

EXPLORATION OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS'
PERCEPTIONS ABOUT ONLINE AUTHENTIC READINGS

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ABSTRACT

EXPLORATION OF ENGLISH AS A FOREIGN LANGUAGE STUDENTS' PERCEPTIONS ABOUT ONLINE AUTHENTIC READINGS

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This study was carried out in order to find out the effects of online reading of current news articles from authentic news websites and answering the comprehension questions about those texts on motivation and perceptions towards the reading of English preparatory students.

The study was conducted at a state university whose medium of instruction is English. Twenty-seven pre-intermediate level students participated in the study. To collect data about the reading motivation of the students towards doing reading exercises for proficiency exam purposes, two questionnaires (before and after the study) were designed and implemented. The study lasted for four weeks and the students read a total sum of 14 texts that were uploaded on EDMODO and replied back on the website with the answers of the questions.

The findings revealed that the students had already had high levels of motivation towards reading online in L2, and after the study, it even increased since they read online news articles on authentic news websites and did reading exercises consisting of comprehension questions about those articles. The students stated that doing reading drills online was more motivating, fun and faster than the traditional paper-and-pen

approach.

The results of the research displayed that integrating online news texts from authentic news websites into the reading curriculum can boost the reading motivation of the students studying at English preparatory schools and learning academic English.

Keywords: Computer-assisted Language Learning, Online Reading, Motivation, Reading

ÖZ

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN ÇEVİRİMİÇİ OTANTİK OKUMALARA KARŞI OLAN ALGILARININ BELİRLENMESİ

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Bu çalışma çevrimiçi okumanın, İngilizce hazırlık okulunda okuyan pre-intermediate seviyesi öğrencilerin, İngilizce yeterlilik sınavına yönelik olan okuma motivasyonlarına bir etkisinin olup olmadığını incelemek amacıyla yapılmıştır.

Çalışma, Orta Doğu Teknik Üniversitesi Temel İngilizce Bölümü'nde gerçekleştirilmiş ve çalışmaya 27 pre-intermediate seviyesinde öğrenci katılmıştır. Öğrencilerin motivasyonlarında değişiklik olup olmadığını belirlemek amacıyla, biri çalışmadan önce diğeri çalışmadan sonra olmak üzere, iki adet anket uygulanmıştır. Çalışma dört hafta sürmüş ve öğrencilere EDMODO adlı site yoluyla toplam 14 adet haber metinlerini içeren linkler ve bu metinlerle ilgili araştırmacı tarafından hazırlanmış sorular göndermiştir.

Bulgular göstermiştir ki öğrenciler çalışmadan önce hedef dilde çevrimiçi okumaya karşı motivasyona sahiplerdi. Öğrencilerin orijinal haber sitelerinden, çevrimiçi haber metinleri okuyup bu metinlerle ilgili sorular cevaplandıkları bu çevrimiçi okuma çalışmasından sonra bu motivasyon seviyesinin daha da arttığı görülmüştür. Ayrıca, öğrenciler çevrimiçi olarak okuma alıştırmaları yapmanın daha motivasyon artırıcı, daha hızlı ve daha eğlenceli olduğunu söylemiştir.

Çalışmanın sonuçları, İngilizce hazırlık okulu öğrencilerinin, hedef dili geliştirmeleri için sahip olduğu kısıtlı zaman da göz önünde bulundurulduğunda, ders programına orijinal haber sitelerinden alınan çevrimiçi haber metinleri dahil etmek, İngilizce hazırlık okullarında okuyan ve üniversite hayatı boyunca kendilerine gerekli olacak akademik İngilizce öğrenen öğrencilerin, sınava yönelik okumalarına karşı olan motivasyonlarını artırdığını göstermiştir.

Anahtar Kelimeler: Bilgisayar Destekli Dil Öğrenimi, Çevrimiçi okuma, Motivasyon, Okuma Becerisi

To my family

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CHAPTER 1

INTRODUCTION

1.0. Introduction

This study was carried out to analyze the effects of online reading texts which are news reports and articles from authentic websites on the development of reading abilities and the motivation to reading among the English preparatory students at the Department of Basic English at Middle East Technical University. This chapter will briefly go through the background to the study, statement of the problem, statement of the problem, scope of the study, research questions and key terms.

1.1. Background of the Study

Seeing the impact of technology and the Internet to the modern life, it is impossible to think of education and language learning without it considering the principle of “*The school must be a reflection of real life*” (Harmer, 1997) since the individuals that are directly affected by the instructional methods and techniques at a school are those who get the most of technology and the Internet outside the class. Thus, the need to keep up with the technology, computer and the Internet in terms of education emerged so as to provide a more efficient and contemporary learning environment for the students.

Considering the need for instructional technology in the modern world, the integration of technology, integration of computer and the Internet with language learning is as vital as the other fields. In fact, language learning and teaching is one of the most convenient fields of education in which the technology, computer and the Internet can be integrated with ease (Levy, 1997). English is a lesson that people

learn as a way of communication – the basic need for human beings- the outcome of which will be applied in real life through speaking, reading, writing and listening in the target language compared to other lessons in which students are expected to acquire information related to a specific discipline. Thus, embedding technology, computer and the Internet with language learning turns out to be a very natural phenomenon as technology, computer, the Internet and language learning are highly associated with real life.

Owing to the increasing need of instructional technology, *Computer Assisted Language Learning* gained significance. Computer Assisted Language Learning (CALL), which came to existence in 1950s, has been a field of growing importance since 2000s and can also be referred to as Computer Based Instruction (CBI), Computer Aided Learning (CAL), or Computer Aided Instruction (CAI). Hence, CALL can basically be defined as the learning procedures and environments facilitated and aided through computers (Schitteck, 2001). It is an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element (Davis, 2002).

CALL offers a great deal of teaching and learning opportunities to the teachers and students. Initially, compared to the past, the student profile has changed a lot. Naturally, the EFL teachers have to keep up with this change and the techniques and methods they use in the class are prone to change as the modern technology age requires the language teachers to adapt more contemporary methods and techniques and include CALL in their lessons rather than traditional ones (Levy, 1997). By bringing CALL in the class, an EFL teacher can personalize language teaching with the students because they are already keen users of computers, the Internet and everything related to them (Chapelle, 2001). Personalization will help the learners to find something in the lesson about them and take the ownership of the learning process (Krueger, 2001). In addition, EFL teachers can make use of the Internet and computer assisted language learning tools in the class by using various visuals to

activate their content schemata prior to the subjects. They can also use websites designated to provide practice for the students.

Apart from that, the Internet and computer assisted language learning tools are home to an infinite number of authentic materials through which learners can master the language. The learners can practice the reading skill in websites through texts that are written by native English speakers and that are targeted at English language speakers, primarily native speakers (Davis & Lyman-Hager, 2002).

News websites and online magazines such as BBC, CNN and Economist are two most common examples for that as language learners can access them anytime and anywhere free of charge, and they can opt for any article with any theme that they are interested in. Thus, it will be a stimulating and motivating way for the students to read as it does not require students to study on the books traditionally as well as the texts' being current and up-to-date. These reading activities can provide the learners with practice with authentic texts, and then with comprehensible input which will form a foundation for other skills (Krashen, 1982).

Moreover, EFL learners can also improve their listening skills through the Internet and computer assisted language learning tools such as podcasts, videos and live broadcasting TV networks. As for the writing, there are a number of opportunities including writing e-mails, keeping a blog and posting on social media websites. They can also communicate online with other EFL learners and native speakers of English through spoken discourse as well as recording themselves while speaking, and they can still stay in learning outside the class, promoting the learner autonomy. What is more, all these features of the Internet and computer assisted language learning tools can provide the students with a motivating and fun learning environment since they already feel comfortable in online environment (Chou, 2014).

Considering the demotivation and the negative attitude of some language learners towards traditional language teaching approaches, the integration of computer and the Internet into language learning can be one of the ways to promote independence

in language learning and provide a variety in addition to traditional book-and-pen methods (Chapelle, 2001). This may eventually contribute to the language learning development of the students in the long run as online environments may help the learner get rid of the discouragement they feel about studying language traditionally by offering fun, up-to-date and interactive activities in online environment (Chapelle, 2001).

Computer and the Internet can also be utilized in language teaching and learning for the reading skill in EFL. Reading skill in EFL classrooms has always attracted the focus of researchers, teachers and administrators who are responsible for developing curriculum for EFL classes. For second language learners, particularly those who are in such lower level classrooms as Beginners and Elementary, it is one of the most important skills which should be emphasized on their way to learn the language. The reason behind that is that it hosts a great many chances of practices for the language learner. That is, if the learner is an avid reader in the target language, he/she will practice vocabulary, grammar points that were covered in the classes as well as the reading skill itself.

Moreover, having set up a strong foundation by practicing vocabulary in context, the learner can be more fluent and coherent in his/her speaking and writing ability (Carnine and Carnine 2004; O'Reilly and McNamara 2007; Roe et al. 1991; Visone 2010). In other words, if one wants to improve his/her vocabulary and use of language in both speaking and writing, then the more he/she reads, the faster this will happen. Inputs (listening and reading) facilitates outputs such as speaking and writing (Krashen, 1982). With language, familiarity fixes words and phrases in your mind. With respect to lower level English preparatory students, it can pose a more crucial role as those students generally do not have plenty of time to learn the language before they start their departments.

In this limited time of learning, those learners need to make use of the most effective and to-the-point study methods so that they can learn the language as thoroughly as

possible (Arnold, 2009). However, as the researcher has observed and experienced in his teaching career, learners at preparatory schools do not seem to have the necessary intrinsic motivation to read those texts in English (Arnold, 2009). The reason for this reluctance may lie with the way they got prepared for the university entrance exam in which they were expected to weed out the four wrong alternatives and pick out the correct one, which does not require them to activate and practice their critical thinking and interpretation skills.

As the preparatory school students need to answer comprehension questions and respond to the reading texts in the reading exercise books in the curriculum of English preparatory schools in Turkey, it is far more challenging for them than those multiple choice questions in which they are required to eliminate four wrong alternatives and pick out the one correct answer rather than using their critical thinking and interpretation skills as they would do in those reading texts in English. Consequently, some of the students may be unwilling to read those extensive reading text, thereby failing to improve their reading skills.

Since technology covers a great deal of place in students' lives from social media and smart phones to online games and shopping, it would be a wise idea to integrate it into the classroom environment. Thus, the researcher wanted to bring online environment in so as to increase the motivation of the students towards reading.

1.2. Statement of the Problem

The prospective results and findings of this study promise a lot of practical implications for the learners and teachers. In countries where students have to study for several years to take a nationwide university entrance exam such as Turkey and China, language learning is neglected. Once they pass the university entrance exam and get the right to attend an English-medium university such as Middle East Technical University, they normally cannot pass the proficiency examination that they take at the beginning of the semester since their proficiency level is not good

enough to carry out their undergraduate studies at their departments. Eventually, they end up at the prep school. However, lower level students at these schools who start as beginners are the ones who need to cram more than any other level and equip themselves with academic English in a relatively short period of time, which lasts for the same amount of time as the other levels. Teachers of lower levels such as beginners at prep schools in this case can have many troubles to motivate and encourage students to keep up with the hectic schedule, long class hours and heavy load of assignments, especially reading texts with comprehension questions. Thus, upon seeing the results of this study, those instructors can find relevant information regarding whether to use and include online reading activities in their curriculum as an alternative way to traditional book-and-pen reading activities.

When English prep school students stop reading extensive reading texts given as homework, this may be a reason for failure in the development of their reading skills, which may also damage the development of other language skills. By applying the results of this study in their lessons, the teachers can prevent this and contribute the reading skills of the students. Furthermore, it will offer a fun and stimulating way for the students to keep on their reading studies because they will deal with authentic current news texts on websites such as BBC and CNN with different themes as well as boosting their self-confidence since they will see that they can read the same texts as native speakers.

1.3. Scope of the Study

This study mainly focuses on learners of academic English studying at a preparatory school and the language skill of reading. It aims to figure out if online authentic reading has any impact on their motivation level towards reading. Since those students have a very limited time to learn academic English to study at their undergraduate departments and pass the proficiency exam, it is of utmost importance that students at the preparatory English programs get the most of this intensive language learning program.

In order for an efficient and thorough language learning, reading is the most important skill as it will provide a great deal of opportunities for input, practice and recycling with the students which will build a strong foundation on which the learner can master the other skills such as listening, speaking, grammar and writing. In other words, reading is a crucial skill which will aid the learner with all the other skills considering the time issues for a preparatory English program student. Levine et al. (2000, p. 1) state: “The ability to read academic texts is considered one of the most important skills that university students of English as a Second Language (ESL) and English as a Foreign Language (EFL) need to acquire”. Reading comprehension has come to be the “essence of reading” (Durkin, 1993), essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning (Pritchard et al., 1999). Hence, this study will analyze the effects of online reading on the motivation level of the students towards reading itself.

1.4. Research Question

This study aims to answer the following question as follows:

- 1) What is the effect of online reading of current news articles from authentic news websites and answering the comprehension questions about those texts on the motivation and perception towards reading for proficiency exam purposes of English preparatory students at a state university in Turkey?

1.5. Significance of the Study

Since the significance of computer assisted language learning has risen due to the spread of technology, computer and the Internet across the modern world, there have been lots of researches about this field. However, majority of them dwell on the perceptions and attitudes of the students to the idea of including computer assisted language learning tools into language learning (Lin, 2014, Kim, 2010, Al Awidi and Ismail, 2012, Arnold, 2009, Vollands et al. 1996, Tillman, 1995). Nevertheless, further research should be done more on using computer and the Internet to improve

some specific skills of the target language themselves such as reading and listening as well as figuring out learners' attitude and perceptions towards it so that the most efficient ways of helping the learners and teachers learn and teach the English language via computer and the Internet can be found.

Although there are some studies that cover the effects of computer assisted language learning on language skills development (Gibson, Gwendolyn, Cartledge & Keyes, 2011, Chen et al., 2013, Cerasale, 2009), their scope of them covers general English learners. Nonetheless, in the specific case of Turkey, there has been no research regarding the use of CALL and online instruction methods to improve the language skills of the English preparatory school students and to promote the motivation they have towards reading, especially at universities whose medium of instruction is English and where students have a limited time to learn the language that will help them survive in their undergraduate years before the proficiency exam. Middle East Technical University is one of the universities in Turkey whose medium of instruction is English. In addition, more than 27.000 students, majority of whom are native Turkish, from different parts of the world study at this university. Thus, more research is needed for these types of learners, especially in the case of Turkey so that more effective ways that will help the students stay motivated enough to keep doing extensive reading in L2, and improve their EFL skills.

1.6. Key Terms

CALL: Computer-assisted language learning: Computer Assisted Language Learning (CALL) involves applying computer hardware (Butler-Pascoe, 2011) and software (Busch, 2003) to a teaching and learning environment (Chun, 2001).

Motivation: According to Dörnyei & Otto (1998) describes motivation as a dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out (p.65)

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this part of the study, the researcher will give information about the definition of CALL, historical background of CALL, readings models, reading motivation, authentic materials and studies related to the present subject.

2.1. Computer Assisted Language Learning (CALL)

2.1.1. The Definition of CALL

CALL, which stands for Computer Assisted Language Learning, can be defined as the search for and study of applications of the computer in language teaching (Levy, 1997). According to Schitteck et al. (2001), the term Computer Assisted Language Learning (CALL) has been gaining significance for two decades and can also be named as Computer Based Instruction (CBI), Computer Aided Learning (CAL), or Computer Aided Instruction (CAI). It can also be defined as a language learning and teaching approach in which a computer is used as a tool for doing presentation, assisting students, evaluating materials, and promoting interaction (Jafarian et al. 2012). Computer---assisted Language Learning (CALL) involves applying computer hardware (Butler-Pascoe, 2011) and software (Busch, 2003) to a teaching and learning environment (Chun, 2001). We can simply define CALL as the learning procedures and environments facilitated through computers (Schitteck et al., 2001). Levy (1997) comments about computer assisted language learning that:

CALL has been made possible by the invention and subsequent development of the computer. As a result, the nature of CALL at any particular time is, to a large degree, a reflection of the level of development of the computer.

As a result, the nature of CALL at any particular time is, to a large degree, a reflection of the level of development the technology. In the early days, when developers had access only to only large mainframe computers, they needed to know a machine language to program the computer, and they tended towards numerical applications because such computations were more directly compatible with the workings of the computer. In more recent times, computers have become smaller, faster, and easier for the non-specialist to use. Developments in ‘user-friendly’ human-computer interfaces and higher-level languages and authoring systems insulate the developer from the lower-level workings of the computer, allowing comparatively complex applications to be written with relative ease (Levy, 1997, p.1).

However, the key element to understand CALL is interaction. Computers can promote interaction during the learning process on multiple levels. While it enables interaction of the student or user with the content and the learning material, it also provides interaction of the student or user with the teacher, peer or members of a “virtual” learning community.

Technological developments have affected many teachers’ instructional techniques: technology has allowed the concept of education to be viewed from different perspectives (Uzunboylu, Bicen & Cavus, 2011). Parallel with the advances in technology, English Language Teaching has also undergone changes and each alteration results in a new teaching approach which is characterized with a new viewpoint and reflects the needs of societies. (Lee, Jor and Lai, 2005). Computer – Assisted Language Learning (CALL) has been one of the developments in language teaching and learning recently.

2.1.2. Historical Background of Computer Assisted Language Learning (CALL)

2.1.2.1. CALL in the 1960s and 1970s

Stern (1983) described the method which was dominant in language learning during 1950s and 1960s as ‘pedagogically audiolingualism, psychologically behaviorism,

linguistically structuralism'. Thus, it can be said that these ideas had deep influences to language learning and teaching. Levy (1997) points out that language learning and teaching were intensely affected by the fundamental elements of behaviorism which are stimulus, response, and reinforcement, and this led to the introduction and use of the language laboratory. As Richards and Rodgers (1986) claims that the audiolingual approach to language teaching came to existence in the USA at the end of the 1950s. This approach supported recycling the target language through a process of habit-formation through practice with drills. After the teacher presented new vocabulary and structures through dialogues, students learned them by imitating and repeating (Larsen-Freeman, 1986).

Thus, it is evident that behavioristic CALL was applied in the 1960s and 1970s, during which the programs leaned mainly on repetitive drills, and the student was served instructional materials by the computer. Jones (2001) names this as "unimpressive phase of drill-and-practice" (p. 361). As a result, language learning was seen as an inflexible process which consisted of the presentation and explanation of material to be learned, which was later followed by measuring the comprehension by testing and positive reinforcement for correct responses (Kunzel, 1995).

In behavioristic CALL, students were exposed to learning packages and instant feedback regarding their performance by the computer serving as a "mechanical tutor". Moreover, although the computer was primarily used for "drill-and-practice", it still occupied an important place in language teaching since teachers still make use of repetitive drills in EFL (Warschauer & Healey, 1998). This mode of CALL, behavioristic CALL, also enables the students to learn at their own speed by emphasizing personalization while these principles of CALL remained at the habit formation level which is one of the fundamentals of behaviorism (Benson, 2001).

According to Kenning and Kenning (1990), regarding CALL, software developers soon discovered that they could easily program the drills and practices that are

encouraged in the audiolingual approach on the computer due to their ‘systematic and routine character’ and ‘their lack of open-endedness’.

2.1.2.2. CALL in the 1980s

Levy (1997) underlies that the advent of Communicative Language Teaching (CLT) and the invention of microcomputer emerged at the same time around 1980s. With easy access to cheap microcomputers, EFL teachers could even write simple CALL applications. Therefore, it can be said that, in the 1980s, CALL entered a communicative period in which the principles of communicative language teaching were used in the applications of CALL. According to Underwood (1984), communicative CALL asks the students to produce in the target language rather than drilling the existing language items. Also, this new approach tries to create a learning environment in which using and producing the target language feel comfortable and natural. Benson (2001) emphasizes that this period of CALL enabled teachers and developers to design text reconstruction, game and simulation packages so that students can get involved in problem-solving and critical-thinking activities which would engage the students with the target language and communication in spoken discourse with other students in the CALL task.

Communicative CALL is highly associated with the side of language learning in which it is seen as a process of discovery, expression, and development (Warschauer, 1998). According to Warschauer (1996), computers had three different roles in the language learning and teaching process. The first role of the computer was like that of a tutor which can also be described as “knower-of-the-right-answer” (Warschauer, 1996). In this role, learners make use of the computer to practice reading, listening, speaking and writing. However, viewpoints such as the drill-format and habit-formation that belonged to 1960s are not employed and learners are put in the center of the learning process in which they are free to choose, use their creativity and engage in interaction (Warschauer, 1996). In other words, the programs did not concentrate on drills, but skill practice such as listening and reading. As for the

second role of computers, they were providers of learning materials through which “students' discussion, writing, or critical thinking” were facilitated (Warschauer, 1996). Finally, computers had a positive effect on the learner’s comprehension of language, and ability to use it (Warschauer, 1996).

2.1.2.3. CALL in the 1990s and today

Levy (1997) suggests that the most important technological development in the 1990s is the Internet. Having already had the access to microcomputers about 10 years before, learners and teachers had another breakthrough with respect to having more materials and learning environments. Chapelle (2001) defines 1990s as the period which contributed to breaking the boundaries of CALL activities. The key elements of this era were the Internet and multimedia which was embodied by CD-ROM (Levy, 1997). These developments allowed the learners to reach millions of materials in a very short time thanks to World Wide Web (www). Warschauer (1998) points out that integration of the four skills reading, writing, listening and speaking within authenticity was the aim in this period, and this was achieved through World Wide Web, which also enabled the learners to communicate with other learners and native speakers in spoken discourse. Thus, this period can also be called integrative CALL.

2.2. Reading

2.2.1. Defining Reading

Although reading is an everyday terminology and activity that nearly every single human being knows what it is and gets involved in, it is quite difficult to define it clearly. Urquhart and Weir (1998, cited in Grabe, 2009, p. 11) defines reading as ‘the process of receiving and interpreting information encoded in language form via the medium of print’ and Widdowson (1979, cited in Liu, 2010) defines reading as “the process of getting linguistic information via print”. Despite all these detailed definitions, there is always something missing regarding an accurate and thorough definition of reading, and they cannot fully explain the complexity of it since one

cannot ignore the fact that there are plenty of parameters in reading ranging from speed, purpose and interaction to comprehension efficiency and evaluation (Grabe, 2009). Grabe (2009) thinks that single and one-way definitions are sufficient to describe reading and gives a list of 10 processes.

So as to be more clear with these processes, Grabe (2009) points out that reading is a *rapid and efficient* process since we read approximately 250-300 words each minute and numerous proceedings skills such as rapid and automatic word recognition, meaning formation, syntactic parsing, text-comprehension building, inferencing, critical evaluation and links to prior knowledge run together in a coordinated way when one reads. Moreover, reading requires *comprehending* as we read to understand what the writer aims to pass on. Also, reading is interactive because it is based on the communication process between the reader and writer. Furthermore, reader must make use of a number of reading strategies such as predicting the text information and mentally summarizing the information. As a result, reading can be said to be *strategic*. The reader should also adapt reading processes and goals because reading is not a dull process, but a flexible one since there are changes in the purpose of the reader, comprehension is hindered and interest of the reader differs. Having already mentioned the purpose of the reader, reading can be said to be *purposeful* as well. Reading is also *evaluative* due to reading's being strategic and purposeful and we evaluate how well we are reading. These evaluations make reading a learning process as well as the nature of reading enables the reader to learn information. Finally, reading is a *linguistic* process since a reader must undergo linguistic processes such as recognizing the words, making phonemic connections and a reader must have a certain linguistic knowledge to be able to read such as morphology, semantics and syntax (Grabe, 2009).

2.2.2. An Overview of Reading Models

2.2.2.1. Bottom-up Model

As Liu (2010) suggests written or printed text is focused in bottom-up reading and the rationale behind reading is the meaning, and it forms from part to whole. In other

words, Gough (1972, as cited in Liu, 2010) describes the reading processes through a phonics-based or bottom-up one in which the reading forms from letter to sound, to words, and to meaning.

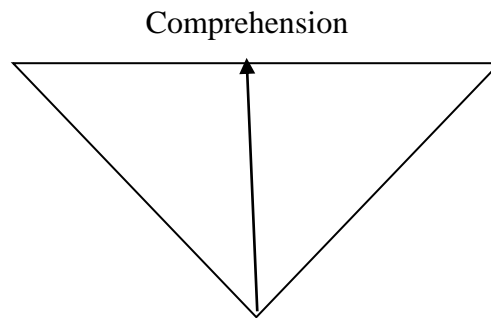


Figure 1: Bottom-up reading approach

Figure taken from Murtagh (1989)

According to Gough (1972, as cited in Liu, 2010), firstly, once the graphemes enter through the visual system, it is transformed from a letter character to a sound. Then, the letter is switched into a word. The words are passed on to the third level and meaning is conveyed into the knowledge system. However, although this looks like a smooth process, one should have a good knowledge of the language itself so that the phonemes which sound sensible can be picked easily (Brown, 2001).

However, some researchers like (Rumelhart, 1977, cited in Liu, 2010) opposes that processing of reading cannot be seen as going on only in one direction as in bottom-up reading. He suggests that no higher level information ever modifies or changes lower level analysis in that in some cases, readers are able to identify a word correctly only by using higher level semantic and syntactic processing.

2.2.2.2. Top-down Model

A top-down reading model is a reading approach that concentrates on what the reader brings to the text. According to this approach, it argues that reading is driven by

meaning and progresses from whole to part. It is also known as concept-driven model (Liu, 2010). Goodman (1967) points out that reading does not happen as a result of the accurate insight and identification of letters, sounds and words. Readers use their prior knowledge of syntax and semantics. Thus, they are not dependent on the print and phonics of the text. There are basically four processes in reading, which are predicting, sampling, confirming and correcting. Hudson (2007) describes this process as such:

Although the model shows that the reader utilizes phoneme-grapheme correspondences, it prefers the cognitive efficiency involved in a reliance on existing syntactic and semantic knowledge. The reader makes guesses about the meaning of the text and samples the print to confirm or disconfirm the guess. In this way, reading is an active process in which the reader brings to bear not only knowledge of the language, but also internal concepts of how language is processed, past experiential background, and general conceptual background. In this model, efficient reading is not the result of close perception and identification of all textual features. Rather, it results from skill in choosing the minimum cues necessary to produce correct guesses. (Hudson, 2007, p. 37-38)

Hence, it can be said that readers have a prior judgment regarding what could be meaningful in the text. This prior judgment is totally based upon their previous experiences and their knowledge about the language itself. In contrast to bottom-up reading, readers are not restricted only to one source of information, which is the letters in the case of bottom-up reading. In addition to them, two other important kinds of information are available for them at the same time, which are semantic cues (meaning), and syntactic cues (grammatical or sentence sense). Thus, both their prior knowledge of the topic and their knowledge about the language help the readers in guessing what the forthcoming words will be. To put it technically, readers sample the print, attach a hypothesis about the identity of the upcoming word and make use of the meaning to confirm their prediction (Liu, 2010).

However, Stanovich (1980, cited in Carrell, Devine & Eskey, 1988) claims that one of the problems for the top-down model is that there are great many texts about whose topic the reader has little knowledge of and cannot come up with predictions. Another criticism by Stanovich (1980, cited in Carrell, Devine & Eskey, 1988) is that even though a skilled reader can make predictions, the amount of time necessary to do so may be take longer than the amount of time that is required by the skilled reader simply to recognize the words. Namely, it is easier for a skilled reader to simply recognize words in a text than to try to generate predictions. Thus, while the top-down models may be able to explain the initial reading, they do not accurately describe skilled reading behavior due to the slow rates of word recognition.

2.2.2.3. Interactive Model

According to the theorists, neither the bottom-up nor top-down model of the reading process can fully explain what happens during the reading process, so a combination of both bottom-up and top-down model appeared (Liu, 2010). According to Grabe (2009) explains the interactive model as such:

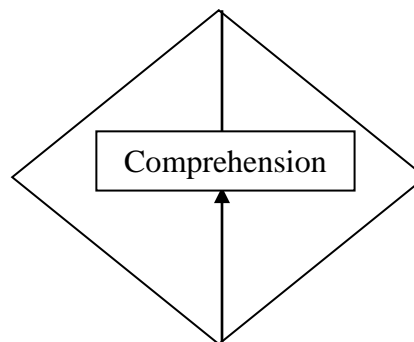
Interactive models are the typical compromise solution, though there are many different ways to understand the notion of "interactive." The basic assumption is that useful elements from bottom-up and top-down views can be combined in some massively interactive set of processes. For example, it might be proposed that word recognition and syntactic parsing strategies need to be fast and automatic, and both of these processes contribute to the comprehension of a text; that context and background knowledge need to be strong supports for both of these lower-level processes; and that predictions and inferencing work to improve the efficiency of word-recognition processes. Unfortunately, this logic leads to several contradictory assumptions that do not match empirical findings. Research demonstrates that (a) fluent readers do not wait for context information to support automatic word-recognition processes; (b) inferences do not impact automatic word-recognition processes; and (c) eye-movement patterns follow consistent and fairly automatic processes, they are not

usually under the conscious direction of the reader during fluent reading (p. 90).

Rumelhart (1977, cited in Hudson, 2007) offers an interactive model in which both letter features or data-driven sensory information (lower-level processes) and non-sensory information (lower-level processes) can be combined. Rumelhart likens this to a computer and names it a “message board”. This interactive model does not host elements only from a bottom-up or a top-down process, but a combination of components from both sides. In this model, a reader integrates all the prior knowledge sources together.

According to Rumelhart (1977, cited in Hudson, 2007) orthographic knowledge, lexical knowledge, syntactic knowledge, and semantic knowledge are operated together at the same time in the message board or pattern synthesizer, and they help word recognition. Rumelhart (1977, cited in Hudson, 2007) theorizes that the message center stores a running list of hypotheses about the nature of the input series. Then, this center scans the message board for the hypotheses applicable to its own field of knowledge, and then assesses that hypothesis. The hypothesis is either confirmed or rejected. Thus, reading is neither a bottom-up nor top-down process, but a mixture of the two (Rumelhart, 1977, cited in Hudson, 2007).

Reader background knowledge



Individual letters and sound

Figure 2: Interactive reading approach

Figure taken from Murtagh (1989)

In addition to the interactive Rumelhart Model, Stanovich (1980) puts forward an interactive-compensatory model. He suggests that strength in one processing stage can make up for any weakness in another. According to Stanovich, this model is an efficient way to get rid of the problems in both models. In other words, bottom-up models do not prompt higher-level processing strategies to influence lower-level processing, and top-down models cannot explain the situations in which a reader does not have enough knowledge of a text topic and, therefore, cannot generate predictions. Stanovich explains this as such:

“Interactive models assume that a pattern is synthesized based on information provided simultaneously from several knowledge sources. The compensatory assumption states that a deficit in any knowledge source results in a heavier reliance on other knowledge sources, regardless of their level in the processing hierarchy”(1980, p. 63).

2.3. Reading Motivation

2.3.1. Defining Motivation and Motivation for Reading

According to Ryan & Deci (2000, cited in Grabe, 2009), being motivated means to be moved to do something. A motivated person is someone who is energized or activated toward an end. Wigfield (2000) elaborates motivation as such:

Motivation deals with the choices individuals make about which activity to do or not to do, their degree of persistence at the chosen activities, and the amount of effort they put forth to do the activity. Purely cognitive models of reading do not deal with these sorts of issues and so do not provide a complete picture of reading. (Wigfield, 2000: 140-141)

Grabe (2009) suggests that motivation consists of a set of beliefs, values, and expectations as well as such characterizing behaviors as engagement, persistence, strategic problem-solving, and requests for help. Beliefs, values, and expectations usually are influenced by some combination of self-regulation, self-efficacy, interest,

goal-setting, and attributions of (or reasons for) success and failure. Furthermore, a number of external social and contextual factors affect these beliefs, values, and expectations such as parents, peers, sociocultural expectations, classrooms, teachers, and instructional tasks (Grabe, 2009, p. 176).

As for the characteristics of motivated individuals, Guthrie & Wigfield (2000) put forward that they are optimistic, eager to take on difficult and challenging tasks, and aware of their capabilities and skills. Moreover, they want freedom in controlling their environment and their learning, and they desire success, relate to others, take pleasure from their work, and feel proud of their achievements. To sum up, it can be said that effective learning is facilitated by positive motivation.

2.3.2. Theories of Motivation

2.3.2.1. Achievement Theory

According to Grabe (2009), Achievement Theory explains motivation as the desire to show ability and success. Achievement can be defined as the outcome of a person's expectancy of performing successfully, and the value that is given to that potentially successful outcome. An individual also has an inner conflict between a desire for successful results and evasion of failure according to the Achievement Theory. This theory does not have a direct link with beliefs about abilities because expectations for success are task-driven and vary depending on the task. As a result, one cannot generalize abilities and isolate them from tasks. Achievement Theory aims to predetermine the effort which will be made on different types of tasks (Grabe, 2009, p. 177).

2.3.2.2. Attribution Theory

According to the definition of motivation within Attribution Theory, an individual attributes the causes of success or failures to some factors such as ability, effort, task difficulty, and luck (Grabe, 2009). Weiner (1985, cited in Grabe, 2009) claims that the perceptions of people regarding the reasons of possible success and failure such

as ability, effort, luck will affect whether they make effort and carry on with a task. To illustrate, a student who fails in a task may attribute this failure to low ability that they have with respect to that specific field instead of blaming low effort they made to achieve the task or the high difficulty of the text. Consequently, it may lead to the loss of motivation. However, once students make a change in the attributions in a positive way (i.e. from low ability to low effort given), it results in better motivation to persist (Grabe, 2009).

2.3.2.3. Self-Determination Theory

According to Ryan and Deci (2000), the level of self-determination of an individual is parallel with the level of motivation by internal factors that he or she manages. There are three central elements of self-determination which are crucial to achievement. The first one is *competence*. In order for an individual to carry out actions that pose intrinsic importance to the individual himself, he or she requires the ability or competence of himself or herself in acting successfully. The second element is *autonomy*. It is referred as the sense of control over actions. The final one is *relatedness* which can be described as relations to supportive groups. The fundamental opinion in Self-Determination Theory is *intrinsic motivation*, which is the natural desire to do things for their own sake, while *extrinsic motivation* is moved by motivations that are created outside the individual. Intrinsically motivated individuals look for challenges, participate in activities that require self-management, use processing strategies to achieve their goals, and handle difficulty and challenges better compared to extrinsically motivated individuals (Ryan & Deci, 2000).

2.4. Authentic Materials

2.4.1. Definition of Authentic Materials

A number of definitions are available in literature regarding authentic materials. According to Rogers (1998, cited in Tamo, 2009), authentic material can be defined as suitable and quality in terms of goals, objectives, learner needs and interest, and natural in terms of real life and meaningful communication. Harmer (1991, cited in

Tamo, 2009) names authentic texts as real texts which are produced for native speakers of a language, not for the learners of it. Jordan (1997, cited in Tamo, 2009) suggests that authentic texts are the ones that were not designed for the aim of teaching a language. All in all, authentic materials are classroom materials for the students which have not been adapted or changed in any way for language teaching purposes. A newspaper article which was written for a native English language speaker can be a good example for this definition (Sanderson, 1999).

2.4.2. The Sources of Authentic Materials

Since the advent of the Internet, access to authentic materials has been made quite easy. The most widespread examples are newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature (novels, poems and short stories), advertisements for events, course catalogues from schools and so forth. These materials have some advantages and disadvantages (Tamo, 2009).

2.4.3. Advantages of Using Authentic Materials

According to Tamo (2009), using authentic material in the classroom is home to numerous advantages if used effectively although the environment in which they are used may not be a native and authentic situation. Some of them are as follows (List taken from Tamo, 2009, p. 75):

- They provide exposure to real language.
- Authentic materials boost learner motivation.
- Authentic materials help the students to keep up-to-date with the current world issues, thereby providing an educational value. (Sanderson, 1999).
- Textbooks often do not include daily and slang English, so students are exposed to this aspect of English.

- Authentic materials can produce a feeling of achievement, e.g., an online newspaper article assigned to the student for a reading activity.
- “Reading texts are ideal to teach/practice mini-skills such as scanning (Martinez, 2002).
- Authentic materials like books, articles and newspapers, etc. host a wide variety of text types and language styles which are rare in traditional teaching materials.
- Authentic materials can promote reading for pleasure since authentic materials are appropriate to the interest of learners, especially when students are given a responsibility to give their opinions about the subjects or types of authentic materials to be used in class.
- Authentic materials approach to teaching more creatively.

2.5. Studies Conducted Related to the Impact of Online Authentic Reading on EFL Learner Motivation and Achievement

Not a lot of research has been conducted in the specific field of promoting reading skills and motivation towards reading of the students studying at an English preparatory school of the universities through online reading.

To exemplify a few of them, Dreyer and Nel conducted a study in 2003 in South Africa so as to see the effects of a technology-enhanced learning environment to teaching reading strategies and reading. According to this research, it is pointed out many South African freshman students are not academically competent and prepared enough to carry out their undergraduate studies at the university while majority of those students also do not have high levels of reading skills and abilities. Considering the importance of reading throughout a university education, there is little chance that students with lower levels of reading skills will achieve academically.

Since reading occupies a crucial place in academics, instructors or teachers must seek effective ways of teaching reading comprehension and strategy. Thus, 131 English as

Second Language (ESL) students, all of whom were freshman, took part in this study. They were divided into two groups according to the test scores on their scores in reading comprehension tests in English, Communication Studies and the TOEFL.

The first group of students who got below 55% from those tests was labeled “at risk” while the ones getting above 55% were named as “successful”. As for the data collection instruments, three pieces of pretests were used in the study. Two of them were reading comprehension tests, one within Communication Studies and one within the English for Professional Purposes course, along with the reading comprehension part of the TOEFL so as to categorize the students as “at risk” of failure or as “successful”. Similar reading comprehension tests were also used as posttests. A Reading Strategies Questionnaire was also utilized to find out students’ use of reading strategies.

The English for Professional Purposes course at the Potchefstroom University included a strategic reading instruction component which consisted of a printed interactive study guide, contact sessions (face-to-face), and the technology enhanced feature, namely, Varsite (i.e., a Learning Content Management System). The results showed that students in the experiment group who received strategic reading instruction obtained both statistically and practically significantly higher scores on three reading comprehension measures than did the students in the control group, which was also valid for “successful” students as well as the ones who were “at risk”.

Huang et al (2008) explored EFL learners’ use of online reading strategies and the effects of strategy use on comprehension. A Web-based reading program, English Reading Online, was set up. 30 students whose majors were English were grouped into two, high and low, according to their proficiency levels. They were asked to read four authentic online texts, two of which were suitable to the students’ level of proficiency, and two were more difficult. Results from data analysis showed that the use of support strategies dominated the strategy use and contributed to most of the

comprehension gains, but an exclusive dependence on support strategies did not successfully predict the increase in scores on main ideas and details when the students were reading more challenging texts. On the whole, the use of global strategies significantly contributed to better comprehension, especially for low proficiency students.

Lin (2014) conducted a research to examine the impacts of using mobile tablet PCs in an online Extensive Reading Program (ERP) on adolescent English learners' online activities, reading ability and users' perceptions. Two different classes taught by the same English teacher in a senior high school in Taiwan participated in a ten-week online Extensive Reading Program (ERP). The first class was the mobile group who read the assignments on their tablet PCs while the other, the PC group, read theirs on desktop PCs. During this study in which students were asked to carry out the Extensive Reading Program (ERP) online, each class allocated one class hour per week for in-class reading and the participants in both classes were encouraged to read as many texts as possible after the school as an outside class activity.

As for the instruments, the researcher used the users' learning records on Raz-Kids, the reading skills tests on Raz-Kids and the Technology Acceptance Model Questionnaire. The reading materials used in this online Extensive Reading Program in the study were from Raz-Kids (www.raz-kids.com) published by Learning A to Z (www.learninga-z.com). Raz-Kids aims to improve basic reading abilities of its students' users. It offered e-books graded from aa, the lowest, to Z, the highest, to the student users. To illustrate, by clicking on the *Assignments* button on the website (Figure 3), students can find the reading assignments suggested by their teacher while they are free to read any e-books of different levels in *In the On Your Own Bookroom*. Furthermore, in *Robot Builder* and *Raz Rocket*, student users can play games with the points which they gain from reading books while they can simply click on *Listen* or *Read* to start an e-book that they choose. Once they finish reading an e-book, a test consisting of comprehension questions will come up, and it will be followed by a performance report subsequently.

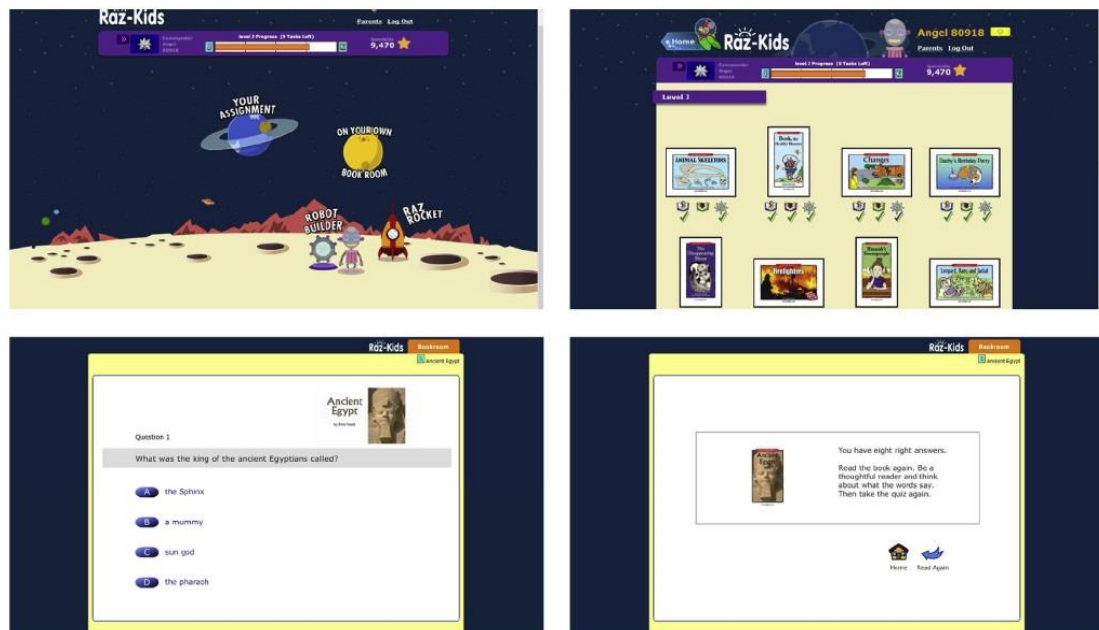


Figure 3: Screenshots of students' interface: Sign-in (top-left); Assignment (top-right); Test (bottom-left); and Report (bottom-right).

Figure taken from Lin (2010)

In addition to the students, teachers can also make use of this website (Figure 4). In the *Classroom Roster* part of the website Raz-Kids, assignments can be created and assessment can be assigned by the teachers while they can also evaluate students' report, send messages to a student or a class, and listen to students' recordings. In *Basket*, teachers can give feedback to students' recordings. *Assignments* is the part in which teachers can assign e-books or assessments to a student, a group, or a class. In *Classroom Reports* section, teachers can access students' learning history and the online activities done by them while *Books* makes it possible for the teachers to give e-book assignments suitable to the level of the students since this part provides information about text complexity of e-books of each level. Finally, *Teacher Corner* is a part where teachers can find useful links to online resources that may include activities, drills and audio-visual materials.

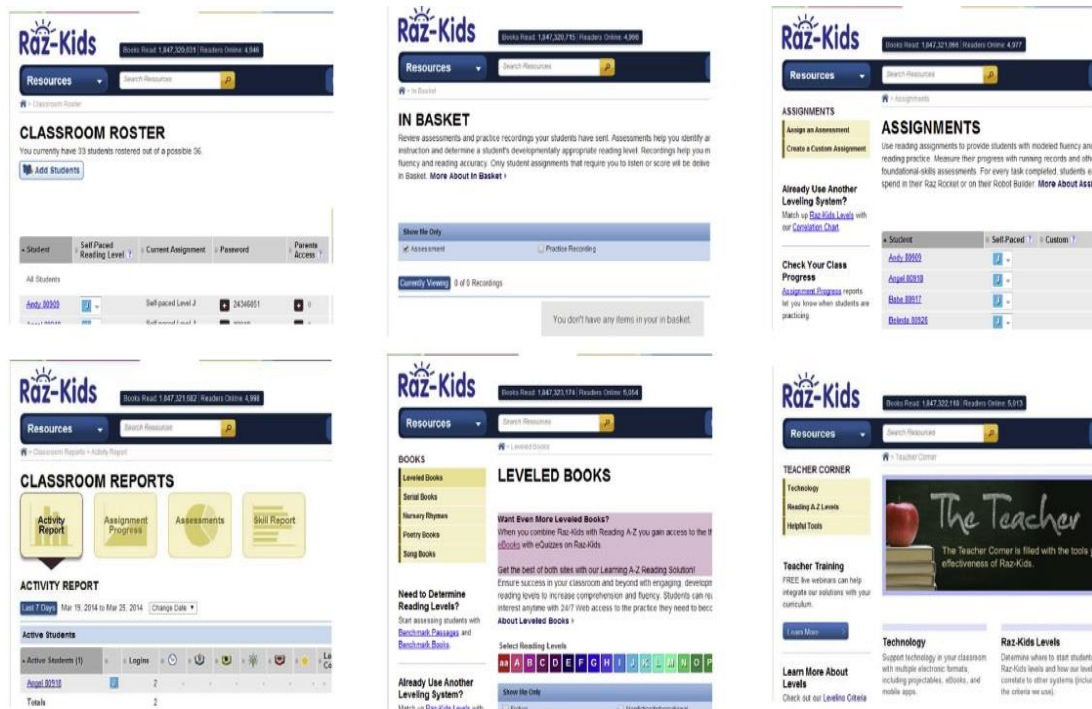


Figure 4: Screenshots of Teachers' Interface: Classroom Roster, In Basket, Assignments, Classroom Reports, Books, and Teacher Corner (from left to right; from top to bottom).
Figure taken from Lin (2010)

The results indicated that the mobile group both performed better than the PC group in online activities and reading achievement and demonstrated higher motivation for the online ERP than their PC counterparts.

Another study that was conducted about online reading for EFL learners was by Chen et al (2013). This study explores the effects of extensive online reading of e-books on EFL students' attitudes towards reading in English, reading comprehension and vocabulary. Of the 86 participants, 46 of them were in the experimental group while 43 of them were in the control group. Throughout the study, both traditional and online teaching methods were applied. In other words, besides a traditional curriculum for both groups, a ten-week e-book extensive reading program was provided for the experimental group.

Teacher guided the students to read the materials freely from three e-book library collections which varied depending on the difficulty level of the books. However, the control group did not participate in any extensive reading program. As for the data collection instruments, the researcher implemented Stokmans's Reading Attitude questionnaire and TOEFL reading comprehension and vocabulary test. The findings of the study illustrated that the experimental group which underwent an online extensive reading program showed considerably better reading attitude, reading comprehension and vocabulary performance than the control group. Thus, it can be emphasized that embedding e-books extensive reading program into EFL teaching program contributes to EFL students' reading attitude, reading comprehension and vocabulary learning.

Along with the aspect of online reading, there have also been numerous studies regarding the motivation factor towards reading. Kim (2010) carried out one of them to identify the primary factors that motivate language learners to read in a foreign language (L2) context. In addition to motivation to reading in L2, it also analyzed the connections between L1 and L2 reading motivation. Moreover, the research also examined whether there were any differences in reading motivation based on the learners' academic majors and L2 reading proficiency. 259 Korean EFL college students took part in this research where L1 and L2 reading motivation of the participants was gauged through a Likert scale questionnaire and test scores in their reading lessons were employed to find out about their L2 proficiency.

This study yielded a four-factor solution for L2 reading motivation: learning goal-oriented motivation, intrinsic motivation, avoidance of reading, and utility value of L2 reading. The results indicated that learning goal-oriented motivation and utility value of L2 reading were the two primary indicators for the participants' desire to read in English. The study also demonstrated that the factor-based L2 reading motivation scales correlated with some of the L1 reading motivation scales in the relatively low range but statements about the connection or transfer issue of reading motivation between the two languages must be tentative. All reading motivation in

L2 scales revealed significant differences between English and non-English majors except in utility value of L2 reading. Furthermore intrinsic and avoidance scales also differed significantly depending on the participants' L2 reading proficiency.

Another study was carried out by Al Awidi and Ismail (2012) in United Arab Emirates (UAE) where utmost importance is paid to equipping the students in all levels of education with English language skills. From the academic year 2010–2011 on, the officials started to apply a new approach to children's education in kindergarten 1 (KG1), kindergarten 2 (KG2) and primary school classes (1–3) across all public schools. It underlies starting English as a second language (ESL) education for young children at an early age, and thus creating bilingual students who will be able to communicate both in English and Arabic. This new education model has got a number of components one of which is setting up a technology-rich learning environment for children.

The reason why this environment was employed was to facilitate teaching and learning and reinforce a more interactive learning environment. Hence, it concentrates on the integration of technology to provide effective language instruction. Since this is rather a new approach to teachers across the schools in United Arab Emirates (UAE), this study questioned ESL teachers' perceptions about the integration of Computer Assisted Language Learning (CALL) with teaching reading to children. 145 randomly-selected teachers took part in the research. As for the data collection instruments, they filled out a survey developed by the researchers. Moreover, interviews with 16 teachers were carried out subsequently in order to conduct further investigation about the research topic. Results showed that the primary rationale behind making use of CALL with children is to assist them with developing reading strategies and increase their motivation towards reading.

According to the responses given by the teachers, they used computers to improve children's reading skills, support children's reading, listen to stories that were read aloud, distinguish letter/sound relationships, and identify letters and beginning

sounds of words. Teachers pointed out that although CALL has some advantages which offer chances for active interaction and differentiated instruction, it also has negative sides such as lack of resources and suitable software and hardware.

Yet another similar study was carried out in the USA by Cerasale (2009). According to the No Child Left Behind Act that was adopted in 2001, it was declared obligatory that all public schools students would be doing grade-level readings by the 2013-2014 school year. Therefore, the state of Florida has adapted a program to make sure that the students from kindergarten to high school are reading at or above grade level by 2014. Many of Florida's poor-performing students, including secondary school students with high incidence disabilities which include communication disorders (speech and language impairments), specific learning disabilities (including attention deficit hyperactivity disorder) mild/moderate mental retardation emotional or behavioral disorders, are reading below grade level. Hence, what this study examined was the effect of computer-assisted repeated readings on the reading performance of three middle school students with mild intellectual disabilities for 67 days by using a multiple baseline across subjects. Results indicated an enhancement in reading fluency rate using instructional level text.

Arnold (2009) conducted a about an online extensive reading program in German as a foreign language. Designed for advanced learners, it is different from traditional extensive reading programs in two important ways. The first difference is students read online instead of printed materials, and the other one is there was no teacher was involved in the pre-selection to make sure that students were reading at the $i - 1$ level. As regards to data collection instruments, reflections and questionnaires were used. The instruments revealed that learners obtained a variety of affective and linguistic gains. Surprisingly, some learners deliberately searched for more difficult texts to challenge themselves. Although this is against of the fundamental principles of extensive reading, it is evidential of learners' rising motivation and self-confidence. The evidence also shows that the participants developed into skillful

second language readers, who are able to decide consciously about reading strategy and dictionary use.

Vollands et al. (1996) carried out this study in Aberdeen, Scotland to determine the impact of software for self-evaluation and managing reading practice on reading achievement and motivation in two primary schools. The researcher used The Accelerated Reader (AR) software. This program was designed to enable curriculum based assessment of reading comprehension in classroom environment. Students who used the program in both of these primary schools (Project A and Project B) read real books from a collection of 150 titles from the AR book list. At the end of the study, the participant students subsequently took tests that were made up of multiple-choice questions on the computer screen. This helped analyzing and summarizing the results enabling the teacher to manage effective reading practice. Quantitative and qualitative results showed that the Accelerated Reader program resulted in higher reading achievement than traditional classroom teaching and an alternative accelerated method. Results also indicated significant differences between boys and girls in attitudes and perceptions to reading.

A study by Tillman (1995) analyzed whether executing reading computer aided teaching contrasted with conventional reading teaching will create more successful understanding at the elementary school level. Subjects, consisting of 30 fifth-grade boys and girls who resided in a low socioeconomic range of Brooklyn, New York, were categorized into experimental and control groups. Subjects in the experimental one read answered the comprehension questions on reading passages through a computer which they used 1 day a week for 9 weeks while those in the control group read and answered the comprehension questions on reading passages traditionally through hardcopy handouts. According to the results, there were increases in the reading achievement scores of both groups and there were no significant differences in reading comprehension between the groups. Moreover, results also displayed that although both groups had a positive perception toward reading and computers in general, it seemed that experimental group had a more explicit positive attitude. It

can be deducted from this study regarding the implications for teaching that once a group of students are instructed via computer assisted reading instruction, their reading comprehension scores and reading comprehension will improve.

Another research by Spivey (1992) compared the efficiency of computer-assisted reading instruction to that of a direct and traditional teaching model. Nineteen adult male inmates from Windham School System's Ellis II Unit (located in Texas) special education classrooms served as subjects. The subjects were divided into two groups each of which spent one hour a day on reading. One group used computer assisted instruction, while the other group participated in traditional teacher-led reading lessons. Treatment effects were measured after two weeks using the Badar Informal Reading Inventory in the areas of oral reading and reading comprehension. Results indicated: (1) significant pre survey to post survey gains made within the traditional direct teaching model (2) gains were made by both instructional methods, even though the gains did not show one method better than the other in a statistically significant way. A survey given after the treatment indicated that student preference was for teacher-led lessons over computer assisted instruction.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This study analyzed the effects of online authentic reading on the ESL students studying at the Department of Basic English at a state university as a part of their English preparatory year before they start their prospective departments the following year. Along with their motivation towards reading, the study also aimed to spot whether online reading had any impact on the reading skills of those students participating in the study. This chapter summarizes the settings, participants, data collection instruments and procedures that were used throughout the study.

3.1. Setting and Participants

3.1.1. Setting

The study was conducted at the Department of Basic English (DBE) affiliated with Middle East Technical University (METU), whose medium of instruction is English, in Ankara, Turkey. DBE is an English Preparatory School that aims to prepare the newly-registered students that have passed the nationwide university entrance exam for their departments. Thus, the main target of the Department of Basic English (DBE) is to teach academic English to the students that will help the students survive through their undergraduate years at Middle East Technical University (METU).

The classes consist of students that are from various departments from five main faculties such as *Faculty of Architecture*, *Faculty of Arts and Sciences*, *Faculty of Economic and Administrative Sciences*, *Faculty of Education* and *Faculty of Engineering*.

Once the students register for the university, they have to take the Middle East Technical University English Proficiency Exam (METU EPE). This exam intends to determine whether the students are competent enough in their English language skills to carry out their studies in their departments. Unless the students can get a minimum grade of 59.50 from EPE, which is the case for majority of the students, they need to study at the DBE for at least two semesters. Following the announcement of the exam results, those students who cannot get a passing grade from EPE take the placement exam and they are placed into Beginner, Elementary, Intermediate and Upper-Intermediate levels for the Fall Semester. In the Spring Semester, students from the Beginner level go up to Pre-Intermediate and Elementary level students turn into Intermediate level while Upper-Intermediate students rise to Advanced group.

Once the Spring Semester is over, the students take the Middle East Technical University English Proficiency Exam (METU EPE), and those who get a minimum grade of 59.5 pass the exam and are ready to start their departments from the following semester on while the ones who cannot take 59.5 attend the summer school. At the end of the summer school, those students take another EPE and the passing grade is the same as June EPE. In case of failure, the students have the right to take September EPE, which is also sat by the newly-registered students. If the students still fail this EPE, they have to repeat the year and study at DBE at least two more semesters.

Throughout the semester, the students are required to collect grades from different categories like midterms, writing portfolios, speaking assessment, instructor's grade and quizzes, which will make up their *Yearly Achievement Grade* at the end of the academic year. *Yearly Achievement Grade* is the grade that determines whether they can take EPEs or not.

There are various possibilities according to the *Yearly Achievement Grade* for the students concerning whether they can take the English Proficiency Exam and can

attend the DBE as a repeat student the following year. That is, if the students do not collect enough grades from the categories such as midterms, writing portfolios, speaking assessment, instructor's grade and quizzes, which means they underperform during the semester, they cannot take certain EPEs.

3.1.2. Participants

3.1.2.1. Selection of the Participants

The study was conducted in the 2013-2014 Spring semester on 27 volunteer students who were studying at the Department of Basic English (DBE) at Middle East Technical University (METU) in Ankara, Turkey. All those students were in their first year at the DBE and were Pre-Intermediate level.

As for the background of the students, they all started the Fall semester in September 2013 as Beginner students upon failing the September EPE. They were placed in Beginner level according to the results of the placement exam.

3.1.2.2. Rationale behind the Selection of the Participants

The study was carried out on the Pre-Intermediate level students in the Spring semester. There are a number of reasons behind that, the first one of which is the English language proficiency level of the participants. Since they started the DBE as Beginner level students, those are the ones who need a more profound and thorough period of English language study compared to other levels since they are expected to learn the academic language they will need throughout their undergraduate years at METU and pass the proficiency exam in a relatively short time - 9-10 months. Although the other levels have the same length of teaching time, it is more challenging for the Beginner level students to learn the academic English efficiently and to pass the proficiency exam (EPE) considering the fact that they start the DBE from the bottom. Thus, they need to get involved in an intense period of study and motivation to do it. Since reading is the most significant skill in language learning as

it gives the learners the chance to practice grammar, vocabulary, it should be emphasized profoundly.

Seeing that reading poses a lot of significance to the language learning, the teacher has to keep the learners as motivated to do the reading exercises as possible. However, assigning reading texts from textbooks traditionally might lead to boredom and demotivation among the students, and they may stop doing those vital reading exercises, which will eventually halt their language learning development (Arnold, 2009). Hence, the researcher decided to use the Pre-Intermediate level as the study group.

Another reason why the study was conducted in Pre-Intermediate, not Beginner group, is that those authentic English news articles would be too difficult for them to comprehend and answer the comprehension questions. This would discourage them from keeping reading and damage their self-confidence (Arnold, 2009).

3.1.2.3. Age, Gender and Educational Background of the Participants

As shown in Figure 5, a total sum of 27 students participated in the study. Sixteen of the participants were female and 11 of them were male.

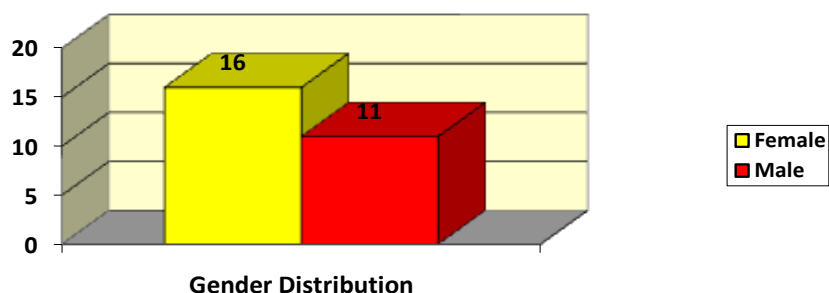


Figure 5: Gender Distribution of the Participants

They were between the ages of 18 and 27, having just graduated from high school. Eight of the participants were 18 years old and seven of them were 19 years old.

Moreover, there were nine 20-year-old students, and two 21-year-old ones. Finally, there was only one 27-year-old student. Figure 6 below demonstrates the age distribution of the participants.

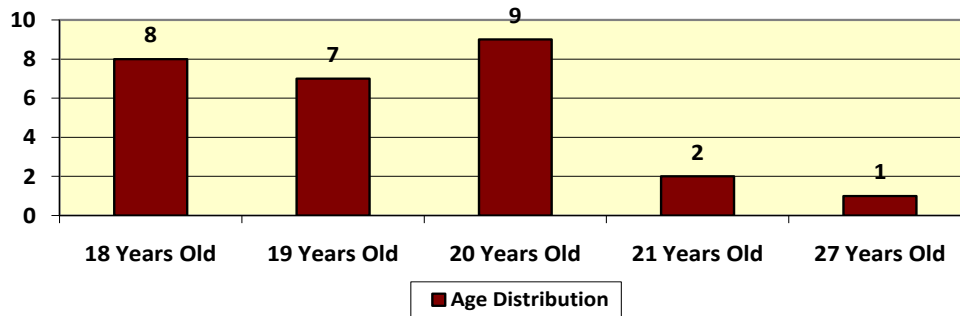


Figure 6: Age Distribution of the Participants

When it comes to their high school background, majority of the students graduated from Anatolian High Schools. Of 27 students, 24 of them graduated from Anatolian High Schools, and two of them graduated from Anatolian Teacher Training High Schools. Finally, there was only one student who graduated from a vocational high school. Figure 7 below illustrates the distribution of participants' high schools.

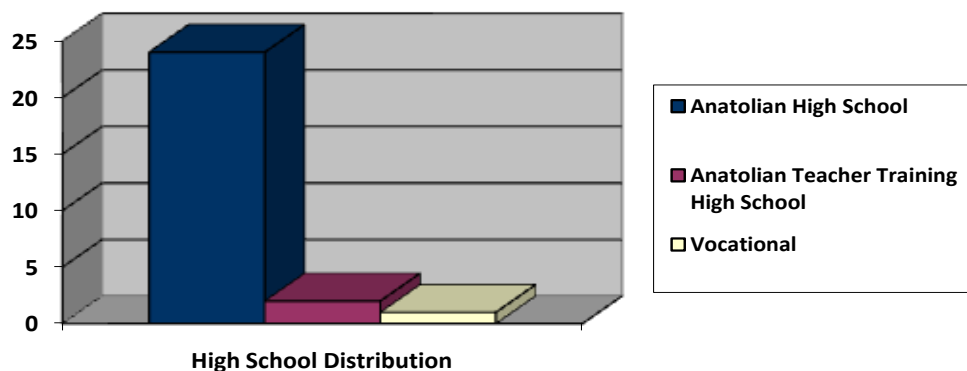


Figure 7: High Schools of the Participants

3.3. Data Collection Instruments

3.3.1. Questionnaires

Questionnaire is an advantageous data collection tool, especially in social sciences, since plenty of quantitative data can be gathered in a fast and economical way (Krathwohl, 1998). Moreover, thanks to statistics programs, data collected from the questionnaires can be analyzed reliably and effectively.

3.3.1.1. Pre Survey

The pre-survey (Appendix A) consisted of three sections, and it was written in English. In the first section, questions to collect demographic data were asked. Those questions included gender, age, high school, the time they spend online and reading online and hardcopy materials in English and Turkish, and finally the way they access online materials and the Internet (e.g. personal laptop, desktop, computer lab or tablet, etc.).

The second part of the questionnaire was composed of 19 Likert type items. In this part, the items were numbered from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The items were generally about their perceptions and habits regarding the use of the Internet; that is, CALL. The researcher aimed to find out their daily habits of reading. They were asked whether they read through hardcopies or online in L1 and L2. Some of the key items were *“I feel more comfortable while I am reading a hard copy (or print out) in English than I do while reading online”*, *“I would rather read online texts in English than reading books that include reading texts and questions to get prepared for the English proficiency exams”*, *“I feel confident while I am reading information in English on websites in English”*, and *“While I am studying on my own outside the classroom, dealing with online materials in English on computer screen enables me to feel free and motivated”*. In this part, the researcher aimed to collect quantitative data with respect to the habits and perceptions of the participants about online and traditional reading.

In the last part of the questionnaire, there were three open-ended questions asking the subjects they like, the types of texts the participants read and the difficulties they face while they are doing the reading texts in exams or quizzes. Through this part, the researcher aimed to gather some qualitative data regarding the characteristics of the texts that the researcher will use in the study. A copy of the survey can be found in Appendix A.

3.3.1.2. Post Survey

The post-survey (Appendix B) was given to the participants at the end of the study in order to give the chance to the students to reflect on their experiences about the study and collect data whether there has been any change in terms of the perceptions and approaches of the students towards online reading. The survey consisted of 15 Likert type items and which ranged from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree). The items were mostly about their perceptions of the study (See Appendix B for a copy of the post-survey). The participants were asked whether there was any change regarding their approach and perceptions to online reading in L2. Some of the question items include *“After the online reading study, I want to visit websites in English more to read the news”*, *“I believe that my reading in English has improved thanks to the online reading study”*, *“Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study”*, and *“After the online reading study, I feel more confident to read websites in English.”*

In addition to these quantitative data, the researcher also asked three pieces of open-ended questions which asked about the benefits and difficulties of the study. The participants were also asked to give suggestions regarding the study.

3.4. Procedure

The study was conducted in the Spring semester of 2013-2014 academic year at the Department of Basic English at Middle East Technical University, Ankara, Turkey. As can be seen in Figure 10, the researcher started the procedure by selecting the participants. The participants were all Pre-Intermediate students studying in their English preparatory year before they started to study at their departments. The researcher, who is also an instructor of English at the Department of Basic English teaching Pre-Intermediate level students, explained the research to the students in his own classroom and the other Pre-Intermediate level classrooms and asked if there was anyone who would like to volunteer to participate in the study. After 27 students agreed to take part in the study, the researcher asked them to sign the consent forms and took their e-mail addresses. Then, he set up a group in EDMODO called *Pre-Intermediate Reading Group*. The researcher subsequently sent invitations for EDMODO to the participants and asked them to sign up for EDMODO. He assured the students that the personal information which was obtained from the questionnaires would be kept confidential and would not be shared with third parties. Prior to the study, the researcher handed out a pre-survey to the students regarding their personal information and perceptions about online reading and traditional reading.

Once all of the students joined the group in EDMODO, the researcher started to send the online news articles from authentic websites such as BBC, Daily Mail and CNN along with comprehension questions. As can be seen in Figure 8 and 9, the students could see the due date of the assignment and turn it in after he clicked the relevant *Turn in the Assignment* link as can be seen in the figures.

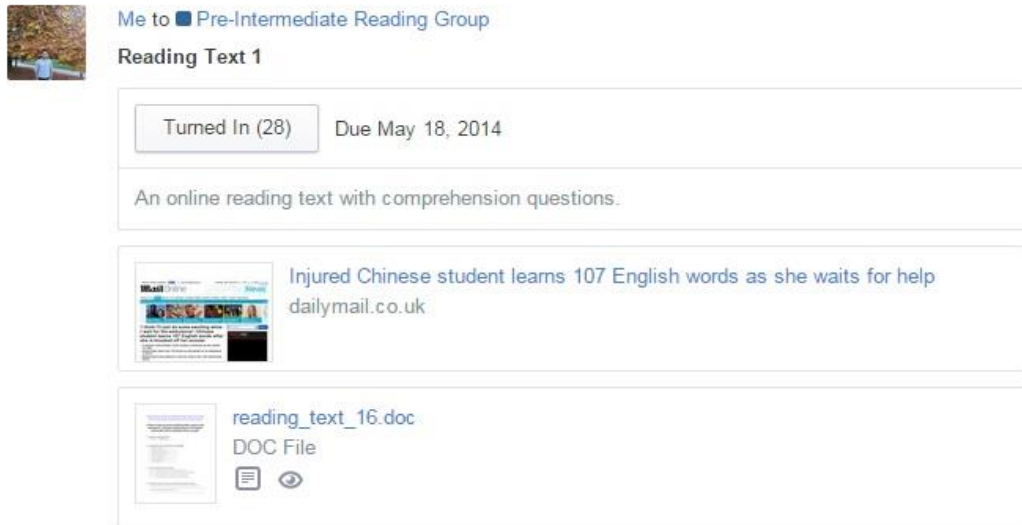


Figure 8: Screenshot of the EDMODO group and a returned assignment (Reading Text 1)

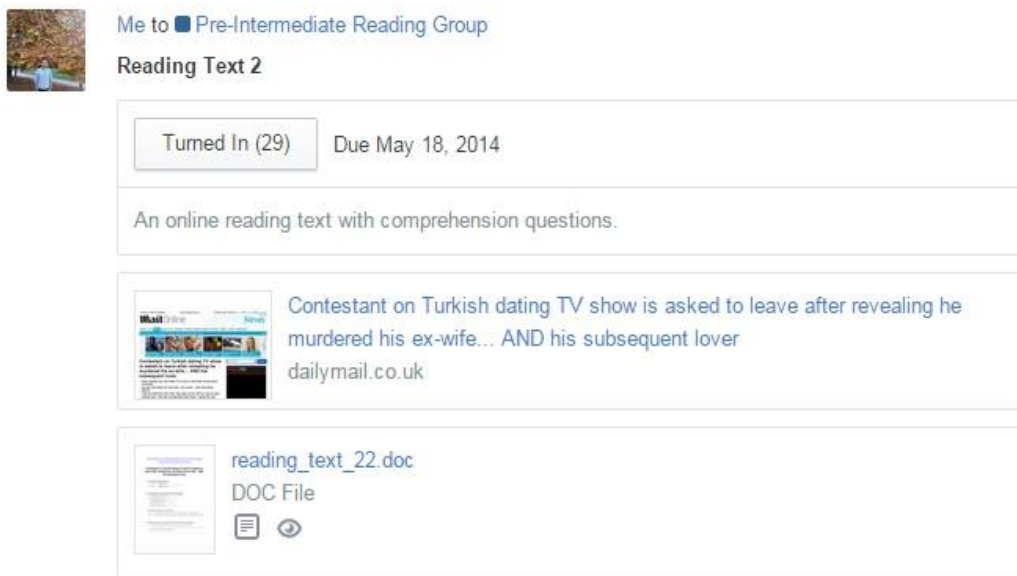


Figure 9: Screenshot of the EDMODO group and a returned assignment (Reading Text 2)

They read a total of 14 online texts in the study spanning 4 weeks. At the end of the study, the researcher gave out a post-survey including question items regarding the study.

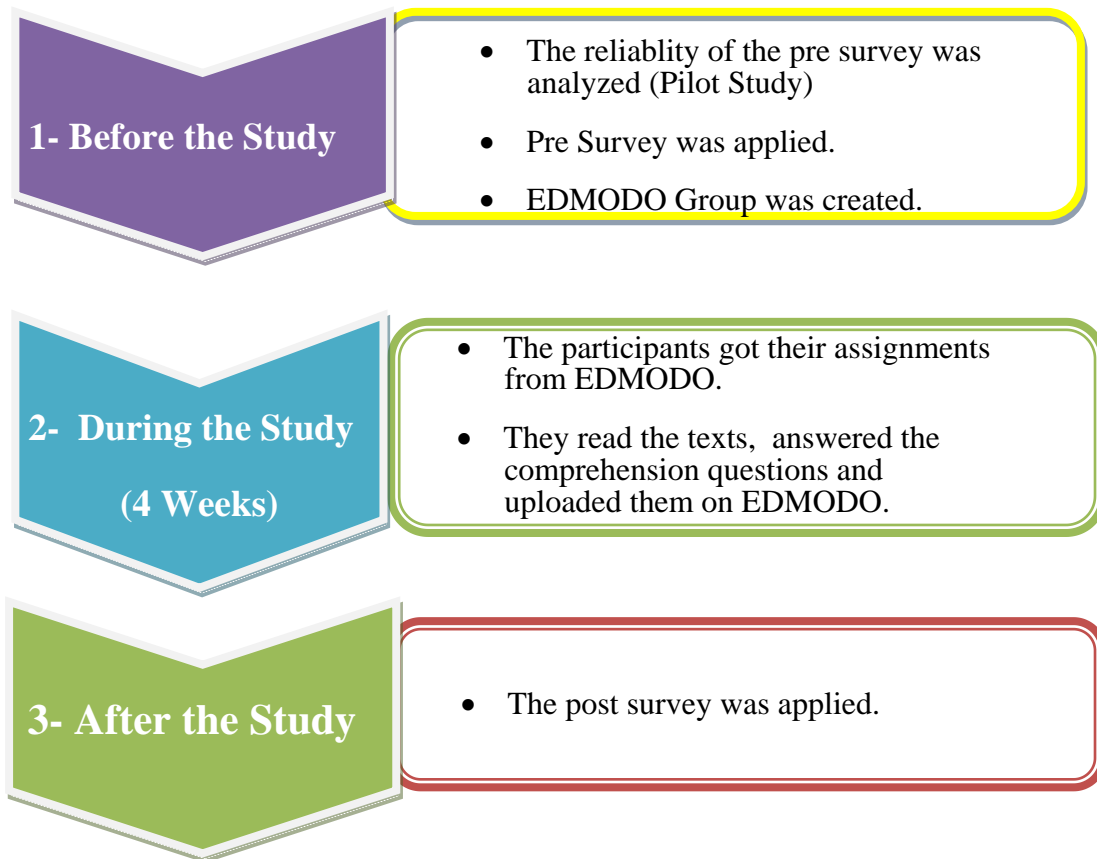


Figure 10: Procedure of the Study

3.5. Data Analysis

The researcher did not use a ready-made questionnaire, but prepared a new one under the supervision of his thesis advisor. Moreover, the researcher got some help from his coworkers at the Department of Basic English to make sure that the questionnaire had content and face validity. In order to analyze the reliability of the questionnaire, the researcher made use of SPSS 20.0. Having applied the questionnaire to a sum of 35 students who did not participate in the study, he accessed the data into SPSS 20.0 (Statistical Package for Social Sciences), and analyzed the reliability.

3.5.1. Reliability Analysis of the Pre Survey

The data, compiled from the pilot study in which the scale that was developed so as to determine the motivation of the students towards online reading was used, and was analyzed with SPSS 20.0 (Statistical Package for Social Sciences).

3.5.1.1. Reliability Analysis of the Pilot Study

The model which was used in the reliability analysis of this research was Alpha(α) Model (Cronbach Alpha Coefficient).

3.5.1.2. The Reliability Analysis

The scale is 4-point Likert-type scale consisting of 21 questions. Scale scoring is as follows:

1- Strongly Disagree, 2- Disagree, 3- Agree, 4- Strongly Agree

The reliability model that should be used with a scale as such is Cronbach Alpha Coefficient Model.

3.5.1.2.1. Participant Report

The scale was applied on 35 students.

Table 1: Case Processing Summary

	N	%
Valid	35	100,0
Cases Excluded ^a	0	,0
Total	35	100,0

a. List wise deletion based on all variables in the procedure.

3.5.1.2.2. Summary Item Statistics

Table 2: Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item							
Means	2,522	1,629	3,629	2,000	2,228	,364	21

The average attitude of the researched phenomenon is, as seen Table 2, 2,522 out of 4 for the 21 questions that make up this part. This indicates that the attitude is close to 3- Agree. With respect to the responses of the participants to the 21 questions, while the lowest attitude grade is 1,629, the highest one is 3,629.

3.5.1.2.3. Reliability Statistics

α coefficient that is the reliability coefficient of the scale is 0,628, which shows that the scale is quiet reliable. Thus, to make the scale more reliable, it is necessary to analyze the test of difference between the measurements and the results of the summability test.

Cronbach's Alpha coefficient was 0.628, and it was found that the reliability of the scale is quiet high. The fact that some of the questions do not violate the summability feature was proved after the summability test. However, it should be investigated whether the level of the reliability of the survey was reduced numerically due to some questions while a higher level of reliability can be gained. Hence, the question items that do not make any contribution to the test should be found out and omitted out of the analysis.

3.5.1.2.4. Finding the Items that do not Contribute to the Scale

If there is an item whose corrected item-total correlation coefficient is low, that item must be omitted out of the analysis since it is going to damage the summability of the scale considering that the contribution of that item to the scale is very low.

3.5.1.2.4.1. Which items to be omitted?

The items whose corrected item-total correlation coefficient is negative and lower than 0,25 should be omitted. According to the findings, there is more than one item whose corrected item-total correlation coefficient is below 0,25. However, both variables which have negative values and variables that will not take the Cronbach Alpha value lower than 0,628 once omitted have been spotted. Items number 5 and 8 must be omitted out of the scale. Corrected item-total correlation coefficient of those items are negative, and when they are omitted, Cronbach's Alpha coefficient will increase to the level of 0,659 and 0,668; that is, it is going to have a reliability level of higher than the calculated 0,628.

3.5.2. Reliability Analysis of the Post Survey

The same procedure with the pre-survey was implemented in this post-survey and the reliability was analyzed thanks to SPSS. Moreover, the items were written by the researcher after he got assistance from the advisor.

Table 3: Motivation Data from 27 Students

ITEM NO															
P.NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	4	4	3	4	4	4	4	2	4	4	3	1	3	2	4
2	2	2	1	2	3	1	2	3	2	2	2	1	1	2	1
3	3	4	3	4	4	3	3	3	4	4	4	3	3	3	4
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
5	3	4	4	2	2	2	2	1	1	3	4	2	2	4	3
6	3	3	2	3	4	3	3	3	3	3	3	3	3	3	3
7	4	3	2	3	4	3	3	3	3	3	3	3	3	3	3
8	3	3	2	3	3	3	3	2	3	3	3	4	3	3	3
9	4	4	1	2	3	2	3	3	2	3	2	3	2	3	3
10	4	4	2	3	4	2	4	2	4	4	4	3	3	4	4
11	3	3	3	3	4	2	2	3	4	3	2	4	3	3	3
12	2	2	2	2	2	3	3	2	2	2	2	2	2	2	2
13	3	3	2	2	3	2	3	2	3	2	2	2	3	3	3
14	3	2	1	3	3	4	3	3	4	4	4	3	3	3	4
15	4	3	2	3	4	3	4	4	4	4	4	4	4	4	4
16	4	4	2	4	4	4	4	2	4	4	4	2	3	3	3
17	3	3	1	2	3	2	3	1	3	3	3	2	3	2	4
18	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4
19	4	4	3	3	3	2	3	3	4	4	4	3	4	3	3
20	4	3	2	4	3	3	4	4	3	4	4	3	3	4	3
21	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2
22	3	4	1	2	3	4	3	3	3	3	2	3	2	4	3
23	3	2	4	3	4	2	1	3	4	3	3	2	4	3	4
24	3	3	2	3	3	2	2	2	3	2	3	3	2	3	2
25	4	2	4	1	3	3	2	1	2	2	3	4	1	2	4
26	4	4	4	4	4	2	4	4	4	4	4	4	4	3	4
27	3	3	3	3	3	3	4	2	3	3	3	3	3	3	3

The Table 3 above includes the responses of 27 students which they gave to 15 items that were specifically aimed at measuring the online reading motivation of the participants. Each of these questions was answered on a four-level Likert Scale defined as 1="Strongly Disagree", 2="Disagree", 3="Agree", 4="Strongly Agree".

The 15 questions, which can also be seen Table 17, are as follows:

- 1) I believe that reading online texts in English in this online reading study has contributed to my overall language development in English.
- 2) I believe that reading online texts in English in this online reading study has improved my vocabulary skills in English.
- 3) I believe that reading online texts in English in this online reading study has improved my speaking skills in English.
- 4) I believe that reading online texts in English in this online reading study has improved my grammar in English.
- 5) I believe that reading online texts in English in this online reading study has improved my reading skills in English.
- 6) It was easy for me to read the online texts in English in this online reading study.
- 7) It was fun for me to read the online texts in English in this online reading study.
- 8) After the online reading study, I want to visit websites in English more to read the news.
- 9) I believe that my reading in English has improved thanks to the online reading study.

10) I believe that I have learned a lot of new vocabulary and practiced the ones that I have already known with the help of the online reading study.

11) I think I have practiced the grammar points which I learned in the class in this online reading study.

12) Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study.

13) I believe that the online reading study helped me to answer the questions more easily in the reading part of the second midterm exam

14) After the online reading study, I feel more confident to read websites in English.

15) With the help of the online reading study, I think my grades in the reading sections of the mid-terms have improved.

k=15 (the number of questions) which leads to 15 item variances from s_1^2 to s_{15}^2 . The calculation is done with the help of SPSS.

The result of reliability analysis with Cronbach's Alpha (α) method is 0,898. The strength of reliability scale with regard to calculated number is as follows:

If Cronbach's Alpha (α) value is:

$0.00 \leq \alpha < 0.040$ then the scale's measurement is not reliable.

$0.40 \leq \alpha < 0.60$ then the scale's measurement has low reliability.

$0.60 \leq \alpha < 0.80$ then the scale's measurement is considerably reliable.

$0.80 \leq \alpha < 1.00$ then the scale's measurement highly reliable.

As stated above, with the alpha value 0,898, the scale's measurement of this study is highly reliable.

Additionally, some items on scale should be questioned whether if any item is deleted from scale the Cronbach's Alpha value become higher than 0,898 or not.

The item to be taken off from the scale is the third item. If this item is removed from the scale, the Cronbach's Alpha value changes from 0,898 to 0,907, but Item 3 is not directly related with the online reading motivation factor. Thus, including it on scale will not cause any loss.

In reliability analysis there are also two other tests should be taken. These are 1) Tukey Additivity Test and 2) Hotelling T^2 Test.

The aim of Tukey Additivity Test used in survey questionnaires is to assess whether the scale is suitable for additive scale type or not, and the aim of Hotelling T^2 Test is to measure whether the items on the scale is perceived equally or not by the participants and to test whether each items' difficulty level is equal not.

1) Tukey Additivity Test

There are two hypotheses for the Tukey Additivity Test as follows: For the measurement differences;

H₀: There is no difference among item means.

H₁: There are differences between two measures.

For the additivity property

H₀: The measurements are at additivity property.

H₁: The measurements are not at additivity property.

Table 4: Tukey's Test for Nonadditivity

ANOVA with Tukey's Test for Nonadditivity

	Sum of Squares	df	Mean Square	F	Sig
Between People	104,583	26	4,022		
BetweenItems	25,812	14	1,844	4,501	,000
Nonadditivity	,308 ^a	1	,308	,751	,387
Within People Residual Balance	148,813	363	,410		
Total	149,121	364	,410		
Total	174,933	378	,463		
Total	279,516	404	,692		

Grand Mean = 2,965

- a) Tukey's estimate of power to which observations must be raised to achieve additivity = ,363.

Referring to variance analysis table on Table 4 above, there are two p value which are shown in bold. The first p value is calculated as 0,000 and the null hypothesis is rejected. This means that the difference between measures is statistically significance with respect to $p\text{-value} < 0,05$ (here test's type I error value alpha is equal to 0,05). The second p-value is calculated as 0,387 and we cannot reject the null hypothesis. This means that $p\text{-value} > 0,05$, the non additivity property is found that statistically not significant, so this means that the scale's measurement is proper for additivity. The additivity property is necessary for to make mathematical operations on scale's measurements.

2) Hotelling T² Test

The hypothesis of this test as follows:

H_0 : There is no difference among item means.

H_1 : There are differences between two measures.

Hotelling's T-Squared Test

Table 5: Hotelling's T-Squared Test

Hotelling's T-Squared Test				
Hotelling's T-Squared	F	df1	df2	Sig
56,281	2,010	14	13	,109

Referring to Table 5 above, the p value is calculated as 0,109 and we can not reject the null hypothesis. By comparing the alpha value 0,05, $p\text{-value} > 0,05$ then can be stated that the difference between item means is not statistically significant. In other words, all items on scale are understood equally by all participants in the study.

CHAPTER 4

RESULTS

4.0. Introduction

In this chapter, firstly, after the summary item statistics are presented, distribution of normality tests is displayed. Then, the analysis and results of comparative statistics of the pre-test and post tests are examined. Next, a summary of test results is demonstrated with a table. Finally, a table showing the participants' opinion on whether or not online reading methods affected their online reading motivation is discussed.

4.1. Findings of the Surveys

4.1.1. Qualitative Findings of the Surveys

4.1.1.1. Qualitative Findings of the Pre Survey

The participants were newly-registered university students who were at the age between 18 and 19. 24 of them studied at an Anatolian High School while 2 of them graduated from Anatolian Teacher Training High School and 1 of them was graduated from Vocational High School. Firstly, in the pre survey, the researcher asked questions regarding their daily habits about the Internet and reading. All of the 27 students had Internet access one way or another. The most common tools through which they accessed the Internet included personal laptops, personal desktops, tablets and smart phones. They all stated that they had Internet access. This means that they could participate in the study as the Internet and computer were the backbone of this study.

When asked about their reading habits and the time they spend for both online and traditional reading, they gave various answers and but stated that they all read online and hard copy in Turkish and in English although the duration varied from 1 to 23 hours. However, it can be said that the average time they shared for online reading in English was 1.5 hours per week. Thus, it must be pointed out that although students read online texts in English, they do not spend a lot of time on it compared to reading traditional and online texts in Turkish and reading traditional texts in English.

The researcher asked three open-ended questions in the pre survey in order to have prior information about the reading habits of the students and the difficulties they face while doing the reading texts at school. The three questions were as follows:

- *What type of texts would you like to read (newspaper, magazine, etc.) online?*
- *Which subjects attract your attention most (fashion, environment, current issues, etc)?*
- *What difficulties do you experience in understanding the questions and texts in the exams/quizzes?*

The most common responses (Table 6) given for the first question were newspapers, magazines and blogs. Thus, this gave an idea to the researcher that the students were eager to read newspaper texts.

Table 6: Answers and Frequencies of the First Question of the Pre Survey

	Answer	<i>f</i>
1.	Newspapers	24
2.	Magazines	14
3.	Blogs	2

The next step was to learn their interests of the students regarding reading. The researcher needed to know the popular reading subjects of the students so that he would be able to choose the news articles accordingly. As can be seen in Table 7

below, The answers were football, sports, history, fashion, science, biographies, different cultures, current issues, fashion, environment, politics, economy, animals, and film reviews.

Table 7: Answers and Frequencies of the Second Question of the Pre Survey

Answer	<i>f</i>
1. Sports	15
2. Football	14
3. Current Issues	11
4. Fashion	8
5. Politics	7
6. Science	7
7. History	5
8. Animals	4
9. Biographies	3
10. Different Cultures	2
11. Environment	1
12. Economy	1
13. Film Reviews	1

The last question was about the difficulties they had while doing reading tasks in quizzes and midterm exams. The reason why the researcher wanted to know about the challenges was that he wanted to design the comprehension questions so as to help students improve in those fields. The most common items (Table 8) among the answers were grammar, fact questions which they needed to find a specific piece of information throughout the paragraph, unknown vocabulary and True/False questions.

Table 8: Answers and Frequencies of the Third Question of the Pre Survey

Answer	<i>f</i>
1. Unknown Vocabulary	20
2. Grammar	18
3. Fact Questions	5
4. True/False Questions	2

4.1.1.2. Qualitative Findings of the Post Survey

At the end of the post survey, the researcher asked three open-ended questions to the participants regarding their opinions about the study. The researcher asked the benefits and difficulties of the online reading study. Moreover, he also demanded suggestions to improve this study. The questions were as follows:

- *Write 3 most important benefits of reading texts online in English.*
- *Write 3 challenges/difficulties of reading texts online in English.*
- *What are your suggestions to improve the EDMODO activity in which you read texts online in English?*

The responses for the first question can be seen in Table 9 below:

Table 9: Answers and Frequencies of the First Question of the Post Survey

Answer	<i>f</i>
1. Reading online is more motivating and makes them to read more on websites.	23
2. It contributed to their reading skills.	21
3. It increased their self confidence because they could read authentic texts.	20
4. Their vocabulary improved.	19
5. It is fun.	15
6. It they practiced different grammar skills.	9
7. Online reading is faster.	7
8. They read % 100 authentic texts.	5
9. Keeping up-to-date with current issues while practicing reading.	3
10. It is an economic way of reading.	2

The responses given to the second question are below in Table 10.

Table 10: Answers and Frequencies of the Second Question of the Post

Answer	<i>f</i>
1. There was more unknown vocabulary.	10
2. Some of the texts were long.	9
3. Staring at a computer for too long caused some problems for the eyes.	7

Table 10: Answers and Frequencies of the Second Question of the Post Survey Continued

Answer	<i>f</i>
4. There was no chance of taking notes on a notebook.	3
5. There was no physical feeling of a book.	2
6. Finding the paragraph and keywords were difficult.	1

As for the suggestions to improve the online reading study, the participants did not come up with many ideas. A few of them can be seen in Table 11 below:

Table 11: Answers and Frequencies of the Third Question of the Post Survey

Answer	<i>f</i>
1. The reading texts can be shorter	3
2. The texts can be more varied and interesting in terms of their subjects (fashion and magazine for the girls).	1

4.1.2. Quantitative Findings of the Surveys

4.1.2.1. Quantitative Findings of the Pre Survey

In the second part of the pre survey, the researcher asked the participants Likert type sentences ranging as 4 – *Strongly Agree*, 3- *Agree*, 2-*Disagree* and 1- *Strongly Disagree*. In this part, the students were provided sentences regarding their habits and routines of reading traditionally in Turkish and English along with their habits of online reading in Turkish and English. The researcher aimed to find out students' practices of reading online in English, which is directly associated with the subject of this study. Although they had not participated in a similar study before, the responses of the students displayed that the idea of reading authentic texts online is a plausible one and they can easily participate in the study. There were 11 specific items that are directly related to the students' practices of online reading in English.

The research question was about whether online reading has any effect on the motivation of the English-preparatory students at the Department of Basic English towards reading for proficiency exam purposes. Thus, the items that are directly related to the motivation of the students towards online reading were extracted to analyze the responses more effectively.

Item 6 was asking whether the participants felt more motivated to read online texts in English than they did reading hard copies. The average score that the participants gave to this item was 2,8 out of 4. Hence, it can be said that they somehow have a motivation towards reading online although they have not participated in a study before.

Item 7 was related to the comparison of hard copy and online reading. It was asking whether they would prefer the online version if they had to read the same text online and as a hard copy in English, I would prefer the online version. The average for this item was 2,4 out of 4, which shows they do not have any prejudices against online reading and even favor it.

Item 8 was about whether they would prefer reading online texts in English than reading books that include reading texts and questions to get prepared for the English proficiency exams. The average of the answers was 2.5 for this item.

Item 9 was asking whether they read news in English on authentic websites to follow the news and current issues. The average was 2,6 for this item, so it can be suggested that they have a background on reading on authentic websites in English.

Item 12 was asking whether they felt confident while reading and information in websites in English. The average of this item was 2,7 out of 4, so it can be assumed that they would not feel demotivated in the study.

Item 18 was *While doing reading exercises, using SAC Online and reading the texts on computer screen is better than reading hard copies (OLR, MTR, etc.)*. the average was 2,1 for this item.

Item 19 was *While doing reading exercises, reading hard copies (OLR, MTR, etc.) is better than using SAC Online and reading the texts on computer screen*. The average of this item was 2,4 out of 4.

There were also items that were about whether online reading and answering comprehension questions about those texts on the screen could have any effect on the reading skills and abilities of English preparatory school at the Department of Basic English of Middle East Technical University.

Item 1 was asking whether online reading contributes to the language development of the students. They responded to this statement on a Likert type survey which consisted of items which were 4 – *Strongly Agree*, 3- *Agree*, 2-*Disagree* and 1- *Strongly Disagree*. The average of the responses of 27 students to this specific item was 3.1, so it can be said that they think reading online in English can be good for their language development.

Item 13 was asking whether it was necessary to read online materials in English to be successful in their English course. This specific item was directly related to their perceptions of online reading, which was an indication of their motivation level. The average was 2,8 for this item, so it was close to *Agree*.

Item 17 was *I believe that reading online texts contributes to my reading skill*. The average of this item was 3,1 out of 4, so it can be said that they support online reading in English even before they start the study.

4.1.2.2. Quantitative Findings of the Post Survey

After the study, according to the findings, there was a significant increase in the positive attitudes and motivational levels of the students, which they already had before the study began, towards online reading for proficiency exam purposes. After the post survey, findings showed that most of the students had an increasing positive attitude towards online reading and their motivation level towards reading online in English tended to increase at the end of the study. Considering the answers given to specialized motivation items in the post survey, it can be pointed out that the students recognized the effectiveness and relevance of online reading in EFL curriculum. The specialized motivation items in the post survey were as follows:

- *Item 6: It was easy for me to read the online texts in English in this online reading study.*
- *Item 7: It was fun for me to read the online texts in English in this online reading study.*
- *Item 8: After the online reading study, I want to visit websites in English more to read the news.*
- *Item 12: Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study.*
- *Item 14: After the online reading study, I feel more confident to read websites in English.*

As can be seen in Figure 11, 18,5% of the students strongly agreed and 37% of the students agreed that, a total sum of 55,5%, reading online in the online reading study was easy for them while 40% of the participants disagreed and %3.7 of them strongly disagreed with the item. This finding can be an indication of the relevance and practicality of online reading in an EFL classroom and curriculum.

- Item 6: It was easy for me to read the online texts in English in this EDMODO study.

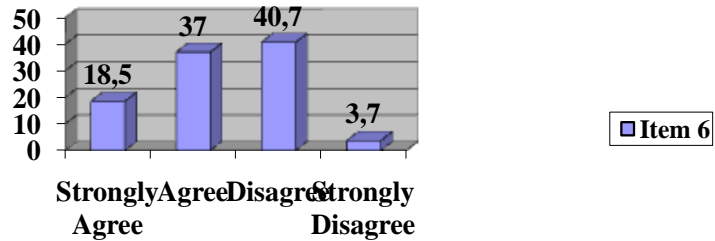


Figure 11: Item 6: It was easy for me to read the online texts in English in this online reading study.

As for Item 7, findings show that reading online was a fun activity for the students. As the table suggests, a total sum of 74% of the participants agreed or strongly agreed that it was enjoyable to read online. This specific item gives a clear opinion whether students have any prejudices against online reading. As it shows, they do not, and it would be a wise decision for the instructor to integrate it in the EFL class.

- Item 7: It was fun for me to read the online texts in English in this online reading study.

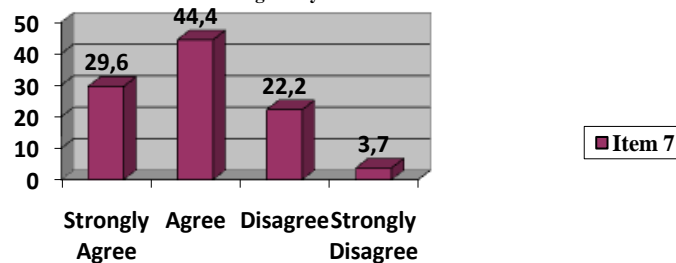


Figure 12: Item 7: It was fun for me to read the online texts in English in this online reading study

Item 8 was about whether the participants were going to keep reading online on websites in English after the study. Although the difference between the positive and negative responses to this item are not very big (55,5 % of them strongly agreed or

agreed while %44,4 of them strongly disagreed or disagreed), it can be said that majority of them think they will keep on reading after the study.

• **Item 8: After the online reading study, I want to visit websites in English more to read the news.**

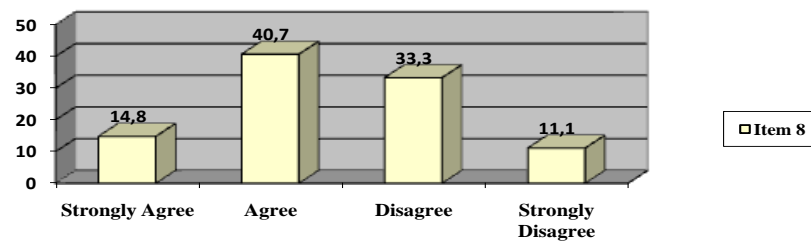


Figure 13: Item 8: After the online reading study, I want to visit websites in English more to read the news.

Item 12 was similar to Item 8 as it was asking whether they would go on doing extensive reading on the computer screen. Although 55,5 % of the students strongly agreed or agreed that they would read online in the future after the study, the rate is even higher in Item 12 as 70,2 % of the students said they would visit websites in English more for extensive reading outside the class thanks to the online reading study.

• **Item 12: Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study.**

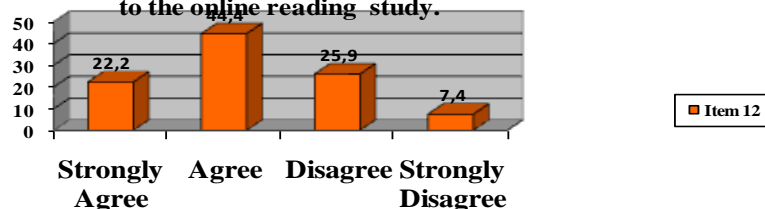


Figure 14: Item 12: Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study.

The last specialized motivation item was the 14th one. It was an item that was asking whether they felt confident to read authentic texts on websites in English. The findings showed that 77,8% of the participants felt confident while 22,2% of the students gave a negative response to this item.

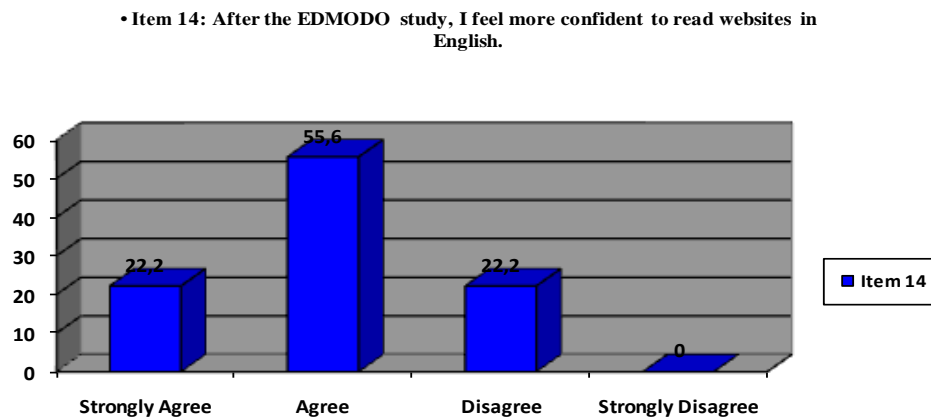


Figure 15: Item 14: After the online reading study, I feel more confident to read websites in English.

The findings also showed that most of the students think they made use of the online reading study in terms of improving their language skills such as reading, listening, grammar, vocabulary and speaking. The items were as follows:

- *Item 1: I believe that reading online texts in English in this online reading study has contributed to my overall language development in English.*
- *Item 2: I believe that reading online texts in English in this online reading study has improved my vocabulary skills in English.*
- *Item 3: I believe that reading online texts in English in this online reading study has improved my speaking skills in English.*
- *Item 4: I believe that reading online texts in English in this online reading study has improved my grammar in English.*
- *Item 5: I believe that reading online texts in English in this online reading study has improved my reading skills in English.*

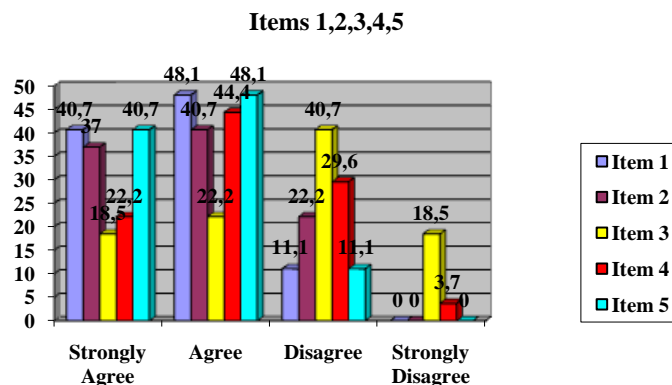


Figure 16: The responses given by the students to Items 1,2,3,4 and 5.

As seen in Figure 16, the students think that the online reading study has helped them improve their language skills including grammar, listening and reading except for the speaking skill. The reason behind that may be because of the fact that the teacher did not have a speaking activity about the authentic reading texts in the classroom environment. Thus, the students did not have any chance to recycle the language and vocabulary items that they gained while reading the texts. Specifically, since the aim of the research is to determine whether online reading has any effect on the reading skills and abilities of the participants, it is important to emphasize the 5th item as it is directly associated with the reading skill and students’ perception about the study. As can be seen in the table, %88,8 of the participants stated that they benefited from the study and they thought the online reading study improved their reading skills and abilities. This finding proves that students are aware of the fact that online reading also contributes to reading skill development, and this can be a clue for the teachers who are thinking about using it in the ESL learning environment.

Similar to Items 1,2,3,4 and 5, there were also other items that were asking whether this online reading had any impact on their language skills. As seen in the table below, they suggest the online reading practice aided them with enhancing their language skills. Items 9 and 13 were directly linked with the reading skill. %87 of the

students thought that they have progressed in terms of reading skill thanks to this study. Moreover, 70,4% of them claimed that online reading study helped them answer the reading questions in the midterm exam.

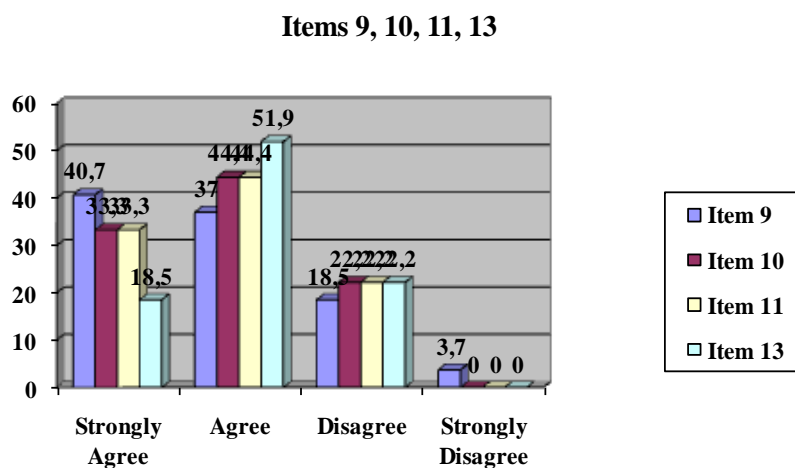


Figure 17: The responses given by the students to Items 9, 10, 11 and 13.

Even before the study, the students somehow had positive attitudes towards online reading in L2. In the pre survey, majority of them thought that reading online in L1 provided a comfortable and confident environment for them. They were also aware of the fact that reading authentic materials online would improve their language skills and it would be a motivating activity. As the findings suggest, once the study ended, the positive perception and motivation of the students towards online reading have even increased throughout the study. The students believed that reading the authentic news articles online on websites like BBC and CNN and answering comprehension questions about those texts provided many chances of practicing the skills and it is a motivating and fun way of reading. A clear indication of the usefulness of this study was proved when the number of the students who read online before the study increased after the study.

4.1.2.2.1. Summary Item Statistics of the Post Survey

With the analysis of post-test, there has been found some descriptive statistics:

Table 12: Summary Item Statistics

Summary Item Statistics						
	Mean	Minimum	Maximum	Range	Variance	N of Items
Item Means	2,965	2,407	3,296	,889	,068	15

Referring to Table 12, the overall mean of 15 items on the scale is 2,965. This value is nearly 3 and means that the attitude toward the item population is nearly positive motivation. The minimum mean of items is 2,407, and the maximum one is 3,296. Variance is nearly zero, and this value shows us that the variability of attitudes from the attitude mean is smaller and closer to the items' mean.

4.1.2.2.1.1. Summary Statistics of the First Five Items

There are 5 items that are not directly related with motivation measure is shown as follows in Table 13:

ITEM1/ITEM2/ITEM3/ITEM4/ITEM5

Table 13: Results of the First 5 Items in Post Survey

Statements	N	M	SD	Answers	f	%
1 I believe that reading online texts in English in this online reading study has contributed to my overall language development in English.	27	3,2963	,66880	Disagree	3	11,1
				Agree	13	48,1
				Strongly Agree	11	40,7
2 I believe that reading online texts in English in this online reading study has improved my vocabulary skills in English.	27	3,1481	,76980	Disagree	6	22,2
				Agree	11	40,7
				Strongly Agree	10	37,0
				Strongly Disagree	5	18,5

Table 13: Results of the First 5 Items in Post Survey Continued

3	I believe that reading online texts in English in this online reading study has improved my speaking skills in English.	27	2,4074	1,0099	Disagree	11	40,7
					Agree	6	22,2
					Strongly Agree	5	18,5
4	I believe that reading online texts in English in this online reading study has improved my grammar in English.	27	2,8519	,81824	Strongly Disagree	1	3,7
					Disagree	8	29,6
					Agree	12	44,4
					Strongly Agree	6	22,2
5	I believe that reading online texts in English in this online reading study has improved my reading skills in English.	27	3,2963	,66880	Disagree	3	11,1
					Agree	13	48,1
					Strongly Agree	11	40,7

Note: N = number M = mean SD = standard deviation f= frequency

4.1.2.2.1.2 Specialized Motivation Items of Post Survey

10 items on scale were developed to measure the online reading motivation directly.

Below in Table 14 are the specialized motivation items' descriptive statistics:

ITEM6/ITEM7/ITEM8/ITEM9/ITEM10/ITEM11/ITEM12/ITEM13/ITEM14/ITEM15

Table 14: Results of the Specialized Motivation Items in the Post Survey

	Statements	N	M	SD	Answers	f	%
6	It was easy for me to read the online texts in English in this online reading study.	27	2,704	0,823	Strongly Disagree	1	3,7
					Disagree	11	40,7
					Agree	10	37,0
					Strongly Agree	5	18,5

Note: N = number, M = mean, SD = standard deviation, f= frequency

Table 14: Results of the Specialized Motivation Items in the Post Survey Continued

Statements	N	M	SD	Answers	f	%
7 It was fun for me to read the online texts in English in this online reading study.	27	3,000	0,832	Strongly Disagree	1	3,7
				Disagree	6	22,2
				Agree	12	44,4
				Strongly Agree	8	29,6
8 After the online reading study, I want to visit websites in English more to read the news.	27	2,593	0,888	Strongly Disagree	3	11,1
				Disagree	9	33,3
				Agree	11	40,7
				Strongly Agree	4	14,8
9 I believe that my reading in English has improved thanks to the online reading study.	27	3,148	0,864	Strongly Disagree	1	3,7
				Disagree	5	18,5
				Agree	10	37,0
				Strongly Agree	11	40,7
10 I believe that I have learned a lot of new vocabulary and practiced the ones that I have already known with the help of the online reading study	27	3,111	0,751	Disagree	6	22,2
				Agree	12	44,4
				Strongly Agree	9	33,3
11 I think I have practiced the grammar points which I learned in the class in this study.	27	3,111	0,751	Disagree	6	22,2
				Agree	12	44,4
				Strongly Agree	9	33,3
12 Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study.	27	2,815	0,879	Strongly Disagree	2	7,4
				Disagree	7	25,9
				Agree	12	44,4
				Strongly Agree	6	22,2

Note: N = number, M = mean, SD = standard deviation, f= frequency

Table 14: Results of the Specialized Motivation Items in the Post Survey Continued

Statements	N	M	SD	Answers	f	%
13 I believe that the online reading study helped me to answer the questions more easily in the reading part of the second midterm exam	27	2,815	0,834	Strongly Disagree	2	7,4
				Disagree	6	22,2
				Agree	14	51,9
				Strongly Agree	5	18,5
14 After the online reading study, I feel more confident to read websites in English.	27	3000	0,679	Strongly Disagree	2	7,4
				Disagree	6	22,2
				Agree	14	51,9
				Strongly Agree	5	18,5
15 With the help of the online reading study, I think my grades in the reading sections of the mid-terms have improved.	27	3,185	0,786	Strongly Disagree	1	3,7
				Disagree	3	11,1
				Agree	13	48,1
				Strongly Agree	10	37,0

Note: N = number, M = mean, SD = standard deviation, f= frequency

4.1.2.3. Quantitative Findings of the Pre and Post Survey

4.1.2.3.1. Comparison of Pre and Post Survey

The procedure for analyzing the data is based on comparing two survey data with each other. In each step, both pre survey and post survey surveys are compared

To search the effect of the online reading tools in English, there is a need to compare surveys separately. Comparing pre and post groups could be achieved with one of the parametric tests known as *Independent Samples T-test*. To perform Independent Samples T-test appropriately, it is crucial that the assumptions of t-test be met. The assumption of Independent Samples T-test is that variables must be normally distributed. Therefore, in order to see if an Independent Samples T-Test comparison

is appropriate, firstly, a test for normality of distribution is run. Below are the results of the test of the normality of distribution.

4.1.2.3.1.1. Computing Normality

In order to test normality Kolmogorov-Smirnov and Shapiro-Wilk Tests are used. When the sample size is larger than 50, Kolmogorov-Smirnov is adopted, but if the sample size is 50 or less, Shapiro-Wilk statistic is used instead (Ozdamar, 2013: 272-279). In the present study, there are 27 participants and as it is $27 < 50$, the case is suitable for the Shapiro-Wilk test.

There are two main hypotheses below:

H₀: The variables are normally distributed (*null hypothesis*).

H₁: The variables are not normally distributed (*alternative hypothesis*).

4.1.2.3.1.2. Normality Tests

Table 15: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
post_mean	,131	27	,200*	,974	27	,708
pre_mean	,108	27	,200*	,966	27	,510

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Normality Test for Pre-Survey's Attitude Means

Since the probability associated with the test of normality is $> 0,709$ (=p value) and since it is more than or equal to the level of significance (0,05), the alternative hypothesis is rejected, and it can be concluded that *Pre-Survey's Attitude Means* is normally distributed.

Normality Test for Post-Survey's Attitude Means

Since the probability associated with the test of normality is $> 0,510$ (=p value) and since it is more than or equal to the level of significance (0,05), the alternative hypothesis is rejected, and it can be concluded that *Post-Survey's Attitude Means* is normally distributed.

Independent T-test assumption study:

As can be seen on the Table 16, there are differences between pre and post survey attitudes. While the pre attitude mean is 2.4119, the post attitude mean is calculated as 2.9481.

Table 16: Group Statistics

	grouping	N	Mean	Std. Deviation	Std. Error Mean
means	Pre-survey	35	2,4119	,38716	,06544
	Post-survey	27	2,9481	,54376	,10465

This shows that the attitudes towards online reading are changing positively during the reading study. To assess statistical significance in dependent t-test must be done.

Table 17: Independent Samples T-Test Results

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Mean	Equal variances assumed	3,110	,083	-4,536	60	,000	-,53624	,11823	-,77274	-,29974
	Equal variances not assumed			-4,345	45,045	,000	-,53624	,12342	-,78482	-,28766

As can be seen from the SPSS output table in Table 17, first of all, the equality of variances must be tested. The Levene's Test for Equality of Variances depends on the assumption that the samples are taken from populations with similar variances.

The calculated p value in Levene's is 0,083. As mentioned before, it is known that when the calculated p value is higher than the level of significance ($0,083 > 0,025$), the null hypothesis cannot be rejected. Thus, the variances of these two groups are equal. Related values are shown in bold in the first line in Table 14. The calculated p value for t-test is 0,000 and since $0,000 < 0,05$, the null hypothesis must be rejected.

In other words, there is a significant difference between attitudes in pre and post tests. The online reading motivation is changing positively and therefore it must be pointed out that this change is statistically significant.

4.1.2.3.2. Analysis of the Different Sets of Items

In this part, the different sets of questions from the pre and post survey are examined in pairs. Those pairs complemented each other in terms of the motivational level of the participants towards online and authentic reading. Namely, Item 3 in the pre-survey is related to Item 6 and 7 in terms of motivation (Appendix A and B). The item pairs as follows:

Table 18: Item Pairs

	Pre-survey Items	Post-Survey Items
Pair 1	3	6,7
Pair 2	6	8
Pair 3	10	8, 14
Pair 4	10	12
Pair 5	13	6, 7, 14

Table 19: Mean Differences of the Pairs

Pair Number	Pairs	Mean
Pair 1	Pre Survey Item 3	1,9429
	Post Survey Item 6 and 7	2,8519
Pair 2	Pre Survey Item 6	2,4286
	Post Survey Item 8	2,5926
Pair 3	Pre Survey Item 10	2,4000
	Post Survey Item 8 and 14	2,7963
Pair 4	Pre Survey Item 10	2,4000
	Post Survey Item 12	2,8148
Pair 5	Pre Survey Item 13	2,0857
	Post Survey Item 6, 7 and 14	2,9012

According to the descriptive statistics in Table 19 above, all the means are different. However, further statistical analysis will be carried out to determine whether it is significant or not.

Pair 1:

Normality Tests

Table 20: Tests of Normality- Pair 1

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_item_3	,250	27	,000	,805	27	,000
post_item_6_7	,174	27	,034	,940	27	,122

a. Lilliefors Significance Correction

Normality Test for Pre_Item_3 Means

Since the probability associated with the test of normality is <0.000 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_3 Means* is not normally distributed.

Normality Test for Post_Item_6+7 Means

Since the probability associated with the test of normality is >0,122 (=p value) and since it is more than or equal to the level of significance (0,05), the alternative hypothesis is rejected, and it can be concluded that *Post_Item_6+7 Means* is normally distributed.

As stated below, one of two parts does not satisfy the parametric Independent T-test assumption. As a result, Independent T-Test to compare these two variables cannot be adopted. Therefore, in this case, a non-parametric test has to be used because in non-parametric tests, the assumption for normality is not required. To compare two dependent variables, *Mann Whitney U Test* as one of the non-parametric tests is to be used (Gangam & Altunkaynak, 2012:163). The hypothesis of *Mann Whitney U Test* as follows:

H_0 : The unknown medians of populations are equal.

H_1 : The unknown medians of populations are not equal.

The assumptions of *Mann Whitney U Test* are as follows:

- a. The data is formed as x_1, x_2, \dots, x_n and y_1, y_2, \dots, y_n two independent samples.
- b. The samples are independent.
- c. Observed variables are continuous random variables.
- d. The measurement scales at least is nominal scale.

Pre_item_3 and Post_item_6+7 data provide all these four assumptions.

Mann-Whitney U Test

Table 21: Mann-Whitney U Test – Pair 1

	VAR00002
Mann-Whitney U	201,000
Wilcoxon W	831,000
Z	-3,952
Asymp. Sig. (2-tailed)	,000

Grouping Variable: VAR00001

As seen from the SPSS output table, the calculated p value in 2-tailed test is 0,000. Therefore, as mentioned before, it is known that when the calculated p value is less than level of significance ($0,000 < 0,025$, because of the 2-tailed test, alpha value must be divided by two), the null hypothesis must be rejected. In other words, after the online reading study, the students' attitudes toward reading are different, and as seen from Table 21, there is a positive attitude changing regarding their motivation towards online reading.

Pair 2:

Normality Tests

Table 22: Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre_item6	,278	27	,000	,867	27	,003
post_item8	,232	27	,001	,882	27	,005

a. Lilliefors Significance Correction

Normality Test for Pre_Item_6 Means

Since the probability associated with the test of normality is <0.003 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_6 Means* is not normally distributed.

Normality Test for Post_Item_8 Means

Since the probability associated with the test of normality is <0.005(=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_8 Means* is not normally distributed.

As stated below, one of two parts does not satisfy the parametric Independent T-test assumption. As a result, Independent T-Test for comparing these two variables cannot be adopted. Therefore, in this case, a non-parametric test has to be used because in non-parametric tests, the assumption for normality is not needed. To compare two dependent variables *Mann Whitney U Test* as one of the non-parametric tests is to be used (Gamgam & Altunkaynak, 2012:163).The hypothesis of *Mann Whitney U Test* as follows:

H₀: The unknown medians of populations are equal.

H₁: The unknown medians of populations are not equal.

The assumptions of *Mann Whitney U Test* are as follows:

- a. The data is formed as x_1, x_2, \dots, x_n and y_1, y_2, \dots, y_n two independent samples.

- b. The samples are independent.
- c. Observed variables are continuous random variables.
- d. The measurement scales at least is nominal scale.

Pre_item_6 and Post_item_8 data provide all these four assumptions.

Mann-Whitney U Test

Table 23: Mann-Whitney U Test- Pair 2

	VAR00004
Mann-Whitney U	422,500
Wilcoxon W	1052,500
Z	-,751
Asymp. Sig. (2-tailed)	,453

Grouping Variable: VAR00003

As seen from the SPSS output table, the calculated p value in 2-tailed test is 0,453. Therefore, as mentioned before, it is known that when the calculated p value is higher than level of significance (0,453>0,025, because of the 2-tailed test, alpha value must be divided by two), the null hypothesis cannot be rejected. In other words, after the online reading study the students’ attitudes and motivation towards reading is different as seen from Table 23, but this difference is not statistically significant.

Pair 3:

Normality Tests

Table 24: Tests of Normality- Pair 3

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_item_10	,243	27	,000	,822	27	,000
post_item_8_14	,195	27	,010	,928	27	,061

Lilliefors Significance Correction

Normality Test for Pre_Item_10 Means

Since the probability associated with the test of normality is <0.000 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_3 Means* is not normally distributed.

Normality Test for Post_Item_8+14 Means

Since the probability associated with the test of normality is >0.061 (=p value) and since it is more than or equal to the level of significance (0,05), the alternative hypothesis is rejected, and it can be concluded that *Post_Item_6+7 Means* is normally distributed.

As stated below, one of two parts does not satisfy the parametric Independent T-test assumption. As a result, Independent T-Test for comparing these two variables cannot be employed. Therefore, in this case, a non-parametric test has to be used because in non-parametric tests, the assumption for normality is not needed. To compare two dependent variables *Mann Whitney U Test* as one of the non-parametric tests is to be used (Gamgam & Altunkaynak, 2012:163).

The hypothesis of *Mann Whitney U Test* as follows:

H₀: The unknown medians of populations are equal.

H₁: The unknown medians of populations are not equal.

The assumptions of *Mann Whitney U Test* are as follows:

- a. The data is formed as x_1, x_2, \dots, x_n and y_1, y_2, \dots, y_n two independent samples.
- b. The samples are independent.
- c. Observed variables are continuous random variables.
- d. The measurement scales at least is nominal scale.

Pre_item_10 and Post_item_8+14 data provide all these four assumptions.

Mann-Whitney U Test

Table 25: Mann-Whitney U Test – Pair 3

	VAR00006
Mann-Whitney U	371,500
Wilcoxon W	1001,500
Z	-1,466
Asymp. Sig. (2-tailed)	,143
Grouping Variable: VAR00005	

As seen from the SPSS output table in the Table 25, the calculated p value in 2-tailed test is 0,143. Therefore, as mentioned before, it is known that when the calculated p value is higher than level of significance ($0,143 > 0,025$, because of the 2-tailed test, alpha value must be divided by two), the null hypothesis cannot be rejected. In other words, after the online reading study, the students' attitudes and motivation towards online reading is different, as seen from Table 25, but this difference is not statistically significant.

Pair 4

Normality Tests

Table 26: Tests of Normality- Pair 4

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_item_10	,243	27	,000	,822	27	,000
Post_item_12	,250	27	,000	,871	27	,003

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality Test for Pre_Item_10 Means

Since the probability associated with the test of normality is < 0.000 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_10 Means* is not normally distributed.

Normality Test for Post_Item_12 Means

Since the probability associated with the test of normality is < 0.003 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_12 Means* is not normally distributed.

As stated below, one of two parts is not satisfy the parametric independent t test assumption. As a result Independent T-Test for comparing these two variables cannot be adopted. Therefore, in this case, a non-parametric test has to be used because in non-parametric tests, the assumption for normality is not needed. To compare two dependent variables *Mann Whitney U Test* as one of the non-parametric tests is to be used (Gamgam & Altunkaynak, 2012:163).

Mann-Whitney U Test

Table 27: Mann-Whitney U Test- Pair 4

Pre_item_10-Post_item_12	
Mann-Whitney U	371,500
Wilcoxon W	1001,500
Z	-1,486
Asymp. Sig. (2-tailed)	,137

a. Grouping Variable: VAR00003

As seen from the SPSS output table in Table 27, the calculated p value in 2-tailed test is 0,137. Therefore, as mentioned before, it is known that when the calculated p value is less than level of significance ($0,137 > 0,025$, because of the 2-tailed test, alpha value must be divided by two), the null hypothesis cannot be rejected. In other words, after the online reading study the students' attitudes toward reading is different, as seen from Table 27 and this difference is not statistically significance.

Pair 5:

Normality Tests

Table 28: Tests of Normality- Pair 5

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_item_13	,244	27	,000	,811	27	,000
post_item_6_7_14	,122	27	,200*	,966	27	,508

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality Test for Pre_Item_13 Means

Since the probability associated with the test of normality is < 0.000 (=p value) and since it is less than or equal to the level of significance (0,05), the null hypothesis is rejected, and it can be concluded that *Pre_Item_13 Means* is not normally distributed.

Normality Test for Post_Item_6+7+14 Means

Since the probability associated with the test of normality is > 0.508 (=p value) and since it is more than or equal to the level of significance (0,05), the alternative hypothesis is rejected, and it can be concluded that *Post_Item_6+7+14 Means* is normally distributed.

As stated below, one of two parts is not satisfy the parametric Independent T-test assumption. Hence, Independent T-Test for comparing these two variables cannot be adopted. Therefore, in this case, a non-parametric test has to be used because in non-parametric tests, the assumption for normality is not needed. To compare two dependent variables, *Mann Whitney U Test* as one of the non-parametric tests is to be used (Gamgam & Altunkaynak, 2012:163).

The hypothesis of *Mann Whitney U Test* as follows:

H₀: The unknown medians of populations are equal.

H₁: The unknown medians of populations are not equal.

The assumptions of *Mann Whitney U Test* are as follows:

- a. The data is formed like x_1, x_2, \dots, x_{n_1} and y_1, y_2, \dots, y_{n_2} two independent samples.
- b. The samples are independent.
- c. Observed variables are continuous random variables.
- d. The measurement scales at least is nominal scale.

Pre_item_13 and Post_item_6+7+14 data provide all these four assumptions.

Mann-Whitney U Test

Table 29: Mann-Whitney U Test – Pair -5

	VAR00008
Mann-Whitney U	197,000
Wilcoxon W	827,000
Z	-4,009
Asymp. Sig. (2-tailed)	,000

a. Grouping Variable: VAR00007

As seen from the SPSS output table in Table 29, the calculated p value in 2-tailed test is 0,000. Therefore, as mentioned before, it is known that when the calculated p value is less than level of significance ($0,000 < 0,025$, because of the 2-tailed test, alpha value must be divided by two), the null hypothesis must be dismissed. In other words, after the online reading study, the students' attitudes and motivation towards reading is different, as seen from Table 36 and this difference is statistically significant.

CHAPTER 5

DISCUSSION and CONCLUSION

5.0. Introduction

This chapter consists of summary of the research, discussion of the findings after the data analysis along with reference to related studies, conclusions that that are deducted from the findings, implications and suggestions for teaching and instructional purposes, limitations of the study and future research.

5.1. Summary of the Study

This study was carried out in order to figure out whether reading online authentic texts from authentic news websites and answering comprehension questions about those texts have any effect on the motivation level of the students who study at English preparatory school. In addition to their motivation level, this research was also conducted so as to find out online reading had any effect on the reading skills and abilities of the participants.

This study was done at the Department of Basic English- an English preparatory school- affiliated with English-medium Middle East Technical University (METU) in Ankara, Turkey. Being one of the few universities in Turkey whose medium of instruction is English, METU hosts more than 27.000 students, majority of whom are native Turkish, from all around the world. This state university, ranking 85th among the best 400 universities in the world according to World University Rankings 2014-2015, accepts students with relatively high scores from the national university entrance exam that is held every year in Turkey.

Department of Basic English (DBE) offer level-based academic English classes with more than 200 instructors. Newly-registered students take the English Proficiency Exam (EPE) in September. This proficiency exam is administered by DBE, and students who pass this exam directly start their undergraduate departments at METU. However, if they fail they attend DBE for at least two semesters and go through an academic English learning period, at the end of which they are required to take and pass EPE again.

The study was conducted in the Spring semester of 2013-2014 year. A sum of 27 Pre-Intermediate level students took part in the research. All of the participants started DBE in the Fall semester as Beginner level students after placed into this level with respect to the scores they got from the placement exam upon failing to get a passing grade from EPE. Of 27, 16 were female and 11 were male. They ranged in their departments from engineering to teaching.

Initially, participants were selected voluntarily. Upon asking them to sign the consent forms, the researcher gave them the pre survey asking their personal information, computer and the Internet habits, their perceptions towards online reading in English and Turkish. Following the pre survey, the researcher emailed the invitation links of EDMODO to the participants and the students signed up for EDMODO. Moreover, the participants' scores of reading section of the midterm that was taken before the study were extracted by the researcher so as to compare the effect of online reading after the study.

EDMODO is a social platform in which a teacher can use it for educational purposes such as assignments, discussions and quizzes. The study started as the researcher sent the texts from authentic websites such as BBC and CNN along with comprehension questions related to the texts. Those questions were prepared by the researcher and they were similar to the ones they do in classroom environment in reading course books Such as More to Read and Offline Reading which are published by METU Press. A total of 14 texts were sent to EDMODO and the students loaded the texts

back to EDMODO having answered the comprehension questions. The study spanned 4 weeks and once it finished, a post survey was implemented to take the opinions of the participants regarding the study. Furthermore, just as before the study, the researcher took out the scores of the reading section of the midterm exam that was done after the study.

There was one research question in this study. It was inquiring the effects of reading online authentic texts from the websites like BBC and CNN on the motivation of the participants towards reading for exam-oriented purposes at the Department of Basic English at Middle East Technical University.

5.2. Discussion and Conclusion

This study was done in order to determine whether reading authentic news articles online on websites such as BBC and CNN had any effect of the reading motivation of the English preparatory school students at the Department of Basic English at Middle East Technical University in Ankara. The researcher used two questionnaires, a pre survey and a post survey. Pre survey was used to collect data about the habits of the participants regarding the Internet access, how long they stay and read online and the tools through which they connect to the Internet. Moreover, the researcher gathered some data about the online reading habits and motivation levels of the participants.

For four weeks, the researcher sent links of news articles from websites such as BBC and CNN to the students along with the comprehension questions prepared by the researcher. Students signed up for EDMODO, a website similar to *Facebook*, but designed for educational purposes. A total sum of 14 texts was sent to the students, and the students replied back with the comprehension questions done.

The findings obtained in the pre survey before the students took part in the online reading study revealed that students already had a positive attitude towards online

reading in L2. They, as EFL learners, thought that reading online in L2 can contribute to their language developments and can be a motivating activity. They also pointed out that reading online could be a comfortable and fun environment to practice reading and increase their confidence.

To sum up, the results from the first part of the pre survey that was related to the daily habits show that the students:

- can easily take part in the study as they have the necessary computer skills and chances of access to the Internet access through their personal laptops, desktops, tablets and smart phones.
- read online in their daily life, but they do not read online in English as much as they do in Turkish.

All in all, it can be suggested that although none of the participants had taken part in an online reading study before, they had a positive attitude to the study and believed that online reading in English can be an effective tool for them to get prepared for the English Proficiency exam. The findings about their attitudes towards online reading can be summarized as the following:

- It can be motivating to read online texts in English.
- Reading a text online can be better than reading the same text in hard copy.
- It can be a good idea to read online and answer comprehension questions about those questions to get prepared for the proficiency exam.
- Reading online in English makes the learners confident.
- It may be effective to do reading exercises on the computer screen rather than reading hard copies.

Although they were mostly positive about the online reading study and willing to participate, they had some hesitations about the online reading itself. The summary of them are seen below:

- Reading in hardcopies traditionally is better than online reading on the computer screen.
- When they have to do an online activity on the screen, they take printouts and read the text in that way.

In the post survey, the participant students were asked whether the online study had any effect on their reading skills, reading motivation and whether they would keep reading the authentic news articles extensively online even after the study.

After the study, the findings displayed that the positive attitude the participants had before the study went on and even increased throughout the study. They believed that the online reading study contributed to their overall language development and language skills such as reading, listening, grammar and vocabulary. Also, the findings from the items that aimed to measure the reading motivation of the students demonstrated that the level of reading motivation of the students towards reading boosted. Moreover, the findings from the post survey displayed that the students would be happy to go on reading news articles online in authentic websites.

In conclusion, the study clearly showed that reading authentic news articles online increased the reading motivation level and perceptions of the students towards reading on the way to English proficiency exam.

5.3. Comparison of the Study and Other Studies with the Same Topic

The results of this study were similar to Lin's study (2014) which inspected the impacts of using mobile tablet PCs in an online Extensive Reading Program (ERP) on the reading abilities and skills and the perceptions and attitudes towards reading of high school students. Just as in this study, the results indicated that the performance of the mobile group was better than the PC group in online activities and reading achievement. Moreover, they showed a superior motivation for the online ERP than the PC group.

In addition to Lin's study (2010), Chen et al (2013) carried out a similar study which investigated the impacts of extensive online reading of e-books on EFL students' perceptions towards reading in English, reading comprehension and vocabulary development. The findings of this research were compatible with the findings of Chen et al's study (2013) as the group of students that participated in an online extensive reading program performed considerably better at reading attitude, reading comprehension and vocabulary performance compared to the regular group of students who did not take part in the online reading program. Hence, just as Chen et al's study (2013) did, this study showed that integrating e-books extensive reading program into EFL curriculum yields better results regarding EFL students' reading attitude, reading comprehension and vocabulary learning.

In his study, Arnold (2009) obtained similar results as this study since the participants that underwent the online reading program benefited a lot as the improved considerably in terms of reading in L2. The participants in Arnold's study (2009) wanted to read harder texts in the course of the study. This shows that the level of motivation clearly increased, a finding which was also obtained at the end of this study.

The results of this research also showed parallel findings with Vollands et al.'s study (1996). It aimed to investigate the effects of software for managing reading practice on reading achievement and motivation in two primary schools in Aberdeen, Scotland. The findings of the study conducted at DBE are in alignment with Vollands et al.'s study (1996) since results of their study displayed that the software brought about higher reading achievement and better attitudes and perceptions to reading than the traditional one.

5.4. Implications for Teaching and Suggestions for Further Research

Considering the findings that had been compiled from the data related to the effects of reading texts in authentic news websites such as BBC and CNN online on the motivation and perceptions of English preparatory school students at the Department of Basic English at Middle East Technical University towards reading for proficiency exam purposes, the following instructional implications regarding English language learning and teaching were obtained.

Although a number of research has been done worldwide in order to find out the effects of integrating online tools with language learning, especially with the reading skill, there has been no research on the effects of online instruction and learning methods on the reading skill of the students, specifically in the case of English preparatory school students studying at the DBE at METU. Since young people nowadays use technology, the Internet and computer in their daily lives excessively and feel psychologically comfortable in online platforms such as *Facebook*, *Twitter*, *Instagram* and *WhatsApp*, online tools can and should be integrated in the EFL teaching and learning processes as the results of this study showed. The study, in which they did extensive reading exercises on news websites, provided the participant students with a contemporary learning environment rather than the traditional pen and paper approach.

At the end of the study, the findings showed that the students were glad to experience an innovative way of instruction that involved students' favorite tools- the Internet and computer. The motivation of English preparatory school students towards reading is hampered by the boredom and dullness of the traditional pen and paper approach towards reading caused. This eventually causes the students to skip reading assignments, which will damage their language developments. This cannot be tolerated as DBE students will have a limited time to make themselves academically competent in English language since they will study in their departments in which the medium of instruction will be %100 English. Considering the importance of reading for the language development, the reading skill should be given a meticulous

care. Thus, EFL teacher should also integrate online reading tools into the curriculum as well as traditional ones so as to provide a varied learning environment and keep their motivation level high. This will also have a positive impact on the reading skills and abilities of the students thereby getting high scores from the exams.

As for the suggestions, studies that will aim to find out the effects of online tools on other skills such as listening and grammar can be carried out in the future. This will bring up a new approach and when educationalists come across studies that are conducted regarding the integration of online tools into EFL environment, they will see it as a necessity of the modern world and educational approaches and consider including online tools into the curriculum more seriously.

Moreover, some of the students stated that it was difficult to keep their focus on the online reading text on the computer screen and staring at the screen for too long gave them eyesight problems. In a similar study before, the researcher can select shorter texts for the students. Furthermore, the researcher can advise them to read the texts by giving frequent breaks so that they will be able to rest their eyes.

Furthermore, this study spanned four weeks and included 27 participants. A study that will take longer and include a bigger size of participants can be carried out so that the results can be more reliable.

5.5. Limitations

This study was conducted on a randomly selected population of 27 Pre-Intermediate level students, so this sample may be too small to generalize the results. A study with a bigger size of subjects can yield more reliable results.

Moreover, the study lasted for four weeks and it may not be long enough to see the improvements of the students in reading in L2 as reading is a type of skill in which it may be difficult to see the improvements in a relatively short time. Thus, a more

comprehensive study which will include a larger group of participants spanning a longer time, an entire school year, can be carried out in order to obtain more reliable results.

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APPENDICES
APPENDIX A: PRE SURVEY

Gender (Please, circle one): Male Female

Age (Please, specify): _____

High School (Please, specify): _____

Proficiency Level (Please, specify): _____

1. How many hours do you spend online per week? (Please, specify) _____

2. How do you access online materials? (Please, circle the ones that apply):

a. I have a personal desktop

b. I have a personal laptop

c. I have a tablet pc

d. I have a smart phone

e. I use the computer labs at school

f. I use Internet cafes

g. Other (Please, specify): _____

3. How many hours do you spend reading online materials **in Turkish** per week?

(Please, specify): _____

4. How many hours do you spend reading print out materials **in Turkish** per week?

(Please, specify): _____

5. . How many hours do you spend reading online materials **in English** per week?

(Please, specify): _____

APPENDIX A Continued

6. How many hours do you spend reading print out materials **in English** per week?

(Please, specify): _____

II. Please, read the statements below and circle the option that best describes your answer:

4: Strongly Agree 3: Agree 2: Disagree 1: Strongly Disagree

1	I believe that reading online texts in English contributes to my language development.	4	3	2	1
2	I feel more comfortable while I am reading a hard copy (or print-out) in Turkish than I do while reading online.	4	3	2	1
3	I feel more comfortable while I am reading a hard copy (or print out) in English than I do while reading online.	4	3	2	1
4	I buy a newspaper in Turkish to follow the news and current issues.	4	3	2	1
5	I feel more motivated to read online texts in Turkish than I do reading hard copies.	4	3	2	1
6	I feel more motivated to read online texts in English than I do reading hard copies.	4	3	2	1
7	When I see a good text online (news, story, etc.) in English , I print it out and read the hard copy.	4	3	2	1
8	If I had to read the same text online and as a hard copy in English , I would prefer the online version.	4	3	2	1
9	I would rather read online texts in English than reading books that include reading texts and questions to get prepared for the English proficiency exams.	4	3	2	1
10	I read news in English on websites to follow the news and current issues.	4	3	2	1
11	I spend more time reading online in Turkish than I do reading hard copies.	4	3	2	1
12	I spend more time reading online in English than I do reading hard copies.	4	3	2	1

APPENDIX A Continued

13	I feel confident while I am reading information in English on websites in English.	4	3	2	1
14	I think it is necessary to read online materials in English to be successful in my English courses.	4	3	2	1
15	While I am studying on my own outside the classroom, dealing with online materials in English on computer screen enables me to be free.	4	3	2	1
16	While I am studying on my own outside the classroom, dealing with hard copies (print-outs, books, etc.) in English enables me to be free.	4	3	2	1
17	I believe that reading online texts contributes to my reading skill.	4	3	2	1
18	While doing reading exercises, using SAC Online and reading the texts on computer screen is better than reading hard copies (OLR, MTR, etc.)	4	3	2	1
19	While doing reading exercises, reading hard copies (OLR, MTR, etc.) is better than using SAC Online and reading the texts on computer screen.	4	3	2	1

20 What type of texts would you like to read (newspaper, magazine, internet, etc.)?

21 Which subjects attract your attention most (fashion, environment, current issues, etc.)?

22 What difficulties do you experience in understanding the questions and texts in the exams/quizzes?

APPENDIX B: POST SURVEY

A. Perceptions on Reading Online in English in relation to the Study

1	I believe that reading online texts in English in this online reading study has contributed to my overall language development in English.	4	3	2	1
2	I believe that reading online texts in English in this online reading study has improved my vocabulary skills in English.	4	3	2	1
3	I believe that reading online texts in English in this online reading study has improved my speaking skills in English.	4	3	2	1
4	I believe that reading online texts in English in this online reading study has improved my grammar in English.	4	3	2	1
5	I believe that reading online texts in English in this online reading study has improved my reading skills in English.	4	3	2	1
6	It was easy for me to read the online texts in English in this online reading study.	4	3	2	1
7	It was fun for me to read the online texts in English in this online reading study.	4	3	2	1
8	After the online reading study, I want to visit websites in English more to read the news.	4	3	2	1
9	I believe that my reading in English has improved thanks to the online reading study.	4	3	2	1
10	I believe that I have learned a lot of new vocabulary and practiced the ones that I have already known with the help of the online reading study.	4	3	2	1
11	I think I have practiced the grammar points which I learned in the class in this online reading study.	4	3	2	1
12	Before the study I did not often visit websites in English to read, but I think I will visit websites in English more for extensive reading (in my own free time/out of class) thanks to the online reading study.	4	3	2	1
13	I believe that the online reading study helped me to answer the questions more easily in the reading part of the second midterm exam	4	3	2	1
14	After the online reading study, I feel more confident to read websites in English.	4	3	2	1
15	With the help of the online reading study, I think my grades in the reading sections of the mid-terms have improved.	4	3	2	1

APPENDIX B Continued

B. Perceptions on the Benefits, Challenges of Reading Online Texts in English & Suggestions

1. Write 3 most important benefits of reading texts online in English.

a) _____

b) _____

c) _____

2. Write 3 challenges/difficulties of reading texts online in English.

a) _____

b) _____

c) _____

3. What are your suggestions to improve the study in which you read texts online in English.

4. Any other comments

THANK YOU FOR YOUR HELP AND COOPERATION.

APPENDIX C
READING TEXT 1 AND COMPREHENSION QUESTIONS

<http://www.dailymail.co.uk/news/article-2621494/Chinese-student-knocked-bicycle-car-decides-spend-time-waiting-ambulance-learning-new-English-words-masters-107-time-arrives.html>

'I think I'll just do some swotting while I wait for the ambulance': Chinese student learns 107 English words after she is knocked off her scooter.

- A Chinese road accident victim studied a dictionary as she waited for help
- Wang Dafan learnt over 100 words as she waited for an ambulance to arrive
- Beijing police were amazed to see her lying in the road memorising words

When it comes to being determined, one particular Chinese student takes some beating.

Despite suffering painful injuries in a road accident in China's capital Beijing, Wang Dafan wasted no precious time while waiting for medics to arrive.

'We couldn't believe it when we got there,' said a police spokesman. 'She was obviously in pain but she was using an electronic dictionary to memorise English words for her university lessons.'

'She said the accident had reminded her life was too short, and education too important, to waste time on worrying about other things.' The 18-year-old girl was knocked off her bike by a car as she was on her way to a tutorial.

Having checked out that she was not seriously injured, she reached into her bag for the electronic gizmo while still sprawled on the ground, and set about learning 107 new English words in the time it took for an ambulance to arrive to treat injuries to her legs, head and arms.

APPENDIX C Continued

Wang, a bright spark who has won lots of scholarships and academic prizes in her time, said: ‘I was in pain but the study kept my mind off feeling hurt. I think that we are all on this earth for such a short time that we owe it to our family, friends and each others to become the best that we can be and you can only do this if you are educated.

‘I found that studying the English words was a great help and soothed my pain.’

She is currently a student at Capital Normal University in Beijing and hopes to continue her studies at Oxford or Cambridge in the future and plans for a career in academia.

A. What do the following refer to?

1. P:3 L:2 “her” means_____

B. Find synonyms of the words below in the paragraphs.

1. study (v.) (title) = _____
2. doctors (n.) (para. 2) = _____
3. apparently (adv.) (para. 3) = _____
4. lesson (n.) (para. 4) = _____
5. cure (v.) (para. 5) = _____
6. grants (n.) (para. 6) = _____
7. relieve (para. 7) = _____

C. Mark the statements true (T), false (F).

1. T F Wang Dafan suffered slight and minor injuries.
2. T F She did listening exercises while waiting for the ambulance.
3. T F She was driving a car at the time of the accident.
4. T F She had injuries in more than one area of her body.

APPENDIX C Continued

D. Read the text again, and answer the questions with complete sentences.

1. What was the effect of studying on her while waiting for the ambulance?

2. What are Wang Dafan's future plans?

APPENDIX D
READING TEXT 2 AND COMPREHENSION QUESTIONS

<http://www.dailymail.co.uk/news/article-2623632/Contestant-Turkish-dating-TV-asked-leave-revealing-murdered-ex-wife-AND-subsequent-lover.html>

Contestant on Turkish dating TV show is asked to leave after revealing he murdered his ex-wife... AND his subsequent lover

- Sefer Calinak, 62, told Flash TV's 'Luck of the Draw' he had been convicted
- He said he'd killed his first wife - his cousin - after becoming jealous
- Then he killed his lover after she came at him with an axe, he said
- Calinak said: 'She was accidentally killed when I swung the axe'

A contestant on a Turkish television dating was asked to leave after he revealed to a shocked audience he had murdered his wife and a former lover.

Sefer Calinak, 62, told Flash TV's 'Luck of the Draw' he had served prison sentences for each of the murders and had been released under an amnesty programme.

He told the show's host 'I'm an honest person looking for a new wife' before adding he killed his first wife because he was 'irritated' by her behaviour and murdered a subsequent partner because he thought she was after his money.

Calinak was asked to leave the show by the host, prompting applause from the studio audience, in an episode which made headlines in Turkish newspapers.

He has since said that he will leave his search for a wife 'to God'.

Çalınak was twice released from prison under a government amnesty - without completing his sentences it has been reported.

His first wife was a cousin named Fadime, who he married when they were both 17, as they tried to escape Fadime's forced arranged marriage to a widower, Hurriyetdailynews.com reports.

He said after five months of living together her behaviour changed.

APPENDIX D Continued

He said: 'The nephew of the man who wanted to marry her started to come to our village. I was jealous and I killed her, in a way.'

He said he was released from his 13 year nine month sentence after four years and six months. He then married another woman, and they had two children, but they separated.

He then embarked on an affair with another woman who said she would leave her husband for him - but he said she did not.

He said: 'I killed her after she attempted to kill me. She was accidentally killed when I swung the axe.' Çalınak was again sent to prison, but released in another amnesty.

A. What do the following refer to?

- 1) P:1 L:1 **“he”** means _____
2. P:7 L:1 **“they”** means _____

B) Find synonyms of the words below in the paragraphs.

1. participant (n.) (para. 1) = _____
2. confessed (v.) (para. 1) = _____
3. following (adj.) (para. 3) = _____
4. split (v.) (para. 11) = _____
5. started (v.) (para. 12) = _____

C) Mark the statements true (T), false (F).

1. **T** **F** The incident did not attract any attention among the Turkish media.
2. **T** **F** He served his entire first sentence which lasted for 13 years and 9 months.

APPENDIX D Continued

D) Read the text again, and answer the questions with complete sentences.

1. Why did Sefer Calinak kill his first wife and his second partner?

3. How did he kill his second partner?

APPENDIX E
READING TEXT 3 AND COMPREHENSION QUESTIONS

<http://www.bbc.com/news/science-environment-27441156>

'Biggest dinosaur ever' discovered

Fossilised bones of a dinosaur believed to be the largest creature ever to walk the Earth have been unearthed in Argentina, palaeontologists say.

Based on its huge thigh bones, it was 40m (130ft) long and 20m (65ft) tall.

Weighing in at 77 tonnes, it was as heavy as 14 African elephants, and seven tonnes heavier than the previous record holder, *Argentinosaurus*.

Scientists believe it is a new species of titanosaur - an enormous herbivore dating from the Late Cretaceous period.

A local farm worker first stumbled on the remains in the desert near La Flecha, about 250km (135 miles) west of Trelew, Patagonia.

The fossils were then excavated by a team of palaeontologists from the Museum of Palaeontology Egidio Feruglio, led by Dr Jose Luis Carballido and Dr Diego Pol.

They unearthed the partial skeletons of seven individuals - about 150 bones in total - all in "remarkable condition".

This giant herbivore lived in the forests of Patagonia between 95 and 100 million years ago, based on the age of the rocks in which its bones were found.

But despite its magnitude, it does not yet have a name.

"It will be named describing its magnificence and in honour to both the region and the farm owners who alerted us about the discovery," the researchers said.

There have been many previous contenders for the title "world's biggest dinosaur".

The most recent pretender to the throne was *Argentinosaurus*, a similar type of sauropod, also discovered in Patagonia.

Originally thought to weigh in at 100 tonnes, it was later revised down to about 70 tonnes - just under the 77 tonnes that this new sauropod is thought to have weighed.

The picture is muddled by the various complicated methods for estimating size and weight, based on skeletons that are usually incomplete.

APPENDIX E Continued

Argentinosaurus was estimated from only a few bones. But the researchers here had dozens to work with, making them more confident that they really have found "the big one".

Dr Paul Barrett, a dinosaur expert from London's Natural History Museum, agreed the new species is "a genuinely big critter. But there are a number of similarly sized big sauropod thigh bones out there," he cautioned.

"Without knowing more about this current find it's difficult to be sure. One problem with assessing the weight of both *Argentinosaurus* and this new discovery is that they're both based on very fragmentary specimens - no complete skeleton is known, which means the animal's proportions and overall shape are conjectural.

"Moreover, several different methods exist for calculating dinosaur weight (some based on overall volume, some on various limb bone measurements) and these don't always agree with each other, with large measures of uncertainty.

"So it's interesting to hear another really huge sauropod has been discovered, but ideally we'd need much more material of these supersized animals to determine just how big they really got."

A. What do the following refer to?

1. P:2 L:1 "its" means _____
3. P:7 L:1 "they" means _____
4. P:8 L:1 "there" means _____
5. P:21 L:5 "he" means _____
6. P:23 L:1 "some" means "some _____"

2. Find synonyms of the words below in the paragraphs.

1. dug up (v.) (para. 1) = _____
2. outweigh (v.) (para. 10) = _____
3. unfinished (adj.) (para. 19) = _____
4. predicted (v.) (para. 20) = _____
5. truly (adv.) (para. 21) = _____

APPENDIX E Continued

3. Mark the statements true (T), false (F).

1. **T F** The size of dinosaur discovered in Argentina was determined according to the size of its thigh bones.
2. **T F** The bones were discovered by the paleontologists by chance.
3. **T F** The dinosaur was as big as a 7-storey building while it was sitting.
4. **T F** To be sure about the real size of these dinosaurs, researchers need to discover more of these animals.

4. Fill in each gap using the information in paragraphs 21-22 in the text.

1. According to Dr Paul Barrett, (1)_____a dinosaur expert from London's Natural History Museum, (2)_____ is a huge creature. He, however, warned that there are many big sauropod thigh bones out there which have (3)_____.
2. It is difficult to be sure without more (1)_____ about this current discovery. The fact that both *Argentinosaurus* and this new discovery (2)_____ on complete skeleton means the animal's proportions and overall shape are conjectural.

5. Read the text again, and answer the questions with complete sentences.

1. How will this newly discovered dinosaur be named?

2. What is the difference between assessing the size of *Argentinosaurus* and this new discovery?

APPENDIX F
READING TEXT 4 AND COMPREHENSION QUESTIONS

http://www.theguardian.com/world/2014/may/17/turkish-mine-fire-rescue-disaster-soma?CMP=tw_t_gu

Turkish mine rescue workers end their search after retrieving last two bodies

Rescue workers have completed their search in Turkey's worst mining disaster after retrieving the bodies of the last two missing miners on Saturday morning.

The death toll now stands at 301 from the fire that devastated a coalmine in Soma, western Turkey.

Final rescue efforts were delayed after a new fire broke out underground on Friday night. Rescue teams were seen retreating as firefighters moved in to tackle the blaze.

"Our efforts will be coming to an end," the energy minister, Taner Yıldız, said earlier. "However, our friends will be scouring all corners once again."

Fury has swept Turkey over authorities' handling of the disaster. On Friday Turkish police used teargas, plastic bullets and water cannon to disperse hundreds of demonstrators in the town of Soma. About 1,500 protesters chanted anti-government slogans after the prime minister, Recep Tayyip Erdoğan, said: "This is what happens in coalmining."

Yusef Yerkel, a close aide to Erdoğan, was photographed kicking a man believed to be grieving for relatives lost in the disaster. The prime minister's office distanced itself from the incident, with one official saying the issue was Yerkel's "own personal matter."

The Milliyet newspaper has published details of what it said was a preliminary report by a mine safety expert who went into the Soma mine.

It suggested that smouldering coal may have caused the roof of the mine to collapse. The report said that support beams were made of wood, not metal, and there were not enough carbon monoxide sensors.

APPENDIX F Continued

Erdoğan has requested an inquiry into the disaster but his ruling Justice and Development party has refused to accept responsibility. The labour minister, Faruk Çelik, said that although investigations have been launched "there is no report that has emerged yet".

Erdoğan's deputy Hüseyin Çelik said: "There's no negligence with respect to this incident." He said the mine in Soma "was inspected vigorously 11 times since 2009.

"Let's learn from this pain and rectify our mistakes. The private sector and the public sector will draw lessons," he said. "This is not the time to look for a scapegoat."

But Tamer Küçükçengiz, the chairman of the regional miners' union, said: "This mine was constantly inspected and certified as safe. The investigation into who is responsible for this accident has to start with those inspectors." He added: "It is sad that Turkey is still number one in Europe when it comes to work accidents."

The mine's owner, Alp Gürkan, also refused to take responsibility, saying his company had invested heavily in resources to ensure the safety. "We have spent our income to improve working conditions to avoid possible accidents," he said.

But one miner, Erdal Bıçak, has spoken out about the disaster, blaming company negligence. Bıçak, 24, told the Associated Press: "The company is guilty.

"The new gas levels had got too high and they didn't tell us in time." He claimed that government safety inspectors had never visited the lower levels of the coalmine and had no idea about the poor conditions.

Bıçak had just finished a shift and was making his way to the surface when managers ordered him to go back underground because of a problem in the mine.

He and his friend slapped each other to stay conscious as smoke poured through the tunnel as they tried to leave. "I told my friend: 'I can't go on. Leave me here. I'm going to die,'" Bıçak said. The pair escaped but Bıçak's leg was badly injured. He

APPENDIX F Continued

said his mining career is over. "I'm not going to be a miner any more. God gave me a chance and now I'm done," he said.

A. What do the following refer to?

1. P:6 L:3 "itself" means _____
2. P:8 L:1 "it" means _____
3. P:11 L:2 "he" means _____
4. P:17 L:1 "his friend" means "friend of _____"

B. Find synonyms of the words below in the paragraphs.

1. blaze (n.) (para. 2) = _____
2. anger (n.) (para. 5) = _____
3. inspection (n.) (para. 9) = _____
4. substandard (adj.) (para. 15) = _____

C. Mark the statements true (T), false (F).

1. T F According to the article, there are still dead bodies in the mine.
2. T F The prime minister's comment on the accident caused anger among the people.
3. T F Tamer Küçükgencay thinks that officials who inspected the coal mine should also be investigated.
4. T F Erdal Bıçak never lost his hope while he was trying to escape the smoke.

D. Read the text again, and answer the questions with complete sentences.

1. Why did the protesters hold anti-government demonstrations?

2. What may be the cause of the mining accident according to a preliminary?

APPENDIX F Continued

3. According to one miner, what was wrong with the government officials who inspected the coal mine?
-

APPENDIX G
READING TEXT 5 AND COMPREHENSION QUESTIONS

<http://www.uefa.com/memberassociations/association=esp/news/newsid=2106745.html>

Godín heads Atlético to Liga title

Club Atlético de Madrid are champions of Spain for a tenth time after the UEFA Champions League finalists fought back to earn a 1-1 draw away to FC Barcelona in the final game of the season. Trailing Diego Simeone's side by three points, Barça knew only a victory would suffice at the Camp Nou if they were to retain their Liga title. Gerardo Martino's men duly struck first, Alexis Sánchez smashing Lionel Messi's chested pass high past Thibaut Courtois in the 33rd minute.

Atlético – champions last in 1995/96 – held their nerve despite losing both Diego Costa and Arda Turan to injuries before falling behind. Their persistence was rewarded shortly after the break when Diego Godín rose to head Koke's corner into the net.

Both sides went in search of a winner thereafter and, after surviving a late Barcelona flourish, Los Colchoneros held on to secure a point that delivered them the Spanish title. "We demonstrated that we deserved to win the league; we were really up for this game," said captain Gabi. "We always believed in ourselves. It's great pride being part of this team and we would like to dedicate the title to all of those connected to Atlético."

In the day's earlier game, third-placed Real Madrid CF ended their 2013/14 domestic campaign with a 3-1 victory at home against RCD Espanyol. Atlético's UEFA Champions League final opponents – deprived of Cristiano Ronaldo who suffered a reported hamstring strain in the warm-up – took the lead in the 64th minute when Gareth Bale accepted Karim Benzema's through pass before firing his 14th top-flight goal in off the upright.

Álvaro Morata subsequently came on to replace Benzema – the French international leaving the field with an apparent abductor muscle problem – and the 21-year-old

APPENDIX G Continued

added two goals from close range either side of Pizzi's 90th-minute effort for the visitors.

A. Find synonyms of the words below in the paragraphs.

1. to be enough (v.) (para. 2) = _____
2. scored (v.) (para. 2) = _____
3. associated (adj.) (para. 4) = _____
4. local (adj.) (para. 5) = _____

B. Mark the statements true (T), false (F).

1. T F Diego Costa and Arda Turan got injured before the 1st goal of the match.
2. T F Atletico last won the championship more than 15 years ago.
3. T F Cristiano Ronaldo got injured after the 64th minute of the game.

C. Fill in each gap using the information in paragraph 4 in the text.

Later, both teams tried to score a (1)_____ goal. Upon defending well against Barcelona through the end of the game, Los Colchoneros managed to take a point which (2)_____. Team captain Gabi said that they showed they (3)_____ and (4)_____. He also added they always (5)_____. Also, he stated that he is proud to be a part of this team and they would like to dedicate the title to all of those people (6)_____ connected to Atlético."

APPENDIX H
READING TEXT 6 AND COMPREHENSION QUESTIONS

http://www.theguardian.com/world/2014/may/23/oregon-police-orphaned-bear-cub?CMP=tw_t_gu

Police in southern Oregon held an unlikely suspect overnight: an adorable black bear cub.

Myrtle Creek police chief Don Brown says a teen boy and his parents dropped off the cub in a large plastic storage bin at the police station Monday. The teen found the small animal whimpering in the bushes outside his house on the outskirts of town.

He told police the bear's mother was nowhere in sight.

Still, Brown said it was dangerous for the teen to pick up the cub, because the mother bear could have spotted him and attacked. Adult female black bears can weigh up to 300lbs.

The 12lb cub was "very well behaved" while spending the night at the station, Brown said.

Police and Oregon Department of Fish and Wildlife officials looked for the cub's mother the next day using a device that mimics a cub distress call, but couldn't find her.

The orphaned cub is now at the University of Oregon receiving a veterinary checkup. Fish and Wildlife officials said the cub is a female and is in generally good health, other than being underweight.

They said the cub will be placed at a zoo, but they didn't yet know which one.

Oregon is home to 25,000 to 30,000 black bears. Myrtle Creek, 90 miles south of Eugene, has an abundance of wildlife, the police chief said. Residents often call authorities about bear and cougar sightings.

"We've had two baby rattlesnakes brought into the station, but nobody has brought in a bear in the last nine years I've been here," Brown said.

Wildlife officials say they do not know what happened to the cub's mother. Spring bear hunting season kicked off April 1 in Oregon, but it's illegal to kill sows with cubs that are less than a year old.

APPENDIX H Continued

Officials say no dead bear has been found in the area, no hunter has reported killing one, and there have been no reports of a bear being hit by a car.

A. What do the following refer to?

1. P:2 L:1 “his” means _____
2. P:6 L:3 “her” means _____
3. P:11 L:1 “they” means _____

B. Mark the statements true (T), false (F).

1. T F The mother bear saw the boy while he was taking the cub away.
2. T F The cub was calm during its stay at the police station.
3. T F The officials searched the mother bear using a device that imitates the sound of a cub.
4. T F Hunting the mother bears is allowed if its cub is older 1.

C. Read the text again, and answer the questions with complete sentences.

1. What is the only health problem with the cub?

2. What kind of animals do the people living around Myrtle Creek often see?

APPENDIX I
READING TEXT 7 AND COMPREHENSION QUESTIONS

<http://www.telegraph.co.uk/news/worldnews/australiaandthepacific/newzealand/10851117/New-Zealand-faces-battle-to-save-worlds-rarest-dolphin.html>
New Zealand faces battle to save world's rarest dolphin

New Zealand has been urged to save the Maui's dolphin – one of the world's rarest creatures - amid warnings that only 55 remain alive due to unsafe fishing practices.

The creatures, the rarest species of dolphin in the world, are found only on the west coast of New Zealand's North Island. They are on the brink of extinction and are expected to die out within three decades.

The World Wildlife Fund says numbers are dangerously low and has urged the government to protect the remaining dolphins from the fishing practice of net-setting and trawling.

"At the rate we are going the only place future generations will be able to see Maui's is in museums" said Chris Howe, the organisation's national head.

"We're running out of time... We are down to the last 55 dolphins, so we are calling on our political leaders to let them know it's time to take action to save these precious animals."

The World Wildlife Fund has submitted a paper to the International Whaling Commission's scientific committee, saying the government has failed to extend protections to areas where there have been credible sightings. It says the fishing industry should be supported to adopt dolphin-friendly practices.

Officials estimated in 2012 that only 55 dolphins over the age of one were still alive, though it is believed at least one has since died. Scientists believe more than 95 per cent of unnatural Maui's deaths are caused by trawl fishing and entanglement and drowning in nets.

The species has rapidly declined since net-setting and trawling were introduced in the 1970s, when the dolphin population was reportedly around 1800.

APPENDIX I Continued

A. What do the following refer to?

1. P:1 L:2 “only 55” means “only 55_____”
2. P:2 L:2 “they” means _____
3. P:5 L:2 “them” means_____
4. P:6 L:4 “it” means “_____”

B. Find synonyms of the words below in the paragraphs.

1. stay (v.) (para. 1) = _____
2. president (n.) (para. 4) = _____
3. precaution (n.) (para. 5) = _____
4. expand (v.) (para.6) = _____
5. predicted (v.) (para. 8) = _____

C. Mark the statements true (T), false (F).

1. T F According to the article, there may not be any Maui’s dolphins surviving in 30 years.
2. T F The decrease in the number of Maui’s dolphins is completely due to natural causes.
3. T F Politicians have fulfilled their responsibilities to protect the Maui’s dolphins.
4. T F The fishing industry use methods that put these dolphins in danger.

D. Read the text again, and answer the questions with complete sentences.

1. What are the suggestions of The World Wildlife Fund for the International Whaling Commission’s scientific committee?

4. What is the main cause of these dolphins’ death?

APPENDIX J
READING TEXT 8 AND COMPREHENSION QUESTIONS

<http://www.hurriyetdailynews.com/rocks-were-moving-under-our-feet-aegean-earthquake-rattles-western-turkey.aspx?pageID=238&nID=66911&NewsCatID=341>

'Rocks were moving under our feet': Aegean earthquake rattles western Turkey

A powerful earthquake centered to the north of the Turkish Aegean island of Gökçeada shook areas around western Turkey at 12:25 p.m on May 24, causing damage and minor injuries.

The Prime Ministry Disaster and Emergency Management Presidency (AFAD) announced that 266 people were injured due to the panic caused by the earthquake, including one person in critical condition who jumped from a balcony in Balıkesir's Edremit district.

The temblor measured 6.5, according to Istanbul's Kandilli Observatory, Turkey's main seismic monitoring institute, while a magnitude 5.3 aftershock shook the area six minutes after the earthquake.

People rushed to the streets from their homes in western Turkish provinces, including Istanbul, İzmir, Denizli and Antalya.

The mining disaster-struck town of Soma in the western province of Manisa also reportedly felt the earthquake strongly, with several people rushing to the streets in panic.

Although the governors of Istanbul and Çanakkale, in separate statements, said there were no casualties or damage in their provinces, 30 people in Çanakkale and five people in Tekirdağ were reportedly injured after jumping out of their apartment windows.

20 people were hospitalized in Gökçeada due to the shock they experienced. "I was on the beach. Rocks started to shake. They were moving under our feet. We ran

APPENDIX J Continued

away. It took 20-25 seconds," one Gökçeada resident told Hürriyet.

Meanwhile, the quake caused cracks in a hospital building in Çanakkale's Yenice district. The patients are being evacuated from the Yenice State Hospital, and a two-tent field hospital will be built in the district, officials have announced.

The GSM networks collapsed due to overcapacity after the quake but the services were restored later.

Here is the first footage taken in the immediate aftermath of the earthquake from around Turkey:

In Greece, a duty officer at the Lemnos police precinct said a female British tourist was slightly injured at the airport when part of the ceiling fell, but she was treated at the scene and did not require hospitalization. No other damage or injuries had been reported, according to The Associated Press.

The Institute of Geophysics at the Aristotle University of Thessaloniki said the temblor announced a magnitude of 6.3; the U.S. Geological Survey initially reported a magnitude of 6.4, later revised to 6.9.

The quake struck at 12:25 p.m. local (0925 GMT) southwest of the Greek island of Samothraki, 210 kilometers (130 miles) east of Thessaloniki and 296 kilometers (185 miles) northeast of the capital Athens.

There were divergences as to the depth, as well. The USGS reported a depth of 10 kilometers (6 miles) but the Athens Geodynamics Institute has reported 27 kilometers (17 miles).

"The earthquake has occurred in an area with especially high seismic activity, which, in the past, has given earthquakes up to 7 magnitude (in 1982)," Manolis Skordilis of the Institute of Geophysics told The Associated Press. "We are currently analyzing the aftershocks and are on alert," he added.

A. What do the following refer to?

1. P:6 L:2 "their" means _____
2. P:11 L:2 "she" means _____

APPENDIX J Continued

B. Find synonyms of the words below in the paragraphs.

1. located (v.) (para. 1) = _____
2. slight (adj.) (para. 1) = _____
3. size (n.) (para. 3) = _____
4. inhabitant (n.) (para.7) = _____
5. moved out (v.) (para. 8) = _____
6. firstly (adv.) (para.12) = _____

C. Fill in each gap using the information in paragraph 6 and 7 in the text.

1. (1)_____ the separate statements of the governors of Istanbul and Çanakkale, (2)_____ said that there were no injuries and harm in their cities, it was reported that 30 Çanakkale and 5 Tekirdağ residents were (3)_____ upon jumping out of their apartment windows.
2. In Greece, a female British tourist was slightly injured at the airport because (1)_____ according to a duty officer at the Lemnos police area. However, she was not taken to hospital as (2)_____. The Associated Press reported that there were (3)_____.

D. Choose the best option for the questions below.

1. Which of the following is not a result of the earthquake in Turkey?
 - a) People rushed to the streets.
 - b) Injuries in different cities.
 - c) Failure in GSM networks.
 - d) A British tourist got slightly injured.

APPENDIX K
READING TEXT 9 AND COMPREHENSION QUESTIONS

http://edition.cnn.com/2014/05/24/sport/football/football-champions-league-final/index.html?hpt=isp_c1

Real Madrid beats city rivals Atletico to win Champions League for 10th time

Three quickfire goals in extra time gave Real Madrid a 4-1 win over city rivals Atletico in Lisbon Saturday to win the European Champions League for the 10th time.

Diego Godin put Atletico ahead in the 36th minute and it took an injury time equalizer from Sergio Ramos to rescue Real and force the extra half hour. Atletico held out until the second half of the added time until Gareth Bale headed Real ahead after superb work by Angel Di Maria.

Marcelo and Cristiano Ronaldo, with a penalty, his record 17th goal in the Champions League this season, rubbed salt into the wound for Atletico, who had been bidding for a La Liga/Champions League double.

Coach Diego Simeone, unhappy at the added minutes in regulation play, summed up their frustration as he ran on to the pitch to confront Real's Raphael Varane after the final goal and had to be restrained by stewards.

It was a sorry end to a magnificent season for Los Rojiblancos, but ultimately the quality of Real, epitomized by the world's most expensive player Bale, which prevailed.

It was the Welshman's 22nd goal of the season and sixth in the Champions League but surely the most important of his career.

"This is what every footballer dreams of and it doesn't come any bigger than that," the Welshman told Sky Sports after his side's triumph.

APPENDIX K Continued

For Real Madrid's Carlo Ancelotti it was his third Champions League triumph as a coach, equaling the record of Liverpool's Bob Paisley.

His counterpart Simeone had gambled on the fitness of his star striker Diego Costa, who has been hampered by a hamstring injury, but it backfired when the Spanish international limped off after nine minutes.

He was replaced by Adrian Lopez but Atletico initially took his departure in its stride, frustrating Real's attacking menace in a scrappy first half.

It came to life in a passage of play which first saw Bale poke an effort wide of the post after running through the Atletico defense.

A. What do the following refer to?

1. P:4 L:1 “his” means _____
2. P:5 L:2 “he” means _____
3. P:7 L:1 “the Welsman’s” means _____
4. P:10 L:1 “his” means _____
5. P:13 L:2 “they” means _____

B. Find synonyms of the words below in the paragraphs.

1. annoyance (n.) (para. 5) = _____
2. excellent (adj.) (para. 6) = _____
3. victory (n.) (para. 9) = _____
4. risked (v.) (para.10) = _____
5. finishing (v.) (para. 18) = _____

C. Mark the statements true (T), false (F).

1. **T** **F** Real Madrid won its 10th Champions League victory.
2. **T** **F** Cristiano Ronaldo scored 17 goals in Champions League this year, which is a record.

APPENDIX K Continued

3. F Carlo Ancelotti won fewer Champions League cups than Bob Paisley as a coach

D. Choose the best option for the questions below.

1. Which of the following is not true according to the text?
- e) Cristiano Ronaldo scored more than goals than Gareth Bale in Champions League this year.
 - f) Bob Paisley won 3 Champions League cups as a coach.
 - g) Real Madrid have not won the Champions League for more than 10 years.
 - h) Iker Casillas made no mistake in the match.

APPENDIX L
READING TEXT 10 AND COMPREHENSION QUESTIONS

<http://www.bbc.com/news/technology-27517817>

Facebook wants to 'listen' to your music and TV

Facebook is to release a new feature on its mobile app that "listens" to your music and TV shows.

If the song or show is recognised by the app, users can publish the information on their profile or to selected friends.

The service hopes to take advantage of the "second screen" trend, which sees fans of TV shows in particular sharing their experiences on social networks.

However, some users have privacy concerns.

The feature, which will be available in a few weeks' time, uses the microphones inside users' smartphones to detect nearby music or TV shows.

As the user begins writing a status update, a small animated icon will appear at the top of the app.

If the app detects the appropriate audio signals and finds a match from its database, the user can then share what he or she is watching or listening to.

Facebook says the feature can be turned off at any time, the audio recording is not stored anywhere and the device cannot identify background noise or conversations.

"If you share music, your friends can see a 30-second preview of the song. For TV shows, the story in News Feed will highlight the specific season and episode you're watching," Facebook said in a statement.

APPENDIX L Continued

The company hopes this new method of sharing user listening and watching habits will take advantage of the five billion status updates related to TV and music experiences that the social networking giant sees on a yearly basis.

However, automating part of the sharing process has left some users suspicious, with Nicole Simon commenting on TechCrunch that: "While the idea is nice and technology really interesting, I have no interest in Facebook 'observing' my audio and surrounding. Yes, it starts currently as opt-in, and only on occasion, but there is no trust from my side for even that."

Advertising and Shazam

The BBC understands that this new feature was not specifically designed to enhance Facebook's advertising. However, the company could push an advert to a user's phone based on their tracked listening habits.

This is in keeping with Facebook's current approach to advertising, which uses publicly provided information on users' profiles to push advertisements that are more relevant to each individual user.

The basic idea behind Facebook's feature is not a new one - since 2002 Shazam, which has recently seen a \$3m investment from Sony Music Entertainment, has been providing a similar audio recognition service, with its website describing itself as "a mobile app that recognises music and TV around you".

Users of Shazam - all 450 million of them - can not only share their listening habits with other users of the app, but they can also push their updates to Facebook and Twitter.

The app also provides artist biographies, lyrics, videos, recommended tracks and concert tickets.

Facebook's much larger user base could pose a future threat to the comparatively smaller company.

APPENDIX L Continued

A. What do the following refer to?

1. P:1 L:1 “its” means _____
2. P:4 L:1 “some users” means “some users of _____”
3. P:7 L:1 “its” means _____
4. P:12 L:3 “their” means _____
5. P:15 L:1 “them” means _____

B. Find synonyms of the words below in the paragraphs.

1. launch (v.) (para. 1) = _____
2. dialogues (n.) (para. 8) = _____
3. declaration (n.) (para. 9) = _____
4. benefit (v.) (para.10) = _____
5. current (adj.) (para. 13) = _____

C. Fill in each gap using the information in paragraph 10 and 11 in the text.

1. This new method of sharing the (1)_____ of the users (2)_____ by the company that it will take advantage of the five billion status updates (3)_____ related to TV and music experiences that (4)_____ by the social networking giant on a yearly basis.
2. Nevertheless, some users have been left suspicious by the (1)_____. Nicole Simon commented on TechCrunch: “(2)_____ the fact that the idea is nice and the technology is interesting, I am not (3)_____ in Facebook 'observing' my audio and surrounding. Yes, it starts currently as opt-in, and only on occasion, but I do not (4)_____ even in that.”

APPENDIX L Continued

D. Mark the statements true (T), false (F).

1. **T F** According to the text, the application will enable the friends of the user to listen to the entire song that the user listens to.
2. **T F** Facebook might post an advert to the user's phone according to their listening tastes.
3. **T F** Facebook's this new application is totally innovative and has not been launched by any other company before.

APPENDIX M
READING TEXT 11 AND COMPREHENSION QUESTIONS

http://edition.cnn.com/2013/12/29/world/americas/el-salvador-chaparrastique-volcano-erupts/index.html?hpt=ila_c2

El Salvador's Chaparrastique volcano erupts for first time in 37 years

(CNN) -- El Salvador's Chaparrastique volcano erupted Sunday, sending a dark cloud of ash miles into the sky, forcing thousands to evacuate from their homes and snarling travel in the Central American country as airlines canceled flights.

"We are not certain there will be new eruptions, but we can't rule out that possibility either," President Mauricio Funes said in a televised address urging residents near the volcano in the department of San Miguel to leave their homes and head to shelters. According to the Ministry of Environment and Natural Resources, the eruption began at 10:30 a.m. and produced a column of gas and ash approximately 5 kilometers (3.1 miles) high.

Authorities warned residents not to approach the area near the volcano, which is located in eastern El Salvador.

The international airport in San Salvador, the capital, redirected some flights to other airports, including in Guatemala, to avoid the ash.

Avianca airlines announced Sunday night that it had canceled 33 flights scheduled to arrive and depart from El Salvador as a precautionary measure due to the ash cloud.

Iberia and United Airlines also canceled flights that had been scheduled to arrive in San Salvador Sunday night.

This is the first eruption of Chaparrastique in 37 years.

A. What do the following refer to?

1. P:1 L:3 **“their”** means_____
2. P:2 L:4 **“their”** means_____
3. P:6 L:1 **“it”** means_____

APPENDIX M Continued

B. Mark the statements true (T), false (F).

1. T F There will not be more eruptions.
2. T F There are some flights which were badly affected.
3. T F The last eruption happened in 1977.

C. Read the text again, and answer the questions with complete sentences.

1. What are the negative effects of the eruption of El Salvador's Chaparrastique volcano?

2. What did Avianca Airlines do as a precaution against the eruption?

APPENDIX N
READING TEXT 12 AND COMPREHENSION QUESTIONS

<http://edition.cnn.com/2014/01/09/world/asia/pakistan-boy-stops-suicide-bomber/index.html>

Teen dies stopping suicide bomber at school in Pakistan

(CNN) -- A 14-year-old boy is being hailed as a hero in Pakistan for tackling a suicide bomber -- dying at the main gate of his school and saving schoolmates gathered for their morning assembly.

Ninth-grader Aitazaz Hassan Bangash was on his way to the Ibrahimzai School on Monday in the Hangu district of northern Khyber Pakhtunkhwa province when the bomber, dressed in a school uniform, asked him where the school was, the teen's cousin told CNN.

Aitazaz and his cousin, Musadiq Ali Bangash, became suspicious, Musadiq said.

"The other students backed off, but Aitazaz challenged the bomber and tried to catch him. During the scuffle, the bomber panicked and detonated his bomb," he said.

Rajab Ali, who also witnessed the bombing, told CNN that he saw Aitazaz throw a large stone at a boy trying to enter the school. The blast happened when Aitazaz grabbed him, he said.

Aitazaz and the bomber died at the scene. Witnesses say the blast injured two other people.

Iftikhar Ahmed, a Hangu district police officer, confirmed the details of the attack to CNN.

Hangu is a troubled district bordering Pakistan's tribal areas. It is rife with sectarian violence, with attacks against Shia and Sunni Muslims.

"It was a great sacrifice to save the lives of hundreds of both Shia and Sunni students, who were in morning assembly," Musadiq said.

Aitazaz is survived by his father, Mujaad Ali Bangash, a laborer; his elder brother, Mustajab Hassan Bangash, a student in Pakistan; and three sisters.

Local residents such as Nawaz Khan are calling for Aitazaz to receive a posthumous award for his bravery. "He saved the lives of hundreds of students. He deserves more recognition than Malala Yousafzai," he said.

Pakistanis are comparing him to Malala, the schoolgirl shot by the Taliban in October 2012 for promoting education for all boys and girls.

APPENDIX N Continued

Pakistanis on social media are praising Aitazaz's bravery, with people on Twitter asking everyone to use hastags #onemillionaitzazs or simply #aitzaz and calling for his heroism to be recognized with an award.

A. What do the following refer to?

1. P:2 L:4 “**him**” means _____
2. P:4 L:3 “**his**” means _____
3. P:5 L:1 “**he**” means _____
4. P:8 L:2 “**it**” means _____

B. Mark the statements true (T), false (F).

1. **T F** The other students at the school were in the classrooms at the time of the explosion.
2. **T F** Hangu, the district where the incident happened, is normally a safe area.
3. **T F** Pakistanis are mentioning Aitazaz about his bravery on social media.

C. Read the text again, and answer the questions with complete sentences.

1. How did Aitazaz try to stop the bomber?

2. Who is Malala Yousafzai?

APPENDIX O
READING TEXT 13 AND COMPREHENSION QUESTIONS

<http://www.voanews.com/content/nsa-can-access-computers-not-connected-to-internet/1830686.html>

Reports: NSA Can Access Computers Not Connected to Internet

According to news reports, the U.S. government's electronic spy agency has developed technology to penetrate targeted computers, even if they are not connected to the Internet.

The New York Times says for at least five years the National Security Agency has been secretly implanting tiny electronic circuits capable of transmitting data on covert radio channels.

Briefcase-sized relay stations can pick up those signals kilometers away and transmit them to the spy agency's headquarters.

According to the reports, the new technology solved the problem of accessing computers that U.S. adversaries tried to make impenetrable.

Sometimes the circuits were hidden in cables used for connecting computers to peripheral devices, such as keyboards or speakers. The hardware was mostly implanted by U.S. spies, but sometimes by manufacturers or unwitting users.

The spying hardware and software can stay active for years without being detected. It can be turned on or off remotely, acting as digital sleeper cells' to be activated as needed.

Government and military agencies around the world, as well as private companies, employ computer software called firewalls' to prevent unauthorized access. But all spy agencies try to develop software that can breach those walls.

The German newsmagazine *Der Spiegel* says it had access to a 50-page NSA document listing software that can survive reboots and upgrades in targeted computers, securing permanent access to their networks.

According to *Der Spiegel*, many of those weapons are remotely installable over the Internet while others require direct access to the device.

APPENDIX O Continued

A. What do the following refer to?

1. P:1 L: 3 **“they”** means_____
2. P:3 L:2 **“them”** means_____
3. P:6 L:2 **“it”** means_____
4. P:9 L:2 **“others”** means “other_____

B. Mark the statements true (T), false (F).

1. **T F** The U.S. government's electronic spy agency can access the computers even if they do not have Internet connection.
2. **T F** National Security Agency has been working on the subject for more than 3 years.
3. **T F** The enemies of the USA made some computers inaccessible in the past.

C. Read the text again, and answer the questions with complete sentences.

1. What do spy agencies do to breach firewalls that the government and military agencies have?
-

APPENDIX P

READING TEXT 14 AND COMPREHENSION QUESTIONS

http://edition.cnn.com/2014/01/12/world/meast/cairo-street-eats-get-gourmet/index.html?iid=article_sidebar

Can Cairo street eats be the next global foodie phenomenon?

(CNN) -- In Egypt, the words "street food" and "gourmet" don't often go hand in hand.

Street food is not about style; it's meant to be quick, cheap and filling. However Chris Khalifa, a 30-year-old owner of Zooba cafe in Cairo, has tried to change that. He saw a trend elsewhere in the world: chefs hit the streets and serve dishes out of food trucks.

"I noticed no one had ever tried to do this with Egyptian street food," said Khalifa. "I try to create a brand around a more gourmet Egyptian street food."

But instead bringing gourmet food to the street, Zooba turns street food into fine dining. Located in Cairo's upmarket Zamalek neighborhood, the cafe serves classic street fare like koshari and falafel with a new twist.

The dishes, like spinach-infused "baladi" bread or sweet potatoes roasted with a blowtorch, are prepared by professionally trained chefs, using top-quality ingredients.

Khalifa's business partner, Moustafa El Rafaey, handles the creative side of running the restaurant. Trained at a culinary arts program in the United States, he initially found cooking Egyptian cuisine was quite daunting -- and foreign.

"I was scared to be honest," said El Rafaey. "I had (a) good international background. To leave all this to cook... Egyptian food was a bit scary for me."

To develop the restaurant's menu, El Rafaey traveled across Egypt. He mastered local recipes, tried new flavors and searched for best ingredients. He relishes his experience, saying that preparing food is like creating an artwork.

"Anything that puts a smile on your face is an art. When you watch a good dance or listen to a good music that makes your smile," Elrafaey says. "And I put smiles on people's faces with my food."

"When we started, I honestly had no idea how people would respond to a gourmet 'ful,' 'tameya' or 'koshari,'" said Khalifa, who quit his banking job to start the restaurant. "The response has been good, people have been coming in."

APPENDIX P Continued

Business is so good that they are thinking to expand, opening a second and a third branch of Zooba in Cairo. And perhaps one day, in Dubai or even London -- which means taking Egyptian street food to the world.

A. What do the following refer to?

1. P:2 L:1 “it” means _____
2. P:2 L:3 “that” means “the fact that _____
3. P:7 L:3 “he” means _____
4. P:9 L:3 “his” means “other _____
5. P:12 L:1 “they” _____

B. Mark the statements true (T), false (F).

1. T F Street food is normally preferred because it is fast.
2. T F Chris Khalifa has had new intentions about the street food in Egypt.
3. T F Khalifa is the only owner of the café.
4. T F Moustafa El Rafeay studied culinary in Egypt.
5. T F El Rafeay changed his career to start the restaurant.

C. Read the text again, and answer the questions with complete sentences.

1. What gave the idea to Chris Khalifa to start the Zooba?

2. Write two dishes that are served in Zooba.

3. What did El Rafeay do to develop the restaurant’s menu?

4. What are Khalifa and El Rafeay’s future plans?

APPENDIX R

TURKISH SUMMARY

Teknoloji ve internetin modern yaşama etkilerini gördükçe, eğitim ve dil öğrenmeyi de bu ikisinden ayrı düşünmek imkânsızdır çünkü bir okuldaki öğretim metot ve tekniklerinden birinci elden etkilenecek bireyler, sınıf dışında internet ve teknolojiden en fazla faydalanan bireylerdir. Bu nedenle, öğrenciler için daha verimli ve modern bir öğrenme ortamı sağlamak için, teknoloji, bilgisayar ve internetteki gelişmeleri takip etme ihtiyacı ortaya çıkmıştır.

Modern dünyadaki eğitimsel teknoloji ihtiyacı göz önünde bulundurulduğunda, diğer alanlarda olduğu gibi, bilgisayar ve internetin dil öğretimine de entegre edilmesi çok önemlidir. Aslında, dil öğrenimi ve öğretimi, teknoloji, bilgisayar ve internetin dahil edilebileceği eğitimin en uygun alanlarından. Çünkü İngilizce insanların bir iletişim yolu olarak, ki bu temel bir ihtiyaçtır, aldıkları bir derstir. Bu dersin sonucu alınan edinimler, hedef dilde konuşma, okuma, yazma ve dinleme yoluyla gerçek hayatta uygulanabilir. Bu nedenle teknoloji, bilgisayar ve internetin dil öğrenim ve öğretimine dahil edilmesi gayet doğaldır çünkü günümüzde bu üçlü gerçek hayatın bir parçası olmuştur.

Öğretim teknolojisine karşı duyulan büyük ihtiyaç sebebiyle, 1950'lerde ortaya çıkan Bilgisayar Destekli Dil Öğrenimi, sürekli artan önem kazanmıştır. Bilgisayar Destekli Dil Öğrenimi, Bilgisayar Temelli Öğretim olarak da adlandırılabilir. Böylelikle, Bilgisayar Destekli Dil Öğrenimi, bilgisayar tarafından kolaylaştırılan ve desteklenen öğrenme süreç ve ortamları olarak da adlandırılabilir. Ayrıca, Bilgisayar Destekli Dil Öğrenimi, bilgisayarın öğrenilecek materyalin sunumu, desteklenmesi ve değerlendirilmesine yardım olarak kullanıldığı, dil öğretim ve öğrenimine bir yaklaşımdır.

Bilgisayar Destekli Dil Öğrenimi, öğretmenlere ve öğrencilere öğretim ve öğrenim fırsatları sunar. İlk olarak, geçmişle karşılaştırıldığında, öğrenci profili değişmiştir. Doğal olarak, İngilizce öğretmenleri de bu değişime ayak uydurmalıdırlar. Ayrıca,

öğretmenlerin sınıf içinde kullandıkları teknik ve metotlar da bu değişime maruz kalmaktadır, çünkü modern teknoloji çağı öğretmenleri daha modern metot ve teknikleri kullanmalarını gerektirmektedir. Bir İngilizce öğretmeni, Bilgisayar Destekli Dil Öğrenimi'ni sınıfa getirerek, dil öğretimini öğrencilerle kişiselleştirebilir çünkü onlar zaten bilgisayar, internet ve onlarla alakalı her şeyle çok ilgilidirler. Kişiselleştirme, öğrencilere derste kendileriyle ilgili bir şeyler bulmalarına yardımcı olacak ve öğrenme sürecini sahiplenmelerine sebep olacaktır. Ayrıca, öğretmenler, sınıfta internet ve Bilgisayar Destekli Dil Öğrenimi araçlarından, konulardan önce öğrencilerin konuyla ilgili daha önceden öğrendiği bilgileri aktif hale getirmek amacıyla faydalanabilir. Ayrıca, öğrenciler için pratik yapma amacı güden sitelerden de yararlanabilirler.

Bunların yanı sıra, internet ve Bilgisayar Destekli Dil Öğrenimi araçları, dil öğrenenlerin öğrendiği dili pratik edebileceği, sınırsız sayıda otantik materyallere de ev sahipliği yapar. Dil öğrenen kişiler, okuma yeteneklerini, İngilizce'yi anadili olarak konuşan kişiler tarafından, başta İngilizce'yi anadili olarak konuşan insanlar için yazılan metinleri internet sitelerinde okuyarak geliştirebilirler.

CNN, BBC ve Economist gibi haber siteleri ve dergiler, bu durum için en uygun örneklerdendir çünkü bireyler bunlara kolayca ve ücretsiz şekilde herhangi bir zaman ve yerde ulaşabilirler. Ayrıca, ilgilerini çeken her konuyla ilgili metinler bulup onları okuyabilirler. Sonuç olarak, bu öğrencilerin okumaları için motive edici bir alıştırmadır çünkü öğrenciler geleneksel yollarla çalışmalar yapmak zorunda kalmayacaklar ve metinler de güncel olacaktır. Bu okuma alıştırmaları, dil öğrenen bireylere otantik metinlerle alıştırmaya yapma imkânı verecek ve bu alıştırmalar da öğrencilere anlaşılır girdi sağlayarak, konuşma, yazma ve dinleme gibi diğer yetenekler için de sağlam bir temel oluşturacaktır.

Ayrıca, İngilizce öğrenen bireyler, podcastler, videolar ve canlı televizyon kanalları gibi Bilgisayar Destekli Dil Öğrenim ve internet araçları sayesinde, dinleme becerilerini de geliştirebileceklerdir. Yazma yeteneğine gelince de, elektronik posta

yazma, blog tutma ve sosyal medya sitelerinde yapılan yazma aktiviteleri gibi fırsatlar vardır. Ayrıca, İngilizce öğrenen bireyler, diğer İngilizce öğrenenlerle ve anadili İngilizce olanlarla konuşarak, konuşma becerilerini geliştirebilirler. Bu da, öğrencilerin sınıf dışında dahi, öğrenmenin içinde kalmalarını sağlayacaktır ve bu da öğrencinin bağımsız olarak hareket etmesini sağlayacaktır.

Dil öğrenen bireylerin, geleneksel dil öğretim metotlarına karşı olan olumsuz tavırları ve motivasyonlarındaki düşüş göz önünde bulundurulduğunda, internet ve bilgisayarın, dil öğrenimiyle birleştirilmesi, öğrencilerin dil öğreniminde bağımsız olarak hareket edebilmesini sağlayacak ve geleneksel kitap ve kalem metotları için de bir çeşitlilik sağlayacaktır. Bu da, uzun vadede, öğrencilerin dil öğrenme gelişimine olumlu yönde etkileyecektir çünkü çevrimiçi ortamlar, eğlenceli, güncel ve etkileşimli alıştırmalar sağlayarak, öğrencilerin geleneksel yöntemlerle çalışırkenki olan motivasyon düşüklüklerinden kurtulmalarını sağlayacaktır.

Bilgisayar ve internet, dil öğretimi ve öğreniminde okuma yeteneklerini geliştirmek için de kullanılabilir. İngilizce öğreniminde okuma yeteneği, her zaman araştırmacıların, öğretmenlerin ve program geliştiricilerin ilgisini çekmiştir. İkinci dil öğrenenler için, özellikle dil yetenek seviyeleri düşük olanlar için, okuma yeteneği vurgulanması gereken en önemli yeteneklerden bir tanesidir. Bunun sebebi, okumanın, öğrenciler için sayısız alıştırmaya fırsatı içermesidir. Yani, hedef dilde okuma yapan öğrenci, kelime bilgisini, derste öğrendiği dilbilgisini ve okuma yeteneğinin kendisini geliştirecektir.

Ayrıca, öğrenciler, kelime bilgisini uygun durumlar içinde pratik yaparak sağlam bir temel oluşturacaklar ve öğrenci konuşma ve yazma becerilerinde daha akıcı olacaktır. Başka bir deyişle, birey kelime bilgisini ve konuşma ve yazma dil kullanımını geliştirmek istiyorsa, ne kadar çok okursa, bu amaç da o kadar hızlı gerçekleşecektir. Dinleme ve okuma gibi girdiler, konuşma ve yazma gibi yeteneklerin oluşmasını kolaylaştırır. Daha düşük dil seviyesine sahip öğrenciler için

de, bu daha fazla bir öneme sahiptir çünkü bu tip öğrenciler, kendi bölümlerine başlamadan önce dili öğrenmek için çok da fazla zaman sahip değillerdir.

Bu kısıtlı zamanda, dil öğrenenler, en verimli ve nokta atışı çalışma metotlarında istifade etmeliler ki mümkün olan en kısa zamanda dili en doğru şekilde öğrenebilsinler. Fakat araştırmacının da gözlemlediği gibi, İngilizce hazırlık okullarında okuyan öğrenciler, bu İngilizce metinleri okumak için yeterli içsel motivasyona sahip değillerdir. Bu isteksizlik ardında yatan neden, beş alternatiften yanlış olan dördünü eleyip, doğru olan birini seçmeyi içeren üniversite sınavına hazırlık yöntemleri yüzünden olabilir. Çünkü, bu tarz çalışma yöntemleri öğrencilerin eleştirel düşünme becerilerini ve yorum yapma kabiliyetlerini kullanmalarını gerektirmez.

Hazırlık sınıfı öğrencileri, Türkiye'deki hazırlık okulları müfredatında yer alan okuma kitaplarındaki alıştırmalarda bu alıştırmalarla ilgili sorulara cevap vermek zorunda oldukları için, dört yanlış cevabı eleyip doğru olan birini bulmak zorunda oldukları, çoktan seçmeli sorulardan daha da zordur. Çünkü bu tarz sorularda eleştirel düşünme ve yorumlama becerilerini kullanmak zorunda kalmazlar. Sonuç olarak, bazı öğrenciler bu okuma parçalarını okumak için isteksiz olabilirler. Bu da, okuma yeteneklerinin gelişmesini engeller.

Teknoloji, öğrencilerin hayatlarında çok büyük bir yer kapladığı için, sınıf ortamına da bunu dahil etmek akıllıca bir fikir olacaktır. Bu yüzden, araştırmacı öğrencilerin okumaya karşı olan motivasyonlarını artırmak için, çevrimiçi ortamı sınıf içine getirmek istemiştir.

Bu çalışmanın sunacağı sonuçlar, hem öğretmenler ve öğrenciler için pratik uygulamalar sağlayacaktır. Çünkü, öğrencilerin ulusal bir üniversiteye giriş sınavını geçmek için çalışmak zorunda oldukları Türkiye ve Çin gibi ülkelerde, dil öğrenimi ihmal edilmektedir. Üniversite sınavını geçip, eğitim dilinin İngilizce olduğu Orta Doğu Teknik Üniversitesi gibi üniversitelerde okumak için hak kazandıklarında,

eđitim-öđretim yılının bařında girdikleri İngilizce yeterlilik sınavını dođal olarak geçememektedirler çünkü bu öđrencilerin İngilizce yeterlilik sevipleri üniversitede çalıřmalarını yürütebilmek için yeterli deđildir. Böylelikle, İngilizce hazırlık okulunda okumak zorunda kalmaktadırlar. Fakat, hazırlık okuluna bařlangıç seviyesinde bařlayan öđrenciler diđer yüksek seviyelerde bařlayan öđrencilere nazaran daha fazla çalıřmak zorunda kalmaktadırlar. Buna paralel olarak, öđretmenler, yođun ders planı, uzun ders saatleri ve ađır ödev yükü arasında, öđrencileri özellikle okuma parçalarını okumaya ve bu parçalarla ilgili soruları cevaplandırmaya motive etmek ve cesaretlendirmekte zorlanmaktadırlar. Bu nedenle, bu çalıřmanın sonuçları açıklanınca, bu öđretmenler, geleneksel kalem-kađıt aktivitelerine alternatif olarak çevrimiçi okuma aktivitelerini müfredata dahil edip etmemek konusunda bir kaniya varabileceklerdir.

İngilizce hazırlık okulu öđrencileri, bu ödev olarak verilen okumaları bırakınca, okuma becerilerinin geliřimi durabilir. Bu da, diđer dil yeteneklerinin geliřimine zarar verebilir. Derslerinde bu çalıřmanın sonuçlarını uygulayarak, bu durumu engelleyebilir ve öđrencilerin okuma becerilerinin geliřimine katkıda bulunabilirler. Ayrıca, bu çalıřma öđrencilere, okuma alıştırmalarını yapmaya devam etmek için eğlenceli ve motive edici bir yol sağlayacaktır. Çünkü BBC ve CNN gibi farklı konularda otantik metinlerin olduđu sitelerden faydalanacaklar ve ayrıca bu da kendilerine güvenleri de artıracak çünkü anadili İngilizce olan insanlarla aynı metinleri okuyacaklar.

Bu çalıřma, akademik İngilizce öđrenen öđrencilere ve okuma yeteneklerine yođunlařmaktadır. Çevrimiçi okumanın, bu öđrencilerin okumaya karřı olan motivasyonlarına etkisinin olup olmadıđını bulmayı amaçlamaktadır. Öđrencilerin akademik İngilizce'yi öđrenip yeterlilik sınavını geçmek için kısa zamanları olduđu için, öđrencilerin bu hızlandırılmıř İngilizce programından mümkün olduđunca fazla faydalanmaları çok önemlidir.

Etkili ve verimli bir dil öğrenmek için, okuma en önemli yetenektir çünkü okuma öğrencilere sayısız girdi, pratik ve tekrar fırsatları sunar. Okumanın oluşturduğu bu güçlü temelin üzerine, öğrenci dinleme, konuşma, dilbilgisi ve yazma gibi diğer dil yeteneklerini de inşa edebilir. Başka bir deyişle, okuma yeteneği İngilizce hazırlık sınıfı öğrencisine, sahip olduğu kısıtlı zamanda yardım edecek en önemli yetenektir.

Bu bağlamda, bu çalışma aşağıdaki araştırma sorusuna cevap bulmayı amaçlamıştır:

- 1- Çevrimiçi otantik ve güncel haber metinlerini okumanın ve bu metinlerle ilgili sorular cevaplamanın, Türkiye’de bir üniversitedeki İngilizce hazırlık okulu öğrencilerinin İngilizce yeterlilik sınavına yönelik okumaya karşı olan motivasyon ve algılarına olan etkileri nedir?

Bu çalışmaya benzer, farklı çalışmalar yapılmıştır. Ancak, hiç birisi Türkiye’de eğitim dili İngilizce olan bir üniversitenin hazırlık okulundaki öğrencilere yoğunlaşmamıştır. Bu çalışmalardan birini Dreyer ve Nel 2003’te gerçekleştirmiştir. Bu çalışma, çevrimiçi okumanın, Güney Afrika’da bir üniversitenin hazırlık okulu öğrencilerinin, okuma motivasyonları ve başarılarını artırıp artırmayacağı konusundadır. Sonuçlar göstermiştir ki çevrimiçi okuma alan öğrenciler okuma yeteneklerinde ve motivasyonlarında daha fazla bir gelişme göstermiştir.

Diğer bir çalışmayı, Huang et al. 2008 yılında yapmıştır. Bu çalışma çevrimiçi okuma stratejilerinin okuduğunu anlamaya etkisinin olup olmadığını bulmaya yöneliktir. Sonuçlara göre, çevrimiçi stratejileri kullanmak, okuduğunu daha iyi anlamaya yol açmıştır.

Bir diğer çalışma, Tillman tarafından 1995’te gerçekleştirilmiştir. Bu çalışma, bilgisayar destekli okuma derslerinin, geleneksel yöntemlere göre okumada daha çok başarı gösterip göstermeyeceğini incelemiştir. Sonuçlar göstermiştir ki, bilgisayar destekli okuma dersi gördüğünde, okumadaki başarıları ve sınavların okuma bölümünden aldıkları notlar artmıştır.

Vollands ve diğeri, Aberdeen İskoçya’da bilgisayar yazılımlarının okumaya karşı olan motivasyonlarının ve okuma başarılarına bir etkisinin olup olmadığını araştırmıştır. Sonuçlar, yazılım destekli okuma programının geleneksel yöntemlere göre okuma başarısını artırdığı göstermiştir.

Arnold, Almanca dilinde, sınıf dışında yapılan çevrimiçi okumalarla ilgili bir çalışma gerçekleştirmiştir. İleri seviyede Almanca konuşan bireyler için tasarlanmış bu çalışma, geleneksel olarak yapılan sınıf dışı okuma programlarından iki yönüyle farklıdır. İlk farklılık, öğrenciler geleneksel olarak kitapla yapılan okumalar yerine, çevrimiçi materyaller okuyacaklardır. İkincisi de, metin seçimlerinde öğretmenin herhangi bir müdahalesi olmamalıdır. Veri toplama araçlarına gelince, anket ve cevaplamalar kullanılmıştır. Bu araçlar, öğrencilerin dilbilimsel olarak çok sayıda fayda sağladığını göstermiştir. Şaşırtıcı olarak, bazı öğrenciler bilerek, kendilerini zorlamak için daha zor metinler istemişlerdir. Bu sınıf dışı yapılan okumaların temel prensiplerine aykırı olmasına rağmen, bu öğrencilerin yükselen motivasyonuna ve kendine güvenlerine bir işaretir. Bu çalışma ayrıca göstermiştir ki, katılımcılar, bilinçli şekilde okuma stratejilerini ve sözlük kullanımına karar verebilecek hedef dilde yetenekli okuyuculara dönüşmüşlerdir.

Bu çalışma, eğitim dili İngilizce olan Orta Doğu Teknik Üniversitesi’ne bağlı Temel İngilizce Bölümü’nde yapılmıştır. Temel İngilizce Bölümü, üniversite sınavını yeni geçmiş ve üniversiteye yeni kayıt olmuş öğrencileri bölümlerine hazırlamayı amaçlamaktadır. Böylelikle, Temel İngilizce Bölümü’nün ana amacı, öğrencilere Orta Doğu Teknik Üniversitesi’nde eğitim hayatları boyunca gerekli olacak akademik İngilizce’yi öğretmektir.

Sınıflar çeşitli bölümlerde okuyacak öğrenciler oluşmaktadır. Öğrenciler üniversiteye kaydolduklarında, İngilizce yeterlilik sınavına girmek zorundalar. Bu sınav, öğrencilerin İngilizce yeterliliklerinin, bölümlerinde okuyacak kadar iyi olup olmadığını bulmayı amaçlamaktadır. Eğer öğrenciler sınavdan en az 59.50 puan alamazlarsa, ki bu büyük bir çoğunluk için böyledir, Temel İngilizce Bölümü’nde en

az iki dönem çalışmak zorundalar. Sınav sonuçlarının açıklanmasından sonra, sınavdan geçer bir not alamayan öğrenciler, yerleştirme sınavına girerler ve İngilizce seviyelerine göre gruplandırılırlar. Eğitim-öğretim yılı sonunda, öğrenciler İngilizce yeterlilik sınavına girerler ve sınavdan en az 59,5 alan öğrenciler, hazırlığı geçmiş oluyorlar ve bir sonraki dönemden itibaren bölümlerine başlamaya hazırdırlar. Bu yeterli notu alamamış öğrenciler yaz okuluna giderler. Yaz okulunun sonunda da yeterlik sınavına girer. Eğer geçer notu alamazlarsa Eylül ayında yine bir sınav hakları var ve bunu da geçemezlerse Temel İngilizce Bölümü'nde ikinci yılı okumak zorundalar.

Bu çalışma, 2013-2014 eğitim-öğretim yılı Bahar döneminde 27 gönüllü öğrenci üzerinde yapılmıştır. Bütün bu öğrenciler Temel İngilizce Bölümü'nde ilk yıllarında ve Pre-Intermediate seviyesindeydiler. Aynı şekilde, bütün öğrenciler, Temel İngilizce Bölümü'ne 2013 yılında İngilizce yeterlik sınavına, Beginner seviye olarak başlamışlardır.

Bu çalışmanın Pre-Intermediate seviye öğrenciler üzerinde yapılmasının birkaç tane sebebi vardır. İlk sebep, katılımcılarının İngilizce yeterlilik düzeyleridir. Bu seviye, diğer seviyelerle karşılaştırıldığında, akademik İngilizce öğrenmek ve yeterlilik sınavını geçmek için diğer seviyelerle aynı uzunluk da zaman dilimine sahip olmalarına rağmen, öğrenciler tarafından daha yoğun bir İngilizce çalışma sürecine ihtiyaç duymaktadırlar. Bu nedenle, düşük seviyedeki öğrenciler daha yoğun bir çalışma temposuna girmek zorundalar. Okuma yeteneği de onlara yardımcı olacak en önemli yetenektir. Okuma yeteneğinin bu kadar önemli olduğu göz önünde bulundurulduğunda, öğretmenlerin öğrencileri, okuma alıştırmalarına devam etmeleri için motive halde tutmaları çok önemlidir. Aksi halde, sürekli geleneksel yollarla, okuma kitaplarından ödevler vermek, öğrencilerde motivasyon düşüklüğüne ve bıkkınlığa yol açabilir ve bu çok önemli okuma parçalarını okumayı bırakabilirler. Bu da, onların yabancı dil gelişimlerini durduracaktır. Bunu engellemek için, bu çalışma, düşük seviyedeki öğrencilere daha fazla okuma alıştırmaları yapma şansı vereceğinden, bu seviye öğrenciler üzerinde uygulanmıştır.

Çalışmanın Beginner seviye öğrencilerle değil de, Pre-Intermediate seviye öğrencilerle yapılmasının diğer bir sebebi de, otantik internet sitelerinden alınmış bu haber metinlerinin Beginner seviye öğrenciler için çok zor olmasıdır.

Bu çalışmaya 16'sı kız ve 11'i erkek toplam 27 öğrenci katılmıştır. Bu öğrenciler 18 ve 27 yaş aralığındaydı. Sekiz kişi 18 yaşında ve yedi kişi de 19 yaşındaydı. Ayrıca, dokuz tane 19 yaşında öğrencinin yanı sıra iki tane de 21 yaşında öğrenci vardır. Son olarak, bir tane de 27 yaşında öğrenci vardı.

Öğrencilerin liseleri konusuna gelince de, öğrencilerin birçoğu Anadolu Lisesi'nden mezun olmuşlardır. 27 öğrenciden 24'ü bu liselerden mezun olmuşlardır ve bu öğrencilerden ikisi de Anadolu Öğretmen Lisesi'nden mezun olmuşlardır. Bir öğrenci de Teknik Lise'den mezun olmuşlardır.

Bu çalışmada, biri çalışmadan önce ve diğeri çalışmadan sonra olmak üzere iki adet anket uygulanmıştır. Çalışma öncesi anketin ilk bölümünde, katılımcılar hakkında kişisel bilgiler toplanmıştır. Bu sorular katılımcıların cinsiyeti, yaşı, mezun olduğu lise, Türkçe ve İngilizce çevrimiçi ve geleneksel okumaya ne kadar zaman harcadıkları ve çevrimiçi materyallere nasıl ulaşabildikleri ile ilgiliydi.

Anketin ikinci bölümü 19 adet Likert tipi sorudan oluşmuştur. Sorular birde dörde kadar numaralandırılmıştır. 1=Hiç katılmıyorum, 2=Katılmıyorum, 3=Katılıyorum ve 4=Çok katılıyorum şeklinde oluşmuştur. Sorular genelde öğrencilerin internet kullanımıyla ilgili bakış açıları ve alışkanlıklarıyla ilgiliydi.

Anketin son kısmında ise, öğrencilerin ilgilendikleri konuları, okudukları metin çeşitlerini ve sınıf ortamında okuma alıştırmaları yaparken ne gibi zorluklarla karşılaştıklarını soran üç adet açık uçlu soru bulunmaktaydı. Bu bölümde araştırmacı, çalışmada kullanacağı metinlerin hangi özelliklere sahip olacağını bulmak istemiştir. Hangi tür metinler okuyorsunuz sorusuna, 24 öğrenci gazete, 14 öğrenci dergi ve 2

öğrenci de blog olarak cevap vermiştir. Hangi konular ilginizi çeker sorusuna da, 15 öğrenci spor, 14 öğrenci futbol, 11 öğrenci güncel olaylar, sekiz kişi moda, yedi kişi politika, yedi kişi bilim, beş kişi tarih, dört kişi hayvanlar, üç kişi biyografi, iki kişi farklı kültürler, bir kişi çevre, bir kişi ekonomi ve son olarak da bir kişi de film eleştirileri cevabını vermiştir. Okuma aktivitelerini yaparken hangi sorulara cevap verirsiniz sorusuna ise de 20 kişi bilinmeyen kelimeler, 18 kişi dilbilgisi, beş kişi bilgi soruları ve iki kişi de Doğru/Yanlış soruları cevabını vermiştir.

Çalışma sonucunda uygulanan anket ise 15 adet Likert tipi sorudan oluşmuştur. Sorular birde dörde kadar numaralandırılmıştır ve 1=Hiç katılmıyorum, 2=Katılmıyorum, 3=Katılıyorum ve 4=Çok katılıyorum şeklinde oluşmuştur. Bu anket de, öğrencilerin çevrimiçi okumaya karşı olan motivasyon ve algılarında herhangi bir değişme olup olmadığını ölçmeyi amaçlamıştır.

Anketin son bölümünde, araştırmacı üç adet açık uçlu soru sormuştur. Bu sorular, çalışmanın yararları ve zorluklarıyla ilgiliydi. Ayrıca, son olarak katılımcıların çalışmayla ilgi tavsiyelerini soran bir soru sorulmuştur. Çalışmanın yararlarıyla ilgili olan soruya, 23 kişi çevrimiçi okumaların motive edici olduğunu ve internet sitelerinde daha fazla okuma yapmaya yönlendirdiğini söylemiştir. 21 öğrenci de, çevrimiçi okumaların okuma yeteneklerinin gelişmesine katkıda bulunduğunu söylemiştir. 20 öğrenci ise çevrimiçi okumalar otantik metinler içerdiği için bu okumaların kendine güvenlerini artırdığını söylemişlerdir. 19 öğrenci de bu gibi çevrimiçi okumaların kelime bilgilerini artırdığını söylemişlerdir. 15 kişi de bu tarz okumaların eğlenceli olduklarını söylemişlerdir. Beş öğrenci de bu okumaların farklı dilbilgisi konularını alıştırmaya imkanı verdiğini söylemiştir.

Çalışmada ilk önce gönüllü katılımcılar bulunmuş ve bir anket uygulanmıştır. Anketten sonra, okuma metinlerinin yükleneceği EDMODO grubu oluşturulmuştur. Katılımcılar, dört hafta boyunca toplam 14 okuma metni bilgisayar ekranında okumuşlar ve bu metinlerle ilgili araştırmacı tarafından hazırlanan soruları yine aynı

şekilde bilgisayar ekranında cevaplamışlardır. Çalışma bittiğinde de, son anket uygulanmıştır ve bu veriler SPSS 20.0 programıyla analiz edilmiştir.

Veri analizinde ise, araştırmacı hazır bir anket kullanmamış, aksine danışmanının gözetiminde yeni iki anket hazırlamıştır. Anketlerin güvenilirliği, çalışmaya katılmayan 35 kişi üzerinde denenmiş ve anketin güvenilir olduğu ortaya çıkmıştır. Geçerlilik konusunda ise araştırmacı, farklı akademisyenlerden bilgi almıştır.

Sonuçlar öğrencilerin böyle bir çalışmaya kolayca katılabilir ve kolayca internete bağlanabileceğini göstermiştir. Ayrıca, öğrencilerin günlük hayatlarında çevrimiçi okumalar yaptıkları ancak İngilizce'den daha fazla Türkçe okuma yaptıklarını göstermiştir.

Çalışma başlangıcında, katılımcılar daha önce benzer bir çalışmaya katılmamış olmalarına rağmen, çevrimiçi okumaya karşı öğrencilerin olumlu bir bakış açısı olduğu ortaya çıkmıştır. Çıkan sonuçlardan bazıları aşağıdaki gibidir:

- İngilizce çevrimiçi okumak motive edici olabilir.
- Bir metni çevrimiçi okumak geleneksel okumadan daha iyi olabilir.
- İngilizce yeterlik sınavına hazırlanma amacıyla çevrimiçi okumak ve bu metinlerle ilgili sorular cevaplandırmak iyi bir fikir olabilir.
- Çevrimiçi okumak öğrencilerin kendine olan güvenlerini artırmaktadır.
- Bilgisayar ekranında okuma alıştırmaları yapmak geleneksel yöntemlerden daha etkili olabilir.

Bu çevrimiçi okuma çalışmasıyla ilgili istekli ve olumlu olmalarına rağmen, katılımcılar bazı tereddütlere de sahipti. Bu tereddütlerden bazıları aşağıdaki gibidir:

- Geleneksel olarak okumak, bilgisayar ekranından okumaktan daha iyidir.
- Eğer çevrimiçi bir aktivite yapmak istediğimde, çıktısını alıp öyle yaparım.

Çalışma sonrası anket sonucunda ise, bulgular, katılımcıların çalışma öncesi çevrimiçi okumaya karşı var olan olumlu bakış açısı devam etmiş ve daha da artmıştır. Katılımcılar, çevrimiçi okuma çalışmasının, genel dil becerilerine ve okuma, dinleme, dilbilgisi ve kelime bilgisi yeteneklerine katkıda bulunduğunu düşünmüşlerdir. Ayrıca, bulgular, katılımcıların çevrimiçiye karşı olan motivasyon seviyelerinin artış gösterdiğini göstermiştir. Ayrıca, anket sonucuna göre, öğrenciler çalışma sonrasında da çevrimiçi okumaya devam edeceklerini söylemişlerdir.

Bu çalışma göstermiştir ki, hazırlık okulu İngilizce öğretme müfredatına çevrimiçi aktiviteleri dahil etmek, öğrencilerin İngilizce öğrenmeye karşı olan motivasyonlarının artmıştır. Bu nedenle, hazırlık okulu müfredatına çevrimiçi aktiviteler dahil edilebilir ve bu da, özellikle okuma yeteneğine karşı olan motivasyonlarını artıracaktır. Bu da, öğrencilerin dil öğreniminde başarılı olmasına yol açacaktır.

İleri de, çevrimiçi aktivitelerin okumaya karşı olan motivasyonlarının yanı sıra, dinleme ve dilbilgisine karşı olan motivasyonlarına da etkisini araştıran bir çalışma yapılabilir.

Ayrıca, bazı öğrenciler, çevrimiçi okurken, bilgisayar ekranına uzun süre bakmalarının zor olduğunu ve bunun göz problemlerine yol açtığını söylemiştir. Benzer bir araştırmada, araştırmacı daha kısa metinler seçebilir. Ayrıca, araştırmacı öğrencilere metinleri sık aralar vererek okumalarını tavsiye edebilir.

Son olarak, bu çalışma, dört hafta sürmüş ve 27 katılımcıyla yapılmıştır. Bu süre ve katılımcı sayısı daha fazla olabilir ve böylece sonuçlar daha da güvenilir olabilir.

Çalışmanın bazı eksiklikleri vardır. Bu çalışma 27 kişiyle yapılmıştır. Bu grup, sonuçları genellemek için çok az sayıda olabilir.

Ayrıca, çalışma dört hafta sürmüştür. Bu süre, katılımcıların okuma yeteneklerindeki artışı görmek için yeterli olmayabilir çünkü hedef dilde okumadaki gelişmelerin kısa sürede görülmesi çok zordur. Bu nedenle, daha fazla kişiyle yapılmış ve daha uzun süren daha kapsamlı bir çalışma, daha güvenilir sonuçlar elde etmek için yapılabilir.

APPENDIX S

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

YAZARIN

Soyadı :
Adı :
Bölümü :

TEZİN ADI (İngilizce) :

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: