Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor

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Abstract

Academic literacy is a crucial means to read, comprehend, and reflect on academic texts. In tertiary English preparatory classes, to lay strong foundations for academic literacy, it is necessary to build a well-structured framework for academic reading instruction. One means of doing this is exploring the pedagogical views and practices of experienced teachers. This qualitative case study focuses on a highly experienced English instructor with established records of success and investigates the participant's views about academic reading instruction, her academic reading instruction practices, and the extent of consistency between her views and practices. The instructor has forty-one years of teaching experience, was given the Excellence in Teaching Award by her institution and is an active digital immigrant with two educational blogs. The research reveals an in-depth analysis of the instructor's multiple subjectivities in academic reading instruction and the details about her investment in learning. The data were collected by semi-structured interviews, teacher's blog posts and journal, and classroom observations and analyzed via thematic analysis. The findings displayed that the instructor believes in the significance of construction and activation of students' background knowledge as well as teacher and student motivation for successful reading. She reported teaching and practicing a number of pre-, while- and post-reading strategies. The reading instruction practices of the instructor displayed full compatibility with her concerning views. The study has significant implications for contexts teaching English for academic purposes (EAP) and concludes that experienced L2 teachers may apply effective teaching practices and serve as examples for their colleagues.

Keywords: English for academic purposes (EAP), academic reading, academic reading instruction, teaching experience, experienced teachers

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi

Öz

Akademik okuryazarlık akademik metinleri okumak, kavramak ve onların üzerinde derin düşünmek için çok önemli bir araçtır. Yükseköğrenim İngilizce hazırlık sınıflarında, akademik okuryazarlığa yönelik sağlam temeller oluşturmak için iyi yapılandırılmış bir çerçeve kurmak gerekir. Bunu yapmanın bir yolu deneyimli öğretmenlerin pedagojik görüşlerini ve uygulamalarını araştırmaktır. Bu niteliksel vaka incelemesinde yerleşik başarı kayıtları olan, çok deneyimli bir İngilizce öğretim görevlisine odaklanılmış ve katılımcının akademik okuma öğretimine ilişkin görüşleri, akademik okuma öğretimi uygulamaları ve görüş ve uygulamaları arasındaki tutarlılık araştırılmıştır. Öğretim

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598 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

görevlisinin kırk bir yıllık öğretmenlik deneyimi vardır, kendisine kurumu tarafından Öğretimde Mükemmellik Ödülü verilmiştir ve iki eğitim bloğu olan aktif bir dijital göçmendir. Araştırma, öğretim görevlisinin akademik okuma öğretiminde ortaya koyduğu çoklu öznel niteliklerin ve öğrenime yaptığı yatırıma ait detayların derinlemesine bir analizini ortaya koymaktadır. Veriler yarı yapılandırılmış mülakatlar, öğretmenin blog yayınları ve günlüğü ve sınıf gözlemleri aracılığı ile toplanmış ve tematik analiz yoluyla incelenmiştir. Sonuçlar, öğretim görevlisinin, başarılı bir okuma için öğrencilerin arkaplan bilgisinin oluşturulması ve harekete geçirilmesinin ve öğretmen ve öğrenci motivasyonunun önemine inandığını ortaya koymaktadır. Katılımcı okuma öncesi, okuma süreci ve okuma sonrasına ait pek çok stratejiyi öğrettiğini ve uyguladığını beyan etmiştir. Öğretim görevlisinin okuma öğretim uygulamaları, bu konudaki görüşleri ile tam bir uyum göstermiştir. Araştırmanın İngilizcenin akademik amaçlarla öğretildiği bağlamlara yönelik önemli çıkarımları vardır ve çalışmanın sonucunda deneyimli ikinci dil öğretmenlerinin etkin uygulamalar gerçekleştirebilecekleri ve meslektaşlarına örnek olabilecekleri belirtilmiştir.

Anahtar kelimeler: Akademik amaçlı İngilizce, akademik okuma, akademik okuma öğretimi, öğretmenlik deneyimi, deneyimli öğretmenler

Introduction

Teachers' views concerning effective foreign language learning and teaching shape their professional behavior, namely the ways they plan their lessons, the instructional decisions they make as well as the methods they devise and apply in their classrooms. It is essential to uncover those views and in-class practices to raise self-awareness and increase collaborative professional development (Roberts, 2001). The viewpoints of a teacher are formed mainly through experience. As the experience in the profession increases, the opinion system becomes more productive, more coherent and highly personalized. Thus, provided the teacher is a reflective practitioner, unveiling the hidden in such a system is likely to be a useful source for the teacher himself, colleagues and language teacher education programs to improve their instruction (Pajares, 1992). For more effective practices, research should also take into account the extent of consistency between teachers' views and classroom practices, show the matches and mismatches between theory and practice and analyze multiple cases (Cabaroglu & Roberts, 2000).

Reading is one of the most critical skills which language learners should acquire as it paves the way for lifelong learning and improvement and it is the approach of the teacher to reading that has a substantial impact on the reading perceptions and practices in a particular class. Hence, it is necessary to conduct research on language teacher cognition and practices related to reading instruction. However, the review of Borg (2003) on research about language teacher cognition reveals that there is little research on the views and practices of foreign language teachers in reading instruction.

A recent review on this line of research has also yielded few samples exploring teachers' self-reports on reading strategy instruction with specific emphasis on the use of reading strategies in extensively tertiary contexts (Cabaroglu & Yurdaisik, 2008; Chou, 2008; Çakıcı, 2016; Khonamri & Salimi, 2010; Kien & Huan, 2017; Sallı, 2002; Varol, 2010). In addition, based on the review of available literature it can be claimed that there has been very little research focusing on teachers' views and practices about academic reading instruction. The teachers' reported English for Academic Purposes (EAP) teaching experience in such research is also little (Kuzborska, 2011). Given the scarcity of research and the need to develop effective EAP instruction, especially at English medium universities in Turkey, there is a need for teacher

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cognition and practice studies targeting academic reading instruction, especially those conducted with experienced teachers.

The process of reading and reading instruction

Reading is an active and complicated process of meaning-making from the text to achieve a variety of purposes in a variety of contexts. It is a highly interactive phenomenon in which bottom-up processing (identification of meaning from the word level upwards) continuously interacts with top-down mental processing (construction of meaning at a more global level with the activation of background knowledge) (Grabe, 1991). The conception of reading as an interplay between the text content and the knowledge that the reader brings to the text forms the basis of schema theory (Carrell & Eisterhold, 1988). As the theory suggests, the text itself does not and cannot present the knowledge; it directs the reader to construct and reconstruct the meaning in compliance with his previous knowledge and experience. As Maria (1990) indicates, the schemata theory assumes that reading, like all learning, is a holistic constructive process that involves making inferences. The readers, thus, along with the use of knowledge of vocabulary and grammatical knowledge, should activate their relevant prior knowledge about the topic and structure of the text.

This constructive process of meaning-making can also be defined from a strategic point of view. Accordingly, reading involves a series of mental operations interactively employed to approach a text purposefully to make sense of it (Hudson, 2007). These operations assist the readers in overcoming difficulties when they experience comprehension problems in contributing to a rapid and fluent form of acquisition, storage and retrieval, thereby alleviating the burden of the working memory by aiding the internalization of the knowledge (Hudson, 2007; Singhal, 2001; Tercanlioglu, 2004).

According to the aims they serve for, reading strategies can be categorized as cognitive and metacognitive strategies. Cognitive strategies are the localized, focused techniques used when working directly with the text and when problems arise in understanding textual information (Sheorey & Mokhtari, 2001; Urquart & Weir, 1998). Cognitive strategies are employed in the processes of information processing, storing, retrieving and using information (Wenden, 1987). They involve a wide range of procedures including micro-level (bottom-up) activities such as identification of the meaning and the grammatical category of the word, sentence syntax or rhetorical organization of the text as well as macro-level (top-down) activities such as skimming, scanning and/or guessing meaning from context (Aebersold & Field, 1997; Urquart & Weir, 1998). Hence, cognitive strategies aid the control of the information in the text through the direct appliance of perceptual and regulation skills repeatedly engaged at both sentence and text level.

On the other hand, metacognition pertains to knowledge about cognition and regulation of cognition (Flavell, 1979). *Knowledge about cognition* is related to thinking and sensitivity to act accordingly. It comprises "students' declarative, procedural, and conditional knowledge about cognition, cognitive strategies, and task variables that influence cognition" (Pintrich, Wolters, & Baxter, 2000, p. 45). Metacognition also involves the *regulation of cognition,* referring to planning, monitoring, and evaluation. Metacognitive strategies include setting goals for reading and choosing the suitable tools to achieve these goals as well as controlling and assessing the effectiveness of the cognitive strategies to reach the given targets (Baker, 2002; Schraw, 1998). Having a purpose in mind, analyzing the problem at hand, allocating attention, determining how to strategically proceed, separating relevant information

600 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

from less important information, revising, modifying, or terminating activities strategically can be given as examples (Hudson, 2007).

Reading strategies can also be categorized according to the reading phases where they are used as pre-, while- and post-reading strategies (Sarıçoban, 2002). As the names suggest, they are used before, during and after the reading process. Pre-reading strategies aim at activating the background knowledge of the reader about the topic. While-reading strategies are the strategies employed to comprehend the text by using the cognitive and metacognitive strategies interactively. Post-reading strategies are the strategies used after reading the text, through which the reader, using his background knowledge, draws conclusions about the text, summarizes and/or reacts to it through speaking and/or writing to synthesize the meaning given in the reading material with his own.

As Trabasso and Bouchard (2002) indicate, reading strategies can be taught as procedures leading to active, skillful and self-controlled and purposeful reading. According to Sengupta (2002), reading instruction should go beyond a simple focus on technique teaching and build critical thinking skills and cultural awareness. Reading is a sophisticated synthesis of the word with the world, the text with the context, which means strategies along with the contents of texts have to be appropriately contextualized through the provision and activation of background knowledge so that readers can be enabled to read actively, purposefully and critically (Auberbach & Paxton, 1997).

Academic reading instruction

At the heart of L2 academic reading instruction, there is academic literacy, as the ability to read, interpret and critically evaluate academic texts. It is a vital tool for tertiary learners to effectively read and comprehend academic texts and comment on them through writing and speaking in their content classes. Academic reading, with its sophisticated and multi-level structure, requires reading for in-depth comprehension and in this respect, it necessitates a process different from reading for general information in terms of focusing of attention and information encoding (Gibbons, 2009). It prompts the students attending academic content classes to not only comprehend lengthy and conceptually dense texts but also critically react to their content, remember main points and details when tested and synthesize the information provided by the written word with other related information from lectures, discussion and independent reading as well as their own knowledge to be able to perform academic tasks such as writing papers and/or making presentations (Hirst, Henderson, Allan, Bode and Kocatepe, 2004). Thus academic reading contains not only linguistic aspects but also cognitive and social dimensions and this makes it necessary for tertiary instructors to assess how they can best meet such needs of students. As stated by Grabe and Stoller (2001), L2 academic reading is a challenging process where teachers assume a key role in motivating students, providing needs-based material, and giving comprehensive instruction to improve students' vocabulary and required skills to critically and purposefully read and evaluate information.

Cabaroglu and Yurdaisik (2008) in their study on the views of university instructors working at the preparatory schools of three Turkish universities on reading instruction and reading strategies found that all the instructors reported student difficulties due to lack of knowledge of vocabulary and grammar, unfamiliar topics and inappropriate levels of the texts. To a certain extent, this unveils the current deficiencies in the knowledge base of the Turkish students who have just graduated from high school. Along with linguistic proficiency, they may lack the necessary background knowledge for the new texts as they most often come from contexts which emphasize solving discrete-item tests to get prepared for

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ **601**
Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka
incelemesi / E. Kemaloglu-Er (597-615. s.)

the central university placement exam and give little or no importance to expanding general knowledge by reading and interaction.

Additionally, the studies of Cabaroglu and Yurdaisik (2008), Kuzborska (2011), Sallı (2002) and Varol (2010) in tertiary contexts commonly show that the instructors reported little use of metacognitive strategies as well as analysis- and discussion-based post-reading strategies in their classes, which implies that reading instruction contexts might be hindered by the likely resistance of the instructors even those working at the tertiary level to thinking analytically and critically. These findings highlight the necessity for building a well-structured framework for academic reading instruction, a complex task that often requires dealing with complicated vocabulary and structures and an in-depth understanding of content that requires expertise. This can be achieved through practical teacher training and the instructors' sharing their knowledge, beliefs and experience related to effective EAP teaching practices with their colleagues and/or types of research conducted for such a purpose.

Experienced teachers' teaching experience and expertise can also be a helpful tool in effective EAP instruction. The research review of Kini and Podolsky (2016) on the effects of teaching experience on teacher effectiveness shows that

> i) teaching experience is positively associated with student achievement gains throughout a teacher's career,
>
> ii) as teachers gain experience, their students not only learn more but also can do better on other measures of success such as school attendance,
>
> iii) teachers' effectiveness increases at a greater rate when they accumulate experience in the same subject,
>
> iv) more experienced teachers support greater student learning for their colleagues and the school as a whole and for their own students (p. 1).

On the other hand, as highlighted by Tsui (2003), in order that experience can be counted as expertise and lead to effectiveness, practitioners should be capable of perpetually reflecting on their practices, approaching them in a way that maximize their own development and their students' and pursuing new goals and challenges.

Methodology

This qualitative case study aims to investigate the views and practices of an EAP instructor concerning academic reading instruction. The participant is highly experienced in teaching EAP, formally confirmed to be successful in her teaching context and very active as a critical thinker and writer in digital platforms. The research is a single case study (Baxter & Jack, 2008; Yin, 2014), which lays the grounds for in-depth analyses of the instructor's multiple subjectivities in academic reading instruction and the details about her investment in learning. Also, this study can be defined as a descriptive case study (Yin, 2014) since there is an abundant amount of information gathered from different sources and the findings of the study are presented in the form of thick descriptions to have an in-depth understanding of the views and practices.

Single case study design can provide access to profound and first-hand data about an individual whose life is not visible to public (Yin, 2014). Typically, the classroom is not a place open to public since intimacy is in the very nature of it. In this private setting, what teachers perform with their students may often remain confidential. If a specific teacher's instruction is to be investigated, single case study design

602 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

may help the researcher uncover the hidden facts of this teacher's classroom. Accordingly, this study attempts to explore an EAP instructor's academic reading instruction and disseminate the related information to a broader audience. Single case study design can also make it possible to introduce sections from the lives of extraordinary identities (Yin, 2014). As will be elaborated below, in this research, the extraordinariness of the participant is marked with a very high amount of academic English teaching experience, using the internet actively and effectively for pedagogical purposes despite the conventional view that senior digital immigrants may not be successful in technology use, and her records of academic success in the field. The study presents the outcomes of these specialties in the form of views and practices regarding academic reading instruction.

Aim and research questions

The research aims to explore an experienced English language instructor's views and actual classroom practices concerning academic reading instruction. The study addresses the following research questions:

1. What are the instructor's views about academic reading instruction?
2. How does the instructor implement academic reading instruction in her classroom practices?
3. To what extent do the instructor's views about academic reading instruction correspond to her academic reading instruction practices?

Participant

The participant named with the pseudonym Halide in this study for ethical purposes is an experienced female instructor teaching English preparatory classes at an English-medium state university in Istanbul, Turkey. She has 41 years' teaching experience. She has been continuously teaching EAP since she started working as an English teacher so she has intense academic reading instruction experience. She is bilingual in English and Turkish. The teacher regularly posts the material she regularly prepares about English language teaching as well as her writings and papers about teaching on her personal blog. She posts corrected student essays on her second blog. She has published widely in language teaching magazines. Her material integrates the language skills through intensively internet-based up-to-date content on a variety of life-based themes. In 2008, Halide received the Excellence in Teaching Award given by her institution. The assessment for the award was made on the basis of the committee decision as well as students' responses to the teacher assessment survey applied by the institution. According to these responses, the perceptions of the students about the teacher's effectiveness in teaching EAP and motivation about her job were found to be high. Halide's students are also known to be very successful in the EAP exams of the institution given during and at the end of the academic year, which aim to test listening, reading and writing skills as substantiated by the reports of the university. The instructor has been chosen because she is very experienced as a teacher in the field of EAP, her success in this field is acknowledged and well-established in the setting and she is a unique example in her educational context as a senior digital immigrant who was born long before the adoption of digital technology (Prensky, 2001a, 2001b), and who is so active with her educational blogs and internet-based EAP-related activities.

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ **603**

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi / E. Kemaloglu-Er (597-615. s.)

Setting

The English preparatory unit of the English-medium university Halide is working at aims at teaching EAP to the students to prepare them for their future studies in their chosen fields at university. It is an English medium EAP-focused state university, well known for its established practices in teaching EAP and content courses in Turkey. The students start their English studies after having been placed in one of four levels: Beginner, pre-intermediate, intermediate and advanced. The students at all levels are expected to reach a highly advanced level of academic English at the end of the academic year. To this end, a proficiency test consisting of reading, listening and writing sections is given to the students. Each given skill is tested by means of two components. The students have to be successful in each skill to start studying for their degrees. Reading is, therefore, a significant component of the curriculum. As for EAP instruction, for each preparatory class, two instructors are assigned, one mainly responsible for academic reading and writing and the other for academic listening. They cover the materials provided by the curriculum office as well as their own materials.

The research was conducted towards the end of a 28-week education period in a class that started the academic year at an intermediate level and was exposed to 20 hours of EAP education per week. According to the proficiency test given at the time of the study (24th week), the level of the students was reasonably advanced. All the students are Turkish and their first language is Turkish.

Data collection

The data collection was performed through a triangulation process to ensure validity and reliability. The data came from semi-structured interviews, classroom observations, the teacher's blog posts and teacher journal the participant was asked to keep for the whole academic term about her academic reading lessons.

There were two data sources for the teacher's views: The interviews and the teacher's blog. The interview questions were designed to elicit in-depth data about the teacher's views concerning academic reading instruction. The views about and the practice of pre-, while- and post-reading strategies were discussed with the teacher based on the strategies used in Sarıçoban's (2002) three-phase inventory and those in Varol's (2010) reading strategy belief questionnaire. The other data basis was the teacher's personal blog. All the blog posts related to the teacher's views regarding academic reading instruction were collected. Blog posts were employed to support the interview data about the teacher's views and they were thought to be effective sources of data to delve into the self-reflections of the teacher with the potential to reveal a possibly more profound perspective.

In order to gather data about the teacher's practices, classroom observations and the participant's teacher journal were used. There were 15 non-participatory classroom observations with three reading texts. The audio-recorded and transcribed observations were used as the primary source of classroom data accompanied by observational field notes. Also, to get in-depth data about the practices, the teacher was asked to keep a journal to describe the academic reading lessons she taught for the whole term, which lasted 14 weeks. The study was completed in the spring term of 2018.

Data analysis

Qualitative data analysis has been employed in this study. Qualitative data analysis involves the identification, examination, and interpretation of patterns in textual data and determines how these

604 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

patterns help answer the research questions at hand (Patton, 2002). Qualitative analysis is not guided by universal rules; it is an ongoing, fluid, and cyclical process highly dependent on the evaluator and the context of the study (Coffey & Atkinson, 1996). As a qualitative analysis method, thematic analysis was used to interpret the data. Thematic analysis is "a method for identifying, analyzing, and reporting patterns within data" (Braun & Clarke, 2006, p.6). In thematic analysis, the researcher identifies and categorizes the emerging patterns or themes by moving back and forth within the data through multiple readings (Creswell, 2013). In order to analyze the views, the data from the transcripts of the interviews, the instructor's blog posts and journal were focused on to discover and document the salient and recurring themes and patterns. The views were categorized as views about reading in a foreign language and views about academic reading instruction. Then the sub-themes relevant for each category were specified through multivariate analyses. The sub-categories for the former category include the definition of a good reader, reading materials, reading motivation and the personal description of how to read a text. As for academic reading instruction, the personal approach of the instructor to reading instruction as well as the use of pre, while- and post-reading strategies were analyzed. As the last step, the data about the views (the interview, blog and journal data) and the data about the practices (the observation and journal data) were matched for the convergence and divergence of the main themes namely, reading materials, motivation in reading, general reading instruction approach and the use of pre-, while-, and post-reading strategies.

Ethical considerations

Since qualitative research reveals the reflections and experiences of the respondents to a large audience, the ethical issues concerning the protection of participants' rights and identities, must be taken into account seriously. Some central issues to consider include voluntary participation, informing the participant/s about the research objectives and getting the consent of the participant/s before they become a part of the study and making sure that their rights and interests will be safeguarded (Creswell, 2013). Also, they must be ensured about privacy and confidentiality (Patton, 2002). That is, their names and identities must be protected and the results of the study must not be shared with others by using their names. In this research, the participant who participated in the research on a voluntary basis was informed before data collection about the aim and the duration of the project and signed the consent form underlining her rights including anonymity, confidentiality, and withdrawal from the study. The relations between the researcher and the participant were built on trust and rapport. A pseudonym was used instead of the participant's real name to protect her privacy. Moreover, to ensure confidentiality, the data have been protected safely, employed only to answer the research questions and have not been shared with people outside the research setting.

Findings

Instructor's views about academic reading instruction

Halide's views about academic reading instruction formed the first part of the study. In order to soundly analyze the participant's viewpoints regarding academic reading instruction, her views about both reading in a foreign language and academic reading instruction were investigated. Thus this part first reveals the teacher's reports about reading in a foreign language, then it displays her views on academic reading instruction.

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ **605**

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi / E. Kemaloglu-Er (597-615. s.)

The interview reports and blog posts showed that Halide attaches great importance to reading as a 'bookworm' and firmly believes reading in a foreign language is an essentially rich source of information, through which the reader can learn about not only the linguistic aspects of the language but also how to reason. The reader, according to Halide, must be a dynamic agent in the process and actively engage in it to understand the message and draw his/her own conclusions. A good reader, according to Halide "isn't somebody who just answers the comprehension questions right. He has to be able to talk about the text and relate it to previous experience and future possibilities. He should pick up whatever information is gleaned in the text and place it in a larger continuum and link it to the past and the present."

In connection with this statement, Halide continuously emphasizes "going beyond the text and linking it to one's personal knowledge" as the ultimate aim of reading. To do so, the reader must be well-equipped with in-depth background knowledge and the key to this is reading a great variety of texts. The array should include not only academic texts, even if the curricular target is being able to read and comprehend them. A good variety means magazines, newspapers, internet contents and textbooks together with academic texts. Halide chooses various texts for her students and prepares the activities and comprehension questions on her own. The efforts she makes in creating materials addressing students' needs increase her motivation. In doing so, as an active digital immigrant, she says she makes use of all kinds of sources available, including the relevant published material and internet-based texts, music and videos.

As the data from the interview and the blog extracts repeatedly displayed, according to Halide, in order that reading can be effective, readers must 'enjoy' it. The frequent use of words like 'joy', 'enjoyment', 'love', and 'interest' in the statements about the requisites in effective reading highlight the great significance the teacher gives to motivation in reading.

Another aspect Halide puts emphasis on is curiosity. According to her, to create and sustain motivation, it is necessary to do the groundwork properly by arousing the reader's curiosity and making use of 'surprise' and 'shock', the words that were found to be frequently verbalized by the teacher.

The way one reads a text is another major determinant of motivation in reading, according to Halide. If the reader breaks up the text into small sections and overanalyzes, he will lose track of the whole picture and fail to grasp the exact meaning. Halide's approach to reading was found to be interactive (i.e., the top-down interacting with the bottom-up), as evidenced by her references to reading as a complete unit as well as a unit made up of details. As she says, "I believe the human mind grasps the whole, the general, the complete unit first; the details come later. Playing a lab technician with just sentences or words will have a most undesirable result: lack of comprehension, intense boredom, lack of motivation, and consequently learning."

Halide believes that her first goal as an academic reading instructor in the institution is preparing the students for their freshman year for in-depth comprehension of the texts. She emphasizes her aim is not teaching the students the strategies alone and making them pass the proficiency test. This would not be a satisfactory goal in her opinion. Halide mainly aims to give her students a lifelong reading habit. She concludes, "If this is achieved, the rest just falls into place."

To achieve these aims, she writes in her blog: "The teacher is the main and most important factor contributing to success in any lesson. The material is secondary - not the other way round. This is why

606 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

although a good material, correct pacing and the like may be prepared and implemented, the program will collapse without the correct approach of the team leader: The teacher."

A correct approach to teaching reading, according to Halide requires being cultured, well-read and uninhibited. Since Halide uses the words 'enthusiasm' and 'dedication' and their synonyms often, her views about herself as a teacher signal a high level of motivation about the job. She believes "enthusiasm is infectious" and "motivating students is one of the most important duties of the teacher." To do so, she reports a good teacher should be a good actor or an actress. She believes in telling the students anecdotes and personal stories and giving them engaging, funny and surprising additional information as she maintains "the more cultured a teacher is, the more entertaining a lesson becomes."

In her approach to reading instruction, Halide was found to believe in the vitality of pre-reading strategies to make the students interested and arouse curiosity. However, she rarely used the word strategy as a term unless she was asked a question about it. She says she does not like naming things. She believes that a proper context that relates to the students' interests must be set by the teacher. To do so, she says she always starts a discussion with pre-reading questions by using the title or visual/ audiovisual aids or by making use of examples from the life-like series the students commonly watch. On the other hand, Halide says if the students have no background knowledge about the subjects, she provides them with the necessary information and links the topic to the things students know.

During reading, she believes a certain amount of analysis, for instance, explaining to students how to guess vocabulary through prefix or suffix analysis, is necessary, but it should not be carried too far. In dealing with vocabulary in reading, Halide explains, she tells her students in the beginning of the year that there are three kinds of vocabulary in the text, the key vocabulary, certain words they can roughly guess from context and the words they should leave as they are not important. She states she teaches the key vocabulary in her classes by giving the definitions and synonyms.

Halide also believes in the use of making the students use while-reading strategies, but she does not usually prefer naming these strategies explicitly in class. "It (explicit focus on strategies) knocks the joy out of reading" she says. She indicates she teaches the required while-reading strategies, scanning, skimming, finding the main idea or the thesis statement in the very beginning of the year explicitly in a rapid manner and then does lots of practice about them without referring to their being strategies. For example, she asks the appropriate questions orally or in written form in the class to make the students find the main idea. Halide says she believes in the effectiveness of teacher guidance in the while-reading process, so she is in favor of using some relevant strategies such as asking students to predict the upcoming information in the text, asking them to relate what they read to what they already know and comment on the text.

At the end of the year, Halide says the strategies become internalized and a great deal of general knowledge accumulates due to extensive practice with a wide range of content so the students can very easily answer the comprehension questions and go beyond them through writing.

As for the post-reading strategies, Halide strongly believes in the use of them for effective EAP practices. She reports she always asks the students to draw conclusions about the text and asks them comprehension questions and almost always has them write reaction papers or essays about the text. She indicates she never does writing by giving the students a topic at random and asking them to write about it. Her preference is connecting reading with writing. She also uses videos and texts from the

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RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ **607**

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi / E. Kemaloglu-Er (597-615. s.)

internet about the same theme as a source for writing. Moreover, she teaches the students how to write summaries by extracting the main ideas.

During all this reading instruction, she believes her role is like that defined by Hirsch (2007), about whose book she preferred to cover a review with the class in one of the reading sessions observed. That is, her role is perceived to be governed by neither formalism, the term she occasionally uses to refer to an approach attaching too much importance to decoding, nor naturalism, the term she prefers to refer to leaving the students completely free. She believes that building the background knowledge of the students and activating their schemata when familiar topics are concerned should be the main aims of a reading curriculum rather than primarily focus on teaching de-contextualized, abstract, self-directed strategies. According to Halide, a teacher should provide guidance to the students mainly through knowledge-intensive texts by making the ways to comprehend the texts (strategies in common terms) as unobtrusive as possible.

Instructor's academic reading instruction practices

Halide was observed to cover three reading texts. The first reading was a historical text about the Great Depression of the 1930s, the second, a review of Hirsch's (2007) book titled "The Knowledge Deficit: Closing the Shocking Education Gap for American Children", and the third, a sociological text about brain drain.

In covering the first reading text, before distributing the text, Halide introduced the topic and the purpose of the text by reading the title and asked if the students knew that historical event, but there was only one vague answer. Halide asked further questions like how it started, but there was no answer again. She then asked the students whether they were informed about a similar economic depression in recent history. After getting positive replies, she asked what the possible causes of such kind of depression could be and had the students discuss the topic. She then said now they were going to read a text with a similar subject together. She also told the students that it was a non-simplified economics text so there would possibly be a lot of new terminology and some novel concepts and asked the students to underline the keywords and phrases.

In the while-reading stage, Halide read the text aloud first and the students followed the text. Then the students read the text silently for the second time. Halide stopped after each sentence or a couple of sentences and asked the meanings of the keywords to the students first and helped them to guess the words through questions about the word's context and structure while reading the text aloud. In cases when there was no response, she made extensive definitions in English, giving the synonyms and linking the new words to the previously taught concepts. She occasionally asked the students to predict the next event or the conclusion/s of the event they had just read about. She elaborated on the paragraphs by paraphrasing and telling relevant personal stories. She also asked the students specific factual and opinion questions that can help them relate the description of the existing economic depression to the one they know. The teacher also linked the information given in the text to the information presented in the previous sections or the texts covered before.

As soon as the text was over, the teacher asked the students to explain the social and economic effects of depression that had been mentioned until then. The implications were discussed and written by the teacher on the board one by one. The teacher also asked the students' own opinions about each impact. Finally, the teacher asked the students to find the main idea, and express their views about it.

The students were then asked to read the text silently and answer the relevant comprehension questions that aimed to make the students scan and skim the text as well as read in detail. After this process was over, she received their answers and confirmed whether they were right or wrong and if wrong, she helped the student to find the answer by giving clues and making supportive explanations. Then the teacher gave the word to the students randomly and the students answered the questions aloud.

The comprehension questions the teacher prepared included not only textually explicit questions but also textually implicit and scripturally implicit questions where the reader's inferencing skills and background knowledge play a vital role in responses. Halide said she does a lot of practice in her classes with all these types of questions throughout the year and as the study was conducted towards the end of the second term, the students were already used to making inferences through such types of questions. When the questions were answered, Halide gave the students an additional reading from BBC News, a narration by a grandson about the tragic suicide of his grandfather, a bankrupt investor who killed himself due to the economic crisis of the 1930s. She introduced the topic and asked the students to read it silently and make notes about the effects of economic depression on individuals. After the students finished reading the text, she asked relevant questions and had the students summarize the text orally and asked further questions to receive their own comments about the suicide.

Following this, she said the students were going to write an essay in class about the effects of economic depression on states and individuals. She held a class discussion to build an outline for the essay guiding the students about what aspects to include in the thesis statement and the topic sentences as well as the introduction and conclusion. She simultaneously made an outline on the board. The students were warned about not copying anything from the text. Then they wrote their essays in about an hour in class and submitted them to their teacher. After the students wrote their essays, Halide collected them and she said she checks them in detail at home and gives written feedback about each essay. Then she brings them to the class and highlights the typical mistakes via lectures or worksheets and hands the essays out and provides oral feedback to the students in response to their questions. Following this, the students are asked to rewrite their essays according to the corrections and comments and this second draft of the essay is checked by the teacher.

As for the sessions involving the second and the third reading text, they reflected a pattern, the same as the first with pre-, while- and post-reading stages and relevant steps, but there were also some differences: In the session concerning the second reading text, the pre-reading discussion was much longer since the topic was the education system of the US and the teacher set a context in which the students could relate their background knowledge to the current topic by having them recount their past experiences at school and discuss the disadvantages of the Turkish education system. She also gave examples from her past education life. Finally, the type of essay the students were asked to write in the end was a reaction essay this time.

In the third reading text, in the pre-reading discussion, the teacher set the context by discussing the possible causes and effects of brain drain together with the suggestions for dealing with the problem and by writing them on the board and the class used them for the essay that was written in the end. Also both the second and the third text were supported by internet-based videos on relevant themes, not written texts.

In the sessions, the teacher was observed to have the students use reading strategies interactively, but she did not make any explicit references to "reading strategy" as a term. Furthermore, the teacher was

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ **609**

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi / E. Kemaloglu-Er (597-615. s.)

seen to use only English and be very active, energetic and occasionally humorous. There was a relatively high amount of participation in the discussions and the lessons were observed to be fluent with no classroom management problems. Lastly, the journal data about the teacher's reading instruction practices were also compatible with the classroom observation data with respect to the analyzed themes.

Comparative analyses of instructor's views and classroom practices concerning academic reading instruction

The matches between Halide's views and classroom practices concerning academic reading instruction were analyzed in terms of the themes categorized according to the collected data, namely, reading materials, motivation in reading, general reading instruction approach, and the use of pre-, while- and post-reading strategies.

As for reading materials, Halide's views fully matched her classroom practices displaying variety in subjects, text types and comprehension questions. She not only covered the main academic reading material but also supported it with an extra reading (e.g., a narration) or videos from the internet. The comprehension questions she prepared also displayed variety consisting of not only questions requiring factual information but also those which need attending to text content in detail as well as inferencing.

Halide was also found to believe in the effectiveness of student and teacher motivation for successful reading. She was observed to carry out her classroom practices with enthusiasm and enjoyment. This also seemed to be the case among students, as witnessed by their eager participation in the lessons and their body language showing contentment.

As for the general reading instruction approach, the views and the practices displayed full compatibility, as seen in Table 1 below:

Table 1. The Extent of Correspondence between the Instructor's Views and Classroom Practices about General Reading Instruction Approach

VIEWS	CLASSROOM PRACTICES		
The instructor reports she believes in the effectiveness of …	Reading 1	Reading 2	Reading 3
construction and activation of the reader's background knowledge	√	√	√
interactive approach to strategy use (the use of the bottom-up interacting with the top-down)	√	√	√

In addition to the features mentioned in Table 1, the participant was found to apply the in-class strategy practices implicitly without using the term "strategy" as a term and this was compatible with her relevant view.

Halide's views and classroom practices about pre-reading strategies were also found to be firmly consistent (See Table 2).

Table 2. The Extent of Correspondence between the Instructor's Views and Classroom Practices about Pre-Reading Strategies

VIEWS	CLASSROOM PRACTICES		
The instructor reports she believes in the effectiveness of …	Reading 1	Reading 2	Reading 3
making use of PRE-READING STRATEGIES:	√	√	√

610 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

Asking warm-up questions related to the text	√	√	√
Using the title or different aids to make the students predict what the text is about	√	√	√
Having students discuss the topic of the text with their background knowledge	√	√	√

The analyses of the views and practices about while-reading strategies resulted in full correspondence as illustrated by Table 3.

Table 3. The Extent of Correspondence between the Instructor's Views and Classroom Practices about While-Reading Strategies

VIEWS	CLASSROOM PRACTICES		
The instructor reports she believes in the effectiveness of …	Reading 1	Reading 2	Reading 3
making use of WHILE-READING STRATEGIES:	√	√	√
Asking students to guess the meanings of the words	√	√	√
Teaching the key words while reading	√	√	√
Teacher's elaboration on the text	√	√	√
Asking students about their predictions regarding the upcoming information	√	√	√
Asking students to relate what they read to what they already know	√	√	√
Asking students to find the main idea	√	√	√
Asking students to comment on the text	√	√	√

The views and practices fully matched in post-reading strategies as well as shown by Table 4.

Table 4. The Extent of Correspondence between the Instructor's Views and Classroom Practices about Post-Reading Strategies

VIEWS	CLASSROOM PRACTICES		
The instructor reports she believes in the effectiveness of …	Reading 1	Reading 2	Reading 3
making use of POST-READING STRATEGIES:	√	√	√
Asking comprehension questions about the text	√	√	√
Having students make conclusions about the text	√	√	√
Having students write an essay relevant to the text	√	√	√

Discussion, conclusion and recommendations

This study concludes with a firm consistency between the views and practices of the instructor regarding academic reading instruction. That is, the analyzed practical components, namely, the reading materials, motivation in reading, general reading instruction approach and the use of pre-, while- and post-reading strategies were completely compatible with the instructor's concerning views. This consistency between the views and practices may be due to several reasons. As Richards and Lockhart (1996) point out, established views may be derived from experience and teacher's personality factors. Here, experience is a distinct characteristic of the participant, which may have played an effective role in this consistency. As Gao (2014) states the relationship between a teacher's established views and

actual teaching is not unidirectional, but bidirectional and continuously interactive. In our study, the instructor has forty-one years of teaching experience, so the amount of her teaching practice is very high. Thus it is possible to state that the more the instructor practiced teaching academic reading, the more established her views about how it should be taught might have become throughout time, leading to a sound compatibility between her views and practices.

Besides experience, several factors might have played a role in the full compatibility of the instructor's views and classroom practices concerning academic reading instruction. A reason for this consistency might be the participant's blog practices, which were observed to have given her several opportunities for reflection and dialogue. Thus these reflective and interactive processes might have caused the instructor to become more and more precise about what she is doing, which may have led to the observed convergence between the views and practices. Another factor might be the instructor's personality characteristics. She was observed to be enthusiastic, energetic, dedicated, self-confident and disciplined. She is open to changes, as seen by her active blogs and curriculum building practices. All these personality traits might have affected the results. Also, since the participant defined herself as a 'bookworm', her reading habits and experience might have contributed to the findings. Lastly, the relationship between teacher views and practices is seen to be a complex one affected by contextual factors according to the sociocultural paradigm (Barcelos & Kajala, 2011). Herein, the context is an English medium EAP-focused university, well known for its established practices, high motivation and success in teaching EAP and content courses in Turkey, which might have supported Halide's consistent stance in reading instruction. However, since this is a single case study, further research, especially large-scale correlational studies, are necessary to help verify the impacts of the given factors on the consistency or inconsistency between teacher views and practices.

Halide's approach to reading was found to be interactive, that is, the bottom-up reading strategy use in her classes interacted with the top-down. She thinks decoding is helpful, but it is also significant to construct the textual meaning with the reader's prior knowledge and inferencing skills. Some main problems reported in the academic reading research literature is L2 students' excessive focus on bottom-up strategies, as reported by Salataci & Akyel (2002) and teachers' beliefs and practices emphasizing reading as decoding (Kuzborska, 2011). Thus, the teacher's reading approach can be assessed as a positive step for the reading skill improvement of her learners.

Halide was also found to believe in the vitality of in-class motivation for effective academic reading instruction. She thinks the materials as well as the teacher, should arouse the curiosity of the students and make them predict, think, talk and get surprised. She also deems in order to make the text enjoyable, the teacher must elaborate on the text often. Halide wants her students to enjoy reading and wants reading to become a lifelong habit. Thus, she believes she, as a teacher, must fully dedicate herself to the job with enthusiasm and energy. In the reading sessions, Halide's motivation as well as her students' were observed to be high, which might be taken as an effective factor in the reported success of her students in the academic reading tests of the institution. Thus, this study is in line with the studies in EAP contexts which provide insights into reading motivation by emphasizing the role of teachers' in-class practices in increasing motivation to read (Kusumaningputri, 2014; Salikin, Bin-Tahir, Kusumaningputri & Yuliandari, 2017) and their active presence and guidance to help L2 learners overcome reading difficulties (Hosseini, Hosseini & Rasti, 2014; Komiyama, 2013; Wilson, 2008).

As for reading strategies, Halide reported that she believes in the significance of reading strategies and applies a number of pre-, while- and post-reading strategies in class. The observed classroom practices

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612 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

of Halide firmly supported this result. A distinguishing characteristic of Halide is that she emphasizes the significance of in-depth thinking and integrated skills use in reading instruction and firmly believes in the value of getting the students to think, speak and write about the text and draw conclusions. Her practices are in compliance with those views. In this respect, the results of this research are different from those reported in the studies of Cabaroglu and Yurdaisik (2008), Çakıcı (2016), Kuzborska (2011), Sallı (2002) and Varol (2010), where constructive meaning-making with one's prior knowledge, reasoning and inferencing skills have little or no place in reading instruction.

Another distinct characteristic of Halide is that she believes strategy instruction should be extensively implicit. That is, after giving explicit instruction about strategies in the beginning of the term, she has the students do lots of practice about them and in doing so, she refrains from naming the strategies and making the students constantly aware of them. Thus the teacher in our study has raised a new issue in the established reading strategy instruction literature, which is implicit reading strategy instruction. There is a need for further investigations on the contents of explicit versus implicit reading strategy instruction and the effects of them on reading performance.

There are several pedagogical implications of the study. Firstly, the study implies that experienced L2 teachers can conduct effective teaching practices and serve as examples for both pre- and in-service teachers with their possibly firmly-established and consistent views and practices. Particularly in contexts where English is taught for academic purposes, their experience and expertise could act as a guiding force for all the stakesholders. This study also implies that blogs can act as an efficient aid for self-reflection and dialogue for teachers. The study also serves as a good example of a senior digital immigrant teacher and can be an inspiration for teachers willing to use technology, whether they are a novice or experienced. It can also help us question whether the digital native versus digital immigrant dichotomy as proposed by Prensky (2001a, 2001b) can now be appropriate to define the distinctions between generations in terms of technology involvement. At present, we can at least say that such distinctions are diminishing. Further studies should focus on comparing the views and practices of novice and experienced teachers in English language instruction as well as their technology use in their classes.

The study has also implied that for effective academic reading instruction, critical reflections, reflective interactions and the interactive use of bottom-up and top-down strategies are necessary. Another implication is that teacher and student enthusiasm for reading as well as the choice of texts that present a great variety in terms of topics and content are all important for successful academic reading. Overall, this study has highlighted the fact that experienced L2 teachers may apply such effective practices and contribute to the academic success of their students. However, it is not feasible to make certain deductions out of one single case study. It is suggested that the theme of experience and expertise in L2 teaching be explored with more participants and in different teaching contexts.

In conclusion, this study shows that teaching experience can have potential benefits for the teachers themselves, their colleagues, students and the school and society as a whole. Especially in the field of EAP, which is context-specific and challenging due to its complex discourse, experience may serve as an efficient means to advance all the stakeholders. Hence, it is suggested that policymakers support policies and investments that can improve the ongoing development and professional growth of experienced EAP teachers, enhance their effectiveness in all forms of educational aspects including technology use and encourage the equitable distribution of highly experienced, moderately experienced and novice teachers in EAP contexts for a sound collaboration.

RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ 613

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi / E. Kemaloglu-Er (597-615. s.)

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614 / *RumeliDE* Journal of Language and Literature Studies 2020.20 (September)

Academic reading instruction in tertiary English preparatory classes: A qualitative case study of an experienced instructor / E. Kemaloglu-Er (pp. 597-615)

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RumeliDE Dil ve Edebiyat Araştırmaları Dergisi 2020.20 (Eylül)/ 615

Yükseköğrenim İngilizce hazırlık derslerinde akademik okuma öğretimi: Deneyimli bir öğretim görevlisinin niteliksel vaka incelemesi / E. Kemaloglu-Er (597-615. s.)

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