

**Türkçe Öğretmenlerinin Okuma Stratejileri Bilişsel Farkındalık Becerilerini Kullanma
Düzeylerine İlişkin Görüşleri
The Views Of Turkish Teachers On The Level Of Using Their Cognitive Awareness Skills Of
Reading Strategies**

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EXTENDED SUMMARY

INTRODUCTION

The main purpose of reading is to understand what you read and to improve your ability to understand in this way. However, a series of cognitive process is required to provide understanding. Reading techniques show some differences in accordance with the purpose of reading and the conditions. Reading skill should be brought to students based on purpose by considering these features. Inferring the exact and accurate meaning from the text read constitutes the basis for the learning at school. Effective reading is considerably important in terms of comprehending and learning the content of academic materials. Individuals read and understand various written materials in school and social lives. Understanding what is read at simple level, finding the main idea in limited number, summarizing and findings answers to similar questions remain insufficient to achieve the level of reading desired.

PURPOSE

The aim of this study is to analyze the views of Turkish teachers for determining the methods and techniques they use inside and outside the classroom to improve the students' cognitive awareness skills of reading strategies.

METHOD

The method of this study, which is aimed to determine the methods and techniques applied to the students by the Turkish teachers inside and outside the classroom for the levels of using cognitive awareness skills of reading strategies and reading- comprehension education, is a field research method, intending to examine the events and cases in their natural conditions. Survey model was used in this study. The semi-structured interview method was also used in the study. The texts obtained from the interviews were analyzed by using content analysis method. The sample group of the study consisted of 15 voluntary Turkish teachers working in school year of 2012 and 2013 in secondary schools affiliated with Ministry of National Education, in the province of Kars.

FINDINGS

When the Turkish teachers were asked about their views on the plans they made for the reading-comprehension education inside and outside the classroom, it was observed that the decisions taken during the class meetings were mostly effective during the term. (T12) "As you know, we prepare the class meeting at the beginning of each term. ... We do not make a work for the reading comprehension activities other than the class." The code on reading texts and looking at the activities in accordance with the Turkish teachers' views on pre-lesson preparation stage for reading-comprehension education inside and outside the classroom had the highest frequency. The teachers stated that they had all the students read a text in the classes they had taught for the first time in order to determine the students' reading level, and by this way they revealed their reading level: (T4) "The first thing to do in the classes we teach for the first time, for example, we teach the 5th, 6th, 7th, and 8th grades, take the 5th grade. We have all students read a text at first in order to determine their reading level." In their views about activities they request from students to make before they begin the reading-comprehension activities during the lesson, they stated that they had the students make visual reading at most. In that sense, the views of some teachers in the visual reading code were as follows: (T2), "What is preliminary preparation, then what did you see in the visual and what meaning is it trying to convey?" During the reading-comprehension activities, the most frequently encountered one among strategies applied to the students by the teachers was found to be the reading strategy with highlight; (T2) "...what is the most important part of the text, then is any information given about the characters? They underline, or is it related to the side characters? They underline again." In addition, the most significant activity carried out by teachers to encourage their students to read outside the classroom was to have students read book at home: (T1) "I mean the thing we can do at most outside the classroom is to read a book, the usual book." A great majority of the teachers stated that they had their students read books in order to have them gain the habit of reading books and they carried out assessment of these books in the classroom; (T6) "Of course,

we recommended the ones among the hundred main works; except for this, we always asked them to show the book they read.” It was found from the question asked to take teacher’s views on self-assessment; six teachers stated that they applied the self- assessment forms in the activity books. (T8) “Yes, we have already activities in the guidebooks, workbooks and in our hand; there are self-assessment form, friend evaluation form. The students fill them in.”

Eleven of the teachers stated that they used the written exams during the process of assessing reading-comprehension activities. (T4) “We make the assessments usually based on the written exam, and if there is already a problem in the written exam, let me say, if the rate of success is below 50%, then we revise and repeat those topics.”

CONCLUSION AND DISCUSSION

According to Calp (2007: 12), no matter how perfect a curriculum is prepared, the success of realizing the objectives foreseen by the curriculum depends on the teacher’s efforts. In this regard, the effort of the teacher should be systematic and planned. When considering all understandings, it is anticipated that teachers need to make a planning absolutely at the beginning of the term. When the teachers were asked about the stage of planning in this study, it was observed that the teachers did not attach necessary importance on planning, they used usually the prepared plans and they did not go beyond them. Topçuoğlu Ünal and Yeğen (2013) found in their study that the most frequently used method by the teachers was oral reading method, and secondly silent reading method; whereas, the least used method was reading theatre and memorization methods. In this study, it was observed that silent reading and oral reading methods were among the methods they stated mostly opinions for. Teachers expressed their views on many codes. Given that much variety of practices is a positive situation, but the fact that teachers did not express their views in the same codes indicated that there was no unity and coherence among the practices carried out. It was observed that there were teachers expressing negative views on visual reading. This revealed that some of the teachers considered visual reading unnecessary but they applied it due to the curriculum. In the study of Çam (2006) a significant correlation between visual readings and comprehension skill, and between critical reading skill and Turkish lesson academic success was found. However, in this study it was revealed that a majority of teachers ignored these benefits, and they considered visual reading insignificant. All the methods used by the teachers for vocabulary teaching are the ones suggested in the literature. However, there was no unity in such practices among the teachers, and also there were no systematic practices developed individually by teachers either. As it was not applied with a conscious, systematic, and holistic approach, it does not mean that the selected correct method would be sufficient for vocabulary teaching. According to the results of the study, it was observed that the Turkish teachers carried out activities inside and outside the classroom to improve the students’ cognitive awareness skills of reading strategies but these activities were insufficient.