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**THE EFFECTS OF AUDIO BOOKS ON FRESHMAN
STUDENTS' READING COMPREHENSION
ACHIEVEMENT AND LISTENING COMPREHENSION
SKILLS**

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Master of Art Thesis

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YÜKSEK LİSANS TEZİ KABUL FORMU

Yukarıda adı geçen öğrenci tarafından hazırlanan "THE EFFECTS OF AUDIO BOOKS ON FRESHMAN STUDENTS' READING COMPREHENSION ACHIEVEMENT AND LISTENING COMPREHENSION SKILLS" başlıklı bu çalışma 06/02/2012 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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To my mother, father, wife, and son ...

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ÖZET

Bu çalışmanın amacı sesli kitapların genel okuduğunu anlama başarısına, genel dinlediğini anlama becerisine ve rastgele seçilmiş kitapları anlama ve dinlemeye olan olası etkilerini incelemektir.

Çalışma ön-test son-testli, deney ve kontrol gruplarıyla gerçekleştirilen deneysel araştırma modeline dayanmaktadır. Çalışma Selçuk Üniversitesi, Ahmet Keleşoğlu Eğitim Fakültesi, İngiliz Dili Eğitimi Bölümünde, 2011-2012 akademik yılı güz yarıyılı boyunca 66 adet ileri seviye birinci sınıf öğrencisi ile gerçekleştirılmıştır.

Çalışmanın katılımcıları 32 adet deney grubu ve 34 adet kontrol grubu öğrencisinden oluşmaktadır. Genel Okuduğunu Anlama Başarısı ve Genel Dinlediğini Anlama Becerisi ön-test sonuçlarından yola çıkarak gruplar eşit kabul edilmiştir.

Hem deney hem de kontrol gruplarında dersler araştırmacı tarafından yürütülmüş ve uygulama 13 hafta sürmüştür. Çalışmadan elde edilen sonuçlar aşağıdaki gibi sıralanabilir:

1. İleri seviye okuma sınıflarında sesli kitap kullanımı öğrencilerin genel okuduğunu anlama başarısını sınırlı düzeyde geliştirmiştir.
2. İleri seviye okuma sınıflarında sesli kitap kullanımı öğrencilerin genel dinlediğini anlama becerilerini geliştirmiştir.
3. Kitapları ses ile birlikte kullanmak öğrencilerin rastgele seçilmiş kitaplarla ilgili okuduğunu anlama test sonuçlarını artırmamıştır.
4. Kitapları ses ile birlikte kullanmak öğrencilerin rastgele seçilmiş kitaplarla ilgili dinlediğini anlama test sonuçlarını sınırlı düzeyde artırmıştır.

Anahtar Kelimeler: Sesli Kitap, Okuduğunu Anlama Başarısı, Dinlediğini Anlama Becerisi, Üniversite Birinci Sınıf, Yabancı Dil Olarak İngilizce



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ABSTRACT

The purpose of this study is to examine the potential effects of audio books to general reading comprehension achievement, general listening comprehension skills, and reading and listening comprehension of randomly chosen books.

The study was based on experimental research design consisting of pre and post-tests conducted with control and experimental groups. The research was conducted throughout the fall semester of 2011-2012 academic year with 66 advanced level freshman students at Selçuk University, Ahmet Kelesoglu Faculty of Education, English Language Teaching Department.

The study participants were divided into two groups: experimental (32 Students) and control (34 Students) groups. Based on their General Reading Comprehension Achievement Test (GRCAT) and General Listening Comprehension Skills Scale (GLCSS) pre-test results, both groups had similar reading and listening skill levels.

Both in experimental and control groups, the classes were given by the researcher, and the implementation of the study lasted for 13 weeks. The findings of the research can be summarized as following:

1. Using audio books in advanced level reading class improved students' general reading comprehension achievement at a limited level.
2. Using audio books in advanced level reading class developed students' general listening comprehension skills.
3. Using text accompanied by audio did not increase students' reading comprehension test scores of randomly chosen novellas.
4. Using text accompanied by audio increased students' listening comprehension test scores of randomly chosen novellas at a limited level.

Key Words: Audio Book, Reading Comprehension Achievement, Listening Comprehension Skills, Freshmen, EFL

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CHAPTER I: INTRODUCTION

This first chapter of the study describes the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the study's limitations, and definitions used.

1.1 Background of the Study

The goal of foreign language education is to prepare someone to understand and use the target language. The foreign language education consists of two fundamental skills: receptive and productive. Out of the four language skills; reading, listening, writing and speaking, reading and listening are generally considered as passive skills as they are also known as receptive skills. However, reading and listening are preconditions for successful production skills. It is important for students in second and foreign language learning environments to not only have the ability to read, but also to comprehend what they are reading. The ability to read something aloud or silently does not necessarily include comprehension or understanding. This proves that 'reading comprehension' is not a simple but a complex process. It is similar for listening comprehension. Brown (2004) addresses this by asking a crucial question: "How could you speak a language without also listening?"

As reading and listening comprehension are crucial for writing and speaking, it is necessary to discover the best method or methods to teach these receptive skills. However, finding out the best language education method has been considered one of the basic problems of researchers. Hence, it can be deduced that no single method alone can satisfy the needs of teachers and learners. Instead, a combination of learning techniques and strategies can be beneficial to both students and educators. When considering new trends in foreign language education and the different needs of learners, it is essential to explore the use of audio books in the classroom.

Audio books were first introduced in 1931 with a program called "Books for the Adult Blind Project" which aimed to make printed books available for blind adults via recordings of the books. However, the modern usage of the audio books has gone far beyond this original purpose. First, they were used as a tool to improve reading

comprehension of children, most early studies focused on the effectiveness of using audio books with children (Koskinen, et al., 2000; O'day, 2002) or struggling readers (Harris, 2001; Stone-Harris, 2008). Later, a few studies concentrated on adolescent readers; however, little research has been done regarding the influences of audio book on advanced learners in EFL contexts. The studies mentioned in chapter two (review of the literature) illustrate that audio books are beneficial for both native and non-native speakers of English. However, the current body of research on audio books lacks serious studies on the contributions of audio books in advanced EFL contexts.

I first came across the term audio book when I bought my first I Phone 3 in 2008. At first, I thought they were for blind people, but when I encounter the books accompanied with a CD Rom, I started to listen and read simultaneously. Then, it became an indispensable activity for me. After some time, I observed improvements in my language skills and decided to do research on the use of audio books for foreign language instruction. After investigating several previous studies proving that audio books have positive effects on reading and listening comprehension of L1 and L2 students, I found a gap in the research about effects of audio books on advanced level EFL students and the usage of audio books in the classrooms instead of extensive reading.

1.2 Statement of the Problem

In order to meet the needs of university foreign language students for learning a language, the methods and the materials used in the classroom must be diverse. In addition, new trends should be tried to teach English to students.

Middle and High School students tend to read less than elementary school students for pleasure (Baumann and Dufy, 1997, p.32). As Cardillo et al. (2007, p. 46) states: "Today's teens are often overscheduled and overwhelmed by the extra activities they participate in outside of school." Sometimes intermediate and advanced level students of a foreign language education do not even want to read the course materials. They lack motivation, feel that they do not have time to read, or dislike reading. These kind of readers are referred to as "alliterate" readers (Beers, 1996). This study deals with the problem of inadequate reading and listening skills of freshman ELT students and how to increase the

reading and listening frequency of students. In addition, it deals with how to promote a passion for reading books for pleasure.

The research problem addressed in this study is the effect of audio books on reading comprehension achievement and listening comprehension skills of advanced level freshman ELT students.

1.3 Purpose of the Study

The problem addressed in this study centers on the use of audio books with advanced level freshman students in an Advanced Reading class, and how its use affect the students' general reading comprehension achievement, general listening comprehension skills, and reading and listening comprehension of selected books. Eight sub-problems are constituted based on this main problem:

Sub-problem 1: Is there a significant difference between the pre-test and post-test general reading comprehension achievement test scores of the experimental group?

Sub-problem 2: Is there a significant difference between pre-test and post-test general listening comprehension skills scale scores of the experimental group?

Sub-problem 3: Is there a significant difference between the pre-test and post-test general reading comprehension achievement test scores of the control group?

Sub-problem 4: Is there a significant difference between the pre-test and post-test general listening comprehension skills scale scores of the control group?

Sub-problem 5: Is there a significant difference between the post-test general reading comprehension achievement test results of the experimental and control groups?

Sub-problem 6: Is there a significant difference between the post-test listening comprehension skills scale results of the experimental and control groups?

Sub- problem 7: Is there a significant difference between the control and experimental group students' results of the tests developed for the novellas?

1.4 Significance of the Study

Learning a language cannot be reduced to learning a set of rules and skills and practicing them frequently. Learners of a foreign language need much more than that. They need to be able to read between and beyond the lines. They should have the ability to “gain information both about the inside workings of text and the cognitive skills required to process meaning.” (Powel, 2003, p. 182)

It is the teachers’ responsibility to make sure that all students are equally included in learning environment. This responsibility drives teachers to try out different methods and techniques in classrooms. Using audio books includes “people with print disabilities--those who are blind or have low vision, people with dyslexia or other learning disabilities, and those with manual- dexterity impairments who have trouble holding books or turning pages--struggle to read print books.” (Blanck, 2010) Furthermore it is important for teachers to encourage students to read for pleasure outside of the classroom. Many researchers have shown that using audio books increases interest in reading for pleasure. (Taguchi, et al.; 2004; Türker, 2010)

High school students read for pleasure less than lower grade students because of peer- pressure, “e.g., peers perceiving students who read as being uncool”, or limited opportunity issues (Baumann and Duffy, 1997, p. 32). Listening to audio book may increase interest and motivation in reading for pleasure.

This study intends first to research the effects of audio books on advanced level EFL students’ reading and listening comprehension. The study will contribute to foreign language teaching as it interrogates the role of audio books as effective materials to be used in language teaching classrooms and assists students who learn easily by listening.

1.5 Limitations

1. The study is limited to Selcuk University Ahmet Kelesoglu (A.K.) Faculty of Education English Language Teaching Department Freshman Students
2. Measuring reading comprehension achievement is limited to “Reading Comprehension Achievement Test”

3. General Listening comprehension skills are limited to “General Listening Comprehension Scale”. Before validity and reliability studies the scale included both multiple-choice listening questions and note-taking test. However, the last version of the scale includes only a note-taking test.

1.6 Definition of the Terms

Audio book: an audio recording of a book being read

Abridged Audio book: Shortened while narrating

Unabridged Audio book: Word for word reading

EFL: English as a Second Language

Freshmen: University first grade students

Sophomore: University second grade students

Junior: University third grade students

Senior: University fourth grade students

KWL: What I Know, What I Want to Know, What I have Learnt

TOEFL: Test of English as Foreign Language

ELT: English Language Teaching

CHAPTER II: REVIEW OF LITERATURE

This chapter discusses the relevant research and literature about reading comprehension, listening comprehension, audio books, and research on audio books in regards to their relationship with the research questions of this study.

2.1 Reading as a Receptive Skill in Foreign Language

Because of the word ‘receptive’, reading comprehension skill in a foreign language may be considered as a “passive skill” as the word receptive may suggest the meaning of receiving something without working on it. However, we should remember that the word ‘receptive’ conveys the meanings of “attentiveness” and “concentration” (Powel, 2003). Oxford online dictionary defines “receptive” as ‘willing to consider or accept new suggestions and ideas’. Goodman (1976), also, stresses the “activeness” of reading.

The purpose of reading is to understand meaning. Reading in a foreign language is not the same as reading in a native language, as the former requires extra work to extract meaning. Reading is a complex and multifaceted process. (Broek and Kremer, 2000; Broughton et al., 1978; Klingner et al., 2007; Macceca, 2007; Schoenbach et al., 2000). The perception of reading as a basic skill learned at an early age and then only expanded through learning new vocabulary demonstrates a shallow understanding of the skill. A reader not only identifies letters, maps letters onto sounds, and recognizes words and sounds (Broek and Kremer, p.1) but also makes sense of the text and tries to extract meaning from the “ideas, memories, and knowledge” conveyed via the text (Schoenbach et al., 2000).

According to Klingner et al. (2007) good readers can read rapidly and accurately, have goals, observe their understanding while reading, make inferences, use mental images and make guesses. Colombo and Furbush (2009, p.88) add that advanced readers can also develop top-down reading strategies, summarize the main idea of the text while reading, and are often “adjusting the pace of their reading”. Duke and Pearson (2002, pp. 205-206) summarize the characteristics of good readers in the following way:

- Good readers are active readers.
- From the outset they have clear goals in mind for their reading. They constantly evaluate whether the text, and their reading of it, is meeting their goals.
- Good readers typically look over the text before they read, noting such things as the structure of the text and text sections that might be most relevant to their reading goals.
- As they read, good readers frequently make predictions about what is to come.
- They read selectively, continually making decisions about their reading—what to read carefully, what to read quickly, what not to read, what to reread, and so on.
- Good readers construct, revise, and question the meanings they make as they read.
- Good readers try to determine the meaning of unfamiliar words and concepts in the text, and they deal with inconsistencies or gaps as needed.
- They draw from, compare, and integrate their prior knowledge with material in the text.
- They think about the authors of the text, their style, beliefs, intentions, historical milieu, and so on.
- They monitor their understanding of the text, making adjustments in their reading as necessary.
- They evaluate the text's quality and value, and react to the text in a range of ways, both intellectually and emotionally.
- Good readers read different kinds of text differently.
- When reading narrative, good readers attend closely to the setting and characters.
- When reading expository text, these readers frequently construct and revise summaries of what they have read.
- For good readers, text processing occurs not only during “reading” as we have traditionally defined it, but also during short breaks taken during reading, even after the “reading” itself has commenced, even after the “reading” has ceased.

Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

2.1.1 Motivation to Read and the Importance of Reading for EFL Students

Effective reading and fluency in reading require motivation and eagerness. Gündüz (2006) argues that the use of attention-grabbing materials increase reader motivation. Chomsky (1988, p.181) points out the importance of motivation “The truth of the matter is that about 99 percent of teaching is making the students feel interested in the material”. What is more, a strong interest in learning and reading may lead to frequently reading for pleasure.

Students set out to learn a foreign language for numerous reasons. Whatever the reason, the importance of reading in target language is undeniable. Several studies reveal that there is a relationship between reading and academic success. (Snow, 1983; Elley, 1991). In addition, good readers are more likely to do well on exams.

2.1.2 Reading Fluency

Fluency is very important for effective reading and comprehension. Fluent reading in a foreign language requires the rapid and true recognition and interpretation of words and phrases. However, when the text is challenging, these skills may not be sufficient. Just as with other dimensions of reading, reading fluency varies according to the type of text that is read (Schoenbach et al, 2000). Reading fluency is necessary for children's academic success (Meisinger, Bloom and Hynd, 2010). Difficulty in fluency is an indicator of learning disabilities (Klingner et al., 2007) and dysfluency in reading may result in "less overall reading" (p. 91), frustration, and avoidance from reading (Raskinski, 2001).

Reading comprehension, decoding, and word identification skills are related to fluency in reading, and as well as dyslexia.

2.1.3 Dyslexic Foreign Language Learners

For most dyslexic learners "decoding words into individual sounds" is challenging as they have trouble identifying letters correctly (Broek and Kremer, 2000, p.13). Young learners with a dyslexia problem frequently "confuse letters that look similar: d – b, u – n, m – n; confuse letters that sound the same: v, f, th; reverse words: was – saw, now – won; transpose words: left – felt; confuse small words: of, for, from." Adult dyslexic learners lose their place when they pause, miss the endings of words which cause difficulties during reading and reading takes lots of time for them (Chivers, 2006).

Dyslexic learners can learn when suitable teaching methods are used (International Dyslexia Association). Nijakowska (2010) groups sample activities for dyslexic EFL students under following titles:

- a. Activities for Developing Phonological Awareness of Sound-letter Relations
- b. Orthographic Awareness Activities

- c. Morphological Awareness Activities
- d. Grammatical Awareness Activities

Audio books may be very beneficial for Developing Phonological Awareness and Awareness of Sound-letter Relations.

2.1.4 Reading for Pleasure

Middle and high school students read less than elementary school students for pleasure. (Baumann and Duffy, 1997, p.32)

Anxiety is another key factor that affects reading in foreign language reading. Kartal's study (2011) showed that "the teacher trainees who were completing their final year of training, are still anxious about reading in a foreign language and still do not perceive themselves as capable of the reading that they will have to do in the future as a teacher." (p. 358).

2.2 Listening as a Receptive Skill

Until the end of the 1960s listening was neglected as it was considered as a passive process in language learning. Listening is the "least understood and most overlooked of the four skills" (Wilson, 2008; Nation and Newton, 2009). Language learners, therefore, focused on single words and phrases. (Usó-Juan & Martínez-Flor 2006). However, listening requires a receptive skill to understand the message conveyed through the oral language. Hence, listening is not a passive process (Broughton et al., 1978; Rankin, 1928; Rost, 2001).

Turkish students learning English as a foreign language take a university entrance exam that does not evaluate listening, writing, and speaking skills. Hence, most of our students are unaware of listening strategies. This reality adds to the necessity of discovering an effective way to teach listening to Turkish foreign language learners.

2.2.1 Teaching Listening to Non-Native Speakers of English

White (2006, pp. 112-115) states that the traditional method of teaching listening is lacking some aspects. In order to include every aspect of listening skill he points out some developments in methodology of teaching listening. These are: learner responsibility, authenticity, task based learning, intercultural competence, and changes in the way English is used worldwide. He suggests that listeners should be more responsible for finding and applying strategies that would help understanding. Authenticity should be thought in a brought sense and more task based strategies need to be used.

White (2006) lists the goals for teaching and learning listening skills and strategies as following:

- understanding short utterances on a literal semantic level. Involves knowledge of phonology, stress, intonation, spoken vocabulary, spoken syntax.
- understanding longer or interactive discourse. Involves knowledge of discourse features such as markers, cohesion, schemata.
- understanding the function/illocutionary force of an utterance.
- interpreting utterances in terms of the context/situation. Involves knowing how different socio-linguistic groups use language, so involves knowledge of dialects, cultural references, degrees of formality, power relations and so on.
- resolving comprehension problems by seeking help from the speaker.
- remembering input, monitoring and evaluating how well one is understanding. (p.127).

Listening is much more than hearing (Downs, 2008, p.1). One can hear, but not listen. In a similar way one can listen, but not understand. (Broughton, et al., 1978). This shows us that listening for meaning is significant for language learners.

Nation and Newton (2009, p. 51) mention about some activities that make listening easier: listening while reading, repeated listening, interactive listening, and non-linguistic or semi-linguistic support. According to them listening while reading may include a “written text, a PowerPoint presentation, and captioned movies”. Repeated listening, for

them, improves fluency. Audio books allow us to listen while reading and listen again. Wilson (2008) mentions some features that make a listening text good: Interest factor, entertainment factor, cultural accessibility, speech acts, density, language level, quality of recordings, speed and number of speakers, accent, etc. Most of the features are available in an audio book.

2.2.2 The Importance of Listening for EFL Students

Listening is very important for language learning (Usó-Juan &Martínez-Flor, 2006; Rost, 2001). Brown (2004, p.119) presents the importance of listening for language learning with a question whose answer is assured: “How could you speak a language without also listening”

White (2006) clarifies the role and importance of listening. According to her, listening in L2 goes beyond getting meaning from sounds. It helps to maintain social relationships and understand the world.

“There is no doubt that listening provides a rich source of language input and that it can be a useful vehicle for preparing students for reading and writing in the new language, but it is much more than that. It is a means by which social relationships are established and maintained in the L2, information about the world is gathered, the media are accessed and cognitive development is brought about in younger learners.” (p. 112)

Nord (1980) expresses the importance of listening clearly:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this “cognitive” map in the mind. To do this, they feel, the best method is to practice meaningful listening. (p. 17)

2.3 Reading Aloud

Reading aloud is the most important activity to develop reading skills (Serafini, 2004) and a very effective way to create good readers (Elley, 1989). Besides demonstrating correct pronunciation, reading aloud may contribute to both learning a foreign language and fluent reading in that language (Been, 1975, p.235). Reading aloud motivates students to read (Miller, 2006, p. 29) and “familiarizes students with the sound and sense of written language” (Carbo, 1996). Serafini (2004) believes that becoming a reader starts with hearing stories. Beers (1998) states that children cannot easily develop positive attitudes towards reading without being exposed to reading aloud.

According to Broughton et al. (1978, p. 91) “for those who teach foreign languages reading aloud is closer to ‘pronunciation’ than it is to ‘comprehension’” and when reading aloud is not possible to use audio books for not only pronunciation but also comprehension. In addition, reading aloud in second language classrooms supports development of language (Williams, 2001). Elley (1989), drawing an experimental study conducted with seventh grade students, found that reading stories aloud to children is a valuable source of vocabulary acquisition. Hereby, new vocabulary is permanent.

2.4 Audio Books

Technological and educational trends are changing both learning and teaching. One of these trends is audio books, which are affecting our “reading”. However, “audio books are not replacing printed books; they are merely increasing people’s opportunities in which they can enjoy a book” (Friesen, 2008, p. 8).

According to Rubery (2008, pp. 70-72) there are three key differences between audio books and traditional reading aloud. First, reading aloud takes place in a certain place and it is restricted in space. Second difference is time issue. The time and place are restricted in reading aloud. However, you can listen to an audio book whenever you want. The last difference involves voice. While listening to audio books you just listen but during reading aloud face to face encounter occurs.

Fues (2009) asks an important question: “How do we promote reading to active high school teens that have homework, extracurricular activities, and work all competing

for their time and attention?" Mediatore (2003, p.329) states that "audio books are everywhere now and so age their readers." Portable listening devices allow readers to listen audio books wherever and whenever they want. We can listen to audio books via computers, MP3 players, I-pads, I-phones, CDs, cassettes, mobile phones, walkmans, etc. Today, almost every adolescent owns at least one of these players. Hence, using audio books in language classrooms or outside the classroom is easy.

Audio books provide an extra dimension to reading aloud with professional narrators, famous actors, and authors themselves. (Wolfson, 2008). Wolfson (2008) regard listening to audio books as very much like reading. According to him, the only difference between listening to audio books and reading from the print is that readers substitute the visual understanding of written words with the auditory understanding of written words. The audio book phenomenon cannot be ignored because the number of audio books and the number of listeners is increasing day by day. Hence, integrating audio books into teaching and the learning environment is very important.

2.4.1 Using Audio books as a Tool for Teaching

Just like in one's mother tongue, reading is a crucial skill for foreign language learners. Studies of the effectiveness of audio books have found that reading and listening simultaneously is beneficial for students. (Cardillo et al., 2007; Conte & Humphreys, 1989; Janiak, 1983) In addition, audio books enable sound/symbol correspondence for language learners.

Audio books are generally listened to outside the classroom, it is important to use them in classes as well. (Montgomery, 2009) Day by day the use of audiobooks for educational purposes is increasing. (Cardillo et al., 2007) Audio books not only make reading accessible for blind and dyslexic students but also supplement learning and teaching. In teaching reading to young children, for instance, "...if a child sees a word and hears it at the same time, the dual experience of seeing and hearing creates a double impression and deeper imprint of the word in the child's memory than the act of just seeing the word." (Cardillo et al., 2007, p. 43).

It is common among foreign language learners to read word for word rather than in phrases, actually learners who are at decoding stage. These kinds of students frustrate to go

over the next level of reading. The use of audio books may help to overcome such challenges.

In addition to the ease of using audio books, they are also very beneficial for language skills. Listening to audio books improves reading comprehension and listening skills. (Jakobs, 2006). As Brown (2002) states, a good audio book helps to capture the elements of characterization, theme, tone, and setting in the classroom. Besides listening to audiobooks encourage independent reading (O'day, 2002). Furthermore Rubery (2009) stresses the effects of audio books on literature with his own experience:

Listening to recordings was a valuable part of my own education as a student struggling to comprehend literature from a distant era. The voicing of these texts made the experience less alien and, as it turned out, even suggested insights that I might otherwise have missed.

Broughton et al. (p.108) states that “with a tape recorder or record player the roles and characters of participants in dialogue and even the context of the dialogue can be made much more vivid, since background noises and sound effects may be introduced...A great many courses for the teaching of English to foreigners published today have taped materials to accompany them and it is nearly always valuable to have these available to support the written text, if for no other reason— especially for the teacher who is a non-native speaker of English” Furthermore, according to Friesen (2008) “the misreading of a character name” (p. 49) may cause confusion.

Demirezen (2005, p. 184) put forward an argument that “there is a scarcity of pronunciation curing method in teacher training area that handles a fossilized pronunciation mistake, utilizing special techniques within a class hour”. As the narrators of audio books are native speakers, language learners do not feel timid about their pronunciation and they can break fossilized pronunciation errors.

Utilizing audio books in EFL classes is very beneficial. The benefits of using audio books in classrooms can be thought on the following grounds (Serafini, 2004).

Audio books:

1. Supplement teachers' and parents' ability to read
2. Equip access to new vocabulary

3. Enable fluent reading
4. Help struggling readers to focus on meaning rather than decoding the text
5. Develops a love of literature and reading

Cardillo et al. (2007, p.46) suggest three areas for educators:

1. Audiobooks can offer more time for adolescents to read. Today's teens are often overscheduled and overwhelmed by the extra activities they participate in outside of school. More than likely, they spend a great deal of time in transit between school and their after-school job, between school and music lessons, between school and athletics. Listening to books in transit can provide the time some kids need.
2. Audiobooks can serve as models of verbal fluency. Fluency is a key term in literacy these days. Listening to audiobooks can help students hear how a fluent reader sounds. They serve, then, as models. Students who are English language learners or in English as a Second Language classes are just one group to benefit from audiobooks. Listening to books for these students teaches them about the pacing of oral language, pronunciation, and even about idiomatic expressions.
3. Audiobooks can motivate reluctant readers and provide assistance for struggling readers. Some kids do not read on level. Occasionally, these are our reluctant readers. They may also be those readers who struggle with text for a variety of reasons, including dyslexia, learning disabilities, and lack of vocabulary development. Students who are reading below level can often listen to a book written several years beyond their reading comprehension. So, instead of providing babyish books for kids, we can allow them to read the same books as their peers by adding audiobooks as an alternative form of learning.

Beers (1998, p.33) believes that "The use of audio books with struggling, reluctant, or second- language learners is powerful since they act as a scaffold that allows students to read above their actual reading level." According to her using audio books in reading classes can be thought strange but research and experience have shown that listening to audio books improve reading skills and increase interest in reading. She believes that creating lifelong learners requires every tool. Audio books are an example of a powerful tool which "has the potential to improve the reading ability of students, change the attitudes of struggling readers, and create lifetime readers" (O'Day, 2002, p. 37).

Additionally, audio books are beneficial for reaching comprehension easily. Putting stress and intonation on the right place in a sentence is an essential key for comprehension. Native speakers of language can easily recognize the stressed and unstressed parts in their language.

2.4.2 Research on Effectiveness of Audio Books on Reading and Listening Comprehension

Research has revealed that listening to audio books improves reading fluency, expand vocabulary, and develops comprehension (Grover & Hannegan, 2005; O' Day, 2002; Türker, 2010)

Türker (2010) carried out a study that aimed to discover the effectiveness of audio books on improving the reading comprehension of university EFL students at different proficiency levels in Turkey. In this study 82 voluntary pre-intermediate and intermediate students participated in a 3-week study. Students were chosen from two different proficiency levels in order to make a comparison between the effectiveness of audio books at different proficiency levels. In each proficiency level each group students were divided into 2 groups. While one group listened and read simultaneously, the other group only read books. One elementary, two pre-intermediate, one intermediate, and two upper intermediate level books were used in this study. Control group students read only the printed version of books and experimental group students read and listened to the book simultaneously at their homes. After each book the researcher asked wh-questions, true/false/not stated questions, and matching questions to control and experimental group students.

The first research question was intended to reveal the effects of audio books on the reading comprehension of selected texts. In respect to our first research question, the results revealed that experimental group students scored higher than control group students in all three comprehension tests. The second research question intended to determine the different effects of audio books on students of different proficiency levels. According to the research findings, Pre-post gain scores demonstrated that audio books were effective on elementary and pre-intermediate level students, but the ability of intermediate students to comprehend the selected texts was higher than the elementary level students. The study

also showed that the experimental group of students showed greater positive attitudes towards audio books. Here are some thoughts of students about audio books (pp.56-57):

- “I enjoyed reading and listening at the same time because of the variety of dubbing in the recordings. I felt the story in the book.”
- “They are more interesting than the other books. For example, I liked listening to opera while I was reading a book about opera.”
- “The stories were more real. I felt as if I was one of the characters in the story.”
- “It was sometimes hard to follow the lines because it was beyond my reading pace. I had to stop the CD player several times while I was reading the book.”

In a quantitative study Stone-Harris (2008) searched the benefits of audio books for struggling readers with approximately 410 2. Grade and 5. Grade students. The students were divided into two groups: control and experimental groups. In the control group, student read written books and took a comprehension test after each book. The experimental group of students both listened to audio and read the same books and took the same comprehension tests as the control group. All students took a posttest to determine if reading comprehension had improved. The researcher used pretest-posttest control group design. The results revealed that audio books did not significantly improve reading comprehension but the Grade 2 students made greater improvements than the Grade 5 students in terms of comprehension. According to him, this is because “the grade 2 students are developing readers, but the Grade 5 students are at the point in their education where they have already been taught basic reading skills.” (p. 56)

A 2001 study by Harris also aimed to measure the effectiveness of using audio books to improve the comprehension of struggling students. This study concentrated on finding the effects of taped books on 6 struggling third grade students. The results showed that taped books improved reading fluency, intonation skills, and developed vocabulary. Also, these 6 struggling students developed positive attitudes towards reading and appreciated new learning. Harris (2001) witnessed that “ the students’ reading attitudes improved in both recreational and academic categories.” (p. 134)

O'Day (2002) also conducted a research exploring how simultaneous reading and listening influenced teaching and literacy learning. The participants of the study were fifth grade classroom teachers and students. The study found that reading and listening at the same time affected students' word recognition, fluent reading and attitudes towards reading positively. It also helped students to correct students 'pronunciation.

Reissner's (1996) study, whose purpose was determining the efficacy of audio books on children who are experiencing reading difficulty, showed an improvement in kindergarten and first grade students' overall reading and listening skills. The researcher also compared the effects of books on audio and on video tapes. "Providing children with books on audio tape was more beneficial than using video tape or using reading related games for developing children's concepts about print." According to the researcher, this is possibly because the audio tape group had the chance to turn the pages and follow the lines with their fingers.

CHAPTER III: METHODOLOGY

This study aims to investigate the effects of audio books on general reading comprehension achievement, general listening comprehension skills, and reading and listening comprehension of randomly chosen books.

This chapter describes the methodology of the study. Information about the design of the study, research questions, setting, the participants, instruments, data collection procedure, and data analysis are discussed.

3.1 Design of the Study

In this quantitative study, aiming to determine the contributions of audio books on reading and listening comprehension of advanced level EFL students, one experimental and one control group were formed. In this study, experimental research design was used because “experimental designs are especially useful in addressing evaluation questions about the effectiveness and impact of programs” (Gribbons & Herman, 1997, p. 1). The experimental group consisted of thirty two students and the control group consisted of thirty four advanced level students. Prior to the treatment, a reading comprehension achievement test and a listening comprehension skills scale developed by the researcher were administered to both the experimental and the control group in order to determine their level of reading and listening comprehension. The reading comprehension achievement test included a 17 item multiple-choice questions and the listening comprehension skills scale consisted of an 11 item listening comprehension test.

Table 3.1 shows the experimental design of the study (Karasar, 2010: 97) which aims to determine the difference between the students who use audio books in the experimental group and the students who used standard books without audio support.

Table 0.1. Experimental Model of the Study (Karasar, 2010, p.97)

G1	O1.1	Y1	O1.2
G2	O2.1	Y2	O2.2

G1: Experimental group with whom audio books were used

G2: Control group with whom the standard books were used

Y1: Using audio books in Advanced Reading and Writing Class

Y2: Using standard books in Advanced Reading Class

O1.1-O.2.1: Pre-test (General Listening Comprehension Skills Test and General Reading Comprehension Achievement Test)

O1.2-O.2.2: Post-test (General Listening Comprehension Skills Test and General Reading Comprehension Achievement Test)

3.2 Setting

The study was carried out at Selcuk University, Ahmet Kelesoglu Faculty of Education, in the Fall term of 2011-2012 Academic Year. Students were already placed in A and B classes according to their last digits of their STUDENT ID numbers, that is students whose student ID numbers end with an odd number s/he is placed in 1A, and whose number's last digit is even s/he is placed in 1B. An academic year is divided into two terms, of 14 weeks each. This study was conducted during the first 14 week term. Freshman students in the ELT department take eight classes in fall term: Turkish 1: Composition Skills, Contextual Grammar1, Advanced Reading and Writing, Listening and Pronunciation, Oral Communication skills, Introduction to Teaching Profession, Computer, and Effective Communication Skills. Students in the first year of their study cannot take any other classes. Both control and experimental group students take the same classes. As the Listening and Pronunciation classes were given by the same professor, differences in

teaching styles did not impact the study's results. We carried out this study in Advanced Reading and Writing Classes which met 3 hours weekly.

3.3 Participants

The participants of this study, chosen after a general reading achievement test and listening comprehension skills scale, are 66 freshmen non-native speakers of English students at Selcuk University A. K. Faculty of Education. The number of male and female students is shown in table 3.2, but gender difference has not been taken into consideration.

Table 0.2. Information About the Participants

Groups		Gender		Total
		Female	Male	
Experimental	N	20	12	32
Control	N	23	11	34

3.3.1 Composing Experimental and Control Groups

In order to find out the equiliency of groups both a general reading comprehension achievement test and a listening comprehension skills scale were developed and used. The pre-test results of the groups were analyzed with independents samples t-test.

3.3.1.1 Pre-test results of Groups

Table 0.3. General Reading Comprehension Achievement Test Pre -Test Scores of Groups

Pre-Test	Group	N	x	ss	t	p
GRCAT	Control	34	8,29	3,681	,668	,506
	Experimental	32	7,75	2,907		

We have compared general reading comprehension pre-test mean scores of groups with independent samples T-test. The results of the analysis show that the general reading comprehension pre-test scores of groups show statistically insignificant difference. In other

words, the reading comprehension levels of groups were equal before this experimental study took place.

Table 0.4. General Listening Comprehension Skills Scale Pre-test Scores

Pre-Test	Groups	N	x	ss	t	p
GLCSS	Control	34	4,56	2,351	,360	,720
	Experimental	32	4,34	2,497		

We have compared general listening comprehension pre-test mean scores of groups with independent samples T-test. The results of the analysis prove that there is no statistically significant difference between general listening comprehension pre-test scores of experiment and control groups. In other words, the listening comprehension levels of groups were equal before the empirical study took place.

3.3.2 The Activities Conducted With the Experimental and Control Groups

The KWL (Appendices 7 and 10), Mark my Words (Appendix 9), Mark Who (Appendix 8), and Question Mark Bookmark (Appendix 11) were all adapted from Beers (2003). These four charts were used with both experimental and control group students every week. Table 3.5 shows the activities we carried out for this study. Other than these activities we used same pre-reading, while-reading, and post reading activities with both groups. As the table illustrates, the only different activity used with experimental group was listening to the texts while reading.

Table 0.5. The Activities Conducted With the Experimental and Control Groups

Week	Experimental Group	Control Group
	The Pearl: Chapter One	The Pearl: Chapter One
Week 1	KWL, Mark my Words, Mark Who, Question Mark Book Mark, Listening the first chapter of audio book	KWL, Mark my words, Mark Who, Question Mark Book Mark , Silent Reading of the First Chapter

	The Pearl: Chapter Two	
Week 2	KWL, Mark My Words, Mark Who, Question Mark Book Mark, Listening the second chapter of audio book	The Pearl: Chapter Two
	The Pearl: Chapter Three	
Week 3	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the third chapter of audio book	The Pearl: Chapter Three
	The Pearl: Chapter Four	
Week 4	KWL, Mark My Words, Mark Who, Question Mark Book Mark, Listening the first chapter of audio book	The Pearl: Chapter One
	The Pearl: Chapter Five	
Week 5	KWL, Mark My Words, Mark Who, Question Mark Book Mark, Listening the first chapter of audio book	The Pearl: Chapter Five
	The Pearl: Chapter Six	
Week 6	KWL, Mark My Words, Mark Who, Question Mark Book Mark, Listening the sixth chapter of audio book	The Pearl: Chapter Six
	The Call of the Wild: Chapter One	
Week 7	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the sixth chapter of audio book	The Call of the Wild: Chapter One
	The Call of the Wild: Chapter Two	
Week 8	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the sixth chapter of	The Call of the Wild: Chapter Two
	The Call of the Wild: Chapter Three	
Week 9	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the sixth chapter of	The Call of the Wild: Chapter Three

	The Call of the Wild: Chapter Four	The Call of the Wild: Chapter Four
Week 10	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the fourth chapter of	KWL, Mark my words, Mark Who, Question Mark Book Mark Silent Reading of the Fourth Chapter
	The Call of the Wild: Chapter Five	The Call of the Wild: Chapter Five
Week 11	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the fifth chapter of	KWL, Mark my words, Mark Who, Question Mark Book Mark Silent Reading of the Fifth Chapter
	The Call of the Wild: Chapter Six	The Call of the Wild: Chapter Six
Week 12	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the sixth chapter of	KWL, Mark my words, Mark Who, Question Mark Book Mark, Silent Reading of the Sixth Chapter
	The Call of the Wild: Chapter Seven	The Call of the Wild: Chapter Seven
Week 13	KWL, Mark my words, Mark Who, Question Mark Book Mark, Listening the seventh chapter of	KWL, Mark my words, Mark Who, Question Mark Book Mark, Silent Reading of the Seventh Chapter

3.4 Materials and Instruments

In this study, we used;

- two audio books, “The Pearl” by John Steinbeck and “The Call of the Wild” by Jack London
- general reading comprehension achievement test and general listening comprehension skills scale were developed by the researcher himself. (The reliability and validity of these tests have been done),
- reading and listening comprehension tests developed for the books.

Table 0.6. Instruments of the Study

Groups	Pre- test	Post- test
Experimental	1, 2	1, 2, 3, 4
Control	1, 2	1, 2, 3, 4

1= General Reading Comprehension Achievement Test, 2= General Listening Comprehension Skills Scale, 3= Reading Comprehension Tests developed for the Novellas 4= Listening Comprehension Tests Developed for the Novellas

3.4.1 Audio books and Standard Books

In this experimental study which aims to identify the effectiveness of audio books on improving the reading and listening comprehension of randomly chosen books, we used two audio books. The audio books were chosen according to the level of the students randomly.

Figure 1, 2, 3, and 4 illustrates the cover pages of the standard and audio books.

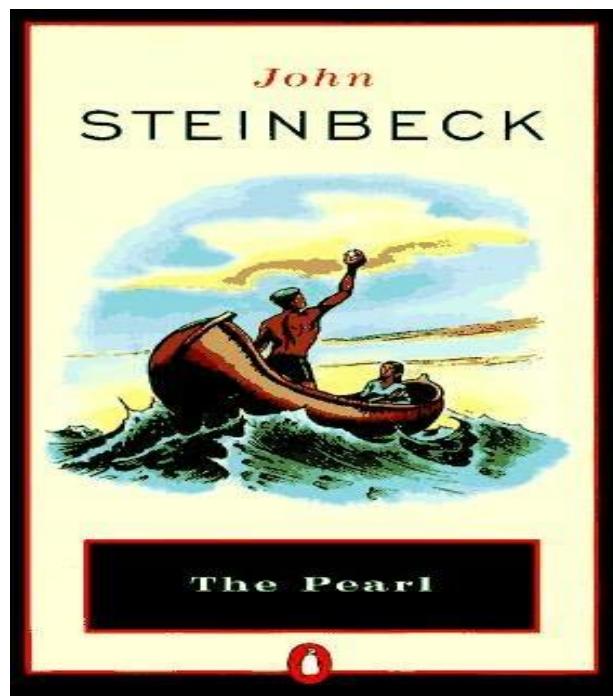


Figure 1. The Cover Page of the Standard Book: The Pearl

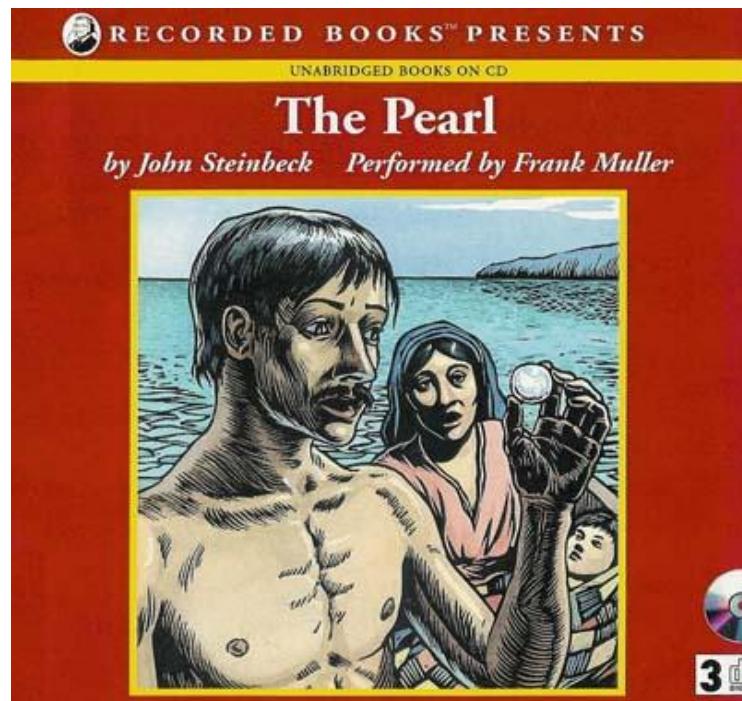


Figure 2. The CD Cover of the Audio Book: The Pearl

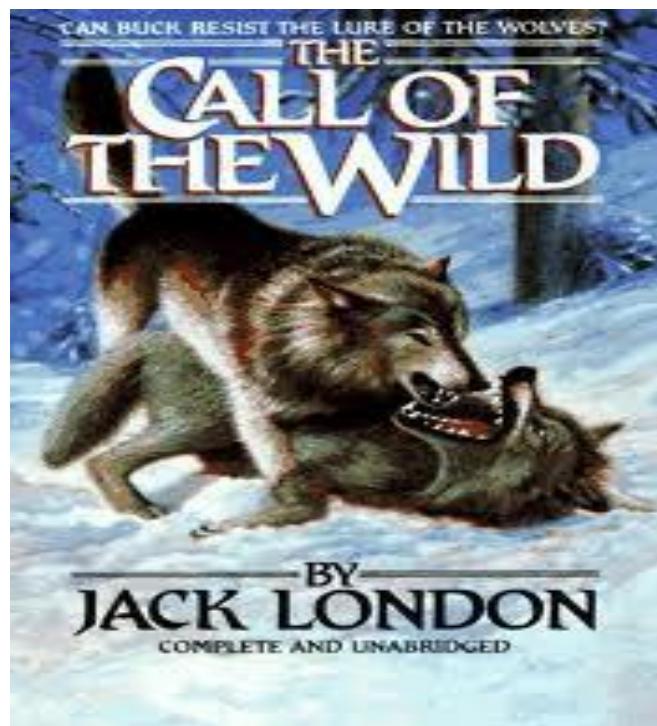


Figure 3. The Cover Page of the Standard Book: The Call of the Wild

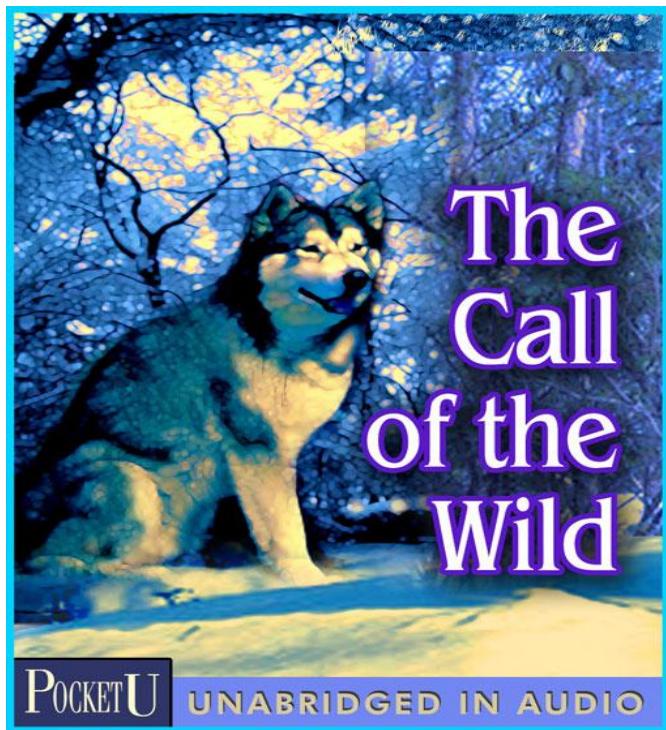


Figure 4. The CD Cover of the Audio Book: The Call of the Wild

3.4.2 General Reading Comprehension Achievement Test (GRCAT)

An achievement test was prepared, developed, and applied in order to collect data about the dependent variables, namely, general reading comprehension achievement and general listening comprehension skills). The four sub-skills of reading; vocabulary knowledge, general meaning, detailed meaning, and inferring - referring were taken into consideration. The gains are showed in a ‘table of specifications’ (Table 3.7) in order to supply the content validity of the items in the achievement test. In this way 24 multiple-choice questions were prepared. In this test we gave one to correct answers and zero to wrong answers. At this stage, we consulted experts of assessment, evaluation, and subject area. The test was administered to 259 students (98 sophomores, 91 juniors, 70 seniors) students prior to apply as a pre-test to participants of the study. After collecting data we carried out analysis for every item in the test. The questions, whose item difficulty index (P_j) is between 0,60 and 0,40 and whose item distinctiveness index(r_{jx}) is over 0,30, were directly put into the test. The items whose item difficulty indexes were around 0,35-,70 were included after conducting option analysis and taking expert opinions (Table 3.8). The last test, at the end of these procedures, was a 17 item with level of medium difficulty.

Then we checked out the achievement test's KR-20 reliability index. According to the test results of 259 students we found KR-20 reliability index as 0,92, which proves that the test is somewhat reliable (Tavşancıl, 2005). As a result, it is understood that the general reading comprehension achievement test can be used to measure general reading comprehension achievement of advanced level freshmen.

Table 0.7. General Reading Comprehension Achievement Test, Table of Specifications

Gain	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
Vocabulary	6						
General Meaning		4					
Detailed Meaning		4					
Inferring Referring				3			
Total	6	8		3			

We checked the content validity of the achievement test with the table of specifications after we excluded some items. The last version of table of specifications included at least two items from all gain areas. As a result, it is understood that the achievement test, developed in order to measure general reading comprehension achievement, secures content validity.

Table 0.8. Item Difficulty and Item Discrimination Indexes

Item No	Pj*	rjx**	Item No	Pj*	rjx**
i1	0,86	0,29	i10	0,54	0,34
i2	0,61	0,31	i11	0,35	0,35
i3	0,51	0,33	i12	0,72	0,35
i4	0,72	0,29	i13	0,47	0,32
i5	0,51	0,27	i14	0,58	0,41
i6	0,60	0,30	i15	0,49	0,40
i7	0,59	0,27	i16	0,65	0,32
i8	0,66	0,42	i17	0,70	0,37
i9	0,74	0,37			

*Item Difficulty Index, **Item Discrimination Index

3.4.3 General Listening Comprehension Skills Scale

The general listening comprehension skills scale was developed by the researcher in order to ensure that the general listening comprehension skills of experimental and control group are equal. This scale was administered as a pre and post-test before and after the execution of the study.

3.4.3.1 Developing the Scale

Exploratory and Confirmatory Factor Analysis were used to establish the validity and reliability of the general listening comprehension skills scale.

3.4.3.1.1 Exploratory Factor Analysis (EFA)

In order to validate the applicability of the scale, we evaluated the psychometric features such as Cronbach Alfa coefficients and structural validity. We conducted Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) for factorial structure and structural validity of the scale. According to Daniel (1989), exploratory factor analysis aims to explore factor structure, confirmatory factor analysis, on the other hand, tests the hypotheses as regards to relations between the variables. The quality of the test,

referred to as content validity, is assured by expert opinions of Selcuk University, A.K. Faculty of Education Faculty, English Language Teaching department's professors. In the direction of the opinions, a 23 item pre-test, intended for the gains of listening and note-taking, was developed. This pre-test was applied to 259 students: 98 Sophomore, 91 Junior, and 70 senior students. Each item is analyzed according to the received data. Items whose item difficulties (p_j) are between 0,60 and 0,40 and whose item discriminations (jjx) are over 0,30 were put in the test. The ultimate test is composed of 17 items and it is understood that STSS is a single-dimension scale with high validity and reliability levels. One can get a score between 0 and 11.

Table 0.9. Item Total Correlation

Item No	Item Total Corelation	Item No	Item Total Corelation
1	0,35	7	0,36
2	0,58	8	0,55
3	0,53	9	0,45
4	0,53	10	0,49
5	0,55	11	0,37
6	0,55		

*Item- Total correlation

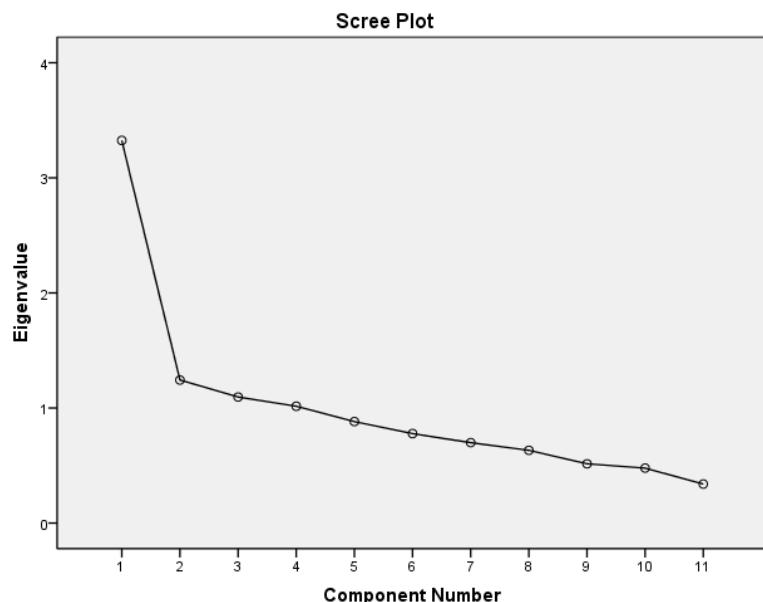


Figure 5. Eigen Value-Factor Graphic

The fastest salient decrease in eigen value-factor graphic was in the first factor, and it explains more than 30% of the total variance, which indicated that the scale has one factor (Büyüköztürk, 2011). This situation, which is explored with EFA, is tested with CFA .

Table 0.10. Component Matrix*

Item	Factor			
	1	2	3	4
Item 1	0,356	-0,375		0,617
Item 2	0,7	-0,423		
Item 3	0,605	-0,538		
Item 4	0,609		-0,52	
Item 5	0,621		-0,331	
Item 6	0,604			-0,302
Item 7	0,312		0,487	0,567
Item 8	0,656		0,346	
Item 9	0,395	0,417	0,32	
Item 10	0,631			
Item 11	0,372	0,5	-0,384	

* Items under the value of ± ,3 were not showed in the table.

Table 0.11. Rotated Component Matrix*

Item No	Factor No			
	1	2	3	4
Item 1				,654
Item 2		,795		
Item 3		,864		
Item 4	,756			
Item 5	,668			
Item 6	,482	,331	,344	
Item 7			,383	,752
Item 8			,649	
Item 9			,709	
Item 10	,447		,451	
Item 11	,624			

* Items under the value of $\pm ,3$ were not showed in the table.

The factor load point in the first factor of items in the test take values between 0.3331 and 0,864. After the rotation, the test is seen as two-dimensional. Yet as it can be seen in the eigen values-factor graphic, the fastest drop which is outstanding is in the first factor. If the items in the rotated principle components analysis unite in the general factor, it is agreed that rotated principle components analysis is a mathematical obliging (Smith 2000). The total variance that the first item explains in this rotated component matrix is %31. When %30 and more of the variance explained in single factorial scales, it is accepted satisfactory (Büyüköztürk, 2011).

3.4.3.1.2 Confirmatory Factor Analysis (CFA)

After exploratory factor analysis, the scale showed a single-dimension structure. The scale was administered to 259 students in order to control this structure and the one-dimension model was tested. After factor analysis, the obtained fit indexes and chi-square values are investigated. Confirmatory Factor Analysis results ‘goodness fit index statistics

which are done to find the fit between the GLCSS and collected data showed that the values are at satisfactory level. ($\chi^2=185,47$, $p=0,00$, $sd=44$, $\chi^2/sd=4.22$, RMSEA=.10, GFI=.90, AGFI=.85, TLI=.72) After investigating modification indexes, correlations between some items' errors are released. Hence, in this one-dimension factor model we released the correlations between 2-3, 4-5, and 8-9 items errors and repeat the CFA. According to the results of CFA we investigated the single-dimension factor model's fit indexes and found chi-square value as $\chi^2= 77,06$, $p=0.00$, $sd= 41$, $\chi^2/sd= 1,88$, which is significant. The model's fit indexes are: RMSEA=.05, GFI=.96, AGFI=.93, TLI=.92. The CFA results showed that the model is good fit (Hu and Bentler, 1999).

Table 0.12. The Statistical Values about Structural Equation Model's Fitting

Measurement	Good Fit	Satisfactory Fit	Model's Fit Indexes
(χ^2/sd)	≤ 3	$\leq 4-5$	1,79
RMSEA	$\leq 0,05$	0,06-0,08	0,05
GFI	$\geq 0,90$	0,89-0,85	0,96
AGFI	$\geq 0,90$	0,89-0,85	0,93
TLI	$\geq 0,95$	0,94-0,90	0,92

Kaynak: Hu and Bentler, 1999.

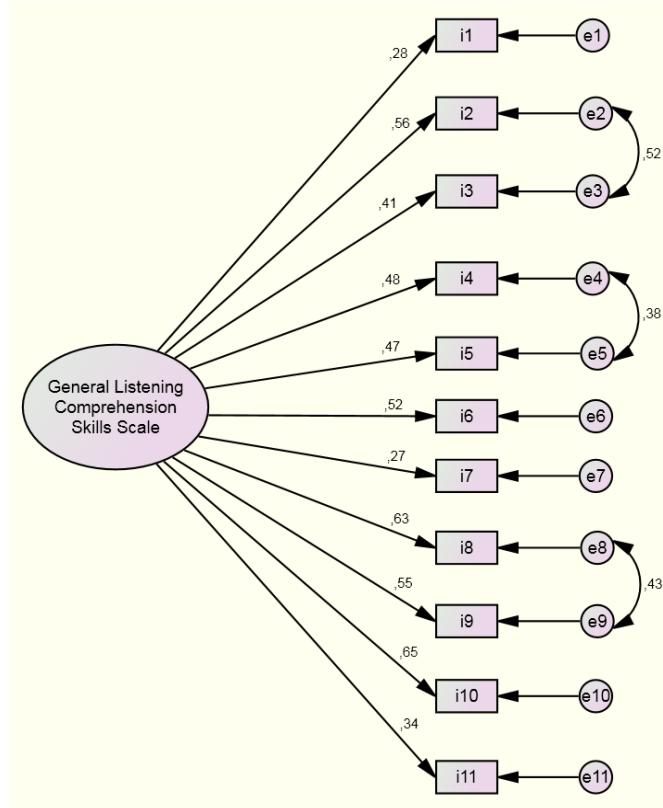


Figure 6. The Last View of GLCSS CFA Model

According to the results of DFA carried out after conducting the appropriate modification indexes, there is a noticeable increase in the single factorial model fit indexes (Table 3.12). According to the fit indexes obtained, the single factorial structure of Spatial Thinking Skill which is identified with the EFA Scale has been confirmed by CFA.

3.4.4 Reading Comprehension Tests Developed for the Books

According to Bernhardt (1998) there is no perfect assessment mechanism that measures all processes involved in reading comprehension. As every technique has its drawbacks, we used reading comprehension tests of books in order to measure and compare the students' reading comprehension and retention skills as well. The questions were from the novellas 'The Pearl' by John Steinbeck and 'The Call of the Wild' by Jack London. The tests include general, detailed meaning, true & false, and fill in the blanks questions. We administered the tests to six freshman students chosen randomly. The purpose of this pilot administration was to make sure that the questions were comprehensible for the freshmen students. The tests can be found in Appendices 3 and 4.

3.4.5 Listening Comprehension Tests Developed for the Books

We used listening comprehension tests of books in order to measure and compare the students' reading comprehension and retention skills. The questions were from the novellas 'The Pearl' by John Steinbeck and 'The Call of the Wild' by Jack London. The tests include general and detailed questions. To make sure that the questions were comprehensible for the freshmen students we administered the tests to 6 randomly chosen freshman students. The test questions and the audio transcripts can be found in Appendices 5 and 6.

3.5 Data Collection Procedures

The data collection process includes following steps:

- Developing reading comprehension achievement test
- Developing listening comprehension skills scale
- Preparing reading comprehension tests for 'The Pearl' by John Steinbeck and 'The Call of the Wild' by Jack London.
- Preparing listening comprehension tests for 'The Pearl' by John Steinbeck and 'The Call of the Wild' by Jack London.
- Reading comprehension achievement test and listening comprehension skills scale pre-test were applied to freshman students on September 27 2011.
- The experimental and control groups were composed according to the pre-test results on September 28.
- The reading and listening comprehension tests developed for 'The Pearl' were applied on November 9 2011.
- The reading and listening comprehension test developed for 'The Cal of the Wild' were applied on January 10 2012.

- Reading comprehension achievement test and listening comprehension skills scale post-tests were applied to freshmen students on September 27 2011.

3.6 Data Analysis

In this section, some information has been given about the statistical techniques used in order to solve the sub-problems. Before making the analyses, we investigated the data whether the point averages obtained from the tests show a normal distribution and whether there is a difference among the points' variance distribution. It was decided that applying Independent sample t tests and paired sample t tests to the findings in analyzing the data would be appropriate. SPSS 18.0 and AMOS 16.0 programmes were used in carrying out the analyses.

CHAPTER IV: FINDINGS and RESULTS

This section supplies the information about the statistical techniques analyses used in order to solve the sub-problems. The findings of the data were analyzed SPPS 18.0 and AMOS 16.0 programmes. We also used independent sample t- tests in order to analyze the differences between the control and experimental groups. We applied paired samples t- tests in order to determine the differences between the each group.

4.1 Results of Sub- Problem One

Sub-problem 1: Is there a significant difference between the pre and post-test general reading comprehension achievement test scores of the experimental group?

Table 0.1. Comparison of the General Reading Comprehension Achievement Pre-Test & Post-Test Results of the Experimental Group

Tests	N	x	ss	T	p
Pre-Test	32	7,75	2,97	5,36	,000
Post-Test	32	11,2	2,57		

We have compared general reading comprehension achievement test post-test mean scores of experimental group with paired samples t-test. The observed *p* was less than alpha ($\alpha=.05$); therefore, the results of the analysis reveal that the general reading comprehension post-test scores of experimental group are statistically significant different from the pre-test scores. In other words, the audio book used in the advanced reading class with the experimental group students contributed to the general reading comprehension achievement of advanced level freshmen.

4.2 Results of Sub- problem Two

Sub-problem 2: Is there a significant difference between pre and post-test general listening comprehension skills scale scores of the experimental group?

Table 0.2. Comparison of the General Listening Comprehension Skills Scale Pre-Test and Post-Test Results of the Experimental Group

Tests	N	x	ss	t	p
Pre-test	32	4,34	2,47	5,466	,000
Post-Test	32	6,53	2,39		

After comparing the general listening comprehension skills scale pre- test and post-test mean scores of experimental group with paired samples t-test, we have found that the general listening comprehension skills scale post-test mean scores of experimental group show statistically significant difference from the pre-test scores. In other words, we see that the audio books used in the Advanced Reading class with the experimental group students contributed positively to students' general listening comprehension skills.

4.3 Results of Sub-problem Three

Sub-problem 3: Is there a significant difference between the pre-test and post-test general reading comprehension achievement test scores of the control group?

Table 0.3. Comparison of the General Reading Comprehension Achievement Pre-Test and Post-Test Scores of Control Group Students

Tests	N	x	ss	t	p
Pre-Test	34	8,29	3,681	-3,026	,005
Pos-Test	34	10,62	2,686		

We have compared general reading comprehension post-test mean scores of control group with paired samples t-test. The results of the analysis affirm that the general reading comprehension post-test scores of control group show a statistically significant

difference from pre-test scores. In other words, the use of standard books alone contributed to general reading comprehension achievement of control group students.

4.4 Results of Sub- problem Four

Sub-problem 4: Is there a significant difference between the pre-test and post-test general listening comprehension skills scale scores of the control group?

Table 0.4. Comparison of the General Listening Comprehension Skills Scale Pre-Test and Post-Test Scores of Control Group Students

Tests	N	x	ss	t	p
Pre-Test	34	4,56	2,351	-1,199	,239
Post-Test	34	4,94	2,131		

We compared general listening comprehension pre-test and post test mean scores of the control group with the paired samples t-test. The results of the analysis showed that the general listening comprehension post-test scores of the control group illustrate a statistically insignificant difference. In other words, the standard books used in the Advanced Reading classes with the control group did not contribute to the general listening comprehension skills of students.

4.5 Results of Sub- problem Five

Sub-problem 5: Is there a significant difference between the post-test general reading comprehension achievement test results of the experimental and control groups?

Table 0.5. Comparison of the General Reading Comprehension Achievement Test Post-Test Results of Control and Experimental Group Students

	Groups	N	x	Ss	t	p
Post Test	Control	34	10,62	2,69	-1,716	,091
	Experiment	32	11,72	2,52		

We compared general reading comprehension achievement test post-test mean scores of the groups with independent samples t-test. The results of the analysis reveal that the general reading comprehension post-test scores of groups show statistically insignificant difference. In other words, the materials we have used to improve the reading comprehension skills of the students have had comparable effects on their reading comprehension.

4.6 Results of Sub- problem Six

Sub-problem 6: Is there a significant difference between the post-test listening comprehension skills scale results of the experimental and control groups?

Table 0.6. Comparison of the General Listening Comprehension Skills Scale Post-Test Result of Control and Experimental Group Students

Post-Test	Groups	N	x	S _s	t	P
Listening	Control	34	4,94	2,131	-2,861	,006
	Experimental	32	6,53	2,369		

We compared general listening comprehension post-test mean scores of groups with independent samples t-test. The analysis indicates that the general listening comprehension post-test scores of the experimental group is statistically significantly higher than the scores of control group. In other words, we see that the use of audio books in advanced reading classes contributed to the general listening comprehension skills of students

4.7 Results of Sub- problem Seven

Sub- problem 7: Is there a significant difference between the control and experimental group students' results of the tests developed for the novellas?

In this study, we used two audio books and two standard books. Table 4.7 shows the reading and comprehension test results of groups taken from ‘The Pearl’. Table 4.8

illustrates the reading and listening comprehension test results of the ‘The Call of the Wild).

4.7.1 The Effects of Audio Books on the Reading and Listening Comprehension of the novella “The Pearl” by John Steinbeck

Table 0.7. Reading and Listening Comprehension Post-Test Scores of Control and Experimental Group Students

Tests	Groups	N	X	ss	t	p
The Pearl Reading	Control	34	54,91	12,117		
	Experimental	32	54,44	10,613	,169	,866
The Pearl Listening	Control	34	34,91	17,580		
	Experimental	32	47,28	20,447	-2,628	,011

We have compared reading and listening comprehension test results of “The Pearl” post-test mean scores of control and experimental group students with independent samples t-test. The results of the analysis prove that the reading comprehension test scores of the groups do not show a significant difference ($p>0,05$). On the other hand, the listening comprehension test scores of experimental group students are statistically significantly higher than the scores of control group students ($p<0,05$). So, we can say that the audio of the Pearl enabled students to have a better comprehension of listening.

4.7.2 The Effects of Audio Books on the Reading and Listening Comprehension of the novella“ The Call of the Wild” by Jack London

Table 0.8. Comparison of Reading and Listening Comprehension Test Scores of Control and Experimental Group Students (The Call of the Wild)

Tests	Groups	N	X	ss	t	p
Listening	Control	34	39,4706	15,96062		
	Experiment	32	45,1875	21,31551	-1,238	0,22
Reading	Control	34	40,18	12,27		
	Experiment	32	40,63	10,25	-0,162	0,872

We have compared reading and listening comprehension post-test mean scores of the control and experimental groups with independent samples t-test. According to the results of the analysis, the reading and listening comprehension test scores of control and experimental group students do not show a significant difference ($p>0,05$). In other words, the standard and audio books had similar effects on reading and listening comprehension of “The Call of the Wild”

CHAPTER V: CONCLUSION

In this part of the study we discuss the findings of the study in light of the research questions and mention the pedagogical implication as well as the suggestions for further research.

5.1 Findings and Discussion

This study, conducted over a thirteen-week period with the participants of 66 advanced level freshman students at Selcuk University, A.K. Faculty of Education, ELT department, investigated the effects of audio books on general reading comprehension achievement and general listening comprehension skills. The study also explored the effectiveness of audio books on the reading and listening comprehension of randomly chosen novellas: ‘The Pearl’ by John Steinbeck and ‘The Call of the Wild’ by Jack London. In this chapter, we will answer the questions of this study and discuss the findings in the light of the relevant literature.

Our first sub- problem was: “the difference between pre-test & post-test general reading comprehension achievement test scores of experimental group students.” This question was answered via quantitative data gathered from the general reading comprehension achievement test applied as a pre and post-test to experimental group students. The results of the data analysis with paired samples t-test revealed that there is a statistically significant difference between the performances of experimental and control group students. Related with the results of this research question, we conclude that using audio books in advanced level EFL classes improves general reading comprehension achievement of freshmen. This result confirms some previous studies’ results which observed improvements in reading comprehension thanks to audio books (Koskinen, et al. 2000; Taguchi, Takayasu-Maas and Gorsuch, 2004). In this study we concentrated on four sub-skills of reading comprehension. These were: vocabulary, general meaning, detailed meaning, and inferring-referring. These questions evaluated the knowledge, comprehension, and analysis levels of Bloom’s taxonomy (Bloom, et al., 1956). The results of present study revealed that audio books can be used to increase vocabulary

knowledge (Harris, 2001; O'Day, 2002), improve understanding general and detailed meaning (Türker, 2010), and develop inferring-referring abilities (Brown, 2002).

The second sub-problem of the study investigated: "the difference between pre-test & post-test general listening comprehension skills results of the students in the experimental group". After analyzing the quantitative data of this problem, we found that the experimental group students had statistically significant development in general listening comprehension skills after reading and listening simultaneously for thirteen weeks. In other words, we found that reading and listening at the same time in advanced level reading classes develops students' general listening comprehension skills. Other literature also supports the findings of this sub-problem (Jakobs, 2006).

Our third sub-problem aimed to determine the difference between pre-test and post-test general reading comprehension achievement scores of the control group students. The data was gathered through post-test general reading comprehension achievement test. The results of data analysis proved that the control group students who read the standard books also improved their reading comprehension achievement. We also found statistically significant difference between pre and post-test reading comprehension achievement test results of the experimental group. We then looked for the extent of the difference between the control and experimental group students. The results show that the difference between experimental group's results is higher than the difference between the control group's results. Still, we found that the standard book helped students to improve their reading comprehension achievement.

For the sub-problem four, which was searching the "difference between pre-test and post-test general listening comprehension skills scores of control group students", we run paired samples t-test and found that there is no statistically significant difference between pre and post-test results of control group students. This sub-problem was developed in order to determine if audio books were really the source of a potential improvement in general listening comprehension skills of the experimental group.

Our fifth sub-problem sought to explore the "difference between the post-test general reading comprehension achievement test results of experimental and group students". We analyzed the difference with independent samples t-test. The results of the analysis showed that there is no statistically significant difference between the control and

experimental groups. As explained above, the results of sub-problem three proved that standard books contributed to general reading comprehension achievement. When the results of the sub-problem five and sub-problem three are compared, we see that they support each other.

Our sixth sub-problem investigated “the difference between the post-test general listening comprehension skills scale test results of the control and experimental group students”. We compared the difference with independent samples t-test and found that the experimental group students’ results are statistically significantly higher than control group students. This finding will contribute to the relevant literature because the effectiveness of audio books on general listening comprehension has not yet been explored in Turkey.

Our seventh and last sub-problem was the “difference between the control and experimental group students’ results of the tests developed for the novellas”. The aim of constructing this sub-problem was to compare general reading and listening comprehension and reading and listening comprehension of books which were chosen considering the level of students.

For the first part of sub- problem seven, we analyzed the results of the test results of the novella “The Pearl” by John Steinbeck. The results of the independent samples t-test showed that the reading comprehension test results of groups did not show a statistically significant difference. Sub-problem five intended to determine the general reading comprehension achievement test post- test results of the experimental and control group students. The results of this sub-problem proved that there is no statistically significant difference between the groups. So, the results of sub-problem 5 and 7 support each other. However, when we compared listening comprehension test results of the groups, we have found that experimental group’s post-test results are statistically significantly higher than control group. So, the audio of “The Pearl” helped students to get higher results in reading and listening comprehension. The findings of the current study are in parallel to the findings of the earlier research suggesting that audio books have positive effects on comprehension of selected books (Türker, 2010) and suggest that audio books improve listening comprehension (Jakobs, 2006). Similarly, Taguchi, Takayasu Maas and Gorsuch (2004) found that taped books were effective in improving comprehension of the students.

The second part of sub-problem seven investigated the difference between post-test reading and listening comprehension test results of “The Call of the Wild” by Jack London. The independent samples t- test shows that there is not a statistically significant difference between the groups. We have not found any difference between the groups but still we observed that audio books were equally effective with standard books in terms of reading and listening comprehension of the book. Based on the classroom observations of the researchers, we can say that ‘The Call of the Wild’ was much more difficult than ‘The Pearl’. Hence, we can conclude that if the book is too much above the level of students, the effects of audio books decrease.

By determining the effectiveness of audio books on the general reading and listening comprehension of advanced level freshmen, this empirical study contributed to the related literature about audio books. In the literature there was not a study on the effects of audio books on advanced level students’ reading and listening comprehension. The findings of this study allow us to draw some conclusions with pedagogical implications.

5.2 Pedagogical Implications

The main conclusion of this research is that audio books have significant contributions on both the general reading comprehension achievement and general listening comprehension skills of advanced level ELT freshman students. Therefore, when considering the practical implications of this study, we conclude that audio books can be used as supportive materials in advanced reading and listening classes. In other words, these findings could be used to encourage teachers to use audio books in University EFL context. While planning the syllabus of the advanced reading or listening class, audio books can replace standard books. Although the lengths of audios of in this study were over three hours, students still enjoyed listening to them while following with their eyes.

The existing literature on audio books and this study itself prove that audio books can be used with students at all proficiency levels. This study focuses on using audio books in advanced level classes. The selection of audio books is a crucial decision. The quality of the audio, the tone and pace of narrators, and difficulty of books should be taken into consideration. Also, the audio book should not be far beyond level of the students. When we take all above mentioned issues, it would be great to give students the chance to select

their audio books themselves. An institutional membership to www.audible.com, a widely used audio book site, would greatly facilitate this. Upon analyzing the data and the observation of the researcher, some practical applications were developed.

5.3 Practical Applications of Findings

The findings of our study allow us to make suggestions for practical application in an educational setting as well as for future research.

5.3.1 Suggestions for Students and Teachers

1. Teachers should supply audios of the books or some news or stories they use in the classroom as the written text is much more effective when accompanied with audio.
2. Based the results of sub-problem one, two, and six the audio books may both be used in reading and listening classes as well as outside the classrooms.
3. Students and teachers may use the following resources for audio books:
 - www.audible.com,
 - www.audiobooksforfree.com,
 - www.audiofilemagazine.com,
 - www.audiopub.org,
 - Download-Free-Audio-Books.com/Audio,
 - www.GetAudioBooksOnline.com,
 - http://www.jiggerbug.com,
 - www.librivoks.com,
 - www.recordedbooks.com,
 - www.readingrockers.org,

5.3.2 Suggestions for Researchers

1. In this study, we analyzed the effects of audio books on general reading comprehension achievement and general listening comprehension skills. Future studies may focus on general reading comprehension skills.
2. This study also focused on determining the effects of audio books on reading and listening comprehension of two selected books. The books used in this study were novellas and both were missing music. In future, the effects of music on audio books may be explored.
3. As the male and female students' reading and listening habits may show diversity, the attitudes of male and females students' towards audio books may be searched. Also, the level of effectiveness of gender difference may be studied.
4. This study has focused on quantitative data about the contributions of audio books to advanced level freshmen. A future study may collect qualitative data by investigating students' attitudes towards using audio books in advanced level university classes.
5. Future researchers may analyze advanced level students' views and attitudes via a qualitative study.
6. Effects of audio books on foreign language skills but especially on speaking and pronunciation might be studied.

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APPENDICES

7.1 APPENDIX 1: GENERAL READING COMPREHENSION ACHIEVEMENT TEST

Read the Following Passages And Answer the Questions Below

A. Worrying About Wireless

ALTHOUGH the myth that mobile phones cause cancer has been laid to rest, an **implacable** minority remains convinced of the connection. Their fears have been aggravated of late by bureaucratic bickering at the World Health Organization (WHO). Let it be said, once and for all, that no matter how powerful a radio transmitter—whether an over-the-horizon radar station or a microwave tower—radio waves simply cannot produce ionizing radiation. The only possible effect they can have on human tissue is to raise its temperature slightly.

In the real world, the only sources of ionizing radiation are gamma rays, X-rays and extreme ultra-violet waves, at the far (i.e., high-frequency) end of the electromagnetic spectrum—along with fission fragments and other particles from within an atom, plus cosmic rays from outer space. These are the **sole** sources energetic enough to knock electrons out of atoms—breaking chemical bonds and producing dangerous free radicals in the process. It is highly reactive free radicals that can damage a person’s DNA and cause mutation, radiation sickness, cancer and even death.

By contrast, at their much lower frequencies, radio waves do not pack anywhere near enough energy to produce free radicals. The “quanta” of energy (i.e., photons) carried by radio waves in, say, the UHF band used by television, Wi-Fi, Bluetooth, cordless phones, mobile phones, microwave ovens, garage remotes and many other household devices have energy levels of a few millionths of an electron-volt. That is less than a millionth of the energy needed to cause ionization.

All of which leaves doctors more than a little **puzzled** as to why the WHO should recently have reversed itself on the question of mobile phones. In May the organization’s International Agency for Research on Cancer (IARC) voted to classify radio-frequency

electromagnetic fields (i.e., radio waves) as “a possible carcinogenic to humans” based on a perceived risk of gliom, a malignant type of brain cancer.

(Retrieved on 26.08.2011 from <http://www.economist.com/node/21527022>)

1. According to paragraph 2, which of the following is not a kind of ionizing radiation?

- Cosmic rays from outer space
- Gamma rays
- Radio waves
- Ultra-violet waves

2. “sole” in paragraph 2 means...

- only
- similar
- single
- unconnected

3. It is clear in the passage that ...

- Cell phones may cause cancer
- Free radicals are the main reason for the cancer
- Most of the doctors believe cell phones causes brain cancer
- Most of the household may cause ionization

4. Puzzled in paragraph 4 is closest in meaning to...

- confused
- deceived
- deluded
- surprised

5. Implacable in paragraph 1 is closest in meaning to...

- unappeasable
- tender
- stubborn
- invincible

6. It can be understood from the passage that

- All devices used at home cannot cause electromagnetic field.
- Cell phones are not reason of brain cancer.
- The idea that cell phones cause cancer is myth.
- There is still worry about whether cell phones cause cancer or not.

B. Tracking the Flight of Birds, With Tiny Backpacks

Birds are famous for airborne speed and endurance. Some have been clocked flying 60 miles per hour or more. Others make annual migrations from Alaska to New Zealand, nonstop. But for scientists, tracking birds as they perform those feats has been an intractable problem. Now researchers think they have cracked it with a **novel** device — a tiny bird backpack that contains sophisticated sensors and weighs less than a dime.

The new technology has opened up vast new possibilities for bird researchers. Already, it is **yielding** surprising findings — for example, that some birds fly even faster than previously thought. But its real importance, biologists say, is the opportunity to unlock mysteries of bird migration that could help preserve species threatened by habitat loss and climate change.

The tracking system relies on instruments called solar geolocators that collect and store data on where the birds are in relation to the sun. Researchers remove the sensors, download the information and calculate where the birds were, and when they were there. Bird migration is a subject of fascination for scientists and the public alike. Jacques Perrin's 2003 film, "Winged Migration," which used remote control gliders and ultra light aircraft to follow birds as they traveled the globe, attracted a large **cult following**. But while much is known about where birds nest and where they spend the winter, figuring out

how they get from point A to point B has been a challenge that, over all, researchers have been unable to meet, especially for small species like songbirds...

In the summer of 2007, the researchers used nets to trap birds in Pennsylvania and apply the sensors. They made sure the birds were flying, eating, caring for young and otherwise acting normally. Then they sat back and waited for the birds to head south — and then return. On April 25 last year, the first bird with a geolocator returned to Pennsylvania. “It seemed almost a miracle,” Dr. Stutchbury said. Analyzing the sensor data, the researchers found that their birds flew two to six times faster going north than south — up to about 370 miles in a day, which she said was much faster than had been thought. A female martin flew almost 5,000 miles in 13 days, including 4 stopover days. For these birds, the Yucatan Peninsula was an important stopover point. Identifying important migratory stopovers will be an important benefit of the technology.

(Retrieved on 01.09.2011 from
<http://www.nytimes.com/2009/02/13/science/earth/13webbirds.html?ref=birds>)

1. “novel” in paragraph 1 is closest in meaning to...

- Docile
- Familiar
- Ordinary
- Original

2. It can be concluded from paragraph 2 that...

- The new technology contradicted the former methods.
- The new technology helped birds to fly faster
- The new technology is not only important for knowledge about birds but also crucial for bird habitat.
- The new technology’s chief aim is changing some prior thought

3. “yielding” in paragraph 2 means ...

- Accompanying
- Exceeding
- Orientating
- Producing

4. Why does the author give the example of songbirds in paragraph 3?

- exemplify the benefits of sensors mentioned beforehand.
- give an example about a challenge that scientists face due to the size of the birds.
- show that songbirds are too small to migrate
- talk about the places they live more easily.

5. “cult following” in paragraph 3 is closest in meaning to....

- Big support
- Chasing carefully
- Grouping orderly
- Large audience

6. In paragraph 3, we understand that the function of tracking system is

- Collecting and storing data about the bird’s whereabouts.
- Collecting and storing data about the distance from point A to point B.
- Forwarding the date about the bird’s routes to the computers.
- Giving opportunities to scientist observing songbirds’ movement.

7. It can be inferred from the paragraph 4 that researchers made sure the birds acted normally in order to..

- Apply the sensors easily.
- Make sure the birds were flying
- Make sure the results of the research are reliable.
- Make sure the sensors wouldn’t be affected by external effects.

8. It can be inferred about the stopovers from the paragraph 4 that...

- They are the places where scientists copy information from the sensors
- They haven't got any scientific value.
- Yucatan Peninsula is located in the middle of migrant birds' route.
- Yucatan Peninsula might be the convenient stopover for the migrant birds.

9. What is mainly discussed in the passage?

- A tracking method that helps scientist to enlighten immigration process.
- Both scientists and public's interest about the myth of bird migration.
- Jacques Perrin's 2003 film, "Winged Migration,"
- The strength of birds during migration.

10. The author implies that the new technology used for tracking birds

- is going to give more information about bird migration.
- is no longer necessary because everything is learned about migration.
- is the first and last method to track birds.
- is very useful but as it is very big there occurs some problems with small birds.

11. Which of the following is not true about the migratory birds?

- All the birds are threatened by habitat loss and climate change.
- People do not like movies about the birds.
- Some of them have stopover points during migration.
- They can fly long distances

7.2 APPENDIX 2: GENERAL LISTENING COMPREHENSION SKILLS SCALE

A. Note Taking Test

On this part of the test, you will listen to radio news about a recent research on different accents in English. On the first part you will write down notes based on the themes given while listening. Then you will answer the questions based on the notes you take. Your notes will not be scored and you will listen to the news only once.

Take down notes about the following themes

1. Steven Weinberger's students and research interests

2. Data collection of the study.

3. Paragraph used

4. Recordings online_The Speech Accent Archive

5. Peoples' ideas about the archive

6. Visitors of the website of the archive

7. Searching the archive

8. Finishing the archive

Answer the Following Questions based on your notes.

1. What kinds of research interests do the students of Steven Weinberger have?

2. Complete the sentence below:

Weinberger sent the students out to recordspeakers and they compared those speakers to each other and to speakers of English.

3. What are the two features of the paragraph given to the speakers?

a).....

b).....

4. Why does the professor put the recordings online?

5. How could the archive be better according to some people?

6. Who are the most frequent visitors of the website of the archive? Write 3 of them.

a).....

b).....

c)

7. What are two common tools to search within the archive online?

a).....

b).....

8. Why does the professor think that the archive will never be finished?

TRANSCRIPT OF THE LISTENING COMPREHENSION SKILLS SCALE

An Archive of English, Spoken in Many Different Accents

Steven Weinberger is the director of linguistics in the English Department at George Mason University in Fairfax, Virginia. Professor Weinberger says students in his beginning phonetics class are mostly interested in teaching English as a second language. They wanted to study how non-native speakers pronounce different sounds.

STEVEN WEINBERGER: "So we sent the students out to record non-native speakers, and we compared those speakers to each other and to native speakers of English."

Professor Weinberger wrote a paragraph for all of the speakers to read. The paragraph uses common words but contains almost all of the sounds used in English. Here is that sixty-nine-word paragraph read by our own Bob Doughty:

BOB DOUGHTY: "Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station."

In nineteen ninety-nine, Professor Weinberger put the recordings online. The Speech Accent Archive is for anyone who wants to compare and analyze the accents of different English speakers.

For example, here is a thirty-two-year-old Iraqi man:

IRAQI MAN: "Please call Stella. Ask her to bring these things with her from the store."

And here is a twenty-three-year-old woman from Eritrea:

ERITREAN WOMAN: "Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob."

Some people think the archive would be better if it included natural speech -- people talking freely, not just reading the same words. Professor Weinberger recognizes the strengths and weaknesses of his site.

STEVEN WEINBERGER: "The biggest plus, of course, is that it is so uniform that you can immediately compare a Kiswahili speaker to a native English speaker. But the downside is that a less-than-skilled reader will have difficulties with the paragraph that might not demonstrate their true phonetic abilities."

People often use sounds from their first language until they can reproduce the ones used in the language they are learning.

Professor Weinberger says the site gets a million visits a month.

STEVEN WEINBERGER: "We get notices from speech pathologists, from computational engineers who do speech processing, from PhD students who want to do research on bias and accent judgments, from actors who need to learn a special part." The archive contains more than one thousand five hundred recordings. These can be searched many ways, including by place of birth and the age at which the speaker began to learn English.

Professor Weinberger would like more people to send in their own samples of the sixty-nine-word paragraph.

STEVEN WEINBERGER: "Right now we only have samples from about three hundred fifty languages, including English. You know, there are six thousand languages in the world today, so we need lots more. That's why the archive work will never be finished."

Retrieved on 02.09.2011 from:

<http://www.voanews.com/learningenglish/home/education/Speech-126723748.html>

7.3 APPENDIX 3: THE READING COMPREHENSION TEST FOR THE FIRST NOVELLA: "THE PEARL" by JOHN STEINBECK

A. Answer following questions about the novella.

1. “ ‘Open it’ ” Who said this sentence. Tell the story of this sentence.
2. “Sometimes it rose to an aching chord that caught the throat, saying this is safety, this is warmth, this is the Whole.” Where and in which circumstance this sentence occur in the book?
3. Write Kino’s plans for the Pearl?
4. Why buyers of pearls offered low amount money to Kino for the pearl?
5. What happened to Kino’s canoe? How did he react?
6. In chapter 5 Kino says that he is like leprosy? Why Kino said this? "I do not want to bring danger to you
7. What did Kino finally do with the pearl?

B. Write the name of the songs in the table below according to the novella.

Event	Name of the Song
When Kino sees the scorpion he hears	10.
When the scorpion stings the baby Kino hears	11.
When Kino goes pearl hunting, he always hears	12.
When Kino awakes at the beginning of the story he hears	13.

C. Indicate whether the following statements are True (T), False (F), or Not Stated (NS) in the novella?

14. _____ Everybody in the town shared Kino’s and his family’s joy.
15. _____ It is clearly stated in the novella that Coyotito fully recovered.
16. _____ When the doctor hears the news he decides to make Coyotito’s condition worse in order to persuade Kino about taking care of the baby.
17. _____ Kino begins to hear the "Evil Song" whenever he thinks about the pearl.
18. _____ Dark people attacked Kino’s brush house both before and after talking to the dealers.

19. ____ Juan Tomas and Apolonia refuse to hide Kino's family.

20. ____ Doctor's servant did not give back the 8 small pearls.

21. ____ Dealers all work together to cheat Kino.

D. Write the name of the character who owns following quotation in the novella.

22. "It would be a shame to have it stolen before you could sell it," (.....)

23. "I am a man" (.....)

24. "I don't know," said the watcher. "It sounded like a cry, almost like a human - like a baby."(.

25. "If it's a coyote, this will stop it," (.....)

26. "Then we will go to him." (.....)

27. "It will destroy us all" (.....)

E. Complete the sentences according to the novella.

28. The author compares Kino's village to an animal because ...

29. Kino says he wants to buy a gun. Because a gun is ...

30. The townspeople follow Kino into town on his journey to see....

31. Kino realizes that the old life was gone forever for him after ...

7.4 APPENDIX 4: THE LISTENING COMPREHENSION TEST FOR THE FIRST NOVELLA: “THE PEARL” by JOHN STEINBECK**A. LISTEN TO THE AUDIO AND FILL IN THE BLANKS.**

1. A town resembles to a colonial animal because..

- a.
- b.
- c.
- d.

2. News seems to move faster than...

- a.
- b.

3. When the news came to the priest he was

.....and thought certain
repairs.....

4. When the news came to the shopkeepers, and they looked
at.....

5. When the news came to the doctor, he

6. The doctor looked past his and saw himself sitting in a
restaurant in Paris and a waiter was just opening

7. The news came early to the beggars in front of the church, and it made them
..... a

little with pleasure, for they knew that there is no in the world like a
poor man

who is suddenly lucky.

8. They waited in their chairs until the pearls came in, and then they.....and fought and shouted and until they reached the lowest price the fisherman would stand.

9. When the news came to pearl buyers they.....

B. ANSWER FOLLOWING QUESTION ACCORDING TO THE AUDIO YOU WILL LISTEN.

1. What was the one defense Kino's people had learned?

2. Why the gathering procession was solemn?

3. Give details about the procession that started with leaving the brush huts?

4. What did pearl buyer's do before Kino come?

5. How were the face and eyes of stout man?

6. What had he placed this morning?

7. Describe the stout man?

8. Until when the fingers of man worked faster and faster?

TRANSCRIPT OF PART A:

A town is a thing like a colonial animal. A town has a nervous system and a head and shoulders and feet. A town is a thing separate from all other towns, so that there are no two towns alike. And a town has a whole emotion. How news travels through a town is a mystery not easily to be solved. News seems to move faster than small boys can scramble and dart to tell it, faster than women can call it over the fences. Before Kino and Juana and the other fishers had come to Kino's brush house, the nerves of the town were pulsing and vibrating with the news - Kino had found the Pearl of the World. Before panting little boys could strangle out the words, their mothers knew it. The news swept on past the brush houses, and it washed in a foaming wave into the town of stone and plaster. It came to the priest walking in his garden, and it put a thoughtful look in his eyes and a memory of certain repairs necessary to the church. He wondered what the pearl would be worth. And he wondered whether he had baptized Kino's baby, or married him for that matter. The news came to the shopkeepers, and they looked at men's clothes that had not sold so well. The news came to the doctor where he sat with a woman whose illness was age, though neither she nor the doctor would admit it. And when it was made plain who Kino was, the doctor grew stern and judicious at the same time. "He is a client of mine," the doctor said. "I am treating his child for a scorpion sting." And the doctor's eyes rolled up a little in their fat hammocks and he thought of Paris. He remembered the room he had lived in there as a great and luxurious place. The doctor looked past his aged patient and saw himself sitting in a restaurant in Paris and a waiter was just opening a bottle of wine. The news came early to the beggars in front of the church, and it made them giggle a little with pleasure, for they knew that there is no alms giver in the world like a poor man who is suddenly lucky. Kino has found the Pearl of the World. In the town, in little offices, sat the men who bought pearls from the fishers. They waited in their chairs until the pearls came

in, and then they cackled and fought and shouted and threatened until they reached the lowest price the fisherman would stand. But there was a price below which they dared not go, for it had happened that a fisherman in despair had given his pearls to the church. And when the buying was over, these buyers sat alone and their fingers played restlessly with the pearls, and they wished they owned the pearls. For there were not many buyers really - there was only one, and he kept these agents in separate offices to give a semblance of competition. The news came to these men, and their eyes squinted and their finger-tips burned a little, and each one thought how the patron could not live forever and someone had to take his place. And each one thought how with some capital he could get a new start.

TRANSCRIPT OF PART B:

The brothers, as they walked along, squinted their eyes a little, as they and their grandfathers and their great-grandfathers had done for four hundred years, since first the strangers came with argument and authority and gunpowder to back up both. And in the four hundred years Kino's people had learned only one defense - a slight slitting of the eyes and a slight tightening of the lips and a retirement. Nothing could break down this wall, and they could remain whole within the wall.

The gathering procession was solemn, for they sensed the importance of this day, and any children who showed a tendency to scuffle, to scream, to cry out, to steal hats and rumple hair, were hissed to silence by their elders. So important was this day that an old man came to see, riding on the stalwart shoulders of his nephew. The procession left the brush huts and entered the stone and plaster city where the streets were a little wider and there were narrow pavements beside the building. And as before, the beggars joined them as they passed the church; the grocers looked out at them as they went by; the little saloons lost their customers and the owners closed up shop and went along. And the sun beat down on the streets of the city and even tiny stones threw shadows on the ground.

The news of the approach of the procession ran ahead of it, and in their little dark offices the pearl buyers stiffened and grew alert. They got out papers so that they could be at work when Kino appeared, and they put their pearls in the desks, for it is not good to let an inferior pearl be seen beside a beauty. And word of the loveliness of Kino's pearl had come

to them. The pearl buyers' offices were clustered together in one narrow street, and they were barred at the windows, and wooden slats cut out the light so that only a soft gloom entered the offices.

A stout slow man sat in an office waiting. His face was fatherly and benign, and his eyes twinkled with friendship. He was a caller of good mornings, a ceremonious shaker of hands, a jolly man who knew all jokes and yet who hovered close to sadness, for in the midst of a laugh he could remember the death of your aunt, and his eyes could become wet with sorrow for your loss. This morning he had placed a flower in a vase on his desk, a single scarlet hibiscus, and the vase sat beside the black velvet-lined pearl tray in front of him. He was shaved close to the blue roots of his beard, and his hands were clean and his nails polished. His door stood open to the morning, and he hummed under his breath while his right hand practiced legerdemain. He rolled a coin back and forth over his knuckles and made it appear and disappear, made it spin and sparkle. The coin winked into sight and as quickly slipped out of sight, and the man did not even watch his own performance. The fingers did it all mechanically, precisely, while the man hummed to himself and peered out the door. Then he heard the tramp of feet of the approaching crowd, and the fingers of his right hand worked faster and faster until, as the figure of Kino filled the doorway, the coin flashed and disappeared.

7.5 APPENDIX 5: THE READING COMPREHENSION TEST FOR THE SECOND NOVELLA: “THE CALL OF THE WILD” by JACK LONDON

A. Answer the following question according to the novella.

1. Which primordial laws did Buck learn?
2. In a bleak and miserable camp on the shore of Lake Le Barge, Buck returned to his nest after finishing his ration. What happened next?
3. How could Thornton pay his debts?
4. When the team of dogs refused to move, what did Hal do and what did Buck do?
5. When and how Buck finally answered the call of the wild?

B. Compare the old Buck and the new Buck in terms of appearance and character.

Old Buck	New Buck
1) 2) 3) 4) 5) 6) 7) 8)	1) 2) 3) 4) 5) 6) 7) 8)

C. Fill in the table according to in terms of appearance and character.

Joe	Billee	Sol-leks	characters	Spitz	Dave	Buck
			<i>*sled dog * being alone</i> <i>*good nature *leader</i> <i>*fair and wise *wise</i> <i>*civilized dog *gaunt</i> <i>*old husky *learning fast</i> <i>*malignant eye *single eye</i> <i>*introspective *merciless</i>			

D. Indicate whether the following statements are T(True), F(False), or NS(Not Stated)

1. Buck didn't reject when the end of the rope was given to a stranger and he went with him willingly.
2. Buck didn't eat or drink for a long time during the journey but neither hunger nor thirst affected him.
3. Buck's first day on the Dyea beach was very good.
4. After coming across that wolf, Buck didn't come back to the Thornton camp.
5. John Thornton saves Buck from certain death.
6. Buck earned sixteen hundred dollars in a short time for John Thornton.
7. Buck visits John Thornton's grave every summer with other wolves.
8. Manuel was killed because of his gambling debts.

E. Who uttered the sentences below and to whom the sentences were addressed.

1. "If you strike that dog again, I'll kill you". -
2. "The bottom's likely to drop out at any moment. Only fools, with the blind luck of fools, could have made it. I tell you straight, I wouldn't risk my carcass on that ice for all the gold in Alaska." -
3. "Get out of my way, or I'll fix you. I'm going to Dawson." -
4. ".... we've had our little ruction, and the best thing we can do is to let it go at that. You've learned your place, and I know mine. Be a good dog and all'll go well and the goose hang high. Be a bad dog, and I'll whale the stuffin' outa you. Understand?"
..... -
5. "You poor, poor dears," ... "why don't you pull hard?—then you wouldn't be whipped."
..... -

F. Complete the sentences according to the novella.

- 1) Francois think Sol-leks is to be the best fit to take Spitz's place because,
- 2) In the summers, Buck always
- 3) When Francois put Sol-leks into the lead position, Buck
- 4) After earning sixteen hundred dollars, John Thornton and
.....

7.6 APPENDIX 6: THE LISTENING COMPREHENSION TEST FOR THE SECOND NOVELLA : “THE CALL OF THE WILD” by JACK LONDON**A. LISTEN TO THE AUDIO AND FILL IN THE BLANKS.**

1. As Buck was too busy adjusting himself to the new life to feel at ease, he.....
2. A characterized his attitude.
3. Spitz has showed his teeth in every opportunity due to the fact that.....
4. Early in the trip Buck or Spits would have died but happened.
5. Because of
 - a.
 - b.
 - c. they had to to grope for a camping place.
6. When Buck finished his ration and returned.....
7. Buck understood that the trespasser was Spitz because of the.....
8. When Buck attacked with anger Spitz was surprised, because
9. Because of an unexpected event.....

B. LISTEN AND ANSWER THE FOLLOWING QUESTIONS.

1. After what François said “EH? Wot I say? I spik true w'en I say dat Buck two devils.”
2. What was Perrault doing while proceeding to harness the dogs?
3. Why François brought Sol-leks to the coveted position?
4. Buck did not attempt to charge in when Sol-leks was once more brought forward.
Because,
5. Why Buck watched the club carefully?
6. Why François threw down the club?
7. What happened when François went up to where Sol-leks stood and called to Buck?
8. How did Dave and Sol-leks react to the change in leadership?

TRANSCRIPT OF PART A:

THE dominant primordial beast was strong in Buck, and under the fierce conditions of trail life it grew and grew. Yet it was a secret growth. His new-born cunning gave him poise and control. He was too busy adjusting himself to the new life to feel at ease, and not only did he not pick fights, but he avoided them whenever possible. A certain deliberateness characterized his attitude. He was not prone to rashness and precipitate action; and in the bitter hatred between him and Spitz he betrayed no impatience, shunned all offensive acts. On the other hand, possibly because he divined in Buck a dangerous rival, Spitz never lost an opportunity of showing his teeth. He even went out of his way to bully Buck, striving constantly to start the fight which could end only in the death of one or the other. Early in the trip this might have taken place had it not been for an unwonted accident. At the end of this day they made a bleak and miserable camp on the shore of Lake Le Barge. Driving snow, a wind that cut like a white-hot knife, and darkness had forced them to grope for a camping place. They could hardly have fared worse. At their backs rose a perpendicular wall of rock, and Perrault and François were compelled to make their fire and spread their sleeping robes on the ice of the lake itself. The tent they had discarded at Dyea in order to travel light. A few sticks of driftwood furnished them with a fire that thawed down through the ice and left them to eat supper in the dark. Close in under the sheltering rock Buck made his nest. So snug and warm was it, that he was loath to leave it when François distributed the fish which he had first thawed over the fire. But when Buck finished his ration and returned, he found his nest occupied. A warning snarl told him that the trespasser was Spitz. Till now Buck had avoided trouble with his enemy, but this was too much. The beast in him roared. He sprang upon Spitz with a fury which surprised them both, and Spitz particularly, for his whole experience with Buck had gone to teach him that his rival was an unusually timid dog, who managed to hold his own only because of his great weight and size. François was surprised, too, when they shot out in a tangle from the disrupted nest and he divined the cause of the trouble. "A-a-ah!" he cried to Buck. "Gif it to heem, by Gar! Gif it to heem, the dirty t'eeef!" Spitz was equally willing. He was crying with sheer rage and eagerness as he circled back and forth for a chance to spring in. Buck was no less eager, and no less cautious, as he likewise circled back and forth for the advantage. But it was then that the unexpected

happened, the thing which projected their struggle for supremacy far into the future, past many a weary mile of trail and toil.

TRANSCRIPT OF PART B:

Eh? Wot I say? I spik true w'en I say dat Buck two devils." This was François's speech next morning when he discovered Spitz missing and Buck covered with wounds. He drew him to the fire and by its light pointed them out. "Dat Spitz fight lak hell," said Perrault, as he surveyed the gaping rips and cuts. "An' dat Buck fight lak two hells," was François's answer. "An' now we make good time. No more Spitz, no more trouble, sure." While Perrault packed the camp outfit and loaded the sled, the dogdriver proceeded to harness the dogs. Buck trotted up to the place Spitz would have occupied as leader; but François, not noticing him, brought Sol-leks to the coveted position. In his judgment, Sol-leks was the best lead-dog left. Buck sprang upon Sol-leks in a fury, driving him back and standing in his place. "Eh? eh?" François cried, slapping his thighs gleefully. "Look at dat Buck. Heem keel dat Spitz, heem t'ink to take de job."

"Go 'way, Chook!" he cried, but Buck refused to budge. He took Buck by the scruff of the neck, and though the dog growled threateningly, dragged him to one side and replaced Sol-leks. The old dog did not like it, and showed plainly that he was afraid of Buck. François was obdurate, but when he turned his back Buck again displaced Sol-leks, who was not at all unwilling to go. François was angry. "Now, by Gar, I feex you!" he cried, coming back with a heavy club in his hand.

Buck remembered the man in the red sweater, and retreated slowly; nor did he attempt to charge in when Sol-leks was once more brought forward. But he circled just beyond the range of the club, snarling with bitterness and rage; and while he circled he watched the club so as to dodge it if thrown by François, for he was become wise in the way of clubs. The driver went about his work, and he called to Buck when he was ready to put him in his old place in front of Dave. Buck retreated two or three steps. François followed him up, whereupon he again retreated. After some time of this, François threw down the club, thinking that Buck feared a thrashing. But Buck was in open revolt. He wanted, not to escape a clubbing, but to have the leadership. It was his by right. He had earned it, and he would not be content with less. Perrault took a hand. Between them they ran him about for

the better part of an hour. They threw clubs at him. He dodged. They cursed him, and his fathers and mothers before him, and all his seed to come after him down to the remotest generation, and every hair on his body and drop of blood in his veins; and he answered curse with snarl and kept out of their reach. He did not try to run away, but retreated around and around the camp, advertising plainly that when his desire was met, he would come in and be good.

François sat down and scratched his head. Perrault looked at his watch and swore. Time was flying, and they should have been on the trail an hour gone. François scratched his head again. He shook it and grinned sheepishly at the courier, who shrugged his shoulders in sign that they were beaten. Then François went up to where Sol-leks stood and called to Buck. Buck laughed, as dogs laugh, yet kept his distance. François unfastened Sol-leks's traces and put him back in his old place. The team stood harnessed to the sled in an unbroken line, ready for the trail. There was no place for Buck save at the front. Once more François called, and once more Buck laughed and kept away. "T'row down de club," Perrault commanded. François complied, whereupon Buck trotted in, laughing triumphantly, and swung around into position at the head of the team. His traces were fastened, the sled broken out, and with both men running they dashed out on to the river trail.

Highly as the dog-driver had forevalued Buck, with his two devils, he found, while the day was yet young, that he had undervalued. At a bound Buck took up the duties of leadership; and where judgment was required, and quick thinking and quick acting, he showed himself the superior even of Spitz, of whom François had never seen an equal. But it was in giving the law and making his mates live up to it, that Buck excelled. Dave and Sol-leks did not mind the change in leadership.

7.7 APPENDIX 7: EXAMPLE OF KWL CHART: THE PEARL by “JOHN STEINBECK”

K (what <u>I</u> know)	W (What I <u>Want</u> to Know)	L (What I have <u>Learned</u>)
There were four beggars who knew everything about the town.	Will they use their knowledge against the doctor?	No, they didn't. (at the end of chapter 1)
Kino and Juana went to the doctor.	Will the doctor threat the baby?	At first no, but last yes. (chapter 3)
Kino looked for a pearl for his baby's treatment.	Will he find a pearl?	Yes, Kino found a pearl. (in the end of chapter 2)
Somebody attacked Kino the night his finding pearl.	Will Kino know him/her?	No, he didn't. (chapter 3(4,5,6))

7.8 APPENDIX 8: EXAMPLE OF “MARK WHO” CHART

Mark Who? Write information about the characters. (The Pearl-John Steinbeck)

Character: KINO	Mark Who?	Character: JUANA	Mark Who?	Character: MIGUEL THOMAS	Mark Who?	Character: APOLOINA	Mark Who?	Character: DOC TOL	Mark Who?	Character: THE SIGHTSEERS	Mark Who?
Page: 1	Page: 1	Page: 4	Page: 4	Page: 5	Page: 5	Page: 4	Page: 4	Page: 4	Page: 4	Page: 4	Page: 4
He is a fisherman. She is Kino's wife. He lives a brush house. She lives a bright house.	He is Kino's brother. She is Kino's sister. She is Kino's wife.	He is Kino's brother. She is Kino's sister. She is Kino's wife.	He is Kino's brother. She is Kino's sister. She is Kino's wife.	He is Kino's brother. She is Kino's sister. She is Kino's wife.	He is Kino's brother. She is Kino's sister. She is Kino's wife.	He never comes to the brush houses because he only treats the rich people.	They interest the events around them. (The baby is stung by a scorpion.)	He never comes to the brush houses because he only treats the rich people.	They interest the events around them. (The baby is stung by a scorpion.)	They interest the events around them. (The baby is stung by a scorpion.)	They interest the events around them. (The baby is stung by a scorpion.)
Page: 1	Page: 1	Page: 12	Page: 12	Page: 15	Page: 15	Page: 5	Page: 5	Page: 5	Page: 5	Page: 5	Page: 5
He loves listen to music of nature.	She gets up earlier than Kino.	He shares Kino's joy.	She has got four children.	He is ignorant, cruel and he has clumsy abstractions. He gives little brown pennies for alm's spring.	She is fat.	He is of a race which for nearly four hundred years has beaten and despised Kino's race.	All of them grow interested in Kino because of his pearl.	He is fat and his wife is worse with the fat that pressed on his throat.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.
Page: 2	Page: 1	Page: 12	Page: 12	Page: 15	Page: 15	Page: 15	Page: 15	Page: 15	Page: 15	Page: 15	Page: 15
He interests in watching the small movements of nature,	She has got a baby with Kino.	He is a curious person so he want to learn what Kino will do from Kino.	He is fat.	He is of a race which for nearly four hundred years has beaten and despised Kino's race.	She shares Kino's joy.	He is fat and his wife is worse with the fat that pressed on his throat.	All of them grow interested in Kino because of his pearl.	He is fat and his wife is worse with the fat that pressed on his throat.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.
Page: 2	Page: 1	Page: 12	Page: 12	Page: 15	Page: 15	Page: 12	Page: 12	Page: 12	Page: 12	Page: 12	Page: 12
He is young and strong and his black hair hangs over his brown forehead.	Her feet are	He is the only one man who walked with Kino while they were going to sell the pearl.	She shares Kino's joy.	He is fat and his wife is worse with the fat that pressed on his throat.	She shares Kino's joy.	Furnishings of his room are heavy and dark and gloomy.	They go to the doctor with Kino and his family.	Furnishings of his room are heavy and dark and gloomy.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.
Page: 2	Page: 2	Page: 23	Page: 23	Page: 23	Page: 23	Page: 33	Page: 33	Page: 33	Page: 33	Page: 33	Page: 33
His eyes are warm, fierce and bright and his mustache is thin and coarse.	She has got black hair.	He cautioned Kino about his being careful, while they were going to sell the pearl.	She cries. Because she was taught Jaro and Kino have been hurt.	He is fat and his wife is worse with the fat that pressed on his throat.	She shares Kino's joy.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.	They go to the doctor with Kino and his family.
Page: 3	Page: 2	Page: 28	Page: 28	Page: 28	Page: 28	Page: 34	Page: 34	Page: 34	Page: 34	Page: 34	Page: 34
He is an angry father who kills the fee which his destroyed to his baby.	She looks after her baby in a tenderly way.	His advices are of value for Kino.	She does the thing which is wanted by Kino.	His wife was die.	His wife was die.	In the houses of them, the pearl would lead all conversations.	In the houses of them, the pearl would lead all conversations.	In the houses of them, the pearl would lead all conversations.	In the houses of them, the pearl would lead all conversations.	In the houses of them, the pearl would lead all conversations.	In the houses of them, the pearl would lead all conversations.

Adapted from Beers (2003, p.312)

7.9 APPENDIX 9: EXAMPLE OF “MARK MY WORDS” CHART

Mark my Words bookmark. (The Pearl-John Steinbeck)

Page...1.	Page...1.	Page...1.	Page...1.	Page...1.	Page...1.	Page...1.	Page...1.	Page...1.	Page...1.
Word: flockable a short simple story that teaches animal lessons.	Word: clamor a group of trees that grows on stumps.	Word: howl a noise made when something rustles.	Word: Salak a fruit that grows on trees.	Word: uncessantly without stop.	Word: flick a short quick shock or burst of your body.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Pages...1.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.
Word: reckless making you feel like you're on a frightened place.	Word: pint a word in the language of the Sioux people.	Word: shout to raise your voice loudly.	Word: light short and thin.	Word: spit with your tongue out.	Word: hot burning.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.	Page...2.
Word: leaf to swing back and forth in one's chair in a different place.	Word: whistle to blow through a hole in one end of a piece of paper.	Word: shout to speak loudly and very impressive.	Word: light a light cloth.	Word: chord a large piece of cloth hung between two posts so people can sleep in it.	Word: hot bright burning.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...3.	Page...3.	Page...3.	Page...3.	Page...3.	Page...3.	Page...3.	Page...3.	Page...3.	Page...3.
Word: cliff a tall rock or cliff on one side of a valley.	Word: whistle to blow through a hole in one end of a piece of paper.	Word: shout an energy	Word: light one of the four elements of nature.	Word: shout to make a loud noise.	Word: hot warm.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...4.	Page...4.	Page...4.	Page...4.	Page...4.	Page...4.	Page...4.	Page...4.	Page...4.	Page...4.
Word: chasm a deep trench or gap in the earth.	Word: shuttle to move a thread back and forth using a rope.	Word: shout to shout at things as if they were alive.	Word: light a bright color.	Word: whistle a small hole made accidentally in a tire.	Word: hot very hot.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...5.	Page...5.	Page...5.	Page...5.	Page...5.	Page...5.	Page...5.	Page...5.	Page...5.	Page...5.
Word: bough a sharp point that grows on a plant such as a rose or cactus.	Word: shuttle to move a thread back and forth using a rope.	Word: shout to shout at things as if they were alive.	Word: light a bright color.	Word: whistle a small hole made accidentally in a tire.	Word: hot very hot.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...6.	Page...6.	Page...6.	Page...6.	Page...6.	Page...6.	Page...6.	Page...6.	Page...6.	Page...6.
Word: leisure not caring about what other people think.	Word: shuttle to move a thread back and forth using a rope.	Word: shout to shout at things as if they were alive.	Word: light a bright color.	Word: whistle a small hole made accidentally in a tire.	Word: hot very hot.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...7.	Page...7.	Page...7.	Page...7.	Page...7.	Page...7.	Page...7.	Page...7.	Page...7.	Page...7.
Word: boomerang a curved plant that has purple flowers on walls.	Word: shuttle to move a thread back and forth using a rope.	Word: shout to shout at things as if they were alive.	Word: light a bright color.	Word: whistle a small hole made accidentally in a tire.	Word: hot very hot.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...8.	Page...8.	Page...8.	Page...8.	Page...8.	Page...8.	Page...8.	Page...8.	Page...8.	Page...8.
Word: leisure not caring about what other people think.	Word: shuttle to move a thread back and forth using a rope.	Word: shout to shout at things as if they were alive.	Word: light a bright color.	Word: whistle a small hole made accidentally in a tire.	Word: hot very hot.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.
Page...9.	Page...9.	Page...9.	Page...9.	Page...9.	Page...9.	Page...9.	Page...9.	Page...9.	Page...9.
Word: hammock the part of your bed that rests over you.	Word: shuttle to move a thread back and forth using a rope.	Word: shout to shout at things as if they were alive.	Word: light a bright color.	Word: whistle a small hole made accidentally in a tire.	Word: hot very hot.	Word: rustle : the noise made when something rustles.	Word: shift to move from one place to another.	Word: breath the air you take in and out of your nose.	Word: rustle : the noise made when something rustles.

Adapted from Beers (2003, p.310).

Adapted from Beers (2003, p.310)

7.10 APPENDIX 10: EXAMPLE OF KWL CHART (THE CALL OF THE WILD)

CHAPTER I		K (what I <u>K</u> now)	W (What I <u>Want</u> to Know)	L (What I have <u>Learned</u>)
Buck is sold to a stranger.	Judge Miller and his family likes Buck too much.	Who bought Buck 1> Judge Miller gonna find Buck and save him? Buck	Who bought Buck 1> Judge Miller gonna find Buck and save him? Buck	Men who are looking for gold. (Chapters 2) No, he didn't find him. Actually we do not know whether he searched him. (ch 2, 3, 4, 5, 6, 7)
				Except for his debts, why did he betray? There is no other reason. (Chapters 2, 3, 4, 5, 6, 7)

7.11 APPENDIX 7: EXAMPLE OF “QUESTION MARK BOOKMARK” CHART: THE PEARL by “JOHN STEINBECK”

Question Mark Bookmark (The Pearl-John Steinbeck)

Page: 23 Question: Why is there only one man walking with Kino? Answer: <i>Because of the seriousness of the occasion.</i>	Page: 23 Question: Why didn't Kino accept Juan Thomas after? Answer: <i>Because it was against religion.</i>	Page: 24 Question: What was the only one defense which Kino's people had learned for four hundred years? Answer: <i>A slight string of the eyes and a slight tightening of the lips and retirement.</i>
Page: 24 Question: Why did the pearl buyers put their pearls in the desks? Answer: <i>For it is not good to let an inferior pearl be seen beside a beauty.</i>	Page: 27 Question: Did Kino accept fifteen hundred? Answer: <i>No he didn't.</i>	Page: 27 Question: What did Kino think when he couldn't hear the price that he had hoped? Answer: <i>He thought that to go to capital.</i>
Page: 28 Question: Why did Kino want to go another place so willingly? Answer: <i>Because he thought that some deep outrage was there and his son must have a chance.</i>	Page: 29 Question: Why did Juana freeze with terror for a moment? Answer: <i>Because heard the little rush the grating struggle, the blow.</i>	Page: 30 Question: What was the Juana's advice after she had seen the Kino's unpleasant condition? Answer: <i>To throw the pearl back in the sea where it belongs.</i>
Page: 31 Question: What did Kino do after he had tracked Juana? Answer: <i>He struck her in the face with his clenched fist.</i>	Page: 31 Question: While Kino tracking Juana, where was she going? Answer: <i>She was going to throw the pearl away.</i>	Page: 32 Question: Why did Kino kill a man? Answer: <i>Because he thought that the man wanted to steal the pearl.</i>
Page: 32 Question: What did Juana do after she saw a dead man who had been killed by Kino? Answer: <i>She dragged the dead man into the shelter of the brush and encircled Kino and Juana was hurt in the fire, to run away from here to far away.</i>	Page: 33 Question: Why did Apolonia cry? Answer: <i>Because she thought that Kino and Juana was hurt in the fire.</i>	Page: 34 Question: What was the Kino's explanation to Juan Thomas about them? Answer: <i>The explanation is that; we was attacked in the dark and in the fight we had killed a man.</i>

Adapted from Beers (2003, p.309)