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TEACHING STYLES AND STRATEGIES IN TEACHING EFL READING IN UNIVERSITIES
(IN IRAQ)

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Abstract of the

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Importance / Urgency of Research

The demand on communicative English language skills all over the world is increasing due to its contemporary status as a lingua franca. Graddol (2006) argues that the Internet is now the communication tool of choice for multilinguals to link diasporic linguistic communities, and it includes not only the western countries, but also the growing numbers of Mandarin, Spanish, Hindi, and Arabic speakers. On the other hand, there are countries where the greatest demand is on oral communication (listening and speaking) skills, however, in other countries, such as Iraq, the focus remains on reading skills as the resource of information, especially professional information. Interest towards learning English (including reading skills) has increased in these countries due to the role and the possibilities of the Internet. Tilfarlioglu (2011) study which embraced 534 students from 6 universities and high schools in Turkey and Iraq, including the Erbil Ishik University where I work and where I conducted my study, at which students' mother tongues are Kurdish and Arabic, confirms the increased interest towards learning English since 2004 due to Internet developments.

Native language reading skills are emphasized at universities in all countries, as a huge volume of reading has to be done by all students. Reading skills an EAP (English in Academic Purposes) and ESP (English for Specific Purposes) are emphasized in those countries where they are indispensable for technological and industrial development, while a vast majority of population, even educated, does not need English so much for oral communication. EAP/ESP reading skills are especially important if the university is an international one, delivering all or the majority of classes in English. This means that students have to be able to read in English (almost) as well as in native tongue. Ahmed (2007) states that even postgraduate international students for whom English is not their native language and whose majors are both English and other subjects often have reading comprehension problems which seriously hinder their education process, however, students whose specialty does not deal with English, have greater problems.

As an intellectually demanding activity (decoding a written text, especially an academic or a scientific one demands background knowledge and high level cognitive skills) reading depends on and simultaneously contributes to the intellectual development of a person.

Shaywitz (2003) states that reading comprehension is an important life skill. It is one of the most important domains in education, because it is the best predictor of success in higher education as well as in job performance. It is a prerequisite for life-long learning (Elley, 1994).

Though teaching / learning reading is relatively easy psychologically (the text remains in front of reader's eyes as long as necessary, which permits to use a dictionary, apply guessing strategies or more qualified reader's help), students still have certain difficulties due to the linguistic difficulties (EAP and ESP require a very rich vocabulary, including terminology; sentences are long and complex), complicated contents and the need in general background knowledge. As a result, students' reading skills are too often not relevant to the tasks that EAP and ESP courses pose in front of students.

Burchfield and Sappington (2000) report that, on average, only about a third of all students complete their text reading assignment on any given day. This finding confirms a body of research conducted over the last 30 years (McDougall and Cordiero, 1993; Self 1987; Marshall, 1974). Hobson (2004, p. 1) found that over 70% of the students will not have read the assigned course reading. A study by Brost and Bradley (2006) names among the causes of university students' lack of desire to read by low quality of reading skills brought from school, lack of desire to learn in general, lack of understanding of the role of reading skills in education, and teacher behavior who often give some reading tasks, but later do not deal with the materials in tutorials or exams. According to Hamra and Syatriana (2012, p.1), the reading test results of the final semester of the freshman year and TOEFL prediction of the first semester undergraduate students are low. The reading comprehension of Indonesian students' needs improvement (Kweldju, 2001, Syatriana, 1998; Mardiana, 1993; Hamra, 1993, 1996a, 1996b; Hamra and Syatriana, 2010); it is far from the needed level, which does not permit them to go to exchange programs to universities in other countries. The reading difficulties are caused by various reasons: surface interpretation of the texts, poor vocabulary stock, the use of inefficient reading strategies, and poor grammatical competence (Behroozizad and Bakhtiyarzadeh, 2012). Hamra and Syatriana (2012) conclude that the improvement of reading comprehension of the students should be the focus of teaching and learning process.

A lot of research has been carried out concerning various aspects of teaching reading to undergraduate students (there are dozens in the references of this dissertation), however, the situation, as we have seen above, is still unsatisfactory. Besides, such an aspect of the topic as reading text selection for undergraduate students has been much less studied. And the teacher-centered practice in the sphere (students are seldom or never asked which topic they would like to read about and which text is interesting for them) does not contribute to the improvement of the situation. All this makes the topic of my research important /urgent.

Problem

The fact that students' reading skills are often inadequate for the purposes of academic study constitutes a serious problem. Some students too often do not read for classes, others do read but fail to provide deep comprehension which corresponds to university studies' level. Finally, many students fail some courses and become unmotivated to learn. The **problem questions** I ask in this dissertation are:

- ✓ How can reading skills become adequate to academic reading requirements?
- ✓ What can motivate students to read more and better?
- ✓ What teaching approaches / strategies should we use to increase the efficiency of teaching reading, and, correspondingly, to improve the quality of reading skills?

Goal of research

My goal in this dissertation was find an effective way of teaching reading to undergraduate students that would be proved in the course of experiment. I intended to make the teaching of reading more student-centered and, due to it, more efficient and motivating.

Novelty

Both teaching in general and language teaching in particular in Iraq is mostly teacher-centered, so introducing student-centered teaching methodologies to language teaching (as well as research of its possibility) is innovative.

Though strategies of teaching / learning reading as well as student-centered approach are in contemporary stream, but not new as such, the practice of teaching reading to EAP / ESP students is rather outdated and inefficient all over the world. This is why I have tried to work out such a model of student-centered teaching reading which involves all levels of the process, from text selection to assessment, which is rather new.

Traditionally reading motivation is viewed in connection with the process of reading. I offer to start earlier – at the point of choosing the text.

Besides, I view activities for teaching reading in connection with both skill and strategy development, while the traditional way is to view them only in connection with reading skills.

Hypothesis

The hypothesis of this research is: teaching reading in English to undergraduate students can be considerably more efficient and motivating if students are allowed to make their choice of the topic, text, activities and assessment formats.

While making choice, teacher's and students' learning styles, teaching / learning strategies, students' gender, interests, and needs have to be considered.

Methods of Research

To solve the above-discussed problems, I applied the following **methods of research**:

- ✓ review and critical analysis of existing literature on the topic under study
- ✓ observation of the educational process
- ✓ student questionnaires
- ✓ experiment
- ✓ testing, to assess the students' reading skills
- ✓ statistical analysis of obtained through questionnaires and experiment results

Theoretical value of research

The dissertation offers an analysis of teaching and learning styles/strategies, EAP / ESP students' needs analysis in reading,

The theoretical bases of this research are:

- ✓ Theories of learning and teaching styles / strategies (Witkin and Goodenough, 1981; Kolb, 1984; Biggs, 1999; Fleming, 2001; Grasha, 2002)
- ✓ Student-centered approach (Baxter and Gray, 2001; Weiner, 2002; Brown, 2008) and productive pedagogy (Van Driel, Verloop, and De Vos, 1998; Gore, Griffiths, and Ladwig, 2004)
- ✓ Attribution theories of motivation (Deci and Ryan, 1985; Weiner, 1992)

I did my best to apply these to solve the problem of teaching reading skills' improvement. I tried to make my modest contribution to development of these ideas from the angle of reading skills' formation. The model that I suggest is an effort to unite these theories concerning the teaching of reading.

Practical value of research

Today student-centered education is becoming an absolute demand. This research offers how to apply student-centered education to teaching reading to undergraduate students. The suggested models viewed in chapter 2 and the approach to reading activities as the ones which not simply

practice reading, but also develop reading comprehension strategies, hopefully, will help language teachers make teaching reading more efficient and motivated.

Structure of dissertation

The dissertation comprises an introduction, three chapters, conclusions and an appendix. In chapter 1 I reviewed the literature on teaching and learning styles and strategies. In the second chapter, I analyzed the methods of teaching reading skills, psychological and linguistic characteristics of reading, text genres, the motivation of reading, activities for the development of reading skills and tasks for their assessment. The third chapter describes the research held in two groups, control and experimental, to compare the efficiency of teacher-centered (control group) and student-centered (experimental group) approaches to teaching reading. There are 26 tables, 6 figures, and an appendix in the dissertation.

BRIEF CONTENTS

CHAPTER 1. Teaching and learning styles and strategies in ELT (reading) – literature review

Different views on approaches to teaching, teaching and learning styles and strategies are analyzed. Teacher-centered approach is shown as “lecturing”, accompanied by a low level of student choice, a high level of student passivity, and the power in the classroom, which is primarily with the teacher. Student-centered instruction is also designed by the instructor, but it allows a greater amount of student involvement/engagement or student choice and control over the activities they use to learn. Though both have advantages and disadvantages, with the view of continuous education, it is shown that only the student-centered approach to reading skills’ formation is relevant to contemporary pedagogy. Research has shown that applying only the teaching /learning style corresponding to the student’s learning style does not yield the desired results, however, the application of a variety of teaching / learning styles is effective.

In figure 1. I tried to show the impact of teacher views and learning styles on teacher behavior, on the one hand, and student satisfaction and involvement in the learning process, on the other hand. In table 1, as it is often very confusing for teachers how to use the various typologies of learning styles, I tried to unite various terms for approximately the same learning styles and to show what teaching behaviours in the process of teaching reading they can stand for. In table 2 the alignment between teacher and learner behavior with teaching/learning reading (as the topic of my dissertation) is shown. In teacher-centered approach results are not under student control, thus, students avoid participation, have low motivation and satisfaction, students are uninvolved and concentrate on

factual information and rote memorization. We can see that in student-centered approach students have a say in material and activity selection, which enhances student motivation, satisfaction, involvement, and stimulates higher order thinking.

Figure 1. Relationships between teacher views and style and student learning style

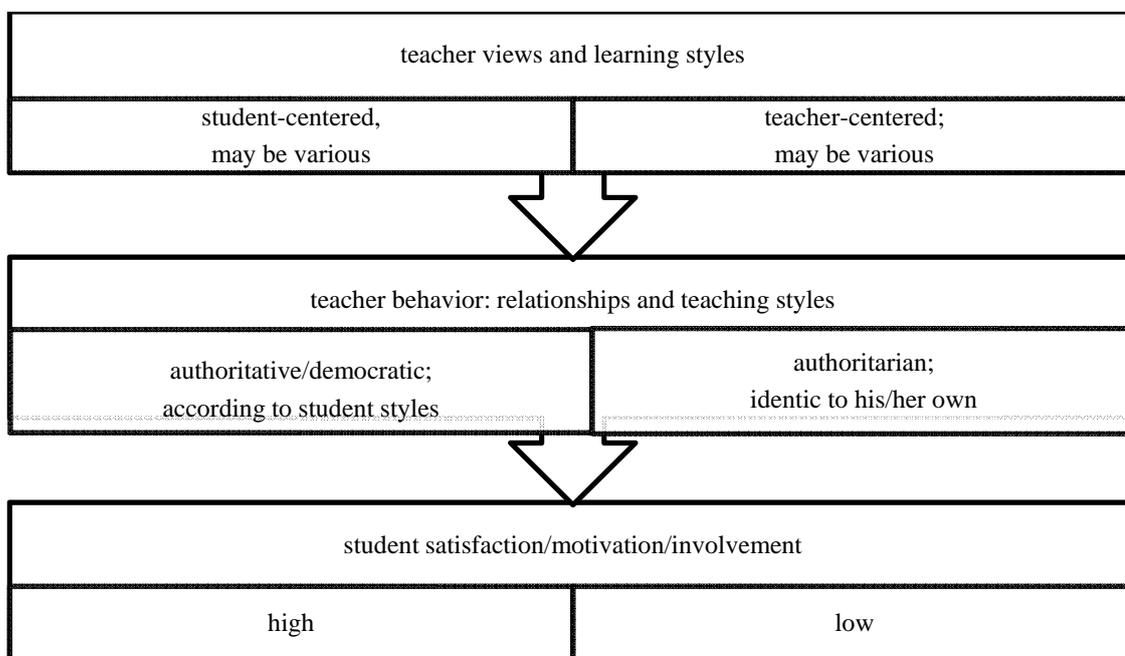


Table 1. Alignment of learning styles / learner types and teacher behaviours

Criteria for classification	learner types	teacher behaviours
Openness to communication	extravert	pair and group work, discussions
	introvert	silent reading, written tasks
Role of various senses	sensor* / observer / feeler / concrete	see three lines below
	* visual	illustrations and video
	* auditory / verbal	audiobooks and audio recordings
Attitude to cognition	* kinesthetic	role play, hands-on activities
	intuitor / thinker/ avoidant / reflective / abstract	essays
Cognitive styles	judgers / synthetic / sequential / field-dependent / inductive	question-answer
	perceivers / global / analytical / field-independent / deductive	true/false/no evidence (accompanied by naming the supporting sentence)
Behavior in a group	competitive	contests
	collaborative	pair and group work, projects
	participant / active	brainstorming, discussion, pair and group work, role play, hand-on activities
	dependent	all kinds of drills (matching,

		substitution, gap-filling, etc.)
	independent	creative and critical writing

Table 2. Alignment between the teacher views and behaviours / strategies with students' needs while teaching reading

views	teacher behaviours	teacher strategies	student behaviours and learning strategies	consequences for teaching reading
teacher-centered	ignores student difference, their interests, background knowledge and students' culture, emphasizes outcomes (grades), creates tense atmosphere	demonstrates expert, formal authority, and demonstrator/personal model	more often surface learning; avoidant strategy	reading is unmotivating (only external motivation), boring, comprehension is on the surface level
student-centered	recognizes student difference, takes into consideration their interests and background knowledge, considers students' culture; treats reading as a process, creates student-friendly atmosphere	applies facilitator and delegator strategies	more often deep learning, participant strategy	reading is motivating, interesting, comprehension is on the deep level

CHAPTER 2. Teaching Reading to University Students – discussion

Psychological and linguistic characteristics of reading, teaching reading strategies, motivation in reading, text genres, reading activities, assessment of reading skills' formats and age peculiarities of university (undergraduate) students are discussed. Though there are a lot of theoretical studies on student-centered teaching reading, practical (course books and other educational materials) materials, and, naturally, the educational process remain very teacher/course book centered (content driven). I think that one of the reasons is that theoretical researches are dedicated to separate issues of teaching reading, while the whole framework remains quite teacher-centered. I tried to sum up various student-centered views in one framework, shown in tables 3 and 4.

Table 3. Teaching reading strategies

stage	activities	recommended format	student-centered?	motivating?
pre-reading	selecting the topic and genre	whole class	✓	✓
	selecting the text according to the title, subtitles, illustrations and a short abstract	whole class	✓	✓
	interpreting the title and subtitles	pair, small group	✓	?
	prediction of contents, based on the title, subtitles, illustrations and a short abstract	pair, small group	✓	?
	brainstorming on vocabulary which may be needed, based on the title, subtitles, illustrations and a short abstract	whole class	✓	✓
	providing / discussing the background knowledge on the topic	whole class	may be both student and teacher-centered (in case students lack information)	✓
	setting goals (what sort of application you are planning; reading for gist or detail)	whole class	may be both student and teacher-centered (teacher may help)	?
	viewing video (mute, to forecast the contents)	whole class	teacher-centered	✓
while-reading	using a dictionary	individual	✓	✓
	guessing the meaning of unfamiliar words	individual, pair or small group	✓	✓
	selecting key words and underlining the especially important information	individual, pair or small group	✓	?
	writing questions to ask to classmates	individual	✓	?
	comparing / matching the text with the illustrations	pair, small group	✓	?
	creating illustrations	individual	✓	?
	creating cognitive maps (text structure, relationships, spidergrams)	individual, pair or small group	✓	?
	filling in / making up tables, building	individual, pair or small group	✓	?

	graphs			
post-reading	working on vocabulary and terminology (matching, gap-filling, multiple choice)	individual, then whole-class (or with keys)	student-centered only if fulfilled with a key, not under teacher control	?
	making up / fulfillment of comprehension tasks (true / false / no evidence, multiple choice)	individual, can be checked up by whole class or individually with a key	making up is student-centered	making up is motivating
	analysis of text structure	individual, pair or small group	✓	?
	reciprocal teaching (helping each other understand)	pair or small group	✓	✓
	drawing conclusions, giving arguments to the conclusions	individual	✓	✓
	writing summaries	individual	✓	?
	providing examples (from the text, from their experience)	whole class, individual, pair or small group	✓	✓
	evaluating (e.g., the applicability, reliability)	individual, pair or small group	✓	✓
	analyzing the problem, perspectives, etc.	small group or whole class	✓	✓
	viewing video to check or enhance comprehension, to find differences (if any)	whole class	may be both student and teacher-centered	✓

Table 4. Alignment of reading activities and strategies

Activity	Strategy
Predicting the topic and contents of the text based on the title, subtitles and illustrations	comprehension, motivation (causing curiosity)
Grouping vocabulary (while- and post-reading)	comprehension
Pre- or while-reading teaching of essential vocabulary and grammatical structures	comprehension
Pre-, while- or post-reading building the vocabulary maps	comprehension
Finding out students' background knowledge on the topic; sharing it, if it looks like that few students possess it	comprehension
Scanning to predict the contents of the text	motivation, comprehension
Pre-, while- and post-questioning	motivation, comprehension

Answering each other's and teacher's questions	comprehension
Skimming to find particular information, which can be applied for particular purposes, prove or disprove an idea	comprehension, application, eliciting information
Reading aloud (chunking)	comprehension
Forecasting	comprehension, motivation
Underlining important information, key words, and unclear sentences	comprehension, memorization
Rereading the especially difficult or important sections	comprehension, memorization
Dictionary application	comprehension
Guesswork	comprehension, motivation
Grammatical analysis	comprehension
Reciprocal teaching	comprehension, motivation, eliciting information, memorization
Thinking aloud	comprehension
Dealing with text structure, author's intentions, main idea, etc.	comprehension
Writing a plan for the read text (may be a while- or a post-reading activity)	comprehension, memorization
Illustrating the text (may be a while- and a post-reading activity)	comprehension, memorization
Expressing opinions and giving reasons, debates	assessment
Filling in / making up some tables, building graphs	comprehension, memorization, application
True/false/ no information	comprehension
Jigsaw	comprehension
Entitling the paragraphs / text	comprehension
Filling in the information gap (each student has his / her variant of the text)	eliciting information, comprehension
Writing or telling a summary / abstract	comprehension, memorization
Writing a critical essay	higher-order comprehension, developing creative skills

CHAPTER 3. Experimentdescription

The study was conducted in the **quantitative** format. The purpose of this study was to investigate how well the students do in reading applying the student-centered methodology. The experiment was held in two stages, in order not to overlap too many variables. The purpose of the first stage was to investigate how well the students do in reading content-based texts selected in a textbook-author-centered way compared to a variety of topics (non-fiction & fiction, ESP and GE, students' majors

and a wider selection of technical texts) chosen in a student-centered way. The second stage dealt with student-centered approach to selecting the reading activities and assessment formats.

Testing the reading skills before, while, and after the completion of both stages of the experiment had to measure the results. On the other hand, a **questionnaire** on student satisfaction had to measure their satisfaction levels during and after the experiment.

The research was held in two different undergraduate groups majoring in Information Technologies at Ishik University in Erbil, Iraq. One group was control, where reading was taught in the teacher-centered way, while the other group – experimental, where reading was taught in a student-centered way. The semester lasted 19 weeks, 15 of them were dedicated to the first stage of experiment and 4 weeks – to the second.

The first stage dealt with text selection by students, so the possibility or impossibility for the students to select the topics / texts was the **independent variable**, while the motivation of students and the quality of their reading skills were the two **dependent variables**. Correspondingly, content-based reading for them included various topics dealing with their future professions.

The four figures below graphically present the results of the two stages.

Figure 2. Comparison of mean results of control and experimental groups – stage 1

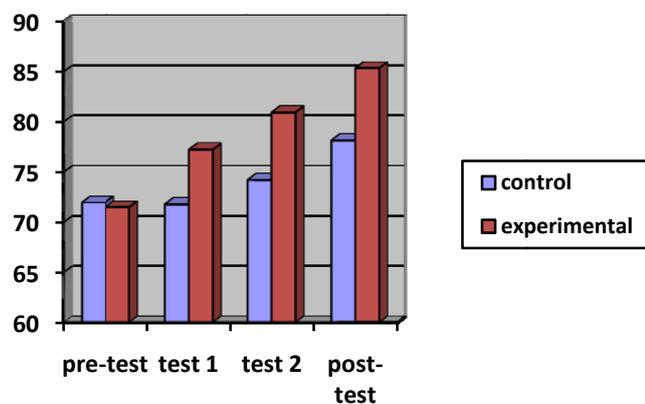


Figure 3. Comparison of satisfaction results in control and experimental groups – stage 1

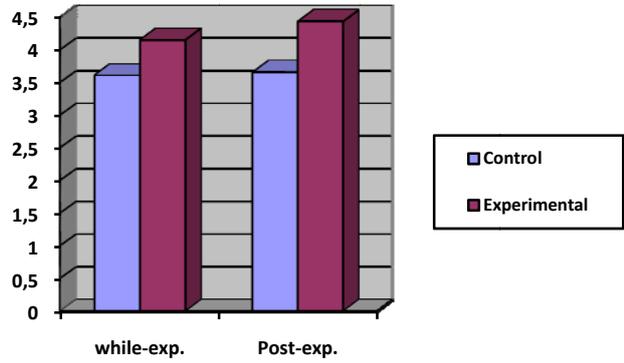


Figure 4. Comparison of mean results of control and experimental groups – stage 2

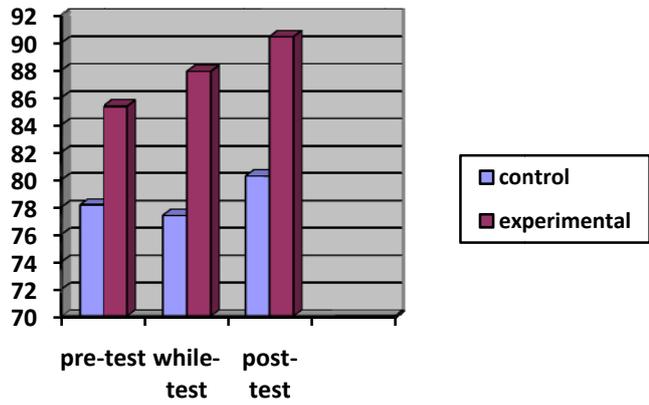
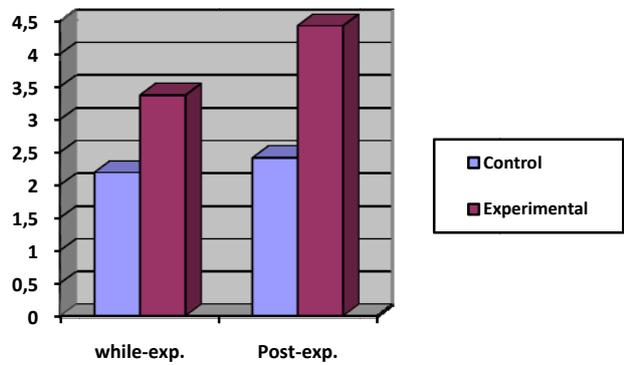


Figure 5. Comparison of satisfaction results in control and experimental groups – stage2



Limitations of the study

The study was held with 46 students for one semester in one country and one university. Of course, it is not enough to make some overall conclusions. On the other hand, the results are in agreement with the analysis of theoretical resources and clearly enough indicate the tendency which supports our hypothesis.

Conclusion of chapter 3

Thus, our research has shown us that in the chosen sample both the students' reading skills levels and student satisfaction level significant increase in the experimental group compared to minor increase in the control group and students higher satisfaction level in the experimental group support our hypothesis – that student-centered selection of topics for reading materials, reading activities and assessment formats enhance both reading skills and student satisfaction, as this approach gives them a feeling of control over the learning process. Though the research has a limited scale and to make far-reaching conclusions further research is necessary, we may conclude that in general, the possibility for the students to make their choice in the process of learning reading should enhance both student satisfaction and motivation and eventually improve learning.

CONCLUSION AND RECOMMENDATIONS

Based on the analysis of literature and results of experimental research, the conclusions and the recommendations of the dissertation are:

1. Reading comprehension is an important life skill: it is the basis of both the studies at the university and continuous education, it is enhanced by and, in its turn, enhances the application of contemporary information technologies, it links professional and ethnic communities, and it stimulates intellectual growth.
2. Linguistically reading is more difficult than listening and speaking, as written texts are usually more complicated: they apply a much richer vocabulary, sentences are longer and have a more complex structure. However, psychologically a reader is more relaxed, as the text will not disappear, and the reader has enough time to use a dictionary, try to guess the meaning of the word based on context, knowledge of word-building models, parts of speech, collocation, on the one hand, and knowledge of the world, on the other. Anyway, for students to obtain reading comprehension skills / strategies, teachers have to help students develop them: offer clear explanation, engage them in practice accompanied by scaffolding, assess fairly.

3. To use English (or another second / foreign language) for academic and / or specific purposes, reading skills have to be on a native-like level. This is why teaching and learning styles and strategies are very important for formation of such reading skills which will permit to receive education in a second / foreign language.
4. Student-centered teaching is essential from this viewpoint. Unless the student takes the responsibility over his / her learning, works out his / her own strategy of overcoming reading comprehension difficulties, does efficient and fair self-assessment, he / she will not be able to use reading as a tool of his / her professional development not only during the university education, but also during the further, life-long education and professional growth.
5. Such teaching styles / strategies as “expert”, formal authority, and personal model are features of teacher-centered approach to teaching in general, and in particular, to teaching of reading. This is why they may be to some degree applied in teaching, but should not occupy a central place in it. On the other hand, such teaching styles / strategies as facilitator and delegator are relevant to student-centered teaching and, correspondingly, should be emphasized.
6. There are too many classifications of learning styles, which is somehow confusing for teachers who want to take into consideration his / her students’ learning styles. I tried to make up one model, by uniting more or less similar styles, naming: extravert and introvert learners, sensor* / observer / feeler / concrete, visual and auditory / verbal style, intuitor / thinker / avoidant / reflective / abstract students and judges / synthetic / sequential / field-dependent / inductive, also perceivers / global / analytical / field-independent / deductive learners, competitive and collaborative students, participant / active and dependent as well as independent learners. I underline that those learning styles which seem dichotomies, in reality are a broad spectrum with one (e.g., extraversion) and the other (introversion) features present to a certain degree.
7. Considering such huge variety of learner types it is obvious that, even if the teacher wants, it is impossible to teach students, applying only the comfortable for them teaching style. Besides, research shows that learners do not very much benefit from using only the most comfortable for them learning style. It is important that we as teachers do not monger style wars, applying only the styles in which we feel comfortable. The matching / alignment between learner and teaching style should reveal in the variety of styles used, finally satisfying all students and permitting students to develop various styles (strategies?) to make their reading skills not only strong, but also flexible.

8. Adequate to the discussed various learning styles need various activities to be practiced: pair and group work, discussions, silent reading, written tasks, illustrations and video, audiobooks and audio recordings, role play, hands-on activities, essays, question-answer, true/false/no evidence (accompanied by naming the supporting sentence) , contests, projects, brainstorming, all kinds of drills (matching, substitution, gap-filling, etc.), creative and critical writing.
9. Teaching style and activities should be not only effective, but also motivating. The bases for motivation in reading are: conceptual orientation, real-world instruction, autonomy support, collaborative learning, praise and rewards, interesting texts, strategy instruction, evaluation, teacher and student involvement, and cohesion.
10. If we are employing a learner-centered approach, student needs analysis has to be held. Unfortunately, coursebook authors simply cannot do it. They are written for an imaginary group of learners who are assumed to have similar profiles. Teacher is the only person who can do it, and he or she has to carry out needs analysis with each new group.
11. As EAP and ESP deal with students' future profession, to find out students' as well as potential employers' needs is especially important for teaching them. The purpose of conducting needs analysis is to find out what students already know, what they need to know, and what their preferences are. Needs analysis, ideally, should be held before the education process starts. However, in majority of cases it is hardly possible, so in this case, the first lesson is a good time.
12. To find out where student knowledge of the subject is we can hold a survey (questionnaire) or at least ask their major course lecturers whether the text contains any professionally useful for the students' knowledge. As for linguistic knowledge, the teacher can hold a brainstorming activity in the beginning of each reading session to find out, what vocabulary related to the topic the students know.
13. Selecting the materials for reading, the teacher may take a commercially published book and pursue it completely, but this will be textbook-centered teaching. Or he/she may behave in a more student-centered way and either modify it to some degree by additional texts, adding and omitting some tasks or else choose the texts, based on students' needs analysis him/herself and then prepare corresponding activities. The last option is optimal, but the second one demands less time, is more practical and, correspondingly, more often used.

14. The main pathos of this research is to make teaching reading as much student-centered (but without forgetting about teacher facilitation) as possible. Student-centeredness of teaching reading should involve participation of students in text, activity, strategy, and assessment format selection.
15. Top-down and bottom-up strategies should be practiced, and corresponding activities offered.
16. The terms “skills” and “strategies” are often used synonymously. Cognitive psychologists underline that though the terms are really related, *skills* are more or less automatic routines, while strategies are inherently flexible and adaptable. This is why the accent today is on development reading strategies. However, much of qualified reading is done automatically, so skills also need to be formed.
17. I include motivating strategies into teaching reading strategies. Among reading comprehension strategies are skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas. Developing reading strategies should be carried out on the pre-reading, while-reading and post-reading stage. To motivate students, we have to take into consideration their age, gender, and culture.
18. The results of the experiment that I held supported these ideas, so the described approach can freely be recommended to teachers of English (another second / foreign language) to university students. These conclusions, hopefully, will be interesting to researchers of English (foreign / second) language teaching and education.

The list of publications revealing the main issues of the dissertation:

1. M. Numan Kanar. (2011). Improving reading comprehension through evolved syllabus design. The First International Research Conference at the Faculty of Education on Education, English Language Teaching, English Language and Literatures in English. Proceedings. Tbilisi, p. 101-105
2. M. Numan Kanar. (2013). The efficiency of reading in content-based topics vs. reading in variety of topics. *IBSU Journal of Education*. V.2, issue 2
3. M. Numan Kanar. (2013). The way to make students to “own” their coursebook by retouching the flexible syllabus *IBSU Journal of Education*. V.2, issue 2
4. M. Numan Kanar. (2013). When something goes "bottom-up" it doesn't mean all we are teaching wrong. The Second International Conference on Language and Literature Studies Proceedings. Tirana, p. 285-293. V.1
5. Volkan Cicek, M. Numan Kanar. (2013). Overview of accelerated reader program. *International Journal of Humanities and Social Sciences*, V.2, issue 2, p. 39-48