

THE SENSE-MAKING PROCESS AFFECTS OF COGNITIVE READING STRATEGIES ON READER GROUPS

ALP POLAT

1. Summary

In changing world conditions, knowledge is an a key point location. Improving countries by science and technology have the right comment on socioeconomic and as result of globalization, the other countries effect more by cultural and economic aspects. This situation shows that knowledge is one of the irreplaceable concept. Humanbeings are born without any knowledge about anything and they learn a lot of knowledge during their life time. Human can reach the knowledge by reading. Thinking of one of the common way to reach knowledge for humanbeing is reading thats way we can understand how important readings is.

Reading, beyond voice symbols and systems is an activitiy that include explanation in our minds and comment process. Nowadays, some readings strategies us including periods of reading education and training, to improve students reading abilities and aim to affective reading cognitive and to evaluate self reading process and to judge their sufficiency on metacognitive steps. The aim of reading strategies; to direct students own reading process and identify text accurately.

The general aim of this research is; according to cognitive reading strategies by using to scientific data for taking a step and to identify the affects of the activities that the scope of Z libraries on students. In this direction; it is ambraced that to aimed at the strategies on reading implementation by pre, during, post reading session, on consist of students reading culture and improving it and by internalization of this process, reveal the differences by the way of competent reader.

2. Introduction

For providing communication between people and for transfering their experiences from generation to generation; language is the most common device. We use language for centuries to expressing our feelings, ideas or sudden situations or transfering our knowledge

to the next generation. In respect of this; the way of socialising between societies and modernization passing the language in a correct way.

The four main skills of language; reading, listening, speaking and writing are the areas of using language from first ages to nowadays. Initial people make contact with each other by speaking (accordingly by listening the spoken items), writing by the way of drawing to the walls and by reading the written items (monitoring-understanding) and they lay the foundation of the language which one of the world's most common network nowadays.

One of the language learning domain of reading involve one of the cognitive process that we use in our daily lives. We read on the purpose of seeing an e-mail content which come from far away, improving our knowledge on a subject that we choose, having a nice time or understanding other people's messages on social media which is so common nowadays.

Reading, which we learnt at the beginning of our education and training process, includes process of comprehension and construction our minds rather than recognize the letters or symbols. In respect of this; reading can't be thought separately from interpretation. Interpretation indicates reading cognitive process.

In present study, follow through as a part of Z libraries in terms of referring working of reading groups; it is discussed on importance of reading strategies, implementation on reading groups and the difference of the result and it is brought forward on doable new activities.

3. Reading

In four main skills; reading is defined as 1) by looking a text which transfer to the writing, understand it and analyse in a silent way or turn it to the vocal at the same time; 2) to understand the things that conveyed by a written text. (TDK, 2005:140)

Apart from that; in definition of reading by Demiel (2007); it is shown that he/she emphasized with cognitive behaviours through process and psychomotor abilities by using coordinately (Demirel 2007:109). Who sighted reading process as a cultivated algorithm on cognitive abilities progress, he/she remark reading cognitive sufficiency and interpretation process in which we use cognitive, affective and kinesthetic abilities. (Sever 1995:22)

All the definitions that are made; it is shown that reading is a process which includes cognitive and psychomotor activities start with the interpretation of symbols and visuals continue with becoming reaction.

With reading activities in 2005 Turkish Training Programme the targeted aims are indicates like this;

1. Implementation of reading rules
2. Understanding and analysis the reading text
3. Evaluation of the reading text
4. Enrich vocabulary
5. Acquire reading habit (MEB 2006:26-31)

Out of these reading aims; with the process of interpretation reading, it is extremely important making reading get into a habit and aspects manner changes with this habitual situation.

By reason of efficient and enjoyable reading substantiate with intending manner change formation and turning to manner. In addition to this; reading confident almost everywhere in a human life. That's why progress of reading ability is one of the basic aims of education at schools. Besides daily life, reading ability effects the teaching and training quality at schools directly. Thinking about school books are the most basic tool in teaching of the all lessons, understanding what is reading effect all the lessons achievement with a planning process, gaining reading ability will gain a lot of favor both in student life and daily life. It is possible to see this gain on some different areas like; understanding the texts on school books, simplification to benefit of sources quality works, criticising the text and gaining evaluation ability, enriching vocabulary, enhancing narrative skill, enhancing grammar knowledge, using in a right way of orthography and punctuation rules. (Temizkan, 2007:41)

The aspect of the basic language abilities Reading and Listening are admitted as abilities of aimed at understanding. In respect of this; it is extremely important to increase the quality of reading ability and enrich it because both of them develop understanding and comprehension. For improving reading abilities; to create an environment for the active participation of the students to the process and regarding their interest is very important. To make it possible students must be rather than in a competition one another, they must make studies on learning together in both collaborative way for gaining individual and reflective team spirit achievement. In this direction the activities that the reading groups make together become more meaningful.

ROLES**GROUP MEMBERS**

<p>DIRECTOR: Prepare questions on the important subject in the book sort the ideas in the text, explain your opinions about this ideas, which subject catch your attention probably will catch your friends interests. You are possible for manage the debate in your group.</p>	
<p>ENLIGHTER: Find some passages from your book that catch your group members attention and read them together loudly. This parts must be easy to recall, memorable, amazing, humorous, unexpected or important. Either you or one of your friend read these parts.</p>	
<p>PAINTER/ARTIST: Your role is to draw what you read. You can draw like a comic strips one of the scene or scenes which is readYou can make a map, you can drawthe trees, person, palce or one event that make the environment explicitly. You can make it clear your drawings by taking notes.</p>	
<p>BRIDING: Your role is to establish a bond between your reading and real life. You establish a bond and compare the events that occur in the book and your individual experiences, media news, other lesson subjects or other literary works. This connections must be meaningful both for you and your friends.</p>	
<p>VOCABULARY WIZARD/MAGICIAN: Draw atetntion interesting, extraordinary, difficult to understand, using in different form</p>	

vocalarieswhich are used in the text in while reading part.	
CORRESPONDENT/INTERVIEWER/REPORTER: Summarise the reading parts, note the important events, characters and note the events that effects fiction and give the content by shorten.	

Table 1: Roles of Reading Groups

4. Reading Strategies

The strategies which aim to improve learning and thinking aim to improve the reading abilities at the same time. As a result of the basic approaches on reading education and implemantations on education;Every people develop a lot of strategies by using basic language abilities on this period (Erdem 2012:39). In this context as connection with learning strategies; to plan and direct the listening strategies in a proper wayand train the students in that way will contribute students' communication abilities. Recently the searches and the result of them shows that philologists, pedagogs and field personels are the sake of student's learning utter to teach comprehension strategies to the students.

Reading strategies are extremely important on process of reading and comprehension in a right way. Reading strategies are gain to a person own cognitive process and to manage ability on the raeding and comprehension process in a planning way.

Reading strategies make easier the reading materials more effectively and in the reading comprehension process impress directly by these reading strategies meaning. In aproper plan visual and cognitive input is more effective interpret reading strategies.

Every people in this process are different from eachother by cognitive, affective, social and kinesthetic attitude develop behaviours. People use different reading strategies according to their environment, previous experiences, their expectations and their world-view. In education of reading, people who have different reading strategies must improve their own reading strategies with education of reading abilities at schools. Within these educations, besides the student who use their own

strategies, it will be ensured to use of proper strategies that the students who haven't improved any strategies yet. (Fidan, 2012:34)

Cognitive strategies which are in reading used for taking information about reading materials and for using lingual input. Students sometimes don't know the words which are in the text and they just try to guess the meaning of the words. It is a very simple cognitive strategy. These strategies – after supplying a proper reading access – are used to collect the inputs which are in long term and short term memory and they play important role to understand the connected usage. Understanding – like decoding process – starts with researching lexis and vocal structures and start with taking all the information that we learned. Cognitive strategies are the techniques which are used for comprehending students' learning outcomes and making easier the information education of students (Bingöl, M. A., Çelik, B., Yıldız, N., & Mart, C. T., 2014:2). The students who use these strategies become more active in while-reading part and analyse the result of the meanings which are shown up.

Cognitive strategies are separated as; pre-reading, while-reading and post- reading parts. Pre-reading Strategies Part includes like before reading the text to indicate the probable vocabularies's meanings which make reading more efficient, to guess. to ask questions. In While-reading Part the aims are using the strategies like; to take notes for better understanding to guess the governing idea, to interpret of the text. In Post- reading Part; the aims for using the strategies are as the control how one can understand from the text to summarise the text ability to ask questions for he text to correct the guesses and to glance the notes that taken before. (Temur, 2010:310)

Pre-Reading Strategies

1. To create a suitable physical setting
2. To identify the aim of reading
3. To reach prior knowledge
4. To ask question about the title
5. To constitute a mind map
6. To scan the text for finding the governing idea
7. To evaluate the text by scanning the title, pictures and sub-titles
8. To review the informations
9. To determine the text type and style
10. To state what is known about the subject
11. To guess what will be read on the text

While- Reading Strategies

1. To control reading with understanding
2. To find the main idea
3. To infer meaning from the text
4. To determine the type of the text chunks
5. To look the speech lines
6. To control the new vocabularies(to take notes)
7. To guess the main ideas of each paragraph
8. To interpret the text
9. To compare with the reading text and prior knowledges
10. To assess the learning informations
11. To read the text again or retrace

Post-Reading Strategies

1. To match the text and writer as personally
2. To control the expectations on pre-reading part and to control that it comes true or not
3. To review the notes, comments and underlined part
4. To Express the meaning which is output of the text
5. To gather the informations and consolidate
6. To review the informations
7. To detail the informations
8. To Express extra informations and evaluate
9. To bear the new informations in mind
10. To compare the text and self lives
11. To criticize the text
12. To create a mind map

Readers make these strategies suitable for themselves. In this part reader decide what she/he achieve it. Thus the guesses about the text are made by probable informations and while reading content.

While-reading part reader use renewed strategies which make the meaning clear. This repeating strategies are the implementation of while-reading process strategies.

Pre-Reading Studies, are made for preparing the student be ready for reading. This preparation is divided into two groups as physical and cognitive. As a part of physical aspect for pre-reading activities to create a silent classroom environment is in the first place (Polat, 2018).

In cognitive aspect of pre-reading activities, there are two main things like motivation and draw attentions. This aspect is the part for how raeding will take place and how the aim of the listening will create awareness for students.

While-Reading Activities, includes the interpretation of the text and process of registration .The techniques must be used which make the text interpretation easier.At the begining of them,it is necessary to underline the important parts of the text,sign the attentional parts in while reading part.These activities are so important because of they make easier to reach the information which ask for any question and thay ensure to compare the quesses and they also draw more attention to the important parts of the text.In while-reading part taking notes of teh important parts and sign the important parts are same.(Hayati and Jalilafar, 2009:101)

Taking notes don't mean that writing all the vocabularies. The person who take notes during while-reading part, must know the important and ideas of the text. If governing ideaand supporting ideas discrimination is done perfectly and if details and main items' difference is taken as a note perfectly, reading turns to an individual cognitive process for a person (Baymur,1944; akt Doğan, 2014:161). This is very vital skill in daily life, working life at school for students.

Likewise in many learning process,in while –reading part very limited avabile activities cause to settle the leraning outsomes typically.For improving this,it is useful that to prepare more areas fort he activities and put the students in the implementation process.(Bulut, 2013:33)In that way ,understanding the text perfectly and for configuring them in mind .The activities must be done to students like visualising the reading text on their minds,researching the meanings of the unknown vocabularies, identificating the subject and governing idea of the text, classifing,interrogating, contacting,quessing the conclusion,summerazing,evaluating.

Post-Reading Activities,are general processes which include after reading part finish;pre-reading activities (like interpretation of the visual,quessing the content from the title)and the notes which are taken in while-reading part by the students.In this part,students execute upper cognitive process by answering the questions about the text and summarizing the text.Another activity fort his part is to maket he students ask questions to eachother or their teachers.Thus,both while-reading part and post-reading part student will be in a cognitive activity and will take courage as an effective activities and also will gain self confidence.

5.Implementation of Work

At first Students were chosen randomly for the reader groups under the name of Z library then 4 random reader groups arose. 2 of these groups were determined as experimental 2 of them determined as the control group. after this process books were chosen according to their interests and wish. After choosing the books, as it was taken from the book named Harvey Daniels' in *Literature Circles (table 1)*, readers were asked to choose characters according to their skills and read in a determined time the book under their point of view. After some time were determined according to the number of pages and genre of the book, the reading were started. All students were asked to start and finish the activity at the same time.

Under the cognitive approach the first and the most important feature is ensuring oriented reading. For this reason some meetings were done to determine the aims of the reading and to make students signify the text more effectively with the experimental group. While doing the studies of aim definition ,by the way of students book's title and subtitles ,students are ensured to say their opinions about title and to prompt their opinions about title and to prompt their prior knowledge.Thus,students are prompt to their preparedness about the book which they are going to read and students are increased their interest to the book.As a preliminary preparation after this study,it is predicted about the main idea by this way,and thus it is purposed to visualised students all knowledge and experiences about the text which they are going to read.

This strategy also contains estimating the details on the subsequent part. This study prepares a basis for post reading. The estimations are good strategy to make the students understand how coherent they are after the book or the subsequent part is finished.

Studies on determining the type of the text or book on pre-reading studies have a great importance. According to this aim students were asked to find out and express some ideas after a general look on the the book to determine the type of the book. students were helped to improve their knowledge about the topic by having the concept maps prepared. There were also some studies made on their point of view to the text (divine, heroic, observer, pluralist) and narrator type and some foresights were applied. All these questions about the features and the efforts on foreseeing on different aspects of the topic gives some tips to the readers on where to focus on the text. The questions are very vital on finding the main idea of the text and determining the important details. (Berman, 2003: 3; Richards,2009: 10; Schwartz,1998: 14).

The strategies on reading contains the activities directly related to the text. Reading can respectively consist of oriented taking notes and completing a diagram, picture or a table. Are forming questions about the text for caring the meaning aroused and questioning are also part of the activities which can be realized during reading. (Rost, 2002: 20).

The most important expected behaviour during reading is focusing on the content. So the strategies must be the ones which improve the focusing to the top level and realizing continuity. These strategies must make the students focus on the incoming information without affecting the other stimulants. (Demirel, 1996). According to this aim the first activity is finding the main idea of the text and controlling the process of understanding were included. Determining new supporting ideas of the students were ensured. It's also possible to add the guessing strategy to strategy among the ones used on discovering the main ideas of the text. It's also useful to guess what kind of information is going to be released during the reading. This strategy gives a very important opportunity to ensure the comprehending the text regardless of the estimations are false and it helps focusing on the topic. (Berman, 2003: 3). In this way students reaching from the supporting ideas to main idea and their skills on synthesis on induction were activated.

Another study based on reading is determining the type of the text. On this is a study which follows the estimating the type of the text on pre-reading stage the complete prediction of the type of the text and speaking on its features is determined. So the students have the chance to make comparisons between the previous estimations and the type of the text and they also have the chance to see similarities and differences among them.

Taking notes which is one of the understanding skills should be done in a planned and organised way. Note taking ways can differ according to the type of the text. Some details like names of the venues, characters, digital datas, events time etc. can be noted (Doğan, 2007: 33). According to this students were asked to take notes to answer the questions of the reading which were done for a specific aim.

Students were informed on the importance of those notes on the reading process. Studies were performed on improving students vocabulary knowledge by activities like learning unknown words, studying vocabulary forms (idioms, proverbs etc.) during note taking during note taking process. Determining the interesting passages in the reading texts and commenting the text which are also the reflection of their emotions have some positive effects on the students. It also helps students commenting the text more successfully by evaluating the information about the text which has been read and asking them to comment on the importance of the text.

Activities during reading makes students make comparisons between the pre-information and the information gathered after reading (Berne, 2004: 522). These strategies which are realized just after reading are very important and they improve focusing with activities which improve short term memory and making mental activities to understand the text. These strategies contains different studies like comparing the notes taken, comparing if the differences between pre and post reading met the expectancies, comparing differences between the main idea determined before reading and after reading, discussion of the students' summaries under cooperative aspect.

Some activities like answering the questions which are formed after reading ordering the parts of the text according to the order of the events by the help of visuals and sentences or students changing the ending of the text or finding another title for the text of the are very important on understanding what's listened. (Demirel, 1996; Rost, 2002: 20).

As a part of post reading activities students are made compare the book and their own life and studies to find similarities are done to make students understand the text better. In this activity the main principle is promoting the understanding to the top level by the help of students associating the events they have experienced or witnessed and the text. Another activity is criticizing the writer and text features (plot, language features, story telling type, point of view). In this way mistakes which were found by the students according to their points of views are expressed and it also helps students ability to commenting the text being improved.

Values education became very important in these days. The activities which are brought together by the help of values education express vital results about post reading. The comments and comparisons about the characters and gathering values on their traits (love, respect, responsibility, justice, self esteem, sensitivity, solidarity) in the book helps students getting informed more on the topic and acting more wisely.

6.Results

It's seemed that the datas gathered with this study shows us the importance of using strategy on reading. The strategy teaching on mother tongue education have positive effects on students understanding skills on what's read, commenting, reading attitude, self-sufficiency perception, cognitive awareness skills, reading habit and academic success.

It's understood that commenting the visuals of the books, guessing the main idea and realizing the coherence, summarizing, checking new vocabularies, controlling taking notes guessing the meaning of the vocabulary and positive effects of combining reading skills and values education on skills of understanding reading have positive effects on skills of understanding what's read and there is a strong relation between cognitive learning strategies and reading.

It's expressed that using strategies readers can follow the reading and understanding process better than weaker ones, strategies have supporting roles on reading on mother tounge, summarising, taking notes to indicate important passages and vocabularies effects understanding reading in a good way and the successful readers are very well informed and sensitive on using strategies.

When the studies on mother tongue was examined it was seen that cognitive reading strategies has positive effects on the skills of understanding reading strategies which have self-planning, continuing and controlling gives more efficient signification process.

KAYNAKÇA

- [1]. Berman, M. (2003). Listening strategy guide. DynEd International. 22 Nisan 2016 tarihinde http://englishvls.hunnu.edu.cn/Downloads/LrnStrtg/str_002.pdf adresinden erişildi.
- [2]. Berne, J. E. (2004). Listening comprehension strategies: A review of the literature. *Foreign Language Annals*, 37(4), 521-533.
- [3]. Bingöl, M. A., Çelik, B., Yıldız, N., & Mart, C. T. (2014). Listening comprehension difficulties encountered by students in second language learning class. *Journal of Educational and Instructional Studies in the World*, 4(4), 1-6.
- [4]. Bulut, B. (2013). Etkin dinleme eğitiminin dinlediğini anlama, okuduğunu anlama ve kelime hazinesi üzerine etkisi. Yayınlanmamış yüksek lisans tezi. Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü. Aydın.
- [5]. Daniels, H. 1947-. (2002). *Literature circles : voice and choice in book clubs and reading groups*. Portland, Me. :Stenhouse Publishers,
- [6]. Demirel, Ö. (1996). *Türkçe programı ve öğretimi*. Ankara: Kardeş Kitap ve Yayınevi.
- [7]. Demirel, Ö. (2012). *Yabancı Dil Öğretimi* (7.baskı). Ankara: Pegem Akademi Yayınları.
- [8]. Doğan, Y. (2007). İlköğretim ikinci kademedeki dil becerisi olarak dinlemeyi geliştirme çalışmaları. Yayınlanmamış doktora tezi. Gazi Üniversitesi Eğitim Bilimleri Enstitüsü. Ankara.
- [9]. Doğan, Y. (2014). *Dinleme eğitimi: kuram, uygulama, ölçme ve değerlendirme*. Abdurrahman Güzel ve Halit Karatay. (Editörler). *Türkçe öğretimi el kitabı (İkinci Baskı)* içinde (s.151-180). Ankara. Pegem Akademi Yayıncılık.
- [10]. Fidan, M. (2012). İlköğretim ikinci kademe öğrencilerinin Türkçe dersinde kullandıkları dinleme stratejilerinin değerlendirilmesi. Yayınlanmamış yüksek lisans tezi. Erciyes Üniversitesi Eğitim Bilimleri Enstitüsü. Kayseri.
- [11]. Hayati, A. M., & Jalilifar, A. (2009). The Impact of Note-taking Strategies on Listening Comprehension of EFL Learners. *English Language Teaching*, 2, 101-110. DOI: 10.5539/elt.v2n1p101.

[12]. MEB (2006). *Türkçe Dersi (6-7-8. Sınıflar) Öğretim Programı*. Ankara: Millî Eğitim Bakanlığı Yayınları.

[13]. Polat, A. (2018). Türkçeyi yabancı dil olarak öğrenenlerin dinlemeye yönelik tutumlarının çeşitli değişkenler açısından incelenmesi. Yayınlanmamış yüksek lisans tezi. Mersin Üniversitesi Eğitim Bilimleri Enstitüsü. Mersin.

[14]. Richards, J. (2009). *Teaching listening and speaking from theory to practice*. New York: Cambridge University Press. 20 Aralık 2015 tarihinde <http://www.researchgate.net/publication/255634567> adresinden erişildi.

[15]. Rost, M. (2002). Listening tasks and language acquisition. *Memorias del Congreso JALT 2002*, 18-28.

[16]. Schwartz, A. M. (1998). *Listening in a foreign language*. Center for Applied Linguistics, Washington. ERIC.

[17]. TDK (1998). *Türkçe Sözlük (8. Baskı)*. Ankara: Türk Dil Kurumu Yayınları.

[18]. Temizkan, M. (2007). *İlköğretim İkinci Kademe Türkçe Derslerinde Okuma Stratejilerinin Okuduğunu Anlama Üzerindeki Etkisi*. Yayınlanmış Doktora Tezi, Gazi Üniversitesi, Ankara.

[19]. Temur, T. (2010). Dinleme metinlerinden önce ve sonra sorulan soruların üniversite öğrencilerinin dinlediğini anlama beceri düzeyine etkisi. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 29, 303-319

[20]. Sever, S. (1990). “Bilgi Toplumu Olma Aşamasında, Ülkemizde Kitap Ve Okuma Olgusu”. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 23 (2), 721-727.