

Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners

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Abstract

Most foreign language reading specialists view reading as interactive. To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur such as pre-reading, while reading activities and so on. This study aims to clarify in what sense there is awareness about reading phases, their activities and their applications in language classrooms. The findings discussed and compared with each other in order to reach a general opinion. This present study has focused on the effects of reading techniques applied during three reading phases on reading comprehension. Specifically, the study also attempted to measure to what degree application of different reading activities affect the reading performance of the same-level subjects and the three testing points of reading comprehension.

Key words: Reading strategies, cognitive reading processes, reading phases, reading activities and young learners.

Özet

Yabancı dilde okuma uzmanlarının birçođu, okuma eylemini etkileşimli olarak görmektedir. Öğretmen, öğrenciler yabancı dilde okuma yaparken onları etkin stratejiler kullanmaya teşvik etmek için hedeflenen stratejiler aracılığıyla bilgiyi elde etmek amacıyla basit alıştırmalar geliştirebilir. Bu alıştırmalar, “okuma-öncesi”, “okuma-esnası” gibi okuma eyleminin aşamaları ile ayrılabilir. Bu çalışma, dil sınıflarında, okuma safhaları, bunların alıştırmaları ve uygulamaları hakkında ne derece farkındalığın olduğunu netleştirmeyi amaçlamaktadır. Bulgular, genel bir fikre ulaşmak amacıyla tartışıldı ve birbiriyle karşılaştırıldı. Mevcut çalışma, üç okuma safhası süresince uygulanan okuma tekniklerinin, okuduđunu anlama yetisi üzerindeki etkilerine odaklanmıştır. Özellikle, bu çalışma, deđişik

okuma aktivitelerinin uygulanmasının aynı düzeydeki bireylerin okuma performanslarını ne derece etkilediğini ve okuduğunu anlama yetisinin üç ölçüm hususunu değerlendirmeye çalışmıştır.

1. INTRODUCTION

1.1. Problem

When we read we are usually sitting down. We are usually inactive and the surroundings in which we read are quiet. We do not seem to be doing anything. Yet reading is probably not the passive process we take it to be. It involves us in several ways.

Carter and Long (1991: 16) suggest that reading involves us in :

- 1 sharing in the world the writer has created. This occurs as a result of the imaginative leaps we make in order to fit the created world with the world we know.
- 2 relating the experience of the text to experiences we ourselves have undergone or can imagine ourselves undergoing. This occurs as a result of an active shuttling back and forth between the ‘fictional’ world and the ‘real’ world.
- 3 interpreting what the texts might mean. The literary representation of experience is not a direct one; it is frequently indirect. This forces the reader to make connections, to read between the lines, to seek for explanations and meanings. In literary texts such meanings are rarely stated directly.

Reading may be more active process than we think. Teaching approaches which reinforce the activity of reading and which activate the reader in different ways may be appropriate approaches.

Reading in language classrooms is an activity which is interactive and mostly it is directed by teachers. They use different techniques to make reading activity much meaningful and thus, it can be handled in three phases to manage the task in a much proper and effective way. These three phases are pre-reading, while-reading and after-reading phases. Each of them has its own important role. They are all necessary parts of a reading activity. In language classrooms, these phases have to be put in consideration in order to achieve to develop students’ reading skills.

In some situations, it can be seen that reading tasks can be handled as if they were too unnecessary to give importance when it is compared with grammar or writing activities. However, teaching reading requires its own specialization and it is not an easy task. Knowing

the phases of the reading process and activities which are special for each phase and also applying these into classrooms are very important parts of language classrooms.

In that sense, this study tries to illustrate to what extent the reading tasks are studied in reading classes in two private schools where special attention is given to the reading task in southern city of Turkey.

1.2. Purpose of the Study

This study has some purposes: firstly, it aims to find out how the reading passages are studied in reading classes in two private schools in Turkey. Secondly, it aims to clarify in what sense there is awareness about reading phases, their activities and their applications in language classrooms.

2. LITERATURE REVIEW

2.1. Recognizing and Implementing Effective Foreign Language Reading Strategies

When teachers of foreign language reading recognize that each reader brings to the reading process a unique set of past experiences, emotional and mental processes, level of cognitive development, and interest level in the topic, they also recognize that not all teaching strategies will be effective for all students. When isolating the most effective teaching strategies to use with a group of students, the foreign language teacher must also consider those reader strategies that are not necessarily related to content schemata. Such reader strategies include the following (Carter and Long, 1991: 16):

- using titles and illustrations to understand a passage,
- skimming,
- scanning,
- summarizing,
- guessing word meanings,
- becoming aware of the reading process, and
- taking risks. All of these strategies can be targeted for use with foreign language materials.

Another step in effectively teaching students how to read materials written in a foreign language is helping the individual reader to identify effective reading strategies based on text variables. One important part of this step is alerting the readers to significant aspects of text variables that will affect foreign language reading. For example, pointing out the differences between a fairy tale and a newspaper article helps the reader to recognize the different text

types and to prepare for the uncomplicated sentence structure, high-frequency vocabulary, and, in most cases, happy ending that typically characterize a fairy tale. On the other hand, the same reader would need to prepare very differently to read a newspaper article about the technicalities involved in negotiating a disarmament treaty. In this case, the vocabulary would be very specialized and the sentence structure more complicated.

2.2. Incorporating Effective Reading Strategies into the Foreign Language Classroom

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

"Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata (Ibid: 16). Previewing a text with students should arouse their interest and help them approach the text in a more meaningful and purposeful manner as the discussion compels them to think about the situation or points raised in a text. The pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay. Pre-reading activities include: discussing author or text type, brainstorming, reviewing familiar stories (students review Cinderella before reading Cendrillon), considering illustrations and titles, skimming and scanning (for structure, main points, and future directions).

"While-reading" (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages. Helping students to employ strategies while reading can be difficult because individual students control and need different strategies. Nevertheless, the teacher can pinpoint valuable strategies, explain which strategies individuals most need to practice, and offer concrete exercises in the form of "guided reading" activity sheets. Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, analyzing reference words, and predicting text content; reading for specific pieces of information; and learning to use the dictionary effectively.

"Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted (Ibid: 16). Because the goals of most real world reading are not to memorize an author's point of view or to summarize text content, but rather to see into another mind, or to mesh new

information into what one already knows, foreign language reading must go beyond detail-eliciting comprehension drills to help students recognize that different strategies are appropriate with different text types. For example, scanning is an appropriate strategy to use with newspaper advertisements whereas predicting and following text cohesion are effective strategies to use with short stories. By discussing in groups what they have understood, students focus on information they did not comprehend, or did not comprehend correctly. Discussions of this nature can lead the student directly to text analysis as class discussion proceeds from determining facts to exploring deeper ramifications of the texts.

"Follow-up" exercises take students beyond the particular reading text in one of two ways: by transferring reading skills to other texts or by integrating reading skills with other language skills (Phillips, 1985).

Transferable reading strategies are those that readers can assimilate and use with other texts. Exercises that emphasize the transfer of skills include beginning a new text similar to a text for which effective strategies have already been taught, i.e., giving students the front page of a newspaper to read after they have learned to read the table of contents of a journal.

Integrative activities use text language and ideas in foreign language listening, speaking, and/or writing. Integrative skills exercises include such activities as students reacting to texts with summaries, new endings, or pastiches; reenacting text; dramatizing interviews based on the text; carefully listening for key words or phrases in authentic video or audio tapes; and creating role-play situations or simulations of cultural experiences.

3. METHODOLOGY

3.1. Research Design Model

In accordance with static group comparison, two questionnaires with forty-eight items has been applied to a group of fifty ninth-grade students and a group of ten teachers of reading classes after providing the reliability of the questionnaire.

3.2. Population and Sample

The sample of the research consists of fifty ninth grade students out of three hundred students and ten teachers out of fifteen in the two private schools in Turkey.

3.3. Data Collection Tools and Techniques

In this research, the researcher has borrowed two questionnaires with 3-degree system from Öncel (2006) in accordance with the related survey of literature in order to find out to what extend reading texts are studied and comprehended in reading classes. The degrees to be employed are as follows: Never - Sometimes – Always. The data to be obtained in the

research have been analyzed by “SPSS”. It is obtained a reliability value of Cronbach alpha .85 (for the students’ questionnaire) and .79 (for the teachers’ questionnaire) at $p < .05$.

3.4. Data Collection and Analysis

The data gathered from two questionnaires have been analyzed and demonstrated in percentages in tables. The findings discussed and compared with each other in order to reach a general opinion.

4. RESULTS AND DISCUSSION

The questionnaire which was given to ten teachers of two private schools in Turkey can be divided into three parts. Each part contains questions which refer to one reading stage (pre- (before), while and after reading). The table which is related to the pre-reading phase includes the first twenty-six questions, the table of the second part which is related to the while reading phase begins with the twenty-seventh question and it continues until the question forty-two. The table of the final part which is related to the after reading phase begins with question forty-two and it finishes with the question forty-eight. According to this data, the total number of the answers these are given by the ten teachers is four hundred and eighty, the total number of “never” answers is forty-three, the total number of “sometimes” answers is two hundred and seventy-six, and the total number of “always” answers is one hundred and sixty-one. It is easily seen that “sometimes” choice is the most chosen among the other choices which are “never” and “always”. The minimal number belongs to “never”, so it can be said that the teachers of both schools give enough importance to the reading skill, its phases and its activities.

When it comes to discuss about the second questionnaire, which is given to the fifty ninth grade students of these ten teachers and two private schools, it can be said that this questionnaire is the transformation of the questionnaire which is given to the teachers. In this questionnaire, questions try to highlight the students reading habits in terms of their reading styles and strategies. The total number of answers given by fifty students is two thousand and four hundred. Seven hundred and twenty-seven of these numbers are “never” answers, one thousand and one hundred fifty-nine of them are “sometimes” answers and five hundred and fourteen of the answers are “always”. As it is seen, the most chosen answer is again “sometimes” in that questionnaire. On the other hand, in this questionnaire the number of “never” answers given by students is more than “always” answers.

Also, this questionnaire can be divided into three parts in itself as it has occurred in the questionnaire that has been given to the teachers. These parts are the same which correspond pre-reading, while-reading and after-reading phases. The importance given by students to the each part differs from student to student. In each part, “never” answers are more than “always” answers; the most chosen answer is again “sometimes” answer. The reason why “sometimes” and “never” answers are marked more than “always” is that as it is mentioned above reading is an activity that reader is an essential part of it and thus most of the time the way which is followed in each reading phase is determined by the reader. In such a situation, the actual fact reaches the day-light. The fact is that the teacher itself can be a good guide for reading, he or she can do and try anything to draw the students’ attentions to read texts/works but it is that all. If a student does not want or is not really interested in reading, it can be said that it is impossible to apply the activities in a meaningful way with him/her.

4.1. Pre-Reading Phase

Table 1 Teachers’ answers to the first part of the questionnaire

QUESTIONS	ALWAYS (N)		SOMETIMES (N)		NEVER (N)	
	f	%	f	%	f	%
1) Before reading activity I give background knowledge about the subject of the work.	6	2.30	4	1.53	0	0
2) Before reading I give information about the subject of the work by reading it quickly.	3	1.15	5	1.92	2	.76
3) Before reading I give information about the subject of the work by using the title of the work.	5	1.92	4	1.53	1	.38
4) Before reading I give information about the subject of the work using some related pictures.	6	2.30	4	1.53	0	0
5) Before reading I give information about the subject of the work using the students’ previous knowledge about the author/poet.	5	1.92	5	1.92	0	0
6) Before reading I give background knowledge about the period in which the work was written.	3	1.15	7	2.69	0	0
7) Before reading I give background knowledge about the author/poet of the work.	3	1.15	6	2.30	1	.38
8) Before reading I give background knowledge about the characters of the work.	2	.76	7	2.69	1	.38
9) Before reading I give background knowledge about the linguistic/stylistic features of the work.	3	1.15	5	1.92	2	.76
10) Before reading I give background knowledge about the cultural features of the work.	2	.76	8	3.07	0	0
11) Before reading I want my students to make a research on cultural background of the work.	0	0	8	3.07	2	.76
12) Before reading I create a situation for classroom discussion on the title of the work.	5	1.92	5	1.92	0	0
13) Before reading I ask questions using the question words; how, why, where, who, what, when.	7	2.69	3	1.15	0	0

14) My students have the cultural background of the target language by making research before the lesson.	3	1.15	4	1.53	3	1.15
15) My students have the cultural background of the target language watching some video cassettes.	1	.38	6	2.30	3	1.15
16) My students have the cultural background of the target language listening to radio programs in English.	1	.38	6	2.30	3	.15
17) My students have the cultural background of the target language reading English magazines, newspapers.	1	.38	9	3.46	0	0
18) I give the vocabulary of the work using the opposites of the unknown words.	5	1.92	5	1.92	0	0
19) I give the synonyms of the vocabulary.	5	1.92	5	1.92	0	0
20) I want my students try to grasp the meaning of the unknown vocabulary from the context.	7	2.69	3	1.15	0	0
21) My students use Eng.-Eng. dictionary to learn the unknown vocabulary.	5	1.92	5	1.92	0	0
22) My students use English-Turkish dictionary to learn the unknown vocabulary.	5	1.92	4	1.53	1	.38
23) My students don't see the unknown words as "problem" while reading. They try to understand the main idea.	5	1.92	5	1.92	0	0
24) I give the meaning of unknown words by drawing pictures on the board.	0	0	10	3.84	0	0
25) I give the meaning of unknown words by using mimes.	2	.76	7	2.69	1	.38
26) I give the meaning of unknown words by using them in the sample sentences.	3	1.15	7	2.69	0	0
TOTAL	93	35.7	147	56.5	20	7.6

f: frequencies; %: percentages

The first and biggest part of the questionnaire is formed by the questions which are related to the pre-reading activities. In that part the total number of the answers given by teachers is two hundred and sixty, also the total number of the "never" answers is twenty-one, the total number of the "sometimes" answers is one hundred and forty-eight, and the total number of the "always" answers is ninety-one. Again the most chosen choice is the "sometimes" answer and then "always" answer comes and lastly "never" choice comes. This first part of the questionnaire which consists of twenty-six questions can be divided into three parts in itself. From question one to nine it is questioned whether the teachers give background information about the reading task itself; from question ten to seventeen it is questioned whether the teachers give background information about the cultural features of the work and from question eighteen to twenty-six it is questioned whether the teachers give background information about the unknown vocabulary. All these questions show the rate of importance which is given to the pre-reading phase by the reading teachers. According to this division, it is obvious that much more importance is given to the giving background information about the unknown vocabulary in the pre-reading phase. The reason why it is reached to this conclusion is that the minimal number of "never" answers is given to the questions which are related to the unknown vocabulary. Most of the reading teachers give much more importance to unknown vocabulary of the reading text rather than dealing with giving the background information about the subject of the work and the cultural features of

the work. Especially, it is understood that giving background information about the cultural features of the work is not preferred by the most of the teachers because of the number of “never” answers given by the teachers.

4.2. While- Reading Phase

Table 2 Teachers’ answers to the second part of the questionnaire

QUESTIONS	ALWAYS (N)		SOMETIMES (N)		NEVER (N)	
	f	%	f	%	f	%
27) While reading structural differences between my students’ mother tongue and target language cause a problem.	0	0	8	5.33	2	1.33
28) While reading unknown words are problem on my students’ understanding.	1	.66	9	6.0	0	0
29) While reading insufficient cultural background knowledge causes a problem of understanding.	0	0	9	6.0	1	.66
30) While reading my students try to understand the whole work.	4	2.66	6	4.0	0	0
31) While reading my students try to understand only a part of the work.	0	0	7	4.66	3	2.0
32) While reading my students try to have their own interpretations about the whole work.	3	2.0	7	4.66	0	0
33) My students can read two works (i.e. two stories which have similar linguistic features or similar subjects) by comparing them with each other.	2	1.33	7	4.66	1	.66
34) My students listen to the work which is examined in the classroom on the tape recorder.	1	.66	8	5.33	1	.66
35) My students watch the work they are examining on video.	0	0	9	6.0	1	.66
36) After reading some parts of the work, my students are wanted to predict the other parts of the works.	1	.66	9	6.0	0	0
37) While reading my students make their interpretations in the classroom discussion.	1	.66	9	6.0	0	0
38) While reading my students play the work in the classroom.	3	2.0	5	3.33	2	1.33
39) While reading my students create a discussion about the characters of the work.	2	1.33	7	4.66	1	.66
40) While reading my students put themselves in the shoes of the characters and write diaries.	5	3.33	5	3.33	0	0
41) While reading my students write dialogues between two characters of the work.	5	3.33	5	3.33	0	0
TOTAL	28	18.6	110	73.3	12	8.0

f: frequencies; %: percentages

In the second part, which is related to the while reading phrase, one hundred and fifty answers are given by the reading teachers. The total number of “never” answers is twelve, the total number of “sometimes” answers is one hundred and ten, and the total number of “always” answers is twenty-eight. In the part of while-reading phase, because of the different reading teaching styles, techniques and students’ different learning strategies, “sometimes”

answer is mostly given by the reading teachers of these schools. While-reading phase different from the other two phases in that this phase is much more related to the students multiple intelligences and their own styles. In general, pre-reading phase is necessary for all students to make them ready to read the work. Different pre-reading techniques can be used for covering all of the students' interests but these techniques are determined by the teacher itself. Whereas, in the while-reading phase the number of while-reading techniques differs from student to student. Instead of the teacher's determination of the technique, in that part, each student plays an active role. While reading a work, the student itself incorporate with the text itself and the student itself determines the way which he or she follows up. The way of acquiring/comprehending the work is a part of the student's cognitive capacity and cognitive style and this occurs unconsciously during the while-reading phase.

4.3. After-Reading Phase

Table 3 Teachers' answers to the third part of the questionnaire

QUESTIONS	ALWAYS (N)		SOMETIMES (N)		NEVER (N)	
	f	%	f	%	f	%
42) After reading my students write a summary about what they have understood from the passage.	4	5.71	4	5.71	2	2.85
43) After reading my students are given only passage reading as homework.	3	4.28	5	7.14	2	2.85
44) My students are given worksheets about the period in which the work was written as homework.	5	7.14	3	4.28	2	2.85
45) My students are given worksheets about the characters of the work.	4	5.71	6	8.57	0	0
46) My students are given worksheets about authors/poets of the work.	6	8.57	3	4.28	1	1.42
47) My students are wanted to study the linguistic features of the work as homework.	3	4.28	4	5.71	3	4.28
48) My students are given worksheets as homework with the worksheets of the vocabulary.	5	7.14	5	7.14	0	0
TOTAL	30	42.8	30	42.8	10	14.2

f: frequencies; %: percentages

In the third part, which is related to the after-reading phase, the total number of the answers given by the teachers is seventy. The total number of "never" answers is ten; the total number of both "sometimes" and "always" answers is equal to each other and for each one thirty selections has been made. In the after-reading phase, it is seen that worksheets and homework have important roles. Again, in this part, vocabulary has a significant place. Also, it can be said that studying linguistic features of the work does not have so much importance

in this part because the number of “never” answers form the highest rate in this question, which is the forty-seventh one.

Table 4 Comparison of teachers’ and students’ answers to their questionnaires

QUESTIONS (FOR BOTH TEACHERS AND STUDENTS)	ALWAYS (N)				SOMETIMES (N)				NEVER (N)						
	T	f	S	%	T	f	S	%	T	f	S	%			
1) Before reading activity (I give/ I learn) background knowledge about the subject of the work.	6		22	1.25	.83	4		28	.83	1.06	0		0	.42	0
2) Before reading (I give/ I learn) information about the subject of the work by reading it quickly.	3		21	.63	.8	5		27	1.04	1.02	2		2	.21	.08
3) Before reading (I give/ I learn) information about the subject of the work by using the title of the work.	5		21	1.04	.8	4		27	.83	1.02	1		2	0	.08
4) Before reading (I give/ I learn) information about the subject of the work using some related pictures.	6		8	1.25	.3	4		34	.83	1.29	0		8	0	.3
5) Before reading (I give/ learn) information about the subject of the work using the students’/ my previous knowledge about the author/poet.	5		2	1.04	.08	5		16	1.04	.61	0		32	0	1.21
6) Before reading (I give/ I learn) background knowledge about the period in which the work was written.	3		11	.63	.42	7		30	1.46	1.14	0		9	.21	.34
7) Before reading (I give/ I learn) background knowledge about the author/poet of the work.	3		6	.63	.23	6		32	1.25	1.21	1		12	.21	.45
8) Before reading (I give/ I learn) background knowledge about the characters of the work.	2		6	.42	.23	7		27	1.46	1.02	1		17	.42	.64
9) Before reading (I give/ I learn) background knowledge about the linguistic/stylistic features of the work.	3		8	.63	.3	5		24	1.04	.91	2		18	0	.68
10) Before reading (I give/ I learn) background knowledge about the cultural features of the work.	2		10	.42	.38	8		22	1.67	.83	0		18	.42	.68
11) Before reading (I want my students to/ I make) a research on cultural background of the work.	0		3	0	.11	8		25	1.67	.95	2		22	0	.83
12) Before reading (I/ my teacher) create a situation for classroom discussion on the title of the work.	5		2	1.04	.8	5		20	1.04	.76	0		28	0	1.06
13) Before reading (I/ my teacher) ask questions using the question words; how, why, where, who, what, when.	7		13	1.46	.49	3		22	.63	.83	0		15	.63	.57
14) (My students/ we) have the cultural background of the target language by	3		6	.63	.23	4		23	.83	.87	3		21	.63	.8

making research before the lesson.												
15) (My students/ we) have the cultural background of the target language watching some video cassettes.	1	5	.21	.19	6	20	1.25	.76	3	25	.63	.95
16) (My students/ we) have the cultural background of the target language listening to radio programs in English.	1	2	.21	.08	6	11	1.25	.42	3	37	0	1.4
17) (My students/ we) have the cultural background of the target language reading English magazines, newspapers.	1	6	.21	.23	9	22	1.88	.83	0	22	0	.83
18) (I/ my teacher) give the vocabulary of the work using the opposites of the unknown words.	5	19	1.04	.72	5	26	1.04	.98	0	5	0	.19
19) (I/ my teacher) give the synonyms of the vocabulary.	5	23	1.04	.87	5	22	1.04	.83	0	5	0	.19
20) (I/ my teacher want(s) my students/ us) try to grasp the meaning of the unknown vocabulary from the context.	7	18	1.46	.68	3	29	.63	1.1	0	3	0	.11
21) (My students/we) use Eng.-Eng. dictionary to learn the unknown vocabulary.	5	8	1.04	.3	5	31	1.04	1.17	0	11	.21	.42
22) (My students/we) use English-Turkish dictionary to learn the unknown vocabulary.	5	32	1.04	1.21	4	17	.83	.64	1	1	0	.04
23) (My students/we) don't see the unknown words as "problem" while reading. (They/we) try to understand the main idea.	5	9	1.04	.34	5	5	1.04	.19	0	17	0	.64
24) (I/my teacher) give the meaning of unknown words by drawing pictures on the board.	0	10	0	.38	10	20	2.08	.76	0	20	.21	.76
25) (I/my teacher) give the meaning of unknown words by using mimes.	2	14	.42	.53	7	27	1.46	1.02	1	9	0	.34
26) (I/ my teacher) give the meaning of unknown words by using them in the sample sentences.	3	27	.63	1.02	7	21	1.46	.8	0	2	.42	.08
27) While reading structural differences between (my students'/our) mother tongue and target language cause a problem.	0	9	0	.34	8	28	1.67	1.06	2	13	0	.49
28) While reading unknown words are problem on (my students'/ our) understanding.	1	15	.21	.57	9	29	1.88	1.1	0	6	.21	.23
29) While reading insufficient cultural background knowledge causes a problem of understanding.	0	8	0	.3	9	22	1.88	.83	1	20	0	.76
30) While reading (my students/ we) try to understand the whole work.	4	33	.83	1.25	6	14	1.25	.53	0	3	.63	.11
31) While reading (my students/we) try to understand only a part of the work.	0	9	0	.34	7	25	1.46	.95	3	16	0	.61
32) While reading (my students/we) try to have (their/ our) own interpretations about the whole work.	3	10	.63	.38	7	32	1.46	1.21	0	8	.21	.3
33) (My students/ we) can read two works (i.e. two stories which have similar linguistic features or similar subjects) by comparing them with each other.	2	5	.42	.19	7	25	1.46	.95	1	20	.21	.76
34) (My students/ we) listen to the work which is examined in the classroom on	1	14	.21	.53	8	19	1.67	.72	1	17	.21	.64

the tape recorder.													
35) (My students/ we) watch the work they are examining on video.	0	11	0	.42	9	17	1.88	.64	1	22	0	.83	
36) After reading some parts of the work, (my students/ we) are wanted to predict the other parts of the works.	1	8	.21	.3	9	34	1.88	1.29	0	8	0	.3	
37) While reading (my students/we) make their interpretations in the classroom discussion.	1	15	.21	.57	9	26	1.88	.98	0	9	.42	.34	
38) While reading (my students/ we) play the work in the classroom.	3	3	.63	.11	5	23	1.04	.87	2	24	.21	.91	
39) While reading (my students/ we) create a discussion about the characters of the work.	2	9	.42	.34	7	30	1.46	1.14	1	11	0	.42	
40) While reading (my students/ we) put themselves in the shoes of the characters and write diaries.	5	3	1.04	.11	5	8	1.04	.3	0	39	0	1.48	
41) While reading (my students/ we) write dialogues between two characters of the work.	5	4	1.04	.15	5	24	1.04	.91	0	22	.42	.83	
42) After reading (my students/we) write a summary about what (they/ we) have understood from the passage.	4	5	.83	.19	4	27	.83	1.02	2	18	.42	.68	
43) After reading (my students/ we) are given only passage reading as homework.	3	7	.63	.27	5	29	1.04	1.1	2	14	.42	.53	
44) (My students/we) are given worksheets about the period in which the work was written as homework.	5	13	.04	.49	3	25	.63	.95	2	12	0	.45	
45) (My students/ we) are given worksheets about the characters of the work.	4	8	.83	.3	6	27	1.25	1.02	0	15	.21	.57	
46) (My students/ we) are given worksheets about authors/poets of the work.	6	7	1.25	.27	3	18	.63	.68	1	25	.63	.95	
47) (My students/ we) are wanted to study the linguistic features of the work as homework.	3	10	.63	.38	4	26	.83	.98	3	14	0	.53	
48) (My students/ we) are given worksheets as homework with the worksheets of the vocabulary.	5	12	1.04	.45	5	28	1.04	1.06	0	10	.42	.38	
TOTAL	151	530	31,4	20,3	287	1144	59,7	43,2	42	707	88,4	27,3	

f: frequencies; %: percentages; T: teachers; S: students

The results handled from the questionnaire given to the teachers shows that they claim that they are aware of the importance of reading skills and its phases and its suitable applications in reading classes. However, it is seen that as if the results handled from the questionnaire given to the students were little contradictory with the answers of the teachers. This contradiction is that, for example, the teachers mark “sometimes” and “always” answers there is no “never” answer for a question but students mark “never” answers for the same question. In that case there will be confusion about the trustworthiness of the answers. Whereas there is no need to worry about the results because it is normal to encounter such a situation of whose underlying reasons have been discussed in earlier sections. In other words,

the reason is that learner strategies have their own characteristics and they differ from learner to learner. Teachers can teach and show different techniques to students and may apply activities by force or vice versa. The most important thing is the student himself thus also his/her comprehension of the text. Although teachers think that the students fulfill their studies about reading, the fact can be different.

As a result, it can be suggested that as being teachers it is very important to develop ourselves and our students in terms of the topic of this study, thus it should be given enough value to reading skill, its phases and their applications. After doing anything that should be done by teachers the rest belongs to students whose willingness and effort is very important in succeeding the issue.

5. CONCLUSION

In the past few decades, readers' knowledge of organizational structures has been advocated as another notable factor in reading comprehension (Meyer, et al., 1980: 72; Carrell, 1984a: 441, 1984b: 87, 1985: 727, 1987: 461; Berkowitz, 1986: 161; Armbruster, et al., 1987: 331; Cheng, 2000: 20).

This present study has focused on the effects of reading techniques applied during three reading phases on reading comprehension. Specifically, the study also attempted to measure to what degree application of different reading activities affect the reading performance of the same-level subjects and the three testing points of reading comprehension. Some findings were drawn from the experiment outcomes as follows. First, reading teachers of two schools are aware of the importance of the reading skill and they try to apply its different activities which are special to each phase in their reading classes. Second, most students are also aware of the importance of the reading in a foreign language. Because of that most of them apply different strategies during the reading activity in order to benefit from the reading while learning a foreign language.

Besides these findings, some suggestions can be done in accordance with the results of the present study. Firstly, as it is mentioned, most of the reading teachers focus on unknown vocabulary in the pre-reading phase. However, some other techniques such as giving background information about the subject of the work or cultural features of the work can be applied by the teachers. Moreover, the teachers can benefit from the various activities of these techniques during the pre-reading phase. Giving much attention to unknown vocabulary may cause students to feel that they do a mechanic task rather than an interactive one. For example,

giving background information about cultural features of the work beside the unknown vocabulary provides to get much more students' attention and by the help of this cultural information students can get some valuable knowledge that can be needed in the other parts of their lives and their future lives. Shortly, it can be said that various techniques and their activities can be applied by the reading teachers instead of sticking to only one part of the issue.

Secondly, it is seen that each student has its own mental characteristics and cognitive style. According to these differences it is better to apply different types of techniques and their activities in accordance with students' different multiple intelligences during the while-reading phase. In that part, the diversity of the activities plays a very significant role. Because of that reason, it is very important to bear in mind that mostly, students achieve to comprehend a reading passage during the while-reading phase for teachers. In order to manage this comprehension task, all students' attention should be drawn while reading a passage by the help of the different activities which address to each student's interest by one by. It may seem difficult to develop a lesson with so many different activities for each student's characteristics for teachers but anyway, the aim is not that. The goal is to be aware of the existence of different multiple intelligences and styles, and this awareness helps teachers to group their students in an ordered way in order to apply suitable activities for each group.

Thirdly, it is obvious that students do homework and study some worksheets which are very limited for being applied in the after-reading phase. Moreover, it is clear that linguistic study is ignored by most of the teachers. During the after-reading phase, it is also possible to work the passage between students and the teacher, or students can work with each other and etc. There is no rule such that the after-reading activities are done at home. Furthermore, while applying after-reading activities it will be better to give much importance to linguistic features of the work. This tendency will also help students in the field of grammar, sentence structure, word formation or pronunciation of words. All of these are under the title of linguistics and it is very important to have knowledge about these topics while learning and teaching a foreign language.

It is truly hoped that this current study serves as an initial stage for investigating the effects of reading techniques applied during three reading phases and their applications on EFL learners' reading comprehension.

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