İsmail Güleç / Bekir İnce (eds.)

1st International Symposium of Teaching Turkish as a Foreign Language

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Tuğba Şimşek[1] Gülden Tüm**

The Analysis of Reading Passages in Terms of Skimming and Scanning Strategies: "Yeni Hitit 2, Course Book for Foreigners"

Abstract While learning a language, it is necessary to improve four skills, among which readin is especially important as it shows up in nearly all part of our life such as academic studies, reading newspapers, finding a phone number, reading recipes. Therefore, improving reading strategies will both make life easier and save time. This is also valid in learning a new language, since improving reading skills in the new language makes it both easier to learn a second language and also makes readers much more effective in daily lives. Taking these into consideration, students improving their effective reading strategies seems important. As the reading skill constitutes a big part of the FL learning, not only instructors but also administrators need to be careful about text selection and give a place to activities, especially ones which improve students' effective reading skills.

The aim of this study is to investigate the reading activities related to the texts in the book entitled "Yeni Hitit Yabancılara Türkçe Öğretimi 2" by TÖMER, in terms of sufficiency of skimming and scanning activities. According to the results obtained, the number of the texts and scanning activities are sufficient; however, skimming activities are found to be limited in numbers

Key Words: Effective Reading Skills, Skimming, Scanning, Teaching Turkish as a Foreign Language (TFL).

1. Introduction

Effective reading plays an important role in learning a foreign language (FL) as it is an essential skill for FL learners in language learning process fields such as interpreting textbooks, improving vocabulary knowledge, writing skills and teaching grammar (Mikulecky, 2008). As a result, making learners comprehend the importance of effective reading, and then teaching them these strategies should be one of the main aims of FL teachers.

Reading is a conscious and unconscious process, the readers make sense of the message the writer tries to give by contrasting the knowledge s/he already

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has and the knowledge they get from the text they read. The instant increase of knowledge, the constant new information people encounter and the necessity to understand more quickly which information is effective and which is unnecessary require readers to foster their own reading strategies (Maxwell, 1972). If learners acquire the reading strategies that they can also use in their daily lives, they comprehend texts in a shorter period and more effectively by their purposes (Teixeira, 2012). At the top of these strategies, skimming and scanning constitute an important place. Skimming is understanding the main idea of a text by taking a glance at the text quickly, and scanning is again glancing at the text; however, this time looking for a specific piece of information. By improving these strategies, students will not only comprehend texts in a shorter time but also reach the more accurate answers. Teixeira (2012) emphasizes that in order to foster skimming and scanning techniques of students, different kinds of texts and activities should be included in textbooks; however, she underlines insufficient activities to improve these strategies in the investigated textbooks. In the Common European Framework, the reading skill is explained as "can elicit the main idea of a text, yet, not all the details; can comprehend the essential information in the texts; can easily read different kinds of reading texts and understand many words; can understand articles and reports about current issues that the writer delivers his/her authentic views and opinions; can read contemporary literature texts and can evaluate them in the course of events." In this respect, while teaching Turkish as a foreign language (TFL), choosing texts from different genres and using activities which help students to improve their reading skill are of great importance to acquire effective reading skills. When learners acquire these skills, they are likely to comprehend texts easily and quickly in their daily lives; besides, the success they gain in that respect will give them a positive impression of themselves.

In this study, activities about reading texts in "Yeni Hitit Yabancılara Türkçe Öğretimi 2" have been investigated to see whether there are sufficient skimming and scanning activities to improve reading strategies of TFL learners.

1.2 Literature Review

1.2.1 Teaching Effective Reading Strategies

The studies in the field of reading skills claim that reading strategies help readers get the meaning of the texts by utilizing different kinds of processes and the studies also claim that this process is a rather complex construct (Urquhart and Weir, 1998; Hudson, 2007). Brown (1978) states that while teaching these strategies to students, making students aware of this process makes the process easier for them. Besides, Vygotsky (1976) emphasizes that it is helpful for learners to

talk with their teachers and each other about the topic of text to improve these strategies. According to scholars, when students read faster and more fluently, they understand the texts more effectively. To Andersen (2005), reading faster enables students to read the text as thought units instead of word by word; and it helps to develop a better understanding ability. In addition, Krashen (1985) underlines that the way of developing an effective reading skill passes over reading a lot because the more the individual reads the more he learns vocabulary items and be exposed to grammar structures. All of these make readers' following readings more fluent and faster.

As every language has a peculiar linguistic structure, reading strategy skills may also differ through languages. Thus, an FL teacher should teach those strategies to her students to make them better readers. Most teachers teach reading strategies by using a text and expect learners to understand strategies fully, and apply them on their own next time. Nevertheless, it does not meet expectations most of the time. Instead of this method, teachers should teach different kinds of reading strategies with different kinds of reading texts several times, and then teachers should ask students to apply what they have learned. The more this practice is repeated, the quicker it becomes for students to place it into their mind and start to apply it on their own (Mikulecky, 2008). Mikulecky (2008) states that in order to improve students' reading skills, the focus should be on one skill at one time, students should be told about the importance of the strategy they are learning, in-class activities should be designed to help students use the newly taught strategies; lastly teachers should ensure that students can apply the strategies they have learned on their own at the end of the instruction and practice. Studies show that giving instruction on reading strategies improves students' skills; if they show no improvement then it shows that the instruction in the class is not sufficient for students (Rankin and Hess, 1971). As a result; in TFL classes, students should be made aware of reading strategies and they should be taught about how to use them in the reading process as well.

1.3 Effective Reading Strategies

Given the unique structure of every language, every student has some certain reading strategies in their native language and they may successfully transfer these strategies to a second language learning setting (Kerr, 2009). However; as there are genetic and typological differences between languages, effective reading strategies training should be implemented in FL teaching. The Common European Framework emphasizes inferring the main idea of a text, inferring and understanding the essential points in a text, being able to read different kinds of texts easily, understanding a good number of vocabulary items, understanding articles and reports in which the

writer transfers his/her genuine views on current events, reading contemporary literary texts, and evaluating the events in their own process. The Common European Framework has identified some important reading strategies such as skimming and scanning, guessing, deducing, inferring, summarizing, finding the main idea, and critical reading. Nevertheless, in this study only skimming and scanning strategies are taken into account in the reading activities in Yeni Hitit 2 course book.

1.4 Skimming and Scanning

Both skimming and scanning include speed reading; the former is being able to find what a book or text is about, what the main idea is with a quick glance, although the latter also includes glancing at the text quickly, the difference between skimming and scanning is that scanning requires the reader to find certain information. While in skimming the main idea of the text is sought, in scanning specific information is searched for. As these techniques have important roles in life, teaching them appears essential; while searching for an important point in a document, taking a look at newspapers' headlines, checking a text to see whether it is worth reading or not; knowing these two strategies will provide convenience to readers. Studying skimming and scanning skills means destroying students' habit of reading word by word (Teixeira, 2012). It means that students should be able to adjust their reading rate according to their reading purposes and become a flexible reader in that respect.

When skimming, introductions and conclusion can be read, titles and subtitles can be checked, main topics in paragraphs can be found, bold and italic written words can be checked; if there are figures or images, those can be examined to get an idea about the topic of the text. When searching for specific information, scanning is used to manage control the index of the book, titles, or the words looked for (Velliaris, 2008). Barnett (1988) emphasizes that with scanning the reader can reach some basic information about the text and have a general idea about it. No doubt, these two strategies are effectively used in pre-reading part of the lesson.

1.5 Benefits of Teaching Skimming and Scanning

In improving effective reading strategies, it is important for teachers to educate students about these strategies by considering some essential points such as increasing enthusiasm, well-planning, introducing necessary discourse content. For example, if there are some skimming and scanning activities in a textbook which are not excessively challenging, students become more eager for reading and courses as they will have the feeling of success. The students interact with some part of the text to make it meaningful for them; if well-planned skimming and scanning activities stimulate this process, these kinds of activities not only

improve their reading strategy skills, but also their communicative abilities (Kerr, 2009). If the reading passages represent the language effectively, skimming and scanning activities can help students to have more knowledge about discourse content (Thornbury, 2006). In addition, teaching these strategies in the classroom means preparing students psychologically and strategically for the exams (Kerr, 2009). According to research results, the readers who can read faster can be better at understanding a text than readers who are slower (Maxwell, 1971). It has been found that under favor of these strategies students who have improved their reading strategies save their time to great extend with ease.

1.6 Impeding Factors for Improving Skimming and Scanning Strategies

In comparison with the benefits of improving skimming and scanning reading strategies, during the improvement process some possible problems encountered by students can be listed as: teachers generally use only one reading passage to teach all of the effective reading strategies at one time (Mikulecky, 2008); teachers tend to give priority to teaching vocabulary, grammar, and phonology instead of reading skills (e.g., skimming and scanning) to students with unpowered language skills; people who use some reading strategies in their mother language ignore the linguistic differences between languages and think that they can transfer all the strategies to the foreign language they are learning; students who cannot improve their speed reading skill ignore the fact that eyes' movement speed is not related to eyes but brain, and they claim that their eyes do not move fast enough; in addition, some of the students think that skipping some words while reading a text is a bad habit, as a result they tend to read every single word in the text (Maxwell, 1972).

2. Methodology

In this study, the content analysis method has been used. The textbook investigated is 'Yeni Hitit 2'-prepared by Ankara University, TOMER, and used in Turkey and abroad in order to teach Turkish to foreign students. This book, written by taking Council of Europe's contemporary language teaching criterion, consists of 12 units, in which there are different kinds of reading passages.

3. Limitations

The textbook "Yeni Hitit Yabancılara Türkçe Öğretimi B1-B2" has been investigated and the level C1-C2 text book is not included in this study. In addition, regarding the several reading strategies such as skimming and scanning, guessing,

deducing, inferring, summarization, finding the main idea, and critical reading; only skimming and scanning activities have been investigated in the present study.

4. Findings

Each reading passage and reading strategies related to these passages in each unit of "Yeni Hitit Yabancılara Türkçe Öğretimi" textbook have been listed in Table 1 below:

Table 1: The Reading Passages and Reading Strategies Related in Each Unit

UNITS	READING PASSAGES	THE NAME OF THE ACTIVITY	
Unit 1 İŞ DÜNYASI	1. Gençler İşsizlikten Patronlar İşçisizlikten	İş bulmak her gün biraz daha zorlaşıyor çünkü… etkinliği	Scanning
	2. Özgeçmiş hazırlama	Özgeçmiş formunda neler olmalı?	Scanning
	3. Pazartesi Sendromu	Yorumlayalım, Yazar son paragrafta ne demek istiyor?	Skimming
	4. İşkolik Olabilir misiniz?	Var-Yok	Scanning
	5. Rahmi Koç'tan Konferans	Var-Yok Özetleyim	Scanning Skimming
	6. Rüya Meslekler Gerçekten Rüya mı?	Eşleyelim, mesleği için kim ne düşünüyor?	Scanning
Unit 2 ŞİMDİ SPOR ZAMANI	1. Sağlık ve Spor	Var-Yok Doğru-Yanlış	Scanning Skimming
	2. İlk Sporlar	Var-Yok	Scanning
	3. Olimpiyat tarihinden İlginç Notlar	Doğru-Yanlış Olimpiyatların amacı…	Scanning Skimming
	4. Sporun Altın Çocukları	İşaretleyelim Var-Yok	Scanning Skimming
	5. Şampiyonluk Maçı	*There are no scanning or skimming activities.*	-
	6. Kadın Fanatikler	İşaretleyelim Doğru-Yanlış	Scanning Skimming
	7. Fanatizmin Sınırı Yok	Tamamlayalım Var-Yok	Scanning Skimming

UNITS	READING PASSAGES	THE NAME OF THE ACTIVITY	
Unit 3 HAYALLER GERÇEK OLSA	1. Hayallerimiz	Konu-Paragraf Eşleme	Skimming
	2. Sana Çok Özeniyorum	Doğru-Yanlış	Scanning
	3. Bir Kartal Masalı	Var-Yok	Scanning
	4. Hayatımda "Keşke" Yok	Doğru-Yanlış Var-Yok	Scanning Skimming
	5. Sizinle Niye Geldim Ki…	İşaretleyelim	Skimming
	6. Hayal Dünyası	Seçelim, Savunalım	Skimming
	7. Hayal Et, Olsun	Başlığını Bulalım	Skimming
Unit 4 BU YIL MODA NE?	1. Dünden Bugüne Moda	Yerleştirelim	Skimming
	2. Anadolu'da Giyim	Doğru-Yanlış İşaretleyelim	Scanning Scanning
	3. İndirim	Konu-Paragraf Eşleştirme	Skimming
	4. Online Alışveriş	*There are no scanning or skimming activities.*	-
	5. Marka Çılgınlığı	Sıralayalım Doğru-Yanlış	Skimming Scanning
	6. Stil Sahibi Olmak	Doğru-Yanlış	Scanning
	7. Burcuna Göre Giyim	Tamamlayalım, Bulalım	Scanning
Unit 5 EĞİTİM ŞART	1. Eğitim	Yerleştirelim	Scanning
	2. Öğrenmeyi Öğrenmek	Doğru-Yanlış Var-Yok	Scanning Scanning
	3. Bir Okul Anısı	Sıralayalım	Skimming
	4. Öğrenmenin Yaşı Yok	Yerleştirelim Tamamlayalım	Skimming Scanning
	5. Erzurum'dan Harvard'a	Sıralayalım Doğru-Yanlış	Skimming Scanning
	6. Kendimizi Nasıl Geliştirebiliriz?	Var-Yok Doğru-Yanlış	Scanning Scanning
	7. Bütün Kurslar Benim İçin	Doğru-Yanlış	Scanning

UNITS	READING PASSAGES	THE NAME OF THE ACTIVITY	
Unit 6 ESTETİK VE YARATICILIK	1. Sanat Nedir?	Var-Yok Doğru-Yanlış	Scanning Scanning
	2. Kumdan İstanbul	Dolduralım Doğru-Yanlış	Scanning Scanning
	3. Sanat Dört Duvara Sığmazsa	Var-Yok Doğru-Yanlış	Scanning Scanning
	4. Anadolu Ateşi	Tamamlayalım Var-Yok Doğru-Yanlış	Scanning Scanning Scanning
Unit 7 İCATLAR MUCİTLER	1. Tesadüfen Bulundular	Var-Yok	Scanning
	2. E-Postanın Mucidi	Yerleştirelim	Skimming
	3. Çocuk Gözüyle	*There are no scanning or skimming activities.*	-
	4. Buluş Şenliğinde Buluşalım	Sıralayalım Tamamlayalım	Skimming Scanning
	5. Muhteşem Buluşlar	Dolduralım Doğru-Yanlış	Scanning Scanning
	6. Zihni Sinir 'Proce'leri	Doğru-Yanlış	Scanning
	7. Zihni Sinir'e Şapka Çıkarttıracak Buluşlar	*There are no scanning or skimming activities.*	-
Unit 8 TABİAT ANA	1. Hayvanlar Alemi	Ekleyelim	Scanning
	2. Nesilleri Birer Birer Tükeniyor	Doğru-Yanlış Konu-Paragraf Eşleştirme	Scanning Skimming
	3. Doğayla İç İçe	Doğru-Yanlış	Scanning
	4. Şehirliye Anlatmak Zor	Yerleştirme Tamamlama	Skimming Scanning
	5. Küresel Isınma	Doğru-Yanlış İşaretleyelim	Scanning Scanning
	6. Doğa İçin Henüz Vakit Varken!	Var-Yok Doğru-Yanlış	Scanning Scanning

UNITS	READING PASSAGES	THE NAME OF THE ACTIVITY	
Unit 9 SİNEMA DÜNYASI	1. Sinema Bir Tutkudur	İşaretleyelim	Skimming
	2. Oscar	Var-Yok Doğru-Yanlış	Scanning Scanning
	3. Altın Portakal'ın Genç Yüzleri	Doğru-Yanlış Tamamlayalım	Scanning Scanning
	4. Sevdiğim Filmler	Doğru-Yanlış	Scanning
	5. Haftanın Filmleri	Yerleştirelim	Skimming
Unit 10 İSTER İNAN İSTER İNANMA	1. Mitoloji	Yerleştirelim	Scanning
	2. Eros'un Aşkı	Var-Yok Doğru-Yanlış Tamamlayalım	Scanning Scanning Scanning
	3. Binlerce Hurafe	Var-Yok	Scanning
	4. Merdiven Altı Korkusu	Yerleştirelim	Skimming
	5. Şansınız Bol Olsun	*There are no scanning or skimming activities.*	-
	6. Anadolu'nun Sırları	Var-Yok Doğru-Yanlış	Scanning Scanning
	7. Titanic Neden Battı?	Tamamlayalım	Scanning
Unit 11 BUGÜN BAYRAM	1. Ah Nerede O Bayramlar	Var-Yok Doğru-Yanlış	Scanning Scanning
	2. Kutlu Olsun?	Eşleştirelim Sıralayalım Var-Yok	Skimming Skimming Scanning
	3. Domates Festivali	Var-Yok Doğru-Yanlış	Scanning Scanning
	4. Yılın En Şahane Günü	İşaretleyelim Var-Yok	Scanning Scanning

UNITS	READING PASSAGES	THE NAME OF THE ACTIVITY	
Unit 12 İNSANA DAİR	1. Farklılıklara Rağmen	Yerleştirelim	Skimming
	2. Ben Böyleyim	Eşleyelim	Skimming
	3. Hayatlarımız ve Standartlar	*There are no scanning or skimming activities.*	-
	4. Marjinal Olmak İçin Yaşamadım?	Doğru-Yanlış	Scanning
	5. Kim Akıllı, Kim Deli	Doğru-Yanlış	Scanning
	6. Büyükada'da Bir Yalnız Adam: Ergüder Yoldaş	Var-Yok Doğru-Yanlış	Scanning Scanning
	7. Sadece Şort ve Doğanın Dostluğunu Giyinen Adam	Var-Yok Doğru-Yanlış	Scanning Scanning

As indicated in Table 1 above, reading passages and their skimming and scanning activities in each unit have been listed, the number of activities varies from 4 to 7 in each unit. It has been found that some passages do not have any activities which improve the skimming and scanning strategies of the readers.

In Unit 1, there are 6 reading passages with 5 scanning activities and 2 skimming activities. In Unit 2, there are 7 reading passages, with a total of 11 activities, all of which are scanning activities; there are no skimming activities. In addition, there are no scanning or skimming activities following the reading passage "Şampiyonluk Maçı" (Unit2/Passage5). In Unit 3, there are 7 reading passages, following at least one skimming and one scanning activity. There seems to be a balanced distribution of activities in that unit's reading passages (5 scanning and 4 skimming activities). In Unit 4, there are 7 reading passages, 3 of which have been prepared as scanning activities and 5 of which as skimming activities. In that unit, the number of activities seems sufficient; nevertheless, the reading passage "Online Alışveriş" contains neither skimming nor scanning activities (Unit4/Passage4). In Unit 5, following the 7 reading passages, there are 8 scanning and 3 skimming activities. In Unit 6, there are 4 reading passages; although there are 9 scanning activities related to these reading passages, there are no skimming activities. In Unit 7, there are 7 reading passages (5 scanning and 2 skimming activities). Still, under the "Çocuk Gözüyle" and "Zihni Sinir'e Şapka Çıkarttıracak Buluşlar" reading passages, neither scanning nor skimming activities appear (Unit7/Passage3). Though there are many reading passages in that unit,

the number of the activities lacks sufficiency. Apart from that, following 2 reading passages neither scanning nor skimming activities are included (Unit7/Passage7). In Unit 8, each reading passage has at least one skimming or scanning activity; yet, although there are 8 scanning activities, the number of skimming activities is fewer compared to scanning. In Unit 9, there are 5 reading passages, and related o these passages there are 5 scanning and 2 skimming activities. In Unit 10, there are 7 reading passages, following these passages there are 7 scanning and only 1 skimming activity. Also, there are not any scanning or skimming activities under the "Şansınız Bol Olsun" reading passage (Unit10/Passage5). Again, it has been found that there is not a sufficient number of skimming activities in that unit. In Unit 11, there are 4 reading passages, at the end of these passages there are 5 scanning and 2 skimming activities. In the last unit, Unit 12, there are 7 reading passages. Related to 6 passages, there are 6 scanning and 2 skimming activities. Nevertheless, under the passage "Hayatlarımız ve Standartlar" there are neither scanning nor skimming activities (Unit12/Passage3). In Table 2, the number of reading passages, the number of scanning and skimming activities at the end of these passages and the percentage of scanning and skimming activities have been presented for each unit:

Table 2: The Percentage of Scanning and Skimming Activities Related to Reading Passages in Each Unit

Units	ReadingPassages	Activities	Skimming	Scanning	% (Skimming)	% (Scanning)
Unit 1	6	7	2	5	28.57	71.43
Unit 2	7	11	0	11	0	100
Unit 3	7	8	4	4	50	50
Unit 4	7	8	4	4	50	50
Unit 5	7	11	3	8	27.27	72.72
Unit 6	4	9	0	9	0	100
Unit 7	7	7	2	5	28.57	71.43
Unit 8	6	10	2	8	20	80
Unit 9	5	7	2	5	28.57	71.43
Unit 10	7	9	1	8	11.11	88.89
Unit 11	4	9	2	7	22.22	77. 78
Unit 12	7	8	2	6	25	75
Total	74	104	24	80	23.07	76.92

In conclusion, general results show that each unit has a sufficient number and variety of reading passages, including scanning activities; however, the number

of skimming activities is not enough to improve students' reading strategies in that respect. In Unit 2 and Unit 6, there are no skimming activities, only scanning activities have been included; likewise, in Unit 10, there is only one skimming activity. When all the units were evaluated, it was found that there is a sufficient number and variety of reading passages to improve students' reading strategies and there are sufficient number of scanning activities as well; the study has also illustrated that, with the help of these scanning activities, students can infer the required information from the texts and they can interpret certain messages of news in newspapers and magazines (such as place, time, characters). Yet, as there is an insufficient number of skimming activities, students may have difficulty in understanding texts about current events where authentic ideas and views are transferred. When all the percentages in each unit are analyzed; there are 104 in total; 76.92% of them include scanning activities and only 23.07% skimming activities. However, in B1-B2 textbooks there should be a higher number of skimming activities, because exposure to more skimming activities can help students find the main idea of a text with a quick glance.

5. Conclusion

In teaching foreign languages, reading skills constitute an important role; as a result, lessons are generally based on written materials. By means of a good reading skill, a student can acquire more vocabulary items and grammar structures through exposure. In that respect, when teaching Turkish to foreign students teachers should help them improve their reading strategies in Turkish. Every student comes to the classroom with their own cultural structures of their native language; however, it should be remembered that as every language has its own peculiar structure, it cannot always be possible for students to use their previously learned strategies in the second language environment. Taking this into consideration, teachers should be elective when deciding on the reading passages and related reading activities that they will use in their lessons. They should teach different kinds of reading strategies by both giving different kinds of reading passages and helping students understand the texts.

In this study, the activities at the end of the reading passages in the textbook "Yeni Hitit Yabancılar İçin Türkçe Öğretimi 2 (B1-B2)" which was published by TOMER were examined in terms of skimming and scanning reading strategies. According to the results of the study, there is a sufficient number and variety of reading passages. Nevertheless, the results indicate that the number of skimming activities is low (even none in Unit 2 and Unit 6). This study strongly suggests that more activities including skimming should be implemented to the reading

passages in order to improve students' comprehension, since these strategies reveal the richness of the linguistic patterns, meanings, and cultural hints.

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