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**THE TEACHING OF CERTAIN READING SKILLS
THROUGH THEORETICAL AND PRACTICAL
INSTRUCTIONS IN EFL CLASSES**

(YÜKSEK LİSANS TEZİ)

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ABSTRACT

This study is concerned with the application of certain reading skills which are identification of title, main idea, supporting detail, conclusion, and vocabulary items in EFL classes. During the teaching of certain reading skills two kind of trainings as it can be said theoretical and practical are carried out. This study consists of five chapters.

In Chapter I, background to the problem is discussed and the problem, the purpose of the study, its limitations and assumptions are also introduced.

Chapter II reviews literature relevant to the study.

In Chapter III, research design, selection of subjects, data collection and data analysis are introduced.

In Chapter IV, the analysis of results are interpreted statistically.

Chapter V discusses the statistical interpretations and makes suggestions for further studies.

The statistical results show that the independent variable had an effect on the dependent variable: the

teaching of certain reading skills through practical instruction indicated a significant increase in applying reading skills which are identification of title, main idea, supporting detail, conclusion and vocabulary.

OZET

Yabancı dil derslerinde öğretime dayalı geleneksel yabancı dil öğretim metotlarıyla yetistirilen ve Üniversiteye gelen öğrencilerin okuma çalışmaları sırasında, okumanın anlamlı olabilmesi için gereken ve John Langan tarafından belirlenen belli başlı beş okuma becerisini kullanıp kullanamadıklarını bu çalışmada araştırılan en belirgin amaçtır.

Bu okumayı anlama becerileri, parçanın muhteviyatının anlaşılmasını yani yazarın parçayı yazmaktaki amacı, parçanın konusu, bu parçadan çıkan sonucu anlamayı amaçlayan becerilerdir ve bu okuma becerileri başlık, anafikir, yardımcı fikir, sonuç ve kelime olarak belirlenmiştir. İlk hedef öğrencilerin bu becerileri ne kadar bildiklerini saptamak olmuştur. İkinci hedef öğrencilerin bu becerileri kullanmaktaki zorluklarının ana dillerinde de olup olmadığını araştırmaktır. Üçüncü bir amaç ise bu becerilerin öğrencilere nasıl -teorik mi, pratik mi- öğretebileceğini araştırmak olmuştur.

Bu amaçları gerçekleştirmek için aynı seviyede olduğu saptanan Selçuk Üniversitesi Eğitim fakültesi Kız Sanat Eğitim Y. Okl. El Sanatları bölümü öğrencisi 40 öğrenci hiçbir çalışma yapılmadan ön teste tabi tutulmuş ve bu

testte öğrencilere seviyelerine uygun 5 İngilizce, 5 Türkçe parçada yukarıda sayılan başlık, anafikir, sonuç ve kelime algılanmasını içeren okuma becerilerini saptamaları istenmiştir. Daha sonra teorik olarak beceriler hakkında bilgi verilmiş ve bunun rolünü saptamak için bir son test uygulanmıştır. Bu testte de 5 Türkçe, 5 İngilizce parça kullanılmıştır. Bundan sonra pratik olarak uygulanacak okuma becerileri öğretilmiştir. Yapılan ikinci so testte yine 5 İngilizce, 5 Türkçe parça kullanılmıştır.

Elde edilen bulgular istatistiksel olarak değerlendirilmiştir. Elde edilen sonuçlar öğrencilerin beceriler konusunda fazla bilgili olmadıkları ve sonuçta bunların pratik olarak öğretilmesinin faydalı olduğudur. Okuma becerilerinin kullanılmaması olayı anadilde de mevcuttur ve okuma-anlamadaki başarısızlığın hedefleri arasındadır.

Buna göre sonuç olarak söylenebilir ki pratik olarak okuma becerilerinin öğretilmesi, okuma çalışmalarında öğrencilere yardımcı olacak bir yararlı yoldur.

SYMBOLS AND ABBREVIATIONS

T	: Title
M	: Main Idea
S	: Supporting Detail
C	: Conclusion
V	: Vocabulary Item
Σ	: 'The Sum of'
X	: The Mean Scores
N	: The Total Number of Scores
SD	: Standard Deviation
SE	: Standart Error
d.f	: Degree of Freedom
t	: t-test value
>	: bigger than
<	: smaller than
cf	: Compare
p	: Probability
EFL	: English as a Foreign Language
SUBJ.:	Subjects

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CHAPTER I

INTRODUCTION

1.1. Background to the study

The importance of reading is known today.

Efficient reading is an essential prerequisite for success in today's world.
(Hyland, 1990: 17)

No one can deny the importance of 'reading for comprehension' in language learning among four language skills, listening, reading, writing, speaking.

Reading is many sided... Reading is one of several means of learning. It is an available of communication related to looking, listening and writing, which complement one another in many ways.
(Fries, 1962)

Rivers emphasizes the importance of reading as follows:

Clearly, reading is a most important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating and extending one's knowledge of the language.

(Rivers, 1968: 259)

Thus in this study the reading process and development of reading comprehension have an important place. At that point proficiency in reading has a great role in foreign language education in universities since the students in those schools will be involved in professional reading related to their field of study in their future life. That is a vital point to should be taken into consideration in EFL courses.

In fact students have a background knowledge of the basic grammar that they have acquired over a long period before entering university. However, even though they have some knowledge of the basic grammar, they have problems with reading comprehension. Their problems are actually related to receptive skills. But they are expected to be able to read technical literature after graduation as they are assumed to be efficient readers. The problems intensify when the students are at an elementary level. It is hypothesised that the difficulties in reading comprehension

lack of familiarity with reading skills identifying in particular the main idea, the supporting detail and conclusion. According to the hypothesis this is due to EFL teaching strategy, in schools.

At that point two factors appear as important criteria determining the students' aim and goal in EFL courses. These are language-oriented and reading-oriented courses. So student centered (learner centered) or teacher centered approaches have come onto the scene in EFL.

In the language-oriented model students are exposed to English through explanation and testing but not comprehension. Lautamatti (1978: 98) described the language-oriented model as follows:

The language-oriented approach inadvertently stresses the importance of every word and structure for understanding. A fluent reading processes information extracted from the text in meaningful chunks, which facilitates the full use of short term memory.

That is why in the language-oriented model students are slow readers. They focus their attention on every word and structure for understanding. In Turkey reading is heavily emphasized in most language courses, but structurally based approach is applied in courses, so the students as

Lautamatti pointed out above, give equal attention to all words, because the focus is on grammar in structural approach. So students develop the bad habits of reading a text word by word or subvocalization or finger pointing which cause them to miss the overall meaning in context. But it is a fact that one can acquire reading skills, such as identifying main idea, title, supporting detail, conclusion when one grasps the general gist.

Using reading skills to understand a text requires a shift from language-oriented courses which depend on structurally based approach to the reading-oriented courses which depend on a structurally based approach to the reading-oriented courses, which depend on a functional approach. To develop a better reading comprehension skills reading-oriented approach can be included in EFL teaching.

In the reading-oriented model as Lautamatti (1978: 97) says: reader works at the level of meaning, not only of the whole message, while one is identifying meaning use units instead of words, and he adds that:

Thus use of the context for the identification of the meaning is not characteristic of the level of word alone.

On this subject Carrol (1972: 12) clarifies that:

The total meaning of an utterance has to do with the relation of a sentence or discourse to its total context.

All these claims do mean that; traditional language-oriented from is in direct opposition to the process of reading. However it doesn't mean language teaching is unnecessary when reading is on the scene, but method doesn't fit the requirements as Lautamatti (1978: 94) maintains that:

This naturally not to say that language teaching is unnecessary for reading in a foreign language, the argument is only that language teaching activities such as the examination of linguistic properties of a text are not conclusive to fluent reading.

As has been said before, since students in vocational schools need professional raeding they should work on the improvement of reading comprehension. Tha language-oriented in EFL teaching is not appropriate to that aim. so a reading-oriented model can bring advantages for that mentioned goal. Actually a reading-oriented model can be applied easily in classes. But this requires a shift from the structural approach to the functional approach. Salimbene (1983: 2) says:

The functional approach does not deny the importance of mastering the grammatical system of the language nor does it abandon a systematic development of structural mastery in the presentation of materials. Grammatical form is taught, not as an end itself but as a means of carrying out communicative intent.

Functionally based courses require changes in language teaching methodology. "The functional approach is a student centered approach to language education." (Salimbene 1983: 4).

As stated by Salimbene below a student centered approach requires student's activity.

If the students are to learn by doing (carrying out learning task) rather than sitting and facing a teacher who is presenting the language to them, the classroom must provide for the necessary mobility. The functional approach being student-centered, provides for the maturing of each student's self system.

So learning reading skills and applying them in reading text can be applied in functionally based courses. Students can solve learning problems and develop a sense of security through discovery and experimental learning. Reading is a kind of set of skills that can be taught, but must be employed by learners and these skills can be gained best in a student-centered classroom. So students will give up their

reading skills. Students will learn that knowing the meaning of each word is not necessary) and overall meaning will get attention. Silent reading will be preferred so the bad habits stemming from loud reading will be dropped.

So this thesis aims to discover the role of reading skills training in teaching reading for comprehension. This study tries to bring a solution to solve problems in inadequacy of reading comprehension. Thus, this study seeks to investigate issues:

a) Reading skills, which emphasize identification of, title, main idea, supporting detail, conclusion vocabulary cannot be applied efficiently in reading comprehension by students who have had a teacher-centered treatment of reading lessons in classical reading.

b) The inadequacy of applying the reading skills in question is a result of the students' inefficiency in using these reading skills in their native language.

c) For students in adequacy of reading comprehension is not only due to their English language inefficiency - this means being elementary level of learners but it is because of not employing the reading skills which

are identification title, main idea, supporting detail, conclusion, vocabulary,

1.2. Problem

In Hand Craft Department of Girls Art Education Vocational school of Education Faculty of Seljuk University, students have problems in reading comprehension. However the reading process plays an important role as the students are going to become teachers and be involved in professional reading from foreign sources relevant to their field of study or any other. So they need a high degree of skill in reading, especially considering that they are elementary level learners, the need to teach and improve reading comprehension becomes more important. Students are not aware of reading skills, they pay the same attention to every aspect of the text. They have many impressions about reading procedure, and they have bad reading habits, which have a negative influence on reading comprehension. They read a text word by word, they stress every word to acquire meaning and they have a sense that they can only comprehend a passage by knowing each word in it. But they neglect the overall meaning when they read it word by word. All these claims above stem from the observation of reading lessons of one class last year in reading lessons, the one traditional method is that students read the text loudly

the questions which are organized for each sentence.

In brief there are two main problems to solve when we consider the students reading comprehension difficulties.

The first problem is that students are used to studying reading passages by answering questions about passages after reading them generally aloud. In such lessons students have not applied such reading skills as identification, title, main idea, supporting detail and conclusion. So this study claims that infact the students do not apply these skills to reading comprehension.

The other problem leads the way to showing that inadequacy in using the above reading skills comes from their native language since experts claim that native language, reading, and speaking and writing and listening habits are carried to foreign language learning.

Another important aim is to find out how to improve the application of reading skills, and the roles of theoretical or practical training.

So this study will try to answer the following questions:

- 1) To comprehend a text better can students use reading

1) To comprehend a text better can students use reading skills which are;

a) understanding of title (to guess the content of the passage)

b) finding out main idea (to understand the writer's new idea or claim which is put forward)

c) finding out supporting detail (to understand the way writer supports his idea)

d) finding out conclusion (to get the message writer wants to give)

e) finding out the meaning of a vocabulary or idiom in context which are not known before (to use the context to get meaning)

2) Does the inadequacy of applying reading skills take place in Turkish language?

3) Is there an improvement in application of reading skills after the training on reading skills such as identification of title, main idea, supporting detail and conclusion, this improvement takes place?

1.3. Purpose of the study

To achieve the purpose of this study, the following questions will be answered:

First it is necessary to check whether the subjects are at the same level of English and of reading comprehension or not. To answer that question 'Reading Comprehension Test' of TOFEL and 'Proficiency Test' of Michigan University were used.

The first question is that:

1) In the comparison of the languages within each language itself, when all of the reading skills - title, main idea, supporting detail, conclusion, vocabulary - in the native language (Turkish) and in the foreign language (English) are taken into consideration, is there any significant difference between the obtained total scores of the tests applied after and before the theoretical training?

2) In the comparison of the languages within each language itself, the sub-components title, main idea, supporting detail, conclusion, vocabulary of reading skills in both native language and foreign language, from the point of view of the scores, is there any significant difference between the obtained scores of each component obtained from

between the obtained scores of each component obtained from the tests before and after the theoretical training?

3) In the comparison of the languages within each language itself, when all of the reading skills - title, main idea,, supporting detail, conclusion, vocabulary - in the native language (Turkish) and in the foreign language (English) are taken into consideration, is there any significant difference between the obtained total scores of the tests applied before the practical treatment and the obtained total scores of the tests applied after the practical treatment?

4) In the comparison of the languages within each language itself, the sub-components title, main idea, supporting detail, conclusion, vocabulary and reading skills in both native language and foreign language, from the point of view of scores is there any significant difference between the obtained scores of each component obtained from the tests applied before and after the practical training?

The main aim of this study is to ascertain whether reading skills which improve reading comprehension are used by learners.

Students have problems in the interpretation of text and for most of the students it is a very difficult task to

learn to be receptive in reading. So the study presents the skills for a better understanding.

1.4. Limitations

This study will be carried out in the Hand Craft Department of Girl Art Education Vocational School. Reading comprehension reading skills will be researched.

In reading skills the attention is on recognition and comprehension^{of} title, main idea, supporting detail, conclusion, and vocabulary.

The five components procedure will be examined in this study. In fact there are some other factors which affect reading comprehension in many ways. For example, time is one of them, as the time in reading may be different for individuals. So in this study no time limitation is set so when they finished the test they brought their papers. Secondly similar text-types were used in both English and Turkish. Also the length of the reading passages were different. Fourthly the background knowledge of the readers, the interest of the reader, the attention of the reader to the passages, in short discorsal elements were examined in this study.

None of these above factors weren't examined in this study. The focus is on only the application of five components of reading skills.

This study is limited to the students of the vocational school of Education Faculty of Seljuk University.

1.5. Assumption

When a student is asked to read a passage he is assumed to carry the native language reading habits into foreign language.

CHAPTER II

REVIEW OF LIRETATURE

2.0. Introduction

This study is concerned with the application of five components which are tittle, main idea, supporting detail, conclusion, vocabulary of reading skills in reading for comprehension. So in the previous chapter of this study, the terms reading and reading comprehension, reading skills have been mentioned mostly, so in this chapter the above concepts will be discussed.

2.1. Nature of Reading

According to the old notions of reading, reading was done aloud and it was assumed to be 'a phonetic transcription of a text' (Gardner, 1978: 65). According to

this idea reading is regarded^{as} acquiring meaning from "speech sounds" and the reader is a decoder. He decodes written symbols into spoken ones. We can see this view in Callaway (1970). He summarised it as follows:

The relationship between L.A.D. (Language Acquisition Device) and reading consist in the fact that the brain function involved in understanding representational auditory stimuli is the same as that required in reading process after the sound is decoded from the visual symbols of language, that is, as the child recognises the words in a sentence he gets their meaning in terms of sound values just as he does in spoken language.... Once the child has decoded the sound, he then utilizes this ability which is acquired spontaneously through the facilitation of L.A.D.

Today it is accepted that spoken and written languages are distinct in their processes. Reading is not phonological processing. It is the processing of semantic content. Paulston and Bruder (1976: 157) point out that subject as follows:

We now believe that the spoken and written forms of a language differ qualitatively, both in syntax and in vocabulary, and that if we want our students to be able to read, we must teach them to do so.

Reading is not phonological but semantic processing. One can learn phonemic representations of the graphic symbols of a language and can read a text but it does not mean

understanding language at all. Reading comprehension requires recognizing sentence meaning and the sentence relations to one another.

Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out significance of these messages.

(Harmer, 1983:153)

Grellet considered reading as follows:

It was assumed that a text was a succession of separate sentences thematically related and it was necessary merely to deal with the structure and meaning of the sentences. But if reading is to be efficient, the structure of longer units such as the paragraph or the whole text must be understood. It is no good studying a text as though it were a series of independent units. This would only lead the students (a) to become dependent on understanding every single sentence in a text, even when this is not necessary to fulfill their reading purpose, with the result that they would tend to read all texts at the same speed and (b) to be reluctant to infer the meaning of sentences or paragraphs from what comes before or after. It is clear that one should start with global understanding and move towards detailed understanding rather than working the other way round.

(Grellet, 1981: 3)

So Grellet gives the definition of reading comprehension as follows:

Understanding a written text means extracting the required information from it as efficiently as possible.

(Grellet, 1981 :3)

That is why it is easy to say that reader doesn't think about/symbol connections while he is reading. Because input is not phonetic for the reader. One can learn phonemic representations of the graphic symbols of a language and may read a text but he may not understand language at all. This is the evidence that reading is not the phonetic transcription of a text.

Reading comprehension requires recognizing sentence meaning and the sentence relations to one another. The reader has to grasp the communicative value of the text.

Robert Lado (1915: 223) defines the reading in a foreign language as follows:

Reading in a foreign language consists of grasping meaning in that language through its written representation. This definition is intended to emphasize two essential elements in such reading: the language itself and the graphic symbolization used to represent it.

In contrast to earlier theories Kellerman's definition of reading reflects the recent view. Kellerman (1981: 37) defines reading as the reconstruction of meaning, not recognition of words. This is a very important problem as

reading is assumed vocabulary knowledge with the help of grammar , and some ability to guess ability to read. But the communicative value of the content is forgotten.

At the point Rivers suggests the same idea:

It is useful, in teaching reading, to make a distinction between recognition and production grammar. The syntactic details the reader needs in order to extract the important elements of the message are fewer and may be different from those which are important when producing one's own messages in speech or writing.

(1968: 267)

Besides, concentrating on syntactical units, during reading makes a reader miss the meaning of the passage. The classical reading courses are effective on that view.

They start reading a text with the fear that they are going to have problems with vocabulary and unfamiliar structures, and so they read slowly and carefully, weighing and measuring every word, with a dictionary at their elbow as a life - support system.

(Lucas, 1990: 29)

According to recent views, reading is an active skill in contrast with old notions which claim that reading is passive.

Rivers supports that view:

Reading is sometimes referred to as a passive or receptive skill, but if we examine the abilities that come into play in fluent direct reading with comprehension of meaning it is clear that readers are far from passive during this activity.

(1968: 266)

Also Evangelidou, Polymenidou, Tsitsopoulou and Vacaroglou agree that reading is active. They clarify it as follows:

The question is: Is the reader's role passive? Christine Nuttall (1982) points out, a common view of reading. The text is full of meaning like a jug full of water, and it can be poured straight into the reader's mind, which soaks it up like a sponge. In this view, the reader's role is passive. All the work has been done by the writer, and the reader has only to open his mind and let the meaning pour in. We reject this view, however for the obvious reason that it seldom happens like this. Not all the meaning in the text actually get into the reader's mind.

(1990: 30-31)

Yorkey (1970) supports the same idea:

Thus far reading has been considered only as a usual activity, something that you do not with your eyes. This is by no means the whole truth about the process of reading. You do much more than simply run your eyes from left to right along a line of words, accumulating information as each word, phrase and sentence is progressively recognized. Reading is also an active process of predicting what is likely to come next.

So today it is accepted that reading is a constant process of guessing. Students should use their knowledge to understand unknown elements whether these are ideas or words.

According to Harris and Sipay (1979: 19-20) reading activity has four processes:

- 1) sensation
- 2) perception
- 3) comprehension
- 4) reaction

They define reading as follows:

Reading is the attaining of meaning as a result of the interplay between perception of graphic symbols that represent language and the memory traces of the reader's past verbal and non verbal experiences.

In fact there are two distinct definitions of reading and Conkie and Rayner (1976) separate these theories into two categories: The Hypothesis Position and Direct Perception. According to Hypothesis Position reading is an activity of guessing about the text to be encountered. According to the second category of theories, Direct

Perception, the reader analyzes the visual input using it with contextual information.

But it is not easy to explain reading process only taking these positions into consideration.

In short we can say that reading is an active information processing skill and communicative processing gains importance.

Talk about communicative competence which fills the air has eclipsed attention to the competence required for reading well in a new language.

(Dubin, 1968: 125)

2.2. Reading Speed and Faulty Reading Habits

Faulty reading habits are introduced and discussed in this section, since these are the elements affecting reading comprehension levels negatively.

Approaches to applying reading skills such as title, main idea, supporting detail, conclusion and vocabulary in reading comprehension enable students to correct these habits, by having them look for, ^{title} main idea, supporting detail, conclusion and vocabulary to grasp the content of the paragraphs. So readers focus their attention on units rather than words alone. Topic exercises give a chance to

use the students' communicative competence. Vocabulary study by guessing the meaning in context also makes students use their knowledge of language.

Vocabulary difficulties will be taken up as they occur, to give the students the opportunity to guess, as far as possible, the meaning of words from contextual clues. This is a useful strategy.

(Sally, 1989: 40)

In this study students were instructed to read silently and continuously forcing them to think about general meaning to delete faulty reading habits that they have.

To improve reading comprehension some useful reading strategies should be introduced. As it is known comprehension or reading for meaning maintained by Eskey (1986: 131) depends on processing larger units of text in a series of rapid predictions. So it is known that reading and comprehension is a result of some bad reading, subvocalising and finger printing which all cause slow reading speed.

Singh (1979: 40) points out in that subject as follows:

Slow word by word readers often understand little of what they read and miss much of the joy of reading. Many individual words have almost no meaning by themselves they must be seen in the context of a sentence to make any sense.

Subvocalising and finger pointing are the results of reading aloud. In fact reading is a silent and reading aloud is another faulty reading habit. Silent reading is faster than aloud one.

As quoted by Paulston and Bruder (1976:164):

Reading aloud, as both Godman and Smith point out, is recoding rather than decoding, and in teaching reading the emphasis should be on reading to decode the message. It wastes time and gives the wrong focus to the lesson to have the students read aloud.

This point is also explained by Singh (1979: 40):

...body movements and subvocalization help neither speed nor comprehension of reading, which in the main, is a mental activity. Some students, while reading, turn their head from one side to another, point at words in a line with a finger or pencil, move their lips, or say the words to themselves, thus linking reading with talking speed. These are all bad habits which students should be advised to avoid.

To improve reading comprehension in examinations and during reading each student is encouraged to read fast and silently. To avoid bad reading habits the teacher instructed the students about reading procedure.

Grellet (1981) defines the bad reading habits as follows:

The first point to be noted when practising reading in the classroom is that it is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. Besides, when we read, our eyes do not follow each word of the text one after the other - at least - in the case of efficient readers. On the contrary, many words or expressions are simply skipped, we go back to check something, or forward to confirm some of our hypothesis. Such tactics become impossible when reading aloud, and this reading activity therefore tends to prevent the students from developing efficient readings strategies.

An efficient reader does not read word by word, with subvocalisation and finger pointing. But it should be forgotten that speed is not the only criterion by which we judge effective reading.

2.3. Types of Reading

One of the marks of a good reader is the ability to adjust his reading skills to the type of material he is reading.

(Miller, 1964: 11)

Purpose in reading requires many kinds of reading. Generally two types of reading are recognized by many authorities, intensive reading and extensive reading.

Paulston and Bruder (1976: 162) point out that:

The distinction between intensive and extensive reading is basic to teaching reading. In intensive reading, the student's attention is focused through instruction on the linguistic features which enable him to decode the message in intensive reading the approach is similar to that of reading in the native tongue: the student reads at his own level and pace, directly for meaning.

But, in fact, reading courses should involve both intensive and extensive reading. Students should learn intensive reading firstly, then go on to extensive learning. Since intensive reading is a classroom procedure, "intensive reading deals with the study of those features of language syntactical and lexical, which the reader draws on in order to decode the message." (Bruder, 1976: 163)

Bruder also maintains that:

...intensive reading is also concerned with related skills, such as developing strategies of expectation and guessing meaning from the context.

In intensive reading, the emphasis, as Bruder points out is on skills for recognition rather than production of language features.

Extensive reading refers to outside reading. In this type of reading, students don't need guidance from the teacher. Bruder points out that the objective of extensive reading is exactly that; to learn reading by reading. (1976)

Rivers maintains the purpose of extensive reading as follows:

The purpose of the extensive reading program will be to train the student to read directly in the foreign language for his own enjoyment, without the aid of the teacher.
(1968: 229)

Grellet defines intensive reading as an accuracy activity involving reading for detailed and extensive reading as a fluency activity mainly involving global understanding. Grellet points out four kinds of reading as intensive reading, extensive reading, skimming and scanning.

In addition to these types of reading some reading strategies are determined.

Hyland (1990: 14) says:

The purpose of reading a particular text is the most important determinant of reading

strategy. Level of comprehension changes according to the purpose in reading.

The basic ones are known as skimming, scanning and study reading.

According to Ruddell (1974: 425) skimming is a procedure for overviewing and previewing materials to determine content... In skimming a person looks for general information. Ruddell clarifies some activities to reinforce the skill of skimming. The activities involve guessing the story from the title, etc.

Miller (1964: 11) says that:

Most textbooks are organized to make intelligent skimming possible. All devices such as chapter titles, sectional headings, bold face or italicized types, and underlying are clues to help you with this technique.

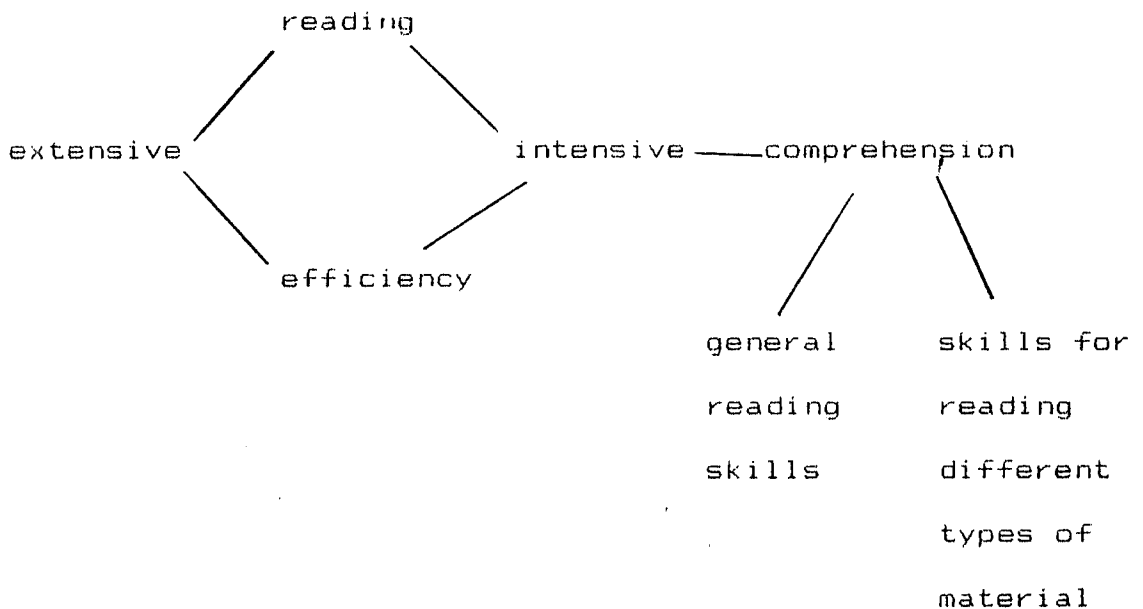
As pointed out by Ruddell (1974) scanning is a technique for finding numbers, names, dates and answers to specific questions. It is a fast reading. The reader looks for a specific information.

So to sum up we may say that both types of reading - intensive and extensive - are necessary to students. Because

Sonka (1986: 120) says that:

We have found that a program loses effectiveness by not including both intensive and extensive reading.

Sonka draws a diagram to show extensive and intensive readings two major components: efficiency and comprehension.



2.4. Five major components of reading skills

The traditional reading strategy in reading courses is based mostly on questioning. Passage is read and teachers asks many difficult questions about the passage for each

sentence. But before that task, generally, grammatical patterns are examined. Reading is for language teaching.

The problem stems from the fact that reading classes are often used to teach language rather than reading.

(Hyland, 1990: 14)

An approach to solve the students reading comprehension problems is advised by John Langan in his book "Reading and Study Skills" (1978). This is the application of reading comprehension skills in reading. He shows the way to understand main idea, supporting detail, conclusion, vocabulary and grasp something about the content from the title. He explains what these five components are and how we can get them in the text, in his book.

In this study his method was applied to Turkish students for their foreign language reading comprehension problems.

He clarifies that there are five important reading comprehension skills. The skills include:

1. The ability to summarize a selection in several - word title or heading
2. The ability to determine the main idea of a selection
3. The ability to recognize key supporting details
4. The ability to identify vocabulary in

context

5. The ability to make inferences and draw reasonable conclusions based upon information presented

(Langan, 1978)

Langan finds all these five reading skills as follows:

1. Title: The title you chose should accurately describe the entire selection. It should be neither too narrow nor too broad for the material in the selection. It should answer the question "What is this about?" as specifically as possible.
2. Main idea: To find the main idea, look for a general statement. Then ask yourself, "Does most of the material in the paragraph support this statement?"
3. Supporting Details: Details help you understand the main idea. Key details are often marked by such emphasis words as remember, of note, important, end most.
4. Conclusion: Try to draw the most reasonable conclusion you can based upon the evidence presented in the passage and your own common sense.
5. Vocabulary in Context: Decide on the meaning of an italicized word by considering its context the way it is used in a sentence.

(Langan, 1978: 290-91)

All these instructions made by Langan were used in this study to inform the students about these reading skills.

CHAPTER III

METHOD

3.1. Research Design

In this study a group of students were examined in a pre-test and in the first and second post tests. In the pre-test, students efficiency in applying reading skill such as title, main idea, supporting detail, and conclusion were tested. After the pre-test, students are trained theoretically about the reading skills in question. The first post-test is applied to discover the role of theoretical treatment on reading skills. Then a practical treatment of reading skills, containing title, main idea, supporting detail, conclusion and vocabulary was carried out before the second post test to see role of the practical treatment on reading skills.

The main purpose of this study is to find out whether the learners, who have had classical reading strategy in reading courses up to now, can apply important reading skills containing title, main idea, supporting, conclusion and vocabulary.

Thus, the purpose is to find out whether there is a significant difference between the pre-test and post-test after theoretical training and between pre-test and post

test after practical training, or not. A comparison was made within languages and between languages. It was made between total scores and between the scores of each skill.

3.2. Selection of Subjects

For this study 40 students were taken from 55 students of the second class students at the Hand Craft Department of Girl Art Education Vocational School of Seljuk University. The students were considered as representative of the level of upper elementary. This was tested within a standard English Proficiency Test of Michigan University. (cf. Appendix E) The second class students consisted of 55 students. 40 of them who got the mark 30-47 from the test, were elected for this study. The others got less than 29 mark.

TOFEL reading comprehension standard test was given to the same 40 students. It was seen that they got the same result. They got approximately the same low marks.

Without any treatment 40 students were tested in the study. In this examination 5 English and 5 Turkish passages were used. (cf. Appendix A-1-10)

Th students were at the age of 17-20.

In the first post test 5 English and 5 Turkish passages were used. (cf. Appendix B-1-10)

In the second post test 5 English and 5 Turkish passages were used. (cf. Appendix C-1-10)

3.3. Data Collection Procedures

To obtain data regarding the student's reading skills

efficiency, pre-test and theoretical and practical treatments and post-tests after each treatment were carried out. To understand whether the student can apply important reading skills including title grasping, main idea and supporting detail understanding, conclusion inferring and vocabulary in context searching, or not. In pre-test, which was given before any treatment, 5 English texts at elementary level and 5 Turkish texts were used, with 40 students. In each passage there were five kinds of questions asking five components each. There were 4 choices for each group. Multiple choice questions were used to avoid students' essay difficulties which affect reading comprehension. In other words it is difficult to understand the reason for a wrong answer as it may be due to writing task problems, or reading comprehension inefficiency. Then theoretical treatment was applied. First a post-test was carried out after theoretical treatment. The test contained 5 English, 5 Turkish passages on different subjects. Practical treatment was applied. Followed by the post-test. It also contained 5 English and 5 Turkish passages.

English passages were at elementary level. They were suitable for high beginners. Turkish passages were suitable for native speakers.

In examinations students were instructed to mark the correct answer among four choices.

Text types, length of passages and time were not taken into consideration only reading skills efficiency was of interest in the exams. Similar text types and short or long passages were used both in English and Turkish. There were no time limits to prevent the effect of individual differences in reading for comprehension.

After pre-test, reading skills were been taught

theoretically. No application was included.

The first post-test was carried out with 10 passages. Five of them were English, five of them were Turkish.

In practical treatment of the reading skills in question, after the first post-test, 3 passages for English and 3 for Turkish were used. Each paper containing one passage with five groups of questions, as in the examination, was delivered to 40 students. They answered the questions, then answers were discussed and the right answer was explained in detail. That procedure was followed for each paper.

The second post-test was applied with 10 passages 5 of them were English, 5 of them were Turkish to ascertain the role of practical treatments on reading skills training.

3.4. Data Analysis

The total scores of each paper of the students who participated in this research was 100. This mark was made up of five skills. This means there were five groups of questions and each group tested a skill. Each right answer had 20 marks and 0 for a wrong answer. This was done for five English texts and for 5 Turkish texts.

A student's score for each skill was evaluated in 5 passages. Then the obtained total mark was divided into 5 as to get percent score such as 20, 16, 12, 8, 4, 0. This procedure was carried out for each skill then a student got 5 marks. These marks were added to get the total score of a test for a student. For each examination this procedure was

repeated.

T test (cf. Apendix G) is used to evaluate the papers of the students, to analyse the significant differences between the scores.

CHAPTER IV

ANALYSIS OF RESULTS

4.1. Analysis of Result

The main aim of this study is to find out whether the students use important reading skills which consist of five components as identifying title, main idea, supporting detail, conclusion, vocabulary for reading comprehension. The traditional reading strategy in reading courses have been essential for these students. This point was taken into consideration.

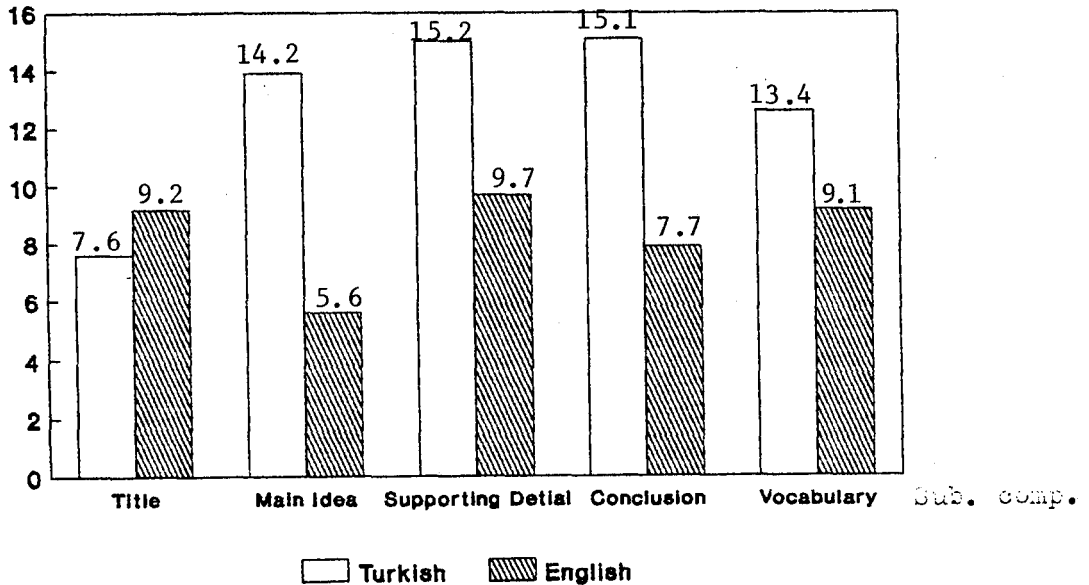
So the general purpose of this study is to find out whether there will be significant difference between the obtained scores of pre and post tests.

To achieve this goal, a group of students were tested on their use of important reading skills with 5 English and 5 Turkish passages. The differences between the total scores of the 5 English passages and 5 Turkish passages, for each skill were evaluated and were shown in the following chart. It was to see the differences between languages for each skill.

FIGURE A

The distribution of differences between English and Turkish in pre-test before any training.

Scores



After theoretical treatment on reading skills identifying title, main idea, supporting detail, conclusion, vocabulary, first post test is applied with 5 English and 5 Turkish passages. The difference between the total scores and the scores of each skill within the languages and between the languages in pre test and in the first post test were tested by using the t-test for correlated samples.

The questions in section 1.3. were investigated by testing the following null hypothesis.

Null Hypothesis 1:

Ho:

There will be no significant difference between the total scores in English passages before and after theoretical training.

Table 1

The distribution of the differences between the TOTAL scores of English before the theoretical and after the theoretical training is summarized.

		N	\bar{X}	SD	SE	d.f.	t
Before training	A	40	41.05	11.10			
					2.64	78	0.89
After training	B	40	38.7	12.47			

With 78 degrees of freedom, t is 2.000 (cf. Appendix 6 1) at the 0.05 level of significance. The results in table 2 indicate that pre-test A had the mean value of $\bar{X} = 41.05$ and first post test B had the mean value of $\bar{X} = 38.7$. As the observed value of t is numerically smaller than 2.000, we therefore, conclude that there is no significant difference between the pre-test which is applied before training and the first post test which is applied after theoretical training. Thus, we fail to reject the first null hypothesis.

Null hypothesis: 2

Ho:

There will be no significant difference between the total scores in Turkish passages before and after the theoretical training.

Table 2

The distribution of differences between the TOTAL scores of Turkish before the theoretical and after theoretical training is summarised.

		N	\bar{X}	SD	SE	d.f.	t
Before training	A	40	64.55	9.95			
					2.12	78	-6.88 > 2.00
After training	B	40	79.2	9.06			

With 78 degrees of freedom, t is 2.00 (cf. Appendix G-1) at the 6.616×10^{-10} probability. The results in Table 3 indicate that the test before the treatment A had the mean value of $\bar{X} = 64.55$ and test after the treatment B had the mean value of $\bar{X} = 79.2$. As the observed value of t is numerically higher than 2.000, we, therefore conclude that there is a significant difference between the tests. These results show that there is a significant difference between the total scores of the test before the theoretical treatment and the total scores of the test after the theoretical treatment. Thus, we reject the second null hypothesis.

Null Hypothesis: 3

Ho:

There will be no significant difference between the scores of TITLE in English passages obtained in the test before the theoretical training and in the test after the theoretical training.

Table 3

The distribution of differences between the scores of TITLE recognition in English obtained in the test before the theoretical training and obtained in the test after the theoretical training is summarised

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	9.20	4.5			
				1.03	78	3.18 > 2.000
After training B	40	5.90	4.7			

With 78 degrees of freedom, t is 2.21 (cf. Appendix G-1) at the $1.027 E - 0.3$ probability. The results in Table 4 indicate that pre-test A had the mean value of $X = 9.20$ and first post test B had the mean value of $X = 5.90$. As the

observed value of t is numerically higher than 2.000, we therefore, conclude that there is a significant difference in TITLE recognition between the two tests. But this significant difference is in the opposite direction. There is no progression in post-test but there is regression. Thus, we reject the third null hypothesis.

Null Hypothesis: 4

Ho:

There will be no significant difference between the scores of MAIN IDEA recognition in English passages obtained in the test before the theoretical treatment and in the test after the theoretical treatment.

Table 4

The distribution of differences between the scores of MAIN IDEA recognition in English obtained in the test before and after the theoretical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	5.6	3.24			
				0.71	78	-1.82 < 2.000
After training B	40	6.9	3.13			

With 78 degrees of freedom, t is 2.000 (cf. Appendix G-1) at the 0.05 level of significance. The results in Table 5 indicate that pre-test A had the mean value of $X = 5.6$ and first post test B had the mean value of $X = 6.9$. As the observed value of t is numerically lower than 2.000, we, therefore, conclude that there is no significant difference for main idea between pre test and first post test. These results show that there is no significant difference between the test applied before the theoretical treatment and the test applied after the theoretical treatment. Thus, we fail to reject the fourth null hypothesis.

Null Hypothesis: 5

Ho:

There will be a significant difference between the scores of SUPPORTING DETAIL recognition in English passages obtained in the test before and after the theoretical training.

Table 5

The distribution of differences between the scores of SUPPORTING DETAIL recognition in English obtained in the test before theoretical treatment and obtained in the test after the theoretical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	9.7	5.27			
				1.17	78	1.023 < 2.000
After training B	40	8.5	5.21			

With 78 degrees of freedom, t is 2.000. The results in table 5 indicate that pre-test A had the mean value of $X = 9.7$ and first post test B had the mean value of $X = 8.5$. As the observed value of t is numerically lower than 2.000, we, therefore, conclude that there is no significant difference between the pre and first post tests. These results show that there is no significant difference in main idea recognition between the test applied before the theoretical treatment and the test applied after the

theoretical treatment. Thus, we fail to reject the fifth null hypothesis.

Null Hypothesis: δ

Ho:

There will be no significant difference between the scores of CONCLUSION recognition in English passages obtained in the test before and after the theoretical training.

Table 6

The distribution of differences between the scores of CONCLUSION recognition in English obtained in the test before and after the theoretical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	7.70	3.66			
				0.8	78	-0.124 < 2.000
After training B	40	7.80	3.50			

With 78 degrees of freedom, t is 2.000. (cf. Appendix 6-1) The results in Table 6 indicate that pre-test A had the mean value of $X = 7.7$ and the first post-test B had the mean value of $X = 7.8$. As the observed value of t is numerically lower than 2.000, we, therefore, conclude that there is no significant difference between the pre-test and first post-test. These results show that there is no significant difference for conclusion recognition between the test applied before the theoretical treatment and the test applied after the theoretical treatment, in English. Thus, we fail to reject the sixth null hypothesis.

Null Hypothesis: 7

Ho:

There will be no significant difference between the scores of VOCABULARY comprehension in English passages obtained in the test before and after the theoretical training.

Table 7

The distribution of differences between the scores of VOCABULARY comprehension in English obtained in the test before the theoretical treatment and obtained in the test after the theoretical treatment is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	9.1	4.27			
				0.9	78	0.31 < 2.000
After training B	40	9.4	⁴ 2.30			

With 78 degrees of freedom, t is 2.000. The results in Table 7 indicate that pre-test A had the mean value of $X = 9.1$ and post test B had the mean value of $X = 9.4$. As the observed value of t is numerically lower than 2.000, we, therefore conclude that there is no significant difference between for vocabulary between pre test and first post test. These results show that there is no significant difference in vocabulary comprehension between the test applied before the theoretical training, and the test applied after the theoretical training in English. Thus, we fail to reject the seventh null hypothesis.

Now a look at Turkish tests.

Null Hypothesis: H_0

H_0 :

There will be no significant difference between the scores of TITLE recognition in Turkish before and after the theoretical training.

Table 8

The distribution of differences between the TITLE recognition scores of Turkish before and after the theoretical training is summarised.

	N	\bar{X}	SD	SF	d.f.	t
Before training A	40	7.6	3.71			
				0.73	78	-9.36 > 2.000
After training B	40	14.5	2.81			

With 78 degrees of freedom, t is 2.000. The results in Table 8 indicate that pre-test A had the mean value of $X = 7.6$ and post-test B had the mean value of $X = 14.5$. As the observed value of t is numerically bigger than 2.000, we, therefore conclude that there is a significant

difference for TITLE recognition between pre-test and post-test. These results show that there is a significant difference for title between the test applied before the theoretical treatment and the test applied after the theoretical treatment in Turkish. Thus, we reject the eight null hypothesis.

Null Hypothesis:9

Ho:

There will be no significant difference between the scores of MAIN IDEA recognition in Turkish passages before and after the theoretical training.

Table 9

The distribution of differences between the MAIN IDEA recognition scores of Turkish before and after the theoretical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	14.0	3.94			
				0.77	78	-1.414 < 2.000
After training B	40	15.1	2.93			

With 78 degrees of freedom, t is 2.000. The results in Table 9 indicate that pre-test A had the mean value of $X = 14.0$ and post-test B had the mean value of $X = 15.1$. As the observed value of t is numerically smaller than 2.000, we, therefore, conclude that there is no significant difference in Main Idea recognition between pre-test and post-test. These results show that there is no significant difference in main idea recognition between the test applied before the theoretical treatment and after the theoretical treatment in Turkish. Thus we fail to reject the ninth null hypothesis.

Null Hypothesis: H_0

H_0 :

There will be no significant difference between the scores of SUPPORTING DETAIL recognition in Turkish before and after the theoretical training.

Table 10

The distribution of differences between the SUPPORTING DETAIL recognition scores of Turkish before and after the theoretical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	15.0	3.81			
				0.83	78	-0.96 < 2.000
After training B	40	15.8	3.61			

With 78 degrees of freedom, t is 2.000. The results in table 10 indicate that pre-test A had the mean value of $X = 15.0$ and post-test had the mean value of $X = 15.8$. As the observed value of t is numerically smaller than 2.000, we, therefore, conclude that there is no significant difference in SUPPORTING DETAIL recognition between pre-test and post-test. These results show that there is no significant difference in supporting detail recognition between the test applied before the theoretical treatment and after the theoretical treatment in Turkish. Thus we fail to reject the tenth null hypothesis.

Null Hypothesis: H_0

Ho:

There will be no significant difference between the scores of CONCLUSION recognition in Turkish before and after the theoretical training.

Table 11

The distribution of differences between CONCLUSION recognition scores in Turkish before the theoretical treatment and after the theoretical treatment is summarised.

	N	\bar{X}	SD	SE	d.f	t
Before training A	40	15.1	3.07			
				0.67	78	-2.36 > 2.00
After training B	40	16.7	2.98			

With 78 degrees of freedom, t is 2.000 at the 0.05 significance. The results in Table 11 indicate that pre-test A had the mean value of $\bar{X} = 15.1$ and post-test B had the mean value of $\bar{X} = 16.7$. As the observed value of t is

numerically higher than 2.00, we, therefore, conclude that there is a significant difference even it is very small in conclusion recognition between pre-test and first post-test. These results show that there is a significant difference in conclusion recognition between the test applied before the theoretical treatment and the test applied after the theoretical treatment in Turkish. Thus we fail to accept the eleventh null hypothesis.

Null Hypothesis: 12

Ho:

There will be no significant difference between the scores of VOCABULARY comprehension in Turkish before and after the theoretical training

Table 12

The distribution of differences between the VOCABULARY comprehension scores in Turkish before and after the theoretical training is summarised.

		N	\bar{X}	SD	SE	d.f.	t
Before traing	A	40	12.7	4.3			
					0.85	78	-5.12 > 2.00
After training	B	40	17.1	3.5			

With the 78 degrees of freedom, t is 2.000, at the 0.05 level of significance. The results in table 12 indicate that pre-test A had the mean value of $X = 12.7$ and post-test B had the mean value of $X = 17.1$. As the observed value of t is numerically higher than 2.00 we therefore, conclude that there is a significant difference in VOCABULARY comprehension between the two tests. These results show that there is a significant difference in vocabulary between the test applied before the theoretical training and the test applied after the theoretical training in Turkish. Thus, we reject the twelfth null hypothesis.

Up to now, the results related to theoretical treatment both English and Turkish are indicated. The following are related to practical training.

Null Hypothesis: 13

Ho:

There will be no significant difference between the total scores of English passages before and after the practical training.

Table 13

The distribution of differences between the TOTAL scores in English before and after the practical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	41.05	11.01			
				2.48	78	-11.27 > 2.00
After training B	40	69.12	11.16			

With 78 degrees of freedom, t is 2.000 (cf. Appendix G-1) at the 0.05 level of significance. The results in table 13 indicate that pre-test A had the mean value of $\bar{X} = 41.05$ and second post-test B had the mean value of $\bar{X} = 69.12$. As the observed value of t is numerically higher than 2.000,

we, therefore, conclude that there is a significant difference between the two tests. These results show that there is a significant difference between the pre-test and the second post-test which is applied after practical training. Thus, we reject the thirteenth null hypothesis.

Null Hypothesis: 14

Ho:

There will be no significant difference between the TOTAL scores in Turkish passages before and after the practical training.

Table 14

The distribution of differences between the TOTAL scores in Turkish before and after the practical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	64.55	9.95			
				1.99	78	-11.09 > 2.00
After training B	40	86.70	7.77			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 14 indicate that pre-test A had the mean value of $X = 64.55$ and second post-test B had the mean of $X = 86.70$. As the observed value of t is numerically higher than 2.000 we, therefore, conclude that there is a significant difference between the two tests. These results show that there is a significant difference between pre-test and the second post-test which is applied after practical training. Thus, we reject the fourteenth null hypothesis.

Null Hypothesis: 15

Ho:

There will be no significant difference between the scores of TITLE recognition in English before and after the practical training.

Table 15

The distribution of differences between the TITLE recognition scores of English before and after the practical training is summarise.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	9.2	4.54			
				0.91	78	-6.328
After training B	40	15.0	3.59			

With 78 degrees of freedom t is 2.000 at the 0.05 level of significance. The results in Table 15 indicate that pre-test A had the mean value of $X = 9.2$ and second post-test B had the mean value of $X = 15.0$. As the observed value of t is numerically higher than 2.000, we, therefore, conclude that there is a significant difference between the two tests. These results show that there is a significant difference in title recognition between the pre-test and second post-test which is applied after practical treatment in English. Thus, we reject the fifteenth null hypothesis.

Null Hypothesis: 16

Ho:

There will be no significant difference between the scores of MAIN IDEA recognition in English before and after the practical training.

Table 16

The distribution of differences between the MAIN IDEA recognition scores in English before and after the practical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	5.6	3.24			
				0.61	78	-20.722
After training B	40	18.4	2.18			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in the table 16 indicate that pre-test A had the mean value of $\bar{X} = 5.6$ and second post-test B had the mean value of $\bar{X} = 18.4$. As the observed value of t is numerically higher than 2.000, we, therefore, conclude that there is a significant difference between the two tests. These results show that there is a significant difference in main idea recognition between the pre-test and second post-test which is applied after practical training in English. Thus, we reject the sixteenth null hypothesis.

Null Hypothesis: 17

Ho:

There will be no significant difference between the scores of supporting detail recognition of English passages before and after the practical training.

Table 17

The distribution of differences between the SUPPORTING DETAIL recognition scores in English before and after the practical training is summarised

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	9.7	5.27			
				0.99	78	-3.902
After training B	40	13.6	3.48			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 17 indicate that pre-test A had the mean value of $X = 9.7$ and second post-test B had the mean value of $X = 13.6$. As the observed value of t is numerically higher than 2.000, we, therefore,

conclude that there is a significant difference between the two tests. These results show that there is a significant difference for supporting detail recognition between the pre-test and second post-test which is applied after practical treatment. Thus we reject the seventh null hypothesis.

Null Hypothesis: 18

Ho:

There will be no significant difference between the scores of CONCLUSION recognition in English passages before and after the practical training.

Table 18

The distribution of differences between the conclusion recognition scores in English before and after the practical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	7.7	3.66			
				0.80	78	-4.154
After training B	40	11.0	3.48			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 18 indicate that pre-test A had the mean value of $X = 7.7$ and post-test B had the mean value of $X = 11.0$. As the observed value of t is numerically higher than 2.000, we, therefore, conclude that there is a significant difference between the two tests. These results show that there is a significant difference in conclusion recognition between the pre-test and second post-test which is applied after practical training. Thus, we reject the eighteenth null hypothesis.

Null Hypothesis: 19

Ho:

There will be no significant difference between the scores of VOCABULARY comprehension in English passages before and after the practical training.

Table 19

The distribution of differences between the vocabulary scores of English before and after the practical training is summarized.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	9.1	4.25			
				1.00	78	-2.49
After training B	40	11.6	4.69			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 19 indicate that pre-test A had the mean value of $X = 9.1$ and second post-test B had the value of $X = 11.6$. As the observed value of t is numerically higher than 2.000, we, therefore, conclude that there is a significant difference between the two tests. These results show that there is a significant difference in vocabulary comprehension between the pre-test and second post-test which is applied after practical treatment in English. Thus, we reject the nineteenth null hypothesis.

Now a look at the five reading skills in Turkish passages before and after practical training.

Null Hypothesis: 20

Ho:

There will be no significant differences between the scores of TITLE recognition in Turkish passages before and after the practical training.

Table 20

The distribution of differences between the TITLE recognition scores in Turkish before and after the practical training is summarised.

		N	\bar{X}	SD	SEd.	d.f.	t
Before training	A	40	7.6	3.71			
					0.71	78	-10.820
After training	B	40	15.3	2.54			

With 78 degrees of freedom, t is 2.000 (cf. Appendix C-1) at the 0.05 level of significance. The results in Table 20 indicate that pre-test A had the mean value of $X = 7.6$ and second post-test B had the mean value of $X = 15.3$. As the observed value of t is numerically higher than 2.000,

we, therefore conclude that there is a significance between two tests. These results show that there is a significant difference in title recognition between the pre-test and second post-test which is applied after practical treatment. Thus, we reject the twentieth null hypothesis.

Null Hypothesis: 21

Ho:

There will be no significant difference between the scores of MAIN IDEA recognition in Turkish passages before and after the practical training.

Table 21

The distribution of differences between the MAIN IDEA recognition scores in Turkish before and after the practical training is summarized.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	14.00	3.94			
				0.74	78	-5.510
After training B	40	18.10	2.56			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 21 indicate that pre-test A had the mean value of $X = 14.00$ and second post-test B had the mean value of $X = 18.10$. As the observed value of t is numerically higher than 2.000, we, therefore conclude that there is a significant difference between the two tests. These results show that there is a significant in main idea recognition between the pre-test and second post-test which is applied after practical training in Turkish passages. Thus, we reject the twentyfirst null hypothesis.

Null Hypothesis: 22

No:

There will be no significant difference between the SUPPORTING DETAIL recognition scores of Turkish passages before and after the practical training.

Table 22

The distribution of differences between the SUPPORTING DETAIL recognition scores in Turkish before and after the practical training is summarized.

		N	\bar{X}	SD	SE	d.f.	t
Before training	A	40	15.00	3.81			
					0.71	78	-3.798
After training	B	40	17.70	2.37			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 22 indicate that pre-test A had the mean value of $X = 15:00$ and second post-test B had the mean value of $X = 17:70$. As the observed value of t is numerically higher than 2.000, we, therefore conclude that there is a significant difference between the two tests. These results show that there is a significant difference in supporting detail recognition between the pre-test and second post-test which is applied after practical training in Turkish. Thus, we reject the twentysecond null hypothesis.

Null Hypothesis: 23

No:

There will be no significant difference between the CONCLUSION recognition scores in Turkish passages before and after the practical training.

Table 23

The distribution of differences between the CONCLUSION recognition scores of Turkish before and after the practical training is summarised.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	15.1	3.07			
				0.65	78	-3.501
After training B	40	17.4	2.79			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 23 indicate that pre-test A had the mean value of $X = 15.1$ and second post-test B had the mean value of $X = 17.4$. As the observed value of t is numerically higher than 2.000, we, therefore conclude that there is a significant difference between the two tests. These results show that there is a significant difference in conclusion recognition between the pre-test and second post-test which is applied after practical treatment in Turkish. Thus, we reject the twentythird null hypothesis.

Null Hypothesis: 24

Ho:

There will be no significant difference between the VOCABULARY comprehension scores in Turkish passages before and after the practical training.

Table 24

The distribution of differences between the VOCABULARY comprehension scores of Turkish before and after the practical training is summarized.

	N	\bar{X}	SD	SE	d.f.	t
Before training A	40	12.7	4.13			
				0.79	78	-6.915
After training B	40	18.2	2.85			

With 78 degrees of freedom, t is 2.000 at the 0.05 level of significance. The results in Table 24 indicate that pre-test A had the mean value of $\bar{X} = 12.7$ and second post-test B had the mean value of $\bar{X} = 18.2$. As the observed value of t is numerically bigger than 2.000, we, therefore,

conclude that there is a significant difference between the two tests. These results show that there is a significant difference for vocabulary comprehension between the pre-test and second post-test which is applied after the practical treatment in Turkish. Thus, we reject the twentyfourth null hypothesis.

Now we may compare the differences of five reading skills between English and Turkish passages before and after the practical training.

FIGURE B

The distribution of differences between English and Turkish in the post-test applied after theoretical training.

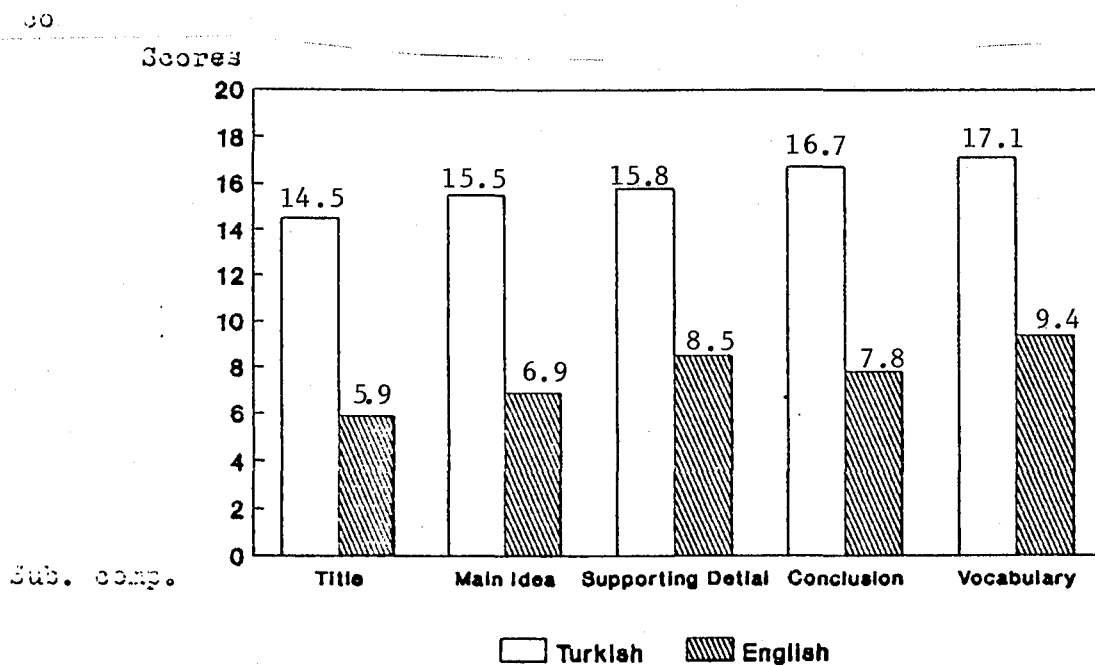
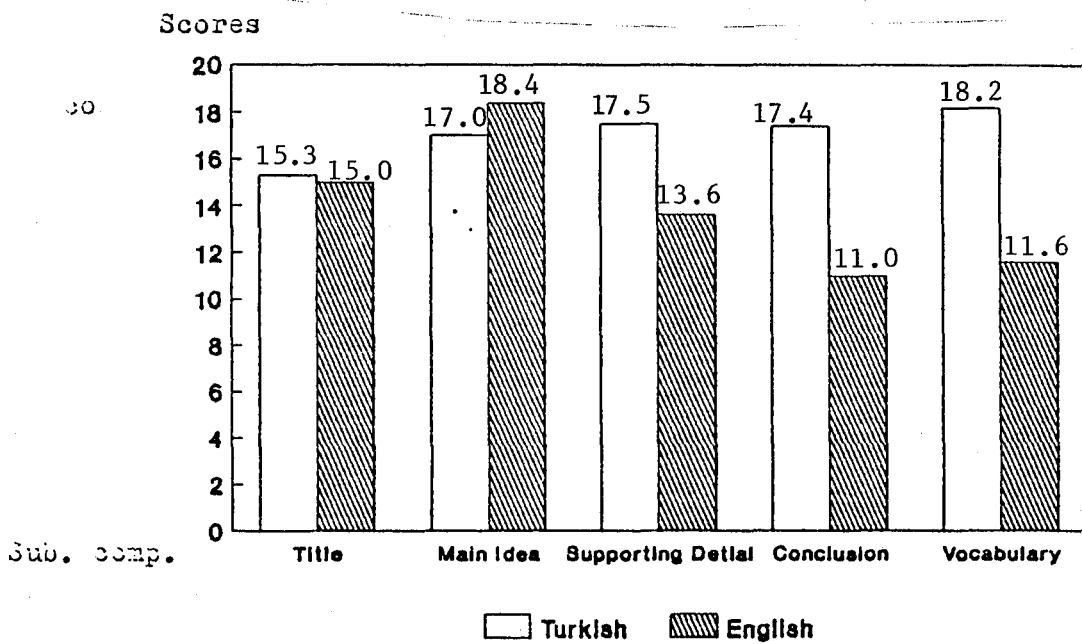


FIGURE C

The distribution of differences between English and Turkish in the post-test applied after practical training.



4.2. Summary of the Statistical Results

The results indicated in this chapter are summarized in the following tables (Table 25, Table 26) and discussed as follows:

Table 25 indicates the differences between the pre-test and post-test applied after theoretical treatment in English. The comparison is made between the scores of title, main idea, supporting detail, conclusion, vocabulary and total.

Table 25

The results of Reading Skills in English Passages Total Scores and Component Scores Between Pre-test and Post-test Applied after Theoretical Training.

	A			B
	Pre-test	t-values		Post-test
	\bar{X}			\bar{X}
Total	41.0	0.89	n.s	38.7
Title	9.2	3.18	*	5.9
Main Idea	5.6	-1.82	n.s	6.9
Supporting Detail	9.7	1.02	n.s	8.5
Conclusion	7.7	-0.12	n.s	7.8
Vocabulary	9.1	-0.31	n.s	9.4

* $p > 0.05$

It is seen in Table 25 that the comparison of the pre-test and post-test applied after theoretical treatment shows significant difference only in title recognition, but it is interesting that it is in the opposite direction, as title has the mean value of $\bar{X} = 5.9$ in post-test and it is numerically less than the mean value of $\bar{X} = 9.2$ in pre-test so the change in title recognition is not progressive but retrogressive. In total scores and in component scores there is no significant difference.

TABLE 26

The results of Reading Skills of Turkish Passages Total Scores and Component Scores Between Pre-test and Post-test Applied after Theoretical Training.

	A		B
	Pre-test	t-value	Post-test
	X		X
Total	64.5	-6.88 *	79.2
Title	7.6	-9.36 *	14.5
Main Idea	14.0	-1.41 n.s	15.1
Supporting Detail	15.0	-0.96 n.s	15.8
Conclusion	15.1	-2.36 *	16.7
Vocabulary	12.7	-5.12 *	17.1

* $p > 0.05$

As can be seen from the results in Table 26, the comparison of the two tests showed that there is a significant difference in Total Scores. Also there is a significant difference in identification of Title, Conclusion and Vocabulary comprehension. But the tests were not significantly different from each other in Supporting Detail, and Main Idea.

TABLE 27

The Results of Reading Skills in English Passages Total Scores and Component Scores Between Pre-test and Post-test Applied after Practical Training.

	A	t-value	B
	Pre-test		Post-test
	\bar{X}		\bar{X}
Total	41.0	-11.27 *	69.1
Title	9.2	-6.32 *	15.0
Main Idea	5.6	-20.72 *	18.4
Supporting Detail	9.7	-3.90 *	13.6
Conclusion	7.7	-4.15 *	11.0
Vocabulary	9.1	-2.49 *	11.6

* $p > 0.05$

Table 27 indicates the differences between the scores of pre-test and post-test. As for the comparison of the two tests in English, both tests showed a significant difference not only in Total scores but also in the components Title, Main idea, Supporting Detail, Conclusion and Vocabulary. When the skills mentioned above were examined statistically it was observed that there was a development after practical training English.

The findings in Table 28 also show that the results are the same in Turkish as in English. When the total scores and component scores were examined statistically there was a significant difference in all scores between pre-test and post-test applied after practical treatment.

TABLE 28

The Results of Reading Skills in Turkish Passages Total Scores and Component Scores Between Pre-test and Post-test Applied after Practical Training.

	A		B
	Pre-test	t-value	Post-test
	\bar{X}		\bar{X}
Total	64.5	-11.09	86.7
Title	7.6	-10.82	15.3
Main Idea	14.0	-5.51	18.1
Supporting Detail	15.0	-3.79	17.7
Conclusion	12.7	-6.91	18.2
Vocabulary	15.1	-3.50	17.4

CHAPTER V

DISCUSSION AND SUGGESTIONS

5.1. Discussion

The analysis of statistical results of the t-test for independent samples showed that practical treatment had a very positive role in teaching reading skill, so there is a significant difference in total scores and component scores of Turkish and English tests between the pre-test applied before practical treatment and the post-test, applied after practical treatment. But it was observed that theoretical treatment resulted in no improvement on reading skills, in English. On the contrary, in Turkish there is a significant difference in total scores, title, conclusion and vocabulary between the test applied before theoretical treatment and the test applied after the theoretical treatment, but main

idea and supporting detail are not significantly different.

One may say, therefore, that in pre-test the scores for each skill are very low, as for the comparison of English as a foreign language and Turkish a native language, it is observed that the obtained scores of Turkish are high except title. (cf. Table A) In Turkish, Students are more successful as it is their native language. They are expected to have a very high proficiency in Turkish. But in title recognition English language goes ahead. It is assumed that elementary level texts in English have easier topics. However, in Turkish high level texts were used as they were appropriate for students.

As can be seen from the statistical results, theoretical training no effect on teaching reading skills in English. So it can be said easily that in teaching reading skills theoretical training should not be adopted in English for developing reading comprehension. In Turkish passages except main idea and supporting detail in the other reading skills - title, conclusion, vocabulary - there is improvement even if it is very small after theoretical treatment. At least it can be said that for main idea and supporting detail theoretical treatment in teaching reading skills is not advised.

After theoretical treatment, it is seen that in post-test the obtained scores of skills in Turkish is higher than in English and there are no important differences between Turkish and English. They are similar to pre-test. (cf. Table B)

Statistical results indicated that, reading skills training should be carried out practically. There is improvement in all 5 reading skills both in English and Turkish after practical treatment on reading skills.

Another important and interesting result is that the obtained scores of reading skills after practical treatment in English and in Turkish are very close, particularly in title and in Main idea the scores are very similar. (cf. Table C) This shows the adequacy of practical treatment's effect on reading skills.

In fact the general purpose of this study being to find out whether the students can or cannot use important reading skills defined by Langan as identification of title, main idea, supporting detail, conclusion, and vocabulary comprehension a pre-test was given and it was observed that these skills can not be used efficiently, at least as efficiently as in the post-test applied after practical treatment.

In the traditional paradigm, as was said before in Chapter II, generally, a teacher makes the students focus their attention on syntactical patterns while a text is being read. But the important reading skills affecting reading comprehension in a very different ways mostly, are forgotten. In this study it is proved once more. Another point that comes into light in this study is that practical treatment on teaching reading skills consisting of -t, m, s, c, v - works in reading skills training.

The other view that should be taken into consideration is that the inefficiency of applying reading skills mentioned above takes place in native language. This means, the inefficiency of applying reading skills is not caused by being a beginner in the foreign language. It is proved that after practical treatment there is similar improvement in applying reading skills both in English and Turkish.

A very interesting critical point is that theoretical treatment makes no improvement in learning and applying reading in English.

Thus, we can say that a functional approach to teaching reading and reading-oriented teaching in reading courses leads to efficiency in reading for comprehension. Because reading skills are something that can be learned by

application not by listening. Learner application is only possible in a learner-centered classroom.

In Short, the statistical results indicate that there is a significant difference in reading skills title, main idea, supporting detail, conclusion, vocabulary after practical treatment. This means that practical treatment on reading skills consisting of the above skills would help students to develop an ability to effectively identify topic, to distinguish main idea and subordinate ideas carefully, to recognize conclusion and recognise words or idioms in context.

As a conclusion, this research indicates that the dependent variable had an effect on the independent variable.

5.2. Suggestions for Further Studies

In some other studies text type variance can be tested to find out whether a difference in text type affects the use of reading skills, in reading for comprehension.

The other factors which affect reading comprehension, such as time limitations, length of the text and some discorsal elements like the reader's interest, the content,

age can be tested to find out the roles of these factors in teaching reading skills.

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Appendix A-1

The Passage used in pre-test

PASSAGE 1

Almost everyone likes dogs, and almost everyone likes to read stories about dogs. Here is a story about an intelligent dog. This dog was a seeing-eye dog is a special dog which helps blind people walk along the street and do many other things. We call these dogs are the "eyes" of the blind man and they help him to "see". These dogs generally go to special schools for several years to learn to help blind people.

One day a seeing-eye dog and a blind man got on a bus together. The bus was full of people and there were no seats. One man, however, soon got up and left his seat. The dog took the blind man to the seat, but there was very little space. The dog began to push the people on each side with his nose. He pushed and pushed until the people moved down and finally there was enough space for two people. The blind man then sat down and the dog got up on the seat at the side of the blind man. He lay down and put his head on the leg of the blind man. He was very comfortable and soon fell asleep. Everyone on the bus had to smile at the intelligence of the dog in making space for the blind man and, at the same time, making a place for himself.

Title

The best title for the passage is:

1. Blinds' poor life
2. Dog and Blind
3. Intelligent dogs
4. Blinds' best friend

Main Idea

Which sentence best expresses the main idea?

1. Blind men need intelligent dogs with them.
2. Intelligent seeing-eye dogs know to help blind people.
3. Dogs are friendly and intelligent animals.
4. Dogs are go to school to learn to help blinds.

Supporting Detail

The dog pushed the eople with his nose

1. to look through the window.
2. to find a seat fot the blind man.
3. to get off the bus.
4. to make a seat for the blind man and himself.

Conclusion

Based on the passage, we could conclude that:

1. Dogs can help blind men so blinds should keep dogs.
2. Dogs are useful animals.
3. Dogs are man's best and intelligent friend.

4. Dogs can be educated.

Vocabulary

The word 'seeing-eye' means:

1. blind.
2. unblind people.
3. intelligent.
4. eye

Appendix A-2

The Passage used in pre-test

PASSAGE 2

Sometimes students have difficulty in remembering the names of the months in English. If we know something of the history of these names, possibly they will not seem so difficult to us.

The names of the months all come from Latin. Many of the names were names of Roman Gods. January, March, May, June - these months are named after Roman Gods. January was named after the god Janus. The name February comes from a Roman celebration. The name of this celebration was Februa. It was a celebration of cleaning. The third month, March, is named after the Roman God of war, Mars. The origin of the word April is not known exactly. Probably the word comes from the Latin word *aperiri*. This Latin word means "to open". In Spanish today there are two words *abrir* (to open) and *abierto* (open). In the month of April the skies open. It rains very often. The trees become green. Grass and flowers appear. The month of May is named after the Goddess Maia. Maia was young and pretty. She was the goddess of the fields. She was the mother of the god Mercury. The month of June was named after the goddess Juno. She was the wife of Jupiter. Juno was a beautiful woman. The seventh month of the year, July, is named after Julius Ceasar. Julius Ceasar

was a famous general. He became dictator of Rome. Before the time of Ceasar another calender was used. The year began in March instead of January. The present month of July was then the fifth month instead of seventh month. Ceasa changed this. He made a new calender. This is the calender we use at present. Ceasar himself was born in July. He gave the name of July to this month, the seventh month of the new calender. After Julius Ceasar came his nephew, Augustus was Octavius. Later, when he became emperor, the people wished to please him. They gave him the title of Augustus, meaning "noble". They also called the eighth month August after him. Possibly you have read something of the augustan period of Roman history. It is called the "Golden Age". The months of September, October, November, and December need little explanation. In our calender today they are ninth, tenth, eleventh, and twelfth months. But in the old calender before Julius Ceasar they were the seventh, eighth, ninth and tenth months. The names for the months September, October, November and December therefore came from the Latin words for seventh, eighth, ninth, and tenth.

Dixson, 1950: 79 - 83

Title

The best title for this passage is:

1. Roman gods.
2. Months.
3. Word Origins

4. The names of the months

Main Idea

The main idea of that passage is that:

1. Origin of the names of the months are very interesting.
2. Students have difficulties to learn the names of the months.
3. If we know the history of the names of the months we learn them.
4. Months' names come from Roman gods.

Supporting Detail

The names for December come from

1. Julius Ceasar himself who was born in December.
2. Roman history which is callde "Golden Age".
3. Old Roman calender.
4. Latin words "tenth" from old Latin calender.

Conclusion

On the basis of the passage one could conclude that:

1. To understand the meaning of the name of a month we should look at its history in Latin.
2. People use gods' names to name the months in some communities.
3. History and calender go together.
4. The names of the months have intersting origins.

Vocabulary

What the word 'apeiri' means?

1. open
2. to open
3. April
4. month

Appendix A-3

The passage used in pre-test

PASSAGE 3

Several experiments were made with different animals to find out which was the most intelligent. It was found that the monkey was more intelligent than the other animals. In a magazine recently there were several pictures of a monkey. This monkey belongs to a woman on Long Island. The woman is an American housewife. She has had the monkey many years. The monkey is a pet. Some people have dogs or cats as pets. This woman has the monkey as a pet. The interesting fact about this monkey is that he can wash dishes. He washes the dishes for the woman everyday. He likes to wash dishes. He will spend hour after hour washing dishes. He never breaks a dish. But sometimes he washes the same dishes over and over. If the woman tries to stop him, he then gets angry. He begins to throw the dishes in all directions. But this does not happen very often.

The woman's husband is very contented with the monkey. The husband never has to help his wife wash the dishes. The monkey does all this work. But the husband says that he cannot understand how anybody, a person or a monkey, can like to wash dishes so much.

Dixson, 1950: 42-43

Title

The best title for the passage is:

1. Unknown facts about monkeys
2. Monkey and Dishes
3. An Intelligent Monkey and unhappy Husband
4. Monkeys

Main Idea

The main idea of this passage is that:

1. Monkeys are very intelligent pets.
2. It is difficult to understand monkeys sometimes.
3. Monkeys are good friends.
4. Monkeys are very clever and different animals among the other animals.

Supporting Detail

The monkey gets angry when

1. the woman wants him not to wash dishes again and again.
2. the husband helps his wife in washing the dishes.
3. the woman washes the dishes over and over.
4. the husband wants him not to wash the dishes over and over.

Conclusion

Based on the passage we can conclude that:

1. Monkeys like washing dishes.
2. After sometime, a monkey can act like a man in a family.

3. Monkeys are different animals than the other pets.
4. People like monkeys because they are intelligent animals.

Vocabulary

The word 'contented' means:

1. happy.
2. unhappy.
3. sorry.
4. worry.

Appendix A-4

The passage used in pre-test

PASSAGE 4

Everyone has heard of Rachmaninoff. He was a very famous pianist. He was also a famous composer of music. Rachmaninoff liked to tell this story about himself:

"When I was a very small boy I once played at a party at the home of Russian nobleman. I was only eight years old. But I had been playing the piano for several years. I played well. The piece which I played was 'Kreutzer Sonata' by Beethoven. I played the piece very well. At least I thought so."

"But the Kreutzer Sonata, as you know, has in it several very long rests. In each of these rests I took my hands from the piano and waited. To me this was very dramatic. But it seems that the mother of the noble man thought differently. She was a very pleasant old lady. Finally, during one of these rests she came over to me. She touched me on the head kindly and said: 'My boy, why don't you play us something that you know?'"

Dixson, 1950: 121-122

Title

The best title for this passage is:

1. The 'Kreutzer Sonata'
2. Understanding of Music
3. Different Understanding of Music
4. Dramatic Rests

Main Idea

Which sentence best expresses the main idea?

1. Rachmaninoff thinks that he plays "Kreutzer Sonata" very well.
2. Rachmaninoff was a very famous pianist.
3. Rachmaninoff played 'Kreutzer Sonata' at a party at home of Russian nobleman, very well.
4. Rachmaninoff liked to play 'Kreutzer Sonata' by Beethoven.

Supporting Detail

When Rachmaninoff was playing Kreutzer Sonata

1. a very pleasant old lady liked it very much.
2. the mother of the nobleman listened it carefully.
3. an old lady wanted him to play it again.
4. an old lady came over to him and wanted him to play another piece that he knows.

Conclusion

Based on the passage, we could conclude that:

1. Music can be understood differently by different people.
2. Kreutzer Sonata has many long rests.

3. To like and to understand music, we should have some knowledge about it.
4. If you stop playing for rest somebody can understand that you don't remember the piece.

Vocabulary

The word 'rest' means

1. stop.
2. piece.
3. movement.
4. temporary stop.

Appendix A-5

The Passage used in pre-test

PASSAGE 5

This story is about a monkey is a very old one. Aesop, a Greek writer first told the story many years ago. The stories of Aesop always had a moral. What is the moral of this story? The moral is that sometimes people do things too quickly without thinking.

In this story the monkey belonged to an old man. The old man was very fond of the monkey. The monkey was very clever. When birds came to the garden, he chased them away. He also helped the old man in many other ways. The old man often fell asleep during the day in his chair. Then the monkey sat at the old man's side and chased the flies away from the old man's face. One hot afternoon in the summer the old man was asleep in his chair. A fly came and sat on the end of the old man's nose. The monkey chased it away. This continued for five or six times. The monkey at last became very angry. He jumped up, ran to garden, and picked up a large stone. The next time that the fly sat on the old man's nose the monkey hit it hard with the stone. He killed the fly, but unfortunately he also broke the old man's nose.

Many people, even people who are our friends sometimes act like this monkey. They do things too quickly, without

thinking. Instead of doing good, they hurt us. Such friends are sometimes worse than enemies.

Dixson, 1950: 44

Title

The best title for this passage is:

1. First think
2. A Monkey's Stupid Behaviour
3. Man's Best Friend
4. Enemy or Friend

Main Idea

Which sentence best states the main idea of the passage?

1. People sometimes do things too quickly without thinking.
2. People sometimes behave like animals.
3. People likes monkeys very much, but they are dangerous.
4. People are good friends with monkeys.

Supporting Detail

The monkey broke the old man's nose because it (he):

1. wanted to play with the fly.
2. wanted to take the fly.
3. chased the fly away.
4. wanted yo kill the fly.

Conclusion

We can conclude from this passage that people:

1. sometimes hurts us unwillingly.
2. do things without thinking are very dangerous.
3. do things very quickly.
4. act like animals.

Vocabulary

The word 'moral' means:

1. story.
2. lesson.
3. conclusion.
4. end.

Appendix A-6

The passage used in pre-test

PASSAGE 1

Yazarların büyük çoğunluğunun en azından kendileri için günlük tuttuklarını sanıyorum. Gün boyunca kişiyi iyiliği veya kötülüğüyle etkilemiş bir an, bir olay, bir mekan, diyrlim açık pencereden kulağa şöyle bir çarpan bir konuşmanın bellekte uyandırdığı çağrışımlar yazarın o anda kayda geçirmezse bir daha aynı renkte aynı tonda yaşayamayacağı malzemeyi oluşturur. Bazen o an, o olay, o mekan, o kadar canlıdır ki, belleğin kendini diri tutmak için giriştiği kaçınılmaz eleme-işlemeden sıyırtacağınızı düşünürsünüz, sigara paketinizin arkasına kargacık burgacık bir not almakla yetinirsiniz. Ne yazıkki ileriki günlerde bu müthiş esin kaynağının ne demeye geldiğini çözemezsiniz bir türlü. Sık sık bu deneyimlerden geçen yazarlar ister istemez günlük tutmaya yönelirler. Bu özel, kişisel notlar dafterde kalırsa, yazarın günlüğü oluyorlar, yayınlananlarsa, "günce". Güncelerin en büyük yararı, yazarın iç dünyası üstüne okura yan bilgiler vermejleri bence. Her ne kadar yazar, böyle bir güdüden yola çıkmıyorsa da. Bir başka yararları yazarın sanatsal değıştirme ya da kurguya elverişli görmediğı ama sözünü etmeden de edemediğı izlenimleri okuruyla paylaşmasına olanak tanimalarıdır. Daha doğrudan bir edaebiyat türü günce.

Ama her günce yazısının sapına kadar doğrucu olduğu ileri sürülebilir mi? Sanıyorum, hayatta doğruculuk ile patavatsızlık arasındaki önce kıl payı gibi görünen büyük uçurum burada da geçerli. Güncel yaşamda patavatsızlık, söze dayalı olduğu için edildiği yerde kalabilir, bağışlanabilir, zamanla patavatsızlık kişinin sevimli bir özelliği diye hoş görülebilir bile. Oysa "yazılı patavatsızlığı" anında yanıtlanamazsanız, sonradan tekzip bile edemezsiniz.

Geçenlerde öykücü bir arkadaşım ve eşiyle Darka'da enfes bir hafta sonu geçirmiştik. Anılarımız, edebiyat, Türkçe, güncel olaylar, yemek tarifleri... Kısaca, konuşmadığımız konu kalmadı. Uzun süredir böyle el üstünde tutulmamıştım, şımaracaktım neredeyse. Neyse ki son günkü onları ağırlama isteğime uyup beni yakınlardaki çok güzel, eski tarz bir kır lokantasına götürdüler, konuklarım olarak. Bir ara aklıma "ucuz" bir lokanta mı seçtikleri gelmedi değil. Ama özenle hazırlanmış mezeleri görünce kuşku hemen dağıldı.

Günün doğrusu buydu de ben önümdeki gerçeği başka türlü görme alışkanlığındaki bir günlük tabın gerçekliğiyle ilgilenirsiniz şöyle yazabilirdim sözgelimi:

"X ile Y, beni hafta sonu için Darka'ya çağırdılar. 'Neden acaba?' diye düşündüm. Bunca zamandır hiç aramamışlardı, benden söz ettiler üstelik. vb..."

Bu örneği vermemin nedeni aynı tavırlardaki günlük yazarlarının aynı günü, bir anlamda aynı gerçeği nasıl farklı görebileceklerini göstermek. Günce, yazarın iç dünyasını kavramamıza yardımcı olur tabii ama yalnızca birkaç günün gerçekleriyle değil, bütün kitabın gerçekliğiyle ilgilenirseniz keşfedebilirsiniz o yazarı.

Uyar, 1990: 53

Başlık

Bu parça için enuygun başlık hangisidir?

1. Yazar ve Günlük
2. Günlüğün Önemi
3. Günlük ve Gerçek
4. Bir Edebiyat Türü Olarak Günce

Ana Fikir

Aşağıdaki cümlelerden hangisi en iyi biçimde ana fikri belirtir?

1. Yazarlar yaşadıkları önemli olayları unutmamak için günlük tutarlar.
2. Her yazar günlük tutmak zorundadır.
3. Bir günlükte yazar kendini etkileyen bir olayın yarattığı duyguları ve düşünceleri en samimi biçimde kayda geçirir.
4. Yazarları olaylardan etkilenişi her zaman aynı değildir.

Yardımcı Fikir

Yazar günlüğünde:

1. Arkadaşı ve eşinin kendini niye yemeğe çağırdıklarına şaşırıldığını yazacağını söylüyor.
2. Arkadaşı ve eşiyle çok iyi bir hafta sonu geçirdiklerini yazacağını söylüyor.
3. Arkadaşının ve eşinin kendini çok şımarttıklarını yazacağını söylüyor.
4. X ve Y ile Darka'da enfes bir hafta sonu geçirdiklerini yazacağını söylüyor.

Sonuç

Bu parçaya dayanarak çıkaracağımız sonuç şudur:

1. Günlük tutmak faydalı bir iştir.
2. Günlük tutmak insanın olaylar karşısındaki hislerini devamlı hatırlamasını sağlar.
3. Günlük ve günce yazarken yazarlar farklılaşırlar.
4. Günce bir yazarın iç dünyasını kavramamızı tam olarak sağlayamaz, çünkü günlük yazarken olduğu kadar gerçekçi ve samimi olamayabilirler.

Kelime

'Günce'nin anlamı:

1. yayınlanan günlük notlarıdır.
2. bilgi veren günlüktür.
3. kişisel notlardır.
4. yayınlanmayan günlük notlarıdır.

Appendix A-7

The passage used in pre-test

PASSAGE 2

"Bana sevdiğiniz rengi söyleyin size kim olduğunuzu söyleyeyim." Renklerle uğraşan araştırmacılar artık bu tür iddialı konuşmalar yapabiliyorlar.

Eski Yunan'dan bu yana tedavi amacıyla da kullanılıyor renkler. Eski Mısır'ın Heliopolis güneş kentinde bulunan tedavi tapınaklarında renkli ışıklardan yararlanılırdı. Eskiden doktorlar çiçek hastalığını, kalın kırmızı perdelerden süzülen aloş kırmızı ışıkla aydınlatılmış odalarda tedavi ederlerdi. Onaltıncı yüzyılda yaşayan ünlü doktor Johnd Godestone, Kral 1.Edward'ın oğlu çiçeğe yekelandığında onu tedavi etmek için parlak kırmızı çarşaflara sarmış, kırmızı perdeli bir odada kırmızı örtüler serili bir yatağa yatırmıştır. Hastalıktan çocukta en ufak bir iz kalmamıştır. Uykusuzluk çeken hastalara da eskiden doktorlar odalarında mavi perde ve örtüler bulundurmalarını öğütlerlerdi. Amerika'da Kaliforniya'daki San Bernardino hastanesine saldırgan bir tutuklu getirildiğinde, hemen özel bir hücreye atılır. Bu özel hücrenin duvarları pembe noyailıdır ve ışıklandırılması da pembe lembalarla yapılır. Pembe hücreye kapatılan tutuklu beş dakika içinde sakinleşir, on dakika sonra deri bir uykuya dalar. Yedi ana rengin

varlığını biliyoruz. Gözümüzle algılayabildiğimiz bu renklerin vücut üzerinde etkili oldukları çok sayıda çalışma ile ortaya konmuştur. ABD’de New England devlet hastahane-sinde kan basıncı normal olan 25 hastahane parsoneline 25 dakika süre ile mavi ışık banyosu uygulandı. İstisnasız herkesin kan basıncında düşme görüldü. Kırmızı ışık banyosu yapıldığında ise tümünün kan basıncı arttı. İlginç olan bir nokta da, bu kişiler ışık banyosu uydulanmadan da saalt mavi ya da kırmızı ışığı düşünerek aynı sonuçlara ulaştılar. Bu arada uygulama süresinin uzatılmasıyla sonuçların değiştiğini belirtmek isteriz. Önemli bir başka nokta da, en dinlendirici ve sakinleştirici renk olarak bilinen yeşilin maviden sonra geldiğinde kalp atışlarında hızlanma görülmesiydi. Bu görünüşü, renklerin etkileriyle ilgili bilgilerimizin daha çok aydınlatılmaya gereksinimi olduğunu açıkça gösteriyor. Renklerin tek tek etkisi bilindiğinde, o renge ait eksiklik ya da fazlalık belirtileri, o renkten bir besin maddesiyle düzenlenebiliyor. Örneğin kırmızı eksikliği görülen bir kişi, kırmızı renkli besin maddeleriyle ya da eşyalar kullanarak kırmızıya ait titreşimler alabiliyor. Kişinin hangi renge eksiklik ya da fazlalığı olduğu Avrupa ve Amerika’daki birçok renk terapisti tarafından belirlenebiliyor.

Özerkan, 1990: 47

Başlık

Bu parça için en uygun başlık hangisidir?

1. Renk ve İnsanlık

2. Renkler
3. Hangi Renkleri Niçin Severiz?
4. Renkler ve İnsan Üzerindeki etkileri

Anafikir

Aşağıdaki cümlelerden hangisi bu parçanın anafikrini en iyi verir?

1. Renklerin insanlar üzerinde eskiden beri bilinen etkileri vardır.
2. İnsan için her rengin bir anlamı vardır.
3. İnsanlar karakterlerine göre renkleri seçerler.
4. Hasta insanlar renklerle tedavi olabilir.

Yardımcı Fikir

Renklerin vücut üzerindeki etkileri yapılan deneylerle:

1. Amerika'da Kaliforniya'daki San Bernardino hastahanesinde ortaya konulmuştur.
2. Kral 1. Edward'ın oğlu çiçeğe yakalandığı zaman ortaya çıkmıştır.
3. Eski Mısır'ın Heliopolis kentinde bulunan bir tedavi tapınağında ortaya konulmuştur.
4. ABD'de New England devlet hastahanesinde ortaya konulmuştur.

Sonuç

Bu parçadan çıkarabileceğimiz sonuçlar şudur:

1. İnsanlar çok eski devirlerden beri renklerle ilgilenmişlerdir.
2. İnsanlar çok eski devirlerden beri renkleri tedavi amacıyla kullanmışlardır.
3. İnsanlar renklerin insan üzerindeki etkilerini çok eski devirlerden beri bilmektedirler ve kullanmaktadırlar.
4. İnsanlar bugün yedi ana rengin varlığını bilmektedirler.

Kelime

'Görüngü' kelimesinin parçadaki anlamı nedir?

1. görüntü
2. sonuç
3. son
4. neden

Appendix A-8

The passage used in pre-test

PASSAGE 3

KADIN Ankara'da lüks bir otelde kalıyor. Ertesi gün iş toplantısı var. Akşam yemeğe iniyor ve otelin müzikli restoranında yemek istiyor. Ama önünde kapı gibi garsonlar, iyi eğitim görmüşler, Türkçe'leri de iyi, "yassah" demiyorlar ama, kibarca "Tek başınıza mısınız efendim?" diye soruyorlar. Kadın yalnız olduğunu söylüyor. İşte ondan sonra yassah mantığı başlıyor. Yalnız bir kadını, müzikli restorana alamıyacaklarını bildiriyorlar. Kadın direniyor, sonunda en köşedeki masaya, yüzü duvara dönük biçimde oturtuluyor. Aynı şey Kalamış sahil yolundaki bir lokantada da yaşanıyor. Ama burası yassah mantığına uygun bir görünümde... Yedi kanının rezervasyonu, aralarında erkek yok gerekçesiyle kabul edilmiyor.

Aynı olaylar "lüks" diye tanınmış restoranlarda da gerçekleşince şaşkınlığımız iyice artıyor. Örneğin "lüks" restoranımız Şamsa'da böyle bir durumun yaşanabileceğine inanır mısınız? Yaşanıyor. 2 Eylül Pazar günü iki kadın saat 23.00 civarında Şamsa'ya geliyorlar. Kapı görevlisi onları içeri almak istemiyor. Nedeni sorulunca, "Yemek servisimiz sürüyor" deniyor. Hanımlar barda ya da diskotekte oturacaklarını söylüyorlar, adam gidip başka bir görevliyi çağırıyor, o daha gerçekçi, açıkça ifade ediyor ve şöyle diyor: "Yalnız iki bayanı içeri alamam." Hanımlar kim

olduğunu soruyorlar, adam gururla söylüyor, "Kapı görevlisi Nizam'ım ben" diyor.

Bitmedi... Yine lüks bir yer... Çubuklu 29... Arkadaşlarının doğum gününü kutlamak için 29'a giden beş genç kız kapıdan geri çevriyor. Bunun da sebebi yanlarında bir erkek olmaması. Kızlar o kadar yol gitmişler, direniyorlar, "Ne biliyorsunuz, belki erkek arkadaşlarımız içeride" diyorlar. Kapıdaki görevli kararlı, "Adlarını söyleyin, biz çağırıp soralım" yanıtı veriliyor. Ve kızlar içeri giremiyorlar.

Batı'nın en son moda giyim kuşamını giyerek, restoranlara en sık dekarasyonu yaparak, Fransız mutfağından yemekler sunarak mı Batılı olunuyor acaba? Dünyanın neresinde böyle bir uygulama vardır dersiniz.

Düşünürken, konuşurken, yazarken, insana şaka gibi geliyor, siz de düşünün bir İstanbul'un, Ankara'nın en "mütena restoran ve otellerinde kadınlar, yanlarında bir erkek olmadığı gerekçesiyle içeri alınmıyor... İçeri girebilmek için, o an sokaktan geçen bir erkeği kolundan tutup beş dakikalığına içeri alsalar, soru kalmayacak.

Aslında kapı görevlisi Nizam'ın da, öteki görevlilerin de kötü bir niyeti yok! Amaçları yalnızca kadınları korumak... Çünkü hemcinslerinin ne denli vahşi yaratıklar oldu-

gunu, yalnız kadınları görünce mutlaka onlara saldırıda bulunacaklarını biliyorlar! Yoksa niye almasınlar kadınları içeriye? Ama acaba önce o vahşileri kapıda bir elemenden geçirseler daha doğru olmaz mı? Gazinolarda silahlar patlıyor, ama tehlikeli diye yalnız kadınlar alınmıyor. İşe bakın. Çekilin kenara efendiler, bırakın da gerekiyorsa kadınlar kendilerini korusunlar. Aslında siz önce kendinizi koruyun bu vahşi ve ilkel düşüncelerden...

Asena, 1990: 22

Başlık

Aşağıdakilerden hangisi bu parça için enuygun başlıktır?

1. Kadın Ayrımı
2. Toplumda Kadının Yeri
3. Mutena Restoranlar Kadınlara Yasak
4. Kadın ve Restoranlar

Anafikir

Bu parçada anlatılmak istenen ana tema:

1. kadınların sadece kadın oldukları için bazı yerlere sokulmaması mantığı toplumumuzda var olmasıdır.
2. kadınların yanlarında erkek olmaksızın yemek yiyemeyecekleridir.
3. kadınların erkeksiz bazı yerlere gitme isteğinde bulunmalarıdır.
4. kadınların müzikli restoranlara alınmamasıdır.

Yardımcı Fikir

Pazar günü lüks bir restorana giden iki kadın şu bahane ile içeri alınmıyorlar:

1. Yemek servisimiz sürüyor.
2. Yerimiz kalmadı.
3. Kadınlara yasaktır.
4. Kapalıyız

Sonuç

Aşağıdakilerden hangisi bu parçadan çıkaracağımız sonucu en iyi açıklar?

1. Toplumumuzda kadınların erkeksiz olarak bir yere gittiklerinde orada problem yaratacakları ilkel düşünceleri hâlâ en gelişmiş görülen müesseselerinde bile vardır.
2. Kadınların lüks restoranlarda tek başlarına yemek yemeleri toplumumuzda istenmeyen bir durumdur.
3. Restoranlardaki görevliler kadınları korumak için onları uygun olmayan yerlere girmelerini engellerler.
4. Kadınlar toplumumuzda özgür değildirler.

Kelime

'Mutena' kelimesinin anlamı hangisidir?

1. istisna
2. lüks
3. saygın
4. ender

Appendix A-9

The passage used in pre-test

PASSAGE 4

TRT haber dairesi başkanlığı, bültenlerde yer alacak haberleri hangi ölçüte göre belirler, anlamak mümkün değil.

Hangi haberin hangi sırada yer alacağı, kaç saniye süreyle ekrana geleceği, görüntülü mü, yoksa görüntüsüz olarak mı yayınlanacağı konusunda herhalde bir kıstas uygulanmaktadır. Ancak bizler henüz bu sistemle ilgili şifreyi çözmemiş değiliz. Bir bakıyorsunuz halkın büyük bir kesimini ilgilendiren son derece önemli bir olay bir kaç kelime ile geçiştiriliyor. Öte yandan incir çekirdeğini doldurmayacak bir haber uzun süreli ve görüntülü olarak haber bültenini işgal ediyor.

Geçtiğimiz hafta bunun çarpıcı bir örneği daha ekrana yansıdı. Cumhurbaşkanı Turgut Özal'ın Washington ziyareti haber bülteninde birkaç dakika yer aldı. Başta Amerika Birleşik Devletleri'nin CNN ve CBS televizyon kuruluşları olmak üzere çok sayıda Batılı yayın organı bu olaya geniş yer ayırıp, Özal'la röportaj üzerine röportaj yaparken, TRT Tütkiye'yi sonderece ilgilendiren bu olayda silik ve etkisiz kaldı. Gönül isterdi ki bir TRT yetkilisi tıpkı Amerikalı meslektaşlarınının Turgut Özal'la yaptığı gibi bu tarihi görüşme sonrasında ABD başkanı George Bush'a mikrofonu

uzatıp özel bir mülakat yapsın. Ekran başındakiler de böylelikle son gelişmeleri "en yetkili ağızdan" ve "olanca tazeliğiyle" öğrensin. Ama olmadı, olamazdı da... Çünkü o zaman TRT'nin haber bülteninde yer alması gereken "daha önemli haberlere" yer kalmazdı. Örneğin Devlet Demiryolları'nın Ankara-Istanbul arasındaki tren seferlerinde yeni başlattığı "canlı müzik uygulaması" haberi gibi.

Evet, bir piyanist-şantör tıngır mıngır giden trenin yemek salonunda günün sevilen şarkılarını söyleyip, yemek yiyen yolcuları neşelendirmeye çalışıyordu. Bu önemli (!) haber de bütün haşmetiyle TRT'nin bülteninde yer alıyordu.

Şimdi TRT adına bir adım daha atıp bu müthiş haberi "Büyütec" altına adlıyoruz":

-Sayın Rüknettin Hoşklavye trende piyanist şantör olarak çalışmak nasıl bir duygu?

-Treeen gelir, hoş geliir... "Çıs taka, çıs tak, taka tak tak". Efendim, ne buyurdunuz?

-Trende diyorum, piyano çalıp şarkı söylemek zor olmuyor mu?

-(Çıs taka, tıs tıs). Eh, oluyor tabii... Sarsıntıdan dolayı bazen tuşları karıştırıyorum. Geçen gün sintisatzırın fişi diye imdat frenini çekmişim. Pistte dans edenlerden dört kişi ağır yaralandı.

-Vah, vah... Peki bu yeni uygulamanın ne gibi yararları olacak sizce?

-Bir kere trenler dolup taşacak, TCDD köşeyi dönecek. Boğaz'da bir tavernaya gitmeye kelksan bir tonpara ödersin. Burada bir bilet parasına sabaha kadar vur patlasın, çal oynasın... Geçenlerde uyanığın biri çocuğunu burada sünnet ettirdi. Davetlilere birer tren bileti gönderip düğünü ucuza getirmiş inek... Yalnız tam çocuk kesilirken tren makas değiştirmez mi? Kirveligini yapan kondüktör hak'kın rahmetine kavuştu... (Çıs taka, dım dım tak)... 12 numaralı masada oturan sayın Hıdır Daldıgitti ve zarifeşi Safiye Hanım... (Çıs taka dım)... Efendim sizler Eskişehir'de inmeyicik miydiniz? (Dım traak, dım dım çıs tak). Şimdi de Adapazarı İstasyonu'nda bizlerden ayrılacak olan Hasan ve Hüseyin Kabak kardeşler için söylüyorum. Biz atrüılamayız... mayız.. yız.. ız... (Dım tak da çıs çıs tak)... Oooo... Şef makinist Hamza Siyalizasyonhatası da gelmişler... Efendim, tren şu anda kime emanet acaba? Keh, kük... (Çıs tak, çıs taka, tırı tırı nom). Üçüncü mevkiiden Hayriya Hanım'a gönderdiği kuru köfte ve yaprak dolamsı için çok teşekkür ediyor, istek parçasını yerine getiriyorum. Zeytin yağlı yiyemem amaaan, basma da fistaaan giyemem amaaan... (Çıs taka çıs tak).

Aytug, 1990: 14

Başlık

Aşağıdakilerden hangisi bu parça için en uygun başlıktır?

1. Önemli Haber
2. Tren Gelir Hoş Gelir

3. TRT Haberleri

4. Trenlerde Yeni Uygulamalar

Anafikir

Aşağıdakilerden hangisi anafikri en iyi açıklar?

1. TRT haberleri çok ilginç olmaktadır.
2. TRT haber dairesinin haberleri hangi ölçütü esas alarak belirlediğini anlamak çok zordur.
3. TRT haber dairesi her habere aynı ölçüde yer vermemektedir.
4. TRT haber dairesi çoğu insan için önemli olan bir haberi birkaç kelimeyle geçiştirmektedirler.

Yardımcı Fikir

TRT haber dairesi

1. Cumhurbaşkanının Washington ziyareti haberi yerine TCDD’de yeni uygulanacak olan müzik uygulamalarına daha çok yer verdi.
2. Cumhurbaşkanının George Bush ile olan mülakatı yerine TCDD ile ilgili olan habere daha çok yer verdi.
3. Türkiye’yi son derece etkileyen TCDD’de ki yeni müzik uygulamasının yerine cumhurbaşkanının Washington ziyaretine daha çok yer ayırdı.
4. Cumhurbaşkanı ile yapılan röportaja geniş yer verirken Ankara-Istanbul hattındaki trenlerdeki yeni uygulamalarla ilgili haber gerçekleştirildi.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç şudur:

1. Bazı konular haberlerden kaldırılmalıdır.
2. Haberlerin sırası, uzunluğu veya görüntülü olması haberin önemine göre belirlenmelidir.
3. Toplumun büyük kısmını ilgilendiren haberler geniş olarak verilmelidir.
4. Bazı haberler eğer herkesi ilgilendiriyorsa birkaç kelime ile geçiştirilmemelidir.

Kelime

'Syntısayzır' kelimesi şu anlama gelir:

1. Orkda bir bölümün adı
2. Gitarın bir diğer adı
3. Piyano tuşlarınının diğer adı
4. Müzik setinin bir başka adı

Appendix A-10

The passage is used in pre-test

PASSAGE 5

Yolumun üstündeki bir cami avlusundan her akşam geçtikçe görürdüm. Bir sürü çocuk türlü türlü oyunlarla, haylazlıklarla meşgul olur, arada bağrışır, kavga ederlerdi. O akşam yine geçiyordum. Oyun yoktu. Şimdi çocuklar bir halka olmuş, bir şey seyrediyorlardı. Pek tuhaf, pek eğlenceli bir sahne karşısında bulunuyorlar gibi hepsi mütebessimdi. Büyük bir zevkle seytttikleri manzara, ihtimalki hergün gördükleri bir haldi. Oradakilerin hepsinden büyük bir çocuk, adeta genç bir adam, üzerine saldıran küçük bir çocuğu dövüyor, küfürlü sözlerle yanından itiyordu. Fakat beriki her tokat yiyişinde yeni bir feryatla haykırarak, bütün yüzü gözü, yere düşüp kalkmaktan kirlere ve gözyaşlarına bulanmış olduğu halde, yine karşısındakinin üzerine atılıyor: "Benimdir o, ver" cıglığıyla bir kamçıyı almak, geri almak istiyordu. Ve böyle, her haklı isteğine karşı bir tokat bir tekme yiyerek geriliyordu. Ağlamaktan, bağırmaktan sesi dönmüş kısılmış bir halde -aciz ve zayıf- onu vermemeye çalışarak kamçısına doğru fırlıyordu. Nihayet bir defasında, hain bir tokat ile şiddetli bir tekme yedi. Bir daha kalkmaya zavallı vücudunda kuvvet bulamadı, oraya tozların içine yuvarlandı. Acizliğinin, güçsüzlüğünün bütün biçarelikleriyle olduğu yerdeiçini çekerek bağırarak ağlarken öteki zorla aldığı kamçıyı iftiharla sallayarak,

etrafındaki çocukların -kuvvete karşı yaltaklanmayı bilen bu küçük mahlukların- kahkahaları, alkışları arasında sallanıp gidiyordu.

Hüseyin Cahit Yalçın
Hayatı Hakikiye Sahneleri
(cf. Gürer, 1987: 69)

Başlık

Aşağıdakülerden hangisi bu parça için en uygun başlıktır?

1. Kuvvet
2. Acizlik
3. Kamçı
4. Çocuklar

Anafikir

Bu parçanın anafikrini en iyi belirten cümle şudur:

1. Kuvvetli insan kuvvetini kullanarak kendini haklı yapabilmektedir.
2. Hakkını almak için zayıf insan kaba kuvvete karşı çıkabilir.
3. Zayıf insan haksız olduğu için kamçısını alamaz.
4. Kuvvetli insanların isteklerini gerçekleştirmede dayanın rolü büyüktür.

Yardımcı Fikir

Küçük çocuğun kamçısını almak isteğine büyük çocuk

1. saygıyla karşılık vermektedir.

2. tekme tokatla karşılık vermektedir.
3. kızarak karşılık vermektedir.
4. diğer çocukların desteğini isteyerek karşı koymaktadır.

Sonuç

Parçadan çıkarabileceğimiz sonuç şudur:

1. Kuvvetli insanlar kendilerini haklı kabul ettirebilirler.
2. Kuvvetli insanların kendilerini haklı kabul ettirebilmelerini diğer insanlar yaltaklanarak destekleyebilirler.
3. Aciz insan haksız insandır.
4. Aciz insanlara kuvvetli insanlar acımalıdırlar.

Kelime

'Mütebessim' kelimesinin anlamı nedir?

1. tebessüm
2. mutlu
3. gülümseme
4. üzgün

Appendix B-1

The passage used in the test after theoretical training

PASSAGE 1

Nasreddin Hodja had a lot of friends. One day one of his friends was ill, so he went to see him. While he was there, the doctor came. The doctor looked at the man's tongue and said, "You are ill because you have eaten green apples. Don't eat any more. Stay in bed for a few days and you will be alright." The Hodja was very surprised. He wanted to know how the doctor found the cause of his friend's illness by looking only at his tongue. He ran out after the doctor and said, "How did you find the cause of my friend's illness in less than a minute?" "It was very easy. Your friend had a stomach ache and as soon as I entered the room I saw some green apples under his bed," answered the doctor. A few days later, another friend of Nasreddin became ill. He was a fisherman. As soon as Hodja heard of his friend's illness, he immediately went to see him. But as soon as his friend's wife opened the door she said, "God has sent you to us. My husband has got a stomach ache, we need a doctor. I can't go out and leave my husband alone, so will you call the doctor?" "I'm as good as a doctor," said the Hodja and walked into his friend's bedroom. He looked under the bed and saw some fishing-nets. Then he said, "You are

ill because you have eaten some fishing-nets. Don't eat any more fishing-nets and you will be well again very soon."

Alioğlu, 1980: 7

Title

The best title for the passage is:

1. The Hodja and the Doctor
2. Hodja's Friend's Illness
3. Illness and the Doctor
4. Hodja Wants to be a Doctor

Main Idea

Which sentence best expresses the main idea?

1. Nasreddin Hodja had a lot of friends.
2. One of Hodja's friend becomes ill.
3. Hodja thinks that he can be a doctor.
4. Hodja thinks that he can understand illness like a doctor.

Supporting Detail

When his friend's wife says "We need a doctor"

1. Hodja says he is as good as a doctor and says his friend that he is ill because he has eaten some fishing-nets.
2. Hodja says he is as good as a doctor and says to his friend that he is ill because he has eaten some green apples.

3. Hodja says he is a doctor and says to his friend that he is ill because he has eaten some fishing-nets.
4. Hodja says he is a good doctor and says to his friend that he is ill because he has eaten some red apples.

Conclusion

Based on a passage we can conclude that:

1. Something is not as easy as it is .
2. Doctors may understand illness looking only at the tongue.
3. If we eat green apples we can have stomach ache.
4. Nasreddin Hodja is a very good doctor.

Vocabulary

Based on the passage which explains the meaning of the word 'cause'?

1. aim
2. way
3. reason
4. intention

Appendix B-2

The passage used in the test applied after theoretical training

PASSAGE 2

A French writer said that we should help everyone as much as possible because we often need help ourselves. The small can even help the great. Here is one of his sample stories.

One day a tiny ant was drinking water from a brook. She fell into it. The poor ant tried hard to get out of the water but she could not. A dove was sitting in the branches of a tree. The dove saw that the ant was in problem. She threw a small leaf into the brook. The ant got on the leaf and reached the side of the brook. The ant was very happy to have had her life saved. The ant was resting and drying herself on the grass. Just then she saw a hunter coming. He was carrying a gun in his hand. His big dog was with him as well. They were both tired and thirsty. They were walking towards the brook. The hunter came and stood near the ant. He looked all round him. Then he looked at the tree and saw the dove in the branches but the dove did not see the hunter. The hunter was excited and happy to see the dove. He wanted to kill the dove so he aimed at dove. Just then the ant bit him on the foot. The hunter stopped to see what had

bitten him. The dove immediately flew away and saved her life.

Alioglu, 1980: 15

Title

The best title for this passage is:

1. The story of an Ant
2. The Dove and the Ant
3. A Lesson
4. The Problem of an Ant

Main Idea

Which sentence best expresses the main idea?

1. Small can help the big.
2. Everyone needs help.
3. To help is a good thing.
4. An ant can help a bird.

Supporting Detail

When the hunter wanted to kill the dove the ant saved her life by

1. biting him on the foot.
2. shouting at the dove.
3. hitting the hunter.
4. showing him the hunter.

Conclusion

Based on the passage, we can conclude that:

1. people don't forget good things.
2. everyone should help animals.
3. animals like to help each other.
4. we should help everyone because we need help everytime.

Vocabulary

The word 'brook' means:

1. a glass
2. a cup
3. small river
4. a lake

Appendix B-3

The passage used in the test applied after theoretical training

PASSAGE 3

Some words have interesting origins. We use these words every day. They are very common. We do not realize the strange history which these words sometimes have.

The word panic is a word which comes from the Greek language. Pan was one of the Greek gods. He was the god the shepherds. A shepherd is a man who watches sheep. Pan was half man half animal. He lived in the forest. He liked to hunt. He also liked to play music. Probably you have seen pictures of Pan. He played a special kind of flute. He went through the woods playing this flute. Very often he frightened people very much. He was very strange looking. Travellers, when they met him, were always frightened. They did not know what to do. They were in a panic. This is the origin of the word panic. A person in a panic is so frightened and confused that he does not know what to do. Very often people in a panic do very foolish things. The word panic is found in many languages besides English.

Dixson, 1950: 49-50

Title

The best title for this passage is:

1. Words and Meanings
2. Common words.
3. Panic
4. Word Origins

Main Idea

Which sentence best expresses the main idea?

1. Some words have interesting origins.
2. We don't know the history of some words.
3. We use many words not in the origin form every day.
4. Some words are common words.

Supporting Detail

Pan frightened people very much because

1. he played music.
2. he was very strange looking.
3. he liked to hunt.
4. he liked people.

Conclusion

Based on the passage we could conclude that:

1. To understand the meaning of a word we should look at its history.
2. To know a word we should use it.

3. Some words are common words which are used by many people.
4. People in a panic do foolish things.

Vocabulary

What is the word 'Pan'?

1. a name of an animal
2. a name of a shepherd
3. a Greek god
4. a god of animals

Appendix B-4

The passage used in the test applied often theoretical training

PASSAGE 4

Lions are fierce and wild animals. They are also very strong. They live in the big forests of Africa and Asia.

One day a lion was hunting in a forest. He stepped on a thorn. The thorn gave him much pain. He tried very hard to remove it but he could not as the thorn was deep inside his paw.

The lion sat under a tree to rest for a while. Just then he saw a shepherd approaching. When the shepherd saw the lion, he was afraid and wanted to run away. But the lion did not move and showed him his paw.

The man realized that the lion was in trouble. He walked to the lion and sat down beside him. He took his paw, put it on his knee and drew out the thorn. The lion walked into the forest and the shepherd returned to his folk of sheep.

After many years the shepherd killed a man. He was going to be thrown to the lions.

The lions were in a big cage in the King's garden. When the shepherd was put into the cage, a lion came and sniffed at him. The man was terrified but the lion recognized him and instead of tearing him to pieces he put his paw on the shepherd's knee.

The people who put the shepherd into the cage could not believe their eyes. They told the King what had happened. The King set free not only the shepherd but also the lion.

Alioglu, 1980: 5

Title

The best title for the passage is:

1. The Shepherd
2. The Lion
3. The King
4. The Lion and the Shepherd

Main Idea

Which sentence best expresses the main idea?

1. Lions are fierce animals but they are not wild for their friends.
2. Lions hunt in a forest to get meat.
3. People don't like lions because they are wild.
4. Shepherds like lions and lions like shepherds.

Supporting Detail

When the shepherd saw that the lion was in trouble

1. he took his paw and drew out the thorn.
2. he was afraid and wanted to run away.
3. he wanted to kill the lion
4. he walked back into the forest.

Conclusion

Based on the passage we can conclude that:

1. Even animals don't forget help and friends.
2. People should help lions to make them good animals.
3. We should help lions because they can help us.
4. If you like animals, they will be not wild.

Vocabulary

Based on the passage what the word 'thorn' means?

1. a kind of small animal
2. a branch of a tree
3. a leaf
4. a sharp-pointed small plant

Appendix B-5

The passage used in the test applied after theoretical training

PASSAGE 5

Mark Twain was once invited by a friend to go to the opera. The friend was very rich. He and his wife had their own box at the opera. During the opera the friend's wife talked all the time. She also talked rather loudly. She talked so much that it was often difficult for Mark Twain to listen to the opera.

Toward the end of the opera she turned to Mark Twain and said:

"Oh, my dear Mark Twain, I do want you to be with us again next Friday night. I'm sure you will like it -the opera will be Carmen."

"Thank you very much," said Mark Twain. "That will be fine. I have never heard you in Carmen."

Dixson, 1950: 142

Title

The best title for the passage is:

1. Mark Twain
2. A Humorous Story about Mark Twain

3. Carmen

4. Opera

Main Idea

Which sentence best expresses the main idea?

1. Mark Twain liked to say the truth but in a good way.
2. Mark Twain liked opera very much.
3. Mark Twain had many rich friends.
4. Mark Twain was a very funny man.

Supporting Detail

When the woman invited Mark Twain to the Carmen he said that

1. he had never heard her in Carmen.
2. he had never seen her in Carmen.
3. he had never heard Carmen.
4. he would come it would be fine.

Conclusion

Based on the passage we can conclude that:

1. People should be warned but in a very nice way.
2. People like to talk in the theatre.
3. People shouldn't talk in opera.
4. People should be quiet in theatre.

Vocabulary

Based on the passage what the word 'box' means?

1. a small room without window in cinema or theatre
2. a small and comfortable chair
3. special place
4. ticket

Appendix B-6

The passage used in the test applied after theoretical training

PASSAGE 1

Ü Mağaza vitrinlerindeki mankenleri bilirsiniz. Hepsi gü-
ler yüzlüdür, içlerinde pek de güzelleri vardır. Ama dilleri
olmadığı için sogukturlar. Onlar her ne kadar insan taklidi
iseler de sahici insanları güzel yapan, sıcak degildir. Ama
her dil degil. Dilin de tatlısı olmalı. Allah bir adama
herseyin tatlısını, yalnız dilin acısını verdi mi ne yapsa
kâr etmez. Dylesinin sevimli, cana yakın olmasına imkân
yoktur. Çünkü o dil ağız içinde her dönüşünde can yakar,
kalp kırar gönül devirir. "Dil yarası yaraların en derini
dir" derler. Doğru sözdür. Bıçağın açtığı yara zamanla
kapanır; dil yarası, ruhun en gizli taraflarına doğru boyu-
na işler, bir türlü kapanmak nedir bilmez.

Üstelik acı dilin zararı yalnız karşısındakine degil-
dir; kendi sahibini de, dünya güzeli olsa cirkinleştirir.
Nice güzel insanlar vardır ki, dilleri yüzünden sevilmezler.
"Şeytan görsün yüzünü." deyip bucak bucak kactığımız
insanlar hep o insanlardır.

Ama tatlı dil öyle mi ya? Yılanı deliğinden çıkarır
derler. Yılan, pek insan dilinden anlamaz ama tatlı dilin
nteler yapmaya kadir olduğunu anlatmak için her halde böyle

demişler. Ne kadar öfkeli olursanız olun, tatlı dilk sizi yatıştırır. En yapmıyacağınız işleri size tatlı dille, güler yüze yaptırırırler. "Haydi şekerim şunu yapiver" demek başka, "Kalk şunu yap!" demek başkadır. "Kalk şunu yap!" dedikleri zaman "Ne etsem de yapmasam" diye düşünürüz. "Ne diye yapacakmışım? Mecburmuyum? Başkası yapsın! Hep bize mi yükleniyorlar? Yapmıyacağım işte!" dersiniz.

İşte tatlı dilin mucizesi budur. Konuşmayı, sözün sırasını getirmeyi de bir hüner saymalı. Tatlı konuşmaları ile tanınmış insanlar vardır. Onları dinlemek başlı başına bir zevktir. Hatta bu türlü insanlarla konuşmaya gittiniz mi söz yavaş yavaş güzel konuşanın, tatlı dilinin ağzında kalır. O söyler siz dinlersiniz. Saatlerce hiç birşey söylemezsiniz bile o tatlı sözlerle siz konuşmuş gibi olursunuz. Hani bazı insanlar için "ağzından bal akıyor" derler, işte bu ağızdan akan bal tatlı dilin balıdır.

Şevket Rado

(Eşref Saat)

(cf. Bahir Gürer, 1987: 58)

Başlık

Bu parça için en uygun başlık hangisidir?

1. Tatlı Dile Dair
2. Cana Yakın
3. Dostluk
4. Dil Yarası

Anafikir

Bu parçanın anafikrini en iyi şu cümle bildirir:

1. İnsanları güzel ve sıcak yapan dildir ama bu tatlı dildir.
2. Mankenler dilleri olmadığı için soşukturlar.
3. Yaraların en acısı dil yarasıdır ve bir türlü geçmek bilmez.
4. İnsanların bazıları tatlı dillidir bazıları değildir.

Yardımcı Fikir

"Tatlı dil yılanı deliğinden çıkarır" sözü:

1. yılanların insan dilinden anladığını anlatmak için söylenmiştir.
2. tatlı dilin neler yapmaya kadir olduğunu anlatmak için söylenmiştir.
3. tatlı dilin yılanı yatıştırdığını anlatmak için söylenmiştir.
4. Tatlı dilin hayvanlar tarafından bile sevildiğini anlatmak için söylenmiştir.

Sonuç

Bu parçadan çıkaracağımız sonuç şudur:

1. Tatlı dilli insanı dinlemek insana zevk verir.
2. Tatlı dil mucizevi güce sahip ve insanlara pek çok şeyi yaptırabilen bir hünerdir.
3. İnsanların güzel veya çirkin olması dilleriyle ölçülür.

4. Tatlı dille söylendiğinde insanlar herşeyi yaparlar

Kelime

'Gönül devirmek' deyimini en iyi hangisi açıklar?

1. gönlünü birine kaptırıp aşık olmak
2. herkese evet demek
3. kalp kırıp kişiyi incitmek
4. kalbini kazanmak

Appendix B-7

The passage used in the test applied after theoretical training

PASSAGE 2

Fen yağmuru lâzım olduğu zaman yağdırmak imkânını bulamadıkça veyahut suyun yerini tutacak bir madde keşfetmedikçe, dünyanın mutlak hâkimleri, şu kızıl ufuklar üzerinde sıra sıra yürüyen ve gürleyen siyah bulutlar kalacak! Hind'in eski din kitabı olan Veda'larda bulutların sembolik ismi ineklerdir. Kıyanın sonsuz gelişmesine rağmen dünya hâlâ, gıdasını şu semavi memelerden akan sütte arıyor. Fen, bulutların keyif ve hevesine hükmedebilmekten şimdilik hayli uzakyır. İnsan sefaletine karşı bulutları merhamete getirmek için elimizde yağmur duasından başka hiçbir çare yok!

Bulutlar bize küsünce nehirler kurur, tarlalar ölür. Bahçeler solar, toprak mahsüllerini keser; sahisların kesesi ve neticede devletin hazinesi boşalır; ticaret duru, sanat durur. Bu geniş dram çerçevesi ortasında, insanın korkunç kaderini bir an tasavvur etmek bile hayal gücünü yakmaya yeterlidir. Denilebilir ki alışılmıştan biraz daha fazla sürecek bir kuraklık, milyonlarca insan neslinin asırlardan beri zahmetle biriktirdiği zeka sermayesini tüketmeye ve bizi bu derece şımartan bir medeniyeti iflâs ettirmeye kâfidir. Hâsılı, hayatın sonsuz çarklarını dödüren, bulutlardır!

-Desene: Őu arkları su ile donen dnya, eski zaman iŐi bir deęirmanden hl farklı deęil.

Ahmet HaŐim

(Cf.Grer, 1987: 75)

BaŐlık

Bu para iin en uygun baŐlık aŐađıdakilerden hangisidir?

1. Su
2. Bulutlar KarŐısında
3. Yaęmur
4. Deęirmen

Anafikir

Paranın anafikrini aŐađıdakilerden en iyi hangisi aıklar?

1. İnsan iin ok nemli olan suyu elde etmek iin insan bir yol bulamamıŐtır ve tek are yamurdur.
2. Bulutlar dnyanın mutlak hakimleridir.
3. Kimyanın sonsuz geliŐmesine raęmen insan hl suya muhta bir canlıdır.
4. Yaęmur duası, yaęmur iin bugn kullanılan bir aredir.

Yardımcı Fikir

Bulutlar kser yaęmur yaęmazsa neler olabilir?

1. Devletlerin ve kiŐilerin hazineleri boŐalabilir.
2. Ticaret ve sanat durur.
3. Hayatın btn arkları durabilir.
4. İnsanların zekaları tkenir.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç şudur:

1. Dünyanın çarkları su ile dönmektedir, susuz hiçbir şey yapılamaz.
2. Dünya eski bir değirmene benzer.
3. Bulutlar insanlar için çok anlam taşır.
4. Bulutları merhamete getirmek için yağmur duası faydalıdır.

Kelime

'Tasavvur etmek' kelimesinin anlamı en iyi hangisi açıklar?

1. inanmak
2. düşünmek
3. hayal etmek
4. görmek

Appendix B-8

The passage used in the test applied after theoretical training

PASSAGE 3

Soyuk ormanı, iğne yapraklı ağaçların karışık ormanıdır. Karışık ormanları ben, iğne yapraklı ormanlardan çok severim. Onlardaki renk ve şekil zenginliği, onlardaki kuytuluk, losluk, onlardaki mahremiyet iğne yapraklı ormanlarda yoktur. Karşıdan bile ne güzel! Hele şimdi tam yaprak dönümü. Yapraklar renk renk olmuş, koyu yeşille açık yeşil arasında yer yer, dalga dalga, küme küme al, kırmızı, pas renkli, turuncu, koyu ve açık sarı benekler, çizgiler; dörtgenler, üçgenler serpilmiş. Orman tacından, tepesine dikilen güneşin ışınları yapraklara çarptıkça, binbir çeşit, binbir renkli pırıltılar çıkıyor. Sanki bir masal dünyası gibi. Ne güzel bir memleketimiz ve! Bir yandan tabiatın dehasının yarattığı bu harikulâde resme hayran olurken, bir yandan da bu renkler dünyasını yaratan ağaçların hünerine şaşıyorum. Hangi dâhi sanatçı bu ağaçların kullandığı iki boyadan bir renk varyasyonu çıkarabilir?

Ormana güz gelmiş; yaprakların renklerinden belli. Fakat bu ormanlara güz nasıl gelir bilmiyorum. Açık yeşil camın; koyu yeşil köknarın; fakat açık yeşille koyu yeşilin arasındaki sarılar, kızıllar, turunçlar, neyin, hangi ağacın? Bilemiyorum, fakat dönüşte bakayım; çünkü çağırıyorlar.

Hemen hareket etmezsek ne Belen yaylayı, ne de Egriova'yı görebilirmişiz. Çabucak toplanıyor, arabamıza atlayarak yola düşeniyoruz ve kâh saf çam ormanlarından, Kâh çamla gürgen ve kayının karışık korularından geçerek Belen yaylaya varıyoruz.

Prof. Hikmet Birand

Keltepe Ormanlarında Bir Gün

(cf.Gürer, 1987: 33)

Başlık

Bu parça için en uygun başlık şudur:

1. Ormanda Güz
2. Soğuk Ormanı
3. Orman
4. Ağaç

Anafikir

Bu parçanın anafikrini en iyi aşağıdakilerden hangisi belirler:

1. Ormanlar çok değerli ve güzel tabiat değerleridir. Özellikle güz olduğu zaman.
2. Güz olduğu zaman bütün ağaçlar yapraklarını dökerler ve çok güzel manzaralar yaratırlar
3. Karışık ormanlar, iğne yapraklı ormanlardan daha güzel ve renkli ormanlardır.
4. Ağaçların yarattığı renk dünyasını, en dahi sanatçılar bile yaratamazlar.

Yardımcı Fikir

Ormana güz geldiğini yazar

1. yaprak dökümünden anlıyor.
2. yaprakların renginden anlıyor.
3. yerdeki yaprakların şekillerinden anlıyor.
4. güneşin ışınlarından anlıyor.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç şudur:

1. Ormanlar insanı hayran bırakan güzelliklere sahip çok güzel tabiat varlıklarıdır.
2. İnsanlar ormanlarda çok güzel saatler geçirebilirler.
3. Ormanlar karışık olduklarında daha güzeldirler.
4. Ormanlarda sanatçıların bile yaratamayacakları güzellikte renk çeşitliliği vardır.

Kelime

'Yola döşenmek' deyimini en iyi açıklayan ifade hangisidir?

1. yola çıkmak
2. yola asfalt döşemek
3. seyahat etmek
4. yolu seyretmek

Appendix B-9

The passage used in the test applied after theoretical training

PASSAGE 4

Odam birinci katta. Pencere, bahçenin تنها ve yemyeşil bir köşesine bakar. Yalnız kaldığım zamanlar bu pencerenin önünde oturur çimenlere, ağaçlara, rüzgâr elinde yaprakların oynaşmasına bakar, böylece gözlerimi eğlendiririm. Bu bahçe köşesinde kuşların pencereye kadar yaklaşması ve bir böcek parçası için kanat kanada döğüşmesi ne eğlenceliydi! Hele ağaçlardan inen kına renkli sincabın çimenler üzerinde sıçraya sıçraya gitmesi, ikide bir yerde bulduğu yiyecekleri elleri arasına alıp iki ayağı üzerinde kalkması ve küçücük gözleriyle etrafı gözetleyerek kemirmesi ne dinlendirici bir tabiat ve saffet tablosu idi!

Sincapları yakından tanırım. Çocukluğum dağlık, yabani bir memlekette geçti. Orada biz çocuklara, oyuncak yerine, ayı yavrusu, karaca, tilki veya sincap getirilirdi. Üst katta, sandık odasında, dolaplar arkasında tilkilerimiz saklanırdı; bahçede büyük bir ağacın gölgesinde esir bir kartal, uçak genişliğindeki kanatlarını germiş, pençelerini tutan koca bir ziciri şingırdatırdı; ayı, homurdanarak bahçenin yüksek duvarları üzerinde dolaşır vr kurşun hızıyla uzaklara taş atardı. Kurnaz ve çevik sincapları evde tutmak kabil değildi; getirildikleri gün boyunlarına geçirdiğimiz

parlak çingiraklı kırmızı tasmalarıyla ellerimizden kaçar ve büyük çitlenbik ağacının sık yaprakları içinde kaybolurlardı. Günlerce bahçemizin ağaçları, bir yerde durmayan esrarengiz ince çingirak sesleriyle çınlar dururdu.

Bu derece korkak bir hayvanın Frankfurt Hastahanesi bahçesinde hemen hemen insan bacakları arasında böyle emniyetle dolaşması bana hayret verirdi.

Fakat oralarda bu dostluk yalnız sincaplara has değildir. Genel parklarda, serçeler gelip parmaklara konar, kumrular omuzlara yerleşir, göllerde ve havuzlarda altın gözlü balıklar kendilerine uzanan ele dostça yaklaşırlardı.

Hayvanla insanın bu güzel arkadaşlığına, gördüğüm bütün Avrupa şehirlerinde ratladım. Bu dostluk bazı yerlerde hayvana bir tür şımarıklık bile vermiştir.

Venedik'te San Marc meydanında seyyahlar, hatıra fotoğrafı çıkartmak için ellerinde yem, güvercinlerin tenezzül edip yaklaşmalarını beklerler. Bir gün kuşları iltifatını birtürlü kazanamayan şişman bir kaidinin hiçkıra hiçkıra ağladığını görmüştüm. Kuşlar her nedense bu kadını hiç sevmemişti.

Ahmet Haşim

Frankfurt Seyahatnamesi

(cf.Gürer, 1987: 49)

Başlık

Bu parça için en uygun başlık hangisidir?

1. Hayvanlar Alemi
2. Sincaplar, Kuşlar
3. Çocukluk Anıları
4. Hayvanların Özellikleri

Anafikir

Bu parçanın anafikrini en iyi hangisi açıklar?

1. İnsanle hayvan arasındaki dostluk ve hayvan sevgisi çok güzeldir.
2. Sincapları ve kuşları seyretmek çok zevklidir.
3. Sincaplar ve kuşlar evcilleştirilebilir.
4. Hayvan sevgisi küçüklükte başlar.

Yardımcı Fikir

İnsanların dostluğuna güvenen hayvanlar;

1. onlardan kaçarlar ve temkinli davranırlar.
2. insanların uzanan dost ellerine yaklaşırırlar.
3. onların verdiği yemleri yerler.
4. biraz şımarırırlar.

Sonuç

Bu parçadan çıkarabileceğimiz en iyi sonuç şudur:

1. İnsanın hayvan ile dostluğu her memlekette ve her çağda görülen değişmez cabalardır.

2. Bazı insanlar hayvanlarla dostluk konusunda daha hassastırlar
3. Kuşlar çok evcil hayvanlardır.
4. İnsanlar hayvanlarla dost olamadıkları zaman çok üzülürler.

Kelime

'Gözleri eğlendirmek' deyimini en iyi açıklayan aşağıdakilerden hangisidir?

1. güzel bir şey seyretmek
2. gözleriyle gülmek
3. eğlenceye bakmak
4. komik birşey seyretmek

Appendix B-10

The passage used in the test applied after theoretical training

PASSAGE 5

Bir üniversite profesörü geçenlerde hangisinin en akıllı olduğunu bulmak için birkaç hayvanla birkaç deney yapmıştı. Maymunun diğer hayvanlardan daha zeki olduğunu keşfetmişti.

Bir deneyde profesör birkaç küçük kutunun bulunduğu bir odaya bir maymun koydu. Bazı kutular diğerlerinin içindeydi. Küçük bir kutunun içinde bazı yiyecekler vardı. Profesör maymunun yiyeceği bulmasının ne kadar süreceğini bulmak istiyordu. Profesör odayı tek etti. Bir kaç dakika kapının dışında bekledi. Sonra eğildi ve gözünü anahtar deliğine dayadı. Ama ne görsün? Şaşırtıcı olan suydu ki kendini maymunun gözüne bakarken buldu. Maymun kapının diğer tarafındaydı ve anahtar deliğinden profesöre bakıyordu.

Başlık

Bu parça için en uygun başlık hangisidir?

1. Profesör
2. En Zeki Hayvan
3. Maymun
4. Deney

Anafikir

Bu parçanın anafikrini en iyi hangisi belirler?

1. Maymun diğer hayvanlara göre daha zeki bir hayvandır.
2. Profesörler hayvanlar üzerinde deney yapmaktan hoşlanırlar.
3. Maymunlar saklanan yiyecekleri birden bulabilirler.
4. Maymunun zekiliği ispatlanabilir.

Yardımcı Fikir

Profesör maymunu izlemek için anahtar deliğinden bakınca;

1. maymunun yiyeceği bulduğunu gördü.
2. kutularla oynadığını gördü.
3. maymunun da anahtar deliğinden ona baktığını gördü.
4. yiyecekleri aradığını gördü.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç hangisidir?

1. Yapılan bir deney başka bir şekilde gerçekleştirilebilir ama aynı sonucu verebilir.
2. Maymunların anahtar deliğinden bakmayı sevdiği bir gerçektir
3. Profesörler deneylerle hayvanların zekalarını ölçebilirler.
4. Maymunlar ilginç hayvanlardır.

Kelime

'Dayanmak' kelimesi ile burada ne anlatılmaktadır?

1. bakmak
2. görmek
3. istemek
4. hissetmek

Appendix C-1

The passage used in the test applied after the practical training

PASSAGE 1

As everyone knows the national sport in the United States is baseball. Nearly everyone in the United States is interested in baseball. Many American boys begin to play baseball when they are only five or six years old. They continue to play until they become men. When they are men, their interest of ten continues. There are baseball teams which represent all the important cities. These teams play against each other. There are many American men who read about these games in the news-papers everyday. Each man has his favorite team. He goes to see the teams play. He follows the games on radio and TV. He knows all about each player. He talks about baseball with other men. He is what we call a baseball "fan".

The big cities in the United States -New York, Chicago, Boston, Philadelphia, etc.- all have their baseball teams. These teams are best in the country. They form two groups or "Leagues". The National League and the American League. The teams of each league play against each other.

Dixson, 1950: 69

Title

The best title for this passage is:

1. Sportsmen and Sport
2. Sport
3. Americans and American Player
4. Baseball

Main Idea

Which sentence best expresses the main idea?

1. The national sport in America is baseball.
2. Baseball is known by many all over the world.
3. Baseball is a very interesting sport.
4. Americans play baseball until they become very old.

Supporting Detail

In America

1. There are football teams in cities.
2. There are baseball teams in schools.
3. There are many baseball teams in every town.
4. There are many games in school.

Conclusion

Based on the passage we can conclude that:

1. Baseball is a very famous sport which everyone is interested in the USA.
2. Baseball is a very expensive and difficult sport which everyone likes very much in America

3. In America everyone has favorite baseball team.
4. In America each man goes to see teams' play and know all about each player

Vocabulary

What 'fan' means?

1. very strong supporter
2. a man likes every sport
3. player
4. favorite team

Appendix C-2

The passage used in the test applied after practical training

PASSAGE 2

Not long ago in one of the streets of Vienna, a blind beggar was standing and playing his violin. Near him sat his dog with an old hat in his mouth. The people passing by sometimes stopped to listen for a while. Most of them put a few coins into hat. But one night the beggar had played for a long time without getting any money. He was tired and hungry. He began to think he would have to go to bed without any supper. He was very sorry so he stopped playing. He was about to go, a gentleman said "I see that you are tired of playing. Give me your violin and I'll play for you." The blind man gave his violin. The stranger began to play. He had played only a few notes when people began to come near them. Soon many people came to listen to music. When the music stopped the listeners were so happy that they put money into the hat. The hat was so heavy that the dog could not hold it. The beggar not only earned money for one supper but for many suppers. The stranger who had played for the blind beggar was the greatest musician in Vienna. He did not tell his name to the blind man but promised to visit him again to play for him.

Alioglu, 1980: 17

Title

The best title for the passage is:

1. The Beggar
2. The Musician
3. The Blind Musician
4. The beggar and the Musician

Main Idea

Which sentence expresses the main idea?

1. Some beggars play music to get money.
2. Some people like music and like to listen to it in the streets.
3. Some beggars play very good music.
4. Beggars are blind mostly.

Supporting Detail

The stranger to help the beggar,

1. gave some money to him.
2. played violin for him.
3. called people to take their money.
4. gave him one supper.

Conclusion

Based on the passage we can conclude that:

1. If you do something very well, everybody will enjoy it.
2. The greatest musicians play music very well.
3. To help someone you shouldn't say your name.

4. In Vienna there were many great musicians.

Vocabulary

What 'supper' means?

1. something to eat for meal
2. meal
3. dinner
4. some kinds of food

Appendix C-3

The passage used in the test applied after practical training

PASSAGE 3

There was a farmer who had a large rich farm. The farmer lived on his farm with his seven sons. His sons were big strong men but they were always quarrelling with each other. Their quarrels made unhappy the old good man. He knew that if they quarrel while he was alive, they would also quarrel after his death. One day the farmer wanted his sons to wait him in the large room. There was a big table in the middle of the room. They all sat round the table and waited for their father. At last the father came in with seven sticks under his arm. The sticks were tied. He walked to the table. He put the sticks on the table and said, "I will give a hundred dollars to anyone who breaks these sticks." They all wanted to get the hundred dollars. Each son tried to break the sticks but none did it. "You see my sons you could not break these sticks." he said. He then untied the sticks and one by one he broke the sticks easily. "Ah" said the elder son "it is easy to break them one by one." "Yes my sons" the father said. "If you are together and help each other no harm (bad) will come to you. If you quarrel you will break like these sticks."

Alioglu, 1980: 9

Title

The best title for the passage is:

1. The farmer
2. The seven Sticks
3. Fathers and Sons
4. Sticks and Men

Main Idea

Which sentence best expresses the main idea?

1. Parents want their children to be happy.
2. Fathers like children but the children don't.
3. Mothers are very sorry when their children are unhappy.
4. Fathers are very unhappy when their children quarrel each other.

Supporting Detail

To give a lesson father

1. wanted his sons to break the sticks.
2. wanted his sons not to quarrel.
3. wanted them to give money.
4. wanted them to help each other.

Conclusion

Based on the passage we can conclude that:

1. If people stick together no harm will come them.
2. If people quarrel they will be stronger.
3. Quarreling is not a good thing.

4. To be happy people must help each other.

Vocabulary

Based on the passage what is the implied meaning for the word 'break'?

1. to be strong
2. to be apart and unstrong
3. to be poor
4. to be unhappy

Appendix C-4

The passage used in the test applied after practical training

PASSAGE 4

Many people think that they can write stories. They would like to be writers. They write stories and send them to magazines. When the magazines do not accept the stories, these people become angry.

A lady once wrote a long story. She sent it to a famous editor. After a few the story was returned to her. The lady was angry. She wrote to the editor: "Dear sir: Yesterday you senut back a story of mine. How do you know that the story is not good? You did not read it. Before I sent you the story, I pasted together pages 18, 19, and 20. This was a test to see whether you would read the story. When the story came back yesterday, the pages were still pasted together. Is this the way you read all the stories that are sent to you?"

The editor wrote back: "Dear Madam: At breakfast when I open an egg I don't have to eat all the egg to discover that it is bad."

Dixson, 1950: 155-156

Title

The best title for the passage is:

1. Newspapers
2. Writers
3. Stories
4. A Humorous Story

Main Idea

Which sentence best expresses the main idea?

1. Everybody can write stories.
2. Many people think that they can write stories.
3. Some people write very good stories.
4. Many people like to read stories in newspapers.

Supporting Detail

When the editor wrote back what did he write?

1. He wrote that it was not necessary to eat the egg to understand the egg is bad.
2. He wrote that it is not necessary to eat the egg to have breakfast.
3. He wrote that he didn't have breakfast in the morning.
4. He wrote that he didn't eat egg for breakfast.

Conclusion

Based on the passage we can conclude that:

1. To write a story is easy.
2. To write a story is not easy.

3. To be writer is interesting.

4. To be editor is not easy.

Vocabulary

What 'editor' means?

1. chief writer and manager oin the newspaper.

2. famous writer in newspaper

3. famous director in a newspaper

4. good writer and officer in the newspaper.

Appendix C-5

The passage used in the test applied after practical training

PASSAGE 5

The city of New York has five different sections or "boroughs". These five boroughs are Manhattan, Brooklyn, the Bronx, Queens, and Staten Island. Manhattan is the most important of the five sections. Perhaps it is better to say that Manhattan is the most famous of the five sections. The Empire State Building, Rockefeller center, Wall Street, Times square, Broadway- these famous places and many others are all located in Manahatten. Manhattan is an island. It is twelve miles long and about two miles wide. It has water all around it. To the west there is the Hudson River. To the east side is the East River. To the south there is the ocean. It is possible to go by boat completely around the island of Manhattan.

These rivers around Manhattan, with the ocean to the south, have been very important to New York City. They have been important commercially. Ships from all over the world enter and leave New York every day. They pass up and down the Hudson River and the East River.

On the other hand, these rivers have also been a problem. Every time that anyone wanted to travel from

Manhattan to another section of New York or to New York Jersey he had to cross one of these rivers. These rivers are wide. They are deep. They are deep enough for large ships.

The problem is not so serious today. There are now tunnels and bridges at many points. There are twelve tunnels and seven large bridges which connect Manhattan with Brooklyn and Queens. There is the George Washington Bridge and five different tunnels which connect Manhattan with New Jersey. Today, if one goes around Manhattan by boat, he will pass under twenty different bridges, many of them very large. He will pass over eighteen different tunnels. Many of these tunnels are very large. Trains, subways, and automobiles pass through them in large numbers. These tunnels lie deep under the rivers.

It has cost a lot of money to build all these tunnels and bridges. Years and years of hard work were necessary. Many lives were lost.

Dixson, 1950: 109-110

Title

The best title for the passage is:

1. The Bridge
2. The City of New York
3. Famous places in New York
4. Manhattan

Main Idea

Which sentence best expresses the main idea?

1. Manhattan is a very important section because the rivers around Manhattan are very important for New York City.
2. Manhattan is an island and has many important seas around itself.
3. The rivers around Manhattan are very beautiful.
4. Rivers in Manhattan are very important for Manhattan

Supporting Detail

The rivers around Manhattan are very important because

1. they are important commercially.
2. they are very old.
3. they are very deep.
4. they were built expensively.

Conclusion

Based on the passage we can conclude that:

1. To make an important bridge many lives may be lost.
2. People everytime like to work in bridge building.
3. The rivers around Manhattan are known by many people.
4. Manhattan is famous with its rivers.

Vocabulary

Based on the passage which explain the meaning of the word 'borough'?

1. place
2. part
3. river
4. side

Appendix C-6

The passage used in the test applied after practical training

PASSAGE 1

Bir çiçek serinin camdan yapılmış duvarları nasıl oluyor da ısıyı içerde tutabiliyor? Çelikten köprü yapan mühendis, neden çeliğin genişlemesi için aralık bırakır? Elektrik akımı, suyu dondurmak için nasıl kullanılabilir? Birçok ocak boruları ve sobaya yakın borular, neden amyantla sarılır? Aynı termos nasıl olur da çayı sıcak, limonatayı soğuk tutar? Bu çeşit sorulara cevap verebilmek için, ısının ne olduğunu ve ne gibi yollardan geçtiğini bilmemiz gerekir. Isı hayatımızda çok önemli bir yer alır. O da hava, su ve yiyecek kadar önemlidir. Eğer ısı çok az olursa biz yaşayamayız. Diğer taraftan ısı çok fazla olursa bizi öldürür.

Dünyamız gibi daha sekiz tane gezegen, Güneşin etrafında döndüklerini herhalde bilirsiniz. "Acaba bu gezegenlerde bizim gibi yaratıklar yaşıyorlar mı?" diye merak etmişsinizdir. Onlar öyle uzaktadırlarki, teleskopla baksanız tabii birşey göremeyeceksiniz. Fakat biz bu gezegenlerde bizim gibi yaratıkların yaşayamayacağını iyice biliyoruz. Çünkü bunlardan bazıları so derece sıcak diğerleri ise son derece soğuktur. Mesela Güneş'e yakın olan Merkür planetine bir parça kurşun bırakınız hemen erir. En uzak planet olan pluton

öyle soğuktur ki onda yalnız su değil hava bile donmuş haldedir. Siz ömrünüzde ısının tam manasıyla giderildiği bir şeyi ne gördünüz ne de öyle bir şeye dokundunuz. Bilginler bazı maddeleri tam manasıyla soğutmak onlardaki ısıyı tama- miylele yok etmek için yıllarca çalıştılsa da bugüne kadar bu işi başaramadılar. Gördüğünüz veya dokunduğunuz en soğuk cisimde bile ısı vardır.

Bertha Morris Parker

(Cf.Gürer, 1987:96)

Başlık

Bu parça için en uygun başlık hangisidir?

1. İnsan ve Dünya
2. Gezegenler
3. Isı
4. Canlı Yaşamı

Anafikir

Bu parçanın anafikrini en iyi hangisi belirler?

1. İnsanlar ısıyı bilimde vazgeçilmez bir unsur olarak kullanırlar.
2. Isı canlı hayatında çok önemli bir yer tutar.
3. Isının ne olduğu bugün tam olarak bilinmemektedir.
4. Isı her cisimde bulunur.

Yardımcı Fikir

Isı canlılar için öyle önemlidir ki

1. İnsan gibi canlıların diğer gezegenlerde olmadıkları oranın ısı değerlerinden anlaşılmaktadır.
2. Gezegen ve planetlerin ısıları farklıdır ve ölçülmektedir.
3. Bilimde her alanda faydalanılmaktadır.
4. Pekçok bilimsel olayın aydınlatılmasında yol gösterir.

Sonuç

Bu paragraftan çıkarabileceğimiz sonuç hangisidir?

1. İnsanlar için çok önemli olduğundan bugün ısı üzerinde çok çalışma yapılmış fakat hâlâ kesin olarak aydınlatılamamıştır.
2. Isı canlılar için öyle önemlidir ki ısı az veya çok olduğundan gezegenlerde yaşamın mümkünlüğü araştırılır.
3. Bazı maddeler ısıyı daha iyi iletirler, bazıları iletmezler.
4. Bilim adamları bugün en soğuk cisimlerde bile ısıyı düşürememişlerdir.

Kelime

'Amyant' kelimesi ile burada ne anlatılmaktadır?

1. kâğıdı diğer adı
2. ısıyı iletmeyen elastik bir madde
3. teknolojiye kullanılan sıvı bir maddenin adı
4. bir çeşit yapıştırıcı bant.

Appendix C-7

The passage used in the test applied after practical training

PASSAGE 2

Yokusun başında eskimiş bir otomobilden inen bir çift gök rengi göz ile karşı karşıya gelenler, bu gözlerin derinliğine girenler, gönüllerindeki kuşku, bulut ne varsa dağıldığını ve ufukların ağardığını hissetmişlerdi. Yassı boz bir kalpağın altındaki zayıf bir yüz, kaç ay kaç yıl ve yıllar milleti uğrunda rahar nedir görmemiş, cepheden cepheye koşarak çelikleşmiş bir iradenin ta kendisi altın saçlı Mustafa Kemal büyük bir alçakgönüllük içinde karşılıycılarını selamlıyordu. Onlara gönlünü veriyor, gönüllerine giriyordu. Üzerinde bozve kemerli bir palto vardı, sivil bir avcı elbisesi giyinmişti. Fakat yürüyüşü komutanca reisce idi. Yanında Rauf Orbay ve temsil heyeti arkadaşları yürüyordu. kendisini daha ileriden karşılayan Ali Fuat Paşa, komutan Mahmut Bey, kurmay başkanı Ömer Halis Bey ve diğer Ankara temsilcileri onları takip ediyorlardı. Artık Ankara'yı bir yıldan beri kaplayan kâbus ortadan kalkmış aydınlara kavuşulmuştu. Mustafa Kemal sık sık hatırlayacağı bugünü hiç unutmayacak daima "Bu asil hareketi hiç bir zaman unutmadım ve unutmayacağım" diye Ankaralı hemşehrilerini övecekti. Mustafa Kemal vilayette kendisini karşılayan halka şu sözlerle veda etmişti. "Vatandaşlarım ne şu ne bu kuvvet

1

bizi kurtarabilir, bizi sizin gibi fedakar ve cesur halkımız kurtaracaktır."

Naşit Hakkı Uluğ

(cf. Gürer, 1987: 22)

Başlık

Bu parça için en uygun başlık hangisidir?

1. Atatürk
2. Halk ve Atatürk
3. Sevgi
4. Gönülden Bir Karşılama

Anafikir

Bu parçanın anafikrini en iyi hangisi belirler?

1. Atatürk sevildiğini bilen ve hep coşkuyla karşılanmaktan şaşırmayan bir vatanseverdi.
2. Atatürk çok etkili bir görünüme sahipti.
3. Atatürk çok alçakgönüllü bir insandı.
4. Atatürk'ün yanında her zaman temsil hwywti üyeleri bulunurdu.

Yardımcı Fikir

Atatürk kendini karşılayan halk için şöyle dedi:

1. Sizi seviyorum ve her zaman takdir ediyorum.
2. Bu asil hareketi unutmadım ve bizi sizin gibi fedakar halkımız kurtaracaktır.
3. Sizi unutmadım siz çok cesur insanlarsınız.

4. Sizi unutmuyorum ve takdir ediyorum.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç hangisidir?

1. Atatürk önemli olayları unutmayan bir insandı.
2. Halkımız Atatürk'e her zaman gerekli saygı ve sevgiyi göstermiştir.
3. Halkımız çok fedakar ve çok cesurdur.
4. Atatürk halkın arasında olmaktan çok hoşlanırdı.

Kelime

'Gönlüne girmek' deyimini en iyi hangisi açıklar?

1. sevgi kazanmak
2. hatırlanmak
3. sevmek
4. saygı kazanmak

Appendix C-8

The passage used in the test applied after practical training

PASSAGE 3

Tilkinin biri arkasına düşen avcılardan kurtulayım derken karşısına bir oduncu çıkmış. "Bir yer göster de saklanayım" diye ona yalvarmış. Oduncu "Benim kalbime gir, orada seni görmezler." demiş. Az sonra avcılar gelmiş, oduncuya, "Buralarda bir tilki görmedin mi?" diye sormuşlar. Oduncu ağzı ile "Görmedim." demiş ama bir yandan da eliyle işaret edip hayvanın nereye saklandığını gösterirmiş. Avcılar oduncunun dediğini duymuş, eline bakmamışlar. Tilki onların geçip gittiğini görünce saklandığı yerden çıkmış, hiçbir şey söylemeden uzaklaşmak istemiş. Oduncu şaşmış. "Nasıl oluyor sana iyilik ettim, canını kurtardım, sen bana bir teşekkür bile etmiyorsun." diye siteme başlamış. Bunun üzerine tilki, "Ben sana teşekkür ederdim, ederdim ama dilinle elin birbirine uymadığı" demiş.

Vardır öyle insandlar, sözlerine bakarkoen iyigdirler ama aslını ararsan kötülük etmeye çalışırlar, bu masal işte öyleleri için söylenilmiş.

Aesop

(cf.Gürer, 1987: 9)

Başlık

Bu parça için en uygun başlık hangisidir?

1. Avcılar ve Oduncu
2. Tilki ve Avcılar
3. Tilki ile Oduncu
4. Tilki

Anafikir

Bu parçanın anafikrini hen iyi hangisi belirler?

1. Oduncular yalancı insandırlar.
2. Bazı insanların içleri başka dışları başka biçimde olur.
3. Bazı insanlar utuşekkürü bilmezler.
4. İnsanları söylemek istedikleri el hareketlerinden anlaşılır.

Yardımcı Fikir

Avcılar oduncuya tilki görüp görmediğini sorduklarında oducu

1. görmediğini söylemiş ama başıyla da yerini göstermiş.
2. görmediğini söylemiş ama gözleriyle de yerini göstermiş.
3. görmediğini söylemiş ama eliyle de yerini göstermiş.
4. görmediğini söylemiş ama eliyle de saklandığı yeri işaret etmiş.

Sonuç

Bu parçadan alacağımız ders şudur: insanları iyi tanımalıyız çünkü

1. bazı insanlar sözleriyle kendilerini iyi gibi gösterirler, ama aslında bu kötülük etmek isteyenlerini belli etmemek içindir.
2. bazı insanlar iyi gibi görünürler ama aslında kötü olmak zorundadırlar.
3. iyi insanla kötü insanı ayırt etmek için ellerine bakmalıyız.
4. bazı insanların el hareketleri sözlerine uymaz.

Kelime

"Dili eline uymamak" deyimini en iyi hangisi açıklar?

1. konuştuğu şeylerle yaptığı şeylerin birbirine tezat düşmesi
2. konuşurken el hareketlerini uygun biçimde kullanamamak
3. diliyle başka şey anlatmak eliyle başka şey göstermek
4. diliyle anlattığı şeyi eliyle tarif edememek

Appendix C-9

The passage used in the test applied after practical training

PASSAGE 4

Hayatta kimlerin başarılı olabileceği konusunda sayısız eser yazılmıştır. Buna rağmen birçoğumuzun kafasında şöyle bir düşünce vardır: "İnsan istediği kadar çalışkan olsun bilgili olsun, yetenekli olsun elinden tutan olmazsa ilerleyemez."

Bu düşünce yanlıştır. Heykeltraş Kreton'u hatırlayacaksınız. Kendisi esirdi. Ve o devrin kanunlarına göre güzel sanatlarla uğraşmaya da esir bulunduğu müddetçe hakkı yoktu. Bu kanunun halka ilan edildiği sıralarda Kreton tanrılardan meydana gelen bir grubun vekilini ortaya çıkarmaya çalışıyordu. Kreton'un vefakar kızkardeşi tahlikeyi göze alarak onu evinin altındaki mahzene gizleyerek çalışmasına yardım etti. Kreton mahzene kapandı ve abideyi meydana çıkardı. O sene güzel sanatlar sergisi düzenlenmişti. Bu sergiye bizzat hükümdar başkanlık ediyordu. Sanatkarlar eserlerini sergilediler. Fakat tören yerinin kapısına yakın bir yerde bir sanat eseri göze çarpıyordu. Tanrılardan meydana gelen bu abide herkesin gözünü kamaştırdı. Fakat bu abideyi yapanı kimse tanımiyordu. O zaman şu hatıra geldi. Sakın bu eserin sahibi bir esir olmasın. İşte o zaman Kreton'un kardeşini yakalamak zor olmadı. Genç kadın tek kelime söylemiyordu.

Onun zindana atılmasına karar verildi. Bu sırada uzun saçlı derbeder bir adam koşarak geldi ve hükümdarın ayaklarına kapanarak "Büyük hükümdar bu genç kadını affediniz. Sorumlu benim. Bu abide benim eserimdir. Onu yaratan el bir esirin elidir." dedi. Hükümdarın çevresindekiler kızıp köpürdüler ve Kreton'un derhal öldürülmesini istediler. Fakat hükümdarın tok sesiyle herkes birden sustu. Şimdi hükümdar konuşuyordu. "Ben sağ kaldığım müddetçe bu adam yaşayacaktır. Şu eserin güzelliğine bakınız. Bu abideyi yapana nasıl kıyılır. Eğer bu memleket insanlığın hatırasında yüceltilerek yaşayacaksa o hakkı ona ancak sanata karşı gösterdiği hürmet verecektir. Hayır. Ona kimse elini sürmeyecek. Bu adamı bana, benim yanıma getiriniz." Hükümdar bundan sonra zeytin dalından yapılmış övünç tacını Kreton'un başına koydu, ve halkın alkışları arasında onu alnından öptü. Yeryüzü tarihi bunun gibi sayısız örneklerle doludur. Talihim yok param yok zamanım yok diyen insanlar yanlış düşünmüş olur. Ümitsizlik, kötümserlik, korkak insanlar içindir. Çalışmanın elindgen kurtulacak hiçbirşey düşünülemez. Hayatınızda gayretlerinizin neticesini görmesenez bile, bir gün hayata veda ederken şunu söylemeye hakkınız olacaktır. "Ben insan gibi yaşadım, insan gibi çalıştım ve görevimi yaptım."

Kemal Sönmez

(cf.Gürer, 1987: 62-63)

Başlık

Bu parça için en uygun başlık hangisidir?

1. Heykeltraş Kreton
2. Hükümdar ve Kreton
3. Hühümdar ve Sanatkar
4. Başarı ve Şans

Anafikir

Bu parçanın anafikrini en iyi hangisi belirler?

1. İnsanın başarılı olaması için yetenekli olması yeterlidir.
2. Bilgili ve çalışkan insanlar her zaman kazanırlar.
3. Şanslı olmak için bilgili olmak ve yetenekli olmak gerekir.
4. İnsanın bilgili ve yetenekli olmasına rağmen ilerleyebilmesi için birbirinin desteğine ihtiyaç duyması yanlıştır.

Yardımcı Fikir

Herkes Kreton'un öldürülmesini istediği zaman hükümdar

1. "Bu abideyi yapan takdir edilir, öldürmeyiniz" dedi.
2. "Ben sağ kaldığım müddetçe bu adamı yaşatın" dedi.
3. "Bu adamı yanıma getirin ona hesabı ben soracağım" dedi.
4. "Bu memleket yaşayacaksa sanata gösterdiği saygı ile yaşayacaktır" dedi.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç hangisidi?

1. İnsan ümitsiz olmamalı ve her zaman gayret göstermelidir.
2. İnsan hayatta iken çalışmalarının neticesini görmese bile arkasından iyi şeyler söylenir.
3. Ümitsizlik korkak insanlar içindir.
4. Çalışan insanlar şansları ile yükselirler.

Kelime

'Elinden tutmak' deyimini en iyi hangisi anlatmaktadır?

1. elinden tutup kaldırmak
2. yardım etmek
3. yol göstermek
4. ümit vermek

Appendix C-10

The passage used in the test applied after practical training

PASSAGE 5

Bir köylü kadın bir danayı doğar doğmaz kucağına alıp sevmiş, sonra da o kadar alışmış ki dana büyüüp koskoca öküz olduğu zaman onu yine kucağında taşıyabilmiş. Bu hikâyeyi kim uydurduysa, alışkanlığın ne büyük bir güç olduğunu çok iyi anlamış olacak. Gerçekten alışkanlık pek yaman bir hocadır ve hiç sakası yoktur. Yavaş yavaş, sinsi sinsi içimize ilk adımını atar, başlangıçta kuzu gibi sevimli alacak gönüllüdür, ama zamanla oraya yerleşip kökleşti mi öyle azılı öyle amansız bir yüz takınır ki kendisine gözlerimizi bile daldırıp inanırız.

Bence en büyük kötülüklerimiz, küçük yaşımızda belirmeye başlar ve asıl eğitimimiz bizi emzirip büyütenlerin elindedir. Çocuk bir tavuğun boynunu sıkar, kediyi köpeüğü oyuncak edip yara bere içinde bırakır anası da ona bakıp eğlenir. Kimi baba da, oğlunun müdafasız bir köylüyü, bir uşağı öldüresiye dövdüğü zaman bunu yiğitlik belirtisi sayarak sevinir. Oysa bunlar zalimliğin, zorbalığın, dönekliğin asıl tohumları, kökleridir; çocukta filizlenirler sonra alışkanlığın kucağında alabildiğine büyüüp gelişirler. Bu kötü eğilimleri yaşı küçüklüğüne ve işin önemsizliğine bakarak hoş görmek, tahlikeli bir eğitim yoludur. Önce

şu bakımdan ki çocukta tabiat hakimdir ve tabiat asıl yeni tomurcuk salarken katkısız ve gürbüzdür, sonra da hırsızlığın, çirkinliği çalınan şeye göre değişmez ki: ha altı çalmışsı, ha bir iğne. "İğne çaldı ama altın çalmak aklına bile gelmez" diyenlere benim diyeceğim şudur: "İğneyi çaldıktan sonra niçin altını da çalmasın?"

Montaigne

(cf.Gürer, 1987: 98)

Başlık

Bu parça için en uygun başlık hangisidir?

1. Kadın ve Dana
2. öküz ve Kadın
3. Sevgi ve Hayvan
4. Alışkanlık

Anafikir

Bu parçanın anafikrini eniyi hangisi belirler?

1. Kötü eğilimler küçük yaşlarda gelişir.
2. Alışkanlık zamanla insanda kökleşir.
3. Alışkanlıklar sinsi sinsi içimize yerleşir.
4. Alışkanlıklar küçük yaşlarda yerleşen çok büyük bir güçtür ve ondan kurtulmak zordur.

Yardımcı Fikir

Alışkanlıklar başta sevimli görünür onun için.

1. yaşın küçüklüğüne bakmak ve hoş görmek yanlıştır.

2. çocukları her zaman sevmek gerekir.
3. kedileri çocuklardan uzak tutmak gerekir.
4. hırsızları cezalandırmak gerekir.

Sonuç

Bu parçadan çıkarabileceğimiz sonuç şudur:

1. Bazı kötü alışkanlıkların oluşmasını önlemek için daha ilk baştan tedbir almak lâzımdır.
2. Alışkanlıklardan kurtulmak için onları önemsemek lâzımdır.
3. Kötü alışkanlıklar çocuklukta başlar ve içimize yerleşir.
4. Küçük şeyleri çalmayı alışkanlık haline getirenler büyük şeyleri de çalarlar.

Kelime

'Yaman' kelimesinin parçadaki anlamı nedir?

1. büyük
2. zararlı
3. etkin
4. zor

ENGLISH PASSAGE Pre-test APPENDIX D-1

TABLE 1: Scores obtained from pre-test of English passages

SUBJ.	T	M	S	C	V	TOTAL	SUBJ.	T	M	S	C	V	TOTAL
1	8	4	8	8	4	32	21	16	4	12	4	16	52
2	4	8	4	8	8	32	22	8	8	16	4	12	48
3	8	8	8	4	8	36	23	16	4	16	8	4	48
4	12	4	8	8	20	52	24	4	0	12	20	12	48
5	0	8	4	4	12	28	25	8	8	12	4	8	40
6	8	8	16	4	16	52	26	16	4	4	8	8	40
7	8	0	8	0	0	16	27	8	0	8	8	8	32
8	12	12	20	8	12	54	28	0	4	8	12	4	28
9	8	4	8	8	8	36	29	8	2	12	8	4	36
10	16	0	12	16	8	52	30	8	8	8	12	8	44
11	0	4	8	8	16	36	31	8	12	8	12	12	52
12	12	8	8	8	8	44	32	8	8	20	8	8	52
13	8	4	8	8	4	32	33	8	0	0	4	8	20
14	8	8	16	8	12	52	34	12	8	8	8	8	44
15	8	4	12	4	8	36	35	8	4	8	8	8	36
16	4	8	4	4	8	28	36	16	4	16	8	8	52
17	8	4	0	4	16	32	37	12	8	20	12	12	64
18	8	4	8	8	4	32	38	20	4	8	12	8	52
19	16	12	16	4	16	64	39	8	8	0	8	8	32
20	8	4	12	8	4	36	40	12	8	4	8	8	40

ENGLISH PASSAGES Post-test APPENDIX D-2

TABLE 2: Scores obtained from the test after theoretical treatment in English passage

SUBJ.	T	M	S	C	V	TOTAL	SUBJ.	T	M	S	C	V	TOTAL
1	4	8	12	4	8	38	21	16	8	12	12	12	60
2	8	8	16	4	4	40	22	8	16	20	12	8	64
3	0	8	4	4	8	24	23	4	8	8	8	12	40
4	8	4	12	12	4	40	24	0	12	4	8	16	40
5	8	4	12	8	8	40	25	4	8	4	4	8	28
6	16	8	12	8	8	50	26	4	0	0	4	0	8
7	4	4	8	4	12	32	27	4	4	0	4	4	16
8	8	12	12	8	8	48	28	12	8	0	4	4	28
9	4	8	12	8	4	36	29	4	8	4	8	16	40
10	20	8	12	12	12	64	30	4	8	4	8	12	36
11	4	4	4	0	12	24	31	4	8	0	8	16	36
12	16	8	12	12	12	60	32	4	4	4	8	12	32
13	0	8	12	4	8	32	33	8	4	0	4	8	24
14	4	4	4	12	8	32	34	4	4	4	8	20	40
15	0	8	12	8	12	40	35	4	4	8	8	12	36
16	0	4	8	4	4	20	36	4	4	8	8	12	36
17	4	8	8	8	4	32	37	4	8	8	8	12	40
18	4	12	16	16	8	56	38	4	4	12	12	4	36
19	4	8	16	12	16	56	39	8	4	12	12	8	44
20	4	12	16	12	8	52	40	12	4	8	4	12	40

ENGLISH PASSAGES Post-test APPENDIX D-3

TABLE 3: Scores obtained from the test obtained after practical treatment in English passages

SUBJ.	T	M	S	C	V	TOTAL	SUBJ.	T	M	S	C	V	TOTAL
1	16	20	12	16	4	68	21	12	20	12	8	16	68
2	16	20	12	16	12	76	22	20	20	16	16	8	80
3	12	20	16	12	20	80	23	16	16	8	16	4	60
4	16	16	16	12	20	80	24	12	16	12	8	8	56
5	12	20	16	12	20	80	25	16	16	12	16	8	68
6	16	20	16	12	16	80	26	12	20	12	12	16	72
7	16	20	16	12	16	80	27	12	20	8	8	4	52
8	20	20	16	12	12	80	28	12	20	8	8	8	52
9	20	20	20	12	16	88	29	16	16	8	4	8	52
10	20	20	20	12	12	84	30	16	20	12	4	20	72
11	16	20	16	12	12	76	31	16	20	16	12	8	72
12	20	20	20	12	12	84	32	12	16	12	12	8	60
13	16	20	16	12	12	76	33	12	16	12	4	8	52
14	20	20	12	8	12	72	34	20	16	16	12	12	76
15	20	20	12	12	16	80	35	16	16	8	12	8	60
16	16	20	12	12	12	72	36	4	16	12	8	4	44
17	16	20	16	12	20	69	37	12	12	12	8	12	56
18	12	16	8	12	12	60	38	12	16	20	4	12	64
19	16	16	16	16	8	72	39	12	20	12	8	12	64
20	16	20	16	16	8	76	40	8	16	12	8	8	52

TURKISH PASSAGES Pre-test APPENDIX D-4

TABLE 4: Scores obtained from pre-test of Turkish passages

SUBJ.	T	M	S	C	V	TOTAL	SUBJ.	T	M	S	C	V	TOTAL
1	8	8	20	20	16	72	21	8	8	8	16	12	52
2	12	20	16	16	16	80	22	4	16	20	12	12	64
3	8	20	16	16	8	68	23	4	8	8	16	12	48
4	16	12	16	16	16	76	24	8	16	12	16	16	68
5	4	12	12	8	12	48	25	12	12	12	16	16	68
6	12	16	12	16	16	72	26	8	16	16	16	8	64
7	16	8	16	16	12	68	27	0	16	16	16	4	52
8	8	16	16	16	12	68	28	4	16	12	8	0	40
9	8	20	16	12	8	64	29	8	16	12	20	12	68
10	12	16	16	12	16	72	30	8	20	20	16	16	80
11	8	16	20	12	12	68	31	4	16	16	12	8	56
12	8	20	20	12	20	80	32	4	16	4	12	8	44
13	8	16	20	12	12	68	33	8	16	16	12	12	64
14	8	8	16	16	12	60	34	12	12	16	20	20	80
15	0	12	20	20	12	64	35	8	12	16	16	16	68
16	4	12	16	20	12	64	36	4	16	12	16	12	60
17	4	16	8	12	12	52	37	12	12	20	16	12	72
18	4	12	12	16	12	56	38	12	20	16	16	16	80
19	8	8	16	12	8	52	39	8	12	16	16	20	72
20	4	8	12	20	16	60	40	8	8	16	16	16	64

TURKISH PASSAGES Post-test APPENDIX D-5

TABLE 5: Scores obtained from the test after theoretical treatment in Turkish passages

SUBJ.	T	M	S	C	V	TOTAL	SUBJ.	T	M	S	C	V	TOTAL
1	12	12	20	20	8	72	21	16	16	12	16	16	76
2	16	20	16	16	20	88	22	16	16	20	20	20	92
3	12	12	12	12	16	64	23	16	12	20	20	20	88
4	12	12	12	20	16	72	24	8	12	20	16	20	76
5	16	16	20	12	16	80	25	16	12	20	20	20	88
6	16	12	12	16	16	72	26	16	16	16	16	12	76
7	16	20	20	20	20	96	27	12	16	16	12	16	72
8	12	12	16	12	20	72	28	16	20	12	16	12	76
9	12	12	12	16	16	68	29	16	16	20	20	16	88
10	8	16	16	16	20	76	30	16	20	16	16	20	88
11	12	12	8	16	12	60	31	16	16	12	20	16	80
12	16	16	16	20	16	84	32	16	16	20	16	20	88
13	12	16	20	12	20	80	33	12	16	12	16	20	76
14	16	8	16	12	12	64	34	16	16	16	20	12	80
15	12	16	12	16	20	76	35	16	12	20	20	20	88
16	12	20	20	12	20	84	36	16	20	16	20	12	84
17	20	16	12	16	12	76	37	16	16	20	20	20	92
18	16	12	16	16	20	80	38	16	16	16	16	20	84
19	16	16	16	20	20	88	39	20	16	16	20	20	92
20	16	16	8	12	20	72	40	8	12	12	16	12	60

TURKISH PASSAGES Post-test APPENDIX D-6

TABLE 6: Scores obtained from the test after practical treatment in Turkish passages

SUBJ.	T	M	S	C	V	TOTAL	SUBJ.	T	M	S	C	V	TOTAL
1	12	12	16	12	8	60	21	12	20	12	16	16	76
2	12	20	20	16	20	88	22	12	16	20	12	20	80
3	16	12	16	20	16	90	23	16	20	20	16	20	92
4	12	16	16	16	16	76	24	16	20	20	20	20	96
5	16	20	20	16	16	78	25	16	20	20	16	20	92
6	16	20	16	16	16	84	26	16	16	20	20	16	88
7	16	16	16	20	20	88	27	12	16	20	20	20	88
8	16	20	16	16	20	88	28	12	20	20	20	20	92
9	16	12	16	20	20	84	29	20	20	20	20	16	96
10	16	20	20	12	20	88	30	16	20	16	20	20	92
11	12	16	16	16	16	76	31	12	16	16	16	20	80
12	16	16	16	16	20	84	32	16	20	20	20	20	96
13	16	20	20	16	20	92	33	16	16	16	20	20	88
14	12	16	16	20	12	76	34	16	20	20	20	16	92
15	12	20	16	12	20	80	35	16	20	20	20	20	96
16	16	20	20	20	20	96	36	16	20	20	20	16	88
17	20	20	16	20	12	88	37	16	20	20	20	20	96
18	20	16	20	16	20	92	38	20	20	16	20	20	96
19	16	16	16	12	20	80	39	20	20	16	16	20	92
20	12	20	12	20	20	84	40	16	16	16	16	16	80

ENGLISH PLACEMENT TEST

FORMS A, B, and C

EXAMINER'S BOOKLET

This non-diagnostic, objectively scored test is designed to quickly place English language students into homogeneous ability levels. The number of ability levels and the associated cut-off scores will depend on the English language problem in which this test is used. Cut-off scores, therefore, must be determined locally. Forms A, B, and C are parallel forms of the test; using the table on page 7 of this booklet, an examiner can make scores on one form equivalent to scores on either of the other forms.

Administration time for the test is approximately 75 minutes. The 100 problems cover four areas of the English language: listening comprehension, grammar, vocabulary, and reading.

In each form of the test, twenty problems, numbers 1-20, are devoted to listening comprehension problems, which are of two types: one in which the examiner asks a question and the student is to respond by selecting an appropriate reply; and the other in which the examiner makes a statement and the student is to choose the phrase or sentence which corresponds in meaning to it. In each problem the student is given three answer choices. The examiner may use the English Language Institute tape for this part of the test, or he may read the problems from the script in this booklet.

Following the listening comprehension section are thirty grammar problems, numbers 21-50. Each grammar problem represents a hypothetical conversation between two people. Part of the response in each conversation has been omitted and the student is to choose, from the four choices presented, the one word or phrase that correctly completes the conversation.

Next are thirty vocabulary problems, numbers 51-80. In each problem, an incomplete sentence is given and the student must choose, from the four choices offered, the one word that correctly completes the sentence. The words selected for inclusion are common and frequently used; they have been selected from the most frequent 2500 words in the general word count of Thorndike and Lorge, The Teacher's Word Book of 30,000 Words.

Finally, there are twenty reading problems, numbers 81-100. Each problem consists of one sentence, followed by a question concerning its meaning. The student is offered four answer choices, only one of which is correct.

Testing materials consist of an examiner's booklet, a tape recording containing all three listening tests, test booklets for each form, answer sheets, and a punched scoring stencil for each form.

Test Administration:

Give each student a test booklet and an answer sheet. Have the students write their names and the form of the test on the answer sheet.

If the examiner cannot use the tape recording of these tests, he or she should read from one of the scripts on the following pages. For all items, read the number of the item, pause one second, read the item, pause twelve seconds, then read the number of the next item.

Following the listening test, read the instructions and examples on page 3 of the test booklet with the students. Answer any questions they may have. Allow them 50 minutes to answer problems 21 through 100.

ENGLISH LANGUAGE INSTITUTE

TESTING AND CERTIFICATION DIVISION

THE UNIVERSITY OF MICHIGAN

ANN ARBOR, MICHIGAN 48109

U.S.A.

TELEPHONE: (313) 764-2416

CABLE ADDRESS: ELI(U)Z

Although there are no set cut scores for the ELI's English Placement Test, as institutions are expected to set their own standards in order to reflect their individual course programs, the following cut scores have been used at the English Language Institute's Intensive Course in English at The University of Michigan.

Level	Score ranges
Beginner	0 - 29 *
Beginner (high)	30 - 47
Intermediate (low)	48 - 60
Intermediate	61 - 74
Advanced (low)	75 - 84
Advanced	85 - 100

* Note that a "chance" score, obtained by guessing on every problem, would be 26-27.



Given and the student must choose, from the ... the sentence. The words selected for inclusion are common and frequently used; they have been selected from the most frequent 2500 words in the general word count of Thorndike and Lorge, The Teacher's Word Book of 30,000 Words.

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SCORING KEY

FORM C

1. a	26. a	51. c	76. b
2. c	27. d	52. c	77. a
3. a	28. c	53. b	78. a
4. a	29. a	54. a	79. c
5. c	30. b	55. b	80. b
6. c	31. a	56. c	81. d
7. b	32. a	57. d	82. a
8. c	33. c	58. b	83. c
9. c	34. c	59. c	84. a
10. a	35. b	60. d	85. b
11. b	36. a	61. b	86. b
12. a	37. b	62. b	87. a
13. c	38. c	63. d	88. d
14. b	39. a	64. d	89. d
15. a	40. c	65. d	90. d
16. c	41. c	66. d	91. b
17. b	42. b	67. b	92. c
18. b	43. c	68. d	93. d
19. a	44. b	69. d	94. a
20. c	45. d	70. a	95. b
21. a	46. c	71. b	96. b
22. c	47. a	72. c	97. c
23. c	48. b	73. a	98. d
24. b	49. a	74. b	99. a
25. c	50. a	75. b	100. d

L00000

PAGE 1--

ENGLISH PLACEMENT TEST

This examination is designed to measure your mastery of the English language. There are four different kinds of problems: listening comprehension, grammar, vocabulary, and reading comprehension. There are 100 problems: 20 listening, 30 grammar, 30 vocabulary, and 20 reading. The questions and answer choices are in this test booklet, but you should mark your answers on the separate answer sheet. Write your name, today's date, and Form C on the answer sheet. Do not make any marks in this test booklet.

Now, you will begin with the listening comprehension problems.

Listening Comprehension

This is a test of how well you understand spoken English. The examiner will either ask a question or make a statement. To show that you have understood what was said, you should choose the ONE answer choice that is correct.

Here is an example of the question type of problem. Listen carefully to the question, then choose the ONE answer choice that is a reasonable response or answer.

- Example I. a. I am.
b. Tomorrow. *the*
c. To Detroit.

The correct response is choice b, "Tomorrow." Choice b has been marked on your answer sheet to show that it is the correct answer to Example I.

Now here is an example of the statement type of problem. Listen to the statement and then choose the ONE phrase or sentence that corresponds to it.

- Example II. a. Only John went.
b. Only Mary went.
c. They both went.

"John and Mary went to the store," means that they both went. On your answer sheet, for Example II, mark the space after choice c to show that "They both went," is the correct answer.

Do not make any marks in this test booklet. Mark all your answers on the separate answer sheet. If you do not know how to do this test, raise your hand and the instructor will explain it to you.

Please be quiet and listen carefully. None of the questions or statements can be repeated. Now, turn the page to problem number one.

PAGE 2--

- 1. a. Yes, he did.
b. No, it isn't.
c. Yes, she has..
- 2. a. Tom is at home now.
b. Tom called home at 6.
c. Tom will be home at 6.
- 3. a. Yes, they called.
b. No, he knows them.
c. Yes, he heard about them.
- 4. a. Peter doesn't want her to play.
b. Peter likes her to play.
c. Peter likes her.
- 5. a. In the barn.
b. The hens do.
c. The egg did.
- 9. a. David will come first.
b. Martha will come first.
c. They will come together.
- 7. a. From Mary.
b. To Mary.
c. By Mary.
- 8. a. John found a map.
b. John thought we were lost.
c. John didn't get lost.
- 8. a. To visit my family.
b. For one year.
c. In one year.
- 10. a. He was a secretary.
b. He found a secretary.
c. He looked for a secretary.
- 11. a. We are eating now.
b. We're waiting for Barbara.
c. We've finished eating.
- 12. a. The ones to New York.
b. Tonight and tomorrow.
c. Not unless it snows.
- 13. a. Jane can not change Tom's mind.
b. Jane will change Tom's mind.
c. Jane will not change her mind.
- 14. a. No, yesterday.
b. Yes, he left.
c. Yes, tomorrow.
- 15. a. The decision was surprising.
b. The family was surprising.
c. Mark was surprised.
- 16. a. He will read later.
b. He read, then ate.
c. He ate, then read.
- 17. a. Yes, some scissors do.
b. Find some scissors.
c. Yes, I found some scissors.
- 18. a. Mary likes playing best.
b. Mary likes Moon River best.
c. Mary plays Moon River best.
- 19. a. For about a year.
b. Until next year.
c. Yes, they are..
- 20. a. He was angry.
b. She was angry.
c. He didn't break it.

PAGE 3--

Grammar, Vocabulary, and Reading Comprehension

This part of the test has three different kinds of problems. Numbers 21 through 50 are grammar, numbers 51 through 80 are vocabulary, and numbers 81 through 100 are reading comprehension.

In each grammar problem there is a short conversation between two people. The conversation is not complete. You should look at the answer choices which follow the conversation, and then choose the ONE answer that correctly completes the conversation.

Example III. "What's your name?"
"_____ name is John."

- a. I
- b. He
- c. My
- d. Mine

The correct answer is choice c, "My." On your answer sheet, for Example III, mark choice c. Answer all the grammar problems this way.

In each vocabulary problem there is a sentence with a word missing. From the answer choices following the sentence, you should choose the ONE word that best fits into the sentence and makes it meaningful.

Example IV. I can't _____ you his name,
because I don't know it.

- a. talk
- b. say
- c. speak
- d. tell

The correct answer is choice d, "tell." On your answer sheet, for Example IV, mark choice d. Answer all the vocabulary problems this way.

In each reading comprehension problem you will read a sentence and then answer a question about it. Choose the ONE best answer to the question, using the information in the sentence you have just read.

Example V. John drove me to Eleanor's house.

Who drove?

- a. I did.
- b. John did.
- c. John and I did.
- d. Eleanor did.

The correct answer is b, "John did." On your answer sheet, mark choice b for Example V. Answer all the reading problems this way.

You will have 50 minutes to finish the rest of the test. Work as quickly as possible, and answer all the problems. If you are not sure of the correct answer, make a guess. Unanswered problems will be counted wrong. Now, go on to problem 21 and do not stop until you have finished problem 100.

PAGE 4-

21. "Did Laura find Andy's coat?"
"No, he found it _____."
a. himself
b. self
c. oneself
d. itself
22. "Is Tom going with you?"
"No, we asked _____ along, but he is busy."
a. him come
b. that he comes
c. him to come
d. to come him
23. "I think the answer is '24'."
"You _____, it is."
a. right
b. do right
c. are right
d. have right
24. "How was your weekend at the beach?"
"It was enjoyable _____ the bad weather."
a. even though
b. in spite of
c. even
d. although
25. "It's warm today. Why did you bring a coat?"
"I brought my coat _____ it gets cold later."
a. rather
b. otherwise
c. in case
d. for which
26. "Why don't you ever visit us?"
"I would come to see you if I _____, but I'm too busy."
a. could
b. could have
c. am able
d. would be able
27. "Has Xerxes finished his homework yet?"
"No, he said he wasn't interested _____ doing it."
a. of
b. for
c. to
d. in
28. "Anne looks very young."
"Do you know _____?"
a. how old is she
b. how is she old
c. how old she is
d. she is how old
29. "Did Clancy like the book?"
"No, he hated it _____ I did."
a. as much as
b. so much as
c. so much so
d. so much like
30. "I'd like to see how you make those bookshelves."
"Why don't you come over tomorrow at 3? I'll _____ on them by then."
a. working
b. be working
c. be work
d. had worked

"Why are you working so hard on your dress?"

"I hope to _____ it before Mother comes to visit."

- a. have finished
- b. finishing
- c. had finished
- d. been finished

"Why are you always borrowing money?"

"It's difficult _____ me to save money."

- a. for
- b. with
- c. of
- d. to

"If you are busy, I can come back tomorrow."

"No, don't go. I can talk to you _____ I work."

- a. for
- b. during
- c. while
- d. already

"Did you hear about Hal's accident?"

"Yes, it must have been _____."

- a. afraid
- b. frighten
- c. frightening
- d. frightened

"Why were the people protesting?"

"They wanted the government to stop collecting so many taxes from _____."

- a. him
- b. them
- c. their
- d. theirs

36. "Have you read any good books lately?"
"Yes, I have just read a book that _____ by a famous South American author."

- a. was written
- b. has written
- c. was writing
- d. wrote

37. "Will you come to our house for dinner this afternoon?"

"_____ I'd like to, I can't."

- a. Despite
- b. Although
- c. However
- d. Otherwise

38. "Why haven't you put the rug on the floor yet?"

"I'm going to have _____ first."

- a. it to be cleaned
- b. to be cleaned
- c. it cleaned
- d. it to clean

39. "Did you go directly to Venezuela?"

"No, on our way we travelled _____ Central America."

- a. through
- b. on
- c. among
- d. for

40. "Is Herbert a good cook?"

"Yes, and _____ his wife."

- a. so
- b. so as
- c. so is
- d. so does

41. "Have you always lived in Michigan?"
"No, I _____ in Florida."
a. rised
b. raised
c. was raised
d. am raised
42. "Did you bring your book today?"
"No, I left it _____ home."
a. with
b. at
c. in
d. on
43. "Are you ready to go?"
"Yes, I'm _____ done now."
a. every
b. enough
c. all
d. very
44. "Why do you travel to Chicago so often?"
"Chicago is the city _____ my parents live."
a. which
b. where
c. in where
d. that
45. "Did you like the cake?"
"Yes, it was the best I have ever _____."
a. been eaten
b. been eating
c. eat
d. eaten
46. "Why did John sleep so long?"
"He was _____ tired than he thought he was."
a. so
b. to
c. more
d. very
47. "Would you and Natalie like to come for dinner Friday night?"
"_____ all right if we bring the children?"
a. Will it be
b. Will be
c. Is
d. There will be
48. "Why did your trip take so long?"
"We were hungry, and we stopped _____ three times."
a. ate
b. to eat
c. for eat
d. eating
49. "Is John a lawyer?"
"No, he's a doctor, _____?"
a. isn't he
b. he's not
c. isn't
d. is he
50. "Does Bernice have a good voice?"
"Yes, and she really enjoys _____ too."
a. singing
b. the singing
c. of singing
d. to sing

1. You don't have to pick me up from work tonight. Ellen has _____ to drive me home.
- announced
 - mentioned
 - promised
 - presented
2. Don't eat at that restaurant if you are in a hurry; the _____ is very slow.
- work
 - conduct
 - service
 - exercise
3. These shoes are too small, and they make my feet feel _____.
- short
 - uncomfortable
 - difficult
 - mistaken
4. I need to know how many people are at the meeting. Please _____ them.
- count
 - point
 - establish
 - measure
5. I think he was at the party but he _____ he wasn't.
- contracts
 - claims
 - excuses
 - consists
56. Monty told about the many exciting _____ that happened on his trip.
- passages
 - stations
 - events
 - notices
57. The doorway was so _____ that we couldn't get the piano through it.
- thin
 - close
 - minor
 - narrow
58. Before Joe repaired the engine, he _____ it carefully.
- recognized
 - examined
 - saw
 - sighted
59. Do you think anyone will _____ if I smoke?
- blame
 - prevent
 - object
 - permit
60. Louise asked her teacher what her _____ on the test was.
- degree
 - indication
 - point
 - score

61. Ellen has expensive equipment in her office, so she always _____ the door when she leaves the room.
- a. knocks
 - b. locks
 - c. firms
 - d. borders
62. Barbara had been feeling sad, so her friend surprised her by sending some flowers to _____ her up.
- a. smile
 - b. cheer
 - c. turn
 - d. like
63. He described his _____ of making wine.
- a. type
 - b. relation
 - c. range
 - d. method
64. Everyone _____ Barbara wanted to go camping.
- a. excuse
 - b. without
 - c. unless
 - d. except
65. He was so frightened that his hands began to _____.
- a. vary
 - b. alarm
 - c. remove
 - d. tremble
66. The mouse _____ to get away from the cat.
- a. defended
 - b. revolted
 - c. protested
 - d. struggled
67. Dr. Grasper's _____ is children's diseases.
- a. importance
 - b. speciality
 - c. notation
 - d. majority
68. Fred wanted to buy an unusual painting, but every one he saw was very _____.
- a. likely
 - b. orderly
 - c. necessary
 - d. ordinary
69. The professor _____ every student to write a 15-page paper.
- a. respects
 - b. recognizes
 - c. remembers
 - d. requires
70. Fred told his children not to _____ over their toys.
- a. quarrel
 - b. prevent
 - c. suffer
 - d. threaten

1. Jack had his hair cut last week but no one _____ the difference.
 - a. looked
 - b. noticed
 - c. declared
 - d. showed

2. John doesn't feel well. He must be _____ a cold.
 - a. taking
 - b. becoming
 - c. getting
 - d. holding

3. I asked Mary to explain the situation to me because I was _____ about what had happened.
 - a. curious
 - b. silent
 - c. strange
 - d. unknown

4. Dr. Donald is a member of the medical _____.
 - a. possession
 - b. profession
 - c. production
 - d. position

5. He wanted to know where Dr. Brown was, so he _____ at the main office.
 - a. inspected
 - b. inquired
 - c. guessed
 - d. indicated

76. Everyone _____ John to win, but he didn't.
 - a. respected
 - b. expected
 - c. waited
 - d. thought

77. Hundreds of ships sail into New York City's _____ every day.
 - a. harbor
 - b. border
 - c. chamber
 - d. route

78. During the storm, the sailors were afraid that the boat would fill with water and _____.
 - a. sink
 - b. drag
 - c. slip
 - d. drop

79. Please _____ me how to get to Main Street.
 - a. find
 - b. locate
 - c. show
 - d. say

80. I had planned on going out last night, but _____ prevented it.
 - a. occasions
 - b. circumstances
 - c. results
 - d. particulars

81. Felix would paint his house, but he doesn't think he has enough time.

Will Felix paint his house?

- a. Yes, because he has enough time.
- b. No, because he hasn't thought about it enough.
- c. No, because he doesn't have enough paint.
- d. No, because he doesn't have enough time.

82. Jack's immediate cause for cheer was Raymond's decision to help him write his application.

What made Jack happy?

- a. Raymond was going to help him.
- b. He decided to help Raymond.
- c. They both decided to write applications.
- d. He decided to write his own application.

83. The doctor would have given old Mrs. Simpson some medicine, but by the time he arrived it was too late for him to do anything for the old woman.

What happened to Mrs. Simpson?

- a. She was given the medicine.
- b. She refused to take the medicine.
- c. The doctor couldn't help her.
- d. The doctor arrived in time to help her.

84. When the captain discovers her origin, he can't help laughing at her and names her Baboon. Try as she will to rid herself of that name, it clings to her forever.

What does Baboon try to do?

- a. Change her nickname, but she fails.
- b. Change her nickname, and she succeeds.
- c. Keep her nickname, but she fails.
- d. Keep her nickname, and she succeeds.

85. Harvey would sell his bicycle if he didn't need it so much.

Did Harvey sell his bicycle?

- a. No, even though he didn't need it.
- b. No, because he needs it so much.
- c. Yes, because he doesn't need it.
- d. Yes, even though he needed it.

6. Hostility between Frank and Charles, far from being over, or even reduced, is just starting up in earnest.

What does the writer say about the hostility?

- a. It is decreasing.
- b. It is increasing.
- c. It ended long ago.
- d. It has just ended.

7. Bill and Edna watched TV last night when they could have been painting their apartment.

What did Bill and Edna do last night?

- a. They watched TV instead of painting.
- b. They watched TV while they painted.
- c. They painted instead of watching TV.
- d. They neither painted nor watched TV.

8. The fact that gum disease as well as tooth decay may someday be treated by chemical therapy makes the problem of drug resistant organisms more important to dental research than it once was.

Dental researchers are becoming more interested in studying . . .

- a. tooth decay.
- b. gum disease.
- c. chemical therapy.
- d. drug resistant organisms.

9. The conservative attitude of the Institute's oldest members toward art was vigorously expressed in a paper by the sculptor David Mitchell at a 1910 meeting.

Some members had conservative ideas about . . .

- a. Mitchell.
- b. a certain paper.
- c. the Institute.
- d. art.

10. Kepler led an uneventful life which, when compared with the adventures of the main characters in his writings, appears almost dull.

What does the author say is dull?

- a. Kepler's writings.
- b. Kepler's characters.
- c. Kepler's personality.
- d. Kepler's life.

PAGE 12--

91. This interpretation suffers from certain intrinsic implausibilities and in consequence of severe criticism has in the meantime been almost entirely withdrawn.

What has been withdrawn?

- a. The criticism.
- b. The interpretation.
- c. The suffering.
- d. The implausibilities.

92. If it weren't for Miller's excellent recommendations, Jones, who wasn't impressed by him at the interview, wouldn't have hired him.

What happened after the interview?

- a. Miller hired Jones.
- b. Miller recommended Jones.
- c. Jones hired Miller.
- d. Jones didn't hire Miller.

93. Wyatt was such an intellectual giant that one famous scholar believed that he, rather than Pringle, an obscure actor, must have written Highways.

What did the scholar mentioned in this sentence believe?

- a. That Wyatt helped Pringle write Highways.
- b. That Pringle wrote Highways.
- c. That an obscure actor wrote Highways.
- d. That Wyatt wrote Highways.

94. Throughout his life, Samuels remained a child of the lower middle classes.

According to this sentence, Samuels . . .

- a. kept his original social status.
- b. raised his social status.
- c. retained a youthful attitude.
- d. died while still young.

95. San Francisco and Boston are expanding their once declining trolley systems with modern trolley cars.

The San Francisco and Boston trolley systems are . . .

- a. now declining.
- b. now growing.
- c. beginning to use old cars.
- d. expanding the size of their cars.

96. Born and raised a Catholic in a fatherless home, James Peak, who as a child used to put religious clothing on paper dolls, never wanted to be anything but a priest.

What was James Peak's childhood ambition?

- a. To find his lost father.
- b. To become a priest.
- c. To become anything but a priest.
- d. To make religious clothing.

97. As if Joe's appearance weren't enough to turn the audience against him, he also gave a boring speech.

How did the audience feel about Joe?

- a. They liked his speech, but not his appearance.
- b. They liked his appearance, but not his speech.
- c. They didn't like his speech or his appearance.
- d. They liked his speech and appearance.

98. Harlan told Sue that he should have done what his father asked him to do.

Harlan . . .

- a. asked Sue to tell his father something.
- b. will do what his father asked.
- c. asked his father to do something.
- d. didn't do what his father asked.

99. Mark seldom plays worse than he did against Jim Spur today.

How does Mark play?

- a. He usually plays better than today.
- b. He usually plays worse than today.
- c. He usually plays worse than Jim.
- d. He usually plays better than Jim.

100. So-called "wolf children" are children abandoned at an early age and found living in isolation. They are natural examples of complete social deprivation.

What is unusual about wolf children?

- a. They are young wolves who have been abandoned.
- b. They are young children who think they are wolves.
- c. They abandoned society at an early age.
- d. They have had almost no social contact.

APPENDIX F

Reading Comprehension STOEFF MODEL EXAMINATIONS • 183

Standard Test used in this study.

Questions 31-33 refer to the following passage:

There are many ways of communicating without using speech. Signals, signs, symbols, and gestures may be found in every known culture. The basic function of a signal is to impinge upon the environment in such a way that it attracts attention, as, for example, the dots and dashes of a telegraph circuit. Coded to refer to speech, the potential for communication is very great. While less adaptable to the codification of words, signs contain greater meaning in and of themselves. A stop sign or a barber pole conveys meaning quickly and conveniently. Symbols are more difficult to describe than either signals or signs because of their intricate relationship with the receiver's cultural perceptions. In some cultures, applauding in a theater provides performers with an auditory symbol of approval. Gestures such as waving and handshaking also communicate certain cultural messages.

31. According to this passage, a signal is
- (A) more difficult to describe than other forms of communication
 - (B) an interruption in the environment
 - (C) less able to be adapted to refer to speech
 - (D) a gesture
32. Applauding was cited as an example of
- (A) a signal
 - (B) a sign
 - (C) a symbol
 - (D) a gesture
33. It may be concluded from this passage that
- (A) signals, signs, symbols, and gestures are forms of communication
 - (B) symbols are very easy to define and interpret
 - (C) only some cultures have signals, signs, and symbols
 - (D) waving and handshaking are not related to culture

Questions 34-36 refer to the following passage:

Application for admission to the Graduate School at this university must be made on forms provided by the Director of Admissions. An applicant whose undergraduate work was done at another institution should request that two copies of undergraduate transcripts and degrees be sent directly to the Dean of the Graduate School.

Both the application and the transcripts must be on file at least one month prior to the registration date, and must be accompanied by a nonrefundable ten-dollar check or money order to cover the cost of processing the application.

34. This passage would most probably be found in a
- (A) university catalog
 - (B) travel folder
 - (C) newspaper
 - (D) textbook
35. According to this passage, where would a student secure application forms for admission to the university?
- (A) From the chairperson of the department
 - (B) From the Dean of the Graduate School
 - (C) From the institution where the undergraduate work was done
 - (D) From the Director of Admissions

36. Which of the following documents must be on file thirty days before the registration date?
- (A) Two copies of recommendations from former professors
 - (B) A written approval of the Dean of the Graduate School
 - (C) One set of transcripts and an English proficiency score
 - (D) Two copies of undergraduate courses and grades, an application form, and an application fee

Questions 37-39 refer to the following sentence:

A complete fertilizer is usually marked with a formula consisting of three numbers such as 4-8-2 or 3-6-4 which designate the percentage content of nitrogen, phosphoric acid, and potash in the order stated.

37. In the formula 3-6-4
- (A) the content of nitrogen is greater than that of potash
 - (B) the content of potash is greater than that of phosphoric acid
 - (C) the content of phosphoric acid is less than that of nitrogen
 - (D) the content of nitrogen is less than that of phosphoric acid
38. In the formula 4-8-2 the smallest percentage content is that of
- (A) nitrogen
 - (B) phosphorus
 - (C) acid
 - (D) potash
39. The percentage of nitrogen in a 5-8-7 formula fertilizer is
- (A) 3 percent
 - (B) 5 percent
 - (C) 7 percent
 - (D) 8 percent

Questions 40-44 refer to the following passage:

It has been documented that, almost twelve million years ago at the beginning of the Pliocene Age, a horse, about midway through its evolutionary development, crossed a land bridge where the Bering Straits are now located, from Alaska into the grasslands of Europe. The horse was the hipparion, about the size of a modern-day pony, with three toes and specialized cheek teeth for grazing. In Europe the hipparion encountered another less advanced horse called the anchitheres, which had previously invaded Europe by the same route, probably during the Miocene Period. Less developed and smaller than the hipparion, the anchitheres was completely replaced by it. By the end of the Pleistocene Age both the anchitheres and the hipparion had become extinct in North America, where they had originated. In Europe they had evolved into an animal very similar to the horse as we know it today. It was the descendant of this horse that was brought by the European colonists to the Americas.

40. Both the hipparion and the anchitheres
- (A) were the size of a modern pony
 - (B) were native to North America
 - (C) migrated to Europe in the Pliocene Period
 - (D) had unspecialized teeth

41. According to this passage, the hipparions were
 (A) five-toed animals
 (B) not as highly developed as the anchitheres
 (C) larger than the anchitheres
 (D) about the size of a small dog
42. The author suggests that the hipparion and the anchitheres migrated to Europe
 (A) by means of a land route which is now nonexistent
 (B) on the ships of European colonists
 (C) because of a very cold climate in North America
 (D) during the Miocene Period
43. This passage is mainly about
 (A) the evolution of the horse
 (B) the migration of horses
 (C) the modern-day pony
 (D) the replacement of the anchitheres by the hipparion
44. It can be concluded from this passage that the
 (A) Miocene Period was prior to the Pliocene
 (B) Pleistocene Period was prior to the Miocene
 (C) Pleistocene Period was prior to the Pliocene
 (D) Pliocene Period was prior to the Miocene

Questions 45-49 refer to the following instructions:

DOSAGE: Adults twelve years old and over take two teaspoonsful as needed, not to exceed fifteen teaspoonsful per day. Children six years old to twelve years old take half of the adult dosage, not to exceed seven teaspoonsful per day.

WARNING: Do not exceed the recommended dosage unless directed by a physician. Do not administer to children under six years old or to individuals with high blood pressure, heart disease, or diabetes. This preparation may cause drowsiness. Do not drive or operate machinery while taking this medication. Chronic cough is dangerous. If relief does not occur within three days, discontinue use and consult your physician.

45. According to the directions, which of the following people should take the medication described?
 (A) Someone with high blood pressure or heart disease
 (B) Someone with diabetes
 (C) Someone under six years old
 (D) Someone who has a cough
46. One of the side effects of taking this medicine is that of
 (A) feeling sleepy
 (B) coughing
 (C) high blood pressure
 (D) addiction

47. A ten-year old child should
 (A) not take this preparation
 (B) take two teaspoonfuls of this preparation
 (C) take one teaspoonful of this preparation
 (D) take one-half teaspoonful of this preparation
48. If this medication does not help within three days, one should
 (A) take fifteen teaspoonfuls on the fourth day
 (B) stop driving and operating machinery
 (C) stop taking it and see a doctor
 (D) take half of the usual dosage
49. According to the instructions on the label of this medicine, for purposes of dosage, an adult is a person
 (A) six years old
 (B) seven years old
 (C) twelve years old
 (D) none of the above

Questions 50-52 refer to the following sentence:

A new federal survey of no-fault automobile insurance plans in sixteen states has concluded that no-fault provides quicker, more equitable benefits than does the traditional insurance system.

50. In no-fault plans, benefits are
 (A) slower than in the traditional system
 (B) the same as in the traditional system
 (C) fairer than in the traditional system
 (D) more expensive than in the traditional system
51. It may be concluded that
 (A) at least sixteen states have adopted no-fault insurance plans
 (B) the results of the survey will discourage the adoption of no-fault plans
 (C) the traditional system does not provide for automobile accidents
 (D) the survey was conducted by one of the states with a no-fault plan
52. No-fault insurance probably
 (A) does not blame anyone for the accident
 (B) blames both parties involved for the accident
 (C) provides for a judge to decide the blame
 (D) will not pay benefits unless one of the parties involved will accept the blame

Questions 53-55 refer to the following directory:

USEFUL TELEPHONE NUMBERS	
Campus Information	886-2791
Health Center	886-3499
Housing Office	886-1265
International Office	886-5835
Police	886-6606
Residence Halls	886-9210

53. Which number would one call in order to make an appointment with a doctor?
 (A) 886-2791
 (B) 886-5835
 (C) 886-9210
 (D) 886-3499

54. Which number would one call in order to obtain a telephone number not listed in the directory?
 (A) 886-1265 (C) 886-6666
 (B) 886-2791 (D) 886-9210
55. It is likely that all telephone numbers on the university campus
 (A) are listed in the directory
 (B) have an 886 exchange
 (C) are long-distance numbers
 (D) have five digits

Questions 56-60. For each of these questions, choose the answer that is closest in meaning to the original sentence. Note that several of the choices may be factually correct, but you should choose the one that is the closest restatement of the given sentence.

56. Had the announcement been made earlier, more people would have attended the lecture.
 (A) Not many people came to hear the lecture because it was held so late.
 (B) The lecture was held earlier so that more people would attend.
 (C) Fewer people attended the lecture because of the early announcement.
 (D) Since the announcement was not made earlier, fewer people came to hear the lecture.
57. After she had already signed a year's lease, she found another apartment that she liked much better.
 (A) Having already signed a year's lease for her apartment, she found another one more to her liking.
 (B) She signed a year's lease for her apartment because she liked it.
 (C) Although she did not like her apartment, she still signed a year's lease.
 (D) When she found an apartment that she liked better, she signed a year's lease for it.
58. Less is known about the cause of the common cold than about the causes of many more serious diseases.
 (A) The causes of less serious diseases than the common cold are better known than it is.
 (B) We know less than we should about the causes of the cold and more serious diseases.
 (C) We know less about the cause of the common cold than we do about the causes of more serious diseases.
 (D) The cause of the common cold is better known than the causes of more serious diseases.
59. Federal funds will not be made available unless the governor declares a state of emergency.
 (A) There is a state of emergency because the governor has not received any federal funds.
 (B) Since no federal funds are available, the governor will have to declare a state of emergency.
 (C) If the governor declares a state of emergency, federal funds will be made available.
 (D) The governor will make federal funds available during a state of emergency.
60. Not taking a difficult exam is worse than failing it.
 (A) If one is going to fail a difficult exam, it is better not to take it.
 (B) To fail a difficult exam is worse than to not take it.
 (C) It is better to fail a difficult exam than not to take it at all.
 (D) Because the exam is difficult, it is better not to take it.

STOP. IF YOU HAVE FINISHED BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS SECTION ONLY. DO NOT WORK ON ANY OTHER SECTION OF THE TEST.

Table E The t -distribution
(5 per cent significance level for two-tailed test)

DF	t
1	12.706
2	4.303
3	3.182
4	2.776
5	2.571
6	2.447
7	2.365
8	2.306
9	2.262
10	2.228
11	2.201
12	2.179
13	2.160
14	2.145
15	2.131
16	2.120
17	2.110
18	2.101
19	2.093
20	2.086
21	2.080
22	2.074
23	2.069
24	2.064
25	2.060
26	2.056
27	2.052
28	2.048
29	2.045
30	2.042
40	2.021
60	2.000
120	1.980
∞	1.960

Abridged from Table 12 of E. S. Pearson and H. O. Hartley,
Biometrika Tables for Statisticians,
vol. 1, Cambridge University Press, 1954.

APPENDIX G-2

Step-by-step procedure

t-Test – independent samples

Use with independent subject design
(NB steps A1-5 and B1-5 are identical to steps 1-5 of method 2 in the standard deviation procedure, p. 50.)

- | | | |
|------------|--|---|
| Step A1 | Add all A observations together | $\sum X_A$ |
| Step A2 | Divide A1 (i.e. the result of step A1) by the number of A observations N_A | $\frac{\sum X_A}{N_A} = \bar{X}_A$ |
| Step A3 | (a) Square each of the A observations | X_A^2 |
| | (b) Add all the squares together | $\sum X_A^2$ |
| Step A4 | (a) Square A1 | $(\sum X_A)^2$ |
| | (b) Divide A4a by N_A | $\frac{(\sum X_A)^2}{N_A}$ |
| Step A5 | Subtract A4b from A3b | $\sum X_A^2 - \frac{(\sum X_A)^2}{N_A}$ |
| Steps B1-5 | Repeat the above 5 steps for the B observations | |
| Step 6 | Add A5 and B5 | $\left[\sum X_A^2 - \frac{(\sum X_A)^2}{N_A} \right] + \left[\sum X_B^2 - \frac{(\sum X_B)^2}{N_B} \right]$ |
| Step 7 | Divide 6 by N_A minus 1 added to N_B minus 1 | $\frac{\left[\sum X_A^2 - \frac{(\sum X_A)^2}{N_A} \right] + \left[\sum X_B^2 - \frac{(\sum X_B)^2}{N_B} \right]}{(N_A - 1) + (N_B - 1)}$ |
| Step 8 | Find the reciprocal of N_A and the reciprocal of N_B and add them together | $\frac{1}{N_A} + \frac{1}{N_B}$ |
| Step 9 | Multiply 7 by 8 | $\frac{\left[\sum X_A^2 - \frac{(\sum X_A)^2}{N_A} \right] + \left[\sum X_B^2 - \frac{(\sum X_B)^2}{N_B} \right]}{(N_A - 1) + (N_B - 1)} \times \left(\frac{1}{N_A} + \frac{1}{N_B} \right)$ |
| Step 10 | Take the square root of 9 | |
| Step 11 | Take the difference between A2 and B2 | $\bar{X}_A - \bar{X}_B$ |
| Step 12 | Divide 11 by 10; the result is <i>t</i> ! | $t = (\bar{X}_A - \bar{X}_B) \div \sqrt{\left[\frac{\left\{ \sum X_A^2 - \frac{(\sum X_A)^2}{N_A} \right\} + \left\{ \sum X_B^2 - \frac{(\sum X_B)^2}{N_B} \right\}}{(N_A - 1) + (N_B - 1)} \right] \times \left(\frac{1}{N_A} + \frac{1}{N_B} \right)}$
with $(N_A - 1) + (N_B - 1)$ degrees of freedom |
| Step 13 | Translate the result back in terms of the experiment | |

APPENDIX G-3

Step-by-step procedure

t-Test – correlated samples

Use with matched-subject or repeated-measures design

- | | | |
|---------|--|--|
| Step 1 | Obtain the difference (<i>d</i>) between each pair of scores | $d = (X_1 - X_2)$ |
| Step 2 | Add all the differences together | $\sum d$ |
| Step 3 | Divide 2 (i.e. the result of step 2) by the number of pairs of scores (<i>n</i>) | $\frac{\sum d}{n} = \bar{d}$ |
| Step 4 | (a) Square each of the differences
(b) Add all the squares together | d^2
$\sum d^2$ |
| Step 5 | (a) Square 2
(b) Divide 5a by <i>n</i> | $(\sum d)^2$
$\frac{(\sum d)^2}{n}$ |
| Step 6 | Subtract 5b from 4b | $\sum d^2 - \frac{(\sum d)^2}{n}$ |
| Step 7 | Divide 6 by $n(n - 1)$ | $\frac{\sum d^2 - (\sum d)^2/n}{n(n - 1)}$ |
| Step 8 | Take the square root of 7 | |
| Step 9 | Divide 3 by 8; the result is <i>t</i>
$t = \bar{d} \div \sqrt{\frac{\sum d^2 - (\sum d)^2/n}{n(n - 1)}}$
with (<i>n</i> - 1) degrees of freedom | |
| Step 10 | Translate the result of the test back in terms of the experiment | |