© 2022 INASED

Strategies Used by Turkish Teachers in Teaching Comprehension (Reading) in Turkish Lesson Teaching Process*

Mustafa Köroğlu [i]
Hatay Mustafa Kemal University

Ahmet Balcı [ii]
Hatay Mustafa Kemal University

Abstract

The aim of this research is to determine the strategies used by the 8th grade Turkish teachers in the teaching-learning process of the Turkish lesson for teaching comprehension (reading). The model of the research is the case study model, which is one of the qualitative research methods. The participants of the research are five Turkish teachers who gave eighth grade Turkish lessons in the 2019-2020 academic year and participated in the study voluntarily. "Observation form" and "Semi-structured interview form" developed by the researcher were used as data collection tools in the research. In the development of measurement tools, literature review was used, expert opinion was taken and the level of agreement between coders was checked. Descriptive statistical techniques (frequency, percentage, mean, etc.) were used in the analysis of the data. As a result, it has been determined that the most used strategy by the teachers participating in the study for teaching comprehension in the Turkish lesson learning-teaching process is the question-answer strategy.

Keywords: Reading, Comprehension, Comprehension Strategies, Observation, Comprehension Teaching

DOI: 10.29329/ijpe.2022.467.2

---

* This study was produced from the doctoral thesis supported by the Scientific Research Projects Coordination Unit of Hatay Mustafa Kemal University within the scope of the project numbered 17.D.005.

[i] **Mustafa Köroğlu,** Assist. Prof. Dr., Departmant of Turkish Language Education, Hatay Mustafa Kemal University Faculty of Education, ORCID: 0000-0003-4701-8120

Correspondence: mkoroglu@mku.edu.tr

[ii] **Ahmet Balcı,** Assoc. Prof. Dr., Departmant of Turkish Language Education, Hatay Mustafa Kemal University Faculty of Education, ORCID:0000-0002-7424-592X

© 2022 INASED

INTRODUCTION

There have been many studies on teaching reading comprehension (Pressley & Allington, 2015; Durkin, 1978-1979; Dole et al., 1996). Some of these studies focused on the use and teaching of reading strategies and found that these strategies play an important role in students' understanding (Schiefele et al., 2012; Aghaie & Zhang, 2012; Brown, 2008; Brown et al., 1996).

In the studies, there is a general view that reading comprehension education should help students develop "the ability to learn from the text" (RAND Reading Study Group, 2002:29). However, the long-term goal is to help students learn to be strategic readers, independent graspers, and critical thinkers with the ability to effectively access a variety of texts they will encounter at school, life, and work (Pressley & Allington, 2015).

Because reading comprehension education involves developing instructional strategies and reading skills, it is necessary to briefly define the two terms that are often used interchangeably in research and practice. Dewitz, Jones, and Leahy (2009) found that the two terms are used interchangeably and frequently in their studies on comprehension education. In some of the programs they reviewed, comprehension strategies such as previewing and guessing were also labeled and taught as comprehension skills. For the purpose of this study, a reading comprehension strategy is defined as a cognitive or behavioral action implemented under certain contextual conditions to improve some aspects of comprehension (Graesser, 2007). Duffy (2002:30) stated that the word "strategy" refers to the technique by which readers learn to control as a means of better understanding. On the contrary, skills are "procedures performed in the same way every time without conscious thought (Block & Duffy, 2008).

Afflerbach, Pearson, and Paris (2008) examined the issue and defined reading strategies as follows: "Efforts to control and change the reader's efforts to decode the text, understand the words, and construct the meanings of the text". In their view, a reading strategy is: a deliberate, conscious, metacognitive action (p. 368). When this action "becomes effortless and automatic" with practice, the reading strategy then turns into a reading skill (Aghaie & Zhang, 2012). Afflerbach et al. (2008: 368) stated that the concepts of skill and strategy differ in their automatic and non-automatic situations. Concretely, a comprehension strategy is a "deliberate, conscious, metacognitive action that students deliberately perform to help them produce meaning in reading.

To summarize the concept of skill and strategy: Strategy requires less deliberate attention and the student uses it faster and more efficiently. When it becomes effortless and automatic, that is, the student will automatically ask, "Does this make sense?" reading strategy has become a reading skill (Koenig, 2018).

Almasi and Fullerton (2012) support the same idea, emphasizing that strategies are "to help the reader deliberately achieve a goal". They also stated that instructional activities and exercises, such as the use of graphic organizers or venn diagrams in the processing of text information, are not strategies but mechanical tools waiting to be used to aid understanding by readers. They also explained strategies as thinking processes and actions that the reader deliberately chooses to achieve a reading goal, not as activities required by reading or completing the worksheet in class.

Researchers, who stated that qualified readers participate in certain practices to understand the text, conducted some studies on qualified readers to determine and analyze what these practices are. Pressley and Afflerbach (1995) analyzed and summarized more than 40 studies to identify practices and strategies used by qualified readers. The participants in his studies ranged from sixth grade to university professors. The study was diverse in terms of text types as well as the variety of participants. The texts used in the studies were suitable for some participants and not for others. Researchers have argued that this diversity will make a positive contribution in terms of increasing the power of analysis in the research. They believed that this would logically expand the types of skills and processes to be observed in their research. This helped them to produce more comprehensive and

accurate research results. It is a prerequisite for the participants to be seen as qualified (competent) readers that all participants participating in their research do not lack decoding related to the text read. These participants were asked to describe their thinking processes and what they did before, during, and after reading.

After the analysis was completed, Pressley and Afflerbach (1995) identified practices used by qualified readers before, during, and after reading. They concluded that qualified readers are active readers at every stage. According to these results, they classified the practices/strategies that help qualified readers to understand as follows:

Before Reading

• Creating a target for reading the text;

• Text overview (review);

• Deciding to read only certain chapters;

• Deciding to stop reading when the content in reading is not relevant to current reading goals;

• Activating their prior knowledge;

• Summarizing what is obtained from the preview of the text, and

• Creating an initial hypothesis about what the text is about, based on general guesses (Pressley and Afflerbach, 1995:32-33).

While reading, talented readers continue to demonstrate practices that help them understand. Some of these apps are:

During Reading

• Generally correct reading of the text from beginning to end;

• Reading only certain sections that are believed to contain critical prior knowledge of the genre, author style, or writing structures used in the review

• Review

• Read aloud

• Repetition/re-expression of a thought that occurs during reading

• Note taking

• Pause reading to reflect on text

• Re-reading parts of the text

• Searching for some related words, concepts or ideas in the text and using them to create the main idea or summary

• Searching for phrases in the text

• Making convincing estimates (Pressley and Afflerbach, 1995:34-37).

After reading, talented readers decide what to do with what they read. These practices are a critical stage for reading comprehension.

After Reading

• Re-reading as needed after the first reading

• Memorizing the text

• Listing the information in the text

• Creating a coherent summary of the text

• Asking self questions about text content

• Imagining information in the text based on assumptions

• Thinking and interpreting the information contained in the article

• Re-reading to check the accuracy of predictions made before reading

• Continually assessing and reconstructing the understanding of the text

• As the meaning is restructured, the answers given about the text change

• Mentally coding the information in this text for later use (Pressley & Afflerbach, 1995:58-59).

In summary, the findings suggest that skilled readers are active readers who use comprehension-clarifying practices to develop conscious and sustained meaning. Comprehension improves when readers use their overviews or previews of the text to improve comprehension while reading. Initial understandings (predictions) are confirmed or modified by the reader as a more thorough reading takes place. When the reading is complete, the reader may be dissatisfied with what he has understood and may use strategies such as summarizing or asking questions about the text.

Skilled readers use two types of practices to understand text: skills and strategies. However, they are not always clearly defined or categorized as finite (Afflerbach, Pearson, & Paris, 2008). It is seen that the skills and strategies may vary according to the proficiency of the reader and the reader may use a certain application as a skill in one and a strategy in the other depending on several factors.

Many researchers working in the field of reading agree that teachers can help their students understand the text while reading (Almasi, Garas-York, & Shanahan, 2006; Stahl, Jacobsen, Davis, & Davis, 1989; Taylor et al., 2003). Despite this, many teachers do not implement practices that improve reading comprehension in their classrooms.

After Durkin's (1978-79) study, more than one strategy was developed by researchers working in the field of reading and many studies were conducted on the effects of these strategies on reading comprehension (Temizkan, 2007; Epçaçan, 2008; Duke & Martin, 2015; Karatay, 2007; Luttenegger, 2012; McIntyre & Hulan, 2013; Emre, 2014; Palincsar & Schutz, 2011; Topuzkanamış, 2009; Uyar, 2015). However, very little attention has been given to observational studies on what happens in classrooms related to the process of teaching comprehension (reading). The only study conducted in this area in our country is Ateş (2011) on the teaching process of the 4th grade Turkish lesson. In the literature review conducted by the researcher, it has been determined that such a study has not been conducted at the secondary school and higher grade level in Turkey. In this study, it was tried to determine what the 8th grade Turkish teachers used in teaching comprehension (reading) in the Turkish lesson learning-teaching process, and how often and how they applied these strategies.

© 2022 INASED

METHOD

The model of this research, which aims to examine the practices of secondary school 8th grade Turkish teachers in teaching comprehension (reading) in the Turkish lesson teaching process, is the case study model, which is one of the qualitative research methods. Case studies are defined as "the method in which one or more events, environments, programs, social groups, or other interconnected systems are examined in depth." (Büyüköztürk et al., 2013). Creswell (2018) defined the case study as a multifaceted study in the qualitative tradition. Yin (2014), on the other hand, defined case study as identifying and capturing the conditions of a daily situation. A case study is also known as a case study.

Participants

The participants of the research consist of five Turkish teachers who taught eighth grades in the 2019-2020 academic year and participated in the study voluntarily. The Turkish teachers participating in the study work in public schools in Hatay. The table showing the information of the teachers who voluntarily participated in the study is presented below.

Table 1. Information about the participants of the study

Participants	Working Year	Number of Students
Teacher A	12	32
Teacher B	8	16
Teacher C	6	25
Teacher D	5	28
Teacher E	5	21

The names of the Turkish teachers participating in the research were coded and given as Teacher A, B, C, D and E. In addition, the names of teachers will be mentioned in this way in the following parts of the study.

Data Collection

The case study is interpretive and occurred in nature. Yin (2014) emphasized that the case study is important in obtaining rich and detailed data and collecting multiple data collection sources. In case studies, documents, archival recordings, interviews, direct observations, participant observations, films, videotapes and audio recordings can be collected as sources of evidence. In this study, data were collected by the researcher through classroom observations and interviews.

As it can be understood from the conceptual framework of the research, comprehension (reading) education is a complex subject. A thorough examination of all comprehension (reading) teaching practices used by teachers is required to understand the tiniest elements of effective comprehension (reading) teaching. As used extensively in this study, monitoring teacher practices means both a broad and profound approach. By doing this, the researcher tried to summarize the teacher's practices by observing the practices of the teachers during the comprehension (reading) education in the classroom.

Data Collection Tools

In this study, it was aimed to determine the applications of the 8th grade Turkish teachers in the secondary school for comprehension (reading) education and the time they allocate to these applications with the semi-structured observation technique. The applications made by the teacher during the observation were coded into the observation form by the researcher. In addition, the researcher made a sound recording during the observation. Tierney and Lincoln (1994) suggested that a subjective distance is necessary in such a study and that it should be treated without prejudice. While observing the teachers during their education, the researcher tried to assume the role of an impartial

observer without disturbing as much as possible in order to obtain a true picture of the teachers in their natural classroom environment.

Turkish lessons in our country are carried out through the texts included in the themes in the textbooks. Below is a table regarding the themes, texts, text types and observation period in which the researcher observed the teachers.

Table 2. Theme, texts and duration observed in the learning-teaching process

Participants	Thema	Text Name	Text Type	Duration (lesson)
Teacher A	Individual and Society	Sidewalks	Poetry	5 lesson
	Science and Technology	E-Diseases in Our Daily Life	Informative	5 lesson
	Our National Culture	Epic of Migration	Narrative	5 lesson
Teacher B	Individual and Society	Sidewalks	Poetry	5 lesson
	Science and Technology	E-Diseases in Our Daily Life	Informative	5 lesson
	Our National Culture	Epic of Migration	Narrative	5 lesson
Teacher C	Individual and Society	Sidewalks	Poetry	5 lesson
	Science and Technology	E-Diseases in Our Daily Life	Informative	5 lesson
	Our National Culture	Epic of Migration	Narrative	5 lesson
Teacher D	Individual and Society	Sidewalks	Poetry	5 lesson
	Science and Technology	E-Diseases in Our Daily Life	Informative	5 lesson
	Our National Culture	Epic of Migration	Narrative	5 lesson
Teacher E	Individual and Society	Sidewalks	Poetry	5 lesson
	Science and Technology	E-Diseases in Our Daily Life	Informative	5 lesson
	Our National Culture	Epic of Migration	Narrative	5 lesson

As can be seen in Table 2, a total of 5 Turkish teachers were observed for 75 lesson hours (3000 minutes) in the study. The process of processing poetry, informative and narrative text types of all teachers participating in the research was observed by the researcher.

The last stage of qualitative data analysis is the stage of checking the accuracy of the findings. Confirmation of the findings can be achieved by testing the results obtained (Merriam, 1998). According to Fidan and Öztürk (2015), it is important that different coders encode the same data set and that this coding has a high similarity rate. The closeness of this similarity ratio is important in determining the reliability of qualitative research. In order to ensure the reliability of the form, the method of "consistency between the evaluators" was used. For this purpose, the researcher studied the qualities of the observation form with the second observer who is an expert in the field of Turkish teaching. For the reliability study of the content analysis codes in the evaluation of the observation form, the formula $\Delta = C \div (C + \partial) \times 100$ developed by Miles and Huberman (1994) to determine the reliability level between the coders in qualitative studies was used. The reliability result of the observation form (.93) was found by using the reliability formula developed by Miles and Huberman (1994). Based on these results, it was accepted that the agreement between the coders was sufficient in the observation form.

Data Analysis

As the type of research in the data analysis process, the researcher has followed several consecutive steps from specific to general in qualitative data analysis. These steps are as follows:

Step-1: Observation data were arranged and prepared for analysis. This step is the stage of recording the voice recordings of teacher observations on the computer, writing, categorizing and classifying the notes kept in the field.

© 2022 INASED

Step 2: All data were read and analyzed by the researcher and an expert in his field. This step allowed us to reveal the general structure of the research. It gave the researcher an idea about which comprehension (reading) methods the participants used and what their applications were in this subject.

Step 3: The researcher started to encode all the data he collected into the observation form. At this stage, the audio recordings were also printed in written form and the data was organized by marking the words representing a comprehension (reading) category.

Step 4: The researcher created themes for teaching comprehension (reading) and explained the information to be encoded in these themes. Themes in this category; It has been examined under two headings as comprehension-related and non-comprehension categories.

Step 5: In this last step, the researcher has revealed the value of his original work by interpreting the coded form of the data obtained as a result of his observations. He interpreted what the data he obtained meant, what strategies were used by 8th grade Turkish teachers in teaching comprehension (reading), and how much time he spent on these strategies.

RESULTS

1. The strategies used by the 8th grade Turkish teachers in secondary school for teaching comprehension (reading) in the Turkish lesson teaching process and the findings on how often they use these strategies

Under this heading, the observed teachers (Teacher A, B, C, D and E);

• Sidewalks (poetry)

• E-Diseases in Our Daily Life (Informative)

• Epic of Migration (Narrative)

There are findings about the strategies used in the teaching process of the texts (pre-reading, reading and post-reading strategies) and how often they use these strategies.

Table 3. Comprehension (reading) strategies used by teachers

Comprehension (reading) strategies		**Teachers**					**N**
		A (f)	**B (f)**	**C (f)**	**D (f)**	**E (f)**	
Strategies used before comprehension (reading)	Create a goal	-	-	3	2	1	6
	Review	1	-	1	-	1	3
	Activating prior knowledge	5	4	4	4	3	20
	Examine images in text	2	1	1	2	1	7
	Prediction practices	3	3	5	5	4	20
	Total	**11**	**8**	**14**	**13**	**10**	**56**
Strategies used during comprehension (reading)	Reading for the purpose of reading	2	1	3	-	-	6
	Underline	-	-	2	1	-	3
	Take note	1	-	1	-	-	2
	Ask questions	80	74	123	96	91	464
	Monitoring comprehension	3	2	1	1	2	9
	Re-reading	1	2	3	1	-	7
	Make inferences	5	4	4	6	3	22
	make a connection	-	1	2	-	-	3
	Discuss while reading	-	1	2	1	-	4
	Total	**92**	**85**	**141**	**106**	**96**	**520**

Strategies used after comprehension (reading)	Summarizing	-	3	6	3	-	12
	Find the main idea	2	2	3	2	2	11
	Answering questions about the text read	65	46	55	56	51	273
	Synthesize	1	2	3	2	1	9
	Reviewing notes taken while reading	1	-	2	-	-	3
	Criticizing the text and making judgments about the text	1	2	3	1	1	8
	Total	**70**	**55**	**72**	**64**	**55**	**316**
GRAND TOTAL		**173**	**148**	**227**	**183**	**161**	**892**

When Table 3 is examined, it is seen that Teacher A 173, Teacher B 147, Teacher C 226, Teacher D 182 and Teacher E used the comprehension (reading) strategy 161 times in the Turkish lesson teaching process. If we look at the comprehension (reading) strategies used by the teachers in general, it is seen that the most used strategy is the question-answer strategy (f=737) and the one who uses this strategy the most in the lesson is Teacher C.

According to Table 3, Teachers A, B, C, D and E used strategies before reading (f=56), during reading (f=520) and after reading (f=316) during the Turkish lesson teaching process. It is seen that the participant who used the most strategies before reading (f=14), during reading (f=145) and after reading (f=230) in the Turkish lesson teaching process is Teacher C.

After the question-answer strategy (f=737), the strategies most used by Teachers A, B, C, D and E in the Turkish lesson teaching process; It was concluded that activating prior knowledge (f=20), guessing (f=20), making inferences (f=22), finding the main idea (f=11), summarizing (f=12).

2. The Most Used by Secondary School 8th Grade Turkish Teachers (Teachers A, B, C, D and E) for Teaching Comprehension (Reading) in Turkish Lesson Teaching Process; Findings on how they applied the strategies of activating prior knowledge, estimating, inferring, summarizing, asking/answering questions

a. Activating Prior Knowledge

All of the teachers (A, B, C, D, E) stated that they carried out this application (usually based on the preparatory work questions on the text in the textbook) through the questions they asked in order to bring the students' prior knowledge of the text to the reading environment during the mental preparation process before starting the text processing process. seen. The teachers had the students read the text preparation questions in the textbook during their practice and asked the students to answer these questions.

As a result, in order to activate students' prior knowledge in the text processing process of Teachers (A, B, C, D, E):

• Students adhere to the questions in the preparatory work in the textbook during their practice of activating their prior knowledge,

• He gave feedback as “yes”, “very nice”, “these can happen” to the answers given by the students,

• In addition, he gives enough time to his students for the questions asked and listens to the answers given by the students without interrupting,

• He asked the questions he asked for the whole class,

• It is seen that he gives feedback on whether the questions he asks are correct or not.

© 2022 INASED

b. Prediction Practices

As a result of the observations made by the researcher, it was determined that Teachers A, B, C, D and E used the prediction strategy in two different ways. These:

• Predicting content based on the title or images of the text

• Prediction the meaning of unknown or keywords in the text

Predicting the content from the title or visuals of the text is the practice that the teachers do before the text processing process. The applications of predicting the meanings of the unknown or keywords in the text were observed as the applications they made during the text processing process.

When the findings are evaluated in general, it is seen that Teachers A, B, C, D and E:

• They use the predicting strategy for students to construct meaning from the text,

• They adhere to the activities in the textbook while using the prediction strategy,

• It was observed that the students listened to their predictions of unknown words or keywords in the text based on the title or visuals of the text, gave sufficient time and gave feedback to the students about the accuracy of their predictions.

c. Make Inferences

As a result of the observations made by the researcher, it was seen that Teachers A, B, C, D and E performed their inference-making practices for the text according to the activities in the textbooks. The teachers carried out inference practices through the questions they asked their students.

It has been observed that teachers A, B, C, D and E's inference practices are generally about revealing the meanings of words and sentences in the text read, and that teachers aim to establish a connection between their students' prior knowledge, dreams and assumptions in this way.

As a result of the observations, it was determined that the teachers applied the inference strategy in three different ways. These:

• Making inferences about the details supporting the text

• Making inferences to find the main idea / main emotion

• It is in the form of making inferences about the figurative language used by the author.

As a result, the teachers had their students make inference applications for the details supporting the text in order to enable them to compare the information in the text with the information not included in the text; It was observed that they asked their students to infer possible cause-effects.

d. Summarizing

It was observed that Teachers A and E did not include any kind of summarization practice in their classes. The practice of summarizing was observed in Teachers B and C's classrooms when only the text "Epic of Migration " was being processed, while in Teacher D's classrooms only the " E-Diseases in Our Everyday Life " text was being processed.

As a result, it has been observed that the teachers do not give much place to the applications of summarization strategies in the text processing processes. Before starting to use the summarization strategy, the teachers started with the sentence "We have read the text, now let's summarize it briefly".

This shows that the teachers acted with the view that the summary should be short and concise, important places in the text should be specified and detailed information should not be included.

e. Asking/Answering Questions

Teachers A, B, C, D and E generally used the questioning strategy for new information encountered during reading. The questions asked by the teachers before reading are intended to bring students' prior knowledge and predictions into the reading environment and to enable them to understand the text better. The questions that teachers ask during reading are usually "what, why, who and where". It has been observed that teachers ask such questions during reading in order to attract students' attention and make them understand better.

Teachers use the question/question-answer strategy in every part of the Turkish lesson teaching process; It was observed that they benefited from the question-answer strategy before comprehension (reading), during comprehension (reading) and after comprehension (reading).

It was observed that the answers to the questions asked by the teachers during the mental preparation process were mostly non-text questions (the answers are not included in the text), and the answers to the questions about comprehension were generally questions that were answered in the text (the answers were included in the text).

As a result, Teachers A, B, C, D and E taught the Turkish lesson by making use of the activities on the text (preparatory work) and under the text in the course book during the learning-teaching process. It was observed that they benefited from the question-answer strategy while performing all these activities. E.g; The teachers carried out all activities related to the text being read, activating prior knowledge, explaining the visual elements of the text, finding and explaining unknown words, determining the main idea-main emotion, guessing, inferring and reading the text.

CONCLUSION AND DISCUSSION

In the study, the frequencies of comprehension (reading) strategies used by 8th grade Turkish teachers and how they apply the strategies they use most were observed. Accordingly, in the Turkish lesson teaching process, it was found that Teacher A (f=173), Teacher B (f=147), Teacher C (f=226), Teacher D (f=182) and Teacher E (f=161) It was determined that he used the (reading) strategy. Teachers used strategies before (f=56), during (f=520) and after reading (f=316). According to these results, it is seen that the teachers participating in the research mostly use the strategy while reading. It has been demonstrated by many studies that teachers' use of strategies in their practice of understanding the text helps students learn comprehension strategies, develop their reading skills, and understand what they read (Temizkan, 2007; Epçaçan, 2008; Duke & Martin, 2015; Karatay, 2007; Luttenegger, 2012; McCown et al. Thomason, 2014; McIntyre & Hulan, 2013; Neuman & Gambrell, 2013; Emre, 2014; Palincsar & Schutz, 2011; Pearson, 2009; Pearson & Dole, 1987; Topuzkanamış, 2009).

In this study, the results of how the teachers use the strategies of activating their students' prior knowledge, estimating, inferring, summarizing, and question-answer are as follows: While using the strategy of activating students' prior knowledge, the teachers had the students read the preparatory work questions in the textbook and asked the students to answer these questions. their wishes have been determined. In our study, the strategy of activating prior knowledge was observed as the most frequently used application in the category of applications for the mental preparation process.

The teachers used the guessing strategy in 2 different ways (1- Estimating the content from the title or visuals of the text, 2- Guessing the meanings of the unknown or keywords in the text). According to the results of the research, it was emphasized that using the guessing strategy could help students improve their comprehension skills (Stricklin, 2011). Brassel and Rasinski (2008) expressed the effective use of estimation strategy as using not only the information obtained from the read text

but also the information contained in the previously read texts. As a result, it has been observed that the estimation strategy is an effective strategy that supports understanding, and in practice it rarely includes only prediction, and it is often used together with other strategies (Mokhtari & Reichard, 2002; Duke & Pearson, 2008; Janssen, Braaksma, & Rijlaarsdam, 2010).

According to the findings obtained from the observations, it was determined that the teachers used the inference strategy in 3 different ways (1- Making inferences about the details supporting the text, 2- Making inferences about finding the main idea / main emotion, 3- Making inferences about the metaphorical language used by the author). Oakhill and Cain (2007) define inference as filling in details that are not explicitly stated in the text. In addition, studies conducted in this area have stated that qualified readers constantly make inferences, while readers with poor comprehension skills have difficulty in making inferences from the text (Oakhill, 1982, 1984; Cain & Oakhill, 1999; Oakhill & Cain, 2000).

In the study, it was concluded that the teachers did not use the summarization strategy in the text processing process and emphasized that the summary should indicate the important places in the text, should not be detailed and should be short. The lack of summarization activities in the activity part of the texts in the textbook can be shown to the fact that the teachers observed in this study do not use the summarization strategy in the lesson teaching process. There have been many studies showing that teaching summarizing can improve both writing and reading comprehension skills, and that summarizing in writing enables students to interact with texts more intensely and helps them understand better (Fang & Coatoam, 2013; Thiede & Anderson, 2003). The National Reading Panel (NRP) (2000) analyzed 18 studies on summarization and concluded that this comprehension strategy is particularly effective in reading comprehension as it relates to memory and identifies the main ideas in reading.

It was observed that the teachers participating in the research used the question-answer strategy to bring the students' prior knowledge and predictions into the reading environment, and they generally tried to attract the attention of the students by asking questions such as "what, why, who and where". The strategies most frequently used by teachers are as follows: Question-answer (f=737), inference (f=22), activating prior knowledge and guessing (f=20), summarizing (f=12) and expressing the main idea/main emotion. find (f=11). In our research, it was observed that the comprehension (reading) strategy most used by teachers was the question-answer strategy. In the literature review, it was concluded that the question-answer strategy is the most frequently used in-class application by teachers (Durkin, 1978-1979; Ateş, 2011). It has been observed that teachers also use the question-answer strategy while using other comprehension strategies, and most of the questions in the classroom are asked by the teachers during the text processing process. Studies have shown that the use of question-answer strategy in teaching comprehension shapes students' long-term learning behaviors and reading the text in certain ways, and when most of the questions in the classroom are asked by the teachers, students become cognitively passive and get used to finding answers from the text (Duke & Pearson, 2008). It was concluded that the questions based on the text improved the readers' understanding and helped them check what they understood from the text. In addition, it has been suggested by many studies that questions should be asked in order to enable successful readers to focus on the most important information of a text and to identify the places they find difficult to understand (Janssen, 2002; Pressley, Johnson, Symons, McGoldrick, & Kurita, 1989; Wood, Woloshyn, & Willoughby, 1995).

REFERENCES

Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. The Reading Teacher, 61(5), 364-373. doi:10.1598/RT.61.5.1

Aghaie, R., & Zhang, L. (2012). Effects of explicit instruction in cognitive and metacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. Instructional

Science: An International Journal of the Learning Sciences, 40(60), 1063- 1081. doi:10.1007/s11251-011-9202-5

Almasi, J. F., & Fullerton, S. K. (2012). Teaching strategic processes in reading (2nd ed.). New York, NY: Guilford.

Almasi, J. F., Garas-York, K., & Shanahan, L. (2006). Qualitative research on text comprehension and the report of the National Reading Panel. The Elementary School Journal, 107(1), 37-66.

Ateş, S. (2011). İlköğretim beşinci sınıf Türkçe dersi öğrenme-öğretme sürecinin anlama öğretimi açısından değerlendirilmesi. Yayınlanmamış doktora tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Brassell, D., & Rasinski, T. (2008). Comprehension that works: Taking students beyond ordinary understanding to deep comprehension. Teacher Created Materials.

Brown, R. (2008). The road not yet taken: A transactional strategies approach to comprehension instruction. The Reading Teacher, 61(7), 538-547.

Brown, R., Pressley, M., Van Meter, P., & Schuder, T. (1996). A quasi-experimental validation of transactional strategies instruction with low-achieving second-grade readers. Journal of Educational Psychology, 88(1), 18-37.

Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2013). Bilimsel Araştırma Yöntemleri. Pegem Yayınları: Ankara.

Cain, K., & Oakhill, J. V. (1999). Inference making ability and its relation to comprehension failure in young children. Reading and writing, 11(5), 489-503.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Dewitz, P., Jones, J., & Leahy, S. (2009). Comprehension strategy instruction in core reading programs. Reading Research Quarterly, 44(2), 102-126. dx.doi.org/10.1598/RRQ.41.2.1

Dole, J. A., Brown, K. J., & Trathen, W. (1996). The effects of strategy instruction on the comprehension performance of at-risk students. Reading Research Quarterly, 31(1), 62-88. doi:10.1598/RRQ.31.1.4

Duffy, G. G. (2002). The case for direct explanation of strategies. In C. C. Block & M. Pressley (Eds.), Comprehension instruction: Research-based best practices (pp. 28-41). New York, NY: Guilford.

Duke, N. K., & Martin, N. M. (2015). Best practices in informational text comprehension instruction. In L. B. Gambrell & L. M. Morrow (Eds.), Best practices in literacy instruction (pp. 249-267). New York, NY: Guilford.

Durkin, D. (1978-1979). What classroom observations reveal about reading comprehension instruction. Reading Research Quarterly, 14, 481-533.

Emre, Y. (2014). Farklı akademik seviyedeki 4. sınıf öğrencilerinin okuma stratejilerini kullanma durumları. Kütahya: Dumlupınar Üniversitesi, Yayınlanmamış Yüksek Lisans Tezi.

Epçaçan, C. (2008). Okuduğunu anlama stratejilerinin bilişsel ve duyuşsal öğrenme ürünlerine etkisi (Yayınlanmamış DoktoraTezi). Hacettepe Üniversitesi, Ankara.

Fang, Z., & Coatoam, S. (2013). Disciplinary literacy: What you want to know about it. Journal of Adolescent & Adult Literacy, 56(8), 627-632.

Frankel, G., Louizos, C., & Austin, Z. (2012). Canadian educational approaches for the advancement of pharmacy practice. American journal of pharmaceutical education, 78(7).

Graesser, A. C. (2007). An introduction to strategic reading comprehension. In D. S. McNamara (Ed.), Reading comprehension strategies: Theories, interventions, and technologies (pp. 3-26). New York, NY: Erlbaum.

Janssen, T. (2002). Instruction in self-questioning as a literary reading strategy: An exploration of empirical research. L1 Educational Studies in Language and Literature, 2(2), 95-120.

Janssen, T., Braaksma, M., & Rijlaarsdam, G. (2010). Reading and teaching short stories, based on process studies and experimental research. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), The Routledge international handbook of English, language, and literacy teaching (pp. 45-57). New York, NY: Routledge.

Karatay, H. (2007). İlköğretim Türkçe öğretmeni adaylarının okuduğunu anlama becerileri üzerine alan araştırması. Ankara: Gazi Üniversitesi, Yayınlanmamış Doktora Tezi.

Koenig, K. Q. (2018). How Do Upper Elementary Teachers Teach Informational Text Comprehension Strategies? (Doctoral dissertation, University of Nevada, Reno).

Luttenegger, K. C. (2012). Explicit Strategy Instruction and Metacognition in Reading Instruction in Preservice Teachers' Elementary School Classrooms. Journal of Reading Education, 37(3).

McCown, M., & Thomason, G. (2014). Informational text comprehension: Its challenges and how collaborative strategic reading can help. Reading Improvement, 51(2), 237-253.

McIntyre, E., & Hulan, N. (2013). based, culturally responsive reading practice in elementary classrooms: A yearlong study. Literacy Research and Instruction, 52(1), 28-51.

Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. Journal of educational psychology, 94(2), 249-259.

National Reading Panel. (2000). Report of the National Reading Panel. Washington, DC: National Institute of Child Health and Human Development.

Neuman, S. B., & Gambrell, L. B. (2013). Challenges and opportunities in the implementation of Common Core State Standards. In S. B. Neuman & L. B. Gambrell (Eds.), Quality reading instruction in the age of Common Core standards (pp. 1–12). Newark, DE: International Reading Association.

Oakhill, J. (1982). Constructive processes in skilled and less skilled comprehenders' memory for sentences. british Journal of Psychology, 73(1), 13-20.

Oakhill, J. (1984). Inferential and memory skills in children's comprehension of stories. British journal of educational psychology, 54(1), 31-39.

Oakhill, J., & Cain, K. (2000). Children's difficulties in text comprehension: Assessing causal issues. Journal of Deaf Studies and Deaf Education, 5(1), 51-59.

Oakhill, J., & Cain, K. (2007). Issues of causality in children's reading comprehension. Reading comprehension strategies: Theories, interventions, and technologies, 47-71.

Palincsar, A. S., & Schutz, K. M. (2011). Reconnecting strategy instruction with its theoretical roots. Theory Into Practice, 50(2), 85-92.

Pressley, M., & Afflerbach, P. (1995). Verbal protocols of reading: The nature of constructively responsive reading. Hillsdale, NJ: Erlbaum.

Pressley, M., & Allington, R. L. (2015). Reading instruction that works: The case for balanced teaching. New York, NY: Guilford.

Pressley, M., Johnson, C. J., Symons, S., McGoldrick, J. A., & Kurita, J. A. (1989). Strategies that improve children's memory and comprehension of text. Elementary School Journal, 90(1), 3-32.

RAND Reading Study Group (2002). Reading for understanding: Toward an R&D program in reading comprehension. Retrieved from http://www .rand.org/pubs/monograph reports/2005/MR 1465.pdf

Schiefele, U., Schaffner, E., Moller, J., & Wigfield, A. (2012). Dimensions of reading motivation and their relation to reading behavior and competence. Reading Research Quarterly, 47(4), 427-463.

Stahl, S. S., Jacobson, M.G., Davis, C. E., & Davis, R. L. (1989). Prior knowledge and difficult vocabulary in the comprehension of unfamiliar text. Reading Research Quarterly, 24(1), 27-43.

Stricklin, K. (2011). Hands-on reciprocal teaching: A comprehension technique. The Reading Teacher, 64(8), 620-625.

Taylor, B., Pearson, P., Peterson, D., & Rodriguez, M. (2003). Reading growth in highpoverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. Elementary School Journal, 104(1).

Temizkan, M. (2007). İlköğretim ikinci kademe Türkçe derslerinde okuma stratejilerinin okuduğunu anlama üzerindeki etkisi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Yayımlanmamış Doktora Tezi, Ankara.

Thiede, K. W., & Anderson, M. C. (2003). Summarizing can improve metacomprehension accuracy. Contemporary Educational Psychology, 28(2), 129-160.

Tierney, W. G., & Lincoln, Y. S. (1994). Teaching qualitative methods in higher education. The Review of Higher Education, 17(2), 107-124.

Topuzkanamış, E. (2009). Öğretmen adaylarının okuduğunu anlama ve okuma stratejilerini kullanma düzeyleri. Yayımlanmamış Yüksek Lisans Tezi. Balıkesir Üniversitesi, Balıkesir.

Uyar, Y. (2015). Öz düzenlemeye dayalı okuma becerisinin geliştirilmesi ve anlamaya etkisi. Yayımlanmamış doktora tezi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.

Wood, E., Woloshyn, V. E., & Willoughby, T. (1995). Cognitive strategy instruction for middle and high schools. Cambridge, MA: Brookline Books.

Yin, R. K. (2014). Case study research (5th ed.). Thousand Oaks, CA: Sage.