

TEACHERS' PERCEPTIONS ON READING SKILLS AND STRATEGIES INSTRUCTION IN ONLINE TEACHING

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MASTER THESIS

Department of Foreign Languages Education

English Language Teaching Program

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İstanbul
T.C. Maltepe Üniversitesi
Lisansüstü Eğitim Enstitüsü
Haziran, 2021

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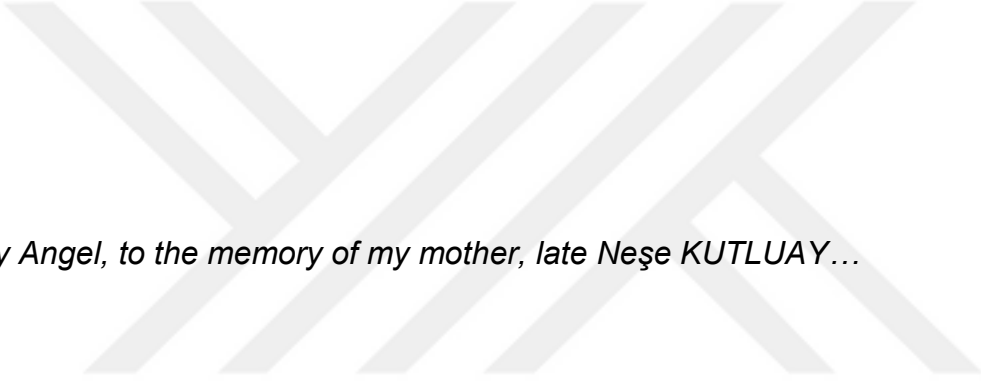
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Lisansst Eęitim Enstits
Haziran, 2021





To my Angel, to the memory of my mother, late Neşe KUTLUAY...

JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*” ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



ETİK İLKE VE KURALLARA UYUM BEYANI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*” ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



ÖZ

ÇEVİRİMİÇİ EĞİTİMDE OKUMA BECERİLERİNİN VE STRATEJİLERİNİN ÖĞRETİMİ İLE İLGİLİ ÖĞRETMEN GÖRÜŞLERİ

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Bu çalışmanın amacı, Covid-19 Pandemi döneminde eğitimin çevrimiçi gerçekleşmesiyle beraber, daha önce sınıf içi yürütülen Okuma Derslerinin öğretmenler tarafından nasıl yürütüldüğünü, okuma beceri ve stratejilerinin nasıl kazandırıldığını araştırmaya yöneliktir. Bu çalışmayı yürütebilmek için Maltepe Üniversitesi Hazırlık Okulu Öğretim Görevlilerinden araştırmaya katılan 12 kişinin görüşlerine başvurulmuştur. Araştırma yöntemi olarak yarı yapılandırılmış görüşme türü kullanılmıştır. Elde edilen veriler niteliksel analizler ile değerlendirilmiştir. Öğretmen görüşlerine göre çevrimiçi okuma sınıflarının ve sınıf içi okuma sınıflarının kıyaslanması ve ne tür iyileştirmelerle en iyi şekilde faydalanılabileceği, hangi okuma stratejilerinin öğretiminin öğrenci için daha yararlı olacağı üzerine de öğretmen görüşleri alınmıştır. Etkin bir Okuma Sınıfının kaçınılmazı olan unsurlar; strateji eğitimi, ders materyali ve öğrenci işbirlikçiliği öğretmen görüşlerine dayandırılarak araştırılmıştır. Araştırmanın sonucunda Okuma Derslerinin gerek Çevrimiçi gerek Sınıf içi olsun, etkin bir şekilde yürütülebileceği ve okuma becerilerinin ve stratejilerinin öğrenciye kazandırılabilceği sonucuna varılmıştır.

Anahtar Kelimeler: Çevrimiçi Eğitim, Okuma Becerileri, Okuma Stratejileri.

ABSTRACT

TEACHERS' PERCEPTIONS ON READING SKILLS AND STRATEGIES INSTRUCTION IN ONLINE TEACHING

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This case study aimed at investigating the online reading lessons by analyzing the reading materials and the teachers' strategies in online education by getting feedback with the help of interviews to provide opportunity to improve. It is believed that with the findings from this study, it would be helpful for teachers to design their lessons to cater for similar needs of the teachers, and adapt existing materials, the coursebook in this context or develop new ideas and practices.

In order to answer the research questions of the study, a semi-structured interview was conducted with 12 instructors working at the Preparatory School of Maltepe University. Teachers' perceptions on reading skills and strategy instruction in online teaching were analyzed qualitatively.

The findings of the study revealed that both in online teaching and face-to-face teaching reading skills and strategies can be efficiently and effectively taught to help language learners to comprehend the reading texts better. This study also indicated that an effective online reading instruction requires some factors including the role of a teacher as a facilitator, student motivation and good reading material.

Key Words: Online Teaching, Reading Skills, Reading Strategies

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I am also grateful to my dad Bülend Ali KUTLUAY, in our hard times I always felt his hands on my shoulder and he took care of my daughter in my absence for this study.

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My deepest thanks go to my colleagues for participating in this study despite their heavy workload and in the hard times of the Pandemic. I also would like to express my deepest thanks to my friends Aslı BAYRAM and Zehra ÖZDEMİR for encouraging and helping me to write this thesis and also to my classmates and colleagues for their love, care and support.

I dedicate this study to the loving memory of my mother, as she had always desired to write a book in her life, yet she could not...

My mother was the only one in my life who loved me the most and supported me endlessly. She was proud of me and this was the biggest motivation for me to write this thesis.

Oya Serttaş

Haziran 2021

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CURRICULUM VITAE

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	Yüksekokulu					
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Yüksekokulu						

Mesleki Birlik/Dernek Üyelikleri

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2011	GRUNDTVIG – GlottoDrama Academy

CHAPTER 1. INTRODUCTION

1.1. Background of the Study

Before Covid-19 Pandemic online education was an option for the institutions and learners, yet in the lockdown period rather than being an option, it became the only solution to access and get education all over the world. Teaching online is a new experience for the institution this study is carried on, and it is mostly different from teaching face to face in the class. It requires a different pedagogy and a different set of skills. This study arose from this need to understand the basic differences between face-to-face education and online education and to see the reflections through the survey with the interviews conducted with instructors about the issues such as classroom materials, teaching strategies and principles. This study examines how the evolution of distance education has changed teaching in the online learning environment. It also shows the teacher reflection and professional feedback that is a need to prepare the teachers for teaching effectively in the online learning environment. To see the big picture, conducting a micro study is the approach of this study; only the reading lessons are analyzed. What is significant is the efficient integration of the teaching techniques and strategies into the currently used course book. Teachers are adapting themselves to teach online lessons, looking for practical ideas on how to teach effectively on online platform. Without the real class environment, how a teacher could manage a virtual class and teach the necessary skills for language learning is a matter of question in this study. Specifically, the reading materials in the course book Pioneer is analyzed and the ways teachers deal with them are interviewed and then explained to see how affective the course book is for online teaching and how applicable the reading strategies are to online setting. These are the main issues in this study.

In EFL setting, instructional materials are the main instruments in order to achieve the English objective in the teaching learning process. Harjanto and Pramano (2011) also state that instructional materials in EFL setting are the foundation of school instruction and the primary source of information for teachers and students. There are many instructional materials such as course book, workbook, newspapers, magazines, and others. However,

compared to the other types of instructional materials, course books have the most crucial role to achieve the English learning objectives. It is in line with Higgs (1982) who says that it could not be denied that course book is an essential part in curriculum, including in learning foreign language (Sirait, 2014 p. 253). In this study the materials evaluated in the course book are only the reading materials. Reading is necessary to be evaluated since reading could be considered as the first step in learning other language skills.

Teaching Reading Skills and Reading Strategies help learners to be better readers. In Yetgin's (2003) study, she states that one of the necessities of fluent reading is strategic reading abilities, therefore, one of the targets of academic reading instruction should be developing strategic readers. In her study, she underlines the crucial role of teachers and materials in reading instruction. The objective of her study was evaluating reading strategy instruction in the textbook used in the Department of Basic English at Middle East Technical University. The study also aimed at analyzing teachers' perceptions of strategy instruction in the textbook. Results of the study showed which strategies receive implicit or explicit strategy instruction in the textbook.

Reading and reading instruction are redefined through the use of internet and other ICTs as new literacies (Leu, 1997; Leu & Kinzer, 2000; Leu, Kinzer, Coiro & Cammack, 2004). Leu et al. (2004) stated that teachers will find it as a challenge guiding students' learning in information environments because they are richer and more complex than the traditional printed material. These new environments also bring richer and more complex learning opportunities for students and teachers themselves. The conceptual transition from foundational literacies (Leu et al., 2004) to new literacies makes teachers and teacher educators ask themselves whether the new literacies are "traditional skills being used in new environments" (Boling, 2008, p. 90 as cited in Marín, M & Moncada G, 2010).

The most important role of the online instructor while teaching Reading is to model effective teaching and accept "the responsibility of keeping track, contributing special knowledge and insights, weaving together various discussion threads and course components, and maintaining group harmony". (Berge, 1995 as cited in O'Neil, 2009). Another remark of the teacher role and instruction is mentioned in Carrell's article:

"With teachers explaining and modeling use of a wide variety of strategies, scaffolding student practice and application, providing re-explanations and additional

modeling as necessary and helping learners to experience reading strategies as personal cognitive and metacognitive tools for making meaning, reading strategy use should be seen not as means to pursue a "correct" in-the-text meaning, but as long-term means to personal understanding and interpretation of text that is, nonetheless, based on the text. "(Carrell P.L, 1998).

Teaching online presents teachers an opportunity to consider their teaching practice (Hislop, 2009; Abdous, 2011). Kreber & Kanuka (2006) state that online teaching and learning "has enormous potential to transform the dominant practice of teaching with texts and talk to more reflective and interactive learning activities" (p.123). When teachers prepare their courses online, they think about what activities will help the students learn better because the emphasis is now on what activities students do. Renes & Strange (2011) state that technology help us to provide with a great opportunity to modify our approaches to teaching and learning in beneficial ways (p.211). Kreber & Kanuka (2006) propose that online teaching is "the discovery of new kinds of pedagogical practices - such as engaging students in inquiry-based learning" (p.123). Cuellar (2002) mentions that many tutors automatically move from a didactic teaching approach to a facilitative style when teaching online (as cited in Folley S, 2013 p.26). Teacher as a facilitator and a moderator designs the lessons to meet the needs of the students online. The function of an instructor in online teaching can also be exemplified with the citation below:

"The key to successful use of technology in language teaching lies not in hardware or software, but in 'human-ware' our human capacity as teachers to plan, design, and implement effective educational activity" (Warschauer & Meskill, 2000, p.307). Thus, the way teachers handle the lesson requires many qualities and the most importantly "The instructor must be the one to bridge the gap through special teaching techniques, distinctive procedures in instructional design and the facilitation of interaction" (Moore & Kearsley, 2005 as cited in O'Neil, 2009 p.183).

1.2. Significance of the Study

In this study, it is aimed to investigate the online reading lessons by analyzing the reading materials and the teachers' strategies in online education by getting feedback with the help of interviews to provide opportunity to improve. It is thought that, with the results from this study, it is going to be helpful for teachers to design their lessons to cater for similar needs of the teachers and adapt existing materials; the coursebook in this context or develop new ideas and practices.

From the literature reviewed, not many studies conducted were found on this topic. In the case of Turkey, there are no publications documenting any study on this topic. There are many Master's and Doctoral Thesis about Online Education, Distance Education and Innovations in Teaching in the 21st Century and also Teaching Reading Skills and Strategies are the topics that many thesis and articles based on, however, analyzing one specific skill, Reading, in this context, on online platform is rare. My aim is to shed light on teachers' way of handling reading lessons on online platform to contribute to the improvement of Online English teaching.

1.3. Scope of Research

This study was held among instructors working at the Preparatory Class at Maltepe University, İstanbul. Out of 25 instructors, 12 of them participated to the study as they are the ones who teach reading online via the course book Pioneer Elementary, Pre-Intermediate and Intermediate Level. The researcher aims to conduct a study with the teachers who have the same working conditions, teaching to the same level and using the same materials.

1.4. Research Questions

The primary aim of this research is to investigate teachers' way of handling reading materials and get feedback about their instruction on Reading skills and Strategies on online platform. For this aim, the following research questions are addressed in this study:

1. Can reading skills and strategies be easily and efficiently taught in online classes?
2. To what extent does the course book contribute to the online reading lessons?
3. In what ways, online teaching differs from face-to-face teaching in Reading Classes?
4. How do instructors handle with the reading materials on online platform? What practical solutions do they recommend?

1.5. Key Terms

In order to understand this research, the terms Online Teaching, Reading Skills and Reading Strategies must be defined.

Online Teaching can be defined in many ways. One of these is defined as the facilitation of a group of students taking part in a wholly online course, as defined by Cuellar (2002): An online course is defined as one that is taken on a Web-based learning platform by using interactive teaching strategies. No face-to-face interaction is involved with class time, students do course work at a place and time appropriate for the student. (p.5)

There are some alternative definitions of online teaching including blended teaching and learning, which is a combination of face-to-face teaching and online teaching. Self-directed learning materials are created for students to study on their own pace; distance learning with some form of online communication; or use of technologies to supplement a predominantly face-to-face delivered course. The successful implementation of an e-learning education is supported by the existence of maximum interaction between teacher and students, students and learning facilities, student and student, also the occurrence of active learning pattern within the interactions (Nisa, B. 2017). An online course is also defined by some authors as one where at least 80% of the course is delivered online (Simonson, 2009; Parietti & Turi, 2011 p. 63). However, the focus of this study is based on solely and wholly online courses where instructors and students do not meet face-to-face.

Another keyword that is necessary to be defined for this study is the Reading Skills. Richards and Schmidt (2010) provide a definition that reflects current thinking in which a skill is “an acquired ability to perform an activity well, usually one that is made up of a number of coordinated processes” (p.532). Reading skill is maintained by the use of different genres of text; implementation of the reading phases, i.e., pre-reading, during-reading, and post-reading which facilitate students with an interactive approach. Mc Namara (2007) reports how research confirms the importance of strategy use in reading and how successful readers know when and how to use appropriate strategies. It is also necessary to help learners become aware that they should match reading strategies to reading purpose (p.115).

CHAPTER 2. REVIEW OF LITERATURE

2.1. The Definition of Reading

Reading is defined in various statements with similar definitions. Urquhart & Weir (1998) defined reading as “the process of receiving and interpreting information encoded in language form via the medium of print” (p. 22). Koda (2005) defined reading as “(c)omprehension occurs when the reader extracts and integrates various information from the text and combines it with what is already known” (p.4). When the other definitions are reviewed it is seen that it is a receptive process including psycholinguistic, purposeful, interactive and strategic process (Grabe, 2010, p.14). Murphy (2005) defines reading as a process of understanding a message from text that is built by the writer using symbols which means that reading is an activity of capturing information within a text (p.2). Furthermore, Flood and Laap (2001) mentioned that reading is a thinking process in which the reader becomes an active participant. Readers not only literally pay attention to written symbols, but also connect the concepts of both knowledge and pragmatic experiences they already have towards the symbols (p. 350). Robeck and Wilson (1974) in Alexander and Heathington (1988) also stated that reading is a process of translating new meaning into cognitive and affective system (p.4). Thus, reading is a communication activity in which a reciprocal relationship between readers and text content occurs (Nisa, 2017 p.152).

2.2. Reading Skills and Strategies

Reading is an essential skill for English as a Foreign Language students, and it is one of the most important skills to improve in language learning and teaching. Second language learners face many challenges and teachers struggle to teach students how to utilize the skills and knowledge they carry on with their mother tongue. Teachers try to develop many other areas as well; improving reading comprehension, developing vocabulary skills, teaching reading strategies and monitoring their own improvement are some of the requirements of being a teacher in a reading class (Anderson, 1999, p.1). Scarcella and Oxford's (1992) analogy of tapestry can be related to the issue of reading; as

learning to read is a process, just like weaving a tapestry. It would be rare to find two identical tapestries, just as it would be difficult to find readers who use identical reading skills and strategies when reading a text. Understanding main ideas, guessing vocabulary from the context, making inferences can be considered as skills like a separate strand of thread in the tapestry. Furthermore, there are threads available to reading teachers as well. Teachers try to weave the threads of reading theory and pedagogy to develop reading lessons. The weaving together of all these- reading skills, reading strategies, reading theory and pedagogy create a tapestry that is unique for both reader and the teacher (Anderson, 1999, p.2).

In the 1970s, the term *strategies* indicated a form of mental processing derived from traditional skills-based reading. Yet, the distinctions between skills and strategies have begun to fade as a part of the nature of reading, this is not a definitional problem. Automaticity and intentionality could be proposed as differences between skills and strategies. Skills are essential academic habits that are routinized, automatic procedures we employ when we are engaged in a task, in this context, it is the skill of reading. Strategies are mostly defined as a set of abilities under conscious control of the reader. However, as it is mentioned before the distinction between skills and strategies is not clear because that is part of the nature of reading (Grabe, 2008, p.15). It is also stated that skills refer to information-processing techniques that are automatic and they are applied to a text consciously for many reasons, strategies are actions that are selected deliberately to achieve specific goals. Thus, skill can become a strategy when it is used intentionally, in other words, “strategies are skills under consideration” (p.16).

Table 1. A Typology of Reading Strategies

A Typology of Reading Strategies	
Strategy	Comment
1. Having a purpose	It is important for students to have a clear purpose and to keep in mind what they want to gain from the text.
2. Previewing	Conducting a quick survey of the text to identify the topic the main idea, and the organization of the text.
3. Skimming	Looking quickly through the text to get a general idea of what it is about.
4. Scanning	Looking quickly through a text in order to locate specific information.
5. Clustering	Reading clusters of words as a unit.
6. Avoiding bad habits	Avoiding habits such as reading word-by word.
7. Predicting	Anticipating what is to come.
8. Reading actively	Asking questions and then reading for answers.
9. Inferring	Identifying ideas that are not explicitly stated
10. Identifying genres	Identifying the overall organizational pattern of a text.
11. Identifying paragraph structure	Identifying the organizational structure of a paragraph, for example, whether it follows an inductive or deductive pattern
12. Identifying sentence structure	Identifying the subject and main verb in complex sentences.
13. Noticing cohesive devices	Assigning correct referents and identifying the function of conjunctions.

14. Inferring unknown vocabulary	Using context as well as parts of words (e.g., prefixes, suffixes, and stems) to work out the meaning of unknown words.
15. Identifying figurative language	Understanding the use of figurative language and metaphors.
16. Using background knowledge	Using what one already knows to understand new ideas.
17. Identifying style and its purpose	Understanding the writer's purpose in using different stylistic devices, such as series of short or long sentences.
18. Evaluating	Reading critically and assessing the truth value of textual information.
19. Integrating Information	Tracking ideas that are developed across the text through techniques such as highlighting and notetaking.
20. Reviewing	Looking back over a text and summarizing it.
21. Reading to present	Understanding the text fully and then presenting it to others.

Source: Nunan, 1999.

The studies demonstrate that there has been a positive correlation between language learners' reading strategy use and reading comprehension in the first (L1) and the second language (L2) (Anderson 1991; Block 1992; Sheorey and Mokhtari 2001 as cited in Zarobe, 2018 p.321). Studies on reading strategies in L2 has shown that training and scaffolding of reading strategies help raise awareness of the reading process, which can further lead to better reading comprehension (Carrell, Pharis, and Liberto 1989; Mokhtari and Sheorey 2008; Zenotz 2012; Gunning and Oxford 2014 as cited in Zarobe, 2018 p.321).

In most of the research conducted so far, a positive correlation between reading strategy instruction and reading performance has been found in strategy training as well (Anderson 1991; Sheorey and Mokhtari 2001; Phakiti 2003; Zenotz 2012; Gunning and Oxford 2014 as cited in Zarobe, 2018 p.321). It is a controversial issue that not all researchers agree on the best approach in terms of how to undertake that training, either explicitly by informing learners about the use of the strategy, or implicitly, without explanation and modelling. However, the general tendency is to promote an explicit strategy instruction as a more effective way to teach learning strategies. In such explicit instruction, the reading strategy is explained and demonstrated by modelling to encourage learner to use the target strategy and increase proficiency in reading and that explicit teaching and modelling develop metacognitive awareness in the language acquisition.

Metacognitive awareness refers to the knowledge that learners have about the reading process, and how they are able to use that knowledge to improve reading comprehension. It involves thinking about thinking (Anderson 2003), in other words, it is the awareness of the learners about knowing, which is the knowledge about what one already knows. Knowledge is defined by the students about the strategies they have used and how effectively they use them to improve the reading process (Carrell, Pharis, and Liberto 1989; Auerbach and Paxton 1997; Sheorey and Mokhtari 2001 as cited in Zarobe, 2018 p.322). Therefore, the notion of metacognitive awareness includes knowledge of the strategies that students use or should use while reading, the strategies involved in planning, monitoring, and evaluating in the process of reading. Thus, cognitive and metacognitive strategies help readers for a better reading comprehension.

2.3. Models of the Reading Process

Understanding the process of reading has been the focus of much research and models of this process that have emerged (Goodman, 1973,1976; Gough, 1985; Rumelhart, 1985; Stanovich, 1980). These models can be divided into three groups. These are bottom-up, top-down and interactive models.

Bottom-up models depend on the information presented by the text. The process is from letters to words and to meaning. Bottom-up models emphasize the lower-level reading

process. Segalowitz, Poulsen & Komoda (1991) state that this process includes word recognition, letter identification and the semantic representations of the words (pp.15-30).

Top-down models are opposed to these lower-level processes. Top-down models refer to higher level which is integrated with the textual information and includes resolving the text, linking words with their referents, integrating sentences, generating, and updating a schema or representation of the text as a whole, and connecting textual information with prior knowledge (p.17).

Interactive model combines the elements of both bottom-up and top-down models. This pattern synthesizes these two models. Murtagh (1989) indicates that the best second language readers are the ones that can integrate bottom-up and top-down processes efficiently (p. 102).

Grabe (1991) mentions two concepts of interactive approaches. The first one is the interaction between the reader and the text which suggests that meaning does not only reside in the text, but the reader interact with their own background knowledge that facilitates the comprehension. The second concept relates to the interaction between bottom-up and top-down processes as being a fluent reader involves both decoding and interpretation skills (p.378).

2.4. Reading Instruction

Levine (2000, p.1) states that one of the most important skills that university students of English as a Second language (ESL) and English as a Foreign Language (EFL) require to acquire is the ability to read academic texts. Reading comprehension has come to be the “essence of reading” necessary not only for academic learning in all subject areas but also for professional success and for lifelong learning (Durkin, 1993 as cited in Dreyer, 2003 p.250). Instruction can be effective when students are provided with a variety of strategies which promote comprehension. Yet, there is little evidence to assert that learners at any level will acquire skills and strategies if they have not been explicitly taught (Carrell, 1998 as cited in Dreyer, 2003, p.250). In other words, students need “systematically orchestrated instruction or training” (Alexander, 1996, p.90 as cited in Dreyer, 2003 p.250). This approach

requires to meet the needs of students in the 21st century by developing effective instruction and teaching reading strategy use.

Reading comprehension and its development are extremely complicated because of the variables such as instructional issues and student engagement. One of the issues facing teachers is how to determine the most efficient instructional approach for reading improvement. Most fundamentally, for an ideal reading comprehension 12 skills are required. These can be seen below.

1. The ability of decoding graphic forms for effective word recognition.
2. The ability of reaching the meanings of a large number of words automatically.
3. The ability of drawing meaning from phrase and clause-level grammatical information.
4. The ability of combining meanings in order to build a larger network of meaning relations, that is how readers comprehend the text.
5. The ability of discourse recognition and using this information to support comprehension.
6. The ability of using reading strategies with difficult and academic reading texts.
7. The ability of setting goals for reading, applying them when needed.
8. The ability of using inferences and monitoring comprehension in accordance with reading purposes.
9. The ability of activating prior knowledge as appropriate.
10. The ability of evaluating, integrating and synthesizing information from a text to form a model of comprehension. In short, knowing how to interpret the text.
11. The ability of keeping these processes fluently for an extended period of time.
12. The motivation to use the text information appropriately in accordance with reader goals (Grabe, 2010, p. 330).

In a successful reading instruction these skills should be taught efficiently. Anderson (1999) introduces strategies for consideration in teaching second language reading. The word ACTIVE introduces her six strategies to consider when teaching an EFL/ESL reading class:

- A** Activate prior knowledge
- C** Cultivate vocabulary
- T** Teach for Comprehension
- I** Increase reading rate
- V** Verify reading strategies
- E** Evaluate progress

Other strategies include the role of motivation, planning and selecting appropriate reading materials (p. 4).

2.4.1. Activating Prior Knowledge

Activating prior knowledge of the reader can facilitate reading comprehension. When readers start to make predictions about the text content, they can go on reading to support or reject their hypothesis. There are several classroom activities that can be prepared to facilitate the activation of prior knowledge. Activating Schemata takes place in the pre-reading stage. Initially, discussions provide an opportunity for readers to see what they already know about the topic and to see what other students know about the topic. This is a beneficial activity since students may not be aware of the subject matter, but when they listen to and talk to their classmates, they may come to realize that they know something about the reading topic (Anderson, 1999, p. 14). In addition to pre-reading discussions, another way of activating schemata is using semantic maps which are similar to brainstorming. The learners are given a key word or a concept about the reading material and then they are asked to generate words and concepts about the reading material. Semantic mapping let students link ideas and concepts they already know to the new concept that will be learned (p.15).

2.4.2. Cultivating Vocabulary

Both in L1 and L2 reading research, many studies demonstrate that there is a strong relationship between vocabulary and reading comprehension (Grabe,2010, p.265). Veerhoven (2000) also reported strong relations between vocabulary knowledge and

reading abilities in L2 settings. Grabe (2010) also mentions that vocabulary growth leads to improved reading comprehension and amount of reading leads to vocabulary growth (p. 266). Therefore, in vocabulary instruction reading-vocabulary relationship should be considered with a great care. In L2 vocabulary teaching there many questions to be answered such as whether vocabulary should be taught directly, how many words can be taught, how many words can be learned from the reading context.

When we know a word well, we access some components of word knowledge in the case of the reading-vocabulary connection. The components of word knowledge can be seen in the list (Nation, 2001 as cited in Grabe 2010 p. 267).

1. Orthography (Spelling)
2. Morphology (word-family relationship)
3. Parts of Speech
4. Pronunciation
5. Meanings
6. Collocations
7. Meaning associations (synonyms, antonyms, topical links)
8. Specific uses (technical, common)
9. Register (formality, slang)

Most of our word knowledge given in the list develops over time through many encounters in many contexts. Even when we know a word, we continuously update the entry until we reach automatic access for that word. By doing so, we increase our word-recognition fluency.

Nation (2001) states that L1 readers know about 20.000-word families (as cited in Grabe, 2010, p. 269). According to Nation (2006) the amount of vocabulary that an L2 reader should know is about 10.000-word meanings and 4.000 word families (as cited in Grabe 2010 p. 271). It is known that readers should know 95 percent of the words in a text to read it successfully with instructional support.

Vocabulary development is one of the most critical areas of second language reading. Vocabulary is the fuel that ignites the fire of reading and comprehending what one reads (William Grabe, personal communication as cited in Anderson,1999 p. 22). Vocabulary plays a crucial role in the reading process. Many second language readers cite

“lack of adequate vocabulary as one of the obstacles to text comprehension” (Levine and Reves, 1990, p. 37 as cited in Anderson, 1999 p. 25). Grabe (2010) stresses the importance of vocabulary as a predictor of overall reading ability (p. 332). Nation (1990) states that for instruction to be effective the teacher needs to make informed decisions about how to teach vocabulary. Effective vocabulary instruction is summarized in these questions raised by Nation (2013, p. 4).

1. What vocabulary do my learners need to know?
2. How will they learn this vocabulary?
3. How can I best test to see what they need to know and what they now know?

With these questions in mind, an effective vocabulary teaching can be achieved. Nation (2013) also states that vocabulary instruction includes knowing spelling rules, analyzing word structure, paraphrasing activities and vocabulary puzzles. In acquiring new vocabulary, he suggests techniques that include rote repetition, use of context and analysis of word structure. Guessing words in context is perhaps the most common vocabulary acquisition skill suggested by reading texts and reading teachers (p. 247).

2.5. Stages of Reading

Cekiso and Madikiza (2014) underline the significance of classifying reading stages into three categories: pre-reading, during-reading and post-reading stages. These stages have been documented by various authors. (Christen and Murphy (1991), Tierney and Pearson (1994) as cited Gidalew, 2018, p. 2). Pre-reading stage helps in linking the readers' schema with the new knowledge by predicting, developing interest, and anticipating what will be read. Strategies used during reading, assist readers to deal with new vocabulary and contexts, as well as build bridges between the knowledge already existing and the knowledge in the new text. Post-reading stage assists readers to interpret, confirm predictions and evaluate their understanding of the text while generalizing and connections to their own lives.

2.5.1 Pre- Reading

This is one of the most significant stages as it leads the students to read the whole text. This stage stimulates and motivates the students for the proper accomplishment of a reading text (Greenwood, 1996 as cited in Tabassum, 2017 p. 183). In this stage, teachers aim to activate the students' schemata related to the topic in the text. Pre-reading stage also gives students the purpose of reading. Pre-reading stage is also to motivate students. Motivation in reading attracts students' attention to the text, and the reader is involved in the activity. Pre-reading activities aim at facilitating the students' understanding about the reading text. Williamson (1988 pp. 7-8 as cited in Nisa, 2017 p.152) stated that pre-reading activity can be done by asking questions both in oral and written forms then the students will look for the answers during reading. Or it can also be done by asking or writing students' own experiences related to the topic. Pre-reading activity is an activity that can arouse interest and reason to read.

2.5.2. While- Reading

This stage improves the intellectual growth of the students. This phase enables students to know how to go through a text and how to respond to the reading text and change in ideas of the author (Greenwood, 1998 as cited in Tabassum, 2017 p. 183). During reading activities take place in while reading. While reading includes identifying the main idea of the text and topic sentences through skimming, finding the details or specific information in the text, following a sequence by relating items in particular order or process, inferring from the text by trying to understand the text using their schemata and recognizing the discourse pattern of the text .The main purpose of while reading is to construct students' reading competency, not only comprehending, capturing, but also building information within the text.

2.5.3. Post –Reading

In the words of Williams (1996 as cited in Tabassum, 2017 p. 183) the post reading phase strengthens the learning process and outcomes. Post-reading activities take place after instructional activities that the students and teacher do after reading the text. These activities aim to check student's comprehension about the text that is read. The post-

questions after reading class activity are incredibly significant because of the information given by the text is learned. Asking some follow-up questions, summarizing the text, integrating another skill are appropriate in this stage. The activity of post-reading can be in the form of discussion, or it can be an integration of another skill, a productive one such as writing or a receptive one like listening. Post-reading activities are meant to improve students' comprehension and interest towards reading (William, 2003, p.10 as cited in Nisa, 2017 p.152). This can be done by connecting what students have read with their real experience.

2.6. The Role of Reading Materials

Materials play a crucial role in strategic reading instruction. In the reading literature, it is undeniable that materials used in reading strategy instruction should be chosen carefully. There are some significant points that should be considered when choosing appropriate materials for reading instruction. Initially, the content and the structure of the texts should be appropriate to match the strategy which will be taught or lead to the need for some strategy use. Needless to say, the application of a strategy use should be adaptable for materials. For instance, if the aim is teaching inferencing, as a strategy, students are required to make several inferences with an appropriate text. Therefore, teachers should adapt texts which can trigger the target reading strategy to assist students to automatize that strategy (Duke & Pearson, 2002; Jansen & Stoller, 1998; Sinatra, Brown & Reynolds, 2001; Whitehead, 1994 as cited in Yetgin, 2003 p. 32). Next, materials should be appropriate to the level and the learning needs of the students. Additionally, at the very beginning of teaching reading strategies, reading texts should be in the similar difficulty level with the teaching level or the texts should not be so demanding in terms of vocabulary, background knowledge and decoding. In the later stages, more difficult texts can be given to students in order to implement the strategies that they have learnt. Therefore, students need to be provided with a variety of leveled texts that match their word identification abilities and that are appropriate for strategic reading instruction (Duke & Pearson, 2002; Jansen & Stoller, 1998; Sinatra, Brown & Reynolds, 2001; Whitehead, 1994 as cited in Yetgin, 2003 p. 32). Moreover, materials used in strategy instruction should be similar to those that learners will encounter in their real-life situations (Sinatra, Brown & Reynolds, 2001). Young

(1993) also states that materials which are used to encourage reading produce positive attitudes towards reading and develop strategic reading that have characteristics of authentic texts (Yetgin, 2003, p.33).

One of the research questions of this study is to investigate to what extent the course book contributes to the online reading lessons by obtaining ideas from teachers' perspectives. Whether teachers' objectives and the course book objectives are in agreement with online reading instruction is also evaluated in this study. Hutchinson and Torres (1994) state that no teaching-learning environment is complete without a suitable course book. That is why, an appropriate coursebook empowers teachers to modify learning tasks and classroom practices. Teachers can save enormous time by utilizing a coursebook and benefit from it for their teaching practice (Cunningsworth, 1995 as cited in Yazıcıoğlu, 2019 p.1). Materials in general and coursebooks especially are the main elements for shaping knowledge and attitudes in the learning process. Coursebooks provide lesson planning for teachers in teaching four skills. Coursebooks are also guides for teachers in providing materials such as tasks, exercises and games (Nooreen& Arshad, 2010 as cited in Yazıcıoğlu, 2019 p.1). Today most coursebooks have i-tools which facilitate learning on online platforms. In this study, Pioneer is evaluated with its benefits and drawbacks by the instructors. While evaluating the book, as the study is limited with reading instruction, only the reading texts and activities are taken into consideration. Teachers are asked to give their opinions roughly, just by stating the advantages and disadvantages of using this coursebook, the possible improvements are taken into consideration, a specific criterion is not preferred and used in this study since this kind of study should be conducted in detail by providing an evaluation list. Evaluation of the coursebook is not the aim of the study but it is a part of the study due to the fact that the role of material is undeniable in reading instruction.

2.7. The Role of Teachers and Teachers' Perceptions

"Stones from other hills may serve to polish the jade of this one."

An ancient Chinese proverb

(Mo, 2020 p.1)

This proverb sheds some light on these kinds of research projects, theories are elaborated from other fields and develop a framework for analyzing participant teachers' beliefs. Over the past few decades, many researchers have confirmed the significant role of teachers' beliefs in educational research (Borg, 2003, 2006; Clark & Peterson, 1986; Fang, 1996; Pajares, 1992; Skott, 2015 as cited in Sadekhi, 2020). These researchers generally argue that teachers hold a wide range of beliefs regarding their instruction, students and their learning, context, curriculum and so on, as well as that teacher beliefs have dynamic interactions with their classroom practices, are often shaped by a variety of contextual factors and their prior teaching experience and are linked with other mental constructs such as teacher motivations, values, attitudes and so on (Sadekhi, 2020 p. 2).

Although research on teacher beliefs dated back to the 1950s, it did not become a key theme of inquiry in the field of educational research until the early 1980s. Since then, there has been a growing interest in the study of teacher thinking. With the recognition of cognitive psychology, sociology, anthropology, and qualitative methodology, researchers started to describe teaching as a thoughtful profession in which teachers' thoughts, judgements, and decisions were seen as cognitive processes that shape their classroom practices (Freeman & Johnson, 1998 as cited in Sadekhi, 2020 p.3). Thus, these studies in the field emphasize the need of understanding classroom practices from the teacher's cognition, defining them as the planner, decision-maker and problem solver of the curriculum. In another perspective, Shulman (1987) introduces the concept of pedagogical content knowledge (PCK) to this field. He analyzes teachers' knowledge in terms of subject content knowledge, pedagogical knowledge, and curricular knowledge. Furthermore, Shulman contributes to the field by analyzing teachers' knowledge from the psychological perspective and connecting teachers' knowledge with their thinking (p.17).

Since the 1990s, there has been a dramatic increase in studies on teacher beliefs. It is acknowledged that teacher beliefs play a crucial role in changing teachers' practices (Lerman, 2002; Wilson & Cooney, 2002 as cited in Sadekhi, 2020 p.18). Fenstermacher (1979) states that if the purpose and the intent are to change the practices of those who teach, teachers' subjectively reasonable beliefs should be taken into account. In other words, teacher beliefs serve as a filter or an interpretive device to transform curricular intentions developed elsewhere (Kagan, 1990; Nespor, 1987; Pajares, 1992 as cited in Sadekhi, 2020 p.18).

Teachers' perceptions on how learners acquire knowledge and skills come into question here and inevitably affect how they approach their teaching, as Neo (2005) explains:

The learning approach is based on a constructivist learning perspective, wherein learners are actively engaged in seeking knowledge and information in their learning process in small groups. This is not like the conventional directed instruction method, where the teacher basically controls the instructional process and it seemed as the supply of professional expertise, which is delivered to students via classroom lectures whilst students listen obediently. In this conventional mode of learning, the focal point is on content, and learners depend on their teacher for information and knowledge and play little component in their learning process. Hence, the learning mode has a tendency to be passive (Neo, 2005, p.5).

In the context of EFL, many studies have been conducted about the beliefs of teachers. When it is limited with the reading instruction and teachers' perceptions on their teaching practices there have been some studies. In Turkey, Yetgin (2003) writes a thesis on the evaluation of reading strategy instruction in a textbook and teachers' perceptions of that reading strategy instruction. In her study, she concludes that teachers' perceptions of the strategy instruction in the book are usually correlated with the results of the textbook evaluation. The findings of the study hope to guide teachers in the design of extra reading materials or supplementary books to enhance strategic reading instruction. Yurdaşık (2007) has similar research related to reading instruction and teachers' perceptions. In her study, she investigates teachers' views and approaches about reading instruction at university preparatory levels and how teachers view themselves as second language readers, how they consider reading instruction, their concerns about teaching reading and the way they use reading strategies in the classroom. The result of the study indicates that teachers consider unknown vocabulary and topic which is not familiar are the most common difficulties students come across with while comprehending a text and underlines the ideal reading instruction which includes teaching reading strategies implicitly or explicitly. This study also indicated that teachers use more pre-reading strategies than post-reading strategies and teachers who use reading strategies in their daily lives make more use of reading strategies in class. İlk (2012) conducts a study to explore EFL teachers' beliefs regarding reading strategies. In her study , a questionnaire and semi-structured interviews

were used in order to identify teachers' beliefs on reading strategies and the data was analyzed by both quantitative and qualitative analysis to investigate whether there is a relationship between teachers' use of strategies and variables such as gender, degree and the results of the study indicates that no statistical relationships have been discovered between the teachers' gender, degree, years of teaching reading and the strategies they use in the classroom. On the other hand, this study reveals that there is a statistical relationship between the teachers' experiences in teaching and the pre-reading strategies they use. Teachers possess theoretical beliefs about teaching, and their beliefs and cognitions provide a basis for their teaching behaviour (Borg, 2011; Basturkmen, 2012; Zhang and Ben Said, 2014; Farrell and Ives, 2015; Kaymakamoglu, 2018), and their beliefs guide their thought and behaviour as well (Gao, 2020 p.3). There are some studies in tertiary settings (Sun, 2017), and topics ranging from beliefs about, for example, teachers' roles (Anstrom, 2003), communicative language teaching (Sugiyama, 2003), teaching methods (Tucker, 2001), and students' needs (Gilliland, 2015) are studied. Teacher cognition and practice is also identified in second/foreign language teaching (Xiang and Borg, 2014; Sun, 2017), and the teaching of specific skills in English as a foreign language, including grammar (Graus and Coppen, 2016), writing (Zhang, 2016), reading (Vaish, 2012), vocabulary (Gerami and Noordin, 2013 as cited in Gao, 2020 p.3).

2.8. Online Teaching

This study arose from the need to understand the basic differences between face-to-face education and online education and to see the reflections through the survey with the interviews conducted with instructors about the issues regarding to online teaching. Therefore, it is necessary to review the issues related to online teaching. Online teaching refers to wholly online teaching contexts in which the tutors and students do not meet face-to-face (Folley, 2013 p.10). Cuellar (2002) defined this term as:

“(a)n online course is defined as one that is taken through a Web-based learning platform using interactive teaching strategies. This involves no face-to-face interaction with classroom time, with students doing course work at a place and time convenient to the student (p.5).

There might be some alternative definitions for online teaching including blended learning, e-learning, distance learning and etc. however the focus of this research is solely on online lessons where tutors and students do not meet face-to-face.

The provision and use of online and e-learning system is becoming the main issue for many universities during COVID-19 pandemic. E-learning system such as Blackboard has many features that are valuable for use during COVID-19 pandemic. However, the successful usage of e-learning system relies on various factors as well as the main challenges that face most of the e-learning systems. In fact, e-learning tools are playing a crucial role during COVID-19 pandemic. These systems assist teachers and learners in providing platforms to manage, plan, design and track the learning and teaching process. Moreover, it assists teachers, schools and universities facilitate student learning during periods of closures. Therefore, this study also identifies some challenges that are faced on Blackboard and investigates how to use Bb in language teaching more efficiently during COVID-19 pandemic. Thus, studying e-learning adoption can lead universities to better understand their students' needs, and eventually lead to a successful e-learning system (El-Masri and Tarhini 2017; Alksasbeh, 2019 as cited in Almaiah, M. A, 2020 p. 5263).

The abrupt outbreak of COVID-19 in the world received many reflections from the teachers. Kim (2020) described the impact of Covid-19 on teachers in England during the first six weeks of the UK lockdown, and titled her study as "Like a rug had been pulled from under you". Teachers' ICT literacy is not a new topic in the area. The benefits of technology for language teaching and learning have been conducted in many studies; its role is not only engaging learners in the learning process, but also promoting learners' motivation and learner-centered instruction (Chapelle, 2005 as cited in Gao, 2020 p.4). The benefits have been further enhanced and expanded by virtue of technological advancements which have introduced mobile devices such as smart-phones and tablet computers to language learning contexts. Teaching and learning of languages have been enabled to transcend time and space limitations and made "more fun and interactive" (Demouy et al., 2016, p. 19 as cited in Gao, 2020 p.4).

CHAPTER 3. METHODOLOGY

3.1. Introduction

This study was designed as qualitative research. A semi-structured interview was conducted with 12 Prep Class Instructors working at the Preparatory School of Maltepe University. A questionnaire including the questions on the reading strategies, reading material, in this context, I-tools of the course book and the issues about online teaching was sent to the participants via e-mail to make teachers aware of the process and track their own reflections about reading lessons. The questions in the questionnaire were performed as a check list for the teachers before the interview. The questionnaire was adapted from İlk (2012) with her permission. In her study, the questionnaire was analyzed statistically, however, in this research it is used for demographic analysis and as a checklist for participants before the semi-structured interview. The participants responded to the questionnaire and sent it back to the researcher. The interview was held after receiving their answers to the questionnaire. This questionnaire was aimed to help teachers before the interview. The questions in the questionnaire prepared them beforehand so teachers had an idea about the content of the interview. On the other hand, the answers given to the questionnaire shed a light on the researcher herself, she had the opportunity of comparing the answers given in the questionnaire and the answers given in the interview. This enabled the researcher to look into the issue more deeply. This study can be considered as a micro-study that demonstrates the big picture of the study in front of the researcher. It is an example of a case study held among a group of teachers. The data collected by the researcher was analyzed by a qualitative method. The qualitative method is considered to be the best way for this study to explore the teachers' experiences, attitudes and beliefs, as it does not regard facts as objective, but as a subjective reality related to differences in each individual (Creswell 2014).

3.2. Research Design of the Study

In order to collect data for this qualitative research, an interview was conducted with 12 instructors working at Preparatory Class at Maltepe University, İstanbul. Out of 25 instructors, 12 of them participated in the study as they are the only ones who teach reading online via the coursebook Pioneer pre- Intermediate and the Intermediate. The demographic survey was included in the questionnaire which was emailed to the participants and the interviews were conducted online via Zoom due to the conditions of the Covid-19 Pandemic.

3.3. Data Collection and Analysis

The data was collected via semi-structured interviews which were conducted during the term fall 2020 and the term spring 2021. In this study, the interviews were conducted individually. All the interviews were recorded on Zoom and transcribed for detailed analysis.

According to Quick and Hall (2015), the sample size in qualitative research is usually a range between 4 and 50. Strauss and Corbin (1990) also suggested that 5- or 6-hours interview would provide sufficient data to lead to saturation. Furthermore, participants should be well utilized to become the best representatives and have knowledge of the research topic. Regarding data, they should be adequate and provide a rich description of the phenomenon (Howell 2003). Based on that, 12 teachers participated in the interview, therefore, it can be said that the sample size in this study adequately meets the suggested requirements (Quick and Hall 2015; Howell2003 as cited in Almaiah, M. A.,2020).

3.4. Participants

This study was conducted with 12 Prep Class Instructors working at the Preparatory School of Maltepe University. Out of 25 instructors, 12 of them participated in the study. Out of 12 instructors, 2 of them are male and the rest of the participants are female. Experience in teaching ranges from 4 years to 35 years. Years of teaching at university ranges from 3 to 33. Out of 12 instructors 3 of them have a bachelor's degree, 1 of them is still doing her Master's, and 1 of them has both an MA in TEFL and an MA in School Management in TEFL, 6 of them have a Master's degree and 1 one of them has a PhD degree. In the questionnaire,

most of the participants stated that they had attended some conferences, meetings, seminars or workshops on Reading Skills and Strategies. Only 3 of the participants replied to the question by stating that they have not attended any. After the completion of the questionnaire including demographic information about the participants, a semi-structured interviews were held within a scheduled time.



CHAPTER 4. FINDINGS & DISCUSSION

4.1. Introduction

Out of 25 instructors, 12 teachers agreed to participate in this study. There are three parts in this interview questions. The first part includes questions about the reading strategies that teachers use in their instructions. There are 13 items in this part, however, as this is a semi-structured interview, some of the questions are excluded from in the flow of the interview, or some questions are interwoven together, so in some cases, fewer questions were asked to the participants. In the second part of the interview, the aim was to ask teachers' perceptions about the Course Book Pioneer, that is why a general evaluation was made by asking 7 questions to the teachers. In the third and the last part, online education and face-to-face education were compared by the teachers with the help of 11 questions.

4.2. Findings from The Interviews

4.2.1 Part I Reading Strategies

In the first part, interview questions were about reading skills and strategies. The first question aimed to obtain teacher's reading strategies in their daily lives. The question answered whether they used any reading strategies or not. If they use reading strategies even in their mother tongue, they were asked to exemplify them. Most of them found this question interesting and needed to think for a while. Out of 12 participants, only 3 of the instructors replied that they do not use reading strategies in their daily lives.

Q 1: Do you use any reading strategies in your daily life? Can you exemplify?

T1: 'Depending on what purposes I am reading; I use the strategies accordingly.'

T2: 'In my daily life, you mean, reading strategy? it's remarkably interesting. For example, when I am going over news on the internet, or newspaper, I take a look at the news and get the gist of what that's about. It's about an accident, about the place

casualties and cars involved, etc. So, it kind of that here, just scanning and the skimming the news bulletin, and then trying to find the things interest me or let's say, I'm watching a film or I'm listening to a piece of music. And here, there are some things they talk about a director, let's say an actor, so then I go online, and all of a sudden try to find some information about the actor on Wikipedia, for example, just skimming or scanning his filmography, etc. So I think I kind of use these things, as you see in the examples I gave you.'

T3: 'No, I don't. I do not use it in my daily life. '

T4: 'Actually, yes, we all use skimming and scanning, especially when we read something on the internet to find information or to look for answers for anything, so or if you read something in English, guessing meaning from context? I think the strategy, that I use the most, as we can't use dictionaries all the time, cause it's time consuming. So I think these are the cons. These three, I think, the most common ones. '

T5: 'I sometimes use them when I take a novel, or when I look at an academic writing, I sometimes skim the text very quickly, just to look at important points in the texts, I actually look at the topic sentences of the paragraphs. That's my strategy.'

T6: 'I don't think so. I'm not sure about that. I don't think. I'm using maybe unconsciously I'm doing it.'

T7: 'Very nice question. We apply actually strategies every time of course, for example, when I tried to read any kind of articles, it is especially articles, it's kind of any kind of article, first in Turkish, for example, once I wanted to improve my reading skills to enhance my vocabulary, for any kind of foreign language, what I do, I try to create a mind map, because I can't retain all the information. For example, when I read any kind of scientific article, it is in Turkish, or in Russian language, in Russian, maybe I can retain some of that information. But even in your mother tongue, that is not important, it is not possible to retain all that information at once. So in order first, maybe, before reading, I try to guess the people, the content of that reading, about the article, it is about health, maybe about medicine... I set the goal before reading every time. If you want to learn something, and if you want some long-term memory or long term information, you have to do this kind of mind mapping in order to visualize things.'

T8: 'There's not much time to read at all. So I cannot say that I apply the same strategies in Turkish in reading. But in English, whenever I see an article, or whenever I see a writing text, and I can understand it very easily through the structure formation of the text from the main points, I just try to get the main points and don't turn into text so much.'

T9: 'That's a nice question. I haven't thought about it before. For example, when I start reading a book, first of all, when I like a whole book, any book, for example, I skim the pages I look at, like, if there are any pictures in it, or the photos.'

T10: 'Definitely. Yes. Skimming, or, reading for gist, this is what we always do in our normal, regular lives, right? For example, do you ever happen to read an article, in detail from the very first line to the end? At the first attempt, No, never. First check If you enjoy the taste, you know, the language, or, for example, the news behind the

facts behind that, for example, news, you start reading, in a careful in a detailed way, this is what you do, right? So, for example, the first thing, actually, it's been, you know, maybe it's been ages, you know, since the last time I bought a newspaper, I mean, in the paper format. But, for example, what we did, or what we used to do was what, first, to skim the headlines, or the captions.'

T11: 'If I don't have time to read something completely, I, in general, tend to read the first paragraph of an essay or something. And the last one, and I just read the first and last sentences of the paragraphs in between to get an idea. Or if there's any like bold sentences there, or underlined parts in a text, I try to read them to get a better idea. If the text is awfully long, so I just check its specific parts of a text.'

T12: 'Of course, if I have to read an article, I scan it, I don't read the whole text, I sometimes just read the main sentences for each paragraph and scan the rest. While I am reading a book, I try to read as quick as possible. So, I skim most of the time.'

The next two questions are about the use of strategies and the reasons for their use in reading instruction. All the participants stated that they teach reading strategies in their classes. Some of them explained that they teach the strategies explicitly or implicitly in their lessons. When it comes to the reasons for using and teaching strategies, the answers of teachers are very similar to each other.

Q 2. Do you teach any strategies in your reading instruction?

T1: 'All the time, doesn't matter what the level is. And I specifically try to teach the names of the strategies as well, because they are in all the reference books or any kind of resources, or even in their course books, they kind of see the names of the strategies, and it gives me the opportunity to use the names afterwards, when I teach them what for example, scanning is, afterwards, I can use the name of the strategy and they understand me. What kind of reading they need to be doing in that particular text, explicit teaching, I teach a strategy and I slowly teach the terminology, so that we understand each other easily. Or if I am not there with them, they can still, use the strategy if it is a kind of practice or reference that they are using, they know their names, the strategies names, and they use them accordingly. But I don't think I teach the names of every single strategy. I don't necessarily teach skimming. But I do know that I try to teach what it is for, this is reading for general information or just to get the main idea I say what it is for. I don't teach the word skimming. Now, I'm thinking, but I teach the word scanning because it is easier for example, because we use it in our language as well. It is the same in Turkish scan is an easy word for the students, especially if it is an elementary level student. It is okay for me to teach. I think it is okay for me to teach them the aim of this strategy scanning. But I don't necessarily teach gist reading or skimming. In an elementary level, I don't think it is that necessary, but I teach what it is for like, now we are reading to get the general idea of the text we don't worry about every single detail or every single information.'

T2: 'We use the strategies, of course, it depends on the level of the students and, and the purpose of reading, because we want students to read, I mean that it

depends on what we intend to do, intend to teach, intend to test or if it is kind of testing to see the understanding level of students.

T3: 'I follow some strategies like pre reading activities, teaching some vocabulary, and some after reading and while reading strategies like skimming and scanning.'

T6: 'In the elementary or pre intermediate level, I don't explain the strategies, I use them. But I don't mention about that to the students. I ask some speaking topics about the title or the content of the text. I don't do it explicitly. In the books, there are some tips that we use this strategy. Key points like that. I give extra information. I don't say let's do skimming questions or skipping questions. I don't do it in elementary and pre intermediate levels. Last year, I was teaching to ELT students. Of course, with them, we were talking about these strategies.'

T9: 'Yes, in class you need. I teach, like, guessing the context, getting the new words from the sentences not checking the dictionary, those kinds of strategies, or how to skim the text, how to guess from the title and those kind of things like getting the main idea.'

T11: 'I try to teach some strategies, and also the book tries to teach like skimming and scanning to students. And I tend to teach them. Before we start reading, especially, there are some images, and there are some headlines or you know, bold parts. So, I try to make them guess what the reading part is about. So, I try to make them, check the images, and also the headlines or also some important parts in the text, or maybe just read the first paragraph and guess.'

T12: 'Not intentionally. But unintentionally, of course we do. We teach while reading a text or I don't know, whatever the course book requests.'

Q3. What are the reasons for using reading strategies?

T1: 'I think the main purpose is that I am trying to break the prejudice of reading in English is different than reading in Turkish. So, this is one of the main reasons why I'm trying to teach them the strategies. Because no matter what the language is, the strategies are the same. So, I'm proud to show them that even in Turkish, they use the same strategy. So, they can easily transfer the same strategies when they're learning any language, not necessarily English. If they're interested in Spanish in the future, they basically use the same strategy. So this is the main reason I'm just trying to show them, it's not sitting and reading every single word with dictionaries or out loud, like, you know, what the traditional approach is, usually, when you're learning a language, so I'm trying to break this prejudice with that. And also, it I think, it improves the skill a lot when they use the strategies when they see themselves that they get faster, especially when it comes to exams, for example, if they, at the end of the day, they will be needing to take some kind of exams, not necessarily in a university, but maybe any kind of international exam. So, they need these strategies to read faster. And that's another reason. So, number one, because they are transferable from their first language. Number two, because they need the strategy so that they can read things faster or understand more.'

T3: 'To make students understand the text better, for comprehension. They have a general idea about reading before they start just by looking at the title. And they have a general idea about the text just by reading the first sentence of the paragraph, then

they will have an idea about it on their minds. And then they'll really get into detail on reading passages.'

T4: 'First, to get their attention, to grab their attention to the lesson to make it more enjoyable. Because first, they should want to read it. So first, like the hook in the essay writing lessons, we need something to hook their attention. So generally, the first strategy is the warm-up questions, or visuals, asking their ideas about the topic or their knowledge about the topic? These are the things that I do just to make them involved in the lesson. I use them.'

T5: 'To comprehend the text, to enable students to answer the questions related to the text and to point out the main idea of the text. Actually, it is used to paraphrase the important things in the text.'

T8: 'Definitely I want my students to understand the text as quickly as possible. And I just want to inspire them the way I read the text. And in order to transfer the knowledge that I have to them, I just teach them, topic sentences, thesis statements and, you know, main linkers, so that they can go into the text easily and understand it better. And they can realize what is important and what's not important in the text. While reading, I don't want them to lose time, I want them to understand the text. I help them use those techniques. And sometimes I teach adjective clauses beforehand because I know that when they are reading any kind of text, they will come across with examples of adjective clauses, which may not be easy for them to understand, but if you pre teach them or before the course, they will understand the text better and faster. And especially in the exams, any kind of exam, what they encounter is tests which have actually adjective clause or even the reduced adjective clause. In that case, if they know or if they can understand the adjective clause, they will understand the sentence and analyze the sentence better. And maybe they will distinguish insignificant from a significant. So, if they can distinguish the significant thing from the insignificant things in the text. Then the burden of reading the text will be less and they will understand main points and at least answer 70% of questions. In a shorter and more accurate way than the other students, so, I try to teach main complex sentences, adjective clause, sometimes noun clauses beforehand.'

T9: 'The reason is to encourage students to get the idea, get the main idea of the text, and to encourage them to read more enthusiastically and to understand texts better without tackling with some minor vocabulary, and to encourage them to read a text in English.'

T10: 'First of all, we have the mentality behind making use of these strategies? Reading is not an action that you can ask somebody to do it. It's not just like eating even in really eating something. For example, take for dinner. Okay, first, you have a bowl of soup. Right? Then you have the main course. Okay. And this is what happens in reading, and this is what happens in writing. I mean, it's, unlike speaking, for example, if you have something to say, you just say it, but this is not what happens in reading. First of all, you should have an overall idea. Are you familiar with the context? If you're not okay. Somebody you know, should provide you with some thought- provoking ideas. To enable the bridge, what you know already, and what you want to know, or what the text will provide you with. This is the purpose, I mean, first, of course, we introduce the title, we talk about the title of any text, in the context of a class. First, you know, you try to ask thought provoking questions, to familiarize

them and then in the skimming type of questions come, and then once they read it, okay, comprehension, maybe in-depth questions. And then the follow up questions.'

T11: 'Because this is what people use in real life as well. So, let's say if you're going to a meeting, or maybe if you just need to read something for a lesson, later in the faculty they need to know how to understand, like, the main ideas, because sometimes maybe even in an exam, they don't have that much time to really go to the details of the text, so they have to use it in real life as well. So, I think that is why it's very important.'

T12: 'This generation, I mean, from the first day I started teaching, most kids do not like reading. And they don't know how to handle with the text and how to answer the questions accordingly. So, you need to show them find their way to get the answers. It can be true or false questions or referral questions, whatever it is, guessing the meanings for the new vocabulary, all these things need to be taught because they really don't know what to do. They just read and they have no idea about the reading strategies not in also, they don't know in their own language as well, as they don't like reading a lot. In general, that is why I need to show them what to do how to understand the text, what key points are important. While we are teaching writing, at the same time, they see that an essay or a text or an article has some parts introduction parts, body parts and concluding parts. So while they are learning the writing at the same time, they say that here is the topic sentence. This can be the thesis or that's why it started like that. This is the summary part, the last part, concluding part. So they are so connected to each other writing and reading lessons, I believe that although one of them needs production, reading is more passive action, receptive. They seem like that they are so connected to each other; I believe so. I get help from the reading texts while I'm teaching writing, or if I make them remember the rules that we learned. I believe they are connected to each other, and these similarities help them understand the text.'

Q4. Do you try to ease the comprehension by modelling any strategies to your students?

T1: 'Sometimes, I do. Again, depending on the level, I suppose sometimes I don't, I don't need to do any modeling, I'm just maybe trying to let them do things or maybe in a way, show me how much they do. And then if there is a need, then I model of course, I sometimes need to teach the strategy, but some of the students they already know them at some level, for example, they already have the strategy. So even if they don't know, they are not aware that they have this strategy, and they use them unconsciously. They do use and some students may be not very aware of the strategies that they are using, but they have learned them and they have been using them. Thus, there is no need for modeling. But in especially lower levels, they need some modeling.'

T2: 'First of all, of course, they need modelling, they're learning English here, but actually the situation is that we are teaching them reading ability and reading skills in Turkish or English doesn't matter. And what I observe is that most of the students have problems with that. I mean, just reading abilities in Turkish, they read something but they don't understand anything, sometimes the detailed questions reveal this problem. You see the answer of the question "who is the man? Ali Where was he?

In Ankara etc., then when I asked them” What was the passage about” what is this about? Nobody's answering, they know the details, but they don't understand. We have to teach all these things how to do that, because this is a strategy. And they need to learn that. And they should be grateful for that. Because this is something especially useful. As you mentioned before, in even in their daily lives, you are reading something, what you should focus on. This is something related with learning. I think they need to learn some strategy first, and then they start reading texts in a different way. It helps a lot.'

T4: 'I generally give examples or, guessing meaning, from context, I generally do the first one and then all together with the students. I mean, by asking questions, or leading them to the answer, yeah, I use modeling.'

T5: 'Actually, I'm not modeling, they just learn skimming the text quickly, reading it quickly. Not paying attention to the words, not reading word by word. Actually, I just tell them this'

T6: 'No, I ask directly, I don't do modeling actually.'

T8: 'Definitely. These students should realize that especially the grammar structure of Turkish and English is quite different, and they should be inserted in context given, certain good examples or models of reading strategies of reading activity, so that students can benefit from the teachers' experience and also what we know about the language.'

T9: 'Yeah, of course. For example, when I start, when I show them the title, or just the pictures of the reading text, first of all, I say them for I sometimes I share my own comments on the title, or my own, for example, I see in this picture, I see a smiling girl, for example. And what about you? What do you see? Or what do you understand from the title? Yeah, I use modeling actually.'

T10: 'Yeah, I do my best. For example, this is what I realized in a particularly in low level classes. I am trying to show and trying to model of course.'

T11: 'I do actually. I try to ask them, sometimes I myself speak in the class using these strategies so that they can also understand what they can do in the future as well. So I can just try to describe the picture for them. Or sometimes I try to give background information if it's a story like Oliver Twist, maybe I try to give some background information of that century etc. so that they can grasp the situation and the text better. Moreover, I also model them.'

Q 5. When you give a text to your students, how would you deal with it as a start before students read it?

T1: 'Very traditionally, without any preparation or anything, very simply, I just start with a picture of the text that is offered by the course book or whatever sources and the title. So sometimes the text even comes with some discussion questions, I kind of use them as well or adopt them maybe, maybe starting with a different kind of source, maybe a visual, maybe a video even, but I do think that it helps a lot. Rather than jumping into text and asking the students to stop reading. The moment they see the text because these students at this age, they come with some kind of word

knowledge. And it is a valuable asset for students to use most of the texts they have seen in their own, mother language, mother tongue or maybe even in English. So most of the stuff is already known to them. And when we trigger that knowledge in them, it is a lot easier for them to process the text. But simply, it is the picture or the title that I get the start or get the students to start thinking about the text.'

T2: 'First, what I do is that I want to see the background. I try to see what they have in their background on that. And then as if like in writing essay part, we use kind of brainstorming, that one and also we use funneling, starting from something general and coming to that point. Then I make the connection. So directly, we don't say okay, open read the first paragraph. So that's the first I think, we have to warm up, and then make them think about the topic and then lead them there. Actually, this is kind of preparation level before directly starting reading the text.'

T3: 'We have a look at the general outline of the text. First I ask "what kind of a text is it" is this a magazine? Is this an article? Or is this an interview? What kind of text is this? This is the first thing that we speak of. And then we look at photos or pictures, whatever there are. And maybe, and then after we look at the title, and then we have a general idea, I ask some discussion questions, if they have something related or something similar with their life, with the text I mean.'

T4: 'We generally talk about the pictures or visuals whatever it is, talk about the title, I ask their opinion, what is the text about what do they expect to read? Or do they have any ideas about the topic? Or do they know anything about the topic? I generally ask questions.'

T5: 'Sometimes we look at the title. And sometimes there are some questions pre-reading questions, we look at those questions. And we try to answer those questions and sometimes there are pictures we try to understand the connection between the pictures and the text.'

T6: 'I ask some discussion questions about the content. I give some words related with the text the sub-headings; the paragraph headings are actually good way to write down familiar with the subject I make them talk about the pictures if there are pictures in the text.'

T7: 'In order to engage prior knowledge of our students, I want to ask some background questions about the text, like guessing, it can be the pictures, which was given related to the text. By using that picture, they can describe, they can guess what can be the text about. I ask students to read the first paragraph and the last paragraph, maybe just sentences in order to have an idea about the text, one sentence maybe the last sentence like this, and quickly just skim the text, before reading for example, it can be also vocabulary activity. Actually, not pre-teach, but you can give some different kinds of activities related to that. But normally, we do activity always after reading activity. Or for example, headings, for example headlines, what kind of headlines is most appropriate for this kind of task? What kind of headline is it? But in most of the cases, I will try to personalize students, personalize the task, ask about the experience to connect students to the text, or we can give some kinds of questions, trying to make them guess. Yes, that's why personalization is very important. And maybe it engages students in that reading the texts in pioneer book, they are sometimes can be too long. Yes. And don't you think

that it can be very boring for students, what I usually do at that time is shortening the text into segments in short segments, dividing it into short segments, after that, they can retain information better, they comprehend better, they can even remember that the words comprehend that passage, but for example, if you ask them to read it at once, it is really pointless, I think, especially for elementary pre -intermediate, because they will not be able to comprehend all that information in that. If it is according to the texts, paragraphs, segments, even they can enhance their vocabulary. Yes, for vocabulary in terms of vocabulary, enhancing their vocabulary, and the main thing is to it also motivates students to read and not only motivate or engage them, they also can connect with that text.

T9: 'One of the things that I always do is, of course, guessing the context from the title. And looking at the pictures, if there is if there are pictures, looking at the pictures and guess from the pictures what they are going to read. And then for example, if there are unknown words, like the key verbs in the text, I show and explain them before and warm up. Yes, I ask them some questions about the text before we start. These are the things that I always do in my before starts reading the text.'

T10: 'it depends on the text. But before text, I specifically use the pictures, the headlines, or the underlined or bold words, or depending on the text I try to, there are some pre reading questions especially in the book. And I try to ask them by just skimming the text, so they will have a general idea about it.'

T11: 'it depends on the text. Actually, sometimes the text is longer, or sometimes it is just a conversation, you know, depending on the level of the book. But before text, I specifically use the pictures, the headlines, or the underlined or bold words, or depending on the text I try to, there are some pre reading questions, especially in the book. And I try to ask them by just skimming the text, so they will have a general idea about it.'

Q 6. When students start reading do you suggest them to use reading strategies?

T1: 'Yeah, of course. Before they start reading, they use the strategies while reading, of course I do. At the very beginning, I suppose when we start first reading lessons, I suggest them to use reading strategies more often. And then I don't because they learn it, it becomes more automatic for the students. And then I don't really need to say the same things again and again. But now maybe the first lessons I do more of reminding and how we read and what we do, you know, things like giving time limits. Things like, not worrying about unknown words, but trying to guess some unfamiliar words, no use of dictionaries or scanning or skimming, I do talk about these things before they start reading and I do ask them to use these things when they are reading. But not every time they read, after some time, I don't need to do it.'

T2: 'So first of all, let's say if we have got something in three paragraphs, let's say. So it might be that just read all the paragraphs, what is it about and then paragraph by paragraph, so I give them some time, I make them if we have our online system, if we should talk about the one we use here we have also the recordings of these texts. Let's say paragraph by paragraph, just listen and read at the same time, then give a few more minutes to think about it. And then I can ask them more details, the main idea of the paragraph, they have been learning how to write paragraphs, and

essays, so they are familiar with the concept of main idea. What is the message of the paragraph and then we come down to details about the events, people, places, etc. So again, here, the thing is that I just after asking a question about the paragraph, they need a few minutes. And I always do that means I say, for example, after you hear my question, please don't jump wait for a minute, because I want everyone to think about it. And they have a time to because when we listen to the recording of the text or reading it, they all can't be in the same level of understanding it. Some of them need time. So, I want them all to be ready to answer not only the first ones who are raising their fingers, so I give them some time and after that I see the situation and still if there are some students, I may try to rephrase and explain the answer. I do all these things paragraph by paragraph.

T3: 'First, I play reading, I make the audio, I play it, we have a general idea because on first reading, they don't understand because I teach level one. And they do not understand it. Actually, that's why they have a general idea just by listening once. And then we go over the sentences because we have to do it because they are level one students. That's why we read it one by one. And I give some synonyms for the unknown words, we talk about the vocabulary.'

T4: 'Generally, as the Pioneer has the itools, they read and listen to the text. So I just play the text once as a whole, I don't stop in between. First I play the audio and let them read the text. And then paragraph by paragraph we analyze the paragraphs or the vocabulary.'

T5: 'I tell them to read the text very quickly. And then we look at the unknown words and we try to understand them from the context. If they cannot understand from the context, of course, they look at the dictionary.'

T7: 'While reading activities, making connections is especially important as well, making connections, it helps students also to get another background knowledge about that topic. Making inferences like this. So if you make connections and students can easily infer the text. So, these connections help to gauge their prior knowledge, visualizing also while reading activity, making inferences as well and also synthesizing, it helps students think critically, critical thinking, yes, this is synthesizing, deeper understanding of that text like the synthesizing it is also nice strategy while reading and post reading and post reading activities or strategies, as we know that listening and reading, they are receptive skills, yes. So, they acquire the knowledge or the information then, after that, they have to apply.'

T9: 'Before we start, I tell them that not to check any vocabulary from the dictionary, if there are any key words, I'm going to explain, I don't prefer to use Turkish or I never use translation, L1. While reading I ask them to guess the meaning from the structures, from the content and I sometimes make them read the text because in online teaching, we cannot see each other. In a normal classroom before the pandemic period, you know, I ask students to read the text but during online teaching, I cannot do it. I prefer I don't know why but I prefer online versions, you know, pioneer reads it the computer read it and they listen, and because I think hearing the native like language is much better. So sometimes we have WB readings. And for example, for those ones, I ask students to read them aloud to hear their own voices or to help them or to encourage them pronounce the words correctly. Sometimes I make them read aloud.'

T11: 'While we're reading, I stop, and I just try make them more aware of the new vocabulary, because I don't always explain the vocabulary beforehand. But while I'm reading, let's say I'm reading them out loud, or sometimes they can underline the parts, they don't really understand. While reading, I stop and maybe give extra information about the missing part, or the unknown vocabulary they are not familiar with, because we don't read just one time, we read more than once. So, if we start while reading a little, I explain the vocabulary, in another context, maybe with another sentence, related to the text, they can understand it better as well.'

T12: 'Most of the time, our course book provides us the necessary strategies. Their questions are written according to these strategies. So, in most texts, it starts with the warm up questions. Firstly, discuss about the title. Sometimes I just ask them to read the title. And guess what we can read about them in the following sections. First, we start with the title, we discuss about the title, if the text is about well-known or how should I say? If this is something that can be seen in our daily lives? What I do, I first show them a video about it. I try to find a short video, text and have them watch it first. Sometimes we listen to music. if I can find some extra materials, which are related to the text, I definitely use them. Then it changes according to my mood and the students' mood. Sometimes, I ask them to read the text quickly, just to guess the general meanings. We gather paragraph by paragraph, or in class activities. I sometimes divide students into groups and ask them to prepare the first paragraph for a group and the second paragraph to the second group and they tell each other. How do I organize the groups in online teaching? I can't do it in all my teaching as a matter of fact, unfortunately, it is not possible. I do it in face-to-face groups. But you know, like what we do in generally, we go paragraph by paragraph. If the book asks us about general idea of the text, then I ask them to read the whole text in advance. But if the book doesn't require something like that, we just read the first paragraph, and we talk about it, we try to find the referrals. Referral part is important in our school; it is asked in every exam. That's why I give importance to it as well. If there is a "they" there I definitely ask what "they" refers to, what does this they refer to? And it also helps them to understand the text in a better way. Referrals, guessing the meaning. Discussions, these are the things that I use in general.'

Q 7. After reading do you encourage your students to use reading strategies?

T2: 'After reading, what we do is that since they have all understood everything in the paragraph, a text, There, with their lives. I mean, have they ever experienced that kind of something? And then finally, one, what was the use of reading this text. I mean, why have you read it? What have we gained out of it? We can talk about all these things.

T3: 'In the book that I am using, it gives vocabulary exercises after reading. And we do the first that we do is vocabulary before comprehension questions, because I believe that this is probably not the book, by the way, because it is the vocabulary of the question, but I never do it in that way. I always do it before the comprehension questions. I change their places. Yes, this is what I always do it first we talk about the vocabulary, then I make sure that there are no unknown words then, I think they're able to use them in context. Then we start answering the questions on the

books. And then I ask them to refer to questions, and then there are some extra questions on teachers' book, I ask these comprehension questions.'

T4: 'Generally, there are some questions about the text in the course book. So, to answer those questions, I always tell them to go back to the text, find the keywords in the question and in the text and then find the answer. I mean, we are not testing their memory skills. That's why I don't want them to answer the questions. I mean, quickly, they should go back to the text for each and every activity and find proof in the text. And I generally, if, for example, it's some multiple choice, question type. I also ask them, why not B, C? And we analyze the options as well. Or if it is true or false. Why, again, how can it be true? How can it be false there? What is the reason? Analyzing the questions as well after reading.'

T5: 'After we have finish reading the text, we do the exercises. sometimes I want my students to summarize or paraphrase some of the ideas or point out the main idea again, maybe write some response paper kind of things.'

T7: 'Writing and speaking, they are productive skills, they try to produce different kinds of things like dialogue maybe, or they can make some group works, Individual works, they can create postcards. They can even read them according to the text. According to the text, even they can create short conference, they can create quizzes, for example, all kinds of productive things.'

T12: 'All I do is whatever the book asks me to do. I ask the comprehension questions, I ask the given questions in their books, referrals. And I sometimes give the definition of the new words. And I ask them to find these words from the text, like we do in our exams.'

Table 1. Pre-Reading Strategies Teachers Use

Pre-Reading Strategies Teachers Use	
Pre-Reading Strategies	Mentioned by
Using Pictures/ Using Visuals	T1, T3, T4, T6, T8, T9, T10
Talking over Title	T1, T6, T8, T9, T10, T12
Discussion	T1, T3, T4, T6, T7, T8, T9, T10, T11, T12
Showing a Video	T1, T12
Activating Prior Knowledge	T1, T3, T4, T7,

Brainstorming/ Funneling	T2
Underlining Key Words	T7, T11,
Guessing the Vocabulary in the Text	T7
Vocabulary Activity	T7
Pre- Teaching Vocabulary	T8, T9
Giving a Quiz about the Topic	T8
Note: T= teacher	

Table 2. While-Reading Strategies Teachers Use

While-Reading Strategies Teachers Use

While-Reading Strategies	Mentioned by
Scanning	T1, T2, T3, T5, T6, T10
Skimming	T1, T2, T3, T5, T6, T10
Guessing the meaning from Context	T1, T5, T6, T10, T11
Asking for the main idea/ Gist of the Text	T2, T10
Asking Questions	T2
Using Tasks in the Book	T3
Vocabulary	T3, T10, T11
Analyzing Grammatical Structures	T3, T4, T8, T9
Translation	T3, T4, T8
Making Inferences	T4, T7, T12
Using Dictionary	T9, T11
Note: T= teacher	

Table 3. Post-Reading Strategies Teachers Use

Post-Reading Strategies Teachers Use

Post-Reading Strategies	Mentioned by
Discussion/Debate	T6, T9, T10, T11, T12
Speaking Activity	T6, T7, T 10
Answering the Questions	T4
Writing Activity	T5, T7, T9
Writing a Reflection	T9
Summarizing	T5
Paraphrasing Sentences	T5, T8
Synthesizing	T2
Vocabulary Exercise	T3, T6, T12
Asking Questions	T3
Preparing a Quiz, Speech about the Text	T7

Note: T= teacher

Q8. Do you believe that the instruction of reading should be integrated with the other language skills such as listening, speaking, or writing?

Q9. How do you integrate these language skills in your reading classes?

Most of the teachers believe that the instruction of reading should be integrated with the other language skills such as listening, speaking and writing. But again mostly, they mentioned that they prefer speaking the most because they stated that they lack time due to the heavy schedule. However, most of the teachers underlined the importance of integrating a productive skill, they integrate speaking activity; students working in groups or pairs activity which takes shorter time than a writing activity. Finally, although the teachers believe in the importance of integrating reading skills with another skill, yet they seem to be bound to speaking skill, mostly class discussions, not a productive skill like a writing activity due to the fact that they have limited time since their schedule is very tight.

T1: 'Learning a language is using the language therefore the learners are using it or learners are learning the language. So, at the end of the day, they are motivated to be able to use the language so they would like to be speaking or they would like to be writing. Or they would like to be able to understand when a person speaks or when they read something they would like to be able to understand. That is why what I think is grammar and vocabulary is just a tool for students to be better at the skill.'

Of course, it is a necessity to integrate skills. So, usually, the idea is that receptive skills are linked with productive skill. So, usually a listening skill or any reading practice is linked to a productive skill writing or speaking. So when, for example, we are done reading a text, it may be linked to a speaking activity, or it may be linked to a writing activity just to get students to react to the text. So, it may be a good idea to after reading, after dealing with all the reading strategies, how to improve, how to better read, how to better understand what is written, it may be a good idea to link it to another skill, and usually it is the productive skill, because reading is a passive skill when the learner is much more passive. And you might want to link it to a more active skill where students are writing anything, it can be even speaking and writing at the same time, I don't know it depends on many things, preferred way is to encourage as much interaction as possible. So, it is better to have it in a group where maybe three or four people working in a group, so that it is not student to teacher or teacher to student all the time or teachers speaks less or less and more kind of approach. So, usually, I initiate that kind of stuff in group work, three, four people, even the brainstorming things, pair work, better group work, and then I maybe mix up the groups continue with the activity, taking one student from one group and putting that student in another group and share what they have in their own groups, before it is with E and with the whole classroom. Or even if it is simple discussion, it is usually group work. And then even new groups, new groups again, you know, maximum students as students, we may reform. Yeah. Why not? Of course, depends on the time and a lot of things, depends on the students, if they are bored with this activity, maybe it is better to just repeat once if they like it, maybe you can go on and on with new groups and new groups'

T3: 'I haven't tried it, but not for the level one or not for the beginning of level two, but they can do it in level three, maybe, because the first thing that they try to do is to understand the general meaning so I'm not able to use another skill. So I don't think it's suitable for level one. But if I were in maybe in level three, I could make them write something, produce something for post-reading activities. But before reading you make them sometimes discuss about topic. We do speaking, speaking is the only thing that we can do. No other production. Because my students are not able to produce something. So, it's really difficult, although I force them. So I do it mostly on the pre-reading, not on the post-reading.'

T5: 'Yes, I think I relate with writing skill, and also actually speaking is another skill, we discuss about some of the issues. And also, we mention to some of our own experiences, about the text issues in the discussions.'

T7: 'For example, writing it is also important. When the students learn how to synthesize the text, it's really nice to develop their critical thinking skills. They can analyze the text, for example, and they can just paraphrase, rephrasing all those thoughts, and adding their own knowledge as well. And they can integrate and write the summary of that. So they try to produce different kinds of activities.'

T8: 'I have a very important principle in my mind that is a student without listening to the pronunciation of a word should not be expected to understand or read that word in any kind of text. So, in my mind, listening should precede reading and in doing so, before reading, definitely the words that are problematic to pronounce should be taught. And also, let's say target vocabulary should be taught by either teacher or

by listening material, in which those words are pronounced and students should first hear the pronunciation of the words before seeing how they're written for how they I don't expect students to pronounce a word which they have never seen before especially complicated words, you know, there are certain English words which are you know, the pronunciation of it is nothing to do with the phonetic alphabet or phonetic need those words nothing to do with how they spell. So, but especially those words should be pre-taught or should be given in a listening test. So, in my mind, this domain should definitely precede reading and reading they should be a bit higher, more complex, let's say the way of presenting the language and also analyzing the language.'

T9: 'Maybe speaking skills only because of our tight schedule, I can only do I can only use speaking, strictly speaking skill. I ask them questions about the text, I ask the purpose of the text, I ask the commands on it, I ask what would they do if they were in this situation? For example, we cannot do writing because we have separate writing lessons and I don't sometimes our book leads us to some, you know, speaking skills. I use those questions, but I actually during the term, I didn't have any time I would like to first I would like to make them write something about it like a comment or like a reflection. But we don't have a schedule like this. So we have to move on. So that's why I use only speaking.'

T10: 'This is what should be done with all language skills. I mean, they are not isolated things. Why are you reading? Are you reading to speak? Are you reading to write something? Are you planning to deliver a speech? Why are you reading and you must have a reason to read something. This is what I tell my students all the time. Make sure you are aware why you are reading this. I'm not talking about the you know, titles of the text, okay. But in general, now, we have a purpose, why are we reading? We are reading to familiarize ourselves with different contexts. In real life, for example, our students, as university students will be reading to be informed or, for example, to write a thesis. Who knows? to write a dissertation? To write to answer a research question, we read why to write something on it, okay? To search. So, these are not isolated, but integrated things, and this is what happens in our lives.'

Q10. How do you teach the vocabulary in the reading texts?

Vocabulary knowledge is incredibly significant in language acquisition. Especially in reading, it is an area for students that should be learned or gained efficiently. Teachers have many methods and approaches for teaching vocabulary in their reading lessons. Some of them prefer teaching vocabulary beforehand, some of them teach it by giving definitions of the unknown vocabulary themselves or asking students for the definitions of the words or sometimes even asking for the translation of the new vocabulary, but most teachers prefer to teach vocabulary by making students guess the meaning from the context.

T1: 'Depends. Sometimes I do teach before, like very, very difficult words, or very, very important words, I do teach one or two beforehand, yet one or two, if it is a must, if it is something that I think nobody would know, or very few people would know. Or

if it is something really important for them to know. I don't usually pre-teach vocabulary. Actually, I don't usually teach vocabulary. I think when they are done with reading the text, then usually the texts come with some vocabulary and the way we deal with them. I don't usually ask them to use any dictionaries, I just tell students, most of the time to refer to the text, go back to the text, try to make their guesses and come up with some ideas. If there are some particular words that nobody can come up with, and then I have to teach them. And then even it may be not me teaching, it may be asking the students now use your dictionary. So if it is like, we are done reading, if it is like post reading activity that are composed of like five or six words, let's say and only four of the words everybody can come up with, but two nobody knows. Referring back to the text, nobody has any idea what these two words are. And then I may not again teach, just say go look them up. Find a definition share with us. I don't prefer teaching the vocabulary, because usually somebody knows that word in the classroom, it's usually peer teaching for me or it's usually guessing from the context anyway, if it is a must, then I teach, and it is usually one or two words. '

T2: 'Vocabulary is very important and difficult to learn, it's always open to be forgotten. So here, what I do is that if it is something, not something that looks like a picture, I always open I said this today, we were doing the right reading the new books reading part, here, there was something spiral stairway, for example, it's difficult to explain them, I go to Google, and I show the pictures of them, and it works. And mostly I what I advise them to do is something that or the better one is keeping a notebook for vocabulary notebook. And learning the new words in a contextualized level. So, whatever I do next is, again, online, I go to Cambridge dictionary, let's say the new word is spacious. Today, we have I show the definition and I highlight the sample sentences. And I point out the importance of learning vocabulary in context. So, I advise them to do so which is not very easy for them to do. And then I can force them if it works out to make their own sentences using the words learned in in the text.'

T3: 'We talk about them. I ask them Do you know the meaning of this word? Do you know the synonym of this word or do you know the antonym of this word and I let them use a dictionary, by the way, first I tell them to use English dictionaries and you know, it doesn't mean anything, they can use a native English dictionary. But never ever I translate them.'

T4: 'Generally guessing meaning from context is the best way to teach vocabulary or matching definitions. I generally use it I don't agree with giving the vocabulary beforehand actually, because in real life, there is not such a thing. I don't like doing it. So analyzing the sentences and guessing meaning from context from the sentence from the context or from the structures or using prefixes or suffixes again, these are the best ways or they can again, compare their knowledge if the word is similar to their L1, for example. They can also use their background knowledge to guess the meaning.'

T6: 'Sometimes I pre teach it if there is a very important vocabulary or if it gives an idea about main idea the topic I teach it, if it is necessary, I teach it, otherwise I don't.'

T7: 'For lower level of the students, in order to check students if they know the words. Yeah, I make that kind of activities. Why are we teaching reading? While they are

reading? I mean, if they don't know, teacher probably should repeat maybe three four times after that the students also should repeat it doesn't matter their age, if they are small kids, if they are adults, if it is that word Academic Word and it is really difficult for them to pronounce, teaching the pronunciation of the vocabulary that they have learned yes is vocabulary and so, like, they should repeat after you how to say our context, for example, using context. So, they have to find these words, but probably students can have this is like guided learning or self-guided reading, yes, they have to find the words in the text, for example, and they have to guess, the meaning of that, or the meaning of the word according to the context. Using that context, they can use it teaching vocabulary, while reading underlining that word. it is one of the strategies that we can do? for words that are unknown, unfamiliar for students that they should underline. After that you discuss it with post reading vocabulary activities. Sometimes you shouldn't stick always to the book. We can always, for example, if the topic is about the house, or it's about, education, we can find videos, and we can integrate video materials.'

T8: 'There are different methods, guessing the meaning of the word from context, if the context is well organized, sometimes we can use the technique or use, prefixes, suffixes, and the also parts of speech, those kinds of things and also, if the context is good, then definitely you can teach true essence to guess the meaning of the word, but there will be certain words in the text, which students will be able to understand from the context as contexts allow the students to understand. So those words should be either pre-taught, maybe you can teach by using some realia, or some experience from your own mind, or making it more, let's say comprehensible for the students. And also contextualize. So there might be different methods. But definitely reading is the most important skill in language teaching. So, the main material that we can teach language is, is reading, because it stays in front of them, it's in the written form. So, it is in front of them, and they can study it or and, or, again, they can study the Reading Test over and over again, what would happen is that they can transfer that knowledge to long term memory better.

T9: 'I teach vocabulary with explaining in English or giving the definition. First of all, I ask them to guess the meaning, if it is still not clear. I write for example, in the chat box, I would write some example sentences to help them understand better and then sometimes I use, like Turkish definitions, but almost never, rare.'

T10: 'When we talk about Blackboard, for the last two years, actually, in the previous years, I used to do it again, but in a different way, in a different manner. But for the last two years, what I've been doing is, you know, prepare interesting visuals. Sometimes they work much better than words. First, I prepared the set of vocabulary items and prepare the most striking one. maybe I spent hours on the internet, and I've got my own library actually. visuals library. So each visual is placed in a particular folder. Okay. And when I need for example, a set of vocabulary, I just, click on it and show it to my students. So, just because, sometimes pictures do much better than words, I make use of visuals. I don't have any other option to do you know, something different, something better? Why? Because I'm limited in any case. But sometimes, for example, I check the teachers' book, if it gives me a good idea, a practical thing, for example, I couldn't imagine before, I can benefit from it.'

T11: 'When I teach vocabulary, sometimes I want them to take a look at the sentences before and after that vocabulary. Sometimes I ask them to take, consider how this sentence like lifestyle, just if they know life and style is where you know, close to Turkish actually at the same time. So I just want them to be careful about the way the word is structured, or maybe be careful about sentences before and after, or the words before and after the vocabulary. Or sometimes if they have a hard time, I try to give a more understandable example for them. Because sometimes if you just don't see the meaning, but just give a sentence that, you know, declares the meaning it's easier for them to put it like this, it makes them understandable for them.'

T12: 'Vocabulary part depends on the level of the students I believe, while I was teaching in stream 1, zero beginners and so while we are studying and reading section with them, I had to explain the meaning of the new word. But in stream two, I have the chat stream to is for the people who doesn't know, I need to explain. I know you know what it means. But this is the intermediate group, or pre intermediate group, let's say all. I figure out that although the streams seem similar to each other, they're completely different. Students have a better understanding of the target language. They have the acquisition of English. I don't know how but you don't try so hard as much as we do in stream one. So, while studying reading with these stream two students, I can ask them the meaning of the word according to the text. What do you understand from this word? And they can guess the meaning sometimes they guess incorrectly, but it doesn't matter. They have an idea. From the sentence, they are able to get the meaning of the word. But there's also one thing in online during the online lessons, they have their mobile phones on their hands all the time. So they may check from the dictionary while I'm talking because I don't see them I don't know what they are doing. So, they may act like as if they guess the meaning and they may check it from the dictionary I'm not sure about it. On the other hand, I've just realized it.'

When teachers are asked whether they analyze some grammatical structures or complicated sentences in the reading passage, most of them responded to the questions positively. When the teachers are asked whether they translate some complex sentences or some words into L1, most of them reported that they do not prefer it, but as a last option they use the translation method. Only T8 asserts that he uses the translation method because he believes that in adult teaching translation can be a good method for students to understand the rationale of the structure, language and any comparison with their mother tongue can be beneficial for their learning.

Q 11. Do you analyze some grammatical structures or complicated sentences in the reading passage?

T1: 'Yeah, of course. Many of the course books are designed in this way. If I don't know if I am teaching a literal text now. If I'm teaching a piece of you know, short story or even a poetry if there is some grammatical structure that I would think might help them even so, I think I would deal with some grammar, if I thought the students

would benefit from that, but the modern course books are designed in this way anyway, I mean, reading texts are sources for good grammatical structure. So, any reading texts right now that in the course books that we teach, kind of forces us to deal with some grammar anyway.'

T2: 'What I point out is that there might be some words you don't know that might be some complex sentences, still, the important thing is trying to understand the main idea trying to understand as much as you can. Our first target is that, but then if we still have time, I may focus on complex structures, try to understand how to put them together. But we know the purpose of reading might not be that but if you still have time as an as something extra, we can do this, it may reach to some students still.'

T3: 'The book that I'm teaching right now gives the grammar structure, introduces the grammar structure on the reading part. That's why while trying to teach them, or we're trying to make them understand the text, it's not easy to teach a new grammar. Because Firstly, they don't understand the meaning. So how can they learn and how can I teach grammar at the same time, I find it very difficult. But then I go back to the reading after I teach the grammar and I show the examples of meaning.'

T4: 'When I understand that they don't understand a sentence? Yes. I ask them to analyze what is the verb? What is the subject here? Is it plural or Singular or which tense? Is it? I ask them or I make them analyze the sentence.'

T6: 'No, I don't do it. When I teach grammar, I make them turn back to the passage. And underline for example, must have when I teach the grammar point, please look back to the text and underline these structures, but not in the reading session.'

T7: 'Yes, it is nice to teach with the context. This is the best way also students easily can remember the structure, grammatical structure.'

T9: 'Because sometimes after the reading texts we need to teach the grammar the new grammar rule for example, let's say we will teach about conditionals type for example, I show the students or I emphasize the structures for example, look at this sentence, what do you understand what kind of grammar rule is that for example, now which structure is used? Which tenses are used and what did I ask them to guess? What do you understand from this type of structure? Yes, I sometimes combine it with grammar.'

T10: 'Always I do because all the reading texts come with a purpose. That is the introduction of either a new set of vocabulary, for example, used in a certain area. Most probably, of course, the introduction of a new grammar pattern. This could be collocations, this could be phrases, and so on. So, I always ask the students to underline what they see. Okay. And then, when it's, when it's the time you know, with grammar, I take them back to the reading text again, and let them read it again, you know, those underlined parts, and now this time, in the second time, it makes sense to them, right? This is what we try to do. but not always of course, because you know, sometimes texts come with stupid, you know? Stupid, not practical, you know, things as well.'

T12: 'Again in our book, the new grammar is introduced in the reading section. Then they give the forms of the new structure. So sometimes I have them underline the new structure underline the if clause type two sentences conditional sentences and

ask them what do you understand from this sentence? What does it mean? Is it the real meaning or an imaginary situation? What is it think about it? I use it I use grammar. Just to have a fresh start to the new structure. Okay for explaining I try to have them understand the meaning of the new structure.'

Q 12. Do you translate these sentences in Turkish? Why?

Except for a few teachers, they agree that translation is not the method they prefer when dealing with complex sentences in reading texts.

T1: 'Never. At very, very lower levels, if I think it is time consuming to go on and on with English definition, nobody gets it, then maybe even then I may just say go check your dictionaries rather than saying the Turkish meaning, avoid kind of kind of, you know, trying to do most of the stuff in English as much as possible. Sometimes it is not possible. Sometimes it is not the most logical thing to do. Sometimes it is a waste of time. And or there's always this one person who likes doing things in Turkish this student says and in Turkish before I do, so I try not to do it. There's always somebody who does it for me. But if it is a must, of course, why not?'

T2: 'Once in a while I do that, because sometimes when there is a problem today, for example, we have got some expressions related with Home, home, home sweet home, or home away from home. So that kind of things. Once in a while, we need to do that the things related with cultural differences. But mostly I try to visualize, as I told you, for example, I tell them a story about the word or show a picture, or that, but mostly at that level, I prefer not to translate. But once in a while I do it.'

T3: 'I do not if I am not asked to. I mean, I try to teach it in English. But if the student is unable to understand other students translate them, but I do not prefer.'

T6: 'Seldom, rarely, if they don't understand I do it, but I don't prefer doing it.'

T7: 'I never have a grammar translation method. I think it is really old. But it is also worked sometimes maybe but I never use it as I teach international students. I can do that. Some of them I know some it is not. I think maybe it is mono lingual. For that kind of student may be it works but for international students and for international class settings It is not ok. if you don't know French, how can you translate it? That is why I don't think that it is useful and nice way of teaching grammar, but just for according to the context. Even you don't need to show the students the grammatical structure or verb, subject. You don't need to give that kind of rules because students can while analyzing that grammar sentence in the text in the context, students can easily maybe remember that they can use, they give the examples they sometimes type in the chat box.'

T8: 'I would ask them to translate or use translation in certain context because I believe that they are adults, and they are ready to understand, let's say abstract things, and they can understand that you don't need to teach them inductively, so I prefer teaching sometimes deductively. I just give the rule and they give the example and test to transfer the knowledge and certain students not all of them, doesn't work with all of them, I don't believe that students who are good at mathematics can understand the let's say structure of the language better faster and come up with sentences, they come up with their own sentences, which are examples of those grammatical structures.'

T11: 'I don't really because this is something like a policy that we use. It's just sometimes only when we're learning grammar. If they have a very difficult time, and I'm just then maybe one or two times I did but that's all.'

T12: 'if they cannot guess it from the text then I use the books dictionary and I show them the word in a sentence and its explanation, and they understand.'

Q 13. Have you ever experienced any lack of students' interest in the text topic or the lesson you are teaching? How did/do you deal with the situation?

Teachers again gave similar answers for the question of whether they have experienced a lack of student interest in the text topic or the lesson and how they deal with this situation. When we consider the answers given to this question, teachers state that they cannot change the text because of the strict schedule, however, they try to change the activities or the questions or personalize the questions to make the text more interesting for students.

T1: 'Of course, it happens, reading is not the favorite thing for some of them, there are many variables, the time of the day, mornings may not be the best time for reading, but what is you can do is to make them help each other. Interaction makes it better. Peer work makes it more effective. It is effective for activating schemata.'

T2: 'We have to do it because it's a part of the syllabus. We So what I do is that I try to make it easier for them. I mean, I try to be a bit helpful on that. What I mean is that I try to explain the things what it means because I can understand I could feel the same way, if I had to read and understand something I'm not interested in so much. So I try to understand them. And then what we do is that mostly again, they say we read, I give them again, time, but when we are talking, I try to explain the sentences with them, that I try to be more helpful with that. And I think I go a bit faster than the other ones. I try to limit my questions, because you'll feel that they like that.'

T3: 'I try to empathize with them. Because just a few weeks ago, there was a reading passage about football, which is not my interest. And most of the girls in the classroom didn't like it. So when I asked a question, like, did you or do you like, if the answers are Yes, no questions. They are not interested. They don't want to answer it and I cannot force them.'

T4: 'With acting skills. I think it was last year. And those were the days when we were in class and the reading text was Charles Dickens. What was the, you know, the poor God guy? Well, it was. It was a twist. Although they had no idea about Oliver Twist, or I think it only wants to read it knew his name, you know, the rest were bored. So I started acting and then they started to be interested in. And I just asked them, just try to visualize those days in their minds. Can you think of an orphan you know, living in such a bad place? Blah, blah. And then they started, you know, obviously taking part in the lesson. The same thing in online teaching. I use my camera all the time during the lesson. I don't turn it off. So I try to make them see my face, facial expressions, I use them. I try to use my voice, you know, intonation, phrasing, and everything. So try to make jokes, or I don't know, I'm trying to do it. Sitting and doing

it not very easy. When you know, when I was in the classroom, I never sit down, you know. So it was easier acting out but here on the chair. It's not as easy as it is.'

T5: 'When I face with such a situation, I actually by asking questions, I try to make them focus on the issue. And that's the only thing that I can do. Maybe sometimes they listen, or they don't I don't know. But by asking some questions, I try to make them active. Because I cannot change the topic. We are trying to choose the topics for the students for their interests.'

T6: 'I ask individual questions very, very easy ones in order to make them join. But as I said before, it is difficult really difficult in online teaching. You know in our teachers' book, there are some questions, I ask them, I address the students please Seda, Selin answer this question. You know the attentive ones are eager to answer but sometimes they keep silent when you ask individual questions. Maybe it is a skimming scanning question, but they don't want to answer maybe they are afraid of making mistakes. It is difficult in online sessions to make all the students active in reading lesson.'

T7: 'I try to personalize the questions to take his attention, in online it is more difficult to take their attention, they can lose their concentration, they can easily lose their interest, not all students are engaged. I ask them personally, e.g. What would you do if you were this guy?'

T11: 'This may happen, because we don't have lots of options, because we have to read whatever the book gives us most of the time. In general, in this situation, I try to give, depending on text, some background information, because actually, in the book, we have some very good substance that talks about important issues that happen, that are happening around the world. And for that reason, I try to give some real-life examples, or I just try to give some background information about the subject, it depends on sometimes, I try to show them why it is important for them to learn these new structures, these new vocabulary, but also in the book, there are some very good texts. Or let's say, if we're reading a story, that a part of a story, let's say that a famous author has written, then I try to tell them about the time that this author has lived in, who is this person why this is a very good text that we're reading, or if it's like about the climate change, they are actually very interested in this. And the book really tries to express this, and they are becoming more interested in the text.'

T12: 'Instead of playing from the book. I force them to read it. So while reading. They get into it somehow. I don't know. I ask more questions. I choose the ones who are quieter.'

4.2.2 Part II Evaluation of the Coursebook

In this part of the interview, teachers were asked 7 questions about the coursebook Pioneer and its itools. Questions were prepared by the researcher in order to evaluate the book roughly. The detailed evaluation of a book is not the aim of this study; however it is also important when the reading lesson is considered. That is why questions are not

detailed, they are asked to take the ideas of the teachers about the strong and weak points of the book in terms of teaching reading skills and strategies. Text selection and the level of the texts were also evaluated by the teachers. When teachers were asked to what extent the coursebook contributed to the online reading lessons, it was clear that most of the teachers were satisfied with the book in terms of Reading Section. Teachers' ideas were taken into consideration about how to improve the book to make it more useful to the students and teachers. And also, whether they need or use extra reading materials was questioned in this part.

Q 1. To what extent does the course book contribute to the online reading lessons?

T1: 'I think it is a big advantage that we have books to use. Because I don't have to go and look for any kind of reading text for my students to teach. Because it takes a lot of time. I think coursebook gives us this luxury to save our time and energy for how to teach that particular text, rather than going in finding the best text, because there is no best text. I mean, there are general topics for and for age groups that might be interested, that might interest students, so they're all the same in all the course books. So that's why I can't say ours is better or ours is worse. where I'm standing at is that we have a coursebook and we can use it online, we can we have a course book which has an itool, we can use it and I don't have to go and search for any kind of reading texts. I use my energy and I use my time, I use my thoughts and ideas to better adapt that particular text to my students, how to use it, how to start my lesson, how to finish my lesson, what to do with the text, and maybe how to follow up the text. So I use that energy for that part, rather than worrying. As you know how to teach a scanning strategy. I don't, I don't go and look for texts and texts for days, I have the text, reading strategy, I maybe think about more how to start the students be interested in the text and how to integrate it to other skills. So, it does save a lot of my energy and it does save a lot of my time. But as I said earlier, many of the course books have this approach to teaching I mean they attempt to improve reading skills, but it is mostly to teach grammar. So, maybe every once in a while, there may be one free unit or there may be some free texts, just to read not to deal with any grammar. Like free reading, like an extensive reading, all the texts in course books usually are designed for grammar teaching, they are designed so that they have that particular grammar topic, so that students can see the topic in the text and you know, notice the form and then think about the meaning. Most of the reading in most grammar course books are for teaching grammar. But once in a while maybe they may have one free reading just for pleasure.'

T5: '. Because of the the I-tools, we are lucky.'

T6: 'I-tools is really practical for us. Sometimes I thank to it because we have heavy load. This book reduces our workload, but sometimes we get used to the system of the book. Teachers, I only want to criticize myself become lazy, because we don't create projects. I sometimes feel guilty because as it gets more monotonous, students are losing their interest. So, we have to find something to evoke their interest. The book is good, but the same repetition makes it monotonous after some time.'

T7: 'it is not developed for online. But it is actually not so bad. we use online itools, we can use a lot of activities, but they can have some kind of online activities like this book. Yeah, this is actually more appropriate for classroom settings but lacks activities that students can do directly online.'

T8: 'Course book keeps the students and teachers quite busy. And we are always trying to get them scheduled. It is a great material, but it is too repetitive. Although some of them are appropriate for students, most of them do not have the density of the target language, it doesn't exemplify.'

T9: 'I like the reading text of the book. The online versions are also good because they include sometimes authentic materials. And I think the topics, the contents are interesting for students, and they facilitate discussion with some pre reading and post reading questions. So, I like the online version, students can listen the reading text, they can follow. And there are some good pictures to make them get more interested. And the level of reading texts is appropriate to the level of the students. So that's why I really like the reading text of the book.'

T10: 'The layout is user friendly, reader friendly, students do not get lost in the book. We have got itools. But for students, there must be a platform for self-study. I am happier with pioneer series, all the books, I taught all the levels. And I really liked most of the things.'

T11: 'The book is like the classic CFR style, it integrates skills, it's actually much way better than many other books, I can say. It is, it is good to use in the class, it is easy to use in the class as well. And it also tends to answer the needs for all four skills.'

Q 2. What are the strong points of the book in terms of teaching Reading Skills and Strategies?

When the strong points of the book were asked, teachers had some common and similar ideas.

T2: 'I like the kinds of questions they ask for example, you know, there are these kinds of questions. Can you find sentences proving the following ideas? So, this leads to critical thinking because they have to go back and try to make match. They have to match the sentences with the related parts.'

T3: 'Extra comprehension questions, all awesome. It's really good. I mean, it really helps me a lot.'

T4: 'When I compare our book to the others, and, you know, there are many different, series on the market. I think pioneer has better reading texts because they're longer.'

T5: 'I like the structure of the book. I like the texts in the book. when you consider the exercises there are a lot of exercises, extra things, there are lots of materials actually. itools is very, very beneficial. There are lots of extra things there.'

Q 3. What are the weak points of the book in terms of Reading Skills and Strategies?

When teachers were asked about the weakness of the book in terms of Reading Skills and strategies, they were also expected to give their ideas about how to improve the book to make it better for the students and the teachers.

T1: 'Many of the course books have this approach to teaching I mean they attempt to improve reading skills, but it is mostly to teach grammar. So, maybe every once in a while, there may be one free unit or there may be some free texts, just to read not to deal with any grammar. Like free reading, like an extensive reading, all the texts in course books usually are designed for grammar teaching, they are designed so that they have that particular grammar topic, so that students can see the topic in the text and you know, notice the form and then think about the meaning. Most of the reading in most grammar course books are for teaching grammar. But once in a while maybe they may have one free reading just for pleasure.'

T3: 'I think the vocabulary study is really weak, it should be longer. It should be teaching more vocabulary. It doesn't focus on vocabulary much. And there are no refer to questions. And we always ask in the exams, but I have to produce it by myself. And that's a problem for me. And sometimes there are some dialogues and dialogues are not very helpful. Because I think that this kind of dialogue should be in a booklet kind of speaking. In my previous school, we used to have speaking books in a different book, writing book is a different book. So I believe that if it's reading, it should be like paragraph texts, that will be more helpful. Maybe also if we could have more real-life readings that will make more sense, that would be more appealing to students, authentic texts are more interesting and appropriate for students. When I look at the book, I see that some authentic texts, like news. But for example, there's one about the parts of a car. No one was interested in this reading text, or there was a comic strip. How many of them like it actually? those comics maybe not very culturally appropriate to the students. Cultural things are really difficult because we have international classes. We have some students from other countries, it's good to have mixed classes. But not always. Because I see that this book, it doesn't appeal to one nation, of course, they try to make it International. However, it's not very good at it.'

T4: 'Reading is the main strategy that our students should get, because in their departments, they're going to read textbooks, they're going to read articles. We are not teaching English for business people to have a meeting or we are not teaching English for housewives to go shopping when they go abroad. So, our students main aim is to have an academic life next year. That's why they should have longer texts, different genres. It shouldn't be only stories. And they should be more informative, from different fields from psychology, from business life, from laws. So, it will be more beneficial.'

T8: 'It's not a great sample of the target language, I would say. The text reading texts are too short, too little. They are not enough for the students to internalize the language through natural ways. So they are not long enough, it's good for the practice, just in the classroom, but students don't read enough in our classes. Since they don't read enough, they easily forget whatever we teach after a very short time. Another thing the questions following reading text are too little, too little, and too repetitive and too easy. Even though there are certain questions that the teacher has

the chance to use, they lack inference. They are very simple questions at any level, in B1, B2 level whatever it is, for the elementary level they might be appropriate but the questions that are asked regarding the reading test in a question should be forcing students, challenging them. They don't encourage or induce students to think critically, yes, then they have a discussion question, which is good for critical thinking. But we know that the given reading text is not strong enough, not dense enough to prepare the students to give his opinion in the debate or discussion. So the students, when it comes to that part, are not ready to discuss, actually, and expecting students to discuss an issue, which is generally an abstract issue in that detail, not very logical. Because we have not laid the foundation for students to express themselves in complex issues.'

T11: 'Some of the texts are outdated, a little because it's still like the radio, or maybe the devices, it's not really compatible with the times that we're living in. And so maybe, some more up to date text could have been implemented in it. Another thing is that the questions, it's the type, it's really compatible with the CFR. But in terms of while reading activities, it can be more demanding'.

Q4. What do you think about the text selection of the book? Are they interesting enough for students?

Q5. What do you think about the level of the texts? Are they appropriate for your students' level?

T1: 'There may be some other options for students to choose or for teachers to choose. But even then, you cannot find every single individual in a classroom. Some students are interested in science fiction, and some students are not, you can't find the best texts for everybody to get them interested. So, I think text selection is usually okay for the general audience.'

T5: 'I think it's appropriate. And also, the students actually like the book. They enjoy it. So we didn't have any difficulty.'

T7: 'I really I like that selection of the text, it could be better if it contains different kinds of genres. So it would be really better, it will be really nice in order to capture our students' interests. if the text is only magazine articles, it can be boring. So it should be in different genres like nonfiction. Some of them can be the extract from a novel, for example, or it can be fiction, for example. It can be also academic, for example, scientific article, different genres can be very nice. But in this book, maybe it's not wide range of these selections of text. But it is nice, it's quite appropriate for level one and level two. Because I don't think that students get bored, or they find it very difficult. Yes, sometimes they can come across with new words, but it doesn't impede their knowledge, impede their comprehension.'

T12: 'it depends on the level of the students for Stream 1 students especially after intermediate level, it is difficult for them the level of the reading texts is a little bit above their level or they may have hard times to understand some sentence structures complex sentence structures in intermediate level. Yes, starting from intermediate let's say, A1, A2 books are okay. They can get it but when we start B1 it gets a little bit harder for them. But in stream 2 I haven't sensed anything like that.'

Q6. How can this course book be improved in order to be more useful to the students and teachers?

T2: 'I think the book is not bad. And what I think is not the problem is never with the book. I mean, no book is perfect.'

T3: 'There should be exercises like fill in the blanks. For example, most of the times it gives you the definition and ask you to find the word. However, new vocabulary should be used in a sentence. So, I think that sample sentences should be given more. I don't see it. There are some in the workbook, yet they are not in the student book.'

T6: 'I think there are no areas to be improved in the book.'

T7: 'I would like to add some kinds of activities like critical thinking questions. They have actually some kinds of questions after reading some in order to generate the discussion, some critical knowledge, but it is not enough. I think there can be more questions in order to generate ideas. vocabulary, it's fine, because it's enough. It is really adequate. I always prepare extra activities. If you try to teach them for example, word formation with suffixes or prefixes. I can easily find it online and we can do some online activities for students. It's nice, actually, it is good. What I like in online teaching, so you give the link for students, students just quickly connect to that link. And after that, they do that activity. See quickly, it's really nice.'

T9: 'Some of the texts are really long. And that's why sometimes students can get bored. if they were too long, and students got bored with while waiting, but the others are okay. But maybe the thing is, there can be more post reading activities related to the text, there can be listening, or maybe some kind of writing activities, in addition to the speaking in our book we have post-reading discussion questions, but we don't have any other skills. So these can be the things to be improved.'

T11: ' , maybe a little bit of a video part could also be included. Because today, students are also just very into watching stuff watching and hearing. At the same time, that is very nice. Or maybe in the vocabulary section in the reading part, maybe it could be a bit more creative with some images. And with some example sentences with images or with sound would also be nice for them.'

Q7. Do you use any extra reading materials, or do you stick to course book only? Why? Why not?

T2: 'If it were, I mean, school time, I would do that. I mean, face to face education. But here, we don't need for that. Because we have got enough material on that. But once in a while, what I do is that, you know, on Blackboard, the first page, the website, the first page, we have got that part "discussion section", you know, sometimes I put there some extra reading passages containing all kinds of questions they ask in quizzes and essays. So it'll be good, because, you know, the students are not all at same level, they need some extra practice, and some of them are really demanding. So I do that, but I don't spend, of course time on them in classes. Since our program is a bit tight.'

T9: 'Only coursebook. Because we don't have a flexible syllabus. So yeah, I thought I wish I would like to do I'd like to use more. I'd like to use more different genres. For

example, I'd like to share more stories or maybe some poetry with my students, but we don't have much time.'

T10: 'You know, under these circumstances, it is impossible. Only the extra thing I can do is to provide the students with more exercises, I mean, the ones that the book doesn't provide or cannot provide.'

T12: 'I for now go on with the book because we have a very tight schedule.'

All teachers find the texts quite interesting for students and the level of the book is appropriate for the level of students. They all state that they do not use any other reading materials because of a heavy schedule and pacing. However, they underline the importance of using various materials and extensive reading practices to improve students' reading skills.

4.2.3 Part III Online Teaching

In this part of the interview, teachers were asked about the issues on online teaching in Reading Instruction. Teachers were asked to compare the differences between face-to-face teaching and online teaching in Reading lessons. The problems they have had so far and the possible solutions for these problems have been analyzed by the help of the data conducted by the interviews. The researcher also asked some questions related to the interactive reading lesson which is based on a communicative approach. In this respect Teacher Talking Time and Student Talking Time were taken into consideration. The perspectives of 12 interviewees shed a light to analyze the Reading Instruction in online teaching.

Q1. In what ways, online teaching differs from face-to-face teaching in Reading Classes?

T1: 'I think when thinking about initiating a reading lesson, it is much more effective online. Because in a classroom environment, it gets more distractive you're reading with a lot of people sitting with you and you're reading with the teacher. So I remember for example, with the trainings with CELTA, in particular and DELTA. I remember my trainers suggesting me to disappear when it comes to listening or reading disappear is for example, kneeling down, okay, become invisible when people are reading or listening because even you standing in the middle of the classroom, or somewhere in the corner might distract the student when you're when they are listening or when they're reading. So I remember they're suggesting me to kneel down, disappear so that students can concentrate fully on the text that they're reading or listening. In online. You can do this much more easily you are out there but there I can mute myself. I can just have the text as close as possible in front of

the student and a lot more, I think effective online, reading silently than in the classroom with the teacher and with 20 people with you. As well as you know, and the attraction is also easier online. Again, everything is in front of your eyes, everything mutual if it is a video, for example, I am trying to get their interest in the text is in front of them. Not in a big classroom trying to hear or trying to see from distance, it's in front of them very comfortably sitting in their houses, with their TVs or water, you know, have been there comfortable chairs and hot houses, this is what I imagined they have. They're very comfortable, everything is in front of them. They get interested; we do the best we can. It is the same in the classroom, we did the best we could, but I think it has much more distracted in the physical environment. And you know, it is a lot easier to concentrate on a text online. Everything is the same in online. I initiate the lesson same; students are more concentrated. Strategies are the same, techniques I use the same. As students are alone, they aren't distracted, the ones that really into learning. Activities are pretty much the same in online and face to face. In reading wise, everything is in front of them, much more effective, less distracted. There may be sometimes if you aren't sure if the student is there, yet even in face-to-face some students do not read the text, they are there just because of attendance problems. If the student is motivated, online is even better I think.'

T2: 'in reading classes, the most important advantage and the biggest problem is to get the attraction of students because when they are together in the classroom, of course there is an interaction among them. So because of this. Sometimes everything goes out of control. But here's the thing is that since they are sitting at home staying at home, and they mostly do it, what I notice is that they mostly read the passage, the first paragraph, you have two minutes, and two minutes later, I realize that they really do this. So this is an advantage. Because this is not a real physical classroom environment and no interaction, nothing, this kind of thing, no distraction. You don't need to say, okay, shut up, read, stop talking, etc. So because of this, it's good. It works. The other thing is, it's a bit weird. Why? Because we are accustomed to get, we are used to doing all these things face to face when students answering my question. Of course, they prefer not to use their cameras, understandably. And so it's a bit weird, because somebody is answering. Okay, I can hear him on camera. In class, for example, some students are shy, and they are not so much into they don't like just but here, they are all fine on that. I mean, they don't feel shy. So this is the advantage in a way I can say, for teachers, it's easier. I don't have to allocate some of my time on trying to stop students from interacting, just using their mobile phone, etc.'

T3: 'In the pre-reading part, we have a discussion. However, as there are few students, not many students, I think it is difficult to make them discuss about the issues. And if I have a lot of students, it's better. Because they try to talk however, I cannot push them to open their microphones. And when they open it, I cannot produce something. So I tell them that you are like watching television now I feel like myself to the presenter, this is not learning. This is not a discussion. This is what happens online, I am just speaking, this is not teaching, this is not learning. And that's why it's not the real reading, teaching. That's why if you were in the classroom, I would be looking into their eyes and I would understand whether they understand my question or not. then I would be able to push the student. This is not related to reading only, this is for online teaching in general and reading is an important part of

it. And they always want to be silent. But in reading part, they are not expected to be silent.'

T4: 'There are a lot of but not only in reading. Yes. I think it's not only reading in all skills in all lessons. They can be physically there, but mentally somewhere else. But you cannot be sure, but in a real class, even from their eyes, you can understand whether they understand it or not. I think this is the most difficult part.'

T5: 'It's very different, actually. And I think online education is not useful. Because I can't see my students I can't understand if they get if they understood and have understood the issue or not. I'm asking questions, yes, but I don't know. I cannot evaluate their level of understanding. So, and in the class, we do some other exercises, we can do lots of exercises, reading exercises. After reading as I have said before, we can speak we can do lots of things, we can write many things about text, we can criticize the text, but in online teaching we cannot do all of this. It's not possible. There are some positive things as well, you can teach wherever you are. And whenever, whenever you want, and there's no limitation in terms of time and space. And also, maybe in terms of time, it's more advantageous. And also students don't waste time.'

T6: 'Not only for reading lesson but there is no eye contact online. For example, when you teach something in classroom, especially in reading activities, you can feel that if the students understood it or not, you can't see them face to face because they don't always open their cameras. If they open some technical problems appear. So actually, they don't want to open their cameras if they are not compulsory for them. As I said, you cannot see the students and you cannot make them active because in classroom, you can group them. You can use pair work, activities, group work activities. You can make them study for the vocabulary or for the questions together. I think the teacher and the students feels alone, while teaching online. I see. And this, this is a very negative point for both students and teachers, because they can't work in pairs or groups. For example, when a student does not understand, he or she can ask his or her friends, what is this? What is that? and they share information, I think these are very important. But unfortunately, they can't use these on online teaching.'

T7: 'We cannot see our students; their videos are not on. I cannot connect them emotionally, IF we want our students be successful, we should connect them emotionally. I think it lacks. You do not see them read. This is a challenge in online.'

T8: 'in online teaching students who like learning online, who has made a habit of learning online, can learn better.'

T9: 'The discussion parts are shorter than face to face education. By the way, during face-to-face education. I ask students to read the text more than online teaching. Yes, I we use the online version of the book, they listen to text more, but during face-to-face teaching, I encourage them to read the text, or I read them the text.'

T10: 'Nothing differs.'

T11: 'I can say that with the interactive activities, it's harder, a bit harder on the online instruction.'

T12: 'I don't see a huge difference in terms of reading lessons. In terms of reading, it is easier and more intense. I really enjoy online lessons during the reading classes. So there's not a huge difference, but I can't make group work. This is one of the drawbacks of the online teaching. But individually they do very well. I like online teaching I am getting used to it.'

Q2. When you compare face to face teaching and online, are there any activities that work better or work less in online and face to face teaching?

T2: 'I think it's all depends on the content if it is it attractive or not, I think so. When you finish reading the text when you're talking about it, kind of discussion, of course, in a classroom environment is better for that. Because we, we all prefer to speak face to face to people otherwise, it is not natural. So it's not easy to do that online discussion. They have more concentration here in front of the screen than in the class. Online education is good for the people who are determined to learn something, and who are very eager to learn, ready to learn.'

T3: 'I am able to do all the things that I do in the classroom, I can do it online. I mean, whatever I do face to face, I could do them online.'

T5: 'After reading I want my students to write something about the issues in texts but this works better in face to face teaching. It doesn't work in online. Because I don't see them, they ask me I read what they write, I read it aloud in the class and the others too. And maybe they can add some extra things to their writings. And also I can collect their papers what they have written. And I can also give those papers to different students to see what their friends have written about the text. This can happen in face-to-face teaching, actually, in online teaching, they cannot work in pairs or work in groups? We tried it online, but we couldn't. We tried breakout rooms, but it didn't work.'

T6: 'They both have advantages and disadvantages. Face to face is more productive, beneficial for vocabulary. Online vocabulary teaching is possible as well, they can write or type the words in the chat box. Interaction is more in face to face. Interaction enhances the engagement. In online we cannot connect with all the students, not every student is involved in the activity. In online you need more interaction. However, there are some activities appropriate for online, as well.'

T10: 'because they are focused on one thing and that is following the lesson, this is even much better, because during face to face, traditional type of learning they were easily distracted by a peripheral noise coming outside or their classmates even their teachers. So, reading requires concentration, to go into the depth of the text. So, this is what I can get. So, I can see that, they are really reading but in the traditional type of learning, when one student was trying to read the other was pinching or whispering something, this is what we want while reading. Because reading requires concentration. focus on the task, so it's much better as for reading. for activities or activities that can be done in online teaching for example, using as I said in the very beginning, there is nothing extra in terms of reading, everything seems to be the same as if years past right and time got frozen. I don't know if I am able to express, nothing is different. Really nothing is different.'

T11: 'I think it's better, they can see how to build some complex structures, because they have more like online sources, maybe it's not, I'm not supporting the excessive use of it. But with reading, and then you're writing something about the paragraph or the text that you're reading, you can also get some more help from the online sources at home.'

When the communicative part of the reading instruction was analyzed, TTT (Teacher Talking Time) and STT (Student Talking Time) were questioned. All the participants agreed that although they tried hard to make their students talk, teacher talking time had a bigger share. When they were asked what kind of reading activities, they organize in order to increase students' talk, their answers could be summarized as using breakout rooms more efficiently, choosing more interesting texts for students' taste and using more interactive activities and online applications.

Q 7. How do you share the classroom time on teachers' talk and students' talk?

Q 8. Which has the bigger share, student talk or teacher talk in your lessons? What should be the optimum share?

T1: 'It depends on the lesson, depends on the text, sometimes it is me doing much of the speaking, sometimes the mood, it depends on many things, yet I try to give them a bigger share, most of the time I am the initiator to discuss.'

T2: 'Sometimes I feel that I'm talking too much because of that. Because when there's silence, you ask a question, for example, nobody's answering. I speak I think a lot more than students I must control that.'

T3: 'I thought that I feel myself like a TV presenter. I never get any answers. Almost never in some classes and at the end of it. I feel pain here.'

T4: '90% Teacher talking time, I guess. But I try to make them talk, but if they don't respond, there is nothing we can do online. But sometimes I make them for example, if like a chain drill, I just choose one of them. For example, you're answering questions of the text. And then I ask them now to choose a friend and ask a question to your friend. And then he chooses, or she chooses another. So, like a chain drill. I can make them be alert.'

T5: 'Teacher talking time has a bigger share. They don't talk a lot.'

T6: 'Unfortunately, we talk a lot, they speak less.'

T8: 'In my mind, it should be the students talking time, should be much more important than teacher talking time, but what we see in classrooms is different.'

T9: 'Now I think of course, both. Can I say 50/50?'

T12: 'Let's say 60% teacher, 40% student. All questions are asked by me. So I conduct the lesson. So I think I speak more.'

Q 9. What kind of reading activities do you organize in order to increase students' talk?

T1: 'Breakout rooms are good for this, I put them into groups and make them discuss, even T/ f Questions can be done in group activities. Collaboration is important in online. They help each other, peer learning is effective online, they get the responsibility of their own and their friends' learning.'

T7: 'I try to decrease teacher talk. I just try to ask some follow up questions. I put them into groups, breakout rooms. I give them jig saw reading activity; they swop their information. I also assign them flipped reading. I assign them one week beforehand. For example, we don't read fiction stories, it is longer than texts in course book as you can guess, and they do the vocabulary activity beforehand. Or another thing I flip is sharing with them a video, they watch the video first and then they come to class and read a text about the topic in the video.'

T10: 'Apart from the one provided in the book, you mean or in the extra, unlike the online classes, what I did in face-to-face education was okay, in addition to this was loud reading. I am a real you know, advocate of loud reading. I used to ask students, okay, one by one for each and every student in terms right now, right. to for example, read each paragraph loudly.'

T11: 'I ask them to share their opinions actually more about the situations or share some experiences or previous knowledge. I actually suggest them to watch some documentaries about some stuff. Some of them they know, the documentary, and then we start to share opinions about that documentary or movie'

Lastly, teachers were asked if reading skills and strategies could be easily and efficiently taught in online classes, their answers were most common. They all believe that no matter if the lesson is online or in-class, the same factors are important in a successful reading instruction which is a balanced proportion of motivated teacher, student, and good material.

Q10. Do you think that reading skills and strategies can be easily and efficiently taught in online classes?

T1: 'Yes, sure. And in some cases, a lot more efficiently. If everything is considered, online reading is more effective if the student is motivated, more concentrated. Even the book itself in face to face can be distracting. Think about the outline of a page, there are some distracting things, but in online the only thing they see is the text, not the other exercises, not other people, it is more focused, lesson is less distractive, more effective in online. They do not worry about the vocab, the next activities, they are focused on only the screen they have, one piece of activity, not more. So, online is much more effective.'

T2: 'I believe so. Because you, as I told you before, as I said, and here the environment is for the students, maybe for the time being, I don't know, in the long run, what happens, it's interesting for them to just have they just sit there and listen, and I believe so. And they are ready to learn most of them what I feel is that so it's

easy, because to learn to teach these strategies, we don't need a real classroom environment, because this is something technical. So, all these things, and once they learn, they continue self-online learning, maybe has more advantages on teaching that kind of things.'

T3: 'If the students are willing, enthusiastic to learn, we can do everything in online class. But the problem is something else, it is out of Reading. So, yes, we can do it. Because we have a lot of things here. Normally, in the classroom, I sometimes lose some time. But here, I see that there are no wasted time on online teaching. This is a good part of it. Of course we can. We can do a lot of activities here. We can add activities. If students respond. As long as they respond, we can do, we can make them write questions, we can make pair work'

T7: 'Yes, of course. Making inferences, visualizing, using the charts, asking about their prior knowledge, mind maps, KWL Charts. All of them are applicable online. But sometimes it can be time consuming from time to time. Connection problems, poor connection makes it difficult. You may not complete a communicative task in one hour. But in face to face it's easier. So, it is applicable but time consuming. It can be challenging in terms of technical problem. Online teaching is overwhelming; teachers should be prepared more than students.'

T8: 'Yes, I would say definitely, with the right material with the right method, reading studies can be taught online. I mean, the evolution of language teaching has brought us to this point now. And it has, I believe, in the future, there will be definitely other than the formal education, educational institutions, teaching will be online. So in the end, we should be ready for it and everything can be taught. This is the future of teaching, learning, teaching, I believe so. Everything will be taught online.'

T9: '. Same with face to face not so many differences.'

T10: 'Yes, it is possible, but not easily. Reading is a challenging language activity for all languages even in your own language because thinking and reading, those two, what faculties in in, in psychology we call them faculties. Okay. Reading and cognition. those two faculties work together. What you need is concentration, and many other things. But I believe that it can be taught efficiently in the lessons as well. Now, they are much better focused on what they want to do. But definitely, it can be taught, and it is being taught all over the world in a very efficient way.'

T12: 'Of Course Why not? Yeah, I believe there is no big differences between online courses and face to face ones. Especially in terms of strategies and teaching, which has something which has rules, teaching a rule is the easiest thing, especially in online teaching.'

Q11. What kind of factors such as material, motivation and teacher affect the degree of success of a reading instruction online?

T1: 'I think it's huge. Okay, if I think if, as a teacher, you know, what strategies to use and to teach and you know how to teach them, you know how to make the students use the strategies, it makes a big difference, it makes a big difference, it helps the students to understand what reading is and how to read. Even teaching this has a huge impact on their L1, reading skills as well. Because these strategies are

transferable, if they have them in their mother tongue, they can transfer them to whatever language they are learning, if they haven't learned it well enough, in their L1. One, they can transfer from English to there. I think the strategies they learn when they are reading in English with us, helps them with their reading skills in Turkish. And I can see the big difference.'

T2: 'I think we should consider all of them together. But the first thing is that the students' desire to learn, if they know why they are there, if they know the purpose of being there, it's the beginning point, because you can't teach anyone who doesn't want to learn, that's important. Second one, students can be ready for that, but the content might not appeal to them. So that's that the content should be appealing to the age group of learners. And final one is, of course, who is organizing all these things. And kind of not appealing to students. So then you have to try a lot to make it interesting and attractive.'

T6: 'Motivation affects the teachers and the teachers' motivation affects the students. So, motivation is like a recycle. If you are motivated, if you are energetic at the beginning of the reading, if teacher's motivation is high at the beginning of the reading, and if the student feels it, it is more successful to the end. But if you are bored, if you make them feel that you are bored with that part, It directly affects the students motivation. So, teachers' motivation is really very important in reading lessons.'

T7: 'The first factor is the teacher. I would like to talk about self-determination theory, you should give your students choices and voices. When you give them choices and voices, you can get their motivation. Motivation is very important to increase the engagement. Teachers are the designers of the class. If you plan your lessons, I don't think that they lose their motivation. If you as a teacher talk all the time, they can lose their motivation. You can approach them emotionally online. Communicative approach is a must. Studying for the text for hours is not interesting for students, it will be very boring. We can play some online games like kahoot it works well in face-to-face, and it is also beneficial and enjoyable online, it really works.'

T8: 'I cannot give and precise proportion, all of them effects each other, definitely'

T9: 'I think teachers' role is important in reading. So, a teacher should use some interest as some different strategies for pre reading post reading and while reading. I think it's important, but material is also important.'

T10: 'What a difficult question It is, it is because well, to my mind, everything matters. All those factors matter a lot for the success if we are talking about success. Then all of them should be at a proportional level, the teachers, the teachers' motivation, students' motivation, the quality of the material, of course everything matters at the same level, at the same proportion.

T11: 'I think they're all very important. They make a whole together.'

T12: 'In reading instruction online material is the most important I believe, if you have good materials, I mean, if the subject is interesting, if it is up to date.'

4.3. Discussions

The findings from the interviews contributed to the study conducted by the researcher in many ways. The aim of the research was to investigate the reading lessons online, the differences between online teaching and face-to-face education in reading lessons were compared by the teachers. The role of the coursebook, itools was evaluated roughly by the teachers and the contribution of the material to the lesson was discussed and the outcomes were analyzed to improve the reading materials. As a last part, whether Reading Skills and Strategies can be easily and efficiently taught online were the issues that were discussed by the teachers.

In the first part of the interview, the questions were aimed to find out the Reading Skills and strategies teachers use in their online reading lessons. When teachers were asked about the reading strategies they use in their daily lives, the outcome was related to the purpose of the question. It is found that most of the teachers have internalized the reading strategies in their own lives, that is why they use reading strategies automatically, even in their mother tongues. Only one teacher asserts that she does not use any strategies, and one of them could not be sure if she uses strategies unconsciously or not. The outcomes show the researcher that most of the teachers have internalized the reading strategies and the awareness of the importance of the strategies outlines the lessons of the teachers. It is acknowledged that teacher beliefs play a crucial role in changing teachers' practices (Lerman, 2002; Wilson & Cooney, 2002 as cited in Sadekhi, 2020 p.18). When the rationale behind using strategies in lesson was questioned, it was explained in several ways by the teachers, however, it was seen that, most teachers believed that strategies helped learners comprehend the text better. Furthermore, instruction can be more beneficial when students are provided with a variety of strategies which promote comprehension. Finally, reading comprehension is the "essence of reading", necessary not only for academic learning in all subject areas but also for professional success and for lifelong learning (Durkin, 1993 as cited in Dreyer, 2003 p.250). In order to ease the comprehension most teachers stated that they modeled the strategies to facilitate learning. Just a few teachers mentioned that they did not need to model as the students were already aware of the strategies they needed to use. Stages of Reading lessons were asked in detail and how teachers designed their lessons accordingly was questioned and analyzed. It was clear that most of the teachers mentioned the significance of pre-reading strategies to see the prior knowledge of the

students. They made use of the knowledge the students already had by asking some lead-in questions about the reading texts. Mostly they started a discussion to generate their ideas. They also mentioned that speaking skill is the most practical way for them as it is more time saving. Generally, teachers mentioned that they had a tight schedule, so discussions are the most practical way of starting a reading text. As Williamson (1988 pp. 7-8 as cited in Nisa, 2017 p.152) stated that pre-reading activity can be done by asking questions both in oral and written forms then the students will look for the answers during reading. Or it can also be done by asking or writing students' own experiences related to the topic. However, writing skill was not preferred by any teachers because of the concerns about catching up pacing mentioned above. Writing as a practice was preferred as a post-reading activity and assigned to the students to be checked out of class time, not in-class activity related to the mentioned concerns. When while strategies were questioned it was seen that coursebook contributed to the lesson a lot, and teachers did not need to use any extra materials or activities. Teachers were satisfied with the during exercises given in the Coursebook. In this part they were also asked how they analyzed the use of language in the reading texts. Most of the teachers stated that they had the opportunity to analyze some grammatical structures or complicated sentences in the reading passage. While doing this, only a few teachers mentioned that they used grammar-translation method. Most of them avoided using L1 or translation as they believed that it would not be very beneficial in international classes. However, in order to save time, in some cases, they used this method not to spend time, especially in low level students. All teachers participated in the interview agreed that there were some cases that they experienced lack of students' interest to the text topic or to the lesson, however they explained that this is the same in online and in-class environment. What they did most and suggested most was to raise the motivation of the student as much as possible.

When teachers evaluated the coursebook or i-tool of the book, most of the teachers believed that the book contributed to the reading lessons a lot. Itools gave them opportunity to have interactive lessons online. While evaluating the book, the strong and weak points of the book in terms of teaching Reading Skills and Strategies were mentioned and the possible solutions were suggested by some teachers. Mostly, teachers found the selections of the book interesting enough for students. Just a few teachers found the topics outdated. They suggested to have a newer edition of the book. All teachers agreed that the level of the book

was suitable to the level of the students, yet, a few teachers believed that the texts should be longer to make students ready academically. When the weak parts of the coursebook were considered, it was stated that the type of exercises lacked the variety. Moreover, when the exams were considered, there were some question types in the exam such as refer to questions, and the book included few examples of this type. All teachers mentioned that although there were some parts that could be improved in the book, all teachers were satisfied the book in general. They also stated that they did not use any extra materials and they stuck to the lessons referring to their satisfaction with the book and the lack of time for extra materials in class practice.

When online teaching was considered, there were many issues raised. Initially, the basic differences between online reading instruction and in-class practices were defined. The most significant part of this study is that it is about an area that both teachers and students are new in online teaching. Although online teaching is not something new in the field, in this study, online teaching was not an alternative it was the only way of having education. And it should not be forgotten that the transition was very sudden for the parties. Because of these reasons, it was assumed that there would be some problematic areas both for the teachers and the students. However, this study showed that although there had been some challenges, they were mostly overcome by the dedications of the teachers. Initially, it was mentioned that there are some differences between face-to-face and online teaching, however, it is not related to the reading skill specifically, it is not only in reading, in all skills, in all lessons. Mostly, problems are stemmed from the same reasons both in face-to-face teaching and online teaching. The common idea of the teachers is the motivational problems aroused from the students cause some problems in online reading lessons. If the student is motivated enough, eager to learn and ready for learning, the conditions or the factors are the same in-class and online platform. Moreover, it is mostly stated that as long as the student is responsible for his or her learning, it can be more beneficial for those students. This outcome underlined that online teaching lays a ground for fewer distractions compared to the in-class learning. The problems that students and teachers mostly suffered from can be the problems with the internet connection. Another issue that was raised by the teachers are about the attendance. However, it was also stated by the teachers that, even in-class teaching, attendance problems had aroused. Another issue that was raised by the teacher was the participation to the class were not the same in all classes. In some of the

classes, the number of the students were high, and they participated to the lessons with their cameras and microphones on, however, in some classes there were silent students which preferred to stay mute and without cameras. In such cases, teacher talking time has a bigger share and this is of course not desirable for communicative teaching. In the classes with more students, student talking time is more satisfactory. The proportion of teacher talking time and student talking time should be balanced. Yet, it is not possible to make a deduction that students do not benefit from the lesson, as they can benefit from the asynchronous lessons. Blackboard as a learning management system provides students with recordings that they can watch the recordings again and again. When teachers were asked if there were any activities that worked better online and face-to-face, they all expressed that everything is the same in teaching reading regardless of being in-class or online.

As a last issue all the teachers who participated in the study asserted that reading skill is the main skill for learning a language and the strategies that teachers teach or the students learn, have the same principles. There are some factors such as material, motivation and teacher which affect the success of a reading instruction online. These factors affecting the success of a reading lesson should be in harmony with the teacher and student motivation first, and then interesting and up to date reading materials.

CHAPTER 5. CONCLUSION

5.1. Summary of the Study

This study stemmed from the sudden change of teaching practice due to the outburst of the pandemic Covid-19. The researcher experienced it first-hand and wanted to investigate the differences between online teaching and in-class teaching. However, since it has been a very broad topic, the researcher decided to conduct a micro study. For this reason, instead of studying on general differences between online teaching and face-to-face teaching in EFL classes, it would be more sensible to study a particular skill. As reading can be considered as the main skill to be taught and learnt in learning a foreign language, and also the researcher herself has a taste for reading, and teaching it, she decided to study in this area. Reading as an activity has gained a new face, online reading seems different from reading hard copy books. With the inevitable progress of the new technologies, online books or reading online has already taken its place in our lives. The objective of the study is to investigate online reading experience from the eyes of teachers. As teachers' beliefs and opinions shape the design of the lessons, their perceptions on online reading instruction are precious and valuable for a better teaching reflection and practice. However, reading is not only depended on the teacher, not only the teacher but also the material and the motivation of the student are the factors that affect the degree of success in a reading instruction online. From this perspective, this study was conducted based on the rationale mentioned.

The study is an example of a case study held in the Preparatory School of Maltepe University with a limited number of 12 teachers. Out of 25 teachers working in the Preparatory School, 12 teachers considered to fit in this study because of teaching the same material, the coursebook and the itools of the book, teaching to the same levels and having the same workload. The reading texts in the Coursebook Pioneer published by MM Publications have been evaluated by the teachers who participated in the study. The evaluation of the book was not based on detailed evaluation criteria since this could be

another area to study specifically. This research did not intend to evaluate the book in detail with a specific evaluation of the coursebook. Yet, in this study the purpose was to analyse the book very roughly, only the strengths and the weaknesses of the book in terms of Reading Skills and strategies were taken into consideration. Furthermore, the text selection and the level of the texts were examined by the teachers as a part of this evaluation process. Teacher's effective use of materials, in this research the course book Pioneer, has been the significant factor in implementing the reading skills and strategies. Garton and Graves (2014) highlight the effectiveness of classroom materials depending on how they are used by teachers and learners and how it enables learners to become efficient in the language. It is mentioned that teachers have "funds of knowledge" about students and classes that can assist in developing materials. It is also stated that even when there is a good correlation between the materials and the classes the teacher is still in need of making adjustments according to the lesson (pp. 273-274). For this respect, teachers' views on the course material have an inevitable contribution to this study.

Reading instruction is shaped by the knowledge, beliefs and practices of teachers. For better reading instruction, the teacher needs to have had a successful experience of it. Teachers as readers, and as facilitators to make their students read effectively, should be aware of the importance of reading strategies for better comprehension. That's why their use of reading strategies was questioned in the study as well. Bandura's self-efficacy theory could be useful in this context. Self-efficacy theory is the judgement on one's ability, how he /she perceives himself/herself individually (Garton and Graves, 2014, p.275). That's why one of the questions that were asked in the interview was aiming at questioning this issue. In other words, how teachers use reading strategies in their daily lives, in their own readings have a reasonable effect on their reading instruction.

Reading requires a set of skills and strategies. It has been the main skill of language learning. Literacy today requires not only the comprehension of printed texts but also competency in twenty-first-century skills. In addition to traditional reading which are printed texts, online reading has become commonplace and especially with the outburst of pandemic Covid-19, it has become obligatory for teachers and learners to be effective and efficient readers (Brun-Mercer, 2019, p. 2). Teachers can help their students improve their reading skills and strategies by teaching them explicitly or implicitly in their reading instructions. In order to achieve this, several reading strategies could be taught to overcome

the difficulties that students come across in their reading practices. Teacher performs as a model to use bottom-up, top-down and an interactive model including both strategies to teach them accordingly. Teachers as a facilitator could help their students to use these skills throughout the reading of a text. At every stage of reading, several strategies should be suggested by teachers. They should teach their students how to deal with a text before reading, during reading and after reading. In this study, the stages of reading skills are asked in the questionnaire in a detailed way, so that before teachers started interviews they had already refreshed the strategies that they have been using and teaching students explicitly or implicitly.

Online Reading lessons differ from face-to-face reading lessons in several ways. It is clear that the differences can be advantageous or disadvantageous for both parties. Yet it is believed that with the outcomes from teachers, it is mostly believed to be more intensive for students who are dedicated to learn. The students who have improved their self-autonomy benefited from online education more effectively and efficiently. As online teaching is new for most of the teachers, they might be looking for ideas and activities that work well online. For this respect, reading was considered to be the most suitable skill that can be taught online because online reading enables readers/learners to be more focused without any distractors around compared with the in-class environment.

One of the concerns of teachers on reading lessons online is the adaptation of reading lessons in all aspects. Teachers at first intrigued about whether the activities done in-class are applicable on online or not. However, within time and with more practices, it is revealed that everything is the same. Whatever you do in face-to-face education is possible in online reading lessons. It is believed that this awareness of teachers eased their teaching online and they have realized that as long as the student is active and they are responsible for learning, teachers could facilitate their learning with a good reading instruction.

5.2. Pedagogical Implications

There have been numerous studies conducted on reading skills and strategies. Distance education or online teaching in language education has been another issue that researchers study on. However, teaching one particular skill; teaching reading and teaching

reading skills and strategies online is not very common in the local academic field. This study aimed to fulfil this need which is rare in the field.

This research aimed at investigating teachers' way of handling reading lessons and getting feedback about their instruction on reading skills and strategies on an online platform. For this aim, some research questions are addressed in this study. The responses given to these questions indicated that all teachers believed in the usefulness of reading strategies in their own lives and also in their reading instruction. They use and make their students use them in every stage of a reading lesson. Before they start reading a text, they suggest some pre-reading strategies to their students. The study showed that pre-reading strategies are suggested more by the teachers. There have been several reasons behind this finding. Initially, teachers believe that the pre-reading stage activates their schemata, and they find a reason to read the text. They also believe that the reading text is interesting enough, it is easier to handle. Next, they state that the coursebook is good at presenting this stage. Lead-in or critical thinking questions help teachers motivate their students to read the text. And as a last issue, teachers state that post-reading activities are generally ignored because of time constraints. Most of them believe that a productive activity like writing could take place as a post-reading activity, yet, because of their pacing and tight schedule, they cannot use them sufficiently and effectively. However, more post-reading activities might be suggested because with the help of these activities, the newly learned information and other skills can be enhanced.

While teaching reading strategies some of the teachers mentioned the importance of teaching reading skills explicitly, by naming and giving the reason behind the strategy. However, some of the teachers who participated in the study stated that they prefer to teach reading strategies implicitly, without defining and just modeling them because they could lead some students, especially low-level students into confusion. However, raising students' awareness increase their meta-cognitive skills and they become more autonomous which is highly significant in language learning.

The contribution of reading materials is another issue raised by the teachers. Regarding to this issue, teachers were expected to evaluate the coursebook and the itools. The outcomes revealed that the coursebook contributed to their reading instruction a lot. When the teachers considered the strengths and weaknesses of the book in terms of

teaching reading skills and strategies, they stated that they are content with the coursebook in general. Some of them mentioned that some type of reading activities is too repetitive, and they had to replace the same sort of activities with the ones they created in the lesson. They believed that the variety of pre-reading, while-reading and post-reading activities will improve the book to make it more useful to the students and the teachers.

Skimming and scanning strategies seemed to be the ones that are suggested most to the students by the teachers. In teaching vocabulary, guessing the meaning of the unknown words has been the major strategy used. The Translation Method has been regarded as outdated and inconvenient in multi-national classes except for one teacher. The exception supported his idea by relating to a constructivist approach. In analyzing the grammatical structures or complicated sentences Grammar-Translation Method has been the approach favored the least by the teachers as well.

In terms of online reading instruction, the differences between online and in-class reading were compared by the teachers. As online teaching is new and sudden due to the pandemic, teachers' experiences and practices are highly valuable for reflection. Although some teachers and the students had some difficulties in online reading, depending on the variables such as connection problems, lack of interest, no attendance or participation in the lesson, teachers could handle with the difficulties, and they provided their students with including more interactive activities and taking the advantage of web 2.0 tools and online applications in addition to the I-tools of the coursebook. They mostly stated that they did not need to modify any reading activities to adjust them to the online platform due to the principle that whether online or in-class, the same principles are valid in teaching reading strategies. As online teaching was something new for most of the participants in which they take part in this study have been looking for better ideas and practices in their profession. This research has received teacher reflections, and with the help of these experiences, teachers have been provided with innovations and improvements. This paved the way for continuous professional development.

All teachers also believed that reading skills and strategies can be easily and efficiently taught in online classes. Finally, they even added that students especially the ones who are dedicated and motivated to learn and read effectively and efficiently can benefit from reading

instruction more than other skills since reading is a skill that requires more attention, focus and fewer distractions.

The researcher herself also benefited from the outcomes of this study as she experienced it first-hand. Similarly, the participants had an opportunity to refresh and analyse their reading instruction. As one of the participants, T7 stated, the questionnaire given to the teachers before the interview, and the interview itself inspired her and enabled her to refresh her knowledge on reading instruction.

5.3. Limitation of the Study

This research started on October 5th, 2020 (the beginning of the first term) and finished on June 11th, 2021(the end of the second term); taking 36 weeks by means of duration. So, it was limited to a year. This study was conducted as a case study and limited to the number of 12 instructors and their teaching experiences when teaching reading skills and strategies on online platform. Besides, the study had some limitations in regarding to the use of data collection instrument, only an interview was held with the participants. This study can be conducted with larger groups, or it can be held with more participants from different universities in Turkey. The study was also limited to the perceptions of teachers only. Classroom observations could be used to conduct this kind of study. Teachers' diaries could be another alternative of data collection to be benefited from.

5.4 Suggestions for Further Studies

This study was held under the abrupt outburst of the pandemic Covid-19. Online teaching has been an emergency plan not only for this study conducted at the Preparatory School of Maltepe University, but for most of the educational institutions all around the world. Although Online Teaching was not new to the field, for various reasons, especially in the setting of this study held, Turkey, has been regarded as an alternative way of education which could be also considered as additional education like blended learning or hybrid learning. However, it is believed that studies conducted during the pandemic Covid-19 could pave the way for innovations in distance learning. In this respect, this study might shed a

light about perspectives of teachers on teaching a specific skill; reading on online platform and this might lead to better practice of reading instruction.

This study was limited to the number of 12 teachers working at the same Preparatory School. Further studies could involve more universities or different age groups of learners, so that the scope of the research would be extended.

A comparative study might be conducted for further studies as well. Students' perceptions and teachers' perceptions on online reading lessons could be compared and both parties benefit from the outcomes of the studies.

Pre-service teachers could also benefit from this kind of study to have a general idea on the differences between online teaching and face-to-face teaching and they can improve themselves accordingly.

Although this study investigates an online reading instruction based on a contingency plan in the lockdown of Covid-19 Pandemic, with a particular design of online lessons, teachers who tend to improve themselves in this field or the students who are in favour of online education could benefit from the advantages of online reading education. This study can refer to a new professional area for teacher development. Teachers can be trained in this specific field and a new professional opportunity may be born in the field of language teaching. Even after the pandemic is over, as an alternative to in-class reading instruction, students, especially the ones who benefited the most from online education can be provided with online reading classes.

APPENDICES

APPENDIX 1

TEACHERS QUESTIONNAIRE

Part I – Personal Background

The questions below are about your personal background. Please answer the questions.

1. Name and Surname:
2. Gender:
3. Years of Teaching:
4. Years of Teaching at University:
5. Degree of Education:
6. Have you attended any conferences, meeting, seminar or workshops on Reading Skills and Strategies? If so, please tell me the time, place and length, and your purposes and benefits from them shortly.

***Part II – Reading Strategies**

Teachers' practices of reading strategies in the classroom

Please answer the questions according to your practices while you are dealing with a reading text in the classroom. Please tick if you agree with the statement.

Pre-reading strategies

1. I ask students to look at the title and guess the subject of the text.
2. I ask students to identify the topic (previewing)
3. I ask students to look at the pictures and predict how it relates with the text.

4. I ask some warm-up questions before reading.
5. I ask students to read the text silently.
6. I ask students skim the text quickly before reading.
7. I ask the students' experience related with the topic.
8. I teach some important words before starting to read.
9. I encourage students to activate their background knowledge related to the content of the text.
10. I evaluate guesses and try new guesses if necessary.
11. I ask students to establish the purpose in reading text.
12. I recommend my students the process of note-taking.

While-reading strategies

13. I ask students to read the text only once.
14. I ask students to read the text aloud more than once.
15. I encourage the students to pay attention to the parts of sentences such as phrases and clauses.
16. I encourage students to pay attention to the sentence structure, such as subjects and objects.
17. I encourage students avoid habits such as reading word-by word.
18. I encourage students to translate the text into L1.
19. I encourage students to use dictionary for the unknown words.
20. I encourage students to use context as parts of words (prefixes, suffixes, and stems) to work out the meaning of unknown words.
21. I ask students to skim the text.
22. I comment on the significance of the content and question the information in the text.
22. I help the students to visualize the information in the text.
23. I ask students to connect new information with the previously stated context.
24. I ask students to guess the unfamiliar words in the context.
25. I ask students to distinguish main idea from minor ideas.
26. I allow the students to go on reading even when unsuccessful.
27. I ask students to focus on meaning of the text not the form.
28. I encourage students disregard insignificant words.

- 29. I ask students to deduce meaning from the context.
- 30. I ask students to deduce meaning of the words from structures.
- 31. I ask students to re-read for better understanding.
- 32. I ask students to take notes, highlight or underline the important notes.

After reading

- 33. I ask students to look back over a text and summarize it.
- 34. I ask students to go back to read the details of the passage to find the answers of the questions.
- 35. I monitor the students reading and the state of learning.
- 36. I ask comprehension questions about the text.
- 37. I give students a quiz about the text.
- 38. I give students follow-up activities related to the text.
- 39. I ask students to evaluate and criticize the text.
- 40. I ask students to discuss the text after reading.

*Part II – Reading Strategies Part was taken from İlk, (2012), pp. 79-82. The permission was given by the writer of the questionnaire. In this study researcher used this part as a checklist for teachers before the interview with them.

APPENDIX 2

INTERVIEW QUESTIONS

***Part I Reading Strategies**

1. Do you use any reading strategies in your daily life? Can you exemplify?
2. Do you teach any strategies in your reading instruction?
3. What are the reasons for using reading strategies?
4. Do you try to ease the comprehension by modelling any strategies to your students?
5. When you give a text to your students, how would you deal with it as a start before students read it?
6. When the students start reading do you suggest them to use reading strategies?
7. After reading do you encourage your students to use reading strategies?
8. Do you believe that the instruction of reading should be integrated with the other language skills such as listening, speaking, or writing?
9. How do you integrate these language skills in your reading classes?
10. How do you teach the vocabulary in the reading texts?
11. Do you analyze some grammatical structures or complicated sentences in the reading passage?
12. Do you translate these sentences in Turkish? Why?
13. Have you ever experienced any lack of students' interest in the text topic or the lesson

you are teaching? How did/do you deal with the situation?

Part II Evaluation of the Course Book

1. To what extent does the course book contribute to the online reading lessons?
2. What are the strong points of the book in terms of teaching Reading Skills and Strategies?
3. What are the weak points of the book in terms of Reading Skills and Strategies?
4. What do you think about the text selection of the book? Are they interesting enough for students?
5. What do you think about the level of the texts? Are they appropriate for your students' level?
6. How can this course book be improved in order to be more useful to the students and teachers?
7. Do you use any extra reading materials or do you stick to course book only? Why? Why not?

****Part III Online Teaching**

1. In what ways, online teaching differs from face to face teaching in Reading Classes?
2. When you compare face to face teaching and online, are there any activities that work better or work less in online and face to face teaching?
3. Did you/ Do you have difficulty in teaching reading online? If yes, in what areas?
4. How do you handle with the difficulties on online platform? Can you think of any practical solutions to recommend?
5. What are the difficulties that students face in online class?
6. When students face those kinds of difficulties what kind of solutions do you suggest?
7. How do you share the classroom time on teachers' talk and students' talk?

8. Which has the bigger share, student talk or teacher talk in your lessons? What should be the optimum share?
9. What kind of reading activities do you organize in order to increase students' talk?
10. Do you think that reading skills and strategies can be easily and efficiently taught in online classes?
11. What kind of factors such as material, motivation and teacher affect the degree of success of a reading instruction online?

*Part I Reading Strategies Items 1-8 were adapted from Yurdaışık, 2007, pp. 93 and Items 9-13 are adapted from Mo, 2020, pp. 187-191.

** In Online Teaching Part Questions 7-10 were adapted from Mo, 2020, pp. 187-191.

APPENDIX 3

CONSENT FORM

12/01/2021

Sizi Oya Serttaş tarafından yürütülen “ Teachers’ Perceptions on Reading Skills and Strategy Instruction in Online Teaching” başlıklı **araştırmaya** davet ediyoruz. Bu araştırmaya katılıp katılmama kararını vermeden önce, araştırmanın neden ve nasıl yapılacağını bilmeniz gerekmektedir. Bu nedenle bu formun okunup anlaşılması büyük önem taşımaktadır. Eğer anlayamadığınız ve sizin için açık olmayan şeyler varsa, ya da daha fazla bilgi isterseniz bize sorunuz.

Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Çalışmaya **katılmama** veya katıldıktan sonra herhangi bir anda çalışmadan **çıkma** hakkına sahipsiniz. **Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz** biçiminde yorumlanacaktır. Size verilen **formlardaki** soruları yanıtlarken kimsenin baskısı veya telkini altında olmayın. Bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacaktır.

1. Araştırmayla İlgili Bilgiler:

- Araştırmanın Amacı: To investigate teachers’ perceptions on reading skills and strategy instruction in online teaching.
- Araştırmanın İçeriği: It is aimed at analyzing the online reading lessons by analyzing the reading materials and the teachers’ strategies in online education by getting feedback with the help of interviews to provide opportunity to improve.
- Araştırmanın Nedeni: ☐ Bilimsel araştırma x Tez çalışması

2. Çalışmaya Katılım Onayı:

Yukarıda yer alan ve araştırmadan önce katılımcıya/gönüllüye verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. **Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı, soru sorma ve tartışma imkanı buldum ve tatmin edici yanıtlar aldım. Bana, çalışmanın muhtemel riskleri ve faydaları sözlü olarak da anlatıldı.** Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir olumsuzluk ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Kendi el yazısı ile)

İmzası:

(Varsa) Velayet veya Vesayet Altında Bulunanlar İçin:

Veli veya Vasisinin (kendi el yazısı ile)

İmzası:

Not: Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

APPENDIX 4

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “*Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge*” ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.



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