010) many students have passive school lives. They allow school happen to them. These students don't take the initiative to employ reading and writing for their own purposes and pleasure. The teachers' job here is to immerse the students fully and completely in the task of reading. As Wray and Lewis (1983) state some reading teachers allocate classroom times for independent silent reading, because they believe it is an effective and efficient way to develop reading fluency of their students (cited in Osborn, 2007).

In primary schools in Turkey, 4th and 5th grade students have three hours; 6th, 7th and 8th graders have four hours of English lessons a week. Since the time is limited, there is hardly any time to focus on skill improvement in the classrooms. Teachers have to conduct the lessons and use the activities in such a way that the students can cover not only reading but also other skills. In the classrooms, reading lessons are usually done with careful and detailed reading by using the texts in the lesson books under the guidance of the teacher. However reading is not something that the teacher explains the meaning of words, sentences or the passages for the students. Even though students learn English at school for many years and are exposed to reading texts, not all of them succeed in reading in English. The 8th grade EFL students in this study have been learning English for 5 years in a primary school. Despite so many years, they can't read in English for pleasure without difficulty. The only reading texts they encounter are the reading passages in their coursebooks. So their exposure to English is very limited. Shany (1992) suggests that one should have a large number of passages for practice to improve familiarity with the semantic and syntactic structures of the texts and to get efficiency with more words. Moreover, Erken (2007) claims that the students in Turkey regard English just as a subject which should be memorized before the exams in order to get a high mark. Nassaji (2011) also has a supporting view: “ In many EFL contexts, English is merely a compulsory subject that learners have to take. Also, in such contexts for many learners, the only motivation for learning to read could be passing exams or

getting scores on tests '' (p.177). Hence, with this study it is aimed to promote students' familiarity with reading in English without having test scores through reading twelve different texts for a period of six weeks and convey the idea that reading on their own in English is something they can achieve.

According to Mendi (2009) most students are well aware of the importance of reading for language learning, but they do not spend much time reading materials in English outside the classroom. She claims that students might lack reading habits in their L1 which influence their L2 reading. Nassaji (2011) says '' Beginner L2 readers often use strategies such as engaging word-by-word reading, translating into their L1, or paying too much attention to words that are not essential to the overall meaning of the texts '' (p.178) . (All of these are found to be used by the subjects of this study at the beginning of the research). Türker (2010) in his thesis states that in almost every class, there are students who find reading in a foreign language challenging although they are critical readers in their native language. There are also students who have never liked reading. This is supported by Trelease (2001) who says many students know how to read, but they don't like it enough to do it very often. Taylor and et. al., (1990) stated '' it seems that middle to upper elementary-aged children are not spending much time either at school or at home actually reading, hence there appears to be an incongruity between theory and practice in reading ''(p. 352) . Finally, Gardiner (2005) proposes a solution to this problem by suggesting to encourage and provide silent reading times in the classrooms for the students who don't read much.

Listening like reading is a passive or receptive skill. It is not required from a reader or listener to produce anything like a writer or speaker; but only receive information. They share similar cognitive abilities, so listening can be of use to reinforce the reading skill. It is a fundamental language skill that typically develops faster than other skills and often affects the development of reading and writing ability in the new language (Scarcella and Oxford, 1992). According to Tompkins (2002) listening is often taught in the classrooms as a pay attention tool; rather than as a process of thinking and constructing meaning (p.281). However, in reading programmes, listening the audio materials can provide an important dimension. There is much evidence that listening to audiobooks provide benefits to many aspects of language skills like listening, vocabulary knowledge and especially to reading skill.

Audiobooks can be very powerful for the students who struggle in reading especially in L2 and EFL reading settings. Beers (1998) explains that they act as a scaffold which allows students to read above their actual reading level. Grover and Hannegan (2005) also discovered the benefits of including the audiobooks into the language learning contexts. In his study, Sippola (1985) mentions that use of the listen-and-read procedure is a popular supplementary technique by which reading is taught.

From another point of view, audiobooks can give students the opportunity to hear a standard pronunciation of the written material. Askildson (2008) points out that concurrent reading and listening in the form of the Reading-While-Listening (RWL) technique develops phonemic awareness and phonological abilities of readers which are necessary for reading development. A general problem of Turkish students, especially those in primary school, is that they tend to read the words and sentences just the same as they are written in Turkish. This is because English and Turkish have different phonologies and their L1 has a bad effect on reading in English. With the help of RWL technique, this trouble can also be minimized as they hear the correct pronunciation of the texts while following along.

Moreover, Sawada (2009) suggests that teachers need to develop and implement a variety of different instructions in the classrooms which allow students to learn with different learning channels. As stated before, with RWL students get the meaning from two channels-auditory and visual, and learning is fostered when different senses are engaged. This is especially required for young learners in primary schools to motivate them to read in another language. Erken (2007) states teachers should keep in mind that spoken words (listening) are not enough for young learners to learn; so they also need to see the written material.

As a conclusion, with this study it is firstly aimed to get the students used to reading and develop their familiarity in English by reading twelve texts using sustained silent reading (SSR) and reading while listening (RWL) techniques. Secondly, the effectiveness of these two techniques in reading is compared. It is predicted that getting information from two channels (reading and listening) rather than one (silent reading) would lead to higher gains in their reading comprehension.

1.3. Background of the Study

One of the main skills in teaching a second / foreign language is reading. There are many examples of research which have proved the benefits of reading on language development in general, improvement in vocabulary knowledge or reading speed with foreign language learners at the various levels. Dlugosz (2000) states that reading is too difficult for pupils who have just entered school. She explains in her article that early students of English, even those who have not yet learnt to read in their native tongue, will benefit from learning to read from the beginning of their contact with a foreign language. Dlugosz (ibid.) also suggests that text-oriented programmes based on textbooks should be developed with recordings as an option for the teachers.

Readers of a text in L1, L2 and foreign language need motivation. Guthrie and Wigfield (1999) emphasized that “ constructing meaning during reading is a motivated act ” (p.199). It should be interesting and motivating for reading more. Readers tend to drop reading the book they don't like, or if it is beyond their reading level; no matter it is in L1, L2 or FL. It is the same for students in the schools. They are interested in reading texts that are relevant to their own experiences (Carrell and Eisterhold, 1983).

Attitudes towards reading in L1 also influences L2 reading. Students who don't like to read in their L1 probably dislike reading in another language. Anderson (2006) supports this by stating that students do not like reading because they have never experienced the pleasure from it. He explains that the readers who don't like to read in their second language say they don't like to read in their first language either. Rasinski, et al., (2010) stated that most students who have difficulty learning to read also dislike reading. They have experienced pain and frustration, as a result they associate reading with unpleasant experiences. Reading in another language definitely should be made more attractive for readers.

Readers develop comprehension skills through doing a lot of reading. Reading motivation of the students can also increase with the amount of reading they do, and this in turn improves their text comprehension. In this study, students are given silent reading / listening times to read and listen texts on their own. These in-class reading / listening passages of which readabilities and difficulties are calculated by using on-line readability formulae (explained in detail under 2.6.1. , p.34) and found to be suitable to

their levels. In addition, reading texts are chosen from 700, 800 and 900- word level graded reading textbooks for students with low levels of English, in which topics are interesting for the students in primary schools. It is stated by the writer of the books Bennet (2008) ‘‘ Reading passages in the books are intended to be entertaining, informative and useful. They are international in scope to stimulate interest and knowledge of other places and cultures. They focus on the reading skills of the students with beginning to intermediate levels of English ’’. These reading times can be motivating for the students of this study to read in English, even lead them to read in English outside the classroom on their own. This is what this study intends to do: Creating life-long readers. As Carrell and Eisterhold (1983) say through silent reading of texts, students become self-directed agents seeking meaning. According to Weaver (2002) reading will not flourish in a classroom where there are a few books and infrequent opportunities for sustained reading of self-chosen books. Nor will it flourish in a classroom where teaching reading with separate skills and strategies and with little opportunity to read (p.276). It is a requirement to provide students a variety of reading materials and learning opportunities for actual reading in the classrooms.

It is for sure that there are children in the classrooms with different abilities, different styles of learning and with different attitudes to English, especially to reading. Some of them may comprehend better when they see the pictures related to the texts, some auditory learners prefer listening to texts or having the texts read to them, while others understand better when they work on the texts on their own. This is what multiple intelligence theory says. It is a difficult task to respond to all their different needs and interests, but helping them to become independent readers, and integrating a different channel like listening into the reading lessons can increase their reading comprehension and motivation to reading.

In the school where this study is conducted, everyday in the first lesson there are 20 minutes of reading sessions in Turkish. Students bring their own books and all the students in the school read at the same time, while classical music without lyrics is playing in the background. The educational goal of these reading times is the development of reading habits in L1. Thinking that this can also be possible with reading English materials, this study aims to improve 8th grade students’ reading skills through reading texts that are suitable for their level. In this reading programme, audio

recordings of the texts are also used to see if they make any difference on the students' reading text comprehension. Finally, Wolfson (2008) suggested that using audio materials can be an effective alternative to reading traditional texts to improve reading and to develop literacy skills and reading strategies of children in secondary schools.

1.4. Significance of the Study

This study was significant for some reasons. First of all, few studies exist on reading in state primary school settings in Turkey. Most of the studies are conducted with either university students or students with high levels of English. There are some thesis written on reading -especially in recent years- and they analyzed the effects of some instructions and techniques in reading on the different aspects of language: Effects of extensive reading on vocabulary improvement (Tüm,1995) and on reading development (Kara, 2006); effects of extensive short story reading on the development of writing skills (Özen,2000); students' and teachers' perceptions on extensive reading (Tezdiker, 2007; Demir, 2010); effects of multiple intelligence activities on reading comprehension and use of vocabulary (Saraç, 2008); web- based reading activities as extensive reading on reading motivation and language proficiency (Büyükyazı, 2007); relationship between reading strategies, motivation and reading test performance (Mendi, 2009); and effects of leisure-time activities on reading comprehension and attitudes towards reading (Gül, 2008). There is a study with 6th grade primary school students: Sert (2010) investigated some variables that affect the levels of students' reading comprehension; like gender, parents' education level, reading habits, etc. His thesis was most like a case study to find out an existing situation affecting reading in English rather than application of a reading instruction. Unlike other thesis, this study attempts to create some kind of difference on primary school students' reading abilities in English and to investigate the effects of two different techniques on reading comprehension in a primary school setting.

Next, this study employs a dual coding approach to reading which includes a combination of reading and listening skills. The effects of RWL technique has been mostly investigated in L1. As Askildson (2008) stated that in reading area there is a lack of research on RWL applied to L2 reading development and this is the case for EFL

reading. Effects of simultaneous reading while listening (RWL) audio recordings of texts in a primary school setting still haven't been investigated in Turkey. A very recent thesis which is written by Türker (2010) explored the effectiveness of audio books on reading comprehension in university EFL context. In his study, the subjects read the books or listened the audiobooks outside the classroom. He suggested that the same procedure can be followed in a classroom environment rather than outside reading. Hence, the reading /listening sessions in this study are held in a classroom setting; students either read the texts silently or read and listen the audio recordings. There was a need for investigating RWL, and its' effects on reading comprehension of primary school students.

To sum up, with this study it is aimed to improve the familiarity of primary school students with reading in English by using sustained silent reading (SSR) and reading while listening (RWL) techniques. Taking into consideration of individual differences, two types of techniques are used; as there may be aural students who comprehend better by hearing the texts or the students who prefer reading silently. The outcomes of the study may bring light to the research area.

1.5. The Purpose of the Study and Research Questions

This research is designed to investigate the effectiveness of sustained silent reading and reading-while-listening techniques on reading comprehension of texts by eight grade EFL students in a state primary school in Turkey. With this study, it is aimed to increase the students' familiarity with reading in English by reading and listening twelve texts. It is expected that getting information from two channels (reading and listening) rather than one (silent reading) will lead to a better comprehension of the texts. In addition, students' opinions about reading in English, their own reading skills and about the reading procedure they are to involve are called for before and after the reading sessions to discover whether reading / listening times have any effect on their opinions. The research questions addressed are as follow:

1. Do sustained silent reading (SSR) and reading-while- listening (RWL) techniques have any effect on the reading comprehension of the 8th grade primary school students when the test scores of groups are compared between and within?
2. How do these techniques (SSR and RWL) affect the students' reading comprehension separately when the scores of experimental groups on post-1 and post-2 tests are compared?
3. Is there any difference between students' opinions about reading in English, and about SSR and RWL techniques before and after the reading sessions?

CHAPTER II

REVIEW OF LITERATURE

2.1.Introduction

This chapter attempts to provide an overview of the relevant literature and the previous studies conducted in the field of reading. It starts with defining reading and reading comprehension, then continues with the differences between L1, L2 and EFL reading, explaining some theories and types of reading. The importance of the relationship of reading with the listening skill and listening to audiobooks in reading lessons are discussed. Finally, the chapter ends with how to assess the difficulty of reading texts and some points to be considered when selecting of reading materials for students.

2.1.1.Defining Reading and Reading Comprehension

Reading is a complicated cognitive ability. It is hard to give a description of reading, but we can define it in the light of previous research. It is rapid, purposeful, interactive, comprehending, flexible, and a gradually developing process (Anderson, Scott, and Wilkinson,1985; Grabe, 1988). It is rapid because we need to get the flow of the information in the text while reading. According to Smith (1982) for comprehension to occur, reading must be fast and selective, and must depend upon the use of non-visual information. Reading is purposeful as we need a purpose to read a text (Willis and Willis, 2007) . For example, when we read a newspaper, we read it because we are interested in and want to learn more. The readers may read with an intrinsic purpose for pleasure like this, or they have to read something forced by others such as reading a text and answering some questions to pass an exam. It is interactive as the reader interacts with the printed page and with his own background knowledge, and many cognitive skills work together at the same time in this process. It is comprehending because we make meaning from what we are reading. Reading is flexible as the readers use many strategies to read efficiently. The last and the most important feature of it is that reading ability develops gradually. Readers need to practise reading for quite a while to become fluent readers. In short, reading is the product of long-term effort and gradual improvement.

Reading is an individual and selective process. According to Goodman (1973) reading is not primarily a process of picking up information from the page in a letter-by-letter, word-by-word manner, rather it is a selective process. He (1973) says that the reader picks and chooses from the available information only enough to select and predict a language structure which is decodable. The pace of reading is under the control of the reader (Nell, 1998).

The function of reading is to get a meaning from what has been read. The central aim of any kind of reading is understanding. Reader is not just a decoder of the written letters; rather for understanding to occur, he is interacting with the text and making contribution to the reading. The reader both reads the letters and tries to comprehend the information in the text, hence reading is a dynamic relationship between a text and the reader (Hedge, 2000). Clarke and Silberstein (1977) say that more information is contributed by the reader than by the print on the page. Scholes (1985) suggests that reading shouldn't be perceived simply as a consumptive activity. It is a productive act; as the reader is making the meaning with the guidance of the text. Olson (2007) supports the idea by stating the readers interact with the language, shape it and produce the form they want. According to Oakhill and Beard (1999) there are two salient dimensions of a text. It has a form and it has a meaning (11: 220). Readers don't just read the words and get the meaning. Meaning occurs when the words are used in a context. Hence, it is not exactly known what a word means unless it is in a meaningful context. Oakhill and Beard (1999) also emphasize the importance of context in effective reading- that is reading with comprehension. They point out that the text provides the context. With the help of the reader's knowledge, context helps the reader interpret words and sentences. Because most words have multiple meanings; without the use of context, the reader would not be able to figure out the relevant meaning aspects of words. To talk about comprehension, as stated before, readers need to relate the material to their background knowledge and rely on their prior knowledge about the topic. Background knowledge is what the readers bring to the text and what they make use of to make connections to new information. It helps readers to relate the new meaning to their prior knowledge and experiences. There is also an interaction between the reader and the author. The reader tries to understand what the writer intends to convey. Nagy, Anderson, and Herman (1987) concluded that the most important factor in learning

from context is the degree to which the readers can integrate the information in a passage with their prior knowledge. The importance of prior knowledge in reading will be addressed under the heading of Schema Theory .(2. 2. 1.)

According to Schirmer, (2010) some researchers argue that comprehension involves reconstruction the author's meaning because meaning resides in the text. Others argue that comprehension is constructing meaning because meaning is not fixed by the author but is created through an interaction between the written material and the prior knowledge and experiences of the reader. Weaver (2002) states although there are different views about what is involved in comprehension and learning to read, most reading instructions are based on one of the three following views:

- 1.Learning to read means learning to pronounce the words.
- 2.Learning to read means learning to identify words and understand their meaning.
3. Learning to read means learning to bring meaning to a text in order to get meaning from ,or understand a text (2:14).

Tierney and Pearson (1983) say that reading is similar to writing. They express that reading and writing are both acts of composing as readers create “drafts” of readings, refinements of reading that evolve the reader continues to read or rereads, like the writers produce a first and second draft of a text. Olson (2007) also makes a connection between reading and writing. She says reading and writing are thought as opposites, reading regarded as receptive and writing as productive; but they are the similar processes of meaning construction. They are both complex acts of critical thinking.

2.1.2.Comparing Reading in L1 and L2

L1 and L2 reading differ from each other quiet a lot. L1 reading is a complex process, reading in L2 is even more complex. Grabe and Stoller (2002) stated that very little is known about how people become good L2 readers but it is known that there are significant differences between learning to read in L1 and L2 settings and also between L1 and L2 readers. There are obstacles for L2 reading research and instruction. Grabe and Stoller (ibid.) emphasized that because there are so many different contexts for L2 reading instruction, it is nearly impossible to apply research findings to all these

contexts equally. Because of the nature of the reading process, it is difficult to study cross-language transfer between L1 and L2; as most children acquire language with little or no difficulty, but the acquisition of reading requires more effort and instruction (Durgunoglu and Hancin, 1992). Further, Grabe (1991) concludes that the main goal of second language reading theories is to understand what fluent L1 readers do and then decide on the ways to move ESL students in that process.

Verhoeven (1990) stated that a considerable body of research has been conducted on learning to read in a first language (L1), whereas the acquisition of reading in a second language (L2) has received very little attention. According to Bernhardt (2005) much of the second language reading research in the 1980s was the replications of the ones in first language. Researchers in the field made assumptions about the second language reading process based on first language literacy research without exploring the underlying dimensions of the second language process. Grabe (1991) stated that reading in a second language is influenced by factors which are normally not considered in L1 reading research. These factors can be counted as L2 acquisition and training, background differences, language processing differences, phonological differences between L1 and L2 and social context differences. Through the 1990s, some variables that affect reading were taken into account. The grammatical nature of a language, the orthographic nature of language, sociocultural reader variables, sociocultural text variables, and additional influences were involved in second language reading. However Grabe pointed out that distinctions between L1 and L2 reading don't prevent researchers from drawing major implications from L1 research findings, especially the ones on instructional issues (2004).

Some researchers like Goodman (1970) agree that reading is a universal process, so it should be similar across languages. To be able to comprehend the meaning of the written symbols in L2, readers need to use both linguistic and metalinguistic knowledge they have in L1. Durgunoglu and Hancin (1992) present evidence of cross-language transfer in different subcomponents of the reading process in their research. They state when readers read in their L2, they usually bring a wealth of knowledge, strategies and processes from their L1; but what they transfer from the L1 to L2 reading depends on how developed their L1 reading proficiency is. When learners of English have reading

problems in their own language, it is more difficult and demanding to improve their reading skills in another language, as stated in Statement of the Problem part (p. 3).

The fact that the proficiency level in L1 has an influence on L2 reading comprehension is also approved by Grabe and Stoller (2002). They claim that students who are not proficient readers in L2 or in foreign language are generally the ones that have poor reading habits in their native languages, too. Hence, getting a habit of reading in native language is needed when learning another language and reading effectively in it. For Chow and Chou (2000) the amount of reading is also important. They say that research on native speakers of English and students of English as a second language has shown the amount of time spent reading is related to students' reading comprehension and vocabulary growth. Aarnoutse, Brand- Gruwel and Oduber stated that (1997) the more students read, the better readers and more proficient learners they become. If the students become better readers, they read more and more difficult texts and this leads to a larger vocabulary and syntactic knowledge, which has a positive effect on language ability.

The proficiency level of L2 readers also has an effect on their L2 learning. If second language learners are not proficient readers, they cannot perform well in the target language. According to Rivers (1981) ‘‘Reading is a most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one’s knowledge of the language’’. This is also supported by Cziko (1980) who stated that reading ability in a second language is largely a function of proficiency in that language. Alderson (1984) explains that we can speak for a transfer of skills and knowledge from L1 to L2 reading, but only when the reader has a certain level of linguistic proficiency in the L2.

2.1.3. Reading in EFL Contexts

Learning the written language is generally through reading. Learners of a foreign language need not only a knowledge of grammar, but also ability to use the language effectively for reading, writing, speaking and understanding the spoken language. To be a proficient learner of a language means having the ability of controlling all these skills. As for reading, it plays a crucial role in language learning.

As the main aim of reading is to be able to read fluently and with good comprehension, to become good readers in the foreign language, children must spend a lot of time on reading. It is known that learners need to be exposed to a language to acquire it and it is for sure that foreign language learners need twice amount of comprehensible input than ESL learners to help them acquire a language. This is also supported by Rost (2006). In EFL learning environments, language learning is more difficult than ESL contexts as suitable input is not enough and only limited to school education. There are more demands on the shoulders of EFL readers as they don't have similar exposure to the language like L1 or L2 readers. EFL learners need to be heavily exposed to print through reading for fluency and automaticity for many years, while L1 readers have already been exposed. L1 readers learn to read after they got exposed to their language orally before they begin to read formally in the schools. They already have a background of lexical, grammatical and vocabulary knowledge. Foreign language learners experience difficulty in different areas such as reading, speaking, listening or writing. Because reading is of importance in language learning, it is needed to investigate the factors that affect reading in a foreign language. EFL teachers' aims are to minimize reading difficulties and to maximize comprehension and provide enough, suitable reading materials and sufficient reading times for their students.

According to Gorsuch and Taguchi (2010) for creating independent readers, one of the effective types of reading instruction programs in L2 / FL contexts to build reading skills is extensive reading for pleasure reading both inside and outside the classroom; and the other is doing repeated reading- that is sustained reading. Being able to read the texts in another language on their own makes the students more confident readers. Hence this study starts from setting in-class silent reading times to familiarize the students with reading in English, to build up their confidence that they can read in English on their own; and further intends to move them from silent reading to extensive reading of English books outside the school.

2.2. Some Theories in Reading

Current perspectives in reading emphasize that reading process has an interactive nature. To understand the nature of reading process, a considerable number of theories, theoretical models of reading, techniques and different instructions have been suggested and investigated. They provide basis for improving and understanding reading comprehension both in L1 and L2 reading research. One of them which has been much investigated is the Schema Theory. Another one that takes the recent attention in research area is Dual Coding Theory. Although the origins of dual coding are similar to those of schema theory, dual coding theory has been neglected by reading researchers. According to Sadoski and et.al., (1991) both of these are not specifically reading theories, but actually theories of cognition. They suggested that Dual Coding Theory (DCT) is an alternative to Schema Theory. These theories are mentioned below briefly, as the background knowledge required to understand the reading texts and a dual coding approach to reading is employed in this study.

2.2.1. Schema Theory

The role of background knowledge in reading comprehension has been defined by schema theory. As the previous knowledge of the reader is essential for comprehension, effects of it on reading are worth investigating. Readers reconstruct the meaning from the text with the help of their background knowledge. According to Jung's definition, (1991) knowledge about something consists of basic patterned units of memory or schemata which are related to one another. Schemata are created through experience with people, objects, and events in the world (Ajideh, 2003).

Nunan (1999) describes Schema Theory as “ a theory of language processing based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences ” (p.313). According to Nassaji (2007) Schema Theory has been used to explain and interpret cognitive processes like inferencing, remembering, reasoning, and problem solving. It suggests a multi- dimensional relationship between the text and the readers' thoughts in reading. Sadoski and et al., (1991) explained that there are two major effects of schema theory: One is on the

constructive nature of reading process and the other is on the role of the reader's prior knowledge in that construction. This previously acquired knowledge can enable the reader to make correct guesses and to pick up clues for predictions. If the readers already have an existing knowledge about the topic of the text, for facilitating reading it should be activated before reading. If they don't have schema, it should be formed, as Carrell and Eisterhold (1983) state that a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own by the help of their existing schema.

Reading comprehension requires beyond decoding the words as mentioned before. Prior knowledge is needed both in L1, L2 and in EFL reading comprehension. Because every reader have different styles and background knowledge, they get different meanings from the same text. Oakhill and Beard (1999) state that the difference between the two readers is the amount of world knowledge and language which they bring to the reading task. Aslan (2006) in her study investigated some individual variables that affect reading comprehension. She came to a conclusion that topic interest and prior knowledge affect reading comprehension in such a way that readers have better comprehension when they read materials on topics in which they are interested or when they read materials on topics for which they have appropriate prior knowledge. Moreover, having previous knowledge can make it possible to read some challenging texts. Coady (1979) supports this by stating that background knowledge and interest in the topic can keep the reader involved and compensate some syntactic difficulties in reading texts.

2.2.2. Dual Coding Theory (DCT)

Dual Coding Theory (DTC) attempts to explain language learning by involving the connections of two cognitive systems, a verbal system for dealing with the language and a nonverbal system to deal with nonlinguistic objects or event (Paivio, 2006). It was first developed to understand how mind and memory works and then applied to practical theory of reading and writing. Sadoski (2002) states that DCT deals with the way cognition occurs both as language and as mental imagery and it can be applied to the understanding and appreciation of all texts; as in reading readers do not fully

comprehend a text without generating a mental model of the text or making sense of the text.

Sadoski (2002) mentions that the verbal code in auditory senses are the phonemes, word pronunciations, stress intonations and rhythms, and so on. In the visual sense, the units and arrangements are letters, written spellings, punctuation marks, lines of verse, and so on. General language concepts such as morphology, grammar, and usage apply to both sense modalities. Whereas, nonverbal code is specialized for dealing with nonlinguistic knowledge of the world. It is commonly referred to as the imagery code. However Steffensen and et al., (1999) explained that the nonverbal system is not restricted to the visual modality, but it may be auditory -eventhough a majority of the studies are visual. These two verbal and nonverbal mental codes are interconnected and they may work independently or interactively. Making sense of the text is the activity between these verbal and nonverbal codes. In the present study, visual and visual plus auditory codes are employed during reading. Sadoski et al., (1991) mentioned that concrete language in words, phrases and sentences are comprehended and remembered better than abstract language. When language can be encoded verbally as well as with the nonverbal mental imagery, the probability of the potential for comprehension increases by a factor of two (dual coding). This is explained by DTC.

According to Mayer and Sims (1994) if an additional channel is made use of to convey extra information, then the limited human capacity for processing information can be extended to some degree. In this study, additional channel is auditory. Two channels of comprehension are engaged simultaneously during reading; one is visual and the other is auditory. The readers have presentation of the phonic version (listening) and graphic version (reading) of the same text. The effects of getting information from two channels (reading while listening) and from one channel (sustained silent reading) are compared.

2.3.Types of Reading

2.3.1.Sustained Silent Reading (SSR)

Sustained Silent Reading (SSR) is known to be one of the reading techniques to increase student's reading comprehension. Sustained silent reading (SSR) is a form of school-based reading that students read silently for a period of time every day in school. The underlying belief is that students learn to read by reading constantly. It helps students to develop a habit of reading where they will continue to read even outside the classroom. Since there is extended period of reading practice, comprehension of the students increase.

SSR is seen as a way of practicing reading. SSR suggests that allocating time for students to engage in extended, self-selected, independent, silent reading practices increases students' reading motivation and engagement. Students read at their own pace. If there is a slow reader, SSR doesn't pressure to keep up with others. Moreover, reading materials in SSR programs don't have to be complete books. According to Ayyürek (2008) both long and short passages can be used in silent reading. She claims that understanding the context fully is much more possible than any other types of reading, when silent reading is done efficiently.

Broughton and et.al, (1985) mentioned that the greatest amount of reading that is done in the world is silent. SSR gives the students the ability to keep going with ideas in print. They are independent readers and aren't dependent on the teacher. According to Gardiner (2005) SSR provides a time for thinking, allowing students to imagine a world of outside of their own and to create and understand new ideas. With the help of sustained silent reading, students get the habit of reading and if they can develop the habit of reading widely, they benefit from increased confidence, positive attitudes to reading and fluency and they acquire a life-long habit of reading in a foreign language which is one of the most fundamental goal of the language teaching curriculum.

Hunt (1970) identified some features that are necessary for SSR to be successful. According to the researcher, a wide variety of reading materials should be available in the classroom (print-rich environment) ; students choose their own reading material (self-selection); there are no interruptions (uninterrupted time); everyone including the

teacher reads (teacher modeling); and no reports should be required. He added that students who engage in silent reading are “engaging in the essence of reading power, the ability to keep going with ideas in print ” (Hunt,1970). To Wiesendanger and Birlem (1984) creating a quiet, relaxing and non-evaluative classroom environment is a key element for successful SSR programs. Pilgreen (2003) also set eight common components of a successful SSR program. These are: Access to books, book appeal, a comfortable environment, encouragement, staff-training, non accountability, follow-up-activities, and a distributed time to read.

In SSR programs, the students read the books or texts on their own, and if there is confusion, they can ask the teacher to clarify the meanings of the words or phrases. The teacher has the role of an organizer in the reading process. S/he should model reading and read together with the students. According to McCracken and Mc Cracken (1978) teachers send a series of seven important messages to their students by modelling.

These are:

1. Reading book is important.
2. Reading is something anyone can do.
3. Reading is communicating with an author.
4. Children are capable of sustained thought.
5. The teacher believes that the pupils are comprehending.
6. Books aren't meant to be read in large sections.
7. The teacher trusts the children to decide when something is well written, when something important has been read (p. 408).

Effects of using SSR in classrooms has been much investigated and benefits of it documented in the literature. In their study Holt and O'Tuel (1989) examined the effects of sustained silent reading and writing on the reading achievement, writing, and reading attitudes of students. 7th and 8th grade students were divided into control and experimental groups. The experimental group participated in a 10 week pilot sustained silent reading and writing program. The researchers concluded that students in the experimental group scored significantly higher on measures of reading, writing, and attitudes toward reading than the control group.

Another study investigated the effects of SSR in a classroom of students with learning disabilities by Melton (1993). It included 10 minutes of daily reading. Later, the students talked about their books once a week. Results showed an increase in reading words in context and reading comprehension. Dwyer and West (1994) conducted a study and found that SSR increased reading rates in college students who read five days a week for fifteen minutes. The authors stated that “ results indicated a substantial increase in reading rate over the five week period and suggest a strong linear relationship between the number of weeks of participation in the sustained silent reading program and increase in reading rate” (p.1. abstract). As time goes on, the improvement in students’ reading will be more.

According to Gillet, et al. (2008) fluent silent reading is required to comprehend a text especially for the students at upper grades. At the beginning of early reading, students can show better comprehension when they read orally more than they read silently. This apparently shows that they need to hear the words themselves. With the practising, they move from slow oral reading to fluent silent reading. But when older students tend to read in this way, there is a problem; because at more advanced levels students read faster silently than reading aloud (Gillet, et al., 2008).

As for the studies of SSR effect on the attitudes of readers, Wiesendanger and Birlem (1984) explored that nine of the eleven studies they analyzed showed evidence that students develop more positive attitudes towards reading in schools with SSR. According to Nation (1997) success in reading may increase motivation for further study and reading which leads to the development of learners positive attitude to language learning. When the students feel that reading in another language is not something they should fear and not forced upon them, they are more motivated to read. In his study with silent reading students, Gardiner (2005) stated that students forgot the troubles and responsibilities of the school, as one of the students said that “ the 10 minutes of daily SSR become the peaceful eye in the storm of school work, worry and responsibility ” and another stated that SSR helped her “ relax and escape from the reality ”.

Apart from the benefits, there are a few concerns and criticism especially about the implementation of SSR in elementary classrooms. The most important one is that there is a lack of teacher guidance about how students select challenging reading

materials to read. Students generally tend to bring easy materials when the choice is given to them. The other concerns are related with poor control of the time for reading practice, no feedback to students about their reading and no purposes or goals of the time spent in reading practice.

Although SSR programs have certain characteristics, teachers can adjust the general concepts to fit the specific needs of their students and schools. According to Weaver (2002) most of the time students will be reading the books they have chosen to read, but sometimes the teacher may have the students engage in sustained silent reading of a book or text that fits a particular theme or topic, or when there may not be many choices. The teacher can choose the material and supply them to the students in these cases.

SSR in schools is especially important for the children from low-income families because they have limited access to appropriate or interesting reading material. This is the reason why the reading materials are not self-selected by the students in the present study. They don't have English materials to read, except the coursebooks they are given. Many of the students have never read texts or books in English outside the school, apart from the homeworks they are given. In the library of the school there are a few books in English, but they are not sufficient and appropriate for their levels. Most of their families have low incomes to afford reading books or materials. To ensure that the students actually read, the texts to be read are given in the classroom and all the students read silently at the same time. The teacher also reads silently with the students.

2.3.2. Reading Aloud (RA)

Reading aloud (RA) or oral reading is just the opposite of SSR. It is reading directly from a given text (Crookes and Chaudron, 1991). RA can be very helpful to practise and improve pronunciation of the new words. When the teacher reads, s/he can be a model for correct pronunciation and when the students read aloud, the teacher finds chance to correct their mistakes. According to Weaver (2002) the teachers can read texts that are beyond the students's ability to read independently, thus introducing more complex situations, sentence structures, concepts, and vocabulary . Gibson (2008) expresses that

it develops reading fluency and it can also be used as a technique for autonomous learning by helping some anxious students to feel more able to speak.

Whether RA should be used or not used in the classroom is widely debated by many teachers and researchers. There is a dearth of research on the effects of RA in language learning. According to the study conducted by Akar (2009) on 8th grade students in a primary school in Turkey comparing the effects of oral and silent reading on reading comprehension, it was found that silent reading was much more effective than oral reading on understanding. One of the arguments against the use of it in L2 classrooms comes from Gibson (2008). The researcher firstly claims that reading is usually a silent activity and it is said that RA is not a skill that many people need. Secondly, it forces students to pronounce the word on the contrary to silent reading. Finally, it can be boring, anxiety- provoking and demotivating for students as it is difficult to do well even for native speakers.

2.4.Relationship Between Reading and Listening

The message of a text is written for the reader, when the text is spoken it is auditory for the listener. The readers and the listeners have to comprehend the message. That is why sometimes reading is called a receptive or passive skill like listening; because the reader does not produce messages like a speaker or writer. According to Eskey (2002) reading is an invisible process as the reader doesn't produce anything that is to be seen or heard.

Listening is almost the most widely used language skill. It is generally used in conjunction with the other skills of speaking, reading and writing. There is a strong relationship between listening comprehension and reading comprehension. According to Sticht (1979) listening and reading use the same language system for representing the same thoughts, they share the same meaning system. Devine (1967) in his article says these behaviors (listening and reading) are related as each is concerned with the decoding, and they seem to share a complex of related skills and components, for example reading for main ideas or transitional elements, and listening for main ideas or transitional elements. Finally, Bomer (2006) points out readers must attend to the voices and sounds within a text while reading.

Gillet and et al., (2008:33) explained that there are reading levels which the readers progress from beginning to more advanced reading. One of them is the listening level which also provides an estimate level of reader's potential for reading improvement. Beginner readers can listen and understand a text read to them even if they cannot read on their own. Through time, they are more exposed to texts and their ability to read improves, the gap between their actual reading and the comprehension from listening gets smaller. However, contrary to Gillet and et.al., (2008) ,Diakidoy and et al., (2005) discovered in their study that the extent to which listening level reflects reading potential is very limited and it mostly depends on the readers' age and the materials used.

Listening provides audial input to be comprehended, like a text supplies written input in reading. Listening while reading practice provides both audial and written version of input. Investigating the effects of auditory instruction (listening) and reading (visual) instruction on reading achievement interested the researchers many years ago. As McMahon mentioned (1983) the practice of simultaneous reading and listening is not a new technique. Skinner, et.al., (1998) explained that listening-while-reading (LWR) is a procedure that may allow students to acquire facts or concepts from their text. According to them, during LWR students are instructed to read silently as they listen a recorded text or someone else reads aloud. It is practical to apply LWR as it is time efficient, requires no additional materials, and can be used with an entire class of diverse students who are assigned the same material to read (Skinner, et al.,1998). Because of these characteristics of LWR, teachers can easily implement it in their reading classes.

Many (1965) compared using auditory and visual presentations of reading materials with 6th grade students and came to a conclusion that the students who received visual presentation outperformed the other group in the reading tests. Smiley et.al., (1977) in their research, asked their participants to write down what they remembered from a text, immediately after reading or listening to it. The correlation between the reading and listening results was found to be 0.85 which showed that the underlying processes for reading and listening comprehension are nearly the same. Sippola (1985) in his study used listen-and-read treatment. He compared three reading instructions; read-alone, listen-alone and listen-and-read. He discovered that listen-and-

read treatment was superior to listen-alone and read-alone treatments in word recognition and reading comprehension.

There have been recent studies focusing on the effects of combination of written and aural instructions on different aspects of language. Brown, et. al.(2008) investigated vocabulary acquisition by three modes of input (reading, reading while listening, and listening only). It was found that in translation and multiple-choice tests, the participants learned most words in the reading while listening mode and the least in listening only mode. Rost (2001) suggests that for effective listening teaching, integration of listening with other learning purposes (with appropriate links to speaking, reading and writing) is needed. According to Chang and Chang (2009), reading while listening is seen as listening support through written texts, especially for lower level listeners where the main purpose is to help them confirm what they hear. They compared the gains from two modes of aural input, reading while listening and listening only in reading and comprehending short stories. They found varying modes of aural input had a moderate effect on students comprehension of stories. Students gained 10 % more with the reading while listening (R / L) mode than with listening only. They came to a conclusion that students think simultaneous listening and reading made listening tasks easier and more interesting. They showed a positive attitude toward the reading while listening mode.

In spite of the support for using the combination of aural and written forms, there are counter-arguments as well. Devine (1967) stressed that the assumption which listening and reading are related isn't supported by all researchers. He quoted from Reeves (1965) who investigated the effect of listening instruction on reading scores. Reeves used recorded listening lessons with fourth grade students and found no significant differences between mean gains of listening and reading scores of the experimental group, which had instruction in listening, and the matched control group, which had no listening lessons. Similarly, Hollingsworth (1965) working with 8th grade students didn't find any significant difference between reading scores of those who had listening instruction and those who didn't. Hipple (1995) also isn't in favor of following along the books as the cassette is playing and claims that reading and listening are different activities and lead to different interactions with the text. According to Lund (1991) reading produces greater comprehension than listening. When listening and

reading are combined, some learners may rely more on aural input whereas others may focus on reading, hence it can be difficult for students to divide their attention equally over both skills. Bircham, et al., (1997) investigated the effects of a programme of taped reading on children's reading skills and interest in reading book and compared three groups: Experimental group who used the taped reading materials, comparison group spent time working on language related activities with the teacher including reading on themselves and the control group continued with the normal day-time work programme. They didn't find difference with the experimental group (the taped reading group) and the comparison group (reading on their own and working with the teacher on language related activities).

Shany (1992) conducted a research on elementary school students who are poor readers with limited decoding skills for a 16 week of period. The researcher compared one teacher group who are practiced by oral reading and received corrective modeling from the teacher and another treatment group who practiced by reading while listening to a tape. There was also a control group with their normal classroom reading instruction. At the end of the research, no difference was found between the treatment groups, whereas they had higher scores on reading comprehension and they read the passages faster and more accurately than the control group.

Aarnoutse, Brand- Gruwel and Oduber (1997) examined the effects of training poor readers with decoding problems on four text comprehension strategies in listening settings. Their experiment showed that it was possible to train students with a very poor decoding ability four text comprehension strategies through listening. The trained students were more successful at applying the four strategies of clarifying, summarising, questioning and predicting than the students of the control group who didn't receive the training. However their training had only effect on reading; they couldn't find any statistic difference on the listening test scores, as the experimental group did not perform better on the standardised listening comprehension test than the control group.

Another study by Diakidoy and et. al., (2005) examined the relationship between listening and reading comprehension and the extent to which reading is influenced by the type of text in grades 2, 4, 6, and 8 of 612 students. The students read and listened to two narrative texts and two expository texts, then they completed comprehension tests. The researchers expected the relationship of listening and reading to become stronger

and as the grade level increases. They came to a conclusion that there was no difference between listening and reading practices in the recall of sentences and the summarization of stories. However, they found out that both listening and reading comprehension increase with the grade levels and the relationship between listening and reading comprehension is weaker in expository texts than the narrative texts.

In the study conducted by Diao, and et.al. (2007) for teaching listening to university students in China, there were three kinds of instructions: The first one was listening with auditory materials only (listening- only group), the second was listening with a full script (listening + full script group), and the last one listening with simultaneous subtitled text (listening + simultaneous subtitles group). Their research revealed that simultaneous listening and reading mode was less effective than listening alone mode to teach listening. They suggested that visual texts should be eliminated when the aim of instruction was to teach to listening.

According to McMahon (1983) the processes or skills of combined reading and listening have not been described, so there is little basis for predicting what reading skills should be affected by practice with read-along materials. Especially beginning readers in primary schools may be not ready for processing information from more than one source or channel at one time. Similarly, according to Sinatra (1990) reading and listening share some common elements, but reading comprehension and listening comprehension are different processes. First, decoding skills in reading should be mastered, then it is possible to state that measures of listening comprehension performance can be predictive of performance on measures of reading comprehension.

As a conclusion, it is the purpose of this study to explore the effects of sustained silent reading and silent reading combined with listening on reading comprehension. Thus, a comparison of the test results of the participants in silent reading and those of in simultaneous reading-listening combination group will supply evidence to be able to speak in favor of or against the use of listening in reading programmes.

2.5. The Effects of Using Audio Recordings in Reading Programmes

Listening while reading provides a familiarity with the style of the written language. It supports reading comprehension. According to Griffin (1992), ESL or EFL learners especially at the beginning levels, benefit much from listening. If they listen texts regularly while they silently read the texts, this helps their sound and spelling correspondence. Instead of teacher's reading aloud to students in the classroom, a better way of getting information from auditory channel is making use of audiobooks.

Using written and aural versions of the materials not only improves listening skill but also other language competences, like vocabulary acquisition and pronunciation. Dlugosz (2000) in her research suggests that providing a child with a book summarizing the content of the lesson, together with its recordings, will facilitate the repetition of new words and constructions. Similarly, short story books and its recordings can also be read and listened to foster vocabulary knowledge. The frequency and amount of contact affects the retention of words and grammatical constructions. Listening to texts improves pronunciation of the students as they listen to native-speaker recordings. This is also supported by Bell (1998) who stated that the use of audio recordings of books of graded readers on cassette is a popular technique as the listening material provided the learners with a model of correct pronunciation which aided word recognition, and exposed students to different accents and speech rhythm. It is especially useful for the EFL learners.

In addition, students who are aural learners can be motivated to continue reading texts with the help of audiobooks. According to Beers (1998) audiobooks help to develop positive attitudes about reading and they can make valuable contribution to the learning experiences of students both in the classroom and independently. Franklin (1996) conducted a classroom research in a high school to find the effects of using recorded texts in combination with, in place of printed texts or reading the text alone. She discovered that the students who listened as they read showed a deeper understanding of the novels, felt very positive about listening to books and following the printed page and were more motivated to read. Reading logs, surveys, and interviews in the researcher's study showed that students felt more focused as they listened to the novel, found listening more efficient than reading. Taguchi, et. al.,(2004)

also supported the benefits of audio books. They found assisted repeated reading with an auditory reading model was effective in developing fluency and comprehension as well as being a source of pleasure for the students as they incorporate print and audio elements into traditional reading enjoyment.

Audio recordings in reading programmes can be used at any age with various levels of students. There are audiobooks suitable for children, adults and mature readers. Wolfson (2008) in his study stated that audiobooks may be used with adolescent readers to improve their fluency, expand vocabulary, activate prior knowledge, develop reading comprehension and increase their motivation to interact with books and present opportunities to develop comprehension skills and strategies in critical and creative thinking. According to him, only listening to audio books can't be considered as reading, instead listening should accompanied by reading.

Audiobooks can be used in or out of the classroom. They can be used in the classrooms, when the students follow along the books as they listen in the form of RWL to develop their reading skills. Reading benefits from the accompaniment of the audiobooks. A recent study by Türker (2010) aimed to investigate the effectiveness of audiobooks on the reading comprehension by university EFL students who used the audiobooks outside the classroom. 82 university students at elementary and intermediate levels took part in his study. The control group read three books, one for every week; while the experimental group read the same books and listen to the accompanying audio CDs. The study revealed that students who used audio books did significantly better on reading comprehension tests than students who used only the printed books.

Using audiomaterials in classes don't take the place of actual reading, but they only supply students with another dimension of understanding the text. According to Wolfson (2008) many teachers feel that listening to an audiobook is not really reading. He confirms that this perception can be true only if the reading process is solely defined as decoding the words in a book. He adds “ most of the literacy skills and strategies that are utilized by the audiobook reader are exactly the same as the comprehension skills and strategies that we teach our students. The only difference is that we have substituted the visual understanding of written words with the auditory understanding of written words” (p.107).

2.6. Selecting Suitable Reading Materials for the Students

2.6.1. Assessing The Difficulty of The Texts in Reading Programmes

Difficulty level of texts is an important point to be taken into account when preparing reading tests, writing materials for reading and teaching reading. According to Nation (2009) reading itself is a source of learning and enjoyment. Hence, reading materials should be neither too difficult nor very easy for the students. Gardiner (2005) states if the challenge of reading materials is too difficult, frustration and anger may occur; and if it is too easy boredom begins. It is important to decide on the right material. Krashen (2009) emphasized that readers have difficulty in making reasonable predictions if the texts are incomprehensible or very boring. Gillet, et. al., (2008) also mentioned that if we leave the choice of book entirely up to the students, they tend to choose the easy, the familiar and the popular books and texts that might make them think and struggle the least. According to Fulcher (1997), establishing text difficulty is relevant to the teachers and syllabus designers who wish to select appropriate materials for learners at a variety of ability levels.

It is a fact that the materials are the best tools for students to learn in the right way of learning. Thus, they must be suitable for the students' needs. It must be ensured that the right material is selected for the reading programmes. It is a demanding process to choose something to read for someone else, but the content of the materials shows the amount of vocabulary, language structures and concepts which form a reading program. As Croft (1980) says that while selecting the texts, we make an effort to match them with the comprehension range of most of the students; but at the same time we try to select passages so that they are a little more demanding, a little more difficult than the previous one in an attempt to move the students to gradually extend their reading skills. While all the selections in reading text are expected to offer useful practice, those at the beginning of the book are expected to be easier to read and to comprehend than those at the end. Nuttall (1996) also sets some criteria to choose reading texts for students. First, the content should be suitable for the students. It should be interesting and enjoyable. Second, It should be readable and should challenge the students at the same time. Finally, a text should encourage the development of reading strategies, facilitate the

language goals and should be integratable with the other skills –listening, speaking and writing (p.26).

Students can be introduced with reading even at a very elementary language level. At this level, graded readers or simplified reading materials can be used as Ayyürek (2008) expresses that simplified reading texts are good for beginning level readers. Alt (2009) also stated that there are many reading materials available for beginning language learners. The problems that the beginner readers face related to the texts can be stated as the amount of information in the text, type of the text, vocabulary and grammatical complexity and the style of writing. While selecting the reading materials, these factors should be taken into account.

Graded readers are simplified materials which are controlled for vocabulary difficulty, grammatical structure, sentence length and complexity. Graded or simplified readers with consistent use of tenses and with familiar content help readers to increase their fluency in L2 or FL reading. They are specially written for beginner learners or foreign language learners and are very helpful at the early stages of reading and getting used to reading. Hinkel (2006) mentions even though many teachers don't like graded reading materials, they may be an optimal choice for less proficient learners. Ayyürek (2008) adds that beginning level students comprehend the simplified reading materials easily, so reading will be more effective and the pleasure taken from reading will be greater.

There is a strong relationship between difficulty of vocabulary in a text and the reading comprehension. We cannot understand a text without knowing what the most of the words mean. A limited vocabulary knowledge surely limits the understanding. Thus, vocabulary size is a reliable predictor of reading comprehension. People who do not know the meanings of very many words are most probably poor readers (Anderson and Freebody,1983). Hu and Nation (2000) indicate that an L2 reader needs to understand approximately 98 % of the unique words in a text to be able to comprehend. This is also confirmed by Stahl and Jacobson (1986) who emphasized that students' comprehension suffers when there are too many difficult words in a text. According to Hill and Thomas (1988) the vocabulary must be ninety percent within learners' understanding, the syntax and sentence structure must be familiar, the information must not be too dense, and the meaning must be made explicit, especially at the lower levels.

Finally, Nation (2005) points out that without graded readers, reading for a second language learner would be one continuous struggle against an overwhelming vocabulary level.

Before selecting the reading materials, readability of them can be calculated by some formulae. Some researchers like Pikulski (2002) defined readability of a text as “ the level of ease or difficulty with which text material can be understood by a particular reader who is reading that text for a specific purpose ” (p. 1). Difficulty of texts are mostly related with word and sentence length rather than the information conveyed, as Gillet, et. al., (2008) state that the assumption behind readability formulae is that easy-to-read texts have short words and many short sentences, while harder-to-read texts have many words, and fewer but longer sentences. Some factors which influence the difficulty of a text can be counted as vocabulary, sentence structure, sentence length, text structure, familiarity of content and interestingness. Also Schirmer (2010) in her book touches upon a number of text factors which contribute to the readability, like content of a text, structure, cohesiveness, literary form and style, vocabulary difficulty, sentence complexity and so on.

To calculate the difficulty of the passages, texts and books; there are on-line readability formulae. One of the oldest and the most accurate readability formula is Flesch Reading Ease tool. Flesch Reading Ease Formula calculates the number of the syllables and sentences lengths to determine the reading ease of the texts or books. This standard formula is best used on school texts. Higher scores indicate reading material that is easier to read; lower numbers show passages that are more difficult to read. The scale is like this: 90-100 Very Easy, 80-89 Easy, 70-79 Fairly Easy, 60- 69 Standard, 51-59 Fairly Difficult, 30-50 Difficult, 0-29 Very Difficult. Another formula which we can rely on assessing the text difficulty and also used in the present research is the Fog Scale Level. Fog Scale assesses the difficulty of a text according to the number of the words per sentence shows the readability levels of the materials. According to Fog Scale, the text which has a score between 0 and 10 is readable, 10 is hard, 15 is difficult, 20 is very difficult. Flesch Reading Ease and Fog Scale are utilized for choosing the reading texts in this study.

To sum up, readability formulae have some utility and predictability as a starting point for determining the level of challenge of a text; but they shouldn't be relied on alone when selecting the materials, as factors related to readers (interest or purpose of reading) should be considered. Relationship between the text and the reader is so complex that the readability formulae can hardly measure this complexity (Pikulski, 2002).

CHAPTER III METHODOLOGY

3.1.Introduction

Based on much of the previous research conducted on reading, the present study investigates the effectiveness of two different techniques; sustained silent reading and reading-while-listening on the reading comprehension of 8th grade EFL students in a Turkish primary school. As mentioned in the Chapter I, it is aimed to increase the students' familiarity with reading in English by sustained silent reading and reading-while-listening the twelve different texts. This chapter supplies information about the participants, materials used, pilot studies, data collection procedure, design of the study, scoring procedure and the data analysis procedure of the research.

3.2.Participants and Setting

The subjects of the present study are 8th grade elementary students at Yusuf Köstem Primary School which is a state school in Bursa. The study is conducted in the fall term of 2010-2011 academic year. The age range of the students is between 14 and 15. The students have four hours of English lessons per week as part of the curriculum, and they have been learning English for 5 years. They share the same learning conditions and the same educational background. Even though they have been learning English for so many years they are not able to read in English without difficulty or independent from the teacher. The only reading texts they are exposed to are the short reading passages and activities in the course book. The school, in which the study is conducted, is located in a slum area of the city. There are some factories and fields around. Majority of the students don't go to the city center often and they don't have enough materials in English. Families of the students, most of whom are workers, have low incomes and they don't know English. The interest in English is low among the students and they don't have access to resources and materials in English.

There were four 8th grade classes in the school. At the beginning of the semester, the students were assigned to their classes according to last year's scores they got from all the lessons by the school administration. In every class, there were equal number of students who got low and high overall mean scores at the previous year. Distribution of the students into the classes was done with care; and the classes were homogeneous in terms of general success. Three of the classes were selected to be included in the study; two of them as experimental groups and one class as a control group. However, not all the students in the classes were participated in the study. The selection of the students to the groups was done according to their marks they got from English lesson last year. Those who got the average scores between 55 and 100 out of 100, last year in English course were included in the study. Whereas all the students had attended silent reading and reading-while-listening sessions, the test scores of the students with a mark below 55 weren't calculated. In addition, constantly absent students were excluded from the research. Each of the three group contained 15 students and the total number of the participants was 45.

3.3.Materials

This study includes two pilot tests, twelve different reading texts with follow-up questions and their audio recordings, a reading comprehension test used as pre-test and as post tests, and a questionnaire as materials. A pre and post-test experimental design is employed in the study. Materials are described in detail below.

3.3.1.Pilot Tests

Before the reading program, the study was piloted twice with the same students who participated in the study by using two different texts. The aim was to find whether the students could comprehend the texts and do the follow-up questions, as the pilot tests share similar difficulty levels with the pre and post-tests. The tests were examined by an expert in English Language Teaching.

The first pilot test was given to 42 students and the second pilot text was administered to 38 students. The study was piloted twice, because in pilot test-1 there were two types of vocabulary exercises, one was matching and the other was multiple choice vocabulary test. It was found that the students spent much time on doing the vocabulary activities apart from reading the text; in pilot test-2 multiple choice vocabulary part was omitted. In addition, in pilot-test-1 the students were required to write a Turkish translation of the text they read. It was found to be hard, as very few students succeeded in making translation. This part was changed into a “write what you understood from the text in Turkish” part in pilot test-2. In both tests, writing about the text was required to check students’ reading comprehension and to ensure that they had actually read. It was required them to write in their L1; as their proficiency level wasn’t high enough to be able to write in English. According to Davidson (2006) writing about what you have read or learned is an excellent way to help testing your comprehension, because in order to write about something effectively, you must know the subject’s vocabulary and the general concepts (chapter 1: 9).

The difficulty and readability of the pilot texts were calculated by using on-line Flesch Reading Ease and Fog Scale Formulae. Pilot test-1 has the reading difficulty level of 76.5 which falls into the “fairly easy” category of Flesch- Reading Ease. Fog Scale Level shows a 6.4 score which means it is readable. There were 9 sentences in the text. As for the activities, there were vocabulary multiple choice part, reading questions about the text, true / false questions, matching the words with their meanings; and at the end a Turkish translation part. Text was taken from an elementary, 700-800 and 900-word level reading textbooks which were written by Bennett (2008). The related questions were adapted from these books and partly prepared by the researcher. After administration, the reliability of the test items was measured by using Kuder-Richardson Formula 20 (KR-20) analysis. For this aim, one point was awarded for each correct answer, and zero for the incorrect responses. The reliability coefficient of the overall test was calculated as .94 which meant the test was highly reliable.

Pilot test-2 has the reading difficulty level of 76.6 on Flesch-Reading Ease Test. It is again a “fairly easy” text. Both pilot tests were especially chosen from the same category of reading difficulty level. There were twelve sentences in this text. Test was again adapted from the same book by the researcher. The students had difficulty in

Turkish translation part in pilot test-1, as stated and this is why it has been omitted in pilot test -2. According to Fog Scale Level, its' readability was 7.3 which showed that it was readable. The reliability of the test items in the second pilot test was again analyzed by KR-20 Formula. The internal reliability coefficient of the test was measured to be .96 and it demonstrated that the test was very reliable. Both of the pilot tests showed that texts and the difficulty levels of the test items were suitable to the students' level. They can be found in Appendix B. A detailed analysis of the difficulty of the texts is added to Appendix D.

3.3.2.Pre and Post-Tests

The same text which had been administered as pre-test at the beginning of the reading / listening sessions, was used as post-test-1 in the middle of the reading program after three weeks and as post-test-2 at the end of six weeks. The text was taken from the teachers' book of Spot On for 7th grades used in state primary schools in Turkey (by Kurt, and et.al., 2010: 89). Its' questions were developed by the researcher.

Before the reading program began, students in the experimental and the control groups were given the pre-test. They were required to read the text and answer its' follow-up questions. This text and the type of questions were similar to ones that they would read silently/read and listen through 6 weeks. In pre-test, the question types were similar to those of the pilot tests' that students had already answered. There were nine sentences in the text and 15 questions afterwards. At the end of the test students were required to write what they understood from the text in Turkish. Reading difficulty of the text was 76.7 on the Flesch Reading Easy Test. It was a "fairly easy" text. According to Fog Scale Level, it showed a high readability: 7.7. After it was administered, the internal reliability of the test was analyzed by using KR-20 Formula and it was found to have a good internal consistency which was calculated as .89. The test is added to Appendix C.

3.3.3. Reading Texts

Students read silently and / or read while they listen to twelve graded reading texts for six weeks. Every week they read two texts and answered follow up questions. The texts were taken from 700, 800 and 900- word level reading textbooks which were written by Bennett (2008). The questions of these texts were adapted by the researcher. The difficulty levels of the texts were again calculated by on-line Flesch Reading Ease-Test and Fog Scale Level. Taking the student's level into consideration, fairly easy texts which according to Flesch Reading Ease had the scores between 70-79 and easy texts between 80-89 were selected for the reading sessions. Fog Scale Level showed that they were readable as they all had the scores below 10.0. A detailed analysis of the difficulty of all the texts is presented in Appendix D. There were also CDs available for the books. The written texts were read by native speakers in the CDs. During reading-while-listening sessions, these listening parts were used to listen the texts. The quality of the sound was high and it was ensured that the listening text was clearly heard from the back of the classroom.

To be able to match students with appropriate texts, it was taken into account the likelihood that the students would be motivated to read them as well as assessing the difficulty of the texts. As mentioned in Chapter I (p.7) the selected reading texts were within the interest of students of this age, including topics for young students like technology, culture, everyday life, fun, etc. Each text had a reading part; 3 or 4 multiple choice questions about the text, 6 or 7 true-false questions, and a matching part which included 5 words to match with their English explanations chosen from the text. The last parts in each text required students to write what they understood from the texts in Turkish. All the reading texts and their questions can be found in Appendix A.

3.3.4. Questionnaire

At the very beginning of the reading sessions before piloting the tests, a questionnaire was given to students in all of the groups in order to determine their opinions about the reading techniques used in the study, to find out their own reading abilities, and the difficulties they have in reading in English. At the end of the reading program, the questionnaire was given only to the students in the experimental groups to see whether reading sessions had any effect on their answers. They were required to write only YES or NO to a set of ten questions in their native language, Turkish. The questionnaire was designed by the researcher. In addition, the opinion of an expert in ELT was taken into consideration. English version of the questionnaire can be found in Appendix E, and Turkish version is also in Appendix F. Students' responses to the questions are illustrated in graphs in Chapter 4, where the results are displayed.

3.4. Procedure

3.4.1. Design of the Study

This study has a pre and post-experimental design. There are three groups of students: Two experimental groups and a control group. Before the silent reading / listening program begins, all the students are given a pre-test to see their comprehension level. After three weeks, they are given the same test as post-test-1 and at the end of the six weeks of silent reading / reading-while-listening sessions, they take the test again which is called post-test-2. Both of the experimental group students have received different types of reading techniques for three weeks. For the other half of the process, for another three weeks; they have received the kind of treatment they haven't received. Control group students only follow their coursebooks and have participated in any kind of additional reading.

The scores of all tests are compared within and across the groups to see if there is significant difference between the groups having silent reading, reading-while-listening sessions or without any kind of reading. The students' scores are compared within their own group so as to discover the effects of SSR and RWL on the same students after

receiving both kinds of reading sessions. It is possible to state whether only SSR or RWL leads to more reading comprehension at this stage. The scores are compared across the other experimental group's scores with the aim of finding the effects of SSR and RWL on different group of students who have received the same reading technique. More clearly, scores of groups after receiving SSR are compared; and scores gained after RWL sessions are compared between groups. The design of the study is illustrated explicitly in Table 3.1.

Table 3.1. *Design of the Study*

Weeks	Experimental group 1	Experimental group 2	Control group
	Pre-test	Pre-test	Pre-test
Week1	Silent Reading	Reading-while-Listening	No treatment
Week 2	Silent Reading	Reading-while-Listening	No treatment
Week 3	Silent Reading	Reading while Listening	No treatment
	Post-test-1	Post-test-1	Post-test-1
Week 1	Reading-while-Listening	Silent Reading	No treatment
Week 2	Reading while Listening	Silent Reading	No treatment
Week 3	Reading while Listening	Silent Reading	No treatment
	Post-test-2	Post-test-2	Post-test-2

Hence, this study is not just a comparison of two groups' scores, one of which takes a kind of treatment and the other group another; rather it has between and within groups designs in which experimental groups have both kinds of treatments. As they participate in all the treatments, it is impossible to talk about bias in distribution of the participants to the groups, whereas there may possibly be individual differences between students affecting the results. The findings from the study can yield some useful pedagogical implications for the reading reserach area.

3.4.2.Data Collection Procedure

SSR / RWL sessions and all the data collection processes took nine weeks including the application of pilot tests, pre and post tests and the questionnaire. Data was collected in the first semester of 2010-2011 academic year. As mentioned briefly in the design of the study, the experimental groups read the texts silently or read them while listening, in turn for 6 weeks; the control group students only followed their own coursebooks in which there were not many reading texts and they didn't have any additional reading sessions.

Students in the experimental groups were exposed to SSR / RWL sessions twice a week. They read one reading text in each session for 40 minutes, that was one class hour. At the end of six weeks, they will have read twelve different texts. The aim of the reading and listening the texts which was to improve their reading comprehension and their familiarity to texts in English was explained to the students at the beginning of the reading program. They were told that they wouldn't be given any marks from the results of these reading tests and they could use dictionary for unknown vocabulary if necessary.

For three weeks, group 1 read the texts silently and answered the related questions on their own; while group 2 read and listened them twice from the CD player and answered the questions. The students in both groups read the same texts and were given the same amount of time. The only difference was the additional listening part. All groups were given the post test-1 in the middle of the reading process -that was after three weeks of reading-to see the effects of SSR and RWL. For another three weeks, the groups received the reading technique that the other group had already received for three weeks. Control group students didn't receive any additional reading sessions, but only followed their coursebooks. At the end of six weeks, all groups were tested again by taking the post test-2. Table 3. 2 below describes the timeline of the data collection procedure.

Table 3.2. Summary of data collection procedure

Pilot Test 1			25 October 2010
Pilot Test 2			8 November 2010
29 November-3 December 2010			PRE-TEST (All groups)
Group 1 sustained silent reading ; Group 2 reading-while-listening			
Week1	{	6 December-10 December 2010	2 texts
Week 2		13 December-17 December 2010	2 texts
Week 3		20 December-24December 2010	2 texts
27 December-31 December 2010			POST TEST-1 (All groups)
Group 1 reading-while-listening ; Group 2 sustained silent reading			
Week 4	{	3 January-7 January 2011	2 texts
Week 5		10 January-14 January 2011	2 texts
Week 6		17 Januray-21 January 2011	2 texts
24 January-28 January 2011			POST TEST-2 (All groups)

3.4.3. Scoring Procedure

The students weren't given marks from the twelve texts they read / listened through six weeks. They were told they could use their dictionaries to look up the unknown words. Only pre- test and the post-tests were scored, in which there were 15 questions. Dictionary use wasn't allowed in these tests. The parts and the types of questions were like this: A reading part consists of 4 multiple choice questions, 6 true-false questions about the text, and 5 matching the words with their meaning exercise. Each correct response to these questions was 6 points. There was “ write what you understand from the text in Turkish” part to check that the students actually read the text. The reading text was divided into 10 idea units which were the key words in each sentence. Because the reading passage here was short and there were a few sentences, the idea units were selected to be words. According to Diao and Sweller (2007), idea units are usually defined by their relationship to the organizational structure of a passage, as main and general ideas and details / supporting ideas. (Just & Carpenter, 1987; Meyer, 1975 cited in Diao and Sweller, 2007; p. 83). Like in the studies of Diao & Sweller (2007) and Shahballa & Youli (2012), in this part idea units were used as a criteria to score the

writing of the subjects which demonstrated their understanding of the text. The selected idea units were required of students to use in their sentences. These were; technology, easy, faster, internet, choice, life, cook, help, information and stay in touch. This part was worth 10 points and the students got one point for each idea unit that they used in their sentences. The highest point to get from the test was 100.

3.4.4.Data Analysis Procedure

Statistical analysis program SPSS 16.0 was used to analyze the data. Students' pre, post-1 and post-2 test scores were entered into SPSS file. Descriptive statistics were performed, means and standard deviations of the scores from all tests were calculated. Afterwards, in order to find out whether there were significant differences between the mean values of all groups at the pre-test, post-1 and post-2 tests, one-way analyses of variance (ANOVA) for independent samples were performed separately for each data set. This was to compare across groups' scores. Further statistical test, a post- hoc Scheffé multiple comparison test was established in order to explore the source of the differences when the equal variances were assumed.

To be able to discover the effects of SSR and RWL within groups, paired samples t-tests were performed on the gain scores of pre, post-1 and post-2 tests to determine whether a statistically significant difference existed between the tests within groups. Next, in order to compare the scores of two experimental groups gained after only SSR or only RWL treatments, t-tests for independent samples were utilized. Control groups' scores weren't included in this analyses, as they didn't receive any type of reading sessions.

Finally, students' responses the questionnaire which aim to discover their thoughts before and after the reading program were counted and compared according to the options they tick as YES or NO. The results were illustrated in graphs in percentages.

CHAPTER IV

RESULTS

4.1.Introduction

This study was set out to investigate and compare the effects of SSR and RWL techniques on the reading comprehension of 8th grade EFLTurkish students in a state primary school. These techniques have been used for six weeks, in the form of in-class reading / listening sessions. Particularly, it was aimed to familiarize the students with reading in English, lead them to read more on their own and discover their opinions about their own reading abilities and difficulties in reading. This chapter has presented the results of the scores gathered from the tests and their analyses. Each research question is presented individually in the light of statistical findings. Statistical analyses are shown in tables, and qualitative data of the questionnaire is demonstrated in graphs.

4.2.Findings

4.2.1.Research Question 1

The first research question was asked to explore whether sustained silent reading (SSR) and reading-while-listening (RWL) techniques have effects on the reading comprehension scores of the students. For this aim, students' scores within and across groups are analyzed. At the beginning of the reading program, the students were given a pre-test. In order to find out if there is difference between groups at the pre-test, means and standard deviations of the scores of the groups are calculated. All the groups have very approximate mean scores, whereas experimental group 1 seems to have a little higher mean score than the other groups. Descriptive results of the pre-test are provided in the Table 4.1.

Table 4.1. Descriptive Results for the pre-test scores

Pre-test Scores			
Groups	N	Mean	SD
Experimental group 1	15	43.3	12.6
Experimental group 2	15	40.2	12.8
Control group	15	40.4	10.9

To see whether this difference is of significance, a one-way analysis of variance (ANOVA) for independent samples was conducted and it was found that there wasn't a statistically significant difference between the groups. ($F: .29, p < .05; \text{Sig.} = .745; p < .05$) Table 4.2 below presents the results. This statistic has demonstrated that three groups are equal at the pre-test.

Table 4.2. ANOVA Results for the pre-test scores

Source	SS	df	MS	F	Sig.
Between groups	88.311	2	44.156	.297	.745
Within groups	6244.000	42	148.667		
Total	6332.311	44			

significant at $p < .05$

SSR and RWL reading sessions were set for the experimental groups. When group one read the texts silently, group two read and listened the same texts for three weeks. The students read two texts each week. Control group didn't have any reading sessions. After three weeks, students in all groups were given post-test-1. Table 4. 3 presents the results of the three groups' scores. It seemed that the experimental group 2 with RWL reading sessions have performed better than SSR group and the control group. In addition, SSR experimental group got better scores than control group.

Table 4.3. Descriptive Results for the scores of the post-test-1

Post-test-1 Scores			
Groups	N	Mean	SD
(SSR) Experimental group 1	15	58.3	10.3
(RWL) Experimental group 2	15	59.5	14.9
Control group	15	42.6	12.4

One-way ANOVA for independent samples run on the scores of post-test-1 shown in Table 4. 4 revealed a significant difference at least between one of the groups. (F: 8.27, $p < .05$ and Sig.= .001; $p < .05$).

Table 4.4. ANOVA Results for the scores of the post-test-1

Source	SS	df	MS	F	Sig.
Between groups	2678. 578	2	1339 .289	8. 27	.001
Within groups	6796. 667	42	161. 825		
Total	9475. 244	44			

significant at $p < .05$

Hence, a further statistical test was carried out in order to explore the source of difference between the groups. Post-hoc Scheffé multiple comparison test was used to establish the significance value of the differences between the groups, as the equal variances were assumed. Table 4.5 demonstrates the values of significance of differences across three groups in multiple comparison of post hoc Scheffé.

Table 4.5. Significance of the values across the groups according to post hoc Scheffé test at the post-test-1

Groups	Group 1(SSR)	Group 2 (RWL)	Control group
Group 1 (SSR)	x	.97	.006
Group 2 (RWL)	.97	x	.003
Control	.006	.003	x

significant at $p < .05$

According to the results, there was no statistical difference between SSR and RWL groups (Sig.=.97; $p > .05$) at the end of three weeks of reading program. The type of reading technique didn't make a significant difference on the scores of experimental groups. However, the difference between SSR group and the control group was found to be significant (Sig.=.006; $p < .05$). Similarly, the significance level between RWL and control group (Sig.=.003; $p < .05$) was statistically meaningful. Eventhough there was no difference between SSR and RWL experimental groups, they both outperformed the control group who didn't receive reading sessions.

For another three weeks, this time SSR group received reading-while-listening technique, and RWL group did silent reading. All the groups were given the post-test-2 at the end of six weeks. Table 4. 6 shows the scores of the groups at the post-test-2.

Table 4.6. Descriptive Results for the scores of the post-test-2

Post-test-2 Scores			
Groups	N	Mean	SD
(RWL) Experimental group 1	15	72.8	11.5
(SSR) Experimental group 2	15	59.7	12.4
Control group	15	46.5	15.3

The following table, one-way between groups ANOVA analysis indicates a difference between at least one of the groups at the post-test-2, at the end of six weeks (F:14.7, $p < .05$; Sig.=.000; $p < .05$).

Table 4.7. ANOVA Results for the scores of the post-test-2

Source	SS	df	MS	F	Sig.
Between groups	5174.578	2	2587.289	14.7	.000
Within groups	7357.067	42	175.168		
Total	12531.644	44			

significant at $p < .05$

First, SSR group had lower scores than RWL group in post-test-2; and according to Scheffe test, the significance level between them (Sig.=.034; $p < .05$) indicates a difference. RWL group performed better than SRR group in the post-test 2. Second, RWL group students got considerably higher scores than control group students. The difference between RWL and the control group is also significant (Sig.=.000; $p < .05$). RWL group outperformed control group. Finally, significance value shows a statistically meaningful difference between SSR and the control group (Sig.=.032; $p < .05$) at the end of the reading program. Silent reading group students got higher scores than the control group students in the post-test-2. The following table, Table 4. 8, offers the specific values of differences across three groups according to Scheffe test in post-test-2.

Table 4.8. Significance of the values across the groups according to post hoc Scheffé test at the post-test-2

Groups	Group 1 (RWL)	Group 2 (SSR)	Control group
Group1(RWL)	X	.034	.000
Group2 (SSR)	.034	X	.032
Control group	.000	.032	X

significant at $p < .05$

After analyzing across groups effects, to discover the effects of the techniques within each group, mean scores of the tests were calculated and the paired samples t-tests were run on the scores of each group separately to find the differences between tests. Table 4. 9 presents the mean scores of the groups on each test.

Table 4.9. Descriptive Results of the scores from three tests

	Group1	Group 2	Control group
Pre-test	43.3	40.2	40.4
Post-test-1	58.3 (SSR)	59.5 (RWL)	42.6
Post-test-2	72.8 (RWL)	59.7 (SSR)	46.5

For the effects of techniques on the experimental group 1, it is clearly seen from the results of paired samples t-test that reading sessions with SSR technique created a meaningful difference on the first experimental group's scores (Sig.=.000; $p < .05$) when compared to their pre-test results. In addition, they also benefited much from reading RWL technique, as the difference between their SSR and RWL scores is statistically significant (Sig.=.009; $p < .05$). After RWL, they increased their scores compared to post-test-1 results. As for the experimental group 2, t-test results revealed that there was a significant increase in their scores after RWL sessions (Sig.=.000; $p < .05$) compared to their pre-test results; whereas no difference found between their RWL and SSR scores. (Sig.=.653; $p > .05$) That means SSR technique had no significant difference on their reading comprehension scores from post-test-2.

Finally, for the control group, between their pre-test and post-test-1 scores no meaningful difference was found (Sig.=.688; $p > .05$); and results of t-test analysis didn't reveal a significant difference between their post-1 and post-2 test results either (Sig.=.466; $p > .05$). Table 4. 10 summarizes results of t-tests.

Table 4.10. Paired Samples t-test Results: Scores and significance of differences between tests for all groups

Group	Mean	SD	df	t	Sig
Experimental group 1					
Pre-test / post-1(SSR)	-1,56429	10,14	14	-5,771	,000
Post-1 / post-2 tests (SSR/RWL)	-1,48571	18,02	14	-3,083	,009
Experimental group 2					
Pre-test / post-1(RWL)	-1,75000	12,08	14	-5,420	,000
Post-1 / post-2 tests (RWL/SSR)	-2,14286	17,43	14	-,460	,653
Control Group					
Pre-test / post-1	-2,13333	20,14	14	-,410	,688
Post-1 / post-2 tests	-3,93333	20,30	14	-,750	,466

significant at $p < .05$

In the light of all these statistical results, the first research question can find an answer. It was asked whether SSR and RWL techniques have effects on the reading comprehension of 8th grade students when their all test scores were compared between and within. The answer is yes. In sum, analyses between groups indicated the following outcomes: All the groups were equal at the pre-test. There was no significant difference between SSR and RWL technique groups at the post-test-1 given after three weeks. However, both SSR and RWL groups outperformed the control group at the post-test-1 with reading / listening sessions of three weeks. At the end of six weeks, RWL group got better reading comprehension scores than SSR and the control group at the post-test-2; while SSR group got better results than the control group at the post-test-2.

The effects of reading techniques on each groups were as follows: Eventhough the first experimental group increased their reading scores after SSR and RWL sessions, second experimental group got higher scores only after RWL sessions. At the end of the program, there was a little increase in the mean scores of control group; but this was not statistically significant.

4.2.2. Research Question 2

The second question inquired how SSR and RWL techniques affect experimental groups' scores seperately when their post-1 and post-2 scores were compared. This research question was asked with the aim of discovering the effects of only SSR and only RWL on the reading comprehension of the students.

Firstly, SSR scores of the first and the second experimental groups are compared to find the effect of only this technique on the groups. As there are two groups, a t-test for independent samples was utilized. Below, table 4.11 shows the groups' scores they got after reading three weeks with SSR technique.

Table 4.11. Results of t-test for independent samples after SSR sessions

Group	N	Mean	Sd	df	t	p
Group 1	15	58.3	10.3			
				28	-.335	.740
Group 2	15	59.7	12.4			

significant at $p < .05$

First group had their mean score as 58.3, and the second group had a very similar score 59.7. Evethough the groups got these results at different times, as the first group did SSR sessions at the first three weeks of the program and the second group had SSR sessions at the second part of the program, there is not a meaningful difference between two groups (Sig.= .740; $p < .05$) according to t-test analysis for independent samples comparing only SSR scores. Both of the experimental groups got equal results on the tests after they receive SSR technique.

Next, the groups' scores after reading with RWL technique were submitted to a t-test analysis to discover the effect of it on the scores. First group got a mean score of 72,8; while second group had a lower result, 59,5. The analysis showed that the difference between groups was meaningful (Sig.= .01; $p < .05$). Table 4.12 demonstrates the results the students got after RWL reading sessions. The groups had the same reading procedure, but first group outperformed the second group after RWL sessions.

Table 4.12. Results of t-test for independent samples after RWL sessions

Group	N	Mean	Sd	df	t	p
Group 1	15	72,80	11,5			
				28	2.717	.01
Group 2	15	59,53	14,9			

significant at $p < .05$

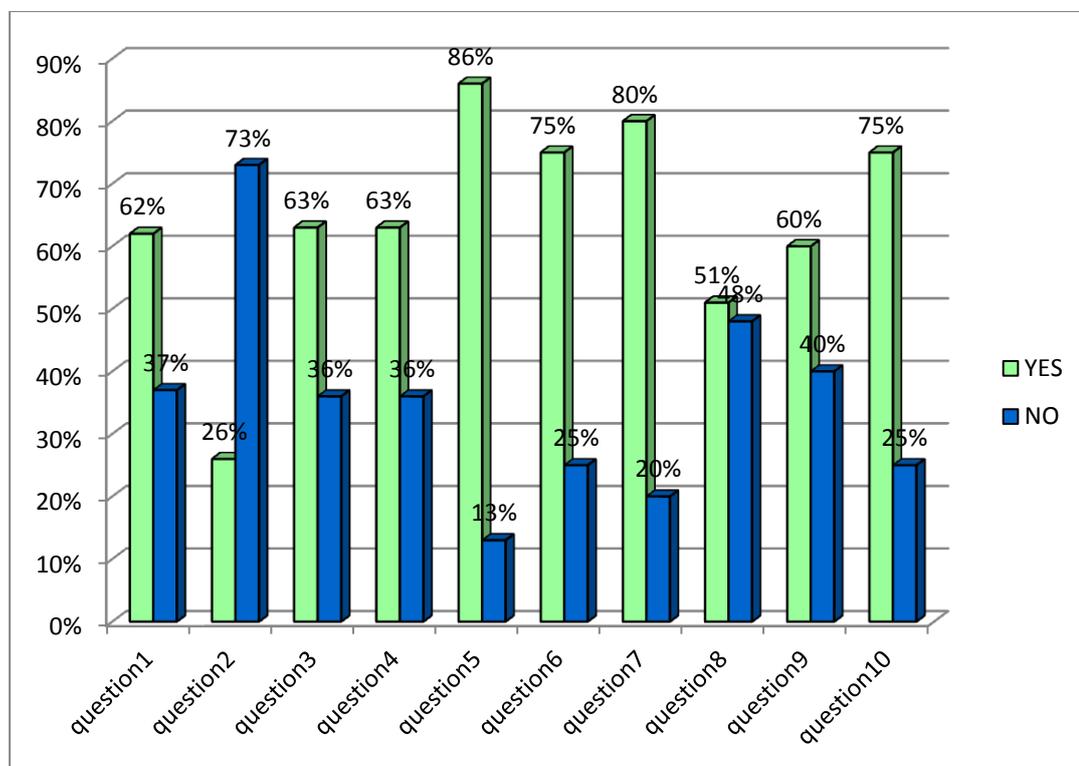
However that doesn't mean that the second group didn't benefit from RWL technique at all. It was stated in the results of the first research question that this group performed better after RWL sessions than they did SSR. When we look at the difference between their pre-test scores and scores gained after RWL sessions, it is highly significant (Sig.=.000; $p < .05$). Hence, RWL technique also led to higher comprehension scores in group 2, but these were not that much high when compared to first groups'. The reason of this difference can be explained by individual students' differences and it is discussed in detail in the discussion part.

To sum up the findings for the second research question, the results have revealed that there was no significant difference in reading scores between two experimental groups after they have received SSR. The difference between the groups' scores after they have received RWL was statistically meaningful. First group got higher scores than the second group.

4.2.3.Research Question 3

The third research question was addressed to discover the participants' problems with reading in English, their opinions about reading as well as about SSR and RWL techniques they were to receive. They were given the questionnaire before and after the reading / listening sessions. The aim of it was to find whether reading techniques had any effect on the students' opinions about reading in English. As the control group students didn't participate in the reading / listenings sessions, they responded to questions only at the beginning of the reading program. Before setting the reading / listening sessions, the questionnaire was given to 45 participants in all groups which required them to read the questions and tick only Yes or No options. The questionnaire was given in students' L1. It can be found in English in Appendix E, and in Turkish in Appendix F. Results obtained from the responses of the students are demonstrated below in Graph 4.1.

Graph 4.1. Students' Responses to the Questionnaire Given Before the Reading Program



The first question in the questionnaire inquired whether the participants have difficulty in reading in English. 62 % of the students admit they have troubles in reading. The second question was “ Do you think you are a good reader of English ?” and 73 % of the subjects answered that they are not good readers of English. Most of the students agree that they have troubles in reading, and they don't perceive themselves as good readers.

The third question asked if the students need a long time to understand the main idea of a text in English, to which 63 % of them responded as yes. The same percent of them, 63 % said they need to look up every word they don't know to understand a text. These two questions have shown that when the students don't know most of the meanings of the words, they tend to search for them and this slows down their reading pace. In turn, they need a long time to understand the main idea of a text, as they respond.

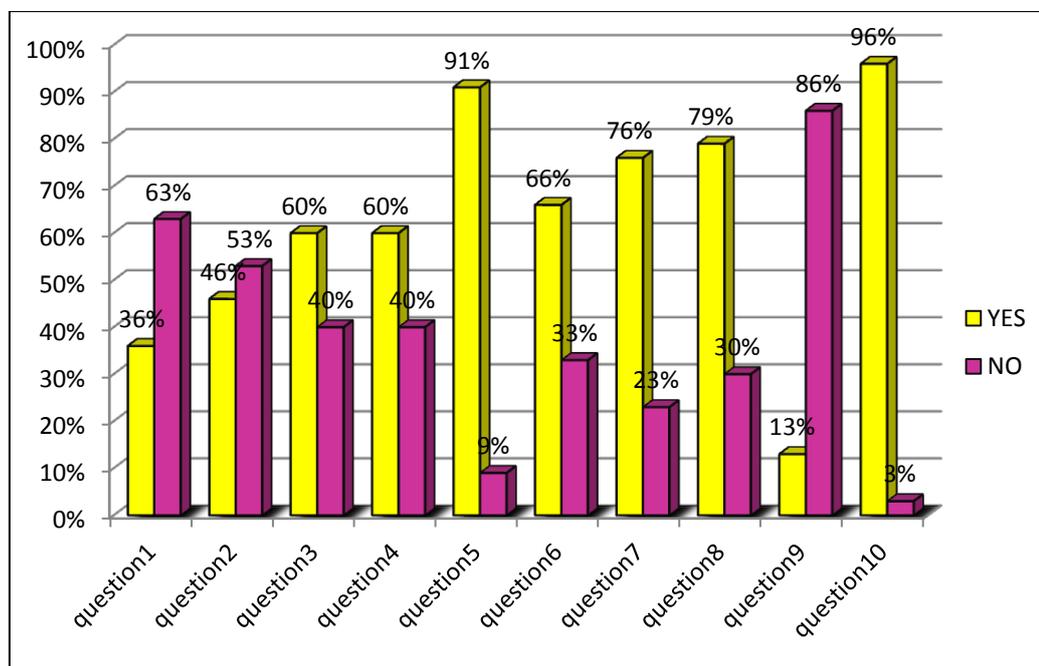
The fifth question asked whether reading many texts in English improves reading comprehension skills. 86 % agreed that it does. The result shows that many of the students actually know the importance of reading in English. The next question inquired if it was necessary to answer the follow up questions after reading a text. 75 % of the participants responded that follow up questions were necessary for text comprehension.

Question seven was addressed to learn what the students think about listening the texts. 80% of the subjects answered that listening a text from the CD player improves reading comprehension. It is apparent that majority of the students know the importance of listening. Question eight asked if they understand a text better when they read it silently on their own. 51 % said yes. Hence, more than half of the students prefer silent reading. These questions are beneficial as they give information about the preferences of the students before the reading / listening sessions begin.

The next question, question nine was asked if they need to translate a text in English word by word to comprehend. The result was that 60 % of the students were in the belief that word by word translation was required for comprehension. The last question, question ten whether reading English texts in different topics increases reading comprehension skills found and answer, as 75 % of the students responded as yes.

At the end of the reading / listening sessions after six weeks, the questionnaire was given again, but only to the experimental group students. This time the number of the respondents was 30. Graph 4. 2 displays the percentages of the answers and the results are discussed.

Graph 4.2. Students' Responses to the Questionnaire Given After the Reading Program



According to the answers to the first question, the percentage of the participants who said they have difficulty in reading in English has dropped to 36 %. Similarly, the results of the second question were in accordance with the first one, as both questions aim to discover the students self thoughts. The number of students who think they are good readers increased from 26 % to 46 % after reading times. It can be inferred that SSR and RWL sessions had positive effects on the experimental group students' self concepts about their reading skills, as readers of English.

With respect to the third question, 60 % of the students answered they need a long time to understand the main idea of a text in English; whereas this number was 63 % before the reading program. It might be concluded that the students think they begin to read faster by the help of the reading and listening sessions.

As for the question four, the number of those who think they should look up every word decreased from 63 % to 60 % after the reading sessions. Therefore, it can be said after six-weeks of silent reading / listening program, some students learn to skip some unknown words while reading. Thus, it can be the reason of improvement in their reading pace which was asked in the previous question.

According to the answers of the fifth question which inquired what the students think about reading a lot of texts in English, as they have read twelve texts in reading times by the end of the program. 91 % agreed that reading many texts in English improves reading comprehension.

Question six which was asked to find out if the follow up exercises the students answered after reading the texts were necessary to comprehend the passages. The number of the students who are in favor of doing follow up questions dropped to 66 % from 75 %. Although the majority of the students think they must answer the questions after reading, this outcome shows that fewer students want to do exercises about a text after reading / listening sessions.

Next question has aimed to find out what the students think about the listening the texts from the CD player. 80 % of the respondents said that listening the texts from the CD player is beneficial for improving reading comprehension. After the reading sessions it is found that this number has dropped to 76 %. However, this small difference is not significant. It can be the result of implementing the questionnaire to a smaller number of students after the reading program, as it was given only to experimental group students. Moreover, the difference in percentage (4%) shows that there is approximately one student in number who has changed his / her mind.

With respect to the question eight, to discover the students' thoughts about silent reading, it is found out that the number of the students who think they understand a text better by reading silently increases from 51 % to 79 %. This increase revealed that experimental group students preferred to read the texts silently rather than listening and they found SSR much useful.

According to the students' responses to the question nine, 60 % of students' thoughts were that they need to translate the text word by word to understand. As it is clearly seen from the graph above, the percentage of these students decreases sharply to 13 % at the end of reading times. Students may have understood that translation wasn't required to comprehend a text. The last question in the questionnaire tries to find out what the students think about reading texts in different topics, as the passages they read through six weeks are in a variety of topics. There is an increase from 75 % to 96 % in the percentage of the students who think reading texts in different topics is helpful to improve reading comprehension skills.

To sum up, by the help of the questionnaire, the third research question found its' answer: There are clear differences between students' opinions about reading in English before and after the reading sessions. The results revealed some choices that the students made in reading and they showed that reading sessions had positive effects on their self-concepts as readers of English.

4.3.Conclusion

This chapter presented the results of the analyses to answer the research questions posed in the study. Firstly, to answer the first research question all the students' pre and post test results were compared between and within groups analyses by using one-way ANOVA for independent samples and paired samples t-tests. The first question was set out to discover the effects SSR and RWL techniques on the reading comprehension scores of the students. It was found that both of the experimental group students resulted in some kind of gains and obtained higher test scores than control group students.

The second research question was to discover whether there were any differences between two experimental groups' scores after reading sessions with the same reading technique, with only SSR or RWL. T-test for independent samples were utilized to calculate the scores. It was discovered that students in one of the experimental groups got higher scores both after SSR and RWL sessions, while students in the other group performed better on the reading test only after RWL sessions. Finally, third research question to discover the students' difficulties in reading and to find out their thoughts about the reading process, a questionnaire was given. The results showed that reading / listening sessions made positive changes on students' opinions. The results of the questionnaire were displayed in two graphs as before and after the reading program according to the students' responses. In the next chapter, these outcomes are discussed in the light of the statistical findings and the previous studies in the literature.

CHAPTER V CONCLUSION & DISCUSSIONS

5.1.Introduction

The intention of this study was to investigate the effects of two techniques in reading, one of which was sustained silent reading (SSR) and the other reading-while-listening (RWL) technique on the reading reading comprehension of 8th grade EFL Turkish students in a state primary school in Bursa. In particular, the study aimed to get these students familiarize with reading in English by setting sustained silent reading / listening sessions of 40 minutes, two times a week. It is assumed that these reading times can move students from in - class silent reading to reading extensively outside the classroom and independent from the teacher.

At the end of the research, they read silently / read while they listened twelve different texts in a six-week period by using SSR and RWL techniques in the classroom. The participants were in three intact classes, so the study neither interrupted the normal classroom teaching nor replaced the reading instruction in the classrooms. SSR and RWL reading sessions were additional to the curriculum of the Ministry of Education. Experimental group students were involved in each of SSR and RWL sessions, in turn, to provide them with more channels of input. The study was of significance because of the fact that comparing simultaneous reading and listening audio recordings of texts with silent reading hasn't been investigated before in a primary school setting in Turkey.

In this last chapter, conclusion and discussion parts are presented. Results are discussed by referring to the analyses of the compiled data. Pedagogical implications of the study, some limitations of the research and suggestions for further researches are also presented in this chapter.

5.2. Discussion of the Results

With respect to the first research question, which inquired about the effects of SSR and RWL on the students; there was no difference between SSR and RWL experimental groups after three weeks based upon the statistical analysis of the test scores between groups. Although both experimental groups resulted in some kind of increase in their reading scores due to the reading / listening sessions, SSR and RWL sessions lead to similar reading comprehension scores, at least in a short period. It can be interpreted in a way that the students may not have been accustomed to getting aural input while reading for a three-week period; such as Sawada (2009) stated for EFL learners, who have relatively limited amounts of aural input, learning from listening may have been difficult. Hirai (1999) further explains that less proficient learners may have problems in comprehending auditory input, because they may not become familiarized with spoken language and they may have a lack of practice in listening. However at the end of these three weeks, each technique SSR and RWL provided students with a better comprehension scores when compared to those of control group which didn't receive any reading sessions. This outcome once again provided evidence for the commonly stated view about reading that is exposure to a large amount of reading materials is one of the key factors in enhancing comprehension in the target language.

For the second part of the reading / listening process, after the experimental groups had both kinds of reading sessions, the results of the analysis indicated that RWL group outperformed both SSR group and the control group at the end of six weeks, while SSR group got better results than the control group. In other words, reading with the aural presentation of the texts in addition to visual textual form led to better comprehension than only silent reading technique. More precisely, using dual mode (reading and listening) facilitated reading comprehension of students more than a single mode (only reading). The finding is consistent with the assumptions of Dual Coding Theory which suggests that if an additional channel is conveyed in the learning process, the probability of the potential for comprehension increases. In this study additional channel to reading was listening. Contrary to finding from post-test1, it appears that listening channel was effective on the on post-test-2 scores of the students, in the long term. This difference can also be the result of students' getting used to

reading / listening sessions towards the end of the program; as they have never been involved in such a program and got exposed to reading and listening in English, in a relatively long period (six weeks). According to Dwyer and West (1994) there is a relationship between even the number of weeks of participation in SSR and increase in reading rate.

As for the case of control group, it was the least successful one on pre, post-1 and post-test-2 tests. At the end of the program, there was also a small increase in the mean scores of control group. However, it can be due to their normal classroom learning process; as this was not a statistically significant difference. Both SSR and RWL sessions increased the exposure of experimental group students to reading in English and succeeded in improving their reading comprehension scores compared to control group. The findings have confirmed that the amount of exposure to reading texts played an important role on reading comprehension, likewise Chow and Chou (2000) stated.

If the results of the test scores are interpreted in terms of SSR and RWL effects within the groups, the first experimental group students increased their reading scores after SSR and RWL sessions, whereas second experimental group was able to do that only after RWL sessions as no difference was found between their SSR and RWL test scores. This finding of the research indicated that students in the second group found it more efficient to follow along the text while they listen rather than only reading silently. This particular outcome has confirmation in the literature, as Sippola (1985) found simultaneous reading and listening procedure can assist low and middle ability readers and suggested that it should be used as a supplement to reading. The result is also consistent with the study of Türker (2010) who discovered in his research that the students who used audio materials were superior to the ones with only printed books. From another point of view, aural accompaniment of the texts in this study may have risen the interest of the students in the second group and may have motivated them into reading with care more than SSR did. There may be individual student differences or a preference of channel (listening to reading); aural students may prefer listening the texts. Beers (1998) and Franklin (1996) found that audiobooks helped students to feel positive about listening to books and following the printed page and were more

motivated to read. As a consequence, audiorecordings may motivate children to continue to read the texts especially in EFL reading settings.

The second research question of the study was addressed so as to find out the effects of each reading technique separately on the experimental group students. Analysis of the test results have shown that no significant difference has been observed between the scores of groups after they are involved in SSR sessions. It can be concluded that silent reading of texts had resulted in similar gains in the test scores of the students. However, their RWL scores were statistically different. First experimental group got better results than the second group. Although second group students performed much better on the test they had after RWL within their own group, as mentioned above, when compared to first groups' scores they got relatively low scores. It appears that students in the second group improved their comprehension scores with RWL technique much more than the first group. We can draw the conclusion that the same technique, instruction or practice may not have the same influence on different students. Stated in the Literature, in the classrooms there are children with different abilities and styles of learning. This shows the need for involving different senses, integrating other skills into the lesson to be able respond to different needs and interests of the students, as Osborn (2007) suggests a variety of techniques and strategies should be used in reading instruction programs.

Finally, the third research question was to discover the students' thoughts about reading in English and the effects of the reading / listening techniques on their opinions before and after the reading sessions. Students responses were useful in terms of reflecting their difficulties in reading. The answers given to the questions before and after the reading / listening sessions have clearly demonstrated that these sessions had positive effects on the experimental group students' self concepts about their reading skills as readers of English; as after the reading program fewer students expressed that they have difficulty in reading in English. Similarly, Gardiner (2005) said that SSR helps students to increase their confidence and positive attitudes in reading. The students feel that reading in another language is something they can do. The results also revealed some choices that the participants made in reading. The increase in the number of the students who think they understand a text better by reading silently shows that most of the students preferred reading the texts silently rather than listening and they found SSR

much useful after the program. A majority of the students found listening from the CD player effective for their reading comprehension. After reading / listening sessions, fewer students prefer to do exercises about a text. The subjects mostly agreed that reading many texts in English and texts in different topics improves their reading comprehension skills. As a consequence, it can be said these reading / listening sessions have conveyed to the students the idea of reading in English is important and made some positive changes on their opinions to rise their awareness in reading.

5.3. Pedagogical Implications of the Study

This study was motivated from the need of getting EFL elementary students used to reading and develop their reading skills in English by conducting in-class reading / listening sessions. The efficacy of SSR and RWL as means of developing L2 reading and motivating students to continue reading was the area of inquiry in the present study. Hence, the students got exposed to SSR and RWL sessions of reading for six weeks. The results have shown that some students benefit from sustained silent reading times while others improved their reading comprehensions much from reading-while-listening sessions. Therefore, the present study suggests an integrated approach of SSR and RWL as an effective way in reading development in EFL contexts.

Although the generalizability of the findings of this study can be questioned due to the limited number of participants and limited time, a series of pedagogical implications for language teachers can be highlighted from the research. Based on the findings of the study, one implication is that teachers in EFL settings should provide independent silent reading and reading- listening times in addition to their normal classroom teaching; as the findings have confirmed that the amount of exposure to reading made significant changes on students' reading comprehension. The amount of independent silent reading is directly related to gains in reading comprehension (Allington, 1984). The more time the students spend on practising reading, the better their reading comprehension skills get. SSR reading sessions in schools are especially important and needed for the children from low-income families as they have limited access to reading material; and for the ones who don't read outside the school much. Many educators view independent silent reading as a waste of time and have dropped it

from their classrooms according to Kelley and Clausen-Grace (2009) ,but most of the previous studies suggest the inclusion of SSR in the classrooms is beneficial (Krashen, 1993; Mendak, 1986; Lamme,2001). Rasinski (2003) suggests that students are more likely to read more when they read silently. Silent reading activities should definitely be used in the classrooms. The main aim of our educational programs are creating lifelong readers and learners. In-class silent reading is limited to the school times, whereas if we can succeed in promoting good habits of reading in students, they are going to continue developing and improving their reading comprehensions and proficiencies in English, in the long run. This is a long process as Askildson (2008) said gains in reading habits occur in the long-term, not in short-term.

There should be variety of reading materials and opportunity for actual reading in the classroom reading (Weaver, 2002). Another way of providing for more reading practice can be with the help of reading-while-listening technique. According to Williams (1987) reading and listening skills draw upon and contribute to the facility of each other. Marchionda (2001) stated that listening the audio books provides students with opportunities to improve critical thinking skills which are vital for the reading comprehension. Learning styles of the students are different, so the materials used in the language classrooms should meet the needs of all of them. Ayyürek (2008) suggested in her research that the teachers need to reach all of the students in the classrooms by implementing different methods or techniques that stimulate all of their senses, abilities, and intelligence. As Wolfson (2008) states audiobooks can be a good alternative to reading traditional texts to improve reading and reading strategies of children. When the teachers bring a variety of input sources into the classes, the students have more chances to improve their language learning experiences. With the support of recorded materials, young learners in primary schools can get involved in reading more. SSR and RWL activities together can be useful for reading development, so a balanced reading program should be adopted. It is advisable that the students should not do only silent reading, but also reading while listening in the reading lessons, and language teaching curriculums should include both of them.

A suggestion for the English teachers can be that they should try to create classroom and school libraries containing graded readers with their audio recordings suitable for their students' level. If they think lesson times are limited to be devoted

solely on reading, they are suggested to encourage the students to use these libraries to read extensively, either at school or at home.

Another implication of the study can be that teachers should discover and identify the problems, different learning channel preferences or the needs of their students to motivate them to read. To foster the development of reading habits of children, there is also a need to understand how they see themselves as readers. If they think they cannot read or comprehend, they don't even try. Nation (1997) who mentions that success in reading may increase the motivation for further reading which leads to the development of learners' positive attitude to language learning. For this reason, if the teachers are to select the reading materials, texts or books to be read; they should be careful to match the appropriate materials to the students. Allington (2006) says that selecting material is the key to success in reading. Aslan (2006) also suggests that EFL teachers should provide students with texts which are not linguistically too difficult to comprehend. Reading difficulty formulae can be used to find the difficulty levels of the texts and the students' interests should be taken into account.

5.4.Limitations and Suggestions for Further Research

This study was important to determine a better understanding of the effectiveness of silent reading and reading while listening techniques on elementary level EFL students. Although it has revealed some significant results for the reading area there are some limitations to be considered. First, the duration of the study can be considered as a limitation, as it lasted for six weeks. Effects of SSR and RWL can be investigated with one semester or through an academic year. A longitudinal study might have given different findings. The longer the reading program is, the more consistent the results may be. Second, there is a lack of instrument standardization, eventhough the reliability of the tests are calculated. Tests of reading the texts are adapted from the reading books they are taken. Pre and post-tests are prepared by the researcher.

Third, the selection of the texts is done by the teacher thinking that students have limited access to English materials due to the financial status of their families. The teacher tried to select the texts of different topics that can be interesting to students, as There might be some interested and eager students as well as the unmotivated ones.

Interest in topic is one of the individual variable that has an influence on the reading comprehension. Some students may not have liked the topic of the texts or simply they may not have wanted to read in the classroom. Future researches should explore the students' satisfaction or motivation to participate in SSR / RWL programs with selected texts. Fourth, the students took the same test for three times. Hence, there may be recall of some questions in the tests. Moreover, this study was limited to 8th grade students only. A study on different age groups of students in state schools can be conducted to see whether the results will be consistent and the present findings will be generalized. The same study can be replicated with a group of students from better socioeconomic backgrounds or with a high level of English.

Finally, the researcher was the teacher of the two treatment groups, not the control group; eventhough there was no interference in any stage of the treatments, as in all the reading / listening sessions students were active. It might be of interest to examine to see the effects of simultaneous reading and listening not only on reading but also on listening comprehension skill, or on a different aspect of language or vocabulary in primary school settings. Further studies may add to the results of this study, and to the knowledge in the research area.

APPENDICES

APPENDIX A: Reading Texts

Text 1: Flower Gardening

To plant a flower garden, you only need a few things: tools, seeds and soil. People can grow many different flowers, such as roses and daisies. They all need water and light to grow, as well as daily attention. The size of a garden isn't important. It may be in a large plot of land in a backyard. It might be in a meter-long box inside a house. Gardening helps people relax and feel good about themselves. It is a wonderful feeling to take care of something and watch it grow. A garden is also a beautiful sight enjoyed by friends and relatives.

Reading

1.The article suggests that without water and light.....

- a.**a garden only needs a lot of attention **b.**plants and flowers cannot grow
c.people cannot buy seeds for a garden **d.**a garden needs to be large

2.Which of the following is not a benefit of gardening?

- a.**helping you relax. **b.**giving you a good feeling.
c.growing flowers to sell. **d.**sharing a thing of beauty with others.

3.To plant a flower which is not necessary?

- a.**tool **b.**soil **c.**seed **d.**rose

4.The text says that daisies and roses are

- a.**two examples of flowers. **b.**most popular flowers nowadays.
c.bright coloured flowers. **d.**best flowers to plant in a garden.

Write True or False

1. According to the text, not all plants need water and light.
2. We can grow different kinds of flowers either at home or outside.
3. A meter-long box inside a house is not a good way to plant flowers.
4. You can show your flower garden to your friends and relatives.
5. You need to have a big garden to plant flowers.
6. Taking care of something is a wonderful feeling.

Match the words with their meanings

- | | |
|--------------|--|
| 1. soil | a. special care or treatment. |
| 2. grow | b. to rest and enjoy yourself. |
| 3. attention | c. to become bigger or tall. |
| 4. garden | d. the top of the earth in which plants, trees grow. |
| 5. relax | e. a piece of land next to your house. |

Write what you understood from the text in a few sentences in Turkish

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Text 2: Rice

Rice, a type of grain, is one of the world's most commonly eaten foods. From China to India to Africa, rice is an important crop for half of the world's people. There are 20 species of rice, but only two (Asian and African rice) are widely grown by farmers. Much of the world's rice is grown using a traditional method. Rice seeds are planted in large fields, called "paddies". The paddies are then covered with water. After about one month, the young plants are taken out of the ground and moved to another field. That field is then covered with water. Several months later, the fully-grown rice plants are collected, the grains are removed from the plants, and the rice is prepared for the market.

Reading

1. The text says that.....
- a. There are many kinds of rice.
 - b. Rice is eaten only some parts of the world.
 - c. Rice is not a commonly consumed food.
 - d. Farmers widely grow every kind of rice.

2.The farmers of the rice widely grow.....

a. every kind of rice b. 20 kinds of rice c. only two types of rice d.Indian Rice

3.Which of the following is not true?

a.Large fields are covered with water to grow rice.

b.Much of the rice is grown by using new methods.

c.Paddies are large fields to grow rice.

d.African and Asian rice are grown by farmers.

Write True or False

1.There are more than 20 species of rice in the world.....

2.Rice is planted in small fields.....

3.According to the passage, rice is one of the most commonly eaten grain.....

4.It is difficult to grow rice with traditional methods.....

5.Rice is a very important grain for the most of the people in the world.....

6.Only one type of grain is widely grown.....

7.To sell the rice, first the grains should be removed from the plants.....

Match the words with their meanings

1.Crop

a. to become bigger or tall.

2.Grain

b.an area of land to grow crops.

3.Field

c.the small hard seeds of food plants like rice.

4.Grow

d.to put or spread liquid, dust, etc. on something.

5.Cover

e.the plant that is grown in large quantities for food.

Write what you understood from the text in a few sentences in Turkish

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Text 3: Volunteering

Anyone can be a volunteer. It doesn't matter how old you are. And it is great way to help others. There are many ways to volunteer. You can help at a library or school, or you can spend time with old people. You can also help clean your neighborhood's streets and parks. There is usually a big need for volunteers. It only takes a little bit of time each week. In return, you receive many big smiles and thanks.

Reading

1. Volunteers

- | | |
|-----------------------------------|--------------------------|
| a. are always adults. | b. may be any age. |
| c. usually help at the libraries. | d. are not often needed. |

2. What payment do volunteers get?

- | | |
|---------------------------|--------------------------------|
| a. a lot of money. | b. the thanks of other people. |
| c. food and other things. | d. some money, but not much. |

3. What does "it doesn't matter" mean?

- | | |
|-------------------------|-------------------------|
| a. it is not necessary. | b. it is not right. |
| c. it is not possible. | d. it is not important. |

4. What type of volunteering does the text **not** mention?

- | | |
|-----------------------------------|--------------------------------|
| a. cleaning one's neighborhood. | b. keeping old people company. |
| c. reading books to young people. | d. spending time at a school. |

Write **TRUE** or **FALSE**

1. There is a certain age to be a volunteer.
2. You can help people in many ways.
3. There is usually not a need for volunteers.
4. Volunteering is not a good way to help other people.
5. It takes much of your time to help people.
6. Everybody who wants can be a volunteer.



Match the words with their meanings:

- | | |
|----------------|---|
| 1.Volunteer | a. to get or accept something that is given to you. |
| 2.Neighborhood | b.something that is necessary or must be done. |
| 3.Receive | c.the expression on your face when you are happy. |
| 4.Smile | d.a person who does a job without being paid for it. |
| 5.need | e. a number of people living near one another or in a particular place. |

Write what you understood from the text in a few sentences in Turkish

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Text 4: River Taxis

In Thailand, a country full of rivers, river taxis can be a good way to get around. These boats act much like buses on city streets. People can wait at a boat stop, on the riverside. These boats stop to let people on and off. In some of Thailand's cities, like Bangkok, street traffic can be very bad. Using a river taxi can save a lot of time. For example, many boats go up and down the Chao Phrya River in Bangkok. Many of Bangkok's interesting sights are near the river. So taking a boat can be a great way for visitors to see that part of the city.

Reading

1.Why are river taxis like buses?

- | | |
|---------------------------------------|---|
| a. They are both cheap. | b. they both have wheels. |
| c. They let people on and off. | d. Traffic is very bad on the river. |

2.Visitors to Bangkok.....

- | | |
|--------------------------------------|--|
| a. rarely use river taxis. | b. like to swim in the river . |
| c. always save a lot of time. | d. can see the interesting sights near the river. |

3. Which of the following is not true?

- a. Street traffic can be very bad in Thailand.
- b. River taxis are very cheap.
- c. There are many rivers in Thailand.
- d. People can get on and off river taxis along the river.

Write True or False

- 1. River taxi is a way of transportation in Thailand.
- 2. Street traffic is better than river traffic.
- 3. If you want to save time, use the river taxi.
- 4. Thailand is full of rivers.
- 5. River boats are similar to trains as they save time.
- 6. By taking the boat in Thailand, you can see many parts of the city.
- 7. There are boat stops along the riverside.

Match the words with the meanings

- | | |
|---------------|--|
| 1. river | a. the interesting places that are often visited by people |
| 2. boat | b. to move from one place to another place |
| 3. sight | c. a natural flow of water that goes a long line across the land |
| 4. visitor | d. a vehicle that travels on water |
| 5. get around | e. a person who visits a place or a person |

Write what you understood from the text in a few sentences in Turkish

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Text 5: Persian Rugs

Persian rugs are beautiful, traditional floor coverings. In the Middle East, South Asia, and East Asia rug making is an art going back hundreds of years. Different parts of the world are famous for using special materials, colours, and designs in their rugs. The best rugs are handmade, usually from wool, using a machine called a loom. Some rugs are made from silk, and they can be very expensive. High quality rugs are both beautiful and useful. They can last a long time. In fact, well-cared rugs can last a hundred years or longer.

Reading

1. According to the text, persian rugs are.....
 - a. colourful
 - b. not useful
 - c. beautiful
 - d. not expensive
2. The best rugs are usually made from.....
 - a. anything
 - b. cloth
 - c. cotton
 - d. wool
3. What do people do with a loom?
 - a. They make rugs.
 - b. They make wool.
 - c. They make floors.
 - d. They make machines.

Write TRUE or FALSE

1. In different parts of the world, rugs are made with different materials.
2. Rugs are made in different parts of the world.
3. Rugs from silk are very expensive.
4. Rug making is a very ancient art.
5. High quality rugs can't last long time.
6. Loom is a machine to make rug.
7. The best rugs are usually made in factories.

Match the words with their meanings

- | | |
|------------|---|
| 1.floor | a.made by person using their hands rather than by machines. |
| 2.handmade | b.a piece of material like a carpet used to cover a floor. |
| 3.loom | c.a type of fine smooth cloth. |
| 4.rug | d.the surface of a room that you walk on. |
| 5.silk | e.a machine for making cloth, carpet, etc. |

Write what you understood from the text in a few sentences in Turkish

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Text 6: Castles

At one time in many countries, kings, queens, and the other leaders lived in castles. At first, castles were made of wood, but they easily burned down. Stone became a more popular choice, later. Castles were often built on hills, to make them easier to defend. Large stone walls around the main buildings gave more protection. Most castles were small, but some such as Windsor Castle in England, were very large. Castles were not usually comfortable places to live in, but that didn't matter. Their main purpose was to stop an enemy attack and protect the people inside.

Reading

1.Windsor castle is an example of.....

- | | |
|-------------------------------|----------------------|
| a.a castle made of wood | b.a castle on a hill |
| c.a comfortable place to live | d.a big castle |

2.Why did Stone become a more popular building choice?

- | | |
|-------------------------------|------------------------------------|
| a.It was cheaper than wood. | b.It didn't burn down easily. |
| c.It looked better than wood. | d.It was easier to find than wood. |

3.What does "defend" means?

- | | | | |
|-------|---------|----------|-----------|
| a.see | b.build | c.attack | d.protect |
|-------|---------|----------|-----------|



Write True or False

- 1.It is easy to defend a castle when it is not built on hill.
- 2.Castles were comfortable places.
- 3.Windsor Castle is one of the large castles.
- 4.Wooden castles easily burned down.
- 5.Stone walls around the buildings were very protective.
- 6.Most of the ancient castles were very big.
- 7.People in the past built castles to protect themselves from enemy attacks.

Match the words with their meanings

- | | |
|--------------|---|
| 1.castle | a.to destroy something by fire. |
| 2.protection | b.a large strong building with high walls built by kings. |
| 3.hill | c.a hard material that is found in the ground. |
| 4.stone | d.land that is higher than the land around it. |
| 5.burn down | e.make sure that something is not damaged. |

Write what you understood from the text in a few sentences in Turkish

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Text 7: Carnival in Brazil

Carnival is Brazil' s most exciting and enjoyable festival. The holiday originally came from Europe, and it was brought to Brazil in the 19th century. Overtime, it grew and changed to take on a special Brazilian flavor. Carnival takes place in February or March. Many cities have public festivals, but the most famous and fun activities are in Rio de Jenerio. In the Asambordromo (a big stadium), there are singers, dancers, and musicians parade around while up to 90, 000 people watch. There is also dancing throughout the streets of Rio and other cities. Hundreds of thousands of people from Brazil, along with visitors from other countries, have a good time together. That is the

main point of carnival: To enjoy oneself and forget about one's troubles for a little while.

Reading

1. Carnival is a time to

- a. think deeply about life .
- b. remember our friends and family members.
- c. have a lot of fun and enjoy oneself .
- d. give gifts to others.

2. To watch the parades, Brazilians.....

- a. must go to Rio de Janeiro. b. sing and dance.
- c. visit other countries. d. enjoy going to Sambodromo.

3. Which activity does the text not mention?

- a. singing b. dancing c. eating d. parading

4. The article suggests that Brazil's Carnival.....

- a. is not the same as the original European holiday.
- b. first came to the country more than 400 years ago.
- c. is only enjoyed by people from Brazil .
- d. is a very serious holiday.

Write TRUE or FALSE

1. Many people from other countries come to see the festival.
2. Actually the Carnival in Brazil is originally an Asian festival.
3. The most enjoyable activities of the Carnival are in Rio de Janeiro.
4. People generally don't have good time in the carnival.
5. Carnival takes place in August.
6. Many cities in Brazil have their public festivals.



Match the words with their meanings

- | | |
|-------------|--|
| 1.exciting | a.giving pleasure. |
| 2.parade | b.a problem or a difficult situation. |
| 3.public | c. not private; open to or concerning all the people as a whole. |
| 4.trouble | d.to cause great interest or excitement. |
| 5.enjoyable | e.a celebration that people walk in the streets. |

Write what you understood from the text in a few sentences in Turkish

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Text 8: Jackie Chan

Jackie Chan is an international superstar. His movies are full of action. They are also very funny. They are never boring. In the action scenes, people throw strange things like tables and chairs. Jackie does all those scenes himself. It can be a little dangerous. In fact, Jackie sometimes gets hurt. Jackie makes movies in Asia and America. He often stars with other famous actors. They enjoy working with him. Jackie Chan' s movies are really fun.

Reading

- 1.Jackie Chan is known.....
- | | |
|-----------------------------------|--|
| a. only in his own country | b. by the people from other countries |
| c. by nobody | d. only by the film makers |
- 2.According to the text, the movies of Jackie Chan are.....
- | | | | |
|--------------------|------------------|---------------|-----------------|
| a. exciting | b. boring | c. sad | d. funny |
|--------------------|------------------|---------------|-----------------|
- 3.Movies of Jackie Chan are made in.....
- | | | | |
|------------------|----------------------------|------------------|------------------|
| a. Africa | b. Asia and America | c. Europe | d. Brazil |
|------------------|----------------------------|------------------|------------------|

Write True or False

1. Films of Jackie Chan contain many action scenes.
2. In Jackie Chan' s movies, there are no other famous actors.
3. People in the action scenes generally throw something to each other.
4. In none of his movies Jackie gets hurt.
5. Jackie Chan makes the scene of the movies by himself.
6. Other actors like working with Jackie Chan.
7. Some parts of the movies can be dangerous.

Match the words with the meanings

- | | |
|------------------|---|
| 1. scene | a. the events in a story or movie. |
| 2. movie | b. to send something from your hand to the air quickly. |
| 3. international | c. a part of a film that the actions happen. |
| 4. throw | d. connected with two or more countries. |
| 5. action | e. a series of moving pictures shown at the cinema. |

Write what you understood from the text in a few sentences in Turkish

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Text 9: Space Tourism

Half a century ago, the world was amazed by the first flights into the space. A man walking on the moon in 1969 was even more incredible. Those who flew so high and far were heroes. Most people did not think space flight was possible for the rest of us. All that is changing with the growth of space tourism, the first space tourists were rich. They paid a lot for flights on government-built ships. Now there are many private companies building spaceships. The first of these, SpaceShipOne, briefly flew to space in June, 2004. In the next 10 to 15, more and more people will travel to space, and it

will become much cheaper. There are thousands of people excitedly waiting for the chance.

Reading

1. What does the article suggest about space tourism?

- a. It will always be for the super-rich only.
- b. Few people are interested in it.
- c. It won't be possible for another half a century.
- d. Many people would like to try it.

2. What was SpaceShipOne?

- a. a private spaceship.
- b. a government-built spaceship.
- c. the first ship to fly into space.
- d. a spaceship built for one person.

3. Most people thought that.....

- a. space flight was not possible.
- b. space flights would be very cheap.
- c. everybody could fly with spaceflights.
- d. spaceships carried only one person.

Write True or False

1. The first visitors of space were very rich.
2. Only government can build spaceships now.
3. People don't want to visit space anymore.
4. The first flights into space were about half a century ago.
5. SpaceShipOne is the second private spaceship.
6. More people will visit space in 10 or 15 years.
7. There are more companies to build spaceship.

Match the words with the meanings

- | | |
|---------------|--|
| 1. flight | a. not for public use. |
| 2. spaceship | b. opportunity or possibility of something. |
| 3. chance | c. a vehicle that travels in space, carrying people. |
| 4. private | d. impossible or difficult to believe. |
| 5. incredible | e. a journey made by a plane. |

6. Vicki has a husband and three children.
7. Vicki sometimes doesn't like her job.

Match the words with their meanings

- | | |
|------------|--|
| 1. outdoor | a. a short journey. |
| 2. trip | b. to become better than before. |
| 3. place | c. ability to do something. |
| 4. skill | d. outside of a building. |
| 5. improve | e. a particular city, town, building, etc. |

Write what you understood from the text in a few sentences in Turkish

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Text 11: Hot Springs

Hot springs are natural waters that flow up from the ground. They can be 110 degrees Fahrenheit (40 Celcius) or hotter, with a very strong smell. The heat comes from the water contacting hot rocks deep underground. The smell comes from minerals in the water. For thousands of years, people have found these rich, hot waters to be good for their health. The hot water is good for the skin, and it helps the blood flow. As a result, spas are often found near hot springs. At the spas, people enjoy the health-giving water. However, there's one important thing to remember about hot springs. They are very hot, and the effect of the minerals is strong. Therefore, one should stay in the water only 10 or 15 minutes at a time. After that, one may start to feel light-headed.

Reading

1. Hot springs get their heat from.....

- a. hot rocks b. minerals c. spas d. natural waters

2. What have people liked about hot springs for many years?

- a. their health benefits. b. their lovely smell.
c. their delicious taste. d. their rich color.

3. Why should people get out of hot springs after 15 minutes?

- a. They might start to smell bad. b. The spas limit your time.
c. Other people could be waiting. d. There could be a health risk.

Write **TRUE** or **FALSE**

1. Mostly, people don't enjoy hot waters.
2. If you stay in hot water more than 15 minutes, you feel more relaxed.
3. Hot water is found to be good for health for thousands of years.
4. Hot water comes from underground.
5. Hot springs are useful for people's health.
6. Spas are not near hot springs.
7. The smell of the hot water comes from the water minerals.

Match the words with their meanings

- | | |
|-----------|--|
| 1. spring | a. the surface of the earth. |
| 2. flow | b. the quality that living beings sense with their nose. |
| 3. ground | c. for a liquid to move in one direction. |
| 4. smell | d. a place where water comes surface from underground. |
| 5. rock | e. a kind of hard stone. |

Write what you understood from the text in a few sentences in Turkish

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Text 12: Great Zimbabwe

Almost 1000 years ago, the city of Great Zimbabwe was the center of a powerful African state. Great Zimbabwe was a large city of at least 15,000 people. Surrounding the city were large, thick walls. They were very well made, and many of them still stand today. The city became rich through gold mining. For almost 400 years, it traded with people in Africa, the Middle East, China, and elsewhere. Great Zimbabwe was very important in the history of Southern Africa. In fact, the modern country of Zimbabwe takes its name from the ancient city.

Reading

1. What is the main idea of the text?

- a. Gold mining was important in international trade 400 year ago.
- b. The quality of buildings in Africa's old cities was high.
- c. Great Zimbabwe is an important part of Africa's ancient past.
- d. Cities of Southern Africa traded with China.

2. The walls of Great Zimbabwe.....

- a. didn't easily fall down.
- b. were not well made.
- c. were made 400 years ago.
- d. lasted less than 400 years.

3. The article doesn't mention which trading area?

- a. Europe
- b. Asia
- c. Africa
- d. The Middle East

4. What does the article suggest?

- a. Cities in the Middle East mined gold.
- b. More than 20,000 people could live in Great Zimbabwe.
- c. There are thick walls around modern African cities.
- d. Gold was important in helping Great Zimbabwe become rich.

Write True or False

- 1.The walls that surround the city are still there.
- 2.Great Zimbabwe was a state of America in the past.
- 3.In the past, Zimbabwe wasn't a big city.
- 4.The walls of Zimbabwe were not so strong.
- 5.Zimbabwe takes its name from the old city.
- 6.Zimbabwe became rich because they made coal mining.

Match the words with the meanings

- | | |
|------------|--|
| 1.powerful | a.getting coal or other minerals from under the ground. |
| 2. trade | b.very old, existing for a long time. |
| 3. mining | c.having a great power or influence. |
| 4. state | d.buying and selling goods between countries. |
| 5. ancient | e.a country that is considered as a political community, controlled by government. |

Write what you understood from the text in Turkish in a few sentences:

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APPENDIX B:Pilot Tests

Pilot Test-1: Online Computer Games

Before the internet, people usually played computer games at home, either alone or with a few friends. The internet is now fast and cheap, and computer gaming is changing. With a computer connected to internet, people around the world can play their favourite together. There are many kinds of on-line computer games. Some are for playing sports, chess, and other traditional games. Others are “role-playing ” games. In these games, each player becomes a character in and on-line world. On-line computer gaming is a fast-growing business with a very exciting future. And it’s a lot of fun.

Vocabulary

- 1)Everything in today’s cities.....so quickly.
a) becomes b) changes c) plays d) is
- 2)The.....is very big, but it’s easy to fly to other countries.
a) future b) business c) sport d) world
- 3)I don’t like to be.....I prefer to be with friends.
a) alone b) fun c) fast d) together
- 4)Do you likemusic or modern pop music?
a) cheap b) favourite c) traditional d) fast-growing

Reading

- 1)To play on-line computer games, people need.....
a) a very expensive computer. b) a fast-growing business.
c) a lot of friends at home . d) a computer and an internet connection.
- 2)According to the reading, the internet is.....
a) very expensive. b) not fast enough for online computer games.
c) cheap, but slow . d) changing the way people play computer games.
- 3)What kind of computer games is **not** discussed?
a) role-playing games b) strategy games
c) traditional games d) sports game



4) Which of the following is **true**?

- a) Every computer is connected to the internet.
- b) The earliest computers could play games on-line
- c) There is more than one kind of on-line computer game.
- d) In on-line chess games, people become characters.

Write **True** or **False**

- 1) Many people used to play computer games at the internet cafés before the internet.
- 2) When there is internet connection, people can play games with anyone around the world.
- 3) Nowadays, internet is expensive, so it is difficult to get.
- 4) Role-playing games require to be on-line characters.

Match the words with their meanings:

- | | |
|-----------------|--|
| a) on-line | 1) an activity in which people behave as if they were somebody else. |
| b) change | 2) to cause great interest or eager. |
| c) traditional | 3) to become different. |
| d) role-playing | 4) connected to the internet. |
| e) exciting | 5) following older methods or ideas rather than modern ones. |

Write the Turkish translation of the text:

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Pilot Test-2: Having Fun With the History

History can be a very interesting subject. It's exciting to imagine what life was before computers, televisions or telephones. Books are one way to learn about history. Another good idea is to visit old places. A new way to have fun with history is playing computer games. There are many games about the history of Europe, Asia, America, and other places. In these games, players often run their own empires. They have many jobs like collecting food, building homes, and exploring the land. Computer games about history are usually highly detailed. The clothes, the buildings and people look a lot like they did hundreds of thousands of years ago. Many games introduce players to famous people and places from history. Most important, these games help bring history alive.

Reading

1. What is the main idea?

- a. Playing computer games is a new, interesting way to learn about history.
- b. Reading books is a good way to study history.
- c. Computer games are a lot of fun.
- d. The people and places in computer games are very detailed.

2. Computer games about history.....

- a. try to be as realistic as possible.
- b. are totally different from the real history of the place.
- c. are mostly about America and Asia .
- d. do not usually look good.

3. Which way of learning about history **isn't** mentioned in the article?

- a. reading books.
- b. visiting old places.
- c. talking to old people.
- d. playing computer games.

4. What does the article suggest about computer history games?

- a. They are confusing and hard to learn.
- b. They are boring and full of unimportant details.
- c. They are useless and waste of time.
- d. They are exciting and fun to play.

Write **TRUE** or **FALSE**

1. According to the passage, we can learn about our history from the books.
2. Computer games don't give any information about history.
3. Computer game players don't like the jobs like collecting food, building homes, and exploring the land.
4. People can be interested in history by the help of computer games.
5. In computer games, people, clothes and the buildings don't resemble the ones from the past.
6. In computer games, players become the owner of the empires.

Match the words with their meanings:

- | | |
|--------------|---|
| 1. subject | a. to bring things together from different places. |
| 2. introduce | b. to travel to or around an area to learn more about it. |
| 3. empire | c. giving a lot of information or many details. |
| 4. detailed | d. an area of knowledge studied in a school or a college, etc. |
| 5. alive | e. to make somebody learn about something or do for the first time. |
| 6. explore | f. a group of countries or states that are controlled by one ruler. |
| 7. collect | g. living, not dead, continuing to exist. |

Write what you understand from the text in Turkish in a few sentences

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APPENDIX C: Pre-Test, Post-test-1, Post-test-2

Technology

Can you live without your mobile phones, microwaves, DVDs, Mp3 players, video games, computers? I am sure you can't. Today we believe that technology makes our lives easier. The microwave helps us to cook food faster. The internet helps us to get information faster and allows us to stay connected with friends. We have more television stations to give us more choices. We have mobile phones so that we can stay in touch with each other and we have laptop computers so that we can access the internet anywhere in the world. We can research faster, cook faster and be in contact with people faster.

Reading

1. Which of the following is **not** a technological device?

- a. mobile phones b. computers c. books d. microwaves

2. According to the text, internet helps us.....

- a. to stay connected with friends. b. to cook food faster.
c. to play video games. d. to watch more tv stations.

3. With a microwave you can.....

- a. access to the internet anywhere in the world. b. stay in touch with the people.
c. make your meals in a short time. d. choose the stations and watch.

4. Which of the following is not true about technology?

- a. Tv gives us more choices to choose.
b. With the internet we can get information easily.
c. To talk with friends, we use mp3 players.
d. Mobile phone is a way of contacting with people.

Write **True** or **False**

1. On tv there are less stations to watch than before.
2. Laptops allow us to enter the internet anywhere.
3. If you want to make research in a short time, use the internet.
4. With a microwave you can talk with the people while walking outside.
5. According to the text, it is difficult to live without technological devices.
6. Technology makes the lives of people harder.

Match the words with their meanings

- | | |
|---------------|--|
| 1.access | a.the act of choosing between two or more possibilities. |
| 2.contact | b.facts or details about sb / sth. |
| 3.research | c.to reach, enter or use sth. |
| 4.information | d.to study sth carefully and try to discover sth new. |
| 5.choice | e.to communicate with somebody. |

Write what you understand from the text in Turkish in a few sentences

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APPENDIX D: Difficulty of the Texts

Name of the Texts	Number of the Sentences	Reading Difficulty Flesh Reading Ease	Words per Sentence	Fog Scale Level
Pilot Test-1: Online Computer Games	9	76.5 (Fairly Easy)	11.2	6.46 (readable)
Pilot Test-2: Having fun with the history	12	76.6 (Fairly Easy)	10.5	7.37 (readable)
Pre, Post-1, Post-2 Tests: Technology	9	76.7 (Fairly Easy)	11.7	7.72 (readable)
Text.1 Flower Gardening	9	84.33 (Easy)	11.4	8.0 (readable)
Text.2 Rice	9	83.18 (Easy)	14	6.86 (readable)
Text.3 Volunteering	9	88.49 (Easy)	8.6	5.51 (readable)
Text.4 River Taxis	8	89.63 (Easy)	13.25	6.80 (readable)
Text.5 Persian Rugs	8	83.76 (Easy)	12.12	7.73 (readable)
Text.6 Castles	8	78.72 (Fairly Easy)	12.25	6.53 (readable)
Text.7 Carnival in Brazil	9	69.82(Standard)	14.44	8.85 (readable)
Text.8 Jackie Chan	12	73.67 (Fairly easy)	6.16	4.62 (readable)
Text.9 Space Tourism	11	85.30 (Easy)	11.63	6.84 (readable)
Text.10 Profile of an English Teacher	10	83.95 (Easy)	9.9	4.76 (readable)
Text.11 Hot Springs	12	86.90 (Easy)	11.75	6.40 (readable)
Text.12 Great Zimbabwe	8	85.38 (Easy)	12	6.05 (readable)

Flesh Reading Ease Scale: 90 – 100 Very Easy , 80 – 89 Easy , 70 – 79 Fairly Easy, 60 -69 Standard , 51 – 59 Fairly Difficult , 30 – 50 Difficult, 0 – 29 Very Difficult.

Fog Scale Level : 0-10: readable 10-15 : hard 15-20 : difficult 20- :very difficult.

Formulae can be accessed at : <http://www.readabilityformulas.com>.

APPENDIX F: Questionnaire in Turkish

Sevgili öğrenciler,

Lütfen aşağıdaki soruları dikkatle okuyunuz ve sadece EVET veya HAYIR seçeneğini işaretleyiniz. İsminizi yazmak zorunda değilsiniz. Cevaplarınız gizli kalacak ve kimseyle paylaşılmayacaktır. Katılımınız için teşekkürler.

Sebla NAZLI,

İngilizce Öğretmeni.

- 1.İngilizce okumada zorluk çekiyor musunuz? () evet () hayır
- 2.İngilizcede iyi bir okuyucu olduğunuzu düşünüyor musunuz?
() evet () hayır
- 3.İngilizce bir parçanın ana fikrini anlamak için uzun süreye ihtiyaç duyar mısınız?
() evet () hayır
- 4.İngilizce bir parçayı anlamak için bilmediğiniz her kelimeyi sözlükten bakar mısınız?
() evet () hayır
- 5.Birçok İngilizce parça okumanın, okuma anlama becerilerinizi geliştirdiğini düşünür müsünüz? () evet () hayır
- 6.İngilizce bir parçayı okuduktan sonra, ilgili soruları cevaplamanın anlama için gerekli olduğunu düşünür müsünüz? () evet () hayır
- 7.İngilizce bir parçayı CD çalardan dinlemenin okuma anlamayı geliştireceğini düşünür müsünüz? () evet () hayır
- 8.İngilizce bir parçayı sessizce kendi başınıza okuduğunuzda daha iyi anlar mısınız?
() evet () hayır
- 9.İngilizce bir parçayı anlamak için kelime kelime çeviri yapar mısınız?
() evet () hayır
- 10.Farklı konulara sahip İngilizce parçalar okumanın, okuma anlama becerilerini arttırdığını düşünür müsünüz? () evet () hayır

APPENDIX G: Sample Lesson Plan for Silent Reading Group

LESSON PLAN 1

Name of the texts: (for the experimental group 1)

1. Flower Gardening 2.Rice 3.Volunteering 4. River Taxis
5.Persian Rugs 6. Castles

(for the experimental group 2)

- 1.Carnival in Brazil 2.Jackie Chan 3.Space Tourism 4. Profile of an English Teacher
5. Hot Springs 6. Great Zimbabwe

Dates: (for the experimental group 1) 6.12.2010---9.12.2010----13.12.2010----
15.12.2010----20.12.2010---23.12.2010

(for the experimental group 2)

3.01.2011---5.01.2011—10.01.2011---13.01.2011---17.01.2011----21.01.2011

Time of the lessons: 40 min+40 min+40 min+40 min+40 min+40 min Total: 240 min.
(for each group)

Objectives: At the end of the lesson, students will be able to comprehend the texts on their own by reading silently, using dictionary if necessary; and answer the related questions about the texts.

PROCEDURE:

- 1.Explain the students what they are going to read today and ask some questions to take their attention to the topic.
- 2.Hand out the text sheets to students and tell them to read silently on their own.
- 3.Ask students to bring dictionary to the reading lessons before coming to the lesson. Let them use their dictionaries to comprehend the texts if they need, and tell them that the aim of the reading is just for understanding; no marks will be given.
- 4.Students read the the texts individually and then answer the questions.
- 5.At the end of the lessons, teacher collects the sheets.



APPENDIX H: Sample Lesson Plan for Reading while Listening Group

LESSON PLAN 2

Name of the texts: (for experimental group 1)

1.Carnival in Brazil 2.Jackie Chan 3.Space Tourism 4. Profile of an English Teacher 5. Hot Springs 6. Great Zimbabwe

(for the experimental group 2)

1. Flower Gardening 2. Rice 3. Volunteering 4. River Taxis 5. Persian Rugs 6. Castles

Dates: (for experimental group 1) 3.01.2011---5.01.2011—10.01.2011---13.01.2011--17.01.2011----21.01.2011

(for the experimental group 2) 6.12.2010---9.12.2010----13.12.2010----15.12.2010--20.12.2010---23.12.2010

Time of the lessons: 40 min+40 min+40 min+40 min+40 min+40 min Total:240 min.
(for each group)

Objectives: At the end of the lesson, students will be able to comprehend the texts on their own by reading while listening the texts, using dictionary if necessary; and answer the related questions about the text.

PROCEDURE:

1.Explain the students what they are going to read today and ask some questions to take their attention to the topic.

2.Hand out the text sheets to students.

3.Ask students to bring dictionary to the reading lessons before coming to the lesson. Let them use their dictionaries to comprehend the texts if they need, and tell them that the aim of the reading is just for understanding; no marks will be given.

4.Play the CD player, let the students listen the text twice and follow at the same time; afterwards they answer the questions.

5.At the end of the lessons, teacher collects the sheets.

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