



IMPROVING READING COMPREHENSION LEVEL AND STRATEGY USE THROUGH STRATEGIES-BASED READING INSTRUCTION

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Abstract

The aim of this study is to find out the effects of strategies-based reading instruction on the students' strategy use and reading comprehension level. The study which was conducted with a Solomon four groups experimental design also focused on the long-term impact of the instruction. English Reading Strategies Scale and Reading Comprehension Test were used as the instruments for gathering data. The sample consisted of 111 second class students enrolled in English class at a state college in Turkey. Fifty-seven students comprised the experimental group and fifty-four students served as the control group. Results gathered on the post tests revealed that strategies-based reading instruction increased the students' strategy use and led to a statistically important improvement in their comprehension level compared with the control group. Also, results gathered on the delayed test revealed that impact of strategies-based reading instruction on the strategy use and comprehension level is maintained.

Keywords: Strategies-based reading instruction, English reading strategies, Solomon four groups experimental design.