



**HOW DOES LITERATURE AFFECT TERTIARY LEVEL EFL
LEARNERS' AUTONOMY, LANGUAGE LEARNING ATTITUDE
AND LANGUAGE PROFICIENCY?**

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JÜRİ ONAY SAYFASI

Berrin KALYONCU tarafından hazırlanan “How Does Literature Affect Tertiary Level EFL Learners’ Autonomy, Language Learning Attitude and Language Proficiency” adlı tez çalışması aşağıdaki jüri tarafından oy birliği/ oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

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ETİK İLKELERE UYGUNLUK BEYAN

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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Prof. Dr. Selma YEL

Eğitim Bilimleri Enstitüsü Müdürü

To my dear father

&

My beloved son

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I am sending my love to my son and everyone who stood by me.

I know my mom has always been there watching...

Berrin KALYONCU

EDEBİYAT ÜNİVERSİTE SEVİYESİNDEKİ ÖĞRENCİLERİN ÖZERKLİĞİNİ, DİL ÖĞRENME TUTUMLARINI VE DİL YETERLİĞİNİ NASIL ETKİLER?

(Yüksek Lisans Tezi)

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ÖZ

Bu çalışmanın amacı, Kara Harp Okulundaki 2 grup öğrenci örnekleminde yola çıkarak, edebiyat ürünlerinin, üniversite seviyesindeki öğrencilerin özerklik algılarını, buna bağlı olarak dil öğrenme tutumlarını ve dil yeterliliklerini nasıl etkilediğini araştırmaktır. Bunların dışında, bu çalışmada öğrenme özerkliği geliştirmeyi amaçlayan bir uygulama yapmadan önce öğrencilerin hazırbulunuşluk durumlarını da araştırmanın önemi vurgulanmıştır. Yapılan görüşme vasıtasıyla bu hazırbulunuşluk durumları ortaya çıkarılmaya çalışılmıştır. Bu görüşmenin ortaya çıkarmayı amaçladığı bir diğer nokta ise İngilizce öğrenmeye ilişkin motivasyon düzeyleridir. Çalışmada kullanılan veri toplama araçları Kara Harp Okulu 3. sınıfa devam etmekte olan 60 adet öğrenciye uygulanmıştır. Bu 60 öğrenciden 30'u deney grubuna, diğer 30'u ise kontrol grubuna dahil edilmiştir. Bu grup ayrıştırması araştırmacının seçeneği neticesinde değil, halihazırda bulunan iki eşit seviyede sınıf seçilerek araştırmaya dahil edilmiştir. Bu çalışmanın metodolojisi bölümü, hem görüşme, hem de anket içerdiğinden, nicel ve nitel araştırma yöntemlerinin her ikisini de dahil edebilmektedir. Uygulamaların sonuçları, öğrencilerin ders döneminin başlangıcında özerklik terimine dair geniş bir bilgiye ve algıya sahip olmadıklarını; ancak deney grubuna uygulanan edebiyat metinleri takviyesi ve ders dışı tavsiyeler ile beraber bu algının ders dönemi sonunda gelişim gösterdiğini ortaya çıkarmıştır. Bunun sebebi, öğrencilerin geleneksel ders çalışma yöntemlerinden uzaklaşıldığında, kendilerini ders çalışıyor gibi

hissetmemelerinden ve bunun sonucunda keyif alarak dil öğrenme sürecini sürdürdükleri olarak düşünülmektedir. Deney grubu edebi metinlerden dilediklerini okumaları yönünde teşvik edilmiş ve ders dışında bu faaliyeti sürdürmeleri tavsiye edilmiştir. İki haftada bir öğrencilerden bir çalışma programı toplanmış ve faaliyetleri takip edilmiştir. Bu sayede, öğrencilerin İngilizce çalışırken edebiyata ait hangi aktiviteyi sürdürdüğü de gözlemlenmiştir. Öğrencilere uygulanan öntest ve sontest işlevi gören PET sınavı ise, İngilizce yeterlilik düzeylerinde önceki durumlarını ve sonraki durumlarını karşılaştırmak için veri sağlamaktadır. PET sınavının öntest ve sontest olarak seçilme sebebi, bu sınavın tek bir boyuttan değerlendirme yapmak yerine İngilizce’de önem arzeden dört farklı beceriyi ayrı ayrı ölçmesidir. Tüm bu veri toplama araçları ile, genel olarak öğrencilerin dil öğrenme sürecindeki tutumları ana hatlarıyla sergilenmeye çalışılmıştır. Tutumlarda gözlenen değişiklikler, öğrencilere kendi ders çalışma sorumluluklarını onlara bırakmak ile doğrudan bağlantılı olmuştur.

Anahtar kelimeler : Öğrenci özerkliği, dil öğrenme tutumu, dilde yeterlilik, öğrenci sorumluluğu, edebi metinler

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Danışman : Doç. Dr. Semra SARAÇOĞLU

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ABSTRACT

The purpose of this study is to investigate how literary texts affect tertiary level students' autonomy perceptions, in relation to this, their language learning attitudes and their language proficiencies based on the sample of two groups of learners who study in the Turkish Military Academy. Apart from these, in this study, the researcher has laid emphasis on the students' readiness circumstances before applying extra materials that aim to develop learner autonomy. The circumstance of readiness was tried to be revealed via an interview that was carried out before any application. Another point that this interview aims to reveal is the motivation level in relation to learning English. The data collecting means used in this study have been administrated to 60 students from the 3rd grade in Turkish Military Academy. 30 of those 60 students belonged to the experimental group, and the other 30 belonged to the control group. The students that belong to that sortation have not been determined by the researcher. Instead, those groups were already two different classes who were at the same language level. The methodology part of this study consists of both qualitative and quantitative data analysis, since there is an interview and a questionnaire. The results of these applications has revealed that none of the groups had enough insight and perception about autonomy; however, after the experimental group was reinforced with literary texts, and was adviced to study using literature after class, the perception about autonomy turned out be developing at the end of the term. The reason for this is considered to be because the learners do not feel like they are actually studying when they are away from traditional methods. As a consequence, they carry on the process

of learning by enjoying it. The students in the experimental group have been encouraged to read any literary text they wish (They were provided with a quantity of materials) and they were advised to continue doing this activity outside class. A study program has been collected from the students which helped the researcher keep up with the information about their activities. This way, the genre which the students chose to deal with while studying English has been observed along with the duration of their studying period. The PET exam which stands as a pre and post test provides the researcher with the data needed to compare the proficiency levels of the students before and after. The reason why the researcher chose this test as a pre and post test is because instead of evaluating from only one dimension, this test evaluates the four different skills that are of great importance in the language field. With the help of all these data collecting instruments, the learners' attitudes towards language learning has been tried to be demonstrated with the main lines. The differences observed in the attitudes have been directly associated with giving the responsibility up to the learners.

Key Words : Learner Autonomy, language learning attitude, language proficiency, learner responsibility, literary texts

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
PET	Perliminary English Test
TMA	Turkish Military Academy
CALL	Computer-Assisted Language Learning

CHAPTER I

INTRODUCTION

In this section, the outline of the study is given. First of all, problem of the study is clarified. Subsequently, the aim of the study and hypothesis of the study are stated. After that the importance of the study, assumptions are explained. And finally limitations are stated along with the key concepts.

1.1. Statement of the Problem

Language learning is an issue that has been dealt with for many years. It has been tried to be fostered with various means. Learners are exposed to input both in class and outside class. They create their own strategies to best absorb that input. The means of learning a language help them carry out the process fruitfully. One of their means is “literature”. Literature helps ELT process inside the class during the lesson. Thus, it can be applied to the process of turning the learners into autonomous ones. Many traditional methods have been used in class to foster language proficiency, however learners were confused about how to apply those methods to their outside class practises. Since literature can be found in everyday life, learners will probably not have difficulty in finding the sources to benefit from.

The advantages and benefits of autonomy in learning can be observed within three major areas (Little, 1991, cited in Nguyen, 2012, p.318). First, as the learner takes part in setting the agenda, learning should be focused and purposeful, and consequently be more effective in the short term and in the longer term. Second, since responsibility for the learning lies within the learner, the barriers between learning and living that are usually found in teacher-led educational structures should be minimized. Lastly, if there are no barriers between learning and living, learners shouldn't have any difficulty in transferring their capacity for autonomous behaviours to the other fields of their lives (Nguyen, 2012, p.318).

1.2. Aim of the Study

The main aim of this dissertation is to see whether literature fosters learner autonomy and improves English language proficiency in relation with the general attitude of the learners towards the literary elements involved in the procedure. The study tries to find answers to the following research questions:

- 1- How does literature affect learners' autonomy in language learning?
- 2- How does literature affect learners' language learning attitude?
- 3- How does literature affect learners' language proficiency?

At the end of this study, language learners will gain some tips for creating new strategies for studying English. They will not have to stick to the traditional methods of studying.

1.3. Significance of the Study

What makes the study worthwhile? Since language learning is an individual process, it is significant for the learners to use their time outside class efficiently in order to progress. This study will prepare a new ground for them in which they can get involved in their own learning process. It is thought to be a creative path to follow, and literature appears to be an inspiring tool.

1.4. Assumptions of the Study

The first assumption is that learners are psychologically oriented and ready for the process. It is also assumed that the experimental group reads literary texts in their free time and discuss the process with their teacher.

1.5. Limitations of the Study

The study will be carried out with freshman students who are at the intermediate level. This study will focus mostly on the self-directed learning process using literary elements. The secondary focuses will be on the language learning related improvements and on the learner attitudes.

1.6. Definitions of Terms

Learner Autonomy : “Learner autonomy is characterized by a readiness to take charge of one’s own learning in the service of one’s needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person. An autonomous learner is an active participant in the social processes of learning, but also an active interpreter of new information in terms of what she/he already and uniquely knows. It is essential that an autonomous learner is stimulated to evolve an awareness of the aims and processes of learning and is capable of the critical reflection which syllabuses and curricula frequently require but traditional pedagogical measures rarely achieve. An autonomous learner knows how to learn and can use this knowledge in any learning situation she/he may encounter at any stage in her/ his life”.

Learners take their first step towards autonomy when they recognize that they are responsible for their own learning (Little, 1991, p.1). They exercise that responsibility through their involvement in all aspects of the learning process – planning, implementing, evaluating. (Little, 1991, p.2)

Extensive Reading: It is an aid to language learning, including foreign language learning, by means of a large amount of reading. The learner's view and review of unknown words in specific context will allow the learner to infer and thus learn those words' meanings.

What do the learners do while doing extensive reading? They read self-selected texts. They have accountability but only a minimal amount. They take brief notes as summaries and they can comment on the thing that they have read (Mason & Krashen, 1997, p. 1).

It is argued that extensive reading might work better for the learners who are more motivated and more successful (Mason & Krashen, 1997, p. 1). The motivation and success might be related to grammatical knowledge and vocabulary since these are two of the factors that are needed for reading comprehension and enjoyment. There might as well be other obstacles or other positive factors in doing extensive reading. However, what is stated even more is that extensive reading is much more efficient when compared to intensive reading since it is said to be making learners read by telling them what to read and when to read and what to do after reading. There is no place for even self-reaction. The self should be included in every step of acquiring a new language not only because autonomy requires it but also the natural flow of language acquisition requires it.

Extensive reading has a relationship with motivation. It is claimed that learners with high motivation benefit more from extensive reading and become more successful. Unmotivated ones who are not as good in language classes as the motivated ones, lack the grammatical knowledge and vocabulary that is crucial for reading comprehension and enjoyment.

Affective Factors: The Affective Filter Hypothesis was proposed by Dulay and Burt in early 1870's and it was later developed by Kreshen. The issue was its influence on the second language learning process. Kreshen related the term to second language acquisition and depended on this factor to create the best environment to acquire a language unconsciously (1982, p. 31). In the light of the studies conducted on the types of methods that can be implemented in the classrooms, it can be said that affective factors are emotional factors which influence learning at the very beginning of the process itself. They can have a negative or positive effect. The affective filter is what the teachers should be aware of in the classroom. It is an invisible psychological filter that can either facilitate or hinder language production in a second language.

The proportion of the input that is taken in is claimed to be determined by the affective factors. Those factors are made up of certain emotions, such as motivation, self- confidence, anxiety, and so on in the process of acquiring a second language. Many of these factors and the learners' autonomy levels are closely related in a way that they serve as a smooth base for the forthcoming input. When the emotions are negative, then the processing of that input will most likely be hindered (Ni, 2012, p.1).

Learner attitude: Attitude can be defined as beliefs developed in time in a certain sociocultural setting. If the learner feels reluctant to learn or he/she has a negative attitude, he/she will probably not produce any good result. Thus, it wouldn't be wrong to state that language learning is effected by the attitude and motivation (Verma,2008,p.6).

Learner attitudes have been commonly associated with perceptions of themselves and perceptions of the learning situation. The first one is about how learners perceive and make sense of themselves and their own learning. Learner perceptions of the learning situation have included how students experience and understand aspects of the classroom, like instructor behaviors (Brown,2009).

The baseline of learner attitude in learning English is believed to be "interest", and that interest is generally linked to the neccessity of being profficient enough to speak English for future careers. Along with the career planning, culture and communication purposes have

been a trigger for motivation in the attitudes of learners. The culture and communication seekers are mostly the ones to be enjoying the acquisition process and those would probably develop a level in autonomy since they will self-direct themselves in certain steps of the acquisition journey.

Language Acquisition: This term describes the way people ‘get’ language with no real conscious effort, meaning, without being worried about grammar or vocabulary (Harmer, 2008, p.46). The most important thing in acquisition is the exposure. It has an extremely vital role in the acquisition process. People can be exposed to language by hearing. This has been this way since birth. The mother tongue is acquired, not learned. In a very short time, the language can be spoken fluently by the child. The same environment is thought to be beneficial for the ESL students. Such an environment can be created with authenticity both in the classroom and outside the classroom. Literature provides authentic materials for ESL classes with its rich insight and language. The authenticity gradually brings out comprehensible input which is language that the students understand more or less, even if it is a bit above their present levels.

Language Proficiency: The degree of skill with which a person can use a language, such as how well a person can read, write, speak, or understand language.

“There is a global language proficiency factor that has been discussed. This factor is called cognitive/academic language proficiency (CALP) and it is directly related to IQ and to different features of academic success. It accounts for the body of credible variance in a wide variety of language learning measures” (Cummins, 1979, p.1). The reliable varians in the present study is literature.

Turkish Military Academy: A four-year co-educational military academy located in the center of Ankara, whose mission is to develop cadets mentally and physically for service as commissioned officers in the Turkish Army.

CHAPTER II

REVIEW OF LITERATURE

This part of the study will comprise concepts and terms about learner autonomy in ELT. There will also be references to the previous researchers' studies both from abroad and from Turkey on the idea of autonomy in language teaching and ways to foster it both in class and outside class.

2.1. Introduction

The term learner autonomy is not a new idea, but it has began to be widely referred to in the field of ELT only over the last decade. Previously, it was called 'individualization' and 'learner independence'. The word 'autonomy' was originally imported from the fields of politics and moral philosophy(Smith, 2008, p.395). The rise in peoples' expectations and ideals as the result of the political turmoil in Europe in the late 1960s caused a response that later led to an interest in the concept of autonomy in the language teaching field(Gremmo & Riley,1995, p.152). Holec then began his report to the Council of Europe with a description of the social and ideological context within ideas of autonomy in learning emerged. It would be right to call learner autonomy a philosophy rather than a methodology. The autonomy might as well be referred to as an 'attitude'. It can be said that the term arose for practical and idealistic reasons(Fenner, 2000, p.141-150). Learners gradually became producers of language rather than a part of a system imposed on them by the society. In other words, individuals have come to be seen more and more as producers instead of being viewed as the products of the society they belong to. The notion of learner autonomy was first developed in France, in the early 1970s, and it began to be associated with a fundemantal construct, 'responsibility'. Knowles proposed that this responsibility is about taking decisions, facing the consequences of those decisions, and managing one's life. That

responsibility is not viewed as an inborn characteristic of a human being but the remification of a process that is related to growth and personal life experience. Little also corresponds to what Knowles thinks by describing learner autonomy as an ability or a capacity acquired naturally as the result of an experiential learning. Holec describes learner autonomy as 'people's ability to take charge of their own learning'. It can be accepted as an educational goal which is cross-culturally valid (Smith, 2008, p.396). Holec makes a distinction between self-directed learning and learner autonomy. Self-directed learning is a desirable learning situation or behaviour, and learner autonomy is the capacity for such learning. This distinction leads to the term CALL, self-access and distance learning (Smith, 2008, p. 396). It is actually clear from Holec's definition that learner autonomy is concerned with learning and not teaching. Learning is an individual process. Learners are all different, their backgrounds and experiences vary and they will consequently encounter new knowledge, presented to them either by the textbook or the teacher in different ways.

It is claimed that the underlying theory of autonomy is constructivist psychological theory. This means that people's previous experiences and pre-knowledge shape the way they make sense of the world around them (Fenner, 2000, p.141-150). Psychology consists the base for much of the curricular and instructional decision making that takes place in the educational process. Decision making, as acknowledged by most of the educational authorities is the key element in learner autonomy. Thus, it is inevitable that the former term is related to what is called autonomy in learning. When psychology is associated with constructivism, it is necessary to state that constructivism, which is the most current psychology of learning, adds up to the instructional strategies teachers set for the learners. Like Piaget, Vygotsky believed learning to be developmental and constructive, although he acknowledged a difference between "spontaneous" and "scientific" concepts. The former term, being related to the learners' own reflection and understanding of everyday experience is differentiated from the scientific concept as the scientific concept is based on the structured classroom activity instructions and address the learners' formal abstractions. In this case rational concepts seem to be one step ahead when compared to the spontaneously constructed ones. After differentiating these terms, Vygotsky comes up with a question that mainly ties the concepts to the learning procedure. He seeks the answer to how the learning that moves the learner from spontaneous concepts to scientific concepts can be facilitated. Many other questions occurred in other fields of science in relation to this one. The common point in all of them was how the learner evolved in a specific case in a very short period of time and how that

improvement leads to constructing new ideas that takes humans centuries to develop. According to Vygotsky, scientific concepts never come in front of the learner in a ready-made form, instead they must undergo a certain substantial development depending on the learner's ability to comprehend the other models. He claimed that scientific concepts impose their logic on the learner, whereas spontaneous concepts allow the learner to accept its logic by meeting the scientific concept. Thus it is obvious that the two concepts are closely related. There have been many means that institutions work with and get various results. They all have different dimension in the system of education. Literature as being connected to language elements the most, has been chosen as the facilitator for building the bridge for the main connection and finally reach the destination that is called autonomy. It has been realized without institutionalized teaching; a human being can learn many issues through his/her life. Kelly states that meaning is applied by the individuals who interpret with different approaches (1953, p.55). When this idea is applied to the classroom, it means that each learner will encounter the foreign language and the material through which s/he is expected to learn the language in an individual way. There are decisions concerning all aspect of learning such as:

- Determining the objectives
- Defining the contents and progressions
- Selecting methods and techniques to be used
- Monitoring the procedure of acquisition
- Evaluating what has been acquired (Holec cited in Fenner, 2000, p.79, p.142).

None of these aspects come to the learners naturally, though. It has to be learnt. Scaffolding can be a way. All the rest remains in the learner's choice. However, it is important that learners are shown ways to explore their freedom and that they understand what freedom of choice entails. Learners can learn from different texts, tasks, genres, methods and approaches to make the right choices in accordance with their needs and interests (Fenner, 2000, p.3). Learners can be lead to literature as a choice option, for instance. There are many genres that learners can benefit from. Some may like to read a poem and elicit the meaning from there; others may like to read a short story to improve their grammar. Literature is preferred in ELT because it is rich in content and it provides various materials for outside class activities. That might be why it is favorable for all kinds of learners, and pleasure is likely to be the most affective reason for preferring literary works while studying a foreign language.

Autonomous learners might choose different types of texts and they can also choose how to approach that text. Many diversified texts present multiple written and oral genres. The students do not have to confine themselves to the same text (Fenner, 2000, p.3).

Learner autonomy promotes unique and individual interpretations, thus, literature can be a perfect way as a source to provide various inputs for various interpretations. The learners are to be self aware about the need of materials. They can determine various tasks for themselves. Through the choice of tasks, the learner will become aware of different methods and techniques that can further his/her language learning. S/he can use open-ended tasks for instance. This can be blended with short stories.

“Some of the learners might prefer to concentrate on a certain linguistic problem, some on new words, some would like to analyze the plot of a story, the characters, the point of view”. (Fenner, 2000, p.4). Authentic texts have far greater potential as they have been written for a communicative purpose and they are more interesting than texts invented to illustrate the usage of some features in the target language (Little, Devitt & Singleton 1994, p. 24). Literature embodies valuable authentic material which helps learners understand the verbal and non-verbal features of communication (Saraçoğlu, 2016, p.4). The texts should have quality and potential in order to serve learners further their learning and motivate them. These are some materials that learners can make use of while studying: short stories, poems, novels, plays, and song lyrics. Combined with all these, it can be said that learner autonomy is about personal outcome such as effort and ability (Dweck, 1986; Weiner, 2005).

A student does not immediately become autonomous. It would not have a useful outcome if it is tried to be taught to the learners. Rather, it should be treated as a capacity belonging to the learner. The teachers can try to ‘foster’ that capacity to the upmost level. Teachers should be aware that learner autonomy is not an alternative method or approach for the language classroom. It would be more suitable if the process is described as ‘developmental’. Sinclair (2000) suggests 13 aspects of learner autonomy. Those aspects have been widely acknowledged and recognized in the world of language teaching. Those aspects can be reviewed in the table below:

Table 1.

Accepted Aspects of Language Teaching (Sinclair, 2000 cited in Borg & Al-Busaidi, 2012, p.5)

1- Autonomy is a construct of capacity

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- 2- Autonomy involves a willingness on the part of the learner to take responsibility for their own learning
 - 3- The capacity and willingness of learners to take such responsibility is not necessarily innate
 - 4- Complete autonomy is an idealistic goal
 - 5- There are degrees of autonomy
 - 6- The degrees of autonomy are unstable and variable
 - 7- Autonomy is not simply a matter of placing learners in situations where they have to be independent
 - 8- Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making
 - 9- Promoting autonomy is not simply a matter of teaching strategies
 - 10- Autonomy can take place both inside and outside the classroom
 - 11- Autonomy has a social as well as an individual dimension
 - 12- The promotion of autonomy has a political as well as a psychological dimension
 - 13- Autonomy is interpreted differently by different cultures
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(Sinclair, 2000 cited in Borg, S. & Al-Busaidi, S. (2012) *Learner Autonomy: English Language Teachers' beliefs and Practices*, Retrieved from http://englishagenda.britishcouncil.org/sites/ec/files/B459%20ELTRP%20Report%20Busaidi_final.pdf, p.5)

In formal language learning, the development of autonomy requires the learners to use the target language at once as medium of classroom communication, channel of learning and a tool for reflection (Little, 2004, p.1). Learners can use the target language when they are aware of their goals in learning. Learner autonomy entails a variety of self-regulatory behaviours that develop- through practice- as a fully integrated part of the knowledge and skills that are the goal of learning (Little, 2004, p.1).

2.2. Assessment of Learner Autonomy

Assessment affects the decisions that learners make about how and what they learn. According to Holec and Benson, autonomy itself is a psychological capacity which the students may or may not choose to exercise. Can assessment help the learners figure out which attitude they should adopt? In fact, the measurement of autonomy is problematic because autonomy is not a unidimensional construct (Little, 1991; Nunan, 1997; Benson, 2001 cited in O'leary, 2007, p.5). As Nunan states in 1997, autonomy is a matter of degrees.

Nunan has five levels of 'learner action. Those levels are; awareness, involvement, intervention, creation, and transcendence. The sequencing of activities in language text books offers a linear description of the different stages of learner development. On the other hand, Benson states that the learners' ability to measure degrees of autonomy is limited. He defines the process that learners go through in developing their autonomy as being uneven and variable, thus he claims that the stages of studying a language is not fully known to the researcher all the time. The source of those ideas stem from his arguments on autonomous behaviour which he notes should be initiated by the learners rather than being generated in response to a task in which the observed behaviours are either explicitly or implicitly required.

Breen and Mann (1997) make another point in the field of autonomy by stating that the learners and the teachers might embrace different points of view about the term autonomy. Tasks chosen by the teacher might be encouraging towards the acquisition of autonomy in the perspective of the teacher; however, learners are sometimes likely to manifest any behaviour they think the teacher perceives as autonomous. So it would be a logical move to leave the decision to the learner when it comes to details in the studying period. The big picture might be drawn by the teacher in order to lead the non-autonomous learners to the right path to become autonomous ones. Then it might be better to leave them on that path with a guideline they created on their own. Here at this point, the assessment might be easier to implement when the teacher knows the general idea about the methodology that is being carried out by the learners. When the styles and strategies are clear, assessment becomes less difficult. Despite the difficulties in assessing autonomy, the measurement should be attempted, if only to judge the success of interventions relating to its promotion (Benson, 2001). If assessment is not involved in the process, there might be little chance that learners would see the importance of autonomy. Within an institutional setting, learner control implies a power shift both within and outside the classroom. The tutor needs to leave the role of being a director and embody the role of being a partner in the learning process, and assessment needs to reflect this change in emphasis (O'Leary, 2007, p.6).

The term assessment does not only provide information about the learners' progress in the form of a grade, rank or feedback; it can also be used to improve learners' approach to learning through shaping how students view the curriculum. Assessment for learning which focuses on the process as well as the outcome of learning can enhance student learning experience and foster the development of autonomy. The ability of the learners to monitor

their own progress can be developed through the use of peer and self-assessment. (Oscarsson, as cited in Benson, 2001; Council of Europe, 2000; Nunan, 1996).

In the present study that involves literature as the means to foster autonomy in the tertiary level ESL learners, the assessment is tried to be conducted through various data collecting scales. Those data are important in finding out whether literature is an effective way to create autonomous learners in the frame of language education. Thus, the research assesses the efficiency of a strategy after being carried out with experimental and control groups. When the certain strategy is good enough to be adopted by the learners, further applications can be done with the benefit of the previous research.

2.3. Definitions of Literature

The term “literature” has been defined in many different ways and from many different perspectives. Generally, most people have their own ideas of what literature is. The definition needed for the educational field is the one with a more pragmatic philosophy. Literature can be stated as the output of all the emotions human beings hold within. There are different ways of expressions. “Dictionary of Literary Terms and Literary Theory defines literature as the artistic use of words to explain the human condition” (Saraçoğlu, 2016, p. 377). Literature aims to create a world in which people can find their own feelings such as love, anger, fear, hatred, longing, loneliness, frustration, isolation, etc. It can be said that when they step into the world of literature, they no longer belong to their “real” life where they only use language as a conveyer of instant thoughts and feelings. As they go deeper, literature is to be encountered. There are some recorded definitions of literature. Macmillan English Dictionary provides the following definition for instance: “Stories, poems, and plays, especially those that are considered to have value as art and not just entertainment” (Macmillan Publishers Ltd, 2003 cited in Clanfield, p.1). Many authors, critics and linguists have puzzled over what literature is. A broader definition of literature suggests that literary texts are works that reflect different aspects of the society. Literature offer cultural elements with a deeper recognition of countries (Basnet&Mounfold, 1993 cited in Tahergholamreza&Abusaeedi&Moghimizade, 2014, p.204).

2.4. Language and Literature

“Great literature is simply language charged with meaning to the utmost possible degree.”
(Ezra Pound)

Language and literature can be considered an inseparable couple, since literature can not do without bearing the rich elements of language within its context. It might be put in a way that literature is the world of all the language contents, both the abstract and concrete aspects. If literature and language teaching are linked, they may be made mutually reinforcing, meaning, the link may reinforce autonomy in the learners.

Literature has topics made of basic human issues and those issues can address a wide range of readers since they are not temporary issues (Vural, 2013, p. 16). Thus, the language used in those kind of texts attract people of all age and reflect to their own language of everyday life. The language people use in daily life is the one gathered with functional words, phrases and sentences. It usually does not include so many symbolic elements. Symbolism comes to stage when people want to express their inner feelings in a way that they can not express by using simple sentences. Literature holds countless number of words, phrases, and sentences for the output process of feelings and thoughts. Cultural aspects of a language can be directly found in the literature of that language. Since languages are influenced by culture, literary field of that culture is influenced, too. It can be said that literature is the beautiful language and beauty of it is aesthetics. Aesthetics is not, however, the main issue in the educational field, since the very term is highly relative.

Language and literature seems to be distinct from teacher's view, but for the learners, they do not appear to be distinct since literature is also language. This thought is not wrong in a sense that literary texts contain a number of different varieties of English. Thus, teachers should turn this into a beneficial atmosphere. By only guiding learners while they are determining the difficulty levels, they can create a pleasurable environment.

2.5. Literature in Language Teaching

“That is part of the beauty of literature. You discover that your longings are universal longings, that you are not lonely and isolated from anyone. You belong.” (F. Scott Fitzgerald)

Fitzgerald's quote actually embodies hints about human psychology, and refers to their instinctual need to belong somewhere or some society. If literature is a path that helps people blend in, then it may be embraced by more and more people. When people feel the same with the majority, they share a common perspective, and that must feel good. Taking this assumption and bringing it to the classroom where many students share many hours together, the results of belonging to the classroom environment can be examined from the perspective of literature. What does belonging to the classroom environment have to do with the success in learning a language? The following part will cover the answer.

Literature has found itself a considerably valuable place in the language teaching field. The reason for that might be the rich blend of language elements in the literary texts. The blend of language elements in literature helps learners blend, too, because there is a new world that will contribute to learners emotional entity. Violetta- Irene (2015) suggests that there are three models make the learning process advanced. Those models are; *cultural, language and personal growth*. For all of these models to be achieved, the teacher should advice the texts that the learners can respond to according to their interests (p.75-76). Materials are very important for all the foreign language teachers, when it comes to a material with a rich content; literary texts such as short stories, novels, poems, etc. come to mind. It is usually inevitable that teachers will find at least a bunch of suitable materials for their language classes. Students will probably find out many common things among the class. This will clear off the stress that dominates the mind process. Lowering the affective filter in this sense will uncover a whole new world of acquisition. Not being alone in class is probably leading to group work and cooperation. These are all appreciated by language teachers. "Literature is an effective device that helps learners develop their personal relationships since it holds a suggestive power. Being open to various interpretations, learners feel confident in improving their problem solving abilities. This makes learners relax and they begin to have fun while learning and they find pleasure in reading literary texts" (Saraçoğlu, 2016, p.4).

"Language is a receptacle and a transmitter of habits, traditions, routines, social and economical context, among many other things and, when mastered via literature or poetry, it can reflect the human soul" (Cruz, 2010, p.1). Literary texts offer an interaction with cultures of countries where English is spoken. It adapts to the needs of its speakers and takes a form according to their context (Cruz, 2010, p.1).

There are many other reasons for using literature in the classroom.

The following are some of them;

- Literature holds an ample amount of authentic material. It offers two aspects in the written text. One is ‘language in use’ and the other one is ‘an aesthetic representation of the spoken language’. The broad array of contexts is helpful in improving any language skill at the same time. It is beneficial for the learners to be exposed to a good source of unrevised language in the classroom so that they can use their skills to handle difficult language outside class when they are on their own.
- Literature encourages learners to be interactive in the learning process. Literary texts are generally full of different grades of meaning, and can be open to discussions, interpretations. This way learners feel free to share their feelings or opinions with the class.
- Literature elaborates language awareness. “Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use” (Widdowson, 1975 quoted by Lazar 1993).
- Literature helps to educate people as a whole in very different aspects. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom and the first steps to become autonomous are taken.
- Literature is motivating and it has a high status in most of the cultures and countries. Thus, when learners see that they can understand a work of highly respected literature, they know for sure that they achieved a great thing. Furthermore, the contents of coursebooks are not often as interesting as those of literary texts.
- As learners read literary texts, they gradually acquire some skills such as analysing and criticising (Türker, 1991, p. 304).
- Literary texts provide opportunities for multi-sensorial classroom experience and can spark the learners’ interest no matter how different their learning styles are. Texts can also be supplemented by audio- texts, music CDs, film clips, and podcats. Those supplementaries can add richness to the sensory input (Clanfield, p.1-2).
- “Both literature and language teaching involve the development of a feeling for language, of responses to ‘texts’ in the broadest sense of the word in both written and spoken discourses” (Brumfit, Carter, 2000, p.42).

Considering all the benefits of literature for the learners, it can be claimed that teachers can also make use of literature very effectively by building positive attitudes in reading and eventually by evolving those learner attitudes into good values (Tomkova, 2008, p.9).

2.6. Language in Literature

In this part of the study, some examples of the elements in literature are presented with their relationship with language education.

“I want to learn to speak English, not just read it” (Collie&Slater, 2007, p.1). This quote takes place in a language classroom. The student says that he doesn’t want to read difficult novels full of unknown vocabulary. Short stories are advised to this student towards the end of the conversation. Here, the learner’s attitude towards language is close to an autonomous learner’s attitude. He knows what he wants in order to learn the language the best way. Literature is inseparable part of language concept because literature is made of good language. Is the language used in literary texts different from the daily language? The answer to this question must be ‘yes’, because in daily language, figurative elements do not appear like they do in literature. The definition of *Your Dictionary* of “figurative language” is as follows: “Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation.” Figurative language uses figures of speech to be more effective, persuasive and impactful. What is it that makes it different from the literal interpretations? Here are some examples of Figurative Speech that literary texts are full of: (Literary Devices Retrieved from <https://literarydevices.net>)

1. **Metaphor:** Metaphor is a figure of speech which makes an implicit, implied or hidden comparison between two things that are unrelated but share some common characteristics, meaning, a resemblance of two contradictory or different objects is made based on a single or some common characteristics. The learner encounters different ways of making comparisons in the text and is gradually able to differentiate them in its category.
2. **Personification:** Personification is a figure of speech in which a thing, an idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.
3. **Allusion:** Allusion is a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance. It does not describe in detail the person

or thing to which it refers. It is just a passing comment and the writer expects the reader to possess enough knowledge to spot the allusion and grasp its importance in a text.

4. **Idiom:** Although idioms are also used in daily language, they have a big place in literary texts. The term refers to a set expression or a phrase comprising two or more words. An interesting fact regarding the device is that the expression is not interpreted literally. The phrase is understood as to mean something quite different from what individual words of the phrase would imply. Alternatively, it can be said that the phrase is interpreted in a figurative sense. Further, idioms vary in different cultures and countries. Idioms are very parts of a language. They can be everywhere, and the learner can see an idiom while watching TV, or reading a book. Knowing what it means takes the learner to an advanced level of language proficiency.

5. **Symbolism:** Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from their literal sense. Symbolism can take different forms. Generally, it is an object representing another to give it an entirely different meaning that is much deeper and more significant. Sometimes, however, an action, an event or a word spoken by someone may have a symbolic value. For instance, “smile” is a symbol of friendship. Symbolic meaning of an object or an action is understood by when, where and how it is used. It also depends on who reads them. Symbolism strengthens learners’ ability to understand the power of words in every aspect of language. It also urges the learners to ponder on the text and have different insights about what a word can mean.

6. **Imagery:** Imagery means to use figurative language to represent objects, actions and ideas in such a way that it appeals to our physical senses. The learner here sees the abstract and the physical blended into each other and tries to figure out which vocabulary is used to state ideas and which are used to state actions.

7. **Irony:** Irony is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that may end up in quite a different way than what is generally anticipated. In simple words, it is a difference between the appearance and the reality.

8. **Sarcasm:** In simple words it means to speak bitterly. Generally, the literal meaning is different than what the speaker intends to say through sarcasm. Sarcasm is a literary and rhetorical device that is meant to mock with often satirical or ironic remarks with a purpose to amuse and hurt someone or some section of society simultaneously. The learner sees different perspectives of using words to create different attitudes.

9. Simile: A simile is a figure of speech that makes a comparison, showing similarities between two different things. It draws resemblance with the help of the words “like” or “as”. Therefore, it is a direct comparison. The language element in the grammar point of view is that the learner sees examples of how to make comparisons using different words and those structures of comparison can be applicable to the functional language in daily life. The difference in teaching is that there is no dictation in reference to grammatical structures and no mechanical drills are included. The literary text presents the example, and it is an interesting one.

2.7. Literature in Learner Autonomy

As suggested in the present study, literary texts are the materials which are read for pleasure. People generally spare their free time for reading. Thus, the same situation might be applied to the language learners. They can be lead to studying English via rea.

ding some literary texts on their free time after class. That way, they might be made to practice what they have learnt. Literary materials may help the learners in the process of becoming autonomous learners by giving them a choice in what to read and why to read it. The learners can ask themselves what good the text will bring, or are they going to read the text because they want to improve their vocabulary, or do they need to practice reading comprehension? They will feel that the choice is up to them, and if they choose the necessary item, they will benefit both from the lesson in the classroom, and the time on their own outside the classroom.

2.7.1. Learner Autonomy in Different Approaches and Methods

In the field of ELT, there have been many methods and approaches that emerged in accordance with the specific notions of the period, and afterwards, in accordance with the needs and interests of the learners. In these various methods and approaches, traces of autonomy can be found. This part will cover the scan of different methods in the perspective of learner autonomy.

2.7.1.1. Grammar-Translation Method

This method was used to help learners read and appreciate literature in the foreign language. The fundamental aim of learning a foreign language is to be able to read literature written in it. Thus, literary language is superior to spoken language. They specifically studied the grammar structures of the target language. This was thought to develop their skills in their native language. Literature is highly involved in the classroom activities, which provides a rich variety of the language use, yet, could they turn this variety into a new autonomous strategy? The answer particularly lies in the fact that the teacher is the authority in the classroom. Similarities between the target and the native language are the main distinction they do during the learning process, so learners are not left with many other selections of strategies they can create by themselves. They need to apply a rule to examples that are given to them and they translate. These activities are thought to close the doors to new techniques the learner can come up with (Freeman, 2003, p.11-19).

2.7.1.2. Audiolingual Method

The theory of language underlying Audiolingualism was derived from a view proposed by American linguists in the 1950s. It was a view that was later called structural linguistics. Audiolingualists were drawing on the theory of a school of American psychology-behaviourism. Foreign language learning is essentially a process of mechanical habit formation. Language skills are learned more effectively if they are heard instead of seen. The role of the teacher is to present the spoken form of the language. If the teacher dominates the classroom in terms of strategies, autonomy is thought to disappear in time due to the fact that the teacher determines the needs and methods the learners should use while studying- and that is repetition and practice. The materials are teacher oriented, which in learner autonomy is a hinderance. Since language learning is seen to result from active verbal interaction between the teacher and the learner, the necessity of the teacher puts a barrier between the learner and the self-determining nature of autonomy. Richards and Rogers state in their book, ‘Approaches and Methods in Language Teaching’:

“Learners are viewed as organisms that can be directed by skilled training techniques to produce correct responses” (2011, p.62). Autonomous learners direct their own learning process and their strategies in learning, this aspect conflicts with the idea of being directed by others throughout the whole learning process. However, in this method, learners could develop autonomy to a certain extent only if they listen to the target language in their free time.

2.7.1.3. *Direct Method*

The meaning is conveyed directly in the target language through the use of demonstrations and visual aids. It is forbidden for the students to translate. The purpose of the method is communication. So the class environment becomes more and more important in the learning process. Students are encouraged to speak as much as they can. As for learner autonomy, they might be able to find ways to improve their speaking skills.

2.7.1.4. *Silent Way*

Language acquisition is thought to be a procedure whereby people use their own thinking processes, or cognition. So their own insights are of importance. Students need to develop their own criterias for correctness and be responsible for their own production in the language they are learning. This is exactly what learner autonomy suggests. Learners should take their own responsibility in the learning process. In Silent Way, silence is a tool which helps to foster autonomy or the exercise of initiative. It removes the teacher from the center and puts learners there. They have the opportunity to choose the materials they want to keep up with the lesson. They gain autonomy in the language by exploring it and by making choices. Thus it can be said that language is for self-expression. Accordingly, the syllabus is designed in a recycled style. This method, among others, seems to encourage learners to be autonomous in the classroom. This makes the students more self-aware outside the classroom.

2.7.1.5. *Community Language Learning*

The student is seen as whole person. Students have a chance to learn about their own learning process, and the language as a whole. In the beginning stages, the syllabus is generated by the students. They are more willing to learn when they have created the material themselves. As their motivation increase, their attitude toward the target language also changes positively. Their teacher is the counselor in the class. The teacher is aware of the threat a new language creates in the class and acts in order to make is easier.

“The structural approaches to language learning, with their emphasis on discrete-point teaching, ‘correctness’ in grammatical form, and repetition of a range of graded structures, restricted lexis, etc., represent a methodology that does not suit literature teaching: it is no wonder that such approaches have been unable to accommodate literary texts” (Brumfit, Carter, 2000, p.42).

The methods mentioned above embrace different techniques in their system. Though their main aim is not to promote autonomy in the learners, some of them serve that aim by changing teacher roles and not acknowledging the structural emphasis on language. The reason these methods took place in this study is to bring out the idea that autonomy can be infused in any classroom if the teacher and the students are determined and willing.

2.7.2. Misconceptions on Learner Autonomy

As the learner has become the center of the learning process, autonomy has been attributed to the learner as one of the essential capabilities that a learner should have. The term “autonomy” is in tendency for being confused in terms of its definition by other terms of language teaching. This part will demonstrate some of those terms that are claimed to be similar to the term “autonomy”.

- **Individualisation:** Autonomy and individualization are not totally different from each other, however, it would certainly be wrong to call them synonyms. Individualisation is more concerned with self-directed learning. It takes the form of programmed learning that has a mode of instruction in which learners are expected to work their way with their own pace by using materials prepared by teachers (Benson, 2001, cited in Aşık, 2010, p.145).
- **Independent learning:** There is a misunderstanding that autonomy works in a process which is in isolation. This situation is described in Dickinson’s definition of autonomy: “the situation in which the learner is totally responsible for all of the decisions concerned with his learning” (1987:11, cited in Aşık, 2010, p.145). This definition seems to suggest a “full autonomy” which means being entirely independent of teachers, institutions or specially prepared materials. However, the true insight of learner autonomy does not exactly suggest what Dickinson meant. It can be said that isolated learning is not a requirement in autonomy. In promoting autonomy, a certain coordination and collaboration is needed. (Aşık, 2010, p.146) Thus, the term “interdependence” seems to be more suitable when compared to “independence”, since interdependence implies working together with teachers and other learners towards shared goals (Benson, 2001, p.14). It can be clearly understood that an autonomous learner should not be totally independent of the teacher and the peers because it doesn’t always mean that learners are able to do the best on their

own (Özgür, 2013). Learners can improve the autonomy process by using their communicative skills.

- A steady state: Autonomy is not a steady state achieved by learners. It also is not a finite state. Instead, becoming autonomous is a process. It can be stated that the autonomous learner is in a journey for learning within his/her whole life, a kind of “life long learner”.
- Distance learning: It is a way of learning through access. There is no such thing as a classroom atmosphere. Why is it different from autonomy? Because distance learning is generally realized with the assistance of a teacher but in a place away from the teacher (Aşık, 2010, p.148).
- Flexible learning: In flexible learning, the materials and activities are provided by the teacher and the department.. Teachers and learners do not have to stick to a coursebook that the syllabus requires. The learner is allowed to say her/his opinions about learning goals. It can be said that flexible learning shares some common features with autonomy because of the fact that learners have a say about what to do or when, however; that does not mean that the synonyms (Aşık, 2010, p.148).
- Self-directed learning: This type of learning is seen to be widely used interchangeably with the term autonomy, so it should be discussed in this part due to its nature that involves a learner-initiated process. The responsibility to make decisions about learning is accepted by the learner, however the learner does not really take on how to implement those decisions (Dickinson, 1987, cited in Aşık, 2010, p.147). When that implementation part is not taken into consideration, it can be claimed that self-directed learning may cover learner autonomy in its field as all the decisions are made by the learners.
- Self-access learning: For self-access learning, there is a specially designed center in which the learners can access some resources such as the materials, activities and the help they need during the learning process. The learners study in that center with a counselor supervising them. It is possible that this kind of environment can restrict autonomy (Aşık, 2010, p.147).
- Self-regulated learning: This is sort of self-directed learning process through which learners convert their mental abilities into academic skills. In the case of learner autonomy, the environment where the learning takes place is not restricted to a

distinctive skill or ability. On the contrary, there is notable emphasis on the academic skills (Aşık, 2010, p.147).

- Self-instruction learning: This term is also sometimes used mistakenly with autonomy. Little (1991) defines self-instruction learning as learning without a teacher. This definition alone can stand as a reason why this term can not share the same meaning with autonomy. Learner autonomy does not denote learning without a teacher or learning without the direct control of a teacher. The teacher has a certain role in autonomy. In self- instruction learning, learners make use of ‘Teach Yourself Packages’ or ‘Home Study Courses’. The total absence of the teacher does not mean the learner is an autonomous one. Learner autonomy requires the learners to take their own responsibility for goal-setting, materials selection, learning activities and assessment instead of self-study materials (Aşık, 2010, p.147).

2.7.3. Motivation in Learner Autonomy

It is a generally acknowledged point of view that motivation is a very crucial and necessary key to success in learning (Wachob, 2006, p. 93). It has been observed for many purposes. The learning methods began to give it credit as much as it deserved. It has a lot to do with the affective filter, and without motivation, the affective filter would remain as a problem in the classroom. The learners not only work with their minds but they also carry out a learning process by using their emotional abilities. Those emotional abilities need motivation in order to fruitfully nurture the ongoing mental processes. What is this term ‘motivation’? It is defined as ‘the reasons underlying behaviour’ (Guay et al., 2010, p. 712). Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). “Motivation refers to the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect” (Keller, 1983, p. 389). Motivation involves a grouping of beliefs, perceptions, values, interests, and actions that are all closely related. (Lai, 2011) Broussard and Garrison (2004) observe that contemporary motivation research tends to be organized around three questions:

- * Can I do this task?
- * Do I want to do this task and why?
- * What do I have to do to succeed in this task?

These questions are three of the main questions that the autonomous learners should ask themselves, too; because they need to know what they are capable of and how they can

promote that capacity at which level using which strategies. When the learner has the answers, the level of motivation is almost determined. If the answers are all 'yes', that means the learner has sufficient motivation to take the necessary steps. The last question above is actually the key question that needs to be asked by every autonomous learner, since 'what to do' is the main issue in determining the right strategy for the most suitable learning process. First of all, even outside the classroom, the emotional variables associated with success should be taken into account. Those variables are related to the affective filter. When it is high, the learners experience stress, anxiety, and lack of self confidence that may inhibit success in the acquisition process. That self confidence will lead to motivation. The affective engagement is seen as essential; learners need to like the class environment, their classmates, their teacher, the materials they are dealing with, the atmosphere of the place where they study after class. All of these should make sense in the learner's mind- the inner world. It is considered that the autonomous learners become more motivated, and autonomy leads to better, more effective work. The reason for this is that autonomous learners step into the world of learning knowing what their purpose is and thus with greater motivation. The social-psychological approach has been dominating the link between autonomy and motivation over the past several years. Cognitive motivation plays an important role in explaining that link. That cognitive motivation stems from the personal involvement in decision making which leads to more effective learning. Identifying one's own goals is an act that helps the learners feel the big responsibility they have in the learning process. Motivation tends to be higher in learners who are interested in the learning tasks and the learning outcomes for their own sake rather than for rewards that result from success (Deci and Ryan, 1985, p.328) When the definitions of learner autonomy are considered, one can easily take out certain key points that are in common in all of them. Some of those key points are learner independence, learner responsibility and learner choice. Furthermore, when cognitive motivation is considered, there are some other key points that are of great importance. Those are decision making, critical reflection and detachment. All those key points have links with each other and this link strongly binds the terms autonomy and motivation.

Motivation can be discussed in two headings as **intrinsic** and **extrinsic**. **Intrinsic** motivation is considered more powerful than the extrinsic motivation. If the learners are intrinsically motivated to learn, they will take the initiative in their own learning which is the first and necessary step into being an autonomous learner. Intrinsic motivation is the motivation that

is animated by personal enjoyment, interest, or pleasure, and without its presence, the learner can not be autonomous since doing something for its own sake is more motivating than doing something because of external pressure or a reward. This kind of approach is likely to lead the learner to a more effective learning, especially in conceptual learning and learning that requires critical thinking. And also that is because without the intrinsic motivation, the answers to the questions above will be negative. Furthermore, without the positive attitude towards those questions, the learner will most probably be left knowing little about what needs to be done in order to develop the most practical strategy for self-improvement. How can a learner be intrinsically motivated? When taking this issue into consideration by seeing it from the applied linguistic concept of autonomous point of view, self-determination is the most important answer to this question. Dickinson (1995) states that in the condition of self-determination, language learners deal with items that are not formal rather than trying to control them.

Extrinsic motivation refers to learning situations where the learners work on a task not because they are interested in it but because they feel obliged. Wanting to do something is different from feeling pressure to do it.

The methodologies for the best learning environment should be adapted into the classroom in order to utilize cooperative learning, learner choice, reflection, and more active classroom and outside activities. This is necessary because most of the time, teachers and learners may find themselves trapped in a duel, ceaselessly preparing for tests, stuck in outmoded paradigms of teacher/student roles and seeking relevance in materials not suited for achieving the expected outcomes.

The learners merely wish to hasten the continuum so that they can get on with what they pick up as significant, not to study the language. Motivation is what is missing in these type of learners. Thus the teacher plays a very important role in motivating the learners. An anxiety-free atmosphere should be created in terms of paving the way for acquisition. In learner autonomy, the teacher has an important part. It would be better if the teachers are open and flexible, armed with tools to find out what the learners need, want and are interested in, and willing to embrace change. This way, they can overcome one of the most serious sources of difficulty-motivation-. The more learners become aware of their own achievements, the easier they will find the right path to a high motivation and the more they want to do even better. Perceptions of failure is claimed to demotivate people. Tasks and materials are motivating factors for these demotivated ones.

Autonomy in the learning process is related to how much the learner is motivated. (Brown, 2001; Dornyei & Ushioda, 2001; Garcia & Pintrich, 1996). The goal of language teaching is to get students to become “legitimate producers of language within social groups both inside and outside the classroom” (Hall & Beggs, 1998, p.37). Autonomy was found to be more related to motivational factors than to performance, because; the learner who lacks intrinsic motivation, is not likely to spare any time on studying outside the classroom. There needs to be a trigger that will make the learner willing to ponder on what kind of responsibilities lay before him/her. Setting a concrete goal is the most immediate action. Without the goal, the learner will probably be lost in the subjects and topics. Self motivation is individualistic but it is fostered via mastering learning strategies, most specifically in a cooperative setting.

There is another element that is considered as an inseparable part of the formal education. It is a crystal clear fact that it has a link to motivation. If this link is creating a negative effect on the learner, the path to autonomy can be blocked by some obstacles. On the other hand, if it is positive, the process of becoming autonomous in learning can become facilitated. The positive and negative influence on motivation depends on how the learners perceive the exams, grades and feedback devices. Learners who are focused on their learning objectives see grades and feedback as informational events instead of perceiving them as a threat. According to those learners, exams and feedback strengthen their self-determination by providing useful information for further decision making. On the contrary, there is another type of learner who are rather focused on demonstrating achievements and high grades for status. This type of learner tend to perceive exams and grades as controlling, therefore their self-determination is reduced.

2.7.4. Teacher’s Role In Learner Autonomy

Teachers have been changing their traditional roles and they begin to adopt new ones. They become active participants in the class, meaning they work with the learners in cooperation. The teachers know that they are a part of the classroom and never let themselves be isolated from the process of learning since teaching can not be claimed as the main issue if learning actually does not take place. Thus, the concept of ‘teaching people in need how to catch fish, instead of serving them fish every day’ has become the embraced ideology. The conceptions that teachers embrace about autonomy is of great importance because the implementation of fostering autonomy is directly related to it. Moreover, teacher’s own autonomy and skills necessary to promote autonomy in the class determine the teacher roles (Reinders,

Balçıkanlı, 2011, p. 2). Monologue talks do not seem to teach anyone anything efficiently; however, a lesson in practice that is full of self-assessment would most likely leave a permanent trace in the learners' minds. Ehrman & Dornyei describe teacher's role as "If the classroom is a stage in a theater, and students are actors, what is a teacher? The teacher is many people in theater: director, prompter, coach, scriptwriter, audience, and above all, another actor, but they also emphasize different roles from the array. For instance, in traditional teacher-centered methods, the role of a director and scriptwriter are especially important, though there are others in more minor parts (Ehrman and Dornyei, 1998, p. 222-223). Autonomous English learning does not mean learners simply learn on their own. Learners in the process of becoming autonomous need a teacher to support them in order to reach the highest possible achievement. There have been new roles for teachers such as helpers, facilitators, advisors, and guides. Wright (1991) classifies the term such as manager, resource provider, guide, evaluator, organizer and introductory into two major roles of teachers in the classroom:

1. To create the conditions under which learning can take place: the social side of teaching.
2. To impact, by a variety of means, knowledge to their learners: the task-oriented side of teaching" (Wright, 1991, p. 51). The description of Ehrman and Dornyei is accurate, vivid and useful in helping teachers to identify and classify their self-concept and preferred teaching style.

Breen and Candline classify the roles of teachers into the following categories: teacher as manager and organizer; teacher as facilitator; and third as a counselor (Richards and Rodgers, 1986, p.77).

1. Managers and Organizers: Teacher is responsible for finding suitable and effective activities, tasks and games for the classroom. Those activities should be relevant to the learners' needs and expectations. They are selected in a way to help the learners can lead their way while studying when the teacher is not there. It is generally stated that the ultimate aim of the teacher is to respond to the students' interest and skills. All the instructions for the activities are given clearly so that the students are not confused and are ready to carry out the task on their own. Teaching in a meaningful context is considered as one of the best ways to accelerate the learning. In the traditional classrooms, students are more used to an education that is based mostly on rote learning, which suggests memorization in any case. On the other hand,

learning in the meaningful context could develop the language competence in the long term.

2. **Facilitator:** Teachers transform themselves into helpers and facilitators (Wenden, 1991) when they offer suggestions and guidance in the use of learning strategies, defined as “actions taken by the learner to make the learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, p.8). The teacher’s act as the facilitator brings flexibility into the classroom. The flexible process is followed by success. According to Voller, a facilitator provides psycho-social support and technical support. Psycho-social support is concerned with the motivational aspect of learning. The teacher is given the facilitator role by the humanistic viewers, because the main role which is decision making is given to the learners (Koçak, 2003). The teacher is to raise awareness in the classroom, so that the learners know how to take responsibility in their own learning. Technical support, on the other hand, stands for helping the learners to plan and conduct their learning, helping them to evaluate themselves, and helping them to acquire the knowledge and skills. Learners might need a certain encouragement from the teacher in order to play their potential easily. This will gradually make them more certain in the way of overcoming the obstacles they face. It should not be forgotten that the teacher is the right source of input of the target language. The more comprehensible it is, the more the learners understand the details of that language. The best way might be for the teacher to provide the learners with necessary materials such as short stories, scripts out of some basic novels, magazines and newspapers, etc. It would be good for the learners to enjoy the process while their English level builds. The teacher is also responsible for creating a success-oriented learning environment so the learners are more confident in autonomous learning.
3. **Counselor:** The use of paraphrase, confirmation and feedback can be beneficial for the whole class. The teacher is to give advice. This kind of role can be realized by means of helping learners to become more self-monitoring, fulfill learners’ aims and needs, as well as give feedback and support learners towards the target of autonomous learning.

Teachers should use their background information and skills to raise the learners’ awareness about learning styles and strategies to work with their learning strengths. Learners’ beliefs are stated as modifiable, language teachers should try to remove the misconceptions that the

learners might have in their mind before those misconceptions turn into attitudes that has a power to influence the aptitudes easily. How can the teachers handle this? They can provide illustrations concerning the nature and process of second language acquisition. The metacognitive awareness can thus be raised when a discussion environment is allowed. Through such discussions, teachers can facilitate the development of learner autonomy.

2.7.5. Learner Beliefs

Learner beliefs have included what learners think about themselves, and about the learning situation. (Wesely, 1991, p.100). Why should learner beliefs be taken into account as an important planning for autonomy? This question can be answered by stating that the beliefs and attitudes learners hold have a great effect on their learning behaviour (Cotterall, 1995, p.1). The misled beliefs might cause the deployment of less effective strategies. The misconception that all the errors must be corrected by the teacher can lead to failure especially in fluency-focused activities. The erroneous beliefs ought to be challenged, otherwise the learner's progress may be hindered. Stemming from the idea that all behaviours are conducted by beliefs and experiences, the autonomous language learner behaviour may be reinforced by a set of beliefs and attitudes. What learners believe about language learning will determine their nature of attitude towards the strategies they will embody. In other words, they will approach to the target language however they feel right. As teachers did, learners are also responsible for knowing the role of cognitive and affective variables in language learning.

Then they can figure out how a language works and how choosing the correct and suitable strategy influence the learning. This mindfulness can enhance the quality of thinking and engagement in the tasks. Autonomous learners tend to use their experiences of attempting tasks, employing strategies and solving problems to develop their understanding of how learning works. Moreover, as the learner begin to enjoy those steps, the right strategy will carry the learner to a more successful level in autonomy.

2.7.6. Teacher Beliefs

Teachers' beliefs are important in the aspect that those beliefs turn into actions in class and those actions create certain thoughts in the students' minds. Teachers' beliefs can easily shape what they do and as a result, the opportunities that the students get in the learning process. What teachers think about autonomy influences the manner in which learner autonomy is promoted. Teacher beliefs surely stem from a prior education and that teacher education is claimed to have a certain impact on their practices in class. Understanding what teachers think about learner autonomy is crucial for developing activities professionally in the path to promoting autonomy in learners (Borg&El-Busaidi, 2012, p.6).

2.7.7. Strategies to Foster Learner Autonomy

The way to learn is claimed to be closely related to what to learn. The learning efficiency is dependant on the learning strategies the learner adopted. In traditional language classes, the teacher sees the whole class as one person, and treats it like it has the same characteristics in it paying no attention to the individual differences. Therefore, in the process of enhancing autonomy in the learner, it would be beneficial if the teacher considers the autonomous learning strategies on the basis of individual differences. (LoCastro, 2001). The teacher is responsible for developing the self-awareness that is necessary to work towards successful language learning styles. When the learners are oriented in selecting the suitable strategy, they can achieve their goal in a quicker way. What the teachers do in the classroom to foster learner autonomy directly affects the studying procedure that takes place after class when the learners are on their own. Thus, there are some strategies that the teacher can apply in the classroom to help the process of autonomy. Some of those are:

- To make use of role-play activities, group discussions and debates in various and interesting subjects.
- To do projects using informative, narrative, interactive and evaluative writing techniques.
- To use different types of quizzes and tasks and see that they are at least a bit challenging.
- To focus on learners' interests and needs and come up with materials according to those needs and interests.
- To impose the significance of motivation by encouraging the learners' imagination.
- To tolerate grammatical mistakes during speaking activities.

Sinclair and Ellis (1985) propose a model of learner training for learner autonomy which encompasses 8 areas for learner training:

1. Self-awareness - helps the learners to be aware of their selves, attitudes and feelings towards language learning and using the language.
2. Language awareness - helps the learners to have insight into their learning problems, and research is shared from teacher training courses.
3. Language needs and goals - train the learners to set learning goals.
4. Preparation and organization - help the learners to discover the value of organizing their learning and how to do it.
5. Risk-taking - help the learners to take a more adventurous approach in such things as guessing, predicting, and so on.
6. Personal strategies - encourage the learners to experiment and find the ones which are appropriate for them.
7. Self-assessment - encourages the learners to check up on how well they are doing and record the results of their self assessment so that they can recognize their progress, and thus be motivated to continue.
8. Preparation for autonomy - helps learners to schedule their own learning, maximizing contact with the target language.

2.7.8. Challenges in Promoting Autonomy

It can not be claimed that fostering autonomy in learners is very easy. Some problems might be faced in the process. Learners might have different standards in their perceptions of independence and what they understand from control in the period of learning might vary in compliance with their social context (Vera, 2008 p.5). Maybe the main problem stems from the fact that learners do not see the world as the way the teachers might do (Harmer, 2001, p. 395). There should be some challenges in doing so. Borg and Al-Busaidi (2012, p.19), in their research include some teachers' comments on the challenges they felt they faced. Those challenges are as follows:

- Learners' lack of previous experience of autonomous learning
- Lack of incentive among learners

- Learner reliance on the teacher
- Limited learner contact with English outside the classroom
- Learners' focus on passing tests
- Lack of relevant resources for teachers and learners
- Lack of learner ability to exploit resources
- Limited learner proficiency in English
- Prescribed curricula and materials

In general, it can be inferred that institutional factors hinder the extent to which they could promote learner autonomy.

CHAPTER III

METHODOLOGY

3.1. Introduction

One of the most conflicting aspects of learner autonomy is that autonomy can be taken into account as a single, handily described behavior. However; the measurement of autonomy is a problematic issue as it can not be attributed to a single behavior. It is definitely a multi-dimensional personal construct. The teachers may only be able to observe whether learners display a greater degree of control in particular aspects of their learning (Benson, 2005, p. 51). In fact, self-assessment seems to be the best way of reflecting the outcome, even without being aware of it, learners involve themselves in the assessment process.

This chapter of the study provides some insight about the setting, participants, instruments, data collection and analysis. This chapter enables the readers to be informed about the learners' proficiency levels and how the levels changed after pre and post test. The chapter also consists of an interview which was carried out with two different groups. This interview is aimed to provide some information about the attitudes of the two groups towards learner autonomy and their learning strategies. Since learner autonomy is an abstract term that can only be observed by evaluating the test outcomes and learners' own statements.

This chapter consists of six sections. In the first one, information about the setting and participants of the study are presented. The second section deals with the instruments used for data collection. Then general information about the piloting study is presented before starting the survey in order to check the reliability of the survey. In the forth section the outline draft of the research design is given. Finally, data collection processes and data analysis procedure are clarified.

3.2. Setting and Participants

The present study is conducted at Turkish Military Academy, which is a 4-year military university. The Turkish Military Academy hosts cadets from sixteen different countries. The total number of cadets in this academy is approximately three thousand. The main aim of the education in this university is to prepare the cadets for all the harsh military conditions. They are trained for defending their country no matter what the conditions are. Besides the military trainings, they are given some academic education. Language stands in a very important place for both the teachers and the students. Cadets are separated according to their levels of English proficiency. There are A, B, C level English courses. A is the highest level and C is the lowest in English proficiency. Some have 10 hours of English a week, some have 6, 4 or 2 hours. There is not only English as a foreign language, but French, German, Greek, Chinese, Arabic and Russian are also among the subjects in the Foreign Language Department.

60 tertiary level cadets participate in this study. They are in the 3rd grade, taking the B course in the English class. They have 4 hours of English in a week. They are randomly selected for the process. The only point that is crucial in determining the groups is their proficiency level needs to be nearly the same. 30 cadets study in one class and the other half study in another class. Their instructors are not the same, thus the methods of teaching the language vary. For the aim of this study, one of the teachers carried out the already going on process of teaching language which is generally a traditional one with less reading. The other teacher conducted the lesson similar to the other teacher, however, she spared one full hour of the four hours of English course for reading literary texts. The choice of the genre is left to the cadets. They could read short stories or novels. In the further stages of the study, they will be contributing to the process with a chart that reflects their program of studying English by reading a literary text in a week. The instructor collects their charts and sees what they read and how many minutes or hours they spend on them. This chart is not distributed to the other half.

3.3. Instruments for Data Collection

In this study, 3 instruments have been used for collecting data. Data collection process consists of qualitative and quantitative methods. Apart from these instruments, there has been a study with the experimental group. The study consists of five short stories and their

activities. The first instrument is an interview with the participants. This instrument stands as a pre-test for the language learners' attitudes and perceptions towards autonomy. The post-test following this interview is a questionnaire that consists of 30 items. For the proficiency part of the study, another pre and post tests have been applied. Both of the tests are called PET. The two tests are different, however. This part of the study is aimed to demonstrate how the texts rich in vocabulary such as literary texts help to increase the hours spent on language learning and the how the outcome of those hours reflect in the language proficiency. That proficiency test consists of 4 main skills of language learning. Moreover, to follow what the learners do outside class, a "Study Program" which takes place in appendix 15, has been handed to the cadets. In this program cadets are asked to fill in a form about what they preferred to read or listen to and how much time they will spend on them. Every Friday, that programme has been evaluated in the class.

3.4. Interview with the Participants

The data in this part of the study has been gathered by conducting a semi-structured interview, which functions as a pre-test to observe the awareness of autonomy in learners and to perceive their attitude towards a foreign language. The questions of the interview were asked by the researcher. The answers given by the learners were noted down by the researcher for the sake of further references. The answers are categorized for this study in accordance with their similar contents. Both the control group and the experimental group were interviewed under the supervision of two different instructors at the beginning of the term. In total, 4 supervisors were involved in all the stages of the interview. They are from the Foreign Languages Department of the Turkish Military Academy. They observed the process of the interview while the questions were asked to each student. Questions of the interview have been considered as the main topics and the research findings have been presented by constructing sub-topics from the answers. The frequency of the answers and their percentages take place in the tables below. 7 questions were asked to each cadet in both groups aiming to peek into their own studying areas and to reveal their attitudes towards autonomy. Similar answers have been grouped within one specific answer. For instance the cadets used different words to express themselves but they meant the same thing with their friends who share the same idea. Thus, instead of giving all the answers in the table, those similar answers have been categorised by the researcher. Underneath each table, five suitable

answers are listed. Those answers are original to what the cadet said in the interview and nothing is changed in their answers.

The experimental and the control group have been taught with the same method which mainly consists of the coursebook. None of the groups have been engaged in any different techniques, and materials such as the use of literary texts. The questions have been prepared by paying attention to the questionnaire that is applied at the end of the study as the post-test. The interview questions needed to be in parallel relation with the questionnaire because the interview is the pre-test and it should stay in the same context as the post-test. The interview questions and the categorized answers (they are stated in general terms in order to give the main idea of the answers) in the control group (30 cadets) are as follows:

3.4.1. Interview with the Control Group

Question-1

Table 2

Do you plan your English learning process?

General Answers Given to the Question	f	%
1- I don't have enough time because of the homework I have out of the course book.	5	16.6
2- I divided the grammar topics into pieces and I study grammar. I think this helps my improvement.	8	26.6
3- I can not actually plan the process.	9	30
4- I try to study the things I have learnt after the English class.	3	10
5- I have never thought about that.	5	16.6

The overall insight of the answers shows that the notion of a planned study programme does not fully exist in their minds yet. Only three learners take the learning process out of the class. Those are the ones who have interest in language itself. This is to do with their aptitude.

S1: No, I only do my homework and then I have to do my other homeworks.

S2: I didn't think about planning it.

S3: Yes, I study grammar in my free time.

S4: I think grammar is very important. I try to learn grammar.

S5: I repeat the topics after the English lesson.

Question-2

Table 3

Do You Think You Are Self-Sufficient in Studying a Language on Your Own Outside The Class?

	f	%
1- I can study but I am usually confused about where to begin.	11	36.6
2- I can not find time to study English a lot after class.	5	16.6
3- I usually do some grammar exercises on my own.	6	20
4- I don't know which materials to use.	7	23.3
5- I think I am not self-sufficient.	1	3.3

As noticed in the table above, the number of cadets who do not know where to start studying is outnumbering the others. This means that there is a lack of communication about how to study a language, the focus is mainly on what to study in the class.

S1: No I am not self-sufficient.

S2: No I don't have time after the lesson.

S3: I don't know what to do in the beginning.

S4: I study grammar after the lesson sometimes.

S5: I have coursebook, I do grammar activities in it.

Question-3

Table 4

Do You Prefer Studying English By Using Literary Texts Such As Short Stories, Novels Or Do You Prefer The Course Book Only

	f	%
1- I prefer reading short stories, but I look at my course book too.	4	13.3
2- When I find time, I listen to the tracks in my course book	12	40
3- I prefer my course book.	11	36.6
4- I sometimes read graded readers from the library.	3	10

The coursebook is the main source for the learners to use in the language learning process for the control group. Only the ones who are interested in the language itself try to benefit from the library for searching graded readers.

S1: I use my coursebook all the time.

S2: I like the library so I go there and take short books for my level.

S3: I study my coursebook and I read short stories.

S4: I prefer my coursebook.

S5: I like listening to the tracks from the coursebook.

Question-4

Table 5

Do You Fell Motivated While You Are Studying on Your Own?

	f	%
1- I don't feel very motivated.	16	53.3
2- I am motivated about studying English.	14	46.6

The control group class is divided almost into two in giving response to this question. 16 cadets stated that they are not motivated enough in studying.

S1: No, I am not motivated.

S2: Of course I have motivation.

S3: I don't feel motivated on my own.

S4: I like English lesson. I feel motivated.

S5: I don't like studying on my own.

Question-5

Table 6

Do You Seek New Ways To Learn English Better?

	f	%
1- I sometimes search the internet about how to learn English.	10	33.3
2- The only time I am involved with English is in the classroom. I don't search for more.	11	36.6
3- Yes, I want to find better books for learning English.	9	30

The findings of this question show that these cadets do not exactly know what to do about discovering new ways to broaden the quality of their study hour. Thus some of them leave English in the classroom whereas some are at least aware of the fact that better books might be good assistants.

S1: I use internet about learning English.

S2: Yes, I want different books.

S3: No, I don't like to study English after the lesson.

S4: I see English in the classroom.

S5: Internet is good to see new things for English.

Question-6

Table 7

Are You Able to Find Out The Correct Strategies in Studying English?

	f	%
1- I don't think I know the correct strategies.	8	26.6
2- I sometimes try to study vocabulary by doing lists.	1	3.3
3- I sometimes listen to tracks instead of studying grammar.	2	6.6
4- I can learn by taking notes.	1	3.3
5- I never thought about that.	11	36.6
6- Our teachers give advices about how to study English.	7	23.3

The majority of the group do not know how to study English in their own way. Being able to make decisions about one's own learning is the milestone for autonomy. Only a very small number of cadets came up with ways to study better.

S1: I don't know any strategies.

S2: I sometimes learn vocabulary with lists.

S3: Our teacher talks about this in class.

S4: The teacher tells the class some ideas.

S5: No, I don't know.

Question-7

Table 8

Have You Ever Determined Your Own Learning Goals?

	f	%
1- I never tried.	6	20
2- Our teachers do it for us.	9	30
3- I want to learn English very fast. This is my goal.	1	3.3
4- I get help from the Internet about this.	1	3.3
5- I only want to pass the English exams at school.	6	20
6- I want to improve my speaking.	1	3.3
7- I don't know how to determine goals.	4	13.3
8- I want to understand the movies without the subtitles.	2	6.6

As inferred from the table above, there have been various answers given to this question. The reason for this might be that the learners are not well aware of the subject and they have not given much thought on what their goals are in learning.

S1: How can I determine goals?

S2: The teacher determines.

S3: I get help from the Internet.

S4: Our teacher tells us goals.

S5: I want to speak better.

3.4.2. Interview with the Experimental Group

This part of the study will continue with the answers the researcher and the other instructors got from the experimental group. The group of answers and the number of individuals who gave the answers are as follows:

Question-1

Table 9

Do You Plan Your English Learning Process?

	f	%
1- In my opinion, we don't have a lot of time to think about the process.	9	30
2- I want to have a timetable to learn English.	1	3.3
3- There is already a planned process for us.	4	13.3
4- I don't have an idea about how to plan that.	2	6.6
5- I try to spare some time on English after all the lessons end.	2	6.6
6- Yes, I have some different ideas about this.	3	10
7- I don't plan the process.	9	30

Planning the learning process is not an easy task to do. Thus, the majority does not know how they can achieve that. The ones with higher motivation or aptitude tend to get involved in being more active in their own learning process.

S1: No, I don't do that.

S2: I don't have time.

S3: I sometimes study English after the lessons.

S4: Yes, I have different ideas.

S5: I don't plan because I don't know how to.

Question-2

Table 10

Do You Think You Are Self-Sufficient in Studying a Language on Your Own Outside The Class?

	f	%
1- I am not sure about this.	13	43.3
2- Yes, I think I am self-sufficient.	5	16.6
3- I am not self-sufficient. I think I always need help from the teacher.	3	10
4- I don't have enough time to study a lot outside the class.	9	30

Cadets mention their lack of time after classes so this influences their manners about lessons including English, and most of them are not certain about being self-sufficient on their own. Only 5 cadets considered themselves as self-sufficient.

S1: I am not sure.

S2: I need help from my teacher.

S3: I don't have time.

S4: Yes, I can study well on my own.

S5: Yes, I might be self sufficient.

Question-3

Table 11

Do You Prefer Studying English By Using Literary Texts Such As Short Stories, Novels Or Do You Prefer The CourseBook Only?

	f	%
1- I like reading short stories.	8	26.6
2- I prefer the coursebook because that is what we study in the class.	8	26.6
3- I prefer listening to the tracks of the stories and the tracks from the course book.	4	13.3
4- I never tried reading literary texts in English but it can be good for English.	5	16.6
5- I do what the teacher suggests.	6	20
6- I sometimes go to the library.	2	6.6
7- I prefer the coursebook because we have homework from it.	3	10

The majority of the group tend to feel better in the traditional atmosphere where there is a teacher and a coursebook, because the notion of new materials and new methods is not clear for them. Some of them, however, are very enthusiastic about being involved in studying a new language.

S1: I do homework in the course book so I prefer it.

S2: I listen to the teacher's advice.

S3: I didn't read different books in English. I think I should read.

S4: I prefer the course book. Everything is in it for the lesson.

S5: I listen to the tracks in the coursebook.

Question-4

Table 12

Do You Feel Motivated While You Are Studying on Your Own?

	f	%
1- I am always motivated in everything.	2	6.6
2- I am motivated in analytic lessons but sometimes I don't feel motivated in English.	1	3.3
3- It depends on the topic that I am studying.	3	10
4- I usually feel nervous while studying on my own because I am not sure if it works.	1	3.3
5- I am not very motivated.	8	26.6
6- I try to be motivated especially while doing listening.	1	3.3
7- Our teachers try to motivate us about studying English.	3	10
8- I don't think I am motivated while doing my homeworks from the workbook of our course book.	11	36.6

The ones with high motivation in every field of their lives stated that they feel motivated in school. Most of the cadets declared that they lacked motivation when it comes to studying.

S1: I don't feel motivated.

S2: I know the teacher wants to motivate.

S3: I am motivated when I like the subject.

S4: I am a motivated person.

S5: Listening activities motivate me.

Question-5

Table 13

Do You Seek New Ways To Learn English Better?

	f	%
1- I sometimes ask my friends from other schools about how they learn English.	1	3.3
2- I want to, but I don't know how to do it.	13	43.3
3- Not often	2	6.6
4- Sometimes	9	30
5- Not really	5	16.6

As inferred from the table above, most of the cadets are confused about how they should look for new ways to help them in the learning process. The ones who gave the answer “sometimes” aren’t fully aware of the ways. For this question, cadets in this group gave short answers because they don’t have adequate insight about what they are being asked. Some of the answers were as follows:

S1: Sometimes

S2: Yes, but sometimes.

S3: No, but I want to.

S4: Not always.

S5: I wish but I can’t.

Question-6

Table 14

Are You Able to Find Out The Correct Strategies in Studying English?

	f	%
1- Maybe, if I am directed well.	4	13.3
2- I don’t think I can find the correct strategy at this level.	1	3.3
3- I never tried.	12	40
4- I only do my homework.	1	3.3
5- No, I don’t think I am.	7	23.3
6- I don’t know any strategies very well.	5	16.6

The frequency numbers show that the negative answers are in majority. There is no one who consider that s/he is able to find out the correct strategies in studying English. The reason for this might be that they link English to their coursebook.

S1: I can’t do that.

S2: I only do my homework.

S3: No, I don’t know strategies.

S4: I am not able to.

S5: I didn’t try to do it.

Question-7

Table 15

Have You Ever Determined Your Own Learning Goals?

	f	%
1- I never tried.	5	16.6
2- The goals are already determined	3	10
3- I sometimes try to by searching on the internet.	6	20
4- I don't know what our goal must be.	1	3.3
5- I give more importance to the exams.	8	26.6
6- I wish I could determine my goals in detail about learning English.	7	23.3

Goals in learning is a very important source of motivation. When there are no goals, learners might be lost on track as they feel that they are studying in vain. But when they set their goals and determine why they want to learn the language, they will be more ambitious. In the present educational system, learners think that the exam is the reason why they learn English, or that is what they want to believe because of the lack of motivation. Observing the table above, if those cadets are motivated and guided to the right paths and strategies, their minds would change accordingly.

S1: My goal is to pass the exam.

S2: I use internet for help.

S3: I want to do that alot.

S4: The exams are the most important thing

S5: The teachers determine our goals.

When the two groups are compared after the interview, it can be concluded that they share similar ideas about studying English. Most of them are willing to be guided and motivated, but don't know where to begin; and some of them are not motivated to seek better ways to enrich their learning. These results were expected in the sense that the two groups share the same coursebook and they are part of the same curriculum.

3.5. Questionnaire

A questionnaire has been conducted on the cadets in the control group and the experimental group to determine how the literary texts contributed to their self-directed language studies.

At the end of the questionnaire, it is aimed to notice how literature affected the cadets' attitudes towards the foreign language, and process of learning it.

The questionnaire has been taken from another study in the field by the researcher. The scale items have been prepared with the help of the scale designed by Figura and Jarvis (2007). The questionnaire is attached in the appendix 16 (Özerklik Algı Ölçeği).

3.5.1. Process and Data Analysis

A statistical package program has been used to analyze the data obtained from the scale. The Shapiro-Wilk test has been used for the normality of the range, since the number of the individuals in the groups is less than 50. The findings that are related to the normality of the range is shown in the Table 16.

Table 16

Shapiro-Wilk Normality Test Results

Group	n	p
Experimental	30	,56
Control	30	,13

According to the data from Table 2, the data which belongs to both the experimental group ($P=0,56 > 0,05$), and the control group ($P=0,13 > 0,05$) is observed to range normally. Since the range that is related to the average points obtained from the scale is normal. The Independent Sample t-test has been used in comparing the experimental and control group which have been formed as part of the study. While interpreting the results, the 0.05 level of significance was taken into consideration.

3.5.2. Validity and Reliability

In this study, an autonomy perception scale has been used as a means for collecting data. That scale was designed by Demirtaş (2010). An exploratory factor analysis has been applied for the structure validity of the scale. According to the results, the scale comprises of sole factor and the total expounded variance related to that sole factor has been acquired as 25,85%. The factor load values regarding the 30 items in the Autonomy Perception Scale are shown in Table 17 (Demirtaş, 2010,p.39).

Table 17

Autonomy Perception Scale

Item	Item Factor 1
I37	0,762
I36	0,741
I19	0,724
I27	0,720
I18	0,710
I9	0,707
I26	0,688
I8	0,633
I3	0,532
I2	0,530
I10	0,519
I6	0,501
I7	0,494
I12	0,463
I11	0,442
I34	0,440
I25	0,430
I16	0,429
I4	0,402
I15	0,401
I35	0,378
I14	0,366
I5	0,353
I1	0,351
I17	0,344
I32	0,340
I21	0,299
I28	0,291
I29	0,277

As stated in Table 17, the load values related to the items has shown an alteration in between 0.28 and 0.76. The scale consists of 30 items. Those items have been scaled with five point likert gradation. The scale is unidimensional and its Cronbach Alpha reliability coefficient has been calculated as .89

In light of the previous researcher's (Demirtaş, 2010) analysis, new calculations have been made for the study hereby. Those calculations related to validity and reliability issues are as follows:

The Cronbach Alpha (α) reliability coefficient has been calculated in order to determine the reliability of the data obtained from the scale. The results are shown in Table 18.

Table 18

Cronbach Alpha Reliability Coefficient Results

Madde Sayısı (N)	Cronbach's Alpha (α)
30	,98

As obvious in Table 4, the reliability coefficient that is related to 30 items in the scale has been calculated as 0,98. Tezbaşaran (1997, p. 47), states that the coefficient should be as close as possible to 1 in order for the scale to be counted as reliable. Thus, these results show that the results gained as data from the scale are highly reliable.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Findings

Table 19

Descriptive Statistics of Each Item

	N	Control Average (\bar{X})	Experiment alAverage (\bar{X})
1- I plan my English learning process.	30	2,00	4,17
2- I make a time table while learning English.	30	2,23	4,23
3- I determine my purpose and aims in learning English.	30	2,27	4,40
4- I search for ways to learn English better.	30	2,33	4,50
5- I try to find materials and instruments suitable for my level.	30	2,83	4,30
6- I try to speak English with my friends and/or teachers.	30	2,37	3,63
7- I exchange ideas with my friends about how to learn English.	30	1,27	4,13
8- I try to get help from my friends and/or teachers when there is something I did not understand about a topic.	30	2,33	4,03
9- I discuss with my friends and/or teachers on how much I learnt at the end of a learning activity.	30	2,10	3,90
10- I would like my friends and/or teachers to comment on how much I learnt at the end of a learning activity.	30	1,33	3,77
11- I comment on how much my friends could learn at the end of a learning activity.	30	1,40	3,90
12- I write down the comments that I made or other people's comments about my learning activities.	30	1,33	3,73
13- I listen to English from the resources such as radio, internet etc.	30	1,27	4,30

Table 19 (Devam)

Descriptive Statistics of Each Item

	N	Control Average (\bar{X})	Experiment alAverage (\bar{X})
14- I focus on important key words while doing listening activities in English.	30	2,60	4,27
15- I listen to the same track several times if possible in order to understand it better.	30	2,53	4,07
16- I try to listen to English songs by understanding the lyrics .	30	2,07	4,37
17- I write down the new words, word groups, idioms or phrases that I encounter.	30	2,67	4,37
18- I try to use all the new words and phrases in my speech as much as possible.	30	2,23	4,00
19- I try to use all the new words and phrases by writing them as much as possible.	30	1,20	3,87
20- I pay attention to the scene in an English programme or a movie for a better comprehension.	30	1,60	4,20
21- I write down the new words, word groups, idioms or phrases that I encounter.	30	3,03	4,37
22- I try to use all the new words and phrases in my speech as much as possible.	30	2,23	4,00
23- I try to use all the new words and phrases by writing them as much as possible.	30	1,20	3,87
24- I read English from the resources such as books, magazines, internet etc.	30	1,60	4,03
25- I try to guess the topic by looking at the title and pictures before I start reading.	30	2,53	4,17
26- I try to guess the meanings of the unknown words in a text without looking them up in a dictionary.	30	2,77	4,10
27- I write down the new words, word groups, idioms or phrases that I encounter.	30	2,30	4,37
28- I regularly go over the texts that I read before to refresh my vocabulary.	30	2,23	4,30
29- I try to use all the new words and phrases in my speech as much as possible.	30	1,83	4,00
30- I try to use all the new words and phrases by writing them as much as possible.	30	1,20	3,83
The Average of all the Items	30	2,03	4,11

Indepandant Sample t-test has been used in order to determine whether there is a meaningful difference between the experimental group and the control group in their autonomy

perceptions and attitudes as part of the study. The findings that belong to this analysis is shown in Table 20.

Table 20

Independant Sample T-Test Results Related to The Differences Between the Experimental and Control Group in Their Autonomy Perceptions and Attitudes

Group	N	Average (\bar{X})	Standard Deviation	t	p
Experimental	30	4,11	,23	25,27	,000
Control	30	2,03	,38		

According to the findings shown in Table 5, the average of the experimental group is 4,11; and the average of the control group is 2,03. When these numbers are observed, it can be stated that the average of the experimental group is higher than the average of the control group. This difference is statistically meaningful ($P=0,000 < 0,05$).

Considering these findings, it can be stated that the autonomy perceptions of the individuals in the experimental group is meaningfully higher than the individuals' autonomy perceptions.

When all the items are studied one by one, some very meaningful differences came out. In the following section, the meaning of those differences will be covered.

4.1.1. Inferential Analysis of the Questions

In question number 1, in the control group, the level of autonomy is observed to be under 2,5 which means it is below the expected level. This question actually represents the most important aspect of the learner autonomy- planning the learning process. Thus the meaningful difference between the experimental group's result being 4,17 means more when compared to the other questions. This result shows that the autonomy level of these students is quite high. This difference should be due to the different methodologies applied to the two classes during and after the lesson hours. The involvement of literature in that methodoly seems to have an impact on this result because they have been exposed to a very rich source of language items.

The second question is about being able to make a time table while studying English. The results coming out from this question show us that the control group is slightly trying to do something beneficial for themselves on this issue; however, because of the fact that they follow a traditional way of learning English with the coursebook, they can not be led in the

right way to create an efficient timetable that should be unique to their own. The experimental group, on the other hand, displays a totally different result which is a reference to a high level of autonomy. In other words, the students in the experimental group are aware of the importance of this step in planning a studying program. The timetable related to their study programme should be created in accordance with their own strategies and ways of learning. The students in the control group are dependant on the teacher's study programme that is mostly limited to the classroom hour and with the certain classroom materials.

The third question which is about determining the purpose and aims in learning English, which is again one of the most indispensable aspects of being an autonomous learner. The results show that the control group display the average of 2,27, and the experimental group display the average of 4,40. As obvious, there is a meaningful difference and this difference has been an expected result because the experimental group was the one which was given the opportunity to take their own responsibility for their own learning, whereas the control group did not have that responsibility. They were merely following the instructions and were doing what they were told, and each one of them did the same thing without being aware of the different capacities they have.

In the fourth question, when the answers are evaluated a slight effort can be detected in the control group towards searching for ways to learn English better, but the value 2,33 still does not suggest that the learners are autonomous. On the other hand, the experimental group has the average of 4,50 which is a high level in autonomy. This result stems from the similar aspects stated while evaluating the third question. The feeling of their own responsibility gives them the sense of duty towards their purpose of learning English.

The fifth question is concerned with the sense of level. Are the learners aware of their own levels, or do they keep up with the general level of the classroom? The autonomous learner should be able to determine the level more or less. The control group's average level shows that the level of autonomy is not very low in the frame of this question. It is in the mid range. The study might suggest that the learners in the control group have the tendency to become autonomous learners if directed towards being aware of their own abilities. The experimental group already having gone through that process has a high level of average in learner autonomy.

Inferring from **the sixth question**, trying to speak English with friends and teachers is a sign of making a self effort. This item was observed to be similar averages. They both take place around the mid range. This effort does not directly relate to the autonomy level, but gives

clues about the future attitude that will occur in the learner. It can be said that the experimental group tend to make a slightly more effort to come about with a certain output in the production stage of language learning. The difference that came up after the questionnaire in this specific question stems from the motivation level of the two groups. The control group remains with a certain level of motivation which appears to be only in the classroom environment and disappears when the classroom hour is over. On the contrary, the motivation level in the experimental group seems to be higher both in the classroom and after the classroom hours due to the extensive reading sessions they are following in addition to the lessons with the teachers. Being afraid of making mistakes is a normal habit when learning a new language, however with the aid of a high level of motivation, the self-confidence gradually occur in the learners' mind. This is a fact that influenced the two different groups.

The results coming from **the seventh question** displays a huge difference between the control and the experimental group. The question is about exchanging ideas with friends about how to learn English. Such a gap could only occur when there is one teacher as the guide for a class. The control group feels that there is no real need to consult others in order to get some information about various others ways to learn English. They might think that the their friends are as informed as they are. However, in the other group, there is an interactive setting in the class where students can ask and get advice from eachother.

When the case is like as it is in **question eight**, only few of the students in the control group feel comfortable asking for help when they make a mistake or when they get difficulty understanding the topic. The issue here is once again the matter of interaction. Whenever the teacher lets the learner be interactive in the class and give them a chance to express their opinions about the subject, then the learners don't hesitate to ask for help. The other class deals with coursebooks and more structural aspects of language, thus they don't have the notion of exchanging opinions or help.

Question number nine mentions making comments on how much the student learnt at the end of a learning activity. There does not seem to be an enourmous gap between the two groups, although there is a value of 1 avarage between them. This puts the experimental group in the high level of autonomy.

Tenth question is very similar to question 9 in the frame of their topic. This time, the student is asked whether he/she would like his/her teachers or friends to comment on how much he/she learnt at the end of a learning activity. It is usually a useful feedback. There is a

meaningful difference here in the results because asking for something is not the same thing with making a comment. When it comes to asking for a comment, the experimental group is a step forward when compared to the control group. In autonomy feedback is always a good input for the learner, and if the learner is aware of this, he/she should be willing to see what the opinions are about the learning process.

Question number 11 is about making a comment on other learners' learning process. The reason why there is a significant difference between the control and the experimental group is that there needs to be certain level of understanding to make a comment. When the experimental group got exposed to many literary texts, they unconsciously absorb different points of language and eventually gain some insight to follow up other learners' progress. This itself is even an indicator that autonomy is developing step by step in the learners.

Question number 12 is related to writing. Not all the students are involved in writing during the learning process. Taking notes about useful feedback occurs in learners as the autonomy develops. It requires a competence to create a strategy to develop a technique while studying language. Reaching that level of competence takes time and four skills of language is not easy to implement in the learning process.

In 13th question the issue is listening. Listening is an improving technique to improve the language skills. The difference in the averages is a big one. It is expected from the experimental group to be developing the habit of doing listening activities. The other group does listening activities in the classroom and the tracks are limited to coursebook audios. The experimental group is encouraged to do listening activities in their free time. The materials are up to the learner. The learner decides what to listen to according to their needs and interests. The means they use for listening is generally the internet. They find many useful tracks or videos in relation to what they are studying in the meantime.

14th question is like a continuation of question 13. It is about listening and what the listening is about. Doing comprehensible listening is different from just listening to what is being said. Comprehensible listening means the learner chooses the right listening material according to their level. The level of listening can be determined if the learner is autonomous enough. The experimental group seems to achieve that competence in a way that they try to pick useful listening tracks instead choosing random ones. If the level is higher than what it should be, listening activities will probably be in vain. When this is the case, the learner who is not autonomous gets discouraged by the unclear phrases and tends to give up in advance. On the side of the autonomous learner, however, the case is different. The more the learners

comprehend the listening tracks, the more they get motivated to understand more and listen more.

One other issue about doing listening is to listen to the track more than once. This is what the **15th question** deals with. Some of the students in the control group are willing to understand the topic of the track and are aware that if they listen more, they can get a grip on what the track is about. But their materials are picked by the teacher and they are generally what the syllabus requires. The experimental group listens to those tracks too but they do other listening activities in addition. The learners in the experimental group enjoy what they listen to so they are not bored while doing the second and third rounds. Thus they answered this question displaying a portrait of an autonomous learner.

Most of the students in ESL classes like listening to English songs but the question is, do they understand what the lyrics say? **Question number 16** is asking them if they listen to songs to understand the lyrics. It is generally known that there are some people who tend to learn easier by making use of melodic rhythms. Thus, if the lyrics are comprehensible enough, the songs can be great assistants in the learning process. The experimental group is generally more willing to do listening activities with the aim of picking up some vocabulary or some phrases. According to the results of this question, the control group does not seem to pay attention to the lyrics or they don't seem to take the songs as materials to study English.

17th question is about the interest in vocabulary. While reading short stories, novels or poems, students inevitably come across with different words, phrases and idioms. Not being familiar with them all, they feel the need to check the meaning and the way they are used. Doing so, they develop an interest in vocabulary. Materials of literature are very rich in vocabulary and they provide a big range of functional usage of them. Traditional coursebooks do not supply the classroom with that kind of various vocabulary resources. This is the main reason why the students in the control group do not feel the need to write down the new words or idioms. The coursebooks and the teacher provide them with the information already. The other group is more prone to read up on new things even after class. They know what their interests are, they are a step further in the path to autonomy. That is why the level of the perception of autonomy is higher in this question when compared with the control group.

Question number 18 is about how to enrich a speech by using new different and compelling vocabulary. An autonomous learner is usually exposed to new vocabulary and depending on the learner's interests, new vocabulary might be regarded as compelling. Autonomous learners

know how to choose the most suitable material for their way of learning. Some learners see a piece of word and learn it; however, that learnt item does not find a place in the daily or formal speech, as the learner do not see a necessity in using them while speaking. One of the things that autonomy brings in learners is to understand the value of using all the four skills of the target language with the utmost performance. The experimental group has been evaluated within the higher range of autonomy perception even due to the slight introduction of autonomous environment.

The new vocabulary can be encountered while writing as well while speaking. **Question number 19** deals with the same issue by assessing it through writing. The difference between the averages of the control group and the experimental group is noteworthy. While the control group got an average of 1,20, the experimental group got 3,87. This difference is caused by the low level in the habit of writing in the learners. The experimental group's writing ability might not be better than the control group, in other words, the abilities might not be so different from each other, but the interest in taking a step to do something that can help the learning process is what makes the difference in the autonomous point of view.

Comprehension is the most important aspect in the acquisition process. When the input is not comprehensible enough, what the learner intakes is nothing but something close to noise. The thing that makes the input meaningful is its degree in conveying comprehensible messages. The natural approach also promotes this in acquisition, and there are certain parts that the approach share with the aspects of learner autonomy. In the light of the principles of receiving comprehensible input, the autonomous learner is usually expected to pay attention to anything that is going to make their understanding easier. Sometimes the autonomous learners are aware of the fact that there can be peripheral learning during some activities. Peripheral learning can be used for abstract thought, especially in adult learners. (Gezer, Şen & Alıcı, 2012, p. 1) Unconsciously, they learn what they constantly see without paying full attention to what they are learning. The scenes in the movies can be categorised within those means to support peripheral learning.

In the 20th question, the students were asked if they pay attention to the scenes in an English programme or a movie for a better comprehension. There is a very big gap between the averages of the two groups. The control group needs to be aware of what to pay attention to. Without knowing what to focus on, the learners in the control group might not decide what to do while watching a movie or a programme. On the other hand, the experimental group is

aware that comprehension is the key element in the learning process, thus they focus on the parts and pieces of the language whenever they encounter an opportunity.

The idea in **21st question** seems similar to the one in the **19th question**. However there is a major difference as in this question, the matter is writing down the new word groups, phrases and idioms. 21st question was about the function of the language, meaning, the learner was expected to use the language item consciously by keeping the meaning in the right place. This is much harder than just writing down whatever is encountered. The latter does not require an intense mentation. Thus the gap between the averages of the level of autonomy among the two groups is not that great. Taking notes is a way of studying a language, and the learners who choose to do so can be considered as future autonomous learners who can develop other strategies for their own studying schedule. In this question, the learners in the control group displayed an average level of autonomy, whereas the other group displayed a high level of autonomy.

22nd question is the same as the **18th one**, because this way the researcher can make sure that the questionnaire shows consistent results.

23rd question is again about writing and the results are steady with the previous ones.

24th question is about reading. The resources might vary. Since this study focuses mainly on reading, the average of the experimental group is by far higher than the other group's average range. The main activity carried out in the experimental group is doing reading both in the classroom and outside the classroom, so the learners answered this question in a way that they read for long hours as to study English. As stated before, the control group is directed to study the coursebook and the coursebooks in general do not include many reading passages. However, the other group has always been encouraged to do extra free voluntary reading.

Question number 25 deals more with guessing rather than doing reading activities. The autonomous learner, with the instinct to search for more, begins to process the mind immediately when seeing a reading passage. There occurs a curiosity about what that text is about. Thus, guessing comes next. If there are certain pictures along with the text, those also act as subsidiary elements to understanding the topic. Some learners in the control group said that they also try to guess the topic by looking at the title and they try to get some insight about what they are going to be reading about. This title is usually of a text that takes place in their coursebook. So they are usually facing a shorter text when compared to what the

learners in the experimental group face. The fact that the experimental group deal more with literary texts, the meaning in words depend on how they comment on them. In other words, there is richness in literature in the extent of words and meaning. It can be considered that the learners in the experimental group do guessing as a part of their strategy of learning.

The other question which is **number 26** deals with guessing again, but it is considered more about the meaning of the words rather than the general topic. The learners in the experimental group are free to use anything they would choose to find out the meaning of words in texts. If they feel the need to look up in a dictionary, then that strategy is fit for them. The teachers do not dictate them the right way to study. Because as stated previously in the principles of autonomy, there are many various ways of acquiring a foreign language since there are many different kinds of people and personalities. The best for one student might not be right for another. Learners are the ones to decide the right strategy by deciding how they learn best. The learners in the control group try to guess the meaning from the context, but some of them tend to just look up the meaning in a dictionary as they see it like a shortcut.

27th question is a repetition of **question 21**. They both try to find where writing stands in the study programme of the learners in the two groups.

28th question emphasises a very important point in all learnings. It focuses on the learners' tendencies on studying regularly. The more they study, the more they get exposed to the target language. If the learner is autonomous, he/she probably knows about this key issue. The difference in the range average in the questionnaire displays how encouraged the learners are in the experimental group. Unless the learners have the inner motivation to study apart from the classroom hours on their own, they won't be able to conceive time to make room for further studying. The experimental group shows a high autonomy in this question. The main reason is that they read short stories or novels after the lessons, and they regard those hours they spend on reading as a part of their study programme, and the more they go over the literary texts, the more they refresh their vocabulary. When the other group go over what they have covered in class, they find themselves studying the activities they have already done in the classroom with the teacher. This kind of studying might turn into a rather mechanic way of studying.

29th question shares the same notion with **22nd question**. There is a major difference between the control group and the experimental group. Since the average range of the control group is 1,83, it can be said that the autonomy level is low.

The last question of the questionnaire shares the same notion with question number 23. The repeated questions show almost the same result. The control group average is 1,20, meaning, the autonomy level is below the range of 2. The averages that are below the range of 2 display a low level of autonomy in the learners, whereas above 3,5 is regarded as a sign of high autonomy.

4.1.2. Short Stories with Activities

As stated previously, autonomy in learning requires taking responsibilities for the learning process. These responsibilities are not only about determining the goals, they are also about being conscious enough to be able to select the materials which are best for the learner. Teachers' responsibilities are not to cease, on the contrary, they are responsible for providing the necessary materials and guidance for the learners. For the very reason, the researcher handed out a study program which aims to find out what kind of genres the cadets would prefer to use while studying on their own. The majority stated that they enjoyed reading short stories more. Based on this, the researcher has suggested several short story books and graded readers which include classics from American and English literature; however the learners are free to choose from these books. They might choose to read or listen to any other materials. The books that the researcher suggested are as follows: *White Fang*, *Frankenstein*, *Eight Great American Tales*, *The Diamond As Big As Ritz*, *The Adventures of Huckleberry Finn*, *The Adventures of Tom Sawyer*, *Stories from Edgar Allan Poe*, *The Phantom Airman*, *Stories from O'Henry*. Those works were merely suggestions aiming to guide the learners to the path where they might begin proceeding. Rest of the short stories and novels have been determined by the learners. The library in the academy has provided them with various options, thus, they did not have any difficulty choosing the right source for their own taste. Their choices are of great importance since nothing can be imposed in the frame of extensive reading, because once the learners feel that they are forced to read a pre-determined book, they unconsciously build up a wall between them and the language course.

The study program consists of the main issue with what autonomy means. All the other kinds of methods are based on cadets' preferences displayed in the study program. Thus, all the rest can be assessed as the outcome of this program. The cadets have declared how much time they spent on what kind of literary text. Every Friday, those outcomes have been discussed in class to see if the process is working.

The researcher randomly selected five short stories from the American literature and designed various activities about them (Appendices 3-13). The researcher spared one hour after the

lessons in the cadets' routine study time for the experimental group to enjoy the stories and activities with the group. The group determined the time when they wished to do the activity, because in promoting autonomy, the learners' decisions are more important than the teachers'. During that one hour, everybody read the story on their own, and the activities of the first story were conducted by the researcher in order to display an example of how they can enjoy a story and activities without any pressure or stress. The only focus is on the story, not on language elements. The activities are full of colorful pictures to catch their attention. The researcher first goes over the warm up activity to see how they are going to react to the story and the rest of the activities. The group starts to enjoy the story when they are asked to give their opinions about the story and the characters.

Those five stories were presented to the group as demonstrations of how they can enjoy a literary text. They are not forced to read for any other purposes like exams or grades. The group feels motivated when they don't feel the pressure. Even the vocabulary activities did not stand as stressful tasks. At the end of each story, the group is asked to write a new passage to enhance their creative skills. This activity makes sure that they do something on their own without being attached to a certain point. They feel free and at that moment, they actually begin to become autonomous without really noticing. When four of the stories are finished, the researcher advises the group to conduct the stages of the last story on their own in the hour that they spared for this activity. They read the story on their own, then if they wished, they discussed the warm up part with their partners, then they tried to understand and finish the rest of the activities without any help. All of this process served them to create a joyful atmosphere. It has been observed that the cadets' behaviours during this activity showed a great difference from the class environment. They were not concerned about exams or grades, and automatically they were open to any input. Being open to any input means they are enjoying.

4.1.3. Proficiency Test (Pre and Post Tests)

As for the English proficiency test, PET was applied to the students as pre and post tests. The main aim is to see the difference between the language progress of the control and experimental group. PET consists of four parts which are reading, writing, listening and speaking. The grading system is as follows:

Table 21

The Grading System

	Points
Reading	35 points
Writing	15 points
Listening	25 points
Speaking	25 points
Total Point	100 points

Cadets were given this exam at the beginning and at the end of the term. None of the classes were acquainted with any literary texts before the term began. Both of the groups were observed throughout this study, both in the classroom and outside the classroom. The control group did not involve any literary materials in their study hours outside class. They merely did grammar activities with the help of their course book that is used in their lessons. Their grade averages are shown in the chart below:

Table 22

The Control Group – The Experimental Group

The Control Group (30 Students)	The Experimental Group (30 Students)
Grade in the Pre-Test	Grade in the Pre-Test
58	61
Grade in the Post-Test	Grade in the Post-Test
63	76

4.1.3.1. Analysis of PET for four skills

The results are analysed in four categories as the exam had four different parts. Following that, the results are analysed by using Paired Samples T-test and Independent Samples T-test.

Reading: When comparing the two groups, there occurred a bigger difference in the reading part of the exam. The experimental group did better in the reading part when compared to the control group, whereas the other two skills, listening and speaking did not show a great difference. Because of the readings, the experimental group did throughout the term, it was obvious that their skills in reading activities improved to a certain extent. The amount of improvement shows that the literary texts and the strategies they came up with while studying English outside the classroom environment helped them to some level and the rest relied on their own skill. It can be concluded from the results that the experimental group had benefited from the texts they read and that put them a step forward in the reading comprehension activities when they are compared to the group who were not given any literary texts.

Writing: The strategies they recognised while reading made them gain some insight about how a text must be and about the essential needs of the written form of language. There has been a difference between the control and experimental group's writing grades. It has been viewed that the experimental group did slightly better than the control group when their organization in writing was compared. When the writing grades were taken into consideration, it can be claimed that the regular reading sessions after class contributed to the way cadets found confidence in writing.

Listening: According to the test, some of the cadets in the experimental group did better than even the other cadets in the same group. The reason for this difference lies on the "study program" that was collected from the cadets on Fridays per two weeks. That programme has been developed by the researcher. Those cadets who did better at the listening part noted on that apart from reading the short story books, they also listened to the audio CDs of those books. Moreover, some of them stated that they did that listening activity more than once. Thus, it can be concluded from that information that the cadets who have done listening on their free time with the aim of developing their language skills, got a higher grade in the listening part. The ones who only did reading on their free time ended up getting similar grades with the cadets in the control group. The listening grades of the control group were not very low because they listened to the tracks of the course book during the lesson. What

lacked in their process was enough reading, and that is why they could not seem to compete with the experimental group in reading. How cadets tend to study English outside class mainly rests on the activities they mostly do in class with their teachers. Thus, when reading is encouraged in class and advised for the ongoing studying hours after the class, the cadets try to form a strategy that corresponds to the intensity of those activities. The experimental group reading most of the time in class and going on doing anything they like which is related to literature, led them to have higher grades in the related skill.

Speaking: This skill did not seem to have improved more in the experimental group as in the reading. The speaking skill is considered as a skill that is the hardest to improve. As widely acknowledged, speaking is known to improve better when there is an all time English speaking environment. The steps the cadets followed did not include any activities related to speaking, their main aim was related to receptive skills.

To sum up the outcomes of the procedure, it can be stated that the receptive skills tend to be improved via reading literary texts and listening to the related audios or watching movies that are suitable for the learners' English level. The group that has spent more hours on reading literary texts was able to see the positive effect on the reflection of the post-test. (PET) The literary texts made them volunteer for reading more and more after classes. They were actually studying English while they were having fun reading whatever they chose to read. Thus, that fun language learning activity gradually became their strategy to study English when the class was over. Some gave importance to reading short stories and novels, and some chose to listen to what was written in those stories. Both of these cases seemed to work and they succeeded in benefiting from what they did on their own as the outcome of their own responsibility.

4.1.3.2. *Statistical Analysis of the Pre and Post Tests (PET)*

In order to see the difference between the grades of the experimental group in the pre and post tests and the difference between the grades of the control group in the pre and post tests, Paired Samples T-test was used. The data is as shown in the table below:

Table 23

Results of The Paired Samples T-Test That Shows The Comparison of Grades of Experimental and Control Group Grades in the PET (Pre and Post Tests).

Group	Test	N	\bar{X}	Sd	t	p
Experimental	Pre test	30	61,00	29	-18,34	0,000*
	Post test	30	76,00			
Control	Pre test	30	58,00	29	-13,69	0,000*
	Post test	30	63,00			

*p<0,05

As inferred from the table 23, for the experimental group, the score averages of the post-test ($\bar{X} = 76,00$) came out to be higher than the score averages of the pre-test ($\bar{X} = 61,00$). There is a statistically significant difference. ($t_{29} = -18,34$; $p = 0,000 < 0,05$). Similarly, for the control group, the score averages of the post-test ($\bar{X} = 63,00$), came out to be higher than the score averages of the pre-test ($\bar{X} = 58,00$). The difference is statistically meaningful. ($t_{29} = -13,69$; $p = 0,000 < 0,05$).

The comparison between the scores reveal that cadets improved their English skills in one term. It has been observed that even though the amount of the increase is different, there occurred an increase in the scores of both groups. The control group achieved the average of 63 in the post test and displayed a certain increase due to the lessons with their coursebook. On the other hand the experimental group showed a higher increase in the score averages. Throughout the term, this group was exposed to many texts full of new vocabulary and beneficial aspects of literature. Adding this advantage to the use of coursebook, the increase has come to the expected level.

In order to see the difference between the scores of two groups in detail, the data has been analysed by using Independent Samples T-test. The results of the comparison of two groups in pre and post tests take place in the table below:

Table 24

The Independent Sample T-Test Results of The Comparison of Both Groups' Pre and Post Test Score Differences

Group	N	\bar{X}	Sx	t	sd	p
Experimental Group	30	15,00	4,47	11,16	58	0,000
Control Group	30	5,00	2,00			

*p<0,05

In this study, the difference between the scores of the experimental and control groups in PET pre and post tests have been calculated in order to determine the effectiveness of the applied literature on the experimental group. To specify which group has higher difference scores, the researcher has used Independent Sample T-test. Accordingly, experimental group's average change from the pre-test to the post-test is higher than the average change ($\bar{X} = 15,00$) of the control group ($\bar{X} = 5,00$). This difference is statistically significant ($t_{29}=11,16$; $p=0,000<0,05$).

Observing the statistical results, it can be stated that the extra literary material support in the experimental group contributed to the learners' proficiency. Acquisition of a language is directly related to how much input the learner is getting. If the amount is ample, then it is expected that there will be a certain improvement in the learners' skills. In this study, on one hand, there is a coursebook and on the other hand, there is a coursebook and literary texts full of different contexts. Visualising various contexts in the minds broadens the way of imagining which enables learners to be more open to the input they get. Their interpretation skills developed as they were introduced to literature. The results of the score comparison show that the comprehension ability of the cadets in the experimental group improved because they read more than the cadets in the control group. The results do not show a decrease in the score averages of the control group. However, the increase can be inferred that it is related to the hours of doing activities out of the coursebook. The coursebook combines small amount of reading and listening activities and after class, when learners do homework from the coursebook, they do not encounter anything different to enrich their language skills. The hours they spent on the coursebook in the class led to an increase in their scores when the pre and post tests have been compared. This is an expected increase. For this research, the amount is what matters. To sum up, it can be understood that the contribution of literature in one term helped the learners gain self-confidence and higher success in exams.

CHAPTER V

CONCLUSION AND IMPLICATIONS

5.1. Introduction

This chapter will discuss the findings in accordance with the relevant literature while summarising the study. Conclusions of the studies that have been made in the academy and some pedagogical implications for further research are also provided in this chapter.

5.2. Conclusion

Autonomy in learning a new language in a school environment can lead to creating more efficient styles of learning because there are always more sources of motivation and more useful materials. With the help of literature, learners get the chance to broaden their limits out of the traditional classroom materials that have been imposed by the teachers and the traditional system that is generally accepted. A treasure of language in every aspect awaits within the literary texts that can easily be found in their library or can be provided by their teacher at any time.

The study takes place in the Turkish Military Academy in the education term 2013-2014. The studies that were carried out with two different groups (experimental and control) show that when literary texts are involved in the learning process, there occurs a certain difference. The difference does not necessarily imply a great acquisition of a full autonomy, but the means to gather data differentiates the two groups by displaying their attitudes towards studying a second language. The whole study has aimed to see how literature could foster autonomy in the ESL learners as well as their attitudes and proficiency levels in English. These three aspects of a language learning environment have been studied separately but evaluated in relation to the principles of learner autonomy. The involvement of literary texts

such as short stories, novels and other materials of the students' choices altered the traditional language learning process by changing the learners' perspectives about a new language.

An interview has been employed with both the control and the experimental group in order to reveal how the learners felt about autonomy or to what extent they are acquainted with the term. Thus, with this qualitative instrument, the second research question asking how literature affects learners' attitudes was covered. The results suggested that the knowledge level of the two groups were almost the same. They have not been using literary materials to study literature in their previous language courses.

Thus after the practice in the experimental group, an implication of autonomy was observed in the study programmes of the learners, and the questionnaire verified the implication, which answers the first research question asking how literature affects learners' autonomy and their attitude. These means were used to determine the process of changing attitudes.

The pre and post tests were successful scales to determine whether there was going to be a difference in the English proficiency level. Those tests exist to answer the research question asking how the language proficiency is affected by literature. That level was suggested to have improved in the experimental group under the assumption that none of the learners in the experimental group have ever been in a language learning process that involved literature so intensively. PET is not a test that is designed in the academy. It is a test that is valid worldwide and it is designed by Cambridge. Thus there is no way that the instructors can intervene in the process of the selection of the questions. This means that the instructors are not the ones who ask the questions. When the academy prepares the English tests, the questions must be of those units that have been covered during the term and the year, and the tests include questions dealing with the vocabulary of the coursebook, dialogues close to what the learners studied in the coursebook, and some crucial grammar points if covered by the teachers of the course. On the other hand, the questions in exams like PET, the emphasis is always on the skill development, and the questions are not based on specific field or coursebook. They are picked up from daily language or formal language in some aspects. Learners have no prior knowledge of what the test will be like. They gain the insight only by reading different types of texts because whenever they see a topic, it makes them store a new class of vocabulary and as the vocabulary improves in the learner, the ability to come up with an output becomes easier.

Even if the output is not always perfect, at least this research has observed a certain amount of effort in doing so in the experimental group when compared to the control group. The unconscious exposure to English language in the stories of literature, the experimental group performed better in the post test. The pre test is not observed to have great differences between the two groups because they were at the same level. When the skills are in question, the questionnaire has helped to show which skills were practiced more and which of them were practiced consciously.

The study reveals the fact that literature has been a useful tool to at least to create an alternative way to encourage students in the path to become autonomous learners. By doing extensive reading after the English course hours, students actually started studying English, and because they started to feel that it was not like the traditional classroom hours, they began to lead their own process. This process became their responsibility and gradually they became aware of which skills they were having problems with. Through reading and listening, they slowly realised that the productive skills were possible with doing more and more receptive skill practices.

The aim was to see how literature could foster autonomy in the learners - could it foster or not was not the question. Thus, in this study the research mainly focused on the slight or major changes and differences in the attitudes and behaviours of the learners. Consequently, the research released the fact that those changes occurred in the group that was selected as the experimental group more than it was observed in the control group. The control group continued following the traditional curriculum that involved the coursebook and related materials limited to the topics that were in that coursebook. The impact of literature can be claimed that it provides a very rich variety of materials and a world of multiple elements of language including vocabulary, phrases, idioms, and other aspects related to meaningful speech. This variety of elements made the learners gain more and with such a motivation, learners began to keep that work up and go on with their own decisions in choosing the right materials. Even if they are not capable of reading high level novels, they still had the chance to take advantage of short stories in their self study hours.

5.3. Implications & Suggestions

In this part, recommendations for further researches are presented.

1. The present study focuses on two groups with two different methodologies. The learners were asked to fill in a questionnaire. For future studies, the teachers can also be included in the questionnaire part in order to see how their perspectives stand about the issue of autonomy in the language education.
2. The study can be carried out in different language classes such as French, Russian, or Chinese. The results may be compared at the end of the research.
3. The study can be carried out in another university that does not have a boarding school system. Since in a boarding school, learners are always in an educational environment and they tend to study in different hours other than the classroom hours; whereas the ordinary university students might not find it easy to spend a lot of time studying the target language as there might be various distractors. It would be a new area of study to see the differences between the results of these different groups of learners.
4. The literary texts that the learners chose to read can be graded by the teacher in terms of difficulty and accessibility for further researches to facilitate the material selection. This can be taken into consideration if a need occurs. Otherwise, if the level is the same for all the learners, they would probably choose the texts that are similar in level.

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APPENDICES

Appendix1. Course Outline

<u>NAMES OF THE SHORT STORIES</u>	
STORY NAME	AUTHOR NAME
1. Jim Baker's Blue-Jay Yarn	Mark Twain
2. The Last Leaf	O' Henry
3. A Pair of Silk Stockings	Kate Chopin
4. What Jack Horner Did	L. Frank Baum
5. An Adventure In The Upper Sea	Jack London

Appendix 2. Terminal and Enabling Objectives

	TERMINAL OBJECTIVES	ENABLING OBJECTIVES (Specific)
	<i>At the end of the course, students will be able to</i>	<i>Students will be able to:</i>
1	Read more fluently. Get comprehensible input through reading while spending their time in a pleasurable way.	Read advanced level literary texts Read without the need to look up many words from the dictionary.
2	Improve their vocabulary through reading to stories.	See different words in different contexts. Come up with original sentences using the new words.
3	Improve their writing skills	Adapting a text to their own writing (paraphrasing)
4	Improve their speaking skills and communicative abilities.	Communicate in different contexts Adapt the newly acquired vocabulary to the daily life communication.
5	Improve their reading comprehension skills.	Read literary novels and poems. Interpret the potential meanings in the literary Works. Focus on the topic and the design of a text

Appendix 3. Jim Baker's Blue-Jay Yarn By Mark Twain

STORY # 1

JIM BAKER'S
BLUE-JAY YARN

By

MARK TWAIN



1

“One of Mark Twain's most famous short stories, Jim Baker's Blue-jay Yarn, was adapted from a campfire story told by Jim Gillis while Twain and Gillis were prospecting for gold during the winter of 1864-65. It must have been an interesting story in those circumstances; a story about Jays futilely filling a hole, told to men who were fruitlessly digging one. Twain transforms the original into a biting satire about human behavior and persistence”.

Animals talk to each other, of course. There can be no question about that; but I suppose there are very few people who can understand them. I never knew but one man who could. I knew he could, however, because he told me so himself. He was a middle-aged, simple-hearted miner who had lived in a lonely corner of California, among the woods and mountains, a good many years, and had studied the ways of his only neighbors, the beasts and the birds, until he believed he could accurately translate any remark which they made. This was Jim Baker. According to Jim Baker, some animals have only a limited education, and use only very simple words, and scarcely ever a comparison or a flowery figure; whereas, certain other animals have a large vocabulary, a fine command of language and a ready and fluent delivery; consequently these latter talk a great deal; they like it; they are conscious of their talent, and they enjoy “showing off.” Baker said, that after long and careful observation, he had come to the conclusion that the blue-jays were the best talkers he had found among birds and beasts. Said he:

“There’s more to a blue-jay than any other creature. He has got more moods, and more different kinds of feelings than other creature; and mind you, whatever a blue-jay feels, he can put into language. And no mere commonplace language, either, but rattling, out-and-out book-talk and bristling with metaphor, toojust bristling! And as for command of language why you never see a blue-jay get stuck for a word. No man ever did. They just boil out of him! And another thing: I’ve noticed a good deal, and there’s no bird, or cow, or anything that uses as good grammar as a blue-jay. You may say a cat uses good grammar. Well, a cat does—but you let a cat get excited, once; you let a cat get to pulling fur with another cat on a shed, nights, and you’ll hear grammar that will give you the lockjaw. Ignorant people think it’s the noise which fighting cats make that is so aggravating, but it ain’t so; it’s the sickening grammar they use. Now I’ve never heard a jay use bad grammar but very seldom; and when they do, they are as ashamed as a human; they shut right down and leave.

“You may call a jay a bird. Well, so he is, in a measure because he’s got feathers on him, and don’t belong to no church, perhaps; but otherwise he is just as much a human as you be. And I’ll tell you for why. A jay’s gifts, and instincts, and feelings, and interests, cover the whole ground. A jay hasn’t got any more principle than a Congressman. A jay will lie, a jay will steal, a jay will deceive, a jay will betray; and four times out of five, a jay will go back on his solemnest promise. The sacredness of an obligation is a thing which you can’t cram into no blue-jay’s head. Now on top of all this, there’s another thing: a jay can out-swear any gentleman in the mines. You think a cat can swear. Well, a cat can; but you give a blue-jay a subject that calls for his reserve-powers, and where is your cat? Don’t talk to me I know too much about this thing. And there’s yet another thing: in the one little particular of scolding just good, clean, out-and-out scolding a blue-jay can lay over anything, human or divine. Yes, sir, a jay is everything that a man is. A jay can cry, a jay can laugh, a jay can feel shame, a jay can reason and plan and discuss, a jay likes gossip and scandal, a jay has got a sense of humor, a jay knows when he is an ass just as well as you do maybe better. If a jay ain’t human, he better take in his sign, that’s all. Now I’m going to tell you a perfectly true fact about some blue-jays.”

“When I first begun to understand jay language correctly, there was a little incident happened here. Seven years ago, the last man in this region but me, moved away. There stands his house, been empty ever since; a log house, with a plank roof just one big room, and no more; no ceiling nothing between the rafters and the floor. Well, one Sunday morning I was sitting out here in front of my cabin, with my cat, taking the sun, and looking at the blue hills, and listening to the leaves rustling so lonely in the trees, and thinking of the home away yonder in the States, that I hadn’t heard from in thirteen years, when a blue jay lit on that house, with an acorn in his mouth, and says, ‘Hello, I reckon I’ve struck something.’ When he spoke, the acorn dropped out of his month and rolled down the roof, of course, but he didn’t care; his mind was all on the thing he had struck. It was a knot-hole in the roof. He cocked his head to one side, shut one eye and put the other one to the hole, like a ’possum looking down a jug; then he glanced up with his bright eyes, gave a wink or two with his wings which signifies gratification, you understand, and says, ‘It looks like a hole, it’s located like a hole, blamed if I don’t believe it is a hole!’

Details walked round and round the hole and spied into it from every point of the compass. No use. Now he took a thinking attitude on the comb of the roof and scratched the back of

his head with his right foot a minute, and finally says, 'Well, it's too many for me, that's certain; must be a mighty long hole; however, I ain't got no time to fool around here, I got to 'tend to business; I reckon it's all rightchance it, anyway.'

"So he flew off and fetched another acorn and dropped it in, and tried to flirt his eye to the hole quick enough to see what become of it, but he was too late. He held his eye there as much as a minute; then he raised up and sighed, and says, 'Consound it, I don't seem to understand this thing, no way; however, I'll tackle her again.' He fetched another acorn, and done his level best to see what become of it, but he couldn't. He says, 'Well, I never struck no such a hole as this, before; I'm of the opinion it's a totally new kind of a hole.' Then he begun to get mad. He held in for a spell, walking up and down the comb of the roof and shaking his head and muttering to himself; but his feelings got the upper hand of him, presently, and he broke loose and cussed himself black in the face. I never see a bird take on so about a little thing. When he got through he walks to the hole and looks in again for half a minute; then he says, 'Well, you're a long hole, and a deep hole, and a mighty singular hole altogetherbut I've started in to fill you, and I'm did if I don't fill you, if it takes a hundred years!'

"And with that, away he went. You never see a bird work so since you were born. The way he hove acorns into that hole for about two hours and a half was one of the most exciting and astonishing spectacles I ever struck. He never stopped to take a look any more—he just hove 'em in and went for more. Well at last he could hardly flop his wings, he was so tuckered out. He comes a-drooping down, once more, sweating like an ice-pitcher, drops his acorn in and says,

'Now I guess I've got the bulge on you by this time!' So he bent down for a look. If you'll believe me, when his head come up again he was just pale with rage. He says, 'I've shoveled acorns enough in there to keep the family thirty years, and if I can see a sign of one of 'em I wish I may land in a museum with a belly full of sawdust in two minutes!' "He just had strength enough to crawl up on to the comb and lean his back agin the chimblly, and then he collected his impressions and begun to free his mind. I see in a second that what I had mistook for profanity in the mines was only just the rudiments, as you may say.

"Another jay was going by, and heard him doing his devotions, and stops to inquire what was up. The sufferer told him the whole circumstance, and says, 'Now yonder's the hole,

and if you don't believe me, go and look for yourself.' So this fellow went and looked, and comes back and says, 'How many did you say you put in there?' 'Not any less than two tons,' says the sufferer. The other jay went and looked again. He couldn't seem to make it out, so he raised a yell, and three more jays come. They all examined the hole, they all made the sufferer tell it over again, then they all discussed it, and got off as many leather-headed opinions about it as an average crowd of humans could have done.

"They called in more jays; then more and more, till pretty soon this whole region 'peared to have a blue flush about it. There must have been five thousand of them; and such another jawing and disputing and ripping and cussing, you never heard. Every jay in the whole lot put his eye to the hole and delivered a more chuckle-headed opinion about the mystery than the jay that went there before him. They examined the house all over, too. The door was standing half open, and at last one old jay happened to go and light on it and look in. Of course that knocked the mystery galley-west in a second. There lay the acorns, scattered all over the floor. He flopped his wings and raised a whoop. 'Come here!' he says, 'Come here, everybody; hang'd if this fool hasn't been trying to fill up a house with acorns!' They all came a-swooping down like a blue cloud, and as each fellow lit on the door and took a glance, the whole absurdity of the contract that that first jay had tackled hit him home and he fell over backwards suffocating with laughter, and the next jay took his place and done the same.

"Well, sir, they roosted around here on the house-top and the trees for an hour, and guffawed over that thing like human beings. It ain't any use to tell me a blue-jay hasn't got a sense of humor, because I know better. And memory, too. They brought jays here from all over the United States to look down that hole, every summer for three years. Other birds too. And they could all see the point, except an owl that come from Nova Scotia to visit the Yo Semite, and he took this thing in on his way back. He said he couldn't see anything funny in it. But then he was a good deal disappointed about Yo Semite, too."

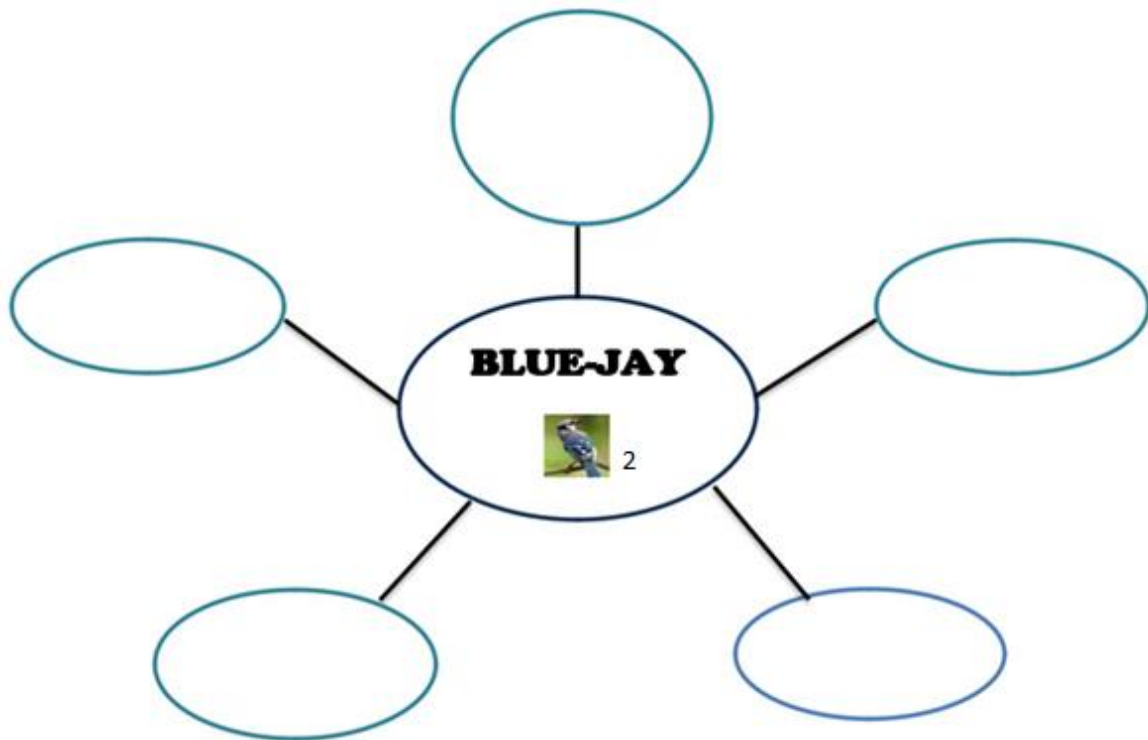
**Adapted from Mark Twain's short story "Jim Baker's Blue-Jay Yarn"*

Appendix 4. Activities

1- Do you like birds? What kind of birds do you like?

2- Have you ever seen a blue-jay? What do you know about them?

3- Well, blue-jay is surely peculiar, but in which ways? Read the story and fill in the bubbles with some features of the blue-jay according to the story.



--What does the chart look like?

-- Tell your partner why it looks like that, and discuss other common features.

MATCHING

Read the story again and guess from the context. Match the words with the synonyms.

___1. Tuckered out

___2. Solemn

___3. Drooping

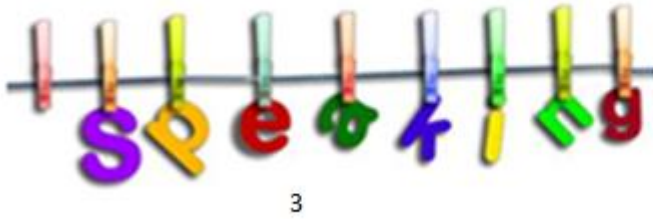
a. Descending

b. Exhausted

c. Serious

- __4. Yonder
- __5. Roost
- __6. Guffaw
- __7. Yarn

- d. To laugh loudly
- e. A made up tale
- f. Over there
- g. To settle



Discuss the question with your partner. Then tell the whole class what you think.

Why do you think the story of the blue-jay is called a yarn?

TIME TO WRITE YOUR OWN YARN 😊 BE CREATIVE!

Write a short yarn and read it to the class.

.....

CLASSROOM ACTIVITY

Your instructor is going to divide the class into four groups and give you four different parts of the story.

In each group, you are going to read your part and try to relate to the right place in the story by discussing it with the other groups.

You are also going to put the separate parts in order. At the end you will get a whole story.

Appendix 5. The Last Leaf by O'Henry

STORY # 2

THE LAST LEAF

By

O'HENRY



5

In a little district west of Washington Square the streets have run crazy and broken themselves into small strips called "places." These "places" make strange angles and curves. One Street crosses itself a time or two. An artist once discovered a valuable possibility in this street. Suppose a collector with a bill for paints, paper and canvas should, in traversing this route, suddenly meet himself coming back, without a cent having been paid on account! So, to quaint old Greenwich Village the art people soon came prowling, hunting for north windows and eighteenth-century gables and Dutch attics and low rents. Then they imported some pewter mugs and a chafing dish or two from Sixth Avenue, and became a "colony." At the top of a squatty, three-story brick Sue and Johnsy had their studio. "Johnsy" was familiar for Joanna. One was from Maine; the other from California. They had met at the table d'hôte of an Eighth Street "Delmonico's," and found their tastes in art, chicory salad and bishop sleeves so congenial that the joint studio resulted. That was in May. In November a cold, unseen stranger, whom the doctors called Pneumonia, stalked about the colony, touching one here and there with his icy fingers. Over on the east side this ravager strode boldly, smiting his victims by scores, but his feet trod slowly through the maze of the narrow and moss-grown "places." Mr. Pneumonia was not what you would call a chivalric old gentleman. A mite of a little woman with blood thinned by California zephyrs was hardly fair game for the red-fisted, short-breathed old duffer. But Johnsy he smote; and she lay, scarcely moving, on her painted iron bedstead, looking through the small Dutch window-panes at the blank side of the next brick house. One morning the busy doctor invited Sue into the hallway with a shaggy, gray eyebrow.

"She has one chance in - let us say, ten," he said, as he shook down the mercury in his clinical thermometer. "And that chance is for her to want to live. This way people have of lining-up on the side of the undertaker makes the entire pharmacopoeia look silly. Your little lady has made up her mind that she's not going to get well. Has she anything on her mind?"

"She - she wanted to paint the Bay of Naples some day," said Sue.

"Paint? - bosh! Has she anything on her mind worth thinking twice - a man for instance?"

"A man?" said Sue, with a jew's-harp twang in her voice. "Is a man worth - but, no, doctor; there is nothing of the kind."

"Well, it is the weakness, then," said the doctor. "I will do all that science, so far as it may filter through my efforts, can accomplish. But whenever my patient begins to count the

carriages in her funeral procession I subtract 50 per cent from the curative power of medicines. If you will get her to ask one question about the new winter styles in cloak sleeves I will promise you a one-in-five chance for her, instead of one in ten."

After the doctor had gone Sue went into the workroom and cried a Japanese napkin to a pulp. Then she swaggered into Johnsy's room with her drawing board, whistling ragtime.

Johnsy lay, scarcely making a ripple under the bedclothes, with her face toward the window.

Sue stopped whistling, thinking she was asleep.

She arranged her board and began a pen-and-ink drawing to illustrate a magazine story. Young artists must pave their way to Art by drawing pictures for magazine stories that young authors write to pave their way to Literature.

As Sue was sketching a pair of elegant horseshow riding trousers and a monocle of the figure of the hero, an Idaho cowboy, she heard a low sound, several times repeated. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting - counting backward.

"Twelve," she said, and little later "eleven"; and then "ten," and "nine"; and then "eight" and "seven", almost together.

Sue look solicitously out of the window. What was there to count? There was only a bare, dreary yard to be seen, and the blank side of the brick house twenty feet away. An old, old ivy vine, gnarled and decayed at the roots, climbed half way up the brick wall. The cold breath of autumn had stricken its leaves from the vine until its skeleton branches clung, almost bare, to the crumbling bricks.

"What is it, dear?" asked Sue.

"Six," said Johnsy, in almost a whisper. "They're falling faster now. Three days ago there were almost a hundred. It made my head ache to count them. But now it's easy. There goes another one. There are only five left now."

"Five what, dear? Tell your Sudie."

"Leaves. On the ivy vine. When the last one falls I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such nonsense," complained Sue, with magnificent scorn. "What have old ivy leaves to do with your getting well? And you used to love that vine so, you naughty girl. Don't be a goosey. Why, the doctor told me this morning that your chances for getting well real soon were - let's see exactly what he said - he said the chances were ten to one! Why, that's almost as good a chance as we have in New York when we ride on the street cars or walk past a new building. Try to take some broth now, and let Sudie go back to her drawing, so she can sell the editor man with it, and buy port wine for her sick child, and pork chops for her greedy self."

"You needn't get any more wine," said Johnsy, keeping her eyes fixed out the window. "There goes another. No, I don't want any broth. That leaves just four. I want to see the last one fall before it gets dark. Then I'll go, too."

"Johnsy, dear," said Sue, bending over her, "will you promise me to keep your eyes closed, and not look out the window until I am done working? I must hand those drawings in by tomorrow. I need the light, or I would draw the shade down."

"Couldn't you draw in the other room?" asked Johnsy, coldly.

"I'd rather be here by you," said Sue. "Beside, I don't want you to keep looking at those silly ivy leaves."

"Tell me as soon as you have finished," said Johnsy, closing her eyes, and lying white and still as fallen statue, "because I want to see the last one fall. I'm tired of waiting. I'm tired of thinking. I want to turn loose my hold on everything, and go sailing down, down, just like one of those poor, tired leaves."

"Try to sleep," said Sue. "I must call Behrman up to be my model for the old hermit miner. I'll not be gone a minute. Don't try to move 'til I come back."

Old Behrman was a painter who lived on the ground floor beneath them. He was past sixty and had a Michael Angelo's Moses beard curling down from the head of a satyr along with the body of an imp. Behrman was a failure in art. Forty years he had wielded the brush without getting near enough to touch the hem of his Mistress's robe. He had been always about to paint a masterpiece, but had never yet begun it. For several years he had painted nothing except now and then a daub in the line of commerce or advertising. He earned a little by serving as a model to those young artists in the colony who could not pay the price of a professional. He drank gin to excess, and still talked of his coming masterpiece. For the rest

he was a fierce little old man, who scoffed terribly at softness in any one, and who regarded himself as especial mastiff-in-waiting to protect the two young artists in the studio above.

Sue found Behrman smelling strongly of juniper berries in his dimly lighted den below. In one corner was a blank canvas on an easel that had been waiting there for twenty-five years to receive the first line of the masterpiece. She told him of Johnsy's fancy, and how she feared she would, indeed, light and fragile as a leaf herself, float away, when her slight hold upon the world grew weaker.

Old Behrman, with his red eyes plainly streaming, shouted his contempt and derision for such idiotic imaginings.

"Vass!" he cried. "Is dere people in de world mit der foolishness to die because leafs dey drop off from a confounded vine? I haf not heard of such a thing. No, I will not bese as a model for your fool hermit-dunderhead. Vy do you allow dot silly pusiness to come in der brain of her? Ach, dot poor leetle Miss Yohnsy."

"She is very ill and weak," said Sue, "and the fever has left her mind morbid and full of strange fancies. Very well, Mr. Behrman, if you do not care to pose for me, you needn't. But I think you are a horrid old - old flibbertigibbet."

"You are just like a woman!" yelled Behrman. "Who said I will not bese? Go on. I come mit you. For half an hour I haf been trying to say dot I am ready to bese. Gott! dis is not any blace in which one so goot as Miss Yohnsy shall lie sick. Some day I vill baint a masterpiece, and ve shall all go away. Gott! yes."

Johnsy was sleeping when they went upstairs. Sue pulled the shade down to the window-sill, and motioned Behrman into the other room. In there they peered out the window fearfully at the ivy vine. Then they looked at each other for a moment without speaking. A persistent, cold rain was falling, mingled with snow. Behrman, in his old blue shirt, took his seat as the hermit miner on an upturned kettle for a rock.

When Sue awoke from an hour's sleep the next morning she found Johnsy with dull, wide-open eyes staring at the drawn green shade.

"Pull it up; I want to see," she ordered, in a whisper.

Wearily Sue obeyed.

But, lo! after the beating rain and fierce gusts of wind that had endured through the livelong night, there yet stood out against the brick wall one ivy leaf. It was the last one on the vine.

Still dark green near its stem, with its serrated edges tinted with the yellow of dissolution and decay, it hung bravely from the branch some twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind. It will fall to-day, and I shall die at the same time."

"Dear, dear!" said Sue, leaning her worn face down to the pillow, "think of me, if you won't think of yourself. What would I do?"

But Johnsy did not answer. The loneliest thing in all the world is a soul when it is making ready to go on its mysterious, far journey. The fancy seemed to possess her more strongly as one by one the ties that bound her to friendship and to earth were loosed.

The day wore away, and even through the twilight they could see the lone ivy leaf clinging to its stem against the wall. And then, with the coming of the night the north wind was again loosed, while the rain still beat against the windows and pattered down from the low Dutch eaves.

When it was light enough Johnsy, the merciless, commanded that the shade be raised.

The ivy leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue, who was stirring her chicken broth over the gas stove.

"I've been a bad girl, Sudie," said Johnsy. "Something has made that last leaf stay there to show me how wicked I was. It is a sin to want to die. You may bring me a little broth now, and some milk with a little port in it, and - no; bring me a hand-mirror first, and then pack some pillows about me, and I will sit up and watch you cook."

And hour later she said:

"Sudie, some day I hope to paint the Bay of Naples."

The doctor came in the afternoon, and Sue had an excuse to go into the hallway as he left.

"Even chances," said the doctor, taking Sue's thin, shaking hand in his. "With good nursing you'll win." And now I must see another case I have downstairs. Behrman, his name is - some kind of an artist, I believe. Pneumonia, too. He is an old, weak man, and the attack is acute. There is no hope for him; but he goes to the hospital to-day to be made more comfortable."

The next day the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all."

And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a very blue and very useless woollen shoulder scarf, and put one arm around her, pillows and all.

"I have something to tell you, white mouse," she said. "Mr. Behrman died of pneumonia to-day in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell."

Appendix 6. Activities



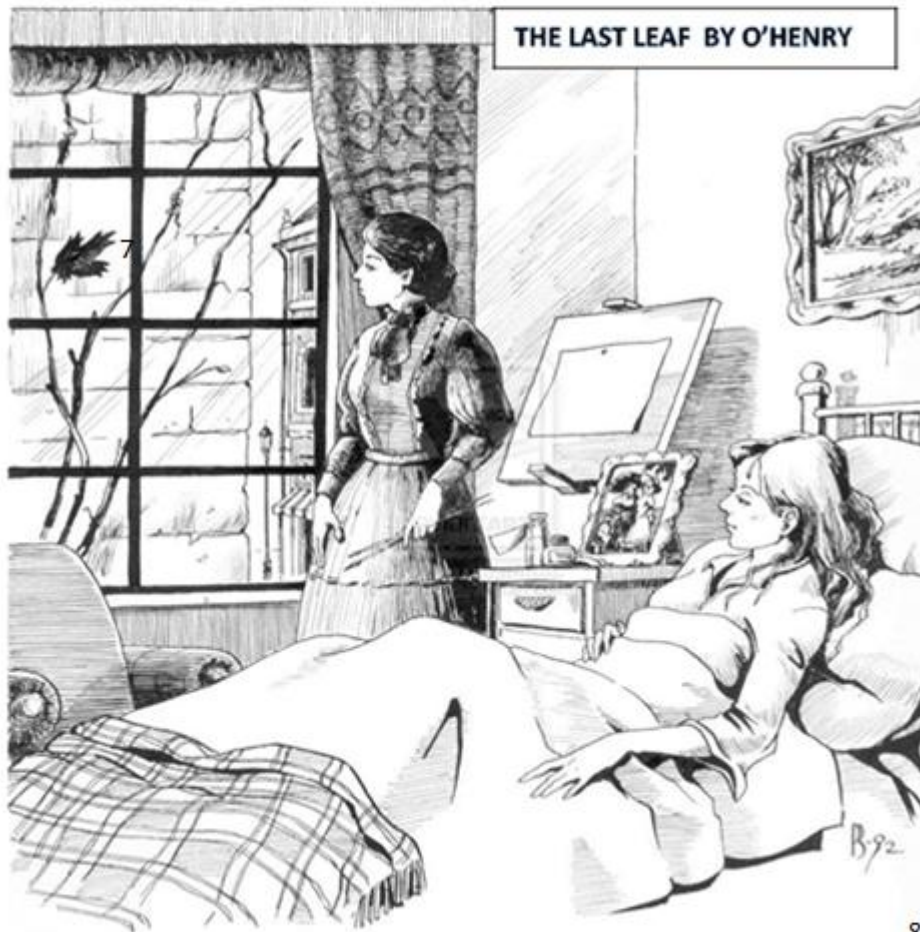
6

Have you ever had a disease?



7

How did you heal?



8

c

Look at the picture above. What do you see in the picture?

Are there any hints about the story?



Comprehension Check



1. Where does the story take place?



2. What kind of people were attracted to Greenwich Village around the turn of the century?



3. Where did Sue and Johnsy first meet and when?



4. When did Johnsy get pneumonia?



5. When Sue first noticed that Johnsy thought that she was going to die when the last leaf fell off the tree, what excuse did she give Johnsy for going downstairs to get Mr. Behrman?



6. What was Mr. Behrman's occupation, and what did he do for Johnsy?



7. Why did Mr. Behrman die?





Vocabulary Check



Fill in the blanks using the suitable word from the box below.

<i>quaint</i>	<i>pneumonia</i>	<i>fragile</i>	<i>gable</i>	<i>zephyr</i>	<i>ragtime</i>
<i>dreary</i>	<i>easel</i>	<i>broth</i>	<i>janitor</i>	<i>daub</i>	<i>vine</i>

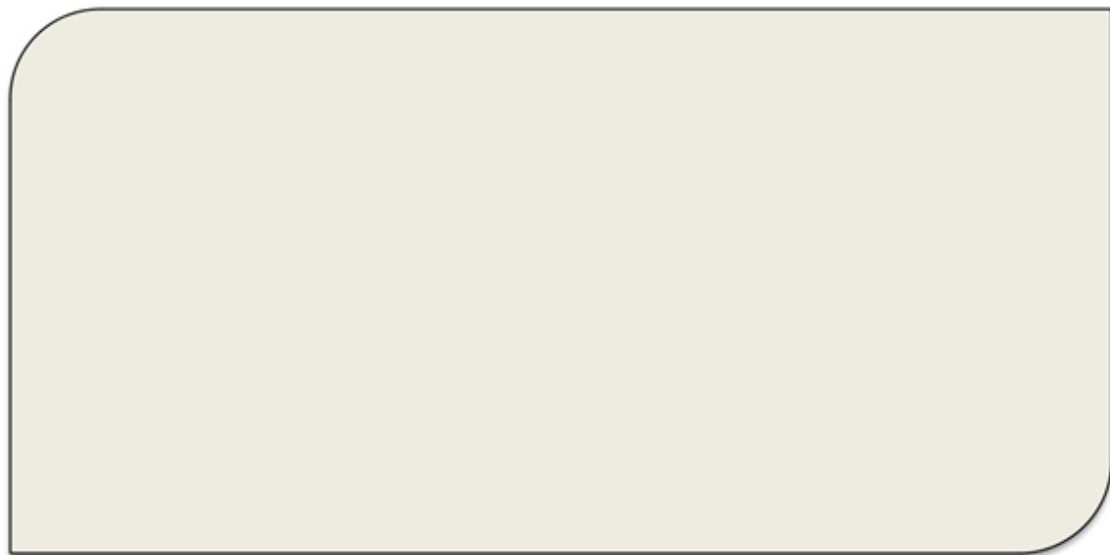
- 1- A(n) _____ is the triangular wall formed by a sloping roof.
- 2- John is a _____, so he takes care of the apartment building and cleans it every day.
- 3- A(n) _____ is something artists use.
- 4- A warm wind is called a(n) _____.
- 5- _____ is an illness that results in the inflammation of the lungs.
- 6- If a yard is _____, then it must be bleak and gloomy.
- 7- If the atmosphere of a place is _____, then it must be unique and charming.
- 8- _____ is a type of jazz music.
- 9- Johnsy was so _____ when she was ill that anything could affect her negatively.
- 10- They say that _____ is good for you because it is the liquid that chicken or meat has been cooked in.
- 11- Grapes grow an a(n) _____.

...Put The Events In The correct order...

- ☐ Mr. Behrman dies.
- ☐ Johnsy and Sue meet.
Johnsy says that she feels that she will die when the last leaf
- ☐ falls.
- ☐ Mr. Behrman draws his masterpiece.
- ☐ The doctor tells Sue that Johnsy is very ill.
- ☐ Johnsy is healed.



Draw a leaf in the space below using the new words you learnt from the story as lines.



Appendix 7. A Pair of Silk Stockings By Kate Chopin

STORY # 3

A PAIR OF SILK
STOCKINGS

By

KATE CHOPIN



9

Little Mrs. Sommers one day found herself the unexpected possessor of fifteen dollars. It seemed to her a very large amount of money, and the way in which it stuffed and **bulged** her worn old porte-monnaie gave her a feeling of importance such as she had not enjoyed for years.

The question of investment was one that occupied her greatly. For a day or two she walked about apparently in a dreamy state, but really absorbed in speculation and calculation. She did not wish to act hastily, to do anything she might afterward regret. But it was during the still hours of the night when she lay awake revolving plans in her mind that she seemed to see her way clearly toward a proper and **judicious** use of the money.

A dollar or two should be added to the price usually paid for Janie's shoes, which would insure their lasting an appreciable time longer than they usually did. She would buy so and so many yards of percale for new shirt waists for the boys and Janie and Mag. She had intended to make the old ones do by skillful patching. Mag should have another gown. She had seen some beautiful patterns, veritable bargains in the shop windows. And still there would be left enough for new stockings--two pairs apiece--and what darning that would save for a while! She would get caps for the boys and sailor-hats for the girls. The vision of her little brood looking fresh and dainty and new for once in their lives excited her and made her restless and wakeful with anticipation.

The neighbors sometimes talked of certain "better days" that little Mrs. Sommers had known before she had ever thought of being Mrs. Sommers. She herself indulged in no such **morbid** retrospection. She had no time--no second of time to devote to the past. The needs of the present absorbed her every faculty. A vision of the future like some dim, gaunt monster sometimes appalled her, but luckily tomorrow never comes.

Mrs. Sommers was one who knew the value of bargains; who could stand for hours making her way inch by inch toward the desired object that was selling below cost. She could elbow her way if need be; she had learned to clutch a piece of goods and hold it and stick to it with persistence and determination till her turn came to be served, no matter when it came.

But that day she was a little faint and tired. She had swallowed a light luncheon--no! when she came to think of it, between getting the children fed and the place righted, and preparing herself for the shopping bout, she had actually forgotten to eat any luncheon at all!

She sat herself upon a revolving stool before a counter that was comparatively deserted, trying to gather strength and courage to charge through an eager multitude that was besieging breastworks of shirting and figured lawn. An all-gone limp feeling had come over her and she rested her hand aimlessly upon the counter. She wore no gloves. By degrees she grew aware that her hand had encountered something very soothing, very pleasant to touch. She looked down to see that her hand lay upon a pile of silk stockings. A placard nearby announced that they had been reduced in price from two dollars and fifty cents to one dollar and ninety-eight cents; and a young girl who stood behind the counter asked her if she wished to examine their line of silk hosiery. She smiled, just as if she had been asked to inspect a tiara of diamonds with the ultimate view of purchasing it. But she went on feeling the soft, **sheeny** luxurious things-- with both hands now, holding them up to see them **glisten**, and to feel them glide serpent-like through her fingers.

Two hectic blotches came suddenly into her pale cheeks. She looked up at the girl.

"Do you think there are any eights-and-a-half among these?"

There were any number of eights-and-a-half. In fact, there were more of that size than any other. Here was a light-blue pair; there were some lavender, some all black and various shades of tan and gray. Mrs. Sommers selected a black pair and looked at them very long and closely. She pretended to be examining their texture, which the clerk assured her was excellent.

"A dollar and ninety-eight cents," she mused aloud. "Well, I'll take this pair." She handed the girl a five-dollar bill and waited for her change and for her parcel. What a very small parcel it was! It seemed lost in the depths of her shabby old shopping-bag.

Mrs. Sommers after that did not move in the direction of the bargain counter. She took the elevator, which carried her to an upper floor into the region of the ladies' waiting-rooms. Here, in a retired corner, she exchanged her cotton stockings for the new silk ones which she had just bought. She was not going through any acute mental process or reasoning with

herself, nor was she striving to explain to her satisfaction the motive of her action. She was not thinking at all. She seemed for the time to be taking a rest from that laborious and fatiguing function and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility.

How good was the touch of the raw silk to her flesh! She felt like lying back in the cushioned chair and revelling for a while in the luxury of it. She did for a little while. Then she replaced her shoes, rolled the cotton stockings together and thrust them into her bag. After doing this she crossed straight over to the shoe department and took her seat to be fitted.

She was **fastidious**. The clerk could not make her out; he could not **reconcile** her shoes with her stockings, and she was not too easily pleased. She held back her skirts and turned her feet one way and her head another way as she glanced down at the polished, pointed-tipped boots. Her foot and ankle looked very pretty. She could not realize that they belonged to her and were a part of herself. She wanted an excellent and stylish fit, she told the young fellow who served her, and she did not mind the difference of a dollar or two more in the price so long as she got what she desired.

It was a long time since Mrs. Sommers had been fitted with gloves. On rare occasions when she had bought a pair they were always "bargains," so cheap that it would have been preposterous and unreasonable to have expected them to be fitted to the hand.

Now she rested her elbow on the cushion of the glove counter, and a pretty, pleasant young creature, delicate and deft of touch, drew a long-wristed "kid" over Mrs. Sommers's hand. She smoothed it down over the wrist and buttoned it neatly, and both lost themselves for a second or two in admiring contemplation of the little symmetrical gloved hand. But there were other places where money might be spent.

There were books and magazines piled up in the window of a stall a few paces down the street. Mrs. Sommers bought two high-priced magazines such as she had been accustomed to read in the days when she had been accustomed to other pleasant things. She carried them without wrapping. As well as she could she lifted her skirts at the crossings. Her stockings and boots and well-fitting gloves had worked marvels in her bearing--had given her a feeling of assurance, a sense of belonging to the well-dressed multitude.

She was very hungry. Another time she would have stilled the cravings for food until reaching her own home, where she would have brewed herself a cup of tea and taken a snack

of anything that was available. But the impulse that was guiding her would not suffer her to entertain any such thought.

There was a restaurant at the corner. She had never entered its doors; from the outside she had sometimes caught glimpses of spotless damask and shining crystal, and soft-stepping waiters serving people of fashion.

When she entered her appearance created no surprise, no **consternation**, as she had half feared it might. She seated herself at a small table alone, and an attentive waiter at once approached to take her order. She did not want a profusion; she craved a nice and tasty bite--a half dozen blue-points, a plump chop with cress, a something sweet--a creme-frappee, for instance; a glass of Rhine wine, and after all a small cup of black coffee.

While waiting to be served she removed her gloves very leisurely and laid them beside her. Then she picked up a magazine and glanced through it, cutting the pages with a blunt edge of her knife. It was all very agreeable. The damask was even more spotless than it had seemed through the window, and the crystal more sparkling. There were quiet ladies and gentlemen, who did not notice her, lunching at the small tables like her own. A soft, pleasing strain of music could be heard, and a gentle breeze, was blowing through the window. She tasted a bite, and she read a word or two, and she sipped the amber wine and wiggled her toes in the silk stockings. The price of it made no difference. She counted the money out to the waiter and left an extra coin on his tray, whereupon he bowed before her as before a princess of royal blood.

There was still money in her purse, and her next temptation presented itself in the shape of a matinee poster.

It was a little later when she entered the theatre, the play had begun and the house seemed to her to be packed. But there were vacant seats here and there, and into one of them she was ushered, between brilliantly dressed women who had gone there to kill time and eat candy and display their **gaudy attire**. There were many others who were there solely for the play and acting. It is safe to say there was no one present who bore quite the attitude which Mrs. Sommers did to her surroundings. She gathered in the whole--stage and players and people in one wide impression, and absorbed it and enjoyed it. She laughed at the comedy and wept-

-she and the gaudy woman next to her wept over the tragedy. And they talked a little together over it.

And the gaudy woman wiped her eyes and sniffled on a tiny square of filmy, perfumed lace and passed little Mrs. Sommers her box of candy.

The play was over, the music ceased, the crowd filed out. It was like a dream ended. People scattered in all directions. Mrs. Sommers went to the corner and waited for the cable car.

A man with keen eyes, who sat opposite to her, seemed to like the study of her small, pale face. It puzzled him to decipher what he saw there. In truth, he saw nothing-unless he were wizard enough to detect a **poignant** wish, a powerful longing that the cable car would never stop anywhere, but go on and on with her forever.

Appendix 8. Activities

- IMAGINE THAT YOU HAVE FOUND A LARGE AMOUNT OF MONEY ALL OF A SUDDEN.
- TELL THE CLASS:
 - 3 things you would buy...
 - 2 places you would go...
 - 1 word that describes your mood when you found out about the money



✓ Vocabulary Check ✓

☐ Choose the synonym of the words below according to the story.

1- <u>Judicious</u> a) Cautious b) Reckless c) Bored d) Tedious	2- <u>Bulged</u> a) Thin b) Puffed c) Pale d) Clumsy	3- <u>Reconcile</u> a) Buy b) Harmonize c) Thread d) Scratch
4- <u>Glisten</u> a) Sparkle b) Crumble c) Darken d) Weaken	5- <u>Fastidious</u> a) Vulnerable b) Perishable c) Picky d) Craggy	6- <u>Consternation</u> a) Fury b) Surprise c) Joy d) Restriction
7- <u>Gaudy</u> a) Plain b) Matching c) Showy d) Tasteless	8- <u>Attire</u> a) Apparel b) Attitude c) Laughter d) Color	9- <u>Poignant</u> a) Offensive b) Reluctant c) Spiritless d) Keen
10- <u>Sheeny</u> a) Dirty b) Shiny c) Cute d) Small	11- <u>Morbid</u> a) Gloomy b) Joyful c) Great d) Colorful	12- <u>Gaunt</u> a) Stuffy b) Giant c) Thick d) Thin





- ❖ Think about the following statement made by Mrs. Sommers.

"A VISION OF THE FUTURE LIKE SOME DIM, GAUNT MONSTER SOMETIMES APPALLED HER, BUT LUCKILY TOMORROW NEVER COMES."

- ❖ How would you paraphrase the statement above? What does it mean in your opinion? Write your ideas below.

- ❖ Try to find the idiom hidden in the sentence! What is it? Write the idiom below.

- ❖ Consider the final paragraph of the story.

"A MAN WITH KEEN EYES, WHO SAT OPPOSITE TO HER, SEEMED TO LIKE THE STUDY OF HER SMALL, PALE FACE. IT PUZZLED HIM TO DECIPHER WHAT HE SAW THERE. IN TRUTH, HE SAW NOTHING-UNLESS HE WERE WIZARD ENOUGH TO DETECT A POIGNANT WISH, A POWERFUL LONGING THAT THE CABLE CAR WOULD NEVER STOP ANYWHERE, BUT GO ON AND ON WITH HER FOREVER."

- ❖ What do you think about her feelings at the end?

- ☐ How would you like the story to continue? Write an additional paragraph to change the ending of the story.



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- ☐ Decide on the theme of the story individually, and then, with your partner, compare ideas.
- ☐ What are the following symbols used in the story actually represent? Write your ideas down and then discuss them with the class.
- ☐ Fifteen dollars:
 - ☐ Gloves:
 - ☐ Magazines:
 - ☐ Thrusting her cotton stockings into her shabby old shopping bag:
-
- ☐ The cable car:
 - ☐ The gaily colored silk stockings:

STORY # 4

WHAT JACK HORNER DID

By

L. FRANK BAUM



16

Little Jack Horner sat in a corner,

Eating a Christmas pie;

He put in his thumb and pulled out a plum

And said, "What a good boy am I!"

Little Jack Horner lived in an old, tumble-down house at the edge of a big wood; and there many generations of Horners had lived before him, and had earned their living by chopping wood. Jack's father and mother were both dead, and he lived with his grandfather and grandmother, who took great pains to teach him all that a boy should know. They lived very comfortably and happily together until one day a great tree fell upon Grandpa Horner and crushed his legs; and from that time on he could not work at all, but had to be nursed and tended very carefully. This calamity was a great affliction to the Horners. Grandma Horner had a little money saved up in an old broken teapot that she kept in the cupboard, but that would not last them a great time, and when it was gone they would have nothing with which to buy food. "I'm sure I don't know what is to become of us," she said to Jack, "for I am too old to work, and you are too young." She always told her troubles to Jack now; small though he was, he was the only one she could talk freely with, since it would only bother the poor crippled grandfather to tell him how low the money was getting in the teapot. "It is true," replied Jack, "that you are too old to work, for your rheumatism will barely allow you to care for the house and cook our meals; and there is grandpa to be tended. But I am not too young to work, grandma, and I shall take my little hatchet and go into the wood. I cannot cut the big trees, but I can the smaller ones, and I am sure I shall be able to pile up enough wood to secure the money we need for food."

"You are a good boy, dear," said grandma Horner, patting his head lovingly, "but you are too young for the task. We must think of some other way to keep the wolf from the door." But Jack was not shaken in his resolve, although he saw it was useless to argue further with his grandmother. So the next morning he rose very early and took his little axe and went into the wood to begin his work. There were a good many branches scattered about, and these he was able to cut with ease; and then he piled them up nicely to be sold when the wood-carter next came around. When dinner-time came he stopped long enough to eat some of the bread and cheese he had brought with him, and then he resumed his work. But scarcely had he chopped one branch when a faint cry from the wood arrested his attention. It seemed as if

someone was shouting for help. Jack listened a moment, and again heard the cry. Without hesitation he seized his axe and ran toward the place from whence the cry had proceeded.

The underbrush

was very thick and the thorns caught in his clothing and held him back, but with the aid of his sharp little axe he overcame all difficulties and presently reached a place where the wood was more open. He paused here, for often he had been told by Grandpa Horner that there were treacherous bogs in this part of the wood, which were so covered with mosses and ferns that the ground seemed solid enough to walk upon. But woe to the unlucky traveler who stepped unawares upon their surface; for instantly he found himself caught by the clinging moist clay, to sink farther and farther into the bog until, swallowed up in the mire, he would meet a horrible death beneath its slimy surface. His grandfather had told him never to go near these terrible bogs, and Jack, who was an obedient boy, had always kept away from this part of the wood. But as he paused, again that despairing cry came to his ears, very near to him now, it seemed:

"Help!"

Forgetful of all save a desire to assist this unknown sufferer, Jack sprang forward with an answering cry, and only halted when he found himself upon the edge of a vast bog.

"Where are you?" he then shouted.

"Here!" answered a voice, and, looking down, Jack saw, a few feet away, the head and shoulders of a man. He had walked into the bog and sunk into its treacherous depths nearly to his waist, and, although he struggled bravely, his efforts only seemed to draw him farther down toward a frightful death.

For a moment, filled with horror and dismay, Jack stood looking at the man. Then he remembered a story he had once heard of how a man had been saved from the bog.

"Be quiet, sir!" he called to the unfortunate stranger; "save all your strength, and I may yet be able to rescue you."

He then ran to a tall sapling that stood near and began chopping away with his axe. The keen blade speedily cut through the young but tough wood, and, then Jack dragged it to the edge of the bog, and, exerting all his strength, pushed it out until the sapling was within reach of the sinking man.

"Grab it, sir!" he called out, "and hold on tightly. It will keep you from sinking farther into the mire, and when you have gained more strength you may be able to pull yourself out."

"You are a brave boy," replied the stranger, "and I shall do as you tell me."

It was a long and tedious struggle, and often Jack thought the stranger would despair and be unable to drag his body from the firm clutch of the bog; but little by little the man succeeded in drawing himself up by the sapling, and at last he was saved, and sank down exhausted upon the firm ground by Jack's side. The boy then ran for some water that stood in a slough nearby, and with this he bathed the stranger's face and cooled his parched lips. Then he gave him the remains of his bread and cheese, and soon the gentleman became strong enough to walk with Jack's help to the cottage at the edge of the wood. Grandma Horner was greatly surprised to see the strange man approaching, supported by her sturdy little grandson; but she ran to help him, and afterward gave him some old clothing of Grandpa Horner's, to replace his own muddy garments. When the man had fully rested, she brewed him her last bit of tea, and by that time the stranger declared he felt as good as new.

"Is this your son, ma'am?" he asked, pointing to Jack.

"He is my grandson, sir," answered the woman.

"He is a good boy," declared the stranger, "and a brave boy as well, for he has saved my life. I live far away in a big city, and have plenty of money. If you will give Jack to me I will take him home and educate him, and make a great man of him when he grows up."

Grandma Horner hesitated, for the boy was very dear to her and the pride of her old age; but Jack spoke up for himself.

"I'll not go," he said, stoutly; "you are very kind, and mean well by me, but grandma and grandpa have only me to care for them now, and I must stay with them and cut the wood, and so keep them supplied with food."

The stranger said nothing more, but he patted Jack's head kindly, and soon after left them and took the road to the city.

The next morning Jack went to the wood again, and began chopping as bravely as before. And by hard work he cut a great deal of wood, which the wood-carter carried away and sold for him. The pay was not very much, to be sure, but Jack was glad that he was able to earn something to help his grandparents.

And so the days passed rapidly away until it was nearly Christmas time, and now, in spite of Jack's earnings, the money was very low indeed in the broken teapot.

One day, just before Christmas, a great wagon drove up to the door of the little cottage, and in it was the stranger Jack had rescued from the bog. The wagon was loaded with a store of good things which would add to the comfort of the aged pair and their grandson, including medicines for grandpa and rare teas for grandma, and a fine suit of clothes for Jack, who was just then away at work in the wood.

When the stranger had brought all these things into the house, he asked to see the old teapot. Trembling with the excitement of their good fortune, Grandma Horner brought out the

teapot, and the gentleman drew a bag from beneath his coat and filled the pot to the brim with shining gold pieces.

"If ever you need more," he said, "send to me, and you shall have all you wish to make you comfortable."

Then he told her his name, and where he lived, so that she might find him if need be, and then he drove away in the empty wagon before Grandma Horner had half finished thanking him. You can imagine how astonished and happy little Jack was when he returned from his work and found all the good things his kind benefactor had brought. Grandma Horner was herself so delighted that she caught the boy in her arms, and hugged and kissed him, declaring that his brave rescue of the gentleman had brought them all this happiness in their hour of need.

"To-morrow is Christmas," she said, "and we shall have an abundance with which to celebrate the good day. So I shall make you a Christmas pie, Jack dear, and stuff it full of plums, for you must have your share of our unexpected prosperity." And Grandma Horner was as good as her word, and made a very delicious pie indeed for her darling grandson. And that is was how it came that

Little Jack Horner sat in a corner

Eating a Christmas pie;

He put in his thumb and pulled out a plum

And said, "What a good boy am I!

And he was--a very good boy. Don't you think so?

Appendix 10. Activities

- ❖ **WHAT DO THE FOLLOWING PICTURES REMIND YOU OF?**
- ❖ **CAN YOU RELATE THEM TO YOUR OWN LIFE?**



IMAGINE

CLOSE YOUR EYES FOR A MOMENT AND IMAGINE THAT YOU ARE IN THE WOODS, AND THE ODOR OF THE TREES AND YOUR GRANDMOTHER'S PIE IS IN THE AIR. YOU ARE SURROUNDED BY THE LOVE OF YOUR FAMILY. WOULD YOU RATHER BE SOMEWHERE ELSE?

- ❖ Take some notes about what you felt on your imaginary tour into the woods.



Mark the following sentences TRUE (T), or FALSE (F), and correct the FALSE sentences according to the story.

1. The Horners did wood chopping for a living. ()

2. Jack lived with his parents. ()
3. Jack thought he was too young to work. ()
4. Jack ran to his house when he heard a man shouting for help. ()

5. With the help of a rope, Jack saved the man. ()


6. The man decided to live in the woods with Jack. ()

7. Jack was willing to accept the man's offer. ()
8. The broken teapot was full of gold on Christmas day, thanks to the man. ()

9. The man brought happiness to the family. ()

10. The Christmas pie was an apple pie. ()

SPEAKING

1. Put the following sentences in the correct order according to the story.
 - () Jack saw a stranger in the bog.
 - () A tree fell upon Grandpa Horner and crushed his legs.
 - () The gentleman gave many goods to the Horner family.
 - () Jack went to the forest to chop wood early in the morning.
 - () Grandma told Jack that he was too young to work.
 - () Jack saved the man from the bog.
 - () Grandma made a Christmas pie for Jack.
2. Now, with your partner, discuss the story by mentioning the major events. In short, summarize the story. Try to use your own words! 
3. Discuss with a partner how you would act if you were in Jack Horner's shoes.
4. Choose the correct meaning of the idiom, "to keep the wolf from the door"
 - a) To have a huge amount of money and live in a big house
 - b) To have enough money to buy a hard door for the house.
 - c) To have enough money to be able to get food and survive
 - d) To have the ability and strength to fight the wolves.
5. Now, discuss your answer with your partner.
6. It is time to share with the whole class! **Use the idiom in your own sentence.** Remember! Your sentence should reveal the meaning of the idiom.

7. Match the beginnings of the sentences with the best ending.

__1. The city suffered severe calamity	a) if you don't want to get your shoes dirty.
__2. It gets tedious to clean the whole house	b) from an earthquake last year.
__3. He swam stoutly against the waves	c) since she had parched lips.
__4. She longed for cool fresh water	d) to save the child.
__5. Jack needed a hatchet	e) for it is raining heavily.
__6. Woe to the people outside	f) because it is a huge one.
__7. You have to jump over the mire	g) so I cannot pour any more water in it.
__8. I already filled the glass to the brim	h) for chopping.



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Write a paragraph about the characteristics of Jack and his grandparents.



- Write an essay that answers the questions above. You can enrich your essay with examples.

- ✚ Don't forget to put a suitable title on your essay!

~~~~~

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.

STORY # 4

# AN ADVENTURE IN THE UPPER SEA

By  
JACK LONDON



22

I am a retired captain of the upper sea. That is to say, when I was a younger man (which is not so long ago) I was an aeronaut and navigated that aerial ocean which is all around about

us and above us. Naturally it is a hazardous profession, and naturally I have had many thrilling experiences, the most thrilling, or at least the most nerve-racking, being the one I am about to relate.

It happened before I went in for hydrogen gas balloons, all of varnished silk, doubled and lined, and all that, and fit for voyages of days instead of mere hours. The "Little Nassau" (named after the "Great Nassau" of many years back) was the balloon I was making ascents in at the time. It was a fair-sized, hot-air affair, of single thickness, good for an hour's flight or so and capable of attaining an altitude of a mile or more. It answered my purpose, for my act at the time was making half-mile parachute jumps at recreation parks and country fairs. I was in Oakland, a California town, filling a summer's engagement with a street railway company. The company owned a large park outside the city, and of course it was to its interest to provide attractions which would send the townspeople over its line when they went out to get a whiff of country air. My contract called for two ascensions weekly, and my act was an especially taking feature, for it was on my days that the largest crowds were drawn.

Before you can understand what happened, I must first explain a bit about the nature of the hot air balloon which is used for parachute jumping. If you have ever witnessed such a jump, you will remember that directly the parachute was cut loose the balloon turned upside down, emptied itself of its smoke and heated air, flattened out and fell straight down, beating the parachute to the ground. Thus there is no chasing a big deserted bag for miles and miles across the country, and much time, as well as trouble, is thereby saved. This maneuver is accomplished by attaching a weight, at the end of a long rope, to the top of the balloon. The aeronaut, with his parachute and trapeze, hangs to the bottom of the balloon, and, weighing more, keeps it right side down. But when he lets go, the weight attached to the top immediately drags the top down, and the bottom, which is the open mouth, goes up, the heated air pouring out. The weight used for this purpose on the "Little Nassau" was a bag of sand.

On the particular day I have in mind there was an unusually large crowd in attendance, and the police had their hands full keeping the people back. There was much pushing and

shoving, and the ropes were bulging with the pressure of men, women and children. As I came down from the dressing room I noticed two girls outside the ropes, of about fourteen and sixteen, and inside the rope a youngster of eight or nine. They were holding him by the hands, and he was struggling, excitedly and half in laughter, to get away from them. I thought nothing of it at the time--just a bit of childish play, no more; and it was only in the light of after events that the scene was impressed vividly upon me.

"Keep them cleared out, George!" I called to my assistant. "We don't want any accidents."

"Ay," he answered, "that I will, Charley."

George Guppy had helped me in no end of ascents, and because of his coolness, judgment and absolute reliability I had come to trust my life in his hands with the utmost confidence. His business it was to overlook the inflating of the balloon, and to see that everything about the parachute was in perfect working order.

The "Little Nassau" was already filled and straining at the guys. The parachute lay flat along the ground and beyond it the trapeze. I tossed aside my overcoat, took my position, and gave the signal to let go. As you know, the first rush upward from the earth is very sudden, and this time the balloon, when it first caught the wind, heeled violently over and was longer than usual in righting. I looked down at the old familiar sight of the world rushing away from me. And there were the thousands of people, every face silently upturned. And the silence startled me, for, as crowds went, this was the time for them to catch their first breath and send up a roar of applause. But there was no hand-clapping, whistling, cheering--only silence. And instead, clear as a bell and distinct, without the slightest shake or quaver, came George's voice through the megaphone: "Ride her down, Charley! Ride the balloon down!"

What had happened? I waved my hand to show that I had heard, and began to think. Had something gone wrong with the parachute? Why should I ride the balloon down instead of making the jump which thousands were waiting to see? What was the matter? And as I puzzled, I received another start. The earth was a thousand feet beneath, and yet I heard a child crying softly, and seemingly very close to hand. And though the "Little Nassau" was

shooting skyward like a rocket, the crying did not grow fainter and fainter and die away. I confess I was almost on the edge of a funk, when, unconsciously following up the noise with my eyes, I looked above me and saw a boy astride the sandbag which was to bring the "Little Nassau" to earth. And it was the same little boy I had seen struggling with the two girls--his sisters, as I afterward learned.

There he was, astride the sandbag and holding on to the rope for dear life. A puff of wind heeled the balloon slightly, and he swung out into space for ten or a dozen feet, and back again, fetching up against the tight canvas with a thud which even shook me, thirty feet or more beneath. I thought to see him dashed loose, but he clung on and whimpered. They told me afterward, how, at the moment they were casting off the balloon, the little fellow had torn away from his sisters, ducked under the rope, and deliberately jumped astride the sandbag. It has always been a wonder to me that he was not jerked off in the first rush.

Well, I felt sick all over as I looked at him there, and I understood why the balloon had taken longer to right itself, and why George had called after me to ride her down. Should I cut loose with the parachute, the bag would at once turn upside down, empty itself, and begin its swift descent. The only hope lay in my riding her down and in the boy holding on. There was no possible way for me to reach him. No man could climb the slim, closed parachute; and even if a man could, and made the mouth of the balloon, what could he do? Straight out, and fifteen feet away, trailed the boy on his ticklish perch, and those fifteen feet were empty space.

I thought far more quickly than it takes to tell all this, and realized on the instant that the boy's attention must be called away from his terrible danger. Exercising all the self-control I possessed, and striving to make myself very calm, I said cheerily:

"Hello, up there, who are you!"

He looked down at me, choking back his tears and brightening up, but just then the balloon ran into a cross-current, turned half around and lay over. This set him swinging back and forth, and he fetched the canvas another bump. Then he began to cry again.

"Isn't it great?" I asked heartily, as though it was the most enjoyable thing in the world; and, without waiting for him to answer: "What's your name?" "Tommy Dermott," he answered.

"Glad to make your acquaintance, Tommy Dermott," I went on. "But I'd like to know who said you could ride up with me?"

He laughed and said he just thought he'd ride up for the fun of it. And so we went on, I sick with fear for him, and cudgeling my brains to keep up the conversation. I knew that it was all I could do, and that his life depended upon my ability to keep his mind off his danger. I pointed out to him the great panorama spreading away to the horizon and four thousand feet beneath us. There lay San Francisco Bay like a great placid lake, the haze of smoke over the city, the Golden Gate, the ocean fog-rim beyond, and Mount Tamalpais over all, clear-cut and sharp against the sky. Directly below us I could see a buggy, apparently crawling, but I knew from experience that the men in it were lashing the horses on our trail.

But he grew tired of looking around, and I could see he was beginning to get frightened.

"How would you like to go in for the business?" I asked.

He cheered up at once and asked "Do you get good pay?"

But the "Little Nassau," beginning to cool, had started on its long descent, and ran into counter currents which bobbed it roughly about. This swung the boy around pretty lively, smashing him into the bag once quite severely. His lip began to tremble at this, and he was crying again. I tried to joke and laugh, but it was no use. His pluck was oozing out, and at any moment I was prepared to see him go shooting past me.

I was in despair. Then, suddenly, I remembered how one fright could destroy another fright, and I frowned up at him and shouted sternly:

"You just hold on to that rope! If you don't I'll thrash you within an inch of your life when I get you down on the ground! Understand?"

"Ye-ye-yes, sir," he whimpered, and I saw that the thing had worked. I was nearer to him than the earth, and he was more afraid of me than of falling. "'Why, you've got a snap up there on that soft bag," I rattled on.

"Yes," I assured him, "this bar down here is hard and narrow, and it hurts to sit on it." Then a thought struck him, and he forgot all about his aching fingers. "When are you going to jump?" he asked. "That's what I came up to see."

I was sorry to disappoint him, but I wasn't going to make any jump.

But he objected to that. "It said so in the papers," he said.

"I don't care," I answered. "I'm feeling sort of lazy today, and I'm just going to ride down the balloon. It's my balloon and I guess I can do as I please about it. And, anyway, we're almost down now."

And we were, too, and sinking fast. And right there and then that youngster began to argue with me as to whether it was right for me to disappoint the people, and to urge their claims upon me. And it was with a happy heart that I held up my end of it, justifying myself in a thousand different ways, till we shot over a grove of eucalyptus trees and dipped to meet the earth.

"Hold on tight!" I shouted, swinging down from the trapeze by my hands in order to make a landing on my feet.

We skimmed past a barn, missed a mesh of clothesline, frightened the barnyard chickens into a panic, and rose up again clear over a haystack--all this almost quicker than it takes to tell. Then we came down in an orchard, and when my feet had touched the ground I fetched up the balloon by a couple of turns of the trapeze around an apple tree.

I have had my balloon catch fire in mid air, I have hung on the cornice of a ten-story house, I have dropped like a bullet for six hundred feet when a parachute was slow in opening; but never have I felt so weak and faint and sick as when I staggered toward the unscratched boy and gripped him by the arm.

"Tommy Dermott," I said, when I had got my nerves back somewhat. "Tommy Dermott, I'm going to lay you across my knee and give you the greatest thrashing a boy ever got in the world's history."



"No, you don't," he answered, squirming around. "You said you wouldn't if I held on tight."

"That's all right," I said, "but I'm going to, just the same. The fellows who go up in balloons are bad, unprincipled men, and I'm going to give you a lesson right now to make you stay away from them, and from balloons, too."

And then I gave it to him, and if it wasn't the greatest thrashing in the world, it was the greatest he ever got.

But it took all the grit out of me, left me nerve-broken, that experience. I canceled the engagement with the street railway company, and later on went in for gas. Gas is much the safer, anyway.

## Appendix 12. Activities

HAVE YOU EVER FLOWN IN A HOT AIR BALLOON? / IF NOT, WOULD YOU LIKE TO TRY?



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### Speaking

- If you have already flown, share your impressions with the class.
- If not, tell the class why you would like to try it or not.

**Discuss the following questions with your partner.**

- Do you think air balloons are dangerous?
- In your opinion, would it be an adventure to fly in air balloons?
- What do you think about Charley's job?

## Vocabulary Check

❖ Match the following words with the pictures.

\_\_\_ 1. ooze out



\_\_\_ 2. ascent



\_\_\_ 3. orchard



\_\_\_ 4. placid



\_\_\_ 5. buggy



\_\_\_ 6. haze



\_\_\_ 7. varnished



\_\_\_ 8. horizon



\_\_\_ 9. vivid



\_\_\_ 10. clothesline



\_\_\_ 11. hazardous





## Comprehension Check

☐ *Answer the questions according to the story.*

1. What was Charley's job when he was younger?  
\_\_\_\_\_
2. How did he feel about his profession?  
\_\_\_\_\_
3. Why did George tell him to bring the balloon down?  
\_\_\_\_\_
4. Why did Tommy get in the hot air balloon?  
\_\_\_\_\_
5. What was the strategy that Charley used to distract the kid's attention?  
\_\_\_\_\_
6. Why did Charley start shouting sternly at the kid?  
\_\_\_\_\_
7. What did the kid expect Charley to do instead of bringing the balloon down?  
\_\_\_\_\_
8. What were his previous bad experiences had Charley had with the hot air balloon?  
\_\_\_\_\_
9. How did the story end?  
\_\_\_\_\_
10. Did the story end as you expected it to? Why/Why not?

## Writing

- ☐ There is an idiom in the story, “cudgeling my brains”. Find it in the story and think about a different way of saying it. In other words, write another expression or word that has the same meaning as the idiom.

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- ☐ Now it is your turn. Write one of your own terrifying experiences. Don't forget to mention some details such as the place, time, and reasons why this experience was a terrifying one for you.

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- ☐ Write how you would feel if someone else's life depended on you? And how would you act to overcome the situation safely.

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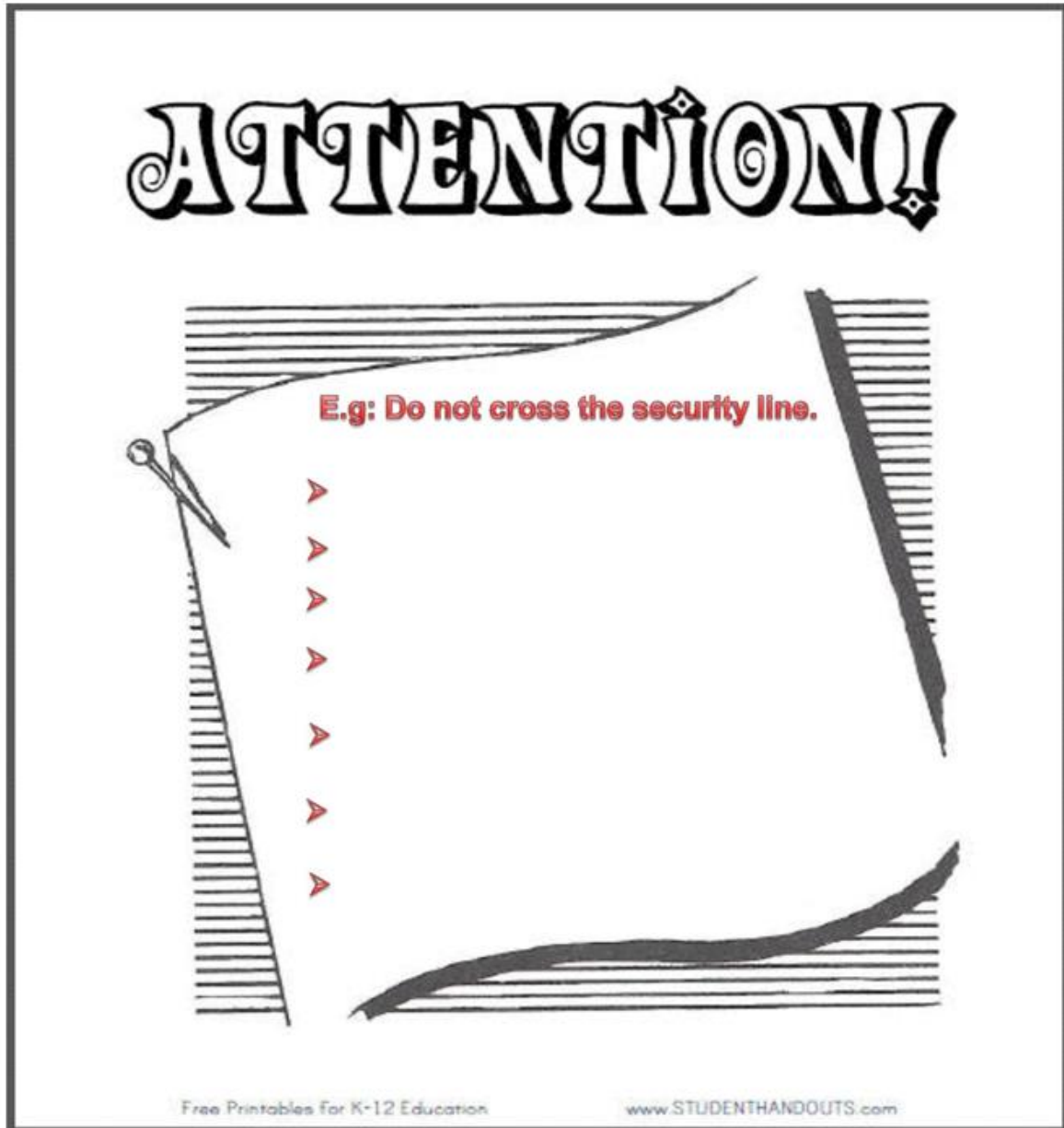
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- Create an instruction board that tells the spectators what they should and should not do before, during and after the parachute jump from the hot air balloon. An example is given below.





## Appendix 13. Answer Key

### **ANSWER KEY**

#### **Jim Baker's Blue-Jay Yarn**

##### **Warm Up**

3. The first picture is the blue jay.
4. The bird talks, lies, feels, has moods and interests, etc.
- The chart looks like a human body because the bird has human features.

##### **Matching**

1. B 2. C 3. A 4. F 5. G 6. D 7. E
- The story is called a yarn because it is an incredible made up story.



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#### **The Last Leaf**

##### **Comprehension Check**

1. Greenwich Village
2. The art people
3. They met at the table d'the of an Eight Street Delmonico's in May.
4. In November
5. She said that she must call Behrman up to be her model for the old hermit miner.
6. He was a painter. He drew a leaf picture on the wall just outside Johnsy's window.
7. He died of pneumonia.

##### **Vocabulary Check**

1. Gable 2. Janitor 3. Easel 4. Zephyr 5. Pneumonia
6. Dreary 7. Quaint 8. Ragtime 9. Fragile 10. Broth 11. Vine

##### **Events in Order**

5, 1, 3, 4, 2, 6

#### **A PAIR OF SILK STOCKINGS**

##### **Vocabulary Check**

- 1.a 2.b 3.b 4.b 5.c 6.b 7.c 8.a 9.d 10.b 11.a 12.d The idiom is  
"Tomorrow never comes"



### **The symbols**

- Fifteen dollars: Past and Future. Her dark future is now less scary thanks to the small light meaning the money.
- Gloves: Elegance, new bright future
- Magazines: Better times
- Thrusting her cotton stockings into her shabby old shopping bag: Her present life is pushed in because she has negative emotions towards her present life.
- The cable car: Her wish and longing for a better future
- The gaily colored silk stockings: Colors of life.

### **What Jack Horner Did**

#### **True-False Activity**

1. T
2. F (He lived with his grandparents.)
3. F (He wanted to work)
4. F (He tried to find the source of the sound)
5. F (He used a sapling.)
6. F (He wanted to take Jack with him.)
7. F (Jack doesn't want to leave his grandparents.)
8. T
9. T
10. F (It was a plum pie.)

#### **Ordering the Events**

4, 1, 6, 3, 2, 5, 7

The meaning of the idiom is to have enough money to be able to get food and survive

- c) To have enough money to be able to get food and survive

#### **Vocabulary Check**

1. b 2. f 3. d 4. c 5. h 6. e 7. a 8. g

## An Adventure In The Upper Sea

### Vocabulary Check

1.b 2.a 3.f 4.e 5.c 6.d 7.i 8.k 9.j 10.h 11.g

### Comprehension Check

1. He was an aeronaut when he was younger.
2. He thought that it was a hazardous profession.
3. Because there was a child on the balloon.
4. Because he thought he'd ride up for the fun of it.
5. He tried to remain very calm and act like nothing is wrong and he tried to talk to the child about ordinary things in order not to make him realise the danger.
6. Because he remembered how one fright could destroy another fright.
7. The kid expected Charley to jump out of the balloon.
8. He has had his balloon catch fire in mid air, he has hung on the cornice of a ten-story house, he has dropped like a bullet for six hundred feet when a parachute was slow in opening.
9. He managed to bring the hot air balloon down safely and nothing bad happened to the kid.
10. The answer may vary according to the students' opinions.

### Idiom

- Cudgeling my brains = beating my brains = thinking over = puzzling my head

### Attention

- Do not let your children pass the security line.
- Follow the instructions of the attendants.
- Do not enter the area with food and drinks.
- Do not throw anything inside the air balloon area.
- Stay inside the secured area until the show ends.
- *More answers can be suitable according to the students' opinions.*

## Appendix 14. List of Figures

*The figures in appendix from 3 to 13 are retrieved from:*

- 1- <https://sciencing.com/blue-jays-mate-4567291.html>.
- 2- <https://sciencetrends.com/how-to-distinguish-a-female-blue-jay-bird-from-a-male/>.
- 3- <https://percybal.wordpress.com/speaking/>.
- 4- <http://clipart-library.com/reading-and-writing-clipart.html>
- 5- [https://www.huffingtonpost.ca/2012/01/10/ontario-environment-maple-leaf\\_n\\_1196481.html](https://www.huffingtonpost.ca/2012/01/10/ontario-environment-maple-leaf_n_1196481.html)
- 6- <http://www.clipartpanda.com/categories/disease-clipart>
- 7- [http://worldartsme.com/healing-energy-spiritual-clipart.html#gal\\_post\\_44632\\_healing-energy-spiritual-clipart-1.jpg](http://worldartsme.com/healing-energy-spiritual-clipart.html#gal_post_44632_healing-energy-spiritual-clipart-1.jpg)
- 8- <https://sites.google.com/a/tzafonet.org.il/the-last-leaf---o-henry/>
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- 11- <https://www.sedentarybehaviourclassification.net/clothes-store-clipart-9d0a0f3d2e24e515.html>
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- 13- <https://free3d.com/3d-model/cartoon-restaurant-1-3555.html>.
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- 15- <https://www.canstockphoto.com/illustration/let%27s-talk.html>
- 16- <https://www.forestguild.org/>
- 17- <https://clipartxtras.com/categories/view/6c3df7f9ddedfa273686e599f598aa5cef438e48/house-in-woods-clipart.html>.
- 18- <http://mtmtv.info/grandchildren-and-grandparents-cartoon-8c7285a/>.
- 19- [http://worldartsme.com/christmas-pie-clipart.html#gal\\_post\\_41857\\_christmas-pie-clipart-1.jpg](http://worldartsme.com/christmas-pie-clipart.html#gal_post_41857_christmas-pie-clipart-1.jpg)
- 20- [http://www.clipartpanda.com/clipart\\_images/writing-clipart-6204546](http://www.clipartpanda.com/clipart_images/writing-clipart-6204546)
- 21- <http://edge.ascd.org/blogpost/easy-steps-to-teaching-writing>.

- 22- <http://giftdropmn.com/about-giftdrop>.
- 23- <https://travelshoptours.com/tours/5-days-indian-dream-of-turkey-tour>
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- 33- <https://steemit.com/travel/@patrickbaxter/colorful-lakes-of-natural-wonders>
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## Appendix 15. Weekly Self-Assessment Chart

| HAFTALIK ÖZ-DEĞERLENDİRME ÇİZELGESİ<br>(WEEKLY SELF-ASSESSMENT CHART) |        |    |        |    |           |    |          |    |        |    |       |    |        |    |
|-----------------------------------------------------------------------|--------|----|--------|----|-----------|----|----------|----|--------|----|-------|----|--------|----|
|                                                                       | Monday | di | Tu.day | di | Wednesday | di | Thursday | di | Friday | di | S.day | di | Sunday | di |
| NOVEL                                                                 |        |    |        |    |           |    |          |    |        |    |       |    |        |    |
| POETRY                                                                |        |    |        |    |           |    |          |    |        |    |       |    |        |    |
| SHORT<br>STORIES                                                      |        |    |        |    |           |    |          |    |        |    |       |    |        |    |
| PLAYS                                                                 |        |    |        |    |           |    |          |    |        |    |       |    |        |    |
| MOVIES                                                                |        |    |        |    |           |    |          |    |        |    |       |    |        |    |

## Appendix 16. Özerklik Algı Ölçeği

### ÖZERKLİK ALGI ÖLÇEĞİ

Aşağıda ergenlerin eğitim sürecine ilişkin özerklik durumlarını betimlemeye yönelik ifadelere yer verilmiştir. Lütfen sorularınızı cevaplarken **İNGİLİZCE ÖĞRENMEYİ** düşününüz. Her bir madde ile tanımlanan davranışı gösterme sıklığınızı, aşağıda belirtilen beşli derecelendirme ölçeği üzerinde uygun gelen seçeneği (ölçek noktasını) işaretleyerek (X) belirtmeniz beklenmektedir.

Hiçbir zaman : 1  
Nadiren : 2  
Bazen : 3  
Sık sık : 4  
Her zaman : 5

| DAVRANIŞ                                                                                                                                   | Hiçbir zaman | Nadiren | Bazen | Sık sık | Her zaman |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|-------|---------|-----------|
|                                                                                                                                            | 1            | 2       | 3     | 4       | 5         |
| 1. İngilizce öğrenme sürecimi planlarım.                                                                                                   |              |         |       |         |           |
| 2. İngilizce öğrenirken zaman planlaması yaparım.                                                                                          |              |         |       |         |           |
| 3. İngilizce öğrenme amaç ve hedeflerimi belirlerim.                                                                                       |              |         |       |         |           |
| 4. İngilizceyi daha iyi öğrenmenin yollarını araştırırım.                                                                                  |              |         |       |         |           |
| 5. İngilizce öğrenmek için düzeyime uygun araçlar ve materyaller bulmaya çalışırım.                                                        |              |         |       |         |           |
| 6. Arkadaşlarımla ve/veya öğretmenlerimle İngilizce konuşmaya çalışırım.                                                                   |              |         |       |         |           |
| 7. Arkadaşlarımla ve/veya öğretmenlerimle nasıl İngilizce öğrenileceği konusunda görüş alışverişinde bulunurum.                            |              |         |       |         |           |
| 8. Anlamadığım bir konu hakkında arkadaşlarımdan ve/veya öğretmenlerimden yardım almaya çalışırım.                                         |              |         |       |         |           |
| 9. Bir öğrenme etkinliğinin sonunda ne kadar öğrenebildiğim hakkında arkadaşlarıma ve/veya öğretmenlerime yorumlar yaparım.                |              |         |       |         |           |
| 10. Bir öğrenme etkinliğinin sonunda ne kadar öğrenebildiğim hakkında arkadaşlarımdan ve/veya öğretmenlerimden yorumlar yapmasını isterim. |              |         |       |         |           |
| 11. Bir öğrenme etkinliğinin sonunda arkadaşlarımdan ne kadar öğrenebildiği hakkında yapıcı yorumlar yaparım.                              |              |         |       |         |           |
| 12. Öğrenme etkinliklerim hakkında kendi yaptığım ya da başkalarından aldığım yorumları yazarım.                                           |              |         |       |         |           |
| 13. Radyo, internet vb. kaynaklardan İngilizce konuşmaları dinlerim. Eğer yanıtınız 'Hiç bir zaman' ise 19. sorudan devam ediniz.          |              |         |       |         |           |
| 14. İngilizce dinleme yaparken önemli anahtar kelimelere yoğunlaşırım.                                                                     |              |         |       |         |           |
| 15. Aynı dinleme metnini daha iyi anlamak için mümkün ise birkaç kez dinlerim.                                                             |              |         |       |         |           |
| 16. İngilizce şarkıları sözlerini anlayarak dinlemeye çalışırım.                                                                           |              |         |       |         |           |
| 17. Karşılaştığım yeni sözcükler, sözcük grupları, deyimler ya da yapıları not alırım.                                                     |              |         |       |         |           |
| 18. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta konuşarak kullanmaya çalışırım.                                                |              |         |       |         |           |
| 19. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta yazarak kullanmaya çalışırım.                                                  |              |         |       |         |           |
|                                                                                                                                            | Hiçbir       | Nadiren | Bazen | Sık sık | Her       |

|                                                                                                                                                    | zaman<br>1 | Nadiren<br>2 | Bazen<br>3 | Sık sık<br>4 | zaman<br>5 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------|------------|--------------|------------|
| <b>DAVRANIŞ</b>                                                                                                                                    |            |              |            |              |            |
| 20. İngilizce program veya film izlerken daha iyi anlamak için görüntüye dikkat ederim.                                                            |            |              |            |              |            |
| 21. Karşılaştığım yeni sözcükler, sözcük grupları, deyimler ya da yapıları not alırım.                                                             |            |              |            |              |            |
| 22. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta konuşarak kullanmaya çalışırım.                                                        |            |              |            |              |            |
| 23. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta yazarak kullanmaya çalışırım.                                                          |            |              |            |              |            |
| <b>24. Kitap, dergi, gazete, internet vb. kaynaklardan İngilizce okurum. Eğer yanıtınız 'Hiç bir zaman' ise aşağıdaki soruları yanıtlamayınız.</b> |            |              |            |              |            |
| 25. Bir parçayı okumaya başlamadan önce başlık ve resimlerden konu hakkında tahminde bulunmaya çalışırım.                                          |            |              |            |              |            |
| 26. Parça içindeki bilinmeyen kelimelerin anlamını sözlük kullanmadan tahmin etmeye çalışırım.                                                     |            |              |            |              |            |
| 27. Karşılaştığım yeni sözcükler, sözcük grupları, deyimler ya da yapıları not alırım.                                                             |            |              |            |              |            |
| 28. Kelime bilgimi tazelemek için düzenli olarak daha önce okuduğum parçaların üzerinden geçerim.                                                  |            |              |            |              |            |
| 29. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta konuşarak kullanmaya çalışırım.                                                        |            |              |            |              |            |
| 30. Yeni karşılaştığım her sözcük ya da yapıyı her fırsatta yazarak kullanmaya çalışırım.                                                          |            |              |            |              |            |

(Demirtaş,2010,p.105-106)



*GAZİLİ OLMAK AYRICALIKTIR*